



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

This Plan describes the CCDF program to be conducted by the State for the period 10/1/09 – 9/30/11. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

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AMENDMENTS LOG

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Lead Agencies must submit plan amendments within 60 days of the effective date of an amendment (§98.18 (b)).

Instructions for Amendments:

- 1) Lead Agency completes the first 3 columns of the Amendment Log and sends a photocopy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

PART 1 ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State Chief Executive Officer)

Name of Lead Agency: *Arizona Department of Economic Security (DES)*
Address of Lead Agency: *1717 W. Jefferson
PO Box 6123
Phoenix, AZ 85005*

Name and Title of the Lead Agency's
Chief Executive Officer: *Neal Young, Director*
Phone Number: *(602) 542-5757*
Fax Number: *(602) 542-5339*
E-Mail Address: *NealYoung@azdes.gov*

Web Address for Lead Agency (if any): www.azdes.gov

1.2 State/Territory Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State/Territory Child Care Contact (CCDF):
Title of State/Territory Child Care Contact:
*Brad Willis
Acting Program Administrator
DES Child Care Administration*

Address: *Site Code 801A
1789 W. Jefferson, 3rd Fl SW
Phoenix, AZ 85007*

Phone Number: *(602) 542-4248*
Fax Number: *(602) 542-4197*
E-Mail Address: *bwillis@azdes.gov*

Phone Number for CCDF program information (for the public): *(602) 542-4248*

Web Address for CCDF program information (for the public): www.azdes.gov/childcare

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2009 through September 30, 2010. (§98.13(a))

CCDF: ***\$110,849,422***
 Federal TANF Transfer to CCDF: ***\$0***
 Direct Federal TANF Spending on Child Care: ***\$52,178,945***
 State CCDF Maintenance of Effort Funds: ***\$10,032,936***
 State Matching Funds: ***\$20,216,319***
 Other Available State Monies: ***\$0***
 SSBG: ***\$163,432***
 Total Funds Available: ***\$193,441,054***

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): ***\$8,014,836 (5 %)***. (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

1.5.1 Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Targeted Funds and Set-Aside?

- Yes.
- No. If no, use **Table 1.5.1** below to **identify** the name and type of agency that delivers services and activities. If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.

Table 1.5.1: Administration of the Program

Service/Activity	Agency	Non-Government Entity
Determines individual eligibility:		
a) TANF families	<i>n/a</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Service/Activity	Agency	Non-Government Entity
b) Non-TANF families	<i>n/a</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Assists parents in locating care	<i>Child Care Resource & Referral</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Makes the provider payment	<i>n/a</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Quality activities	<i>Community Based Organizations, Private for Profit, Community Colleges, non-TANF State Agencies, etc.</i>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

1.5.2. Describe how the Lead Agency maintains overall internal control for ensuring that the CCDF program is administered according to the rules established for the program (§98.11).

For services performed by Lead Agency Staff

The Lead Agency has developed an Administrative Rule and extensive policies to guide staff.

All newly hired staff attends an in-person training that lasts approximately four weeks. At this hands-on training, staff learns the rules and how to apply policy based on case scenarios and how to properly navigate the child care automated system. The staff is also briefed on proper interview techniques, the appeals process and other supportive services that are available to the families.

Built in to staff performance evaluations, supervisors conduct case reviews for all case management staff to ensure cases are being completed properly. Any errors are discussed to make certain staff understand the proper application of policy. Additionally, new staff members, after returning from training, are assigned a mentor to assist with any questions that may arise.

The Lead Agency operates a “Help Desk” for staff members to call if they are uncertain about the proper application of the policy or automated system. Questions received are tracked and classified. The Policy Unit sends reminders to staff and reports for Managers are prepared based on a review of the questions received.

The child care system is designed to ensure data integrity through cross-matching of data with other Lead Agency administrations such as FAMIS and Unemployment Insurance Base Wage. The system will not allow an authorization to a TANF eligibility code if the family is not on TANF, or will provide exception reports when

comparing income reported to Child Care against the employer reported income for an individual.

Additionally, the DES Child Care Administration conducts refresher trainings and training sessions on new policy and systems initiatives to provide support to case managers on an ongoing basis.

Finally, utilization of reconciliation reports to identify/resolve case processing discrepancies. Reports of this nature assist management in identifying potential errors made by field staff during the eligibility determination or service authorization processes. Identified errors are either corrected on a case by case basis in the field, or statewide policy clarifications are issued for broader impact regarding error prevention or resolution.

For Contracted Services

Entities that provide Quality activities may be governmental, community-based organizations, and non-profit or private for profit entities. In order to ensure that the most appropriate, effective, and efficient services are provided, DES may solicit Request for Proposals (RFP) and award contracts on a competitive basis and/or enter into Inter-Governmental-Agreements or Interagency Service Agreements to have activities provided.

Contracting organizations certify in writing to adhere to guidelines developed by the DES in the delivery and administration of each service. The contracts include specific performance measures and, where appropriate, payment for services is based on the delivery of discrete units of service.

Each contract details specific expectations for service delivery and reporting requirements. Contractors report monthly to individual Contract Administrators who monitor for contract compliance, review services delivered and approve payment on invoices. At a minimum, Contract Administrators perform an on-site contract compliance review annually.

CCDF contracted services that are awarded through a competitive bidding process are awarded via Arizona's automated e-Procurement system, SPIRIT. Competitively awarded contracts are typically renewed on an annual basis and competitively re-solicited at least every five years.

1.5.3. Describe how the Lead Agency ensures adequate personnel, resources, systems, internal controls, and other components necessary for meeting CCDF reporting requirements (658K, §98.67, §§98.70 & 98.71, §§98.100 to 102), including the Lead Agency's plans for addressing any reporting deficiencies, if applicable. At a minimum, the description should address efforts for the following reporting requirements:

a) Fiscal Reporting

The Lead Agencies automation system, Financial Management and Control System (FMCS) is used in capturing expenditure data necessary to compile all required

financial reports. The system has controls in place ensuring that all information is accurate and that all CCDF funds are expended according to all applicable state and federal laws and regulations. The Financial Services Administration (FSA) under the Office of the Director is responsible for reporting of all financial information. FSA has procedures in place to ensure that all reports are accurate, timely and submitted in the manner as specified.

b) Data Reporting

The Lead Agencies automation system, the Arizona Child Care Administration Tracking System (AzCCATS) is used in capturing client and provider data necessary to compile all required client and provider reports. The system has controls in place ensuring that all information is accurate and that all CCDF client and provider records are maintained according to all applicable state and federal laws and regulations. The Child Care Administration (CCA) under the Division of Employment and Rehabilitation Services (DERS) is responsible for reporting of all client and provider data. CCA has procedures in place to ensure that all reports are accurate, timely and submitted in the manner as specified. CCA submits the ACF-800 and the ACF-801 to ACF as required.

C) Error Rate Reporting

In order to ensure that Arizona's improper payment documentation meets the requirements set forth in the Child Care and Development Fund error rate reporting requirements, several controls are in place. First, cases are selected using an ACCESS based random number generator. Then, case files are gathered by staff that do not manage the cases. A team made up of three individuals who are not involved with the eligibility determination process reads the cases. Cases with errors are discussed among the team members to ensure that they have consensus regarding the existence of the error. At least ten percent of the cases undergo second level reads. All data is checked and cross-checked by team members to ensure that computations are correct.

1.6 Funds Used to Match CCDF

1.6.1 Will the Lead Agency use public funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

Yes, **describe** the activity and source of funds

No.

Public funds from Arizona's State General Fund will be used to support a variety of programs which may include, but are not limited to direct child care subsidy, training and technical assistance provided to child care providers, training and technical assistance provided specifically to providers caring for infants and/or toddlers, support for school age child care, resource and referral services for the general public, support for child care services provided at domestic violence and homeless shelters, recruitment and supervision of child care providers who care for children in their homes and/or a

child's home, grants or loans to providers to assist in meeting State and local standards, monitoring compliance with licensing and regulatory requirements, improving compensation for child care providers, promoting inclusive child care, and other activities that increase parental choice, improve the quality and the availability of child care..

In addition, public funds through Arizona's Early Childhood Development and Health Initiative support child care development in Arizona including dedicated funding for a quality improvement and rating system (Quality First!), professional development, child care health consultation, mental health consultation, and early childhood screenings for oral health, vision, hearing, and developmental delays for children birth through age five.

The Arizona Early Childhood Development and Health (ECDH) initiative was passed in November 2006. This initiative established the Early Childhood Development and Health Board and provided for a dedicated revenue source through an additional state tax on tobacco products to support and strengthen early childhood programs and services and development of a comprehensive system of care. Objectives of the EDCH Board are to:

- *Improve the quality of early childhood development and health programs.*
- *Increase the access to quality early childhood development and health programs.*
- *Increase access to preventive health care and health screenings for children through age five.*
- *Offer parent and family support and education concerning early childhood development and literacy.*
- *Provide professional developmental and training for early childhood development and health providers.*
- *Increase coordination of early childhood development and health programs and public information about the importance of early childhood developmental and health.*

A significant focus of the ECDH Board is implementation of a quality improvement and rating system (Quality First) for regulated child care center and home providers. Quality First was designed to improve the early care and education in Arizona so young children can begin school safe, healthy, and ready to succeed. Quality First components include financial grants to support quality enhancements, on-site assessment and coaching, child care health consultation and T.E.A.C.H. ® Arizona Scholarships to enhance the professional development of child care providers. During FY 2010, a minimum of 200 centers and 100 homes will be accepted into the Quality First program. Programs serving infants and toddlers as well as programs serving high numbers of children receiving DES subsidies are given priority for enrollment into the Quality First system. Quality First addresses the essential indicators of quality early care and education which include safe, enriching environments, positive adult-child interaction and instructional practices, staff qualifications, family engagement, administrative practices and curriculum.

The quality improvement efforts will also be enhanced and further supported by a compensation and wage enhancement program to reduce turnover of staff in child care

settings and retain staff that have attained early childhood certificates and secondary education degrees.

The Arizona Early Childhood Development and Health Board has dedicated funds to a variety of quality improvement activities including:

*Quality First
T.E.A.C.H. Scholarships
Child Care Health Consultation
Compensation and Retention Incentives
Early Childhood Consultation*

In addition to these quality improvement strategies, the Early Childhood Development and Health Board has also allocated funds to increase families' access to affordable quality early childhood education. These strategies include support for expansion of child care for infants and toddlers and children with special needs, community based education and training for child care providers, and training for unregulated child care providers.

*Access and Affordability
Early Childhood Professional Development*

1.6.2 Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

Yes. If yes, are those funds: (**check one below**)

Donated directly to the State?

Donated to a separate entity or entities designated to receive private donated funds?

a) How many entities are designated to receive private donated fund?

b) **Provide** information below for each entity:

Name: _____

Address: _____

Contact: _____

Type: _____

No.

1.6.3 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

Yes (**respond to 1.6.5**), and:

- a) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).
- b) (____ %) Estimated percentage of the MOE requirement that will be met with Pre-K expenditures. (Not to exceed 20%.)
- c) If the Lead Agency uses Pre-K expenditures to meet more than 10% of the MOE requirement, **describe** how the Lead Agency will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

No.

1.6.4 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirements? (§98.53(h))

Yes (**respond to 1.6.5**), and

- a) (**30 %**) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)
- b) If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, **describe** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

No.

The DES works with the Arizona Department of Education (ADE) Division of Early Childhood Programs to ensure that individual Early Childhood Block Grant (ECBG) programs are provided information and are aware of child care services that are available to working parents from DES.

The ECBG programs are also eligible and encouraged to enter into a Registration Agreement with DES that allows them to provide services, participate in the CCDF Certificate payment system, and receive reimbursement for care provided to eligible working parents that goes beyond the duration of the ECBG program. As it is required by state statute that ECBG programs be nationally accredited, if an ECBG program enters into a Registration Agreement with DES to care for subsidized children, the ECBG program is eligible to receive an enhanced rate for this care, as described in Section 3.2. The ECBG programs may also be listed with and participate in CCDF funded Child Care Resource and Referral agencies which allows them to be considered as a child care option for parents seeking appropriate services.

Additionally, programs that are participating in the ECBG are required by state statute to follow Arizona Department of Health Service's policies regarding licensing requirements and issues. These same licensing requirements apply to all child care centers (including those that receive CCDF funds) as a condition of meeting the Health and Safety Requirements for Center-Based Providers specified in Section 6.1 of this Plan.

The DES will continue to work with ADE and individual ECBG programs toward expanding efforts in order to assure that services are available to low-income working families.

1.6.5 If the Lead Agency indicated “yes” to 1.6.3 or 1.6.4, **describe** Lead Agency efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

The DES works with the ADE Division of Early Childhood Programs to ensure that individual Early Childhood Block Grant (ECBG) programs are provided information and are aware of child care services that are available to working parents from DES. The ECBG requires schools to partner with private and public child care providers.

Additionally, ECBG grantee schools must notify private and public child care providers in their geographic area of the ability to partner with the schools to provide ECBG-funded preschool services. The ECBG school/child care provider partnerships increase access to preschool for low-income working families.

The ECBG programs are also eligible and encouraged to enter into a Registration Agreement with DES that allows them to provide services, participate in the CCDF Certificate payment system and receive reimbursement for child care provided to eligible working parents that goes beyond the duration of the ECBG program. The ECBG programs may also be listed with and participate in CCDF funded Child Care Resource and Referral agencies which allows them to be considered as a child care option for parents seeking appropriate services.

Programs that are participating in the ECBG are also required by state statute to follow Arizona Department of Health Service’s policies regarding licensing requirements and issues. These same licensing requirements apply to all child care centers (including those that receive CCDF funds) as a condition of meeting the Health and Safety Requirements for Center-Based Providers specified in Section 6.1 of this Plan.

The DES will continue to work with ADE and individual ECBG programs toward expanding efforts in order to assure that services are available to low-income working families.

1.6.6 Will the Lead Agency use any other funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

Yes, **describe** the activity and source of funds:

No.

1.7 Improper Payments

Has your State implemented any strategies to prevent, measure, identify, reduce, and collect improper payments? (§98.60(i), §98.65, §98.67)

- Yes and these strategies are:
- No. If no, are there plans underway to determine and implement such strategies?
- Yes, and these planned strategies are: _____
- No.

The DES Child Care Administration prevents, identifies, and reduces improper payments by:

- *Conducting CCDF Error Rate Reviews in accordance with 45 CFR 98.100 to 102 (Arizona is a 2nd year state; the CCDF Error Rate Report is due 6/30/09).*
- *Routinely sharing and reviewing systems data with the state's Family Assistance Management Information System (FAMIS) (for TANF, Food Stamps, and Medical Assistance cases), and the Unemployment Insurance (UI) Base Wage automated system to identify and resolve discrepant income or household information either: 1) reported by clients to other assistance programs; or 2) reported as wages by employers to the state of Arizona for UI tax purposes.*
- *Routinely accessing online child support payment information from the DES Division of Child Support Enforcement (DCSE) regarding actual child support payment histories and disbursement schedules for known child care clientele.*
- *Utilizing the DES Office of Internal Affairs as needed to substantiate household circumstances and resolve discrepancies regarding information reported by clients and providers, and substantiate improper billings.*
- *Training child care providers on proper billing techniques and conducting reviews on initial billing submittal to ensure that contract provisions are met.*
- *Conducting routine monitoring of existing provider's billing by comparing parental sign in/sign out documents to billing claims to determine if the amount billed is substantiated.*
- *Running system reports that flag certain providers whose payments exceed anticipated billings based on provider capacity. Further review of billing practices is initiated based on reports.*
- *Utilizing a case reading instrument to identify errors in the elements of the eligibility determination, benefit calculation, and service authorization processes. First line supervisors conduct monthly case reads on a random sample of cases to promote consistent application of eligibility rules and procedures on a statewide basis.*

- *Conducting a comprehensive four week course of integrated policy and systems training on the Child Care Program to prevent case management errors. All child care case managers are required to participate in the Child Care Basic Skills course upon being hired by the DES Child Care Administration. Additionally, the DES Child Care Administration conducts refresher trainings and training sessions on new policy and systems initiatives to provide support to case managers on an ongoing basis.*
- *Utilization of reconciliation reports to identify/resolve case processing discrepancies. Reports of this nature assist management in identifying potential errors made by field staff during the eligibility determination or service authorization processes. Identified errors are either corrected on a case by case basis in the field, or statewide policy clarifications are issued for broader impact regarding error prevention or resolution.*
- *Ensuring that staff has access to full time policy and systems helpdesks for direct case management support. Staff can call with policy or system questions to ensure appropriate application of policy and/or for assistance in determining eligibility or improper payment.*

The DES Child Care Administration validates, tracks, and collects improper payments by pursuing overpayment recoupment with clients for all client caused overpayments, and providers for all provider caused overpayments; and by pursuing criminal prosecution in all cases of suspected fraud.

PART 2 DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Indicate the entities with which the Lead Agency has a) **consulted** and b) **coordinated** (as defined below), by checking the appropriate box(es) in Table 2.1.1.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. **At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).**

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). **At a minimum, Lead Agencies must coordinate with** (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children’s emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

Table 2.1.1 Consultation and Coordination

Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Representatives of local government	<input checked="" type="checkbox"/> *	<input type="checkbox"/>
Other Federal, State, local, Tribal (if applicable), and/or private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

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Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

* Required.

For each box checked in Table 2.1.1, (a) identify the agency(ies) providing the service and **(b) describe** the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

In Arizona, child care services are administered at the state level, consistent with state legislation and budgetary appropriations. Organizations and individuals have the opportunity to communicate and provide input to their local elected officials in order to influence legislation and appropriations for child care services and programs. Additionally, utilizing input and direction from various sources, the Arizona Department of Economic Security (DES) plans for the provision and delivery of CCDF services in a manner that is responsive to the needs of Arizona's communities.

Within this subsection, a description is provided of some of the numerous committees and boards that are involved at various levels in planning and/or provision of early care and education services and consult in the development of the CCDF State Plan. These include: the DES Child Care Advisory Committee, the Governor's Division of School Readiness, Tri-Agency Committee, DES Early Childhood Taskforce, Early Childhood and Provider Network Meetings, the Arizona Early Childhood Development and Health Board (also known as First Things First), and DES Community Network Teams. Following are descriptions of the purpose and efforts of these committees and boards. Information is specifically provided in terms of consultation and coordination efforts for each entity involved.

DES Child Care Advisory Committee - For issues related to ongoing service delivery and development of the CCDF State Plan, DES consults with the Child Care Advisory Committee (CCAC), which typically meets four times per year. The CCAC includes individuals that represent statewide organizations with local affiliations, tribes, cities, and councils of governments that administer federal early childhood services. The CCAC is provided with information on caseload and cost of care, issues regarding service delivery and any other available information that impacts early care and education programs in the state. The CCAC provides recommendations to DES on

programs and on activities and services to improve the quality and availability of child care, which are funded using CCDF Quality earmarks and Set-Asides.

Coordination with other early childhood development programs, extended learning programs for K-12, and child care resource and referral agencies is also facilitated through the CCAC. The mission of the CCAC is to make recommendations to DES that will promote high quality, affordable, available child care through a comprehensive, coordinated and integrated child care and early childhood delivery system in Arizona. The committee meets on a regular basis in order to review federal regulations, discuss issues and options, assess the availability of child care, prevent duplication of efforts, and identify child care program linkages.

Members of the CCAC have included representatives of local governments; other federal, state, local, tribal and private agencies providing child care and early childhood development services such as: Head Start programs; resource and referral agencies; child welfare advocacy groups; tribal organizations; family child care providers; human service advocacy organizations; employer supported child care programs; Child and Adult Care Food Program sponsors; parents and consumers; school boards; before and after school programs; public school child care programs; business groups; sectarian organizations and child care programs; Child Development Associate programs; and organizations that accredit child care programs.

Additionally, representatives from state agencies including: the Governor Brewer's Office for Children, Youth and Families (GBOCYF), the Arizona Department of Education (ADE) and the Arizona Department of Health Services (DHS), also participate in the CCAC. (The GBOCYF includes the Division of School Readiness, Division for Community and Youth Development, Division for Children, Division for Women, and the Division for Substance Abuse and Prevention. The ADE administers Preschool Handicapped, Title I, and the Child and Adult Care Food programs. The DHS administers the Office of Child Care Licensure, Behavioral Health Services, and the Office of Women and Children's Health.)

State School Readiness Board - The Arizona State School Readiness Board, convened in March 2003 by then Governor Janet Napolitano, was charged with developing a plan to coordinate and improve Arizona's early care and education system, which includes the use of the CCDF. The Board developed recommendations for the School Readiness Action Plan, which the Governor presented in January 2004. The School Readiness Action Plan was developed with input from one hundred forty-four business and community leaders, child care, Head Start, education and health professionals, tribal and state agency officials representing public health, employment services and TANF, public education and state-funded pre-kindergarten programs, and elected officials from across the state. The School Readiness Action Plan envisioned an Arizona where all children begin 1st grade safe, healthy, and ready to succeed and set forth action items for the next five years.

In the general election held in the fall of 2006, Arizona voters approved a tobacco tax that specified proceeds of the tax be dedicated to early care and education and health of young children. With its passage, the Proposition created a new state level board known as the Arizona Early Childhood Development & Health Board (ECDH). The Board subsequently adopted the name First Things First. At the April 2007 State

School Readiness Board meeting, it was announced that the activities of the State School Readiness Board will be continued by the First Things First Board which oversees implementation of programs funded by the tobacco tax receipts.

In specific, the following agencies and entities are involved: the Department of Health Services' Office of Women's and Children's Health, Office of Oral Health; the Department of Economic Security, Child Care Administration, Arizona Early Intervention Program, and Child Protective Services; the Department of Education; the Arizona Health Care Cost Containment System (Medicaid); United Way organizations; Healthy Child Care Arizona; the Arizona Chapter of the Academy of Pediatrics; Reach Out and Read; Healthy Steps; the Head Start State Collaboration Office; the Arizona Head Start Association and many others.

Healthy Child Care Arizona - Healthy Child Care Arizona is a partnership between child care center staff, families, and Child Care Health Consultants (CCHCs) that focuses on developing comprehensive and coordinated services in child care settings. With funding from First Things First, Arizona is moving forward to implement a statewide health consultation system. This system will leverage existing resources and coordinate existing systems of care for young children for the purpose of achieving child care that reflects best practices in health and safety. The long-term goal is to first offer consultation to any out-of-home child care setting.

Tri-agency Committee - The Arizona Department of Economic Security (DES), Child Care Administration also participates in a Tri-agency Committee. This committee is made up of representatives from Arizona Department of Education, Arizona Department of Economic Security and Arizona Department of Health Services. The Committee's work is directed toward achieving a greater degree of consumer protection, and improved quality of child care services through interagency communication, coordination and consistency, as specified in the School Readiness Action Plan.

DES Early Childhood Taskforce - The DES is atypical in that it combines most of the state's social service programs within a single agency. These include: Child Care Assistance, Employment services, Part C of the federal Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities program, food stamps, cash assistance (TANF), child support enforcement, and child welfare. The DES Early Childhood Task Force was established to mobilize DES early childhood programs, resources and initiatives in a manner that promotes interdepartmental coordination and communication and facilitates interagency collaboration and system integration in concert with many of DES strategic initiatives. Recent activities have included: piloting "Children's Corners" in DES offices, areas where children have the opportunity to access educational materials while their parents/guardians access services and promotion of early childhood topics to all DES staff via email broadcasts, including the ability for staff to have questions answered.

Early Childhood and Provider Network Meetings - Agencies that provide Child Care Resource and Referral services, in partnership with DES, facilitate local involvement in early care and education issues through Early Childhood and Provider Network meetings. Representatives from community organizations, higher education,

governments, and the provider community, meet regularly to exchange information, identify local child care needs and resources, and share strategies to improve the quality of care.

DES Community Network Teams - Within each county there is one or more DES Community Network Teams (CNT) whose purpose is to assess local DES service delivery, and to provide input, feedback, and recommendations to DES for improvements. The CNT provides oversight for DES local operations and addresses issues within the community related to DES services; identifies gaps in services between programs DES offers and others within the community and looks for ways to fill the gaps. Membership includes: consumers, neighborhood/community-based/faith-based organization leaders, private agencies (e.g., United Ways, universities, and non-profit providers), business/employment leaders, local elected and appointed officials, human service delivery system representatives, health care provider representatives, education community representatives, law enforcement representatives and prevention service providers.

In terms of consultation and coordination efforts, the following provides information specific to various entities indicated on the table at Section 2.1.1.

Representatives of Local Governments - Through the local and statewide committees and boards described in the previous pages, DES consults with representatives of local governments who serve in various capacities on local and statewide committees and boards described in the previous pages.

Native American Tribes/ Tribal Organizations - The DES participates in the Tribal Early Childhood Working Group that has been established and is facilitated by the Inter Tribal Council of Arizona. This group's membership includes representatives from Indian Nations/reservations in Arizona, who are directly involved in the administration and development of early childhood development and child care programs. The group has adopted a set of guidelines identifying the improvement of coordination and quality child care as two of its goals. The DES uses this forum to communicate with Tribal child care and CCDF grantees to discuss issues and needs and to provide technical assistance as requested. DES also meets as needed with individual representatives of Tribal TANF and Tribal employment programs in order to discuss child care issues and needs. Additionally, DES has and will continue to meet with representatives of the Navajo Nation's CCDF program and Program for Self Reliance (TANF) in order to increase awareness of each grantee's program and to explore possible mechanisms that would enhance service delivery.

Other Federal, State, Local, Tribal, and Private Agencies Providing Child Care and Early Childhood Development Services - In addition to consulting with various entities in drafting the CCDF State Plan, DES provides representatives of local governments, including Tribal organizations, the opportunity to comment on the provision of services under the CCDF Plan at public hearings. Additionally, DES coordinates with multiple federal, state, local, tribal, and early childhood development services that provide and deliver early childhood services such as Head Start and child care.

Public Health - The DES consults with the Arizona Department of Health Services (DHS) in development of the CCDF State Plan. Additionally, DES coordinates the

delivery of early childhood services with DHS. Examples include the ongoing communication regarding the licensing status of DHS licensed child care centers and DHS certified child care group homes, and through coordination of services and system improvement through the work of the Tri-agency Committee, Statewide Early Childhood Comprehensive System grant and Healthy Child Care Arizona.

Public Education: State Pre-Kindergarten Programs - DES consults with the Arizona Department of Education (ADE) in development of the CCDF State Plan. Additionally, DES coordinates the delivery of early childhood services with ADE. See section 5.2 for more information.

Temporary Assistance to Needy Families (TANF) and Employment Service/Workforce Development - In Arizona, DES is the lead agency responsible for administration of the TANF program and Employment services/Workforce Development. The DES Child Care Administration (CCA) is responsible for the planning and policy of the CCDF and the day-to-day operation of child care programs, which will provide services to TANF cash assistance recipients and other families eligible for services.

The Child Care Administration is an administration within the DES Division of Employment and Rehabilitation Service (DERS). Also within DERS are the Rehabilitation Services Administration and the Employment Administration (which consists of the employment and training services that support and assist TANF and non-TANF individuals secure and maintain employment). Coordination within DERS has resulted in shared communication and identification of issues that relate to the provision of child care services to families that are receiving other services from the respective DERS Administrations.

Coordination with Employment and Workforce Development services and TANF eligibility is handled internally through policies and procedures developed specifically for the purpose of ensuring that appropriate child care services are provided for TANF recipients.

Head Start programs - The DES transfers state funds to provide the required “match” for the Head Start State Collaboration Office housed within the Governor’s Office for Children, Youth and Families under the auspices of the Division of School Readiness. The role of the Head Start State Collaboration Office is to increase collaboration between Head Start grantees, delegates, and other early care and education providers in order to more efficiently and effectively utilize resources to promote healthy families and children who are healthy, eager to learn, and successful upon entering the K-12 system. The Head Start State Collaboration Office focuses on eight priority areas: children with disabilities, child care, community service activities, education, family literacy, health care, services for children who are homeless, and welfare. The primary focus of the Arizona Head Start Association and the Head Start State Collaboration Office is to create a seamless system of early care and education services by integrating the key elements of Head Start programs into the development of an early childhood system for the state. The DES also contracts with Head Start programs that provide child care as part of service delivery and has Head Start representation on the DES Child Care Advisory Committee.

Programs that Promote Inclusion for Children with Special Needs -

- ***Part C Program of the Federal Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities Program - The DES is the lead agency for the Part C program (Arizona Early Intervention Program-AzEIP). The AzEIP is a statewide system of supports and services for families of infants and toddlers, birth to three years of age, with disabilities or delays. The purpose of early intervention is to help families' help their children develop to their full potential. The DES Child Care Administration coordinates with AzEIP to improve services and service coordination for infants and toddlers and their families.***
- ***Child Care - Contracts for child care slots are limited to specialized services for the provision of child care to children with special needs. These contracts are issued through a competitive Request for Proposal (RFP) process, which is open to all types of child care providers. Services available pursuant to this RFP are available at certain child care centers.***

School Age (Out-of-School-Time) Programs - DES works with the Arizona Center for Afterschool Excellence, a private not for profit organization whose mission is to improve access to high quality extended learning opportunities for all Arizona children and youth through professional development, advocacy, and community capacity building. The Center is represented on the DES Child Care Advisory Committee.

The Arizona Center for Afterschool Excellence (formerly the Arizona School-Age Coalition) was founded in 1990 by afterschool professionals from Tempe, Phoenix, and Tucson, in order to improve the quality of care in afterschool programs and to support the budding school-age care profession. Since 1990, the Arizona Center for Afterschool Excellence has grown and is now recognized as the professional organization for individuals working in the afterschool field, the focal point for quality initiatives regarding extended learning services and the only statewide organization providing professional development opportunities for administrators and direct service staff in the extended learning arena.

In 1997, the Arizona Center for Afterschool Excellence became the state affiliate of the National Afterschool Association (NAA), the professional association and program accreditation organization for out-of-school time. Since 1999, the Arizona Center for Afterschool Excellence has evolved to include all afterschool stakeholders and expanded its purpose to include training, networking, professional development, advocacy, research, and leadership. Currently, afterschool professionals – including directors and administrators, front line staff, researchers, funders, and policy makers from all regions of Arizona - are members of the Arizona Center for Afterschool Excellence. Membership is structured through an agreement with NAA.

Individuals, programs, organizations, and agencies, including DES, work together with the Arizona Center for Afterschool Excellence to promote and advance quality afterschool programming in Arizona. Center partners work together to design and advocate for sustainable systems, increased funding, and improved quality of afterschool programs in local communities, at the state legislature, and in Washington, D.C.

The Arizona Center for Afterschool Excellence also partners with a variety of organizations and professionals in the field to provide training and accreditation assistance to members, including the recently created Council on Accreditation School Age accreditation. Throughout the state, the Arizona Center for Afterschool Excellence supports the development of regional coalitions to bring local afterschool stakeholders together for training and advocacy based on the needs of their community with technical assistance and grants. The Arizona Center for Afterschool Excellence was the recipient of a three-year innovations grant from the C.S. Mott Foundation to create a sustainable structure of statewide, regional, and local partnerships, particularly school-community partnerships, focused on supporting policy development to sustain new and existing afterschool programs and to ensure program quality. They are again pursuing this funding opportunity.

2.1.2 Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs. Lead Agencies are encouraged to develop an emergency preparedness and response plan for child care and other early childhood programs operating in the State/Territory. The plan should include provisions for continuity of services and child care assistance payments to families and providers in the event of an emergency or disaster. Indicate which of the following best describes the current status of your efforts in this area. **Check only ONE.**

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developing.** A plan is being drafted. Include the plan as Attachment 2.1.2, if available.
- Developed.** A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.2, if available.
- Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment 2.1.2.
- Other. Describe:**

a) Describe the progress made by the State/Territory in planning for an emergency or disaster event with regards to the operation of child care and early childhood education programs.

The Lead Agency has developed a Business Continuity Plan, which is included as attachment 2.1.2. This plan details the steps necessary to resume business operations in the event of an emergency and how essential services will be maintained until a full resumption occurs.

b) Describe provisions the Lead Agency has in place for the continuation of core child care functions during and after a disaster or emergency.

The Business Continuity Plan has made provisions for essential functions during emergency situations, where access to the current computer system is not available. The essential functions include: contracting for child care providers; paying providers; receiving referrals for service from TANF and Child Protective Services; and determining eligibility for families.

c) **Describe** efforts the Lead Agency has undertaken to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation.

All new contracts that the Lead Agency approves have a provision that requires the contractor to develop a plan to address emergency situations such as pandemics. Each contractor must show: key succession and performance planning if there is a sudden significant decrease in contractor's workforce; alternative methods to ensure there are services or products in the supply chain; and an up to date list of company contacts and organizational chart.

d) **Describe** how the Lead Agency is coordinating with other State/Territory agencies, private, and/or non-profit charitable organizations to ensure that child care and early childhood programs are included in planning, response, and recovery efforts.

The DES participates in table-top functional and full-scale exercises with the other State Agencies and Counties. During these exercises, the DES is participating in the mass care at the State Emergency Operations Center. The DES coordinates any resources necessary for critical business functions.

As experienced recently with the H1N1 outbreak in Arizona, there is a need to continue efforts between State and County Health Departments and all child care regulatory agencies to ensure a smooth flow of information. A process will also need to be developed to ensure that the Child Care Resource and Referral Agencies and other key stakeholders are included in the communication plan. This will ensure that all access points for families and providers will have up-to-date and accurate information available.

2.1.3 Plan for Early Childhood Program Coordination. Lead Agencies are encouraged to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of your efforts in this area. **Note: Check only ONE.**

Planning. Are there steps under way to develop a plan?

Yes, and **describe** the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.

- No.
- Developing.** A plan is being drafted. Include the draft as **Attachment 2.1.3** if available.
- Developed.** A plan has been written but has not yet been implemented. Include the plan as **Attachment 2.1.3** if available.
- Implementing.** A plan has been written and is now in the process of being implemented. Include the plan as **Attachment 2.1.3**.
- Other (describe):**

a) Describe the progress made by the State/Territory in planning for coordination across early childhood programs since the date of submission of the 2008-2009 State Plan.

b) Indicate whether there is an entity that is, or will be, responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

c) Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State/Territory's early learning guidelines, plans for professional development, and outcomes for children.

d) Describe how the State/Territory's plan supports, or will support, continued coordination among the programs. Are changes anticipated in the plan?

With the transition of the functions of the School Readiness Board to the Early Childhood Development and Health Board (First Things First) has assumed a leadership role in Arizona to foster the coordination between public and private partners and the communities where children live.

The coordination efforts will be focus on four areas:

- *Quality and Access, to increase the availability, affordability and access to quality settings while improving the regulatory and monitoring standards of these settings.*
- *Health, to improve children's access to health care by increasing the number of health care providers while expanding the number of children that receive screening for developmental delays while ensuring services are available for children identified through the screening process*
- *Professional Development, to build a skilled early childhood workforce that will address the strengths of the whole child.*
- *Public Awareness, to expand public awareness of, and financial and political support for early childhood efforts in Arizona.*

A copy of the Strategic Plan Roadmap is included as attachment 2.1.3 of this plan.

2.2 Public Hearing Process

Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

- a) Date(s) of notice of public hearing: _____
- b) Manner of notifying the public about the public hearing:
- c) Date(s) of public hearing(s): _____
- d) Hearing site(s):
- e) How the content of the plan was made available to the public in advance of the public hearing(s):
- f) **Attach** a brief summary of the public comment process as **Attachment 2.2**.

On April 29, 2009, the DES Child Care Administration filed formal notice of the Public Hearing with the Office of the Secretary of State. Additionally, on May 20, 2009, the DES Public Information Office issued a News Release to numerous media outlets publicizing the Public Hearings that were held on May 27, 2009, in Phoenix, Arizona, and on May 28, 2009 in Tucson, Arizona.

Notice of the Public Hearings was posted in all DES Child Care offices throughout the state and on the DES Website. Copies of the notice were also mailed or e-mailed to other parties such as: Tribal and local units of government, the DES Child Care Advisory Committee, and other groups that may have an interest in child care.

Copies of the draft Plan were available for review, prior to the hearings, at DES District Child Care Offices and on the DES Website. This information was specified in the News Release and in the Notice of the Public Hearings.

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

- Yes. If yes, **describe** these activities or planned activities, including the results or expected results.
- No.

Whenever possible, DES will administer the child care program in a manner that will improve the availability, affordability and quality of child care and actively promote public/private partnerships. DES intends to maintain such efforts and continue to support and encourage public/private collaborations at a state, regional and local level.

The following describe examples of ongoing or planned partnerships in Arizona and their impact on meeting child care needs:

The Arizona Early Childhood Comprehensive Systems Initiative of the State Maternal and Child Health Early Childhood Comprehensive Systems (SECCS) Implementation Grant Program, led by the First Things First Board:

This project is being accomplished through the development of an integrated early childhood education system that provides children and families with access to a medical home; information and support for positive social emotional development and as needed, appropriate behavioral health services; high quality, developmentally appropriate early care and education; parent education, and family support services.

Groups and organizations that have collaborated in this effort or have benefited from the program include: Arizona Chapter of the American Academy of Pediatrics (AAP); Arizona Child Care Association; Arizona Child Care Resource and Referral agencies; Arizona Department of Health Service's Division of Behavioral Health, Office of Women's and Children's Health, and Office for Child Care Licensure; Arizona Department of Economic Security's Child Care Administration, Child Protective Services and TANF programs; Arizona Health Care Cost Containment System (AHCCCS) and KidsCare (Arizona's Titles XIX and XXI programs); Chase Emergent Leaders program participants; Children's Action Alliance; Child Care Health Consultants; child care centers; Community Colleges; county public health departments; Harris Institute for Infant/Toddler Mental Health; Head Start programs, Tribal Head Start programs and the State Head Start Collaboration Office; Parent Leaders of the Community Development Initiative; Protecting Arizona's Family Coalition (PAFCO); Southwest Human Development; United Way of Tucson and Southern Arizona; University of Arizona Cooperative Extension; Valley of the Sun United Way; and the Virginia G. Piper Charitable Trust.

Helios Education Foundation Professional Development Model, operated by the Valley of the Sun United Way

The Helios Education Foundation is the largest nonprofit organization serving Arizona and Florida focused solely on education, and is dedicated to enriching the lives of individuals by creating opportunities for success in postsecondary education. Helios Education Foundation is designed to exist in perpetuity, so its commitment is long-term. Student success across the pre-kindergarten (Pre-K) through postsecondary education continuum is the driver of the Foundation's decision-making. Its goal is to increase the number of young adults successfully completing postsecondary education with the skills and knowledge necessary to compete in a global economy.

The Professional Development Project is a research and evaluation program that allows for the collection and dissemination of information regarding the correlation between early childhood professionals' education levels and the quality of care provided to children and families. This project will serve formal and informal early childhood education professionals and practitioners. The project is designed to develop a professional development model that addresses the following objectives:

- *Increase the educational level of those who are working with young children in center-based and home-based child care programs.*

- *Facilitate a smooth pathway of articulation between levels of educational attainment (training hours to CEUs, CEUs to credit hours, CDA to AA, AA to BS) including a continuing education plan (FTF, PELL etc) in order to continue with identified educational pathways.*
- *Develop a coordinated system of professional development so that early childhood professionals have easy access to information and resources.*
- *Increase the availability of innovative and non-traditional education systems for those seeking degree attainments.*
- *Evaluate the connection between quality improvement in child care and increased professional development opportunities.*

The Lead Agency as well as many key stakeholders both within and outside of state government are participating in this effort. These participants include: the Valley of the Sun United Way; Helios Education Foundation; Arizona Department of Education; Arizona Child Care Association; Arizona Early Childhood Development & Health Board (First Things First); Governor Brewer's Office for Children, Youth and Families; Arizona State University; Arizona Literacy and Learning Center; and Maricopa Community Colleges

The DES routinely encourages public/private partnerships when contracting for services.

Each Request For Proposal (RFP) solicitation requires the potential bidders to describe how public/private partnerships will be developed, promoted and nurtured. RFP responses that demonstrate past success and/or innovative plans to develop public/private partnerships are more likely to be considered for an award. After contract award, service providers are asked to report on the success of their efforts.

Examples of success in developing public/private partnerships are found in various contracts that deliver occupational/vocational training to Arizona's child care providers. Businesses who find the training and technical assistance to be beneficial to the community provide facilities to host the training for free or at a reduced cost. Some trainings offer "door prizes" to participants that are donated by private businesses. Printing companies have offered discounts on the printing and workbooks used in trainings.

PART 3 CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System. **Describe** the overall child care certificate process, including, **at a minimum:**

- a) a description of the form(s) of the certificate (§98.16(k)):
- b) a description of how the certificate permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))
- c) if the Lead Agency is also providing child care services through grants and contracts, **estimate** the proportion of §98.50 services available through certificates versus grants/contracts (this may be expressed in terms of dollars, number of slots, or percentages of services), and **explain** how the Lead Agency ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b)).
- d) **Attach** a copy of your eligibility worker's manual, policy handbook, administrative rules or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1.**

Note: If these materials are available on the web, the Lead Agency may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

A Certificate of Authorization form is issued to an eligible family and includes the following information: Family identifying data, name and address of provider selected by the family; dates of authorization; level of reimbursement to be provided by DES; amount of DES required co-payment; amount of care authorized (i.e., number of full and/or part days); names and ages of children authorized; and the name and telephone number of the DES Child Care Specialist responsible for issuing the certificate. An example of a Certificate of Authorization is provided as Attachment 3.1.1.a.

Eligible families are informed that they may choose, and use their Certificate of Authorization with any type of category of eligible providers. (Families who receive child care for protective services, as defined in Appendix 2 (5) a., may not use non-certified relative providers.)

One hundred percent of the payments for services are made through the Certificates of Authorizations. Contracted services are available for children with special needs; however, the services are still operated under the Certificate of Authorization system.

When a family is determined eligible to receive services, the family is authorized for a specific amount of care and level of reimbursement for such care. When a family has selected a provider who is registered with DES, a Certificate of Authorization is issued.

If the family has not yet selected a provider (when determined eligible), the family will be advised to notify their Child Care specialist when a selection is made. If the selected provider has a Registration Agreement, a Certificate of Authorization is issued. If the family selects a provider who is not registered, the family is instructed to advise the provider to contact DES/CCA to initiate the registration process. Providers must be registered prior to payment for child care services.

Providers submit billing forms at the end of each month for services rendered during that month. The DES makes payment, on average, 16 calendar days after receiving the correctly completed form. In almost all instances, payment is made within 30 days.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- Yes, and **describe** the type(s) of child care services available through the grant or contract, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))
- No.

3.1.3 Are child care services provided through certificates, grants and/or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- Yes.
- No, and **identify** the localities (political subdivisions) and services that are not offered:

3.1.4 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

- Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):
- No.

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

3.2.1 Provide a copy of your payment rates as **Attachment 3.2.1**. The attached payment rates were or will be effective as of: 04/01/2009.

3.2.2 Are the attached payment rates provided in Attachment 3.2.1 used in all parts of the State/Territory?

Yes.

No, and other payment rates and their effective date(s) are provided as **Attachment 3.2.3**.

3.2.3 Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

a) The month and year when the local market rate survey(s) was completed (§98.43(b)(2)): **June 2008**.

b) A copy of the **Market Rate Survey instrument** and a summary of the results of the survey are provided as **Attachment 3.2.3**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

3.2.4 Does the Lead Agency use its current Market Rate Survey (a survey completed no earlier than 10/1/07) to set payment rates?

Yes.

No.

3.2.5 At what percentile of the current Market Rate Survey is the State payment rate ceiling set?

Note: If you do not use your current Market Rate Survey to set your rate ceilings or your percentile(s) varies across categories of care (e.g., type of setting, region, or age of children), **describe** and provide the range of variation in relation to your current survey.

3.2.6 Describe the relationship between the attached payment rates and the market rates observed in the current survey, including at a minimum how payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey: (§98.43(b))

For Licensed Child Care Centers, Certified Group Homes, and Certified Small Family Homes:

Arizona has established individual maximum payment rates for a full range of providers, i.e., center, group home and home based care. These rates further differentiate among ages of children in care, full and part day care and care provided in different geographic regions resulting in 144 unique maximum payment rates, which are identified in Attachment 3.2.1.

The rates allow for the reimbursement of child care services at the actual cost of care (normal and customary charges), but not more than the maximum payment for categories of care in local areas. The six local areas are based upon their geographic proximity or common characteristics and are generally defined by the following counties:

District I - Maricopa

District II - Pima

District III- Apache, Coconino, Navajo, and Yavapai

District IV - La Paz, Mohave, and Yuma

District V - Gila and Pinal

District VI - Cochise, Graham, Greenlee and, Santa Cruz

In order to ensure that eligible children have equal access to comparable care, DES remains committed to working with Arizona's policy makers to continue to increase rates, and to improving the quality of child care provided. In 2006, the State Legislature appropriated funding which allowed the maximum payment rates for child care services to be set at the 75th percentile of the 2000 Child Care Market Rate Survey, effective July 1, 2006. During the 2007 legislative session, funding was appropriated to increase all maximum payment rates by an additional five percent. Due to insufficient federal funding, limited state appropriations and increasing child care caseloads, further rate adjustments were not possible without reducing the number of families in the state receiving assistance. With the current economic situation impacting tax revenues, in early 2009, the legislature reduced the appropriation to the Lead Agency, which resulted in returning the maximum payment rates to the 75th percentile of the 2000 Market Rate Survey.

Summary results from the 2008 Survey are included in Attachment 3.2.3 and can be used to compare each of the state's 144 maximum payment rates to rates identified in the 2008 Survey.

A comparison of the aggregate (non-weighted) current 144 maximum payment rates to the aggregate (non-weighted) 75th percentiles of the 2008 Survey, shows that the current maximum payment rates are approximately 72% of the 2008 Survey 75th percentile. With respect to percentiles of the 2008 Survey, current maximum payment rates range from:

(For the 48 unique center rates)

3rd to the 99th percentile – (average being the 31st percentile)

(For the 48 unique family child care home rates)

10th to the 59th percentile – (average being the 31st percentile)

(For the 48 unique family group home rates)

<1st to the 71st percentile – (average being the 20th percentile)

Families have access to and a choice of a full range of child care providers. This is evidenced by the fact that of the potential pool of providers with which DES can contract for subsidized care, approximately 86% of the licensed centers and certified group homes in Arizona have Registration Agreements with DES for reimbursement for care. Additionally, DES recruits and enters into a

Registration Agreement with any small family child care home that meets health and safety regulations and is willing to contract with DES for the provision of care to eligible children. Therefore the centers and homes are available to provide care to children of eligible families

As a result, families can and do have access to the vast majority of child care providers in the state. A further indication (that rates provide equal access) can be seen by the patterns of utilization of care across different types of providers. Currently, of all the children receiving CCDF child care through DES, 75% receive care in child care centers; 8% receive care in certified group; 8% receive care in small family child care homes; and 9% receive care that is provided by unregulated relative providers.

For Unregulated Relative Providers

For unregulated relative providers (i.e., Non-Certified Relative Providers {NCRPs}) who provide care, a fixed rate of \$10.50 for full day and \$6.00 for part day has been established. The fixed rate is currently set at a level that is 70% of the average actual daily payment that was made to certified family child care homes in the Spring of 2001. Experience with unregulated relatives who provide care indicates that they typically are not in the business of providing child care and do not have normal and customary charges for child care. Additionally, NCRPs are not required to meet any significant health and safety requirements that are required of certified family child care homes.*

**A pilot project was conducted in 1997 to determine the feasibility of setting fixed rates for NCRPs. This pilot was conducted throughout the state and no significant decrease in the number of providers willing to provide care at a fixed rate was experienced. The use of NCRPs continues to be utilized at a relatively constant rate.*

3.2.7 Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

Yes. If, yes, **describe**.

No.

3.2.8 Does the State have any type of tiered reimbursement or differential rates?

Yes. If yes, **describe**:

No.

Effective August 1999, the DES Enhanced Rate for Accredited Programs became operational. The intent of the Enhanced Rate is two-fold: 1) to make higher quality (accredited) child care slots available to DES subsidized children whose parents may not be able to afford this care; and 2) to encourage more providers to become accredited. This allows children whose parents are eligible for child care subsidies to enroll in programs providing higher quality of care by reimbursing nationally accredited providers 10% higher than the DES maximum rates.

All types of regulated child care programs are included in the tiered reimbursement system (Child Care Centers, Family Child Care Homes, and School-Age Child Care Programs). The DES adopted the State Board of Education's approved list of center-based accreditation bodies currently used for the Arizona Department of Education, At-Risk Preschool programs. These include the following:

- ACSI* = *Association for Christian Schools International*
AMI = *American Montessori International*
AMS = *American Montessori Society*
NAC = *National Accreditation Commission for Early care & Education Programs*
NAEYC = *National Association for the Education of Young Children, Academy for Early Childhood Program Accreditation*
NECPA = *National Early Childhood Program Accreditation*

The DES, in consultation with the CCAC, adopted additional standards that are more specific to home based programs. These include the following:

- NAFCC* = *National Association for Family Child Care*
CDA = *National Child Development Associate Credential with a specialization in home providers*
COAA = *Council on Accreditation Afterschool [formerly National After School Association]*

3.2.9 Describe how the Lead Agency ensures that payment rates do not exceed the amount paid by the general public for the same service. (§98.43(a))

At contract initiation for all regulated child care providers, the provider reports their normal and customary rates. These rates are loaded into the automated system used by the lead agency, which selects the provider's reported rates or the current maximum reimbursement rate (based on provider type, geographic location and age of child), whichever is lower and designates that as the "DES contracted rate".

The contract requires the provider to provide prior notice to any changes in their rates, which are subsequently loaded into the automated system, which repeats the process described above to determine the new DES contracted rate.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

a) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes. If yes, **define** physical and mental incapacity in Appendix 2, and **provide** the upper age limit

No.

b) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is _____

No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in Table 3.3.2 below based upon initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Table 3.3.2 Income Eligibility

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (d) by (a), multiply by 100]
1	2,897	2,463	1,490	51%
2	3,788	3,220	2,005	53%
3	4,679	3,978	2,518	54%
4	5,570	4,735	3,033	54%
5	6,462	5,493	3,548	55%

Note: Table 3.3.2 should reflect maximum eligibility upon initial entry into the CCDF program.

a) Does the Lead Agency have “tiered eligibility” (i.e., a separate income limit for remaining eligible for the CCDF program)?

Yes. If yes, **provide** the requested information from Table 3.3.2 and **describe**. **Note:** This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

No.

b) If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

Arizona uses Federal Poverty Guidelines as a basis for determining eligibility, not SMI. However, for the purposes of the matrix above, the SMI for Federal Fiscal Year 2010, as published in the Federal Register/Volume 74, No. 48/ 3/13/09, was used.

c) These eligibility limits in column (c) became or will become effective on:
7/1/09.

d) How does the Lead Agency define “income” for the purposes of eligibility?
Provide the Lead Agencies definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

See attachment 3.3.2 for a detailed description of income for eligibility determination purposes.

e) Is any income deducted or excluded from total family income (e.g., work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

No.

The only allowable income deduction for child care assistance is child support that is paid for dependents who do not reside in the same household with the eligible family. See attachment 3.3.2 for additional information regarding deducted and excluded income.

e) **Describe** whose income is excluded for purposes of eligibility determination.

Earnings of a child under the age of 18 and attending high school or other training program, (and who is not a minor parent who needs child care assistance for his or her own child) are excluded (the earnings of a minor parent who needs care for his or her own child are countable).

Earned and unearned income received by a caretaker relative who is applying for a related child (e.g., grandchild, niece, nephew, etc.) are excluded; income received for the support of the related child is counted (e.g., TANF Cash Assistance, child support, Social Security benefits).

3.3.3 Work/Job Training or Educational Program Eligibility

a) How does the Lead Agency define “working” for the purposes of eligibility?
Describe the specific activities that are considered “working” for purposes of eligibility determination, including minimum number of hours. (§§98.16(f)(6), 98.20(b))

Work means the performance of duties on a regular basis for wages or salary. Volunteer activities performed without payment are not allowable work activities.

There is no minimum number of hours of work required; however, the child care service authorization is tailored (in part and full day units) to the actual days and hours that the parent/caretaker works.

Job search is an allowable activity only as 1) specified in a TANF employment plan or 2) as a “gap in employment” for active child care recipients who lose employment while receiving child care services. Each parent/caretaker is eligible for two 30 day “gaps in employment” in each 12 month period, beginning with their job termination dates. Job search is not allowable as a self initiated upfront activity when a parent/caretaker is unemployed at the time of application.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program?

Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? **Describe**, the specific activities that are considered “job training and/or educational program”, including minimum number of hours.
(§§98.16(f)(3), 98.20(b))

No.

Allowable education and training activities for a teen parent under the age of 20 years consists of attendance at high school, G.E.D. or E.S.O.L. classes, or remedial educational activities in pursuit of a high school diploma. There is no work requirement for teen parents in this category. There is no minimum number of hours of education/training required; however, the child care service authorization is tailored (in part and full day units) to the actual days and hours that the parent/caretaker attends education/training activities.

Allowable education and training activities for all other parents/caretakers (who are not teen parents in the process of completing high school) are contingent upon whether the parent/caretaker works a monthly average of at least 20 hours per week. If the 20 hour work requirement is met, education and training activities (i.e., attendance at a college, university, vocational or trade school, high school, G.E.D. or E.S.O.L. classes, or remedial educational activities for the attainment of a high school diploma) are allowable. The educational activity must be reasonably related to a stated employment goal, and the parent/caretaker must maintain satisfactory progress in the educational activity and remain in good standing, as defined by the educational institution. There is no minimum number of hours of education/training required; however, the child care service authorization is tailored (in part and full day units) to the actual days and hours that the parent/caretaker attends education/training activities and works.

Allowable education/training activities include: actual class time, time between classes, and travel time to and from school.

Correspondence courses, home study courses, and study time are not allowable education/training activities for reimbursement purposes.

On-the-job-training (OJT) activities are allowable only if it is a paid activity; unpaid OJT is not allowable.

3.3.4 Eligibility Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes. If yes, **provide** a definition of “protective services” in Appendix 2. Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

Yes.

No.

No.

b) Does the Lead Agency provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

Yes. (**NOTE:** This means that for CCDF purposes the Lead Agency considers these children to be in protective services.)

No.

3.3.5 Additional Conditions for Determining CCDF Eligibility

Has the Lead Agency established any additional eligibility conditions for determining CCDF eligibility? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

No.

3.4 Priorities for Serving Children and Families

3.4.1 At a minimum, CCDF requires Lead Agencies to give priority for child care services to children with special needs, or in families with very low incomes. **Complete** Table 3.4.1 below regarding eligibility priority rules. For columns (a) through (c), **check** only one box if reply is “Yes”. Leave blank if “No”. **Complete** column (e) only if you check column (d).

Table 3.4.1 Priorities for Serving Children

	How does the Lead Agency prioritize the eligibility categories in Column 1?			CHECK ONLY IF APPLICABLE	
	CHECK ONLY ONE			(d)	(e)
Eligibility Categories	(a) Priority over other CCDF-eligible families	(b) Same priority as other CCDF-eligible families	(c) Guaranteed subsidy eligibility	Is there a time limit on the priority or guarantee?	How long is time limit?
Children with special needs*	* <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24 months
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* **Required (See 3.4.2.)**

3.4.2 Describe how the Lead Agency prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

Families will receive priority for services in the following order:

- 1. TANF and Transitional Child Care eligible families;***
- 2. Families receiving child care for protective services, as defined in Appendix 2(3) a);***
- 3. Other eligible families with very low income; and***
- 4. All other eligible families with low income (and at risk of becoming dependent on TANF if child care services were not available) that do not exceed the income level used to limit eligibility (as defined in the table at Section 3.3.2).***

If the number of families applying and eligible for services exceeds available funding, a statewide waiting list for services will be imposed as required by Arizona Revised Statutes § 46-803.I. (See Section 3.4.6.)

Priority for children with special needs is given through the establishment of contracts that provide an enhanced rate to programs that serve children with special child care needs. These programs may provide materials, equipment, curriculum, schedules, environments, family involvement, and program evaluation that ensure that each child's capabilities and needs are met.

3.4.3 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

The DES will meet the child needs of these families by: 1) providing child care services upon referral from the Jobs program for TANF recipients; 2) providing child care services for employed TANF recipients; 3) providing TCC for families transitioning off of TANF; and 4) providing child care assistance to working families (not on TANF) with very low income and low income who are at risk of becoming dependent on TANF.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes, and the additional priority rules are: **(Terms must be listed and defined in Appendix 2)**

No.

Families receiving child care for protective services, as defined in Appendix 2(3) a), receive priority as described in Section 3.4.2.

3.4.5 Does the Lead Agency serve all eligible families that apply?

Yes.

No.

3.4.6 Does the Lead Agency have a waiting list of eligible families that they are unable to serve?

Yes. If yes, **describe**. At a minimum, the description should indicate:

a) Whether the waiting list is maintained for all eligible families or for certain populations?

b) Whether the waiting list is maintained for the entire State/Territory or for individual localities?

c) What methods are employed to keep the list current?

No.

Effective February 18, 2009, a statewide waiting list was implemented and is currently in place. As a result of revenue shortfalls experienced by the State of Arizona, there are not enough funds available to serve all families that are technically eligible under State policies, necessitating implementation of a statewide priority waiting list. (Families already receiving child care services may continue to do so as long as they continue to meet eligibility criteria.)

When a waiting list is used, certain families are not subject to the priority waiting list. They include: TANF cash assistance recipients who need child care for employment or participation in the Jobs program, former TANF cash assistance recipients who are eligible for Transitional Child Care, and families who are referred for child care services by DES Child Protective Services.

If a family applies and is eligible for child care services, they may be placed on the priority waiting list. When openings occur, DES will contact them. When they respond to our contact, they may be authorized for services if they continue to meet eligibility criteria.

When openings become available for child care services, families on the priority waiting list will be released based on their current priority level (based on current gross monthly income) and the date of application. Priority on the waiting list shall start with those families at or below 100% of the Federal Poverty Level (FPL) and continue with each successive 10% increase in the FPL up to the maximum allowable FPL of 165%. Priority shall be given based on income regardless of time spent on the waiting list.

Families must report changes to the DES Child Care Administration while they are on the priority waiting list. These changes include: address or phone number, employment status, income, cash assistance benefit status, education/training status, and household composition.

Families on the priority waiting list must submit a review application and required verification every twelve months or as requested by DES. They may remain on the priority waiting list as long as they continue to meet income and general eligibility guidelines and continue to cooperate with the Department to determine eligibility. If they fail to submit a review application by their review date and are removed from the priority waiting list, they would need to reapply for child care services.

Families will be notified by mail when an opening is available for child care services. They will be required to notify the DES Child Care Administration within 10 calendar days from the date the notice was sent regarding their selection of a child care provider and to provide verification of any changes that may have occurred since they applied. If they fail to respond by the 10th calendar day, their name will be removed from the priority waiting list and they would be required to reapply for services.

The DES anticipates that the waiting list currently in effect may continue to remain in effect through all or a portion of FFY 2010-2011, contingent upon appropriated funding by the AZ State Legislature.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (co-payment) to the cost of child care (§98.42).

a) **Attach** the sliding fee scale as **Attachment 3.5.1**.

b) **Describe** how the sliding fee scale is administered, including how the family's contribution is determined and how the co-payment is assessed and collected:

The family is assessed a co-payment for each child based on the gross monthly household income and size of the family. The co-payment per child for part days is half the full day rate. For TCC families, there is no co-payment beyond the 3rd child. Contracted child care providers collect co-payments from parents/caretakers directly; the DES pays providers the contracted rate minus the required co-payment.

c) The attached sliding fee scale was or will be effective as of **7/1/09**.

d) Does the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

Yes, and **describe** those additional factors:

No.

3.5.2 Is the sliding fee scale provided as Attachment 3.5.1 used in all parts of the State? (658E(c)(3)(B))

Yes.

No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: **\$1526**

The Lead Agency must **select ONE** of these options:

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- ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. **Describe** these families:

Families who have an open TANF case and whose income is at or below the poverty level for a family of the same size will not have a required co-payment.

3.5.4 Does the Lead Agency allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- Yes.
- No.

3.5.5 Describe how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

The percentage of family income that would be used to meet its co-payment may vary depending on numerous factors such as: family size and income, number and age of children in care, actual amount of care used, actual cost of care, extra charges, etc. Examples of this percentage and the assumptions used follows:

PARENTAL COPAYMENT AS A PERCENTAGE OF GROSS MONTHLY INCOME

Hourly Wage	Gross Monthly Income (GMI)	Fee Level	Monthly Child Care Cost	DES Payment	Parental Payment	Parental Payment as % of GMI
*7.25	\$1,247	1	\$1,320.00	\$1003.20	\$316.80	25%
7.54	1,298	1	1,320.00	1003.20	316.80	24%
7.55	1,299	2	1,320.00	959.20	360.80	28%
8.87	1,526	2	1,320.00	959.20	360.80	24%
8.88	1,527	3	1,320.00	915.20	404.80	27%
11.98	2,061	3	1,320.00	915.20	404.80	20%
11.99	2,062	4	1,320.00	827.20	492.80	24%
12.86	2,213	4	1,320.00	827.20	492.80	22%
12.87	2,214	5	1,320.00	739.20	580.80	26%
13.75	2,366	5	1,320.00	739.20	580.80	25%
13.76	2,367	6	1,320.00	607.20	712.80	30%
14.64	2,518	6	1,320.00	607.20	712.80	28%

* Arizona minimum wage is \$7.25 per hour.

Assumptions

Family Size 3; Single parent working 40 hours per week. No other household income.

Two children, ages 3 & 4 in median cost center based care in Maricopa County.

Median cost of center based care for children age 3 - 5 = \$30.00 per day (per 2008 Child Care Market Rate Survey), no extra charges.

Monthly child care cost: \$30.00 per day x 22 days per month x 2 children = \$1,320.00.

DES payment calculations (based upon maximum state reimbursement rate of \$23.80/day minus applicable co-payment for each child)

Fee Level 1 - ($\$23.80 - 1.00 + 23.80 - 1.00$) x 22 = \$1003.20
Fee Level 2 - ($\$23.80 - 2.00 + 23.80 - 2.00$) x 22 = \$959.20
Fee Level 3 - ($\$23.80 - 3.00 + 23.80 - 3.00$) x 22 = \$915.20
Fee Level 4 - ($\$23.80 - 5.00 + 23.80 - 5.00$) x 22 = \$827.20
Fee Level 5 - ($\$23.80 - 7.00 + 23.80 - 7.00$) x 22 = \$739.20
Fee Level 6 - ($\$23.80 - 10.00 + 23.80 - 10.00$) x 22 = \$607.20

PART 4 PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 Describe the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §98.16(k), 98.30(a) through (e)). At minimum, describe:

a) How parents are informed of the availability of child care services under CCDF (i.e., parental choice of child care services through a certificate or grant of contract)?

Families with a need for child care services become aware of the DES child care program through a number of sources. This would include DES offices (e.g., TANF, Jobs, etc.), various other public and private human service agencies, child care providers, child care resource and referral agencies, family and friends, community information and referral agencies, and through general public consumer education information.

b) How parents can apply for CCDF services?

To apply for services, a family may contact any of the DES Child Care offices located throughout the state. A family may obtain an application in person, by telephone, through the mail or through the DES Website. A family may arrange for an intake interview in person, by telephone or through the mail. The interview may be conducted the same day as the initial contact or may be scheduled to take place at a later date.

A family may also be determined eligible on an individual case-by-case basis and referred to a DES Child Care specialist by a DES TANF, Jobs or Child Protective Services specialist. If a family selects a provider that does not have a Registration Agreement with DES, the provider contacts DES to initiate the registration process. A Certificate of Authorization will be provided to the family and the registered provider and services may begin.

c) What documentation must parents provide as part of their application to determine eligibility?

Parents applying for child care services must provide documentation verifying their identity, current income, and proof that they are engaged in an eligible activity. During an intake interview a Child Care specialist assesses the family's need for child care and determines eligibility based on income, family size, and programmatic need for child care (e.g., work or education/training).

d) How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4

A parent who is receiving TANF benefits is informed by the TANF Employment Case manager, during the assessment process, about the exception to individual penalties as described in Section 4.4. The criteria and process for determining whether a TANF participant qualifies for a child care exception is explained verbally to the client. A written document is also provided to the client that explains what to do if a child care provider cannot be located.

- d) What steps has the Lead Agency has taken to reduce barriers to initial and continuing eligibility for child care subsidies?

In order to facilitate access to child care services and reduce barriers, families are not required to appear at a child care office for redeterminations of eligibility. Redeterminations of eligibility and other changes (e.g., provider changes) are handled through the mail (or by telephone when possible) and families can submit any necessary paperwork without having to disrupt their activity (e.g., employment or training) schedule. Additionally, many initial applications for child care services do not require an office visit. This would typically be the case when a family was referred for services by a Jobs or Child Protective Services specialist. In these situations it may only be necessary for the eligible family to make a telephone contact with a child care specialist in order to provide information on the provider the family has selected.

- f) **Attach** a copy of your parent application for the child care subsidy program as **Attachment 4.1.1**.

4.1.2 Is the application process different for families receiving TANF?

- Yes, and **describe** how the process is different:

Families receiving TANF are not required to complete an application or appear for a face-to-face interview. They may request services verbally via the telephone. A family may also be determined eligible on an individual case-by-case basis and referred to a DES Child Care specialist by a DES TANF or contracted Jobs Case Manager based on the services needed to support participation in the TANF employment plan.

- No.

4.1.3 What is the length of eligibility period upon initial authorization of CCDF services?

Child care cases are reviewed at least once per year to evaluate eligibility for services.

- a) Is the initial authorization for eligibility the same for all CCDF eligible families?

- Yes.

- No and **describe** any variations that relate to the services provided (e.g., through collaborations with Head Start or pre-kindergarten programs or differences for TANF families):

Generally, authorizations are created for six month periods. For TANF participants in the Jobs Program, however, the authorization is tailored to the TANF employment plan, and can be less than 6 months if needed.

4.1.4 Describe how the Lead Agency ensures that parents are informed about their ability to choose from among family child care and group home child care, center-based care and in-home care, including faith-based providers in each of these categories.

The state of Arizona ensures that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care (including faith-based providers) through a variety of strategies, as outlined below. Faith-based providers are not a specific provider type (but may exist within various provider types), and are therefore not referred to as a distinct and separate category of care.

Utilization of Brochures For Consumer Education Regarding Provider Options: *The DES Child Care Programs brochure is continuously made available at every local office and various community agencies for anyone expressing an interest in receiving Child Care Assistance. The brochure lists the types of child care providers that contract with the Department of Economic Security (DES), Child Care Administration (CCA) and also provides information about assistance with locating a child care provider through Child Care Resource and Referral (CCR&R). The toll free phone number and website for CCR&R are listed in the brochure for easy reference by customers.*

The CCR&R also distributes their own individual brochures to local offices and community agencies. The CCR&R brochure contains information on choosing quality child care, the types of child care available, and information on how to contact CCR&R for assistance with provider location.

Interview Policy Requires Dialogue Regarding Provider Options: *Reinforced in training and by management oversight, DES Child Care Administration policy requires that Child Care specialists provide information to the client at initial interview to enable them to make an informed choice of child care arrangements. The following child care options must be discussed with the client and the discussion documented in the case file:*

- *Licensed Centers;*
- *Certified Family Child Care Group Homes;*
- *Certified In-Home Care Providers;*
- *Certified Group Homes;*
- *Relative Providers; and*
- *Non-reimbursable care (i.e., Head Start, public preschool).*

Automated Notice Inserts Describing Provider Options: *Automated decision notices mailed to ongoing clients also include a "DES Child Care Services Information" insert, which contains information on assistance in locating a child care provider, and directing the client to contact CCR&R for additional assistance.*

The DES Child Care Administration Website: *The DES Child Care Administration website <http://www.azdes.gov/childcare/> informs individuals that CCA certifies and contracts with small family child care homes, contracts with Department of Health Services (DHS) licensed child care centers and group homes, and non-certified relative providers to provide child care services for eligible families. The site contains "information for parents" which lists the types of providers who contract with DES and states that if a parent cannot find a child care provider they can contact their local DES Child Care office or CCR&R for assistance in finding a provider that suits their needs and information on what to look for when choosing a provider. Also, two links are available on the DES CCA website providing access to CCR&R's home page. They are: www.arizonachildcare.org/; and the CCR&R on-line referral system: <http://azchildcare.org/referral.html>.*

4.1.5 Describe how the Lead Agency reaches out and provides services to eligible families with limited English proficiency, including how the Lead Agency overcomes language barriers with families and providers.

The DES provides the application for child care services and all brochures in both English and Spanish. Additionally, many Child Care specialists are bilingual. The DES employs child care staff which are fluent in Spanish and also in Navajo.

The DES also contracts with a statewide language service that translates 150 different languages on demand via a toll free telephone number. On-site verbal translation is also available through this provider.

4.2 Records of Parental Complaints

Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

By law, the Arizona Department of Health Services (DHS) is responsible for the licensure of child care centers and certification of child care group homes. This includes maintaining a record of substantiated complaints, which are available for public review upon request. Members of the public may review child care center and group home licensure/certification files in DHS Office of Child Care Licensure offices at various locations around the state. The public may also contact a DHS Office of Child Care Licensure and request that complaint information be provided by mail or by fax. Additionally, formal enforcement actions taken by DHS may be reviewed at the DHS Division of Licensing Services Office of Child Care Licensing webpage: www.azdhs.gov/als/childcare/.

Complaint records for small certified family child care, in-home and relative providers are maintained and available for review in various DES Child Care Administration offices throughout the state. The public may also contact a DES Child Care Administration office and request that complaint information be provided verbally, by mail or by fax.

Complaint information on small family child care homes which are registered with the Child Care Resource & Referral (CCR&R) service are available for review at various offices of the community based agencies that provide CCR&R under contract with DES. These homes are

not regulated or monitored and complaints on CCR&R registered homes are not investigated. The publicly viewable files contain both complaints and the providers' written responses, if any, to the complaints.

4.3 Unlimited Access to Children in Child Care Settings

Provide a detailed description of the Lead Agency procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

All child care providers must have a Registration Agreement with DES in order to facilitate payment to that provider. By signing the Registration Agreement, the provider agrees to allow access by parents, guardians, or their authorized representatives to all areas of the facility where child care is provided at any time during the provider's hours of operation and whenever the children are in the care of the provider. Additionally, in the state statute and rule governing the health and safety of child care centers and group homes, the Department of Health Services (DHS), requires facilities to allow parents, guardians or authorized representatives to have unlimited access.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: *Arizona Department of Economic Security, Employment Administration, Jobs Program.*

- "appropriate child care": *means - child care that is licensed or certified by the Arizona Department of Health Services or certified by the Arizona Department of Economic Security.*
- "reasonable distance": *means - child care that is available when the total travel time from a TANF participant's home, to the child care provider, and to a work activity, is less than 1 hour one way by vehicular transportation; or less than ½ hour one way if the only mode of transportation is walking.*

- "unsuitability of informal child care": *means - child care that is available through a relative provider, but the recipient declares in writing that the provider is inappropriate based on factors such as, that the relative provider: a) Has a history of child neglect or abuse; b) Is experiencing domestic violence; c) Has a history of serious crime; d) Is a drug abuser; e) Has an emotional, mental or physical condition which prevents the relative from providing safe care; or f) Resides in a home which is unsafe for children.*
- "affordable child care arrangements": *means - child care that is available when the cost of care is equal to or less than the amount that DES will pay.*

PART 5 ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Targeted Funds and Set-Asides

Federal appropriations law has targeted portions of the CCDF for quality improvement and for services for infants and toddlers, child care resource and referral (CCR&R) and school-age child care. For each targeted fund, provide the following information.

5.1.1 Infants and Toddlers:

Note: For the infant and toddler targeted funds, the Lead Agency must **provide** the maximum age of a child who may be served with such targeted funds (not to exceed 36 months).

- a) **Describe** the activities provided with these targeted funds

In Arizona, for all activities listed below, the maximum age of a child who may be served with such targeted funds is up to three years of age.

The DES makes funds available through contracts for activities to improve the quality of infant and toddler care in Arizona. Specific activities currently include:

- *Child care training is provided that is specific to infants and toddlers and delivered to center and/or home-based providers. This includes training delivery systems that utilize curricula such as West Ed's "Program for Infant Toddler Care" (PITC). Resources may be offered to providers for expenses associated with participating in training e.g. the cost of substitute caregivers; and incentives to participants who complete training. Incentives could be in the form of further training opportunities, equipment, materials, supplies, other non-monetary incentives, etc.;*
- *Home recruitment contracts for family child care providers that target the need for infant care, especially for non-traditional hours and weekend care rarely offered by centers;*
- *Monitoring compliance with licensing and certification requirements for infants and toddlers;*
- *Career guidance and scholarships for college credit coursework is offered to individuals who care for infants and toddlers. This is available to providers who work in center and home based settings;*
- *Child care for infants and toddlers in shelters aiding victims of domestic violence and homelessness;*

- *Resources and assistance is provided to both center and family child care programs caring for infants and toddlers to pursue accreditation and /or to generally improve the quality of care; and*
- *Payment of an enhanced rate to licensed centers or family child care programs that are nationally accredited. In Arizona, over one third of the enhanced rate paid is for infants and toddlers in accredited programs.*

b) **Identify** the entities providing the activities

These activities may be performed by community-based non-profit organizations, private for profit businesses, institutions of higher education, etc.

c) **Describe** the expected results of the activities.

- *Through training, staff becomes more qualified to work with infants and toddlers and have a better understanding of a child's needs at this age.*
- *The home recruitment of Family Child Care providers is intended to build capacity and to improve the quality of care for infants.*
- *The availability of care for infants and toddlers whose parents temporarily reside in a homeless or domestic violence shelter.*
- *Enhanced rates for accredited programs assist with the costs associated in meeting higher standards such as implementing developmentally appropriate practices, providing lower staff/child ratios and retaining higher educated and experienced staff.*

5.1.2 Resource and Referral Services:

a) **Describe** the activities provided with these targeted funds

The DES Child Care Resource and Referral (CCR&R) services engage in the following activities:

- *Collect and disseminate to parents of eligible children, other low income families and the general public, consumer education information that will promote informed child care choices;*
- *Provide parents with child care options that best meet their needs;*
- *Provide consumer education and information on child care options, indicators of quality programs, licensing and regulatory requirements, complaint procedures, eligibility for child care subsidies and parental access;*

- *Collect and report data about child care supply and demand;*
- *Recruit existing regulated child care providers to be included in the database;*
- *Provide information on training opportunities for providers;*
- *Encourage the development of new programs in areas of identified need; and*
- *Assist with recruiting and processing unregulated home providers to meet the requirements of listing with CCR&R. Unregulated home providers who elect to be listed with CCR&R are required to: submit fingerprints for a criminal history check; clear a state child protective services background check; provide and maintain proof of current infant/child CPR certification; and attest that any guns and ammunition are locked in separate containers and pools are properly fenced;*
- *All agencies that hold a contract to offer CCR&R services in Arizona will attain or maintain Quality Assurance Validation through the National Association of Child Care Resource and Referrals' Child Care Aware program. For details on the Validation, see: www.naccrra.org/programs/qap.*

b) **Identify** the entities providing the activities

The DES contracts with community-based organizations to provide CCR&R services. The DES currently contracts with the two organizations to provide these services.

c) **Describe** the expected results of the activities.

The expected results of these activities are:

- *Child Care Resource and Referral (CCR&R) is seen as a resource for families to obtain information about quality child care and the choices available;*
- *Through meeting the Quality Assurance Validation requirements, the services offered will be in keeping with best practices of CCR&R operation;*
- *An increased number of providers will be added to the database, to ensure that sufficient choices are available to consumers statewide; and*

- *To add further confidence to the general public, all providers listed with Child Care Resource and Referral will meet minimum guidelines for background checks and safety requirements.*

5.1.3 School-Age Child Care:

- a) **Describe** the activities provided with these targeted funds

Divisions within the Governor Brewer's Office for Children, Youth and Families (GBOCYF) will collaborate with and provide resources to community groups who serve as the voice and advocates for children considered the "tweens" who fall between the age of school readiness and high school. The GBOCYF, Division of School Readiness will be participating in national conferences and dialogues related to youth service providers for the purpose of sharing in the dialogue of best practices and effective program development.

The GBOCYF supports the Arizona Center for Afterschool Excellence, a community based organization that works to improve access to high quality afterschool learning opportunities for Arizona's children and youth through professional development, advocacy and capacity building initiatives.

A "Phone Friend" program will also be available. This program is an after school, bilingual, "warm line" phone service for children who are home alone. Trained counselors (staff and supervised volunteers) assist children with homework, sibling conflicts, problem solving and non-emergency situations. The program also provides home and Internet safety trainings to children through outreach to community based settings, often in the local schools.

- b) **Identify** the entities providing the activities

Divisions within the Governor's Office for Children, Youth and Families collaborate with community-based organizations to provide activities. Currently, two such organizations provide services.

- c) **Describe** the expected results of the activities.

- *The number of high quality of afterschool learning opportunities will increase; and*
- *School age children will feel more safe and secure during out of school hours.*

5.1.4 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including targeted funds) during the 1-year period: October 1, 2009 through September 30, 2010:

\$6,010,551 (4 %)

5.1.5 Check each activity in Table 5.1.5 that the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the targeted funds for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h)). **CHECK ALL THAT APPLY.**

Table 5.1.5 Activities to Improve the Availability and Quality of Child Care

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Comprehensive consumer education	<input checked="" type="checkbox"/>	<i>Arizona Child Care Resource & Referral/Private non-profit</i>	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	<i>Home Recruitment, Study and Supervision/Private non-profit</i>	<input checked="" type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	<i>Arizona Department of Health Services & Arizona Department of Economic Security-Governmental</i>	<input checked="" type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	<i>A variety of community-based organizations and businesses -private non-profit and private for profit</i>	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	<i>A variety of community-based organizations and businesses - private non-profit and private for profit</i>	<input checked="" type="checkbox"/>
Activities to support a Quality Rating System	<input checked="" type="checkbox"/>	<i>A variety of community-based organizations and businesses - private non-profit and private for profit</i>	<input checked="" type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	<i>A variety of community-based organizations and businesses - Private non-profit and Private for profit</i>	<input checked="" type="checkbox"/>

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Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	<i>A variety of community-based organizations and businesses - Private non-profit and Private for profit</i>	<input checked="" type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	<i>Healthy Child Care Arizona – Governmental</i>	<input type="checkbox"/>
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	<i>Community based organizations and institutions of higher learning - Private non profit</i>	<input checked="" type="checkbox"/>

5.1.6 For each activity checked in Table 5.1.5, a) **describe** the expected results of the activity. b) If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

Comprehensive consumer education:

The DES contracts with community-based organizations for the purpose of providing comprehensive consumer education.

- *Arizona statute requires the DES to maintain a Statewide Child Care Resource and Referral System that will provide families with information on all types of child care, information about child care resources and services, and information about choosing child care.*
- *A major component of this activity is the Arizona Child Care Resource and Referral Consumer Education Campaign. The objective of this effort is to establish and increase the overall name recognition of Child Care Resource and Referral programs and services.*
- *An effort is being made to maintain consumer education for parents seeking out quality child care. Approaches towards this end include paid and free television, radio, newspaper, Internet and periodical ads; and billboard, bus bench and bus ads. This effort is also utilized to increase the number of child care providers that are listed in the database.*
- *Referral services are available to parents 24 hours a day through the statewide CCR&R web site azchildcare.org. Parents are able to tailor their search geographically by zip code, city or*

county, by provider type, by ages of children, time and days care is required. The search may also be made for only for those providers that hold a DES contract.

The expected results of these activities are:

- *More parents will become aware of the Child Care Resource and Referral agencies in the state and the services that they offer.*
- *Parents will be better informed about their choices in child care, types of care available and how to identify high quality child care.*

Grants or loans to providers to assist in meeting State and local standards

The DES contracts with a number of organizations to recruit homes to become DES certified. Such homes are eligible to be reimbursed by the State for care provided to children of income eligible families. Funds are available for homes to come into compliance with state and local standards so that they may become certified.

The expected outcome is that there will be more DES certified homes will be available to working parents in Arizona.

Monitoring compliance with licensing and regulatory requirements:

The DES partners with the Arizona Department of Health Services (DHS) for the purpose of improving the monitoring of compliance with licensing and regulatory requirements. The CCDF funding is utilized by DHS to provide for activities associated with certification/monitoring of child care group homes and the licensing/monitoring of child care centers. The CCDF is also utilized by DES to monitor & certify small family provider homes that receive public subsidies. The expected results of these activities are that there will be increased and better monitoring of health and safety licensing requirements for all ages of child care from birth through age 12 and an increase in the ability to more quickly respond to complaints from the public.

Professional development, including training, education and technical assistance:

Community based training opportunities and technical assistance are offered to all types of child care providers. In order to best meet the needs of Arizona's child care practitioners, a range of services is offered statewide and include:

- *Stand-alone trainings;*
- *Individualized training series offered on-site (i.e., at child care facilities) and off-site with follow up plans;*
- *Nationally recognized researched-based trainings, designed specifically to meet the needs of the infant and/or toddler practitioner with follow-up plans and on-site coaching;*
- *Scholarships to practitioners for credit bearing course work in early childhood education leading toward the completion of an accredited degree program available through community colleges;*

- *Introductory 60-hour child care training course offered to individuals interested in entering the field, or to practitioners with little knowledge and background in the field; and*
- *Technical assistance and training offered to programs serving children with disabilities and special health care needs.*

(See Section 5.2.5 - State Plans for Professional Development, for detailed information on this activity).

Improving salaries and other compensation for child care providers

The DES pays an enhanced subsidy rate to child care facilities that are accredited. Through both the Arizona Self Study Project and the Professional Career Pathways Project, DES offers assistance to both family child care providers and child care centers to become accredited. While payment of the enhanced rate does not guarantee improved compensation to any individual child care provider, increasing the level of education of the early childhood community is expected to lead to an increased professionalism of the field. This, in turn, may logically lead to an overall increase in salaries and other compensation.

*With the creation of the Arizona Early Childhood Development and Health (ECDH) Board, also known as First Things First, the availability of funds to create more substantive efforts is increased. First Things First has launched a TEACH[®] (Teacher Education and Compensation Helps) model in Arizona to help increase educational levels and salaries, decrease turnover and improve quality. More information is available at the First Things First web site at:
www.azftf.gov/WHATWEDO/PROGRAMS/QUALITYFIRST/Pages/TEACH.aspx.*

The DES will continue to work with First Things First at both the state and regional levels to investigate implementation of TEACH[®] and other efforts to improve the salaries and compensation of Arizona's child care professionals.

Activities to support a quality rating system

Arizona has adopted a Quality Improvement and Rating System (QIRS) methodology to implement a voluntary five-star quality rating system scheduled to be piloted in 2010. The QIRS will be implemented under the auspices of First Things First. The comprehensive quality rating process begins with assessment of child care facilities using environmental rating scales to document the quality of each child care environment. The Classroom Assessment Scoring System (CLASS) is also used to measure the quality of adult and child interactions.

Based on the results of these assessments, facilities will develop Program Improvement Plans in consultation with assigned mentors. Support for program improvement will be available in the form of technical assistance, small grants, child care health consultants, educational scholarships and financial incentives for staff members who attain specific educational levels. The success of individual Program Improvement Plans will be measured by another round of evaluation using the assessment tools mentioned above. A quality rating will be assigned to participating child care settings based on:
Assessment scores;
Staff qualifications;
Program use of early learning standards & child assessment;
Family & community involvement, and;
Administrative practices.

The DES will coordinate with First Things First in development and promotion of Arizona's child care quality rating system.

Activities in support of early language, literacy, pre-reading and numeracy development:

The DES contracts out for various training activities during the course of the Plan period. Contracts are awarded pursuant to a Request for Proposals evaluation process, which includes a review to determine the focus on language, literacy, and numeracy development. As a result, trainings have an increased emphasis in the areas of language, literacy, and numeracy. It is also expected that this will lead to increased knowledge of pre-literacy activities and the importance of reading, as well as improve teaching skills and assist in development of appropriate school readiness activities for the classroom.

Additionally the Governor's School Readiness Division will be supported with CCDF resources (see Section 5.2.3- State Plan for Program Coordination). One function of the Division is to identify and measure indicators of school readiness. Arizona is currently one of 17 states participating in a national initiative to develop indicators for school readiness, addressing areas of language and literacy, cognition and general knowledge, approaches to learning, social and emotional development, physical well-being, and motor development. Members of the Division are participants in the indicator initiative and will provide a direct link to the initiative. These indicators will be one mechanism in which benchmarks for the assessment of outcomes of children and communities may be developed.

Activities to promote inclusive child care:

The DES contracts for training for providers caring for special needs children, ages 0-12. Specialized training and technical assistance will be offered that focuses on the inclusion of children with disabilities in home-based, center-based and after-school-based settings. Child care providers are offered information, education, and support concerning children with special needs. Resource and video materials are available through a lending library in some counties. These trainings will provide an increase in child care providers' competence in addressing the needs of children with special child care needs, as evidenced by knowledge of disabilities, coordinating with community resources, and the practice of inclusive child care.

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children:

The DES works collaboratively with the Arizona Department of Health Services' Office of Child Care Licensing; the Arizona Chapter of the American Academy of Pediatrics; and the Governor Brewer's Office for Children, Youth and Families; in a number of health activities for the early childhood community. The CCDF funding will be utilized, whenever practical, to promote the social and emotional health of children. This may be in the form of stand-alone workshops provided to the child care professionals or as part of more comprehensive curricula such as the Providing Infant Toddler Care materials used by infant toddler training contractors. Arrangements may be made to involve Licensing Surveyors from the Arizona Department of Health Services in such workshops.

Arizona also continues the development of a Child Care Health Consultant (CCHC) model. Funding from First Things First is available to make the CCHC model more widely available throughout the State. An administrative home for the state-wide CCHC network has been identified and preliminary plans are to support 40 Child Care Health Consultants. The DES will continue to collaborate with First Things First as this model is implemented on a statewide scale. For current information, see:

<http://azftf.gov/WhatWeDo/Programs/QualityFirst/Pages/ChildCareHealthConsultants.aspx>

Other quality activities that increase parental choice, and improve the quality and availability of child care:

The DES contracts with community-based organizations and institutions of higher learning for the purpose of providing other quality activity that increase parental choice and improve the quality and availability of child care. These services include:

- *Providing resources to assist in meeting the increasing demand for child care in rural and low-income urban areas by recruiting and providing orientation and training for family child care providers;*
- *Providing resources to assist with costs associated with meeting requirements to be a child care home provider;*
- *Providing support to providers that are pursuing national accreditation through enhanced training/technical assistance, and mini-grants;*
- *Providing support to providers that are pursuing higher education through the payment of tuition, books and fees for Child Development Associate (CDA) and other Early Childhood Education classes at Community Colleges;*
- *Providing resources to families that are homeless or victims of domestic violence by supporting on-site licensed child care centers at shelters;*
- *Providing resources to families by paying an enhanced rate for providers that are nationally accredited; and*
- *Depending on the availability of funding, DES may engage in additional activities to increase parental choice and improve the quality and availability of child care.*

The expected results of these activities are:

- *Parents will have increased options when selecting child care;*
- *Barriers will be removed for providers seeking to improve the level of quality they offer and also for those interested in becoming child care providers;*
- *More child care providers will pursue higher education or national accreditation which has been shown to increase the quality of care; and*
- *Families will have greater accessibility to nationally accredited providers.*

5.2 Early Learning Guidelines and Professional Development Plans

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three-to-five year-olds. **NOTE: Check only one box that best describes the status of your State/Territory's three-to-five-year-old guidelines.**

- Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____ If possible, respond to questions 5.2.2 through 5.2.4.
- Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____ If possible, respond to questions 5.2.2 through 5.2.4.
- Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1, if available.**
- Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- Other. Describe:**

a) **Describe** the progress made by the State/Territory in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2008-2009 State Plan. Efforts to develop early learning guidelines for children birth to three or older than five may be described here.

The Arizona Early Learning Guidelines are available in hard copy or may be downloaded for use throughout the state at:

<http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf>

b) If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

Yes. If yes, **identify standards:**

The Arizona Early Learning Standards are aligned with the Head Start Child Outcomes as well as the Arizona Academic Standards for Kindergarten. Kindergarten math standards were revised during this past year and a re-alignment is currently in draft. A matrix showing alignment of each Early Learning Standard with the Head Start Outcomes and the AZ Academic Standard for K is included for each standard.

No.

c) If developed, are the guidelines aligned with early childhood curricula?

Yes. If yes, **describe:**

No.

Although curricula decisions are made at a local level, the Arizona Early Learning Standards align with best practices and current research in Early Childhood Education. Many individual curricula do align with the standards. Professional development aligning the Arizona Early Standards with curricula decisions is provided and supported.

d) Have guidelines been developed for children in the following age groups:

Birth to three. Guidelines are included as **Attachment 5.2.1**

Birth to five. Guidelines are included as **Attachment 5.2.1**

Five years or older. Guidelines are included as **Attachment 5.2.1**

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

The Arizona Academic Standards may be found at:

<http://www.ade.state.az.us/standards/contentstandards.asp>

Additional standards may be found at:

<http://www.ade.state.az.us/standards/otherstandards.asp>

As part of the Career and Technical Education Program in Arizona there are specific outcomes for those enrolled in Early Childhood Education Programs.

http://www.aztechprep.org/CTE_Programs/Career_Prep/ECE/ece.html

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for three-to-five-year-olds address language, literacy, pre-reading, and early math concepts?

Yes.

No.

a) Do the guidelines for children three-to-five-year-olds address other domains such as social/emotional, cognitive, physical, health, or creative arts?

Yes. If yes, **describe.**

The Arizona Early Learning Standards are formatted to align and reflect with the K-12 Academic Standards. The Arizona Early Learning Standards also include: Social-Emotional, Science, Social Studies, Physical Development, Health, & Safety Standard, and Fine Arts.

The Arizona Department of Education is currently working on Technology Standards for 3-5 year olds.

No.

5.2.3 Implementation of Voluntary Early Learning Guidelines.

a) **Indicate** which strategies the State used, or expects to use, in implementing its early learning guidelines.

Check all that apply:

- Disseminating materials to practitioners and families
- Developing training curricula
- Partnering with other training entities to deliver training
- Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- Other. **Describe:**

b) **Indicate** which stakeholders are, or are expected to, actively support(ing) the implementation of early learning guidelines:

Check all that apply:

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k
- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations
- Other. **Describe:**

It is expected that the Arizona Early Learning Standards will be used by all those planning quality learning experiences for 3-5 year old children.

c) **Indicate** the programs that mandate or require the use of early learning guidelines

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k
- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations

Other. **Describe:**

State Family Literacy Programs working with children from 3-5 year olds are required to use the AZ Early Learning Standards. They 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.

d) **Describe** how cultural, linguistic and individual variations are (or will be) acknowledged in implementation.

The Arizona Early Learning Standards were developed for use with all children in Arizona. The document includes specific information supporting inclusive practices for Early Childhood Special Education and English Language Learners. Professional development is provided in meeting the specific needs of all students.

Those responsible for the creation of the Early Learning Standards are culturally, geographically, linguistically, and representative of Arizona.

e) Describe how the diversity of child care settings is (or will be) acknowledged in implementation.

The Arizona Early Learning standards were developed for all of Arizona's children and meant to be implemented in varied settings. Professional development opportunities are targeted to meet the needs of participants. Professional development about the use of Early Learning Standards is provided by the Department of Education in collaboration with the Arizona Child Care Association.

Examples in the context of daily routines, activities and play are provided for each indicator. Examples are reflective of the child care setting.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

Train the trainer modules of the Early Learning Standards have been created for the Science Standard, Social and Emotional Standard, Language and Literacy Standard, and the Mathematics Standard. These modules include a professional development guide to assist the trainers in implementing the standard and ensuring professional development is sustained. Train the Trainer modules are currently not available on the website.

5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, describe the State's plan for:

a) Validating the content of the early learning guidelines

Inherent in the development of the Arizona Early Learning Standards was constant validation of the content with local and national early childhood professionals and standards experts. Two national experts in Early Learning Standards, Sharon Lynn Kagan, Columbia Teachers College and Susan Neuman, University of Michigan have provided subsequent review and validation of the document.

b) Assessing the effectiveness and/or implementation of the guidelines
The Arizona Department of Education incorporated implementation of the Early Learning Standards into their quality initiative, Early Childhood Quality Improvement Practices (ECQUIP). Local application of the standards in schools is reviewed and discussed during school site monitoring visits. Quality First, Arizona's quality improvement and rating system is beginning implementation. Instrumental in Quality First is assessing the implementation of the Standards.

c) Assessing the progress of children using measures aligned with the guidelines
The Arizona Department of Education implements the Early Childhood Assessment System. Currently, there is a menu of four tools which a public education agency chooses for implementation. The four tools for use are: Child Observation Record, Creative Curriculum Developmental Continuum, Galileo, and Work Sampling System. All approved assessment tools are aligned with the AZ Early Learning Standards. This system is available and required for public preschool programs only, however, professional development on assessment and the use of assessment data is offered to all those working in early care and education.

The Arizona Department of Education works in collaboration with First Things First to ensure that First Things First's early childhood assessments are aligned with the AZ Early Learning Standards. The Arizona Department of Education and First Things First are also structuring their assessment data systems so that early childhood data is aligned with school-aged data. The two agencies are working to share data and obtain longitudinal information on student outcomes. Dialogues are also being conducted with the Early Childhood Programs in Department of Economic Security and the Department of Health Services.

d) Aligning the guidelines with accountability initiatives
In the Arizona Department of Education Early Childhood Assessment system, assessment results are reported to ADE using the Student Accountability and Information System (SAIS), which is used in every school district and charter school throughout Arizona. The SAIS is an automated data collection and reporting system that will enhance the ability to evaluate programs, identify trends and document of the benefits of investment in early childhood programs in Arizona.

First Things First has identified six statewide goals for improving Early Childhood Health and Education in Arizona. Local councils have also identified regional goals that align with the statewide initiative. Outcome measures have been identified and the ground work is being laid for assessment of the measures. The Arizona University Consortium has been awarded a grant to obtain student assessment data on kindergarten readiness. Measures of kindergarten readiness, the ultimate accountability outcome for First Things first, are aligned with the AZ Early Learning Standards.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, **provide** the appropriate Web site address (reports must still be attached to Plan):

5.2.5 Plans for Professional Development. Indicate which of the following best describes the current status of the Lead Agency's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box that best describes the status of your State's professional development plan.**

- Planning.** Are steps underway to develop a plan?
 Yes, and **describe** the entities involved in the planning process, the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.

Key stakeholders have been convened to strategize and build consensus around development of a framework for professional development for several years in Arizona. One pivotal group that addressed this issue was the State School Readiness Board. The State School Readiness Board had representatives from institutions of higher education, private, and public child care providers, community-based training/technical assistance agencies, state agencies, and public preschool programs. The State School Readiness Board developed a comprehensive plan to achieve school readiness for all Arizona children. One key strategy articulated by the Board was to support training and education for early childhood teachers and to increase their retention rate and compensation. This vision would be accomplished by creating a professional development system, providing scholarships to improve the number, diversity and quality of early education teachers, phase in wage incentive program and establish Early Educators Leadership Program. In addition, the State School Readiness Board suggested offering child care providers technical assistance to improve quality, phasing-in a quality rating system, ensuring sufficient monitoring of health and safety, and improving infant-toddler care. The State School Readiness Board officially dissolved in April of 2007. However, a new division has been established in the Governor Brewer's Office for Children, Youth and Families dedicated to school readiness. The Division of School Readiness will work to further the vision established by the original School Readiness Board.

The consensus opinion of a wide variety of stakeholders is that Arizona needs to establish a professional development system. Professional development for early childhood educators is a key component of the envisioned system. However, most agree that a professional development plan by itself is unlikely to achieve significant results. Professional development linked to strengthened licensing standards, program evaluation, incentives and tiered reimbursements is more likely to improve the quality of care in Arizona.

Although building this consensus was an important step and support for the vision is enthusiastic, implementation of the vision of the School Readiness Board was, until recently, still in the planning phase. One important piece of the puzzle has only recently fallen into place, the funding mechanism.

In November 2006, Arizona voters approved Proposition 203, the Arizona Early Childhood Development and Health Initiative. Passage of the proposition establishes a tax on tobacco products which will be used to, “improve the quality, accessibility and affordability of early childhood development opportunities in the settings of the parents’ choice.” The new tax resulted in a budget estimated to be 150 million dollars per year for early childhood development and health purposes. The Early Childhood Development and Health (ECDH) Board, also known as First Things First, is essentially a new state agency. It has begun to develop and implement plans to address early childhood issues in collaboration with 31 Regional Partnerships throughout the state.

The DES and First Things First are working in partnership with the Head Start Collaboration Office in the Governor’s Office for Children, Youth & Families to convene a workgroup of agencies and entities to further develop Arizona’s statewide plan for early care and education provider professional development.

First Things First has been designated the Early Learning Advisory Council for the State and will develop Arizona’s Professional Development Plan for Early Care and Education. The Arizona Professional Development Plan will include child care, Head Start and public education preschool programs. Much of the necessary foundational work and consensus building, prerequisite to systems development, was achieved during the tenure of the State School Readiness Board (SRB), which officially dissolved in April of 2007. Since then community partners have extended this work through the First Things First Board. A statewide needs assessment and asset inventory has been completed as well as similar reviews from the 31 regional councils. This research provided data for statewide and regional funding priorities and these funding priorities have led to the crafting of funding strategies, logic models and standards of practice. From these, scopes of work for requests for proposals have been, and will continue to be, created. Arizona’s Early Learning Advisory Council will utilize this foundation to create the Development Plan.

Two key first steps in developing the plan include:

- 1. Planning a process for coordinating the multiple stakeholders in the effort to create a Professional Development Plan. An initial activity will be a gathering of stakeholders to brainstorm how best to proceed to meet collective goals; and*
- 2. Reviewing the existing documents associated with a statewide professional development plan, including the School Readiness Board Action Plan, the current Head Start State Collaboration Office Strategic Plan, First Things First’s Strategic Roadmap, and previous and current CCDF State Plans, etc.*

Agencies & Entities Involved:

- DES - Child Care Administration*
- First Things First - Policy & Research*
- Governor’s Office for Children Youth & Families - State Head Start Collaboration Office*
- Arizona Department for Education - Early Childhood Division*
- Arizona Department of Health Services - Office of Child Care Licensing*
- Arizona Head Start Association*

- *Arizona Association for the Education of Young Children*
- *Arizona Child Care Association*
- *Higher Education Institutions*
- *Arizona Early Childhood Institute (AzECI)*
- *Other interested groups and organizations*

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- *Through a comprehensive research agenda designed to study issues across health, education and service delivery in early childhood, AzECI's overall goal is to provide information at all levels of the system, thus ensuring that both the theory and practice of early childhood education and development is such that Arizona's children enter school ready to succeed.*
- *Examples of some of the factors to be studied by AzECI include, but are not limited to the following: (a) biological, neurological, and psychological development in early childhood, (b) the impact of differing language environments upon children's socio-emotional, language and academic development, and (c) the influence of differences in the initial training and continuing education of early childhood teachers and paraprofessionals upon children's social and academic abilities.*

It is anticipated that a comprehensive plan will be developed in the spring of 2010.

- No.
- Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**, if applicable.
- Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**, if applicable.
- Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5**.
- Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 08-09 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.
- Other. Describe:**

a) Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2008-2009 State Plan.

Since the submission of our 2008-2009 State Plan Arizona has made the following progress in the area of early childhood development and health, which lay additional groundwork for developing the professional development plan:

- *Quality First, Arizona's Quality Improvement and Rating System has been launched;*
 - *Coaches have been hired and trained to work with programs participating in Quality First*

- *Assessors have been trained and validated on the Environmental Rating Scales and the CLASS—the instruments to be used to assess program quality*
- *FTF has allocated funding for a statewide infrastructure to administer the TEACH® ARIZONA Scholarship program*
- *TEACH is active in Arizona and participates in the network of support provided through a license with the Child Care Services Association of North Carolina*
- *Community partners, representing private and public child care providers, Head Start, family care providers, United Way and DES have collaborated to create guidelines for a statewide compensation and retention incentives program;*
- *The Board of First Things First approved funding for a statewide Administrative Home for a compensation and retention program;*
- *The Arizona Early Childhood Institute (AzECI), a consortium of the three state universities has been created to provide the state of Arizona with a premier early childhood research, development and technical assistance center to serve as a comprehensive resource and information hub for Arizona’s families, early childhood service providers, educators, and researchers;*
- *The DES has worked with Central Arizona College to automate the application and acceptance process in the Professional Career Pathway Project (PCPP);*
 - *A unit based contract is under development for PCPP, so that Regional Partnership Council may purchase units directly from an existing contract;*
- *Community Colleges and State Universities have continued development of articulation pathways from the AA degree to the BA degree for those interested in obtaining Early Childhood Education Teacher Certification;*
- *In response to community input, The DES has awarded contracts for the coordination of community-based training for child care providers at the DES District level. In each District, one entity is responsible for coordination of all DES funded community-based trainings to ensure that training is available to all types of child care providers, for all appropriate age groups in care and in geographically diverse locations.*

b) If developed, does the plan include (Check EITHER yes or no for each item):

Arizona’s plan has not yet been developed.

The Arizona professional development plan that will be developed in SFY2010 will include the following elements: specific goals/outcomes, a link to the ADE Early Learning Guidelines, the continuum of training and education that forms a career pathway in Early Childhood Education for both those seeking/not seeking teacher certification, establishment of trainer qualifications and strategies to support family, friend and neighbor care providers.

	Yes	No
Specific goals or desired outcomes	<input type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input type="checkbox"/>	<input type="checkbox"/>

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Continuum of training and education to form a career path	<input type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input type="checkbox"/>	<input type="checkbox"/>

c) For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

d) For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

e) Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

Arizona's plan has not yet been developed

	Yes	No
Statewide	<input type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

f) **Describe** how the plan addresses early language, literacy, pre-reading, and early math concepts development.

g) Are program or provider-level incentives offered to encourage provider training and education?

Although the statewide professional development plan is still in the process of being developed, many elements currently exist and offer the feasibility for further expansion. Monetary incentives are a major component of the TEACH ®ARIZONA Scholarship program, and form the basis for the Compensation and Retention Incentives Program which will be developed further during SFY 2010. Quality Improvement and Rating System, Quality First, is Arizona's voluntary quality improvement and rating system for early care and education programs serving children birth through age 5. The purpose of Quality First is to improve the quality of early care and education so young children can begin school safe, healthy and ready to succeed. If accepted for participation, a regulated center or home will receive financial incentives to help reach quality milestones. Incentives include: (1) an Enrollment Incentive, to encourage interest and participation; it is awarded upon completion of the enrollment agreement and is available one time only, (2) a Program Improvement Grant, to cover costs associated with improving program quality; it is awarded based upon needs identified through assessment and coaching, and the program's Quality Improvement Plan, and (3) a Quality Improvement Award, for reaching major milestones in the Quality Improvement Plan.

- Yes. **Describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- No. **Describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

h) As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

Assessment of the effectiveness of the professional development plan will be a task planned and accomplished with input from The DES Child Care Administration, the FTF Evaluation Division, and the Arizona Early Childhood Institute (AzECI).

- *The 60 hour training designed for individuals with little or no child care experience, the Child Care Professional Training program, includes a participant self-reported satisfaction survey at the conclusion of the training modules; a follow-up survey of workforce participation also occurs.*
- *The adoption of an automated application and enrollment process for the Professional Career Pathways Project will provide assessment data on who utilizes the program; the number of college credits earned; the Institutes of Higher Education that utilize the program; the number of early care and education professionals who earn the CDA, receive a certificate of completion or use the PCPP as a stepping stone to the AA degree; and the number of individuals receiving accreditation through the National Association for Family Child Care (NAFCC).*

- *FTF will collect data through coaches' work with programs enrolled in Quality First. Quality Improvement plans, as well as data on program staff professional development during participation of the program in Quality First will provide opportunities to assess the effectiveness of initiatives.*
- *FTF will also collect data on effectiveness of professional development components through the TEACH ®ARIZONA program, the compensation and retention incentives initiative and the data warehouse that links to data from other data sources.*
- *Additional information will be provided through research efforts of the AzECI.*

Yes. **Describe** how the professional development plan's effectiveness/goal is assessed.

No. **Describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

i) Does the State assess the effectiveness of specific professional development initiatives or components?

Yes. **Describe** how specific professional development initiatives or components' effectiveness is assessed.

No. **Describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

j) As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

Arizona's plan has not yet been developed

Yes. **Describe** how assessment informs the professional development plan.

No. **Describe** any plans to include assessment to inform the professional development plan.

PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. **Note: This database typically contains information on licensing requirements for meeting State or local law to operate (§98.40). This database does not contain registration or certification requirements specific only to participation in the CCDF program.**

In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements.

The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

CCDF regulations (§98.2) define the following categories of care:

- **Center-based child care provider:** Provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Group home child care provider:** Two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Family child care provider:** One individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.
- **In-home child care provider:** Individual who provides child care services in the child's own home.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §98.41, §98.16(j))

- 6.1.1** Are all center-based providers paid with CCDF funds subject to licensing under State law per the NRCHSCC's compilation? **Note:** Some States use the term

certification or registration to refer to their licensing regulatory process. Do not check “Yes” if center-based providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

- * Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.
- No. **Describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

*** Center based providers on Tribal or military land would be required to meet any applicable Tribal or military requirements.**

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

- Yes, and the changes are as follows:
- No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for center-based child care services provided under the CCDF

6.2 Health and Safety Requirements for Group Home Child Care Providers
(658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States

use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if group home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

* Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

No. **Describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

N/A. Group home child care is not a category of care in this State. Skip to Question 6.3.1

** Group Home providers on Tribal or military land would be required to meet any applicable Tribal or military requirements.*

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for group home-based child care services provided under the CCDF

6.3 Health and Safety Requirements for Family Child Care Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if family child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

* Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

No. **Describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

**Family home child care providers on Tribal or military land would be required to meet applicable Tribal or military requirements.*

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for family-based child care services provided under the CCDF

6.4 Health and Safety Requirements for In-Home Child Care Providers (658E(c)(2)(F), §§98.41, 98.16(j))

Note: Before responding to Question 6.4.1, **check** the NRCHSCC's compilation of licensing requirements to verify if **in-home child care** as defined by CCDF and your State is covered. If not, **check** no for 6.4.1. Do not check "Yes" if in-home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation?

* Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

No. **Describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

**In-home child care providers on Tribal or military land would be required to meet applicable Tribal or military requirements.*

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

b) Building and physical premises safety

c) Health and safety training

d) Other requirements for child care services provided under the CCDF

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))

Indicate the Lead Agency's policy regarding these relative providers:

- All relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- All relative providers are **exempt** from all health and safety requirements.
- Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following a) describes those requirements and b) identifies the relatives they apply to:

Providers who are grandparents (including great-grandparents), aunts, and uncles, (including great-aunts and great-uncles) or siblings (who are not otherwise required), may choose not to meet health and safety requirements described in sections 6.1 – 6.4 above. These providers are referred to as Non-Certified Relative Providers (NCRP). Regardless if they care for children in their own home or the children's home, NCRPs are not subject to licensing. They are however, subject to health and safety requirements and these requirements are different than those described in Sections 6.1 – 6.4. The requirements for NCRPs are as follows:

- *The NCRPs shall certify that they are not awaiting trial on and have never been convicted of or admitted committing any criminal offenses specified in state statute and that they have not committed any act of sexual abuse of a child.*
- *The NCRPs shall certify that they are not the parent or guardian of a child adjudicated to be a dependent child, as defined by state statute.*
- *The NCRPs shall certify that they have not been denied for cause a license to operate a facility for the care of children in this or another state, nor had a license or certification to operate such a facility revoked.*

The NCRPs shall also be in compliance with state statutory fingerprint requirements as discussed in Section 6.6.

6.6 Enforcement of Health and Safety Requirements

6.6.1 Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d))

Describe how health and safety requirements are effectively enforced, including at a minimum:

a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

Yes, and **indicate** the provider categories subject to routine unannounced visits and the frequency of those visits:

- *Child care centers are subject to unannounced visits once per year.*
- *Group homes are subject to unannounced visits two times per year.*
- *Family child care homes are subject to three visits during their first year of certification, two visits per year thereafter, at least one per year is unannounced.*
- *In-home providers are subject to two visits per year, one of which is unannounced and when permission to do so is obtained from the child's parent.*
- *Non-certified relative providers are not subject to visits.*

No.

b) Are child care providers subject to background checks?

Yes, and **indicate** the types of providers subject to background checks and when such checks are conducted:

- *Child care centers: A state and federal fingerprint background check is required for: Applicant for License and all personnel including any volunteers.*
- *Group homes: A state and federal fingerprint background check is required for: Applicant for Certificate, all personnel including any volunteers and any other household member 18 years of age or older.*
- *Family child care homes: A state and federal fingerprint background check is required for the provider, a designated back-up provider and any other household member 18 years of age or older. Additionally, the provider, designated back-up and other household members must clear a state child protective services background check.*
- *In-home providers: A state and federal fingerprint background check is required for the provider and a designated back-up provider. Additionally, the provider and designated back-up must clear a state child protective services background check.*
- *Non-certified relative providers: A state and federal fingerprint background check is required for the provider.*

No.

c) Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

Yes, and **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

No.

- **Child care centers: No reporting requirement.*
- **Group homes: No reporting requirement.*
- *Family child care homes: Report required to be made to DES Child Care Administration. Reports documented in provider's ongoing file.*
- *In-home providers: Report required to be made to DES Child Care Administration. Reports documented in provider's ongoing file.*
- **Non-certified relative providers: No reporting requirement.*

d) Describe any other methods used to ensure that health and safety requirements are effectively enforced:

Additionally, provider enforcement meetings and actions are held and taken as necessary and technical assistance and training is provided when warranted.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

APPENDIX 1
CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and/or priority for CCDF-funded child care services, Lead Agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

1. *in loco parentis* –
means an individual who: has legal guardianship or who has initiated the process of legal guardianship; or is a caretaker relative who exercises responsibility for the day-to-day physical care, guidance and support of a child who physically resides with the relative and who is by blood, adoption or marriage a grandparent, great-grandparent, sibling of the whole or half blood, stepbrother, stepsister, aunt, uncle, great-aunt, great-uncle or first cousin.
2. *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **Not Applicable**
3. *protective services* –
means: a) A child who needs child care as specified in a DES Child Protective Services (CPS) or foster care case plan and who is referred for child care services by a CPS Case Manager; or b) Special circumstances families who are unable to provide child care for a portion of a twenty-four hour day due to a crisis situation of domestic violence or homelessness, a physical, mental, emotional, or medical condition, or participation in a drug treatment or drug rehabilitation program or court ordered community service.
4. *residing with* –
means to live in the same household of a parent, guardian or other person standing in loco parentis and who has legal responsibility for the child.
5. *special needs child* –
means a child who needs increased supervision, modified equipment, modified activities, or a modified facility, within a child care setting, due to any physical, mental sensory, or emotional delay, or medical condition, and includes a child with a disability.
6. *very low income* –
means an income level at or below 100% of the Federal Poverty Level, as determined by the DES Child Care Administration.

List and define any additional terminology related to conditions of eligibility and/or priority established by the Lead Agency

- *attending (a job training or educational program; include minimum hours if applicable) - means to be present, at an activity outside of the individual's home, on a regular and acceptable basis, as determined by the trainer or educator.*
- *job training and educational program - means participation in an activity outside of the individual's home, which is a structured program (with a goal of, or in preparation for, employment) as follows:*

a. High school or its equivalent or remedial education activities reasonably related to obtaining a high school diploma or its equivalent if the individual engaged in the activity is a teen parent.

b. The DES Jobs or contracted Jobs vendor approved education/training activities. If an individual is a TANF recipient and is required to participate in the DES Jobs program, child care services for any job training and educational program must be approved by the Jobs or contracted Jobs vendor.

c. Other education and training activities (listed in i. through iv. below) if the eligible parent who needs care is working a monthly average of at least 20 hours per week, the education and training activity is related to an employment goal and the student maintains satisfactory progress and remains in good standing with the educational institution:

i) Attendance at college or trade/vocational activities.

ii) Attendance at structured work readiness activities (typically involving structured classes and employment preparation activities).

iii) Attendance at high school, General Educational Development (G.E.D.) classes, English for Speakers of Other Languages (E.S.O.L.) classes or remedial educational activities.

iv) Lab classes.

- *working (include minimum hours if applicable) - means the performance of duties on a regular basis for wages or monetary compensation.*
- *Transitional Child Care (TCC) – means child care assistance offered to families who: a) have received TANF within six months of application for child care services; b) apply for services within six months of TANF case closure; c) are in need of child care because they are working; and d) have income that does not exceed the income level used to limit eligibility as defined in the table at Section 3.3.2. Eligibility for TCC may continue for up to 24 months following TANF case closure.*
- *Non-Certified Relative Provider (NCRP) – means those providers identified in Section 6.5.*
- *Jobs Program – means an administrative unit within DES, which is responsible for the administration of a program, which assists TANF recipients prepare for, obtain, and retain employment; or any other entity that contracts with DES to perform the function(s) stated above. DES may also provide services (under this definition) to TANF recipients to enable them to participate in an activity required and approved by a Tribal employment program as a condition of receipt of TANF benefits.*
- *Low income (and at risk of becoming dependent on TANF) – means a family eligible for child care services with income between 100% and 165% of the Federal Poverty Level, as determined by the DES Child Care Administration.*

APPENDIX 3: ADDITIONAL CERTIFICATIONS

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. **Assurance of compliance with Title VI of the Civil Rights Act of 1964:**
<http://www.hhs.gov/forms/HHS690.pdf>
2. **Certification regarding debarment:**
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
3. **Definitions for use with certification of debarment:**
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
4. **HHS certification regarding drug-free workplace requirements:**
<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>
5. **Certification of Compliance with the Pro-Children Act of 1994:**
<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>
6. **Certification regarding lobbying:**
<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 2.1.2

**EMERGENCY PREPAREDNESS AND RESPONSE PLAN FOR CHILD CARE
AND EARLY CHILDHOOD PROGRAMS**

4 - Business Process Information

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Employment and Rehabilitation Services (DERS) Child Care Administration (CCA) Eligibility
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*Phase:	
Choices: Response, Resumption, Recovery, and Restoration	

Team Name:	DERS/CCA Eligibility
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**Process Rating:	Essential
*Choices: Critical, Essential, and Administrative	

Priority Sequence:	22
Choices: 1, 2, 3, 4, etc.	

Process Category:	TBD
Choice: TBD	

***Frequency:	On Demand	Backup:	Yes
Choice: Yes or No			

****MAO:	14 Days	*****RTO:	21 Days
Please provide time with unit of measure.		Please provide time with unit of measure.	

Insurance Coverage:	Yes. Self-Insurance per A.R.S. 41-621 "Unlimited with No Loss Cap"	Dollar Amount:	Funded and administered by: State of Arizona Dept. of Administration Risk Management Section
Choice: Yes, No or N/A			

Minimum Number of Employees:	Min. to resume=170 Fullscale=727	Dollars Invested for Resumption:	Unknown	Dollars Necessary During Resumption:	Min= \$960,891.00 Fullscale= \$4,109,222.00
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4 - Business Process Information

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Employment and Rehabilitation Services (DERS) Child Care Administration (CCA) Certification of Homes				
*Phase:					
	Choices: Response, Resumption, Recovery, and Restoration				
Team Name:	DERS/CCA Certification of Homes				
**Process Rating:	Essential				
	*Choices: Critical, Essential, and Administrative				
Priority Sequence:	23				
	Choices: 1, 2, 3, 4, etc.				
Process Category:	TBD				
	Choice: TBD				
***Frequency:	On Demand	Backup:	Yes		
	Choice: Yes or No				
****MAO:	>14 Days		*****RTO:	21 Days	
	Please provide time with unit of measure.			Please provide time with unit of measure.	
Insurance Coverage:	Yes.		Dollar Amount:	Funded and administered by:	
	Self-Insurance per A.R.S. 41-621 "Unlimited with No Loss Cap"			State of Arizona Dept. of Administration Risk Management Section	
	Choice: Yes, No or N/A				
Minimum Number of Employees:	Min. to resume = 14	Dollars Invested for Resumption:	UNKNOWN	Dollars Necessary During Resumption:	\$79,133

4 - Business Process Information

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA) Registration Agreement				
*Phase:					
	Choices: Response, Resumption, Recovery, and Restoration				
Team Name:	DERS/CCA Registration Agreement				
**Process Rating:	Essential				
	*Choices: Critical, Essential, and Administrative				
Priority Sequence:	41				
	Choices: 1, 2, 3, 4, etc.				
Process Category:	TBD				
	Choice: TBD				
***Frequency:	On Demand	Backup:	Yes		
	Choice: Yes or No				
****MAO:	>14 Days	*****RTO:	21 Days		
	Please provide time with unit of measure.		Please provide time with unit of measure.		
Insurance Coverage:	Yes. Self-Insurance per A.R.S. 41-621 "Unlimited with No Loss Cap"		Dollar Amount:	Funded and administered by: State of Arizona Dept. of Administration Risk Management Section	
	Choice: Yes, No or N/A				
Minimum Number of Employees:	Min. to resume =5	Dollars Invested for Resumption:	Unknown	Dollars Necessary During Resumption:	\$28,162

4 - Business Process Information

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA) Payment of Contract Services				
*Phase:					
	Choices: Response, Resumption, Recovery, and Restoration				
Team Name:	DERS/CCA Payment of Contract Services				
**Process Rating:	Essential				
	*Choices: Critical, Essential, and Administrative				
Priority Sequence:	45				
	Choices: 1, 2, 3, 4, etc.				
Process Category:	TBD				
	Choice: TBD				
***Frequency:	Monthly	Backup:	Yes		
	Choice: Yes or No				
****MAO:	> 7 Days		*****RTO:	10 Days	
	Please provide time with unit of measure.		Please provide time with unit of measure.		
Insurance Coverage:	Yes. Self-Insurance per A.R.S. 41-621 "Unlimited with No Loss Cap"		Dollar Amount:	Funded and administered by: State of Arizona Dept. of Administration Risk Management Section	
	Choice: Yes, No or N/A				
Minimum Number of Employees:	Min to resume =16	Dollars Invested for Resumption:	Unknown	Dollars Necessary During Resumption:	\$90,437.00

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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Eligibility
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Information Name:	Determining of Eligibility for Child Care Services
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Information Description:	Interview clients , determine eligibility and fee level, send decision notice.
---------------------------------	---

Process Name or Support Function:	Utilize CC-001 Applications for interview, CC-047 Case Action summary for eligibility determination, provide verbal authorization to provider and send a paper form decision letter. Manual Referral Received from CPS or Jobs Program Caseworker for eligibility
--	--

Media Type:	Paper application and forms Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Sensitive – Some Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	CC-001, CC-047 & decision letter	Alternative Source:	CC-001 – Application – DES/CCA Website
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Backed Up:	No	Archived:	No
Choice: Yes or No		Choice: Yes or No	

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Eligibility
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Information Name:	Track Client Data
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Information Description:	Record client data on tracking form
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Process Name or Support Function:	Develop tracking form to log client data for input when system is restored, dependent upon DTS mainframe restoration plan. Route to Provider and to Payment Processing Unit.
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Media Type:	Form & Paper File Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe/AZCCATS	Alternative Source:	None
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Backed Up:	Yes	Archived:	Yes
	Choice: Yes or No		Choice: Yes or No

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Certification Homes
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Information Name:	Request of CPS Background Check
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Information Description:	Clearance Request for Family Child Care Providers of CPS Central Registry and CHILDS Central Registry.
---------------------------------	---

Process Name or Support Function:	Review information from registry to determine eligibility for perspective DES certified provider.
--	--

Media Type:	Form CC-045 CPS Clearance Request for Family Child Care Providers Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe	Alternative Source:	Coordinate with source for information (CPS) for new applicants. Paper files for prior information
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Backed Up:	Yes	Archived:	No. N/A
	Choice: Yes or No		Choice: Yes or No

Back Up Location:	N/A
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Last Update:	December 2000	Next Update:	TBD
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Certification Homes
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Information Name:	Home Visit in Preparation of Certification
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Information Description:	Inspect potential providers home for compliance of paperwork & health and safety requirements
---------------------------------	--

Process Name or Support Function:	Certification worker and Home Recruitment Contractor complete home visit. Issue DES Certified Provider Certificate when approved
--	---

Media Type:	Form: CC205 – Child Care Home Inspection & LC-009 Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	CC205 Form & LC-009	Alternative Source:	None
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Backed Up:	No	Archived:	No. N/A
Choice: Yes or No		Choice: Yes or No	

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Certification of Homes
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Information Name:	Track Provider Data
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Information Description:	Record provider data on tracking form
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Process Name or Support Function:	Develop tracking form to log provider data for input when system is restored, dependent upon DTS mainframe restoration plan. Route data to Child Care Resources and Referral, Caseworkers, and Payment Processing Unit.
--	--

Media Type:	Form & Paper File Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe/AZCCATS	Alternative Source:	None
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Backed Up:	Yes	Archived:	Yes
Choice: Yes or No		Choice: Yes or No	

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Registration Agreements
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Information Name:	Review Provider Information for Approval
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Information Description:	Review returned provider information for completeness
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Process Name or Support Function:	Contact Department of Health Services for verification of Child Care License for Group Home of Licensed Center.
--	--

Media Type:	Forms –CMSQ-680 – Child Care Provider Registration Agreement, CC-214 – Child Care Rate Agreement , CC-100 Providers Child Care Operational Information, and W-9 Request for Taxpayer ID Number
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Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other

Information Type Sensitivity:	Sensitive A.R.S. 41-1957; 46-802; 46-807
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Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute

Original Source:	Paper Forms	Alternative Source:	None
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Backed Up:	No	Archived:	No. N/A
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Choice: Yes or No

Choice: Yes or No

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Registration Agreements
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Information Name:	Track Approved Child Care Providers
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Information Description:	Record provider information on tracking form
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Process Name or Support Function:	Develop tracking form to log provider data for input when system is restored, dependent upon DTS mainframe restoration plan. Route to Child Care Resource and Referral, caseworkers and Payment Processing Unit.
--	---

Media Type:	Form & Paper File Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe/AZCCATS	Alternative Source:	None
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Backed Up:	Yes	Archived:	No. N/A
Choice: Yes or No		Choice: Yes or No	

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Payment of Contract Services
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Information Name:	Process Monthly Billing Documents
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Information Description:	Review of billing form or sign-in/sign-out records to determine warrant amount
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Process Name or Support Function:	Caseworker change of authorization or fee level form would need to be created for changes to billing.
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Media Type:	Forms CC-218 Sign/In Sign Out Record & Paper File Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe/AZCCATS	Alternative Source:	Paper Form
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Backed Up:	Yes	Archived:	No. N/A
Choice: Yes or No		Choice: Yes or No	

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
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5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Payment of Contract Services
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Information Name:	Track Payment Data
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Information Description:	Track payments, client payment fee level, changes to provider authorization, and children billed monthly.
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Process Name or Support Function:	Develop Tracking form to log customer information for input when system is restored.
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Media Type:	Form and Paper File Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other
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Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807 Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute
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Original Source:	Mainframe/AZCATS	Alternative Source:	None
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Backed Up:	Yes	Archived:	No. N/A
	Choice: Yes or No		Choice: Yes or No

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

5 - Business Information and Documents

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration (CCA)/Payment of Contract Services
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Process Name:	CCA/Payment of Contract Services
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Information Name:	Issue Warrants
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Information Description:	Issue Contractors Monthly Warrants and Providers Monthly and Supplemental Warrants
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Process Name or Support Function:	Create checks via hard copy
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Media Type:	Paper- Warrant Check
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Choice: Paper File, Computer Report, Data Backup, Manual, Fiche, Form, Currency, Stamps, Other

Information Type Sensitivity:	Confidential A.R.S. 41-1957; 46-802; 46-807
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Choice: Public, Sensitive, or Confidential also include applicable Arizona Revised Statute

Original Source:	Mainframe	Alternative Source:	Paper Checks
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Backed Up:	Yes	Archived:	No. N/A
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Choice: Yes or No

Choice: Yes or No

Back Up Location:	N/A
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Last Update:	N/A	Next Update:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

10 - External Contacts

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) Child Care Administration / Payment of Contract Services
----------------------	---

General

Business Name:	31 Quality Set Aside Contracts 2 Interagency Service Agreements 1 Inter Governmental Agreement (Contract listing Available) The above listing represents Child Care Administration contacts. Detailed information maintained in Division and available upon request. Person responsible for records: Brad Willis, Acting Program Administrator (see contact information below)
-----------------------	--

Address:	N/A
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City:	N/A	State:	N/A	ZIP:	N/A
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Phone:	N/A	FAX:	N/A
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Primary Contact

First Name:	Brad	Last Name:	Willis
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Title:	Acting Program Administrator
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Home Address:	
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City:	Phoenix	State:	AZ	ZIP:	85007
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Home E-mail:		Work E-mail:	BWillis@azdes.gov
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Home Phone:		Work Phone:	602-542-1958
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Cell Phone:		Pager:	None
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Service Information:

Purchase Order #:	N/A
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Product/Service:	N/A
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Emergency Lead Time:	N/A	Normal Lead Time:	N/A
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Disaster Recovery Agreements:	N/A
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Alternative Vendor:	N/A
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Notes:	
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11 - Customer Contact

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Child Care Administration (CCA)
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General

Customer Name:	Numerous clients and 7,050 providers. Detailed contact information maintained in Division and available upon request. Person responsible for records: Brad Willis, CCA Acting Program Administrator, (see contact information below).
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Address:	1789 W. Jefferson – 801A
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City:	Phoenix	State:	AZ	ZIP:	85007
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Phone:	602-542-4248	FAX:	602-542-4197
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Primary Contact

First Name:	Brad	Last Name:	Willis
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Title:	Acting Program Administrator
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Home Address:	
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City:	Phoenix	State:	AZ	ZIP:	85007
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Home E-mail:		Work E-mail:	BWillis@azdes.gov
---------------------	--	---------------------	--

Home Phone:		Work Phone:	602-542-1958
--------------------	--	--------------------	--------------

Cell Phone:		Pager:	None
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Services Provided to Customer:

SLA/IGA or Agreement #:	N/A
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Product/Service:	N/A
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Emergency Lead Time:	N/A	Normal Lead Time:	N/A
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Disaster Recovery Agreements:	N/A
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PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

12 - Response/Recovery Team Personnel

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Rehabilitation Services (DERS) / Child Care Administration (CCA)
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Team Name:	CCA
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Team Member Position:	Member CCA's Leader
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Choice: Leader, Alternative Leader, and Member

Employee ID:	
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First Name:	Brad	Last Name:	Willis
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Title:	CCA Acting Program Administrator
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Home Address:	
----------------------	--

City:	Phoenix	State:	AZ	ZIP:	85007
--------------	----------------	---------------	-----------	-------------	--------------

Home E-mail:		Work E-mail:	BWillis@azdes.gov
---------------------	--	---------------------	--------------------------

Home Phone:		Work Phone:	(602) 542-1958
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Cell Phone:		Pager:	
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Restoration Site Access:		Backup Site Access:	
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Choices: Yes or No

Choices: Yes or No

Off-site Storage Access:		Command Center Access:	
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12 - Response/Recovery Team Personnel

Process Name:	Division of Rehabilitation Services (DERS) / Child Care Administration (CCA)
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Team Name:	CCA
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Team Member Position:	Member CCA's Lead IT Member
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Choice: Leader, Alternative Leader, and Member

Employee ID:	
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First Name:	Janet	Last Name:	Kramer
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Title:	CCA IT Manager
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Home Address:	
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City:	Phoenix	State:	AZ	ZIP:	85012
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Home E-mail:		Work E-mail:	JKramer@azdes.gov
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Home Phone:		Work Phone:	602-274-9874 x2410
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Cell Phone:		Pager:	
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Restoration Site Access:		Backup Site Access:	
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Choices: Yes or No

Choices: Yes or No

Off-site Storage Access:		Command Center Access:	
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Choices: Yes or No

Choices: Yes or No

12 - Response/Recovery Team Personnel

Process Name:	Division of Rehabilitation Services (DERS) / Child Care Administration (CCA)
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Team Name:	CCA
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Team Member Position:	Member CCA's Alternate LAN Lead
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Choice: Leader, Alternative Leader, and Member

Employee ID:	
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First Name:	Deb	Rios	
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Title:	CCA LAN Technician
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Home Address:	
----------------------	--

City:	Phoenix	State:	AZ	ZIP:	85012
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Home E-mail:		Work E-mail:	DRios@azdes.gov
---------------------	--	---------------------	------------------------

Home Phone:		Work Phone:	602-542-2032
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Cell Phone:		Pager:	
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Restoration Site Access:		Backup Site Access:	
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Choices: Yes or No

Choices: Yes or No

Off-site Storage Access:		Command Center Access:	
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12 - Response/Recovery Team Personnel

Process Name:	Division of Rehabilitation Services (DERS) / Child Care Administration (CCA)
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Team Name:	CCA
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Team Member Position:	Member CCA's Alternate LAN Lead
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Choice: Leader, Alternative Leader, and Member

Employee ID:	
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First Name:	Maria	Last Name:	Echeverria
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Title:	CCA LAN Technician
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Home Address:	
----------------------	--

City:	Phoenix	State:	AZ	ZIP:	85012
--------------	----------------	---------------	-----------	-------------	--------------

Home E-mail:		Work E-mail:	MEcheverria@azdes.gov
---------------------	--	---------------------	------------------------------

Home Phone:		Work Phone:	602-364-0349
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Cell Phone:		Pager:	
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Restoration Site Access:		Backup Site Access:	
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Choices: Yes or No

Choices: Yes or No

Off-site Storage Access:		Command Center Access:	
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PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

12 - Response/Recovery Team Personnel

Process Name:	Division of Rehabilitation Services (DERS) / Child Care Administration (CCA)
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Team Name:	CCA
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Team Member Position:	Member CCA's Alternate Systems Lead
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Choice: Leader, Alternative Leader, and Member

Employee ID:	
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First Name:	Mindy	Last Name:	Krauss
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Title:	CCA Lead Management Analyst
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Home Address:	
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City:	Phoenix	State:	AZ	ZIP:	85012
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Home E-mail:		Work E-mail:	MKrauss@azdes.gov
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Home Phone:		Work Phone:	602-274-9874 x2416
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Cell Phone:		Pager:	
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Restoration Site Access:		Backup Site Access:	
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Choices: Yes or No

Choices: Yes or No

Off-site Storage Access:		Command Center Access:	
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13 - Business Equipment and Supplies

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) - CCA Certification
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Quantity	Manufacturer	Description	Cost	*Phase
14	See Attachment A	Cost of reestablishing an office for one employee times the number of employees needed for resumption phase (\$5,652.30 X 14)	\$79,133	Resume
	See Attachment A	Cost of reestablishing an office one employee times the number of employees needed for recover phase (\$5,652.30 X)	\$	Recover
	See Attachment A	Cost of reestablishing an office for one employee times the number of employees needed for resumption phase (\$5,652.30 X)	\$	Restore

NOTE REGARDING METHODOLOGY: Resumption phase costs determined by the application of the “Estimated Costs to Reestablish an Office for One Employee” multiplied by the minimum number of employees needed for resumption phase plus additional necessary costs, if any. Restoration phase costs determined by the application of the “Estimated Costs to Reestablish an Office for One Employee” multiplied by the total number of employees at full-scale operations. Recovery phase costs reflect the median between the resumption phase costs and the restoration phase costs.

13 - Business Equipment and Supplies

Division of Employment and Rehabilitation Services (DERS)

Process Name:	Division of Employment and Rehabilitation Services (DERS) CCA/Registration Agreement
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Quantity	Manufacturer	Description	Cost	*Phase
5	See Attachment 13-Business Equipment and Supplies	Cost of reestablishing an office for one employee times the number of employees needed for resumption phase (\$5,652.30 X 5)	\$28,162	Resume
	See Attachment 13-Business Equipment and Supplies	Cost of reestablishing an office one employee times the number of employees needed for recover phase (\$5,652.30 X)	\$	Recover
	See Attachment 13-Business Equipment and Supplies	Cost of reestablishing an office for one employee times the number of employees needed for resumption phase (\$5,652.30 X)	\$	Restore

NOTE REGARDING METHODOLOGY: Resumption phase costs determined by the application of the “Estimated Costs to Reestablish an Office for One Employee” multiplied by the minimum number of employees needed for resumption phase plus additional necessary costs, if any. Restoration phase costs determined by the application of the “Estimated Costs to Reestablish an Office for One Employee” multiplied by the total number of employees at full-scale operations. Recovery phase costs reflect the median between the resumption phase costs and the restoration phase costs.

14 - Information Technology Applications

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Eligibility
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Computer Application Name:	AZCCATS
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Team Name:	DTS
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*Application Listed in ISIS:	Y
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Choice: Yes or No

Server/ Hardware ID:	Mainframe
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System ID:	AZCCATS (LC)
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Run Frequency:	Daily
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File Structure:	Z09
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Executable Location:	CICS3
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Source Code Location:	NOTE: Other than AzCCATS data that is stored on the mainframe, all remaining CCA data is housed on the DTS SAN. This insures centralized storage, offsite storage capabilities, Halon fire protection and redundancy.
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System Documentation:		Name:	
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Choice: Yes or No

User Documentation:		Name:	
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Choice: Yes or No

Operations Documentation:		Name:	
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Choice: Yes or No

PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

Restoration Documentation:		Name:	
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Choice: Yes or No

15 - Information Technology Server/Hardware

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Eligibility
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Computer Application Name:	AZCCATS
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Server/Hardware ID:	Mainframe
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*Listed In ISIS:	Yes
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Choice: Yes or No

Type:	Z09	Manufacturer:	IBM
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Model:	
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Memory Size:		Hard Disk Size:	
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Processor:		IP Address:	
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Network Operating System:	
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RTO:	72 Hours
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15 - Information Technology Server/Hardware

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Certification of Homes
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Computer Application Name:	AZCCATS
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Server/ Hardware ID:	Mainframe
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*Listed In ISIS:	Yes
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Choice: Yes or No

Type:	Z09	Manufacturer:	IBM
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Model:	
---------------	--

Memory Size:		Hard Disk Size:	
---------------------	--	------------------------	--

Processor:		IP Address:	
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Network Operating System:	
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RTO:	72 Hours
-------------	----------

*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

15 - Information Technology Server/Hardware

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Registration Agreements
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Computer Application Name:	AZCCATS
-----------------------------------	----------------

Server/ Hardware ID:	Mainframe
-----------------------------	------------------

*Listed In ISIS:	Yes
-------------------------	------------

Choice: Yes or No

Type:	Z09	Manufacturer:	IBM
--------------	------------	----------------------	------------

Model:	
---------------	--

Memory Size:		Hard Disk Size:	
---------------------	--	------------------------	--

Processor:		IP Address:	
-------------------	--	--------------------	--

Network Operating System:	
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RTO:	72 Hours
-------------	-----------------

*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

15 - Information Technology Server/Hardware

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Payment of Contract Services
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Computer Application Name:	AZCCATS
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Server/ Hardware ID:	Mainframe
-----------------------------	------------------

*Listed In ISIS:	Yes
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Choice: Yes or No

Type:	Z09	Manufacturer:	IBM
--------------	------------	----------------------	------------

Model:	
---------------	--

Memory Size:		Hard Disk Size:	
---------------------	--	------------------------	--

Processor:		IP Address:	
-------------------	--	--------------------	--

Network Operating System:	
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RTO:	72 Hours
-------------	-----------------

*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

16 - Information Technology Telecommunications

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Eligibility
----------------------	-----------------

Computer Application Name:	AZCCATS
-----------------------------------	---------

Server/ Hardware ID:	Mainframe
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*Listed In ISIS:	Y
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Choice: Yes or No

Telecommunication Type:	
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Describe in sufficient detail the type, quantity and if known or applicable who is at the distant end that this special high-speed dedicated line connects.

RTO:	72 Hours
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*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

16 - Information Technology Telecommunications

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Certification of Homes
----------------------	-----------------------------------

Computer Application Name:	AZCCATS
-----------------------------------	----------------

Server/ Hardware ID:	Mainframe
-----------------------------	------------------

*Listed In ISIS:	Y
-------------------------	----------

Choice: Yes or No

Telecommunication Type:	
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Describe in sufficient detail the type, quantity and if known or applicable who is at the distant end that this special high-speed dedicated line connects.

RTO:	72 Hours
-------------	-----------------

*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

16 - Information Technology Telecommunications

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Registration Agreements
----------------------	------------------------------------

Computer Application Name:	AZCCATS
-----------------------------------	----------------

Server/ Hardware ID:	Mainframe
---------------------------------	------------------

*Listed In ISIS:	Y
-----------------------------	----------

Choice: Yes or No

Telecommunication Type:	
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Describe in sufficient detail the type, quantity and if known or applicable who is at the distant end that this special high-speed dedicated line connects.

RTO:	1 Week
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*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.

16 - Information Technology Telecommunications

Division of Employment and Rehabilitation Services (DERS)

Process Name:	CCA/Payment of Contract Services
----------------------	---

Computer Application Name:	AZCCATS
-----------------------------------	----------------

Server/ Hardware ID:	Mainframe
---------------------------------	------------------

*Listed In ISIS:	Y
-----------------------------	----------

Choice: Yes or No

Telecommunication Type:	
--------------------------------	--

Describe in sufficient detail the type, quantity and if known or applicable who is at the distant end that this special high-speed dedicated line connects.

RTO:	1 Week
-------------	---------------

*Inventory System for Information Service (ISIS) is the Government Information Technology Agency's data base in which all agencies are to maintain their IT inventory.



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 2.1.3

PLAN FOR EARLY CHILDHOOD PROGRAM COORDINATION



FIRST THINGS FIRST
The right system for bright futures

Strategic Plan Roadmap

Overview

The Strategic Plan Roadmap illustrates the strategic direction for First Things First. This plan was approved by the First Things First Early Childhood Development and Health Board in March 2008.

Components of the Roadmap include:

What We Believe and How We Conduct Business - System Framework

The System Framework communicates the Vision, Mission and Principles that guide the work of First Things First, leading to desired long-term System Outcomes.

What We Want – System Outcomes

System Outcomes represent the outcomes desired from the entire early childhood system in Arizona. Contributors to system outcomes include state agencies, community partners, philanthropic and business organizations and the citizens of Arizona. System Outcomes indicate **what we want** the comprehensive early childhood system to look like in 10 years.

Measures of Success – System Measures

System Measures will determine if the comprehensive early childhood system **outcomes have been achieved** within 10 years and indicate if the comprehensive early childhood system is functioning effectively and as envisioned. These Measures will be a component of the long-term evaluation plan to be developed in the near future.

What We Will Do – Goals

Goals are aligned with the System Outcomes and indicate **what FTF will do** as part of the comprehensive early childhood system to make progress toward System Outcomes in the next three to five years. *Each Goal is a piece of a larger picture and is inextricably interrelated and linked with the other Goals.*

What We Want to Change - Key Measures

Key Measures align directly with Goals and indicate **what we want to change**. Many Key Measures listed will indicate whether regular progress toward First Things First Goals will be achieved within three to five years. Other Key Measures listed will provide important data to determine ongoing impact on and progress of the early childhood development and health system.

How We Will Do It - Statewide Strategic Directions

Strategic Directions are strategies which work together and indicate **how we will implement** the Goals. The Strategic Directions represent infrastructure elements of a coordinated, comprehensive early childhood system. The strategies listed **with an asterisk (*)** are receiving First Things First statewide program funds to support their development.

EARLY CHILDHOOD SYSTEMS FRAMEWORK

The First Things First *Vision* is that all Arizona children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life.

The First Things First *Mission* is 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.

The First Things First Mission and Vision will be attained through a comprehensive early childhood system that values children as our greatest asset, and recognizes families and communities at the center of decision making.

First Things First programs, services and supports will be offered through a high quality, interconnected, comprehensive delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing a child's overall development.

First Things First will partner with public and private sectors to ensure a seamless and coordinated system, advocate on behalf of children, and leverage and sustain investments necessary for success.

First Things First will be guided by the following strength-based principles:

- ***Decisions are Made***

By involving public and private partners and communities

By focusing on desired outcomes for all children

By emphasizing local planning and implementation

By utilizing ongoing and rigorous analysis of qualitative and quantitative data, proven best practices, and system and program outcomes

- ***Programs, Services and Supports are Offered***

Through an integrated, seamless and accessible system based on high quality standards and proven best practices

By focusing on the strengths of the whole child

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

EARLY CHILDHOOD SYSTEMS FRAMEWORK, continued

- **Funding Decisions Are Made**

By careful planning and long range forecasting to ensure the level and quality of services are sustained over time

To leverage public and private resources that will enhance the ability to deliver high quality services and supports for children

By utilizing local decision making for resource allocation

- **Accountability is Achieved**

By establishing and tracking key measures of early childhood development and health system improvements

By ensuring a rigorous, independent evaluation of the service delivery system and its outcomes

- **We will know the Mission and Vision are realized if the following First Things First Outcomes are achieved:**

All children have access to high-quality early care and education.

All children have access to high-quality preventive and continuous health care.

All early childhood development and health professionals are well prepared and highly skilled.

All families actively engage in children's success.

The early childhood system is coordinated, integrated and comprehensive.

Arizonans substantially support early childhood development efforts both politically and financially.

**VISION
Framework**

All Arizona children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life.

**WHAT WE WANT
System Outcomes**

All children have access to high-quality early care and education.

All children have access to high-quality preventive and continuous health care.

All early childhood development and health professionals are well prepared and highly skilled.

All families actively engage in children's success.

The early childhood system is coordinated, integrated, and comprehensive.

Arizonans substantially support early childhood efforts both politically & financially.

**MEASURES OF SUCCESS
(System Measures)**

These Measures will be a component of the long-term evaluation plan to be developed in the near future.

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

WHAT WE WILL DO TO BUILD THE ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH SYSTEM

Goal Areas and Goals

Quality and Access

2. FTF will improve access to quality early care and education programs and settings.
3. FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.
4. FTF will increase availability and affordability of early care and education settings.

Health

4. FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.
5. FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.
6. FTF will expand use of early screening in health care settings to identify children with developmental delay.
7. FTF will advocate for timely and adequate services for children identified through early screening.

Professional Development

8. FTF will build a skilled and well prepared early childhood development workforce that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.
9. FTF will increase retention of the early care and education workforce.
10. FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.

Family Support

11. FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.
12. FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Coordination

13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.
14. FTF will collect and disseminate accurate and relevant data related to early childhood development and health.

Communication

15. FTF will expand public awareness of, and financial and political support for, early childhood

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

WHAT WE WILL CHANGE

KEY MEASURES

Note: Key Measures may be aligned with the **Goal Area** as listed or with any other applicable **Goal Area**.

Quality and Access

- a. Total number of early care and education programs participating in the QIRS system
- b. Total number of children enrolled in early care and education programs participating in the QIRS system
- c. Total number and percentage of early care and education programs participating in the QIRS system with a high level of quality as measured by an environmental rating scale
- d. Total number and percentage of early care and education programs participating in the QIRS system improving their environmental rating score
- e. Total number of identified improvements in regulatory and monitoring standards
- f. Current cost of early care and education for families as a proportion of the median income for a family of four
- g. Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age five
- h. Number and percentage of early care and education programs with access to a Child Care Health Consultant

Health

- a. Total number and percentage of children with health insurance
- b. Total number and percentage of children receiving appropriate and timely oral health visits
- c. Total number and percentage of children receiving appropriate and timely well-child visits
- d. Total number and percentage of health care providers utilizing a medical home model
- e. Total number and percentage of oral health care providers utilizing a dental home model
- f. Ratio of children referred and found eligible for early intervention

Professional Development

- a. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development
- b. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree
- c. Total number and percentage of children expelled from early care and education services
- d. Retention rates of early childhood development and health professionals
- e. Total number and percentage of professionals who work with young children, outside of early care and education, who hold a credential, certificate, or degree in early childhood development or other appropriate specialty area
- f. Total number and percentage of professionals who work with young children, outside of early care and education, who are pursuing a credential, certificate, degree in early childhood development or other appropriate specialty area

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

WHAT WE WILL CHANGE

KEY MEASURES

Note: Key Measures may be aligned with the **Goal Area** as listed or with any other applicable **Goal Area**.

Family Support

- a. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
- b. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being
- c. Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children)
- d. Percentage of families with children birth through age five who report reading to their children daily in their primary language

Coordination

- a. Percentage of families who report they are satisfied with the level of coordination and communication among agencies serving their children
- b. Percentage of families who report they are satisfied with the decision making and planning opportunities in the early childhood system
- c. Total number and percentage of public and private partners who report that FTF planning process and activities use family centered practices (e.g. builds on family strengths, connects families with community resources, facilitates family interaction with early care and education professionals, offers the possibility of family and community input at all levels of decision-making)
- d. Total number and percentage of public and private partners' who report they are satisfied with the extent and quality of coordination between public, private, and tribal systems
- e. Total number and percentage of public and private partnerships using the database who report the information to be accurate
- f. Total number and percentage of public and private partnerships using the database who report the information to be helpful in determining outcomes and promoting continuous improvement

Communication

- a. Percentage of Arizonans who report that early childhood development and health issues are important
- b. Percentage of Arizonans who identify themselves as strong supporters of early childhood and health matters
- c. Total funds generated from business, philanthropic, and other public and private sources to support early childhood development and health efforts

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

HOW WE WILL DO IT STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Quality and Access

- 1. FTF will improve access to quality early care and education programs and settings.**
 - a. **Establish and implement a comprehensive quality improvement and rating system to improve quality across early childhood education and care settings utilizing public and private funding and resources to develop the statewide infrastructure.***
 - b. **Increase child care health and mental health consultants to improve children's health, safety and quality of interactions with providers and increase early identification of health or developmental concerns.***
 - c. Increase use of screening activities across early care and education settings to improve early identification and receipt of appropriate services.
 - d. *Potential Regional strategies based on Regional Funding Plan.*
- 2. FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.**
 - a. Coordinate and advocate for the improvement and alignment of early care and education regulatory standards and monitoring activities.
 - b. Coordinate use of the Arizona Early Learning Standards across all early care and education to improve quality of curriculum and assessment.
 - c. *Potential Regional strategies based on Regional Funding Plan.*
- 3. FTF will increase availability and affordability of early care and education settings.**
 - a. Identify and seek financial incentives (private and public funding for scholarships, tax incentives, tuition stipends to quality settings, etc.) to programs so they can maintain affordable prices while improving quality.
 - b. Advocate for increasing availability of new early care and education settings or expanding existing settings.
 - c. *Potential Regional strategies based on Regional Funding Plan.*

Health

- 4. FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.**
 - a. Increase outreach and enrollment assistance for public health insurance to eligible but not yet enrolled families.
 - b. Identify and seek opportunities to increase the number of qualified infant mental health and early intervention specialists.
 - c. Advocate for and collaborate with Arizona Chapter of the American Academy of Pediatrics, American College of Obstetricians and Gynecologists, Arizona Medical and Dental Universities, AHCCCS and ADHS to increase the percent of children that have an oral health visit by age one.
 - d. Advocate for Increase rate of early and continuous prenatal care through collaboration and coordination with the various state and public health agencies.
 - e. Advocate for medical professional's use of recommended guidelines for preventive medical and oral health care.
 - f. *Potential Regional strategies based on Regional Funding Plan.*
- 5. FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.**
 - a. Collaborate with Arizona Chapter of the American Academy of Pediatrics, American Academy of Pediatric Dentistry, American Dental Association, Arizona Department of Health Services, and AHCCCS to increase the use of medical and dental homes.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
- 6. FTF will expand use of early screening in health care settings to identify children with developmental delay.**
 - a. Advocate for the expansion of implementation of the Parents' Evaluation of Developmental Status (PEDS) screening for all children to promote the early identification and intervention of children with special needs.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
- 7. FTF will advocate for timely and adequate services for children identified through early screening.**
 - a. Advocate for and coordinate with early intervention agencies to increase recruitment and retention of providers of specialized intervention services, such as, occupational and physical therapy, and speech language development therapy.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

**HOW WE WILL DO IT
STATEWIDE STRATEGIC DIRECTIONS**

(* indicates strategies with statewide funding)

Professional Development

- 8. FTF will build a skilled and well-prepared early childhood education and development work force that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.**
 - a. Establish and coordinate the implementation of a comprehensive statewide scholarship system to improve quality in the professional workforce. ***
 - b. Advocate and coordinate efforts to increase the number of colleges and universities with formal articulation agreements that share core competencies in early childhood education and health specialties to improve flexibility of educational pathways.
 - c. *Potential Regional strategies based on Regional Funding Plan.*
- 9. FTF will increase retention of the early care and education workforce.**
 - a. Design, develop and phase-in a salary incentive program in a sequential and timely manner.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
- 10. FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.**
 - a. Advocate for coursework and training programs with enhanced focus in the area of social-emotional development of young children to increase qualifications of early childhood development and health professionals.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

Family Support

- 11. FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.**
 - a. Support statewide distribution of parent education kits to parents of newborns.**
 - b. Expand an existing statewide web-based information and education system to increase access to and coordination of statewide and regional information for families, professionals, and the general public related to early childhood development and health.
 - c. Increase information for families to identify and locate high-quality programs and settings.
 - d. Collaborate with family support and education programs to expand services to include the development, enhancement, or implementation of home visiting programs.
 - e. *Potential Regional strategies based on Regional Funding Plan.*
- 12. FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.**
 - a. Advocate for expanded availability and access to early literacy and adult language acquisition programs.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

HOW WE WILL DO IT STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Coordination

- 13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.**
- a. Collaborate among all systems to coordinate and improve child find and early intervention efforts.
 - b. Collaborate with public and private organizations to Identify and apply for grants that support the First Things First goals.
 - c. Involve families in the development of policies and cross system coordination activities by supporting family representation at all levels of First Things First governance.
 - d. Coordinate with other agencies to align standards that impact quality practices, program access and service delivery across early childhood systems.
 - e. *Potential Regional strategies based on Regional Funding Plan.*
- 14. FTF will collect and disseminating accurate and relevant data related to early childhood development and health.**
- a. Develop a statewide database for the collection, dissemination, reporting and accuracy to of data collection.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

Communication

- 15. FTF will expand public awareness of and financial and political support for early childhood development and health efforts in Arizona.**
- a. **Develop an awareness campaign about early childhood development and health. ***
 - b. Leverage private funding to implement a campaign to build and sustain financial and political support for early childhood development and health.
 - c. Support legislative changes and organizations that positively impact early childhood development and health.
 - d. *Potential Regional strategies based on Regional Funding Plan.*



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 2.2

SUMMARY OF PUBLIC COMMENTS

ATTACHMENT 2.2

SUMMARY OF PUBLIC HEARING COMMENTS

[THIS SPACE IS RESERVED FOR COMMENTS GATHERED FROM THE PUBLIC]



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 3.1.1

POLICY MANUAL

AND

ATTACHMENT 3.1.1.a

CERTIFICATE OF AUTHORIZATION (example)

ATTACHMENT 3.1.1

The Arizona Department of Economic Security (DES) Child Care Policy and Procedure Manual (approximately 750 pages in length) is available for review at the following DES Child Care Administration District Offices:

**DES CCA District I
3443 N Central, STE 500B
Phoenix, Arizona 85012
(602) 255-3729**

**DES CCA District II
400 W Congress, STE 420,
Tucson, Arizona 85701
520- 628-6810 x 230**

**DES CCA District III
397 Malpais Lane, STE 3
Flagstaff, Arizona 86001
(928) 774-5091**

**DES CCA District IV
350 W 16th St, STE 232
Yuma, Arizona 85364
(928) 782-4343 x 3168**

**DES CCA District V
2510 N Trekell
Casa Grande, Arizona 85222
(520) 836-2351 x. 209**

**DES CCA District VI
820 E Fry Blvd.
Sierra Vista, Arizona 85635
(520) 459-5008 x 230**

ARIZONA DEPARTMENT OF ECONOMIC SECURITY

DIVISION OF EMPLOYMENT AND REHABILITATIVE SERVICES

CHILD CARE ADMINISTRATION



ATTACHMENT 3.1.1.a

CHILD CARE OFFICE
STREET ADDRESS
CITY, STATE ZIP

ARIZONA DEPARTMENT OF
ECONOMIC SECURITY
CHILD CARE ADMINISTRATION

CERTIFICATE OF AUTHORIZATION

PROVIDER NAME
STREET ADDRESS
CITY, STATE ZIP

LOCATIONAL ADDRESS:
STREET ADDRESS
CITY, STATE ZIP

PROVIDER PHONE NUMBER: 000-000-0000

CLIENT NAME
STREET ADDRESS
CITY, STATE ZIP

CLIENT ID: 0000000000
DATE: MM/DD/YYYY

CHILD CARE WORKER: (SPECIALIST NAME)

TELEPHONE: 000-000-0000

THE FOLLOWING CHILD CARE SERVICES ARE AUTHORIZED FOR THE ABOVE PROVIDER:

ACT CODE	CHILD ID	CHILD NAME	SVC	BIRTH DATE	START DATE	STOP DATE	FEE KIND	LVL	UNIT	PROG	CO-PAY PER-DAY
O	0000000002	(CHILD NAME)	LC	MM/DD/YY	MM/DD/YY	MM/DD/YY	D	L1	23	B	1.00
O	0000000002	(CHILD NAME)	LC	MM/DD/YY	MM/DD/YY	MM/DD/YY	L	L1	23	B	.50

WHEN THE COPAYMENT FOR AN INDIVIDUAL CHILD EQUALS OR EXCEEDS THE DES PAYMENT TO THE CHILD CARE PROVIDER, NO DES PAYMENT WILL BE MADE FOR THAT CHILD.
SEE BACK FOR DEFINITIONS.

(Example - Front)

If you have questions about the start and end dates of service, # of units or copayment assigned, or if you want to report that a client is not using services, or is not paying the assigned copayment, contact the Child Care Specialist at the office number listed on this notice.

If you have questions about completion of a billing document, or the processing or receipt of payments, contact the DES Payment Processing Unit at 602-542-5610 (if calling from Maricopa County) or 1-877-822-2322 X 2 (if calling from outside Maricopa County).

ACT
CODE = ACTION CODES

SVC = SERVICE CODES

- O - OPEN
- C - CHANGE (MAY INCLUDE CHANGES IN UNITS, CO-PAY, DATES OF AUTHORIZATIONS OR CASE MANAGER)
- X - CANCEL (AUTHORIZATIONS MADE IN ERROR)

- LC - CENTER
- SN - SPECIAL NEEDS
- CG - DHS GROUP HOME
- CH - DES CERTIFIED HOME
- CI - DES CERTIFIED IN-HOME
- RH - RELATIVE HOME (NON-CERTIFIED)
- RI - RELATIVE IN-HOME (NON-CERTIFIED)

KIND

PROG = CHILD CARE PROGRAM

- D - SIX OR MORE HOURS
- L - LESS THAN SIX HOURS

- A - MAXIMUS
- B - BLOCK GRANT
- E - CASH ASSISTANCE EMPLOYED
- J - JOBS
- T - TRANSITIONAL

CO-PAY PER DAY = THE DES REQUIRED CO-PAY

NOTE: Any co-payment indicated is the required amount by DES guidelines. However, any family may be responsible for charges above these copayments if a provider's rates exceed state reimbursement maximums and/or the provider has other additional charges.

CLIENT APPEAL RIGHTS:

You have the right to appeal a decision on your eligibility if you believe that services should not have been reduced, stopped or denied. Contact you local DES Child Care office for information on filing an appeal.

(Example - Back)



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 3.2.1

PAYMENT RATES FOR THE PROVISION OF CHILD CARE

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Division of Employment & Rehabilitation Services
Child Care Administration

MAXIMUM REIMBURSEMENT RATES FOR CHILD CARE
Based on the 75th percentile of 2000 Child Care Market Rate Survey
(effective for services provided on or after 4/1/09)

CENTERS

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	30.20	27.00	22.40	21.00	30.00	32.00
Part day	22.40	19.80	18.40	19.00	25.00	25.00
1 yr < 3 yrs:						
Full day	26.60	25.00	20.80	19.00	28.00	20.80
Part day	20.00	18.16	18.00	18.00	15.00	17.60
3 yrs < 6 yrs:						
Full day	23.80	22.09	20.00	18.00	20.00	19.00
Part day	17.00	16.00	15.00	16.00	12.40	13.00
6 yrs < 13 yrs:						
Full day	23.40	22.00	17.00	17.00	20.00	19.00
Part day	16.00	15.00	14.00	15.00	13.33	13.00

GROUP HOMES

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	24.00	22.00	23.00	20.00	19.00	21.20
Part day	16.00	16.00	23.00	14.00	12.50	18.00
1 yr < 3 yrs:						
Full day	22.00	22.00	22.00	18.00	19.00	21.25
Part day	15.00	16.00	15.00	12.00	12.00	17.00
3 yrs < 6 yrs:						
Full day	20.00	20.00	22.00	18.00	19.00	18.50
Part day	15.00	16.00	13.95	12.00	12.00	16.00
6 yrs < 13 yrs:						
Full day	18.00	20.00	17.00	18.00	19.00	18.50
Part day	14.00	15.81	13.95	12.00	12.00	17.00

CERTIFIED FAMILY HOMES & CERTIFIED IN-HOME PROVIDERS

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	20.00	19.00	18.00	18.00	20.00	18.00
Part day	14.00	12.00	10.00	10.50	12.00	10.00
1 yr < 3 yrs:						
Full day	20.00	18.00	17.00	17.00	20.00	17.00
Part day	13.00	12.00	10.00	10.50	11.00	10.00
3 yrs < 6 yrs:						
Full day	18.00	18.00	16.00	17.00	18.00	16.00
Part day	12.00	12.00	10.00	10.50	10.00	10.00
6 yrs < 13 yrs:						
Full day	17.00	18.00	16.00	16.00	18.00	16.00
Part day	12.00	11.00	10.00	10.00	10.00	10.00

The actual reimbursement amount is equal to the reimbursement rate minus any DES designated co-payment. However, in no event shall the amount reimbursed exceed the lesser of the provider's actual charges or the maximum reimbursement rate minus any DES designated co-payment.

Payment Rates for Non-Certified Relative Providers (NCRPs) will be \$10.50 for Full day and \$6.00 for Part day, minus any DES designated co-payment. This rate will be paid to NCRPs statewide for care provided to children of all ages.

The maximum reimbursement rates may be increased by up to ten percent, for child care providers who are nationally accredited.

Full day = six or more hours per day. Part day = less than six hours per day.

DES defines six local areas based upon geographic proximity/common characteristics, as Districts. They are comprised of the following counties:

District I - Maricopa

District II - Pima

District III - Apache, Coconino, Navajo and Yavapai

District IV - La Paz, Mohave and Yuma

District V - Gila and Pinal

District VI - Cochise, Graham, Greenlee and Santa Cruz



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 3.2.3

MARKET RATE SURVEY INSTRUMENT & SUMMARY OF RESULTS

DES Child Care Rate Survey – 2008
Maricopa County Office of Research & Reporting

1. First, I would like to ask you some general questions about the child care services you provide. How many children do you have **approval** to care for at one time?
(How many children CAN you take care of at one time?)

NUMBER OF CHILDREN APPROVED ____ _

2. On an average day, how many children are normally cared for at your (center / home)?

AVERAGE NUMBER OF CHILDREN ____ _

3. Do you provide or offer care for a child for 6 or more hours a day?

[0] NO (skip to q 3Next Page)

[1] YES

2a. Do you have a **DAILY** rate you charge for child care for 6 or more hours each day?

[1] YES, DAILY RATE (skip to q 2c)

[2] NO, HOURLY RATE (skip to q 2c)

[3] NO, WEEKLY RATE

[4] NO, MONTHLY

[6] NO, OTHER (Specify) _____

2b. How many days per week does this rate include?

DAYS PER WEEK _____

2c. How much (do / would) you charge per (**day** / week / hour / month) for care of children UNDER ONE YEAR OF AGE?

\$__ __ . __ [0] NO FULL DAY FOR CHILDREN UNDER ONE

2d. How much (do / would) you charge per (**day** / week / hour / month) for one and two year olds for full-day care?

\$__ __ . __ [0] NO FULL DAY FOR CHILDREN 1 OR 2

2e. How much (do / would) you charge per (**day** / week / hour / month) for three, four and five year olds? (For **full**-day care?)

\$__ __ . __ [0] NO FULL DAY FOR CHILDREN 3, 4 OR 5

2f. What about children six through twelve years, how much (do / would) you charge per (**day** / week / hour / month) for school age children **on those days when the child is not in school?**

\$__ __ . __ [0] NO FULL DAY FOR SCHOOL AGE CHILDREN

3. Do you offer care for a child for fewer than 6 hours a day?

[0] NO (skip to q 4, Next Page)

[1] YES

3a. Do you have a **DAILY** rate you charge for care for fewer than 6 hours per day?

[1] YES, DAILY RATE (skip to q 3c)

[2] NO, HOURLY RATE (skip to q 3c)

[3] NO, WEEKLY RATE

[4] NO, MONTHLY

[5] NO, OTHER _____

3b. How many days per week does this rate include?

DAYS PER WEEK _____

3c. How much (do / would) you charge per (**day** / week / hour / month) for care of children UNDER ONE YEAR OF AGE?

\$__ __ __ . __ __

[0] NO PART DAY FOR CHILDREN UNDER ONE

3d. How much (do / would) you charge per (**day** / week / hour / month) for one and two year olds for **part**-day care?

\$__ __ __ . __ __

[0] NO PART DAY FOR CHILDREN 1 OR 2

3e. How much (do / would) you charge per (**day** / week / hour / month) for three, four and five year olds? (For **part**-day care?)

\$__ __ __ . __ __

[0] NO PART DAY FOR CHILDREN 3, 4 OR 5

3f. What about children six through twelve years, how much (do / would) you charge per (**day** / week / hour / month) **for before and/or after school care**?

\$__ __ __ . __ __

[0] NO PART DAY FOR SCHOOL AGE CHILDREN

4. The next few questions relate to discounts you may offer or additional fees that you may charge for other services offered.

Do you offer a discount for more than one child from the same family?

[0] NO (skip to q 5)

[1] YES

4a. Are there any special conditions, such as advance payment, that must be met in order to receive this discount?

[0] NO CONDITIONS OR RESTRICTIONS

[1] YES, ADVANCE PAYMENT REQUIRED

[2] YES, ONLY FOR FULL DAY (NOT PART-DAY)

[6] YES, OTHER RESPONSE _____

5. Do you offer regular child care that includes the hours between 6:30pm and midnight.

[0] NO (skip to q 6)

[1] YES

5a. Do you charge a higher rate for evening care?

[0] NO

[1] YES

6. Do you offer regular child care that includes the hours between midnight and 6am.

[0] NO (skip to q 7)

[1] YES

6a. Do you charge a higher rate for this nighttime care?

[0] NO

[1] YES

7. Do you offer regular Saturday and/or Sunday child care?

[0] NO (skip to q 8)

[1] YES

7a. Do you charge a higher rate for weekend care?

[0] NO

[1] YES

8. Do you offer regular care for more than 12 hours a day?

[0] NO (skip to end)

[1] YES

8a. Do you charge a higher rate for this extended day childcare?

[0] NO

[1] YES

Thank you very much for your time and help with this project. We've talked about a lot of different things, but there may be some other areas of need that you feel we should have talked about.

Are there any comments you would like to make at this time?

If you should have any questions about this study, please feel free to call us at **(602) 506-1600** or **(877) 499-6100**.

Or you may want to call the D.E.S. Child Care Administration at **(602) 542-1962**.

Summary of Results

SURVEY METHODOLOGY:

DES contracted with the Maricopa County Office of Research and Reporting to conduct the Child Care Market Rate Survey. The Maricopa County Office of Research and Reporting is an independent credentialed organization with strong survey research skills. They are recognized by the American Association of Public Opinion Researchers and are also a member of the National Field Director's Association, which is a scientific data collection forum with members such as the U.S. Census Bureau, National Institute of Health and many major universities.

Due to the complexity of the survey, to help ensure that the most accurate data was obtained and to attain a high response rate a telephone survey methodology was used. Interviewers read a questionnaire and responses were entered into a data base. This method of surveying allowed for the collection of necessary data as reported by providers and corresponded with the need to gather complex rate information by age categories and by category of care. The Maricopa County Office of Research and Reporting conducted the market rate survey in both English and Spanish.

All identifiable providers were surveyed rather than selecting a random sample. The basis for this approach is because a complete census is more reliable than a sample as there is no chance of a sampling error. Additionally, in some areas of the state, obtaining a sufficiently large and representative sample is not possible.

Sources of provider names and telephone numbers which were utilized included: 1) The DES database of certified family homes that provide child care services to families eligible for child care assistance; 2) The Department of Health Services' (DHS) database of licensed child care centers (including "preschools" required to be licensed as child day care centers) and certified child care group homes; 3) Listings obtained from non-profit sponsors who approve child care homes to participate in the Arizona Department of Education's (ADE) federal Child and Adult Care Food Program (CACFP); and 4) Lists of otherwise unregulated homes registered with the state contracted Child Care Resource & Referral (CCR&R) agencies.

Prior to the start of the survey, all sources that supplied provider information were notified that they could direct any questions that came to them, regarding the survey, to DES. At the onset of each telephone interview, providers were advised that specific individual information would be kept confidential and would not be used for any purpose other than identifying local market information. Individual providers were given a telephone number, which they could use to call the surveyor back if necessary. They were also provided with a telephone number of a DES contact if they had any other questions.

Initially the various sources identified 6,865 possible child care providers in the state. Providers that either were listed on more than one list, not providing care, not charging for their services, or unable to be interviewed due to invalid and non-existent telephone numbers were eliminated from this total. This resulted in a list of 5,021 child care providers, of which 99% were interviewed.

A total of 4,980 child care providers (1,842 licensed centers, 2,447 approved family homes, 383 certified group homes and 308 unregulated homes listed with CCR&R) were interviewed for this survey. The survey was conducted between March and June 2008. As with any survey, there is a margin of error due to reasons such as the respondent's interpretations of the questions asked and their understanding of the purpose of the survey and resultant usage of the data compiled. The complete survey report can be viewed at:

https://egov.azdes.gov/CMS400Min/InternetFiles/Reports/pdf/cca_market_survey_08.pdf

Key findings of the 2008 survey are summarized below. Specific details of this survey are found in the three sets of tables, which follow the key findings.

Market rate information is given, for each of the six DES geographic Districts which are comprised of a county or group of counties. The data is presented as: 1) The 50th percentile (the median) i.e., the rate at which at least 50% of the market is at or below and 2) The 75th percentile i.e., the rate at which at least 75% of the market is at or below.

KEY FINDINGS

Licensed Centers

The median daily charge for full-time care, for a child under the age of one year, ranged from \$25.00 to \$38.00 across the six DES districts. The statewide median is \$36.80.

The median daily charge for full-time care, for a one or two year old child, ranged from \$22.00 to \$34.88 across the six DES districts. The statewide median is \$32.55.

The median daily charge for full-time care, for a three, four or five year old child, ranged from \$21.00 to \$30.00 across the six DES districts. The statewide median is \$28.14.

The median daily charge for full-time care, for a school age child, ranged from \$19.00 to \$27.50 across the six DES districts. The statewide median is \$25.20.

Certified Group Homes

The median daily charge for full-time care, for a child under the age of one year, ranged from \$22.00 to \$30.00 across the six DES districts. The statewide median is \$25.00.

The median daily charge for full-time care, for a one or two year old child, ranged from \$20.00 to \$27.00 across the six DES districts. The statewide median is \$25.00.

The median daily charge for full-time care, for a three, four or five year old child, ranged from \$20.00 to \$26.10 across the six DES districts. The statewide median is \$25.00.

The median daily charge for full-time care, for a school age child, ranged from \$20.00 to \$30.00 across the six DES districts. The statewide median is \$24.95.

Approved Family Child Care Homes

The median home charge for full-time care, for a child under the age of one year, ranged from \$20.00 to \$25.00 across the six DES districts. The statewide median is \$20.00.

The median daily charge for full-time care, for a one or two year old child, ranged from \$19.50 to \$25.00 across the six DES districts. The statewide median is \$20.00.

The median daily charge for full-time care, for a three, four or five year old child, ranged from \$18.00 to \$24.00 across the six DES districts. The statewide median is \$20.00.

The median daily charge for full-time care, for a school age child, ranged from \$15.00 to \$22.00 across the six DES districts. The statewide median is \$20.00.

Licensed Centers
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	Total State
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	
Children Under One	50 th percentile	38.00	33.00	29.00	25.00	33.00	29.00	36.80
	75 th percentile	43.95	37.60	30.00	27.50	40.00	30.00	42.00
One and Two Year Olds	50 th percentile	34.88	31.00	25.00	22.00	30.00	25.20	32.55
	75 th percentile	41.63	35.75	29.77	25.00	35.00	27.40	40.00
Three, Four & Five Year Olds	50 th percentile	30.00	27.60	23.00	21.00	25.00	24.00	28.14
	75 th percentile	36.05	32.00	26.00	22.65	29.00	26.00	35.00
School Age Children	50 th percentile	27.50	24.20	22.50	20.00	25.00	19.00	25.20
	75 th percentile	35.00	30.00	25.00	21.00	30.00	24.00	33.00

Average Rate Charged per Day For
Part-Time (Less Than Six Hours) Child Care

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	Total State
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	
Children Under One	50 th percentile	33.00	25.80	20.00	17.00	24.00	15.00	28.60
	75 th percentile	38.00	31.00	25.00	24.00	27.13	25.00	37.21
One and Two Year Olds	50 th percentile	27.00	25.00	18.50	17.60	21.00	16.66	25.00
	75 th percentile	35.00	27.21	22.33	22.00	25.00	20.00	32.00
Three, Four & Five Year Olds	50 th percentile	20.00	19.50	15.00	15.75	18.00	13.20	19.00
	75 th percentile	27.91	24.45	19.77	19.00	20.00	17.40	25.60
School Age Children	50 th percentile	17.00	15.00	12.00	14.00	16.00	13.80	16.00
	75 th percentile	23.00	20.00	18.00	17.00	20.00	15.00	21.00

Certified Group Homes
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	Total State
Children Under One	50 th percentile	27.00	25.00	30.00	22.00	27.00	24.35	25.00
	75 th percentile	30.00	27.00	35.00	24.00	30.00	30.00	30.00
One and Two Year Olds	50 th percentile	25.00	25.00	27.00	21.00	25.00	20.00	25.00
	75 th percentile	30.00	27.00	35.00	23.00	28.00	25.00	28.00
Three, Four & Five Year Olds	50 th percentile	25.00	25.00	26.10	20.00	25.00	20.00	25.00
	75 th percentile	29.30	27.00	35.00	23.00	27.00	20.00	27.00
School Age Children	50 th percentile	24.00	25.00	30.00	20.00	25.00	20.00	24.95
	75 th percentile	25.00	26.00	35.00	23.00	27.00	20.00	25.00

Average Rate Charged per Day For
Part-Time (Less Than Six Hours) Child Care

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	Total State
Children Under One	50 th percentile	18.00	18.00	25.00	16.00	15.00	19.79	18.00
	75 th percentile	24.00	20.00	25.00	18.00	20.00	25.00	20.00
One and Two Year Olds	50 th percentile	19.00	18.00	25.00	15.50	15.00	15.00	18.00
	75 th percentile	24.00	20.00	25.00	17.00	18.00	20.00	20.00
Three, Four & Five Year Olds	50 th percentile	18.00	18.00	21.80	15.00	15.00	15.00	17.00
	75 th percentile	21.00	20.00	25.00	17.00	18.00	20.00	20.00
School Age Children	50 th percentile	15.00	18.00	25.00	15.00	15.00	16.00	16.00
	75 th percentile	20.00	19.00	25.00	17.00	18.00	20.00	19.00

**Approved Family Child Care Homes
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care**

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	Total State
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	
Children Under One	50 th percentile	20.00	22.00	24.00	20.00	25.00	23.44	20.00
	75 th percentile	25.00	25.00	25.00	20.00	28.00	26.00	25.00
One and Two Year Olds	50 th percentile	20.00	22.00	21.00	19.50	25.00	21.70	20.00
	75 th percentile	25.00	25.00	25.00	20.00	27.00	25.00	25.00
Three, Four & Five Year Olds	50 th percentile	20.00	22.00	20.00	18.00	24.00	20.00	20.00
	75 th percentile	25.00	25.00	25.00	20.00	25.00	25.00	25.00
School Age Children	50 th percentile	15.00	20.50	20.00	18.00	22.00	20.00	20.00
	75 th percentile	22.00	25.00	24.00	20.00	25.00	25.00	24.00

**Average Rate Charged per Day For
Part-Time (Less Than Six Hours) Child Care**

		DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	Total State
		Maricopa County	Pima County	Apache, Coconino, Navajo & Yavapai Counties	La Paz, Mohave & Yuma Counties	Gila & Pinal Counties	Cochise, Graham, Greenlee & Santa Cruz Counties	
Children Under One	50 th percentile	15.00	15.00	13.00	12.00	15.00	14.00	14.00
	75 th percentile	20.00	16.00	17.00	13.13	19.00	17.97	18.00
One and Two Year Olds	50 th percentile	15.00	15.00	13.00	11.03	15.00	13.00	14.00
	75 th percentile	20.00	15.00	17.00	13.00	18.00	17.50	17.85
Three, Four & Five Year Olds	50 th percentile	15.00	15.00	12.00	11.00	15.00	12.50	13.00
	75 th percentile	20.00	15.00	16.00	13.00	18.00	17.00	17.00
School Age Children	50 th percentile	12.75	14.00	12.00	11.00	15.00	12.50	12.50
	75 th percentile	18.00	15.00	15.00	12.50	18.00	16.85	16.00



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 3.3.2

DEFINITION OF “INCOME” FOR THE PURPOSES OF ELIGIBILITY

ATTACHMENT 3.3.2

DEFINITION OF “INCOME” FOR THE PURPOSE OF ELIGIBILITY

(The following information is excerpted from the DES Child Care Policy Manual)

I. Income Eligibility for Child Care Assistance

Income eligibility for child care assistance is based on the gross monthly income of all family members who are included in Family Size as described below.

II. Family Size

Family size is based on the applicant (primary person) and any other parent or responsible person residing in the same household who are legally responsible to financially support either the applicant, or dependents residing in the same household for whom Child Care Assistance is being requested.

A. Family size shall consist of:

1. The applicant for Child Care Assistance;
2. The applicant’s children (under the age of 18 years);
3. Any other parent/responsible person in the household who is legally/financially responsible for either the applicant, or for the children needing care; and
4. The children of the other parent/responsible person residing in the same household (under the age of 18 years).
5. A tax claimant who claims a member of the eligible family residing in the same household as a dependent on the tax claimant's federal or state income tax return for the current calendar year:

B. Treatment of Temporarily Absent Spouses

Parents/responsible persons who are legally married to the applicant and who are temporarily separated physically but with intentions of remaining a family (e.g. incarceration, military assistance) shall be included in family size if the absent spouse is engaged in an eligible activity for Child Care Assistance purposes.

C. When the Applicant is a Nonparent Relative of the Children Needing Care

When the non-parent relative is requesting Child Care Assistance for other related children only (e.g. nieces/nephews, grandchildren): The non-parent relative is not counted in the family size and; the child is a household of one with only the child’s income counted.

D. When the Applicant is the Legal Guardian of the Children Needing Care

When the legal guardian is applying for a child in guardianship only: The legal guardian shall not be included in family size; their income shall be excluded and; the child shall be considered as a household of one with only the child’s income counted.

E. Unwed Minor Parents who Live with their Parents

When the applicant is an unwed minor parent (is not married, separated, or divorced) who also resides with their own parents, the following guidelines apply.

If Child Care Assistance is requested for the children of a minor parent who resides with their parents, the Specialist shall make one family size determination for the family consisting of the minor parent, his/her child, and the other parent/responsible person of the child needing care.

The parents and siblings of the minor parent shall not be included in family size (however, a portion of the income received by the parents of the minor parent shall be deemed and counted as available to the minor parent, after an amount equivalent to 165% of FPL {for the parents of the minor parent and their children} has been subtracted.

If however, the parent of the minor parent claims either the minor parent or the minor parent's child as a tax dependent on a federal or state income tax return, the parents and siblings of the minor parent shall be included in family size, and all of the income of received by the parents of the minor parent shall be counted as available to the minor parent.

III. Countable Income

The gross monthly income of a family shall include:

A. Gross earnings received for work including: wages, salary, armed forces pay (Base Pay only: military allotments for food and shelter costs provided to military personnel who live off base are excluded from the income calculation), commissions, tips, overtime, teaching assistance wages, piece-rate payments, and cash bonuses earned, before any deductions (including but not limited to taxes, bonds, pensions, union dues, and garnishments).

B. Net income from non-farm self employment, which includes gross receipts minus business expenses.

Gross receipts include the value of all goods sold and services rendered.

Business expenses include costs of goods and services purchased or produced, rent, heat, light, power, depreciation charges, wages, and salaries paid, business taxes and other expenses incurred in operating the business. The value of salable merchandise consumed by the proprietors of retail stores is not included as part of net income. Payments on loans or mortgages obtained to increase capital investments in property or equipment are not allowed as deductible expenses.

C. Net income from farm self employment which includes gross receipts minus operating expenses from the operation of a farm by persons as owner, renter, or tenant farmer.

Gross receipts include the value of all products sold, government crop loans, money received from the rental of farm equipment to others and incidental receipts from the sale of wood, sand, gravel, and similar items.

Operating expenses include costs of feed, fertilizer, seed, and other farming supplies, wages paid to farm hands, depreciation charges, cash rent, interest on farm mortgages, farm building repairs, farm taxes (not state and federal income taxes), and other expenses incurred in operation of the farm. The value of fuel, food, or other farm products used for family living is not included as part

of net income. Payments on loans or mortgages obtained to increase capital investments in property or equipment are not allowed as deductible expenses.

D. Social Security payments prior to deductions for medical insurance including Social Security benefits and “survivors” benefits, and permanent disability insurance payments made by the Social Security Administration.

E. Railroad retirement insurance income.

F. Dividends including interest on savings/checking accounts, stocks, and bonds, membership in association, income and receipts from estates or trusts, net rental income (minus deductions for costs or repairs, utilities paid, maintenance insurance and mortgage payments prorated on a monthly basis), net royalties, receipts from boarders or lodgers (net income received from furnishing room and board shall be one third of the total amount charged). Interest on Series H. United States Government Savings bonds shall be prorated on a monthly basis.

G. Mortgage payments received shall be prorated on a monthly basis.

H. Public assistance payments including payments from the following programs: Cash Assistance, Supplemental Security Income (SSI), State Supplementary Payments (SSP), General Assistance (GA), Bureau of Indian Affairs General Assistance (BIAGA), and Tuberculosis Control (TC).

I. Pensions and annuities including pensions or retirement benefits paid to a retired person or their survivors by a former employer or by a union, or distributions or withdrawals from an individual retirement account. If payments are made in periodic payments from annuities of insurance, the payments shall be prorated on a monthly basis.

J. Unemployment Insurance payments including compensation received from government unemployment insurance agencies or private companies during periods of unemployment, and any strike benefits received from union funds.

K. Worker’s compensation payments.

L. Money received from the Domestic Volunteer Act when the adjusted hourly payment is equal to or greater than minimum wage. Action Volunteer Programs include VISTA, Foster Grandparent Program (FGP), Retired Senior Volunteer Program (RSVP), and Senior Companion Program (SCP).

M. Alimony or spousal maintenance which shall be counted the month received.

N. Child support which shall be counted the month received.

O. Veterans’ pensions including benefits and disability payments paid periodically by the Veterans Administration to members of the Armed Forces or to a survivor of deceased veterans. Money received shall be prorated on a monthly basis.

P. Cash gifts received on a monthly (or recurring) basis from relatives, other individuals, and private organizations, as a direct payment in the form of money.

Q. Money received through the lottery, sweepstakes, contests, or through gambling ventures whether received on an annuity or lump sum basis.

R. Any other source of income not specifically excluded as outlined in Excluded Income below.

IV. Excluded Income

The gross monthly income for a family shall not include:

A. Per capita payments to or funds held in trust for any individual in satisfaction of a judgment of the Indian Claims Commission or the Court of Claims.

B. Payments made pursuant to the Alaska Native Claims Settlement Act to the extent such payments are exempt from taxation under section 21 (a) of the Act.

C. Money or capital gains received as a lump sum, from the sale of personal or real property, such as stocks, bonds, or a car (unless the person was engaged in the business of selling such property, in which case the net proceeds would be counted as income from self employment).

D. Withdrawals of bank deposits.

E. Loans; money borrowed.

F. Tax refunds.

G. Any monies received through the federal Earned Income Credit (EIC).

H. One time lump sum awards or benefits, including:

1. Inherited funds;
2. Insurance awards;
3. Damages recovered in a civil suit;
4. Monies contributed by a client to a retirement fund that are later withdrawn prior to actual retirement; and
5. Retroactive public assistance payments.

I. The value of U.S. Department of Agriculture (USDA) Food Stamps.

J. The value of USDA donated food.

K. The value of any supplemental food assistance received under the Child Nutrition Act of 1966 and special food service program for children under the National School Lunch Act, the Women, Infant, and Children Program (WIC), Child and Adult Care Food Program (C.A.C.F.P.), and the School Lunch Program.

- L.** Any payment received under the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (e.g. Navajo/Hopi Relocation Act).
- M.** Earnings of a child who is under the age of 18 and attending high school or other training program, and who is not a minor parent who needs Child Care Assistance for his or her own child (the earnings of a minor parent who needs care for his or her own child are countable).
- N.** Home produce used for household consumption.
- O.** Government sponsored training program expenses (TRE payments) such as: training related expenses paid to Jobs participants and Job Training Partnership Act (JTPA) training expenses paid directly to the client.
- P.** Military allotments for food and shelter costs for military personnel who live off base, when the allotment is specifically designated as such (e.g. Basic Allowance for Quarters [BAQ]). Armed forces base pay is countable income.
- Q.** The value of goods or services received in exchange for work.
- R.** Interest on Series E United States Government Savings bonds.
- S.** Foster care maintenance payments received for care of foster children.
- T.** Adoption subsidy payments received for the care of adopted children.
- U.** Educational loans, grants, awards, and scholarships regardless of their source, including Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Bureau of Indian Affairs (BIA) Student Assistance Grants, college work study income, Carl D. Perkins Vocational and Applied Technology Education Act income, and any other state or local, public or private educational loans, grants, awards, and scholarships.
- V.** Money received from the Domestic Volunteer Act when the adjusted hourly payment is less than minimum wage; Action Volunteer Programs include VISTA, Foster Grandparent Program (FGP), Retired Senior Volunteer Program (RSVP) and Senior Companion Program (SCP).
- W.** Housing and Urban Development (HUD) benefits, cash allowances and credits against rent.
- X.** Vendor payments including payments made directly to a third party by friends, relatives, charities, or agencies to pay bills for the client.
- Y.** Vocational Rehabilitation (VR) training related expenses (TRE) which are reimbursements for expenses paid. Subsistence and maintenance allowances, and incentive payments not designated as wages. Intended use shall be verified by the VR counselor.
- Z.** Disaster relief funds and emergency assistance provided under the Federal Disaster Relief Act, and comparable assistance provided by a State, local government, or disaster assistance organization.
- AA.** Energy assistance including all state or federal benefits designated as “energy assistance” or assistance from a municipal utility or non-profit agency.

BB. Agent Orange payments.

CC. Reimbursements for job related expenses, which are less than or equal to the actual expense incurred.

DD. Any other income specifically excluded by applicable state or federal law.

V. Income Deduction

Child support that is paid for dependents who do not reside in the same household with the eligible family shall be deducted from the monthly gross countable income prior to income calculation and fee level and copayment assignment.

VI. Income Calculation

The Child Care Specialist shall calculate gross monthly income as outlined below.

A. The Specialist shall include all income of all family members included in the family size determination, other than excluded income (refer to Excluded Income for definitions of excluded income sources).

B. The Specialist shall calculate a monthly figure for each source of income separately with the appropriate method used for calculation.

C. After calculating monthly income for each source of income, the Specialist shall add the monthly amounts from each source to obtain the total monthly income.

D. The Specialist shall convert income received less often than monthly to a monthly figure as indicated below.

1. The Specialist shall prorate the total income over the number of months that the income is intended to cover.
2. If the income is received on or after the date of application, a monthly share of income shall be considered beginning with its earliest possible effective date and for a number of months equal to the number of months, which the income covers.
3. If the family receives the income prior to the date of application, the number of months that the income is intended to cover shall be equal to the number of months of coverage remaining.

E. The Specialist shall convert income received more often than monthly, for a period covering less than a month, to a monthly amount by one of the methods listed below.

1. If the income amount does not vary and is received monthly, weekly, bi-weekly, or semi-monthly, the conversion to a monthly amount will be obtained by multiplying the pay period amount by: a) 1, if monthly; b) 4.3, if weekly; c) 2.15, if bi-weekly; or d) 2, if semi-monthly.

2. This amount shall be applied as income on an ongoing monthly basis until there is a change in the income.
3. If the monthly income received varies in amount and frequency, and exact monthly figures are unavailable, the Specialist shall use an average monthly figure.

F. When a family receives a new income source that will be received monthly, weekly, bi-weekly or semi-monthly: A new fee level or ineligibility shall not be assessed to the client until the monies are available to the client and; the income shall not be considered available to the family until 10 days after the date that the first full payment is received.

VII. Income Deeming Process for Unwed Minor Parents who Live with Their Own Parents

When unwed minor parents reside with their own parents, a portion of the gross monthly income of parents of unwed minor parents shall be deemed as available and considered countable income for the unwed minor parent for the purpose of determining income eligibility. The deeming process shall not be applied when the minor parent does not reside with their own parents, when the minor parent is married, separated, or divorced, or when the parent of the minor parent claims the minor parent or minor parent's child as a tax dependent.

A. When unwed minor parents reside with their own parents, the Child Care Specialist shall:

1. Verify monthly countable earned and unearned income received by the parents of the unwed minor parent;
2. Deduct any Child Support paid by the parent of the unwed minor parent from the total countable income; and
3. Determine the total number of household dependents for whom the parents of the unwed minor parent have the legal and financial responsibility to support. This number shall include: The parent(s) themselves; and any other children or dependents residing in the same household. This number shall not include the unwed minor parent and their children.

B. The deeming process applies to unwed minor parents only, and shall not be used when the minor parent is married, separated, or divorced.

C. Dependent Deduction Chart

The worksheet and chart on the following page displays how income, that will be deducted from the parents' gross monthly income based on the number of their dependents as described above, is determined. The remaining income shall be deemed as available to the unwed minor parent.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Child Care Administration

CHILD CARE ASSISTANCE UNWED MINOR PARENT DEEMING WORKSHEET

CASE NAME <i>(Last, First, M.I.)</i>	CLIENT ID
1. Total Monthly Earned Income received by parent of the unwed minor parent.	\$
2. Total Monthly Unearned Income received by parent of the unwed minor parent.	\$
3. Subtotal <i>(Add lines 1 and 2)</i>	\$
4. Number of dependents ____; Enter amount required to support the other dependents according to the Dependent Deduction Chart below <i>(this number includes the parents of the minor parents, and any of their children and dependents residing in the same household; this number does not include the minor parent or the minor parent's children).</i>	\$
5. Child Support payments paid monthly for persons living outside of the home.	\$
6. Subtotal <i>(Add lines 4 and 5)</i>	\$
7. Total income deemed as available to the unwed minor parent. <i>(Subtract line 6 from line 3)</i>	\$
8. Earned income received monthly by the unwed minor parent.	\$
9. Unearned Income received monthly by the unwed minor parent.	\$
10. Total countable income for the unwed minor parent. <i>(Add lines 7, 8, and 9)</i>	\$
11. Enter fee level if the unwed minor parent is eligible for Child Care Assistance	

Dependent Deduction Chart

Number of Dependents <i>(Not including minor parent and the minor parent's child[ren])</i>	Income Deducted From Parents Income To determine Deemed Portion <i>(Effective July 1, 2009)</i>
1	\$1,490
2	\$2,005
3	\$2,518
4	\$3,033
5	\$3,548
6	\$4,061
7	\$4,576
8	\$5,091
9	\$5,604
10	\$6,119
11	\$6,633
12	\$7,102

**ARIZONA: STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/09 – 9/30/11**



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 3.5.1

SLIDING FEE SCALE

PLAN FOR CCDF SERVICES IN ARIZONA
FOR THE PERIOD 10/1/09 – 9/30/11

Attachment 3.5.1

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY
CHILD CARE ASSISTANCE GROSS MONTHLY INCOME ELIGIBILITY CHART AND FEE SCHEDULE**

EFFECTIVE JULY 1, 2009

Family Size ↓	FEE LEVEL 1 (L1) INCOME MAXIMUM EQUAL TO OR LESS THAN 85% FPL*	FEE LEVEL 2 (L2) INCOME MAXIMUM EQUAL TO OR LESS THAN 100% FPL*	FEE LEVEL 3 (L3) INCOME MAXIMUM EQUAL TO OR LESS THAN 135% FPL*	FEE LEVEL 4 (L4) INCOME MAXIMUM EQUAL TO OR LESS THAN 145% FPL*	FEE LEVEL 5 (L5) INCOME MAXIMUM EQUAL TO OR LESS THAN 155% FPL*	FEE LEVEL 6 (L6) INCOME MAXIMUM EQUAL TO OR LESS THAN 165% FPL*
1	0 – 768	769 – 903	904 – 1,220	1,221 – 1,310	1,311 – 1,400	1,401 – 1,490
2	0 – 1,033	1,034 – 1,215	1,216 – 1,641	1,642 – 1,762	1,763 – 1,884	1,885 – 2,005
3	0 – 1,298	1,299 – 1,526	1,527 – 2,061	2,062 – 2,213	2,214 – 2,366	2,367 – 2,518
4	0 – 1,563	1,564 – 1,838	1,839 – 2,482	2,483 – 2,666	2,667 – 2,849	2,850 – 3,033
5	0 – 1,828	1,829 – 2,150	2,151 – 2,903	2,904 – 3,118	3,119 – 3,333	3,334 – 3,548
6	0 – 2,092	2,093 – 2,461	2,462 – 3,323	3,324 – 3,569	3,570 – 3,815	3,816 – 4,061
7	0 – 2,358	2,359 – 2,773	2,774 – 3,744	3,745 – 4,021	4,022 – 4,299	4,300 – 4,576
8	0 – 2,623	2,624 – 3,085	3,086 – 4,165	4,166 – 4,474	4,475 – 4,782	4,783 – 5,091
9	0 – 2,887	2,888 – 3,396	3,397 – 4,585	4,586 – 4,925	4,926 – 5,264	5,265 – 5,604
10	0 – 3,152	3,153 – 3,708	3,709 – 5,006	5,007 – 5,377	5,378 – 5,748	5,749 – 6,119
11	0 – 3,417	3,418 – 4,020	4,021 – 5,427	5,428 – 5,829	5,830 – 6,231	6,232 – 6,633
12	0 – 3,682	3,683 – 4,331	4,332 – 5,847	5,848 – 6,280	6,281 – 6,714	6,715 – 7,102**

MINIMUM REQUIRED CO-PAYMENTS

Per child in care	full day = \$1.00 part day = \$.50	full day = \$2.00 part day = \$1.00	full day = \$3.00 part day = \$1.50	full day = \$5.00 part day = \$2.50	full day = \$7.00 part day = \$3.50	full day = \$10.00 part day = \$5.00
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For families receiving Transitional Child Care (TCC) there is no co-pay assigned beyond the 3rd child in the family

Full day = Six or more hours; Part day = Less than six hours.

Families receiving Child Care Assistance based on Child Protective Services/Foster Care, the Jobs Program or those who are receiving Cash Assistance (CA) and are employed, may not have an assigned fee level and may not have a minimum required co-payment. However, all families may be responsible for charges above the minimum required co-payments if a provider's rates exceed allowable state reimbursement maximums and/or the provider has other additional charges.

* Federal Poverty Level (FPL) =US DHHS 2009 poverty guidelines. The Arizona state statutory limit for child care assistance is 165% of the Federal Poverty Level.

** This amount is equal to the Federal Child Care & Development Funds statutory limit (for eligibility for child care assistance) of 85% of the State median income.



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 4.1.1

APPLICATION FOR CHILD CARE SUBSIDY

APPLICATION FOR CHILD CARE ASSISTANCE

INITIAL APPLICATION AND REQUEST **REAPPLICATION** To apply for benefits, complete this form. Read each question carefully. Answer the questions honestly and completely. The case manager will assist you with any questions you do not understand.

WHY DO YOU AND YOUR SPOUSE OR OTHER PARENT IN THE HOME NEED CHILD CARE SERVICES? Employment School/Training
 Medical Reasons Jobs Program Job Search (for Grant Diversion participants only) Other (Describe):

*You may voluntarily indicate your race and ethnic background. Please indicate all that apply.

** Yes No Are you an enrolled member of an American Indian tribe? If yes, which tribe?

LIST ALL HOUSEHOLD MEMBERS		*RACE AI: American Indian or Alaskan Native; AS: Asian; BL: Black or African American; NH: Native Hawaiian or Other Pacific Islander; WH: White	HISPANIC/LATINO? (Circle if yes)	SOC. SEC. NO.	DATE OF BIRTH (MM/DD/YY)	MARITAL STATUS	OTHER NAMES USED BY YOU (e.g., maiden, alias)
1	APPLICANT'S FULL LEGAL NAME (First, M.I., Last)	<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed	
2	SPOUSE/OTHER PARENT	<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y				

APPLICANT'S MAILING ADDRESS (Apt. / Space No., House No., Street, City, State, ZIP)

PHONE NO.

()

APPLICANT'S RESIDENTIAL ADDRESS (If different from above)

MESSAGE PHONE NO.

()

LIST THE NAMES OF EVERYONE ELSE WHO LIVES IN YOUR HOME IN THE SPACES BELOW (First, M.I., Last) (If you have more than 9 people in your home, list their names and relationship to you on a separate sheet of paper.)		RELATIONSHIP TO YOU	*RACE AI: American Indian or Alaskan Native; AS: Asian; BL: Black or African American; NH: Native Hawaiian or Other Pacific Islander; WH: White	HISPANIC/LATINO? (Circle if yes)	SOC. SEC. NO.	DATE OF BIRTH (MM/DD/YY)	NEEDS CHILD CARE? (Circle if yes)	NAME OF CHILD'S SCHOOL (Indicate if school is year round)	GRADE	SCHOOL HOURS
3	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
4	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
5	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
6	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
7	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
8	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				
9	NAME		<input type="checkbox"/> **AI <input type="checkbox"/> AS <input type="checkbox"/> BL <input type="checkbox"/> NH <input type="checkbox"/> WH	Y			Y			
IF THIS PERSON IS YOUR CHILD, PRINT THE NAME OF THIS CHILD'S OTHER PARENT						DOES THE OTHER PARENT LIVE WITH YOU? <input type="checkbox"/> Yes <input type="checkbox"/> No				

Yes No Is any household member temporarily out of the home?

IF YES, NAME OF THE ABSENT HOUSEHOLD MEMBER	RELATIONSHIP TO YOU/YOUR CHILD	REASON FOR ABSENCE	EXPECTED DATE OF RETURN
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ARE YOU CURRENTLY A U.S. CITIZEN? YES NO
 IF NO, ARE YOU A LEGAL RESIDENT OF THE U.S.? YES NO

HOW LONG DOES IT TAKE YOU TO TRAVEL FROM YOUR CHILD CARE PROVIDER TO YOUR WORK OR SCHOOL? _____ Minutes
 TRANSPORTATION USED? Own Vehicle Carpool Bus Bicycle Walk Other:

WHICH CHILD CARE PROVIDER HAVE YOU CHOSEN? (if known)	PROVIDER'S ADDRESS (No., Street, City, State, ZIP)	PHONE NO. ()
---	--	---------------

Yes No Do any of your children have special needs? If yes, please indicate which child and a description of any special needs:

Yes No Do you or your spouse receive housing assistance in the form of cash or vouchers?

Yes No Do you or your spouse pay child support for children who do not live with you? If yes, complete below:

WHO IS PAYING THE SUPPORT	FOR WHOM PAID (Name of child)	MONTHLY AMOUNT PAID
---------------------------	-------------------------------	---------------------

UNEARNED INCOME (You must answer either yes or no; ✓YES if you or any household member has received or will receive any other source of income, ✓NO if not applicable)

YES	NO	SOURCE	AMOUNT RECEIVED	HOW OFTEN RECEIVED	NAME OF PERSON RECEIVING INCOME
		Cash Assistance	\$		
		Social Security/SSI, SSA	\$		
		Child Support ATLAS # / Court Order #	\$		
		Any Other Income Source, such as: Gifts, Loans, U.I., GI Bill, Rental income, Interest, VA or any Income from Absent Parent(s), Friends or Relatives (indicate type):	\$		

YOUR ACTIVITY INFORMATION – (Do you have more than one job? Yes No)

EMPLOYER'S NAME	WORK PHONE NO. ()	DATE PRESENT JOB BEGAN
-----------------	--------------------	------------------------

EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)	DATE OF 1st PAYCHECK	DATE OF 1st FULL PAYCHECK
--	----------------------	---------------------------

HOURS WORKED PER WEEK	HOURLY WAGE \$	AMOUNT OF PAYCHECK BEFORE DEDUCTIONS \$	HOW OFTEN RECEIVED (✓one) <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly
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ADDITIONAL INCOME (✓all that apply) <input type="checkbox"/> Bonuses <input type="checkbox"/> Tips <input type="checkbox"/> Commissions <input type="checkbox"/> Overtime pay	TOTAL EARNED \$	HOW OFTEN RECEIVED (✓one) <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly
--	-----------------	--

WORK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	FROM: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
TO: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.

SECOND EMPLOYER'S NAME (If you have a second job)	WORK PHONE NO. ()	DATE PRESENT JOB BEGAN
---	--------------------	------------------------

EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)	DATE OF 1st PAYCHECK	DATE OF 1st FULL PAYCHECK
--	----------------------	---------------------------

HOURS WORKED PER WEEK	HOURLY WAGE \$	AMOUNT OF PAYCHECK BEFORE DEDUCTIONS \$	HOW OFTEN RECEIVED (✓one) <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly
-----------------------	----------------	---	--

ADDITIONAL INCOME (✓all that apply) <input type="checkbox"/> Bonuses <input type="checkbox"/> Tips <input type="checkbox"/> Commissions <input type="checkbox"/> Overtime pay	TOTAL EARNED \$	HOW OFTEN RECEIVED (✓one) <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly
--	-----------------	--

WORK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	FROM: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
TO: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.

PREVIOUS EMPLOYER'S NAME	PREVIOUS EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)
--------------------------	---

WORK PHONE NO. ()	DATE TERMINATED	REASON FOR THE TERMINATION
--------------------	-----------------	----------------------------

SCHOOL (Are you attending high school, college, or a training program? Yes No)

SCHOOL'S NAME	TYPE OF TRAINING OR MAJOR	TERM/SEMESTER BEGIN DATE	TERM/SEMESTER END DATE	ATTACH YOUR CLASS SCHEDULE TO APPLICATION
---------------	---------------------------	--------------------------	------------------------	---

SCHOOL'S ADDRESS (No. Street, City, State, ZIP)	PHONE NO. ()
---	---------------

ACTIVITY INFORMATION OF SPOUSE OR OTHER PARENT OF CHILD(REN) WHO LIVES WITH YOU

(Does this person have more than one job? Yes No)

EMPLOYER'S NAME	WORK PHONE NO. ()	DATE PRESENT JOB BEGAN
-----------------	-----------------------	------------------------

EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)	DATE OF 1st PAYCHECK	DATE OF 1st FULL PAYCHECK
--	----------------------	---------------------------

HOURS WORKED PER WEEK	HOURLY WAGE \$	AMOUNT OF PAYCHECK BEFORE DEDUCTIONS \$	HOW OFTEN RECEIVED (✓ one) <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly
-----------------------	-------------------	--	---

ADDITIONAL INCOME (✓ all that apply) <input type="checkbox"/> Bonuses <input type="checkbox"/> Tips <input type="checkbox"/> Commissions <input type="checkbox"/> Overtime pay	TOTAL EARNED \$	HOW OFTEN RECEIVED (✓ one) <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly
---	--------------------	---

WORK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
	FROM:	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
	TO:	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.

SECOND EMPLOYER'S NAME (If this person has a second job)	WORK PHONE NO. ()	DATE PRESENT JOB BEGAN
--	-----------------------	------------------------

EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)	DATE OF 1st PAYCHECK	DATE OF 1st FULL PAYCHECK
--	----------------------	---------------------------

HOURS WORKED PER WEEK	HOURLY WAGE \$	AMOUNT OF PAYCHECK BEFORE DEDUCTIONS \$	HOW OFTEN RECEIVED (✓ one) <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly
-----------------------	-------------------	--	---

ADDITIONAL INCOME (✓ all that apply) <input type="checkbox"/> Bonuses <input type="checkbox"/> Tips <input type="checkbox"/> Commissions <input type="checkbox"/> Overtime pay	TOTAL EARNED \$	HOW OFTEN RECEIVED (✓ one) <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly
---	--------------------	---

WORK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
	FROM:	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
	TO:	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.

PREVIOUS EMPLOYER'S NAME	PREVIOUS EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)
--------------------------	---

WORK PHONE NO. ()	DATE TERMINATED	REASON FOR THE TERMINATION
-----------------------	-----------------	----------------------------

SCHOOL (Is this person attending high school, college, or a training program? Yes No)

SCHOOL'S NAME	TYPE OF TRAINING OR MAJOR	TERM/SEMESTER BEGIN DATE	TERM/SEMESTER END DATE	ATTACH YOUR CLASS SCHEDULE TO APPLICATION
---------------	---------------------------	--------------------------	------------------------	--

SCHOOL'S ADDRESS (No. Street, City, State, ZIP)	PHONE NO. ()
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TAX CLAIMANT QUESTIONNAIRE

You must complete this questionnaire to determine if there are any relatives living with you who must be included in your family size (and have their income counted) based on whether they intend to claim you, or your family members (your spouse, your children or the other parent of your children who lives with you, or the children of the other parent) as a dependent when filing their federal or state income tax return.

1. Are you the natural, step or adoptive **parent** of the **child(ren)** needing child care?
 NOIf the answer is **NO**, you are NOT required to complete the remainder of the questionnaire. Complete the **Self Sufficiency Statement** on page 4 **and READ** and **SIGN** the **Rights and Responsibilities** on page 5, before submitting this application.
 YES.....If the answer is **YES**, **continue** to **Question #2**.

2. Are there any **other adults** (other than you and your spouse) **living** in your home?
 NOIf the answer is **NO**, you are NOT required to complete the remainder of the questionnaire. Complete the **Self Sufficiency Statement** on page 4 **and READ** and **SIGN** the **Rights and Responsibilities** on page 5, before submitting this application.
 YES.....If the answer is **YES**, **continue** to **Question #3**.

3. Are any of the other adults who are living with you related to any of the following family members (who are also living with you)?

- Yourself;
- Your spouse (or other parent of your children); or
- Your children;
- The children of your spouse (or the other parent)

NOIf the answer is **NO**, you are NOT required to complete the remainder of this questionnaire. Complete the **Self Sufficiency Statement** on page 4 **and READ** and **SIGN** the **Rights and Responsibilities** on page 5, before submitting this application.
 YES.....If the answer is **YES**, **continue** to **Question #4 (on reverse)**.

4. Do any of the adult relatives **living with you** intend to claim you, your child(ren), or your spouse (or other parent of your children), or the children of your spouse or other parent from a prior relationship as dependents on their state or federal income tax return (when they file their taxes in the **next calendar year**)?
- NOIf the answer is **NO**, you are **NOT** required to complete the remainder of this questionnaire. Complete the **Self Sufficiency Statement** below **and READ and SIGN the Rights and Responsibilities** on page 5 of this application. By answering **NO** and signing the **Rights and Responsibilities** you have declared that no adult relative living in your home intends to claim you or any of your family members as dependents on their state or federal income tax return (when they file their taxes in the next calendar year).**
- YES.....If the answer is **YES**, you and the adult relative **MUST complete and sign Section B of the Tax Claimant Declaration, CCA-1105A** (available at any DES Child Care Assistance office).**
- DON'T KNOW...If you stated that you don't know, then you and your adult relative must determine through discussion, whether they intend to claim you or any of your family members as a dependent on their state or federal income tax return. You and your relative must complete and sign the **Tax Claimant Declaration, CCA-1105A** and return it to your DES Child Care Specialist.**

**** IMPORTANT:** The Department of Economic Security, Child Care Administration **cannot** advise you or your family whether a relative may claim a member of your family as a dependent for income tax purposes. **If you need help** finding out whether a **relative who lives with you** may be able to claim you or any of your family members as **dependents for income tax purposes**, the Department of Economic Security recommends that you **seek help** through the **U.S. Internal Revenue Service at www.irs.gov**, and the **Arizona Department of Revenue at www.azdor.gov**, or consult a tax professional.

TAX CLAIMANT'S (RELATIVE'S) INCOME

If you indicated that a **relative intends to claim you or your family members as dependents** on their income tax return, **you must answer either YES or NO for each type of income source**. Check (✓) **YES** if the **Tax Claimant**, and/or their **spouse** have received or will receive **income from any source**. Check (✓) **NO** if no income from that source.

YES	NO	Source	Amount Received	How Often Received	Name of Person Receiving Income
		Earned Income/Self-Employment Income	\$		
		Cash Assistance	\$		
		Social Security / SSI, SSA	\$		
		Child Support ATLAS # / Court Order #	\$		
		Any Other Income Source, such as: Gifts, Loans, U.I., GI Bill, Rental income, Interest, VA or any Income from Absent Parent(s), Friends or Relatives (<i>indicate type</i>):	\$		

IMPORTANT: CHILD CARE ASSISTANCE IS TIME-LIMITED

The Block Grant Work (BW), Block Grant Unable/Unavailable (BU), & Block Grant Teen Parent (BT) Child Care Assistance categories are **time limited to no more than 1380 paid units or 60 cumulative calendar months per child**, whichever is **later**. In order to qualify for a **6 month extension** of Child Care Assistance (after expiration of your time limit), you will be required to state the efforts you made to improve skills and move toward self-sufficiency (over the most recent 6 month period).

SELF-SUFFICIENCY STATEMENT

I have made the following efforts to improve my skills and move toward self sufficiency in the last 6 months; (✓ all that apply.)

- | | |
|--|--|
| <p>1. <input type="checkbox"/> I registered or job searched via DES One Stop Career Centers, DES Job Service, other public or private employment agencies, or independently.</p> <p>2. <input type="checkbox"/> I applied for a better job.</p> <p>3. <input type="checkbox"/> I have been consistently employed.</p> <p>4. <input type="checkbox"/> I was laid-off but found new employment within 60 days.</p> <p>5. <input type="checkbox"/> I left one job for a better job (higher pay, more hours, or better benefits).</p> <p>6. <input type="checkbox"/> I consistently demonstrated a net profit in my self-employment activity.</p> <p>7. <input type="checkbox"/> I attended remedial education for the attainment of a high school diploma or GED.</p> <p>8. <input type="checkbox"/> I attended English for Speakers of Other Languages (ESOL) classes.</p> | <p>9. <input type="checkbox"/> I attended a trade/vocational school, college or university and made satisfactory progress in the activity.</p> <p>10. <input type="checkbox"/> I attended work related school or training, or pursued a degree or certificate that will lead to enhanced career opportunities.</p> <p>11. <input type="checkbox"/> I have NOT requested TANF (Temporary Assistance to Needy Families) Cash Assistance for myself.</p> <p>12. <input type="checkbox"/> I made contact with DES Child Support Enforcement about support from an absent parent or paternity establishment.</p> <p>13. <input type="checkbox"/> I continued with my treatment plan under the direction of a physician, psychiatrist, or psychologist.</p> <p>14. <input type="checkbox"/> I followed a domestic violence/homeless shelter case plan.</p> <p>15. <input type="checkbox"/> I completed or am in the process of completing a drug/alcohol rehabilitation or court ordered community service program.</p> <p>16. <input type="checkbox"/> Other (<i>Describe</i>):</p> |
|--|--|

Disponible en español en la oficina local.

Equal Opportunity Employer/Program ♦ Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, and disability. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact 602 542-4248; TTY/TDD Services: 7-1-1.

RIGHTS AND RESPONSIBILITIES


YOUR RIGHTS

1. Section 601 of the U.S. Civil Rights Act of 1964 states, "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
2. You have the right to apply for child care services.
3. You have the right to a decision on the application within 30 days from the date your application is received.
4. You have the right to appeal for a hearing on the action or inaction on your case.
5. You have the right to any child care service provided in your area and available to persons in your same circumstances.
6. Information which you provide is confidential and shared with agency staff only as it relates to child care.
7. If you are determined ineligible or if your services are stopped and you disagree with the decision, you may appeal the decision in writing within 10 calendar days of the date the decision letter is mailed. **IF CHILD CARE SERVICES ARE BEING STOPPED DUE TO NON-PAYMENT OF THE REQUIRED CO-PAYMENTS FROM YOU, AND YOU WISH TO APPEAL, YOU MUST FILE AN APPEAL WITHIN 10 CALENDAR DAYS OF THE NOTICE DATE IN ORDER FOR CHILD CARE SERVICES TO CONTINUE DURING THE APPEAL PERIOD.**

YOUR RESPONSIBILITIES

1. You must sign this form below.
2. You must be a U.S. citizen or a legal resident of the U.S. in order to receive child care benefits.
3. Your child care services may be stopped if you fail to pay the designated co-payment to your child care provider.
4. You may only use child care for purposes authorized (*i.e., employment or participation in a Jobs activity*).
5. You must read all information sent to you. Contact your child care specialist if you have any questions regarding information that you receive on your case status or child care arrangements.
6. **YOU MUST NOTIFY YOUR CHILD CARE SPECIALIST WITHIN TWO (2) WORK DAYS WHEN OR IF:**
 - a. you move.
 - b. **you or any adult** in your household experience a change in employment status, work hours, work days, increase or decrease in wages or any type of unearned income, or changes in days/hours of school/training attendance.
 - c. you begin receiving Cash Assistance or your Cash Assistance benefit status changes.
 - d. someone moves in or out of your home.
 - e. a relative residing in your home indicates to you that they have changed their intent to claim you, your child(ren), or your spouse (or other parent of your children), or the children of your spouse/other parent as a dependent on their state or federal income tax return for the current calendar year.
 - f. you stop using child care services or if you need to change child care providers. Payment cannot be made for child care services if the provider has not been authorized by your child care specialist.
7. You are responsible for any additional charges not covered by DES (*i.e., registration fees, late fees*).
8. You must cooperate with the Arizona Department of Economic Security (DES) in order to initiate and maintain eligibility. **IT IS YOUR RESPONSIBILITY TO REPORT ALL CHANGES.** Verification of the information may be requested. Failure to comply with departmental requirements may result in a loss of child care services and you may be subject to a Waiting List upon reapplication.
9. When a Waiting List is in effect you must comply with all department requirements and maintain eligibility in order to retain your placement on the Waiting List.
10. You must make efforts to improve your skills and move toward self-sufficiency in accordance with Arizona Revised Statutes (A.R.S.) § 46-803 (K) (1). In order to receive more than 60 cumulative months of Block Grant Child Care per child you may be asked to state how your family has made efforts to improve skills and move toward self-sufficiency in the past 6 months.
11. You must be truthful in your statements to the DES or you may be charged with fraud. (A.R.S.) §§ 46-213 and 46-216 provide for a fine and/or imprisonment as punishment for conviction of fraud.
12. You are responsible to repay overpayments incurred as determined by the DES.
13. If you file for an appeal, and elect to have services continued pending the outcome, you will be responsible to repay DES for the cost of services during the appeal process if the hearing decision or Board of Appeals' decision is **NOT** in your favor.

I hereby apply for the services requested. Statements made on this form by me or on my behalf are true and correct to the best of my knowledge. I authorize the Arizona Department of Economic Security to verify any information through employers, current or prior, or other persons or institutions. I have been informed of my rights and responsibilities regarding eligibility for services. Any applicant who knowingly submits false information or knowingly conceals a material fact on the application may be charged with fraud pursuant to A.R.S. § 13-2311, a class 5 felony. Clients will be responsible for overpayments.

SIGNATURE OF APPLICANT 	PRINT NAME OF APPLICANT	DATE
--	-------------------------	------

PLEASE SUBMIT THE ORIGINAL AND KEEP THE COPY FOR YOUR RECORDS

(SEE REVERSE)

DES CHILD CARE SERVICES INFORMATION

REPORT CHANGES IMMEDIATELY

If you or any household member experience changes in employment or school status, income, Cash Assistance status, an increase or decrease in household size, or any other changes which may effect your eligibility for DES Child Care services, you must report the change within 2 work days to your local DES Child Care office. You may be required to submit one or more of the applicable types of verification listed below.

VERIFICATION REQUIREMENTS

- If you are working, or are in a work study program, provide:
 - copies of your paycheck stubs for the most recent month, or
 - a current statement signed by your employer verifying monthly gross wages, frequency of pay and days/hours of employment. Also include verification of tips, bonuses, commissions or allowances and the frequency of payment.
- If you are self-employed, provide a copy of your annual tax return, quarterly tax statement or weekly/monthly ledgers verifying gross income, receipts for business income and expenses for the last three months.
- If you are attending school or training, provide a current statement from the school or training program verifying start and end dates of the activity, and days/hours of attendance, and you may be required to verify that you are maintaining satisfactory progress or remain in good standing with the educational institution. Note: In order to receive child care benefits for school or training purposes, you must be employed an average of at least 20 hours per week per calendar month (excluding teen parents in high school/GED and Jobs participants).

VERIFICATION OF OTHER INCOME

- If receiving Unemployment Insurance, Social Security, Veterans' or any other type of benefits, provide a copy of the current award letter.
- Child Support. If you receive child support payments through a court, provide a current printout verifying the most recent payment. If the child support payment is not received through the court, provide the court order or ATLAS number.
- If you pay child support for any children who do not live with you, provide a court order or divorce decree specifying the amount paid each month.
- If you have adult relatives **living with you**, you and your adult relative must determine through discussion, whether they intend to claim you or any of your family members as a dependent on their state or federal income tax return. You and your relative(s) may be required to complete and sign the **Tax Claimant Declaration, CCA-1105A** and return it to your DES Child Care Specialist.
- If any of the adult relatives **living with you** intend to claim you, your child(ren), or your spouse (or other parent of your children), or the children of your spouse or other parent from a prior relationship as a tax dependent, you are required to provide verification of your relative's current income and the current income of your relative's spouse (if married).

CHILD CARE FOR MEDICAL REASONS

You must provide a current statement from your licensed physician, certified psychologist, or certified behavioral health specialist explaining how the medical condition prevents you or the other parent in the home from providing care to your child(ren); the duration and frequency that child care is needed must be specified.

CHILD CARE FOR SHELTER RESIDENT

You must provide a current statement from the shelter specifying the number of hours per day, days per week, and duration of your current activity.

WAITING LIST REQUIREMENTS

- When a Waiting List is in effect, priority for services will be given to families with income at or below 100% of the Federal Poverty Level based on the date the application was received by the Department.
- If you are on the Waiting List, you may remain on the list as long as your family continues to meet income and other eligibility requirements, including continuing to cooperate with the Department to redetermine eligibility as requested. Failure to comply with the case review process, or to provide requested verification may result in the removal of your name from the Waiting List. Once removed from the Waiting List, you will need to reapply for child care services. If you reapply after the review date and you are determined eligible, your name will be added back to the Waiting List effective the date you reapply.

REQUIREMENTS FOR CASH ASSISTANCE FAMILIES IN EDUCATION/TRAINING ACTIVITIES

If you are receiving Cash Assistance benefits, and are receiving child care services for education/training needs, you must comply with the Jobs program (*if contacted by Jobs*) as a requirement for Cash Assistance and child care eligibility. If you are contacted by the Jobs program, you are required to participate in all Jobs activities as assigned. Failure to comply with Jobs requirements may result in a sanction; your Cash Assistance benefits may be reduced, and you may lose child care eligibility.

WHEN YOUR DAILY COPAYMENT IS MORE THAN THE DES PAYMENT RATE

IMPORTANT: If the daily copayment assigned to you (*based on your family size and income*) is more than the daily rate DES pays (*based on the provider you have selected and the age of your child*), your provider will not receive payment from DES. If you are at fee levels L5 or L6 check with your provider to see how this will affect you.

ASSISTANCE IN LOCATING A CHILD CARE PROVIDER

The Child Care Resource and Referral service (CCR&R) can assist you in finding a child care provider that meets your needs. This free service is available to all families. Please call 1-800-308-9000 for information about locating a child care provider.



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 5.2.1

EARLY LEARNING GUIDELINES



create

laugh

share

Early Learning Standards



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Department of Education

EARLY LEARNING STANDARDS

ADMINISTRATION

Tom Horne

Superintendent of Public Instruction

Margaret Garcia Dugan

Deputy Superintendent of Public Instruction

Lillie Sly

Associate Superintendent of Education Services and Resources

FACILITATING EARLY CHILDHOOD EDUCATION SECTION STAFF MEMBERS

Karen Woodhouse

Deputy Associate Superintendent

Sally Downing

Education Program Administrator

Cheryl Blackwell

Education Program Administrator

Allison Landy

Education Program Specialist

Alisa Cusseaux

Administrative Assistant III

Delores Roulhac-Nance

Education Program Specialist

Sue Yale

Education Program Specialist

Patricia Immele

Education Program Specialist

Vivian Nava

Administrative Assistant III

ACKNOWLEDGEMENTS

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.

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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
Carolyn Alcadida
Jenni Brasington

Janna Finnegan
Bobbi Firebush
Becky Hancock

Susan Pond
Pamela Powell
Jacquelyn Power

Ana Bribiesca
Carmelita Briones
Patricia Butler
Jerry Cabrera
Angela Capone
Vicki Callett-Newby
Debbie Caviglia
Latrisha Centers-Broom
Gloria Chee
Cynthia Come
Amy Corriveau
Garthanne de Ocampo
Terry Doolan
Rosanne Dlugosz
Claude Endfield
Laurel Endfield

Judy Haubert
Hazel Heard
Sally Hurwitz
Verna Johnson
Gay Kohl
Margaret Larsen
Tammy Lee
Denise Lopez
Avis Macktima
Konnie Marcum
Antoinette Means
Lydia Medina
Barbara Mezzio
Karen McIlroy
Lavonne Navakuku
Nancy Perry

Cecilia Ramirez
Kathy Rice
Jill Rosenzweig
Anne Schnable
Susan Shinn
Alicia Smith
Laurie Stockton
Garry Taylor
Susan Taylor
Monique Tilton
Lynn Tuttle
Sandy Uterhardt
Carol Warren
Dale Waters
Lacey Wieser
Lin Wright

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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 3 to 5 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

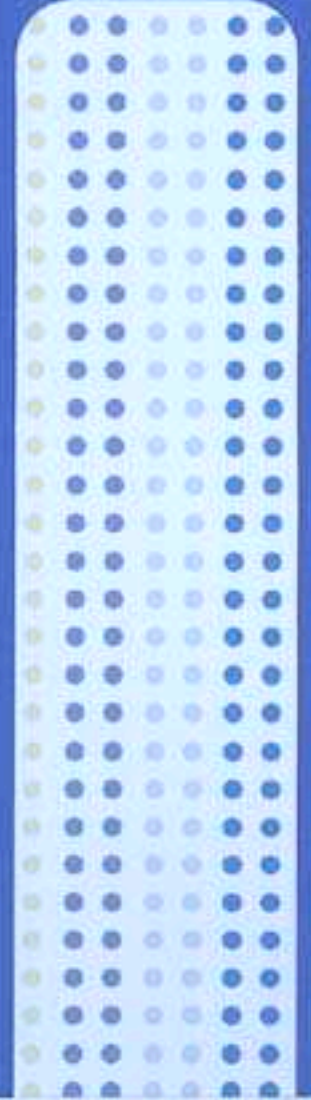
Is a unique, complex learner;

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.



Introduction

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.

GUIDING PRINCIPLES

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- Children's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by 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's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of children's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.
- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

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 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 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.

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:

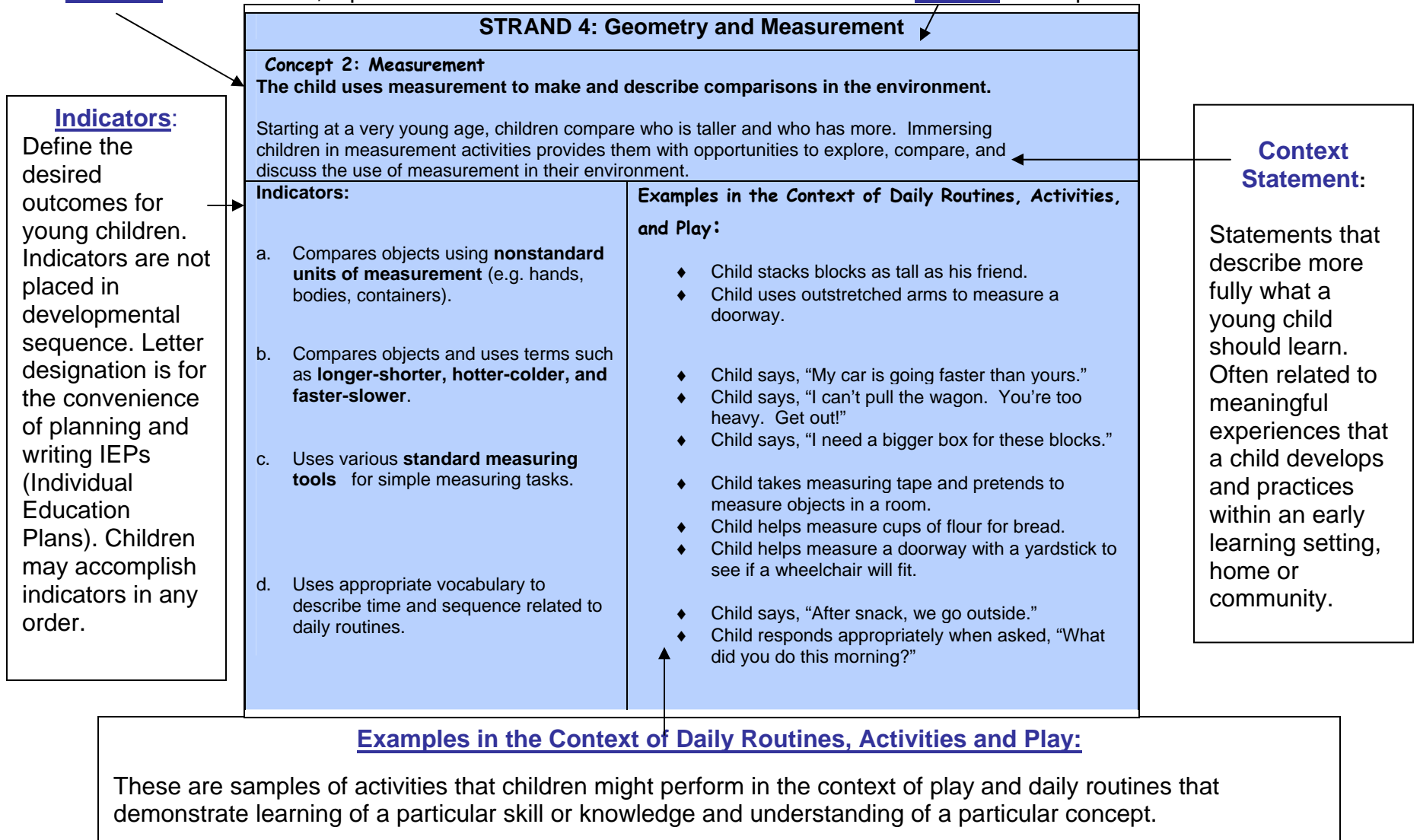
- Intended for use as a curriculum
- Intended for use as a checklist
- Intended for use as an assessment tool
- Meant to be used in isolation
- Meant to stifle the creativity of caregivers or teachers
- Intended to imply that only formal and structured activities are to be planned for young children

A Visual Explanation of the Arizona Early Learning Standards Components

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

Concept: One element, topic or sub-skill of the strand.

Strand: A component of the standard.





Social Emotional Standard

SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive when they feel emotionally secure and physically safe. Early in life children demonstrate feelings of competence and take 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 building block of children's **cognitive development** and life long learning. This domain becomes the foundation for helping children understand themselves, form constructive social relationships and relate to the larger world.

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

Strand 1: Knowledge of Self

- Self Awareness
- Recognition and Expression of Feelings

Strand 2: Social Interactions with Others

- Separation
- Cooperation

Strand 3: Responsibility for Self and Others

- Self Control
- Respect

Strand 4: Approaches to Learning

- Curiosity
- Initiative
- Persistence
- Creativity
- Problem-Solving
- Confidence

Social Emotional Standard Definitions

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.

Initiative is the action of taking the first step.

Refusal Skills are evident when a child states "no" upon determining that an action would be wrong, harmful or dangerous.

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

STRAND 1: KNOWLEDGE OF 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:

- a. Demonstrates self-confidence
- b. Makes personal preferences known to others.
- c. Demonstrates knowledge of self-identity.
- d. Shows an awareness of similarities and differences between self and others.

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

- Child acknowledges his own accomplishments and says, "I can hit the ball."
- Child tells her friends, "I don't like that."
- When asked to name a favorite color, child signs, "red."
- Child says, "I like chocolate ice cream."
- While looking in the mirror, child says, "I have new glasses."
- Child says, "My birthday is in May."
- Child says, "I am bigger than you."
- Child points to his shirt and then to his friend's, indicating that they are wearing the same color of shirt.

STRAND 1: KNOWLEDGE OF SELF

Concept 2: Recognition and Expression of Feelings

The child recognizes and expresses feelings of self and others.

Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.

Indicators:

- a. Associates emotions with words and facial expressions.
- b. Identifies and describes own feelings.
- c. Demonstrates **refusal skills** by saying "No" to/in harmful situations.
- d. Identifies and describes feelings of others.
- e. Expresses **empathy** for others

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

- When shown a puppet with a smile, child uses Sign Language to sign "happy".
- While listening to a story child covers his eyes and says, "This is scary!"
- A child says, "I am happy today, it's my birthday!"
- When playing outside, child says, "It makes me mad when you take my bike!"
- Child walks away when a stranger asks "What's your name?"
- Child says "No, I won't jump off the slide."
- Child approaches an adult and says, "Jamal is sad. He is crying."
- After drawing a picture of her mom, child says, "My mom will be so happy to see my picture."
- Child sees his friend crying, and then gives her a hug.
- After seeing his friend fall down, child asks, "Are you OK?"

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 1: Separation

The child demonstrates the ability to separate from familiar adults.

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

Indicators:

- a. Interacts with others when family member is nearby.

- b. Separates from family members without undue stress.

- c. Seeks comfort and security from familiar adults.

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

- While child's mother talks to another parent, their children play together on the slide.
- Child continues to play after acknowledging a family member's arrival.

- Child runs off to play, when his Nana drops him off at his friend's house.
- Child doesn't cry when dropped off at school or child care provider's home.

- When child hurts her finger while playing with a toy truck, she runs to her caregiver for comfort.
- Child occasionally seeks hugs from her teacher.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 2: Cooperation

The child demonstrates the ability to give and take during social interactions.

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

Indicators:

- a. Responds when adults or other children initiate interactions.
- b. Initiates and sustains positive interactions with adults and friends.
- c. Demonstrates positive ways to resolve conflict.

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

- Child pretends to eat a hamburger and answers "Yes" when asked "Do you want French fries?"
- Child says, "I want to play outside when asked, "What do you want to do now?"
- While putting together a puzzle, child asks if he can help. The children finish putting the puzzle together.
- Child says, "Let's build a road for our cars." Children work together to build a road.
- Child trades toys with a friend.
- Child agrees to share blocks with her friend who wants to play with them.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 1: Self-Control

The child follows and understands rules and routines in various environments.

Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.

Indicators:

- a. Manages transitions, daily routines and unexpected events.
- b. Understands and follows rules in the learning environment.
- c. Accepts the consequences of actions positive or negative.
- d. Adjusts behavior for alternate activities and in different settings of the learning environment.

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

- When it is time for a story, child puts away the blocks and goes to where the children are gathered.
- Child asks, "Who is that?" when seeing an unexpected visitor, and then continues with activity.
- Child reminds friends that running is for outside.
- Child puts his puzzle away when "Clean Up Time" is announced.
- Child gets a sponge to wipe up his milk, after spilling it on the table.
- Child gets an ice pack for her friend after accidentally hitting him on the hand with a block.
- Child uses a quiet voice when visiting the library.
- Child shares learning materials during group activities.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 2: 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:

- a. Asks permission before using items that belong to others.
- b. Defends own rights and the rights of others.
- c. Uses courteous words and actions.
- d. Participates in cleaning up the learning environment.
- e. Shows respect for learning materials and toys.

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

- Child sees a doll in another child's backpack and asks to play with it.
- Child asks, "May I ride the trike next?"
- Child tells his friend not to knock down his block structure.
- Child says, "Elizabeth, Joe had the bike first."
- Child says, "Thank you" after receiving a snack.
- Child waits for her turn during a conversation.
- Child helps put the crayons away.
- Child picks up books from the floor and places them on the shelf.
- Child reminds friends to take care of the toys.
- Child picks up crayons from the floor and returns them to the correct container.

STRAND 4: APPROACHES TO LEARNING

Concept 1: Curiosity

The child is inquisitive about new experiences.

Children are active learners, naturally curious, and eager to learn. Curiosity relates to children's tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.

Indicators:

- a. Selects an activity when choices are provided.
- b. Shows interest in learning new things and trying new experiences.
- c. Expresses interest in people.
- d. Asks questions to get information.

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

- When given the choice to either play with the toys or paint, the child chooses to paint.
- Child runs to the slide during outside activities.
- Child says, "Let me have a turn" when a microscope is brought into the room for the first time.
- Child asks, "How did you make the play dough?"
- Child inquires why his friend is not at school.
- Child asks, "Do you have any sisters?"
- 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 4: APPROACHES TO LEARNING

Concept 2: Initiative

The child demonstrates independence.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child's ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence while interacting with others.

Indicators:

- a. Initiates interaction with others.
- b. Makes decisions independently.
- c. Develops independence during activities, routines and play.

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

- While playing outside, child asks a friend to play with her on the slide.
- Child joins three other children to play in the sand.
- Instead of playing with friends, the child chooses to read a story by himself.
- Upon entering the learning environment, the child hangs up his coat and backpack.
- Child washes his hands when he is finished painting without being told to do so.

STRAND 4: APPROACHES TO LEARNING

Concept 3: 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's capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.

Indicators:

- a. Continuously attends to a task.
- b. Pursues challenges.
- c. Copes with frustration or disappointment.

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

- Child works on building a Lego structure throughout the course of the day.
- Child repeatedly attempts to tape two paper towel tubes together.
- Child asks for a puzzle with many pieces.
- Child attempts to swing across the monkey bars.
- Child spills a cup of juice on the floor, cleans it up and asks for some more juice.
- Child says, "We have to go inside, it is raining. We can come back out when it stops."

STRAND 4: APPROACHES TO LEARNING

Concept 4: Creativity

The child demonstrates the ability to express his/her 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 has a sense of humor.

Indicators:

- a. Uses imagination to generate new ideas.

- b. Appreciates humor.

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

- Child creates a story about a picture she has drawn.
- While playing house with a friend, child says, "Let's take the babies to the park."

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

STRAND 4: APPROACHES TO LEARNING

Concept 5: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and integrates new information.

Indicators:

- a. Recognizes problems.
- b. Tries to solve problems.
- c. Seeks adult assistance when support is required.
- d. Works to solve a problem independently.

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

- When setting the table, child recognizes that there are not enough cups and asks for additional cups.
- When child discovers paint on his pants, he wets a paper towel and wipes the paint off.
- When putting on her jacket, the child asks, "Will you zip my jacket?"
- Child tells adult, "He took my toy."
- When ropes on the swing become tangled, child works to untangle them.

STRAND 4: APPROACHES TO LEARNING

Concept 6: 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:

- a. Expresses opinions or ideas.
- b. Views self as competent and skilled.
- c. Is willing to take risks and consider a variety of alternatives.

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

- Child indicates red is her favorite color and then chooses it.
- While building a castle, the child says to his friend, "I know how to get the top to stay on."
- The child says, "I can pour the juice myself."
- Child tells his friend, "I don't want you to help. I can do it!"
- When offered "broccoli and ranch dressing", the child says, "I want to try it."

STRAND 1: KNOWLEDGE OF SELF

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Awareness	Social & Emotional Development	Comprehensive Health
Demonstrates self-confidence.	Develops growing capacity for independence in a range of activities, routines, and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Makes personal preferences known to others.	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	
Demonstrates knowledge of self-identity.	Develops ability to identify personal characteristics including gender, and family composition.	
Shows an awareness of similarities and differences between self and others.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Interact positively with students in class regardless of personal differences.
Recognition and Expression of Feelings	Social & Emotional Development	Comprehensive Health
Associates emotions with words and facial expressions.		Identify verbal and nonverbal communication

STRAND 1: KNOWLEDGE OF SELF - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Recognition and Expression of Feelings	Social & Emotional Development	Comprehensive Health
Identifies and describes own feelings.	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.	Identify basic emotions.
Identifies and describes feelings of others.		Identify a need, want, and feeling.
Demonstrates refusal skills by saying, "No" to/in harmful situations.		Identify refusal skills that enhance health.
Expresses empathy for others.	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Identify how to communicate care, consideration, and respect of self and others.
STRAND 2: SOCIAL INTERACTIONS WITH OTHERS		
Separation	Social & Emotional Development	Comprehensive Health
Interacts with others when family member is nearby.	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	
Separates from family members without undue stress.		
Seeks comfort and security from familiar adults.		

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Cooperation	Social & Emotional Development	Comprehensive Health
<p>Responds when adults or other children initiate interactions.</p> <p>Initiates and sustains positive interactions with adults and friends.</p>	<p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>Shows progress in developing friendships with peers.</p>	<p>Identify characteristics of attentive listening skills that build and maintain healthy relationships.</p> <p>Share space and equipment with others.</p>
<p>Demonstrates positive ways to resolve conflict.</p>	<p>Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</p>	<p>Differentiate between negative and positive behaviors used in conflict situations.</p> <p>Demonstrate nonviolent strategies to resolve conflict.</p>

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Self-Control	Social & Emotional Development	Comprehensive Health
<p>Understands and follows rules in the learning environment.</p> <p>Adjusts behavior for alternate activities and in different settings of the learning environment.</p>		<p>Apply, with teacher reinforcement, classroom rules and procedures and safe practices.</p>
<p>Accepts the consequences of actions positive or negative.</p>	<p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p>	

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS – CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Respect	Social & Emotional Development	Comprehensive Health
Asks permission before using items that belong to others.	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	
Defends own rights and the rights of others.	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	
Uses courteous words and actions.	Shows progress in developing friendships with peers.	
Participates in cleaning up the learning environment. Shows respect for learning materials and toys.	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully.	

STRAND 4: APPROACHES TO LEARNING

Curiosity	Initiative and Curiosity	Comprehensive Health
Selects an activity when choices are provided.	Develops increased ability to make independent choices.	
Shows interest in learning new things and trying new experiences.	Chooses to participate in an increasing variety of tasks and activities.	
Expresses interest in people.	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	
Asks questions to get information.		

STRAND 4: APPROACHES TO LEARNING - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Initiative	Initiative and Curiosity	Comprehensive Health
Initiates interaction with others.	Chooses to participate in an increasing variety of tasks and activities.	
Makes decisions independently.	Develops increased ability to make independent choices.	
Develops independence during activities, routines, and play.		
Persistence	Engagement and Persistence	Comprehensive Health
Continuously attends to a task.	Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	
Pursues challenges.	Demonstrates increasing ability to set goals and develop and follow through on plans.	
Copes with frustration or disappointment.		Identify stressful situations, feelings, and physical responses.
Creativity	Reasoning and Problem-Solving	Comprehensive Health
Uses imagination to generate new ideas.	Develops increasing ability to find more than one solution to a question, task, or problem.	
Problem-Solving	Reasoning and Problem-Solving	Comprehensive Health
Recognizes and tries to solve problems.	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
Works to solve a problem independently.		

STRAND 4: APPROACHES TO LEARNING - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Confidence	Self-Concept; Initiative and Curiosity	Comprehensive Health
Views self as competent and skilled.	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Is willing to take risks and consider a variety of alternatives.	Approaches tasks and activities with increased flexibility, imagination and inventiveness.	



knowledgeable

talented

confident

A

extraordinary

● Language & 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 a basic understanding of the concepts of **literacy** and its functions. Through play, 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: Oral Language Development

- **Listening and Understanding**
- **Speaking and Communicating**

Strand 2: Pre-reading Process

- **Print Awareness**
- **Book Handling Skills**
- **Sounds & Rhythms of Spoken Language**
- **Letter Knowledge**
- **Vocabulary Development**
- **Comprehending Stories**

Strand 3: Pre-writing Process

- **Written Expression**

Language and Literacy Standard Definitions

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry. For example, the "P" in *Peter Piper picked a peck of pickled peppers.*"

Assistive Technology Devices are tools that help someone communicate, such as picture cards or boards, touch screens, personal amplification systems, 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. For example, a child says, "My car went *faster* than Joey's car."

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

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

Inventive Writing is the application of the knowledge of letters and their sounds to create words that are not necessarily spelled correctly.

Literacy is the ability to read and write at a competent level.

Manipulate is a verb that means to maneuver or work with something. For example, the child *manipulates* sounds in words.

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

Phonemic Awareness is the ability to distinguish speech sounds in 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 alliteration, rhymes, and separating individual syllables into sounds.

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.

Scribbles and Letter-Like Forms are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag 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.

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.

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

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 1: Listening and Understanding

The child listens with understanding to 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 paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.

Indicators:

- a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.
- b. Follows directions that involve
 - One step
 - Two steps
 - A series of unrelated sequences of action.

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

- Child responds by gestures, actions, and language.
- Child points to blocks when asked, "Where would you like to play?"
- Child claps when prompted with, "If you're happy and you know it, clap your hands."
- Child places toy truck on shelf when adult says, "Please put the truck on the shelf."
- Child wipes his nose and puts the tissue in the trash when an adult says, "Please wipe your nose and put the tissue in the trash."
- Child responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 2: Speaking and Communicating

The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain 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 develop confidence using increasingly complex language.

Indicators:

- a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.
- b. Recites finger plays, rhymes, songs, or short poems.
- c. Makes relevant responses to questions and comments from others.
- d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.
- e. Initiates conversations.
- f. Uses appropriate **tone** and **inflection** to express ideas, feelings, and needs.
- g. Sustains or expands conversations.
- h. Recognizes when the listener does not understand and uses techniques to clarify the message.

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

- Child leads adult to the bookshelf and points to a book.
- Child sings the words of the song, "The Wheels on the Bus."
- Child says, "I want to paint," when asked, "What would you like to do next?"
- When talking about puppies, child tells or uses sign language to indicate that her dog had puppies. Another child asks, "How many puppies are there?"
- Child approaches peers and asks, "What are you building?"
- Child comforts a crying child and softly speaks, "It's going to be OK."
- After zipping his jacket, child exclaims, "I did it!"
- When someone is talking about a trip to a park, another child adds, "I went to the park too. We had a picnic."
- When child realizes he has been misunderstood, he uses a gesture and/or a different word to clarify the intended message.

STRAND 2: PRE-READING PROCESS

Concept 1: Print Awareness

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 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, telephone books, storybooks, and magazines, have different functions.

Indicators:

- a. Distinguishes between print and pictures.
- b. Identifies signs, symbols, and labels in the environment.
- c. Recognizes that letters are grouped to form words.
- d. Knows that each spoken word can be written and read.
- e. Recognizes own written name.
- f. Recognizes written names of friends and families.
- g. Seeks information in printed materials.

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

- Child points to words under a picture and says, "What does this say?"
- Child points to a McDonalds sign and says, "That says McDonalds!"
- Child points to the label on a milk carton and says, "That says milk."
- Child completes a painting and asks an adult to write "to Mom" on it.
- Child pretends to read a letter while playing post office.
- Child finds own name card in a basket filled with name cards.
- Child picks up a name card and says, "This says Jose."
- After a nature walk, child looks in a book about rocks and says, "This is like the rock I found."
- Child looks at grocery ads while creating a shopping list.

STRAND 2: PRE-READING PROCESS

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:

- a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.
- b. Identifies where in the book to begin reading.
- c. Understands a book has a title.

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

- When handed a book upside down, child turns the book right side up before beginning to look at it.
- Child finds the front of the book, the first page of the text, and the first word on the page.
- Child points to the first page and says, "Start here."
- Child makes a book and says, "My book is called *My Mom*."

STRAND 2: PRE-READING PROCESS

Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)

The child hears and understands the different sounds of spoken language.

Young children learn to **discriminate** between the similarities and differences in environmental sounds such as the difference between a dog's bark and a cat's meow or the difference between the ringing of a telephone and the ringing of a doorbell. 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 some preschool children to match letters and sounds (**phonics**). A preschooler's phonetic skills will further develop at the kindergarten level.

Indicators:

- a. Recognizes words that rhyme in familiar games, songs, and stories.
- b. Invents rhymes and repetitive phrases.
- c. Identifies **syllables** in words by snapping, clapping, or other rhythmic movement.
- d. Recognizes when different words begin or end with the same sound (**phonemic awareness**).

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

- Child points to pictures of words that rhyme.
- Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
- Child claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
- Child named Maria says, "My name starts like Monique's name."

STRAND 2: PRE-READING PROCESS

Concept 4: Letter 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 interactions with written letters and words that are presented in fun and interesting ways.

Indicators:

- a. Discriminates letters from other shapes and symbols.
- b. Identifies similarities and differences in letters.
- c. Identifies letters in familiar words, including those in own name.
- d. Recognizes and names at least ten (10) letters of the alphabet.
- e. Makes some letter-sound matches (**phonics**).

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

- Child discriminates between numerals and letters in puzzles, games, or computer software activities.
- Child points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a leg."
- When Raul sees Rosa's name, he points to it and says, "That's my name."
- Child correctly names letters while playing with alphabet stamps, magnets, cards, or puzzles.
- While writing her name, Taylor makes the "t" sound as she prints the letter.

STRAND 2: PRE-READING PROCESS

Concept 5: Vocabulary Development

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 uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators:

- a. Identifies familiar objects, people, and events.
- b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.
- c. Uses new and expanding vocabulary and grammar, including:
 - positional and directional words (e.g. in, on, out, under, off, beside, behind).
 - **temporal words** (e.g. before-after)
 - **comparative words** (e.g. faster-slower, heavier-lighter).
- d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.
- e. Uses **rare words** (uncommon words) in communication.

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

- Child points to a cup when asked "Show me the cup."
- Child says, "Fire truck," while holding a fire truck.
- Child communicates through words, sign language, or other **assistive technology devices**, "This red flower is a rose."
- Child uses sign language to indicate, "On table," when asked, "Where is the bowl?"
- Child communicates, "After lunch, I'm going to Grandma's."
- Child says, "My car went faster than Joey's."
- Child says, "You build the bridge so I can push my car under it."
- Child says, "Aunt Lydia's hat is *magnificent!*"

STRAND 2: PRE-READING PROCESS

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

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 interact with printed materials on their own, they develop motivation and skills to read and write by themselves.

Indicators:

- a. Takes an active role in reading activities.
- b. Asks and answers a variety of questions about stories told or read aloud.
- c. Relates stories to life experiences and feelings.
- d. Makes predictions from what is seen in illustrations or heard from stories.
- e. Makes connections between events in a story.
- f. Retells a story in sequence with prompting or props.

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

- Child imitates reading printed materials.
- Child listens with interest to stories on tape.
- Child chooses a book and asks someone to read it.

- After hearing a story about whales, child asks a question about where whales live.

- After hearing a story about pets, child shares by words, gestures, or drawing, "I have a cat!"

- After hearing the story, *Brown Bear, Brown Bear*, or any other predictable story, child attempts to guess what happens next.

- After hearing the story, *The Cat in the Hat*, child says, "That mom would be really mad if she knew what the cat did in the house."

- Child acts out a familiar story using dramatic play materials.

STRAND 3: PRE-WRITING PROCESS

Concept 1: Written Expression

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:

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

- b. Dictates thoughts, ideas, and stories to adults.

- c. Produces **scribbles and letter-like forms** to represent words, convey ideas, or tell a story.

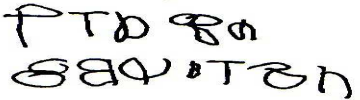
- d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

- e. Uses **inventive writing** to form words to convey ideas or to tell a story.

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

- Child draws or writes using pencils, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board.
 - Child draws random lines on a page.
 - Child points to a picture he or she drew, and says, "This is my dog."

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

 - While playing restaurant, child asks, "What would you like to eat?" and scribbles the order on a pad.
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- Child writes letter-like forms on a page and says, "This is a note for my mommy."
 - Child plays at writing a message by placing spaces between the "words" on the page.
 - Child writes own name from left to right on the sidewalk when playing with chalk on the outdoor patio.

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

STRAND 1 – ORAL LANGUAGE DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Listening and Understanding	<i>** Oral language development is an important set of skills encompassing both the understanding of what is said and the use of speech to engage in conversation and express ideas, wants, and needs. These skills begin developing at birth and continue progressing throughout a child's pre-K years and beyond. The abilities to listen with understanding and communicate clearly are important precursors, or forerunners, that provide the foundation necessary for developing pre-reading and pre-writing concepts.</i>
Comprehends finger-plays, rhymes, chants, songs, stories, poems, and conversations.	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	
Follows directions that involve one step, two steps and a series of unrelated sequences of action.	Shows progress in understanding and following simple and multiple-step directions.	
Speaking and Communicating	Speaking and Communicating	
Communicates needs, wants, and thoughts through non-verbal gestures, actions, or expressions.	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.	
<p>Makes relevant responses to questions and comments from others.</p> <p>Initiates conversations.</p> <p>Sustains or expands conversations.</p> <p>Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	

STRAND 2 PRE-READING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Print Awareness	Print Awareness & Concepts	Print Concepts / Expository Text
Distinguishes between print and pictures.		
Identifies signs, symbols, and labels in the environment	Shows increasing awareness of print in classroom, home, and community settings.	Identify signs, symbols, labels, and captions in the environment.
Recognizes that letters are grouped to form words.	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	Distinguishes between printed letters and words.
Knows that each spoken word can be written and read.	Demonstrates increasing awareness...that speech can be written down, and that print conveys a message.	Recognize that print represents spoken language and conveys meaning (e.g. his/her own name, Exit and Danger signs)
Recognizes own written name Recognizes written names of friends and families.		Recognize that spoken words are represented in written language by specific sequences of letters.
Seeks information in printed materials.	Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Identify the purpose for reading expository text.

STRAND 2: PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Book Handling Skills	Book Knowledge & Appreciation / Print Awareness & Concepts	Print Concepts
<p>Holds a book right side up with the front cover facing the reader, carefully turning pages from front to back, one page at a time.</p> <p>Understands that the book has a title, author, and illustrator.</p>	<p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p>	<p>Hold a book right side up and turn pages in the correct direction.</p> <p>Identify different parts of a book (e.g. front cover, back cover, title page) and the information they provide.</p>
<p>Identifies where in the book to begin reading.</p>	<p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right...</p>	<p>Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p>
Sounds & Rhythms of Spoken Language (Phonological Awareness)	Phonological Awareness	Phonemic Awareness
<p>Recognizes words that rhyme in familiar games, songs, and stories.</p>	<p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p>	<p>Distinguish spoken rhyming words from non-rhyming words (e.g. run, sun versus run, man).</p>
<p>Invents rhymes and repetitive phrases.</p>		<p>Orally produce rhyming words in response to spoken words (e.g. What rhymes with that?)</p>
<p>Identifies syllables in words by snapping, clapping, or other rhythmic movement.</p>	<p>Shows growing ability to hear and discriminate separate syllables in words.</p>	<p>Blend two or three spoken syllables to say words.</p>

STRAND 2 – PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Sounds & Rhythms of Spoken Language (Phonological Awareness)	Phonological Awareness	Phonemic Awareness
Recognizes when different words begin or end with the same sound.	Shows growing awareness of beginning and ending sounds of words.	Orally produce groups of words that begin with the same initial sound.
Letter Knowledge	Alphabet Knowledge	Phonics
Discriminates letters from other shapes and symbols.	Knows that letters of the alphabet are a special category of visual graphics than can be individually named.	<i>**Though a specific standard here does not align, discrimination skills are the forerunners to a child's ability to begin identification and naming of specific letters of the alphabet**.</i>
Identifies similarities and differences in letters.	Shows progress in associating the names of letters with their shapes and sounds.	
Identifies beginning letters in familiar words, including those in own name.	Increases in ability to notice the beginning letters in familiar words.	
Recognizes and names at least ten (10) letters of the alphabet.	Identifies at least 10 letters of the alphabet, especially those in their own name.	Identify letters of the alphabet (upper and lower case).
Letter Knowledge	Alphabet Knowledge	Phonics
Makes some letter-sound matches. (phonics)	Associates sounds with written words, such as awareness that different words begin with the same sound.	Say letter sounds represented by the single-lettered consonants and vowels.

STRAND 2: PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Vocabulary Development	Listening & Understanding / Speaking & Communicating	Vocabulary
Identifies familiar objects, people and events.	Understands an increasingly complex and varied vocabulary.	
Describes familiar objects, people, events, and their attributes with general and specific words and phrases.		Describe familiar objects and events in both general and specific language.
Uses new and expanding vocabulary and grammar in speech, including: positional and directional words, temporal words, and comparative words. Uses rare words.	Uses an increasingly complex and varied spoken vocabulary.	Determine what words mean from how they are used in a sentence, heard, or read.
Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	
Comprehending Stories	Book Knowledge & Appreciation	Comprehension Strategies / Elements of Literature
Takes an active role in reading activities.	Shows a growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Participate (e.g. react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

STRAND 2: PRE-READING PROCESS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Comprehending Stories	Book Knowledge & Appreciation	Comprehension Strategies / Elements of Literature
<p>Asks and answers a variety of questions about stories told or read aloud.</p> <p>Relates stories to life experiences and feelings.</p>	<p>Shows a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p>	<p>Restate facts from listening to expository text.</p>
<p>Makes predictions from what is seen in illustrations or heard from stories.</p> <p>Makes connections between events in a story.</p> <p>Retells a story in sequence with prompting or props.</p>	<p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p>	<p>Retell or re-enact a story, placing the events in correct sequence.</p> <p>Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.</p>

STRAND 3 – PRE-WRITING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Written Expression	Early Writing	Writing Process / Writing Elements / Writing Applications
Uses a variety of writing tools, materials and surfaces to create drawings or symbols	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Draw a picture about ideas generated through class discussion.
Dictates thoughts, ideas, and stories to adults.	Begins to represent stories and experiences through pictures, dictation, and in play	Create a group draft, scripted by the teacher.
Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	Develops understanding that writing is a way of communicating for a variety of purposes.	Communicate by drawing, telling, or writing for a purpose. Use pictures that convey meaning.
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.		Consistently write left to right and top to bottom. Space appropriately between words with some degree of accuracy. Attempt simple sentences (some may be fragments).
Uses inventive and phonetic writing to form words to convey ideas or to tell a story.	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Use pictures with imitative text, letters, or recognizable words to convey meaning. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g. I lik to d nts. – I like to draw knights).



PRE-K

4

NUMBERS

Mathematics Standard

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematics is a way of describing the world -- a way of thinking, knowing, and problem-solving that is accessible to all children regardless of their prior knowledge and experiences. Children use their senses to construct knowledge of mathematical concepts through interactions with real objects and events and through their daily observations. They approach these tasks with curiosity and a sense of experimentation. Children deserve environments that encourage thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment. Spontaneous and planned math experiences that are developmentally appropriate and are made meaningful through play facilitate a child's learning.

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

Strand 1: Number Sense & Operations

- **Number Sense**
- **Numerical Operations**

Strand 2: Data Analysis

- **Collection and Organization**
- **Data Analysis**

Strand 3: Patterns

- **Patterns**

Strand 4: Geometry and Measurement

- **Spatial Relationships & Geometry**
- **Measurement**

Strand 5: Structure and Logic

- **Logic and Reasoning**

Mathematics Standard Definitions

Attributes (of shapes) are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners. For example, a child notices that the plate is round.

Comparative words are words that describe people, places, and objects in relation to others with regard to such attributes as quantity, size, weight, and speed. For example, a child says, "I have *all* of the blocks. Joey has *none*." Or, "My car went *faster* than Joey's car."

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.

Facilitation is the process of making something easy or easier.

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

Graphs display information in an organized manner.

Match is a verb that means to pair items or objects that are identical.

Non-standard 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. For example "7" is the numeral for the number seven.

One-to-one Correspondence is used to describe a mathematical set of objects such that one object can be paired with another object with another from another set, leaving no remainder (e.g., four forks with four knives).

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.

Physical Attribute is the size, color, shape, texture, or physical composition of materials and objects.

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. For example, a child says, "I put the bowl *on* the table."

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

Sort is a verb that means to assign or classify objects that share certain attributes to a category. For example, assign all red blocks to one category; assign all blue blocks to another.

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

Symbols are acts or printed signs that represent quantities in mathematics (e.g., using three fingers to represent "3").

Three-Dimensional (geometric shapes) 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.

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 1: Number Sense

The child uses numbers and counting as a means to determine quantity and solve problems.

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 daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Uses number words in the context of daily routines, activities, and play.
- b. Uses and creates symbols to represent numbers.
- c. Counts groups of objects using one-to-one correspondence.
- d. Compares two sets of objects using terms such as more, fewer, or the same.
- e. Counts a collection of up to 10 items using the last counting word to tell, "How many?"
- f. Identifies numerals 1-10.
- g. Matches numerals to the quantities they represent.

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

- Child participates in counting the number of children in the room.
- Child uses number words while pressing buttons on a play phone or while playing store or restaurant.
- Child 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.)
- Child holds up four fingers when asked, "How old are you?"
- Child pretends to write numerals while playing.
- Child touches or points to objects such as cookies while using phrases, such as "One for you and one for me."
- Child counts out 4 straws for the 4 children at the table.
- Child says, "I have more blocks than you do!"
- Child counts out six eggs. When adult asks, How many? Child responds, "six."
- While playing a board game, child says, "Five jumps!" when spinner lands on the numeral "5."
- Child works on puzzle matching the numeral on one half to the number of objects on the matching half of the puzzle

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 2. Numerical Operations

The child uses numbers and counting as a means to compare quantity and understand number relationships.

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 daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:

- a. Describes changes in two or more sets of objects when they are combined.
- b. Describes changes in a set of objects when they are separated into parts.

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

- Child adds her blocks to her friend's blocks and says, "Now we have more."
- Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes."
- Child shares a box of animal crackers among friends and states, "Now we all have some."

STRAND 2: DATA ANALYSIS*

Concept 1: Data Collection and Organization

The child collects, organizes, and displays relevant data.

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

Indicators:

- a. Gathers **data** about self or the environment.
- b. Organizes and displays information by shared attribute or relationship.

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

- Child uses a photo of him/herself to indicate a favorite fruit on a class graph.
- Child places objects on the appropriate trays in a "sink or float" activity.
- Child places purple color samples (as from a paint store) in order from lightest to darkest.

**This strand often requires adult facilitation.*

STRAND 2: DATA ANALYSIS*

Concept 2: Data Analysis*

The child uses data to see relationships and make sense of the environment.

Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and then analyze or interpret information in their natural settings connects mathematics with children's everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.

Indicators:

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

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

- Child looks at picture graph of selected fruit and says, "A lot of kids like bananas."
- Child identifies which category has more, fewer, or the same number of objects.

** This strand often requires adult facilitation.*

STRAND 3: PATTERNS

Concept 1. Patterns

The child recognizes, copies, and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. Learning to use patterns to solve problems develops naturally through play. 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 sorting and matching objects using puzzles and playing with repetitive sounds and movement.

Indicators:

- a. Copies simple patterns.
- b. Extends simple patterns
- c. Creates simple patterns.

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

- Child creates a necklace from shaped beads matching the pattern in the necklace to a pattern on a card or picture.
- When shown a series of dominoes with one up, one down, one up, one down, child places the next two dominoes, one up and one down.
- Child extends a rhythmic pattern: clap, pat, clap, pat. . .
- Child makes a bead necklace using a red-blue-white, red-blue-white pattern, and says, "I need a red bead now," after placing a white bead on the necklace string.

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 1. Spatial Relationships and Geometry

The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.

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:

- a. Demonstrates understanding of **positional terms** (e.g., between, inside, under, behind).
- b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.
- c. Represents shapes found in the environment.
- d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.
- e. Describes the position or location of objects in relation to self or to other objects.

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

- Child is asked to stand next to Javier and moves next to him.
- Child follows the direction, "Put your milk *on* the table."
- Child points to a door when requested to point to something that is a rectangle.
- Child says, "Square" when asked, "What shape is this?"
- Child says, "My buttons are circles."
- Child uses arms to form a circle to represent the sun.
- Child uses finger to draw basic shapes in shaving cream or sand.
- Child points to a square and counts the sides and then points to a triangle and counts the sides.
- Child says, "The ball doesn't have any corners."
- Child plays with a car on a road constructed out of blocks and says, "The car is on the road."
- Child notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 2: Measurement

The child uses measurement to make and describe comparisons in the environment.

Starting at a very young age, children compare who is taller and 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:

- a. Compares objects using **nonstandard units of measurement** (e.g. hands, bodies, containers).
- b. Compares objects and uses terms such as **longer-shorter, hotter-colder, and faster-slower**.
- c. Uses various **standard measuring tools** for simple measuring tasks.
- d. Uses appropriate vocabulary to describe time and sequence related to daily routines.

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

- Child stacks blocks as tall as his friend.
- Child uses outstretched arms to measure a doorway.

- Child says, "My car is going faster than yours."
- Child says, "I can't pull the wagon. You're too heavy. Get out!"
- Child says, "I need a bigger box for these blocks."

- Child takes measuring tape and pretends to measure objects in a room.
- Child helps measure cups of flour for bread.
- Child helps measure a doorway with a yardstick to see if a wheelchair will fit.

- Child says, "After snack, we go outside."
- Child responds appropriately when asked, "What did you do this morning?"
- Child relates a sequence of events from a trip to the store.

STRAND 5: STRUCTURE AND LOGIC

Concept 1: Logic and Reasoning

The child recognizes and describes relationships among/between objects relative to their observable 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:

- a. **Matches** and **sorts** objects by one **attribute** (e.g., size, color, shape, use).
- b. Matches and sorts objects by two or more attributes (e.g., by size and by color).
- c. Describes relationships between groups of objects.

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

- Child matches a star shape to a star shape.
- Child says, "I got out all the cars!"
- Child sorts all the large, red cars from a group of cars of various sizes and colors.
- Child matches one shoe to its mate from a pile of shoes.
- Child says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."
- Child sorts buttons and says, "All these have two holes. These have four holes."

STRAND 1 – NUMBER SENSE AND OPERATIONS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Number Sense	Number and Operations	Number Sense / Estimation
Uses number words in the context of daily routines, activities, and play.	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	
Uses and creates symbols to represent numbers.		Make a model to represent a given whole number 0 through 20.
Counts groups of objects (less than five) using one-to-one correspondence.	<p>Develops increasing ability to count in sequence to 10 and beyond.</p> <p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects</p>	Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).
Compares two sets of objects of five or less items, using terms such as more, fewer, or the same.	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	Compare two whole numbers through 20.
Counts a collection of up to 10 items and uses the last counting word to tell, "how many?"	Develops increasing abilities to ...name "how many" concrete objects.	Solve problems using a variety of mental computations and reasonable estimations.
<p>Identifies numerals 1-10.</p> <p>Matches numerals to the quantities they represent.</p>		<p>Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write numeral 3 when presented with three objects).</p> <p>Identify whole numbers through 20 in or out of order.</p>

STRAND 1: NUMBER SENSE AND OPERATIONS - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Numerical Operations	Number and Operations	Numerical Operations
Describes changes in two or more sets of objects when they are combined.	Develops increased abilities to combine, separate...concrete objects.	Model additions through sums of 10 using manipulatives.
Describes changes in a set of objects when they are separated into parts.		Model subtraction with minuends of 10 using manipulatives.

STRAND 2 – DATA ANALYSIS

Data Collection and Organization	Scientific Skills and Methods	Data Analysis (Statistics)
Gathers data about self or the environment.	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	Formulate questions to collect data in contextual situations.
Organizes and displays information by shared attribute or relationship.		Interpret a pictograph.
Data Analysis	Scientific Skills and Methods	Data Analysis
Uses descriptive language to compare data in picture graphs and other concrete representations.		Answer questions about a pictograph. Solve problems based on simple graphs, charts, and tables.

STRAND 3: PATTERNS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Patterns	Patterns & Measurement	Patterns, Algebra and Functions
Copies simple patterns.	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	
Extends simple patterns.		Extend simple repetitive patterns using manipulatives.
Creates simple patterns.		Create grade-level appropriate patterns.

STRAND 4: GEOMETRY AND MEASUREMENT

Spatial Relationships and Geometry	Geometry and Spatial Sense	Geometry and Measurement
Demonstrates understanding of positional terms (e.g. between, inside, under, behind). Describes the position or location of objects in relation to self or to other objects.	Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Identify concepts and terms of position and size in contextual situations: inside/outside, above/below/between, smaller/larger, and longer/shorter.
Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	Identify shapes in different environments (e. g. buildings, classroom)
Represents shapes found in the environment.	Progresses in ability to put together and take apart shapes.	
Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	Begins to be able to determine whether or not two shapes are the same size and shape.	Identify 2-dimensional shapes by attribute (size, shape, number of sides).

STRAND 4: GEOMETRY AND MEASUREMENT - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Measurement	Patterns and Measurement / Scientific Skills and Methods	Geometry and Measurement
<p>Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).</p> <p>Uses various standard measuring tools for simple measuring tasks.</p>	Shows progress in using standard and nonstandard measures for length and area of objects.	Communicate orally how different attributes of an object can be measured.
Compares objects and uses terms such as longer/shorter, hotter/colder, and faster/slower.	Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	Verbally compare objects according to observable and measurable attributes.

STRAND 5: STRUCTURE AND LOGIC

Logic and Reasoning	Geometry / Patterns & Measurement	Structure and Logic
<p>Matches and sorts objects by one attribute (e.g. size, color, shape, use).</p> <p>Matches and sorts objects by two or more attributes (e.g. by size and by color).</p>	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Sort objects according to observable attribute.
Describes relationships between groups of objects.	Begins to make comparisons between several objects based on a single attribute.	Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc).



Science Standard

SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview:

Children have a natural sense of wonder and curiosity. Scientific inquiry, for young children, is asking questions and seeking answers based on their natural curiosity. Children learn by being actively engaged with hands on experiences, real objects and natural occurrences.

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

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

Strand 1: Inquiry

- **Observations, Questions, and Hypotheses**
- **Investigation**
- **Analysis and Conclusions**
- **Communication**

Science Standard Definitions

Analysis means breaking up a whole into parts to find out or study the parts.

Attributes are the characteristics of a person or thing.

Hypotheses (plural of hypothesis) are unproven theories or tentatively accepted explanations of a happening or event.

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

STRAND 1: INQUIRY

Concept 1: Observations, Questions, and Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.

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

Indicators:

- a. Demonstrates curiosity about objects, living things, and other natural events in the environment.
- b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.
- c. Examines **attributes** of objects, living things, and natural events in the environment.
- d. Describes changes in objects, living things, and the natural events in the environment.
- e. Observes and describes the relationships between objects, living things and natural events.

continued

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

- Child looks closely at a beautiful butterfly on the flower.
- Child asks about the sparkle in the rocks she picked up on the playground.
- Child feels and smells the orange blossoms on the tree in his care giver's back yard.
- Child says, "Thunder makes a loud noise!"
- Child notices bean seeds planted in clear bags have sprouted into plants with roots and a stem.
- Child moves in the sunlight and realizes that his own shadow moves when he moves.
- After being measured on a growth chart, child describes how he is bigger now than he was at the beginning of the year.
- Child describes observable changes in weather. "Today it is cloudy; yesterday it rained."
- Child places a picture of a baby chick with a hen.
- Child says, "The sun will dry up the puddle."

continued

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

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

h. Predicts the outcome of investigation based on observation.

- Child answers, "It will melt", in response to the question, "What will happen if we put the ice in the sun?"
- When asked, "What does the rabbit eat?" Child says, "He eats lettuce."
- Child asks, "What is the nest made of? How did a bird do this without hands?"
- Child asks, "Does the magnet work under water?"
- Child predicts adding water to red Jell-O mix will turn the water red.
- Child says, "If I step on the balloon, it will pop."

STRAND 1: INQUIRY

Concept 2: Investigation (Scientific Testing)

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, experimenting, refining, and persistence. Information gathered in the process extends a child's knowledge of the world.

Indicators:

- a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.
- b. Test predictions through active experimentations.
- c. Changes experiment plan if results are different than expected and continues testing.
- d. Persists with an investigation despite distractions and interruptions.

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

- Child uses a magnifying glass to examine the insects.
- Child uses tongs to move and examine pieces of a cactus.
- Child selects a scale to figure out how many small blocks will weigh as much as a big block.
- Child puts paper clips and coins into the container and then pours water into the container to make it sink.
- Child mixes blue, orange and red paint to make purple.
- Child continues to mix different colors of paint to try to make purple.
- Child looks for another metal object when the magnet will not stick to the coins.
- Child returns day after day to see if the quail eggs have hatched.
- Child plants seeds and continues to care for them and observe changes.

STRAND 1: INQUIRY

Concept 3: Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.

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

Indicators:

- a. Compares and contrasts the attributes of objects and living things.
- b. Uses a variety of materials to record and organize data.
- c. Identifies cause and effect relationships.
- d. Forms logical conclusions about investigations.

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

- While looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't."
- As a result of taking care of animals and plants, child recognizes that both animals and plants need water to live.
- Child uses journals or drawings to record information.
- Child creates a collection of items.
- While using a pulley to hoist a bucket, child says, "It fell because I let go of the string."
- Child wants mud and adds water to soil.
- After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp.
- Child says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY

Concept 4: Communication

The child describes, discusses or presents predictions, explanations and generalizations.

Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.

Indicators:

- a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.
- b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).
- c. Displays and interprets data.
- d. Presents scientific ideas in a variety of ways.

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

- During the reading of a book about a caterpillar, child says, "I saw a caterpillar in my yard."
- Child shows his friend his pet bird and says, "It sings."
- Child says, "The sun shines in the daytime, it makes things hot."
- Child reaches into sensory bag and describes the object inside as bumpy and cold after touching it.
- During a sink/float activity, child places all floating materials on one tray and all sinking items on another tray.
- After collecting leaves on a walk, the child comments that he found 3 different kinds of leaves.
- Child makes own version of the bird nest with twigs, feathers, and other materials.
- After planting seeds and watching them grow, child draws a picture of the plant.

STRAND 1: INQUIRY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Observations, Questions, and Hypotheses	Scientific Skills & Methods; Scientific Knowledge	Observations, Questions and Hypotheses
<p>Demonstrates curiosity about objects, living things, and other natural events in the environment.</p> <p>Asks questions about relationships of objects, living things, and natural events in the environment.</p>		<p>Asks questions based on experiences with objects, organisms, and events in the environment.</p>
<p>Uses one or more senses to observe and explore objects, living things, and natural events in the environment.</p> <p>Examines attributes of objects, living things and natural events in the environment.</p> <p>Observes and describes the relationships between objects, living things and natural events.</p>	<p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p>	<p>Observe common objects using multiple senses.</p>
<p>Describes changes in objects, living things, and the natural events in their environment.</p> <p>Responds to questions about relationships of objects, living things, and events in the natural environment.</p> <p>Predicts the outcome of investigation based on observation.</p>	<p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p>	<p>Predict results of an investigation based on life, physical, and Earth and space sciences.</p>

STRAND 1: INQUIRY - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Investigation (Scientific Testing)	Scientific Skills & Methods	Scientific Testing (Investigating and Modeling)
Uses a variety of appropriate tools and materials to complete a planned task or investigation.		Perform simple measurements using non-standard units of measure to collect data.
<p>Tests predictions through active experimentations.</p> <p>Changes experiment plan if results are different than expected and continues testing.</p> <p>Persists with an investigation despite distractions and interruptions.</p>	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	Participate in guided investigations in live, physical, and Earth and space sciences.
Analysis and Conclusions	Scientific Skills & Methods; Scientific Knowledge	Analysis and Conclusions
Compares and contrasts the attributes of objects and living things.	Compare objects according to their measurable characteristics.	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.
Uses a variety of materials to record and organize data.		Organize (e.g. compare, classify, and sequence) objects, organisms, and events according to various characteristics.
<p>Identifies cause and effect relationships.</p> <p>Forms logical conclusions about investigations.</p>	Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	

STRAND 1: INQUIRY - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Communication	Scientific Knowledge	Communication
<p>Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.</p> <p>Describes attributes of objects, living things and natural events.</p> <p>Displays and interprets data.</p> <p>Presents scientific ideas in a variety of ways.</p>	<p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p>	<p>Communicate observations with pictographs, pictures, models, and/or words.</p> <p>Communicate with other groups to describe the results of an investigation.</p>



Travel



Journey



Wander

■ Social Studies Standard ■

SOCIAL STUDIES STANDARD

For Young Children From 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 in the preschool years are critical if children are expected to become active, responsible citizens. Social Studies helps children acquire skills in problem solving, decision-making, critical thinking and assist them in integrating these skills into other environments such as home, school and community. US History, World History, Geography, Economics, Civics and Government are experienced by children in the early years.

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

Strand 1: American History

- **Research Skills**

Strand 2: World History

- **Contemporary World**

Strand 3: Civics and Government

- **Rights, Responsibilities and Roles of Citizenship**

Strand 4: Geography

- **The World in Spatial Terms**
- **Family Identity/Human Systems**

Strand 5: Economics

- **Foundations of Economics**

Social Studies Standard Definitions

Contemporary refers to taking place currently.

Economics pertains to the production, distribution and use of material goods and money.

Human Systems are sets or arrangements of people related or connected in some manner that forms a larger unit.

Spatial relates to existing in space.

STRAND 1: AMERICAN HISTORY

Concept 1: Research Skills

The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with many opportunities and resources to obtain information about questions they have and what they want to know.

Indicators:

- a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).
- b. Child relates past events with current events or activities.
- c. Child uses time related words such as yesterday/today/tomorrow.
- d. Child demonstrates awareness of technology and how it is used to get information.

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

- Child gets a book about people and their homes to find an example of what his/her house looks like.
- Child asks for a book on penguins after seeing a video about Antarctica.
- During a party, a child says, "We had a piñata at my party too."
- Child says, "Yesterday, I went to the store."
- Child tells his friend, "I will play with you tomorrow."
- Child asks to use a tape/CD player and headset to listen to a story.
- Child describes an event she saw discussed on a television news story.

STRAND 2: WORLD HISTORY

Concept 1: Diversity (Contemporary World)

The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.

Children become aware of and begin to recognize 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 experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.

Indicators:

- a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- b. Child discusses and asks questions about similarities and differences in other people.
- c. Child discusses events happening in her/his neighborhood or other parts of the world.
- d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.

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

- Child says, "Your uncle speaks Navajo."
- Child says, "My uncle is from Mexico."

- Child asks what kind of food is eaten in another country.
- Child says to a peer, "You have brown eyes just like me."

- Child talks about how the Chinese New Year is celebrated.

- Child tells a friend about the parade seen during a Martin Luther King Day celebration.
- Child describes the clothes worn by dancers at the Cinco de Mayo celebration.

STRAND 3: CIVICS/GOVERNMENT

Concept 1: Rights, Responsibilities and Roles of Citizenship

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

Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas 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 good citizens within the larger community.

Indicators:

- a. Child demonstrates responsible behaviors.
- b. Child shows an understanding of how to care for the environment.
- c. Child recognizes the importance of his/her role as part of a group.
- d. Child demonstrates choice by voting.

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

- Child assists with setting the table.
- Child cleans up the play area when appropriate.
- Child picks up trash outside.
- Child helps to plant flowers.
- Child participates in activities with the group.
- Child announces to the group, "I'm the line leader!"
- Child tells her friends, "Let's vote for which song we want to sing."
- Child tells her friends to vote for having apples for snack time.

STRAND 4: GEOGRAPHY

Concept 1: The World in Spatial Terms

The child demonstrates an awareness of location and spatial relationships.

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:

- a. Child uses words to describe directionality and/or location.
- b. Child names the city/state in which he/she lives.
- c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.

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

- Child says, "We passed McDonalds on our way to the park."
- Child says, "I live near the Grand Canyon."

- Child tells a friend, "I live in Yuma, Arizona."
- Child says, "I live on the Reservation."

- Child says, "There are a lot of mountains where I live."
- Child says, "There are a cactus and a palm tree in my yard."

STRAND 4: GEOGRAPHY

Concept 2: Family Identity (Human Systems)

The child recognizes self as a member of a family.

As young children begin to experience their own families' cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the make up of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.

Indicators:

- a. Child views self as a member of the family unit.
- b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).
- c. Child describes/discusses own family's cultural or family traditions.
- d. Child identifies similarities and differences in her family composition and the families of others.
- e. Child shows knowledge of family members' roles and responsibilities in the home.

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

- Child says, "I'm going on vacation with my family."
- Child says, "I have a baby brother and a big sister."
- Child draws a picture of his/her family.
- Child points to or names family members in a photograph.
- During a story about a traditional celebration, child states, "We do that at my house."
- Child tells another child about a recent family activity (holiday, birthday, dinner, wedding).
- Child participates in a chart-making activity showing the number of siblings in each family.
- Child says, "Your grandmother lives with you and my aunt lives with me."
- Child says, "My big brother cleans up the kitchen after we eat."
- Child says, "I take the trash out after my brother cleans up the kitchen."

STRAND 5: ECONOMICS

Concept 1: Foundations of Economics

The child demonstrates knowledge of the interactions between people, resources, and regions.

Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.

Indicators:

- a. Child demonstrates awareness that money is used to purchase goods and services.
- b. Child shows an understanding that adults work to earn money to buy things such as groceries.
- c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.

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

- Child asks his mother to buy crayons.
- Child plays store using play money.
- Child announces to a friend, while playing, "You go to work while I cook dinner."
- Child dresses up like a fire fighter while playing.
- Child says, "My mother said this pineapple was grown in Hawaii and came to the grocery store by airplane and truck."

STRAND 1: AMERICAN HISTORY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Research Skills	Approaches to Learning	Research Skills for History
Child seeks information from a variety of sources.	Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	Use primary source materials (e.g. photos, artifacts) to study people and events from the past.
Child relates past events with current events of activities.		Retell personal events to show an understanding of how history is the story of events, people, and places in the past. Listen to recounts of historical events and people and discuss how they relate to present day.
Child uses time related words such as yesterday/today/tomorrow.		Sequence recounts of historical events and people using the concepts of before and after.
		Contemporary United States
Child demonstrates awareness of technology and how it is used to get information.		Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).

STRAND 2: WORLD HISTORY

Diversity (Contemporary World)	Knowledge of Families and Communities	Early Civilizations
Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.		Recognizes that groups of people in early civilizations moved from place to place (e.g. Asians, people of the Americas, Africans, Europeans).

STRAND 2: WORLD HISTORY - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Diversity (Contemporary World)	Knowledge of Families and Communities	(American History) Contemporary United States
<p>Child discusses and asks questions about similarities and differences in other people.</p> <p>Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.</p>	<p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p>	<p>Recognizes that students in classrooms/schools have diverse backgrounds and customs.</p>
		Contemporary World
<p>Child discusses events happening in her/his neighborhood or other parts of the world.</p>		<p>Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>

STRAND 3: CIVICS/GOVERNMENT

Some of the Early Learning Standards Indicators and the Head Start performance indicators for this strand are aligned under the Social Emotional Standard section.

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Rights, Responsibilities and Roles of Citizenship		Rights, Responsibilities and Roles of Citizenship
Child demonstrates responsible behaviors.		Identify examples of responsible citizenship in the school setting and in stories about the past and present. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and idea of treating others the way you want to be treated. b. importance of participation and cooperation in a classroom and community c. why there are rules and consequences for violating them
Child demonstrates choice by voting		Responsibility of voting (every vote counts)
		Foundations of Government
Child recognizes the importance of his/her role as part of a group.		Discuss the importance of students contributing to a community (e.g. helping others, working together, cleaning up the playground)

CIVICS/GOVERNMENT - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Rights, Responsibilities and Roles of Citizenship		(STRAND 4 GEOGRAPHY – Environment and Society)
Child shows an understanding of how to care for the environment.		Identify ways of protecting natural resources (reuse, recycle, reduce).
STRAND 4: GEOGRAPHY		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
The World in Spatial Terms	Knowledge of Families and Communities	The World in Spatial Terms
Uses words to describe directionality and/or location.	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right/up/down.
		Physical Systems
Describes some physical features of the environment in which he/she lives.		Identify plants and animals in the local environment. Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable)
Family Identity (Human Systems)		Human Systems
Child describes/discusses own family's cultural or family traditions.		Discuss the elements (e.g., food clothing, housing, sports, holidays) of diverse cultures, including those in your own community.
Shows knowledge of family members' roles and responsibilities in the home.	Develops growing awareness of jobs and what is required to perform them.	

STRAND 5: ECONOMICS

Foundations of Economics		Foundations of Economic
Child demonstrates awareness that money is used to purchase goods and services.		Recognize people use money to purchase goods and services.
Child shows an understanding that adults work to earn money to buy things such as groceries.		<p>Discuss different types of jobs that people do.</p> <p>Match simple descriptions of work with the names of those jobs.</p> <p>Give examples of work activities that people do at home.</p>
		(STRAND 3: CIVICS/GOVERNMENT – Rights, Responsibilities, and Roles of Citizenship
Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.		Identify people who help keep communities and citizens safe. (e.g. police, firefighters, nurses, doctors).



Physical Development, Health, & Safety Standard

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD

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 cognitive development. Children develop higher-order thinking 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**

Strand 3: Safety

- **Safety/Injury Prevention**

Physical Development, Health and Safety Standard Definitions

Body Awareness is the sensory understanding of one's body and body parts and their uses.

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.

Spatial Awareness is the ability to make logical connections about one's surroundings and the objects in them.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance and control.

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:

- a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).

- b. Moves with balance.

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

- Child runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people.
- Child walks backward.

- While taking a walk, child balances along the curb without falling off.
- Child bends, stretches and twists while playing or exercising.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Gross Motor Development

Child demonstrates coordination of body movements.

As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.

Indicators:

- a. Coordinates movements to perform tasks.
- b. Exhibits **body awareness**.
- c. Exhibits body **spatial awareness**.

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

- Child throws a ball to a friend.
- Child navigates a riding toy through an obstacle course.

- Child draws a picture of himself with head, torso, arms and legs.
- Child names the doll's body parts as he put its clothes on.

- Child moves forward, backward, sideways, up and down.
- Child moves chair to allow enough room for her legs.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 3: Fine Motor Development

The child uses fingers and hands 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:

- a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
- b. Uses eye-hand coordination to perform simple tasks.
- c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
- d. Uses fine motor skills in daily living.

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

- Child tears paper into pieces to make a collage.
- Child draws and paints a mural on paper taped to the wall.

- Child strings large beads.
- Child hits peg with a wooden hammer.

- Child pulls Pop-It beads apart and then pushes them back together.
- Child twists the cap off of a jar.
- Child uses a paper punch to make holes.
- Child uses scissors to cut paper.

- Child buttons, unbuttons, snaps, buckles, laces or ties shoe.
- Child uses eating utensils at mealtimes.
- Child puts on and takes off jacket, sweater or sweatshirt.

STRAND 2: HEALTH

Concept 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines.

Personal hygiene and health are essential to one's well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition; exercise and rest are necessary for their young bodies.

Indicators:

- a. Demonstrates hygiene practices.

- b. Demonstrates healthy practices:
 - Nutrition

 - Physical Activity

 - Rest and Relaxation

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

- Child gets a tissue to wipe nose when needed and throws the tissue away.
- Child washes and dries hands after using the toilet.
- Child covers mouth/nose when coughing/sneezing, then washes his hands.

- Child participates in a tasting experience and tries a variety of food groups and unfamiliar foods.
- Child makes a collage, using magazine pictures of healthy foods.
- Child requests fruit for his snack.
- Child tells a friend, "Let's play tag."
- Child chooses to join friends in tossing a ball through the basketball hoop.
- Child rests by lying on rug.
- Child puts doll in doll bed and says, "It's your bedtime."

STRAND 3: SAFETY

Concept 1: Safety, 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:

- a. Demonstrates Environmental Safety Practices
 - Water and sun safety
 - Animal and plant safety, specific to child's environment
 - Fire and gun safety
 - Playground safety
 - Tool safety

continued

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

- Child puts on a hat and sunglasses before going outside in the sun.
- Child warns her friend not to touch the spider because it might bite.
- Child tells friend not to touch the cactus because it will hurt.
- Child says, "Fire will burn you!"
- Child tells his friend, "A real gun can hurt you!"
- Child keeps a safe distance from moving swings.
- Child goes down the slide feet first.
- Child reminds a friend to hold the scissors point end down when walking.
- Child says, "My daddy wears goggles when he uses the saw."

Indicators:

b. Demonstrates Street Safety Practices

- Crossing street

- Car safety

c. Demonstrates Personal Safety Practices

- "Good/Bad" touching

- Stranger Dangers

- Knows personal information

- Poison

d. Demonstrates Emergency Safety Practices

- Emergency Routines

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

- While on a neighborhood walk child waits for adult to say it's safe to cross the street.
- Child looks to the left and right before crossing a street or road.
- While playing house, child tells a friend, "Put the baby in the car seat."
- Child reminds others to put on their seat belts.
- Child asks an adult for help when made to feel uncomfortable or unsafe by another person.
- Child refuses to respond when an unfamiliar adult talks to him/her.
- Child tells a friend, "Don't go near that stranger's car."
- Child tells a caregiver/teacher her mother's name.
- Child tells a caregiver/teacher her address.
- Child stays away from cleansers unless supervised by an adult.
- Child tells a friend, "My dad says medicine is not candy!"
- While playing, a child tells a friend to call 911 because the "doll is hurt."
- Playing fire fighter, a child tells her friend to "Stop, Drop and Roll!"

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Gross Motor – Balance and Control	Gross Motor Skills	Physical Activity
Moves with control.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate mature form in walking and running.
Moves with balance.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Gross Motor – Coordination	Gross Motor Skills	Physical Activity
Coordinates movements to perform tasks.	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Exhibits body awareness.		Describe appropriate concepts to performance (e.g. change direction while running).
Exhibits body spatial awareness.		
Fine Motor Development	Fine Motor Skills	Physical Activity
Uses hands and fingers to manipulate a variety of tools and materials.	Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.	
Uses fine motor skills in daily living.		

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development	Fine Motor Skills	Physical Activity
Uses eye-hand coordination to perform simple tasks.	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	
Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	

STRAND 2: HEALTH

Hygiene and Health Practices	Health Status and Practices	Comprehensive Health Education
Demonstrates hygiene practices.	Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	Identify basic symptoms of, and prevention strategies for, common illnesses and diseases. Identify personal well-being health behaviors.
Demonstrates healthy practices: Nutrition, Physical Activity, Rest & Relaxation.	Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them. Identify that physical activity is necessary to build good physical fitness.

STRAND 3: SAFETY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Safety, Injury Prevention	Health Status and Practices	Comprehensive Health
Demonstrates environmental safety practices: water and sun, animal and plant, fire and gun, playground, tool.	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	Identify elements of the environment that affect personal health.
Demonstrates street safety practices: crossing street, car safety.		
Demonstrates personal safety practices: good/bad touching, stranger danger, personal information, poison.		Demonstrate the ability to locate home and school health helpers.
Demonstrates emergency safety practices: emergency routines.		Identify resources and health helpers from home and school that provide health and emergency information.



vibrant

unique

xtraordinary

original

xtra special



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 Art

- **Creating Art**
- **Art in Context**
- **Art as Inquiry**

Strand 2: Music and Creative Movement

- **Creating Music and Creative Movement**
- **Music and Creative Movement in Context**
- **Music and Creative Movement as Inquiry**

Strand 3: Dramatic Play

- **Creating Dramatic Play**
- **Dramatic Play in Context**
- **Dramatic Play as Inquiry**

Fine Arts Standard Definitions

Improvisations are songs, games, stories 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.

Repertoire is the number of stories, plays or song that a child knows.

Scenario (dramatic play) is the theme, topic or script of a real or imagined story or play.

Tools are implements, instruments or utensils, that are used to cut, dig, pound, rub, paint, write or create works of expression.

Vocalizations are oral sounds, words or songs produced by one's voice.

STRAND 1 - VISUAL ART

Concept 1: Creating Art

The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.

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.

Indicators:

- a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).
- b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).
- c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).
- d. Uses lines, forms, shapes, colors and texture to create personal art work.
- e. Creates art work with details which represent the child's ideas, experiences and feelings.
- f. Creates art in two and three dimensions.

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

- Child uses paint on rocks to create original art work.
- Child makes a collage using fabric, torn paper and yarn.

- Child uses a straw to blow paint across the paper.
- Child paints using Q-tips, brushes and sponges.

- Child uses wood scraps with glue to make "constructions."
- Child uses Play Dough/clay to make a sculpture.

- Child uses chalk to draw straight and curved lines on the sidewalk.

- Child uses objects dipped in paint to print shapes on paper.
- Child draws a portrait including facial details.
- Child draws a picture of where he went for vacation.

- Child uses glue and Popsicle sticks to construct a work of art.
- Child uses twigs to construct a house.

STRAND 1: VISUAL ART

Concept 2: Art in Context

The child uses art as he/she begins to make sense of the environment and community.

Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.

Indicators:

- a. Participates in creative art activities that are part of the child's community and culture.
- b. Participates in visual art activities that are part of other cultures.

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

- Child draws a picture of his family's Kwanzaa celebration.
- Child creates a sand painting.

- Child draws animals or symbols seen in pictographs using twigs, yucca, or bamboo as paintbrush.
- Child weaves an "Ojo de Dios" or "God's Eye" using sticks and yarn.

STRAND 1: VISUAL ART

Concept 3: Art as Inquiry

The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.

Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for many art forms.

Indicators:

- a. Describes personal art work.
- b. Expresses creative and personal choices when engaging in art activities.
- c. Responds to the art work of self and others through making comments or asking questions.
- d. Describes the details observed in art work.

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

- Child makes a mask, shares how the mask was made and talks about the details on the mask.
- Child tells a story about the picture he drew.
- Child takes time to select a piece of paper for the desired texture and color.
- Creates a house using drinking straws, fabric paint, precut shapes, colored paper, and foil.
- When observing another child's sculpture, the child asks "How did you make the clay do that?"
- Child says, "I like the bird in your picture."
- Child looks at a picture and says, "That picture has a lot of blue in it."
- Child tells his friend, "The dog you drew looks just like my dog."

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creating Music and Movement

The child uses a wide variety of instruments, techniques and music to explore and create.

Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, **instruments**, and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.

Indicators:

- a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.
- b. Creates music/movement that represents child 's ideas, experience and/or feelings.
- c. Sing/moves to familiar rhymes, songs, and/or chants.
- d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.

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

- Using maracas, rattles, rain sticks, **claves** or tambourine, child keeps time with music.
- Child uses a tin pie pan and spoon to make a drum.
- Child says, "Look! I'm walking like an elephant."
- Child marches, slowing down or speeding up with the music.
- Child makes up her own verse and movements to a favorite song/tune.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 2: Music and Creative Movement in Context

The child uses creative movement and music as he/she begins to make sense of the environment and community.

The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.

Indicators:

- a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).
- b. Uses creative movement and dance to interpret the mood of various types of music and stories.
- c. Joins in music and movement activities that are part of the child's community and culture.
- d. Creates music and movement activities that express the experiences of their own culture and the culture of others.

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

- Child rocks a baby doll when she hears a lullaby.
- Child says, "I like the music with the drums in it."

- Child creates her/his own dance while listening to music.
- Child twirls a scarf back and forth in the air and moves to the music.

- Child joins in a dance using hoops.

- Child hears Hawaiian music and sways from side to side.
- Child uses ribbons to experiment with rhythms while listening to Native American music.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 3: Music and Creative Movement as Inquiry

The child responds to music and creative movement through various means.

Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for music and creative movement.

Indicators:

- a. Talks about music or movement.
- b. Describes music or movement of self and others.
- c. Expresses creative and personal choices when engaging in music or movement activities.
- d. Responds to music or movement of self and others by noticing details commenting and questioning.

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

- Child talks about which music is his favorite.
- Child says, "You are moving your arms up and down."
- Child teaches a friend a favorite dance move.
- Child says, "I don't like this song."
- Child asks what instrument makes that low sound.
- Child says, "I like the way the ballerina turns on her toes."

STRAND 3: DRAMATIC PLAY

Concept 1: Creating Dramatic Play

The child uses dramatic play and props to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories, generate ideas for exploration. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with friends.

Indicators:

- a. Participates in dramatic play activities.
- b. Assumes roles from daily activities using a variety of props.
- c. Dramatizes familiar stories.
- d. Takes on more than one dramatic play role at a time.
- e. Pretends an object exists without using a prop.

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

- Child plays hospital.
- Child sets up a store and invites friends to go shopping.
- From a box of old clothes, child selects a hat, jacket and piece of rope and portrays a fire fighter putting out a fire.
- Child pretends to be a teacher and reads a book to the stuffed bear.
- Child plays the wolf in "The Three Little Pigs."
- Child says, "My grandfather told me a story about the wind. I'll be the wind."
- Child plays a daddy and a baby by changing his voice.
- Child says, "I'll be the doctor and the nurse. You be the patient."
- Child orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal.
- Child pretends to put on a hat and coat to go outside.

STRAND 3: DRAMATIC PLAY

Concept 2: Dramatic Play in Context

The child uses dramatic play as he/she begins to make sense of his/her environment and community.

Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children's interests, experiences and abilities that allow children to express what they know and feel.

Indicators:

- a. Demonstrates an understanding of behaviors important to specific roles.
- b. Demonstrates an understanding of the sequence of events.
- c. Negotiates roles, relationships, and actions during dramatic play activities.
- d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.
- e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.

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

- Child plays the part of a doctor and pretends to give friend a shot.
- Child pretends to be a teacher and reads a story to a doll.
- Child pretends to cook dinner, serves it, and washes the dishes.
- Child puts on the doll's diaper then pants, shirt, socks and shoes.
- Children create a play for their parents. Child accepts role as a paramedic.
- Children act out specific situations important to them.
- Child pretends to be a store clerk and rings up purchased items and puts them in a bag.
- Child dramatizes participating in a Pow Wow.
- Child asks friends to join him in making tamales using play dough.

STRAND 3: DRAMATIC PLAY

Concept 3: Dramatic Play as Inquiry

The child responds to dramatic play experiences.

Universal themes are expressed through children's dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.

Indicators:

- a. Talks about dramatic play experiences.
- b. Adds details and new elements to dramatic play situations over time.
- c. Respects the ideas and suggestions of others during dramatic play.
- d. Responds to the performance of others.

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

- Child tells his friend what character he played yesterday.
- Child gets more props for her friends.
- Child listens as friends plan what they are going to do.
- Child says, "You can be the wolf today. I can be the pig."
- Child laughs at a funny incident.
- Child applauds other children's performance.

STRAND 1: VISUAL ART

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Art	Creative Arts – Art	Visual Arts – Creating Art
<p>Uses a variety of materials/media to create original works of art.</p> <p>Uses a variety of techniques and processes to create original works of art.</p> <p>Uses lines, forms, shapes, colors and texture to create personal artwork.</p> <p>Creates art in two and three dimensions.</p>	<p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p>	<p>Identify and use a variety of art media.</p>
<p>Uses a variety of tools to create original works of art.</p>		
<p>Creates artwork with details which represent the child’s ideas, experiences and feelings.</p>	<p>Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.</p>	<p>Recognize that the visual arts are a form of communication.</p>
Art in Context	Creative Arts – Art	Visual Arts – Creating Art
<p>Participates in creative art activities that are a part of the child’s community and culture.</p> <p>Participates in visual art activities that are part of other cultures.</p>		<p>Show respect for personal work and work of others.</p>

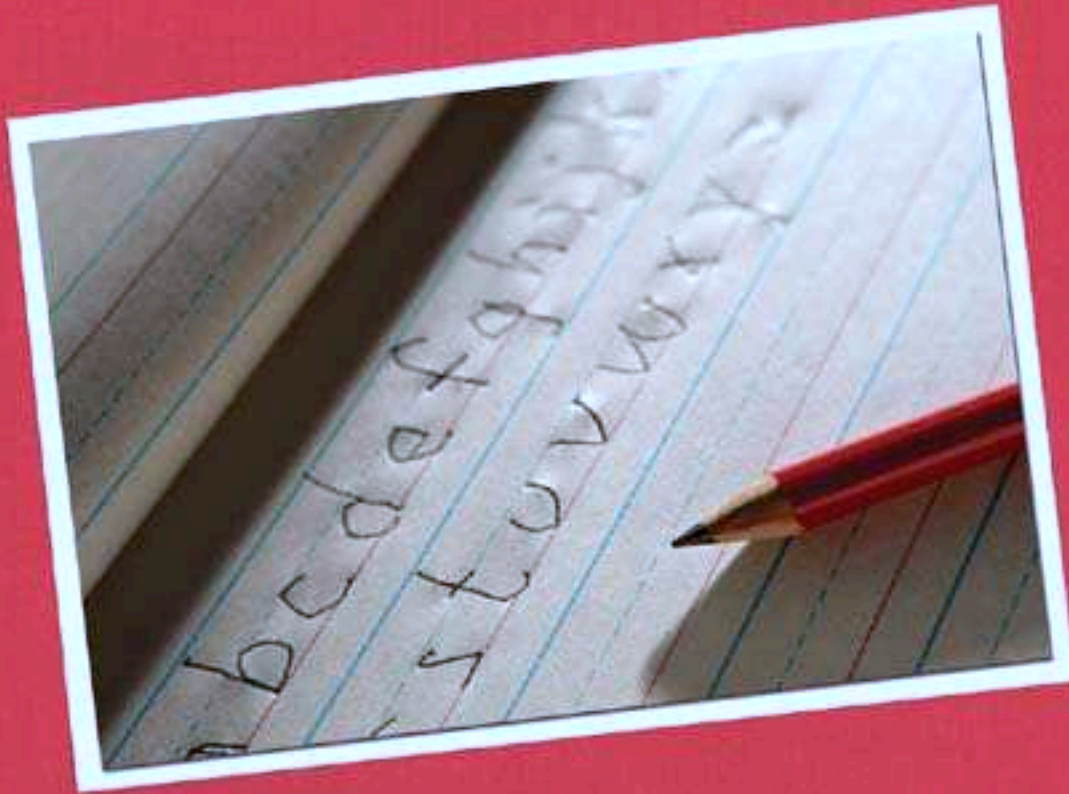
STRAND 1: VISUAL ART - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Art as Inquiry	Creative Arts – Art	Visual Art – Creating Art
<p>Describes personal artwork.</p> <p>Responds to the artwork of self and others through making comments or asking questions.</p> <p>Describes the details observed in artwork.</p>	<p>Begins to understand and share opinions about artistic products and experiences.</p>	<p>Begin to look at, and talk about, art.</p>
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Creating Music and Movement	Creative Arts – Music/Movement	Creating Art – Music / Dance
<p>Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>Sings/moves to familiar rhymes, songs, and/or chants.</p> <p>Creates music/movement that represents child’s ideas, experience and/or feelings.</p> <p>Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.</p>	<p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>Experiments with a variety of musical instruments.</p> <p>Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p>	<p>Sing/play a variety of songs.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.</p>

STRAND 2: MUSIC AND CREATIVE MOVEMENT - CONTINUED

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Music and Creative Movement in Context	Creative Arts Music/Movement	Creating Art Music/Dance
Listens/responds to different types of music.	Shows growth in moving in time to different patterns of beat and rhythm in music.	Echo short rhythms and melodic patterns.
Uses creative movement and dance to interpret the mood of various types of music and stories.		Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.
<p>Joins in music and movement activities that are part of the child's community and culture.</p> <p>Creates music and movement activities that express the experiences of their own culture and the culture of others.</p>		Show respect for personal work and the work of others.
<i>Music and Creative Movement as Inquiry</i>	Creative Arts - Music/Movement	Creating Art - Music/Dance
Talks about music or movement.		Use appropriate terminology ...while moving to a beat and changes in tempo.
Describes music or movement of self and others.		Identify and demonstrate the range and types of movement abilities of one's own body.
Responds to music or movement of self and others by noticing details, commenting, and questioning.		<p>Identify the sound of a variety of band orchestra and classroom instruments.</p> <p>Identify variation in tempo and dynamics.</p>

STRAND 3: DRAMATIC PLAY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Dramatic Play	Creative Arts – Dramatic Play	Creating Art - Theatre
Participates in dramatic play activities. Dramatizes familiar stories.	Participates in a variety of dramatic play activities that become more extended and complex.	Use natural language patterns with familiar phrases as they play out a story.
Assumes roles from daily activities using a variety of props. Pretends an object exists without using a prop.	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	Sustain a pretend scene using appropriate language or movement with the teacher role-playing or giving cues.
Dramatic Play in Context	Creative Arts – Dramatic Play	Creating Art – Theatre
<i>Though there are not specific items which directly align under this section, the skills are embedded in the objectives and indicators under Creating Dramatic Play and Dramatic Play as Inquiry.</i>		
Dramatic Play as Inquiry	Creative Arts – Dramatic Play	Creating Art – Theatre
Talks about dramatic play experiences. Adds details and new elements to dramatic play situations over time. Responds to the performance of others.		Describe the setting of a story to be dramatized and, with teacher guidance, establish spaces for the dramatization, and select materials that suggest the furniture and objects needed.
Respects the ideas and suggestions of others during dramatic play.		Show respect for personal work and the work of others.



Resources



Resources

Articles

Young Children with Special Needs

ADE, Early Childhood Education Unit

English Language Learners

ADE, Early Childhood Education Unit

The Benefits of an Inclusive Education: Making It Work

National Association for the Education of Young Children (NAEYC) Critical Issues

Responding to Linguistic and Cultural Diversity:

Recommendations for Effective Early Childhood Education

Position Statement NAEYC

Early Learning Standards: Creating the Conditions for Success

Position Statement NAEYC

Early Education Experts Issue Guidelines for Assessment and Curriculum

Position Statement NAEYC

Web Sites

Early Childhood Curriculum, Assessment, and Program Evaluation
Position Statement NAEYC

Promoting the Use of Content Standards:
Recommendations for Teacher Educators
View Point, NAEYC Journal

Responding to Linguistic and Cultural Diversity
NAEYC Position Statement (full text)

Arizona Resources
Special Needs
Child Care
Family/Parents
Web Sites with Comprehensive Educational Links
Multicultural Education
Organizations
Teacher Magazines
Research

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 or experiences 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 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.
- Increase 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.

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.

EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of

**The National Association for the Education of Young Children (NAEYC) and
The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)**

Approved November 19, 2002

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement presents both opportunities and challenges for early childhood education. Rather than writing a new set of standards, in this statement NAEYC and NAECS/SDE address the significant educational, ethical, developmental, programmatic, assessment, and policy issues related to early learning standards. The position statement outlines four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young

children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct¹. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes positive educational and developmental outcomes and whether it avoids penalizing children or excluding them from needed services and supports.

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- Take informed positions on significant, controversial issues affecting young children's education and development
- Promote broad-based dialogue
- Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports
- Influence public policies-those related to early childhood systems development as well as to the development, implementation, and revision of standards-that reflect the position statement's recommendations
- Stimulate investments needed to create accessible, affordable, high-quality learning environments and professional development to support the implementation of effective early learning standards.
- Strengthen connections between the early childhood and K-12 education communities
- Build more satisfying experiences and better educational and developmental outcomes for all young children

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*². Since then, NAEYC has developed criteria

for accrediting early childhood education programs³, teacher education standards⁴, guidelines for developmentally appropriate practice⁵ and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines⁶. NAEYC publications⁷ have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn report*⁸, have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age⁹. The Head Start Bureau has established a "Child Outcomes Framework,"¹⁰ describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy¹¹. National reports and public policies have called for the creation of standards-variously including program standards, content standards, performance standards, and child outcomes-as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself; the early childhood years also create foundations for later development and learning. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten.

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience¹².
- Developmental variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results¹³.
- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This has implications for how standards are written and implemented.
- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners¹⁴.
- Our youngest children are our most culturally diverse¹⁵. Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.

- Early childhood programs include an increasing number of children with disabilities and developmental delays¹⁶. These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.
- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization—far more than the K-12 system—and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on the expanded interest in early childhood education, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented. **Possible Risks**

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services¹⁷. Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high-quality curriculum and teaching practices—essential tools in achieving desired results—can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards have minimal benefit when there is minimal investment in professional development, high-quality assessment tools, program or school resources, and a well-financed education system¹⁸. **Benefits**

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development.¹⁹ *Eager to Learn*²⁰, *Neurons to Neighborhoods*,²¹ and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and desired results of early learning experiences can

help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades²². Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS: ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and

agencies; and promising practices in a number of states.

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (5) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to all domains of development and learning.**

Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains—including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties*,²³ *Eager to Learn*,²⁴ and *Neurons to Neighborhoods*²⁵) explicitly underscore this point.

K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas, young children's well-being is jeopardized. Because research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards. At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy, and mathematics, which have at times been underemphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have

addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high-quality assessments, and positive results for children. Longitudinal research may provide guidance in selecting significant content for early learning standards-if a specific piece of learning appears to make little difference for children's current well-being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year-olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms. One example is the finding that non-academic strengths such as emotional competence or positive "approaches to learning" when children enter kindergarten are strong predictors of academic skills in later grades.

For these reasons, early learning standards should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum-for example, from ages three through six-adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL) recommends broadly written content standards but with specific "grade-level benchmarks" being used to

describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement Learning to Read and Write).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations-community, cultural, linguistic, and individual-that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including children with disabilities. Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research exists, including syntheses recently published by the National Research Council, as well as publications from national professional associations. Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community**

members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.

The wide range of cultures, communities, settings, and life experiences within which young children are educated; the critical importance of families in early learning; and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond, make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment, NAEYC and NAECS/SDE offer detailed guidelines for

the positive uses of child assessment, screening, and accountability systems. NAEYC's code of ethical conduct provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

Early learning standards describe the "what"-the content of learning and the outcomes to be expected-but they seldom describe the "how." While research does not support one best approach to teaching young children, it consistently emphasizes the need for curriculum, educational practices, and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning-these are just some of the components of the rich curriculum and repertoire of teaching strategies that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

Assessment is an essential component of effective early childhood education, and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed-in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities. In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and

the National Middle School Association, the National Education Goals Panel, the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education, and the National Association of School Psychologists (NASP).

Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high-quality programs, build environments where early learning standards can be implemented effectively.**

Research has identified the kinds of early environments and relationships that promote positive outcomes for children. Using this knowledge, national accreditation systems such as that of NAEYC define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children. Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators-not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families-key partners in young children's learning-are provided with respectful communication and support.**

Families' hopes and expectations play a critically important role in early development. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families-each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning

standards will contribute to a more focused, responsive, and effective system of education for all young children.

APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the position statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

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Early Education Experts Issue Guidelines for Assessment and Curriculum

New Recommendations for Programs for Children from Birth through Age 8

Chicago, November 6, 2003 - The nation's two leading early childhood education organizations have issued new guidelines for assessment and curriculum in programs for young children, as well as for evaluation of those programs.

The position statement approved this week by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), builds on information from the leading early childhood experts and the latest research in child development and learning. The position statement is designed to be a guide for teachers and programs for children from birth through 8 years - including child care, preschool, kindergarten and elementary school - as well as for policymakers, school administrators, and the public.

"Effective and appropriate assessment is a crucial step to improving early childhood education, but there are a lot of misconceptions about how assessment should work," said NAEYC President Jane Wiechel. "With all the calls for assessment of young children and early education programs, it's important to ensure that assessments are designed and applied properly. We need appropriate assessments and program evaluations to get information that will help us raise the quality of early education programs and improve early learning experiences for young children."

The new guidelines update a position statement issued by the two organizations in 1991 and respond to a variety of changes that have occurred in early childhood education since then, including:

- Greater knowledge of the benefits of well-planned systems of curriculum and assessment;
- More focus on subject matter content in curriculum for children below kindergarten age;
- More children from culturally and linguistically diverse backgrounds, and more children with disabilities; and
- State mandates for programs to select curricula or curriculum models with specific characteristics, and to use assessments of young children as part of accountability systems.

"There is much greater recognition today that the early years are learning years, and that means higher expectations, among parents, policymakers and others," said NAECS/SDE President Lindy Buch. "These guidelines are designed to help decision-makers develop appropriate curriculum for young children, and to connect curriculum to effective assessments and program evaluations."

The joint position statement is not a prescription of a specific curriculum or strategy for assessment. Instead, it provides a series of recommendations and indicators of effectiveness in areas including curriculum, child assessment, screening, and program evaluation/accountability. The recommendations include:

- All assessment must lead to benefits for children, families and programs;
- Assessment instruments must meet accepted professional standards of validity and reliability;
- Assessment must respond to culturally and linguistically diverse communities and to the special needs of children with disabilities;
- Content and implementation of early childhood curriculum should be based on sound research and organizing principles about young children's learning and development;
- Curriculum goals should address both developmental and academic content; and
- Curriculum should be regularly reassessed regarding its effects on classroom practices and desired results for children.

The National Association of Early Childhood Specialists in State Departments of Education is a national organization for state education agency staff members with major responsibilities in the field of early childhood education. The Association promotes quality services to young children and their families through improvement of instruction, curriculum, and administration of programs.

The National Association for the Education of Young Children is the largest organization of early childhood educators and others dedicated to improving the quality of early education programs for children from birth through age 8.

Additional NAEYC Articles

Early Childhood Curriculum, Assessment, and Program Evaluation

Position Statement NAEYC

<http://www.naeyc.org/about/positions/pdf/CAPEexpand.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/about/positions/pdf/PSDIV98.PDF>

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, Office of Child Care Licensure

<http://www.hs.state.az.us/>

Arizona Child Care Resource and Referral

<http://arizonachildcare.org>

Arizona Child Care Association

www.azcca.org

Arizona's Children Association

http://www.arizonaschildren.org/links_topic.asp

Arizona Early Intervention Program
(DES/AzEIP)

<http://www.de.state.az.us/azeip>
ALLAzEIP@mail.de.state.az.us

Arizona Promising Practices

<http://www.azpromisingpractices.com/archive.html>

Arizona School-Age Coalition

<http://www.azsac.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)

Tempe, AZ

<http://www.asccaz.org/>

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>

Children's Action Alliance

www.azchildren.org

Child Find

<http://www.ade.az.gov/ess/ChildFind/CfHome/asp>

School Readiness Board (School Readiness Resources)

http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Special Needs

Screening To Assessment Resource

www.ade.az.gov/earlychildhood/downloads/ScreeningtoAssessmentmanual.pdf

Individual Education Plan Manual

www.ade.az.gov/ess/AZTAS/iep.pdf

An Administrator's Guide to Preschool Inclusion

www.fpg.unc.edu/products/product_detail.cfm?apubsID=198

Mountain Plains Regional Resource Center

<http://www.usu.edu/mprrc/infoserv/cop-PartB-LRE.cfm>

National Early Childhood Technical Assistance Center

<http://www.nectac.org/inclusion/keyresources/keyresources.asp>

Office of Special Education Programs (OSEP)

<http://www.ed.gov/about/offices/list/osers/osep/index.htm1?src=mr>

Wrightslaw

www.wrightslaw.com

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://nccic.org>

National Network for Child Care

<http://www.nncc.org>

Family/Parents

Clearinghouse on Early Education and Parenting

(Articles in English and Spanish)

<http://ceep.crc.uiuc.edu/poptopics.html>

Family Support America

<http://www.familysupportamerica.org/>

Home Schooler Network

<http://www.homeschoolernetwork.com>

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://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>

Web Sites with Comprehensive Education Links

Ask Evelyn

<http://www.askevelyn.com/links.htm>

Administration for Children and Families

Head Start Bureau

<http://www2.acf.dhhs.gov/programs/hsb/>

Discovery School

<http://school.discovery.com/schrockguide/index.html>

Earlychildhood.com

<http://www.earlychildhood.com/Links/index.cfm>

Early Childhood Education Web Guide

<http://www.ecwebguide.com/>

Early Childhood Educators' and Family Web Corner

<Http://users.stargate.net/~cokids/teacher.html>

Early Childhood Links

<http://www.earlychildhoodlinks.com/teachers/>

Education Links

<http://education.bjbarton.com/links>

Education World

<http://www.education-world.com>

Federal Resources for Educational Excellence

<http://www.ed.gov/free/index.html>

Google Directory

<http://directory.google.com/alpha/Top/Reference/Education/Kthrough12/>

National Center for Family Literacy

<http://www.famlit.org/>

National Governors Association

<http://www.nga.org/center/>

PBS Teacher Source

<http://www.pbs.org/teachersource/prek2.htm>

Pre-K Fun

<http://www.prekfun.com/>

Preschool Education.com

<http://www.preschooleducation.com>

Teachers' Top Sites

http://www.americanteachers.com/topsites/index.php?a_m=1

The Activity Idea Place

<http://www.123child.com>

The Teacher's Guide

<http://www.theteachersguide.com>

Yahoo Education Directory
<http://dir.yahoo.com/Education/>

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/multicultural/multieddirectory03.doc>

National Association for Multicultural Education
<http://nameorg.org/>

Organizations

Arizona Association for the Education of Young Children
Affiliate Chapters of AzAEYC
Central Arizona AEYC
Southern Arizona AEYC

Northern Arizona AEYC
Yuma County AEYC
Valley of the Sun AEYC
<http://www.azaeyc.org/>

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/>

Teacher Magazines

Early Childhood Today
www.scholastic.com/earlychildhoodtoday

NAEYC Journal
<http://www.journal.naeyc.org/>

Pre-K Now Newsletter

<http://www.preknow.org>

Teachers Guide

<http://www.theteachersguide.com/magazines.html>

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/html/links/ECSWeb_links.asp

Education 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>

Regional Educational Laboratories

<http://www.relnetwork.org>



CHILD CARE AND DEVELOPMENT FUND PLAN FOR ARIZONA

FFY 2010-2011

ATTACHMENT 5.2.3

**MATERIALS DEVELOPED TO SUPPORT
IMPLEMENTATION OF THE GUIDELINES**

Arizona Early Learning Standards Training Modules



Facilitator's Guide

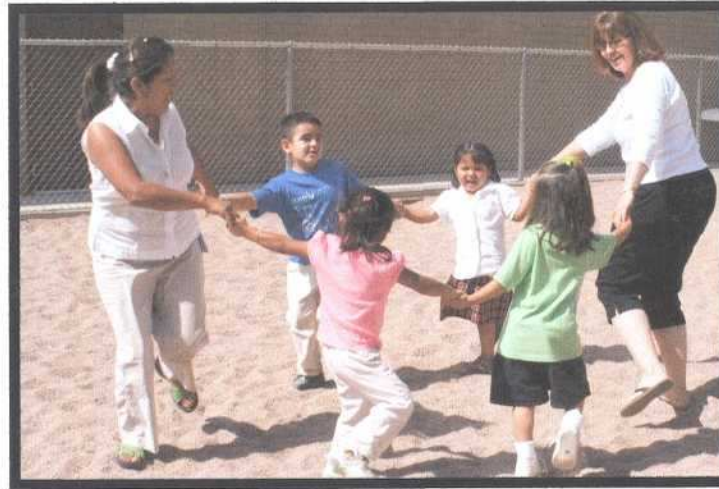
Facilitator's Guide

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 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.

GUIDING PRINCIPLES

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- Children's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by 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's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of children's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.

- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.



How to Use the Modules

It is suggested that the facilitator read through each module completely in order to tailor the training to meet the participants' needs. Each module is written with logical breaks to allow the facilitator to include extra materials and resources and to create training within a timeframe that fits the program's requirements.

Across each of the training modules, you will find the following sections:

Speaker's Script:

The speaker's notes provide detailed descriptions of the content of each module.

These notes "talk" presenters through each topic covered within a module. The notes provide detailed descriptions of both the content and each activity. In addition, examples, scenarios, and ideas to generate discussion or respond to possible participant comments and questions are included.

Learner Objectives:

Each module begins with a list of Learner Objectives that participants are expected to have mastered following the completion of each module. These objectives should be reviewed with participants at the beginning of each module.

Agenda:

Each module also includes a suggested agenda that lists the order of topics with the approximate time period each activity will take. The time allotments are provided to help presenters anticipate the amount of time needed to cover each topic. However, presenters are encouraged to adapt the agenda based on the needs and skills of their respective session participants.

List of Materials Needed:

This list details the specific materials needed to implement the activities described in each module. Many materials needed are included with this training package. However, presenters will need to prepare or gather other materials beforehand. For example, some modules require markers and chart paper. Presenters will want to carefully read through all activities within a module and make sure they have access to the needed materials.

Handouts:

A master copy of each of the handouts for session participants is provided for each module. A list of these handouts appears at the beginning of each module. PowerPoint handouts are included in each module and should be distributed at the beginning of each session.

Resources:

A list of additional resources and articles that might be useful to the presenter to augment activities and information is also included in each module.

**Action Plan Template:**

Action Plan forms are provided to encourage participants to begin planning for programmatic changes. Action Plans are intended to support ongoing professional development as participants return to their classrooms and begin integrating the knowledge gained into their curricular instruction.

Professional Development Opportunities:

Additional activities and opportunities are included and designed to extend the professional development experience for each participant.

Setting Up the Learning Environment

Creating a learning environment that meets the needs of the participants is a key element of a successful teacher education experience. It is important to create an atmosphere in which teachers are provided the opportunity to have ownership, to participate, and to feel that the activity is related to their needs. This can be accomplished in a variety of ways:

- **Create a Positive Physical Environment** - The learning space should have a comfortable, stimulating and positive feel to it which could include wall hangings, posters and comfortable furniture.
- **Provide Clear and Meaningful Goals** - With realistic goals, teachers learn how to identify and evaluate their own resources, abilities, and knowledge.
- **Tailor the Content to Provide Benefits** - Teachers will embrace what they consider important for their own learning as it applies to their growth. Adult learning is usually motivated by the need to acquire a new skill or make a decision.
- **Create a Positive Social Environment** - Teacher-to-teacher rapport is important in the learning environment. Employ room arrangements that encourage participant communication. Participants will also appreciate instructors who are approachable and accessible.



- **Foster and Encourage a Participatory Environment** - A participatory environment helps teachers assume responsibility for their own learning and can be created by involving the participants as instructional resources.
"As a facilitator, you initiate the learning process, but the participants should become totally involved in their own learning. Learning is not a spectator sport, but a highly participatory one." - Dave Meier

Module Overview

Although the Early Learning Standards document is separated into specific domains of learning and these modules will be presented as 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. These modules are 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. In that regard, these modules will provide a foundation for implementing effective preschool curricula.

Each module is designed to be presented in a single session, but may be adapted to fit the needs of the training's participants. Areas considered as strengths of a program may need less representation in order to expand and train on the strategies that are most in need of enhancement. It is recommended that the trainer consider each module in its entirety, reviewing strategies and topics, in order to present the information in a manner that strengthens the participants' individual programs.

All seven specific domains of learning will be represented in these modules as they are developed.



Module I: Social Emotional Standard

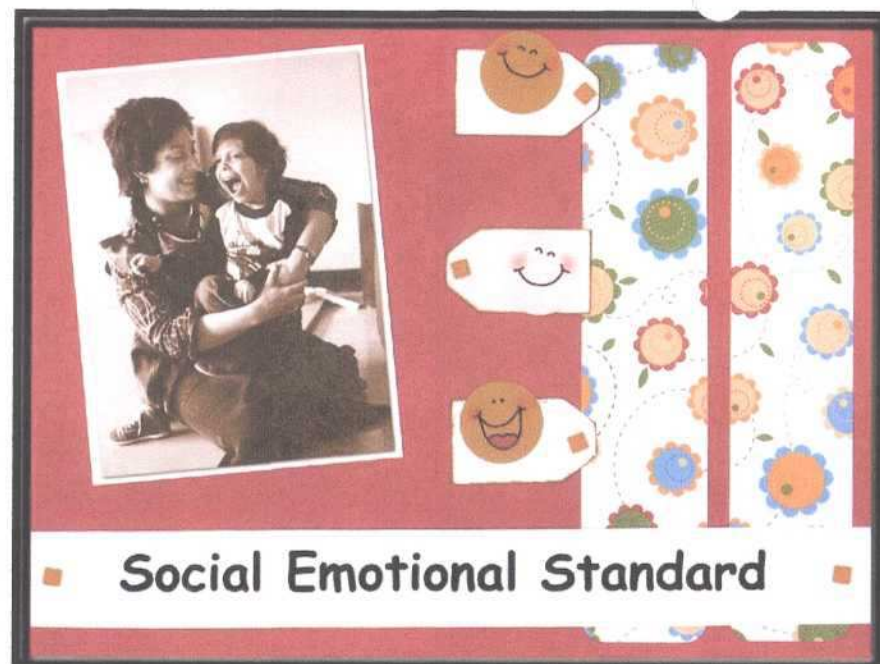
This module addresses strategies for the development of key skills in the Social Emotional Standard content area.

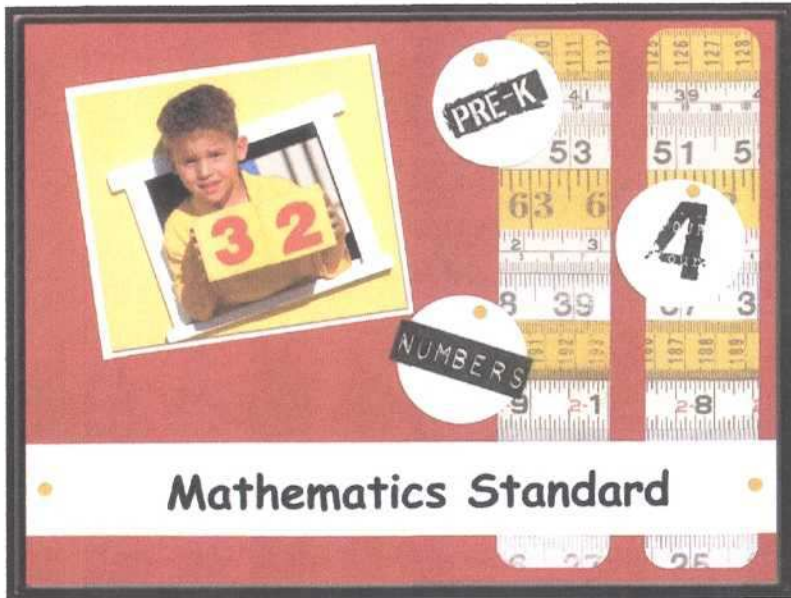
This module is based on the following principles:

- Positive relationships with children serve as the foundation for addressing social emotional needs.
- When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior.
- "All behavior equals communication."

Topics included in this module:

- Building positive relationships with children, families, and colleagues
- Designing environments, schedules, and routines
- Establishing rules
- Implementing activities that promote child engagement
- Providing encouragement and positive feedback to children
- Teaching problem solving
- Teaching children to recognize and express emotions
- Identifying behaviors and social skills to target for intervention





Module II: Mathematics Standard

This module addresses strategies for the development of key skills in the Mathematics Standard content area.

This module is based on the following principles:

- "To know mathematics is to do mathematics."
- Children must be provided opportunities to solve problems, to reason and to think.
- When children are taught to communicate in a variety of ways, representing concepts with symbols, they make connections between their world and mathematics.

Topics included in this module:

- Learning and using mathematical processes
- Making conjectures and clarifying thinking
- Organizing, consolidating and articulating mathematical thinking
- Identifying and applying strategies that can be used to teach (1) number sense and operations; (2) data analysis; (3) patterns; (4) geometry and measurement; and (5) structure and logic
- Designing environments to help children explore key mathematical concepts
- Designing strategies to enhance ACTIONS on numbers: combining, separating, partitioning, rearranging, undoing, dividing, and multiplying number amounts

Module III: Science Standard

This module addresses strategies for the development of key skills in the Science Standard content area.

This module is based on the following principles:

- There are countless opportunities for science exploration with everyday objects.
- Young children are naturally curious; it is the teacher's responsibility to guide that curiosity."
- Science, then, is finding out about everything in the world around us.

Topics included in this module:

- Identify and apply strategies that can be used to teach (1) observations, questions, and hypotheses; (2) investigation; (3) analysis and conclusions; and (4) communication.
- Describe and design a science-rich environment.
- Learning and using scientific inquiry





Module IV: Language and Literacy Standard

This module addresses strategies for the development of key skills in the Language and Literacy content area.

This module is based on the following principles:

- Teachers help children develop oral language skills by providing support during conversations.
- "When children interact with adults during read alouds, they practice communicating about ideas and using words in books."
- Before children can begin to refine the pre-writing process, they need to build up or gain control of the fine motor muscles needed to accomplish the task.

Topics included in this module:

- Recognizing the components of oral language
- Describe and design a literacy-rich environment
- Identify and apply strategies that can be used to teach (1) oral language development; (2) pre-reading process; and (3) pre-writing process
- Using dialogic reading

Arizona Early Learning Standards Training Modules



Professional Development Guide

Professional Development

Early Childhood Educators have the responsibility to keep current in the field of early childhood education, as well as current in research. Professional development, which has a positive impact on the achievement of young learners, is no longer viewed as a one event workshop or a "sit and get" session. Effective professional development is ongoing and job embedded. Job embedded learning is focused, relevant and encourages both individual and school/district growth. This growth fosters collaboration. Collaboration is the foundation for establishing learning communities which are the center of professional development.

How does a workshop or training session become a professional development opportunity?

Training and workshop sessions can and should be extended into professional learning development opportunities. Individuals have the chance to enhance their own professional development plan by implementing their choices of professional development models which best serve their needs and desires.

School districts have many opportunities within the framework of professional development to extend and enhance trainings and conferences. Professional development that improves the learning of all students, organizes adults into learning communities. The goals of the professional development learning community are to be aligned with those of the school and district. Leadership must be skillful, supportive and engaged to guide continuous instructional improvement and learning. Professional development that improves the learning of all students requires the resources of time and money.



Professional Development Models

The following are description of models which serve as examples of how to extend trainings and workshop sessions into professional learning development opportunities. All models can be adapted and extended for individual or small group use, or can be administered district wide. These are **not** the only models available. Detailed information on these and other models are available through the *National Staff Development Council* (WWW.NSDC.ORG).

Journaling

Journal writing is a way to record and reflect on experiences or observations. As a professional development process it can be a powerful tool to promote regular self assessment and evaluation of educational practices. The process can be either an informal private tool or a more formal public process with structure and guidelines in place. Journal writing is inexpensive and can be adapted to all grade levels and content areas, and support any type of learning situation.

The most important elements of a journal are the entries. When using journals as a formal professional tool it is important to establish guidelines. Those involved need to clarify if the journal is for private use or will be read by a reviewer and/or shared with other learners. Other items to clarify are the purpose, the structure, expected length and frequency of journal entries.

The purpose and structure of journals are limited only by the imagination. Structure of journals may range from simple to intricate. A journal can be kept in a spiral notebook, a journal form created to keep entries, or computer entries. Journals can be used for a variety of purposes including to store observations, thoughts, document professional development and learning, track experiences, clarify ideas and perceptions, connect learning, and respond to new ideas and reflections.

The purpose and the structure of journals may vary. Powerful Designs for Professional Learning lists several different types of journals. **Private journals** are controlled by the writer. The writer may be invited to share entries but is not required to do so. **Dialogue journals** and **left-hand column journals** have a similar design. The writer records experiences on the right side of the paper. Later, the coach or mentor responds to the written experience on the other side of the paper. In the left-hand column journal, the writer goes back and reflects on their own recordings on the other side of the paper.

The book, Powerful Designs for Professional Learning, outlines the following steps for journaling:

1) Establish guidelines.

- How often should entries be added?
- Who will read them?

- Is feedback expected?
 - What type of journals will be kept?
- 2) Establish the form.
- Will the group use a set journaling form?
 - Will notebooks be used?
- 3) Respond to journal entries.
- What type of feedback do the journal writers expect or want?
 - Who will give feedback (reviewer, peers, etc)?

Resources:

Alberta Teacher's Association. Professional Development Activities for Teachers. Retrieved August, 2008 from <http://www.teachers.ab.ca/Professional+Development/Teacher+Professional+Growth+Plans/>.

Brown Easton, L., 2004. Powerful Designs for Professional Learning. Oxford, OH: National Staff Development Council, www.nsd.org.

Smith, Mark (1999, 2006), 'Keeping a learning journal', the encyclopaedia of informal education, www.infed.org/research/keeping_a_journal.htm.

Lesson Study

Lesson studies focus on what happens between teacher and students in the classroom. Lesson study is a cycle of instructional improvement in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called research lessons. Research lessons provide an opportunity for teachers to put into practice ideas and theory about effective teaching strategies and practices and receive feedback from their peers. Feedback is based on recorded observations of student learning and behavior. The feedback centers on the research lesson, student learning, development, and behavior, teaching and learning.

The teachers work together to form goals and then to plan a lesson. The teachers form a team to teach the lesson. One person teaches the lesson while others record evidence on student learning and development. The recorded evidence is discussed and used to improve the lesson or overall instruction. The lesson is revised if desired and the cycle begins again.

Lesson study is not about improving just one lesson but overall instructional improvement. It serves as a pathway to ongoing instructional improvement by increasing knowledge of the subject matter and instruction. It connects daily practice to long term goals. The teachers' ability to observe students and reflect on practice is increased. Strong collegial networks are formed, which motivates and creates a sense of efficacy.

Critical elements of lesson study are teachers' interest and their willingness to invest the time and energy in the process. A willingness to collaborate and share the belief that instruction is a work in progress and can always be improved. Lesson study provides a process for teacher to help teacher, to learn more about their students, subject matter and their own educational practices.

Powerful Designs for Professional Learning outlines the following steps for lesson studies:

- 1) Form a lesson study group.
 - Which teachers will be involved?
 - Will an outside facilitator or coach be invited to participate?
- 2) Focus the lesson study.
 - Consider long-term goals for student development.

- Choose a content area and topic of study.
- 3) Plan the research lesson.
- Study existing curriculum materials and build on them where possible.
 - Consider the unit or topic of study plan.
 - Try the task and anticipate student thinking.
 - Decide on an assessment system and data collection plan (who is going to take detailed notes about how the lesson went and collect data, what questions does the group want answered?)
- 4) Conduct the research lesson.
- Who will teach the research lesson to the students?
 - Who will observe and take notes on student learning and behavior to gather the agreed upon data?
- 5) Conduct the colloquium. (an academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to them)
- Approximately an hour long.
 - Create group norms and protocols.
 - The teacher who taught the lesson gets to present first.
 - Observers add information about data and observations collected.
- 6) Consolidate learning and plan next steps.
- What did the group learn from planning, teaching, observing, and discussing the lesson?
 - Does the lesson plan need to be changed or adapted?
 - What are the next steps?

Resources:

A Deeper Look at Lesson Study Lewis, C., Perry, R. & Hurd, J. (2004). Educational Leadership. February 2004, pp.18-22.

Brown Easton, L., 2004. Powerful Designs for Professional Learning. Oxford, OH: National Staff Development Council, www.nsd.org.

What are the Essential Elements of Lesson Study? Lewis, C. The California Science Project Connection. Volume 2, No. 6. November/December 2002.



Portfolios for Educators

Educator portfolios are collections of evidence that document abilities and professional growth over time. Just as portfolios of students' work can be a powerful method to assess their learning, professional portfolios can be a powerful form of self-assessment. The process of intentionally selecting, reflecting upon, and organizing documentation can clarify strengths, learning needs, and connections to practice. Portfolios may align with an individual's professional development plan but can also be used to help foster professional learning communities when paired with some of the other, more dialogue-based, approaches discussed in this guide.

TYPES OF PORTFOLIOS

Portfolios can be used for many purposes, and can be adapted to all levels of experience, content areas, and support any type of learning situation. Clarifying the purposes for using a portfolio is a key task.

For example, the intent of a "**presentation portfolio**" is to showcase and communicate accomplishments and expertise. This is similar to an artist's portfolio. These types of portfolios can serve as an introduction to an educator's work, passion, or employment opportunities or a program/school/district could organize materials, documentation and other data into a presentation portfolio to present accomplishments to the community or school board. An "**action research portfolio**" might be viewed as a variant of this type, with the primary difference being documenting the process, findings, and follow-up action steps of teacher-research projects.

Other portfolios may serve more formative and summative assessment purposes. "**Working portfolios**" track progress towards a prescribed set of competencies, standards, or outcomes. The range of possible artifacts is unlimited and could include work samples, video/audio tapes, and reflective journal entries that provide point-in-time analysis. A "**learner portfolio**" serves a similar function, documenting the learning process, but may be less formal than a working portfolio, perhaps focused on learner-defined goals and action steps. Finally, "**assessment portfolios**" are most suitable when objectives are clearly defined and measurable. These portfolios differ from the others in that they may be evaluated with a rubric and by experts in the focal area being assessed.

Portfolio containers can be as simple as a tote bag containing work samples, video tapes, lesson plans, notes from administrators and parents, evaluations, or a journal. The flexibility of the portfolio process allows for updates, changes, ongoing reflection, and self-assessment.

Steps to consider (adapted from Powerful Designs for Professional Learning):

- 1) Four broad areas to consider throughout the process:
 - Purpose: What do we want to accomplish through the use of portfolios?
 - Focus: What questions, topics or competencies will frame the collection of evidence?
 - Process: Will instructional staff have administrative support? In what ways will collegial support be an explicit component of this activity?
 - Outcomes: Consider what will be done with the lessons-learned?
- 2) Create clarity and foster buy-in.
 - Meet with potential participants to introduce and discuss professional portfolios. Which staff members will participate? Teachers? Paraprofessionals? Related services? Administrators?
 - Provide samples to review.
 - Discuss what members in the group have used before.
 - Refine the purpose based on the group's discussion, if relevant and appropriate. There are instances, such as National Board Certification, where an assessment portfolio is a mandatory part of the process.
- 3) Establish the focus.
 - What are the standards, guidelines, outcomes or questions that will drive the process?
Example: How can I create developmentally appropriate centers that are also academic for the age group?
- 4) Define the process.
 - What will portfolios look like? What formats will be used?
 - How will participants work together? Supervisory discussions? Pairs of colleagues? Teams?
 - What plan will guide the work, including activities and timelines needed to meet purposes?
- 5) Consider outcomes and schedule celebrations.
 - What will learning look and sound like?
 - What pieces of evidence could be used to illustrate this?

- What will be done to both celebrate learning and provide opportunities to demonstrate these new skills and understanding?

Resources:

Brown Easton, L., 2004. Powerful Designs for Professional Learning. Oxford, OH: National Staff Development Council, www.nsd.org.

Costa, A.L. and Kallick, B. 1995. Assessment in the Learning Organization: Shifting the Paradigm. Alexandria, VA: ASCD, <http://www.ascd.org>.

Dietz, M. E. 2000. Designing the School Leader's Portfolio. Arlington Heights, IL: Skylight Professional Development.

Lambert, L., Walker, D., Zimmerman, D.P., Cooper, J.E., Lambert, D., Gardner, M.E., and Szabo, M. 2002. The Constructivist Leader, 2nd Ed. New York: Teachers College Press.



Peer Coaching

Peer coaching is a collegial form of professional development. A key idea at work is that coaching is distinct from evaluation. It is instead a form of collaboration where professionals help their peers by facilitating learning by analyzing complicated cases, providing observational feedback, sharing ideas, or by being a "sounding board" to find solutions to problems. Peer coaching provides opportunities for a pair, a trio, or small and large groups to engage in a learning community that promotes effective educational practices focused on students' achievement and well-being.

Another key idea that distinguishes this from the kinds of informal sharing and support in which teachers commonly participate is that this is a structured and intentional process that requires common understanding of purposes, roles, and a commitment to maintaining a safe environment that supports professional risk-taking. For example, it is important to establish mutual understanding about confidentiality, that the coach's role is a helping one but not necessarily that of expert, and that the coaching process is infinitely flexible to meet participants' changing needs.

Some teachers may feel quite comfortable with being observed, while others might be less so; some groups may have well established practices around giving and receiving constructive feedback, while others might not. Therefore when considering peer coaching careful attention should be given to purpose, individual needs, assets, and styles, organizational culture, and the available resources that can support this approach - not the least of which is time.

Steps to consider (adapted from Powerful Designs for Professional Learning):

Phase I: Mobilization

- 1) Get initial buy-in. Who are key influencers? Who has the authority to dedicate resources (money for training or stipends, time, or other forms of organizational commitment)? Which teachers and other staff have particular credibility among their colleagues?
- 2) Create a planning group made up of diverse stakeholders to plan activities.
 - Learn about what peer coaching is and what forms it can take.

- Assess organizational environment and readiness. This is critical as different school cultures present certain challenges to implementing this approach, as suggested by the following descriptions:

a) Fragmented individualism: The traditional form of teacher isolation.

b) Balkanized: subgroups and cliques that operate as separate sub entities

c) Contrived collegiality: Most contact among peers is unwanted, consumes scarce time, and does not result building relationships or supporting productive professional interaction

d) Collaborative: professional sharing is central to teachers' daily work

3) Meet with faculty to introduce the concept.

- Address basic information: where this proposal is coming from, the general ideas, questions and concerns, and gauge the degree of interest to move forward

4) Hold an orientation to clarify vision and purpose.

- Create a comfortable setting (refreshments; during a professional development day, rather than at the end of a regular teaching day; etc.)
- Address questions and concerns.
- Prepare and provide concrete examples.
- Brainstorm and discuss opportunities.
- Vision: What will the program look like, sound like and feel like?
- Purpose: Establish goals and benchmarks. Is everyone clear about why?
- Identify resource needs and wants.
- When can teachers participate?
- Are there grade level meetings?
- Do classes need to be covered?
- Who can cover classes?

5) Develop a peer-coaching plan tailored to the unique school context in which it will be implemented.

- Respect the school culture.
- Honor participants' input.

Phase II: Implementation

- 1) Provide training for teachers who want to be part of peer coaching.
- 2) Plan for and provide follow-up for teachers in the program.
- 3) Plan how new teachers will be brought into the program.

Phase III: Institutionalization

- 1) Key influencers must see the value and support these activities within a broader framework for maintaining a professional learning community.
- 2) Accomplishments need to be meaningfully rewarded.
- 3) Monitor the approach to coaching and modify as necessary.
- 4) Provide follow-up training.

Resources:

Brown Easton, L., 2004. Powerful Designs for Professional Learning. Oxford, OH: National Staff Development Council, www.nsd.org.

Galm, R. and Perry, G. 2004. *Coaching Moves Beyond the Gym*. JSD, 25(2):
<http://www.nsd.org/library/publications/jsd/galm252.pdf>.

Novick, R. 1996. *Actual Schools, Possible Practices: New Directions In Professional Development*. Education Policy Analysis Archives, 4(14): <http://epaa.asu.edu/epaa/v4n14.html>.

Robbins, P. 1991. How to Plan and Implement a Peer Coaching Program. Alexandria, VA: ASCD,
<http://www.ascd.org>.

Classroom Walk-Throughs

Walk-throughs are three- to five-minute regular visits to classrooms by instructional leaders (principals, lead teachers, coordinators, etc.) that provide a snapshot of classroom environments, learning experiences, and student perspectives. The purpose of walk-throughs is to engage teachers in reflection and conversations about how to improve teaching.

Instructional leaders quickly visit classrooms, pay attention to a number of indicators of student learning, talk quietly to a few students and leave. In the hallway, they make quick notes before going to the next classroom or use a predetermined form.

Steps to consider (adapted from Powerful Designs for Professional Learning):

- 1) Introduce walk-throughs to the staff.
 - Train staff on walk-throughs and their use.
 - Emphasize that walk-throughs are not a part of evaluation.
- 2) Prepare for walk-throughs.
 - Who will do walk-throughs?
 - Practice walk-throughs.
 - Debrief.
 - Will you use an observation form?
 - What will be on the observation form?
 - Will the points of observation change weekly?
 - Alert staff to the topic of observation.
- 3) Conduct the walk-through.
 - Leave note(s) with instructional staff.
 - Pose a question for reflection.
- 4) Consolidate responses.
 - Remember walk-throughs are kept anonymous and data is aggregated if used for a topic of discussion during a staff meeting.

- Those that conducted walk-throughs summarize their observations from several classrooms.
- 5) Share observations with the whole staff.
- When will observations be shared?
 - Provide opportunities for discussion of observations and general ideas or concerns.
 - What is the next step?

Resources:

Brown Easton, L., 2004. Powerful Designs for Professional Learning. Oxford, OH: National Staff Development Council, www.nsd.org.

Downey, C., et al., (2004) The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time. Thousand Oaks, California: Corwin Press.

Hopkins, G. (2005, April). Walk-Throughs Are On The Move. Retrieved August, 2008, from http://www.education-world.com/a_admin/admin/admin405.shtml/.

SOCIAL EMOTIONAL STANDARD MODULE

For Young Children from Three to Five Years Old

Learner Objectives

- Participants will identify the four strands of the Social Emotional Standard
- Participants will recognize evidence of the Social Emotional Standard strands and concepts when observing children at play/work
- Participants will describe and design an environment rich in opportunities for strengthening children's social emotional development in alignment with the standards
- Participants will describe and develop strategies that can be used to teach (1) Knowledge of Self; (2) Social Interactions with Others; (3) Responsibility for Self and Others; (4) Approaches to Learning
- Participants will explain the relationship between the Social Emotional Standard and the other Standards Content Areas
- Participants will write an action plan to implement in their classrooms

Suggested Agenda

- I. Introduction and Logistics (15 min.)
- II. Understanding the Interconnectedness of the Early Learning Standards (30 min.)
- III. The Relationship between Behaviors and Social Emotional Development (15 min.)
- IV. Understanding that Building Relationships is Key to Promoting Social Emotional Development (30 min.)
- V. Creating Environments that Engage Children in Learning and Develop Social Emotional Skills (30 min.)
- VI. Knowledge of Self (30 min.)
- VII. Social Interactions with Others (30 min.)
- VIII. Responsibility for Self and Others (30 min.)
- IX. Approaches to Learning (45 min.)
- X. Summary and Action Plans (20 min.)

Materials Needed

Facilitator brings

- Agenda - to post as a peripheral
- Learner Objectives on chart paper or poster - to post as a peripheral
- "The Teaching Pyramid" Poster - to post as a peripheral
- "Workshop Rules" Poster - to post as a peripheral
- Power Point or Overhead transparencies
- Computer/Laptop
- Proxima and/or Overhead Projector
- Chart paper and markers
- Charts with Strand 2 Indicator Headings - for activity
- Chart Paper with "Parking Lot" Heading

- Large/chart sized graph paper
- Photos for interconnectedness of standards activity
- Index cards
- Vignettes and coordinating photos of visual schedules - for activity
- Evaluation Forms
- Other colorful peripherals as needed/desired (posters of children, photographs of classrooms, quotes on brightly colored paper, etc)
- Table top activity items - mini sketch pads, colored/scented markers, pipe cleaners, play dough, koosh balls, sensory toys, etc.
- Blank paper for graphic organizing activities
- Child Observation Pages - for activity
- Dramatic Play Card Suggestions - for activity
- 3 charts labeled with thinking, effort, and problem-solving - for activity

Participant brings

- Early Learning Standards (ask for each participant to bring their own copy)
- Paper and pen/pencil

Handouts:

- Participants' Power Point Slides
- Teaching Pyramid handout
- Emotion Learning Cards Set
(<http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=5%7CLT1045%7C0&CollID=29777>)
- Strategies and Activities for Teaching Cooperation handout
- Classroom Needs Template

- Action Plan forms

Video Clips

- none

Presenter's Script and Power Point

I. Introduction and Logistics (15 minutes)

During this time, you will want to accomplish the following things:

1. Show Slide 2. Begin with an introduction of all speakers, a brief overview of who you are, where you are from and information about your background that is relevant to this training event.
2. Show Slide 3.
 - Have participants do a "warm up" activity. Have them read the quote on the slide: "The most frustrating aspect of being a teacher is when I have disruptive children who take time away from my ability to teach."
 - On an index card, have each participant write: their name; their role in early childhood education; and a single sentence on what the quote on the board means to them.
3. Ask a few participants to share what they wrote about the quote.
 - Focus on the idea that guiding behavior is part of teaching, and much of what is involved in aligning curriculum with the Social-Emotional Standards relates to understanding children's behaviors and needs.
 - Emphasize how good teaching of social-emotional skills creates "Ready, Willing, and Able Learners."
 - Note how classrooms where teachers promote strong social-emotional skills in turn have happy, confident children which in turn creates happy, confident teachers.

4. Show Slide 4. Review the Learner objectives.
5. Show Slide 5. Review the day's agenda.
6. Take care of logistical issues (e.g., breaks, bathrooms, lunch plans).
7. Point out "Workshop Rules" Poster - Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).

II. Understanding the Interconnectedness of the Early Learning Standards (30 min.)

1. Show Slide 6.
2. Before we focus all of our attention on social emotional development, let's get a little more familiar with all the standards and how they relate to one another. You will need to take out your Early Learning Standards. Each group (presenter can put participants in groups or use table groups) will receive a photo of children involved in activities and chart paper. On your chart paper write what domain or content areas are (not strand or concepts yet - just domain/content area) covered by the activity. Give 5 minutes, discuss.
3. Give each group an opportunity to tell what domain or content areas they found were being exhibited in their photo. Ask what they are beginning to notice about the activities? Participants should begin to recognize that each photo encompasses more than one domain or content area.
4. Go back through the domains that you chose for your photo, and list the strand and/or concept that a child may be learning or experiencing through the activity in which they are involved. Give 5 minutes, discuss.

5. Based on what you see available to the children in the photos, how might the teachers have intentionally planned for the activity? Examples: For the photograph of the children around a water play activity, the teacher might have provided various sized containers to help children measure volume or discuss big, bigger, biggest, etc. Be sure participants are able to explain the intention embedded in their example. (i.e. alignment with a standard, student interest, or developmental need)

Points to be made:

Planned activities should be intentional and related to the standards

Any single activity may demonstrate children's awareness and levels of ability on several different standards or concepts

III. The Relationship between Behaviors and Social Emotional Development (30 minutes)

1. Show Slide 7. Review the key skills encompassed in the idea of social emotional development. Explain how these skills assist children in later success in school and life. Ask participants to quickly brainstorm one example of how each of the listed skills affects children's success. Examples may include:
 - a. Confidence permits children to act and think independently - to be innovative and creative
 - b. Problem solving - gives children the ability to predict scientific outcomes and negotiate challenges with peers or other adults. Problem solving skills assist children in learning how to seek answers out on their own - like knowing to look something up in a book or find information online. Having the ability to find multiple solutions provides the child with the ability to adapt in a variety of situations and find answers on his/her own.
 - c. Persistence and concentration - gives children the ability to take on challenges - like long-term projects for school or work.

- d. Self-awareness and expression - allows children to communicate effectively, be empathic and understand others' perspectives.
2. Show **Slide 8**. Explain that social emotional development and skills are linked directly with student behavior. Discuss what the statement "All behavior equals communication" means. Talk about how all behavior from a smile to crying to kicking a friend is a means for communicating a message.
3. Show **Slide 9**. Reminding participants that all behavior equals communication, have the groups fill in the blanks on the slide with their table buddies. Ask them to discuss any interesting points or patterns they determine from their discussion. Have 2-3 groups report back to the whole.

Bring discussion to the issue of how one behavior may result from a variety of issues. Therefore, it is important to stop and first try to understand what the child's message is before trying to address the behavior itself.

4. Show **Slide 10**. Review the points on the slide related to the basic assumptions regarding challenging behavior patterns. Emphasize again that behavior is a message the child doesn't know how to express any other way.

Talk about the idea related to continued behaviors - "it's working" - that which is reinforced will continue and increase. So, even if a child is exhibiting a behavior for which he or she has received consequences, one must ask two things: 1. Is the consequence itself acting as a reinforcer? and 2. Is the reinforcer more rewarding to the child than the consequence is a deterrent?

5. Show Slide 11. Explain there are a variety of actions teachers can do to prevent challenging behaviors from occurring in the first place.

We need to teach children with challenging behaviors more appropriate strategies. Before we focus on changing children though, we must first focus on the issue of prevention.

We must:

Ensure the classroom is a place where children want to be - make it safe, secure and inviting

Design environments that promote and encourage children's active engagement

Teach children the skills they need to be successful

Explain that a model we can use to view these strategies is the Teaching Pyramid Model. This model is aligned with developmentally appropriate practices and is inclusive of strategies for promoting social emotional development.

6. Show Slide 12. Ask participants to take a piece of blank paper and during the next part of the discussion, take notes in a graphic manner. Have them "draw what they hear." Review the various levels as listed on the slide.
 - Foundation of the pyramid, the first level, is grounded in the context of positive, supportive relationships.
 - The second level of the pyramid reflects the importance of designing environments supportive of children's successes.
 - The third level of the pyramid addresses systematic ways to support competence development through effective teaching strategies.

- The top and final level of the pyramid is designed to address issues when children continue to exhibit extreme behaviors even when all other pieces of the pyramid are in place.
- Emphasize again how the bottom - the foundation of the pyramid - is based on issues that prevent challenges from occurring or help to quickly diffuse when they do occur.
- In this model, intensive interventions are only included for children with the most persistent and challenging behaviors. The focus is first on prevention of issues and the promotion of good social emotional skills.
- Have participants turn to a partner and give them 30 seconds each to share their graphic representation of what they just heard.

IV. Understanding that Building Relationships is Key to Promoting Social Emotional Development (45 minutes)

1. Show Slide 13. Explain that you will be first talking about the Pyramid's base because one needs a foundation upon which all other strategies are based.
2. Show Slide 14. Review the bullet points.
3. Show Slide 15. Explain that having strong relationships between children and adults and among children themselves gives children a variety of skills. Emphasize how even though we may not be talking about a direct teaching strategy, skills aligned with the standards are still being addressed. Explain how simply understanding the relationships with the children and providing high quality, responsive interactions with children is teaching of social emotional development.

4. Show **Slide 16**. Have participants read the example exchange between a child (written in white) and an adult (written in black). Ask participants to share how the conversation by the adult promotes social emotional development.
 - a. Teacher related child's words to own experience - message - I heard you, I understood you, I can relate to you.
 - b. Teacher asked questions - message - I'm interested in what you are saying - I want to hear more
 - c. Teacher let child direct the conversation - message - your thoughts are just as important as mine

5. Show **Slide 17**. Review the bullet points.
 - Building relationships is an investment: it takes time to grow and cultivate one's investment to see the highest return
 - Spend time on Planning and Design: Time spent up front diminishes the time spent with challenges later
 - Adults must understand children's needs: To effectively plan and design adults must identify children's interests, backgrounds, cultures and preferences
 - Embedding opportunities for positive interaction and affirmation throughout the day is the easiest and most effective strategy for creating a foundation of strong relationships
 - Explain that relationships come first before children can be expected to behave in ways that meet expectations. Emphasize that relationship building comes from relating to children in positive ways that send the messages "I care about you." and "I understand you."

6. Show **Slide 18**. Introduce the idea of the relationship "piggy bank." Note this idea was introduced by Stephen Covey in his book on highly effective families.
 - When we have a relationship - whether with a child or another adult, we all have an emotional bank.

- Others can make deposits in our banks - giving us a compliment, sending us a birthday card, asking us how we feel;
 - Or others can make withdrawals - forget our anniversary or birthday, lie to us, say something critical instead of uplifting to us.
 - The idea is to keep a positive balance in our bank accounts and we especially want children to have large balances in their piggy banks.
 - *Note that it is important to know the backgrounds and culture of the children in your care to assure that what you believe is a deposit (like eye contact) truly is for the child for whom you are making the "deposit." Not all cultures see the same behaviors (i.e. eye contact or touching) as positives.*
7. Review how teachers make deposits and withdrawals (the bullets on slide 18). Emphasize how the deposits are twofold - one issue is about providing positive, descriptive feedback and the other issue is providing children with empathy and validating their feelings whenever possible.
8. Show Slide 19. On each table place a piece of paper with the following headings (one heading per paper; one-two papers per table depending on group size):
- "Child comes running up to you on the playground panting and crying"
 - "Child enters the classroom with a big grin"
 - "Child hesitates going to free play and instead hangs back and watches the others"
 - "Two children build a block structure that snakes through the entire classroom"
 - "Child enters the classroom with a pair of new shoes"
 - "Child pats another child on the back during group time"
 - "Children are sitting at the table eating snack"
 - "Two children request a clipboard because they wish to create a graph"
 - "Child asks another who is at the computer if he/she can play"

- "Two children argue over who is going to ride the bike first"

Have participants move around the room so that they read each of the headings. While at each table, instruct the participants to write down one statement that they would use with the child or children in the scenarios that would effectively give the child/children a "deposit" as described above.

Review the strategies listed. Share how Steven Covey, in his book about highly effective families discusses the goal of a minimum of 5 deposits a day per person. That's a great goal in a classroom too.

9. Show Slide 20. Review the points on the slide.

10. Show Slide 21. Emphasize use of descriptive feedback - not praise; emphasize the use of empathy - not "fixing". Note to participants how descriptive feedback removes the judgment of something by the adult and increases children's development of intrinsic motivation.

V. Creating Environments that Engage Children in Learning and Develop Social Emotional Skills (30 minutes)

1. Show Slide 22. Explain that we are moving up the pyramid to the next step - Creating Supportive Environments. Once you have the foundation set, you can start building on with other methods and strategies. Explain that although we are moving up from the foundation, that this next step is still very much part of the base of the pyramid and bears much of the weight, as such, we are still focusing on prevention issues.
2. Show Slide 23. At the very surface of Creating Supporting Environments is the classroom arrangement itself. Describe the basic principles of environmental design.

- Clear boundaries: This doesn't mean "rigid" boundaries so that specific types of play are limited to only a set area. But boundaries should be clear so children have an understanding of the general purpose of the space.
 - Visibility: Teachers must be able to clearly see all children in their care - whether standing up or sitting down.
 - Adequate number of centers: There should be enough activities to fully engage all children based on both their needs and interests
 - Adequate amounts of materials: Similar to an adequate number of centers - need to keep all children's interests met as well as all levels of development
 - Size and location of centers: quiet/noisy areas away from each other; messy activities (like art) near water; large enough areas for groups to play; small enough areas for private spaces
3. Pass out graphing paper. Have participants pick someone in their group who currently teaches (or has recently taught) in a preschool setting. Use that person's classroom as a model and instruct participants to construct a scaled drawing of that person's room - furniture, where materials are stored, etc.

Within each center, have participants list the currently available materials.

On chart paper, have groups list ways that the model drawn aligns with the design principles and/or how they would enhance the model drawn to better align with the design principles. Have 2 or 3 groups report out.

Then have participants look at the elements of design listed on the slide and their charts while at the same time looking through the Social Emotional Standard. Have participants identify specific concepts and skills that are developed through an environment set up using the aforementioned design principles.

Have 2-3 groups report back to the whole.

4. Show Slide 24. Explain that environmental design doesn't end with the room arrangement. In addition to how learning centers are arranged within a classroom, one must intentionally consider the individual centers themselves.
 - Learning centers must be meaningful and engaging for them to be useful in developing children's skills.
 - Creating meaningful and engaging learning centers requires the following: review the bullet points.
 - Emphasize that materials need to be new and interesting to stimulate children's curiosity and engage them fully in their play-based learning.
 - Have participants talk amongst themselves how the above mentioned practices encourage development.
 - Have participants include in their discussion how those skills being developed align with the standards.
5. Show Slide 25. Have participants reflect on the differences in the two pictures presented. In small groups have them list the strengths and weaknesses with each center displayed. Have participants include in their discussion which standards are being addressed (from the Social Emotional Standard).
6. Show Slide 26. Explain that part of the environment isn't physical - but how we structure the day itself. Assuring strong, consistent schedules and routines are part of the teaching process.

Review the principles of good schedules and routines that turn into teachable activities. Emphasize how the routines themselves and the skills developed fully align with the Social Emotional Standard.

Discuss the connection between the principles of good scheduling and the skills developed within the Standards.

7. Show Slide 27. Explain how as adults we use visual cues all the time. We look at our watches to see when a boring meeting will end or when it is time for lunch or when we go to an unfamiliar building, we look for signs that show us where to go such as where the bathroom or elevator is located. This is a skill that we can teach children and in turn build their self-confidence, their ability to cope with changes to routines and their ability to solve problems independently.
8. Explain that the four photos are examples of "visual schedules". Children learn best when abstract ideas (such as time concepts) are put into concrete terms (such as a picture schedule to show when things occur). By referring back to visual cues related to schedules and routines, one reinforces understanding of the predictability of the schedule as well as the expectations set by the schedule or routine.
9. Have the participants get in small groups for this activity. Tell the participants they need to choose a daily event or routine like those in the previous slide. Once they have agreed upon a chosen activity, have the participants design a visual schedule of that routine or event. After creating their visual schedule, have the participants list strategies for using the visual schedule with children who are either having challenges or just beginning to understand the routine. Example strategies might include:
 - a. Reviewing the visual schedule during a group time as reminders of what will happen next
 - b. Using the schedule during events. Showing children where you are in the schedule at that moment - what just happened, what will happen next
 - c. Using the visual schedule as a prompt for children participating in an activity - what to do next (throw towel away after drying hands)
 - d. Using the visual schedule to see where the child is in line for a turn
 - e. Using as an "if...then" cue
 - f. Using visual schedule to review options for behavior or choice making

10. Show Slide 28. Discuss how as one moves up the pyramid, you move into more explicit teaching methodologies. Explain that each of the strategies you are about to discuss are going to be done so within the context of each of the Strands of the Social Emotional Standard

VI. Knowledge of Self (30 minutes)

1. Have participants open their standards to page 1 of the Social Emotional Content area. Explain that Strand 1, Knowledge of Self has two Concepts - Self-awareness and Recognition and Expression of Feelings. We are going to go through each of the concepts within Strand 1.
2. Show Slide 29. Within Strand 1, Concept 1 are the following key indicators: Confidence, Personal Preferences, Self-identity, and Similarities & Differences.

Do a quick "check-in" with the group - can someone think of an example of a strategy already discussed that assists children in developing any of the abovementioned skills?

3. Show Slide 30. In order to effectively develop any skill with children, one must be intentional about planning and teaching. Explain that the following list contains strategies one uses when thinking specifically about developing children's self-awareness.
 - Know children's current skill level: To be intentional, one must first know where to begin with planning. What do the children already know? What do they need to know?
 - Environment: As we discussed earlier, the environment needs to be set up with opportunities for success

- Child Displays: Displaying children's work allows them to identify their own accomplishments and feel good about them
 - Plan activities: Activities must be intentionally designed, based on what you know children need to learn, that allow children to make observations about themselves and others (growth charts; graphs with photos; family stories)
 - Emphasize that the most explicit teaching strategy is to use ongoing feedback and encouragement in a descriptive narrative format. Provide to children for effort, thinking, and problem-solving.
4. Show Slide 31. The following are examples of using encouragement and feedback in descriptive manners (versus giving simple praise and judgment statements). Encouragement and feedback provide children with self-awareness, praise does not. Praise simply provides the child with attention, but in giving feedback and encouragement, one supplies the child with information about that attention - which is what develops the self-awareness.

Hang chart paper around the room with the following headings: "Thinking"; "Effort"; and "Problem-solving"
 Have the participants work with their table to do a quick brainstorm of their favorite feedback starters.
 Tell them to come up with 3 feedback starters for each category and write them on the post it notes. Once they have their notes written, have them post them on the appropriate charts.

5. Show Slide 32. There are five key indicators in Strand 1; Concept 2: Review the bullets on the slide.
6. Show Slide 33. Explain that development within the Recognition and Expression of Feelings concept area requires that children have "Emotional Literacy." Children must understand how to identify and label feelings for them to be able to recognize those feelings in themselves and/or others.

- Review definition of Emotional Literacy.
 - As we stated earlier, before one can plan for children's needs, one first needs to know what it is that children should know.
 - Ask participants which "feelings words" they believe children should know.
7. Show Slide 34. Teachers can assist children to develop their emotional literacy in a variety of ways - through both indirect and direct teaching strategies. Indirect teaching strategies include the labeling of children's feelings during descriptive narrative opportunities, singing songs about feelings, or having games and activities available during center time.
 8. Show Slide 35. Direct teaching of emotional literacy requires intentionality. Direct teaching involves planned activities or opportunities for children to use and understand emotional vocabulary.
 9. Show Slide 36. Part of understanding emotional literacy comes from not only knowing the vocabulary, but also being able to recognize facial cues. Direct teaching strategies work well during small group times. Can you see how activities that have children looking at different faces showing a variety of emotional expressions that they can work on identifying are helpful in developing children's emotional literacy?
 10. Show Slide 37. Review the example activity of direct teaching of emotional literacy. Instead of having a calendar, morning group times could include a check-in activity where children find their photo, look in a mirror and identify how they are feeling that day. Have children do "check-ins" throughout the day and see if they're still feeling the same way as when they started the day. This activity can also be incorporated into daily routines and events, such as attendance taking (thereby becoming a less direct strategy).

Have the group look at the facial expression cards they received with the training materials.

Allow time for brainstorming of direct teaching activities that could teach emotional literacy using the facial expression cards.

Have 2-3 groups report back to the group.

11. Show Slide 38. Review the definition of empathy as noted on the slide.
12. Show Slide 39. Ways to develop empathy in children also include both direct and indirect teaching methods. Teachers can model empathy when they themselves demonstrate empathy toward the children and validate feelings. Teachers can draw attention to how others are feeling or reinforce empathic behaviors when they see them occurring in the classroom. A direct strategy might be to design a role play or role reversal activity.

VII. Social Interactions with Others (30 minutes)

1. Have participants turn to page one of the Social Emotional Standard and have them locate Strand 2, Social Interactions with Others. In this strand are 2 concepts: Separation and Cooperation.
2. Show Slide 40. Describe the key indicators of Strand 2; Concept 1, Separation: Interacts with others, separates, and seeks comfort.
3. Show Slide 41. Explain that separation skills are interdependent on other skills in the Social Emotional standard. These include self-confidence, the ability to manage transitions, and coping skills among others. Emphasize that teaching separation skills is more about how one sets up the classroom than it is about direct teaching of a skill. If a child feels safe, secure and confident, separation will be a non-issue. Remind participants that sometimes teaching is more about what we do than what we say.
4. Show Slide 42. Describe the key indicators of Strand 2; Concept 2, Cooperation: Responsiveness, Initiating Interactions and Resolving conflicts.
5. Show Slide 43. What does teaching cooperation look like? Teaching cooperation occurs at all levels of the pyramid - from developing relationships and showing mutual respect to creating the environment effectively to direct and indirect teaching practices.
6. Show Slide 44. Review the listed strategies. Ask participants to take a piece of blank paper from the table and as you go through the slide, have participants create a graphic representation of each of the bullet points

- a. Explain that modeling with a video or with puppets is effective with young children because it can be used to generate discussion. Be sure to use vignettes that show both examples of cooperative play and non-examples. This allows children an opportunity to learn to discriminate between cooperative and non-cooperative behaviors. Be sure to discuss alternatives.
- b. Explain the "Buddy System" idea. Right before Centers, assign each child a buddy that they begin play with in some planned activity. Always have two or more buddies for each child who needs them. This helps keep the play interesting for the socially competent children, and it helps to create the conditions for maximizing the number of diverse play ideas. It is also important to remember to rotate buddies. Try pairing "popular" children with those who need the most help. This type of pairing can lead to other children simultaneously helping their peers because the "cool" kids are doing it.
- c. Explain "Priming" - is similar to prompting. Priming is also like setting the stage for cooperation. Teachers prompt children to think about sharing activities and cooperative play times. For example, to transition from a group activity to centers time, teachers can ask the child to identify the toy or material he/she is going to share during centers. Expanding dramatic play ideas with prompts are ways to get more children involved in the game which gives children more opportunities for cooperating. Suggesting role reversals (what about you try being the baby next?) is another way to re-engage children in play and continue cooperation skills.
- d. Direct modeling - self-explanatory
- e. Reinforcement - requires ongoing attention to specifics of behavior. Remember to use descriptive narrative techniques versus simple praise. Instead of saying, "you're playing so nicely together" describe the behaviors for the children. Say, "You are taking turns and saying nice things to each

other." This provides children with specific feedback so they can conceptualize what "playing nicely together" really means. Reinforcement may need to be provided heavily early on until children gain an understanding of classroom rules and expectations.

7. Have participants take out the handout titled "Strategies and Activities for Teaching Cooperation." Tell the participants to open up their standards to Strand 2, Concept 2 and identify which indicators might be addressed using the activities on the handout.
8. Place chart paper on the tables around the room with the following headings:
 - a. Interacts with others
 - b. Separates from adults without undue stress
 - c. Seeks comfort and security
 - d. Responds to others
 - e. Initiates Interactions
 - f. Demonstrates the ability to resolve conflicts

Direct participants to each of the charts (divide groups, give 1 minute at each chart and then have the groups move clockwise around the room until each group has arrived at each chart).

Instruct participants to identify an activity that they have planned for their classroom which addresses the skill at the top of the chart.

Once all participants have arrived at each chart, have a short discussion of some of the more interesting or creative ideas provided.

VIII. Responsibility for Self and Others (30 minutes)

1. Have participants turn to page one of the Social Emotional Standard and have them locate Strand 3, Responsibility for Self and Others. Note the two concepts of Strand 3: Self-control and Respect
2. Show Slide 45. Describe the four indicators under Strand 3; Concept 1 - Self-Control. Manages daily routines, follows rules, accepts consequences, and adjusts behavior
3. Show Slide 46. How does one "teach" the rules and routines in a classroom? Have participants reflect back on the discussion related to scheduling - emphasize the importance of consistency and predictability of the schedule as well as preparation for changes in the schedule. These scheduling characteristics allow children to develop understanding of the days' activities.

Explain that rule development is done in a similar fashion - can even use picture or visual rule charts like visual schedules. Make rules simple and easy to understand and be sure to reinforce consistently and equitably.

4. Provide each table with a different photograph of a visual schedule and a coordinating scenario. Have participants brainstorm ideas using the visual schedule to teach self-control. If time allows, have participants also brainstorm other activities they could offer to teach this skill.
5. Show Slide 47. Transitions are the perfect teachable moment. They should be used as a time to reinforce and practice concepts and skills. To be effective in using transitions, one must be *intentional* and *plan* activities and transitions in advance based on skills children need and concepts being taught. Review the

slide bullets emphasizing these are general rules of thumb for any transition time and that although transitions are an opportune time to teach skills, they should also be done minimally throughout the day.

6. Show Slide 48. Describe the key indicators in Strand 3; Concept 2: Respect. Asks permission, defends rights, is courteous, cleans up, respects materials and the environment.

IX. Approaches to Learning (45 minutes)

1. Have participants turn to page one of the Social Emotional Standard and have them locate Strand 4, Approaches to Learning. Note each of the concepts: Curiosity, Initiative, Persistence, Creativity, Problem-solving and Confidence.

These are the more intangible concepts when it comes to measuring progress, but are equally as important, if not more so in children's comprehensive development. Children need these skills to effectively develop cognition because they relate to children's willingness to experiment, explore and engage in their learning activities.

2. Show Slide 49. Describe the key indicators of Strand 4; Concept 1: Curiosity. Makes choices, shows interest, expresses interest in people, and asks questions. How do these indicators relate to other standard areas?

Examples of responses might include: Fine Arts - chooses materials for art; Other Social Emotional Standard areas - demonstrating empathy

3. Show Slide 50. Ask participants what does supporting a child's curiosity look like (shows interest, is attentive, asks questions about a topic/material, experiments with materials)?

- How does one measure curiosity? How do teachers develop curiosity?
- Supporting and encouraging curiosity in children may not seem like a characteristic one teaches. But some children are more naturally curious than others, and some children's curiosity isn't fostered.
- To support curiosity, the environment must be engaging and interesting.
- Emphasize that supporting children's curiosity means not always answering their questions, but asking more or helping children discover the answers on their own. (Look for answer in the book or environment, ask someone with knowledge about a topic, explore it more deeply and find answer on own).

Have participants look at the two photos on the slide. Ask them if presented to children in a small group or as a center activity, which photo might stimulate more curiosity from the children and why? Allow time for table discussion. Next ask participants to identify and discuss ways in which they could you use the photo to support curiosity?

4. Show Slide 51. Describe key indicators of Strand 4; Concept 2: Initiative - initiates interactions, makes decisions, acts independently
5. Show Slide 52. Explain that fostering children's initiative skills can be taught as well.
 - The first step is assuring that one is responsive to children (back to the bottom of the pyramid - creating the relationship). Having a relationship with children sets the stage for them to be responsive back and feel safe in initiating interactions.
 - One also can teach initiation directly. By giving children the words that help them we support this skill development. "Let's (let us)" Statements provide a good prompt for children to be able to initiate play interactions on their own.

- Provide plenty of opportunities for children to practice their skills
6. Further explain what "Let's" statements are: "Let's play in the block area." is an example - it's an invitation to assist children in entering into play with others. Have participants brainstorm a list of "Let's Statements" for their classroom based on what they understand about their children's needs.
 7. Show Slide 53. Describe the key indicators of Strand 4; Concept 3; Persistence: Attends to tasks, pursues challenges, copes with frustration/disappointment
 8. Show Slide 54. Explain that teaching persistence again takes us back to the bottom of the pyramid. Everything begins with the setting of the stage to allow for a wide range of abilities and interests. Children also need to hear ongoing feedback about the effort they put into an activity - be descriptive!

Being descriptive with reinforcement and providing empathy supports children in their development of coping skills - understanding their feelings and being able to identify them gives them the foundation they need to cope well.

9. Show Slide 55. Describe the key indicators of Strand 4; Concept 4; Creativity: uses imagination, appreciates humor
10. Show Slide 56. It is important to remember that imaginative play skills are an example of one of the highest forms of cognitive thinking. Pretending and using one's imagination requires abstract thought. Imagination and pretending need to be encouraged, reinforced, and fostered throughout the day.

11. Show Slide 57. Teaching creativity takes planning too. Describe how the materials in the environment need to include:
- interesting and unique materials, especially in the art area - consider material make-up (synthetic vs. natural), texture, size, shape, dimension
 - varied building materials for constructing
 - plentiful materials that allow for fully engaged role playing (not just food and some menus)

Break participants into groups (either by table or have them regroup based on another activity). Label pieces of paper or cards with the following topics: Veterinarian Office; Bank; Hardware Store; Detective Office; Recording Studio; Gym; Electronic Repair Center; Portrait Studio. Have participants draw a card/paper randomly from a hat.

Using their chosen theme, have participants design a dramatic play center of their choice. Note that each topic of study incorporates children taking on a pretend role as well as the development of literacy and language.

Remind groups that they need to be sure their center contains enough materials for children to fully engage in the role play.

An example center might be a "Construction Zone in the block area" - would include hard hats, gloves, overalls, painters clothes, work boots, tool belts, hammers, wood, nails, screws, screwdrivers, measuring tapes and rulers, blueprints, graph paper and flat architecture pencils.

Have 2-3 groups report back to the whole.

12. Show Slide 58. Describe key indicators of Strand 4, Concept 5 - Problem Solving - recognizes a problem, attempts solutions, seeks assistance, solves problem on own.
13. Show Slide 59. Explain that when it comes to problem-solving, this is a skill that often takes support and facilitation by an adult. Some skills develop naturally as children grow and mature, but developing children's problem-solving skills takes stronger teacher support. Describe the steps to teaching problem-solving as listed on the slide.
- Identify the problem for the child - "You both seem to want a turn on the computer." This eventually becomes assisting the child in identifying the problem for him/herself.
 - Help the child brainstorm solutions - ask "what could we do to make sure you both get a turn?" If the children are unable to create the solutions, facilitate some of their choices. Be sure to give more than one solution.
 - When solutions are offered, help children consider other issues - such as is it safe, is it fair and how might each person feel.
 - Try the solution!
14. Show Slide 60. Some solutions that children can be taught to consider are as follows: Get a teacher; Ask with words; Ignore a problem; Play together; Say, "please stop..."; Say "please may I..."; Share; Trade; Wait and take turns.
15. Ask the group what activities they think teachers can embed into the classroom daily routines to help children learn problem-solving skills?

16. Show Slide 61. Review the examples which may include: create problems out of actions/incidents/issues/routines; Play "what would you do if... someone took your toy/got to the computer first/etc; Use problems in children's literature to consider solutions for the story characters.

17. Sometimes children have specific challenges with behavior. There are actions one can take as a teacher to address these challenges.

- Emphasize that more often than not, the problem is the classroom and not the child.
- Thinking again about the pyramid model, this means that either the relationship hasn't been well-developed or something in the environment isn't fitting for the child (i.e. the schedule doesn't work, there isn't enough predictability in the schedule, the materials are too easy/challenging, etc).
- When addressing challenges, one must remember two statements: 1) All behavior is communication - ALL. It is up to the teacher to try to understand what the child is communicating. and 2) That which is reinforced will continue and increase.
- So, if a behavior is continuing - even after attempts to negate the behavior - it is being reinforced in some way - it's working for the child if it is continuing. Think of the baby who throws the cup on the floor, and every time the parent picks up the cup.

18. Show Slide 62. Explain that creating a Classroom Needs Chart can assist you in determining what the behavioral message might be.

- Start with the behavior. Next, brainstorm reasons why the behavior is occurring - be sure to come up with any of the possible messages "I'm bored" "I'm tired" "I don't understand the routine."

- For each possible message, identify what skill needs to be taught - or what need must be filled (if a child is tired, perhaps they need to be able to rest first thing when they arrive - or sit on a comfy pillow instead of a chair/the floor).
- Lastly, and specifically related to each reason and subsequent missing skill or need, determine what can be done to prevent the behavior - ie. Do you need to support a skill development? Does the child need more personal cues as to the schedule/rules/routine?
- When you try a prevention method, it is important that you understand that any method must be
 - 1) Used for a long enough time to make a sustainable change (at least 2 weeks to see improvement - not extinction - improvement)
 - 2) Conducted consistently and
 - 3) Used with all the other tools for prevention - i.e. strong environment, use of descriptive narrative feedback and reinforcement, etc.

19. Have participants take out their handout with a blank Classroom Needs Template. Instruct participants to think about a child they currently have or one they've had in the past and have the participants complete the template. Ask participants to not only identify what skill they need to teach, but where in the Standards do they see that skill development? Have them identify the Concept area (and indicator if they can get specific enough).

X. Summary and Action Planning (20 minutes)

1. Show Slide 63. Review the final thoughts slide with the group. Emphasize the use of the teaching pyramid and understanding how teaching to the Standards of Social Emotional Development takes both preparation and planning related to setting the stage for prevention, but also explicit, direct teaching of skills to best foster children's development in this content area.

2. Have participants review the day's presentation and determine which area of the standards they are strong in, and which they will need to consider more carefully in their planning.
3. Have participants create action plans as to how they will add those areas that need more planning and attention into their classrooms/schedules and lesson plans.
4. Ask participants to complete their Action Plan Form, filling in the grid with ideas of changes they want to make in their early childhood settings as a result of today's session, as well as methods for evaluating their progress in making these changes. Ask for participants to share some ideas that they hope to implement "back home".

Answer any final questions.

Thank participants for their input and attention.

Ask participants to complete the evaluations.

Resources

Center on the Social and Emotional Foundations for Early Learning, Training Modules located at:

<http://www.csefel.uiuc.edu/modules.html>

Vocabulary

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.

Initiative Is the action taking the first step.

Refusal Skills are evident when a child states, "no" upon determining that an action would be wrong, harmful or dangerous.

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

Social Emotional Standard Module

Created by The Arizona Department of Education, Early Childhood Education Section
Adapted from the Center on the Social and Emotional Foundations for Early Learning Training Modules

1

Introduction and Logistics

- Speaker Introductions

2

Warm-up Activity

"The most frustrating aspect of being a teacher is when I have disruptive children who take time away from my ability to teach."

Preschool Teacher

3

Learner Objectives-Participants Will:

- Identify the four strands of the Social Emotional Standard
- Recognize evidence of the strands and concepts when observing children at play/work
- Describe and design a social-emotionally rich environment
- Describe and develop strategies that can be used to teach each strand
- Explain the relationship between the Social Emotional Standard and the other Content Areas
- Write an action plan to implement in their classrooms

4

Agenda

- Introductions
- Interconnectedness of the Early Learning Standards
- Relationships and Behavior
- Social Emotional Standard Strands
- Summary of Day and Action Planning

5

Understanding the Interconnectedness of the Early Learning Standards



6

Key Social Emotional Skills

- Confidence
- Problem-solving, especially when working with adults and peers
- Persistence and concentration
- Initiative in developing relationships and with work skills
- Self-awareness and expression

7

When children lack strong social emotional skills, they often exhibit behaviors that teachers find challenging.



8

Fill in the Blank

- If a child is tired at school he _____.
- If a child doesn't know how to ask a friend if she will play with her, she _____.
- If a child is feeling unsafe at school, he _____.
- If a child is angry at mom because she took her doll away in the car on the way to school, she _____.

9

Basic Assumptions

- Behavior has a message – "I'm bored." "I'm sad." "I need attention." "I don't understand." "I can't do that."
- Children use challenging behavior when they don't have the social or communication skills needed to engage in more appropriate interactions
- Behavior that persists over time is somehow working for the child
- Need to focus on teaching children what to do in place of the challenging behavior

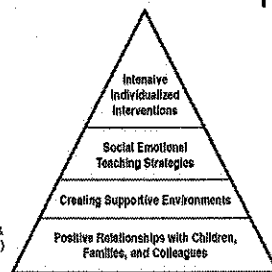
(CSEFEL)

10

The Relationship between Behaviors and Social Emotional Development

The Teaching Pyramid:
A model for promoting children's social emotional development and preventing challenging behavior.

Fox, L., Dunlap, G., Hemmeter, M.L., Joseph, G. & Strain, P. (2003)



11

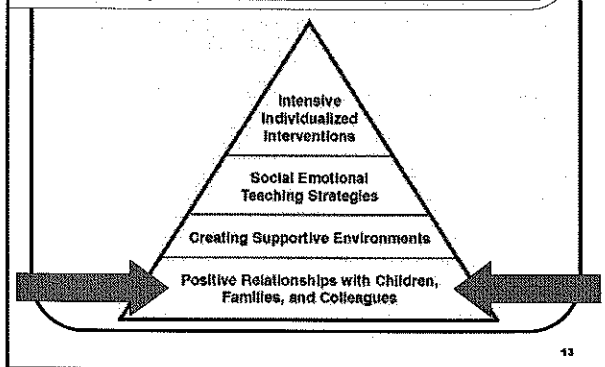
The Teaching Pyramid Model

- Foundation is grounded in the context of positive, supportive relationships
- Second level reflects the importance of designing environments supportive of children's success
- Third level addresses systematic ways to support competence development through effective teaching strategies
- Final level designed to address issues when children continue to exhibit extreme behaviors even when all other pieces of the pyramid are in place.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

12

Building Relationships: The Key to Promoting Social Emotional Development



13

Building Relationships: The Key to Promoting Social Emotional Development

- What keeps the entire structure standing?
- Foundation for addressing all social emotional needs = development of positive relationships
- Like all skills, social expectations and routines have to be taught using a range of teaching strategies.

14

Building Relationships

- Helps each child feel accepted (Strand 2: Social Interactions with Others)
- Assists children in learning to interact well with others (Strand 2: Social Interactions with Others)
- Encourages feelings of empathy and mutual respect (Strand 1: Knowledge of Self)
- Provides supportive environments where children can learn and practice behaviors (Strand 3: Responsibility for Self and Others)

adapted from CSEFEL 15

Sample Adult – Child Conversation

"I had a pajama party at my house"
 I used to have those when I was little.
 "Have what?"
 Pajama parties.
 "We had pizza at our party"
 Oh yeah? Was it good?
 "Mmmm hmmm"
 What else did you do there?
 "We watched the movie. Beauty and the Beast."
 Oh, I haven't seen that one, tell me about the story.

16

First Things First

- Invest in building the relationships
- Spend time on Planning and Design
- Understand children's needs
- Embed opportunities for positive interaction and affirmation



17

The Relationship Piggy Bank

- Deposits
 - Making eye contact during conversation
 - Giving time and attention
 - Noticing what children are doing and describing it back to them
 - Playing with children
 - Happy notes home
 - Giving empathy
- Withdrawals
 - Looking elsewhere or not being attentive
 - Addressing others' needs more often
 - Using only directive conversation or only negative attention
 - Working on adult activity during play opportunities
 - Not involving families
 - Trying to "fix" it first instead of understanding

18

Strategies You Can Use



- Greet every child by name
- Follow a child's lead during play
- Have a conversation over snack
- Acknowledge a child's effort
- Play a game with a child
- Post children's work

19

Speed it up

- Shift compliance (time to go to the paints) to choice (Do you want to paint or do puzzles?)
- Can the issue be ignored? If a behavior is designed for attention, give attention elsewhere
- Self-monitor deposits and withdrawals.
- Remember to validate feelings and notice what children say and do

20

Encourage and Empathize (instead of praise and "fix")

Instead of:

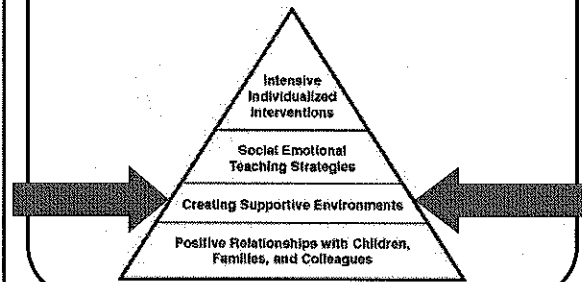
- I like your picture.
- I can help you if you stop crying.
- I like the way you are sitting at the table.

Use:

- Look at all the colors you used!
- I can see you are really sad right now.
- You are really showing us you're ready by coming to the table

21

Creating Environments to Engage Children & Develop Social Emotional Skills



22

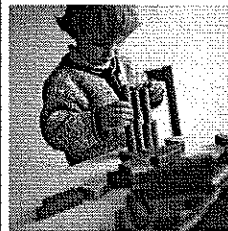
Basic Design Principles

- Clear boundaries
- Visibility
- Adequate number of centers
- Adequate amount of materials
- Size and location of centers
- Organization of materials



23

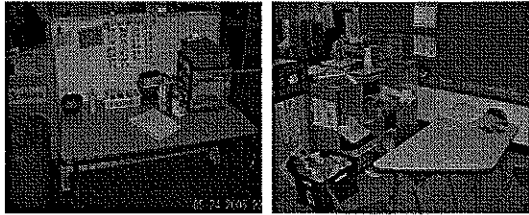
Meaningful and Engaging Learning Centers



- Relevant to children's needs, interests and lives
- Highly engaging and interesting: *is it new, inviting and exciting?*
- Variety of materials
- Changed and rotated on a regular basis

24

Compare and Contrast the Two Centers in Relation to the Standards



In groups, list the strengths and weaknesses of each center. Explain which Social Emotional Standard Indicators are addressed within the centers.

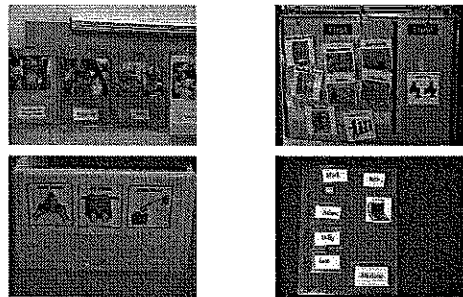
25

Schedules and Routines that Teach

- **Balanced Activities**
 - active vs. quiet (Strand 4 Approaches to Learning)
 - small vs. large group (Strand 2 Social Interactions with Others)
 - teacher vs. child-directed (Strand 4 Approaches to Learning)
- **Teach the Schedule** (Strand 3 Responsibility for Self and Others)
- **Establish Consistent Routines** (Strand 3 Responsibility for Self and Others)
- **Prepare Children for Schedule Changes** (Strand 3 Responsibility for Self and Others)

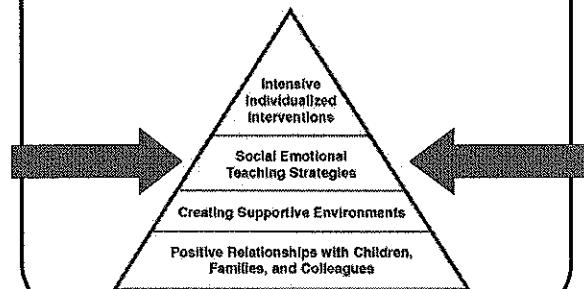
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Teaching Schedules & Routines



27

Teaching Strategies



28

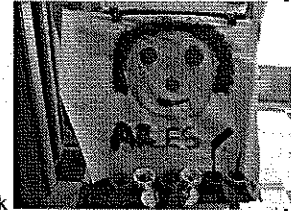
Strand 1, Concept 1: Self-awareness

- Key Indicators:
 - Confidence
 - Personal Preferences
 - Self-identity
 - Similarities and Differences between Self and Others

29

Intentionality for Self-awareness

- Know children's current skills
- Environmental design
- Child Displays and Representation
- Plan activities
- Ongoing positive feedback and encouragement for effort, thinking and problem-solving



30

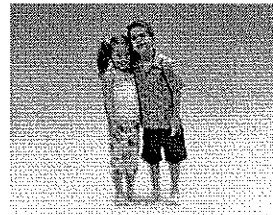
Feedback Starters:

- You have really learned how to...
- Excellent idea for...
- Tell me what you like best about your creation
- You have worked so hard...

31

Strand 1, Concept 2: Recognition and Expression of Feelings

- Key Indicators
 - Associates Emotions
 - Identifies Own Feelings
 - Refusal Skills
 - Identifies Others' Feelings
 - Empathy



32

Enhancing Emotional Literacy

- Defined as the ability to identify, understand, and express emotions in a healthy way – children with strong emotional literacy:
 - tolerate frustration better
 - have fewer fights
 - are healthier
 - are less lonely
 - focus better
- What “feelings words” do you think children should know?
- Create a list

33

Developing Emotional Literacy

- Indirect Teaching Strategies
 - labeling children's feeling
 - singing songs
 - feeling games and activities in centers

34

Developing Emotional Literacy

- Direct Teaching Strategies
 - planned with a purpose
 - designed with intention based on what you know
 - vocabulary chosen and embedded into lesson plans

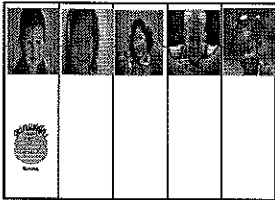
35

Direct Teaching Practices



36

Checking In – Sample Classroom Activity



This is how I feel today!

37

Developing Empathy

The identification with and understanding of another's feelings and situation

38

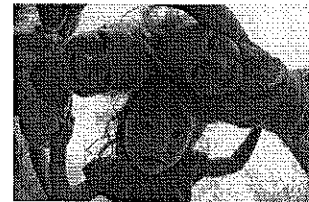
Teaching Strategies - Empathy

- Model – validate children's feelings on an ongoing basis
- Draw attention to others' feelings regularly
- Reinforce empathic behaviors
- Role play and role reversal

39

Strand 2, Concept 1: Separation

- Key Indicators
 - Interacts with others
 - Separates without undue stress
 - Seeks comfort and security



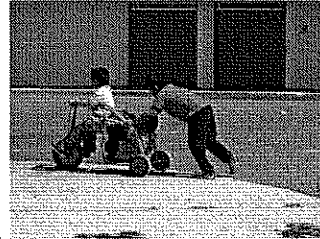
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"Teaching" Separation Skills

- Interdependent on other skills
 - self-confidence
 - management of transitions
 - coping skills
- Is more about what we DO versus what we SAY
- Goes back to environment and relationships

41

Strand 2, Concept 2: Cooperation



- Key Indicators
 - Responds to others
 - Initiates interactions
 - Demonstrates conflict resolution

42

Teaching Cooperation

- Creating an environment of cooperative play is key
- Embedding opportunities for cooperative play adds intentionality
- Teaching practices can be direct or indirect

43

Strategies for Developing Cooperation Skills

- Model appropriate behaviors
- Model with a video
- Model with puppets
- Prepare peer partners
- Use a buddy system
- Prime
- Use direct modeling
- Provide reinforcement



44

Strand 3; Concept 1: Self-control

- Key Indicators
 - manage daily routines
 - follows rules
 - accepts consequences
 - adjusts behavior in different settings

45

Teaching Rules and Routines

- Reflect back on scheduling
 - consistent
 - predictable
 - prepare for changes
- Design rules similarly
 - visual rules
 - simple, easy to understand in context
 - reinforced consistently and equitably

46

Teaching during Transitions

- Be intentional – Plan for transitions:
 - Minimize the total number
 - Minimize time spent waiting (no longer than 5 minutes)
 - Prepare for transitions
 - Teach the expectations
 - Individualize supports and cues
 - Include activities to maintain children's attention

47

Strand 3; Concept 2: Respect

- Key Indicators
 - Asks permission
 - Defends rights
 - Is courteous
 - Participates in clean-up
 - Respects learning environment



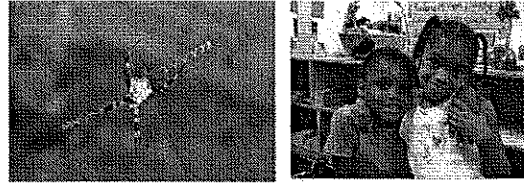
48

Strand 4; Concept 1: Curiosity

- Key Indicators
 - Selects from choices
 - Shows interest in new activities
 - Expresses interest in people
 - Asks questions

49

Supporting the Development of Curiosity



50

Strand 4; Concept 2: Initiative

- Key Indicators
 - Initiates interactions
 - Makes decisions
 - Develops independence



51

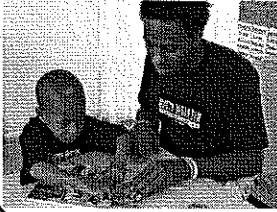
Teaching Initiative

- Being responsive
 - sets the stage and encourages/reinforces
- Providing information, teaching a skill
 - using "Let's" statements gives a starting point for children who do not yet know how to initiate play activities with peers
- Giving opportunities to practice and promote
 - Facilitating and modeling during play activities

52

Strand 4; Concept 3: Persistence

- Key Indicators
 - continuously attends to tasks
 - pursues challenges
 - copes with frustration/disappointment



53

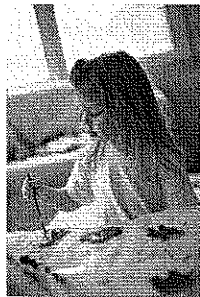
Teaching Persistence

- Set the stage – it matters!
 - materials available at a wide range of levels of ability
- Give feedback and encouragement
- Reinforce attending behaviors
- Reinforce attempts at challenging activities
- Be descriptive and empathic to address coping skills

54

Strand 4; Concept 4: Creativity

- Key Indicators
 - Uses imagination
 - Appreciates humor



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Encouraging Creative Thoughts and Ideas

- Imaginative play and pretending represent high cognitive development
- Taking on pretend roles requires more abstract thought
- Creative thinking should be cultivated through the classroom activities

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Teaching Creativity

- Materials in the environment:
 - Interesting and unique art materials – think natural, textured, size, shape, dimension
 - Varied sizes and shapes of building and construction materials
 - Dramatic play centers with enough materials to fully take on a role

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Strand 4; Concept 5: Problem-solving



- Key Indicators
 - recognizes problems
 - attempts to solve
 - seeks assistance
 - solves problems independently

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Teaching Problem-solving

- Steps to teach:
 1. Identify the problem (e.g. we both want a turn on the computer)
 2. Think of some solutions (e.g. we do it together, I ask if I can be next, I ask if the other person will tell me when he/she is done, we use a sign in system)
 3. What would happen (Would it be safe? Would it be fair? How would everyone feel?)
 4. Give it a try!

59

Facilitating Solutions

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop..."
- Say, "Please may I..."
- Share
- Trade toys/item/activity
- Wait and take turns

60

Problem-solving – Classroom Activities

- Create problems
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children offer solutions to problems that occur in children’s stories read to them

61

Determining Classroom Needs

Behavior?	Reason	Skills to teach	Prevention
Child gets up and leaves circle	He is bored	<ul style="list-style-type: none"> ●How to indicate when he is finished with activity ●Ability to attend for longer periods of time 	<ul style="list-style-type: none"> ●Give special job ●Embed specific interests into circle ●Make picture schedule ●Place an adult nearby
	He doesn't know what to do	<ul style="list-style-type: none"> ●How to ask for help when he doesn't know how to do something 	<ul style="list-style-type: none"> ●Make a picture schedule of circle time activities ●Refer to schedule often ●Provide descriptive feedback

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Final Thoughts

- Social Emotional development is taught intentionally as is any other content area.
- Strong social emotional development allows children to learn effectively in other areas.
- Healthy emotional strategies foster children’s abilities to be confident, engaged learners.

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LANGUAGE & LITERACY STANDARD MODULE

For Young Children from Three to Five Years Old

Learner Objectives

- Participants will identify the three strands of the Language and Literacy Standard
- Participants will identify Language and Literacy Standard strands and concepts when observing children at play/work
- Participants will describe and design a literacy-rich environment
- Participants will identify and apply strategies that can be used to teach (1) oral language development; (2) pre-reading process; and (3) pre-writing process
- Participants will explain the interrelationship between all areas of the Early Learning Standards
- Participants will write an action plan to implement in their classrooms

Suggested Agenda

- I. Introduction and Logistics (15 min.)
- II. Understanding the Interconnectedness of the Early Learning Standards (20 min.)
- III. Using Standards to Think about Children's Language and Literacy (30 min.)
- IV. Designing Environments to Help Children Explore Key Language and Literacy Concepts (25 min.)
- V. Oral Language (45 min.)
- VI. Pre-reading Process (45 min.)
- VII. Pre-writing Process (45 min.)
- VIII. Wrapping It Up (20-30 min.)
- IX. Summary and Action Plans (20 min.)

Materials Needed

Facilitator brings

- Agenda
- Learner Objectives on chart paper (to be posted)
- Power Point or Overhead transparencies
- Computer/Laptop
- Proxima or Overhead Projector
- Chart paper and markers
- Stacks of blank 8 ½ X 11 sheets of blank paper for each table.
- 2 Sets of colored markers for each table
- Various sizes of index cards for each table
- Scissors
- Action Plan Forms

- Evaluation Form
- Post-it Notes (large and small)
- Manipulatives such as play dough, paper, blocks, silly putty, pipe cleaners, train tracks, Legos etc.
- Photos of children involved in activities (cut from magazines or photos, internet, etc)
- Room decorations (posters, pictures, quotes pertaining to language and literacy)
- Various types of children's books, magazines, chart songs, etc.
- Teacher/Child made books
- Vocabulary rings (rings with index cards - each card has a vocabulary word and picture on it)
- Word wall (alphabet (in order) on wall, as new words are learned they are placed under the correct beginning letter; example - a - apple, arm)
- Various teacher activity/idea resources for groups to use during activities
- Children's writing samples
- Koosh ball or other light weight ball
- Prepared index cards with mini-lecture questions
- Conversation starters
- Word flashcards

Participant brings

- Paper and pen/pencil
- Guidelines for Comprehensive Early Education Programs*
- Early Learning Standards (ask for each participant to bring their own copy)*
**Can be downloaded from the Early Childhood website at: www.ade.az.gov/earlychildhood.*

Handouts (one per participant):

- Participants' Power Point Slides

Presenter's Script and Power Point

I. Introduction and Logistics (20 minutes) Show Slide 1.

During this time, you will want to accomplish the following things:

1. Show **Slide 2**. Begin with an introduction of all speakers, a brief overview of who you are, where you are from and information about your background that is relevant to this training event.
2. Show **Slide 3**. Have each table of participants introduce themselves to each other and then have one person from each table report back to the whole group what roles the participants at their table represent (e.g., teachers, assistants, therapists, administrators, family members, trainers) or another introductory strategy depending on the size of the group and the time available.
3. Show **Slide 4**. Review what you plan to accomplish for the day (review agenda).
4. Show **slide 5**. Review the learner objectives (posted).
5. Distribute PowerPoint slides handouts.
6. Take care of logistical issues (e.g., breaks, bathrooms, lunch plans).
7. Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).

II. Understanding the Interconnectedness of the Early Learning Standards (15 min.)

Show slide 6. Discuss. Before we focus all of our attention on language and literacy, let's get a little more familiar with all the standards and how they relate to one another. You will need to take out your Early Learning Standards.

Each group (presenter can put participants in groups or use table groups) will receive chart paper and a photo of children involved in activities. On your chart paper write what domain or content areas are (not strand or concepts yet - just domain/content area) covered by the activity.

Give 5 minutes, discuss.

Give each group an opportunity to tell what domain or content areas they found were being exhibited in their photo. Ask, "What are you beginning to notice about the activities?" Participants should begin to recognize that each photo encompasses more than one domain or content area.

Give 5 minutes, discuss.

Give each group an opportunity to tell what strand and/or concept the child may be learning.

Ask, "Based on what you see available to the children in the photos and the concepts being learned, what materials did the teacher intentionally present for the activity?" Examples: The teacher might have provided various sized containers to help children measure volume or discuss big, bigger, biggest, etc. Be sure participants are able to explain the intention embedded in their example. (i.e. alignment with a standard, student interest, or developmental need)

Wrap up the discussion with the following points:

Planned activities should be intentional and related to the standards

Any single activity may demonstrate children's awareness and levels of ability on several different standards or concepts and across domains

Instructors should also take advantage of "teachable" moments (unstructured opportunities)

III. Using Standards to Think about Children's Language and Literacy

Explain how important it is for teachers and caregivers to know and understand the language and literacy standard strands. A teacher should:

1. be able to articulate strands or concepts to others
2. relate classroom activities to strands or concepts
3. be able to observe and recognize the strand or concept being demonstrated or developed by a child

Ask participants to turn to the Language and Literacy Standard in the Early Learning Standards and review the standard with their table mates. Ask each table to review a specific strand (assign strands) and to report back to the group in approximately 5 minutes.

IV. Designing Language and Literacy-Rich Environments (20 minutes)

1. Ask the participants to discuss with their tablemates the following questions: What does a language and literacy-rich pre-kindergarten environment look like? Sound like? Each group should then use words, a song, a rhyme, a graphic organizer or other visual representation to share their ideas with the group.
2. Chart the responses and let the entire group add ideas, as conversation triggers thoughts.
3. Have participants compare their lists and the charted list to the environments described in the Guidelines for Comprehensive Early Education Programs on pages 13, 14, 15, 16, 17, 25, 26, and 45. Ask them how the lists are the same or different.
4. Show **Slide 7**. Review the statements on the slide and ask participants how they can address each statement in their classrooms. How can they change their environments to make them more language and literacy-rich? (group discussion) Listen for:

Books (including those theme or topic related)
class/child/teacher created books
Different types of papers
Various writing utensils
Alphabet displayed
Alphabet puzzles, games, books
Children's writings
Literacy materials throughout room
Dry erase boards/markers

Big books
Magazines
Letter stamps, stencils
Index cards
Envelopes/stationery
Chalk/chalkboards
Children's names
Word walls
Vocabulary rings

V. Oral Language

1. Ask participants "What is oral language development?" Discuss. Show **Slide 8**.
2. Show **Slide 9** (without definitions). Review the components of language:
Explain that all languages have components or parts that make up the language system. Four of the components of the English language are phonology, vocabulary, grammar and pragmatics.
Place chart paper around the room with one of the four words below (phonology, vocabulary, grammar, or pragmatics) on each sheet (without definitions). Ask participants to move around the room writing what they think the words mean.
 - Phonology - the way the sounds of the language operate
 - Vocabulary - semantics, lexicon, or words and word meanings
 - Grammar - syntax and text structure or phrases and sentences that make sense and are correct
 - Pragmatics - the ways the members of the speech community achieve their goals using language or rules of conversationAfter participants have written their responses on the chart paper, conduct a discussion about the meaning of each of the words using the definitions given as needed.
3. Show **Slide 9** with definitions. Compare and discuss the definitions on the slide with the definitions the participants noted.
4. Discuss "how language development relates to reading and writing?" Divide the group into four smaller groups. Each group will discuss an assigned component of language (phonology, vocabulary, grammar, or pragmatics) and then present their response to the whole group. For their presentation, groups may use materials available on the tables. Use the information below as necessary to conclude the activity.

- Phonology ⇨ letter sound correspondence
Phonological awareness
- Vocabulary ⇨ Comprehension (listening and reading)
Word recognition
- Grammar ⇨ Listening Comprehension
Comprehending complex written language
- Pragmatics ⇨ Listening and reading comprehension
Written composition
Understanding teacher talk

5. Teachers can help children develop oral language skills by providing support during conversations. Studies have shown that most of the time talk in classrooms is directional or question and answer sessions. Real conversations are not occurring. A conversation consists of two or more people talking to each other. Someone makes a statement and then others respond to the statement or statements. A "conversational map" can be used:

- 1) get down on the child's eye level,
- 2) be a good listener, giving eye contact,
- 3) make a comment about what the child is doing or interested in,
- 4) wait for a response from the child,
- 5) scaffold that response,
- 6) wait for a response from the child,
- 7) scaffold that response,
- 8) etc.

During the conversation, teachers provide support by using:

- New vocabulary

- Longer sentences
- More complex sentences
- More conversational turns
- Topic consistency
- Expression of emotions

Use conversation starters for each of the above. Participants will take the starters and extend the conversation through a role play. Ask for 12 volunteers, two for each of the conversations. Give each team approximately 5 minutes to prepare. Each team will then demonstrate their conversation. They should conduct the conversation without using questions!

6. Wrap-up: According to Preventing Reading Difficulties in Young Children, "The quality of adult-child discourse is important, as is the amount of such interaction. One study found that the amount of cognitively challenging talk that children experience is correlated with the amount of time they talk to adults."

How many times do you or another adult talk to each child in your classroom? Is it a conversation or directions? How can we make sure that we have a quality conversation with every child every day? When do the best opportunities for conversations with children happen during the day? Chart responses.

VI. Pre-Reading Process

1. Show Slide 10. Review the concepts within the Pre-Reading Process strand. As you can see, there are many concepts related to the Pre-Reading Process. We will review each concept separately.
2. Show Slide 11. Allow time for participants to read the slide. Ask, "how are you using "print" in your classrooms?" Have participants write their responses on post-it notes and attach to specified chart.
3. Ask, "How have you used print in your life so far today?" Chart the answers.
4. The print you use in your daily lives is "functional." It exists for a reason and helps you throughout your day. The print in our classrooms should also be "functional." What do we mean when we say "functional print?" Discuss. Compare the first list created "how print is used in the classroom" to the "functional print" discussion. Is everything on the list functional or have we over used print in the classrooms? Ask for two volunteers to look over the post-it notes and remove the ones that are not functional? The volunteers should get consensus from the group before discarding post-its. What are some points that we can use from this activity to guide us in putting print in our classrooms? (examples: not all items in the room have to be labeled, print should be meaningful, etc.)
5. Distribute chart paper to each table and ask each group to create a list of "functional print" that makes up a print-rich environment. (possible answers: environmental print, print from home/culture, children/teacher made) Ask each table to report back to the group in approximately 10 minutes. Is print available in every center in the classroom? How can teachers make sure that print is everywhere?

6. Show Slide 12. Discuss the "concepts of print." Ask participants to give examples of ways teachers teach or model each of the concepts. (Provide props or visual cues such as books, charts, song cards, etc.)
7. Answer any questions related to Print Awareness.
8. Show Slide 13. An important part of building print awareness is direct experience with books. Review and discuss book handling skills. Ask table groups to list ways teachers can teach book handling skills and chart responses on chart paper. One person from each table will then report back to the group their table's response. Remind participants that not all families have reading materials in their homes. Children really do need to be taught how to treat books. The only reading materials in some homes are newspapers, magazines, or flyers. These are all disposable items and they don't necessarily get treated in the same way as books.
9. Ask participants at their tables to list the types of reading materials or types of text that should be in a preschool classroom. Give approximately 10 minutes. (presenter should have a sample of materials for participants to peruse such as big books, predictable books, magazines, chart songs, class/teacher made books, newspapers, fiction, non-fiction, narratives, patterns, expository, etc.)
10. Other questions to raise and discuss: How many books should be in the classroom (according to Neuman and Roskos - 5 -8 books per child)? Where should books be placed in the classroom? Are there any other questions?
11. Show Slide 14. Ask participants to read the slide. What is your initial reaction to this statement? Discuss.

12. Show Slide 15. Many preschool teachers get worried and may become frightened when they see these terms. They are afraid that someone is expecting them to teach phonics to preschoolers. Let's review the slide and see that there is a difference. At the end of the discussion, ask all participants whose names begin with the /s/ sound (or pick another sound known to be represented in the room) to please stand at the back of the room. Next, write the word bat on a chart. Sound the word out. Ask participants which activity was building phonological awareness and which was developing phonics knowledge?

13. Show Slide 16. There is a phonological awareness continuum. Review the slide and define words as needed:

- **Listening** (hearing sounds and distinguishing between sounds),
- **Rhyming** (when two words sound the same at the end),
- **Alliteration** (contains the same sounds at the beginning of words in a sentence, a group of words, or a line of poetry. For example, the "P in Peter Piper picked a peck of pickled peppers."),
- **Sentence segmenting** (breaking a sentence into the words that make up the sentence),
- **Syllable blending and segmenting** (Syllable is a word or part of a word pronounced with a single uninterrupted sound of the voice. Blending is putting those word sound parts together and segmenting is breaking the sounds apart by syllable.),
- **Onset-rime blending and segmenting** (An onset is all the sounds in a word that come before the first vowel. A rime is the first vowel in a word and all the sounds that follow. Onset and rime occur in single syllable words. Example: splash - spl is the onset and ash is the rime.),
- **Phoneme blending, segmenting and manipulation** (Phonemes are the smallest units of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h - a - t). Blending is putting those spoken units together to form a word and segmenting is breaking the sounds apart by phoneme. Manipulation is to maneuver or work with something. For example, the child manipulates sounds in words.)

14. After reviewing and discussing the continuum, assign each table one of the indicators from the continuum. Ask each table to come up with an activity that a teacher can do with children to teach the indicator. Give the teams approximately 15 minutes. (Facilitator provides resource books with activity ideas for participants to use.) Ask teams to demonstrate their activity. They may use team members as the students and one as a teacher or use other teams as the students.
15. Ask if there are any other questions or comments regarding sounds and rhythms of spoken language (phonological awareness).
16. Show Slide 17. Allow time for participants to read the slide. Say, so we know how important letter knowledge is. But how do we teach it? Let's try flashcards! Quickly show a series of flashcards with words from other languages such as Russian, Creole French, Acadian French, etc. on them and tell participants what word they represent. Then mix the cards up and ask participants to identify the symbol as you show the cards again. Ask, why are these difficult for you to remember? How did you feel? Do children feel the same way when we flash cards in front of them? Children learn their letters most easily not when they're drilled, but when they're taught in meaningful contexts. (Nurturing Knowledge, by Neuman, S. and Roskos, K.)
17. If we follow the interest of children and teach in meaningful contexts, what is the most important word or group of letters to a child? (Possible answers are child's name or the letters in a child's name.) Ask participants to talk at their tables and come up with name activities that they can use with children's names to teach letter knowledge.
18. Show Slide 18. Divide the participants into three groups. Assign a section from the slide to each group. Give each group approximately 15 minutes to come up with materials or activities in their section. (give them

chart paper to write responses) At the end of 15 minutes, ask each group to present their list of materials and/or activities.

19. What are other ways that teachers can teach letters or draw attention to letters? Are there any other questions or comments regarding letter knowledge?
20. Show Slide 19. Ask participants to read the slide. Lead a discussion on vocabulary development. Emphasize that when children learn new words, they are learning the words they will need to read and write. Learning new words and their meanings will help children with comprehension and understanding what they are reading or hearing. By exposing children to new and complex language, we begin to help them learn to express thoughts, feelings and ideas. Explain that words fall into 3 tiers:
 - Tier 1 - Most basic words that rarely require instruction to learn (clock, baby, happy, walk)
 - Tier 2 - High frequency words found in the vocabulary of mature users across a variety of domains (coincidence, absurd, fortunate)
 - Tier 3 - Low frequency words limited to specific domains (subject matter) (peninsula, isotope)
21. Show Slide 20. Look at the words that are listed. Discuss at your tables what tier the words fall within? Which words should we be emphasizing or introducing to our students Tier 1, 2, or 3?
22. Show Slide 21. As a table, look at the four sentences. Rewrite the sentences to include Tier 2 or Tier 3 words. You have 5 minutes. Ask each table to report to the group.
23. Get into teams of 3 - 4. Choose a book from the table. As a team, go through the book you have chosen and decide 1) if the book is a good choice for introducing new vocabulary and 2) which words should be introduced as new vocabulary and which tier do they fall under. Each team will report to the group in 15

minutes. As we introduce new vocabulary to children through books, we begin to help them comprehend the stories read to them.

24. **Show Slide 22.** Review the ways teachers expand vocabulary for children. We have already discussed using books. How can teachers use conversations, songs, etc., and first hand experiences to expand a child's vocabulary? Give the table groups 15 minutes to discuss. (remind them this is something teachers are doing or saying - not just setting up the environment) Each table should chart their answers. Ask someone from each table to report two ways to expand a child's vocabulary.
25. Are there any other questions or comments regarding vocabulary development?
26. **Show Slide 23.** Ask participants to read the slide. Ask, "What can teachers do to know that a child comprehends what was read?" Discuss.
27. **Show Slide 24.** Review slide. Divide participants into three groups. Assign a step to each group and ask them to make a list of items or reasons for the step assigned to them. Give them approximately 5 minutes. Ask a representative from each group to report their findings to the entire group.
28. Place 3 charts around the room. Each chart should be labeled: "before reading the book", "during reading the book" or "after reading the book". Ask the participants to go around the room to the charts and list what they would do with their class at each point of the read. Lead a discussion on the responses. Ask, how does this help a child with comprehension?
29. **Show Slide 25.** Ask participants to read the slide. Conduct the following mini-lecture. At the end of the lecture ask participants to stand and form a circle. Pass out an index card with a question related to the

mini-lecture to each person. Use a Koosh ball or other light weight ball to toss around the circle. The game begins when a participant asks a question and then tosses the ball to someone in the circle. If the catcher cannot answer the question, he/she tosses the ball to a new person as quickly as possible. The ball is tossed until the question is answered. Whoever answers the question gets to ask the next question and then tosses the ball.

Mini-lecture:

"When children interact with adults during read alouds, they practice communicating about ideas and using words in books." (Nurturing Knowledge, page 13, by Neuman, S.B. and Roskos, K.) During a dialogic reading session the adult helps the child become the teller of the story. It is interactive and typically done with one or two children. This is done through a technique called the PEER sequence. The adult:

- Prompts the child to say something about the book
- Evaluates the child's response
- Expands the child's response by rephrasing and adding information to it
- Repeats the prompt to make sure the child has learned from the expansion

There are five types of prompts used in dialogic reading. These make up CROWD.

- Completion prompts
You leave a blank at the end of sentence and get the child to fill it in. For example, you might say, "You can't catch me I'm the Gingerbread _____."
- Recall prompts
These are questions about what happened in a book a child has already read. For example, you might say, "Can you tell me what happened to the little blue engine in this story?"
- Open-ended prompts

These prompts focus on the pictures in books. For example, while looking at a page in a book that the child is familiar with, you might say, "Tell me what's happening in this picture."

- **Wh - prompts**

These prompts usually begin with what, where, when, why and how questions. You might say, "What do you think will happen next?"

- **Distancing prompts**

These ask children to relate the pictures or words in the book they are reading to experiences outside the book. For example, while looking at a book with a picture of animals on a farm, you might say, "Remember when we went to the animal park last week. Which of these animals did we see there?"

To wrap up, dialogic reading is just children and adults having a conversation about a book.

VII. Pre-Writing Process

1. Show slide 26. Discuss at your tables the kind of writing activities you provide for children in the classroom. Using chart paper, design a pictogram for your table which displays the activities your table suggested. Display the pictogram on the wall. Give the tables time to review other table's pictograms. Ask for an explanation of pictograms as needed.

Ask participants to turn to Strand 3: Pre-writing process. Compare the activities in your pictogram to the indicators in Strand 3. Discuss "are all of the indicators covered in the activities we listed?" Which ones did we miss? Why?

2. Ask participants to list the stages of writing. Chart their answers. Show slide 27. How did the two lists compare? Discuss each stage of writing and what it looks like. Pass out samples of children's writings. Ask the tables to discuss and decide what stage of writing the sample displays. Let each table report their findings.
3. Show slide 28. Before children can begin to refine the pre-writing process, they need to build up or gain control of the fine motor muscles needed to accomplish the task. Using paper provided, ask participants to write an activity that they have used to help children develop fine motor control. Have the participants ball up their paper into balls. Ask them to stand up and have a snowball fight with the balls. After 30 seconds have them pick up one ball. Each person will then read the activity on their ball.
4. Review the pictograms created by the tables from the first activity. Could we add more activities? Discuss.

VIII. Wrapping It Up

1. Label several sheets of chart paper with the name of learning centers in the classroom: dramatic play, blocks, sand/water, manipulatives, art, science/math, computer, library, music/movement, and writing. Hang the charts all around the room.
2. Ask the participants to divide into groups of 3-4 (depends on size of group, there should be a group at each chart. Ask each group to come up with 8 items or activities that relate to language and literacy that can be added to the center chart they are assigned. Give them approximately 5 - 10 minutes.
3. Each group should then rotate to the next chart and add 5 more activities or items to the chart.
4. Each group should then rotate to the next chart and add 3 more activities or items to the chart.
5. Each group should then rotate to the next chart and add 1 more activity or item to the chart.
6. After the final rotation, ask someone from the final group at a chart to report what was written on the chart and ask if anyone wants to add to the list.
7. Conclusion: language and literacy can be added to every center in the classroom. The items or activities to be added are limitless.

XI. Summary and Action Plans (20 minutes)

Language and literacy is something we do everyday, many times unplanned. By implementing the strategies and knowledge gained today, we can make language and literacy fun and exciting in our classrooms.

Show **Slide 29**. Ask participants to complete their Action Plan Form, filling in the grid with ideas of changes they want to make in their early childhood settings as a result of today's session, as well as methods for evaluating their progress in making these changes. Ask for participants to share some ideas that they hope to implement "back home".

Show **Slide 30**. These are the titles of the resources used to complete the module. You may want to use these for further personal professional development.

Answer any final questions.

Thank participants for their input and attention.

Ask participants to complete the evaluations.

Resources

Early Learning Standards, (2005). Phoenix, Arizona: Arizona Department of Education.

Guidelines for Comprehensive Early Education Programs, 2nd Edition, (2002). Phoenix, Arizona: Arizona Department of Education.

Heads Up! Reading! National Head Start Association. Retrieved July, 2007, from <http://www.huronline.org>.

National Head Start S.T.E.P. Teacher's Manual, (2002). Huston, Texas: University of Texas Health Science Center at Houston.

Neuman, S. B., Copple, C., and Bredekamp, S., (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington, DC: National Association for the Education of Young Children.

Neuman, S.B. and Roskos, K., (2007). Nurturing Knowledge. New York, New York: Scholastic, Inc.

Reading Rockets. Retrieved 8/17/2007, from <http://www.readingrockets.org/articles/400?theme>

Schickedanz, J. A., (1999). Much More than the ABCs. Washington, DC: National Association for the Education of Young Children.

Starting Out Right: A Guide to Promoting Children's Reading Success, (1999). Washington, DC: National Academy of Sciences.

Vocabulary

Dialogic Reading is a form of shared reading that helps develop print awareness, vocabulary and comprehension through interaction with the child during the read.

Functional Print is print for a purpose, such as informational signs, directions, lists and messages.

Grammar is syntax and text structure, phrases and sentences that make sense and are correct.

Lexicon is the vocabulary of a language.

Onset is all the sounds in a word that come before the first vowel.

Phonology is the way the sounds of the language operate.

Pictograms are a way of combining images with words through note taking, presentation aids, study tools, etc.

Pragmatics are the ways the members of the speech community achieve their goals using language, rules.

Rime is the first vowel in a word and all the sounds that follow.

Semantics is the study of meanings.

Syntax is the way in which words are put together to form phrases or clauses.



Language and Literacy Standard Module

For Young Children from Three to Five Years Old

Created by the Arizona Department
of Education, Early Childhood
Education Section

Arizona Early Learning Standards
Training Modules

2

Introduction and Logistics

- Speaker Introductions

Arizona Early Learning Standards
Training Modules

2

Warm-up Activity



Arizona Early Learning Standards
Training Modules

3

Agenda

- Introduction
- Interconnectedness of the Early Learning Standards
- Using Standards to Think about Children's Language & Literacy
- Designing Environments to Help Children Explore Key Language & Literacy Concepts
- Language & Literacy Standard Strands
- Summary and Action Plans

Arizona Early Learning Standards
Training Modules

4

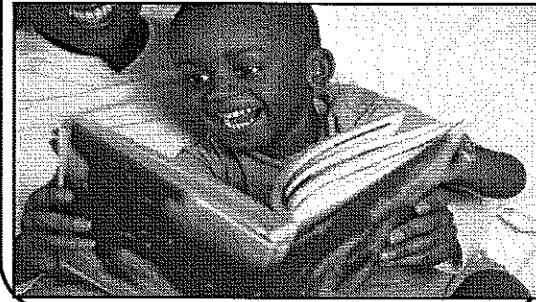
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- Participants will identify Language and Literacy Standard strands and concepts when observing children at play/work
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- Participants will identify and apply strategies that can be used to teach (1) oral language development; (2) pre-reading process; and (3) pre-writing process
- Participants will explain the interrelationship between all areas of the Early Learning Standards
- Participants will write an action plan to implement in their classrooms

Arizona Early Learning Standards
Training Modules

5

Understanding the Interconnectedness of the Early Learning Standards



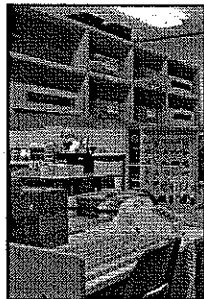
Arizona Early Learning Standards
Training Modules

6

Designing Language & Literacy-Rich Environments

Language and Literacy-Rich Environments:

- Are standards-based.
- Are safe and flexible.
- Maximize instructional time (indoors and outdoors).
- Take children's interests, abilities, and background knowledge into account.
- Provide a variety of materials and experiences to help children explore language and literacy concepts.



Arizona Early Learning Standards
Training Modules

7

Oral Language Development



Concepts:

- Listening and Understanding
- Speaking and Communicating

Arizona Early Learning Standards
Training Modules

8

Components of Language

- Phonology
 - the way sounds of the language operate
- Vocabulary
 - words and word meanings
- Grammar
 - phrases and sentences that make sense and are correct
- Pragmatics
 - the ways the members of the speech community achieve their goals using language

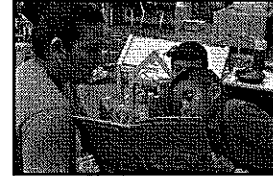
Arizona Early Learning Standards
Training Modules

9

Pre-Reading Process

Concepts:

- Print Awareness
- Book Handling Skills
- Sounds & Rhythms of Spoken Language (Phonological Awareness)
- Letter Knowledge
- Vocabulary Development
- Comprehending Stories



Arizona Early Learning Standards
Training Modules

10

Print Awareness

Children acquire a knowledge of print by seeing it in the environment and using it in their play. By drawing children's attention to the features of print, you help children to develop print concepts....

The Creative Curriculum for Preschoolers

Arizona Early Learning Standards
Training Modules

11

Concepts of Print

- Print is read from left to right.
- Words have beginning and ending letters.
- Letters are arranged to form words.
- Words are separated by spaces.
- Words are arranged in sentences.
- There is capitalization and punctuation in print.



Arizona Early Learning Standards
Training Modules

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Book Handling Skills



- How to hold a book
- How to progress from front to back
- Text is organized from left to right and top to bottom
- How to turn pages with care
- How to put books away safely
- Where to begin reading
- Books have a title, author, and illustrator
- Illustrations carry meaning (but cannot be read)
- Location of front, back, top and bottom of a book

Arizona Early Learning Standards
Training Modules

13

Sounds and Rhythms of Spoken Language: Phonological Awareness

Recent research has confirmed that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read.

Starting Out Right:
A Guide to Promoting Children's Reading Success

Arizona Early Learning Standards
Training Modules

14

There is a Difference

Phonological Awareness

- Is an auditory skill
- Activities are auditory
- Focuses on understanding how the sounds of spoken language can be segmented, combined, and manipulated
- Begins before students have learned a set of letter-sound correspondences by using manipulatives

Phonics

- Involves print
- Requires looking at print
- Focuses on the representation of spoken language
- Helps students identify words in print by "sounding out" the phonemes, blending them together, and saying the word

Texas Center for Reading & Language Arts

Arizona Early Learning Standards
Training Modules

15

Phonological Awareness Continuum

- Listening
- Rhyming
- Alliteration
- Sentence Segmenting
- Syllable Blending and Segmenting
- Onset-Rime Blending and Segmenting
- Phoneme Blending, Segmenting and Manipulation



Arizona Early Learning Standards
Training Modules

16

Letter Knowledge

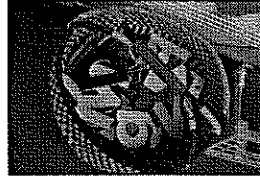
Among the readiness skills that are traditionally evaluated, the one that appears to be the strongest predictor on its own is letter identification.

Preventing Reading Difficulties in Young Children

Arizona Early Learning Standards
Training Modules

17

Where are the letters in a developmentally appropriate, literacy-promoting classroom?



- Where children can see them
- Where children can refer to them as they work and play
- Where children can handle them

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

Arizona Early Learning Standards
Training Modules

18

Vocabulary Development

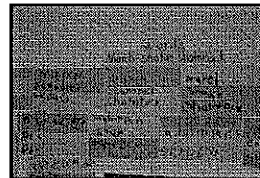
Research tells us that children who have large vocabularies and understand spoken language have an easier time learning to read.

Measuring Differences in the Everyday Experience of Young Americans

Arizona Early Learning Standards
Training Modules

19

What Tier are these words?



- Frustrated
- Performed
- Bath
- Pincers
- Insect

Arizona Early Learning Standards
Training Modules

20

Rewrite the following sentences to include a Tier 2 or Tier 3 word:

- It's time to clean up.
- Carlos isn't here today.
- You did a great job!
- Look at how Rachel did it.

Arizona Early Learning Standards
Training Modules

21

Teachers expand children's vocabulary through:

- Informal conversations
- Songs, rhymes, fingerplays, or movement activities
- Firsthand experiences
- Books



Arizona Early Learning Standards
Training Modules

22

Comprehending Stories

The purpose of reading, writing, listening and speaking is to communicate and understand meaning. Children who understand the meaning of stories and the meaning of the spoken words they hear in conversations are acquiring comprehension skills.

The Creative Curriculum: Connecting Content, Teaching and Learning

Arizona Early Learning Standards
Training Modules

23

Steps to Preparing to Read Aloud

- Pre-read the book
- Decide on size of group
- Decide on reading area

Arizona Early Learning Standards
Training Modules

24

Dialogic Reading



A form of shared reading that helps develop print awareness, vocabulary and comprehension through interaction with the child during the read.

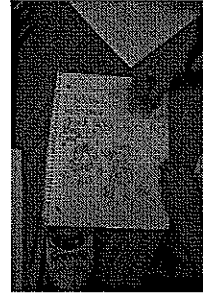
Arizona Early Learning Standards
Training Modules

25

Pre-Writing Process

Concept:

- Written Expression

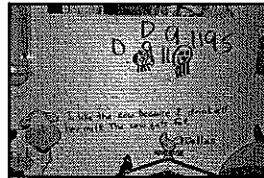


Arizona Early Learning Standards
Training Modules

26

Stages of Writing

- Scribbles
- Drawing
- Letter like forms
- Letter strings
- Invented spelling
- Conventional spelling

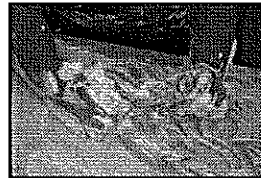


Arizona Early Learning Standards
Training Modules

27

Preparing for Writing

Fine-motor skills:



Arizona Early Learning Standards
Training Modules

28

Early Learning Standards Language and Literacy Module Action Plan

Skill(s) to Enhance	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	Target Date

Resources for further professional development

- Heads Up! Reading! National Head Start Association. Retrieved July, 2007, from <http://www.huronline.org>.
- National Head Start S.T.E.P. Teacher's Manual, (2002). Huston, Texas: University of Texas Health Science Center at Houston.
- Neuman, S. B., Copple, C., and Bredekamp, S., (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington, DC: National Association for the Education of Young Children.
- Neuman, S.B. and Roskos, K., (2007). Nurturing Knowledge. New York, New York: Scholastic, Inc.
- Schickedanz, J. A., (1999). Much More than the ABCs. Washington, DC: National Association for the Education of Young Children.
- Starting Out Right: A Guide to Promoting Children's Reading Success, (1999). Washington, DC: National Academy of Sciences.



MATHEMATICS STANDARD MODULE

For Young Children from Three to Five Years Old

Learner Objectives

- Participants will identify the five strands of the Mathematics Standard
- Participants will identify Mathematics Standard strands and concepts when observing children at play/work
- Participants will describe and design a mathematically-rich environment
- Participants will identify and apply strategies that can be used to teach (1) number sense and operations; (2) data analysis; (3) patterns; (4) geometry and measurement; and (5) structure and logic
- Participants will explain the interrelationship between all areas of the Early Learning Standards
- Participants will write an action plan to implement in their classrooms

Suggested Agenda

- I. Introduction and Logistics (20 min.)
- II. Understanding the Interconnectedness of the Early Learning Standards (20 min.)
- III. Learning and Using Mathematical Processes (20 min.)
- IV. Using Standards to Think about Children's Mathematical Thinking (30 min.)
- V. Designing Environments to Help Children Explore Key Mathematical Concepts (25 min.)
- VI. Number Sense and Operations (45 min.)
- VII. Patterns and Algebra (45 min.)
- VIII. Geometry (50 min.)
- IX. Measurement (25 min.)
- X. Data Analysis (25 min.)
- XI. Summary and Action Plans (20 min.)

Materials Needed

Facilitator brings

- Agenda
- Learner Objectives on chart paper (to be posted)
- Power Point or Overhead transparencies
- Computer/Laptop
- Proxima or Overhead Projector
- Chart paper and markers
- Stacks 8 $\frac{1}{2}$ X 11 sheets of blank paper for each table.
- 2 Sets of colored markers for each table
- Various sizes of index cards for each table

- Scissors
- Action Plan Forms
- Evaluation Form
- Post-it Notes (large and small)
- Manipulatives such as play dough, paper, blocks, silly putty, pipe cleaners, train tracks, Legos etc.
- Photos of children involved in activities (cut from magazines or photos, internet, etc)
- Room decorations (posters, pictures, quotes pertaining to math)

Readings

- Five Processes of Math
- Three Stages of Number Sense Mini-Lecture

Participant brings

- Junk Bags (ask each participant to bring a sandwich bag full of junk (this can be anything; rubber bands, business cards, paper clips, keys, nuts, bolts) tell them it's time to clean the junk drawer
- Paper and pen/pencil
- Guidelines for Comprehensive Early Education Programs*
- Early Learning Standards (ask for each participant to bring their own copy)*

**Can be downloaded from the Early Childhood website at: www.ade.az.gov/earlychildhood.*

Handouts (one per participant):

- Participants' Power Point Slides
- Tangram set for each participant
- Cube patterns set for each participant

Video Clips

- Slide 8 - Tire Stacking
- Slide 13 - Counting Blocks in the Mirror
- Slide 15 - Jack
- Slide 29 - Not Just Play!
- Slide 45 - Teddy Builds a Ramp



Presenter's Script and Power Point

I. Introduction and Logistics (20 minutes) Show Slide 1.

During this time, you will want to accomplish the following things:

1. Show **Slide 2**. Begin with an introduction of all speakers, a brief overview of who you are, where you are from and information about your background that is relevant to this training event.
2. Show **Slide 3**. Have each table of participants introduce themselves to each other and then have one person from each table report back to the whole group what roles the participants at their table represent (e.g., teachers, assistants, therapists, administrators, family members, trainers) or another introductory strategy depending on the size of the group and the time available.
3. Show **Slide 4**. Review what you plan to accomplish for the day (review agenda) and (Show slide 5) the learner objectives (posted).
4. Distribute PowerPoint slides handouts.
5. Take care of logistical issues (e.g., breaks, bathrooms, lunch plans).
6. Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).

II. Understanding the Interconnectedness of the Early Learning Standards (15 min.)

Show slide 6. Discuss. Before we focus all of our attention on math, let's get a little more familiar with all the standards and how they relate to one another. You will need to take out your Early Learning Standards.

Each group (presenter can put participants in groups or use table groups) will receive chart paper and a photo of children involved in activities. On your chart paper write what domain or content areas are (not strand or concepts yet - just domain/content area) covered by the activity.

Give 5 minutes, discuss.

Give each group an opportunity to tell what domain or content areas they found were being exhibited in their photo. Ask, "What are you beginning to notice about the activities?" Participants should begin to recognize that each photo encompasses more than one domain or content area.

Go back through the domains that you chose for your photo, and list the strand and/or concept that a child may be learning or experiencing through the activity in which they are involved.

Give 5 minutes, discuss.

Give each group an opportunity to tell what strand and/or concept the child may be learning.

Ask, "Based on what you see available to the children in the photos, how might the teachers have intentionally planned for the activity?" Examples: The teacher might have provided various sized containers to help children measure volume or discuss big, bigger, biggest, etc. Be sure participants are able to explain the intention embedded in their example. (i.e. alignment with a standard, student interest, or developmental need)

Wrap up the discussion with the following points:

Planned activities should be intentional and related to the standards

Any single activity may demonstrate children's awareness and levels of ability on several different standards or concepts

Instructors should also take advantage of "teachable" moments (unstructured opportunities)

III. Learning and Using Mathematical Processes (15 minutes)

1. Show **Slide 7**. Discuss. To know mathematics is to do mathematics. A math curriculum for pre-kindergarten children must include opportunities for children to solve problems, reason and think, communicate in a variety of ways, represent concepts with symbols, and make connections between specific areas of mathematics, mathematics and other subjects, and mathematics and their world. These are essential mathematical processes. As we review the processes, you will once again see how interconnected the Early Learning Standards are in an early childhood classroom.
2. Continue to show **Slide 7**. You will be divided into five teams. Each team will research one of the five mathematical processes and make a presentation to the group. Teams will be provided pages from The Young Child and Mathematics by Juanita V Copley for NAEYC. The team should read through their assigned pages and then prepare a presentation using provided materials to make props and aids to help illustrate the main points.

Presenter divides the participants into five teams. Assign each team a mathematical process:

- Problem solving,
- reasoning and proof,
- communicating,
- connecting, or
- representing.

Give each team the handouts to learn about their assigned process. Give the teams 15 minutes to read their material and create a presentation. At the end of 15 minutes, give each team 5 minutes to present to the entire group. Make sure to point out the materials available for their props and aids.



IV. Using Standards to Think About Children's Mathematical Thinking (30 minutes)

1. Explain how important it is for teachers and caregivers to know and understand the math standard strands. Ask participants to turn to the Mathematics Standard in the Early Learning Standards and review the standard with their table mates. Ask each table to review a specific strand (assign strands) and to report back to the group in approximately 5 minutes.
As teachers become familiar with the standards they will be able to observe a child and recognize the strand or concept being demonstrated or developed. Ask participants to view the video clip "Tire Stacking" (Slide 8). As they watch the video they should list the Mathematics Standard strand or concept that Lauren uses and experiences as she attempts to solve her "problem".
2. Ask participants to share the strands/concepts they saw in the video.
3. After the group has shared their views, show Slide 9 and 10. Review the strands/concepts that Lauren displayed in the video clip. Be sure to give the group time to ask questions and turn to the correct pages in the standards. Refer to the slide notes as you review.

V. Math is All Around Us: Designing Environments to Help Children Explore Key Mathematical Concepts (20 minutes)

1. Ask the participants to discuss with their tablemates the following questions: What does a mathematically-rich pre-kindergarten environment look like? Sound like? Each group should then use words, a song, a rhyme, a graphic organizer or other visual representation to share their ideas with the group.
2. Chart the responses and let the entire group add ideas as conversation triggers thoughts.
3. Have participants compare their lists and the charted list to the environments described in the Guidelines for Comprehensive Early Education Programs on pages 13, 14, 18, 19, 22, and 46. Ask them how the lists are the same or different.
4. Show **Slide 11**. Review the statements on the slide and ask participants how they can address each statement in their classrooms. How can they change their environments to make them more mathematically-rich? (group discussion)

VI. Number Sense and Operations (45 minutes)

1. Show **Slide 12**. Ask participants to view the **video clip "Blocks in the Mirror" (Slide 13)**. As they view the clip, ask them to work with a partner and note which math standards Rea has mastered and which ones she is developing. Give the partners time to discuss the clip and share.
2. Ask each set of partners to share one of their findings with the group. They will need to relate the scene in the clip and which standard they think Rea mastered or is developing.
3. Show **Slide 14**. Review "how children learn about quantities - 3 stages of number sense". Direct participants to Strand 1 (Number Sense and Operations) under the Mathematics Standard. Read the following mini-lecture on the "Three Stages of Number Sense" (use the attached reading). As you read, ask each participant to listen and use the materials on the table to develop a pictogram or visual aid. When you are finished reading the mini-lecture, each participant will take their pictogram or visual aid and find a partner. When all participants have a partner, they will assign each other the title of partner A or partner B. The presenter will then flip a coin to see which partner will retell the mini-lecture to his/her partner using the pictogram or visual aid they created earlier. The partner not retelling the mini-lecture may use leading questions or statements to assist his/her partner. Give teams 5 minutes to retell the mini-lecture.
4. Ask participants to watch the **video clip "Jack" (Slide 15)**. (The next several slides will refer back to the video clips "Jack" and "Blocks in the Mirror"). Participants should discuss with their table mates the stages of number sense they saw Jack display or developing. Ask for several tables to report on the discussion at their tables. Ask, "How did perception influence Jack's thinking?" List other instances where children's perception influences their math thinking. Ask participants to remember the video clip of "Blocks in the Mirror". Did Rea display stages of number sense? Which ones? The video clips suggest that children need

many opportunities to play with sets of objects before they will use counting to compare groups of objects. Ask participants, "What are some activities that a teacher could set up to encourage counting in a natural setting?"

5. Show Slide 16. Although Number Sense and Operations is one strand, they are divided into two areas because they contain so many unique skills. Review what operations are to pre-k children. Ask participants to reflect back on the video clip "Blocks and Mirrors". How did the teacher encourage Rea to think about change operations? What type of questions did she ask?
6. Distribute chart paper to each table. Ask that the paper be divided in two. On one side they should list activities that a teacher could plan that will teach simple addition and on the other side list activities that a teacher could plan that will teach simple subtraction. Allow approximately 15 minutes to complete the task. Each table should be prepared to share one task for subtraction and one task for addition with the group. For additional discussion or as a reminder: Children will easily learn beginning addition through keeping score during games. However, unlike adults they cannot keep score in their heads nor do the addition mentally. How can a teacher help a group of children keep score in a way that they can "see" how the score is added? Ask for examples.
7. Show Slide 17. Discuss questions that can be asked of children to provoke their thinking about number sense and operations. Think back to the video clips viewed so far. How were the teachers working with Rea & Jack different from the teacher seen in the video with Lauren? What could the teacher with Lauren have done differently? What type of questions might you have asked Lauren to encourage her mathematical thinking?



8. Show Slide 18. Review the big ideas of number sense and operations. Ask participants if they have any further questions or points to make before moving on.

VII. Patterns and Algebra (45 minutes)

1. Show Slide 19. (Each participant should have brought a baggie filled with "junk". The baggie will be used in the next couple of slides.) Explain: Classification is an important building block for all areas of mathematics. For young children, it lays the foundation for thinking about the relationship between patterns and numbers. At tables, you will combine the "junk" from everyone's bag and sort the collection into a classification rule. Keep the rule to yourselves. Rotate one table over. Look at their classified "junk" and identify the classification rule they used. Each table will report what they think the observed table's classification rule is. Ask the group that's being talked about if the proper classification rule was identified.

2. Show Slide 20. Let's look at some important concepts and stages that underpin classification. Discuss:

Stage 1: May classify according to a category they cannot communicate or are not really aware of themselves. For example, a child may put all of the red items in a bowl but cannot tell you why they did.

Stage 2: Can identify how they have classified.

Stage 3: Multiple: Children will group all the large red buttons together and all the small red buttons together.

Stage 4: Child is able to state the rule that accounts for a grouping even when s/he did not create the grouping.

Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects. Based on the preceding discussion, at what stage of classification was the group you observed classifying their junk?



3. Show **Slide 21**. Discuss slide. How do teachers provide opportunities for children to work with patterns and to assist them in comparing and contrasting patterns?
4. Show **Slide 22**. How might the games listed teach patterns? Other than playing the game, what else would a teacher need to do to help children recognize the patterns? Responses may include:
 - Verbalizing - "I see a pattern in our game and then give the pattern"
 - Ask children if they see a pattern
 - Use props to represent the patterns in the game
5. Show **Slide 23**. Algebra is a scary term for many adults. However, we teach the pre-cursors to algebra everyday in our pre-kindergarten classrooms. We will find that it does not have to be scary - but we need to know the "big words" for what we do everyday. You can impress that math minded parent with your knowledge! Not to mention being able to explain to the K-3 grade teachers, what you are doing to prepare children for algebra.
6. Show **Slide 24**. As stated earlier, just the thought of algebra scares many adults. But we do need to know what we are talking about and how to say it. The next several slides will list definitions of the "big words" used in algebra and the games that we play in preschool.
 - Variables - Show 5 animals. Ask children to close their eyes. Remove 2. Ask, children to open their eyes and tell how many are missing.
 - Equality - using a pan scale is an excellent way to discuss equality with children. They will easily be able to see the scale shift when the sides are not "equal".
 - To demonstrate functions: Play "Guess My Rule" to help participants understand functions.

Use an attribute (glasses, red shirts, etc) to call a group of people to the front of the room (DO NOT TELL participants what attribute you've selected). When all participants arrive at the front of the room, ask "What's my rule for calling people to the front of the room?"

7. Show Slide 25. Relations: Relationships involve comparisons and order (magnitude). We should provide children many opportunities to compare objects and events in their environment (e.g., loud/soft: rough/smooth; large/small; etc).
After children can order a small set, they will learn how to place an item in an ordered set. This is a very difficult task for preschool children, but is essential for children's understanding of ordering quantities (e.g., is seven larger or smaller than 10?) Students often will place the extra stick on one side or the other - but not in the place that it should go by size.
8. Show Slide 26. Review the questions listed. Give participants opportunities to add to the list. Assign a note taker to write the added questions to a flip chart.
9. Show Slide 27. Ask participants to read the vignette and discuss with their table mates how to extend Louis' algebraic thinking?
After the group's discussion, continue with the following statements as necessary. Louis is making an A B A pattern and then switches to an A B pattern. WHY? Simply because he was bored! (a typical reaction/behavior of a preschooler)
So what type of questions could you ask Louis to extend his thinking?
Ex: I noticed you made a pattern... Blue, pink, blue, orange, red, orange pattern. What other kinds of patterns can you make? BUILD ON what he is already doing - keep him thinking. The other types of questions could stop him from continuing.



What could you do differently the next day at a center to extend the activity that he started? I will follow his interests and build my standards-based lesson plans around the student.

10. Show **Slide 28**. Review the terms listed under Algebra is.... Check with participants to see if anyone has any further statements to make about patterns or algebra and pre-kindergarten children.

VIII. Geometry (45 minutes)

1. Ask participants to watch the video clip "Not Just Play!" (Slide 29) and identify the geometry concepts the child uses to create the sculpture and identify his problem solving strategies. (Stop the video before the animation series begin and discuss their responses, then return to the video.)
2. Show Slide 30. Compare the concepts identified with the ones they thought Anthony demonstrated. Discuss any differences.
3. Show Slide 31. Discuss. As children get older, they use these skills to find their way from place to place. Children are also exploring spatial orientation when they determine the distance or how far they must raise their foot to climb the step, tell their parents which directions they should take to get home or where things are located. Children learn about spatial orientation when positioning their own bodies next to other children or objects. Children also explore space when they decide how to position an object so it fits into another object. (e.g., working a puzzle, fitting a large toy into a cubbie, how much juice will fit into a cup without having it overflow, etc.) Another way children learn about space and shapes is when they rearrange or reshape objects, fold paper, change a ball of play dough into a long snake, etc.
4. Show Slide 32. Discuss the terms listed on the slide. Ask participants how they use the terms in class with children. Have they thought of these questions in terms of geometry and spatial orientation? Why not?




5. "Simon Says" is an excellent game to play to teach spatial orientation. Ask participants to work with their table to list at least two things that Simon may ask children to do for each category (distance, locations, direction and position).
They will share their ideas with the group. Use carousel brainstorming - have each group list one "Simon" command and then rotate to another group. Ask them to not repeat commands.
Before children can move on to spatial visualization, they must understand spatial orientation. Teachers should provide many opportunities for children to practice spatial orientation. In the game "Simon Says", we listed ways to practice spatial orientation. Ask participants to give other examples of ways to practice spatial orientation.
6. Show **Slide 33**. Discuss. As adults, we see things so clearly - but for students it's much harder. Students don't process the information as quickly as we do. PLUS student perception...What experience do your students have with elephants? They may assume that they DO have 8 legs! They may also assume that everyone else thinks the same way as they do!
7. Show **Slide 34**. Discuss. Children begin to learn about spatial visualization when they touch and move objects. They notice that some things are pointy, some round, some long, some zig zagged, that some have four sides and some only three. Children also visualize (imagine) what objects look like when they think about things that are out of their view (when playing peek a boo, children learn to visualize the person). Spatial visualization is what geometry is all about, imagining objects without touching them, and thinking about how they will look from a number of different angles (e.g., What does a table look like? What does it look like from the top, the bottom? What does a triangle look like when it is upside down? What does a circle look like when it is inside a circle?)
Task: Distribute copies of the patterns and have participants cut out and "prove" that the one they selected was the right answer.

8. **Show Slide 35.** Discuss. "Think about things that can be changed with our hands, like play dough and other things that can be transformed by adding or taking away pieces. Examples might include: sand and water, different types of paper, blocks, silly putty, pipe cleaners, train tracks, etc. Transformation vocabulary words include turn, flip and slide. Discuss with a partner how this can be demonstrated with a group of children. Provide objects for participants to manipulate and use during their discussion. (play dough, paper, blocks, silly putty, pipe cleaners, train tracks, etc) Remind participants that describing the transformations is important to children's understanding of shapes and space. Chart and discuss responses.

9. **Show Slide 36.** Discuss and review pictures of children's drawings.
Scribble: Children are unable to represent visualized image. They think of shapes as wholes and can't imagine the parts.
Controlled scribble: Lines, X's and crosses emerge
Visual Ideas: Use of individual shapes in drawings. (Tadpole people; naming drawings) When children get to the point of drawing tadpole people, they are becoming aware of the parts of shapes. At this point in development it is beneficial to them if they are provided with opportunities to fold shapes, combine shapes, copy shapes on geo-boards, or trace shapes.
Schematic Stage: children are ready to explore the attributes of shapes in detail (parts, and their relationship to one another). They should also be introduced to sorting shapes by their attributes.
Baseline and proportion: Most preschool children will not be able to use baselines and appropriate proportions in their drawings. To help children become aware of the attributes of drawings /paintings it is helpful if teachers discuss these attributes while looking at the pictures in children's books (e.g., are birds really bigger than people?)

10. **Show Slide 37-40.** The next several slides show children in block play and the 6 stages of block play. Discuss each slide and stage with the participants. Use the notes at the bottom of each slide to further





discussion. Teachers should describe, using mathematical terms, what type of geometry children use during their block building. When teachers recognize where children are in the stages of block building, they can use the information to scaffold children to the next level of geometric thinking.

11. **Show Slide 41.** Distribute tangram pieces to each participant. Show participants the five shapes and ask them to use their puzzle pieces to make the shapes. When finished, ask participants what steps they used to recreate the shapes. (Some responses should be that they used flips, sides, turns, rotations, spatial visualization). Ask what children might learn about 2-D and 3-D shapes when they play these types of games.
12. **Show Slide 42.** Discuss. Emphasize that when showing children a triangle or any other shape, use various sizes and colors. Children tend to think that only the green, three sided, small triangle is a triangle. Especially if that is all we ever show them.
13. **Show Slide 43.** Share the "Geometry Big Ideas". Check to see if participants have further questions or statements.

IX. Measurement (20 minutes)

1. Ask participants to watch the **video clip** of Teddy building a ramp (**Slide 44**) and to identify the concepts of measurement that Teddy is using. Ask, "How does his understanding of spatial orientation and spatial visualization help him with his task? Teddy had previously played with another student who built a similar ramp where the truck went downhill fast - now working alone, he tries to replicate the ramp.

Discuss the following with the group. Teddy is playing with the measurement (angle) of the ramp's incline. He is attempting to figure out how to make his ramp steep enough for the car to gain speed. He compares the height of the red blocks before he attempts to place the "ramp" on top of them to make an incline. When he doesn't know what to do with the extra block, he abandons his plan and builds a bridge. He then measures the distance/speed of the car on the bridge by running the car back and forth. When he realizes that a flat line will not permit the car to roll on its own, he resumes his attempt to build the ramp (again playing with the measurement of the incline).

He understands that the ramp needs to be high on one end. He visualizes it, but can't build it so he goes back to the bridge (which he can build) to "test" his understanding of the appropriate angle measurement to build an incline.

2. Show **Slide 45**. Review the types of measurement (vocabulary words). We use measurement for many things. We measure time, length, width, volume, height, capacity (how much something will hold), distance, speed, and temperature. Children learn to understand measurement during play as they actively describe and compare the differences in objects. Often teachers tend to focus on length & height only but children play with all types of measures during a typical day. It is up to the teacher to use measurement vocabulary to describe what children are doing.



3. Ask participants to quickly make a paper airplane. Fly the plane and measure the distance of the flight—allow 5 minutes. They should find a way to measure the distance. Bring the group together and ask how they measured the distance that their plane flew. Examples might include: by “people feet”, by the tiles on the floor, or by steps, etc.

After participants share the distance their planes flew, ask two groups whose planes flew similar distances BUT used different units of measure, to compare their distances. Is one truly longer than the other (e.g., measuring with “people feet” is usually shorter than measuring by a 12” tile)?

Discuss: The measurements you used to determine the distance of your airplane’s flight are called non-standard measures. We might also call this way of measuring an estimated measure. Other ways that people use estimations in measurement include: using the space between the knuckle of their thumb and the end of their thumb to measure an inch, or using the space between their nose and the end of their outstretched arm to measure a yard—seamstresses frequently use this non-standard measure to measure fabric. Chefs use non-standard measures too; they might use a pinch of salt, or a dab of butter in recipes. Children often use non-standard measures or measurement words as they play or describe things. Children love to see who is taller and will often stand face to face to compare heights, or put their feet side by side to compare shoe sizes. They think about capacity when they use one container to fill another at the sand or water table—how many cups does it take to fill this bowl? Children also use non-standard measures to determine the temperature (e.g., thinking that all sunny days mean you do not need a jacket) or time (e.g., saying, “Mom’s coming in one minute”, which means in a short amount of time).

Until children learn to compare the errors that might occur when using non-standard measures, they will not realize the necessity for standard units of measure. Teachers should provide children with both standard (rulers, yardstick, measuring tape) and non-standard tools (paper clips, unifix blocks, snap beads) to measure.

4. Show **Slide 46**. Review the steps in comprehending measurement. Ask participants to give examples from their own experiences. Remind participants that pre-k children should master the first two steps.
5. Review the following task with participants. Work with a partner and create a measurement activity for two of the topics posted around the room (presenter can assign topics). Record your ideas on a post-it and attach to the appropriate chart paper. Remember to include opportunities for comparison in your activities. Allow time for sharing.

Chart paper should be prepared with one of the topics below listed at the top of the paper. Post the charts around the room for easy access.

Measuring children's height

Measuring how long the table is so you can cut a piece of paper to cover the top to color or paint on

Measuring how long a child must wait for a turn on the computer

Measuring the length of children's names

Measuring how much sand a coffee can will hold

Measuring children's weight

Measuring how much paper it will take to make a crown that will fit the child's head

6. Show **Slide 47**. Discuss. Responses to expect: All teach about time/speed. They also teach about distance...."I get tired when I have to run a long way!"
Spoon Race: Time, balance, and speed. The faster you move the more balance you need.
Sack race also involves capacity- how do I fit into the bag.
3-Legged Race is synchronized time.
The scavenger hunt involves spatial orientation and spatial visualization---they have to imagine the object they are looking for and select it from a group of objects.



7. Show **Slide 48**. Review the ways children explore measurement. Emphasize the skill of comparing. Give participants opportunities for further questions or statements. Help them to represent and communicate their ideas about measurement while they are engaged in activities. Use the language of measurement to describe what children are doing (e.g., "You used 10 blocks to build a perimeter around your building.") Provide empty containers in the block center. As children fill them, discuss volume. Think capacity when you work at the sand and water table. Compare items based on their measurement properties.

X. Data Analysis (20 minutes)

1. Show Slide 49. Ask participants to respond to the questions and move to the positions in the room that match their responses. Discuss: Children love to ask and answer questions. This is the basis for data analysis. Young children need to see concrete examples of the answers to their questions or ideas. They need concrete experiences in collecting, analyzing and representing data. After children have a great deal of experience representing the answers to their questions with real objects, you can have them move toward creating picture graphs to represent answers. You can progress from real items to 3-D representations to pictures and symbols. How you display the data in a graph will depend on the type of questions you ask.
2. Show Slide 50. Give participants time to work in groups. Assign a different graph question to each group. They should come up with a way to display their graph using the most concrete materials. Give groups time to present to the whole group.
3. Show Slide 51. Discuss and review information regarding children's questions.
Example: If you read a story about dogs on Monday and several children made comments about having a dog, collect data the following day to determine who has a dog and who doesn't.
Many pre-k teachers have children answer questions (collect data) at arrival, during transitions, and during choice time. Asking children to take turns during a large group activity is less effective, as children will get bored while waiting for their turn---this may result in a negative attitude toward math.
Teachers should provide lots of opportunities to graph and compare data. This is also an opportune time to connect mathematics to other standards.
4. Show Slide 52. Once children have created a graph from the data, they need to make predictions or

comparisons to analyze the data. Teachers can ask questions that require children to make comparisons based on the information shown in a graph.

5. Show Slide 53. Using the graph displayed, ask participants to brainstorm questions that can be asked of children to help them make predictions and generalizations from their data.

XI. Summary and Action Plans (20 minutes)

Math is something we do everyday, many times unplanned. By implementing the strategies and knowledge gained today, we can make mathematics fun and exciting in our classrooms.

Show Slide 54. Ask participants to complete their Action Plan Form, filling in the grid with ideas of changes they want to make in their early childhood settings as a result of today's session, as well as methods for evaluating their progress in making these changes. Ask for participants to share some ideas that they hope to implement "back home".

Answer any final questions.

Thank participants for their input and attention.

Ask participants to complete the evaluations.



Resources

Copley, J. V., (2000). The Young Child and Mathematics. Washington, DC: National Association for the Education of Young Children.

Early Learning Standards, (2005). Phoenix, Arizona: Arizona Department of Education.

Foreman, G. (2007, May). Videatives Inc. Retrieved May, 2007, from <http://www.videatives.com>.

Guidelines for Comprehensive Early Education Programs, 2nd Edition, (2002). Phoenix, Arizona: Arizona Department of Education.

Perry, N. Mathematical Thinking in the Pre-Kindergarten Classroom. Phoenix, Arizona: Arizona State University-West.

Vocabulary

Algebra is a branch of mathematics in which symbols are used to express general rules about numbers, number relationships and operations.

Algorithms are step by step procedures for solving problems.

Cardinality Rule is understanding that the last number said in a sequence indicates the size of the set.

Classification is the process of sorting and grouping objects by a common attribute or property, such as color or size.

Equality is two "expressions" set equal to each other.

Function is a special relationship between the items in two sets.

Geometry is the area of mathematics that involves shape, size, position, direction, and movement and describes and classifies the physical world we live in.

Pictograms are a way combining images with words through note taking, presentation aids, study tools, etc.

Rational Counting is mastering counting and beginning to use counting as a means to solve problems.

Relations is a logical or natural association between two or more things.





Rote Counting is the memorization of a sequence of numbers.

Scaffold is the process in which teachers become expert observers of children, understand their level of learning and consider what next steps to take given children's individual needs.

Spatial Orientation is understanding where you are in relationship to objects in your environment, or where objects are in relation to one another.

Spatial Visualization and Imagery involves the ability to mentally manipulate or imagine objects that are not in our sight, and conclude how they might look from various perspectives.

Stable Order Rule is saying the number names in the correct order.

Subitizing is recognizing quantities by sight alone, usually for quantities of four or fewer.

Variables are symbols that represent unknown quantities



Mathematics Standard Module

For Young Children from Three to Five Years Old

Created by the Arizona Department of Education, Early Childhood Education Section
Adapted from DOD Training Modules developed by Nancy Perry, Ph.D.

Introduction and Logistics

- Speaker Introductions

Arizona Early Learning Standards
Training Modules

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Warm-up Activity



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Agenda

- Introduction
- Interconnectedness of the Early Learning Standards
- Learning and Using Mathematical Processes
- Using Standards to Think about Children's Mathematical Thinking
- Designing Environments to Help Children Explore Key Mathematical Concepts
- Mathematical Standard Strands
- Summary and Action Plans

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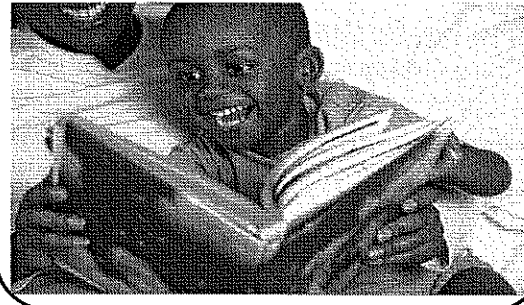
Learner Objectives

- Participants will identify the five strands of the Mathematics Standard
- Participants will identify Mathematics Standard strands and concepts when observing children at play/work
- Participants will describe and design a mathematically-rich environment
- Participants will identify and apply strategies that can be used to teach (1) number sense and operations; (2) data analysis; (3) patterns; (4) geometry and measurement; and (5) structure and logic
- Participants will explain the interrelationship between all areas of the Early Learning Standards
- Participants will write an action plan to implement in their classrooms

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Understanding the Interconnectedness of the Early Learning Standards

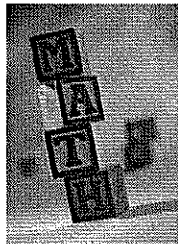


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Learning and Using Mathematical Processes

- **Problem Solving**
- **Reasoning and Proof**
- **Communicating**
- **Connecting**
- **Representing**



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Tire Stacking (video)

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Using Mathematics Standards to Think about Children's Mathematical Thinking

Problem Solving (Social-Emotional – Approaches to Learning)

- SE4.5a-d

Number Sense and Operations

- M1.1a
- M1.1d
- M1.1e



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Data Analysis

- M2.1-2

Geometry and Measurement

- M4.1a
- M4.1e
- M4.2a

Structure and Logic

- M5.1a-c:

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Designing Environments to Help Children Explore Key Mathematical Concepts



Mathematically-Rich Environments:

- are standards-based.
- are safe and flexible.
- maximize instructional time (indoors and outdoors).
- take children's interests, abilities, and background knowledge into account.
- provide a variety of materials and experiences to help children explore mathematical concepts.

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Number Sense and Operations

Number sense is defined as “good intuition about numbers and their relationships. It develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms” (Howden 1989,11).

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Counting Blocks in the Mirror (video)

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How Children Learn About Quantities

Three Stages of Number Sense

- Stage 1 – Rely on perception to compare quantities
- Stage 2 – Counting
- Stage 3 – Understand part-part-whole relationships and think flexibly about numbers

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Jack (Video)

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Operations in Pre-Kindergarten

- Operations are **ACTIONS** on numbers: combining, separating, partitioning, rearranging, undoing, dividing, and multiplying number amounts.
- Most common change operations in Pre-k: Addition and subtraction (Pre-k children can add and subtract small sets (+/- 1; work with numbers 0-5).

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Questions that Provoke Children's Thinking about Number Sense and Operations



- How many?
- How many more?
- What if I give you ___ more, then how many will you have?
- How many are left?
- What if I cover some of these, how many are hidden?

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The BIG Ideas of Number Sense and Operations

- Comparing items in a group (perception influences children's ideas about quantities)
- Counting as a means of problem solving (rote and rational counting).
- Understanding part-part-whole relationships.
- Acting on numbers (combining, separating, partitioning, rearranging, undoing, dividing, and multiplying number amounts).

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Classification

Classification is an important building block for all areas of mathematics.

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Stages of Classification

- Stage 1: Sort/Match by a single property (shape, function, color, size)
- Stage 2: Abstract a common property in a common group of objects and sort based on that property (all red buttons). Can tell you how they classified the objects.
- Stage 3: Multiple Classification: Group objects based on more than one common property. Recognition that a given object can belong to a number of different classes.
- Stage 4: Ability to state the rule that accounts for a grouping.
Where is the group you observed?



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Patterns

- Children need to be able to do **multiple classification** (stage 3) before they can recognize and create simple AB patterns.
- Remember, to recognize, extend and create patterns and understand operations, you must possess the ability to compare and contrast

How might these games teach patterns?

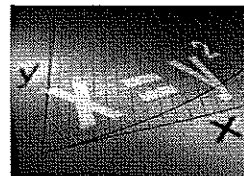
- Musical Chairs
- Hop Scotch
- Tag
- Simon Says
- Duck, Duck, Goose



Algebra in Patterns

- Pre-kindergarten teachers are not teaching algebra but rather it is algebraic thinking that may be informally taught.
- Teachers help children recognize patterns, make generalizations and then use symbols to represent their ideas.

Algebraic Terms and the Games We Play



- Variables – symbols that represent unknown quantities
– “how many are missing” games
- Equality – two “expressions” set equal to each other
 - use pan balance scales and discuss what happens
 - talk about *equal/not equal, more/less, same/different, balance/unbalanced*
 - partition small sets (how many ways can you show me 4: 3 blocks + 1 block; 2 blocks + 2 blocks)
- Function – Two sets are linked by a rule that pairs each element in the first set with exactly one element in the second set.

- Relations – a logical or natural association between two or more things

- Y is taller than X (seriation/ordering)
- Compare a set of 2 (tallest/shortest)
- Order a set of 3 (small, medium, large)
- Correctly place 1 item in an ordered set



Questions that Help Children Think

Algebraically

- How are these alike? How are they different?
- Tell me about the groups (piles, collections) you've made?
- What comes next?
- What do you think will happen next? Why do you think so?
- How did _____ change?
- Tell me about these two things. Which is bigger, heavier, more, less, etc.
- What do you think will happen if....



A Vignette

Louis created a pattern on the sidewalk with sidewalk chalk. It consisted of a blue squiggly line, a pink straight line, a blue squiggly line, orange fire, red fire, orange fire. When asked about why he changed his pattern, he said, "I was tired of making blue squiggly lines, making fire is more fun."

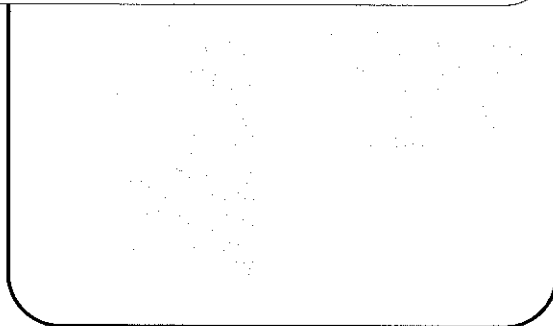
Algebra is...

- Classification
- Patterns
- Variables and Equality
- Relationships and Functions



We teach algebra everyday!

Not Just Play! (video)



Arizona Early Learning Standards
Training Modules

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Geometry – It's much more than naming shapes!

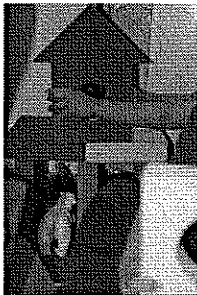
Geometry Standards in Anthony's Art

- M4.1a: Demonstrates understanding of positional terms (e.g., between, inside, under, behind)
- M4.1e: Describes the position or location of objects in relation to self or to other objects

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Spatial Orientation



- Spatial Orientation is
 - understanding where you are in relationship to objects in your environment,
 - where objects are in relation to one another
 - involves navigation.

Children begin to learn about spatial orientation in infancy when they visually track or follow the paths of people and objects in their environment.

Arizona Early Learning Standards
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Geometry is thinking about and navigating through space.

- Spatial orientation involves:
 - Distance: How far?
 - Location: Where?
 - Direction: Which way?
 - Position: Where am I in relation to these objects? Do they look different from another point of view?
- Spatial Orientation words:
 - Distance words: far/close, short/long
 - Position words: over/under, top/bottom, inside/outside, etc.
 - Direction words: far away, close or near
 - Location words: beside, behind, in front of, around, or straight

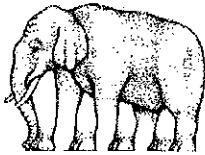
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Geometry involves: Spatial Visualization and Imagery

- Spatial Visualization involves being able to analyze the characteristics and properties of 3-dimensional shapes.

How many legs does this elephant have?

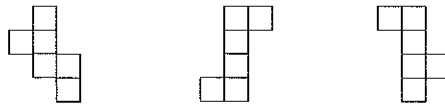


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- Spatial visualization involves the ability to mentally manipulate or imagine objects that are not in our sight, and conclude how they might look from various perspectives (e.g., How does a triangle look when it is upside down?).

Which of these shapes will form a cube?



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Geometry Involves: Visualizing transformation and change

- One of the best ways to teach children about spatial visualization and imagery is to provide them with many opportunities to transform objects and describe the changes that they made.

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Children use spatial visualization and imagery in their art representations



Scribble

Circular Scribble

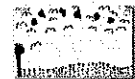
Controlled Scribble



Visual Ideas are represented
as parts of a whole.



Schematic Stage



Use of baseline and
proportion

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Training Modules

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Children use spatial imagery in block play

- Stages of block play

Stage 1: Children carry blocks (e.g., in a cart, purse, basket, etc.) around but do not use them for construction. Teachers generally see dumping and filling at this stage.



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Training Modules

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Children use spatial imagery in block play



How many patterns can you find?

Stage 2: Children begin to use blocks to build in rows, either horizontally or vertically with much repetition of patterns.

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Training Modules

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Children use spatial imagery in block play



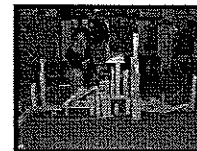
Stage 3: Children begin to bridge using two blocks with a space between them, connecting them with a third block.

Stage 4: Children use blocks to enclose a space.

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Training Modules

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Children use spatial imagery in block play



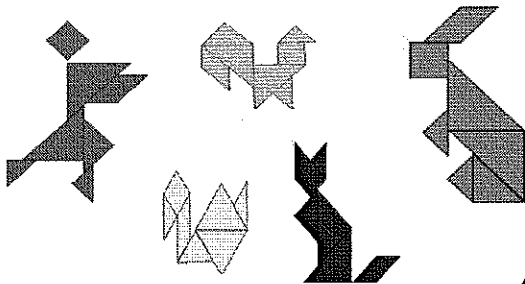
Stage 5: Children use blocks to make decorative patterns with symmetry.

Stage 6: Children use blocks to reproduce or symbolize actual structures and create dramatic play using the structures.

Arizona Early Learning Standards
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Task: Can you make 3 of the following shapes in 5 minutes?



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What do children need to know about shapes?

How shapes can be combined to form other shapes (the artists and block builders).

Names of 2-D and 3-D shapes (vary the size, color and orientation so children don't form **erroneous prototypical images**).

What **excludes** a shape from a category?

Number of points, sides, and angles (corners)



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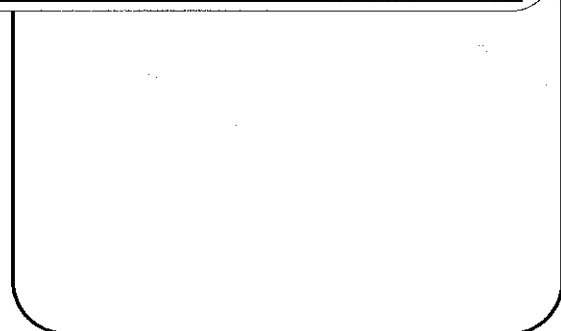
Geometry Big Ideas

- Geometric thinking is more than naming shapes!
- It is learning about and using spatial orientation and spatial visualization to solve problems.
- Geometry is about action on objects.

Arizona Early Learning Standards
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Teddy Builds a Ramp (video)



Arizona Early Learning Standards
Training Modules

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Measurement: It's More than Length and Height!



Types of Measurement:

- Linear (How long, how far, distance, how high, how wide, how far around)
- Capacity (How much can this container hold?)
- Volume (What can fit in this space?)
- Weight (heavier/lighter, balance)
- Time (longer/shorter, first, second, third, speed)
- Temperature (warm/colder)

Arizona Early Learning Standards
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Measurement

Steps in comprehending measurement:

1. Recognizing that objects have measureable properties and knowing what is meant by "how far"; "how fast"; "how heavy", etc.
2. Making comparisons (shorter, longer, etc).
3. Determining appropriate unit of measurement.
4. Using standard unit of measure to solve problem.

Arizona Early Learning Standards
Training Modules

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How do the following games teach about measurement?

- Spoon Race
- Sack Race
- Three-legged race
- Scavenger hunts
- Relay race
- Wheelbarrow race



Arizona Early Learning Standards
Training Modules

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Measurement

Children explore measurement in the context of daily activities.

- Help them represent and communicate their ideas
- Use the language of measurement
- Provide empty containers
- Think capacity
- Compare items by measurement properties.

Arizona Early Learning Standards
Training Modules

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Data Analysis

- How many of you like sausage pizza?
- If you like sausage pizza, stand next to me.
- If you do not like sausage pizza, stand at the back of the room.
- Do more people like sausage pizza or not?

Arizona Early Learning Standards
Training Modules

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How might you display data, using the most concrete materials to answer the following questions?

- Who wants to go outside and play?
- Do you want milk or juice for snack?
- How old are you?
- Who has a dog?
- How do you get to school?
- Who is wearing tennis shoes?
- What type of pet do you have?
- What color is your hair?
- What color are your eyes?
- Who has a baby brother or sister?
- Who do you like the best, fire fighters or police officers?



Arizona Early Learning Standards
Training Modules

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Think about the types of questions pre-k children ask.

Discuss...

How can you turn children's questions into opportunities for data collection and analysis?

Think about your daily schedule and decide when it might be appropriate to have children collect, display and interpret data.

Arizona Early Learning Standards
Training Modules

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Making Predictions and Generalizations from Data

- After children are familiar with using data to record answers to their questions, have them make predictions about the data.

Arizona Early Learning Standards
Training Modules

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Who Has a Cat?

Name	Yes	No
Susie	X	
Billy		X
Linda		X
Roger		X
George	X	
Betty	X	
Jose		X
Paul		X
Randy		X
Juanita	X	

Arizona Early Learning Standards
Training Modules

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Early Learning Standards Math Module Action Plan

Skill(s) to Enhance	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	Target Date

Arizona Early Learning Standards
Training Modules

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SCIENCE STANDARD MODULE

For Young Children from Three to Five Years Old

Learner Objectives

- Participants will identify the four concepts of the Inquiry strand of the Science Standard.
- Participants will identify the concepts of the Inquiry strand of the Science Standard when observing children at play/work.
- Participants will identify and apply strategies that can be used to teach (1) observations, questions, and hypotheses; (2) investigation; (3) analysis and conclusions; and (4) communication.
- Participants will describe and design a science-rich environment.
- Participants will explain the relationship between Science and all the other Early Learning Standards.
- Participants will write an action plan to implement the Science Standard in their classrooms.

Suggested Agenda (4 - 6 hours)

- I. Introduction and Logistics
- II. Learning and Using the Scientific Inquiry
- III. Investigation
- IV. Designing Environments to Help Children Explore Key Science Concepts
- V. Interconnectedness of the Early Learning Standards
- VI. Summary and Action Plans

Materials Needed

Facilitator brings

- Agenda
- Learner Objectives on chart paper (to be posted)
- Power Point or Overhead transparencies
- Computer/Laptop
- Proxima
- Chart paper and markers
- Check science activity handouts to determine materials
- Science materials (magnets, aluminum foil, paperclips, straws, eyedroppers, etc)
- Check for a water source
- Manipulatives such as play dough, paper, blocks, silly putty, pipe cleaners, Legos etc.
- Photos of children involved in activities (cut from magazines or photos, internet, etc)
- Room decorations (posters, pictures, quotes pertaining to science)
- Evaluation Form

Participant brings

- Early Learning Standards (ask for each participant to bring their own copy)
- Paper and pen/pencil

Handouts (one per participant):

- Participants' Power Point Slides
- Book List
- Science Based Ideas for the Early Childhood Classroom
- Early Learning Science Standard

Video Clips

- Slide 5 - We are Voyagers
- Slide 9 - Observing Caterpillars
- Slide 14 - Observing Making Cocoons
- Slide 15 - Observing the Chrysalis
- Slide 15 - Butterfly Release
- Slide 18 - Red Panda
- Slide 35 - Monarch Butterfly

Presenter's Script and Power Point

I. Introduction and Logistics (30 minutes)

During this time, you will want to accomplish the following things:

1. Distribute PowerPoint slides handouts and readings
2. Show Slide 2. Begin with an introduction of all speakers, a brief overview of who you are, where you are from and information about your background that is relevant to this training event.
3. Show Slide 3. Have participants do a "warm up" activity. In their table groups brainstorm and chart how they use science in their classrooms. Allow time to share and compare the results. Have participants introduce themselves and tell their favorite science topic.
4. Show Slide 4. Review the Learner objectives. Review the day's agenda. Take care of logistical issues (e.g., breaks, bathrooms, lunch plans).
5. Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).
6. Show Slide 5. Discuss the concept that teachers, children and families are voyagers during their time together, collectively making observations of the world around them. Click on video "Voyagers". During our time together we will be the voyagers learning about the Early Learning Science Standard.

II. Learning and Using Scientific Inquiry (2 hours)

Slide 6 - Natural Scientists

Magnet Activity: Pass out magnets (or already have them on the tables). Ask table groups to predict how many magnetic objects they think they can gather collectively from their handbags, etc. Groups check their predictions. Table groups report their predictions and conclusions. Point out that there are countless opportunities for science exploration with everyday objects. Could you use a similar activity in your classroom?

Slide 7 - Discuss the definitions of the concepts listed: (5 minutes)

- Analysis means breaking up a whole into parts to find out or study the parts.

- A _____ are the characteristics of a person or thing.
- Hypotheses (plural of hypothesis) are unproven theories or tentatively accepted explanations of a happening or event.
- Inquiry is the study of, investigation of, or research into a topic to gain knowledge and insight.

Slide 8 - Discuss the attributes of inquiry listed on the slide. (5 minutes)

- Hand out a variety of odd objects and ask participants to brainstorm, in small groups, three things that they think they know about the object and three things that they want to find out about the object. Invite responses from participants. You may want to record responses on easel paper. (10-15 minutes)
- Survey the participants as to their experiences using inquiry in their classroom. Ask participants to discuss in table groups or triads ways that science happened in their classrooms during the previous weeks of school. Allow a few minutes and then invite groups to report out. Or, ask participants to discuss in table groups or triads their most interesting classroom science exploration and why it was so interesting. (10-15 minutes)
- Look at the lists we made at the beginning. Which activities are inquiry based? Which allow for scientific exploration?

Slide 9 - Click on video of caterpillars (5 minutes).

- Discuss process of inquiry: Children ask questions based on experiences with objects, organisms, and events in the environment.
- Discuss science as sensory exploration; and identify ways that sensory skills are implemented throughout the day. (10 minutes)
- Hand out samples of ooze.

- What types of questions do you think children would ask about this? What senses are they using to explore it? How could you extend this activity for your students?
- Make ooze. Why is this activity so different from simply handing out a finished product for children to explore?

Slide 10 - "Science, then, is finding out about everything in the world around us. Science means asking questions (predicting), trying to find answers (experimenting), and drawing conclusions. Scientists begin their work with their senses. Most of the tools that scientists use are extensions of one of the five senses. Young children are naturally curious, it is the teacher's responsibility to guide that curiosity."

Slide 11 - Discuss the Early Learning Standard for Science and have participants turn to page 8 of the Science Standard. Compare the ELS concepts with the Kindergarten Standards for Science. "Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions." (10-15 minutes)

Slide 12 - Set up fan with several objects in front of it. "What will happen next?" Record predictions on chart paper then turn on the fan. Record the action that occurs. Compare findings with predictions. (10-15 minutes) (Use a graph- Will Move/Won't Move)

Slide 13. A Child is a scientist when . . .

Slide 14. Click on video of caterpillars. "What happens next?" (10 minutes)

Slide 15. Click on video of caterpillars. "What other conclusions could we make?" (10 minutes)

BREAK

III. Investigation (Science Testing) (1 - 1.5 hours)

Slide 16. Show DVD "Ramps and Pathways" (15 minutes)

Slide 17. Discuss what participants observed in the video. Group participants by table or groups of four and pass out ramp-making materials. Have each group create a ramp structure and record their predictions of what will happen when a marble rolls down their ramp structure. Have them test their predictions and record their findings. Have each group report their conclusions. (30-35 minutes)

Slide 18 Scientific Thinkers - Did you see evidence of this in the video?

Slide 19 Steps for Exploration -

Slide 20. Click on Panda video. Discuss forms of communication to show results of the scientific testing process. Brainstorm ideas on how we can have children share their results. Pass out handouts of communication of data from children and reiterate:

- The child describes, discusses or presents predictions, explanations and generalizations.
 - Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.
 - Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).

- Displays and interprets data.
 - Presents scientific ideas in a variety of ways.

Lunch

IV. Designing Environments to Help Children Explore Key Science Concepts (1 - 1.5 hours)

Slide 21 and 22. Discuss Benefits of a well designed environment using Science as the center of an integrated curriculum. Ask for ideas/suggestion of ideas that can be extended and integrated into the curriculum.

V. Interconnectedness of the Early Learning Standards

Slide 23 - Discuss. Let's get a little more familiar with all the standards and how they relate to one another. You will need to take out your Early Learning Standards. Each group (presenter can put participants in groups or use table groups) will receive chart paper and a photo of children involved in activities. On your chart paper write what domain or content areas are (not strand or concepts yet - just domain/content area) covered by the activity.

Give 5 minutes, discuss.

Give each group an opportunity to tell what domain or content areas they found were being exhibited in their photo. Ask, "What they are beginning to notice about the activities?" Participants should begin to recognize that each photo encompasses more than one domain or content area.

Go back through the domains that you chose for your photo, and list the strand and/or concept that a child may be learning or experiencing through the activity in which they are involved.

Give 5 minutes, discuss.

Give each group an opportunity to tell what strand and/or concept the child may be learning.

Ask, "Based on what you see available to the children in the photos, how might the teachers have intentionally planned for the activity? Examples: The teacher might have provided various sized containers to help children measure volume or discuss big, bigger, biggest, etc. Be sure participants are able to explain the intention embedded in their example. (i.e. alignment with a standard, student interest, or developmental need)

Slide 24 - Wrap up the discussion with the following points:

Planned activities should be intentional and related to the standards

Any single activity may demonstrate children's awareness and levels of ability on several different standards or concepts

Instructors should also take advantage of "teachable" moments (unstructured opportunities)

Slide 25. Samples of Integrated Environments

Slide 26. Why would a science rich environment lead to further inquiry?

Slide 27 - What Does Integration Look Like?

Slide 28 - Language and Literacy

Slide 29 - Discuss the Social Emotional Standard and how it relates to a Science Curriculum. Look at the picture. What Science concepts do you see? What Social Emotional strands do you see?

Additional: Marshmallow/Toothpick activity (20 minutes)

Slide 30 - Discuss the relationship between math and science. Applying problem solving skills is important to science instruction and to math instruction. Include in the discussion: one-to-one correspondence, counting, classifying, and measuring. (10 minutes)

Slide 31 - How can we integrate Physical Development with science? Fine Arts?

Summarize "What is Science?" and pass out Action Plan Handout. Give participants time to create an individual action plan or if participants generally work together, then the directions would include a group action plan.

VI. Summary and Action Plans

Slide 32 and 33 - In small groups create an integrated, science based lesson. Try to include each of the EL standards. Make sure you show the interconnectedness of the standards.

Slide 34 - Early Learning Standards Science Module Action Plan

Slide 35 - Resources and Acknowledgements - Play video.

Science Standard Module

For Young Children from Three to Five Years Old

Created by the Arizona Department of Education, Early Childhood Education Section

1

Introduction



"Young children have informal experience with science before they enter preschool. They have been using their senses to explore the environment and make sense of their world."

New Jersey Department of Education

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Agenda

- Introduction
- Learning and Using Scientific Inquiry
- Using Standards to Engage Children's Investigational Thinking
- Designing Environments to Help Children Explore Key Science Concepts
- Interconnectedness of the Early Learning Standards
- Science Integration
- Putting It All Into Action!

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Learner Objectives

- Participants will identify the four concepts of the Inquiry strand of the Science Standard.
- Participants will identify the concepts of the Inquiry strand of the Science Standard when observing children at play/work.
- Participants will identify and apply strategies that can be used to teach (1) observations, questions, and hypotheses; (2) investigation; (3) analysis and conclusions; and (4) communication.
- Participants will explain the relationship between all the Early Learning Standards and Science.
- Participants will describe and design a science-rich environment.
- Participants will write an action plan to implement the Science Standard in their classrooms.

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We Are Voyagers



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5

Natural Scientists

For young children science is finding out about the everyday world that surrounds them. They naturally “do science” most of the time. They observe and question, they investigate, they analyze and draw conclusions and they share what they’ve discovered.

-Kathleen Conezio and Lucia French

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Science Standard - Inquiry

Concepts:

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

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What does Inquiry look like?

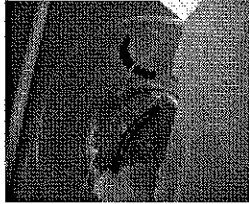
- | | |
|--|---|
| • OBSERVE
What do you notice? | • EXPERIMENT
Try out ideas. |
| • COMPARE
How is it the same as/different from? | • EVALUATE
Think and talk about what happened. |
| • SORT AND ORGANIZE
Find different ways to group things. | • APPLY
Transfer what you learned to a new situation. |
| • PREDICT
What will happen if? | |

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Learning and Using Scientific Inquiry

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



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Intentional Inquiry

Real science begins with curiosity and with a teacher's help and encouragement can develop into a process. Once this process is learned, it needs to be practiced over and over in all areas of learning.



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Intentional Inquiry

Learning science through inquiry requires both child curiosity and adult guidance.

- What does it LOOK like?
- What does it SMELL like?
- What does it SOUND like?
- What does it TASTE like?
- What does it FEEL like?



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Intentional Inquiry

Sheila Murphy, a special education teacher in a prekindergarten class, gathers pieces of paper, feathers, cotton balls, a wooden toy iron, and other items on the floor in front of an electric fan. Before she turns on the fan, she asks the few children sitting near her what they think is going to happen.

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A child is a scientist when....

- Demonstrates curiosity and is inquisitive
- Uses one or more senses
- Engages in explorations and examines attributes
- Pays attention to detail and describes changes
- Observes and describes relationships
- Responds to questions and will record and share
- Shows a sense of curiosity and asks questions
- Predicts the outcome



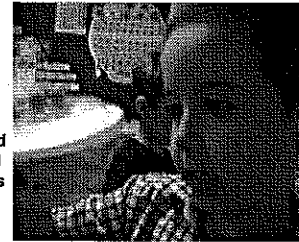
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Using Standards to Engage Children's Investigational Thinking

- Observations
- Questions
- Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.



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Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.



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Creating Scientific Thinkers

Ramps and Pathways
DVD

"Young children engage in reasoning about physics when they try to figure out how to achieve an exciting results by building structures with pathways for marbles and other objects that roll."

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Creating Scientific Thinkers

To scaffold children as scientific thinkers . . .

- Model exploration and observation
- Use questions and prompts to extend children's thinking
- Give children time to explore and problem solve
- Expand children's ideas and provide hands-on activities that allow children to discover
- Ask children to find ways to answer their questions
- Promote questions and conversations among children
- Provide feedback to encourage, interpret and evaluate children's responses

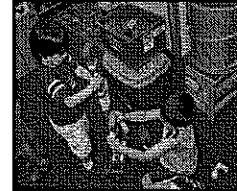
"Science itself is not an activity, but an approach to doing an activity."

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Scientific Thinkers. . .

- Use a variety of appropriate tools and materials
- Test predictions
- Change experiment plans
- Persist with an investigation



We don't need science to be a complicated process that occurs at a separate time.

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Steps for exploration provide opportunities for . . .

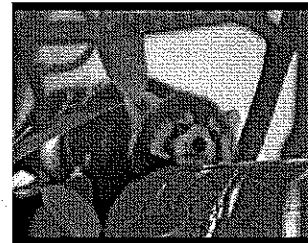
- Open exploration
- Making choices
- Comparing new information to old
- Answering questions about what they are doing
- Exploring what else can be done
- Recording findings
- Constructing and inventing new experiments

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Communication

Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.



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Designing Environments to Help Children Explore Key Science Concepts

Everyday experiences

Open-ended activities

Hands-on activities

Welcome error

Support Language and Literacy

Problem Solving

Science Connects



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Science is everywhere!

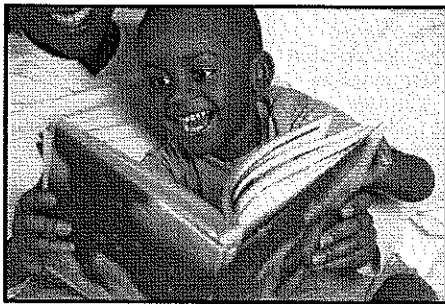
'I suggest that maybe we don't want a content-based science learning center but rather a place where tools of science are kept. What science was happening would determine where the "science area" was.'

*Gail Gauthier,
National Board Certified Teacher Deerfield Beach, FL*

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Understanding the Interconnectedness of the Early Learning Standards



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23

Integrated and Intentional

Children's natural interest in science can be the foundation for developing language and literacy skills as well as social emotional skills. They readily acquire vocabulary to describe and share what they have experienced or investigated and they practice cooperation and persistence as they work towards solving problems and answering questions.

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Integrated Environment

Let's Grow Lunch!

25

Science Rich = Further Inquiry

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What Does Integration Look Like?

Science is Everywhere!

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Where's the Book?

"Most young children bring curiosity and wonder to the early childhood setting. Teachers need only capitalize on these characteristics to make science learning come alive every day. Science learning provides a rich knowledge base that will become an essential foundation for later reading comprehension. It also provides the foundation for meaningful language and literacy development."

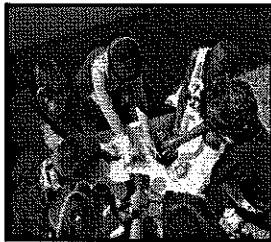
-Kathleen Conozzo and Lucia French

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Social Emotional

- Cooperation
- Expressing feelings
- Curiosity
- Initiative
- Persistence
- Problem solving
- Confidence

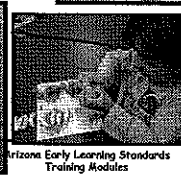
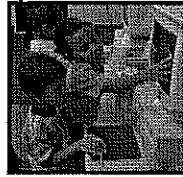


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Where's the Math?

Integration with math is natural. Fundamental math concepts such as counting, comparing, classifying and measuring are applied in science. Other skills that overlap are observing, communicating, inferring, hypothesizing, defining and controlling variables.

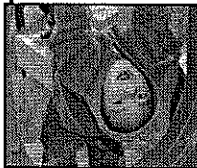


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Physical Development and Fine Arts

Children's gross and fine motor skills as well as their health and safety can easily be integrated with science in mind.



Sight, sound, touch, smell and taste are the foundation for all imaginative activity and creative expression.

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Summary

- Science is about Curiosity and Understanding
- Science is about Literacy
- Science is about Vocabulary
- Science is about Recording
- Science is about Mathematics
- Science is about Problem Solving
- Science is about Social Interaction
- Science is Everywhere

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It's all interconnected!

- If you have the correct understanding of what science is at the preschool level you will come to see that science can be incorporated into many, if not all of the activities and centers you already have in place. Science is not an activity. . . It is an approach to an activity.

Early Learning Standards Science Module Action Plan

Skill(s) to Enhance	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	Target Date

Resources & Acknowledgements

- Arizona Early Learning Standards
- NAEYC
- New Jersey Department of Education
- Penn State College of Education
- *Science and Children*
- Steve Spangler Science
- University of Northern Iowa (Freaburg School)
- *Worms, Shadows, and Whirlpools*
- *Young Children*

