

ARIZONA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09



**CHILD CARE AND DEVELOPMENT FUND PLAN FOR
ARIZONA
FFY 2008-2009**

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. 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 165 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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**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
P.O. Box 6123
Phoenix, Arizona 85005*
Name and Title of the Lead Agency's
Chief Executive Officer: *Tracy L. Wareing*
Phone Number: *(602) 542-5678*
Fax Number: *(602) 542-5339*
E-Mail Address: *TWareing@azdes.gov*
Web Address for Lead Agency (if any): *www.de.state.az.us*

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

Name & Title of the State:
Child Care (CCFD) Contact: *Connie Shorr, Program Administrator
DES Child Care Administration*

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

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

Phone Number for child care subsidy
program information (for the public): *(602) 542-4248*

Web Address for child care subsidy
program information (for the public): *www.azdes.gov/childcare/*

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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, 2007 through September 30, 2008. (§98.13(a))

CCDF: ***\$107,376,072***
 Federal TANF Transfer to CCDF: ***\$0***
 Direct Federal TANF Spending on Child Care: ***\$8,020,300***
 State CCDF Maintenance of Effort Funds: ***\$10,032,936***
 State Matching Funds: ***\$18,593,192***
 Other Available State Monies: ***\$56,851,372***
 SSBG: ***\$239,432***
 Total Funds Available: ***\$201,113,304***

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): ***\$ 6,727,623 (5%)***. (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

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 Earmarks and Set-Aside?

- Yes.
- No. If no, use the table below to identify the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” 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.)

Service/Activity	Agency	Non-Government Entity	
Determines individual eligibility:			
a) TANF families	<i>Private for Profit Organizations</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) Non-TANF families	<i>n/a</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assists parents in locating care	<i>Childcare 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

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If the Lead Agency uses outside agencies to deliver services and activities, describe how the Lead Agency maintains overall control.

The DES has entered into contracts (multiple contracts have been awarded as state statute prohibits contracting with a single entity statewide) with private for-profit vendors (MAXIMUS, Inc. and Arbor Education & Training) to administer Jobs Program case management, TANF related child care; and Transitional Child Care (TCC) in various geographic areas of Arizona. The division and establishment of these geographic boundaries is defined by the Department and each vendor has an assigned geographic area.

In each area, residents who are TANF recipients and who need child care assistance to participate in a TANF related work activity, and those who need child care assistance and are eligible for TCC, will have their eligibility for services determined by the specified contracted vendor.

Upon determination of eligibility for these child care programs, the contracted vendor will identify and document information that will enable calculation of benefits. The contracted vendor will then provide the DES Child Care Administration with this information. The DES Child Care Administration will maintain the responsibility for final calculation of benefits, issuing Certificates of Authorizations, and making provider payments corresponding with the contracted vendor's determination of eligibility.

Individuals who are in need of child care services, other than TANF related child care or who are not eligible for TCC, will continue to have their eligibility for services determined by the DES Child Care Administration.

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.

The DES, as the designated lead agency by the Governor, will directly administer and implement all other programs funded under the CCDF and will:

- 1. Determine the basic usage and priorities for CCDF expenditures consistent with Arizona state statute;*
- 2. Promulgate all rules and regulations governing overall administration of the Plan;*
- 3. Submit all reports required by the Secretary;*
- 4. Ensure that the program complies with the approved Plan and all Federal requirements;*
- 5. Oversee the expenditure of funds by contractors;*
- 6. Monitor programs and services including programs and services provided through contractors;*
- 7. Fulfill the responsibilities of the Grantee in any complaint, compliance hearing or appeals action;*

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8. *Ensure that all State and local or non-governmental agencies through which the State administers the program, including agencies and contractors that determine individual eligibility, operate according to the rules established for the program; and*
9. *Directly administer and implement all aspects of the program in the area of paying providers and contractors.*

Additionally, certain aspects of administration and implementation of programs and activities, such as efforts to promote early learning, program development (to improve the quality and increase the availability of early childhood development programs and before and after school programs), school-aged child care activities, provider training and technical assistance and the provision of consumer education information and data collection, may be shared with other state agencies.

1.6 Use of Private Donated Funds

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

- Yes. If yes, are those funds:
- Donated directly to the State?
 - Donated to a separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated fund? _____

Provide information below for each entity:

Name:
Address:
Contact:
Type:

- No.

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1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 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, and:

() 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).

(__ %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

No.

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

Yes, and

(30%) Estimated percentage of the Matching Fund requirement that may be met with pre-K expenditures. (Not to exceed 30%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes 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.

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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.

- 1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following describes State 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 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.

1.8 Improper Payments

1.8.1 How does the Lead Agency define improper payments?

Improper payments result when clients receive more service than they are entitled to under policy, based on either: 1) the misrepresentation/withholding of information needed for accurate eligibility determination or benefit calculation purposes; or 2) utilization of services for unauthorized reasons; or 3) when the other parent in the home was available to provide care.

Improper payments also occur when child care providers: 1) bill for days/hours when the children were not in attendance (beyond the allowable two paid absent days per child per month); 2) bill for children who never attended, or 3) bill for more care than was provided (bill for a full day when child is in attendance for only a part day).

1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or 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:

- *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.*

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- *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 have 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 consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

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).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and 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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	Consultation in Development of the Plan	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"/>
Representatives of local government	<input checked="" type="checkbox"/> *	<input 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"/>
Emergency preparedness	<input type="checkbox"/>	<input type="checkbox"/>
Other (See guidance):	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

* Required.

For each box checked above, (a) identify the agency 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 which 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, State School Readiness Board (now known as the Governor's Division of School Readiness) and associated Implementation Teams (such as the Healthy Child Collaborative), Tri-Agency Committee, DES Early Childhood Taskforce, Early Childhood and Provider Network Meetings, 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*

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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 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's Office for Children, Youth and Families (GOCYF), the Arizona Department of Education (ADE) and the Arizona Department of Health Services (DHS), also participate in the CCAC. (The GOCYF 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 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. 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 Early Child Development and Health(ECDH) Board which will oversee implementation of the tobacco tax receipts. Programs, initiatives, and planning that occurred under the vision of Governor Napolitano and the work of the State School Readiness Board may be extended by the ECDH Board.

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For additional program planning efforts and recent outcomes of the Arizona State School Readiness Board, see Sections 2.1.2 State Plan for Early Childhood Program Coordination and Part 5 - Activities and Services to Improve the Quality and Availability of Child Care.

State School Readiness Board's Healthy Child Collaborative and the Statewide Early Childhood Comprehensive System - *The Governor's Office and the Department of Health Services, Office of Women's and Children's Health, collaborated to apply for the Statewide Early Childhood Comprehensive System (SECCS) grant. This grant funds planning and implementation over a five year period of time to include: parent education, family support, access to medical home, social emotional development, and child care in a statewide cost-effective, comprehensive system. Arizona is in the second year of a three year implementation phase under this grant. A portion of the grant funds the Early Childhood Health Systems Coordinator position at the State School Readiness Board.*

A cross-section of urban/rural community representatives (business, academic, civic, tribal, community-based organizations, state agencies, for-profit and not-for-profit entities) has engaged in the work of School Readiness Board Policy Work Groups and Implementation Teams. The system is envisioned as a combination of public and private efforts and will require the ongoing cooperation and collaboration of all parties. One of the Implementation Teams was charged with design of the Coordination of the Early Childhood Education system, to include overall governance of the system in order to ensure alignment of state and federal funding streams.

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 the School Readiness Board's focus on quality early care and education, the Statewide Early Childhood Comprehensive Systems Planning Grant and the work of Healthy Child Care Arizona, since 1997, is moving forward to implement a state-wide 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 licensed child care center in Arizona, then 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 unique 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*

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(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 in addition to implementation and coordination of School Readiness Action Plan initiatives. Activities have included: piloting a needs assessment tool that was administered in the lobby of offices to ensure that families received all necessary services; development of monthly broadcasts to all 10,000 DES employees of current issues facing families and internal and community resources available to assist these families. Recent subjects included pay day loans, domestic violence, educational opportunities for homeless children, finding a child care provider, and the Earned Income Tax Credit.

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 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,

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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, the School Readiness Board and related Implementation Teams, 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 Security 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 State School Readiness Board. 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. In collaboration with the State School Readiness Board, 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 scholarships for NAA accreditation endorser visits. 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

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assistance and grants. The Arizona Center for Afterschool Excellence is also 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.

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the current status of the State's efforts in this area. Note: Please 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 is expected to support early language, literacy, pre-reading and early math concepts.
- Developing. A plan is being drafted.
The draft is included as Attachment 2.1.2.
- Developed. A plan has been written but has not yet been implemented.
The plan is included as Attachment 2.1.2.
- 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):

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

Indicate whether there is an entity that is 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.

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

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

In March 2003, Governor Napolitano convened the Arizona State School Readiness Board. The Board's purpose is to develop a coordinated, efficient, and cost effective delivery system for early childhood programs in Arizona. The Arizona State School Readiness Board and appropriate state agency directors are charged with ensuring that coordination across early childhood programs occurs. The early childhood programs and/or funding streams that are included in the plan include CCDF, Head Start, Early Head Start, TANF, Maternal Child Health, Early Childhood Block Grant, State Early Childhood Comprehensive Systems Grant, Medicaid, Child and Adult Food Program, public school programs and early intervention services.

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In January of 2004, Governor Napolitano released the School Readiness Action Plan – A Five Year Roadmap to Ensure Children in Arizona Begin 1st Grade Safe, Healthy & Ready to succeed by Developing a High Quality Early Childhood Education System for Arizona (see Attachment 2.1.2).

In January of 2007, the School Readiness Board released Proposed Strategic Strategies CY2007/FY2008 – A Report From the State School Readiness Board to Governor Janet Napolitano (see Attachment 2.1.2.a). This report provides summaries of the progress made in 2006 as well as well as proposed outcomes and proposed strategies for 2007.

In the general election held in the fall of 2006, Arizona voters passed Proposition 203 - “First Things First”, an initiative that will fund quality early childhood development and health at the local level through a tobacco tax. The Proposition also created a new state level board known as the Arizona Early Childhood Development and Health Board. The Early Childhood Development and Health Board consists of nine members appointed by Governor Napolitano, as well as ex-officio members comprised of the Superintendent of Public Instruction and the Directors of the Departments of Health Services and Economic Security.

Additionally, Proposition 203 establishes Regional Partnership Councils throughout the state, in yet to be determined regions. The Councils are to include eleven members who reside or work in the region and meet the following descriptions: parent of a child age five or younger; child care provider; health service provider; public school administrator; early childhood educator; member of the business community; member of the faith community; representative of a philanthropic organization; and if an Indian Tribe is located in the region, one public official or employee of a Tribal Government.

The initiative specifies that programs undertaken by the Board and the Regional Partnership Councils are to accomplish one or more of the following objectives:

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

Proposition 203 provides for the distribution of funding through both statewide and regional grants. Funding to the regions is based on the approval of the Regional Partnership Council plans submitted to the nine member Board and will take into account the population of children aged five or younger and the population of children aged five or younger whose family income does not exceed 100% of the federal poverty level.

The passage of Proposition 203 presents an unprecedented opportunity to have not only a sustainable funding source with which to improve the quality of and access to early childhood development and health programs, but also to create a Board that will guide and support communities as they seek to improve the quality of their programs and services in this area. The State School Readiness Board beginning the process of transitioning their work to the new Early Childhood Development and Health Board and the State School Readiness Board staff will provide ongoing support to this /board until the new Board’s staffing needs are met.

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2.2 Public Hearing Process

Describe the Statewide 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:

Date(s) of statewide notice of public hearing:

Manner of notifying the public about the statewide hearing:

Date(s) of public hearing(s):

Hearing site(s):

How the content of the plan was made available to the public in advance of the public hearing(s):

A brief summary of the public comments from this process is included as **Attachment 2.2.**

On May 7, 2007, the DES Child Care Administration filed formal notice of the Public Hearing with the Office of the Secretary of State. Additionally, on May 9, 2007, the DES Public Information Office issued a News Release to numerous media outlets publicizing the Public Hearings which were held on May 30, 2007, in Phoenix, Arizona, and on May 31, 2007 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 State School Readiness 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.

Arizona Early Education Funds:

The Arizona Early Education Funds (AEEF) were created in January 2004 as part of the Governor's School Readiness Action Plan to build the capacity of local communities to provide quality early childhood education. The funds were established at the Arizona Community

Foundation in partnership with the Community Foundation for Southern Arizona and the United Way of Tucson and Southern Arizona.

The AEEF has a 26 member advisory board and a seven member Executive Committee representing a wide cross section of private and public entities. To date, the AEEF has raised more than \$2 million in private philanthropic donations and has focused on the development of a network of regional partnerships across the state. The first regional grant awards out of AEEF funded the establishment of Regional Partnerships in six Arizona counties. In addition to the six partnerships funded through AEEF, an additional two partnerships were funded directly by the Phelps Dodge Corporation, bringing the number of funded partnerships to eight.

As a result of a generous gift from the Ellis Center for Educational Excellence, the AEEF released another Request for Partnership Proposal in late 2006 to provide funding and technical assistance for the development of the unfunded partnerships in the state. There are currently partnerships in some stage of development in each of Arizona's 15 counties.

By funding the existing network of Regional Partnerships, AEEFs is building the infrastructure necessary to distribute the funds raised by Proposition 203 (First Things First) which is discussed in Section 2.1.2. More information on the AEEF can be found at: www.arizonaeearlyeducationfunds.org.

United Way of Tucson and Southern Arizona Activities/Initiatives:

In partnership with the Governor, the United Way of Tucson and Southern Arizona developed a Five-Star Quality Rating System for child care, a pilot program for the state of Arizona. The initial pilot was a 17-month grant funded by a federal Early Learning Opportunities Act (ELOA) grant to improve conditions for children's success through child care quality improvement, professional development of child care staff, parent education, literacy activities, and health and safety technical assistance.

Key results include:

- *Achievement of nearly 100% of the goals and objectives in the areas of center quality improvement, professional development opportunities, parent education, literacy, and health and safety. In particular, an early innovation of a Quality Rating System (QRS) was completed and lessons learned were shared with the State for possible future implementation of a statewide QRS.*
- *Significant improvements in 46 centers in key quality components such as physical learning environment, adult-child interactions, school readiness strategies, health & safety, and director and staff qualifications. These 46 centers serve over 4,000 children in the community.*
- *Over 1,000 parents benefited from parent programs.*
- *A center for early childhood studies at the local community college was established and a program coordinator was hired to help guide students through the degree attainment process.*
- *Professional development scholarships were awarded and 16 childcare center staff made significant progress in academic objectives.*
- *Thousands of books and literacy materials were distributed to centers, medical clinics, children and families.*

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Additionally, the United Way of Tucson and Southern Arizona First Focus on Kids initiative is working with nonprofit agency partners to increase the number of youth in safe, nurturing places after school. Through the Youth Development Coalition, more than 30 administrators, service providers, police and agency representatives are advocating within the community and in legislative processes boosting community resources and volunteerism, and improving the quality of programs through training and support.

The United Way's efforts in the realm of early care and education were reenergized in late 2006 with a grant awarded by the Diamond Foundation. The foundation, the philanthropic arm of a successful local realtor, has made a commitment of \$1 million dollars as a challenge grant to support United Way's Early Care and Education work.

More detailed information regarding the United Way of Tucson and Southern Arizona's programs can be found at: www.unitedwaytucson.org/pages/children.php.

Valley of the Sun United Way Activities/Initiatives

- *Partners for Arizona's Children*

Partners for Arizona's Children (PAC) - is facilitated through Valley of the Sun United Way and is a statewide public-private partnership. The PAC first came together in 2002 to develop a social marketing campaign - "You're It" - to increase public will to invest in children ages 0-6.

As a statewide public-private partnership, PAC strives to inform diverse audiences about the issues affecting Arizona's children; educate people about the importance of early care and education; inspire people to get involved in improving the lives of young children; enable action by providing opportunities and examples of ways to get engaged; and mobilize individuals and communities to affect public policy or societal change. "You're It", PAC's social marketing campaign, is used to rally people to "Be a voice. Get involved. Invest in children." The PAC's vision is to have "You're It" become a highly visible and recognized movement around early care and education issues in Arizona.

In recent strategic planning, PAC members cited opportunities to expand "You're It" through local and national partnerships, regional partnership integration and greater focus on prioritized audiences were also cited. Moving forward, creating clarity around messages, restructuring PAC around target audiences, defining clear goals, roles and responsibilities, and building capacity are all identified to be important.

Partners for Arizona's Children include: Arizona Child Care Association; Arizona Department of Economic Security; Arizona Community Foundation, Arizona Department of Education; Early Childhood Education, Arizona Literacy and Learning Center; Association for Supportive Child Care; ASU at the West Campus - College of Education; Bank One; Chicanos Por La Causa; Children's Action Alliance; City of Phoenix Head Start; City of Phoenix Human Services; Clear Channel; Fowler School District; KAET 8; Governor's Office of Children, Youth and Families; Mesa United Way; N Power Arizona; Phoenix Children's Hospital; New Directions Institute; Nina Mason Pulliam Charitable Trust; Rio Salado Community College; Snell and Wilmer Foundation; St. Joseph's Hospital and Medical Center; Catholic HealthCare West; St. Luke's Health Initiatives; Stardust Foundation; State of Arizona School Readiness Board; BHHS Legacy Foundation; United Way of Northern Arizona; United Way of Pinal County; United Way of

Prescott; United Way of Tucson and Southern Arizona; United Way of Yuma; Valley of the Sun United Way; United Health Care; Virginia G. Piper Charitable Trust; and Wells Fargo Bank.



- *The "You're It" Social Marketing Campaign -----*

"You're It" is a statewide campaign to increase public awareness and engagement around the importance of investing in children. Convened by Valley of the Sun United Way, "You're It" is brought to our community by Partners for Arizona's Children, a statewide public-private partnership including business, government, nonprofits and individuals with a passion for children. "You're It" is a volunteer-driven effort focused on educating and mobilizing communities to impact the current challenges facing Arizona's youngest children. For more information on the Campaign, see: www.youre-itaz.org/.

- *Investing in the Success of Our Youngest Children*

In Valley of the Sun United Way's Impact Area of Learning, they strive to ensure all children have the resources they need to enter school ready to succeed. The Valley of the Sun United Way's local Success By 6™ efforts are dedicated to improving quality early learning opportunities for all children. To do this the Valley of the Sun United Way partners with school districts, child care providers, parents and the community at large. Some Success By 6™ efforts include:

- *Increasing local community capacity to support and promote the learning readiness of young children.*
- *Increasing local community capacity to support and promote the learning readiness of young children.*
- *Conducting developmental screenings to identify learning disabilities and provide early intervention.*
- *Providing story times and rotating book collections to participating child care centers in selected school districts.*
- *Providing emergent literacy workshops to parents and caregivers.*
- *Providing pre-literacy training workshops for early childhood center staff.*
- *Improving the quality of care provided in formal and at-home settings*
- *Providing self-evaluation tools to child care centers so they can identify areas of change and create specific program goals based on results of their self-assessments.*
- *Providing parents with school readiness kits to help them prepare their children for success in school.*

More detailed information regarding the Valley of the Sun United Way programs can be found at: www.vsuw.org/site/PageServer?pagename=success_by_6.

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:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program 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)) and
- (3) 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, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be held for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in 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.

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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. Services through contract are handled in a similar manner.

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 the following describes the types of child care services, 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 The Lead Agency must allow for in-home care 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.

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

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

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.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of **July 1, 2007**.

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:

- The month and year when the local market rate survey(s) was completed:
June 2006. (§98.43(b)(2))
- A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as Attachment 3.2B. 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 (See Guidance for additional information.)
- Does the Lead Agency use its current Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?
 Yes.
 No.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), please describe and provide the range of variation in relation to your current survey.

- How the 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 (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

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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 3.2A.

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 are not possible without reducing the number of families in the state receiving assistance.

Summary results from the 2006 Survey are included in Attachment 3.2B and can be used to compare each of the state's 144 maximum payment rates to rates identified in the 2006 Survey.

A comparison of the aggregate (non-weighted) current 144 maximum payment rates to the aggregate (non-weighted) 75th percentiles of the 2006 Survey, shows that the current maximum payment rates are approximately 83% of the 2006 Survey 75th percentile. With respect to percentiles of the 2006 Survey, current maximum payment rates range from:

(For the 48 unique center rates)

13th to the 100th percentile – (average being the 48th percentile)

(For the 48 unique family child care home rates)

23rd to the 67th percentile – (average being the 49th percentile)

(For the 48 unique family group home rates)

<1st to the 96th percentile – (average being the 45th 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

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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, 73% receive care in child care centers; 7% receive care in certified group; 9% receive care in small family child care homes; and 11% 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 \$11.03 for full day and \$6.30 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 plus an additional five percent. 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. The NCRPs are only required to meet very minimal requirements to receive payment.*

**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.*

- 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.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?
 - 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.

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All types of 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*
- NAA = National After School Association [formerly NSACA]*
- 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*

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3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

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? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes, and the upper age is ____.

No.

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 the matrix below. Complete Columns (c) and (d) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI.

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, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	2,648	2,251	1,405	53%
2	3,463	2,944	1,883	54%
3	4,278	3,637	2,362	55%
4	5,092	4,329	2,840	56%
5	5,907	5,021	3,319	56%

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

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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 2007, as published in the Federal Register/ Volume 72, No. 59/ 3/28/07, was used.

If applicable, the date on which the eligibility limits detailed in column (c) became or will become effective: *7/1/07*

How does the Lead Agency define “income” for the purposes of eligibility?
Please describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

- Is any income deducted or excluded from total family income (for instance, 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.

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.

No.

- Is the income of all family members included?

Yes.

No. If no, 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 is excluded (the earnings of a minor parent who needs care for his or her own child are countable).

Earnings of a caretaker relative who is applying for a related child (e.g., grandchild, niece, nephew, etc.) is excluded.

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3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes.

No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2 (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

Yes - *On a case by case basis, the fee and income requirements are waived for cases in which children receive, or need to receive, protective services as defined in Appendix 2, # (5) a only.*

No.

Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to 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 State considers these children to be in protective services.)

No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (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.

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3.4 Priorities for Serving Children and Families

3.4.1 Please complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input type="checkbox"/>	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>24 months</i>
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*See 3.4.2.

3.4.2 Describe how the State 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 TCC eligible families;***
- 2. Families receiving child care for protective services, as defined in Appendix 2(5) a);***
- 3. Other eligible families with very low income; and***

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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 defined in Appendix 2)

Families receiving child care for protective services, as defined in Appendix 2(5) a), receive priority as described in Section 3.4.2.

No.

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

Yes.

No.

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3.4.6 Does the Lead Agency maintain a waiting list?

Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

* No.

**As of June 2007, no waiting list is currently in place. When funding is not available to serve all families that are technically eligible under State policies, a statewide priority waiting list for services will be utilized. (Families already receiving child care services may continue to do so as long as they continue to meet eligibility criteria.)*

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 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.)

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 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 redetermination 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 redetermination 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 does not anticipate that a waiting list will be necessary in FFY 2008-2009.

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3.5 Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of *7/1/07*.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- Yes, and the following describes any additional factors that will be used:

The number of children in care will also be used as a factor in determining a family's contribution.

- No.

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 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: *\$1,431/month (effective 7/01/07)*.

The Lead Agency must select ONE of these options:

- 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. The following describes 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.

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

Yes.

No.

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3.5.5 The following is an explanation of how the copayments 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
*\$6.75	\$1,161	1	\$1,232.00	\$1066.56	\$165.44	14%
7.08	1,217	1	1,232.00	1066.56	165.44	14%
7.09	1,219	2	1,232.00	1033.56	198.44	16%
8.32	1,431	2	1,232.00	1033.56	198.44	14%
8.33	1,432	3	1,232.00	1000.56	231.44	16%
11.23	1,932	3	1,232.00	1000.56	231.44	12%
11.24	1,933	4	1,232.00	934.56	297.44	15%
12.06	2,075	4	1,232.00	934.56	297.44	14%
12.07	2,076	5	1,232.00	868.56	363.44	18%
12.90	2,219	5	1,232.00	868.56	363.44	16%
12.91	2,220	6	1,232.00	769.56	462.44	21%
13.73	2,362	6	1,232.00	769.56	462.44	20%

* Arizona minimum wage is \$6.75 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 = \$28.00 per day (per 2006 Child Care Market Rate Survey), no extra charges. Monthly child care cost: \$28.00 per day x 22 days per month x 2 children = \$1,232.00.

DES payment calculations (based upon maximum state reimbursement rate of \$24.99/day minus applicable co-payment for each child)

Fee Level 1 - (\$24.99 - 1.00 + 24.99 - .50) x 22 = \$1066.56

Fee Level 2 - (\$24.99 - 2.00 + 24.99 - 1.00) x 22 = \$1033.56

Fee Level 3 - (\$24.99 - 3.00 + 24.99 - 1.50) x 22 = \$1000.56

Fee Level 4 - (\$24.99 - 5.00 + 24.99 - 2.50) x 22 = \$934.56

Fee Level 5 - (\$24.99 - 7.00 + 24.99 - 3.50) x 22 = \$868.56

Fee Level 6 - (\$24.99 - 10.00 + 24.99 - 5.00) x 22 = \$769.56

PART 4
PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 Please 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, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation must parents provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

A copy of your parent application for the child care subsidy program is provided as **Attachment 4.1.1**. If the application is available on the web, provide the appropriate Web site address: www.de.state.az.us/childcare/pdf/CC-001.pdf

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.), or DES contractor offices, 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.

To apply for services, a family may contact any of the DES Child Care offices located throughout the state or a DES contractor's office. 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.

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).

The family's rights and responsibilities are reviewed and the family is informed of available child care options and their right to choose the category and type of care that best meets their needs. Eligibility is determined within 30 days from the receipt of an application. Child care cases are reviewed at least once per year to evaluate eligibility for services.

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Each child is limited to no more than 60 cumulative months of child care assistance (this does not apply to TANF, TCC, or CPS eligible families). The DES may provide an extension of the 60 month limit to families providing proof of efforts to improve skills and moving towards self-sufficiency.

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.

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. Families that reside in an area in which there are specialized contracted child care services, are informed of the availability of these programs, as appropriate, and their option to use these services. 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.

If the family is eligible, the specialist determines any required co-payment amounts and the amount of child care to be authorized (i.e., number of full and/or part days). The specialist may also provide information on currently registered child care providers as requested. Families needing additional assistance in locating a child care provider may be referred to a Child Care Resource and Referral agency.

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.

4.1.2 Is the application process different for families receiving TANF?

Yes. Describe how the process is different:

No.

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.

4.1.3 The following is a detailed description of how the State 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 in each of these categories.

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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: www.arizonachildcare.org/parent/referral.html.*

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4.1.4 Does the State conduct outreach to eligible families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

- Yes. If yes, describe these activities, including how the State 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 and have the opportunity to be certified through an oral testing process. This certification results in specialists being eligible to be paid an additional stipend for their skills. The DES has child care staff that are certified in Spanish and also 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.

- No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such 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

The following is a detailed description of the procedures in effect in the State 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 1½ hours (or less) one way; or ½ hour (or less) 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 Earmarks and Set-Asides

5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).

Infants and toddlers:

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

Through a technical assistant grant from the US Department of Health and Human Services, Child Care Bureau, Arizona's Infant Toddler Child Care Team is working on the Bureau's Infant/Toddler Learning Community hosted by Zero to Three. This work will influence activities designed to improve infant and toddler care by reviewing state licensing standards, accountability measures, professional development, program evaluation, and financial incentives. Additional information about the work of the Arizona Team can be found at this link: <http://nccic.org/itcc/states/Arizona.htm>.

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 utilizes curriculums such as West Ed's "Program for Infant Toddler Care (PITC)" and Teaching Strategies Inc. Creative Curriculum®. 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.*
- *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.*

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- *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.*
- *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.*

The expected results of these activities include:

- *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.*

Resource and referral services:

The DES contracts with community-based organizations for the purpose of providing Child Care Resource and Referral (CCR&R) services. These organizations:

- *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 child care providers to be included in the database;*
- *Provide 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*

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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: <http://www.naccrra.org/qap>.*

The expected results of these activities are:

- *Child Care Resource and Referral 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.*

The DES currently contracts with the two CCR&R entities to provide these activities.

School-age child care:

Divisions within the Governor's Office for Children, Youth and Families (GOCYF) will collaborate with and provide resource to community groups who serve as the voice and advocates for children considered the "tweeners" who fall between the age of school readiness and high school. The GOCYF, 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.

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.

- 5.1.2 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 earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008: **\$4,574,633 (4%)**

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5.1.3 Check each activity 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 special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/will undertake	Name and type of entity providing activity*	Check if this entity a 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>Arizona Early Education Fund-Governmental</i>	<input 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>Governor's Division of School Readiness - Governmental</i>	<input 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"/>
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 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"/>

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** Entities that provide any of the activities described in Sections 5.1.1 or – 5.1.4 may be governmental, private non-profit or private for profit. 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. Additionally, these activities are provided based upon identified needs and available funding and may change on regular basis.*

Types of agencies that typically provide these activities may include: non-governmental community agencies (including community-based organizations); child care resource and referral agencies; for-profit, not-for-profit and school based child care providers; and community colleges. Information on entities that have previously provided these activities and those who may currently be providing these services is available from the DES Child Care Administration. This information is also available on the Internet, at: <http://www.azdes.gov/childcare/fund.asp>.

5.1.4 For each activity checked, describe the expected results of the activity. 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 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.*
- *A concentrated effort is being made to expand consumer education for parents seeking out quality child care. New approaches towards this end include paid and free television, radio, newspaper and periodical ads; and billboard, bus bench and bus ads. This effort is now 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 website azchildcare.org. Parents are able to tailor their search geographically by city or county, by provider type, by ages of children and can also search exclusively for providers that hold a DES contract.*
- *Additionally, both CCR&R agencies are participating in a media campaign designed by the national United Way organization. The name of the campaign is “Born Learning” and is targeted to parents of very young children interested in resources to improve their parenting skills or information about the development of their children. In promotion of this campaign, the toll free CCR&R phone number will be used in print and television ads. In response to questions generated by the ads, CCR&R staff will either answer questions or will inform the callers of available resources in their area.*

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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.*
- *Child care providers will remain informed of services available to providers, as well as to the families they serve.*

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

The Arizona Early Education Fund was established at the Arizona Community Foundation and Tucson Community Foundation/United Way to help communities statewide build the quality and capacity of early care and education programs for children birth to age five. This Fund was established by Governor Napolitano and the State School Readiness Board to support child health, literacy, ECE professional development and quality enhancement of programs for children birth to age 5. Through the School Readiness Board (now known as the Division of School Readiness), DES collaborates with the Arizona Early Education Fund.

Additional activities related to the Fund: Held Governor's Roundtables for the Early Education Fund in Phoenix, Tucson & Flagstaff; Hosted Governor's Business Forum on Early Childhood Education for 100 CEO's with Governor Napolitano, North Carolina Governor Jim Hunt and Federal Reserve Vice President Art Rolnick.

The School Readiness Board & Arizona Early Education Fund convened a Design Team that includes the United Way (Phoenix & Tucson), Children's Action Alliance, Southwest Human Development, University of Arizona Cooperative Extension, Office For Children With Special Health Care Needs- Community Development Initiative Parent Led Teams as well as the Chair of the School Readiness Board and Program Committee of the Arizona Early Education Fund, to design a local delivery mechanism for \$1million of private funds and creating a pathway for eventual public funds.

Monitoring compliance with licensing and regulatory requirements:

The DES partners with the 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 funding 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 and an increase in the ability to more quickly respond to complaints from the public.

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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 off-site trainings, designed specifically to meet the needs of infants and toddlers 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, the availability of funds to create more substantive efforts is increased. For several years, the state has discussed, for example, development of a TEACH[®] (Teacher Education and Compensation Helps) model to help increase educational levels and salaries, decrease turnover and improve quality. To date, a funding mechanism has not been put in place for this. The DES will work with the ECDH Board at both the state and regional levels to investigate implementation of quality improvement systems. Teacher salaries and other compensation may surface as an issue that may be addressed using the newly available tobacco tax funds available.

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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'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 the Arizona Infant Toddler Institute. 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. The primary funding source for CCHC is from the State's Early Childhood Comprehensive System (SECCS) grant. The SECCS is a program of the Maternal and Child Health Bureau, Department of Health and Human Services, Health Resources and Services Administration. The DES works collaboratively with the SECCS grantee, located in the Governor's office for Children, Youth and Families, to leverage funding for maximum impact. Over 40 individuals have been trained as Child Care Health Consultants. To date, there are two full time CCHCs in Arizona, and dozens more work on a part-time basis.

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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) 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 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

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 to best describe the status of your State's three-to-five-year-old guidelines.

- Planning. The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- Developing. The State is in the process of developing early learning guidelines. Expected date of completion: _____
- 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.
- 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):

Describe the progress made by the State in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2006-2007 State Plan.

The Arizona Early Learning (EL) Guidelines are available in hard copy or may be downloaded for use throughout the state in all early care and education programs at:

www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf

Professional development, training and information sessions on the EL Guidelines are presented frequently as requested and are listed in the S*CCEEDS calendar. The Arizona Department of

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Education will release professional development and training modules in each of the seven content areas later in 2007.

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, name standards.

The Arizona EL Guidelines are aligned with the Head Start Child Outcomes and the Arizona Academic Standards for Kindergarten. The Early Learning Standards are formatted to reflect the same nomenclature as the K-12 Standards (Standard, Strand, and Concept), and a matrix showing alignment of each Early Learning Concept to the Head Start Child Outcomes Framework and the AZ Kindergarten Concepts is included for every standard.

No.

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

Yes. If yes, describe.

Programs are provided training and professional development on the importance of aligning curriculum and assessment with the EL Guidelines. Curricula choices are made at the program level.

No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

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

Efforts to develop early learning guidelines for children other than those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

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

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

Yes.

No.

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Do the guidelines for children three-to-five-year-olds address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

Yes. If yes, describe.

The Arizona Early Learning Standards include the domains and content areas of Social and Emotional Development; Physical Development and Healthy & Safety; Social Studies; Science; and the Arts in addition to Language & Literacy and Mathematics.

No.

5.2.3 Implementation of Voluntary Early Learning Guidelines. Indicate the 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. Please describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input type="checkbox"/> Head Start
<input checked="" type="checkbox"/> Education/Public pre-k	<input checked="" type="checkbox"/> Education/Public pre-k
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Please describe:	<input type="checkbox"/> Other. Please describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

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The Arizona Early Learning Standards were developed for use by parents, educators, and child care providers in all types of early care and education settings in Arizona. The practitioners and stakeholders that participated in the revision process were selected for their geographic, racial, ethnic, and programmatic diversity in order to create a document that would be a useful resource for all early care and education providers. The document contains specific information addressing the use of the Standards with English Language Learners and children with special needs.

Professional development is delivered through a variety of methods: train-the-trainer modules, on-line presentation, conferences and meetings, and college coursework. The Department of Education meets regularly with representatives of varied early care and education programs in the state to guide professional development efforts.

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:

Materials to support implementation of the AZ Early Learning Guidelines, including guiding principles, inclusive practices and resources are included in the document at:
<http://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf> (Attachment 5.2.1).

Additionally, the Arizona Department of Education is developing content specific training and professional development modules for each of the standards areas. The Social/Emotional and Math modules will be available in the Fall of 2007. Subsequent modules will be available in 2008.

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
- (b) Assessing the effectiveness and/or implementation of the guidelines
- (c) Assessing the progress of children using measures aligned with the guidelines
- (d) Aligning the guidelines with accountability initiatives

(a) Inherent in the development of the AZ 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) A subcommittee of the State School Readiness Board drafted a plan to include the AZ Early Learning Standards as a component of the Quality Rating System in order to assess the implementation and effectiveness of the Standards in programs for 3-5 year old children. In November 2006, voters passed an initiative to create a new statewide Early Childhood Development and Health Board in order to fund early childhood initiatives through a new cigarette tax. The State School Readiness Board will now transition much of its committee work to the new Board. It is not clear at this date whether the Quality Rating System development will continue under the new Board or remain in the Governor's Office; however, it is anticipated that work will continue on the development of a Quality Rating System which will include measures to assess the implementation of the Standards.

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Concurrently, the Arizona Department of Education incorporated implementation of the Standards into their quality initiative, the Early Childhood Quality Improvement Practices (ECQUIP). Local application of the Standards in schools is reviewed and discussed during school site monitoring visits.

- (c) The new Early Childhood Development and Health Board is required to develop statewide measures of program effectiveness for all initiatives funded by the Board. Work on this component will occur in late 2007 and 2008, and will likely include child outcome measures aligned with the Standards.*

In 2006, the Arizona Department of Education developed the Early Childhood Assessment System to promote best practices that meet rigorous professional standards in order to improve programs to benefit children and families. This system is available and required only for public school preschool programs. The Department solicited proposals for appropriate, comprehensive, valid, and reliable assessments for progress monitoring and measuring outcome indicators in preschool children ages three years to kindergarten entry. All selected assessments align with the AZ Early Learning Standards. The four instruments approved for use in the Early Childhood Assessment System are: Child Observation Record, Creative Curriculum Developmental Continuum, Galileo, and Work Sampling System.

- (d) In order to use the funding generated by the voter-approved tax on cigarettes, the new Early Childhood Development and Health Board is required to develop statewide measures of program effectiveness for all initiatives funded by the Board. Work on this component will occur in late 2007 and 2008, and will likely include child outcome measures aligned with the Standards.*

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 throughout Arizona. The SAIS is an automated data collection and reporting system that will greatly enhance the ability to evaluate programs, identify trends and document the benefits of investment in early childhood programs in Arizona.

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):

No written reports of these efforts are available at this time. The Early Childhood Assessment System Guidance Manual will be posted to the Arizona Department of Education website later in 2007.

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5.2.5 State Plans for Professional Development. Indicate which of the following best describes the current status of the State'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 to best describe the status of your State's professional development plan.

- Planning. Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, 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.
- Developing. A plan is being drafted. The draft or planning documents are included as Attachment 5.2.5.
- Developed. A plan has been written but has not yet been implemented. The plan is included as Attachment 5.2.5.
- 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 06-07 State Plan. The revisions or the revised plan are included as Attachment 5.2.5.
- Other (describe):

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. Although the State School Readiness Board officially dissolved in April of 2007, a new division has been established in the Governor'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 develop a new early care and education 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.

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Although building this consensus was an important step and support for the vision is enthusiastic, implementation of the vision of the School Readiness Board is 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 will result 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, essentially a new state agency, will develop and implement plans to address early childhood issues in collaboration with Regional Partnerships throughout the state.

While creation of a professional development plan is not an explicit task for the ECDH Board, it is one possible outcome. Several former members of the School Readiness Board now sit on the ECDH Board. The School Readiness Board was dissolved because the ECDH Board is seen as a logical implementation vehicle for the vision articulated by that visionary group. A plan for professional development may emerge in late fiscal 2007-2008.

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

The DES Child Care Administration, taking advantage of the many areas of consensus developed by the State’s School Readiness Board has strived to develop key programmatic pieces that would likely exist in a broader system redesign. These key programmatic components include access to college credit-bearing coursework, a system for tracking coursework for individual child care professionals, articulation of coursework from Arizona’s community colleges to the state’s universities, development of career pathways for the child care community and strengthening of Arizona’s child care licensing standards.

Key hurdles still exist to the continued professional development and education of early care and education practitioners. Among these is access to training and coursework, transportation to and from professional development sites, an under-preparedness for successfully completing college work and in some cases, lack of fluency in English. Many child care professionals are balancing full-time work, caring for families, time for classes/workshops/training and time to prepare and study. Consequently, a continuum of community-based training and education is offered at no cost to practitioners. Training is offered both on-site and off-site. Some training topics are offered in both Spanish and English and may also lead to college credit and/or certification.

For example, Child Care Professional Training (CCPT) is a 60-hour community-based training offered throughout Arizona. The training focuses on improving the preparation and knowledge of practitioners. Specifically, CCPT is designed for individuals who are entering the field or lack basic early childhood knowledge. The CCPT includes six hours of coursework leading to first aid and CPR certification with an additional 54 hours of introductory early childhood coursework. In some instances, CCPT training may be articulated for community college credit.

Additionally, other community-based trainings are offered to introduce practitioners to a variety of topics. These trainings encompass at least two of the Core Knowledge Elements and Competencies outlined by Arizona's training registry system - the Statewide Child Care and Early Education Development System (S☆CCEEDS). The Core Knowledge Elements and Competencies define the knowledge, skills, and attributes desirable for a child care and early education practitioner.

Since a wide variety of community-based training is offered to meet the unique needs of practitioners in Arizona, the professional development plan will address the articulation of community based training into college credit for practitioners. For many practitioners, community-based training offered for college credit will help to build the confidence needed to pursue additional educational opportunities that may lead to certification and/or a degree.

Articulation will be defined in the professional development plan to include the awarding of credit for community-based training, as well as the transfer of credit between institutions in the community college system and from that system to the state university system. It involves linking together programs, faculty and instructors, in order to facilitate a normal progression and smooth transition through the education system while maintaining continuity in a student's academic program. Articulation agreements, typically formal agreements between two campuses, define how courses taken at one college or university campus can be used to satisfy a subject matter requirement at another college or university campus.

Articulation is a key issue in the professional development plan for the following reasons: 1) There is a growing demand for quality child care and preschool programs and for staff trained in child development and appropriate child and family practices; 2) Early Care and Education practitioners may take any number of career pathways and encounter a number of transition points within their professional development sequence; 3) Children who are being served in child care and early education programs are increasingly more diverse, requiring the recruitment, training and education of diverse staff; and 4) Practitioners' professional development is important to advancing issues related to compensation in the child care and early education field.

To address the issue of articulation and professional development, a subcommittee of the School Readiness Board was tasked with formulation specific recommendations regarding these issues. The Professional Development and Articulation subcommittee held meetings in 2006 and early 2007 to develop these recommendations. The committee made several recommendations specific to professional development including:

- *Utilize the General Fund monies to index the child care subsidy to the 75th percentile of the current market rate survey. Currently, child care subsidy is paid at the 75th percentile of the 2000 market rate survey.*
- *Develop the structure and identify funding for a comprehensive professional development system for Early Care and Education. Arizona's comprehensive professional development system would address five components: funding, core professional knowledge, qualifications and credentials, quality assurances (including training and technical assistance), and access and outreach.*
- *Form a policy work group to review licensing regulations and make recommendations to the Arizona Department of Health Services (ADHS), Office of Child Care Licensing to improve standards of care. This work group was formed and has suggested recommendations for improved licensing standards.*

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- *Coordinate Early Childhood Education functions among state agencies, Head Start, Tribal programs, and other early childhood education programs and improve communication and access to information.*

In Arizona, Core Knowledge Elements and Competencies have not only been developed by a diverse group of community stakeholders, but they have been implemented into Arizona's voluntary statewide professional development registry, S★CCEEDS.

Research indicates that offering training and educational opportunities that promote professional growth and development is fundamental in encouraging practitioners to improve their skills and qualifications. S★CCEEDS addresses program quality using a trainer registry and training registry system.

S★CCEEDS registered trainers will play a vital role in preparing practitioners to best meet the needs of the children and families they serve. Minimum qualifications for S★CCEEDS registered trainers were established and agreed upon by a broad based group of community stakeholders who participated in the Professional Development Committee.

S★CCEEDS registered trainers must achieve a minimum Career Level of III-A on the Arizona lattice system. The requirement for a Career Level III-A is one of the following: 1) A Child Development Associates (CDA) credential or a Certified Child Care Professional (CCP) credential or a Certified Professional in Child Care (CPC) credential, or a National Administrators Credential (NAC) or equivalent; 2) Twelve credit hours in early childhood education or child development; or 3) One hundred and eighty clock hours of training.

Standards for S★CCEEDS trainers were established and agreed upon by the broad based group of community stakeholders who participated in the Professional Development Committee. S★CCEEDS registered trainings must address at least two of the Core Knowledge Elements and Competencies. S★CCEEDS listed trainings can only be conducted by S★CCEEDS registered trainers.

Additionally, the following information is required for all S★CCEEDS registered trainings: Trainer information; Agency information; Training information; Course description; Course outline; Core Knowledge Elements and Competencies; Level of training content; Child age group; Target audience; Training format; Competency assessment and; Number of clock hours.

The Professional Development Plan will address early language, literacy, pre-reading, and numeracy. While the plan is not developed, at a minimum the S★CCEEDS database will track the number of training opportunities offered related to early language, literacy, pre-reading, and numeracy using the Core Knowledge Elements and Competencies that must be submitted for each S★CCEEDS registered training.

Further information on S★CCEEDS can be found at: www.asccaz.org/SCCEEDS/

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If your State has developed a plan for professional development, does the plan include (Check EITHER yes or no for each item):

Arizona's plan has not yet been developed

	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"/>
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"/>

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

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

Are the professional development opportunities described in the plan available:

Arizona's plan has not yet been developed

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

	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"/>

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

Arizona's plan has not yet been developed

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

- Yes. Describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- No. If 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?

Although, an overall statewide professional development plan is still being prepared, many key components currently exist and offer a platform for further development and expansion. Monetary incentives currently are in place for achieving higher career levels on the career lattice system described as follows: The Department of Economic Security, Child Care Administration contracts with the Association for Supportive Child Care to maintain Arizona's voluntary career lattice system, now known as S★CCEEDS. This contract is designed to support and encourage the professional growth and development of child care and early education practitioners. S★CCEEDS enables practitioners to track their training, education and experience over the course of their careers. This tracking includes recording of coursework in early language, literacy, pre-reading and early math concepts.

In order to promote participation in S★CCEEDS practitioners receive a monetary incentive for initially joining the registry. Additionally, practitioners receive a monetary incentive for achieving higher career levels on the lattice. At this time, S★CCEEDS does not have any incentives linked specifically to the early language, literacy, pre-reading, and numeracy.

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

Arizona's plan has not yet been developed

- 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.

Although a formal plan has not been developed, the expected outcomes of the professional development plan include a better-trained and educated workforce caring for children in child care

and early education programs. Arizona recognizes that professional development is cornerstone to providing quality care for the children and families in our state.

An assessment of the professional development plan will likely be developed around the following outcomes:

- A continuation of existing stakeholder involvement and the development of additional stakeholders where there is limited participation. This will be accomplished using informal and formal mechanisms to ensure and continue the broad based support for the professional development plan.*
- The ongoing provision of a continuum of training for all categories of child care and early education practitioners. The continuum of training and type of providers accessing training can be tracked using the S★CCEEDS database.*
- Continued participation in relevant discussions related to articulation in the community. Over the next several years, work will be directed toward creating an academic plan with the higher education community that focuses on articulation: Specifically, work will be directed toward the articulation of the community-based training for Child Care Professional Training and the Arizona Infant Toddler Institute into college credit for practitioners.*
- Continued addressing of program quality via the S★CCEEDS training and trainer registry system to ensure that the Core Knowledge Elements and Competencies continue to be relevant in the changing professional development landscape. The S★CCEEDS Policy Committee will review national and state resources related to professional development (e.g., State Early Childhood Standards and Standards for Early Childhood Preparation published by The National Association for the Education of Young Children).*
- A continued emphasis to address early language, literacy, pre-reading, and numeracy professional development opportunities by tracking the number of training opportunities using the S★CCEEDS database.*
- Ensuring that the Early Learning Standard developers, relevant professional associations and community stakeholders create multiple opportunities for discussion and exchange regarding integration of the standards into the professional development plan. The standards will be reviewed and revised on a regular basis.*

The efforts of the professional development plan will be assessed in three ways. First, DES will work with the Division of School Readiness and the Early Childhood Development and Health Board in the formal assessment and statewide integration of the professional development plan. Second, DES will utilize the Child Care Advisory Committee as a resource to assess the various aspects of the professional development plan using both formal and informal mechanisms. Finally, input and feedback will be obtained from contractors who perform work related to professional development on an on-going basis.

Based on the feedback received, the assessment results will be used to inform and direct the type of training and education available for child care and early education practitioners. Additionally, the assessment will be used to quantify the effectiveness of the professional development plan for child care and early education practitioners in Arizona.

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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.

The Arizona Department of Economic Security assesses the effectiveness of the following professional development components:

- *The Child Care Professional Training program, a 60-hour training designed for individuals with little or no child care experience includes an evaluation by participants at the conclusion of the training to ascertain their satisfaction with the program and a follow-up survey to determine if individual participants have found a job in the child care field.*
- *The Professional Career Pathways Project, which is designed to provide access to and scholarships for college level coursework, reports both the number of college credits earned through the project and the number of individual child care professionals who earn a Child Development Associate (CDA) Credential or receive an Early Childhood Certificate of completion or an Associates of Applied Sciences degree. The project also reports on the number of individuals who receive accreditation through the National Association for Family Child Care (NAFCC).*
- *The Arizona Self Study Program, which aids centers and family child care providers to pursue accreditation, reports on the number of individuals and facilities that attain accreditation.*
- *The Department of Economic Security pays an enhanced rate (10% above the standard rate) for child care providers who are accredited. The number of contracted providers who qualify for the enhanced rate is tracked.*
- *The Statewide training registry, S★CCEEDS, will report on the number of active child care practitioners and trainers listed in their database as well as the number of practitioners who have moved up at least one "career level" within the S★CCEEDS career lattice.*

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

Not applicable.

- 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. 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/>.

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 that is indicated in the NRCHSCC's compilation?

* 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:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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6.2 Health and Safety Requirements for Group Home 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? If:

* 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.

** 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:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.3 Health and Safety Requirements for Family 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? If:

* 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.*

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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:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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

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 referenced above?

* 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:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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 describes those requirements and 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

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)) The following is a description of how health and safety requirements are effectively enforced:

- 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 the following indicates the providers 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 two visits per year, one of which 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.

- Are child care providers subject to background checks?

Yes, and the following types of providers are subject to background checks (indicate 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.

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- 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 the following describes 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.*
- 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
PROGRAM ASSURANCES AND CERTIFICATIONS**

The Lead Agency, named in Part 1 of this Plan, assures 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))
- (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))

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- (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 priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- ***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.***
- ***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.***
- ***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.***
- ***physical or mental incapacity (if the Lead Agency provides such services to children age 13 and older) - Not Applicable***
- ***protective services - means: a) A child and/or family receiving services from DES Child Protective Services (CPS) and referred for child care services on a case by case basis; 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***

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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.

- **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.
- **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.
- **very low income -**
means an income level at or below 100% of the Federal Poverty Level, as determined by the DES Child Care Administration.
- **working (include minimum hours if applicable) -**
means the performance of duties on a regular basis for wages or monetary compensation.

☐ **Additional terminology related to conditions of eligibility or priority established by the Lead Agency:**

- **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 3.3.1. 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.



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2007-2009

ATTACHMENT 2.1.2

STATE PLAN FOR EARLY CHILDHOOD PROGRAM COORDINATION
(ARIZONA SCHOOL READINESS ACTION PLAN)

&

ATTACHMENT 2.1.2.a

PROPOSED STRATEGIC INITIATIVES
A REPORT FROM THE SCHOOL READINESS BOARD



Governor Janet Napolitano

School Readiness Action Plan

*A Five Year Roadmap to
Ensure children in Arizona Begin 1st Grade Safe, Healthy & Ready to Succeed
by
Developing a High Quality Early Childhood Education System for Arizona*

January 22, 2004



STATE OF ARIZONA

Office of the Governor

MAIN PHONE: 602-542-4331

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JANET NAPOLITANO
GOVERNOR

January 22, 2004

Dear Fellow Arizonans:

This School Readiness Action Plan is the starting point for building an early childhood education system that supports the learning and development of Arizona's youngest children. Our goal as a state must be to ensure that all Arizona children begin school safe, healthy and ready to succeed, and that all parents know their children are given the best opportunity to do so.

Many of Arizona's children spend 35 to 40 hours per week in out-of-home care. The quality, accessibility and affordability of that care should be one of Arizona's top priorities. Current research tells us that young children are much more likely to succeed in school if they attend high quality, well-planned early childhood programs. This is especially true for young children who are placed at risk of not succeeding in school because they live in poverty, have parents who lack education, and face other circumstances that deny them the experiences and opportunities that nurture and foster their development and learning. The achievement gap begins long before some children enter school, resulting in low reading scores, increased special education placements, and increased high school dropout rates.

Not only does school success have a direct impact on the long-term educational success of Arizona's children, Arizona's economy depends on the educational strength of its workforce. Business and community leaders throughout the state understand the importance of high quality early education and are motivated to bring their leadership and resources to build a stronger system for Arizona.

This Plan was developed with input from one hundred forty-four business and community leaders, child care, education and health professionals, tribal representatives, state agencies, and elected officials from across the state. It sets forth action items for the next five years. The overall goal of the plan is to improve the long-term educational success of Arizona's children, including a decrease in Arizona's high school dropout rate and an increase in Arizona's rankings on education.

Some of the highlights of my plan are:

- Improving children's access to health care by increasing the number of children who receive well-child EPSDT (Early Periodic Screening and Diagnostic Testing) health screens; providing child care providers and preschools with access to health

- professionals; and doubling funding for Healthy Families, a strength-based program to prevent child abuse and neglect.
- Maximizing the effectiveness of our public dollars by better focusing our resources and by building strong public/private partnerships.
- Developing a statewide quality rating system to provide parents with information on the quality of their child's care.
- Putting in place teams of early childhood development specialists to help child care centers and preschools improve the quality of their programs.
- Increasing the education and compensation of early childhood education teachers by building a statewide scholarship program and creating a statewide wage incentive program, using federal, state, and private dollars.
- Devoting resources to reduce the number of families on the child care subsidies waiting list. This year in my budget, I have asked for \$24 million to maintain caseload growth and reduce the waiting list.
- Phasing in voluntary full day kindergarten over the next five years so that full-day kindergarten is accessible to all Arizona children, beginning with children attending schools with more than 90 percent of students eligible for the federal Free and Reduced Price Lunch Program.
- Increasing the state's investment in high quality state-supported preschool.

Building a quality early childhood education system is of importance to all Arizonans because it is an investment in our future and our human capital. Every Arizona child deserves the opportunity for a good start in life.

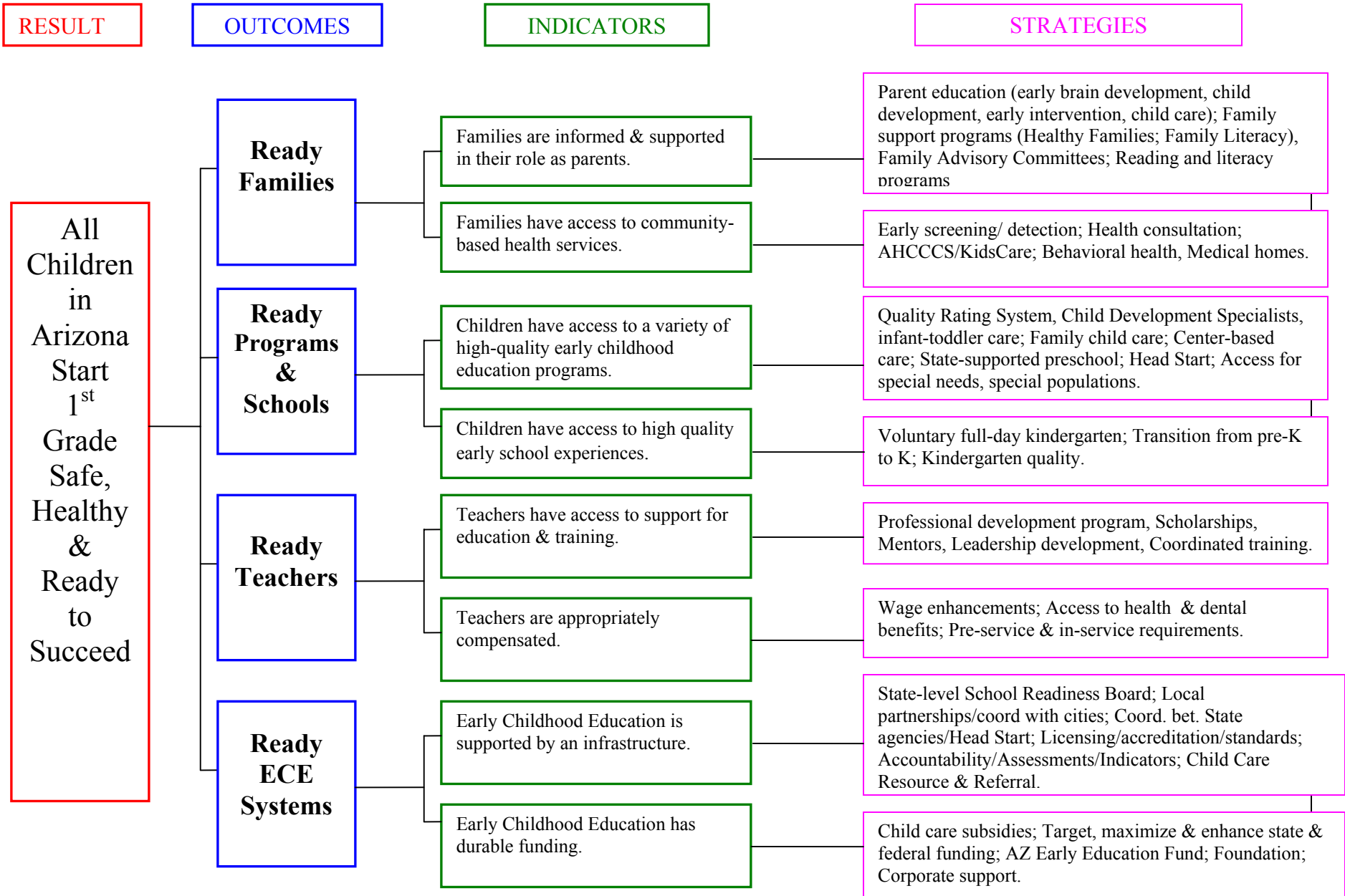
Arizona must be more than a great state to grow old in. It must also be a great state to grow up in.

Yours very truly,



Janet Napolitano
Governor

Arizona School Readiness Action Plan Framework



Recommendation and actions	Change needed	Anticipated Begin Date
1. Provide parent education and family support programs that strengthen families and promote school readiness.		
1.1 Increase funding for Healthy Families.	Budget (\$8.7 M request)	Budget request 1/2004
1.2 Maintain state funding for Family Literacy.	None	Maintain budget
1.3 Increase opportunities for parents to access parent education and community resources and support community efforts to do so.	Practice	Began 10/2003
1.4 Provide information on early brain development to incarcerated parents re-entering the community.	Practice	Begin 2004
2. Increase health screening for Arizona children birth through 6 years old beginning with children covered by AHCCCS and KidsCare.		
2.1 Increase the number of children with well-child health screens.	AHCCCS Practice	Begin 10/2004
2.2 Screen NICU babies and refer those with possible developmental delays to early intervention services/programs.	AHCCCS Practice	On-going
2.3 Engage experts in screening and treating children with developmental delays.	AHCCCS Practice	Begin 10/2004
2.4 Train more health professionals and lay people to identify children with possible developmental delays.	DHS Practice (\$50,000 grant obtained)	Training completed by 6/2004
2.5 Train child care center staff to screen children for oral health needs.	DHS Practice (Grant obtained)	Begin 6/2004
2.6 Screen all children born in an Arizona hospital for hearing ability prior to discharge.	Legislation	Possible Legislation in 2005
3. Provide child care and preschool staff with access to a nurse health consultant.		
3.1 Design a Health Consultation System.	Practice	Plan completed by 10/2004
3.2 Implement Health Consultation System.	Practice	Possible Legislation in 2005

Recommendation and actions	Change needed	Anticipated Begin Date
4. Create public-private partnerships to build capacity of local communities to provide quality early childhood education.		
4.1 Establish the Arizona Early Childhood Education Fund.	Practice	Begin 2/2004
4.2 Recruit and convene an Advisory Committee made up of members from the School Readiness Board and others.	Practice	Begin 3/2004
4.3 Raise corporate, foundation and private donations and grants.	Practice	On-going
4.4 Galvanize city and business leaders to build high quality early childhood education at the local level.	Practice	Begin 2004
4.5 Organize Family Advisory Committees throughout the state.	Practice	Meetings held by 9/2004
4.6 Instill the foundation for reading.	Practice	Begun 8/2003
5. Improve the quality, health and safety of early childhood education settings.		
5.1 Provide child care providers with technical assistance from Child Development Specialists to achieve higher quality.	DHS Budget (\$674,100 request)	Budget request 1/2004
5.2 Phase-in statewide Quality Rating System.	DES & DHS Practice/Budget	Plan by 11/2004 Implementation begins 7/2005
5.3 Phase-in provision of predictable level of funding for a select number of child care centers.	DES Practice/Budget	Begin 11/2004
5.4 Ensure sufficient monitoring of health and safety standards in licensed child care.	DHS Budget (\$293,300 request)	Budget request 1/2004
6. Increase the pool and retention of qualified early childhood education professionals.		
6.1 Develop an on-going professional development system for early childhood education teachers.	Practice (\$1.6M grant obtained)	Begin 9/2003-9/2005
6.2 Increase the number, diversity, and quality of early childhood education teachers through scholarships.	Practice	2004/2005

Recommendation and actions	Change needed	Anticipated Begin Date
6.3 Phase-in statewide wage incentive program for early childhood education professionals.	Policy	Begin phase-in 2006
6.4 Establish an Early Childhood Education Leadership Program.	Practice	2 Youth Summits in 2004 First class 2005
7. Provide adequate funding for child care subsidies at a level that promotes high quality early childhood education.		
7.1 Maintain caseload growth and reduce the waiting list.	Budget (\$24.2 M request)	Budget request 1/2004
8. Enhance Arizona students' chances of academic success by making voluntary full-day kindergarten available to every child.		
8.1 Phase-in voluntary full-day kindergarten in Arizona's public schools.	Legislation/Budget (\$25.5 M request)	Begin 2004/2005 school year
9. Phase-in high quality state-supported preschool.		
9.1 Expand the quality and supply of high quality preschools by re-directing the Early Childhood Block Grant to effective high need programs such as preschool.	Practice	Possible Legislation Begin 2005 or 2006
10. Coordinate early childhood education functions between state agencies, Head Start and Tribes.		
10.1 Maximize efficiency of early childhood education among state agencies.	Policy	Implementation Team appointed 1/2004
10.2 Conduct meetings of the School Readiness Board to coordinate early childhood education functions.	Practice	Meetings quarterly in 2004 Possible Legislation 2005
10.3 Consolidate early childhood functions.	DES Practice	Begin 2004
10.4 Develop an Accountability System to report indicators and develop mechanisms for continuous system improvement.	Practice/Policy	Implementation Team begin 4/2005 Plan by 4/2006

1. Provide Parent Education and Family Support Programs that Strengthen Families and Promote School Readiness.

Parents and families are key to school readiness because the best time for language development is the first three years of life when 90% of a child's brain is developed. Culturally sensitive community-based efforts to provide families with literacy skills, information about early brain development, and the importance of quality early education can provide needed support for parents to help them understand how to best promote their child's healthy development and readiness for school.

Action 1.1: Increase funding for the Healthy Families program.

Healthy Families is a voluntary strength-based parenting program to help parents understand child development, promote health, and prevent child abuse and neglect. In the 2004 legislative session I will request an appropriation of \$14.5 million (\$8.7million additional) to expand Healthy Families.

Action 1.2: Maintain the Family Literacy program.

Family Literacy is a family-centered education program that provides English as a Second Language (ESL) and General Education Development (GED) preparation for adults and developmentally appropriate activities and curriculum for children under eight years old. It has proven efficacy in assisting families and its current funding should be maintained.

Action 1.3: Increase opportunities for parents to access parent education and community resources.

I will direct my office to integrate parent education information and resources into the 211 System currently under development. I will also direct the School Readiness Board (SRB) staff to link with web-based information portals to increase access to already available parent education information, including information available in languages other than English, and to find ways to get information into libraries, schools, and pediatricians' offices.

Action 1.4: Provide information on early brain development to incarcerated parents re-entering the community.

I will ask staff to build on current community efforts to provide parent education, including information on early brain development and parenting to incarcerated parents as they re-enter their communities.

2. Increase Health Screening for Arizona Children Birth Through 6 Years Old Beginning with Children Covered by Arizona Health Care Cost Containment System (AHCCCS) and KidsCare.

Early diagnosis of health problems can prevent years of learning delays. Health professionals and child care setting personnel must be trained to screen children for health problems prior to entering preschool and kindergarten so that hearing, vision, oral health, nutrition, behavioral health, and developmental issues are identified early on and children are referred to early intervention programs and services.

Action 2.1: Increase the number of children with well-child screens.

I will support the AHCCCS Administration's goal to increase the number of children who have well-child (Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) health screening) visits for children age fifteen months and 3 through 6 years. While more than 50% of eligible children had at least one well-child (EPSDT) visit, the goal set by AHCCCS is 64% and the goal set by Healthy People 2010 is for 80% to have one EPSDT visit per year.

Well-child visits are opportunities to immunize children and uncover vision or hearing problems, oral health or nutritional needs, behavioral health issues, speech/language delays, and many other health conditions that can adversely affect a child's health and readiness for learning. Well-child visits also provide opportunities for physicians to give parents anticipatory guidance to help their child successfully meet the next developmental steps for their age. I will direct the SRB staff to work with AHCCCS on parent education materials that reinforce the connection between well-child visits and school readiness.

Action 2.2: Screen NICU babies and refer those with possible developmental delays to early intervention services/programs.

I have requested the AHCCCS Administration Director to encourage AHCCCS contracted health plans to authorize and reimburse covered EPSDT developmental assessments, particularly for newborns who must spend the first 72 hours of life in a Newborn Intensive Care Unit (NICU). These children are at greatest risk for developing developmental delays. Assessments by trained professionals can identify problems at birth, and at age appropriate visits thereafter, that can be mitigated by appropriate intervention, improving the chances for these children to be healthy and ready for school.

I will ask the School Readiness Board (SRB), Department of Health Services (DHS), and Department of Economic Security (DES), to work with AHCCCS to work out authorization and reimbursement arrangements for developmental screening and assessments and to refer children needing attention to the early intervention programs and services available in Arizona.

Action 2.3: Engage experts in screening and treating children with developmental delays.

I have requested the AHCCCS Administration Director to maximize use of Medicaid dollars to reimburse the Arizona Early Intervention Program (AzeIP) subcontracted provider network to conduct screening, assessment, and service delivery for children identified as at risk for developmental delay. AzeIP providers utilize a family-focused care coordination approach to ensure all covered services that are needed are received—either through the AzeIP network or by referral to AHCCCS health plan providers, Regional Behavioral Health Authority (RBHA) providers, other State entities, or community resources. Federal funds are available to pay for AzeIP services for AHCCCS enrollees.

Action 2.4: Train more physicians and lay people to identify children with potential developmental delays.

We need to train child care teachers and others to identify children needing further testing, and develop referral networks of pediatricians and family practitioners able to conduct more in-depth developmental assessments in order to refer appropriate children for early intervention services.

I have requested the DHS Office of Women's and Children's Health, Newborn Intensive Care Program, to follow through with its plan to develop recommendations for screening tools and referral networks of physicians to conduct developmental assessments by June 30, 2004. Not all physicians and ancillary providers caring for young children are familiar with recommended screening tools, how to use the results, and how to get assistance for children needing it. In addition, foster parents, lay health workers, and child care center staff may also be recruited to perform screenings so that children needing in-depth developmental assessments can be referred to the appropriate provider.

Action 2.5: Train child care center staff to screen children for oral health needs.

I have requested the DHS Office of Oral Health (OOH) to expand their Oral Health Screening Program to train child care center staff about oral health so that they can pass this knowledge on to parents of children in their programs. Public health nurses, Special Supplemental Nutrition Program for Women, Infant, and Children (WIC) and Head Start staff, Child Health workers on reservations, and pediatricians are all being trained in basic oral health screening in order to meet the OOH goal of conducting an oral health exam on all children by age 1 year.

Action 2.6: Screen all children born in an Arizona hospital for hearing ability prior to discharge.

Arizona needs to move toward making mandatory the currently voluntary Early Hearing Detection and Intervention program. I have requested that DHS and the Arizona Commission for the Deaf and the Hard of Hearing outline the impact of this action for possible legislation in the 2005 legislative session.

All Arizona children need to be screened for hearing impairments, and if any are found, they should be referred to appropriate intervention and treatment programs.

I will request the Director of the Department of Health Services to develop specifications to enhance and maintain the child hearing screening surveillance and monitoring system. This system will help to ensure that children found to have impairments do not fall through the cracks.

3. Provide Child Care and Preschool Staff with Access to a Nurse Health Consultant.

Although child care settings and preschools must comply with basic health and safety licensure requirements, teachers and staff have no organized health system to access for minor or major medical and behavioral questions. There are also missed opportunities to help teachers and staff design child-safe yet fun spaces.

Action 3.1: Design the Health Consultation System.

I will support the Department of Health Services Office of Women and Children's Health efforts to work with the Academy of Pediatrics and other community groups to design a health consultation system so that child care settings and preschools have access to health professionals for guidance and technical assistance regarding the medical/dental and social/emotional health and safety of children in their care.

Federal and private funds are available to assist in the planning efforts. The School Readiness Board and DHS are working jointly under the Statewide Early Childhood Comprehensive System (SECCS) grant to design and implement health components into the early childhood education system in Arizona, and are incorporating the health consultation system (using federal Healthy Child Care America funds and a grant from the American Academy of Pediatrics). It is anticipated that federal SECCS implementation funds will also be drawn down to continue infrastructure development for this system.

Action 3.2: Implement the Health Consultation System.

I will begin phasing in the health consultation system in 2005 and 2006 with six nurses to be available in the 6 DES regions of the state to consult with child care providers, preschools, and family home care providers about child health and development issues.

4. Create Public-Private Partnerships to Build Capacity of Local Communities to Provide High-Quality Early Childhood Education.

The overall capacity of Arizona's local and community level early childhood systems must be strengthened in order to provide high quality education and care for all young children. Local capacity is strengthened through both community leadership and additional funding.

Arizona lacks sufficient public and private resources to build a system that will provide the highest quality early childhood education. Thus, new sources of funding need to be developed so that all of Arizona's children will succeed in school and beyond.

Action 4.1: Establish the Arizona Early Childhood Education Fund.

The State currently lacks sufficient public resources to build a system that provides high-quality early education for all children. Given the State's limited financial resources, and the heightened interest of business and community leaders, I will propose the creation of an Arizona Early Childhood Education Fund. The Fund's overriding goal will be to improve the quality of Arizona's child care system; towards this goal, donations will support programs that demonstrate that they have a plan for improving the overall quality of child care in their communities. Private funders will obtain the benefit of giving to a tax-exempt organization and will be able to direct funds to the communities of their choice.

The private funds will be used to build the local and community systems through a competitive granting process. Examples of three types of competitive grants that will be available include: 1) capacity and infrastructure grants that target the needs of individual communities; 2) quality improvement grants that give programs resources needed to strengthen the opportunities and experiences offered to young children; 3) grants to improve teacher quality through high quality professional development and improved wages, and health benefit programs; and 4) evaluation.

Money from this Fund will be used as incentives for communities to make maximum use of local funds and to encourage communities to conduct comprehensive assessments of current and needed services. Finally, every effort will be made to use the resources in this Fund to leverage additional dollars from Federal and private grants.

Action 4.2: Recruit and convene an Advisory Committee made up of members of the School Readiness Board and other leaders.

I propose to establish an Advisory Committee to the Fund who will be appointed by the Governor. The members will represent both the private and public sectors and include representatives of the corporate and small business, community development, education, legislative, policy, child development, faith-based, and philanthropic communities.

The Advisory Committee will have a range of responsibilities, such as: 1) administering the Arizona Early Childhood Education Fund; 2) awarding competitive grants to communities; and 3) developing short and long-range fundraising strategies and plans.

Action 4.3: Raise corporate, foundation, and private donations and grants.

By July 2004, I will work with the Advisory Committee, corporations, financial institutions, faith-based organizations, and other groups to raise a minimum of \$2,000,000 for the Arizona Early Childhood Education Fund. This level of funding will serve as seed money with which we will begin to build the new, high-quality early childhood education system for all of Arizona's children. Seeking contributions and grants for this Fund will be an on-going process.

Action 4.4: Galvanize city and business leaders to build high quality early childhood education at the local level.

The state wants to build a high quality early childhood education system with the support and involvement of local communities. I will call upon city and business leaders to discuss how we can work together to systematically identify current resources and to build and target federal, state, local and private funds toward building high quality early childhood education programs. I will call upon business leaders to support my School Readiness Action Plan. In addition, my staff and I will meet with mayors, city councils, and county supervisors to outline steps to jointly address this important work.

Action 4.5: Organize Family Advisory Committees throughout the State.

Families are key to school readiness and as a child's first and most important teacher are the backbone of Arizona's School Readiness Plan. In Arizona we recognize this important fact and respect the knowledge that families have about their children, their communities, and the early childhood education services needed in their neighborhoods. I will direct the School Readiness Board to work with the Department of Economic Security, the Arizona Department of Education, and Child Care Resource and Referral agencies and others across the state to organize Family Advisory Committees and to identify and recruit adult family members who are current consumers of early childhood education services. Family Advisory Committees will be established in at least four major communities throughout the state to identify methods to improve and enhance early childhood education. To facilitate inclusion and remove some of the barriers that families may face in participation on a committee, we will provide them with a stipend for transportation and child care. Our goal is to offer families the opportunity to be heard on this important issue. Family Advisory Committee reports, highlighting comments and recommendations, will be compiled and submitted to me by the end of 2004.

Action 4.6: Instill the foundation for reading.

The importance of establishing the foundation for reading cannot be understated. Parents reading to their children will help boost a child's language skills and love of reading. In 2003, my office raised private dollars to provide all of Arizona's 80,000 public and charter school first-grade students with *This House Is Made Of Mud*. In 2004, I will provide the next class of 1st grade students with a book.

5. Improve the Quality, Health and Safety of Early Childhood Education Settings.

Arizona's current child care system does not ensure that parents know their children are being placed in high quality settings. The current system regulates for health and safety standards, and DES pays some incentives to child care centers that achieve accreditation. However, there is no overall system in Arizona that regulates the quality of child care, nor is there a quality rating system for child care centers. And, child care licensing and child care subsidies are housed in different state agencies, which affords insufficient focus on maximizing federal and state resources to improve the quality of child care.

Arizona should create a statewide quality rating system that will give parents the information they need to ensure their children are in high quality care. This should include improving standards for child care providers and providing higher payments to providers who meet those standards. There should be adequate resources to support increased quality without decreasing availability or increasing costs to families. This should include adequate staff that might be needed to monitor licensed programs.

Action 5.1: Provide child care providers with technical assistance from Child Development Specialists to achieve higher standards.

I will request ten (10) Child Development Specialists in the Department of Health Services budget (\$674,100) in the 2004 regular legislative session to assist subsidized child care centers to improve the quality of care by working toward accreditation and so that they can meet the *Arizona Early Childhood Standards* adopted by the State School Readiness Board and the Board of Education. The Child Development Specialists will work with the School Readiness Board Coordination Team and will work in conjunction with the DHS Office of Child Care Licensing and help lawful child care providers to achieve higher standards related to staff-to-child ratios, teacher qualifications and wages, curriculum and materials, and child health, safety, and the facility environment.

Action 5.2: Phase-in a Statewide Quality Rating System.

I will direct the Department of Health Services and Department of Economic Security to work with the State School Readiness Board to outline the steps and budget needed to implement a statewide Quality Rating System with specific strategies and evaluation criteria to be outlined by November 2004. In 2005, I will begin implementation of a Quality Rating System. The Quality Rating System will audit child care providers in order to give parents objective information on the quality of the child care center they choose for their child. The Quality Rating score for each center will also be used in paying a higher child care subsidy rate to higher quality centers, qualify a center for quality enhancement funds, and as a measure of the improvement of the child care system in Arizona as a whole. Components of the Quality Rating System will include: child-based school readiness outcomes, center director qualifications, teacher education and training, staff compensation and benefits, parent involvement, curricula and learning processes, facilities and space environment, and center resources and funding.

Action 5.3: Phase-in provision of predictable level of funding for a select number of child care centers.

Child care subsidies are reimbursed based on daily attendance of the child, making funding unpredictable. When a child does not attend due to illness or other circumstances, the center does not receive reimbursement, yet must maintain staff and utilities, the cost of which is either absorbed by the child care center or passed along to parents. To begin to ensure providers receive consistent funding, I will ask the Department of

Economic Security to work with the School Readiness Board to phase-in providing child care subsidies via contracts to a select number of child care centers that meet higher standards.

Action 5.4: Ensure sufficient monitoring for Health and Safety Standards in licensed child care.

In the 2004 regular legislative session, I will support DHS's request for 5 additional licensing surveyors for the Office of Child Care Licensing to conduct timely annual surveys, mid-year inspections, complaint investigations, and to control back logs for renewal licenses for child care group homes and centers.

6. Increase the Pool and Retention of Qualified Early Childhood Education Professionals.

The quality of the teaching and care that young children receive can be improved when their teachers are better trained, have access to quality staff development opportunities and remain in the education field over longer periods of time. Low wages and a lack of professional recognition are often the reasons teachers leave the field. Research has shown that when teacher turnover is reduced, and teachers are offered and have access to professional development, the quality of early learning is improved.

Arizona early childhood education teachers earn a median hourly wage of \$8.00, and 30% of lead teachers, those teachers in a leadership role, remain in their job one year or less. Some states have improved the quality of their early childhood education workforce by providing professional development incentives such as scholarship programs, wage programs and health benefits.

In Arizona, we know long term that better trained early childhood education teachers who are valued as professionals just make good sense for all of us.

Action 6.1: Develop an on-going Professional Development System for early childhood education teachers.

The Governor's Office and Arizona State University, under a \$1.6 million Professional Development grant from the U.S. Department of Education, will support 300 new and experienced teachers during 2004 and 2005 to attain an Associates degree in Early Childhood Education. This framework for training and support will provide the foundation for formal early childhood education curricula and a professional development system.

The Governor's Office through the State School Readiness Board will work with the community college system, Arizona State University, and community agencies that work with our most at-risk children to develop this professional development system by December 31, 2004 that can then be phased-in statewide. The system will provide for sustainable professional growth through course standards, training standards, a career lattice, opportunities for on-site application of skills, and the evaluation of teacher skills and student outcomes.

Action 6.2: Increase the number, diversity, and quality of early childhood education teachers through scholarships.

Workforce investment activities promote an increase in the employment, job retention, and occupational skills of participants. To improve the quality of Arizona's early care and learning workforce, I will authorize the School Readiness Board Professional Development Implementation Team to begin working in January 2004 with members of the Governor's Council on Workforce Policy to focus on how available workforce investment activities can better benefit incumbent early childhood education teachers, as well as new entrants into the field. They will develop strategies for how available activities are to be used to enhance the skills of new and current early childhood education teachers working with low income and/or limited English speaking families. They will also identify additional services and programs that are needed to enhance occupational skills.

Action 6.3: Phase in a statewide wage incentive program for early childhood education professionals.

I have asked the School Readiness Board Professional Development Implementation Team to develop a plan to phase-in a statewide wage incentive program for early childhood education professionals who attain additional education beyond the Child Development Associates Credential by September 2005.

The plan will assess the feasibility of using Workforce Investment Funds to support a percentage of wage incentives. The plan will begin phase-in in 2006 with the goal of the CDA becoming the minimum education and training level for all Arizona early childhood education professionals by the beginning of the 2009-2010 school year. An Early Childhood Educator Salary Survey will be conducted every other year to begin to assess the impact of the wage incentive plan. The School Readiness Board Professional Development Implementation Team will work with faculty in the Division of Curriculum and Instruction - Early Childhood Education in the College of Education at Arizona State University and with community colleges participating in the professional development grant to develop a career ladder for early childhood education that includes programs of study that not only lead to the Associates degree, but that can be applied to credit towards the Bachelors degree. They will also assess the feasibility of supporting early childhood education professionals who are interested in pursuing a Masters degree or a Doctorate in Early Childhood Education Policy and Administration.

Action 6.4: Establish an Early Childhood Education Leadership Program.

I will request that the School Readiness Board Professional Development Implementation Team begin working with the Division for Community and Youth Development in my office to identify programs and funding to encourage young people to choose the field of early childhood education as a career choice. Education and early education will be highlighted as career choices at two Youth Summits to be held in Tucson and Flagstaff in February and March 2004.

I will also begin programs to build the leadership skills of existing early childhood educators. I will ask the School Readiness Board Professional Development Implementation Team to begin the first class of Emerging Leaders in Early Education in 2005. This class will be made up of Arizonans who have already demonstrated significant initiative in the field of early childhood education and who require additional mentoring to become leaders. The class will be exposed to state and national speakers and local mentors who will assist them to understand practice and policy issues related to this field.

7. Provide Adequate Funding for Child Care Subsidies at a Level that Promotes High Quality Early Childhood Education.

The Arizona median cost of full-time center-based child care is approximately \$6,000 per year. To assist families who earn low wages, DES provides payment for child care for children of poor families who have incomes up to 165% of Federal Poverty Level (FPL) (\$25,179 for a family of 3 or \$12.20/hr), as well as families on Temporary Assistance for Needy Families (TANF) or transitioning off TANF and children in the Child Protective Services (CPS) system. In SFY 04 an average of 37,300 children per month will receive subsidies. Child care subsidies allow families to afford child care and can allow providers to improve the quality of care.

Action 7.1: Maintain caseload growth and reduce the waiting list.

In the 2004 regular legislative session, I will request \$24.2 million for caseload growth and to make a substantial impact on the waiting list for child care subsidies.

8. Enhance Arizona Students' Chances of Academic Success by Making Voluntary Full-Day Kindergarten Available to Every Child.

Research overwhelmingly supports early childhood education programs as a factor in academic success. Too many of our children are starting with school readiness deficiencies and may only catch up with expensive,

prolonged remediation. It's time for the state to stop ignoring this reality and to fund this life-changing program.

Action 8.1: Phase-in voluntary full-day kindergarten in Arizona's public schools.

I will request that the legislature phase in funding for voluntary full-day kindergarten in Arizona's district and charter schools over the next five years. Not only does a phase-in allow schools that do not currently offer such programs to begin phasing them in at the operations level, it allows the funding responsibility to be phased in at the State level as well. This is a prudent step during our time of economic recovery.

Further, because the research shows that early education programs have an especially dramatic impact on our most at-risk children, the phase-in will begin with those elementary schools that have 90 percent or more of their children participating in the Free-and-Reduced Price Lunch Program and require a full phase-in by FY '09.

9. Phase-in High Quality State-Supported Preschool.

Research on brain development scientifically demonstrates how important the first years of life are to a child's later development and readiness for school. High quality state-supported preschool should be phased-in statewide, beginning with children in communities with high levels of poverty. This should build on current efforts by enhancing quality through additional resources and technical assistance and by using the Early Childhood Block Grant (ECBG).

Action 9.1: Expand the quality and supply of high quality preschools by redirecting the Early Childhood Block Grant to preschool and early literacy programs.

The \$19.4 million Early Childhood Block Grant supports preschool, full-day kindergarten and K-3 supplements. As the State phases in full-day voluntary kindergarten, Early Childhood Block Grant (ECBG) funds allocated for full-day kindergarten can be focused on effective preschool and early literacy programs.

10. Coordinate Early Childhood Education Functions and Programs Between State Agencies, Head Start and Tribes.

Early childhood education functions are spread among multiple state, tribal and local agencies and there is no state-level body that has authority to promote coordination with health, family support, and parent education programs that promote school readiness. Programs within the state agencies, tribes, and federal Head Start have different program requirements (i.e., eligibility levels, staff qualifications, standards, reporting requirements) that are not coordinated with each other. Funding comes from multiple state and federal sources with little coordination on programs and funding.

Action 10.1: Maximize efficiency of early childhood education among state agencies.

To improve inter-agency and program coordination, I will appoint a Coordination Team under the auspices of the School Readiness Board. The Coordination Team will include the Department of Economic Security, the Department of Health Services, the Arizona Department of Education, AHCCCS, the Head Start Collaboration Office, Tribal representatives, and others. In 2004, I will ask the Coordination Team to 1) develop a strategic plan to maximize and enhance the efficiency and effective use of the following child care funding sources: Arizona's quality set aside and federal monies from the Child Care Development Fund administered by the Department of Economic Security; the Early Childhood Block Grant which are state monies administered by the Arizona Department of Education; the Child Care Food Program, which are federal monies administered by the Arizona Department of Education; and child care licensing monies which are state monies utilized by the Arizona Department of Health for child care licensing; 2) oversee the work of the Child Development Specialists, the Quality Rating System Team, and the Evaluation and Accountability Team; 3) target, coordinate, and evaluate the progress and outcomes of the Governor's quality enhancement initiatives, including the Child Development Specialists, the Professional Development grant, the Arizona Early

Education Fund grants, and the child care centers that receive contracts based on enrollment; and 4) monitor proposed modifications to child care regulations and make recommendations to the full Board.

Action 10.2: Conduct meetings of the State School Readiness Board to coordinate early childhood education functions.

In 2004, the School Readiness Board will meet quarterly and assess the feasibility of establishing the State School Readiness Board in statute in order to maintain an ongoing coordination role for early childhood education functions, to develop a detailed annual plan, and to advance the goals of building a quality early childhood education system in Arizona.

Action 10.3: Consolidate early childhood functions.

I will request that the Department of Economic Security consolidate programs and services that support early childhood development. Consolidating early childhood education programs can enhance the efficiency of these programs, maximize the use of funding, and elevate the importance of early childhood education. Putting key pieces together is a first step toward a quality child care system for the state through strategic use of federal funding.

Action 10.4: Develop an Accountability System that reports indicators of school readiness and develops mechanisms for continuous system improvement.

I have directed the School Readiness Board to work with an Evaluation and Accountability Team to provide a design for an early childhood education Accountability System by April 2006. The purpose of the accountability system is to agree upon school readiness indicators for children, families, schools, and communities; to involve state agencies and local communities in decisions about indicators important to successful children; to design data collection tools and strategies and provide technical assistance to local communities regarding measurement and reporting; to identify statewide reporting channels; and to educate responsible parties to use findings in allocating funds and resources to accomplish desired performance results. A list of preliminary indicators is in an appendix to this report.

Arizona School Readiness Action Plan Performance Measures

Ready Families

- Increase # of families served by Healthy Families
- Increase # of AHCCCS enrolled children (aged 15 mos. and 3-6 years) who receive EPSDT well-child screening
- Increase # of one year olds who receive oral health screening
- Increase # of child care settings using a health consultant

Ready Programs and Schools

- Increase # of high quality programs (accreditation, self-study, or technical assistance)
- Increase # of schools offering voluntary full-day kindergarten

Ready Teachers

- Increase # of teachers with an Associate of Arts degree in Early Childhood Education
- Increase # of K-3 teachers with Early Childhood Endorsement/Certificate
- Increase the # of Early Childhood Education Scholarships

Ready Systems

- Consolidate DES early childhood education functions within DES
- Implement the early childhood marketing campaign with community partners
- Complete fund maximization plan
- Implement statewide evaluation of the early childhood education system
- Implement the governance structure

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http://www.governor.state.az.us/cyf/school_readiness/index_school_readiness.html

Proposed Strategic Initiatives

CY 2007 / FY 2008

*A Report From the State School Readiness Board to
Governor Janet Napolitano*

January 16, 2007

Based on proposals from the:
*Members of the State School Readiness Board, Healthy Child Collaborative,
Professional Development and Articulation Task Force,
Quality Rating Expansion Team,
the Arizona Early Education Funds and the Head Start-State Collaboration Office*

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Background

The State School Readiness Board (SSRB) was established by Executive Order to develop a coordinated, efficient, and cost effective delivery system for early childhood education in Arizona through the following strategies:

- Advise the Governor, Superintendent of Public Instruction and the State Legislature on the most effective policy direction and methods to improve the coordination, quality and delivery of early childhood education.
- Recommend a multi-year plan on how early childhood education functions in state government can be coordinated and integrated to improve service delivery, quality of care, avoid duplication and fragmentation of service and maximize public and private investment.
- Identify and recommend methods to measure quality, availability and effectiveness of early childhood education programs in Arizona.
- Identify and measure indicators of school readiness.
- Track state, federal and local monies allocated for early childhood education and recommend mechanisms for enhancement, integration and coordination.
- Provide technical assistance to community efforts that enhance school readiness and encourage collaboration of organizations to promote school readiness.

During 2003, the SSRB convened 144 people who served on five Policy Work Groups (New Initiatives/ Financing, Program Coordination/Governance, Health Care, Quality & Cost, and Professional Development) to develop the recommendations on how to develop an early childhood education system for the state of Arizona. These recommendations were sent to Governor Janet Napolitano on November 18, 2003.

The recommendations were the basis for Governor Napolitano's five-year, School Readiness Action Plan, which envisions an Arizona where all children begin 1st grade safe, healthy and ready to succeed. Governor Napolitano presented the plan to the SSRB on January 22, 2004.

In the 2004 State of the State address, Governor Napolitano outlined an early education agenda which included the phase-in of full-day kindergarten, increasing well-child health screening and immunizations, developing a quality rating system, increasing funding for child care, creating scholarships for early childhood education teachers, designing a master teachers program, emphasizing early literacy and additional funding for Healthy Families.

To further develop the components of the School Readiness Action Plan, the Governor asked the SSRB to convene Implementation Teams to determine the specifics on moving forward. At the end of 2004, the SSRB Implementation Teams provided Governor Napolitano with suggested strategies to phase-in a quality rating system, child care health consultants, an early childhood scholarship program, and improved health screening. In addition, the SSRB recommended expanding preschool, improving the rate paid to providers for child care subsidies, and strategies to improve coordination and efficiency of existing early childhood programs.

At the end of CY 2005, the State School Readiness Board reported progress on the strategies put forth in CY 2004 to Governor Napolitano. Based upon the work of the Implementation Teams and related working

committees in CY 2005, the SSRB Coordination Team suggested further enhancements and additional strategies to Governor Napolitano in order to continue to develop a quality rating system, develop and fund a child care health consultant network, expand an early childhood scholarship program, and increase professional development opportunities for early childhood education teachers, improve the health of young children, and increase the quality of early childhood education programs.

Outcomes Summary for the Governor's School Readiness Action Plan Initiatives CY 2006

On January 27th, CY 2006 the Governor met with the School Readiness Board to present the third year phase-in of the School Readiness Action Plan. Due to the efforts of Governor Napolitano, the School Readiness Board, and community members, the following was accomplished in CY 2006:

READY FAMILIES

- ✓ Gave approximately 94,000 first grade students and 88,000 fourth grade students their own book.
- ✓ *Arizona Parents' Kits* pilot was completed and The Virginia G. Piper Charitable Trust began distribution of 70,000 *Parent Kits* through area hospitals to all new parents throughout Maricopa County.
- ✓ The second annual AHCCCS *Report Card on Children's Preventive Health Initiative* was released.
- ✓ With AHCCCS, DHS, and the Academy of Pediatrics, 130 physicians were trained on the PEDS developmental screening tool.
- ✓ Twelve additional Child Care Health Consultants were trained, bringing the total number of consultants in Arizona that are available to support child care quality to 47.
- ✓ An additional 25 child care trainers were trained on increasing the knowledge and skills of child care staff in the areas of children's oral health and healthy weight.
- ✓ State child care licensing staff were trained on best practices to support mental and emotional health of infants and young children in child care.

READY PROGRAMS & SCHOOLS

- ✓ Full-day kindergarten was expanded to school districts and charter schools for pupils who meet the enrollment requirements for ADE kindergarten programs
- ✓ Through a public/private partnership with the United Way of Tucson and Southern Arizona and the Governor's Office, 46 child care centers participated in a Quality Rating System pilot in Tucson; improving the quality of care for approximately 3700 children.
- ✓ Secured \$400,000 to increase DHS licensing staff to reduce monitoring caseloads and reduce backlog of annual inspections of child care facilities.

READY TEACHERS

- ✓ With ASU, completed the Arizona System Ready/Child Ready final grant report for the U.S. Department of Education and the summary update of project activities.
- ✓ Implemented a demonstration project, utilizing funding from Workforce Investment, that expands the statewide early education development scholarship (SEEDS) program by creating a linkage with the Department of Economic Security (DES) Professional Career Pathways Program.

- ✓ CHASE Bank, a JP Morgan Company, funded years one (2005-2006) and two (2006-2007) of the CHASE Early Education Emergent Leaders program.
- ✓ Twenty-four early childhood practitioners graduated from the first year class of CHASE Emergent Leaders; twenty-five additional early childhood education practitioners were recruited for year two.
- ✓ The work of the Professional Development and Articulation Committee laid the foundation for the articulation of course credits between Arizona community colleges.
- ✓ The work of the Professional Development and Articulation Task Force was presented to the Arizona Board of Regents, influencing their decision to develop a framework for a new early childhood education associate degree leading to teacher certification.

READY COMMUNITIES

- ✓ The Arizona Early Education Funds (AEEFs) distributed over \$500,000 to fund six Regional Partnerships; private funder, Phelps Dodge, funded two additional partnerships
- ✓ Held a summit for state agency staff to support the expansion of Parent Led Community Action Teams in support of the objectives of the Community Development Initiative
- ✓ Received a National Governor's Association Grant to conduct a Governor's Early Childhood Summit
- ✓ Received a grant by the National Technical Assistance Center (Smart Start) to create a technical assistance plan for Arizona.

The following teams were charged with producing these outcomes: Healthy Child Collaborative, Professional Development and Articulation Task Force, Quality Rating Expansion Team, and through the Arizona Community Foundation, the Arizona Early Education Funds Board and its subcommittees.

CY 2006 Progress Narrative

READY FAMILIES

Child Care Subsidies

Child care subsidies are provided to eligible working families and allow children from low-income families to be in stable child care arrangements comparable to those used by families not eligible to receive child care assistance under Federal, State or Tribal programs. In CY 2005, Governor Napolitano eliminated the child care waiting list by adding \$11.2 million dollars to the program. In CY 2006, the State School Readiness Board (SSRB) recommended increasing the child care subsidy level to better reflect the current cost of child care. Governor Napolitano increased the child care subsidy rate from the 75th percentile of the 1998 market rate survey to the 75th percentile of the 2000 market rate survey. The child care subsidy rate increase to the 75th percentile of the 2000 market rate survey maintain the no waiting list status established in CY 2005.

Child Care Health Consultants

In CY 2006, the SSRB recommended phasing-in Child Care Health Consultants (CCHCs) by supporting the Department of Health Services' (DHS) FY 2007 budget request for two additional CCHCs to begin a statewide system. Child Care Health Consultants were not in the final FY 2007 budget.

To add to the pool of nurses and other health professionals trained to be health and safety resources for early childhood practitioners; twelve additional health professionals were trained in the Child Care Health Consultants curriculum.

Arizona's sole, full-time CCHC, under contract to the State School Readiness Board and the Department of Health Services, trained Department of Health Services child care licensing staff about child care environments that support the mental and emotional health of young children. Trainings were also held on nutrition and physical activity to combat childhood obesity and a train-the-trainer workshop on promoting oral health for young children was provided to 25 early childhood trainers.

Child Care Health Consultants were also integrated into the Tucson implementation of the quality rating system pilot through the United Way of Tucson and Southern Arizona.

The *Arizona Health and Safety Policy Manual for Child Care Centers* was published in early CY 2006 with funding from The Virginia G. Piper Charitable Trust. An additional 600 manuals were printed in the last quarter of CY 2006 for distribution to centers in rural Arizona communities using federal State Maternal and Child Health Early Childhood Comprehensive Systems Grants funds. Over 900 *Arizona Health and Safety Policy Manuals for Child Care Centers* have been distributed to date.

Health Screening & Assessment

Developmental screening by physicians/health practitioners is key to keeping children healthy by providing guidance to parents and/or early intervention or treatment to help children be ready to succeed. The Parental Evaluation of Developmental Status (PEDS) developmental screening tool was recommended and adopted by the Arizona Health Care Cost Containment System (AHCCCS) as the screening tool most

amenable to use in busy physician practices. AHCCCS, its contracted Health Plans, and the Arizona Chapter of the Academy of Pediatrics collaborated to provide training to physicians who began using of the PEDS tool with AHCCCS babies discharged from a Newborn Intensive Care Unit as of January 1, 2006. Through calendar year 2006, more than 130 physicians were trained.

The *AHCCCS Report Card on Children's Preventive Health Initiative* was revised and reissued in CY 2006. This report outlines the goals, baseline measures, and benchmarks to improve early childhood screening.

Infant/Toddler Mental Health

During CY 2006, the staff of the Department of Health Services Office of Child Care Licensing attended 16-hours of training on infant mental health conducted by the Arizona Infant Toddler Institute. This information and skill building training session provided information on environmental conditions and caretaker behaviors that support healthy emotional development of infants and toddlers.

Parent Education

In CY 2006, The Virginia G. Piper Charitable Trust completed the pilot distribution of the *Arizona Parents Kit*. The evaluation of the *Kit* further validated that the information presented in the kits had a positive influence on parents' behaviors—especially regarding use of infant car seats and placing babies on their backs for sleep. Distribution of the Kits to all parents of newborns in Maricopa began in November, 2006. The Virginia G. Piper Charitable Trust will continue supporting distribution of the *Kits* in Maricopa County through CY 2007 and CY 2008.

The Governor's 2004 program to provide a book to Arizona children continued in 2006. Both Arizona first and fourth grade students were given a book in 2006. *The Seed and the Giant Saguaro* was distributed to first grade students and *The Unbreakable Code* was given to fourth grade students.

Family Support

For FY 2005, the Governor's budget allocated \$8.7 million to double funding to Healthy Families, a successful home visiting program designed to help families at risk for child abuse and neglect develop good parenting skills to nurture and protect their children. With these additional funds, seven new Healthy Families teams were established during CY 2006. Two new Healthy Families teams were implemented in Maricopa County, two in Pima County, and one each in Flagstaff, Sierra Vista, and Yuma .

READY PROGRAMS AND SCHOOLS

Full-Day Kindergarten

The FY 2007 budget supported by the Governor and adopted by the Legislature included significant new funding for full-day kindergarten. The allocation, \$160 million over two years, made full day kindergarten available on a voluntary basis to all families within school districts or charter schools that offer full-day kindergarten. Budget Bill 2874, signed by Governor Napolitano on June 21, 2006, stipulated that a school district or charter school may offer full-day kindergarten instruction to pupils who meet the enrollment requirements for Department of Education kindergarten programs.

Licensing

The FY 2007 budget included an additional \$400,000 for the Arizona Department of Health Services, Office of Child Care Licensing. The funding includes 8.5 additional employees, bolstering the Department's ability to conduct timely and thorough child care facilities inspections.

Quality Improvement

The SSRB recommended that initial implementation of a quality improvement system begin with building the base, which includes child care subsidies, licensing, and wages. During Budget negotiations, Governor Napolitano was successful in eliminating the waiting list for child care subsidies. Additionally, a plan was developed to phase in an increase in the number of licensing surveyors to a 1:50 ratio over a three period. In the FY 2007 budget 6.5 child care licensing surveyors, 1 team leader and 1.5 support staff were added to the Office of Child Care Licensing.

The Governor asked the Children's Cabinet and the SSRB to oversee a public-private partnership with United Way of Tucson and Southern Arizona which received a federal Early Learning Opportunities Act (ELOA) grant to pilot a quality rating system. The Tucson pilot quality rating system began with 50 child care centers and, due to some attrition, is now at 46 centers. The pilot began February 2005 and ended in August 2006. The positive impact of this project is 46 more centers moved toward national accreditation and the quality of care for approximately 3700 children in primarily low-income communities was improved.

Early Childhood Block Grant

Approximately 4,200 children in Arizona are enrolled in preschools run by school districts funded by the Early Childhood Block Grant (ECBG). School districts provide early childhood education programs on site or subcontract with private preschool providers. Block grant preschools serve three to five year-old children who are statistically at risk of failing school. The ECBG funds, state general fund dollars, may be used by school districts to operate preschools, support full-day kindergarten, and other K-3 enhancements. For fiscal year 2007, \$19.45 million, was allocated for ECBG programming.

Head Start-State Collaboration Office

In CY 2006, Head Start programs continued to participate in the committees and work groups of the School Readiness Board. Head Start program representatives exchanged information and shared resources on professional development, community assessment, and health issues including oral and mental health. Additionally, Head Start sites participated in the quality rating system piloted in Tucson through the United Way of Tucson and Southern Arizona.

The Quality Rating Expansion Team of the State School Readiness Board focused on finalizing a statewide quality improvement model. In working with the Head Start-State Collaboration Office, the team explored other state models that integrate Head Start program attributes (such as Head Start Performance Standards and use of the Program Review Instrument for Systems Monitoring-PRISM tool) as a possible rating identifier. Final implementation procedures for integration of these Head Start systems into Arizona's Quality Rating tool will be determined in CY 2007.

The Head Start-State Collaboration Office continues to support and make progress in the areas of health and welfare of low-income children and their families. In CY 2006, the Head Start-State Collaboration Office, in partnership with the Governor's Task Force on Earned Income Tax Credit and the Arizona Head Start

Association, completed outreach and education efforts for low-income families at Head Start sites throughout the State.

During CY 2006, programs, education, and service improvement for children with disabilities was addressed by the Early Childhood Inclusion Coalition and the Head Start State Collaboration Office. Work by the Early Childhood Inclusion Coalition and Head Start State Collaboration Office continues into CY 2007.

The Head Start-State Collaboration Office and the Head Start Association assisted in the distribution of the *Arizona Health and Safety Policy Manual for Child Care Centers*. Specialists in Head Start programs distributed 250 manuals to child care centers and other early childhood programs. In supporting the use of the Arizona Health and Safety Policy Manual for Child Care Centers in early childhood education programs and centers, Head Start Health Specialists received training in Child Care Health Consultation through the state project of the School Readiness Board.

The Head Start-State Collaboration Office and Head Start programs continue to support and participate in the Emergent Leaders project during CY 2006.

READY TEACHERS

Professional Development

Scholarships: The Arizona System Ready/Child Ready (AzSRCR) project, a professional development and scholarship program for early childhood education professionals enrolled in community college coursework and related professional development activities, concluded in CY 2006. During the project's two years of professional activities and year of evaluation and assessment, Arizona System Ready/Child Ready (funded through a \$1.6 million U.S. Department of Education grant) brought together the talents of the State School Readiness Board (SSRB) and Arizona State University's College of Education's Early Childhood Education Department to address Arizona's shortage of qualified early childhood teachers by developing an integrated system of early childhood teacher education and professional development opportunities and enhancing collaboration and participation for early childhood teacher education and professional development opportunities through collaboration among the SSRB, Arizona State University, and community colleges. Three hundred and seventeen (317) early childhood practitioners, mostly classroom assistants and aides, were enrolled in college courses during the grant period.

Because AzSRCR was designed to address barriers faced by adult students in the early care and education workforce force, the Professional Leadership Implementation Team of the SSRB recommended that the Scholarships for Early Education Development (SEEDS) Program, funded with \$683,000 of Governor's Discretionary Workforce Investment Act (WIA) Set Aside funds, build upon the lessons learned from the AzSRCR project. During CY 2005 and CY 2006 WIA funds were distributed to Cochise College in Cochise County, Arizona Western College in Yuma County, the Office of the Pima County School Superintendent, Yavapai College in Yavapai County, Mohave College in Mohave County, and United Way of Tucson and Southern Arizona (for participants in Tucson and Maricopa county). Central Arizona College also received funding in 2006 to link SEEDS to the DES Professional Career Pathways Program and to fund coursework for early childhood education practitioners in Maricopa, Yuma, Pinal, Apache,

Yavapai, Greenlee, Gila & Graham Counties with the intent of expanding SEEDS scholarships to additional, underserved areas of the State. The Arizona System Ready/Child Ready project concluded in CY 2006.

Training/Wage Incentive: In CY 2005/CY 2006, committee members who were instrumental in developing the framework for a statewide scholarship program, began looking at training issues as they contemplated ECE wage incentives. The committee's research included trainer qualifications and strategies to strengthen the quality of training available to early care and education practitioners while beginning to improve alignment of trainer qualifications with community college requirements for occupational course instructors. They proposed that S*CCEEDS adopt a new tiered system for registered trainers: a tier I trainer would remain unchanged from the current S*CCEEDS Level III Trainer; however a new Type II trainer would be required to have an Associates degree, a specific number of years working with children or in a topical area such as pediatric nursing, and training/education in adult learning strategies.

To increase the level of education of the early childhood education workforce, and to reduce turnover in the field and within individual programs, the committee also explored incentives for attracting and retaining individuals to the profession. Several states offer strategies that Arizona might use to provide ongoing wage supplements for retention in the field, retention at the program level and for increased education

Leadership Development: Since the launch of the Arizona's Early Education Emergent Leaders program in October, 2004, eighty Emergent Leaders have participated in this statewide leadership development program designed to intentionally build leadership skills among Arizona's early care and education practitioners. Emergent Leaders reflect the cultural and geographic diversity of the children and families in Arizona early childhood education programs. The first cohort (2004 – 2005) was a partnership of the SSRB, Head Start Collaboration Office, Head Start Association, and Southwest Human Development, and was funded with supplemental funding from the federal Head Start Bureau and enrolled 30 Emergent Leaders. The second and third cohort groups (2005–2006, and 2006–2007) each enrolled 25 Emergent Leaders in a program that progressively expanded the earlier concept to increasingly focus on state early childhood education experts and speakers and to link leadership to quality programming. The second and third cohorts were funded through a contribution from CHASE Bank, a JP Morgan Company, to the Arizona Early Education Funds.

A crucial component for each cohort group is the professional development support that each Emergent Leader receives from a practicing mentor with expertise in early childhood education. Additionally, each Emergent Leader engages in professional development activities with prominent local, state and national early childhood education experts and leaders that challenge perceptions, abilities and professional growth. The first class of Emergent Leaders graduated in June, 2005; the second class, in June, 2006; and the third will be graduating in June, 2007.

Articulation: Since 2004, the Professional Development and Articulation Task Force, a committee of the SSRB charged with facilitating and enhancing professional development of Arizona's early childhood education workforce, has persistently faced the difficult challenge of histories, relationships and territory to address articulation within the community college system and between the community college system and the university system. In CY 2005, this committee conceptualized the post-secondary career pathways in Arizona for early childhood education practitioners. In CY 2006, committee work extended to the development of baseline courses that could articulate between the Early Care and Education/Child and Family Studies programs at a majority of the community colleges. The committee also attained the support of the Early Childhood Education Articulation Task Force of the Arizona Board of Regents to move forward

with the development of a course of study at the community college level that would articulate, in its entirety, to bachelor degree coursework and teacher certification from the public university system.

Reports: In CY 2005, Children's Action Alliance, with support from the Association of Supportive Child Care and the School Readiness Board, released *Compensation & Credentials: A Survey of Arizona's Early Education Workforce*, a baseline analysis upon which the wages and educational levels of Arizona's early childhood education teachers in licensed child care programs in Arizona is assessed. The SSRB began preliminary planning for the next *Compensation & Credentials* survey in 2006.

Upon the conclusion of the Arizona System Ready/Child Ready project, a final grant report to the U.S. Department of Education regarding project activities was completed with ASU. Additionally, a summary update on Arizona System Ready/Child Ready was completed at the end of 2006.

READY COMMUNITIES

Public-Private Partnerships

The Arizona Early Education Funds (AEEF) were created as part of the Governor's School Readiness Action Plan to build the capacity of local communities to provide quality early childhood education. The funds were established at the Arizona Community Foundation in partnership with the Community Foundation for Southern Arizona and the United Way of Tucson and Southern Arizona.

AEEF was tasked with raising private donations and galvanizing the business community in support of quality early childhood care and education at the local level. AEEF is helping build an early education infrastructure by providing seed money to support the creation of regional partnerships or expand the capacity of partnerships that already exist.

These regional partnerships are meant to mobilize entire communities around quality early care and education, and are made up of local stakeholders including parents, child care providers, health professionals and representatives from public schools, business, local government, philanthropy, the faith community and law enforcement. Modeled after the North Carolina Smart Start effort, each regional partnership identifies early care and education funding priorities based on local needs and assets.

In CY 2006, AEEFS issued a Request for Regional Partnership Proposals. Eight regional partnerships were initially funded; an additional eight are currently in the application process. By funding this network of regional partnerships, AEEF is building the infrastructure necessary to distribute the funds raised by Proposition 203. An assessment is underway to determine how existing partnerships would need to adapt in order to be eligible for Proposition 203 funding. Funding from the Ellis Center for Educational Excellence is allowing technical assistants to work with the unfunded partnerships across Arizona to help prepare them for the transition.

Projected Outcomes and Proposed Strategies for CY 2007

The projected outcomes for CY 2007 are built on the work of the SSRB committees over the past three years. In CY 2007, the School Readiness Board will continue advising the Governor, Superintendent of Public Instruction, and the State Legislature on the most effective policy direction and methods to improve the coordination, quality and delivery of early childhood education and health.

Under the four areas of focus outlined in the School Readiness Action Plan—Ready Families, Ready Programs and Schools, Ready Teachers, and Ready Communities—the School Readiness Board has developed eleven priority strategies for CY 2007 that are key to the maintenance and advancement of early childhood education Arizona. These priority strategies aim to improve child health and access to care, support families, enhance program quality, and address the shortage of qualified early childhood education teachers. Additionally, the SSRB recommends supporting strategies that continue ongoing initiatives and create linkages to and enhance the priority strategies.

READY FAMILIES

The early years of life build the foundation for the good health, emotional stability, social competence, and cognitive ability that children need to succeed. Young children need screenings, immunizations, good nutrition, and access to health and dental care to ensure they are healthy and developing as expected. Parents need access to information and services so they can provide safe, healthy, enriching environments for their young children.

Ready Families Priority Strategies

- **Expand developmental screening at well-child visits using the PEDS screen tool at 9, 18 and 24 months for children enrolled in the Arizona Health Care Cost Containment System (AHCCCS).**

Rationale: The American Academy of Pediatrics recommends that all infants and young children be screened for developmental delays. Screening procedures should be incorporated into the ongoing health care of the child as part of the provision of a medical home.¹ Moreover, the use of standardized developmental screening tools at periodic intervals will increase accuracy and increase early detection of developmental delays.

For the past year, AHCCCS and the Arizona Chapter of the American Academy of Pediatrics have been partners in a pilot project to increase screening for developmental delays. The pilot provides the provision that AHCCCS pay an incentive reimbursement to physicians to conduct developmental screenings of babies discharged from neonatal intensive care units. Physicians are trained and reimbursed for using the Parents' Evaluation of Developmental Status (PEDS) instrument for these screening visits. PEDS has been shown to have adequate sensitivity, specificity, validity, and reliability, and is standardized on diverse populations. The periodicity of screenings conforms to the recommendations of the American Academy of Pediatrics.

¹ American Academy of Pediatrics. July 2001, *Developmental Surveillance and Screening of Infants and Young Children*. Pediatrics, 108:1 192-196.

Screening of all babies at 9, 18, and 24 months in covered by AHCCCS programs will substantively increase the likelihood that babies will be diagnosed early for developmental delays. Waiting until a child misses a major milestone, such as walking or talking, may result in late rather than early recognition.

Estimated Cost: The 2008 Executive Budget recommendation for PEDS is for \$4,205,700 Total Fund (consisting of \$1,405,700 General Fund and \$2,800,000 Federal Match). That amount assumes a 10/1/07 implementation date representing only 9 months of expenditure

- **Support continued coverage of Arizona's KidsCare program and participate in the effort to assure reauthorization of the federal SCHIP.**

Rationale: As of November 1, 2006, 57,854 children and 14,314 parents were insured to receive health care services under Arizona's KidsCare program. Best estimates are that 250,000 children continue to be without health insurance coverage. Reauthorization makes possible uninterrupted coverage for children and provides the opportunity to reach those children eligible but not now covered.

Estimated Cost: The Executive Budget recommends an increase of \$28,892,300 in Total Funds in FY 2008 for Arizona's share of the KidsCare program. This amount includes \$8,402,900 from the General Fund and \$20,489,400 from the State Children's Health Insurance Program Fund. It is assumed that under reauthorization, the current 3-to-1 federal-to-state match requirement would continue.

- **Expand the number of physician practices participating in the Reach Out and Read program.**

Rationale: Reach Out and Read (ROR) builds on the unique relationship between families and medical providers to help families encourage early literacy skills so children enter school prepared for success in reading. Currently, ROR is established in 112 clinics and hospitals and provides books to approximately 80,000 children annually. ROR needs funding support to enroll more doctors and nurses in low performing school districts and hard to reach rural communities.

Estimated Cost: An appropriation of \$500,000 from the General Fund for FY 2008 will support the purchase of books, training of doctors and nurses, transformation of clinic waiting rooms into literacy-rich environments, dissemination of high-quality parent education materials, and administrative costs.

- **Recommend funding to serve all families who are eligible for the Healthy Families program.**

Rationale: Evaluation of the Healthy Families program continues to document the efficacy of this program in strengthening and stabilizing families, and reducing the stressors that can lead to child abuse or neglect. Longitudinal evaluation shows that less than 2% of families that participate in the program have a subsequent substantiated report of abuse or neglect. This proven prevention program reaches approximately 17% of the estimated eligible population.

Estimated Cost: The Executive Budget recommends continuing the \$13,750,000 in Healthy Families funding in FY 2008. This amount is unchanged from the FY 2007 budget requested.

▪ **Utilize the General Fund to index the child care subsidy to the 75th percentile of the current market rate survey.**

Rationale: Currently subsidies are paid at the 75th percentile of the 2000 market rate survey, six years behind the true market cost of child care. In order to increase child care subsidies to the 75th percentile of the 2006 market rate survey and then to index them to new surveys conducted every two years, additional funding must be available and appropriated on an ongoing basis. If this does not occur, the higher reimbursement rates could result in reducing the number of children receiving DES child care assistance, reducing the number of child care providers willing to accept the subsidy, and/or establishing a waiting list.

Estimated Cost: Cost for determining the cost of indexing the child care subsidy to the 75th percentile of the current market rate needs to be determined at a specific point in time for accuracy.

Ready Families Supporting Strategies

- Expand well-child screenings and increase number and quality of medical homes
 - Recruit physicians for a quality improvement project to increase pediatric practices self-identifying as medical homes
 - Establish partnerships to create or expand database (such as ASIIS) to capture well-child visits, insurance status, screenings
 - Increase routine dental screenings for pregnant women and children beginning at age one
- Bolster health and safety practices in child care settings
 - Distribute the *Arizona Health & Safety Policy Manual for Child Care Providers* to child care providers statewide
 - Recommend to ADHS child care licensing and DES certification regulations that will achieve best practices in health, mental health, and safety practices in child care settings
 - Identify structure and funding support for “injury review process” to address health and safety improvements in child care settings to prevent injury, disability or death of children in care
- Improve the mental health of infants and young children through training of clinicians, child care workers and state agency staff
 - Revise, issue and implement an *Infant and Early Childhood Mental Health State Plan*
 - Provide curriculum and workshops for child care providers, child care educators, and child care health consultant on care giving to children experiencing trauma, witnessing violence and /or victims of abuse referred by CPS
- Educate parents about how they can help their children be healthy, safe and ready to succeed
 - Develop a plan for statewide distribution of the *Arizona Parents’ Kit*
 - Support distribution of the United Way School Readiness Kits
 - Support expansion of the Community Development Initiative

- Assist the Arizona Early Education Funds Regional Partnerships in involving parents in community planning and identifying early childhood education needs and priorities to support school readiness
- Provide support to families to help children be healthy, safe, and ready to succeed
 - Support targeted, community-based outreach to bring eligible children into AHCCCS and Kids Care
 - Implement curriculum for child care staff to gain skills in informing parents of the value of well-child screenings and assisting parents in finding screening resources
 - Utilize Arizona 211 and the Birth-to-Five Helpline to inform parents about child health resources regarding infant/toddler mental health, child development, quality child care, child health coverage, and children with special health care needs
 - Increase Earned Income Tax Credit participation and refunds to families in Arizona (Governor’s Earned Income Task Force)

READY PROGRAMS & SCHOOLS

We know that the quality of early care and education for young children matters. When children enter school, what they know, are able to do, and their care and experiences since birth have already set a course for their future learning, future success and future outlook. For a growing number of children, entering kindergarten is not the first “school” experience. Today’s economic realities necessitate that more children than ever have both parents or their sole caregiving parent in the workforce, and this means that many more young children, than ever before, are spending greater numbers of hours in care outside their homes, most often in group child care programs. The quality of these first out-of-home environments and the qualifications, skills and professional development of their early care and education providers and teachers are making a lasting impact on a generation of young children and their offspring

Ready Programs & Schools Priority Strategies

- **Develop options for a structure and funding of a Child Care Health Consultation system to support best practices and improve quality in child care settings.**
Rationale: Child Care Health Consultants (CCHC’s) are key resources to assist child care providers in achieving high standards related to health and safety of the children cared for daily in child care centers. CCHC’s work with child care centers offering periodic, consistent, and monitoring visits and consultation as well as responding to emergent requests to provide assistance regarding health related issue affecting a specific child or within the center. CCHC’s also provide expert information and consultation on working with and communicating with parents of enrolled children. Currently only a small number of child care centers receive health consultation due to limited funding, the lack of an organizational structure to establish scope of work, methods to deploy trained staff, credentialing and continuing education.

Estimated Cost: System development options for structure and funding will occur with staff support funded through support provided through the Early Childhood Comprehensive Systems grant, Health Resources and Service Administration (HRSA).

- **Recommend funding to ensure a sufficient number of Arizona Department of Health Services (ADHS) licensing surveyors to meet the state mandated annual monitoring visits for child care facilities.**

Rationale: ARS 36-885 B requires that ADHS visit each child care facility as often as necessary to assure continued compliance with the legislative article and department rules. During FY 2006, the Office of Child Care Licensing (OCCL) licensed and monitored approximately 2,785 facilities. Furthermore, the OCCL continues to see a steady increase in the number of child care facilities applying for licensure. To meet the statutory mandate, the OCCL needs to achieve at least a staff to facility ratio of 1:50 and over time will require additional funding to maintain this staff-to-facility ratio. To achieve this surveyor to facility ratio, ADHS has embarked on a three-year phase-in of needed staff positions. FY 2008 represents the second year of this three-year phase-in.

Estimated Cost: The \$505,900 increase recommended in the FY 2008 Executive budget would fund 9 FTE positions to bring the surveyor-to-facilities caseload ratio to 1:50, based on the number of facilities licensed or applying for licensure during FY 2006.

- **Implement a voluntary quality rating system that both promotes and rewards quality early childhood education for young children.**

Rationale: Quality early childhood education contributes to later school success. Studies that examine children's development over time have shown that high-quality early childhood education is a predictor of improvement in children's receptive language and functional communication skills, verbal IQ skills, cognitive skills, behavior, and attainment of higher math and receptive language scores – all of which impact later school success.² Research also indicates that participants in high-quality early childhood education programs may also experience lower levels of grade retention and fewer placements in special education classrooms.³ (Source: Zero to Three Policy Center Fact Sheet, November 2006)

To compliment the State School Readiness Board's recommendation to index the child care subsidy to the 75th percentile of the current market rate survey, it is recommended that the quality rating system have five levels, with each level building on the previous level. Resources and technical assistance will be necessary components of the system. Increased subsidies and enhancement grants could be paid to the early childhood education program based on program improvements and higher levels of quality.

It is recommended that an early childhood education accountability tool (quality rating system) be finalized and implemented.

Estimated cost: To be determined.

² United States General Accounting Office. 2002. Child care: States have undertaken a variety of quality improvement initiatives, but more evaluations of effectiveness are needed. Washington, DC: United States General Accounting Office (GAO-02-897). <http://www.gao.gov/new.items/d02897.pdf> (accessed November 7, 2006).

³ The Carolina Abecedarian Project. Early Learning, Later Success: the Abecedarian Study, Executive Summary. <http://www.fpg.unc.edu/-abc/summary.cfm> (accessed November 3, 2006).

- **Form a policy work group to review licensing regulations and make recommendations to the ADHS Office of Child Care Licensing to improve standards of care.**

Rationale: Arizona statute (ARS 36-883) designates the Arizona Department of Health Services as the agency responsible for establishing reasonable rules related to the health, safety and welfare of children in child care facilities. These rules include standards for adequate physical facilities, staffing levels, etc. Current research conducted on other state licensing systems and steps to improve standards which promote positive outcomes for children conclude that strong licensing rules and systems provide the foundation for further program improvement. Raising expectations for children's readiness without raising the expectations for program quality and ongoing improvement efforts will do little to meet state goals or to help children grow and learn.

The policy work group will address key program standards found to be associated with effective early childhood programs:

- o Health and safety standards
- o Staff qualifications, education and training – orientation and annual
- o Staff-to-child ratios and group sizes
- o Curriculum content and environment
- o Health, safety and supervision
- o Behavior management and discipline

Estimated Cost: ADHS will complete a cost analysis for proposed new licensing regulations as part of their rulemaking process.

- **Coordinate Early Childhood Education functions among state agencies, Head Start, Tribal programs, and other early childhood education programs and improve communication and access to information.**

Rationale: Developing a high-quality early childhood education system includes the creation of high-quality programs and the coordination of existing projects and services. The Head Start State Collaboration Office's (HSSCO) priority areas align with the Action Steps of the SSRB Action Plan to create a coordinated and accessible early childhood system for parents and children. The HSSCO is funded by the U.S. Department of Health and Human Services - Office of Head Start to support the development of multi-agency and public/private partnerships at the state level.

System development requires new coordination of information as well as improved access to services and resources. Head Start State Collaboration Office and the School Readiness Board, in coordination with the Professional Development and Articulation Team will launch and develop an early childhood resource website. The website will support professional development and the quality of early childhood programs by providing a one-stop source of information for those exploring careers in early childhood as well as those already working in the field and looking to advance in their careers. The website will also contain information that supports the efforts of program directors and others to improve the quality of their programs. Additionally, parent resources and current information on policy will be important features of the School Readiness website resource.

Estimated Cost: HSSCO Federal Grant, Early Childhood Comprehensive Systems Federal Grant, possible funding from Professional Development Resources for web portal development. Website costs: \$50,000 including in-kind and 1st year support.

Ready Programs & Schools Supporting Strategies

- Support voluntary, state-funded, full-day kindergarten
- Improve quality of early childhood programs
 - Work with Regional Councils/Partnerships to identify criteria that enhance early childhood programs and services in their communities.
 - Develop mechanisms and approaches to enhance community collaboration with Regional Councils/Partnerships and First Things First
- Seek opportunities to improve quality by leveraging public and private dollars through new and existing programs
 - Continue participation in Zero to Three Learning Community on integration of infant/toddler criteria into quality improvement plan
 - Utilize information in the final evaluation report from First Focus on Kids pilot in Tucson to revise the quality improvement plan
- Improve the health of Arizona children birth to 6 years old
 - Work collaboratively with AHCCCS and health providers to increase services to Head Start children and families
 - Work collaboratively with Office of Oral Health to increase dental screening, fluoride treatments, and follow up care to Head Start children
 - Address early childhood health issues, including asthma and obesity, through newsletters, awareness campaigns, resource development
- Increase the pool and retention of qualified early childhood professionals
 - Identify mechanisms and opportunities for leadership to support and strengthen services to children with disabilities through the Early Childhood Inclusion Coalition

READY TEACHERS

Teacher quality plays a significant role in young children's early learning experiences. A well-educated and trained teacher knows how to engage both children and their families, and how to effectively use resources to enhance young children's growth, explorations and learning. A highly qualified teacher understands child development and can translate that understanding into high quality learning experiences in ways that lay the foundation upon which young children continue to build throughout their school careers and into their work lives.

Ready Teachers Priority Strategies

- **Develop the structure and identify funding for a comprehensive professional development system for Early Childhood Education**

Rationale: The State of Arizona currently has some components of a professional development system; however, the goal is to develop an integrated system of early childhood professional development that addresses quality improvement, resulting in improved school readiness outcomes for children and a high quality early childhood workforce. Arizona's comprehensive professional development system would address five components: *funding, core professional knowledge, qualifications and credentials, quality assurances (including training and technical assistance) and access and outreach.*

Arizona's Comprehensive Early Childhood Professional Development System would build on and enhance existing programs and resources such as S*CCEEDS, SEEDS, the Professional Career Pathways Program, and professional associations.

Estimated Cost: The State School Readiness Board is in the process of developing cost estimates.

Ready Teachers Supporting Strategies

- Enhance comprehensive leadership development system for early childhood education practitioners
 - Identify on-going funding for the Chase Early Education Emergent Leaders Program
 - Continue to develop and report on Chase Early Education Emergent Leaders Program
- Increase the number, diversity and quality of early childhood education practitioners through education and training
 - Continue to work with the Early Childhood Education Articulation Taskforce to develop and refine early childhood education articulation agreements within the community college system and between community colleges and public universities
 - Refine the SEEDS program, including implementation and evaluation of a demonstration project that links with the DES Professional Career Pathways Program
 - Develop a professional development program for center directors that links to program quality improvement, staff professional development and technical assistance and explore funding sources and granting college credits to participants
 - Develop the framework and cost estimate for a Wage Incentive Program that is based on level of educational attainment and continuous early childhood education employment
 - Explore the feasibility of an incentive initiative which acknowledges early childhood education programs that implement quality improvement plans, provide high quality professional development opportunities for staff and that retain highly qualified staff; and develop a framework for a quality awards strategy that rewards programs that focus resources on supporting staff professional development

READY COMMUNITIES

Early care and education are primarily delivered at the local level. Whether it is a mother trying to find a child center that offers high quality care, or a family searching for health care for their infant, services are delivered through local entities, which may or may not work together. Most states that have invested resources in early care and education have overcome the vast fragmentation of the system by requiring communities to work together to stimulate collaboration. Following this model, Arizona seeks to build an effective early childhood education system on the principle of flexible, local implementation, and state accountability.

Ready Communities Supporting Strategies

- Continue data collection for biannual publication of Key Performance Indicators report
- Work with the Early Childhood Development and Health Board (ECDH) and Regional Partnerships/Councils to conduct community assessments and build capacity to create and implement local action plans
- Work with the Early Childhood Development and Health Board (ECDH) and Regional Partnerships/Councils to develop evaluation criteria that measure change in program quality and services
- Assist the Early Education Funds Regional Partnerships in transitioning to the Regional Councils mandated by the Early Childhood Development and Health Initiative as they develop strategies to effectively partner with early childhood education and health programs
- Coordinate technical assistance services for the planning and implementation of comprehensive, quality-enhancement systems at the state and local level with the Early Childhood Development and Health Board and Regional Partnerships/Councils.

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 Peggy Stemmler, MD, Academy of Pediatrics. AZ Chapter

Sue Stephens, MD, Dept of Economic Security
 Margaret Tate, Department of Health Services
 Roy Teramoto, MD, Indian Health Services
 RaNee Tuscano, Department of Health Services
 Pat VanMaanen, Reach Out and Read
 Kim Van Pelt, Children's Action Alliance
 Judy Walruff, Ph.D. School Readiness Board
 Mary Warren, Ph.D., Prevent Child Abuse Arizona

Child Care Licensing Task Force

James Emch, Valley Child Care and Learning Centers
 Sandy Foreman, School Readiness Board
 Joanne Floth, AZ Assoc. for the Education of Young
 Children
 Kathi Ford, RN, Pima Health Consultant
 Jennifer Johnson, School Readiness Board
 Bruce Liggett, Arizona Child Care Association
 Dana Naimark, Children's Action Alliance
 Diane Umstead, Blake Foundation
 Judy Walruff, Ph.D. School Readiness Board
 Ginger Ward, Southwest Human Development
 Susan Wilkins, Association for Supportive Child Care
 Brad Willis, Department of Economic Security
 Trudy Rogers, United Way of Northern Arizona

Arizona Early Education Funds Advisory Board

Co-Chair, Ken Burdick, United Healthcare
Co-Chair, Steve Lynn, Tucson Electric Power
 Ernie Adair, Black McDonalds Operation Association
 Edith Auslander, University of Arizona
 Nadine Mathis Basha, School Readiness Board
 Jerry Bisgrove, Stardust Companies
 Susan Budinger, Rodel Foundation of Arizona
 Esther Capin, Public Member
 Bill Carstens, Public Member-deceased
 Anna Maria Chavez, Governor's Office
 Gene D'Adamo, Arizona Republic Charities
 Robert Donofrio, Ph.D., Arizona State University
 Marion Elliot, Public Member
 Jean Fairfax, Public Member
 Janita Gordon, Arizona Early Education Funds
 Julianne Hartzell, Flagstaff Community Foundation
 Irene Jacobs, Governor's Office for Children, Youth & Families
 Lydia Lee, JP Morgan Chase
 Judy Mohraz, Ph.D., The Virginia G. Piper Charitable Trust
 Elaine Morrison, EGM Administrative Enterprises
 Ed Portnoy, Nina Mason Pullman Charitable Trust
 Susan Navran, Blue Cross Blue Shield of Arizona
 Barbara Polk, Public Member
 Joni Ramos, Salt River Maricopa Indian Community

Vikki Shirley, Navajo Nation
Brenda Sperduti, Sperduti NetWorks
Betsy Wescott-Schwerts, Citizens for Quality Education
Bess Yellowhair, Navajo Nation

State School Readiness Board Staff

Karen Ortiz, Director
Judy Walruff, Ph.D., Early Childhood Health Systems
Coordinator
Alicia Smith, Ed.D. Senior Policy Advisor for Professional
Development
Donna Migliore, School Readiness Associate
Jennifer Johnson, Head Start Collaboration Director
Sandy Foreman, Early Care and Education Policy Analyst

Consultants

Linda Cannon, Linda Cannon & Associates, Inc.
Charline Franz
B.J. Tatro, B.J. Tatro Consulting



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

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ATTACHMENT 2.2

SUMMARY OF PUBLIC COMMENTS

SUMMARY OF PUBLIC HEARING COMMENTS

The Arizona Department of Economic Security (DES) held two (2) Public Hearings for the purpose of providing the public with an opportunity to provide input and comment on the provision of services identified in the Child Care & Development Fund State Plan. The first Public Hearing was held on Wednesday, May 30, 2007, in Phoenix, Arizona. The second was held on Thursday, May 31, 2007, in Tucson, Arizona. Additionally, comments were accepted via mail, email or fax, through June 1, 2007.

Comments primarily focused on the issue of the current maximum payment rates provided by the state. With respect to reimbursement rates, comments generally noted that Arizona's maximum payment rates lag behind the market and that this impacts both parent's ability to access care due to their inability to pay high co-pays for their children's care and the ability of child care providers to have the resources necessary to provide quality care. The majority of comments on this issue reflected the belief that rates should be indexed to the most recent market rate survey.

While acknowledging that DES, as the Lead Agency, does not have the authority to increase rates without the authorization of the Arizona State Legislature, one commenter requested that the Governor's Office and DES develop and include in the CCDF Plan a specific two (2) year plan for seeking the resources necessary to bring rates up to the 75th percentile of the most current market rate survey.

Additional comment subject matter included:

- That consideration be given to funding programs to improve the quality of care in non-regulated settings (i.e., Kith & Kin programs). Specifically, development of training programs was recommended for consideration.*
- That DES pursue eliminating or lowering the current state statutory requirement that requires individuals who need child care for educational activities to be working an average of 20 hours per week (in order to have services authorized for this purpose).*
- That DES work even more closely with Tribal governments, specifically with Tribal CCDF grantees/programs.*
- That DES pursue greater use of technology in the area of making payments to providers.*
- That the Plan's discussion of services for school-age services was limited.*



CHILD CARE AND DEVELOPMENT FUND PLAN

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ATTACHMENT 3.1

CERTIFICATE OF AUTHORIZATION (example)

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 SPECIALIST: (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	KIND	FEE 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

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

SVC = SERVICE CODES

- 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

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

PROG = CHILD CARE PROGRAM

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

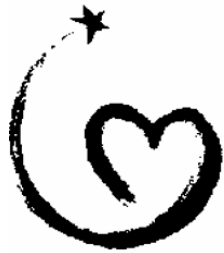
CO-PAY PER DAY = THE DES REQUIRED CO-PAY

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)

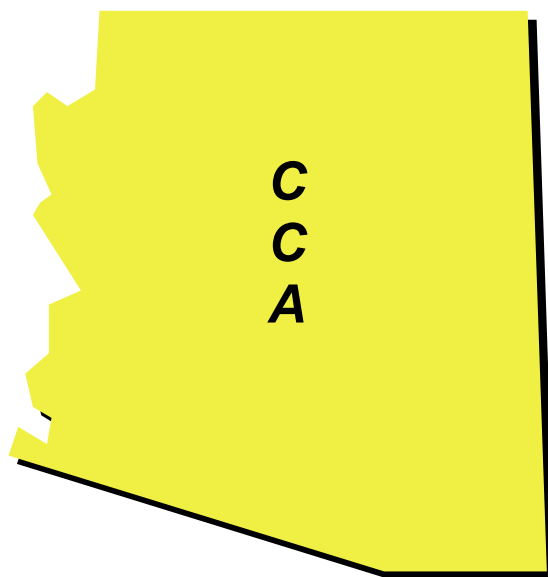


**CHILD CARE AND DEVELOPMENT FUND PLAN
FFY 2007-2009
ATTACHMENT 3.1.1**

**ARIZONA
DEPARTMENT OF ECONOMIC SECURITY**

**DIVISION OF EMPLOYMENT
AND
REHABILITATIVE SERVICES**

CHILD CARE ADMINISTRATION



POLICY MANUAL

The Arizona Department of Economic Security (DES) Child Care Policy and Procedure Manual (approximately 1,000 pages in length) is available for review at the following DES Child Care Administration District Offices:

**DES CCA District I
3443 N. Central, Ste 606
Phoenix, Arizona
Tel. # (602) 255-3729**

**DES CCA District II
400 W. Congress, Ste. 420
Tucson, Arizona
Tel. # (520) 628-6810 x 230**

**DES CCA District III
397 Malpais Lane, Ste. 3
Flagstaff, Arizona
Tel. # (928) 774-5091**

**DES CCA District IV
350 W. 16th St., Ste. 232
Yuma, Arizona
Tel. # (928) 782-4343 x 3165**

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

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



CHILD CARE AND DEVELOPMENT FUND PLAN

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ATTACHMENT 3.2.a

PAYMENT RATES FOR THE PROVISION OF 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, plus five (5) %
as identified in the Fiscal Year 2008 Appropriations Report
(effective for services provided on or after 7/1/07)

CENTERS

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	31.71	28.35	23.52	22.05	31.50	33.60
Part day	23.52	20.79	19.32	19.95	26.25	26.25
1 yr < 3 yrs:						
Full day	27.93	26.25	21.84	19.95	29.40	21.84
Part day	21.00	19.07	18.90	18.90	15.75	18.48
3 yrs < 6 yrs:						
Full day	24.99	23.19	21.00	18.90	21.00	19.95
Part day	17.85	16.80	15.75	16.80	13.02	13.65
6 yrs < 13 yrs:						
Full day	24.57	23.10	17.85	17.85	20.10	19.95
Part day	16.80	15.75	14.70	15.75	14.00	13.65

GROUP HOMES

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	25.20	23.10	24.15	21.00	19.95	22.26
Part day	16.80	16.80	24.15	14.70	13.13	18.90
1 yr < 3 yrs:						
Full day	23.10	23.10	23.10	18.90	19.95	22.31
Part day	15.75	16.80	15.75	12.60	12.60	17.85
3 yrs < 6 yrs:						
Full day	21.00	21.00	23.10	18.90	19.95	19.43
Part day	15.75	16.80	14.65	12.60	12.60	16.80
6 yrs < 13 yrs:						
Full day	18.90	21.00	17.85	18.90	19.95	19.42
Part day	14.70	16.60	14.65	12.60	12.60	17.85

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	21.00	19.95	18.90	18.90	21.00	18.90
Part day	14.70	12.60	10.50	11.03	12.60	10.50
1 yr < 3 yrs:						
Full day	21.00	18.90	17.85	17.85	20.10	17.85
Part day	13.65	12.60	10.50	11.03	11.55	10.50
3 yrs < 6 yrs:						
Full day	18.90	18.90	16.80	17.85	18.90	16.80
Part day	12.60	12.60	10.50	11.03	10.50	10.50
6 yrs < 13 yrs:						
Full day	17.85	18.90	16.80	16.80	18.90	16.80
Part day	12.60	11.55	10.50	10.50	10.50	10.50

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 \$11.03 for Full day and \$6.30 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

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ATTACHMENT 3.2.b

**MARKET RATE SURVEY INSTRUMENT &
SUMMARY OF RESULTS**

Sample #: _____

Interview #: _____

DES Child Care Rate Survey Instrument – 2006
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 3, Next 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 this 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 this 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) 542-1091**

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 from 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 7,337 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 5,169 childcare providers of which 99% were interviewed.

A total of 5,106 child care providers (1,744 licensed centers, 2,736 approved family homes, 344 certified group homes and 282 unregulated homes listed with CCR&R) were interviewed for this survey. The survey was conducted between April and June 2006. 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: <http://www.de.state.az.us/childcare/pdf/survey2006.pdf>

Key findings of the 2006 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 \$21.60 to \$35.00 across the districts. The statewide median is \$34.00.

The median daily charge for full-time care, for a one or two year old child, ranged from \$20.00 to \$32.00 across the districts. The statewide median is \$30.00.

The median daily charge for full-time care, for a three, four or five year old child, ranged from \$19.00 to \$28.00 across the districts. The statewide median is \$26.00

The median daily charge for full-time care, for a school age child, ranged from \$18.00 to \$27.00 across the districts. The statewide median is \$25.00.

Approved Family Child Care Homes

The median home charge for full-time care, for a child under the age of one year, ranged from \$18.00 to \$20.00 across the 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 \$18.00 to \$20.00 across the 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 \$17.00 to \$20.00 across the 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 \$20.00 across the districts. The statewide median is \$18.00.

Certified Group Homes

The median daily charge for full-time care, for a child under the age of one year, ranged from \$20.00 to \$26.00 across the districts. The statewide median is \$24.00.

The median daily charge for full-time care, for a one or two year old child, ranged from \$20.00 to \$26.00 across the districts. The statewide median is \$22.00.

The median daily charge for full-time care, for a three, four or five year old child, ranged from \$20.00 to \$25.00 across the districts. The statewide median is \$22.00.

The median daily charge for full-time care, for a school age child, ranged from \$18.48 to \$25.00 across the 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 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	35.00	33.02	25.50	21.60	30.00	27.00	34.00
	75 th percentile	40.00	35.00	30.00	25.50	37.00	27.00	39.00
One & Two Year Olds	50 th percentile	32.00	30.00	23.26	20.00	25.00	22.00	30.00
	75 th percentile	38.00	36.00	25.05	22.00	34.00	26.80	37.00
Three, Four & Five Year Olds	50 th percentile	28.00	25.00	22.00	19.00	25.00	21.00	26.00
	75 th percentile	33.33	30.00	24.00	20.00	30.00	24.30	31.00
School Age Children	50 th percentile	27.00	24.00	22.00	18.00	25.00	20.00	25.00
	75 th percentile	31.00	29.60	24.00	20.00	30.00	24.40	30.00

Average Rate Charged Per Day For Part-Time (Less Than Six Hours) Child Care

		DISTRICT 1 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	31.00	27.50	18.00	17.00	25.00	18.00	30.00
	75 th percentile	36.00	32.40	28.00	20.00	30.00	25.00	35.40
One & Two Year Olds	50 th percentile	25.20	22.00	15.45	16.00	19.38	17.44	23.26
	75 th percentile	31.00	30.00	20.00	17.75	25.00	18.00	30.00
Three, Four & Five Year Olds	50 th percentile	17.75	17.50	13.95	14.00	15.00	12.91	16.86
	75 th percentile	25.00	23.00	16.00	16.00	20.00	15.80	23.02
School Age Children	50 th percentile	16.00	14.80	12.00	14.00	15.00	14.00	15.00
	75 th percentile	20.00	19.50	15.00	15.60	17.50	18.60	19.60

Approved Family Child Care Homes

Average Rate Charged Per Day For Full-Time (Six Or More Hours) Child Care

		DISTRICT 1 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	20.00	20.00	20.00	18.00	20.00	20.00	20.00
	75 th percentile	25.00	24.00	25.00	20.00	25.00	25.00	25.00
One & Two Year Olds	50 th percentile	20.00	20.00	20.00	18.00	20.00	20.00	20.00
	75 th percentile	25.00	22.00	23.00	20.00	24.00	24.00	23.00
Three, Four & Five Year Olds	50 th percentile	17.00	20.00	20.00	18.00	20.00	20.00	20.00
	75 th percentile	23.00	22.00	22.00	20.00	24.00	24.00	21.00
School Age Children	50 th percentile	15.00	20.00	18.00	17.00	20.00	20.00	18.00
	75 th percentile	20.00	21.00	21.00	20.00	22.00	24.00	20.00

Average Rate Charged Per Day For Part-Time (Less Than Six Hours) Child Care

		DISTRICT 1 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	12.00	12.00	12.00	10.00	11.00	10.00	12.00
	75 th percentile	18.00	15.00	15.00	12.00	15.00	15.00	15.00
One & Two Year Olds	50 th percentile	12.00	12.00	10.50	10.00	10.00	10.00	12.00
	75 th percentile	16.00	15.00	14.00	12.00	15.00	15.00	15.00
Three, Four & Five Year Olds	50 th percentile	11.00	12.00	10.00	10.00	10.00	10.00	11.00
	75 th percentile	16.00	15.00	13.00	12.00	15.00	14.00	15.00
School Age Children	50 th percentile	10.00	12.00	10.00	10.00	10.00	10.00	10.00
	75 th percentile	15.00	15.00	12.00	12.00	14.00	14.00	15.00

Certified Group Homes

Average Rate Charged Per Day For Full-Time (Six Or More Hours) Child Care

		DISTRICT 1 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	25.00	22.00	23.00	20.00	26.00	24.00	24.00
	75 th percentile	29.00	25.00	25.00	20.00	30.00	25.00	25.00
One & Two Year Olds	50 th percentile	24.00	22.00	22.00	20.00	26.00	24.00	22.00
	75 th percentile	27.00	24.00	25.00	20.00	26.50	25.00	25.00
Three, Four & Five Year Olds	50 th percentile	23.00	22.00	22.00	20.00	25.00	20.00	22.00
	75 th percentile	25.00	24.00	25.00	20.00	26.00	24.00	25.00
School Age Children	50 th percentile	20.00	22.00	18.48	20.00	25.00	20.00	20.00
	75 th percentile	25.00	23.00	25.00	20.00	26.00	24.00	23.00

Average Rate Charged Per Day For Part-Time (Less Than Six Hours) Child Care

		DISTRICT 1 MARICOPA COUNTY	DISTRICT 2 PIMA COUNTY	DISTRICT 3 APACHE, COCONINO, NAVAJO & YAVAPAI COUNTIES	DISTRICT 4 LAPAZ, MOHAVE & YUMA COUNTIES	DISTRICT 5 GILA & PINAL COUNTIES	DISTRICT 6 COCHISE, GRAHAM, GREENLEE & SANTA CRUZ COUNTIES	TOTAL STATE
Children Under One	50 th percentile	15.00	15.00	16.00	15.00	15.00	16.00	15.00
	75 th percentile	20.00	17.00	17.00	15.00	20.00	17.00	18.00
One & Two Year Olds	50 th percentile	15.00	15.00	16.00	15.00	15.00	16.00	15.00
	75 th percentile	20.00	17.00	17.00	16.00	19.00	17.00	18.00
Three, Four & Five Year Olds	50 th percentile	15.00	15.00	16.00	15.00	15.00	15.00	15.00
	75 th percentile	20.00	17.00	17.00	15.00	18.00	17.00	17.00
School Age Children	50 th percentile	15.00	15.00	14.00	14.00	15.00	16.00	15.00
	75 th percentile	17.00	17.00	17.00	15.00	18.00	17.00	17.00



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2007-2009

ATTACHMENT 3.3.2

DEFINITION OF "INCOME" FOR THE PURPOSES OF ELIGIBILITY

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).

B. 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.

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.

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 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 or when the minor parent is married, separated, or divorced.

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.

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>	165% 2005 FPL Income deducted from parent' income to determine deemed portion
1	\$1,405
2	\$1,883
3	\$2,362
4	\$2,840
5	\$3,319
6	\$3,797
7	\$4,276
8	\$4,754
9	\$5,233
10	\$5,711
11	\$6,190
12	\$6,668



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2007-2009

ATTACHMENT 3.5.1

SLIDING FEE SCALE

ARIZONA DEPARTMENT OF ECONOMIC SECURITY

CHILD CARE ASSISTANCE GROSS MONTHLY INCOME ELIGIBILITY CHART AND FEE SCHEDULE

EFFECTIVE JULY 1, 2007

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 – 724	725 – 851	852 – 1,149	1,150 – 1,234	1,235 – 1,320	1,321 – 1,405
2	0 – 970	971 – 1,141	1,142 – 1,541	1,542 – 1,655	1,656 – 1,769	1,770 – 1,883
3	0 – 1,217	1,218 – 1,431	1,432 – 1,932	1,933 – 2,075	2,076 – 2,219	2,220 – 2,362
4	0 – 1,463	1,464 – 1,721	1,722 – 2,324	2,325 – 2,496	2,497 – 2,668	2,669 – 2,840
5	0 – 1,710	1,711 – 2,011	2,012 – 2,715	2,716 – 2,916	2,917 – 3,118	3,119 – 3,319
6	0 – 1,956	1,957 – 2,301	2,302 – 3,107	3,108 – 3,337	3,338 – 3,567	3,568 – 3,797
7	0 – 2,203	2,204 – 2,591	2,592 – 3,498	3,499 – 3,757	3,758 – 4,017	4,018 – 4,276
8	0 – 2,449	2,450 – 2,881	2,882 – 3,890	3,891 – 4,178	4,179 – 4,466	4,467 – 4,754
9	0 – 2,696	2,697 – 3,171	3,172 – 4,281	4,282 – 4,598	4,599 – 4,916	4,917 – 5,233
10	0 – 2,942	2,943 – 3,461	3,462 – 4,673	4,674 – 5,019	5,020 – 5,365	5,366 – 5,711
11	0 – 3,189	3,190 – 3,751	3,752 – 5,064	5,065 – 5,439	5,440 – 5,815	5,816 – 6,190
12	0 – 3,435	3,436 – 4,041	4,042 – 5,456	5,457 – 5,860	5,861 – 6,264	6,265 – 6,493**

MINIMUM REQUIRED CO-PAYMENTS

1st child in care	full day =\$1.00 part day =\$0.50	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
2nd child in care	full day =\$0.50 part day =\$0.25	full day =\$1.00 part day =\$0.50	full day =\$1.50 part day =\$0.75	full day =\$2.50 part day =\$1.25	full day =\$3.50 part day =\$1.75	full day =\$5.00 part day =\$2.50
3rd child in care	full day =\$0.50 part day =\$0.25	full day =\$1.00 part day =\$0.50	full day =\$1.50 part day =\$0.75	full day =\$2.50 part day =\$1.25	full day =\$3.50 part day =\$1.75	full day =\$5.00 part day =\$2.50
For families receiving Transitional Child Care (TCC) there is no co-payment assigned beyond the 3 rd child in the family						
4 th child in care	full day =\$0.25 part day =\$0.10	full day =\$0.50 part day =\$0.25	full day =\$0.75 part day =\$0.35	full day =\$1.25 part day =\$0.60	full day =\$1.75 part day =\$0.85	full day =\$2.50 part day =\$1.25
5th child in care	full day =\$0.25 part day =\$0.10	full day =\$0.50 part day =\$0.25	full day =\$0.75 part day =\$0.35	full day =\$1.25 part day =\$0.60	full day =\$1.75 part day =\$0.85	full day =\$2.50 part day =\$1.25
6th child in care	full day =\$0.25 part day =\$0.10	full day =\$0.50 part day =\$0.25	full day =\$0.75 part day =\$0.35	full day =\$1.25 part day =\$0.60	full day =\$1.75 part day =\$0.85	full day =\$2.50 part day =\$1.25

Full day = Six or more hours; Part day = Less than six hours.

Families receiving Child Care Assistance based upon involvement with Child Protective Services/Foster Care, the Jobs Program, the Arizona Works Program or those who are receiving Cash Assistance (CA) and who 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 2007 poverty guidelines.

** This amount is equal to the Federal Child Care & Development Fund statutory limit (for eligibility for child care assistance) of 85% of the state median income..



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2007-2009

ATTACHMENT 4.1.1

APPLICATION FOR CHILD CARE SUBSIDY

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Child Care Administration

DATE RECEIVED

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 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"/> Yes <input type="checkbox"/> No	<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) <i>(If you have more than 9 people in your home, list their names and relationship to you on a separate sheet of paper.)</i>	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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					
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				LIST THE ADDRESS WHERE THE CHILD'S OTHER PARENT LIVES					

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. ()
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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
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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
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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
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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.

PREVIOUS EMPLOYER'S NAME	PREVIOUS EMPLOYER'S ADDRESS (No., Street, City, State, ZIP)
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WORK PHONE NO. ()	DATE TERMINATED	REASON FOR THE TERMINATION
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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
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SCHOOL'S ADDRESS (No. Street, City, State, ZIP)	PHONE NO. ()
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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
---	--------------------	---

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WORK	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.
	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.

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
---	--------------------	---

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WORK	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.
	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.

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
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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.)

- | | |
|---|---|
| <ul style="list-style-type: none"> 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. 2. <input type="checkbox"/> I applied for a better job. 3. <input type="checkbox"/> I have been consistently employed. 4. <input type="checkbox"/> I was laid-off but found new employment within 60 days. 5. <input type="checkbox"/> I left one job for a better job (higher pay, more hours, or better benefits). 6. <input type="checkbox"/> I consistently demonstrated a net profit in my self-employment activity. 7. <input type="checkbox"/> I attended remedial education for the attainment of a high school diploma or GED. 8. <input type="checkbox"/> I attended English for Speakers of Other Languages (ESOL) classes. | <ul style="list-style-type: none"> 9. <input type="checkbox"/> I attended a trade/vocational school, college or university and made satisfactory progress in the activity. 10. <input type="checkbox"/> I attended work related school or training, or pursued a degree or certificate that will lead to enhanced career opportunities. 11. <input type="checkbox"/> I have NOT requested TANF (Temporary Assistance to Needy Families) Cash Assistance for myself. 12. <input type="checkbox"/> I made contact with DES Child Support Enforcement about support from an absent parent or paternity establishment. 13. <input type="checkbox"/> I continued with my treatment plan under the direction of a physician, psychiatrist, or psychologist. 14. <input type="checkbox"/> I followed a domestic violence/homeless shelter case plan. 15. <input type="checkbox"/> I completed or am in the process of completing a drug/alcohol rehabilitation or court ordered community service program. 16. <input type="checkbox"/> Other (<i>Describe</i>): |
|---|---|

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
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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.

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.

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CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2007-2009

ATTACHMENT 5.2.1

GUIDELINES FOR EARLY LEARNING



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

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Education Program Specialist

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Sue Yale

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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.

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

Refined Edition Contributors

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

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

Elayne Achilles
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Lynn Tuttle
Sandy Uterhardt
Carol Warren
Dale Waters
Lacey Wieser
Lin Wright

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

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



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


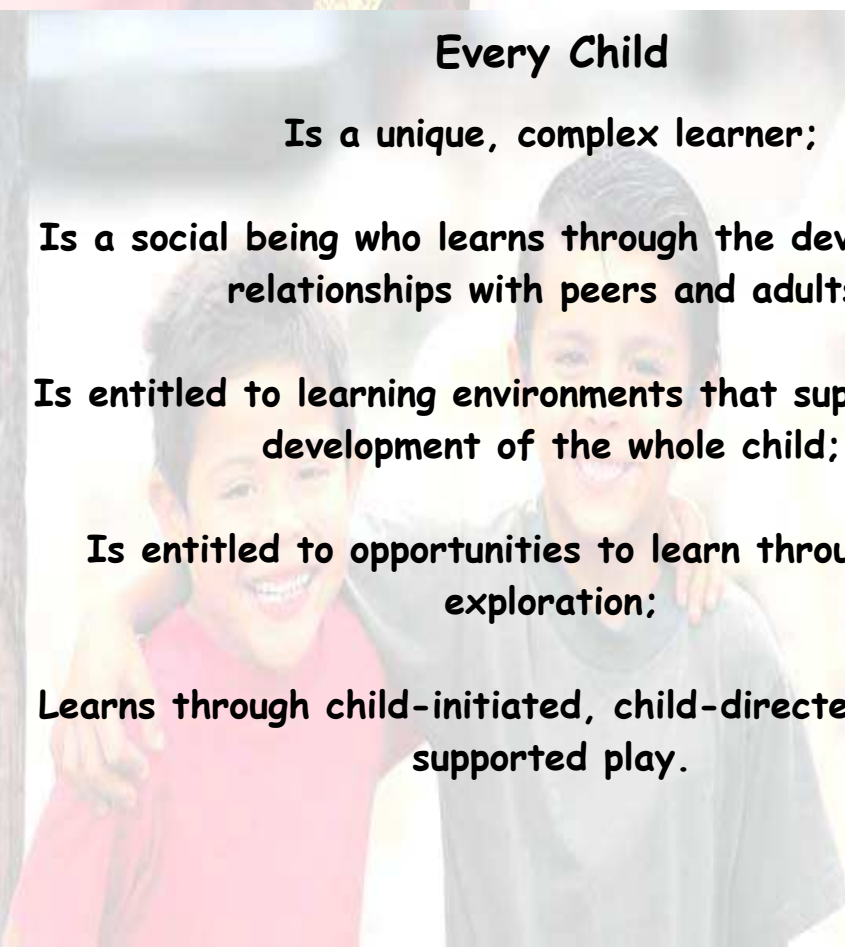

Is a unique, complex learner;

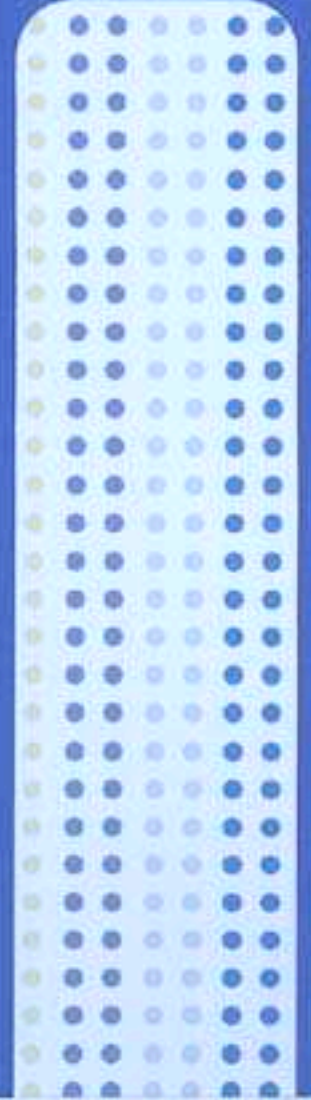
Is a social being who learns through the development of relationships with peers and adults;

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:

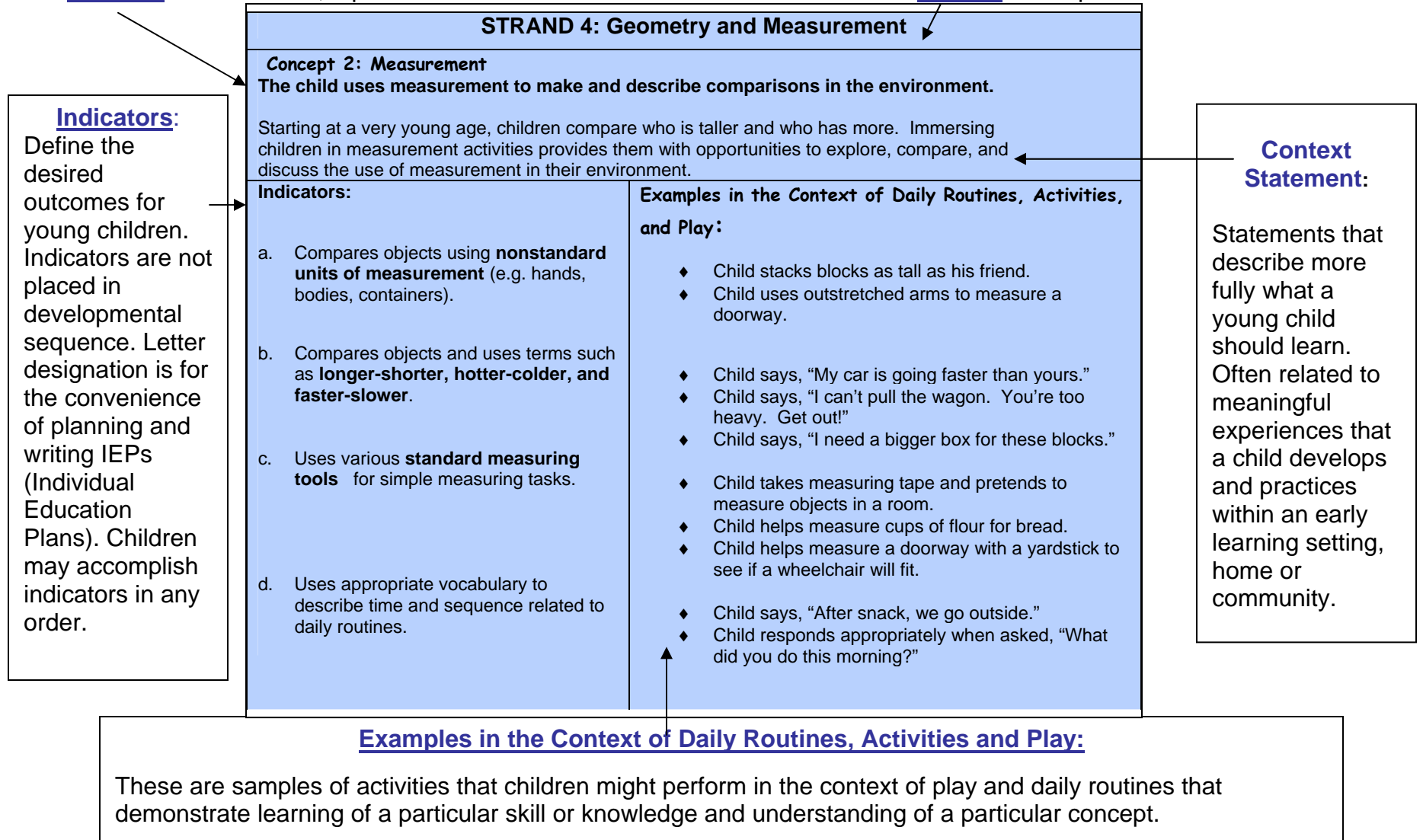
- Intended for use as a curriculum
- Intended for use as a checklist
- Intended for use as an assessment tool
- Meant to be used in isolation
- Meant to stifle the creativity of caregivers or teachers
- Intended to imply that only formal and structured activities are to be planned for young children

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 independence during activities, routines, and play.	Develops increased ability to make independent choices.	
Persistence	Engagement and Persistence	Comprehensive Health
Continuously attends to a task. Pursues challenges.	Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. 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. Works to solve a problem independently.	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	

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 Aper 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

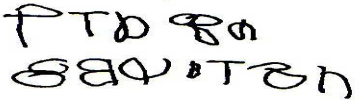
The child uses writing materials to communicate ideas.

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.

- 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>	<p>Shows progress in using standard and nonstandard measures for length and area of objects.</p>	<p>Communicate orally how different attributes of an object can be measured.</p>
<p>Compares objects and uses terms such as longer/shorter, hotter/colder, and faster/slower.</p>	<p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p>	<p>Verbally compare objects according to observable and measurable attributes.</p>

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>	<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.</p>	<p>Sort objects according to observable attribute.</p>
<p>Describes relationships between groups of objects.</p>	<p>Begins to make comparisons between several objects based on a single attribute.</p>	<p>Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc).</p>



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
<p align="center">Communication</p>	<p align="center">Scientific Knowledge</p>	<p align="center">Communication</p>
<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.



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
Uses a variety of materials/media to create original works of art.	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	Identify and use a variety of art media.
Uses a variety of techniques and processes to create original works of art.		
Uses lines, forms, shapes, colors and texture to create personal artwork.		
Creates art in two and three dimensions.		
Uses a variety of tools to create original works of art.		Identify and describe safe and responsible use of tools and materials.
Creates artwork with details which represent the child’s ideas, experiences and feelings.	Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	Recognize that the visual arts are a form of communication.
Art in Context	Creative Arts – Art	Visual Arts – Creating Art
Participates in creative art activities that are a part of the child’s community and culture.		Show respect for personal work and work of others.
Participates in visual art activities that are part of other cultures.		

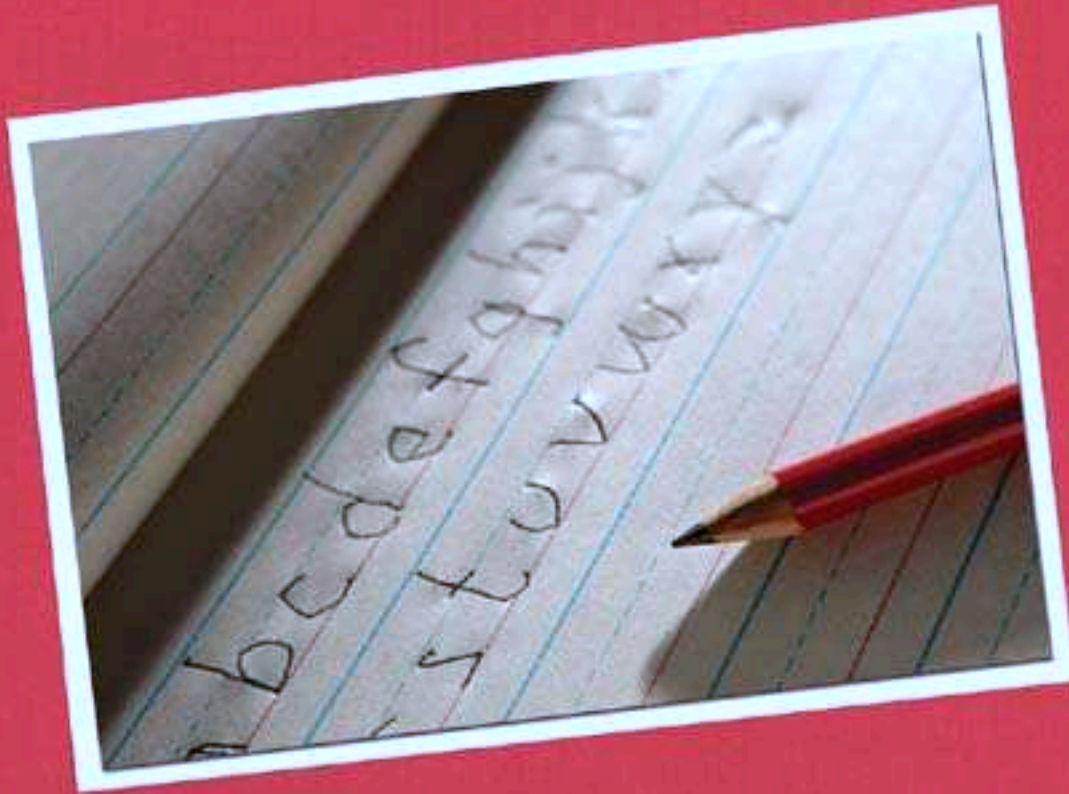
STRAND 1: VISUAL ART - CONTINUED		
AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Art as Inquiry	Creative Arts – Art	Visual Art – Creating Art
<p>Describes personal artwork.</p> <p>Responds to the artwork of self and others through making comments or asking questions.</p> <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
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Web Sites with Comprehensive Educational Links
Multicultural Education
Organizations
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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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¹⁰Head Start Bureau. 2001. Head Start child outcomes framework. *Head Start Bulletin* , no. 70. Washington, DC: Department of Health and Human Services, Administrator for Children and Families. Online: http://www.headstartinfo.org/pdf/im00_18a.pdf

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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>

