



The Career and Professional Development Network (Network) is intended to be a one stop shop for early childhood professionals to seek career and professional development opportunities. The expected results include: elevating and professionalizing the field; recruiting and retaining quality early childhood professionals; supporting continuing education and degree completion; and, increasing the quality of services provided to young children. The Registry and College Scholarships are two components of the Network.

The Professional Development Workgroup (PDWG), comprised of key cross-sector stakeholders including faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency representatives from Arizona Departments of Health, Education, and Economic Security, professional development providers, the Arizona Association for the Education of Young Children, early care and education providers, health and family support service agencies, and representatives from philanthropic organizations serves as an advisory board for the Career and Professional Development Network. A strategic plan, developed and approved by the Board in April 2015, guides the work of the Network. The PDWG includes three subgroups:

- Articulation
  - Working to identify seamless, efficient pathways for degree completion
- Data, Access and Outreach, and Finance
  - Creating and analyzing data reports from the Registry
  - Focused on increasing access to the Registry throughout the state
  - Identifying funding sources for sustainability of the PD system
- Professional Standards and Career Pathways
  - Creating educational materials for the Workforce around the network components
  - Implementing and revising the competencies and standards

**The Arizona Early Childhood Career and Professional Development Network** is an integrated early childhood professional development system for *all* Arizona early childhood professionals working with and on behalf of young children. The Network includes:

- The [Professional Development website](http://www.azearlychildhood.org/) which provides the early childhood workforce access to a variety of professional development resources including competencies and standards, education pathways and opportunities, career pathways, employment opportunities, and the Arizona Early Childhood Workforce Registry. <http://www.azearlychildhood.org/>
- The **Arizona Early Childhood Workforce Registry (Registry)** is a web-based system that enables early childhood professionals and those interested in a career in early childhood to find and register for professional development opportunities and also to keep a record of their experience, education, professional development and credentials in a central location. It is also used to manage application and enrollment in First Things First College Scholarships for Early Childhood Professionals.
- The [Arizona Workforce Knowledge and Competencies \(WFKC\)](#) is a uniform set of expectations that identify the basic knowledge, skills, and abilities needed for early childhood professionals across sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. They ensure implementation of quality services for young

children and their families. <http://azearlychildhood.org/resources--information/workforce-knowledge--competencies>

- The **Arizona Career Lattice** is a tool within the Registry that provides the pathway of education, professional development, and work experience for early childhood professionals to use for individualized assessment, setting professional development goals, and documentation of progress in career development.
- The **Professional Development Instructor and Technical Assistance Provider Standards** define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce from entry through advanced levels. <http://azearlychildhood.org/resources--information/workforce-knowledge--competencies>

Supporting early childhood teachers to achieve an Associate Degree in early childhood education has been a primary focus for FTF. With the development and implementation of Quality First, a college scholarship strategy was also determined to be a critical component of supporting early care and education teachers and the quality of early care and education programs. The **FTF College Scholarships** strategy is being fully implemented through the Registry. The FTF College Scholarship provides the early childhood workforce working directly with or on behalf of young children birth through age five access to education and training to achieve degrees, credentials and specialized skills to promote children's development and school readiness.

### **ARIZONA WORKFORCE REGISTRY**

It is estimated that there are approximately 45,000 early childhood professionals statewide. The Arizona Workforce Registry launched in July 2015 and is Arizona's statewide system that collects data on the early childhood workforce and professional development. The Registry is intended for all early childhood professionals.

Those working directly with children:

- Teachers
- Assistant teachers
- Child care home providers
- Administrators
- Health/disability specialist
- Home visitors

Those working on behalf of young children:

- Professional development instructors
- State agency personnel
- Parent educators
- Students pursuing Early Childhood Education degrees

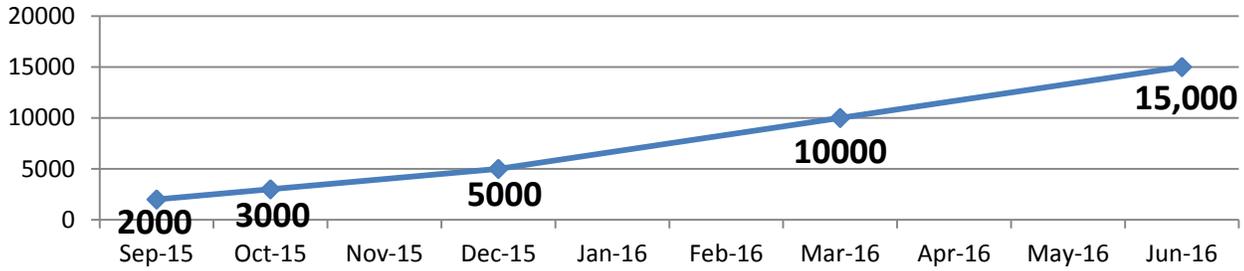
Community based Professional development is available for all professionals included in the Registry. Professional development agencies list their professional development opportunities in the Registry aligned to the Core Knowledge Areas of the Workforce Knowledge and Competencies. Registry members can locate and enroll for the listed opportunities. After completion of the professional development session, instructors indicate which members attended the session. The information for the session will automatically populate on each member's Professional Development report. Registry members can track their professional development over time and use the information to create intentional professional development plans.

Key implementation highlights for the Registry are described below:

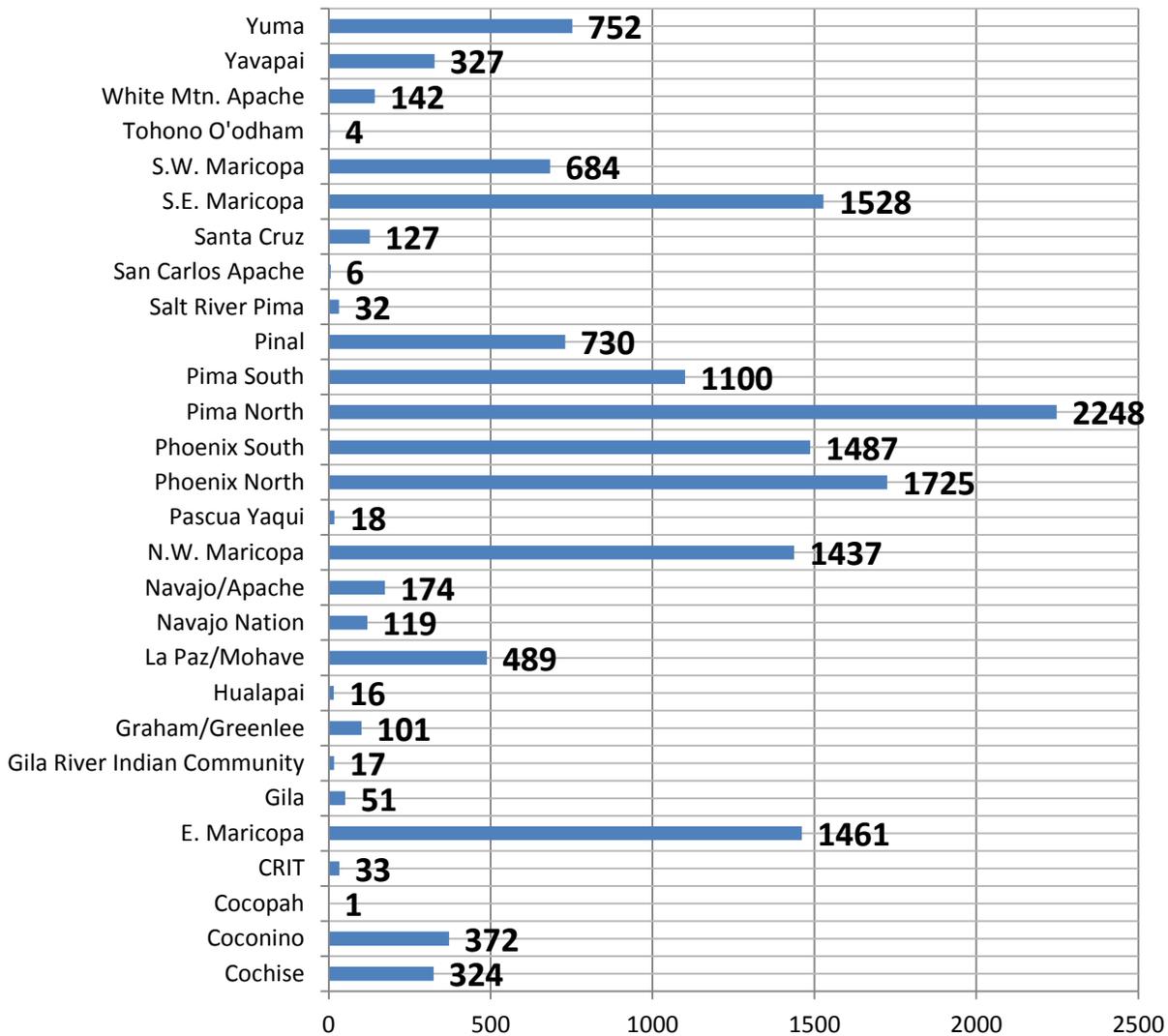
May 2015	Request for grant application released and AZ PBS was awarded the grant to serve as the administrative home
August 2015	<p>Hired 5 Regional Coordinators Team Members that provide support throughout Arizona.</p> <ul style="list-style-type: none"> <li>o Regional coordinators are the outreach specialists for the Registry. The coordinators provide training and support to the early childhood workforce, including Registry enrollment, applying for scholarships, and accessing professional development.</li> </ul>
August 2015	<p>Promotion of the Registry</p> <ul style="list-style-type: none"> <li>o Registry promotion includes the creation of tutorial flyers, presentations, webinars, and group or individual meetings. The AZ PBS administration and coordinators attend Regional Partnership Council meetings, grant partner meetings, Tribal meetings, conferences or events in order to educate the early childhood community and workforce on the benefits of the Registry system.</li> </ul>
December 2015	<p>Reached the Year One Targeted Service Unit of 5,000 Members enrolled in the Registry. Registry members include professionals working directly with children such as teachers, assistant teachers, directors and those working on behalf of young children such as professional development instructors, state agency personnel, and health/disability specialist. First Things First has aligned the following strategies with the Registry:</p> <ul style="list-style-type: none"> <li>o REWARD\$</li> <li>o Quality First</li> <li>o Professional Development for Early Care and Education</li> <li>o Family, Friend, and Neighbor</li> <li>o College Scholarships</li> </ul>
	<p>Enrollment in the Registry is required by grant partner staff, working directly with or on behalf of children birth through age eight, and staff are also to promote the use of the Registry by the larger early childhood community.</p>
June 2016	<p>65 sponsoring agencies are enrolled in the Registry. Sponsoring agencies are organizations such as non-profit, private, state/national agencies and colleges that provide professional development for the early childhood workforce. The professional development offered statewide includes face-to-face and web-based sessions all aligned to the Workforce Knowledge and Competencies Core Knowledge Areas: Child Growth and Development, Curriculum &amp; Learning Environment, Child Observation &amp; Assessment, Effective Interactions, Health, Safety &amp; Nutrition, Family &amp; Community Partnerships, Professionalism, Program Management.</p>

The following tables provide information on the Registry members. The first table shows the growth of members from 2,000 in September 2015 to 15,000 in June 2016, a 133% increase in 9 months. The second table provides a breakdown of Registry members by region and demonstrates how AZ PBS Regional Coordinators have been able to successfully promote the Registry throughout the entire state.

## Number of Registry Members



## Number of Registry Members by Regional Council



## **Partnership with the Arizona Department of Economic Services (DES) on the Child Care and Development Block Grant (CCDBG):**

Coordination has been intentional between First Things First and DES to support the early childhood workforce and the implementation of CCDBG. DES has required Registry participation of all staff members working in programs that accept DES subsidy. The Registry has been customized to ensure that sufficient data necessary to monitor the CCDBG preservice and ongoing professional development requirements is collected.

### **Future Focus for the Registry**

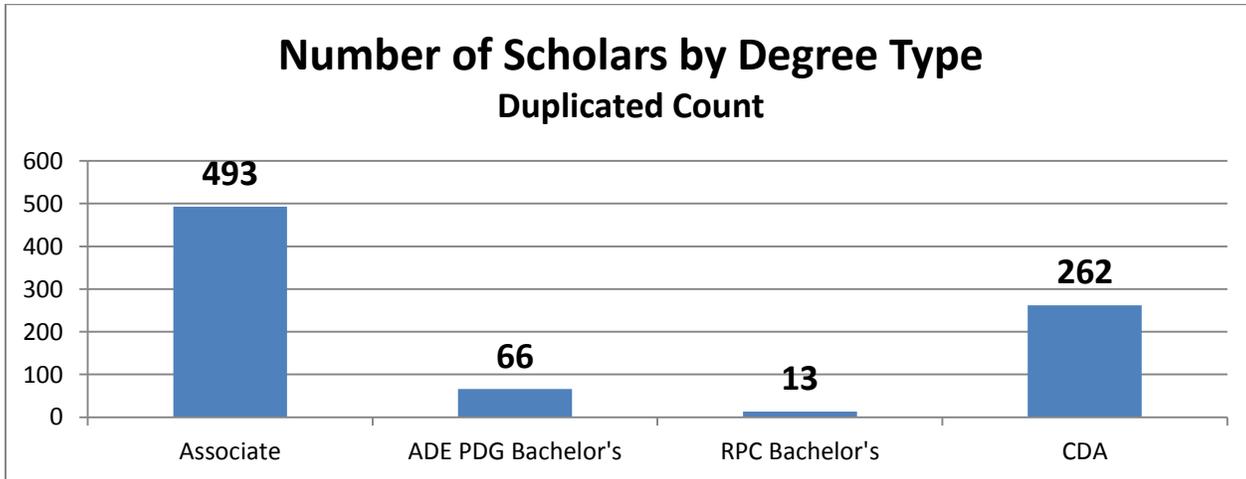
- Within 1 Year
  - Begin to Analyze Data within the Registry to better understand the characteristics of the early childhood workforce and current professional development opportunities in the following areas:
    - Compensation
    - Education Levels
    - Access to Professional Development Opportunities (Regionally)
    - Variety of Professional Development Content offered in alignment with the Workforce Knowledge and Competencies
    - Availability of Highly Qualified Professional Development Instructors
- Within 5 Years
  - Use the data from the Registry to drive Program Implementation
  - Build an intentional Professional Development planning tool into the Registry for both individuals and programs
  - The Registry serves as the clearing house for all Early Childhood Professional Development.

### **FTF COLLEGE SCHOLARSHIPS**

Early childhood professionals working in Arizona with or on behalf of children birth through age 5 and earning \$20.00 per hour or less are eligible for the scholarship. Priority is given to those working directly with young children. Highlights from the implementation of College Scholarships are described below.

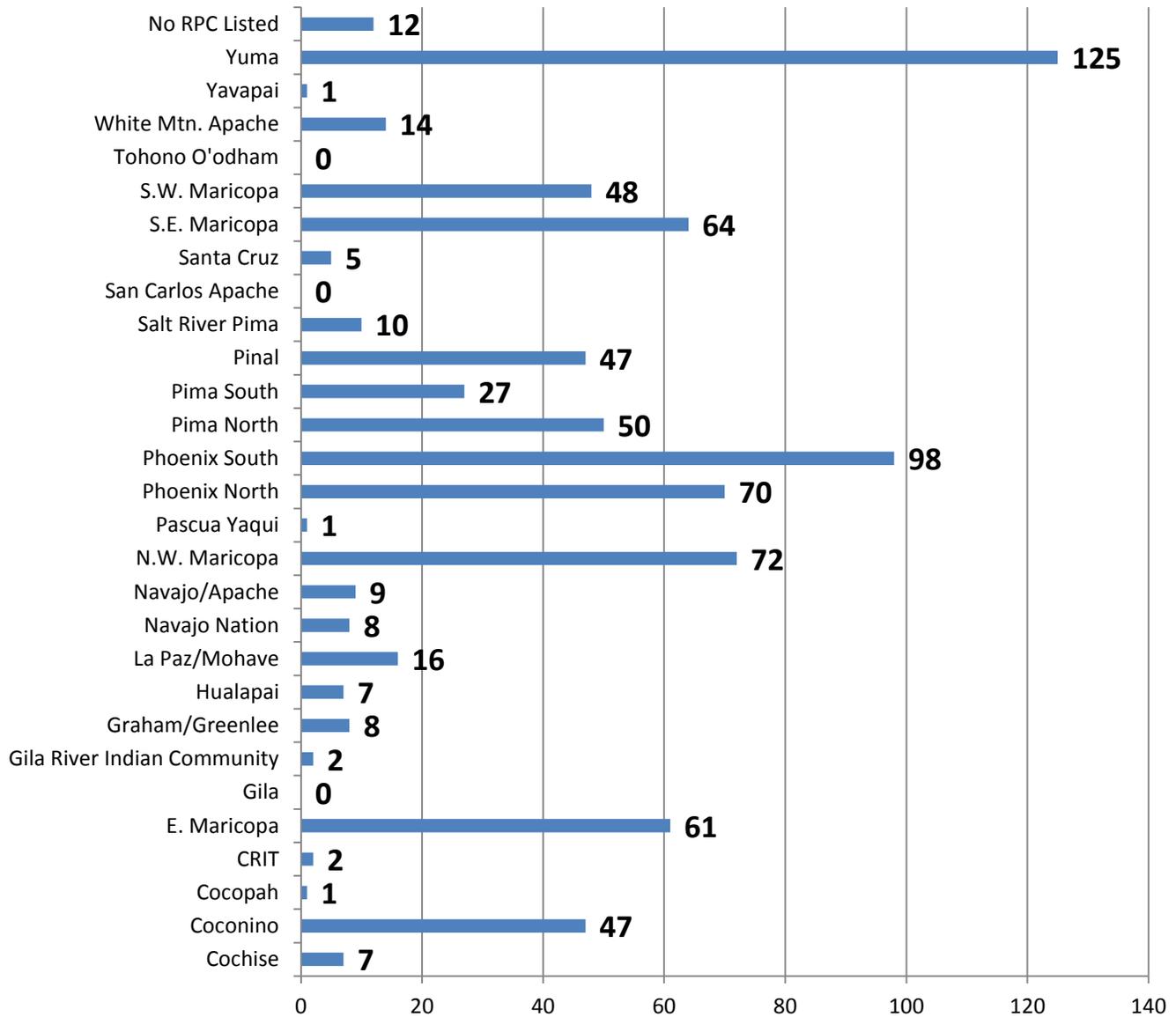
- October 2015 - Scholarship Module Launched so that application and approval is electronic through the Registry
- October 2015 - Began Administering the Arizona Department of Education Preschool Development Grant Bachelor's Scholarships in the following counties: Cochise, Maricopa, Pima, Pinal, Santa Cruz, and Yuma.
- October 2015 - Identified College Liaisons at each Community College to support student enrollment and advisement
- April 2016 - Kick off Meeting with College Liaisons. Ongoing meetings conducted each semester in collaboration with Professional Career Pathways Project (PCPP). PCPP is a scholarship program funded by DES and administered by Central Arizona College (CAC). The PCPP funding pays for early childhood coursework only while the FTF College Scholarship will pay for all courses leading to an early childhood degree. The partnership has been able to leverage funding to make sure that students can receive the full benefit of both scholarship programs. A continued partnership and combined meetings ensures seamless experiences for the scholars.
- May 2016 - Began identifying College Liaisons at Universities. Northern Arizona University and Arizona State University both have identified liaisons. The Registry staff is working to identify a liaison for University of Arizona.

- Since the launch of the scholarship module in the Registry on October 27, 2015, a total of 812 unduplicated Scholars have been supported. This includes scholars who applied through the Registry in November and December of Fall 2015, Spring 2016, and Summer 2016.
- All scholars have completed an early childhood education plan indicating their goal of degree completion.
- Official transcripts identifying successful course completion (C or better) is requested at the end of the spring semester each year.



\*Note: The numbers in the chart above are duplicated numbers. There are some scholars requesting scholarships for both Associate level course work as well as CDA assessment fees.

## Number of Scholars by Region Part of Fall 2015, Spring 2016, and Summer 2016 Unduplicated Individuals



### Future Focus for College Scholarships

- Continue targeted outreach by the Regional Coordinators.
- Increase outreach to Career and Technical Education Programs to support dual enrollment opportunities and transitions to college/university.
- Increase outreach to Universities to support BA opportunities in regions funding scholars.
- Work with College Liaisons (individuals at colleges and universities supporting scholars) to refine the application and payment process.