

**2021 - 2023 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

CDA 0.0	<b>Agency Summary</b>
EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD	
Josh Allen, Interim Chief Executive Officer	
(602) 771-5100	
A.R.S. Title 8, Chapter 13, and A.R.S. § 8-1181	
Plan Contact: Randi Orchard, Financial Consulting Manager	
(602) 771-5094	

**Mission:**

*To partner in creating a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health, and early education of all Arizona children from birth through age five.*

**Description:**

The Arizona Early Childhood Development and Health Board seeks to ensure the quality and accessibility of early childhood development and health programs at the community level. A voter-approved initiative, Proposition 203, created the Board, which is commonly known as "First Things First."

First Things First establishes regional partnership councils throughout the state. Each regional council is funded based on the number of children, from birth to age five year, living in the area, as well as the number of young children whose family income does not exceed 100% of the federal poverty level. Programs funded through First Things First may be conducted by grantees in the region or by the regional partnership council. First Things First receives revenues from an additional tax levied on tobacco products.

◆ **Goal 1** To support the building of a comprehensive, high quality early childhood development and health system

**Objective:** 1 FY2021: Provide funding for/to the early childhood development and health system.  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Dollars (in millions) awarded in support of direct program delivery	134.8	134.8	134.8
Number of awards made	203	203	203
Number of Board service program goal areas funded	6/6	6/6	6/6

◆ **Goal 2** To increase public awareness of, and support for early childhood investment.

**Objective:** 1 FY2021: Implement a comprehensive and sustained communications effort.  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Dollars (in millions) spent on Communications	2.6	3.2	3.2
% of regions participating in a coordinated communications strategy	89	89	89
% of Arizonans who see Early Education as important and % who see K-12 important.	71/83	73/83	75/85

◆ **Goal 3** To achieve high level of integration, coordination and collaboration with early childhood partners and stakeholders.

**Objective:** 1 FY2021: Increase number of working relationships between partners/stakeholders, and them actively pursuing common strategic efforts.  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Estimated number of grants that have Grant and Sub-Grantee relationship	25	23	25
Number of multi-agency grants FTF is the recipient of	5	5	5
% of Council seats/positions (required by statute to have broad and diverse community and sector composition) not filled	10	10	10

◆ **Goal 4** To monitor and report on services, results, and outcomes

**Objective:** 1 FY2021: Implement a comprehensive and sustained evaluations effort  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Dollars (in millions) spent on evaluation and Needs & Assets	3.9	5.3	5.3
% of grantees (providing direct client services and have reporting requirements) reporting on units served	100	100	100

◆ **Goal 5** To provide a cohesive and efficient delivery support structure within FTF

**Objective:** 1 FY2021: Have a high quality team in place supporting FTF  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Staff Vacancy Rate (%)	6.5	6.5	6.5
Staff External Turnover Rate (%)	11	11	11
Staff External Voluntary Turnover Rate (%)	11	11	11
% of regional councils with dedicated staff	100	100	100
% of female (vs. male) employees	84	84	84
% of minority employees	46	46	46

◆ **Goal 6** To be fiscally accountable to the citizens of Arizona

**Objective:** 1 FY2021: Adhere to all statutory fiscal requirements, using a budgeting process and system of accounting rooted in best practices, resulting in an annual audit that has no major finding of deficiencies  
 FY2022: < Default FY 2020 Description >  
 FY2023: < Default FY 2021 Description >

Performance Measures	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
Number of Major Deficiencies in the Annual Audit	0	0	0

**AGENCY SUMMARY**

**Program:** CDA 0 . 0 EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD  
**Director:** Josh Allen, Interim Chief Executive Officer  
**Phone:** (602) 771-5100  
**Statute:** A.R.S. Title 8, Chapter 13, and A.R.S. § 8-1181  
**Plan Contact:** Randi Orchard, Financial Consulting Manager  
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**Description:**

The Arizona Early Childhood Development and Health Board seeks to ensure the quality and accessibility of early childhood development and health programs at the community level. A voter-approved initiative, Proposition 203, created the Board, which is commonly known as "First Things First."

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◆ **Goal:** 1 To support the building of a comprehensive, high quality early childhood development and health system

**Objectives:** 1 2021 Obj: Provide funding for/to the early childhood development and health system.

**Performance Measures:**

ML	Budget	Type		FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OP Dollars (in millions) awarded in support of direct program delivery	130.8	131.9	134.8	134.8	134.8
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OP Number of awards made	189	184	203	203	203
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC Number of Board service program goal areas funded	6/6	6/6	6/6	6/6	6/6

◆ **Goal:** 2 To increase public awareness of, and support for early childhood investment.

**Objectives:** 1 2021 Obj: Implement a comprehensive and sustained communications effort.

**Performance Measures:**

ML	Budget	Type		FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OP Dollars (in millions) spent on Communications	2.6	3.2	2.6	3.2	3.2
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC % of regions participating in a coordinated communications strategy	100	100	89	89	89
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC % of Arizonans who see Early Education as important and % who see K-12 important.	77/90	78/90	71/83	73/83	75/85

◆ **Goal:** 3 To achieve high level of integration, coordination and collaboration with early childhood partners and stakeholders.

**Objectives:** 1 2021 Obj: Increase number of working relationships between partners/stakeholders, and them actively pursuing common strategic efforts.

**Performance Measures:**

ML	Budget	Type		FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OP Estimated number of grants that have Grant and Sub-Grantee relationship	29	22	25	23	25
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	IP Number of multi-agency grants FTF is the recipient of	5	5	5	5	5
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EF % of Council seats/positions (required by statute to have broad and diverse community and sector composition) not filled	10	10	10	10	10

◆ **Goal:** 4 To monitor and report on services, results, and outcomes

**Objectives:** 1 2021 Obj: Implement a comprehensive and sustained evaluations effort

**Performance Measures:**

ML	Budget	Type		FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OP Dollars (in millions) spent on evaluation and Needs & Assets	3.4	5.3	3.9	5.3	5.3

				FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
	ML	Budget	Type					
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC % of grantees (providing direct client services and have reporting requirements) reporting on units served	100	100	100	100	100

◆ **Goal:** 5 To provide a cohesive and efficient delivery support structure within FTF

**Objectives:** 1 2021 Obj: Have a high quality team in place supporting FTF

**Performance Measures:**

				FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
	ML	Budget	Type					
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EF Staff Vacancy Rate (%)	5	5	6.5	6.5	6.5
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EF Staff External Turnover Rate (%)	12	12	11	11	11
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QL Staff External Voluntary Turnover Rate (%)	12	12	11	11	11
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EF % of regional councils with dedicated staff	100	100	100	100	100
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC % of female (vs. male) employees	86	86	84	84	84
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QL % of minority employees	44	44	46	46	46

◆ **Goal:** 6 To be fiscally accountable to the citizens of Arizona

**Objectives:** 1 2021 Obj: Adhere to all statutory fiscal requirements, using a budgeting process and system of accounting rooted in best practices, resulting in an annual audit that has no major finding of deficiencies

**Performance Measures:**

				FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	FY 2022 Estimate	FY 2023 Estimate
	ML	Budget	Type					
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QL Number of Major Deficiencies in the Annual Audit	0	0	0	0	0

# Agency 5-Year Plan

**Issue 1** All children have access to high quality, culturally responsive early care and education that promotes their optimal development.

**Description:** a. Early Care and Education System Development and Implementation-Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.

Goal-Identify and align early care and education programs and services to ensure a comprehensive early childhood system with coordination and efficient use of resources.

b. Quality Early Care and Education Standards, Curriculum and Assessment-Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.

Goal-Increase use of research/evidence-based curriculum and comprehensive assessment that is aligned with the Arizona State Standards for birth - PreK.

c. Quality, Access and Affordability of Regulated Early Care and Education Settings-Convene partners, provide leadership, and provide funding for increased availability of, and access to, high quality, regulated, culturally responsive and affordable early care and education programs.

Goal-Increase the number of Arizona children, birth through five, with access to, and participation in, quality early care and education.

## **Solutions:**

a.

- Continue coordination, alignment and leveraging of resources of state and federal programs to support alignment of state and federal programs and common intake systems to support families in enrolling their children in early care and education programs.

- With partners establish an integrated data system to provide data that can be used to evaluate and monitor the Early Care and Education System.

b.

- Alignment of curriculum and child assessment components with Federal, State, and tribal requirements.

- Support early care and education programs in the use of research/evidence-based curriculum and comprehensive assessment,

- oSupport early care and education programs in establishing at minimum, an assessment process for: Screening measures; Formative assessment for all children; and Kindergarten entry.

c.

- Make available quality, affordable and culturally responsive early childhood education programs to all children and families across Arizona focusing on access to early care and education programs serving infants and toddlers, children in the child welfare system, children with special needs, and high poverty areas; and bringing Quality First—Arizona's Quality Improvement and Rating System—to scale.

**Issue 2** All children have access to high quality, preventive and continuous health care, including physical, mental, oral and nutritional health.

**Description:** a. Access to Quality Health Care Coverage and Services—Collaborate with partners to increase access to high quality health care services (including oral health and mental health) and affordable health care coverage for young children and their families.

Goals-

i. To increase the number of Arizona children birth through five with access to preventive health services, including oral health, behavioral health, and immunizations. This includes oral health, behavioral health, immunizations, and services for families that address the social determinants of health.

ii. To increase the number of Arizona children birth through five that are receiving care coordination services and healthcare through a medical and dental home.

iii. To increase parents and caregivers knowledge and understanding on how to support their child's optimal health and development.

b. Early Screening and Intervention—Collaborate with partners to increase awareness of and access to a continuum of information, support, and services for families and their children who have or are at risk of having developmental, physical, and/or mental health issues.

Goals-

i. To increase the number of Arizona children birth through five receiving appropriate developmental and health screening.

ii. To create, sustain, and expand the development of coordinated statewide and community based systems to identify and serve children with physical, behavioral, developmental and social needs.

iii. To increase the number of Arizona children birth through five that are receiving appropriate supports and intervention services based on screenings.

iv. To increase the number of Arizona pregnant women receiving early and adequate maternal health services, oral health screening, and immunizations.

### **Solutions:**

a.

- Continue efforts to improve children's oral health and work to make sure that oral health care is unduplicated and coordinated for children with a focus on high risk and vulnerable children.

- Support medical homes (including tribal health partners) providing care coordination services for children with an emphasis on children with complex needs and high risk and vulnerable children.

- Work with system partners serving children birth through five to provide timely, coordinated, and appropriate care to families.

- Support health insurance outreach, enrollment and increase health insurance literacy.

- Collaborate with AHCCCS, managed care plans, and tribal health partners to work on issues affecting children birth through five, including:
  - o Analysis of data on utilization of healthcare services, including EPSDT and other children's preventive health services. Use data to support work promoting children's access to early and periodic screening, diagnosis and treatment.

- o Support AHCCCS flexibility to provide children's preventive services through home visitation, screening and interventions, and behavioral health services.

- Explore ways to help rural and tribal children better access services such as community health workers, tele-health, transportation, and workforce capacity building.

- Support efforts to increase referrals to maternal health services, and services that address the social determinants of children's health across health programs and policies.

- Partner to increase the health literacy of families so they can effectively advocate within a complex health system for timely, appropriate, and coordinated care for their children.

b.

- Support standardized developmental, autism, oral health and sensory screening services. Screenings should include social determinants and toxic stress to better support the child and family. Refer mothers to maternal health services and screenings; and connect families to appropriate services and interventions.

- o Partner to ensure children are meeting national standards for appropriate screenings; getting referred for evaluation, and connected to services and treatment.

- o Work with partners to reduce duplication of services, coordinate screenings, help families understand the results, and support the appropriate follow up and referrals needed.

- o Convene partners to address children's access to appropriate and timely interventions

- o Continue to partner with efforts to increase sensory screening including identification of data sources.

- Explore the use of telehealth services to expand capacity, with attention to shortage areas.

- Work with tribal health partners to improve collaboration with state agencies to increase screening and decrease no show rates.

- Partner to identify opportunities to leverage best practices around the integration of screening and referral for social determinants of health.

- Support organizations working with young children to inform families about and increase access to screenings, maternal health services, and immunizations.

**Issue 3** All families have the information, services and support they need to help their children achieve to their fullest potential.

**Description:** a. Supports and Services for Families—Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

Goals-

- i. To increase the availability of and access to high quality family support services for families with young children.
- ii. To continuously improve the quality of family support services.
- iii. To increase coordination of planning, development, funding and delivery of family support services to meet the needs of families and leverage available resources.

b. Information and Education for Families - Convene partners, provide leadership, and provide funding for the development and coordinated dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, early education, and related resources for families, providers, partners, and the public.

Goals-

- i. To increase families understanding and use of parenting practices that promote positive child development, health and literacy outcomes for their children.

**Solutions:**

a.

- Continue to support a continuum of quality family support strategies to meet the needs of families including social determinants of health ranging from low intensity and universal reach to all families to high intensity and reach to targeted populations.
- Continue to support the strengthening of Arizona’s Home Visitation System.
- Provide specialized professional development for family support providers to increase knowledge and skills to serve and meet the needs of families:
- Continue to coordinate with state agencies and partners to ensure resources are maximized, avoid duplication, and concentrate on complementary services.
- Provide support and technical assistance to employers to develop family-friendly work policies.

B.

- Increase parent/caregiver awareness with fact-based information and resources that are accessed, and universally, available through web-based, social media, mobile and other technology platforms.
- Partner and work with community partners to ensure parents/caregivers have access to information, activities, and available services.
- Coordinate across system partners to disseminate information and connect parent/caregivers to information, resources and services.
- Support parents/caregivers to be a resource to one another.
- Develop a communication strategy aimed at family, friend and neighbor providers, informing them of available supports.
- Create universal messages and information for all families and targeted messages for various high risk and target populations.

**Issue 4** All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.

**Description:** a. Professional Development System and Recruitment and Retention of Professionals in the Early Childhood System - Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation. Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood professionals.

Goal-

- i. To implement, align, and continuously improve Arizona’s Professional Development System that supports the education, recruitment, and retention of early childhood professionals.

**Solutions:**

a.

- Support partners across the early childhood system to promote and utilize the Arizona Early Childhood Career and Professional Development Network, including the Workforce Knowledge and Competencies (WFKC), Workforce Registry, and Instructor and Technical Assistance Provider Standards.
- Collect and maintain accurate and comprehensive early childhood workforce data to inform and support decision making.
- Develop and strengthen a continuum of intentional educational and professional development career pathways for the early childhood workforce, for both pre-service and ongoing in-service, specifically ensuring resources as well as access in rural, tribal, and high poverty areas.
- Design a quality assurance process that supports the delivery of PD based on the Instructor and TA Standards and use of research-based instructional strategies that support behavior change in teachers’ implementation of best practices in early care and education.
- Support early childhood workforce compensation, incentives, benefits, work environment, and employee retention efforts through the review of research and use of data from the Registry.

**Issue 5** The early childhood System is high quality, child and family centered, coordinated, integrated and comprehensive

**Description:** a. Early Childhood System Leadership - Convene partners, provide leadership, and provide funding for the conceptualization and implementation of a high quality, child and family centered, coordinated, integrated, and comprehensive early childhood system that includes clearly defined roles and responsibilities.

Goals-

- i. To clearly describe Arizona's comprehensive early childhood system and define the roles and responsibilities of those involved in its implementation to increase coordination and leverage resources and services for young children.
- ii. To have a common understanding of the early childhood system among agencies and organizations involved in the system, share ownership in its implementation and agree to shared outcomes for young children.
- iii. To support State, tribal and local jurisdictions in their efforts to conceptualize and design high quality early childhood opportunities.
- iv. Early childhood is recognized as a core component of the P-20 education system.

b. Early Childhood System Funding – Secure, coordinate, and advocate for resources required to develop and sustain the early childhood system.

Goals-

- i. To leverage FTF resources to secure federal and foundation grants to build and sustain the early childhood system.
- ii. To strengthen relationships with Arizona business, individuals, and private sector foundations to secure philanthropic investments and partnerships to enhance and sustain the early childhood system.
- iii. To increase alignment of federal, state, local and tribal funding that supports a comprehensive early childhood system.

c. Early Childhood System Data and Evaluation-Define and carry out roles related to collecting, analyzing, and reporting data; utilize data to design, develop, plan, and evaluate the early childhood system; and provide leadership in the evaluation of the early childhood system and collaborate with partners to utilize the results to foster continuous improvement of the system.

Goals-

- i. To ensure that data needed to inform and guide program and policy decisions is available, coordinated and utilized at the state and local level.
- ii. To conduct a comprehensive evaluation of the early childhood system and use results for continuous improvement of the system.

### **Solutions:**

a.

• Develop and implement a shared agenda across state agency partners that minimally includes:

- o Prioritizing high risk and vulnerable populations across the health, education and family serving sectors;
- o Aligning policies and increasing coordination to reduce duplication across health, education and family support; and
- o Continuing focused efforts in improving quality early care and education, improving early language and literacy outcomes, strengthening and expanding professional development, strengthening the comprehensive early intervention system, and alignment with AHCCCS.

• Continue to align and support the intersection of the early childhood system with k-3 education including emphasis on developmentally effective and appropriate practice; leveraging and alignment of resources; and professional development

• Convene state and system partners to address barriers to availability and access to quality services, particularly in rural and tribal areas.

• Continue to develop and strengthen relationships with local governments and tribes and nations to support new and expand early childhood opportunities

b.

• Identify and establish philanthropic, federal, state and tribal partnership and investment opportunities that support and advance the early childhood system.

• Actively prospect, cultivate and steward strategic relationships with national and state foundations, individual/major donors and corporations to invite and secure private philanthropic investments to support established priorities.

• Continue to develop FTF's system to search, vet and pursue both public and private grant opportunities.

• Continue to cultivate and identify partnerships with federal agencies and programs.

c.

• Continue to enhance data to inform FTF strategy impact/outcomes that will link to the Integrated Data System.

• Plan and conduct studies, based on 2018-2022 FTF Research and Evaluation Plan, which will evaluate the impact of FTF-funded work that will inform Early Childhood System work.

• Coordinate with system partners on the development and implementation of an Integrated Data System by:

- o Coordinating with system partners to standardize definitions, map, share, and access data indicators to understand impact.

o Data should inform child outcomes and system progress.

o Focusing on shared accountability among system partners on quality and integrity of data.

o Developing interagency agreements that allow for the exchange and sharing of data among state, tribal and other government agencies that are funding or providing services to young children and families.

o Executing a small-scale blueprint, to serve as a proof of concept, to demonstrate the feasibility of an integrated data system and how it has practical potential in meeting the Early Childhood System needs and coordinated use.

• Continue coordination with system partners to support implementation of common measure of school readiness.

o Partner with ADE to work on the implementation of the Kindergarten Developmental Inventory with school districts including outreach, professional development, and analysis of data to understand children's school readiness.

• Demonstrate success with a small scale project at community level that evaluates how individual and collective work of early childhood system partners is impacting young children's school readiness.

**Issue 6** All Arizonans understand the importance of the early years and the impact of early childhood development and health and education on Arizona's economy and quality of life and, as a result, substantially support early childhood development, health and education both politically and financially.

**Description:** a. Building Public Awareness and Support—Convene partners, provide leadership, and provide funding for efforts to increase public awareness of and support for early childhood development, health and early education among partners, public officials, policy makers, and the public.

Goals-

- i. To increase the number of diverse constituencies who use consistent, compelling messages to actively raise awareness of and build public support for the importance of early childhood as an issue that impacts all Arizonans.
- ii. To increase families' understanding of the importance of early childhood and awareness of resources available to help them ensure positive experiences in their child's first five years.
- iii. To increase policymakers' recognition of the role early childhood plays in educational and economic outcomes and increase regular engagement of early childhood voices in public policy conversations.

**Solutions:**

a.

- Increase the engagement of diverse constituents across Arizona who act in support of building an effective early childhood system.
- Ensure consistent public messaging about early childhood and increase the presence of consistent early childhood strategic messaging across broad communications channels throughout the state.
- Engage parents and caregivers of young children with relevant, credible and appealing content through digital communications channels.
- Highlight the impact of FTF funded programs on young children and their families.
- Expand the profile and recognition of First Things First as a leader in early childhood policy and practice.
- Leverage opportunities to increase understanding of early childhood's impact on a broad range of topics among state, federal, tribal and local policymakers.
- Build recognition of First Things First strategies as synonymous with improving outcomes in early childhood.

**Issue 7** FTF is a model for comprehensive planning and program implementation that integrates innovation and a systems thinking approach with an emphasis on data driven decisions and continuous quality improvement.

**Description:** a. FTF staff and volunteers have the resources, structures and processes in place so that continuous learning can occur and be recognized.

b. Establish and maintain internal systems that promote accountability, efficiency and improvement.

**Solutions:**

a.

i. Develop fluent, adaptive and responsive systems thinkers who know how to apply systems thinking across the organization (staff and volunteers) and externally with system partners.

ii. Establish mechanisms by which Regional Councils can provide local leadership in developing an early childhood systems model.

b.

i. Implement statewide and regional funding plans that are consistent with FTF's indicators, benchmarks to progress, strategic direction, Standards of Practice based on best and evidence based practice, FTF logic model and the Arizona Model System.

ii. Advance fiscal policy that is transparent, accountable, a public sector model and that aligns with a systems approach to programmatic implementation.



**Issue 8** FTF is a highly sought after place of employment and engagement that attracts and retains exceptional and diverse talent among staff and volunteers.

**Description:** a. Early Care and Education System Development and Implementation—Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.

Goals-

i. Identify and align early care and education programs and services to ensure a comprehensive early childhood system with coordinated and efficient use of resources.

b. Quality Early Care and Education Standards, Curriculum and Assessment—Convene partners, provide leadership and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.

Goals-

i. Increase use of research/evidence-based curriculum and comprehensive assessment that is aligned with the Arizona State Standards for birth – pre-k.

c. Quality, Access and Affordability of Regulated Early Care and Education Settings—Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.

Goals-

i. Increase the number of Arizona children birth through five with access to and participation in quality early care and education

**Solutions:**

a.

- Continue coordination, alignment and leveraging of resources of state and federal programs to support alignment of state and federal programs and common intake systems to support families in enrolling their children in early care and education programs.
- With partners establish an integrated data system to provide data that can be used to evaluate and monitor the Early Care and Education System.

b.

- Alignment of curriculum and child assessment components with Federal, State, and tribal requirements.
- Support early care and education programs in the use of research/evidence-based curriculum and comprehensive assessment,
  - o Support early care and education programs in establishing at minimum, an assessment process for: Screening measures; Formative assessment for all children; and Kindergarten entry.

c.

- Make available quality, affordable and culturally responsive early childhood education programs to all children and families across Arizona focusing on access to early care and education programs serving infants and toddlers, children in the child welfare system, children with special needs, and high poverty areas; and bringing Quality First—Arizona’s Quality Improvement and Rating System—to scale.

**Resource Assumptions**

	FY2024 Estimate	FY2025 Estimate	FY2026 Estimate
<b>Full-Time Equivalent Positions</b>	150.0	150.0	150.0
<b>General Fund</b>	0.0	0.0	0.0
<b>Other Appropriated Funds</b>	0.0	0.0	0.0
<b>Non-Appropriated Funds</b>	116,500.0	115,000.0	112,500.0
<b>Federal Funds</b>	0.0	0.0	0.0