

GOVERNOR'S TASK FORCE

ON

PUPIL READINESS

REPORT

Presented to
The Honorable Fife Symington, Governor
State of Arizona
The Honorable Peter Rios, President
Arizona State Senate
The Honorable Jane Dee Hull, Speaker
Arizona State House of Representatives

December 31, 1992

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TASK FORCE ON PUPIL READINESS

REPORT

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STATE OF ARIZONA
EXECUTIVE OFFICE

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Marti

FIFE SYMINGTON
Governor

December 30, 1992

The Honorable Jane Dee Hull
Speaker of the House
House of Representatives
1700 West Washington
Phoenix, Arizona 85007

Dear Representative Hull: *Jane*

The Governor's Task Force on Pupil Readiness was mandated by Senate Bill 1079. The Task Force has dedicated this past year to examining the methods that will ensure all of Arizona's children will be appropriately prepared for school.

Enclosed please find the Task Force's report and recommendations.

Sincerely,

Marti

Marti I. Lavis
Director

MIL/eab

Enclosure

THE GOVERNOR'S TASK FORCE ON PUPIL READINESS

Report to the Governor, President of the Senate,
and Speaker of the House of Representatives.

The State of Arizona, under the leadership of Governor Fife Symington, has established the Governor's Task Force on Pupil Readiness. Senate Bill 1079. The Task Force shall:

1. Examine and determine methods that will assist in ensuring that all children are appropriately prepared to enter and succeed in a school environment.
2. Develop a written report containing its findings and recommendations, including recommendations for possible legislative action.
3. Submit a final report to the Governor, President of the Senate and Speaker of the House of Representatives by December 31, 1992.

The Task Force for Pupil Readiness focused on the first national goal which was established by the President of the United States and the Nation's governors. The first goal is as follows:

By the year 2000, all children in America will start school ready to learn.

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

READINESS DEFINED:

- "School readiness is far more than academic knowledge and skills. Readiness is based on children's physical health, self-confidence and social competence."
- "School readiness is not determined solely by the innate abilities and capacities of young children. Readiness is shaped and developed by people and environments." (*Caring Communities: Supporting Young Children and Families*)

A PHILOSOPHY FOR ARIZONA CHILDREN

We Believe That:

1. Arizona must attend to the needs of its youngest citizens. "We cannot afford to ignore our children and their families. Their start in life depends on us; our future depends on them." (*Hogg Foundation for Mental Health*)
2. Parents are the first and primary teachers and caregivers of their children. They should be encouraged and supported in this role.
3. Cultural diversity should be recognized and respected in policy planning, program design, development and implementation.
4. Adequate training should be provided to those who educate and provide services to young children and their families.
5. Comprehensive, more effective, and less costly services should be provided through further coordination of services to children and families.
6. State funded programs, i.e. Healthy Start, and comprehensive preschool-at-risk programs, should continue to be funded and expanded to serve eligible children and families.
7. Adequate maternal and child health, and nutrition services should be provided with minimal bureaucratic costs and requirements.
8. Children must live in nurturing, stable and safe environments.
9. We must preserve, sustain and support the language (s) and cultural diversity of children and their families.

RECOMMENDATIONS FOR ACTION

The Task force on Pupil Readiness recommends:

- **Affordable, accessible health care for all families.**

This care must include prevention and treatment. This system must provide high-quality, coordinated services.

- **Support and training for parents.**

This training must be comprehensive and culturally sensitive so that parents will gain knowledge and skills necessary to be nurturing people.

- **Developmentally appropriate early childhood care and education for all children.**

The funding of preschool-at-risk sites should be continued and expanded to meet the needs of rural and urban areas. In addition, utilization of and coordination with other developmentally appropriate early childhood programs, both public and private, is recommended in order to ensure readiness for all children entering kindergarten.

- **Educators work cooperatively to establish linkages and ease transitions between educational settings for young children and their families.**

In order for preschools and elementary schools to establish effective linkages and ease transitions for young children and families, it is important there be a continuation of comprehensive services, developmentally appropriate program curricula, communication and cooperation between educators, parent involvement, and planned transition activities for children and families.

- **Intensive and sustained staff development opportunities for all who work with young children and their families.**

A comprehensive statewide training plan and system should be established to provide staff development for all levels of staff working in programs for children and families.

- **Involvement and coordination of business, volunteer and local government organizations in effort to meet the needs of families and children.**

A priority for these agencies should be the development of media and public education campaigns to heighten awareness and place child and family issues high on the public agenda.

- **Create coherent and flexible systems through which the needs of families and children are served without undue bureaucratic entanglements.**

Coordination of state government agency leadership should continue in order to provide family friendly systems and services.

To accomplish the above recommendations for children and families, everyone must care that our children are doing well in their homes, in their schools, and in their communities. Investing in children early through health care, family-friendly systems and communities, high-quality early childhood programs, and other strategies planned to support children will give them a head start in life and a readiness to learn. These methods will ensure that all children are prepared to succeed in a school environment.



APPENDIX

A

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APPENDIX

B

NAEYC Position Statement on School Readiness

Adopted July 1990

Preamble

State and local efforts for educational reform and improved accountability have prompted considerable concern regarding children's "readiness" to enter kindergarten and first grade. The issue gained national prominence when the President and the nation's governors adopted it as a national education goal, vowing that "by the year 2000, all children will start school ready to learn." The construct of school readiness is based on the assumption that there is a predetermined set of capabilities that all children need before entering school. Therefore, any discussions of school readiness must consider at least three critical factors:

- 1) *the diversity and inequity of children's early life experiences;*
- 2) *the wide range of variation in young children's development and learning; and*
- 3) *the degree to which school expectations of children entering kindergarten are reasonable, appropriate, and supportive of individual differences.*

Position

The National Association for the Education of Young Children (NAEYC) believes that those who are committed to promoting universal school readiness must also be committed to

- 1) addressing the inequities in early life experience so that all children have access to the opportunities which promote school success;
- 2) recognizing and supporting individual differences among children; and
- 3) establishing reasonable and appropriate expectations of children's capabilities upon school entry.

The current construct of readiness unduly places the burden of proof on the child. Until the inequities of life experience are addressed, the use of readiness criteria for determining school entry or placement blames children for their lack of opportunity. Furthermore, many of the criteria now used as readiness measures are based on inappropriate expectations of children's abilities and fail to recognize normal individual variation in the rate and nature of development and learning. NAEYC believes it is the responsibility of

schools to meet the needs of children as they enter and to provide whatever services are needed in the least restrictive environment to help each child reach his or her fullest potential.

Every child, except in the most severe instances of abuse, neglect, or disability, enters school ready to learn. However, all children do not succeed in school. A lack of basic health care and economic security places many children at risk for academic failure before they enter school. Families who lack emotional resources and support are likewise not always capable of preparing their children to meet school expectations.

It is a public responsibility to ensure that all families have access to the services and support needed to provide the strong relationships and rich experiences that prepare children to succeed in school. At a minimum such services include basic health care, including prenatal care and childhood immunizations; economic security; basic nutrition; adequate housing; family support services; and high-quality early childhood programs.

Supporting families' childrearing efforts is critically important for ensuring that more young children enter school ready to succeed. But, such efforts address only half of the problem. Attention must also be given to ensuring that the expectations used to determine readiness are legitimate and reasonable.

Expectations of the skills and abilities that young children will bring to school must be based on knowledge of child development and how children learn. A basic principle of child development is that there is **tremendous normal variability** both among children of the same chronological age and within an individual child. Children's social skills, physical development, intellectual abilities, and emotional adjustment are equally important areas of development, and each contributes to how well a child does in school. Within any group of children, it is likely that one child will possess exceptional language and social skills, but be average in physical development and emotionally less mature than is typical of the age group. Another child may have excellent skills in large and small muscle control but be less advanced in language abilities. Other children will present still different configurations of development. When readiness expectations are based on a narrow checklist focusing on only one

or two dimensions of development, the complexity of growth is ignored and completely normal children may be judged inadequate.

Wide variability also exists in the rate of children's growth. The precise timing of when a child will achieve a certain level of development or acquire a specific skill cannot be predicted, nor does development and learning occur in a uniform, incremental fashion. Raising the legal entry age or holding an individual child out of school a year are misdirected efforts to impose a rigid schedule on children's growth in spite of normal differences.

A prevalent, fundamental misconception is that children's learning occurs in a sequential, hierarchical process and that certain basic skills must exist before later learning can occur. This misconception is the basis for requiring acquisition of such isolated skills as recognizing upper and lower case letters, counting to 20, or coloring within the lines prior to school entry. In fact, children's acquisition of higher order thinking processes and problem-solving abilities occurs in tandem with and may outpace acquisition of basic skills. For example, children are able to comprehend and compose far more complex stories than they can read or write. To focus only on sounding out letters or forming letters properly on the lines ignores children's complex language capabilities and often squelches their burgeoning interest in reading and writing. This does not mean that the acquisition of basic skills is unimportant; rather, focusing solely on isolated skills deprives children of the meaningful context that promotes effective learning.

Because learning does not occur in a rigid sequence of skill acquisition and because wide variability is perfectly normal, it is inappropriate to determine school entry on the basis of the acquisition of certain skills and abilities. Schools may reasonably expect that children entering kindergarten will be active, curious, and eager to learn. They will know about themselves, and will be interested in making new friends and sharing experiences with them. Although gaining in self-control, kindergarten children's enthusiasm will sometimes overwhelm them, as, for example, they call out an answer before the teacher calls on them. First graders, unless they have had extremely negative experiences in kindergarten, will also bring enthusiasm and curiosity to their work. Typical six-year-olds are gaining fine motor control, but for many, writing within narrow lines can still be difficult. Likewise, six-year-olds are gaining in their ability to move beyond their firsthand experiences to more abstract thought, but the here and now remains the most meaningful.

It is often assumed that tests exist to reliably determine which children are "ready" to enter school. Because of the nature of child development and how children learn, it is extremely difficult to develop reli-

able and valid measures of young children's abilities. When tests are used to make decisions which have such considerable impact on children's lives as denial of entry or assignment to a special class, they must offer the highest assurance of reliability and validity. No existing readiness measure meets these criteria. *Therefore, the only legally and ethically defensible criterion for determining school entry is whether the child has reached the legal chronological age of school entry.* While arbitrary, this criterion is also fair.

The nature of children's development and learning also dictates two important school responsibilities. Schools must be able to respond to a diverse range of abilities within any group of children, and the curriculum in the early grades must provide meaningful contexts for children's learning rather than focusing primarily on isolated skill acquisition.

Today not only do many kindergartens and primary grades focus on skill acquisition in the absence of meaningful context, but the expectations that are placed on children are often not age-appropriate. Whether the result of parental pressures or the push to improve student performance on standardized tests, the curriculum has shifted. Children entering kindergarten are now typically expected to be ready for what previously constituted the first grade curriculum. As a result, more children are struggling and failing.

Even those children who have received every advantage prior to school entry find the inappropriate demands difficult to meet, often experiencing great stress and having their confidence as successful learners undermined. The potentially greatest danger lies in the lowered expectations of parents who see their children struggle or fail, since parental expectations are the most powerful predictor of children's later school success.

Strategies for Schools to Succeed with Every Child

Providing a Foundation for Later Learning

Children who come to school with a history of rich experiences—being read to frequently, going to the store with their own grocery list, dictating or writing letters to grandma, taking trips to the park or the zoo, and so on—have a rich background of firsthand experience upon which later learning can be based. These experiences depend on families having the time, energy, financial, and emotional resources. Given the growing numbers of young children who spend major portions of their day outside their home in early care and education settings, it is equally critical that all early childhood programs offer these types of rich experiences as well.

Early intervention services have been successfully devised to provide families with an array of comprehensive support services to help them provide the rich environment so critical for early learning. The federally funded Head Start program is the best known example of this type of program; a number of states and communities offer variations on the theme with considerable success. Successful intervention efforts have several key elements:

- 1) they provide comprehensive services to ensure that a wide range of individual needs are met;
- 2) they strengthen parents' roles as first teachers;
- 3) they provide a wide array of firsthand experiences and learning activities either directly to children or through parent education.

Intervention efforts which include these critical elements are most likely to result in lasting improvements in children's achievement. Less successful are the too frequent remedial efforts in which children are drilled on isolated skills. Often, emphasis on drill and practice only causes these children to lag further behind their counterparts, because learning devoid of context is much more difficult to attain and to apply to new situations. Decontextualized learning activities lack any real meaning or challenge for the learner. Moreover, children whose background and experiences are not congruent with school expectations cannot call upon their own experiences to provide the needed context.

Making Schools Responsive to Individual Needs

Providing comprehensive services and family support to children prior to school entry will better prepare many children to succeed in school. Because of individual differences in development, however, there will always be variation in the skills and abilities of any group of children entering school. Schools and teachers must be able to respond to such variation by individualizing their curriculum and teaching practices.

Making schools more responsive to the needs of individual learners will require ensuring that teachers and administrators understand child development and how children learn. They must know how to plan and implement a developmentally appropriate curriculum that emphasizes child-initiated learning experiences as opposed to teacher lectures, small group as opposed to whole-group activities, integrated lessons as opposed to strict demarcations between subject areas, and active hands-on learning with a variety of materials and activities as opposed to drill and practice of repetitive seatwork. Rather than imposing rigid, lock-step distinctions between grades, schools must be able to offer continuous progress for children through the primary grades, recognizing that children's developmental timetables do not conform to the yearly calendar.

Making the necessary changes will require new resources and understanding. In addition to ensuring that teachers of young children have specialized training in child development and early education, class size should be reduced and additional adults available to ensure individualized instruction. Investments in classroom equipment and materials are also needed so that children have access to a wide array of materials and activities for hands-on learning.

The investment and commitment needed to ensure that every child enters school ready to succeed and that schools are ready to ensure their success will not be small. But, it is necessary. As we enter the 21st century, our human resources are our most precious commodity. For too long we have reserved educational achievement for the very few. We have used labeling and sorting mechanisms as a sieve and allowed too many children to fail. This nation can no longer afford such costly errors of omission. We must provide every child with the firm foundation so critical to school success and we must ensure that schools are prepared to meet the needs of individual children as they arrive at the school door. Only then will our nation be ready to enter the 21st century.

Sources for Additional Information

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- Kamii, C. (Ed.). (1990). *Achievement testing in the early grades: The games grown-ups play*. Washington, DC: NAEYC.
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- National Association of State Boards of Education (1988). *Right from the start: The report of the NASBE Task Force on Early Childhood Education*. Alexandria, VA: Author.
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APPENDIX

C

Arizona Preschool Survey

A									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Please use this area (column A) to indicate the status of your school-> -> -> ->
 Enter (shade) 0 for private, or 1 for state.

INSTRUCTIONS:

Evaluate the early childhood program that you administer by rating the degree to which each following statement describes your program. Please use the following rating system:

- 1) NOT MET (There is little evidence that this statement accurately describes the program.)
- 2) PARTIALLY MET (There is some evidence that this statement accurately describes the program.)
- 3) FULLY MET (There is a great deal of evidence that this statement accurately describes the program.)



| 1. A long range, written curriculum plan that reflects the program's philosophy and goals for children is available. | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. For each group of children a written daily schedule is planned to achieve a balance of activities on the following dimensions: a) Indoor/outdoor. | <input type="checkbox"/> |
| 3. b) Quiet/active. | <input type="checkbox"/> |
| 4. c) Individual/small group/large group. | <input type="checkbox"/> |
| 5. d) Large muscle/small muscle. | <input type="checkbox"/> |
| 6. e) Child initiated/staff initiated. | <input type="checkbox"/> |
| 7. A written description of the program's philosophy is available to the parents. | <input type="checkbox"/> |
| 8. A process exists for orienting children and parents to the center that may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the center. | <input type="checkbox"/> |
| 9. Staff and parents communicate about home and center childrearing practices in order to minimize potential conflicts and confusion for children. | <input type="checkbox"/> |
| 10. Parents are welcome visitors in the center at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom.) | <input type="checkbox"/> |
| 11. Parents and other family members are encouraged to be involved in the program in various ways. | <input type="checkbox"/> |
| 12. A verbal and/or written system is established for sharing day-to-day happenings that affect children. | <input type="checkbox"/> |
| 13. Parents are informed about the center's program through regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures. | <input type="checkbox"/> |
| 14. Early Childhood Teacher Assistants (staff who implement program activities under direct supervision) are high school graduates or the equivalent and participate in professional developmental programs. | <input type="checkbox"/> |
| 15. Early Childhood Associate Teachers and Early Childhood Teachers (staff responsible for the care and education of a group of children) have at least a CDA or an A.A. in Early Childhood Development. | <input type="checkbox"/> |
| 16. Staff working with school-age children have training in child development, recreation or a related field. | <input type="checkbox"/> |
| 17. The center provides regular training opportunities for staff to improve skills in working with children and families and staff are expected to take part regularly. (Workshops, seminars, resource materials, in-service) | <input type="checkbox"/> |
| 18. The center has written policies and procedures for operating, including hours, fees, illness, holidays and refund information. | <input type="checkbox"/> |
| 19. In cases where the center is governed by a board of directors, the center has written policies defining roles and responsibilities of board members and staff. | <input type="checkbox"/> |
| 20. Accident protection and liability insurance coverage is maintained for children and adults. | <input type="checkbox"/> |
| 21. The director (or appropriate person) is familiar with and makes appropriate use of community resources including social services, mental & physical health agencies, educational programs & neighborhood centers. | <input type="checkbox"/> |
| 22. Staff and administrators communicate frequently. | <input type="checkbox"/> |
| 23. Staff plan and consult together. | <input type="checkbox"/> |
| 24. Regular staff meetings are held for staff to consult on program planning, plan for individual children, and discuss working conditions (may be meetings of small group or full staff.) | <input type="checkbox"/> |
| 25. Enough staff with primary responsibility for working with children are available to provide frequent personal contact, meaningful learning activities, and supervision, and to offer immediate care as needed. | <input type="checkbox"/> |

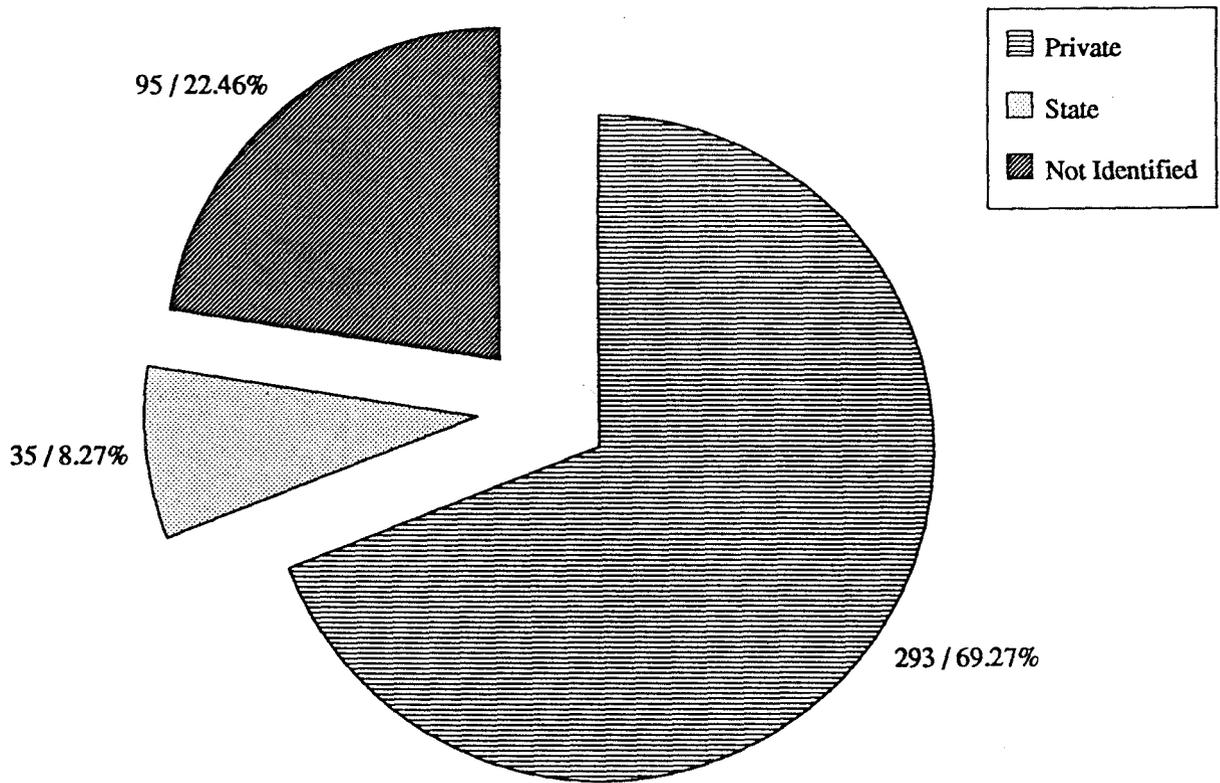


APPENDIX

D

Arizona Preschool Survey

Number and Percentage of Survey Respondents by Type of Preschool



SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 1

A long range, written curriculum plan that reflects
the program's philosophy and goals for children is available.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	5	1.7	1.2	0	0.0	0.0	4	4.2	0.9	9	2.1
Not Met	8	2.7	1.9	2	5.7	0.5	3	3.2	0.7	13	3.1
Partially Met	67	22.9	15.8	7	20.0	1.7	15	15.8	3.5	89	21.0
Fully Met	213	72.7	50.4	26	74.3	6.1	73	76.8	17.3	312	73.8

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 2

For each group of children a written daily schedule is planned to achieve
a balance of activities on the following dimensions:
a) indoor / outdoor.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	4	4.2	0.9	5	1.2
Not Met	1	0.3	0.2	0	0.0	0.0	1	1.1	0.2	2	0.5
Partially Met	25	8.5	5.9	2	5.7	0.5	7	7.4	1.7	34	8.0
Fully Met	266	90.8	62.9	33	94.3	7.8	83	87.4	19.6	382	90.3

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 3

For each group of children a written daily schedule is planned to achieve
a balance of activities on the following dimensions:

b) Quiet / active.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	0	0.0	0.0	0	0.0	0.0	1	1.1	0.2	1	0.2
Partially Met	16	5.5	3.8	3	8.6	0.7	4	4.2	0.9	23	5.4
Fully Met	277	94.5	65.5	32	91.4	7.6	88	92.6	20.8	397	93.9

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 4

For each group of children a written daily schedule is planned to achieve
a balance of activities on the following dimensions:

c) Individual / small group / large group.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	0	0.0	0.0	0	0.0	0.0	1	1.1	0.2	1	0.2
Partially Met	27	9.2	6.4	5	14.3	1.2	8	8.4	1.9	40	9.5
Fully Met	266	90.8	62.9	30	85.7	7.1	84	88.4	19.9	380	89.8

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 5

For each group of children a written daily schedule is planned to achieve
a balance of activities on the following dimensions:

d) Large muscle / small muscle.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	1	0.3	0.2	0	0.0	0.0	1	1.1	0.2	2	0.5
Partially Met	19	6.5	4.5	3	8.6	0.7	7	7.4	1.7	29	6.9
Fully Met	273	93.2	64.5	32	91.4	7.6	81	89.5	20.1	390	92.2

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 6

For each group of children a written daily schedule is planned to achieve
a balance of activities on the following dimensions:

e) Child initiated / staff initiated.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	4	1.4	0.9	0	0.0	0.0	2	2.1	0.5	6	1.4
Not Met	2	0.7	0.5	0	0.0	0.0	1	1.1	0.2	3	0.7
Partially Met	34	11.6	8.0	5	14.3	1.2	6	6.3	1.4	45	10.6
Fully Met	253	86.3	59.8	30	85.7	7.1	86	90.5	20.3	369	87.2

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 7

A written description of the program's philosophy is available to the parents.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	3	3.2	0.7	4	0.9
Not Met	2	0.7	0.5	1	2.9	0.2	3	3.2	0.7	6	1.4
Partially Met	19	6.5	4.5	2	5.7	0.5	6	6.3	1.4	27	6.4
Fully Met	271	92.5	64.1	32	91.4	7.6	83	87.4	19.6	386	91.3

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 8

A process exists for orienting children and parents to the center that may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the center.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	3	3.2	0.7	3	0.7
Not Met	5	1.7	1.2	1	2.9	0.2	5	5.3	1.2	11	2.6
Partially Met	44	15.0	10.4	5	14.3	1.2	9	9.5	2.1	58	13.7
Fully Met	244	83.3	57.7	29	82.9	6.9	78	82.1	18.4	351	83.0

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 9

Staff and parents communicate about home and center childrearing practices
in order to minimize potential conflicts and confusion for children.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	2	0.7	0.5	0	0.0	0.0	3	3.2	0.7	5	1.2
Not Met	3	1.0	0.7	1	2.9	0.2	0	0.0	0.0	4	0.9
Partially Met	56	19.1	13.2	7	20.0	1.7	18	18.9	4.3	81	19.1
Fully Met	232	79.2	54.8	27	77.1	6.4	74	77.9	17.5	333	78.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 10

Parents are welcome visitors in the center at all times (for example,
to observe, eat lunch with a child, or volunteer to help in the classroom.)

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	3	3.2	0.7	3	0.7
Not Met	0	0.0	0.0	0	0.0	0.0	1	1.1	0.2	1	0.2
Partially Met	8	2.7	1.9	1	2.9	0.2	1	1.1	0.2	10	2.4
Fully Met	285	97.3	67.4	34	97.1	8.0	90	94.7	21.3	409	96.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 11

Parents and other family members are encouraged to
be involved in the program in various ways.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	2	2.1	0.5	3	0.7
Not Met	9	3.1	2.1	1	2.9	0.2	0	0.0	0.0	10	2.4
Partially Met	40	13.7	9.5	1	2.9	0.2	9	9.5	2.1	50	11.8
Fully Met	243	82.9	57.4	33	94.3	7.8	84	88.4	19.9	360	85.1

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 12

A verbal and / or written system is established for sharing
day-to-day happenings that effect children.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	6	2.0	1.4	2	5.7	0.5	0	0.0	0.0	8	1.9
Partially Met	53	18.1	12.5	6	17.1	1.4	13	13.7	3.1	72	17.0
Fully Met	234	79.9	55.3	27	77.1	6.4	80	84.2	18.9	341	80.6

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 13

Parents are informed about the center's program through regular newsletters,
bulletin boards, frequent notes, telephone calls and other similar measures.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	3	1.0	0.7	2	5.7	0.5	1	1.1	0.2	6	1.4
Partially Met	38	13.2	9.0	3	8.6	0.7	4	4.2	0.9	45	10.6
Fully Met	252	86.0	59.6	30	85.7	7.1	88	92.6	20.8	370	87.5

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 14

Early Childhood Teacher Assistants (staff who implement program activities under direct supervision)
are high school graduates or the equivalent and participate in professional development programs.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	4	1.4	0.9	1	2.9	0.2	2	2.1	0.5	7	1.7
Not Met	12	4.1	2.8	1	2.9	0.2	2	2.1	0.5	15	3.5
Partially Met	32	10.9	7.6	3	8.6	0.7	8	8.4	1.9	43	10.2
Fully Met	245	83.6	57.9	30	85.7	7.1	83	87.4	19.6	358	84.6

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 15

Early Childhood Associate Teachers and Early Childhood Teachers
(staff responsible for the care and education of a group of children)
have at least a CDA or an A.A. in Early Childhood Development.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	2	0.7	0.5	1	2.9	0.2	3	3.2	0.7	6	1.4
Not Met	40	13.7	9.5	4	11.4	0.9	11	11.6	2.6	55	13.0
Partially Met	143	48.8	33.8	12	34.3	2.8	45	47.4	10.6	200	47.3
Fully Met	108	36.9	25.5	18	51.4	4.3	36	37.9	8.5	162	38.3

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 16

Staff Working with school-age children have training
in child development, recreation or a related field.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	36	12.3	8.5	3	8.6	0.7	16	16.8	3.8	55	13.0
Not Met	15	5.1	3.5	2	5.7	0.5	4	4.2	0.9	21	5.0
Partially Met	82	28.0	19.4	9	25.7	2.1	15	15.8	3.5	106	25.1
Fully Met	160	54.6	37.8	21	60.0	5.0	60	63.2	14.2	241	57.0

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 17

The center provides regular training opportunities for staff to improve skills in working with children and families and staff are expected to take part regularly.
(Workshops, seminars, resource materials, in-service)

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	2	2.1	0.5	3	0.7
Not Met	10	3.4	2.4	0	0.0	0.0	2	2.1	0.5	12	2.8
Partially Met	48	16.4	11.3	5	14.3	1.2	15	15.8	3.5	68	16.1
Fully Met	234	79.9	55.3	30	85.7	7.1	76	80.0	18.0	340	80.4

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 18

The center has written policies and procedures for operating, including hours, fees, illness, holidays and refund information.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	3	3.2	0.7	4	0.9
Not Met	0	0.0	0.0	0	0.0	0.0	1	1.1	0.2	1	0.2
Partially Met	2	0.7	0.5	0	0.0	0.0	1	1.1	0.2	3	0.7
Fully Met	290	99.0	68.6	35	100.0	8.3	90	94.7	21.3	415	98.1

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 19

In cases where the center is governed by a board of directors, the center has written policies defining roles responsibilities of board members and staff.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	89	30.4	21.0	10	28.6	2.4	35	36.8	8.3	134	31.7
Not Met	26	8.9	6.1	5	14.3	1.2	8	8.4	1.9	39	9.2
Partially Met	31	10.6	7.3	3	8.6	0.7	6	6.3	1.4	40	9.5
Fully Met	147	50.2	34.8	17	48.6	4.0	46	48.4	10.9	210	49.6

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 20

Accident protection and liability insurance coverage is maintained for children and adults.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	3	1.0	0.7	0	0.0	0.0	4	4.2	0.9	7	1.7
Not Met	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Partially Met	3	1.0	0.7	2	5.7	0.5	1	1.1	0.2	6	1.4
Fully Met	287	98.0	67.8	33	94.3	7.8	88	92.6	20.8	408	96.5

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 21

The director (or appropriate person) is familiar with and makes appropriate use of community resources including social services, mental & physical health agencies, educational programs & neighborhood centers.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	2	2.1	0.5	3	0.7
Not Met	4	1.4	0.9	2	5.7	0.5	1	1.1	0.2	7	1.7
Partially Met	44	15.0	10.4	5	14.3	1.2	14	14.7	3.3	63	14.9
Fully Met	244	83.3	57.7	28	80.0	6.6	78	82.1	18.4	350	82.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 22

Staff and administrators communicate frequently.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	2	0.7	0.5	0	0.0	0.0	4	4.2	0.9	6	1.4
Not Met	3	1.0	0.7	0	0.0	0.0	1	1.1	0.2	4	0.9
Partially Met	8	2.7	1.9	3	8.6	0.7	2	2.1	0.5	13	3.1
Fully Met	280	95.6	66.2	32	91.4	7.6	88	92.6	20.8	400	94.6

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 23

Staff plan and consult together.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	2	0.7	0.5	0	0.0	0.0	1	1.1	0.2	3	0.7
Partially Met	31	10.6	7.3	4	11.4	0.9	5	5.3	1.2	40	9.5
Fully Met	260	88.7	61.5	31	88.6	7.3	87	91.6	20.6	378	89.4

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 24

Regular staff meetings are held for staff to consult on program planning, plan for individual children, and discuss working conditions (may be meetings of small group or full staff.)

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	1	0.3	0.2	0	0.0	0.0	3	3.2	0.7	4	0.9
Not Met	3	1.0	0.7	1	2.9	0.2	2	2.1	0.5	6	1.4
Partially Met	44	15.0	10.4	3	8.6	0.7	6	6.3	1.4	53	12.5
Fully Met	245	83.6	57.9	31	88.6	7.3	84	88.4	19.9	360	85.1

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 25

Enough staff with primary responsibility for working with children
are available to provide frequent personal contact, meaningful learning
activities, and to offer immediate care as needed

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	0	0.0	0.0	0	0.0	0.0	2	2.1	0.5	2	0.5
Not Met	1	0.3	0.2	1	2.9	0.2	0	0.0	0.0	2	0.5
Partially Met	7	2.4	1.7	2	5.7	0.5	1	1.1	0.2	10	2.4
Fully Met	285	97.3	67.4	32	91.4	7.6	92	96.8	21.7	409	96.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 26

Substitutes are provided to maintain
staff-child ratios when regular staff are absent.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	4	1.4	0.9	0	0.0	0.0	3	3.2	0.7	7	1.7
Not Met	0	0.0	0.0	1	2.9	0.2	1	1.1	0.2	2	0.5
Partially Met	28	9.6	6.6	7	20.0	1.7	8	8.4	1.9	43	10.2
Fully Met	261	89.1	61.7	27	77.1	6.4	83	87.4	19.6	371	87.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 27

The center is licensed or accredited by the appropriate state / local agencies. If exempt from licensing, the center demonstrates compliance with it's own state regulations for child care centers subject to licensing.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	6	2.0	1.4	0	0.0	0.0	3	3.2	0.7	9	2.1
Not Met	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Partially Met	0	0.0	0.0	1	2.9	0.2	0	0.0	0.0	1	0.2
Fully Met	287	98.0	67.8	34	97.1	8.0	92	96.8	21.7	413	97.6

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 28

Staff health records include results of pre-employment physical, results of tuberculosis test (within last two years), and emergency contact information.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	6	2.0	1.4	0	0.0	0.0	4	4.2	0.9	10	2.4
Not Met	1	0.3	0.2	0	0.0	0.0	0	0.0	0.0	1	0.2
Partially Met	70	23.9	16.5	5	14.3	1.2	21	22.1	5.0	96	22.7
Fully Met	216	73.7	51.1	30	85.7	7.1	70	73.7	16.5	316	74.7

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 29

Child health records include results of recent health examination, up-to-date record of immunizations, emergency contact info., names of all people authorized to call for the child, and important health history.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	5	1.7	1.2	0	0.0	0.0	3	3.2	0.7	8	1.9
Not Met	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Partially Met	23	7.8	5.4	2	5.7	0.5	5	5.3	1.2	30	7.1
Fully Met	265	90.4	62.6	33	94.3	7.8	87	91.6	20.6	385	91.0

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 30

Staff are alert to the health of each child. Individual medical problems and accidents are recorded and reported to staff and parents, and a written record is kept of such incidents.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	6	2.0	1.4	0	0.0	0.0	3	3.2	0.7	9	2.1
Not Met	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Partially Met	5	1.7	1.2	2	5.7	0.5	1	1.1	0.2	8	1.9
Fully Met	282	96.2	67.5	33	94.3	7.8	91	95.8	21.5	392	96.0

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 31

At least one staff member who has certification in emergency first-aid treatment and CPR is always in the center. Current certificates are kept on file.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	6	2.0	1.4	0	0.0	0.0	3	3.2	0.7	9	2.1
Not Met	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0
Partially Met	1	0.3	0.2	2	5.7	0.5	0	0.0	0.0	3	0.7
Fully Met	286	97.6	67.6	33	94.3	7.8	92	96.8	21.7	411	97.2

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 32

All staff are evaluated at least annually by the director or other appropriate supervisor.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	5	1.7	1.2	0	0.0	0.0	3	3.2	0.7	8	1.9
Not Met	8	2.7	2.0	0	0.0	0.0	0	0.0	0.0	8	1.9
Partially Met	21	7.2	5.0	1	2.9	0.2	6	6.3	1.4	28	6.6
Fully Met	259	88.4	61.2	34	97.1	8.0	86	90.5	20.3	379	89.6

SUMMARY OF RESPONSES
Arizona Preschool Survey:
Statement 33
Staff evaluations include classroom observation.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	5	1.7	1.2	0	0.0	0.0	4	4.2	0.9	9	2.1
Not Met	10	3.4	2.4	0	0.0	0.0	0	0.0	0.0	10	2.4
Partially Met	27	9.2	6.4	5	14.3	1.2	4	4.2	0.9	36	8.5
Fully Met	251	85.7	59.3	30	85.7	7.1	87	91.6	20.6	368	87.0

SUMMARY OF RESPONSES
Arizona Preschool Survey:
Statement 34
At least once a year staff, other professionals, and parents are involves (*sic*) in evaluating the program's effectiveness in meeting the needs of children and parents.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	4	1.4	0.9	0	0.0	0.0	3	3.2	0.7	7	1.7
Not Met	21	7.2	5.0	3	8.6	0.7	3	3.2	0.7	27	6.4
Partially Met	89	30.4	21.0	9	25.7	2.1	27	28.4	6.4	125	29.6
Fully Met	179	61.1	42.3	23	65.7	5.4	62	65.3	14.7	264	62.4

SUMMARY OF RESPONSES

Arizona Preschool Survey:

Statement 35

Individual descriptions of child development are written and compiled
as a basis for planning appropriate learning activities, facilitating
optimal development of each child, and use in communication with parents.

Type of School	Private School			State School			Not Identified			All Schools	
	Count	% of Private	% of Total	Count	% of State	% of Total	Count	% of Unidentified	% of Total	Count	% of Total
Did Not Respond	4	1.4	0.9	0	0.0	0.0	3	3.2	0.7	7	1.7
Not Met	16	5.5	3.8	3	8.6	0.7	7	7.4	1.7	26	6.1
Partially Met	87	29.7	20.6	8	22.9	1.9	20	21.1	4.4	115	27.2
Fully Met	186	63.5	44.0	24	68.6	5.7	65	68.4	15.4	275	65.0