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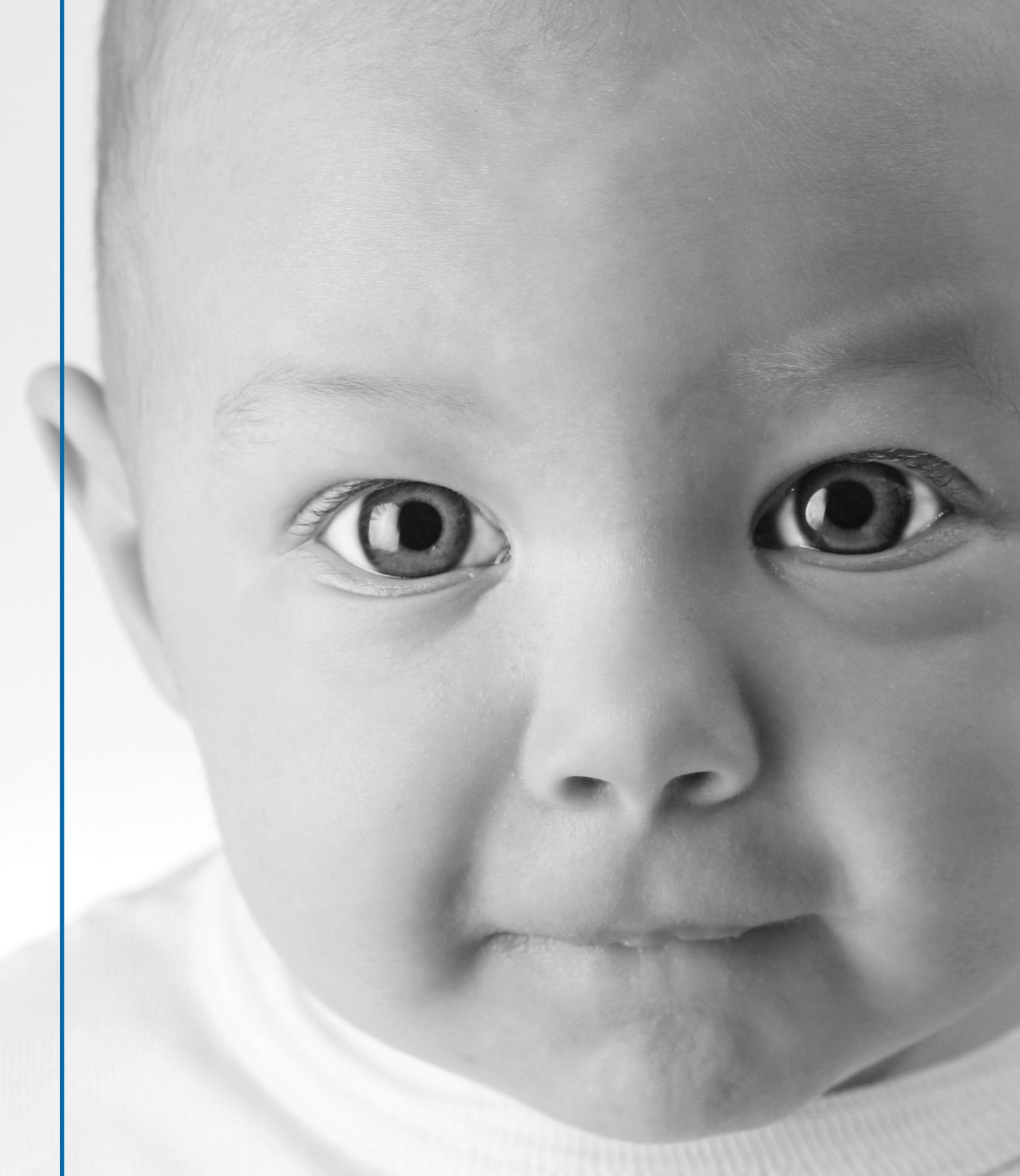
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VISION

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

MISSION

First Things First was established to help provide greater opportunities for all children five and under in Arizona to grow up ready to succeed. Through the passionate, dedicated work of the board, staff, volunteer Regional Partnership Council members, our state agency partners, involved community providers and early childhood champions, more and greater opportunities to achieve success will be made available for each Arizona child in the coming years.

GUIDING PRINCIPLES

Decisions are Made

- By involving public and private partners and communities
- By focusing on desired outcomes for all children
- By emphasizing local planning and implementation
- By utilizing ongoing and rigorous analysis of qualitative and quantitative data, proven best practices, and system and program outcomes

Programs, Services and Supports are Offered

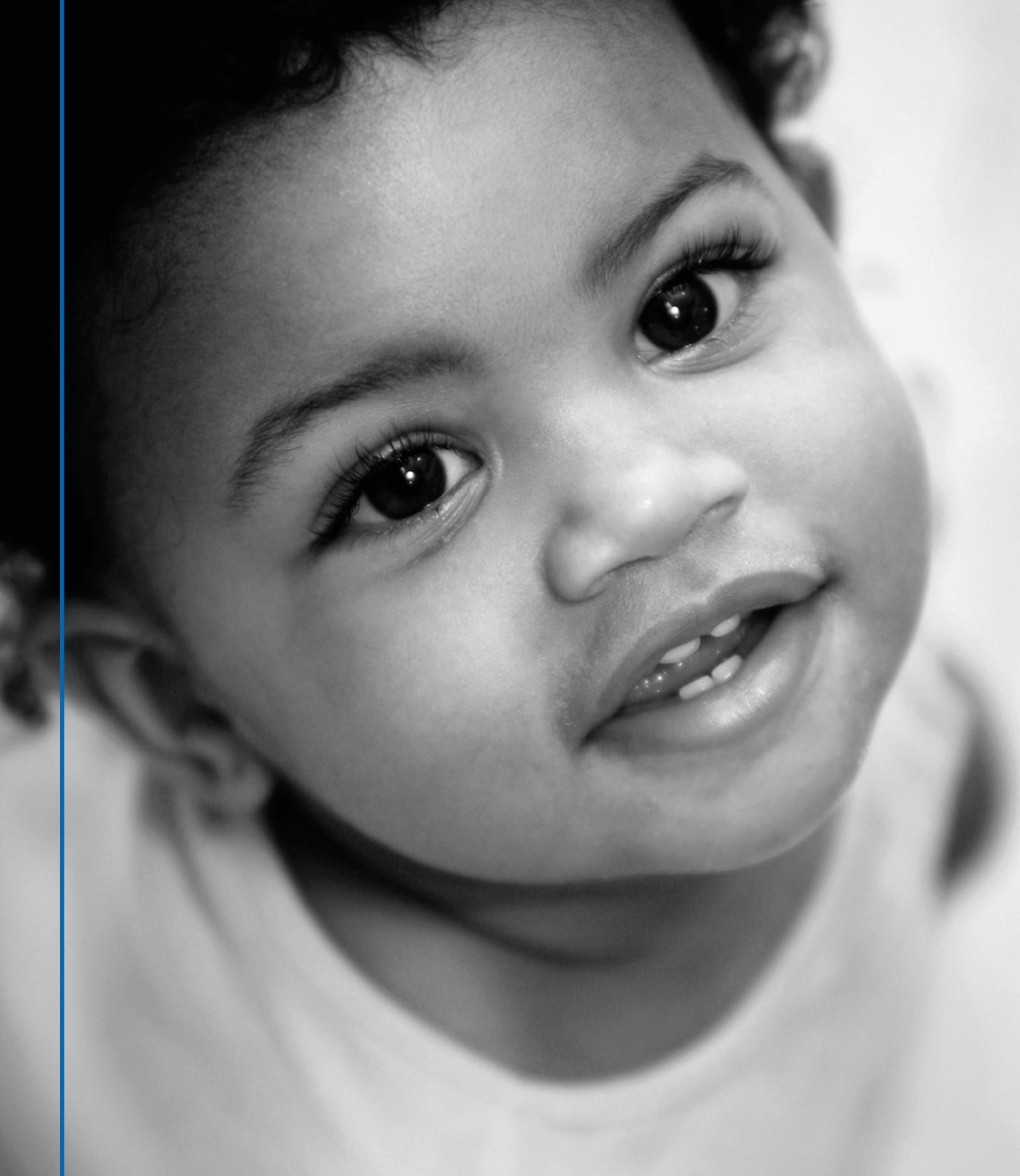
- Through an integrated, seamless and accessible system based on high quality standards and proven best practices
- By focusing on the strengths of the whole child

Funding Decisions Are Made

- By careful planning and long range forecasting to ensure the level and quality of services are sustained over time
- To leverage public and private resources that will enhance the ability to deliver high quality services and supports for children
- By utilizing local decision making for resource allocation

Accountability is Achieved

- By establishing and tracking key measures of early childhood development and health system improvements
- By ensuring a rigorous, independent evaluation of the service delivery system and its outcomes



INTRODUCTION TO BRANDING

It is often believed that the brand of an organization is its logo, font and color scheme.

This is not the case. In fact, a brand is not a “thing” at all. A brand:

- Encapsulates all of the perceptions that people have about an organization;
- Elicits gut-level emotions and impressions about that organization;
- Is the sum total of all experiences a person has with an organization, whether good or bad.

Every way a person sees or interacts with an organization builds the perception of that brand. In truth, an organization doesn't define what their brand is. People who work on behalf of, and who engage with an organization do. Accurate or not, their experiences define what that brand is and whether someone wants to interact with that organization or not.

If an organization hopes to develop a particular type of brand, everything it does must create those brand impressions. Every experience must illustrate the kind of organization they hope to be. Only when all of the supporters, partners, customers and staff believe in these perceptions will the brand take form.

Although a logo, font, and color scheme will help build those perceptions, they are only a tiny fraction of what impacts an organization's brand. From the attitude of customer service to the quality of programs and services, from high-profile advertising to how the phone gets answered, from major media interviews to neighborly chit chat—all of these have the power to create or destroy a brand.

Not only does a clear and positive brand help define an organization, it also creates many benefits. A brand can be recognizable, generate loyalty, build trust, become memorable, get support, establish leadership, and drive action. Most importantly, a solid brand allows an organization to fulfill their goals and mission.

POSITIONING

The overarching goal of FTF is to ensure every child in Arizona comes to school on their first day of kindergarten healthy and ready to succeed. To achieve this goal, FTF must be positioned as the recognized leader of early childhood development for all Arizona children age five and younger. As that leader, Arizonans will trust FTF as the preferred resource for early childhood development (ECD) information and resources, high-quality statewide programs, community-level grants, coordination of ECD efforts throughout the state, and support for ECD issues statewide.

PERSONALITY

Like a person, every brand has a personality. This mix of characteristics is what makes each individual unique. It is no different with a company. The personality of FTF is described as:

- Passionate
- Warm, caring, mentoring
- Open and authentic
- Trustworthy
- Knowledgeable
- Responsible, reliable
- Professional

EMOTIONAL AND SELF-EXPRESSIVE BENEFITS

Anyone who works with the FTF brand, whether internal or external, should have an emotional connection with the brand. How that brand makes them feel when they are engaged with it is described as the emotional benefits. Working with FTF must make individuals feel:

- A sense of accomplishment, pride
- They are helping the greater good and making a difference
- Appreciative, appreciated
- Engaged
- Empowered
- Supported

In addition, those working on behalf of FTF should be perceived as:

- Community minded, selfless
- A visionary, leader
- Creating a better future
- Fulfilling hopes, dreams
- Effective
- Involved

MESSAGING

Using the right messaging and ensuring their consistency is critical to First Things First's success. Specific examples of messaging are provided in Section Five of this document. This section includes how to articulate First Things First's mission, vision, and goals, as well as specific wording to use when describing values, programs, actions and achievements. Concise elevator speeches are provided, as well.

VISUALS

All materials provided by FTF should be easily recognized as coming from FTF. To do this, a consistent look, feel, tone and style must be applied to all internal and external communications and collateral (fliers, brochures, etc). Approved logos, typefaces, color palettes, images and copy (text) are provided to help ensure this consistency is upheld by all staff, Regional Councils, grantees, partners and anyone else using the FTF brand. Please see Section Three for these resources. Templates are also provided for ease of use.

It is important to note that the First Things First brand is not a kid's brand. Instead, it is a brand for adults who have a deep commitment to Arizona's youngest children. The objective is not to speak to the children themselves, but instead gain the support and action of the adults around them. Therefore, the First Things First brand should not be represented by tiny footprints or blocks or cute baby animals. As adorable and fun as those designs are, they do not match the goals and targets of First Things First.

Anyone who comes in contact with FTF, whether internal or external, should have a consistent experience. When you act on behalf of FTF, you are the brand. Every action you take, every communication you send out, and everything you do generates the perceptions that either build or tear down the FTF brand. You are the most important asset in positioning FTF for success. When we all support the same brand, we build a strong, more successful FTF. You can help this effort by:

KNOWLEDGE AND SKILLS

- Reinforcing the FTF brand through your actions
- Developing environments that build the emotional and self-expressive benefits
- Knowing the goals, mission and vision and being able to articulate them
- Becoming familiar with and using the recommended message points
- Knowing where to find templates, tools
- Leveraging the provided visual assets and templates
- Ensuring correct usage of all brand assets
- Having familiarity with the First Things First Website and social media profiles
- Thoroughly understanding and implementing the First Things First Grantee Protocol

TOOLS

The following community outreach tools are designed to build public awareness of the importance of early childhood and the role of FTF in helping Arizona's youngest kids arrive at kindergarten ready to succeed.

Each item is intended for a specific use with its target audience; therefore, supplies are limited to FTF staff engaged in community outreach activities and FTF stakeholders who have participated in community outreach training and have committed to executing specific public awareness activities on behalf of FTF.

Tips and scenarios on how to use these tools are included in community outreach training.

GRANTEES: Materials for those activities—including the items noted below—should be obtained from the grantee's local community outreach liaison or regional coordinator.

- NEWS ALERTS**—Each interaction with an interested party, whether it is a casual conversation on an elevator ride or a formal presentation, should result in the suggestion to go to www.azftf.gov/alerts to sign up for more news on early childhood in Arizona and First Things First. *The current subscription page will be enhanced to include Champion for Kids calls to actions as well in late Spring / early Summer 2011.*
 - Audience: Any one you meet
 - Intent: Increase the number of individuals receiving early childhood messages.
 - Tip: A business card can be procured and the recipient can enter in the information into the web-based subscription service. PLEASE let the interested party know they will receive an email to confirm their inclusion into the subscription service.

- EMAIL SIGNATURE** – Instructions and images on Communications Team site.

- **AT-A-GLANCE CARDS**—Located in Communications. Professionally designed in-house. Supplies are printed and distributed to Regional Councils by the statewide office regularly in limited quantities. Regional Councils can elect to print more, but it does come out of administration funds, so be deliberate with their use.
 - Audience: Those **unaware** of First Things First
 - Intent: Serve as a tool to prompt conversation, serve as a reminder to sign up for news alerts
 - Content: First Things First’ 3 Core Messages—call to action to subscribe / “Did u know?”
 - Customization: **ONLY** in this way: the call to action color block can be used for a specific message but must be a message that can be used for a significant amount of time (evergreen).

- **ACCORDION CARDS**—Located in Communications. Professionally designed in house. Supplies are printed and distributed to Regional Councils by the statewide office regularly in limited quantities. Regional Councils can elect to print more, but it does come out of administration funds, so be deliberate with their use.
 - Audience: Those unaware of early childhood or First Things First Programs
 - Intent: Casual conversations setting up the “issue”, early childhood and why it is so important, and subsequent to that, what FTF does to support young kids in Arizona.
 - Content: Information on early childhood; economics, social, military, brain development; then First Things First.
 - Customization: Not available

- **BUSINESS CARDS**—Available only for staff. Professionally printed. Please use your business card to share the message.
 - Tip: Write the NEWS ALERT address on them, suggesting they sign up

- BROCHURE, FTF**—*Coming Soon*. Located in Communications.
Professionally designed in house. Professionally printed.
 - Audience: Any
 - Intent: Leave behind at introductory formal presentations, first time.
 - Content: High level description of FTF including its governance, programmatic approach and funding as well as major supporting evident for investment in early childhood, i.e., brain science, economics, etc.
 - Customization: Not available

- BROCHURE, Regional Council**—Located with Regional Director, printed in-house
 - Audience: Any
 - Content: Individual Regional Councils, the area it serves, the Regional Council members, governance structure, the needs of local children and impact of strategies funded by the Regional Council. Annual funding amounts. Regional Council website.
 - Intent: Introductory formal presentations, first time. Best used with Fact Sheet
 - Customization: Updated by Regional Staff. Changes of content must be approved by Communications.

- FACT SHEET, FTF**—8.5 x 11; printed in-house
 - Audience: Any
 - Content: An overview of First Things First
 - Intent: Follow up meetings, formal presentations, can be supplemental to brochure, but should follow a more intensive presentation.
 - Customization: Not available

- FACT SHEET, Regional Council**—8.5 x 11; printed in-house
 - Audience: Any
 - Content: three core messages, background on FTF, and reasons to invest in early childhood, general geographic description and high level listing of strategies in the Region. Regional Council website.
 - Intent: Follow up meetings, formal presentations, can be supplemental to brochure, but should follow a more intensive presentation.
 - Customization: Located with Regional Director, updated by Regional Staff. Changes of content must be approved by Communications.

- **HTML EMAIL**—Located in Communications
 - Audience: Targeted email outreach; varies
 - Intent: Email invitations, follow ups. Consistent calls to action.
 - Content: Must be web-friendly and coded by Communications
 - Customization: Several templates to choose from—not customizable
 - Distribution: Requires scheduling by staff to execute. Due to technological constraints, must be sent by statewide office.

- **NOTE CARDS** —Located in Communications. Supplies are printed and distributed to the Regional Council offices regularly.
 - Audience: Any
 - Intent: Hand-written notes thanking attendees, follow up on commitments
 - Content: Logo
 - Customization: Not available

- **TABLECLOTHS**—Each Regional Council was provided with one tablecloth, any additional or replacement tablecloths are at the cost of the Council. Do NOT dry-clean, spot clean only.
 - Audience: Any
 - Intent: Use of all events where FTF is hosting or invited and when applicable.
 - Content: Logo
 - Customization: Not available

- **BANNERS**—Each Regional Council was provided with one banner, any additional or replacement banners are at the cost of the Council.
 - Audience: Any
 - Intent: Use of all events where FTF is hosting or invited and when applicable. Position where participants and media are most likely to view—i.e. behind a podium when there is a speaker.
 - Content: Logo
 - Customization: Each has customization.

- **OUTDOOR FLAGS**—Each Regional Council was provided with one flag, any additional or replacement flags are at the cost of the Council.
 - Audience: Any
 - Intent: Use of all events where FTF is hosting or invited and when applicable, to identify location
 - Content: Logo
 - Customization: Each has customization.

- **PODIUM SIGNS**—Available on request, at cost to the Regional Council. First Things First podium signs are available with each Regional Manager.
 - Audience: Any
 - Intent: Use of all events where FTF is hosting or invited to speak, where photographs will be used post event.
 - Content: Logo
 - Customization: Yes, with Regional Partnership Council name only.

TRIFOLD BROCHURE

SHAPING YOUNG MINDS

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FIRST THINGS FIRST
 4000 North Central Avenue, Suite 600
 Phoenix, Arizona 85012
 602.771.5100 or 877.803.7234

HEADLINE COPY HERE. **FIRST THINGS FIRST**

SERVING EVERY COMMUNITY

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Visit www.azdfl.gov for more information.

8.5" X 11" PAGE TEMPLATES
(ONE SHEETS, FACT SHEETS, BRIEFS)

FIRST THINGS FIRST **QUALITY FIRST IN ARIZONA'S EARLY LEARNING SYSTEM**

THE RESEARCH IS IN
High-quality early care and education is critical for children, their families, and Arizona's economic future.^{1,2} Research shows that more than 85 percent of brain development occurs between the time a child is born and the time they reach kindergarten.³ So the brain connections made during this time lay the foundation for a lifetime. Children with high-quality early care and education experiences have been shown to make greater language and cognitive gains and have better social skills than children who receive lower-quality childcare⁴ – better preparing them for kindergarten. In fact, new studies are showing that lower-quality care can actually hinder school readiness.⁵



Yes in Arizona, insufficient high-quality care limits the benefits from early learning programs. Low wages and high turnover rates⁶ limit the capacity for providers to reach a consistent level of high-quality programming. Unlike all other levels of education, early childhood teachers in Arizona are not required to attain specialized credentials or even a bachelor's degree.⁷ In 2009, only 22 percent of early childhood center-based teachers in Arizona were required by employers to have some college or a college degree. In addition, accreditation, particularly from the National Association for the Education of Young Children (NAEYC), is recognized as the national benchmark indicator for high-quality early care programs. In 2009, there were only 216 NAEYC-accredited early childhood education centers in Arizona, representing about 11 percent of all centers in the state.⁸

ARIZONA FULFILLS A COMMITMENT TO FAMILIES WITH QUALITY FIRST!
Developed by a broad stakeholder group in 2008, Quality First is Arizona's quality improvement and rating system, which aims to improve the quality of early care and education and help families make informed choices. Set up like a hotel star rating system, Quality First provides information to families to help them select a quality provider for their young children.

Providers dedicated to improving the quality of their services are encouraged to participate through financial incentives and supports. The first year of Quality First is focused on improving quality with the support of a coach, financial incentives, childcare health consultation and the ability of staff to participate in TEACCH (Teacher Education And Certification Helpline Early Childhood) ARIZONA scholarships. Participating providers develop a quality improvement plan based on standardized measures and recognized industry standards of quality. During following years, providers are rated so that parents can choose one based on their level of quality. The star rating system will be piloted beginning in June 2010.

AT A GLANCE: RESULTS FROM ARIZONA'S QUALITY FIRST PROGRAM

- 508 early care and education programs are enrolled in a quality improvement process
- 676 teachers received TEACCH scholarships to increase credentials
- More than 80,000 children impacted by Quality First Improvements

HOW DOES QUALITY FIRST COMPARE?
Nineween other states have committed to increasing the quality of their early learning system through Quality Rating and Improvement Systems (QRIS).

— First Things First, Month, Day, Year • www.ftf.org

FIRST THINGS FIRST **QUALITY FIRST IN ARIZONA'S EARLY LEARNING SYSTEM**

In 1999, Oklahoma created the first star rating system in the country, aiming to improve the quality of care in early childhood settings. Though they did not start the program as a pilot, the program was slow to bring to scale. In 2004, after six years of implementation, 47 percent of licensed facilities had reached a one-star-plus or higher level and only 4 percent of children receiving childcare subsidies were attending center-based centers. However four years later, the state received recognition for their high-quality programming by meeting 8 out of 10 quality benchmarks on the NAEYC 2008 State of Preschool Report and 40 percent of children receiving childcare subsidies were attending star-rated centers.

North Carolina created their QRIS in 1999 and six years later, 37 percent of the state's centers and homes were assessed and 4,300 awarded star ratings for quality. The TEACCH Early Childhood⁹ Project has been successful in improving the education, compensation and retention of the early childhood workforce. From 2001-2002, over 4,300 teachers, directors and family childcare providers received TEACCH Early Childhood¹⁰ Project scholarships. The program is seeing results: Teachers participating in the assistance degree scholarship program (5,000 in 2001 and 2002) completed an average of 14 semester hours per contract, saw their compensation increase by over 13 percent annually and left their childcare centers at a rate of less than 9 percent per year.

Later, in 1998, MAVEC (Mid-America Regional Council) got out to bring the pilot to scale in both Kansas and Missouri. This process is still underway. And in 2008, MAVEC launched a pilot QRIS.¹¹ Five years later, 150 community-based programs have benefited from a quality assessment tool.

Though Arizona's Quality First program is less than a year old,

WHAT DOES A QUALITY CHILDCARE PROGRAM DO?

- provides a safe and healthy environment
- provides staff with advanced education in early childhood development and offers ongoing training to develop their skills, increase their understanding, and enhance their relationships with children and families
- creates a learning environment that provides the space, materials and activities appropriate at all levels of children's interests and abilities
- provides low staff to child ratios allowing each child to develop stable relationships with skilled, nurturing staff
- establishes group sizes according to age that are small enough to ensure the children receive the attention they need
- is committed to continuous quality improvement

It has accomplished more in its first year than other programs have over longer periods of time. Arizona has benefited from stakeholder's careful strategic planning and coalition building process and by learning from other states' efforts. Currently, nearly 600 center and home-based providers are enrolled in the voluntary improvement process. Nearly 700 early childhood teachers are obtaining additional credentials through TEACCH scholarships. This quality improvement process for both facilities and staff has benefited more than 80,000 children. Quality First is poised to significantly increase the quality of Arizona's early childhood development system and better prepare the state's youth for success in school, and beyond.

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NEWSLETTER

FIRST THINGS FIRST: FULFILLING A COMMITMENT TO ALL OF ARIZONA'S YOUNG CHILDREN

PREPARING EVERY CHILD TO SUCCEED
 Research tells us that if a child gets a better start in life, they will be more likely to succeed in school, less likely to receive failing grades or be held back, and more likely to advance into college and successful careers. They also tend to be healthier and demand less from the public service system.

Early childhood development programs can benefit all parents and their young children. These programs include supports such as access to adequate health and nutrition, education, housing, mental health and language development skills.

First Things First (FTF) works to make sure every child in Arizona goes to school on their first day of kindergarten healthy and ready to learn. Getting children ready for school takes more than packing lunches, filling backpacks, and getting them to the bus on time. In fact, helping children succeed in school starts the day they're born.

Through FTF, Arizona gives kids the tools they need to succeed and their parents advice so they can raise their kids the best they can.



SERVING EVERY COMMUNITY
 Studies show that children exposed to high-quality early childhood care have better language, math and social skills, and better relationships with classmates. These students score higher in school readiness tests, and are 40 percent less likely to need special education or be held back a grade.

Quality healthcare is a vital component of any successful early childhood development program. First Things First built this need by making access to healthcare for young children a priority. When Proposition 203 was passed in 2008, it included a dedicated funding source for FTF - separate from existing government programs. By law 90 cents of every dollar directly benefits Arizona's youngest children through local programs that support families, health, and early care and education.

FTF has Regional Partnership Councils statewide that let the local citizens that determine what programs are best for the children of their community and exactly how FTF dollars should be distributed to support programs. The amount of money allocated to each Regional Partnership Council is based on the number of children in their community ages birth through five - with extra consideration given for children being in poverty.

SHAPING YOUNG MINDS

- Early experiences - particularly from the time children are born to the first day of kindergarten - shape whether a child's brain develops a strong foundation for the learning, health and behavior that follow.
- In the first few years of life, 100 new neural connections are formed every second in a child's brain, creating sensory and motor pathways for basic vision and hearing, followed by early language skills and higher learning functions.
- Supportive relationships and positive learning experiences begin at home but can also be provided through a range of services with proven effective social factors. Stable brains require stable, loving, interactive relationships with adults - any way or any place they can be provided will benefit healthy brain development.

(Source: Center on the Developing Child at Harvard)

— First Things First, Health, Day, Care • [www.ftf.org](#)

FIRST THINGS FIRST: FULFILLING A COMMITMENT TO ALL OF ARIZONA'S YOUNG CHILDREN

FOCUSED ON RESULTS
 Led by the state public universities in Arizona, there is a long term study, a "Cohort Report" for early childhood investment, currently underway. This study will determine which early childhood programs are the most effective, allowing that away to be directed to First Things First in delivering results for children and families. Long term studies help to prove that early childhood development programs are a fundamental piece of our success as a state.

"When I found out about First Things First, I just didn't know what I was going to do. We are now back home in a tiny apartment. I drive an older car. I don't have credit still built, well still aren't making it." "I said, 'Without First Things First, I would have had to put my job to take care of L and well probably be in welfare.'"

SUCCESS TO DATE
 To date, First Things First has allocated more than \$200 million in funding to early childhood programs throughout Arizona. That funding has had a tremendous impact on children and parents, including:

- 10,000 children who would have had nowhere else to go have been able to remain in childcare while their parents work, look for work, or prepare themselves for work.
- The parents of 80,000 newborns can leave the hospital with crucial information about healthy parenting practices and supporting their baby's early learning.
- 258,000 children benefit from outreach to doctors that result in improved healthcare coordination, physician knowledge of best practice in caring for young children and appropriate referrals.

• 33,000 Arizona children are receiving improved childcare from better trained teachers in more nurturing, literacy-rich learning environments as a result of Quality First!

• 68,000 children benefit from childcare health consultants who help early caregivers create healthy, safe learning environments.

THE NEXT EIGHTEEN MONTHS
 While we are proud of the work that has occurred throughout the past three years, the best is yet to come. By the end of 2011, we expect at least:

- 850 childcare providers, Head Start and schools to be participating in Quality First!
- 2,000 childcare providers on the T.E.A.C.H. scholarship program working toward an advanced degree.
- 120,000 parents of newborns to receive an Arizona Parent Kit before they leave the hospital.




All Arizona has a shared responsibility in helping Arizona's children grow up healthy and ready to learn. We need you to tell others about the good work of FTF. Tell them that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.

— First Things First, Health, Day, Care • [www.ftf.org](#)

FILE NAME: FTF_NewsletterFront.doc and FTF_NewsletterBack.doc
 LOCATED: FTF Intranet/Communications Team Site/Materials/First Things First

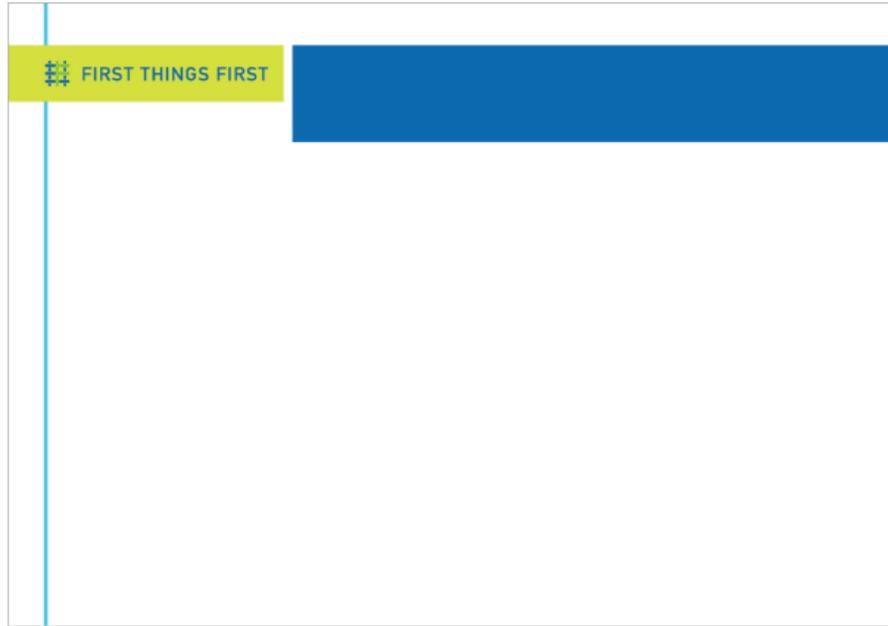
CD LABEL



FILE NAME: FTF_CDlabelA.doc, FTF_CDlabelB.doc and FTF_CDlabelC.doc

LOCATED: FTF Intranet/Communications Team Site/Materials/First Things First

POWERPOINT TEMPLATES



FILE NAME: FTF_white .ppt and FTF_blue.ppt
LOCATED: FTF Intranet/Communications Team Site/Materials/First Things First

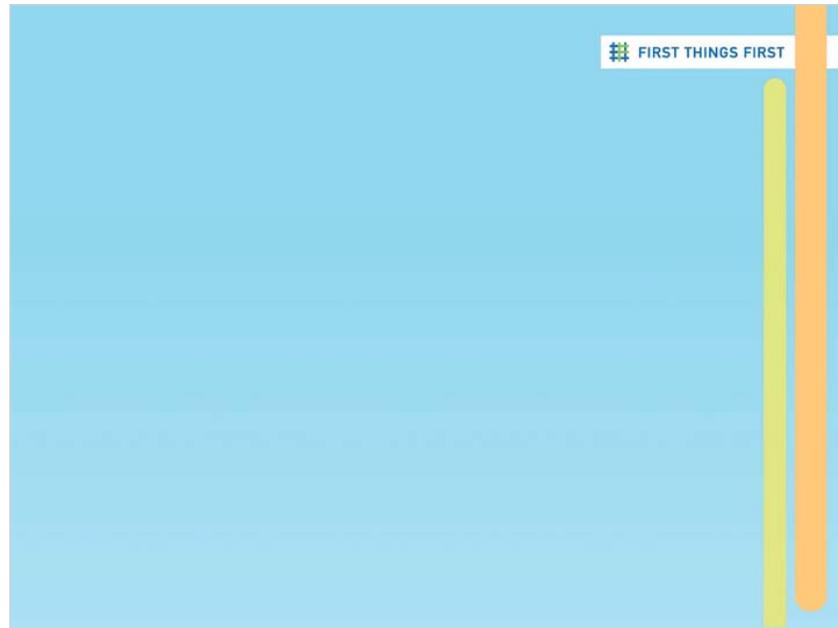
POWERPOINT TEMPLATES



FILE NAME: FTF_BWphotos.ppt

LOCATED: FTF Intranet/Communications Team Site/Materials/First Things First

POWERPOINT TEMPLATES



FILE NAME: FTF_Social.ppt

LOCATED: FTF Intranet/Communications Team Site/Materials/First Things First

Please use the following checklist to assist staff when using the templates.

All designed communications should include:

- The First Things First logo (adhere to standards)
- Black and white photos with age appropriate children
- Co-sponsor logos (if applicable)
- Web address
- Call to action (Example: Sign up for alerts)

Events

- Location
- Parking (if applicable)
- Time and date (confirm)
- Does the header or copy describe the topic or intent of the event for the intended audience?
- Is there a featured speaker? Bio or photo included?
- Contact info (test phone number) for more information

Presentations should include:

- Name and contact info for presenter
- Call to action (Example: download document from web site)

A good rule of thumb is to have “three sets of eyes” look at a document—that have not been involved in the design or production to ensure accuracy.



Anyone who comes in contact with FTF, whether internal or external, should have a consistent experience.

RECEPTION

The following requirements and recommendations will assist staff and stakeholders in embodying and exemplifying the FTF brand.

All visitors and staff to FTF offices should feel welcomed and a part of the FTF community.

- Physical space of each reception area should be free of personal clutter
- Welcome each visitor, give them directions for waiting as well as where the water fountain and restrooms are located
- Parking validation instructions if applicable
- All team members must meet visitors at the desk and escort them to office or conference room as well as walk them out after meeting
- When FTF staff are expecting guests that may require special attention—elected, federal, tribal, state or local leaders; members of the media, etc., they must notify the receptionist.
- Reception staff should have a list of all staff, their titles and an understanding of their role—in order to direct calls appropriately

PHONE MAIN LINE SCRIPT

“First Things First—getting Arizona’s youngest kids ready for school and set for life.
This is _____, how may I help you?”

KEY BRANDING MATERIALS

Letterhead

Use FTF letterhead on all official correspondence.

Email Signatures

All First Things First staff should utilize a standardized email signature in order to reinforce the brand and give stakeholders a consistent experience. (Template available)

Name Tags (Not state issued identification)

At First Things First sponsored events, staff should be identified with branded paper nametags or table tents that include name and title. (Templates available)

Messaging Poster

Posted in all FTF offices in staff common areas, and available for print and posting for individual offices.

Specific grantee requirements are outlined in the grantee protocol (see Section 10).



LOGO

The interwoven blue and green lines with the name First Things First. The interwoven lines represent the full community coming together and supporting Arizona’s youngest children to be ready for school and set for life. Within the weave, an “F” appears in green—which represents the F in First.

TAGLINE

Ready for School. Set for Life.

The tagline should be used in conjunction with the logo whenever possible. When necessary, the tagline may be used as a headline or as body copy within advertising materials. When using the tagline in text, please be sure to mimic the initial cap formatting as identified above.

ORGANIZATION NAME

The board adopted “First Things First” as an uplifting reference to the voter-enacted initiative and to exemplify the importance of early childhood. Arizona Early Childhood Development and Health Board should only be used on official state business reporting.

FIRST THINGS FIRST LOGO POLICY

The FTF logo is an important asset which must be presented with consistency. It must always appear as defined in these logo usage guidelines. **DO NOT** attempt to redraw the logo, or add/take away any element within its presentation.

Any and all program materials that are either partially or fully funded by FTF must include the First Things First logo. If a partner organization’s logo must also appear on materials, the size and placement of the First Things First logo must be comparable to the partner organization’s brand/logo.

LOGO FILE TYPE GUIDELINES

.TIF files should be used in documents that will be printed because they have a higher resolution. This means they won't print "fuzzy."

.EPS files are typically used by designers because they are vector art—the cleanest versions of logos. However, not all machines can interpret these logos unless they have the proper software installed.

.GIF files are always low-resolution and should only be used for websites and e-mail.

.JPG files can be either high-resolution or low-resolution for web use.

LOGO USAGE GUIDELINES

1. The First Things First logo is the **ONLY** logo that can appear on official letters.
2. Logos can only be used in the colors specified or black.
3. The logo must always be represented as a whole image.
4. If you choose to resize the logo, please keep the original proportions.
5. For engraving or reversing the logo, please request a special use logo by contacting First Things First Communications at 602.771.5062 or email us at communication@azftf.gov.

Image resizing hint: Be sure to resize from the corner and hold down your Shift key. This will ensure that the image resizes proportionately.



Ideally the logo should be used on a white background for maximum impact and clarity. The logo should be placed with a clearance zone on all sides equal to the height of the logo icon, as represented by "X" in the above visual.

CORRECT LOGO USAGE



Preferred vertical logo with tagline and website



Preferred horizontal logo with tagline and website



Alternate vertical logo with tagline



Alternate horizontal logo with tagline

Please note that the logo without the tagline and/or website should only be used when space is restricted, i.e., when reproducing the logo on pens.

INCORRECT LOGO USAGE

In an effort to maintain the brand quality and recognition of First Things First, NEVER recreate, alter, or distort the First Things First logo in any way.



DO NOT alter the colors of the logo or logo mark.



DO NOT alter the typeface of the logo.



DO NOT scale any elements of the logo.



DO NOT reproduce the logo on a pattern or busy background.



DO NOT resize the logo unproportionally.

REGIONAL PARTNERSHIP COUNCIL LOGOS

The FTF logo with the tagline and website is the preferred logo usage. When a Regional Council name is required, please use one of the following, featured in order of preference. *Please note that the regional name should not be larger than the tagline and should be centered horizontally under the FTF logo text.*



Preferred regional logo usage with tagline and regional descriptive



Alternate regional logo usage without tagline and regional descriptive

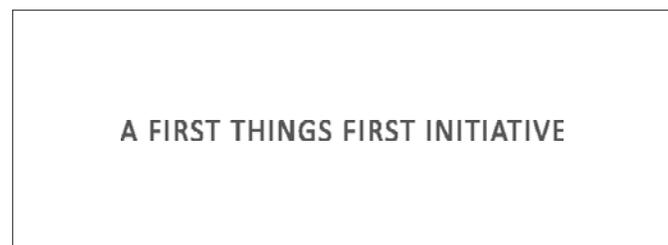
Please refer to the Grantee Protocol in Section 10 for definitions of the following programs.

SIGNATURE PROGRAMS

All marketing materials must include the FTF logo. When the FTF logo is used in conjunction with another program logo, the FTF logo must be of equal or greater size, must be featured on the right, and all copy must be legible to the naked eye. If the marketing material is in color, the FTF logo must also be in color.

INITIATIVE PROGRAMS

All marketing materials should include the FTF logo. When the logo is not appropriate, “A First Things First Initiative” in a legible-sized font must be used. When the FTF logo is used in conjunction with another program logo, the FTF logo must be of equal or greater size, must be featured on the right, and all copy must be legible to the naked eye. If the marketing material is in color, the FTF logo must also be in color.



Initiative Logo

EXPANSION PROGRAMS

All marketing materials must include the FTF logo. When the FTF logo is used in conjunction with another program logo, the FTF logo must be of equal or greater size, must be featured on the right, and all copy must be legible to the naked eye. If the marketing material is in color, the FTF logo must also be in color.

PRIMARY COLOR PALETTE

<p>PMS 7462</p> <p>CMYK BREAKDOWN</p> <p>C100 M45 Y6 K27</p> <p>RGB BREAKDOWN</p> <p>R0 G90 B139</p> <p>WEBHEX #005A8B</p>	<p>PMS 368</p> <p>CMYK BREAKDOWN</p> <p>C57 M0 Y100 K0</p> <p>RGB BREAKDOWN</p> <p>R122 G193 B67</p> <p>WEBHEX #7AC143</p>	<p>PMS 381</p> <p>CMYK BREAKDOWN</p> <p>C23 M0 Y89 K0</p> <p>RGB BREAKDOWN</p> <p>R201 G221 B3</p> <p>WEBHEX #C9DD03</p>

SECONDARY COLOR PALETTE

<p>PMS 7433</p> <p>CMYK BREAKDOWN</p> <p>C7 M83 Y16 K23</p> <p>RGB BREAKDOWN</p> <p>R168 G64 B105</p> <p>WEBHEX #A84069</p>	<p>PMS 143</p> <p>CMYK BREAKDOWN</p> <p>C0 M32 Y86 K0</p> <p>RGB BREAKDOWN</p> <p>R238 G175 B48</p> <p>WEBHEX #EEAF30</p>	<p>PMS 4545</p> <p>CMYK BREAKDOWN</p> <p>C3 M5 Y25 K5</p> <p>RGB BREAKDOWN</p> <p>R220 G214 B178</p> <p>WEBHEX #DCD6B2</p>

* The colors shown on this page and throughout these guidelines have not been evaluated by PANTONE®, Inc. for accuracy and may not match the PANTONE Color Standards. Refer to the current edition of the PANTONE Color Formula Guide® for accurate color. Pantone is a registered trademark of PANTONE, Inc.

CALIBRI

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz123456789!?!&

UNIVERS—47 LIGHT CONDENSED

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz123456789!?!&

UNIVERS—57 CONDENSED

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz123456789!?!&

CAMBRIA

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz123456789!?!&

PHOTO USAGE

All photos used will be of children under the age of 5 and reflect the diversity of the area. Photos must be black and white in order to keep the look consistent throughout all brand materials. Whenever possible, use children participating in meaningful interactions with a variety of adults. Photos will either be full page or insets. If the photo is an inset, the corners will be rounded .25 points.

Due to licensing restrictions, photos in the FTF image library may only be used by FTF staff for FTF purposes.



FIRST THINGS FIRST HOUSE STYLE

First Things First is mission-focused and action-oriented in changing outcomes for Arizona kids. Written materials will reflect a children-centered, mission-focused approach.

EXAMPLES OF BULLETS FOCUSED ON DATA/GRANTEES:

- \$100,000 to John Doe for parent education
- \$44,000 to Jane Smith for language consultation and communication
- \$81,000 to Jim Smith for child care scholarships

EXAMPLES OF BULLETS FOCUSED ON SERVICES AND THE IMPACT TO KIDS/FAMILIES:

- More than 700 families will participate in home and community-based parent education services so they can support their child's early learning and healthy development
- 600 parents will receive education and referral information to support the language and communication skills of their young children
- 2,300 children will be able to remain in safe, supportive learning environments while their parents work or look for work.

ORGANIZATION NAME / REGIONAL PARTNERSHIP COUNCIL NAMES

The FTF board adopted "First Things First" as an uplifting reference to the voter-enacted initiative and to exemplify the importance of early childhood.

First Things First—the Arizona Early Childhood Development and Health Board should be used when the situation warrants statutory requirements. Never use quotation marks around First Things First.

FTF can be used in place of First Things First in documents, but only after the use of: First Things First (FTF)

Early childhood organization is preferred, rather than "state agency".

Regional Partnership Councils

The correct full name is: First Things First Cochise Regional Partnership Council; In the logo we drop the FTF and just use Cochise Regional Partnership Council. Never use "RPC" as an abbreviation. For Regional Partnership Councils, use all three words together as a proper name. Regional Councils can be used after the full title has been used, always capitalized, like a proper name.

REGIONAL PARTNERSHIP COUNCIL OFFICIAL NAMES

Central Maricopa Regional Partnership Council
Central Phoenix Regional Partnership Council
Central Pima Regional Partnership Council
Cochise Regional Partnership Council
Coconino Regional Partnership Council
Cocopah Tribe Regional Partnership Council
Colorado River Indian Tribes Regional Partnership Council
Gila Regional Partnership Council
Gila River Indian Community Regional Partnership Council
Graham/Greenlee Regional Partnership Council
Hualapai Tribe Regional Partnership Council
La Paz/Mohave Regional Partnership Council
Navajo/Apache Regional Partnership Council
Navajo Nation Regional Partnership Council
North Phoenix Regional Partnership Council
North Pima Regional Partnership Council
Northeast Maricopa Regional Partnership Council
Northwest Maricopa Regional Partnership Council
Pascua Yaqui Tribe Regional Partnership Council
Pinal Regional Partnership Council
Salt River Pima Maricopa Indian Community Regional Partnership Council
San Carlos Apache Regional Partnership Council
Santa Cruz Regional Partnership Council
Southeast Maricopa Regional Partnership Council
Southwest Maricopa Regional Partnership Council
South Phoenix Regional Partnership Council
South Pima Regional Partnership Council
Tohono O’odham Nation Regional Partnership Council
Yavapai Regional Partnership Council
Yuma Regional Partnership Council
White Mountain Apache Tribe Regional Partnership Council

Using directional letters is acceptable if space is limited
(Ex: SE Maricopa Regional Partnership Council)

FTF TERMS

All approved copy (text) will be read and edited to conform to AP style.

NOTE: This is a working document that will continue to evolve. If you have specific questions or additions about any of these copy standards, please contact the Communications Team.

adopted: final decisions by the FTF board and regional councils.

ages FTF serves: Children 5 and under or children 5 years old and younger is preferred. Birth to age 5 is fine. DO NOT use birth THROUGH age 5. This contradicts the statutory language and confuses FTF with the K-12 system.

ages: Always use figures when referring to people. For inanimates, use figures for 10 and higher. Ages expressed as adjectives before a noun, or as substitutes for a noun use hyphens. (Example: The class consisted of nine 5-year-old boys and a girl who is 4 years old.)

Arizonan: proper term for a resident of Arizona

board: (per AP) capitalize only when an integral part of a proper name.
(Example: Nadine has been a member of the board for 2 years. The decision was passed by the First Things First Board on November 1, 2007.)

child care: do not use daycare or child care

comma: AP-style preferred. Do not place a comma between the next-to-last item in a series and the conjunction. (Example: The flag is red, white and blue.)

direct quotes: attribute direct quotes using the word "said" (past tense), rather than "says, commented, or opined."

e-mail: AP-style preferred.

event times: time and day of events should be listed in that order (at 3 p.m. Nov. 15). All months should be abbreviated as per AP Style. You may include the day if you think there could be some confusion. (Example: 3 p.m., Wednesday, Nov. 15)

flier: AP-style preferred

grass roots, grass-roots: the noun is two words; the adjective is formed with a hyphen

home page: this is two words

Professional REWARD\$: always use the dollar sign (\$) in place of the 'S' in REWARD\$. NOTE that REWARD\$ is in ALL caps.

Percentages: If using the number in a pull out, a bullet, or a headline use %. In narrative copy, use percent (spelled out).

Quality First: Whenever writing about Quality First, you should capitalize the name as it is in a title. When using the title as a header, use the exclamation point (Example: Quality First!). When using the name of the program within a sentence or paragraph or other type of text, only capitalize, and do not use the exclamation point. Do not use italics when writing Quality First in text/narrative formats.

statewide: AP style preferred.

titles: Titles of individuals are not capitalized when they are mentioned after their name and are separated with a comma. Ex: Steven W. Lynn, chair of First Things First. The title is capitalized when it comes before the name (without a comma) First Things First Chair Steven W. Lynn. (Example: Quality First is Arizona's best program. QF is acceptable after using Quality First.)

tribes: should be described as Arizona tribes or tribal communities (more commonly used than tribal nations)—and not capitalized unless they accompany the proper name of the tribe. Each tribe has a proper name and can be located: Arizona Commission of Indian Affairs, www.azcia.gov and Inter-Tribal Council of Arizona, www.itcaonline.com

website: AP-style preferred

HEADINGS

Headings are always written in ALL CAPS, using Calibri

Subheads are title case, using Univers—57 Condensed, or Arial Narrow Bold if the previous font is not available.

PUNCTUATION ON BULLETED LISTS

In a bulleted list, appropriate punctuation should be used.

Complete sentences (example below)

First Things First capitalization guidelines:

- Titles must be capitalized.
- Do not capitalize, except where noted.

Incomplete sentences (example below)

FTF grantees include:

- child care providers enrolled in Quality First;
- early educators participating in T.E.A.C.H; and,
- local hospitals.

Simple list (example below)

Please bring the following:

- ID badge
- Banner
- Folders



PURPOSE

Although the short and long-term future will bring forth unique situations and communication demands, the information presented in the communication framework will do the following:

- 1) Provide the strategic foundation upon which all strategic and tactical communication efforts are based— also known as framing and;
- 2) Provide specific talking points to support that framework.

Moving forward, the following information will help First Things First (FTF) shift the existing framework so that multiple audiences understand FTF's value and purpose; critics are persuaded to relent in their attacks; partners are provided with a strategy and tools to support early childhood; and, FTF's future efforts to ensure the long-term success of its mission are supported.

FRAMING & COMMUNICATION FUNDAMENTALS

Framing

To understand the communication challenges facing FTF, we have to first understand the frames of reference utilized by outside audiences (i.e.: media, community partners). Frame of reference (frames) is a crucial part of the communication process. Storytellers (newspapers, non-profit organizations, corporations, government agencies, consumers, etc.) send messages to their audiences; the frames of reference determine how the audience understands those messages. To understand how an audience hears what the storytellers are saying, we have to understand the frames of reference the storytellers are using to help the audience interpret those messages. People use different frames to understand the same information—these various frames may contradict one another and may lead to very different conclusions. The frame of reference that people use to understand any given set of facts is often determined by the frame of reference used either intentionally or unintentionally by the person delivering the information. Frames of reference are triggered by how the story is initially told and this tends to become the dominant frame for the audience. This is a key point because once a frame of reference is triggered, it can't be turned off—it can only be replaced by another frame.

Communication Fundamentals

Facts that contradict a frame tend to be filtered out of the story or reinterpreted to support the existing frame of reference. Using a particular frame of reference while communicating with others—even if the communication is designed to persuade others and utilizes accurate technical information—only works to reinforce that frame. This happens when organizations or individuals attempt to ‘fight back’ with ‘stronger data.’ If FTF responds to negative frames with data or using merit-based information alone—without regard for the existing framework—FTF will lose because:

If the facts don't fit the existing frame, FTF facts, regardless of accuracy, are discarded.

Show and Tell

You cannot have one without the other. Persuasive communication requires the same balance. Many organizations only tell their story, when the more persuasive approach is to show AND tell it. For example, in response to why FTF programs are important to support:

Tell—We need FTF programs because they help children develop appropriately so they become productive and healthy citizens.

Show and Tell—The job of helping children succeed in school starts the day they're born and FTF gives children the tools to make that happen (tell). It is critical to get to children early because about 80% of a child's critical brain development happens before age 3. FTF literacy programs and access to high quality child care help make the brain connections that lay the foundation for a lifetime (show).

PROACTIVE FRAMING

Context

In a proactive framing effort, FTF is **always** the champion on behalf of children. Proactive framing allows FTF to meet its goal of changing the way a story is presently being talked about (i.e.: helps eliminate the existing negative frame) and establish a preferred frame or a new way in which people talk about FTF.

Frames are NOT talking points—they are fundamental communication components that drive the way we use talking points. To establish any proactive frame, the best approach is for FTF to lead this effort. Specifically, FTF Board, communications and program staff must use these frames on a regular basis and ensure this approach trickles down, via email alerts, printed communication, speeches, etc, to staff and supporters in the field. In other words, this document cannot just be distributed to supporters and expected to be absorbed and established by the grass roots. FTF leadership must establish it and lead with these frames in every form of communication to every audience (media, email alerts, website content, board meeting discussion, etc).

For example: Consider Frame #5. When a national reporter covers early childhood development programs in Arizona and FTF is not contacted, there should be follow up to offer FTF as a future resource. Future stories within national outlets help to establish and then reinforce FTF as an expert. This helps local FTF supporters refer to FTF as a resource/expert locally and provides a frame to drive their local talking points. This also allows FTF non-supporters to hear and see new or revised frames (helping to shift the way people talk about FTF).

In this vein, First Things First should adopt the following proactive frames and communicate the suggested target audience talking points within those frames as much as possible:

FRAME #1

Preferred Frame

First Things First as Champion for children

Frame Execution

FTF needs to be seen as both an advocate for children and for Arizona. We need to both claim the children's issue and insist there are additional values worth considering—like helping children establish a proper foundation for life; majority of FTF dollars are dedicated to local kids and controlled by local communities; accountability through longitudinal studies, etc.

- 1) FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond. Not having FTF programs will limit the success of our children, our schools and our state.
- 2) FTF is a sensible steward of public dollars. FTF—along with its partners —helps kids every day and has the data to prove it. 90 cents of every dollar goes directly to benefit Arizona's kids and those dollars are distributed by local communities - not government bureaucrats - that come together to plan and administer what works best in their area.
- 3) To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.

FRAME #2

Preferred Frame

Critics

Frame Execution

FTF should focus on critics (regardless of audience) who think their priorities are more important than the success of Arizona's children. Whatever their criticism, FTF must bring the conversation back to the fact that Arizona voters created FTF and its mission. Since that time, FTF has worked to fulfill the voters' commitment to the children of Arizona. Without these programs and funding, children will not have the tools they need to succeed in school, and beyond.

- 1) FTF is on the front line making sure children are prepared and ready to learn and succeed.
- 2) FTF supports thousands of children everyday. We invite all critics to see first hand what our programs and services do on the front lines to ensure children have the tools to be ready for school, perform better on tests, and graduate on time.
- 3) We all must come together to address the budget crisis Arizona faces. FTF has offered to be a part of the solution while still remaining committed to serving children with fewer dollars, just like many other organizations.

FRAME #3

Preferred Frame

Children as top priority

Frame Execution

It is crucial that anyone who criticizes FTF programs and services understand that—in doing so—they are not understanding how those programs and services support children and the advancement of our community as a whole (whatever that community might be—local town, school, state, tribe, etc). Critics tend to place blame on parents not ‘doing their job’ or on the FTF establishment itself. In each response FTF must NOT get trapped in the details of these criticisms, but establish a frame which communicates that without support, children who are served by FTF programs and services will lose.

- 1) FTF programs support the success of our children, our schools and our state. Children who do not have access to adequate health and nutrition, mental health services, and will be more likely to commit a violent crime by age 18.
- 2) FTF works in partnership with local communities to ensure children have the tools they need to succeed. Without FTF’s financial support, children and communities are less likely to see their children advance in school, score higher on school readiness tests, and graduate on time.
- 3) Specific local examples of what occurs because of FTF programs.

FRAME #4

Preferred Frame

Use of Data

Frame Execution

Evidence based outcomes and data are powerful when used within proactive frames. FTF has data that reflects who has been served by FTF programs. This helps to reinforce FTF's mission but does not necessarily help to outline the critical nature of early childhood development programs. Organizations that have outcome data or evidence-based data (longitudinal study) vs. just service data can be more persuasive when presenting their relevance. It must then be presented within a particular framework. If this does not occur, the data, no matter how accurate or compelling, will be lost. *In other words, if the facts don't fit the preferred frame, the facts are discarded.* When FTF presents any data, for any story (negative or positive) that data must be included within a particular framework where FTF is the champion—never on its own.

- 1) Children exposed to high quality early childhood programs are 40% less likely to need special education or be held back a grade.
- 2) Only 7% of Arizona residents believe Arizona's children are "very" or "extremely" prepared to learn when they enter kindergarten. FTF works in partnership with the community to support programs to help prepare kids to learn.
- 3) More than 12,000 children benefit from developmental screening to detect possible developmental delays to improve child health and well-being. Without FTF supported programs, Arizona is less likely to see children succeed in school and overcome developmental barriers.
- 4) We must get to children early because about 80% of a child's critical brain development happens before age 3. FTF programs help make early childhood brain connections that lay the foundation for a lifetime. FTF works in partnership with community to help build this foundation for all of Arizona's children.
- 5) Longitudinal data, when available, should be touted as proof that FTF's programs and services work and the funds used to support it have been well spent.
- 6) Tell the story around the state and local use of the money: how much in total; how efficiently those dollars are spent; impact and outcomes of programs supported by FTF dollars.

FRAME #5

Preferred Frame

FTF as the Expert

Frame Execution

Being seen as an expert to all audiences (media, community leaders, providers, local and national organizations) requires regular and consistent interaction with earned media over the long term. Regular visits by the media to FTF-supported programs and services are key to developing and reinforcing this frame. National data supporting the virtues of early childhood development is helpful but not sufficient enough to earn a reputation as an expert. In fact, most media outlets will go directly to the national expert unless FTF establishes itself in this manner over time. To successfully engage national and local press as an expert, FTF must have local data to reinforce national frames about early childhood development programs and services.

- 1) Gather all service data among all FTF programs and when available, offer longitudinal study data to reinforce this.
- 2) Offer regular visits to media, community leaders, etc. to see FTF best practices and pitch the local perspective on national early childhood development stories and/or studies and their impact on the local community.
- 3) Use analogies and comparisons:
 - *When at full tilt, the number of children served by FTF and the quality of the programs and services will dwarf most other initiatives and programs across the country.* (Provide updates on this progress and data to create momentum around FTF growth).
 - *There are stark differences between a unicycle and a racecar. On behalf of all Arizona children, FTF is building itself to be one of the most robust performing systems of services to children in not only the state, but nationally. FTF will help Arizona be a nationally recognized leader for helping its children.*

FRAME #6

Preferred Frame

Responding to Critics

Frame Execution

Anytime a critic presents FTF in a negative manner, FTF must respond as a champion. FTF as the champion that is able to respond to criticism should be a frame clear to almost any audience. To help establish and reinforce this approach, FTF and early childhood supporters should take every opportunity to use the appropriate language to reinforce FTF as champion.

Implicit in any FTF response, is that those who are FOR any of these must also support early childhood:—(*helping kids ASAP, children performing better in school, the reduction of violent crimes, etc*).

- 1) Children must be prepared and ready to succeed on their first day of kindergarten. The tools to make sure this happens exist, and FTF and its partners are using them today to help kids do well in school and graduate on time. *This doesn't happen by way of osmosis; real work must be done now to ensure our children are ready to succeed.*
- 2) FTF works on the front lines every day to provide tools to children to help them perform better in school, graduate on time and stay healthy. Voters spoke overwhelmingly in 2006 and 2010 to support this. We ask people to work in partnership with us to ensure Arizona fulfills its commitment to children. *FTF will continue to build partnerships to provide solutions for children and fulfilling the commitment of the voters. FTF will continue to work/get the job done for kids.*
- 3) Voters spoke and decided dollars should be dedicated to children and the future of Arizona. Since 2006, FTF has acted to provide programs that ensure children have the tools to succeed. Failure to support early childhood means children lose.

FRAME #7

Preferred Frame

Infrastructure as an Asset

Frame Execution

Most people don't understand the complexity of establishing an organization like FTF. Most similar organizations take years to mature in the way they operate and FTF must make this connection and provide audiences with updates on its progress and structures that are in place on behalf of children and families. Infrastructure tends to be noticed only when a problem occurs. When it's working properly, people tend to ignore it. FTF should regularly draw the attention to how FTF is structured as a badge of courage. FTF's structure must be seen as an asset, not a point of criticism. FTF must begin to tell this story.

- 1) Competitive grants distribute FTF dollars to the local community. Applicants must prove what dollars are needed and how they will be used.
- 2) Longitudinal studies are being conducted now by three universities in Arizona to prove they are worth every penny. What other publically funded programs have done that?
- 3) 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed by local communities—not government bureaucrats—that come together to plan and administer what works best in their community. That's good planning!
- 4) FTF grant requirements push communities to work together and avoid duplication and overlap of existing and new services. These grants also require organizations to present anecdotal evidence mid-grant regarding their progress and then provide statistical evidence regarding the outcomes of those programs at the close of the grant program (this is based on a standard statewide form to track outcomes).
- 5) We have ratings for movies, restaurants, hotels, and even video games. Shouldn't parents have the right to understand the same of the places where their children begin their academic career? That's why spending the time on building Quality First has been so critical. FTF should be praised not criticized for spending up front time on this.
- 6) Use analogies and comparisons:

FTF will provide the most robust system of services to children in not only the state but nationally—expecting this to be completed over night is like expecting a child to walk before they crawl. *You wouldn't expect a 5-year old boy to shave, that takes time and proper development. When fully mature, FTF will provide one of the most robust systems of services to children in not only the state but nationally.*

FRAME #8

Preferred Frame

Analogies

Frame Execution

Analogies help people better understand the critical pieces of a story. For example, FTF has consistently talked about how critical early childhood development programs are to children and the success of the state, yet without illuminating this point, it remains one-dimensional.

Tapping into value systems allow people to understand who you are, what you do and why you do it. Giving people real-world examples and things they can relate to is key to telling and selling a story.

For example:

- 1) Not having FTF programs and support is like laces without shoes, one cannot work without the other.
- 2) Separating health care services and education services provided by state agencies from FTF-funded programs is like trying to separate wet from water. Those work hand in hand to ensure all children succeed, and all Arizonans benefits from their success.
- 3) Pitting children's programs against each other is like trying to separate wet from water. It's like asking a teacher to choose between having a chalkboard or chalk or a firefighter choosing between having a ladder and a hose.

REACTIVE FRAMING

Responding to reactive framing will require FTF to keep in mind the fundamentals of proactive framing. Proactive frames above should drive even reactive framing responses whenever possible to help begin to change the way the issue is discussed regardless of the audience or who is being critical of FTF. The difference that is seen between proactive and reactive communication is that in a reactive framing situation, FTF will not be in the position of strength but must still place itself in the champion role or frame the conversation as a response to criticism. This dynamic is exemplified below—that regardless of the specific question, FTF responds to the topic and presents itself as the champion for children.

FRAME #1

Existing Frame

People don't even know what FTF does—seems like they hand out fancy “how to parent” boxes.

Suggested Re-Frame

FTF has acted and fulfilled its commitment to provide solutions to issues important to Arizonans. In the past two years, FTF has touched the lives of more than 33,000 children reaching every county in Arizona and providing more than \$206 million in funding for services like reading programs, access to pediatricians, mental health consultations and preschool and child care, and emergency food supplies. FTF doesn't talk; we act and do what we are supposed to do on behalf of kids.

FRAME #2

Existing Frame

FTF programs are 'extras', not fundamental things needed in tough economic times.

Suggested Re-Frame

Parents don't consider the needs of their children "extra" and neither should others.

Studies have proven that children exposed to high-quality early childhood education:

- 40% less likely to need special education or be held back a grade
- Have better language, math and social skills
- Have better relationships with classmates.
- Score higher in school-readiness tests
- And although the influence of parents and family members are clearly most important, teenagers who had received higher-quality child care were less likely to report engaging in problem behaviors such as arguing, being mean to others and getting into fights.
- 70% less likely to commit a violent crime by age 18

All Arizonans have a shared responsibility in helping Arizona children grow up healthy and ready to succeed.

FRAME #3

Existing Frame

Conflict of interest on FTF Regional Councils

Suggested Re-Frame

This is like saying teachers have a conflict of interest by being in the classroom. FTF Regional Councils are made up of experts in the field. They are volunteers who know their community and the needs of their children best. This dedication and knowledge has helped FTF ensure that 90 cents of every dollar are dedicated to children not administration. We encourage anyone concerned with this issue to speak directly with the local volunteers who run that Regional Council.

FRAME #4

Existing Frame

Why does FTF have so much money? Why hasn't it gone to kids?

Suggested Re-Frame

90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed by local communities, not government bureaucrats. These local leaders come together to plan and administer what works best in their community. This requires a competitive grant application to make sure money is spent wisely and ensures that the people who get the money remain accountable.

ELEVATOR SPEECHES

An elevator speech is a clear, concise bit of communication that can be delivered in the time it takes for a short elevator ride.

The goal is to introduce people to the importance of early childhood and First Things First. Make sure you have a business card to share, so they can follow up with you—and ask for one of theirs!

- Do make your Elevator Speech sound effortless, conversational, and natural.
- Do make it memorable and sincere. Open a window to your personality.
- Don't let your speech sound canned or stilted.
- Do practice your speech. Experts disagree about whether you should memorize it, but you should know your speech well enough so you express your key points without sounding as though the speech was memorized.
- Don't ramble. Familiarizing yourself as much as possible with your speech will help keep you from getting off track.
- Do be warm, friendly, confident, and enthusiastic. A smile is often the best way to show friendliness and enthusiasm, while a strong, firm voice the best way to express confidence.
- Do take it slowly, and pause briefly between sentences.
- Don't rush through the speech. Breathe.
- Do project your passion for what you do.
- Do maintain eye contact with your listener.
- Don't get bogged down with industry jargon or acronyms that your listener may not comprehend.

10 Seconds

First Things First partners with parents and families to help all kids stay healthy and be ready to succeed in school. The mission of First Things First, its programs, services and funding helps this happen.

30 Seconds

The job of helping children succeed in school starts the day they're born. We (or FTF) partner(s) with parents and families to help all kids stay healthy and succeed in school. First Things First programs, services and funding give children the tools to make that happen. All Arizonans have a shared responsibility to help children build a solid foundation for learning because 80% of your brain development is done by age 3. We must harness that potential early and often.

60 Seconds

The job of helping children succeed in school starts the day they're born. We (or FTF) partner(s) with parents and families to help all kids stay healthy and succeed in school. First Things First programs, services and funding give children the tools to make that happen. All Arizonans have a shared responsibility to help children build a solid foundation for learning because 80% of your brain development is done by age 3. We must harness that potential early and often. Most people don't know that 90 cents of every dollar that First Things First has gone directly to help young children and local communities, not bureaucrats. In fact, in my local community FTF has provided <\$XXX> in funding that has allowed <XXX> children to receive <XXX> services. Without this, children would be much less likely to <XXXX>. ADD 10 seconds on statewide LONGITUDINAL DATA WHEN AVAILABLE.

Beyond 60 Seconds

Interested individuals may ask you for additional information. That's great! You should refer them to ReadyAZKids.com, where they can get more information about early childhood and why it's so critical to the success of our kids, and our state!

CORE MESSAGES

Whenever First Things First staff or stakeholders talk about FTF, whether formally or informally, there are three main points that should **always** be communicated:

- 1) First Things First partners with parents and families to help all kids stay healthy and succeed in school.
- 2) The job of helping children succeed in school starts the day they're born, and First Things First gives children the tools to make that happen.

OR

All Arizonans have a shared responsibility to give children a solid start in life because about 80% of your brain development is done by age 3. The mission of First Things First, its programs, services and funding helps this happen.

- 3) All Arizonans have a shared responsibility to help children build a solid foundation for learning because 80% of your brain development is done by age 3. The mission of First Things First, its programs, services and funding helps this happen.

OR

90 cents of every dollar that First Things First has gone directly to help young children and local communities, not bureaucrats.



WEBSITE & E-COMMUNICATIONS

If an organization or individual would like to link TO First Things First from their website, please keep in mind the following:

- Submit the organization’s name, contact information for staff requesting the link to the Webmaster (Tiffany Erickson, Director of Brand Management - terickson@azftf.gov)
- All must link to: www.azftf.gov
- Regional specific organizations can link to the Regional Partnership Council page of their choice — this should be noted on the submission

Graphics

First Things First has a variety of web buttons for partners to use on their websites to link to www.azftf.gov.



Text

The following text may be used to describe FTF on partner organization and grantee websites in addition to, or in lieu of a web button.

You can help prepare our kids, and our state, for success. Visit First Things First.

Submission of Links

The objective of including other organizations on our website is to:

- Build online relationships with the early childhood community members
- Provide quality links (for a variety of audiences) for users
- Build awareness of programs, services and information about early childhood investment

Please submit the following for consideration for inclusion of a link on the FTF website:

- Name of organization
- How its work supports the First Things First mission and vision
- Value the link will provide to visitors of the FTF website
- Contact information of their communications or marketing staff (if known)
- URL

Consideration of Highlighted Programs

Grantees, to be considered for the highlighted program areas, please submit the following:

- Regional Partnership Council serving
- Funding amounts
- Number of children the program serves
- Impact for children – either currently or future
- Narrative on what the program does – in layman’s terms (we will ultimately edit it for web content in communications, but will need a substantial final submission).
- Quotes from participants
- Signed photo/video/testimony releases from all those mentioned or photographed
- Quotes from the grantee
- Quotes from the community (if possible)
- Photos of children (or families) in action participating in the program (getting services).
The quality of this pictures does not need to be high — they will be posted on the web. However, the composition (how the people appear, flash, etc) will need to be of FTF standard.

First Things First finance department will be consulted to ensure the grantee is in compliance with all requirements of their contracts.

SOCIAL MEDIA POLICY

Guidelines For Social Media Participation (Personal: Not Officially on Behalf of FTF)

These guidelines apply to First Things First employees or contractors who create or contribute to blogs, wikis, social networks, virtual worlds, or any other kind of Social Media. Whether you log into Twitter, Yelp, Wikipedia, MySpace or Facebook pages, or comment on online media stories — these guidelines are for you.

While all First Things First employees are welcome to participate in Social Media, we expect everyone who participates in online commentary to understand and to follow these simple but important guidelines. These rules might sound strict and contain a bit of legal-sounding jargon but please keep in mind that our overall goal is simple: to participate online in a respectful, relevant way that protects our reputation and of course follows the letter and spirit of the law.

- 1) Be transparent and state that you work at First Things First. Your honesty will be noted in the Social Media environment. If you are writing about First Things First, or an early childhood partner, use your real name, identify that you work for First Things First, and be clear about your role. If you have a vested interest in what you are discussing, be the first to say so. If you publish content on any website outside of the First Things First and it has something to do with the work you do or subjects associated with the First Things First, use a disclaimer such as this: “The postings on this site are my own and don’t necessarily represent the First Things First’s positions or opinions.”
- 2) Never represent yourself or First Things First in a false or misleading way. All statements must be true and not misleading; all claims must be substantiated.
- 3) Post meaningful, respectful comments — in other words, please no spam and no remarks that are off-topic or offensive.
- 4) Use common sense and common courtesy: for example, it’s best to ask permission to publish or report on conversations that are meant to be private or internal to First Things First. Do not cite vendors, suppliers, clients, citizens, co-workers or other stakeholders without their approval. Make sure your efforts to be transparent don’t violate First Things First’s open meeting laws, privacy and confidentiality standards. If you are unclear on these standards, get clarification before participating in online conversations.
- 5) Stick to your area of expertise and do feel free to provide unique, individual perspectives on non-confidential activities at First Things First.

- 6) When disagreeing with others' opinions, keep it appropriate and polite. If you find yourself in a situation online that looks as if it's becoming antagonistic, do not get overly defensive and do not disengage from the conversation abruptly: feel free to ask the Communications Team for advice and/or to disengage from the dialogue in a polite manner that reflects well on First Things First. *see Response Matrix
- 7) Always be aware of, and adhere to Open Meeting Law.
- 8) Please never comment on anything related to legal matters, litigation, or any parties First Things First may be in litigation with.
- 9) Never participate in Social Media when the topic being discussed may be considered a crisis situation. Even anonymous comments may be traced back to your or First Things First's IP address. Refer all Social Media activity around crisis topics to VP - Communications.
- 10) Be smart about protecting yourself, your privacy, and First Things First's confidential information. What you publish is widely accessible and will be around for a long time, so consider the content carefully. Google has a long memory.

NOTE: Traditional media inquiries must be referred to the VP - Communications.

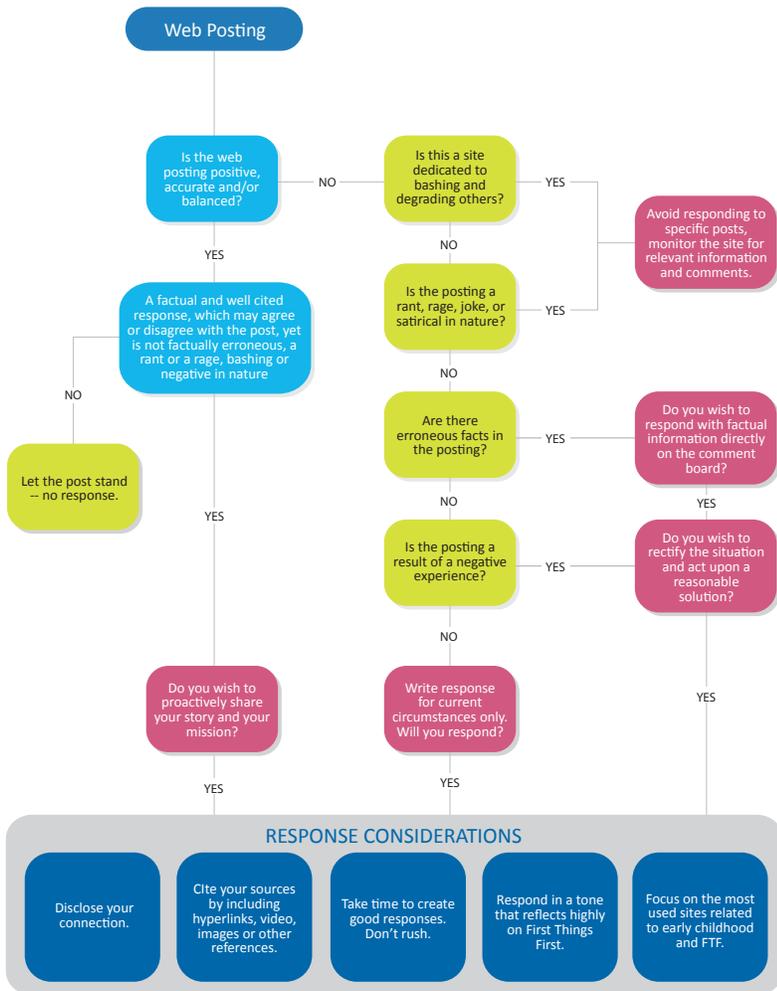
Submission of Photos for Social Media

- Please email photos to the First Things First Social Media Community Manager: terickson@azftf.gov
- Please put PHOTO FOR FB in the subject line
- List all people in the photograph (Left to right)
NOTE: by submitting the photograph to FTF, you are authorizing the photo to be used by FTF and posted on our Facebook page.
- Include pertinent details: Event name, location and which Regional Partnership Council hosted or participated in the event (if applicable)

Submission of Postings for Social Media

- Please send posts for FACEBOOK or TWITTER to the First Things First Social Media Community Manager: terickson@azftf.gov
- Please put: POSTING FOR FB or TWEET in the subject line
- Submit post /tweet in body of email. Be aware of social media policy.
Restrict Tweets to 140 characters

First Things First Social Media Response Assessment
FTF Communications





PENDING

PENDING

TOP 10 PUBLIC SPEAKING TIPS

DO's

- 1) Do remember: You are the expert.
- 2) Do use your own stories—they are more powerful, more authentic, and you will be more comfortable talking about something you know.
- 3) Do time your presentation according to audience expectations and attention span.
Do maintain flexibility—if they told you 10 minutes, prepare for 20 minutes but accept it might only be 5 minutes.
- 4) Do correct yourself if you make a mistake and then keep going. Few people will notice.
Don't keep referencing it or pointing it out.
- 5) Do make eye contact and sweep the audience from side to side.
- 6) Do know your material well enough so that you don't have to read it.
- 7) Do ask if there are questions.
- 8) Do be honest. If you don't know the answer to a question, don't make up answers.
Tell your audience you find out the answers and get back to them.... And then actually do that!
- 9) Do arrive early so that you can see the space and make any last minute adjustments.
- 10) Do take paper and pen to record questions/concerns from the audience.
It demonstrates you are taking their issues seriously.

DON'Ts/ Hostile Audience Techniques

- 1) Don't engage in arguments with your audience. Agree to disagree and move on.
- 2) Don't worry. If things don't go well, remember it's just one battle, not the war.
- 3) Don't speak too long. Judge your audience. 10–15 minutes is usually sufficient.
- 4) Don't worry if you don't cover every point. Use the question and answer session to fill any gaps.
- 5) Don't let your emotions get the best of you—always remain calm and neutral.
- 6) Don't be partisan in your presentation.
- 7) Don't let your nerves overwhelm you, audiences are very forgiving and most understand that public speaking isn't easy.
- 8) Don't feel compelled to use a lectern or podium, they can be a barrier between you and the audience.
- 9) Don't read your notes word for word, use them as a guide not a crutch.
- 10) Don't forget to enjoy yourself!

EVENT CHECKLIST



FIRST THINGS FIRST
The right system for bright futures

Event Checklist

Name of Event: _____

Date of Event: _____

Name: _____

Phone Number: _____

PLANNING	SPEAKER	TABLE / SPONSORSHIP	MEDIA
<input type="checkbox"/> Budget <input type="checkbox"/> Audience <input type="checkbox"/> Venue <input type="checkbox"/> Number of attendees <input type="checkbox"/> Type of invitation <input type="checkbox"/> Admission <input type="checkbox"/> Sponsorship <input type="checkbox"/> Photographer <input type="checkbox"/> Save the date card <input type="checkbox"/> Printed program <input type="checkbox"/> Publicity <input type="checkbox"/> Staffing <input type="checkbox"/> Schedule of activities <input type="checkbox"/> Seating plans/ table schematics <input type="checkbox"/> Rentals (table, chairs, linens,) <input type="checkbox"/> AV and other technical equipment <input type="checkbox"/> Parking / valet <input type="checkbox"/> Signs / Banners <input type="checkbox"/> Décor	<input type="checkbox"/> Bio for introduction <input type="checkbox"/> PowerPoint (CD / Thumbdrive) <input type="checkbox"/> Visual FrameWork <input type="checkbox"/> Name tag <input type="checkbox"/> Business cards <input type="checkbox"/> Collateral <input type="radio"/> Brochures <input type="radio"/> Fact Sheets <input type="radio"/> Briefing Papers <input type="radio"/> Other: _____ _____ <input type="radio"/> Other: _____ _____	<input type="checkbox"/> Name tag(s) for staff and Board/Councils <input type="checkbox"/> Table cloth <input type="checkbox"/> Skirting <input type="checkbox"/> Large sign for event (including carrying case) <input type="checkbox"/> Easel (including carrying case) <input type="checkbox"/> Table sign for information <input type="checkbox"/> Sign up sheet <input type="checkbox"/> Business card bowl <input type="checkbox"/> 5" x 7" plastic sign holder <input type="checkbox"/> Leave Behinds <input type="checkbox"/> Banners <input type="checkbox"/> Supplies (tape, pens, paper, extra nametags, business cards) <input type="checkbox"/> Regional Partnership Councils Map <input type="checkbox"/> Rolling cart <input type="checkbox"/> Collateral <input type="radio"/> Brochures <input type="radio"/> Fact Sheets <input type="radio"/> Briefing Papers <input type="radio"/> Other _____ <input type="radio"/> Other _____	If attending Reporter's name: _____ Outlet: _____ Pitch: _____ Who is being interviewed? _____ _____ <input type="checkbox"/> Contact Communications Director <input type="checkbox"/> Talking Points <input type="checkbox"/> Fact Sheets <input type="checkbox"/> Briefing Paper

Notes: _____

FILE NAME: FTF_EventChecklist.pdf
Located: FTF Intranet/Communications Team Site/Resource Materials/Templates, Tips & Training/Topic: Communications / Marketing GENERAL

WHAT IS A STORY BANK?

A story bank is a collection of narratives outlining the experiences of individuals and their connection to specific services/programs.

WHY BUILD A STORY BANK?

To help make programs or policy issues understandable to a broader group of individuals such as reporters, policymakers or the community/stakeholders at large. Policy makers want and need to hear from their constituents. Additionally, they often request testimony from individuals during legislative hearings to highlight the need to create new or to change existing legislation or justification to increase/decrease/maintain funding. Reporters rely on anecdotes to illustrate/better understand an issue that they are reporting on and/or persuade readers to take a position on that issue.

POTENTIAL IMPACT OF THE STORY BANK

- Be a powerful tool to help protect funding and enhance public perception regarding a particular issue.
- Help to justify an organization as a resource for the media, other advocates, and policy makers.
- Have at the ready anecdotes drawn from the story bank at your own events and in reports or statements you release.
- Provide a persuasive and real-world way in which to enhance and illustrate your arguments to justify issues of funding and/or general support.

HOW DO YOU BEGIN TO BUILD A STORY BANK?

Choose a story that reflects the following:

- 1) A best practice or highly effective/successful program that provides an understandable and direct benefit to the everyday lives of children and/or their families.
- 2) A story that pulls on the heart strings of the community/reporters/public officials and that reflect the necessity of funding/programs.

Once you identify the stories that fit the above referenced components, the following information must be gathered from the children/family related to the potential story:

- Name of the child and/or family and their contact information
 - A short description (4-5 sentences) regarding the best practice (i.e. Quality Rating System), including the FTF program/service (Quality First), how that program has made their life better
- 3) Categorize each story within one of the following categories:
 - Supporting families (Parent Kit, home visitation)
 - Health (oral health, early screening, etc.)
 - Early Care and Education (literacy, child care, etc.)
 - Other

Secure permission from the family of the children to utilize their story. *Obtain a signed consent for each story. These forms are on the Communications Team Site (intranet) under Most Popular.

- 4) Engage the family to explain why you are utilizing their story and answer any questions they might have.
- 5) Ensure each family understands the services they are receiving/information they are accessing (i.e. parent kits, etc) are funded by FTF.
- 6) Ask them why they believe these services are so important and what would occur if they did not have access to these services.
- 7) Record this Q&A on paper for entry in the story bank via the intranet. The Storybanking form is located on the Communications Team Site.

TIPS FOR COLLECTING IMPACTFUL STORIES

Story portrayals should be:

Personal and sympathetic

To make a story more compelling, personal details are important. The following questions should be asked of all story bank participants to help make a story more real: how long they've worked at their present job; how much they spend out of pocket for health/mental health care and child care for their children; the number of children in the family and their ages?

Concise and memorable

You will want specific information beyond the basics (i.e.: why are these services important?). Focus on specifics. Ask each participant the following questions: why are these FTF-funded services important to them, how have they impacted you/children (i.e. what it has meant to have a highly trained and stable professional working with your child), what would occur if these services were eliminated, what would you say to those who want to take away these services?

Credible

It is best if reporters, policymakers, and the general public can easily understand the real world impact of your programs and services. People that reflect this are key to building a successful story bank that is persuasive to multiple audiences. Most often, people will listen to a story in which they can see similarities between the person involved and themselves or their own family members.

Diverse

It is best to have many different people tell stories about the same program/service. While the majority of the stories will and should focus on those benefitting directly from FTF-funded programs, each initiative could be described from different vantage points. For example, oral health care could have stories from Dentists who provide care, children who receive care, teachers who've seen a difference in a child, parents who have seen their child's overall health improve and their out-of-pocket costs for dental-related problems decrease, etc.

MAINTAINING YOUR STORY BANK

- Collect three to five stories for each service category PER REGION. Be sure to gather new stories each quarter and that they reflect the racial, ethnic, gender, religion, etc. diversity of your region.
- Maintain monthly communication with families that provide stories to ensure the information remains accurate.
- Refresh the data of each story on a regular basis to ensure it is current.

STORY BANK QUESTIONNAIRE

- FTF Staff name
- Regional Partnership Council
- Have you received a signed approval? (YES / NO)
- Full Name of Recipient
- Recipient phone
- Recipient address
- Recipient email
- Legislative District
- Short Description (4-5 sentences regarding the best practice (i.e. Quality Rating Systems) that includes the FTF program/service (i.e. Quality First) and how that program made their life better.)
- Category (Supporting families / Health / Early care and Education / Other_____)
- Why are these services important to the recipient?

Frequently, supporting organizations and stakeholders need descriptions of First Things First and its work for a variety of reasons: annual reports, presentations, etc. Please use one of the following summary statements. Please note some require updated Regional Council specific information. For any and all media related needs, such as press releases, please consult the media relations section of this guide for appropriate descriptors.

22 WORDS

First Things First is a statewide organization committed to helping Arizona children five and younger start school healthy and ready to succeed.

45 WORDS

A child's most important developmental years are those leading up to kindergarten. First Things First partners with Arizona parents and communities to help kids five and younger receive the early education, quality healthcare and family support they need to start school healthy and ready to succeed.

..can add at the end (70 words total)

We all share the responsibility to make our state a better place. With First Things First, we can help support the future of Arizona.

119 WORDS

A child's most important developmental years are those leading up to kindergarten. First Things First partners with Arizona parents and communities to help kids five and younger receive the early education, quality healthcare and family support they need to start school healthy and ready to succeed.

Ninety cents of each dollar from First Things First goes directly to helping young children and local communities. In fact, in <LOCAL COMMUNITY>, FTF has provided <\$XXX> in funding that has allowed <XXX> children to receive <XXX> services. Without this funding, children would be far less likely to <XXXX>.

We all share the responsibility to make our state a better place. With First Things First, we can help support the future of Arizona.

189 WORDS

A child's most important developmental years are those leading up to kindergarten. First Things First partners with Arizona parents and communities to help kids five and younger receive the early education, quality healthcare and family support they need to start school healthy and ready to succeed.

A child's brain develops quickly— 90% by the age of five. The mission of First Things First is to ensure all of Arizona's youngest children have the tools they need to succeed in school and in life. Helping our kids build this solid foundation greatly improves their chances for continued learning and growth.

First Things First is already making strides throughout the state. Ninety cents of every dollar from First Things First goes directly to helping young children and local communities. In fact, in <LOCAL COMMUNITY>, FTF has provided <\$XXX> in funding that has allowed <XXX> children to receive <XXX> services. Without this funding, children would be far less likely to <XXXX>.

We all share the responsibility to make our state a better place. With First Things First, we can help support the future of Arizona.

WEB COPY

A child's most important developmental years are those leading up to kindergarten. First Things First is committed to helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed.

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- FTF provides money for early childhood development programs for children in every region of our state such as child care, dental care, access to pediatricians, access to information for parents of newborns, and training for early childhood teachers.
- Our mission is to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on tobacco products. Since it began in 2006, First Things First has provided more than \$200 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.
- You and I both know, getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born.

3. Main Talking Points

- Thank you for your work on the front lines every day to make life better for children. Without you, this work would be that much more difficult.
- There's opportunity for you to be a part of First Things First. You are a critical part of the very pipeline of support our children need.
- We must get to children early because about 80% of a child's critical brain development happens before age 3. Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond. Not having FTF programs will limit the success of our children, our schools and our state.
- In fact, the more interaction with positive learning our children have, the more likely they are to succeed in school, less likely to receive failing grades or be retained/left back, more likely to advance into college and successful careers. They also tend to be healthier and demand less from the public service system.
- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,

- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- FTF does not interfere with parents and families and how they choose to raise their children, but rather we partner with them to provide education and access to healthcare to prepare all children for success.
- National studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Score higher in school-readiness tests
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- We need you to tell others about the good work of FTF. Tell others that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign-up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- FTF provides money for early childhood development programs for children in every region of the state like child care, dental care, early literacy programs for children and families, mental health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.
- Our mission is to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- This is the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.
- You and I both know, getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born.

3. Main Talking Points

- We must get to children early because about 80% of a child's critical brain development happens before age 3. Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond. Not having FTF programs will limit the success our children, our schools and our state.
- Early childhood development is education, literacy and getting young children prepared for school. It means making sure children have access to adequate health and nutrition, mental health and language skills. It's for ALL parents and ALL of their young children.

- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby’s early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
 - Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates
 - More likely to advance into college and successful careers
 - Score higher in school-readiness tests
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.
- Thank you for your work on the front lines every day to make life better for children. Without you, this work would be that much more difficult. You are a critical part of the very pipeline of support our children need.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the two following statements:

- We need you to tell others about the good work of FTF. Tell others that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help ensure that foundation remains in place.
- Please complete and turn in the sign-up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email alerts at www.azftf.gov/alerts .

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Fulfilling a Commitment to Arizona's Children
Early Childhood Coalition Factsheet

First Things First (FTF) works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. ~~Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time.~~ In fact the job of helping children succeed in school starts the day they're born. First Things First provides funding for early childhood education and health programs for children in every region of the state like child care, dental care, early literacy programs for children and families, mental health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.

Since it was created in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and administer what works best in their community. With this resource, each region can fund local programs that meet local needs. FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.

Did you know?

- More than 30% of Arizona's young children are under-immunized and unprotected.
- 31% of children ages 2-4 in Arizona have untreated tooth decay. This compares to 16% nationwide.
- Children exposed to high-quality early childhood education are 40% less likely to need special education or be held back a grade.

A Strong Start

Research tells us that because about 80 percent of a child's brain development happens before the age of three, Early learning and development lays the foundation for a lifetime of success. Research also tells us that early education, access to adequate health and nutrition, and mental health and literacy skills are important for ALL young children. FTF is completely voluntary. It is important to have developmental screenings and immunizations, as well as high-quality early learning experiences so that children have a greater chance at school success. National studies show that children exposed to high-quality early childhood education:

- Are 40% less likely to need special education or be held back a grade
- Are 70% less likely to commit a violent crime by age 18
- Have better language, math and social skills, and better relationships with classmates
- More likely to advance into college and successful careers
- Score higher in school-readiness tests

FILE NAME: Coalition_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship to First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- The mission of FTF is to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed.
- FTF helps to do this by providing money for early childhood development programs for children in every region of our state such as expanding access to and affordability of Preschool, continuing education for teachers, expansion of Head Start for children not eligible under federal criteria, parent education, dental care, early literacy programs for children and families, access to pediatricians, access to information for parents of newborns, and improving the quality of child care.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children helping to ensure they can succeed in school.

3. Main Talking Points

- The job of helping children succeed in school starts the day they're born. FTF programs and money provide children with the tools they need to start out on the right path so they arrive on the first day of school ready to learn and succeed.
- All Arizonans have a shared responsibility to help Arizona children grow up healthy and ready to succeed.
- We all know that if we want Arizona's grade schools and high schools to be successful, programs supported by FTF are critical to the children, parents and teachers and staff of our school districts—because early childhood programs give children a solid foundation upon which they can build.

- Did you know that children exposed to high-quality early childhood education are 40% less likely to need special education or be held back a grade?
- Obedience and academic problems among those who received low-quality care in their first 4-1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties—a fact based on a 19-year longitudinal study of 1,300 children funded by the National Institute of Child Health and Human Development.
- No matter whom we talk to, elementary school teachers, followed by school counselors/psychologists, are the most trusted sources of information about early childhood development issues.
- So what you say and recommend to parents and the community about the early years of learning—and how FTF can help—is so critical.
- We all must remind people that it is critical to get to children early because about 80% of a child’s critical brain development happens before age 3 (90% by age 5). Programs that help make the brain connections made during this time lay the foundation for a lifetime of learning in and outside of school.
- National studies show that children exposed to high-quality early childhood education:
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Have better cognitive and sensory skills and experience less anxiety.
 - Score higher in school-readiness tests
- To help prove FTF programs are successes and worth every dollar spent, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services. This will help to support outcomes already seen by FTF.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby’s early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.

- Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- For those that are concerned about too much government involvement, please know that FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.
- Without FTF, these outcomes are less likely to continue. Children will not be provided the tools they need to succeed and parents will have fewer options to raise their children in the way they think is best.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- Remember, YOU ALL are the most trusted voices; we need you to tell others about the good work of FTF. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign-up sheet before you leave. We’d love to have you be a part of the FTF family. We need your help to ensure FTF can maintain and expand its outcomes and demonstrate the long-term value of and investment in early childhood programs.
- Stay connected with FTF on our website at www.azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: A critical foundation for school success
K-12 Factsheet

First Things First (FTF) works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. FTF helps to do this by providing money for early education and health programs for children in every region of our state, such as expanding access to and affordability of preschool, continuing education for teachers, parent education, dental care, early literacy programs for children and families, access to pediatricians, and improving the quality of child care.

Since it was created in 2006, First Things First has provided more than \$206 million in funding to children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state who come together to plan and administer what works best in their community. FTF represents the first time in Arizona history where early childhood programs have a reliable source of funding, helping our state to fulfill its commitment to our youngest children to ensure they succeed in school and in life.

A Strong Start
Research tells us that because about 80 percent of a child's critical brain development happens before the age of three, learning that helps make the brain connections during this time lays the foundation for a lifetime. It's for that reason that FTF invests in programs that provide children with the tools they need to start out on the right path so they arrive on the first day of school ready to succeed.

First Things First provides families with options for high-quality early learning programs and early childhood healthcare. It is completely voluntary. It is important to have access to developmental screenings and immunizations, as well as high-quality early learning experiences so that children have a greater chance at school success. National studies show that children exposed to high-quality early childhood education:

- Have better language, math and social skills;
- Have better relationships with classmates;
- Have better cognitive and sensory skills and experience less anxiety; and
- Score higher in school-readiness tests

The more interaction with positive learning our children have, the more likely they are to:

- Perform better in school;
- Have higher graduation rates; and

Did you know that children exposed to high-quality early childhood education are **40%** less likely to need special education or be held back a grade?

According to a study funded by the National Institute of Child Health and Human Development, obedience and academic problems among those who received low-quality care in their first 4 1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties.

FILE NAME: K-12_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship to First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- As you know, First Things First provides money and support for early childhood development programs for children in every region of the state such as access to child care, dental care, pediatricians, access to information for parents of newborns, support for child care professionals, improving the quality of child care, and home visitation.
- Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona. 90 cents of every dollar goes directly to benefit Arizona's youngest children.
- Our mission is to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.
- Because of your early support, FTF exists and thousands of children have benefited—thank you!
- Many of you have continued to work with us as partners, grantees, and supporters. We want and need that to continue.

3. Main Talking Points

- If we want Arizona's grade schools and high schools to be successful, then we must send them children who are ready to succeed.
- We must get to children early because about 80% of a child's critical brain development happens before age 3. Programs that help make the brain connections during this time lay the foundation for a lifetime.
- For children to be successful in school and beyond, they must start out on the right path. FTF programs give children the tools for a solid start in life.
- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - Have better language, math and social skills, and better relationships with classmates.

- Score higher in school-readiness tests and have higher graduation rates and are more likely to attend college.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains information about healthy parenting practices and how to support their baby’s early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
 - Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- FTF programs and services provide children with the tools they need to succeed.
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- You were there at the beginning. We need you to tell others about the good work of FTF. Tell them that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your continued support can help build that foundation.
- Please fill out the sign-up sheet before you leave.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- Early childhood development is quality child care, dental care, early literacy programs for children and families, mental health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.
- FTF provides our children with the tools they need to succeed through their early childhood development programs offered in every region of the State. FTF programs also give parents the tools they need so they can better raise and prepare their own children.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- This is the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.
- We all know, getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born.

3. Main Talking Points

- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates
 - More likely to advance into college and successful careers
 - Score higher in school-readiness tests

- We must invest in early childhood development because:
 - The experiences of children in their first days, weeks, months, and years determine whether their brain develops in ways that promote positive future learning, behavior, and health.
 - About 80% of a child’s critical brain development happens before age 3 (90% by age 5). Programs that help make the brain connections made during this time lay the foundation for a lifetime.
 - By the age of 3, the average middle-class child knows 1100 words, compared with a disadvantaged child’s vocabulary of only 480 words.
 - Although the influence of parents and family members are clearly most important, teenagers who had received higher-quality child care were less likely to report engaging in problem behaviors such as arguing, being mean to others and getting into fights.
- FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby’s early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
 - Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.

- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.
- Without FTF, these outcomes are less likely to continue. Children will not be provided the tools they need to succeed and families will have fewer education and health options to raise their children in the way they think is best.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the two following statements:

- We need you to tell others about the good work of FTF. Tell others that for children to be successful in school and beyond, they must start out on the right path, with loving and nurturing parents and community resources to help them thrive. In addition to caring parents, early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign-up sheet before you leave.
- Stay connected with FTF on our website at azftf.org or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Fulfilling its Commitment to Helping Families Thrive
Faith Factsheet

First Things First (FTF) works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. ~~Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time.~~ In fact, the job of helping children succeed in school starts the day they're born. Although loving and nurturing parents are the first step, community resources can help them thrive. First Things First provides funds for early education and health programs for children in every region of the state like child care, dental care, early literacy programs for children and families, mental health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.

Since it was created in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and administer what works best in their community. With this resource, each region can fund local programs that meet local needs. FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.

A Strong Start

Research tells us that because about 80 percent of a child's critical brain development happens before the age of three, learning that helps make the brain connections during this time lay the foundation for a lifetime. We know the importance of education, literacy and access to adequate health and nutrition, mental health and language skills for ALL young children. It is important to have access to developmental screenings and immunizations, as well as high-quality early learning experiences so that children have a greater chance at school success. National studies show that children exposed to high-quality early childhood education:

- Are 40% less likely to need special education or be held back a grade
- Are 70% less likely to commit a violent crime by age 18
- Have better language, math and social skills, and better relationships with classmates
- More likely to advance into college and successful careers
- Score higher in school-readiness tests

Did you know?

- **About 80% of a child's critical brain development happens before age 3** (90% by age 5). Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- Although the influence of parents and family members are more important, teenagers who had received higher-quality child care were less likely to report engaging in problem behaviors such as arguing, being mean to others and getting into fights.

FILE NAME: Faith_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- FTF provides money for early childhood development programs for children in every region of our state such as early literacy programs, child care, dental care, mental health consultation, child care health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.

3. Main Talking Points

- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- The job of helping children succeed in school starts the day they're born. FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond.
- All Arizonans have a shared responsibility in helping Arizona children grow up healthy and ready to succeed.
- We must get to children early because about 80% of a child's critical brain development happens before age 3. Programs that help make the brain connections made during this time lay the foundation for a lifetime.

- We all know that when you are sick or in pain, it’s hard to learn. Without FTF, fewer children will come to school healthy and prepared to succeed. Children will not be provided with the tools they need to succeed and parents will have fewer education and health options to raise their children in the way they think is best.
- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Have better cognitive and sensory skills and experience less anxiety.
 - Score higher in school-readiness tests
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.
- What we do know already is that in Arizona specifically, across all audiences, Elementary School Teachers, followed by School Counselors/Psychologists, are the most trusted sources of information about early childhood development issues.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby’s early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,

- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- We need you to tell others about the good work of FTF. Tell others that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign-up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Fulfilling its Commitment to Helping Families Thrive
Faith Factsheet

First Things First (FTF) works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. ~~Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time.~~ In fact, the job of helping children succeed in school starts the day they're born. Although loving and nurturing parents are the first step, community resources can help them thrive. First Things First provides funds for early education and health programs for children in every region of the state like child care, dental care, early literacy programs for children and families, mental health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.

Since it was created in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and administer what works best in their community. With this resource, each region can fund local programs that meet local needs. FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.

A Strong Start

Research tells us that because about 80 percent of a child's critical brain development happens before the age of three, learning that helps make the brain connections during this time lay the foundation for a lifetime. We know the importance of education, literacy and access to adequate health and nutrition, mental health and language skills for ALL young children. It is important to have access to developmental screenings and immunizations, as well as high-quality early learning experiences so that children have a greater chance at school success. National studies show that children exposed to high-quality early childhood education:

- Are 40% less likely to need special education or be held back a grade
- Are 70% less likely to commit a violent crime by age 18
- Have better language, math and social skills, and better relationships with classmates
- More likely to advance into college and successful careers
- Score higher in school-readiness tests

Did you know?

- About 80% of a child's critical brain development happens before age 3 (90% by age 5). Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- Although the influence of parents and family members are more important, teenagers who had received higher-quality child care were less likely to report engaging in problem behaviors such as arguing, being mean to others and getting into fights.

FILE NAME: Medical_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of First Things First

- FTF provides money for early childhood development programs for children in every region of our state such as child care, dental care, access to pediatricians, access to information for parents of newborns, support for child care professionals, improving the quality of child care, home visitation, and education for doctors about their youngest patients.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, that come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have an ongoing source of money, helping our state to fulfill its commitment to our youngest children.
- Consistent and reliable funding helps to support the short and longer-term success of early childhood programs and related evidenced based outcomes.

3. Main Talking Points

- The job of helping children succeed in school starts the day they're born. FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond.
- We must get to children early because:
 - About 80% of a child's critical brain development happens before age 3 (90% by age 5). Programs that help make the brain connections made during this time lay the foundation for a lifetime.
 - By the age of 3, the average middle-class child knows 1100 words, compared with a disadvantaged child's vocabulary of only 480 words.
 - The experiences of children in their first days, weeks, months, and years determine whether their brain develops in ways that promote positive future learning, behavior, and health.

- Obedience and academic problems among those who received low-quality care in their first 4 1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties—a fact that will be published in the May-June 2010 issue of the journal *Child Development*, based on a 19-year longitudinal study of 1300 children funded by the National Institute of Child Health and Human Development.
- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- National studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Have better cognitive and sensory skills and experience less anxiety.
 - Score higher in school-readiness tests
- To help mirror national studies and provide hard data that FTF programs are a success, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services. This will help to validate outcomes already seen by FTF.
- Ensuring our early childhood programs are high quality cannot happen without our institutions of higher education. The majority of staff within the early childhood field need some type of continuing education or specialized training that will aide them in providing quality education, health and care to all of Arizona’s children. Hand in hand, the thousands of statewide early childhood staff and institutions of higher education can help contribute to FTF’s success.
- In Arizona specifically, University Researchers are one of the most trusted sources of information about early childhood development issues.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby’s early learning;

- Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
- Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- Without FTF, these outcomes are less likely to continue. Children will not be provided the tools they need to succeed and parents will have fewer education and health options to raise their children in the way they think is best.
- All Arizonans have a shared responsibility in helping Arizona children grow up healthy and ready to succeed.
- FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- We need you to tell others about the good work of FTF. Tell others that for children to be successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign-up sheet before you leave. To ensure FTF continues its work and the support it provides to many organizations and institutions that monitor the value and investment of these programs, we need your help.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email alerts at www.azftf.gov/alerts .

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: An outcomes-based approach for school and career success
Researchers Factsheet

School readiness is the result of opportunities and experiences, good health and social and emotional development. The key to meeting the school readiness challenge is clear: ***The earlier we begin the better.*** First Things First (FTF) works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. FTF does this through providing funding for early childhood development programs for children in every region of our state. These programs include a range of early childhood interventions such as quality child care, access to dental care and pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.

Since it was created in 2006 by implementing an 80-cent per pack tax on cigarettes, First Things First has provided more than \$206 million in funding to children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state. With this resource, each region can fund local programs that meet local needs.

Did you know?
According to a study funded by the National Institute of Child Health and Human Development, obedience and academic problems among those who received low-quality care in their first 4 1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties.

First Things First represents the first time in Arizona history where early childhood development programs have a consistent and reliable source of funding, helping our state to fulfill its commitment to our youngest children and supporting the short and longer-term success of early childhood programs and related evidenced based outcomes.

A Strong Start
Advances in brain science tell us that approximately 80 percent of a child's brain development occurs by the age of five, and that the quality of a child's experiences during these first five years can greatly impact the development of healthy brain structures. The experiences of children in their first days, weeks, months, and years determine whether their brain develops in ways that promote positive future learning, behavior, and health. It is important to have access to developmental screenings and immunizations, as well as high-quality early learning experiences so that children have a greater chance at school success. National studies show that children exposed to high-quality early childhood education:

- Are 40% less likely to need special education or be held back a grade;
- Have better language, math and social skills, and better relationships with classmates;
- Have better cognitive and sensory skills and experience less anxiety;
- Score higher in school-readiness tests; and
- Are 70% less likely to commit a violent crime by age 18

FILE NAME: Researchers_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

IN PROGRESS

PROGRESS

IN PROGRESS

FACT SHEET

IN PROGRESS

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of FTF

- FTF provides our children with the tools they need to succeed through early childhood development programs offered in every region of the state. FTF offers competitive grants that are used to support increasing access to quality child care, dental care, access to pediatricians, access to information for parents of newborns, education for doctors about their youngest patients, early literacy programs, and continuing education for teachers.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.

3. Main Talking Points

- FTF does not interfere with parents and families and how they choose to raise their children, but rather FTF partners with them to provide education and access to healthcare to prepare all children for success.
- We need to provide our children with the tools they need to succeed. We all know that when you are sick or in pain, it's hard to learn. Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority. Without FTF, fewer children will have the tools to come to school healthy and prepared to succeed.
- Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born.

- Engaging children as early as possible is critical because about 80% of a child's brain development happens before age 3. Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- Studies show that children exposed to high-quality early childhood education:
 - Although the influence of parents and family members are clearly more important, teenagers who had received higher-quality child care were less likely to report engaging in problem behaviors such as arguing, being mean to others and getting into fights.
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Score higher in school-readiness tests
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,
 - 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
 - 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,

- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- Without FTF, these outcomes are less likely to continue; and children will not be provided the tools they need to succeed.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- As mothers, sisters, aunts and daughters you are trusted within your families and communities. Tell others that for children to succeed in school, it starts the day they are born. With loving and nurturing parents as a start, and community resources to help them thrive, early childhood programs give children a foundation upon which they can build. Your support can help ensure that the reliable source that exists to build that foundation remains in place.
- Please complete and turn in the sign-up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email alerts at www.azftf.gov/alerts.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Ready for School. Set for life.
Women's Organization 1 Fact Sheet

First Things First works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born. Through FTF, Arizona provides parents with the tools and information they need to help their children succeed and with options so they can raise their children in the way they think is best.

Since it was created by in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to programs that benefit children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and administer what works best in their community through competitive grants. With this resource, each region can fund local programs that meet local needs.

First Things First Results to Date

To help prove these programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services. Some examples of the ways FTF programs are helping children acquire the tools they need for a solid start include:

- Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
- 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
- Almost 30,000 Arizona children are receiving improved childcare from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
- Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.

Without FTF, these outcomes - which have been made possible because of FTF resources - are less likely to continue; and children will not be provided the tools they need to succeed.

FILE NAME: Women1_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign-up sheet.

2. Introduction of FTF

- FTF provides money for early childhood development programs for children in every region of our state, such as expanding access to and affordability of Preschool, continuing education for teachers, early literacy programs, child care, dental care, mental health consultation, child care health consultation, emergency food supplies, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.
- FTF was created by Proposition 203, which placed an 80 cents per-pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.

3. Main Talking Points

- We all know that when you are sick or in pain, it's hard to learn. Without FTF, fewer children will come to school healthy and prepared to succeed and children will not be provided with the tools they need to succeed.
- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- The job of helping children succeed in school starts the day they're born. FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond.
- All Arizonans have a shared responsibility in helping Arizona children grow up healthy and ready to succeed.

- We must get to children early because about 80% of a child's critical brain development happens before age 3. Programs that help make the brain connections made during this time lay the foundation for a lifetime.
- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - Have better language, math and social skills, and better relationships with classmates.
 - Have better cognitive and sensory skills and experience less anxiety.
 - Score higher in school-readiness tests
 - Obedience and academic problems among those who received low-quality care in their first 4 1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties—a fact that is based on a 19-year longitudinal study of 1,300 children funded by the National Institute of Child Health and Human Development.
- To help prove FTF programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services.
- What we do know already is that in Arizona specifically, across all audiences, Elementary School Teachers, followed by School Counselors/Psychologists, are the most trusted sources of information about early childhood development issues. Telling others to trust their insight is critical to successfully spreading the word about how critical FTF programs are to all children.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
 - Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
 - Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,

- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- Without FTF, these outcomes are less likely to continue; and children will not be provided the tools they need to succeed and parents, grandparents, and guardians will have fewer education and health options to raise their children in the way they think is best.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- As mothers, sisters, aunts and daughters you are trusted within your families and communities and we need you to tell others about the good work of FTF. Tell others that for children to be healthy and successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov/alerts.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Ready for School. Set for life.
Women's Organization 2 Fact Sheet

First Things First works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born. Through FTF, Arizona provides parents with the tools and information they need to help their children succeed and with options so they can raise their children in the way they think is best.

Since it was created by in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to programs that benefit children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and administer what works best in their community through competitive grants. With this resource, each region can fund local programs that meet local needs.

First Things First Results to Date

To help prove these programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services. Some examples of the ways FTF programs are helping children acquire the tools they need for a solid start include:

- Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
- 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
- Almost 30,000 Arizona children are receiving improved childcare from better-trained teachers in more nurturing, literature-rich learning environments; this is called **QUALITY FIRST**.
- Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.

Without FTF, these outcomes - which have been made possible because of FTF resources - are less likely to continue; and children will not be provided the tools they need to succeed.

FILE NAME: Women2_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

TALKING POINTS

1. Your Introduction

- State who you are, the organization you are with, and your connection/relationship with First Things First.
- Distribute any literature you've brought with you, including the sign up sheet.

2. Introduction of FTF

- First Things First provides money for early childhood development programs for children in every region of our state such as expanding access to and affordability of Preschool, continuing education for teachers, early literacy programs, emergency food supplies, child care, dental care, mental health consultation, child care health consultation, access to pediatricians, access to information for parents of newborns, and education for doctors about their youngest patients.
- FTF was created by Proposition 203, which placed an 80-cents per pack tax on cigarettes. Since it began in 2006, First Things First has provided more than \$206 million in funding to children and their parents throughout Arizona.
- 90 cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local communities, not government bureaucrats, who come together to plan and administer what works best in their community.
- FTF represents the first time in Arizona history, where early childhood development programs have a reliable source of money, helping our state to fulfill its commitment to our youngest children.

3. Main Talking Points

- National studies show that early childhood investments save taxpayers money. Investing in these programs benefits society in the long-term through reduced crime costs, less welfare dependency, and a more productive citizenry.
- Nearly 70% of police chiefs, sheriffs, and prosecutors say that providing more educational programs for young children is the most effective strategy to reduce youth violence and crime.
- Studies show that children exposed to high-quality early childhood education:
 - 40% less likely to need special education or be held back a grade
 - 70% less likely to commit a violent crime by age 18
 - Have better language, math and social skills, and better relationships with classmates.
 - Have better cognitive and sensory skills and experience less anxiety.
 - Score higher in school-readiness tests

- Obedience and academic problems among those who received low-quality care in their first 4 1/2 years of life persisted through their 15th birthdays, suggesting the potential for lifelong difficulties—a fact that is based on a 19-year longitudinal study of 1,300 children funded by the National Institute of Child Health and Human Development.
- The job of helping children succeed in school starts the day they're born. FTF programs and money provide children with the tools they need to start out on the right path so they can be successful in school and beyond. This is critical because:
 - 80% of a child's critical brain development happens before age 3.
 - Programs that help make the brain connections made during this time lay the foundation for a lifetime.
 - The experiences of children in their first days, weeks, months, and years determine whether their brain develops in ways that promote positive future learning, behavior, and health.
- Quality healthcare is a vital component of any successful early childhood development program. First Things First has made access to health care for young children a priority.
- All Arizonans have a shared responsibility to help Arizona children grow up healthy and ready to succeed.
- To help prove FTF programs are successful and worth every penny in Arizona, FTF is partnering with the three public universities in the state on a longitudinal study to evaluate FTF programs and services.
- What we do know already is that in Arizona specifically, across all audiences, Elementary School Teachers, followed by School Counselors/Psychologists, are the most trusted sources of information about early childhood development issues. Telling others to trust their insight is critical to successfully spreading the word about how critical FTF programs are to all children.
- Here are some of the outcomes made possible by FTF since it began:
 - Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
 - 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;

- Almost 30,000 Arizona children are receiving improved child care from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
- Almost 9,300 families have received home-based services to strengthen their families and support their child’s early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 food boxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.
- Without FTF, these outcomes are less likely to continue; and children will not be provided the tools they need to succeed and parents, grandparents, and guardians will have fewer education and health options to raise their children in the way they think is best.

4. Call to Action

Always close with an “ask” or request of your audience to do something on behalf of FTF, specifically communicate the three following statements:

- As parents and grandparents you are trusted within your families and communities and we need you to tell others about the good work of FTF. Tell others that for children to be healthy and successful in school and beyond, they must start out on the right path. Early childhood programs give children a solid start in life and a foundation upon which they can build. Your support can help build that foundation.
- Please complete and turn in the sign up sheet before you leave. We’d love to have your active support to spread the word about what we are doing and we’d love to have you be a part of the FTF family.
- Stay connected with FTF on our website at azftf.gov or ReadyAZKids.com. Sign up for regular email updates at www.azftf.gov.

FACT SHEET



FIRST THINGS FIRST
Ready for School. Set for Life.

First Things First: Ready for School. Set for life.
Women Parents and Grandparents Fact Sheet

First Things First works to make sure every child in Arizona comes to school on their first day of kindergarten healthy and prepared to succeed. Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they're born. Through FTF, Arizona provides parents with the tools and information they need to help their children succeed and with options so they can raise their children in the way they think is best.

Since it was created by in 2006 by implementing an 80 cent per-pack tax on cigarettes, First Things First has provided more than \$206 million in funding to programs that benefit children and parents throughout Arizona. Ninety cents of every dollar goes directly to benefit Arizona's youngest children and those dollars are distributed to local community stakeholders in 31 regions of the state - not government bureaucrats - who come together to plan and determine what works best in their community through competitive grants. With this resource, each region can fund local programs that meet local needs.

First Things First Results to Date

To help prove these programs are successful and worth every penny, FTF is partnering with the three public universities in Arizona on a longitudinal study to evaluate FTF programs and services. Some examples of the ways FTF programs are helping children acquire the tools they need for a solid start include:

- Almost 12,000 children who would have had nowhere else to go have been able to remain in child care while their parents work, look for work, or prepare themselves for work;
- 64,000 parents of newborns have received an Arizona Parent Kit before they leave the hospital. The kit contains critical information about healthy parenting practices and how to support their baby's early learning;
- Almost 30,000 Arizona children are receiving improved childcare from better-trained teachers in more nurturing, literature-rich learning environments; this is called QUALITY FIRST.
- Almost 9,300 families have received home-based services to strengthen their families and support their child's early learning and health; and,
- 330,000 children will benefit from training to physicians on the specific needs of young children so that they are better able to identify developmental concerns and refer parents to the appropriate services to address those concerns.
- 66,000 children benefit from child care health consultants who help early caregivers create healthy, safe learning environments; and,
- Almost 137,000 foodboxes were distributed (2.5 million pounds of food) to help families with children five and younger have access to nutritious food.

Without FTF, these outcomes - which have been made possible because of FTF resources - are less likely to continue; and children will not be provided the tools they need to succeed.

Laying the foundation for school success

Research tells us that because about 80 percent of a child's critical brain development happens before the age of three, learning that helps make brain connections during this time lays the foundation for a lifetime. The experiences of children in their first days, weeks, months, and years determine whether their brain develops in

FILE NAME: Women_Parents_FactSheet.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets



WHEN THE PRESS CALLS....FOR REGIONAL COUNCIL STAFF

NEVER answer a reporter without preparation!

Tell the reporter you are happy to help them, but must call back. If the media EMAILS you, please forward to your community outreach liaison.

During the initial call, ask:

- Reporter's deadline:
- Name of reporter (get the spelling if unsure):
- Media outlet they work for:
- Phone number / email address:
- Time of phone call:
- What do you need answered / comments on?

DON'T FORGET TO CALL BACK

If Regional Council specific - Contact your Community Outreach Coordinator, and they will coordinate with our statewide media team and VP - Communications, Liz Barker Alvarez // lbarker@azftf.gov

If First Things First in general—contact VP - Communications via email—in the subject line add MEDIA CALL—and in the body of the email list out the answers to the questions above.

If leaving a voicemail for Liz Barker Alvarez (602.771.5063 or 602.769.4326), please leave the answers to the questions as well.

If your community outreach liaison has not responded within 30 minutes, contact let Liz Barker Alvarez and let her know. If you can't contact Liz, contact Tiffany Erickson, 602.771.5022.

Chain of Command:

- Outreach Coordinator / Coordinator
- VP - Communications
- Director of Brand Management

The Communications Team will help you frame your response, develop talking points, schedule an interview (when appropriate) or, if applicable, locate the appropriate person to respond.

Some tips to remember:

- Develop only 3 messages for your response.
- Stay on message.
- You are granting the interview—end it whenever you want.
- Record your interview if possible.

WHAT TO DO WHEN THE MEDIA CALLS... FOR STATEWIDE OFFICE STAFF

News reporters may contact you directly regarding information about First Things First, or early childhood development issues for which you are considered an expert. We encourage the development of relationships between individuals and the media.

However, these guidelines are to help you **avoid problems with media calls** if you or ESA receives a call from the media, and to encourage consistent messaging. **If the media EMAILS you—please forward the email to Communications Director (see chain of command below)**

1. DO NOT ANSWER ANY QUESTIONS WITHOUT PREPARATION.

Let the reporter know you would like to HELP them, but must call them back.

2. Ask the reporter the following:

- Reporter’s deadline:
- Name of reporter (get the spelling if unsure):
- Media outlet they work for:
- Phone number / email address:
- Time of phone call:
- What do you need answered / comments on?

Notify the reporter that someone will return his or her call as soon as possible.

3. Begin media response chain of command:

- VP - Communications: via email—in the subject line add MEDIA CALL—and in the body of the email list out the answers to the questions above. If leaving a voicemail, please leave the answers to the questions as well. **If you receive an out of office response—move to 2nd. If you have not received a response within 30 minutes, move on to 2nd.*
- Director of Brand Management: via email - in the subject line add MEDIA CALL—and in the body of the email list out the answers to the questions above. If leaving a voicemail, please leave the answers to the questions as well.

The Communications Team will help you frame your response, develop talking points, schedule an interview (when appropriate) or, if applicable, locate the appropriate person to respond.

Some tips to remember:

- Develop only 3 messages for your response.
- Stay on message.
- You are granting the interview—end it whenever you want.
- Record your interview if possible.

Please let the Communications Division know any time you are contacted by or speak with the media, even if you do not believe the contact will result in a story. Thank you for your cooperation.

WHAT TO DO WHEN THE MEDIA CALLS...GRANTEES

News reporters may contact you directly regarding information about First Things First, or early childhood development issues for which you are considered an expert. We encourage the development of relationship between individuals and the media.

We encourage you to talk to the media about your work. If reporters have specific questions about FTF or why your project was funded, please direct those inquiries to the Communications Team, specifically the Communications Director at lbarker@azftf.gov.

Some tips to remember:

- Develop only 3 messages for your response.
- Stay on message.
- You are granting the interview—end it whenever you want.
- Record your interview if possible.

Please let the Communications Division know anytime you are contacted or speak with the media. Thank you for your cooperation.



News Release
(Date)

Contact: (name)
(Phone number)
(e-mail)

HEADLINE (CENTERED IN BOLD Large Font 16 or 18 point type)
SUBHEAD (CENTERED IN ITALICS 14 point type)

(City) – (Text should be 12 point font) The first paragraph should contain basic information about what is being announced. It should be no more than three sentences. (See sample news release for guidance).

Paragraph two should contain additional details regarding the announcement, event, etc.

Paragraph three should contain a quote from a key participant. You should draft the quote for the person and get their approval for it.

Paragraph four should include additional background information.

Paragraph five should contain a second quote from a key participant.

The final paragraph should include basic information about First Things First. It's acceptable to use what is known as the "boilerplate" in this position. See boilerplate document for information.

NOTE: Depending on what is being announced, it is acceptable to do either a shorter or longer version of the news release.

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FILE NAME: FTF_NewsReleaseTemplate.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets



MEDIA ADVISORY
(Date)

Contact: (name)
(Phone number)
(e-mail)

HEADLINE (CENTERED IN BOLD Large Font 16 or 18 point type)
SUBHEAD (CENTERED IN ITALICS 14 point type)

(City) – Text should be 12 point font. The first paragraph should be a brief introduction of what is happening. This paragraph also should include the most important details of the event. (Use sample media advisory as a guide)

The second paragraph should include additional key information about the event and why it will make a difference in the community.

The third paragraph could have a quote from a key representative involved with the event.

If used, a fourth paragraph should include additional details of the event.

WHAT: List what the event is; be concise and specific.

WHO: List the main people attending or speaking at event (Include their titles or positions)

WHEN: List date and time of event.

WHERE: List where event will take place. Provide an exact address for the location. You may also want to include information specific to the media such as parking instructions)

###

FILE NAME: FTF_MediaAdvisoryTemplate.doc

Located: FTF Intranet/Communications Team Site/Materials/First Things First/FactSheets

First Things First was created in 2006, when Arizona voters—through Proposition 203 ballot initiative—decided to set aside 80 cents from each pack of cigarettes sold in order to fund the expansion of education and health programs for children 5 years and younger. Under the terms of the proposition, decisions about how to best use the funds are made on a per-region basis by 31 councils made up of local leaders. The statewide board—which has final approval of the councils’ recommendations—is responsible for ensuring that the funds are used on programs proven to work at improving outcomes for children.

Dear Grantee,

Congratulations.

A full grantee protocol as it relates to communications and marketing is available on PGMS. There, you will find a full toolkit to aid you in giving credit to First Things First (FTF), logo policy, information on inclusion on the FTF website, and the FTF approval process for marketing materials.

However, you may want to share the news and announce the receipt of your FTF grant and/or grant renewal to the media. All news releases require advance approval from FTF.

Please submit the news release drafts to the First Things First VP - Communications, and allow 5 days for approval.

Contact information: Liz Barker Alvarez, lbarker@azftf.gov

The following are announcement guidelines that will expedite approval:

- First Things First must appear in the first paragraph.
- Text must focus on how the funded services benefit children, not adults or the organization.
- For more information on First Things First visit: azftf.gov must appear at the end of the release.
- Liz Barker Alvarez, VP - Communications, First Things First lbarker@azftf.gov 602.771.5063 must be listed as a media contact for First Things First.
- You may include a quote from the Regional Partnership Council. Please work directly with the Regional Coordinator from the Regional Council.

We encourage you to talk to the media about your work. If reporters have specific questions about FTF or why your project was funded, please direct those inquiries to the Communications Team, specifically the VP - Communications at lbarker@azftf.gov.

Although you do not need permission from FTF to conduct media outreach, in order to avoid conflicts with other FTF programs, you must let the VP - Communications know well in advance that you plan to hold a press conference or briefing.

If you have questions, please contact your grants specialist.

Again, our congratulations. We look forward to working together.

Liz Barker Alvarez, VP - Communications

WHEN SHOULD I WRITE A LETTER TO THE EDITOR?

- If there is a need to respond to a negative story about FTF
- To reinforce a positive story in the newspaper
- To inform readers about the good work FTF is doing
- To thank FTF for making a difference in your community

WHAT ARE THE RULES FOR LETTERS TO THE EDITOR?

Guidelines vary for each publication. Most newspapers have rules available on their website. Check with your local newspaper to see:

- How many words are allowed for a letter
- Deadlines for submission to the newspaper
- Other qualifications such as how often you are allowed to submit a letter

Tips for writing the letter:

- Organize your thoughts
- If responding to an article, re-read the article before starting your letter
- Use short concise sentences
- Avoid clichés, catch phrases and “wordy” language
- Get to your points quickly
- Just because you are allowed 200 words doesn’t mean you have to use them all.

Final preparations for submitting a letter:

- Read it at least three times before submitting
- Have a friend or independent party read the letter and get their thoughts.
Did they understand the main points you were trying to make?
- Check the spelling
- Correct grammatical errors
- Fact check the letter to make sure everything is accurate

There are usually three ways to submit a letter: by regular mail, e-mail or by FAX. E-mail is the quickest way to submit a letter, and usually this is the preferred method. Newspapers receive many letters. Submitting one does not guarantee it will be published.

WHAT IS AN OP-ED?

An “Op-Ed” is similar to a Letter to the Editor. It is an opinion editorial column written by a person of authority or stature such as a lawmaker, community leader, business executive, etc. Op-Ed’s are longer than letters to the editor and contain more detailed information.

Op-Eds are written to give the author’s point of view on a particular topic, often in response to a recent newspaper article. They can also be written to support a cause such as a local bond election.

Depending on the publication, an Op-Ed piece also might be referred to as a “My Turn” column, a guest editorial, “Other Viewpoints” etc. Check with your local publication for the specific name for its version of the Op-Ed.

WHAT ARE THE RULES FOR OP-EDS?

Guidelines vary for each publication. Most newspapers have rules available on their Web site. Check with your local newspaper to see how many words are allowed for an op-ed. Typically the word count ranges from 500 to 750 words, which is more than double a letter to the editor.

Determine the deadline for submission to the newspaper. Also, find out if there are other qualifications for submitting an op-ed.

WHAT ARE SOME HELPFUL TIPS FOR WRITING AN OP-ED?

- Organize your thoughts. Know what you want to say and how you're going to say it.
- If you are responding to a recent article, determine what you are going to challenge or refute.
- Have facts and other information to back up your points.
- Use short concise sentences.
- Avoid clichés, catch phrases and verbose language.
- Watch your word count. If you are allowed 500 words for an Op-Ed, stay around 480. The newspaper will likely edit your piece. By staying under the maximum word count, you have a better chance of getting your entire op-ed placed into the newspaper.
- Make sure it stands out. Give the newspaper a reason for wanting to publish your piece.

WHAT FINAL STEPS SHOULD I TAKE BEFORE SUBMITTING THE OP-ED FOR PUBLICATION?

- Read it at least three times before submitting
- Have an independent party read it to get their thoughts
- Double check the spelling
- Correct grammatical errors
- Fact check the letter for accuracy

There are usually three ways to submit an Op-Ed: regular mail, e-mail and FAX. E-mail is the quickest way and is usually the preferred method.

How do I identify which media to target to build relationships?

- Determine which print reporters cover education, health care and parenting issues.
 - Large newspapers, like the Arizona Republic, usually have an online listing identifying news beats and staff positions.
 - Smaller publications have limited staff. Most are general assignment reporters.
 - Contact the individual publication to inquire who you should target.
- Identify radio stations with local talk shows or public affairs programming that may present an opportunity for First Things First.
- Most radio stations have small news staffs and reporters are considered general assignment. In small markets, the news staff may consist of only one or two people.
- Most TV stations have general assignment reporters who do not cover a specific beat. Usually it's best to work through the assignment desk for specific stories unless you already have a relationship with a specific reporter.

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NOW THAT I'VE IDENTIFIED THE MEDIA TARGET, WHAT DO I DO NEXT?

- Reach out to the individual reporter, talk show host, assignment editor, etc. Send them an introductory e-mail or letter (see example in tool kit).
- Set up an initial meeting to explain who you are, what First Things First is and how FTF is making a difference in your community. This is your first step in building a relationship. Suggest meeting over coffee to create a more friendly environment.
- Make your first meeting a learning session.
 - Find out their preferred method of contact (phone, e-mail, etc.) Most like e-mail.
 - Learn something about the reporter. Where did they attend school? Are they parents? How long have they been in the market?
 - Read their online bio before meeting with them. Google their name to learn more about them and to check on their previous work. Reporters have to do research; so do you.
 - Ask questions about their news operation. Do reporters get to suggest stories? Do they work through editors or assignment desks on story selection? What are their deadlines? How can you help them in their reporting?
 - Remember their time is limited so be prepared for your meeting. You likely won't get much more than a few minutes for your initial meeting. Bring them materials they can review later.
 - Remember the news business is extremely fluid. If the reporter is on deadline or dealing with breaking news, they will be focused and won't have time for you. Be understanding and reschedule at a time convenient for them.
- After your initial meeting, send a thank you note to the reporter. Include any information you may have promised to provide during the meeting along with the best ways to reach you.
- From this point forward, send the person news releases or information pertaining to FTF that is important and relevant.
- Follow up with the reporter from time to time to keep them aware of FTF activities in your community.

By using these guidelines, you'll be able to build a relationship with the media that will benefit you and First Things First moving forward.

PREPARING TO MEET A REPORTER...AND WHAT TO DO WHEN YOU'RE THERE!

Identify the correct reporter: First, you must identify which reporters cover your issues. As in any business, certain reporters have primary expertise in particular areas (arts, health, human service, environment, education, etc.) By searching the web site of a media establishment, using a media directory, or calling the media establishment directly you can determine the right person to talk to on your issue.

Research the reporter: Better understand with whom you are meeting by reading articles they have written during the past few months. This will allow you to understand the reporter's approach to your story.

Be Prepared: Organize your thoughts on paper in simple bullet points. Be sure to establish a general message (you want the reporter walk away remembering this) and then minor points of which the reporter should also be aware. Be comfortable with these points so you don't have to refer to notes or your background document. USE THE COMMUNICATION FRAMEWORK TO DO THIS.

It's OK to say I Don't Know: Don't talk about things you don't know about. Don't be afraid to say, "I don't know" or "I'm not familiar with that." In the end, admitting you don't know an answer is better than being quoted about something that is inaccurate or poorly thought out. You can always follow up by phone or email afterwards.

Do Not Rush & Be Sure to Listen: Usually with print media you are not restricted by a time limit. Radio and Television reporters are in more of a hurry but gathering your thoughts between questions won't hurt anyone, even reporters on deadline. Be sure to listen to the actual question before you answer. You may think you know what's going to be asked, but one word can change the entire meaning of a question.

Sound Bites: It's always helpful to have a few points that are short and to the point to reinforce your broader message (i.e. All Arizonans have a shared responsibility in helping Arizona children grow up healthy and ready to succeed.) but don't force these into the interview. This will come with practice. Let the conversation flow naturally; typically this will produce balanced and helpful responses.

Keep Off-Topic Conversation to a Minimum: This is a tactic used by most reporters to loosen you up with the hope of information being expressed that might not be advantageous to your organization. Until media interviews become almost second nature, save the chitchat for conversations outside of your interview. Remember, reporters are journalists first, then colleagues/friends second. Their priority is the story.

Ask for Clarification: Don't feel compelled to answer every question in the way it is asked. If you need clarification on what a reporter really wants to know, just ask!

Use Silence to Your Advantage: Reporters will rarely interrupt your response to a question. This is purposeful in order to get the most information from you as possible. Do not feel obligated to fill gaps of silence. When you complete your point--STOP! And wait for the next question.

Keep it Simple: Do not use jargon, abbreviations, or overly technical terms. Do not be long-winded in your responses. Be direct and to the point. Remember, reporters must be sure readers can understand in just a few paragraphs what your organization does and why it is important.



FIRST THINGS FIRST

Consent and Release

I understand and agree to the following terms and conditions which include, but are not limited to, allowing First Things First – Arizona Early Childhood Development and Health Board to use my story, name, picture, and/or video on its web site, in emails and for other legislative, media and promotional purposes.

I have read and fully understand the terms of this release. (If you are under 18 years of age, a parent or guardian must sign.)

Signature: _____

Printed Name: _____

Minor's Name (if applicable): _____

Address: _____

City/State/Zip: _____

Date: _____

I hereby irrevocably grant in perpetuity to First Things First – Arizona Early Childhood Development and Health Board, its legal representatives or assigns, affiliates and those acting under its permission and upon its authority, or those for whom First Things First – Arizona Early Childhood Development and Health Board, is acting, the absolute right and permission to:

(a) copyright, use, re-use, publish, and republish, and to license the right to use, re-use, publish and republish, photographic portraits or pictures of me or in which I may be included intact or in part, composite or distorted in character or form, in any medium or form of distribution without restriction as to changes or transformations in conjunction with my own or a fictitious name, or reproduction hereof in color or otherwise, made through any and all media now or hereafter known for any purposes whatsoever, including, without limitation, illustration, art, promotion, advertising or trade;

(b) copyright, use, re-use, publish and republish, and to license the right to use, re-use, publish and republish my likeness and/or voice on film or videotape, to edit or change or alter such recording(s) at its sole discretion in which I may be included in whole or in part, or composite or distorted in character or form, in any medium or form of distribution without restriction as to changes or transformations in conjunction with my own or a fictitious name, or reproduction hereof in color or otherwise, made through any and all media now or hereafter known for any purposes whatsoever, including, without limitation, illustration, art, promotion, advertising or trade; and/or

(c) copyright, use, re-use, publish and republish, and to license the right to use, re-use, publish and republish my testimonial and edit such testimonial in its sole discretion, in any medium or form of distribution without restriction as to changes or transformation in conjunction with my own or a fictitious name, made through any and all media now or hereafter known for any purposes whatsoever, including, without limitation, illustration, art, promotion, advertising or trade.

It is my understanding that I will receive no compensation for my likeness or testimonial.

I hereby waive any right that I may have to inspect and/or approve the finished product or the advertising copy or printed matter that may be used in connection with my likeness or testimonial or the use to which it may be applied. I agree that I have no rights to the photographs, reproductions, negatives, videos or films, and all rights to such materials belong to First Things First – Arizona Early Childhood Development and Health Board.

I hereby release, discharge and agree to save harmless First Things First – Arizona Early Childhood Development and Health Board and its employees or agents, affiliates, legal representatives or assigns and all persons acting under its permission or upon its authority or for whom it is acting, from any liability by virtue of any publication of my likeness or testimonial, including, without limitation, claims for libel or invasion of privacy, as well as any liability arising by virtue of any blurring distortion, alteration, optical illusion of use in composite form, whether intentional or otherwise, that may occur or be produced in the making of such picture or recording(s) or in any processing tending towards the completion of the finished product.

I hereby warrant that I am of full age and have every right to contract in my own name in the above regard. I state FURTHER that I have read the above AUTHORIZATION and release prior to its execution, and that I am fully familiar with the contents thereof. This agreement shall be binding upon me and my heirs, legal representatives and assigns.

[FOR MINORS ONLY] If you are under 18 years of age, your parent or legal guardian must sign this Consent and Release Form and provide the information requested below. I certify that I am the parent or legal guardian of the individual submitting this content and I agree that I have read this document completely before agree to its terms and conditions and I understand its contents.

FILE NAME: FTF_ConsentRelease.pdf

Located: FTF Intranet/Communications Team Site/Most Popular/Photo_Video_Testimony_Release



Funding provided by First Things First should be acknowledged and recipients of that service should be made aware of First Things First.

CREDIT SHOULD BE GIVEN TO FIRST THINGS FIRST IN THE FOLLOWING INSTANCES:

- Any press releases or pitches discussing the program or its funding
- Any media interviews on the program or service
- Any materials advertising or promoting the program funded by FTF
- Any materials provided to clients/recipients of services of programs funded by FTF.
- Organization website
- Presentations about services
- Organization publications (annual reports) where applicable and appropriate

WHAT MUST BE SUBMITTED FOR APPROVAL?

All materials that a member of public will see with the FTF logo or reference to FTF. Examples are:

- Press releases (see Section 8)
- Printed materials *if you are using national non-FTF branded materials, you MUST mention FTF in your emails, presentation and any created materials. (see Section 4 for logos, Section 7 for descriptors)
 - Brochures
 - Fliers announcing services, etc.
 - Posters announcing events
 - T-shirts, tablecloths, leave behinds
- Advertising
 - Ads
 - TV Spots
 - Radio Spots
- Website copy/graphics referring to FTF (see Section 6)
- Presentation materials referring to the programs FTF funds (see Section 5 for how to talk about FTF)

How to submit for approval

- Through the FTF Partner Grant Management System (PGMS)
- 3-5 full business days—submit on Tuesday at 10 am—expect a response by Tues COB
- Spanish translations—extensive document may require more time

Information for Grantees is available on PGMS

- Protocol THIS DOCUMENT (separate)
- Logos for use (all Regional Council logos, FTF logos, A FTF Initiative logo)
- Communications Toolkit
- Contact information for brand manager

Please contact the brand manager for questions. Tiffany Erickson, terickson@azftf.gov.

**Helpful checklist for grantees to use PRIOR to submission
(not required for submission, but a tool for grantees)**

- Proper Logo Use
- If logo not appropriate, phrase “A FTF Initiative”
- Web address included
- If appropriate—descriptive paragraph—TELL THEM WHEN AND WHERE TO USE
- Are the children in the photographs age appropriate (under 5) and represent your area’s diversity?
- Spanish translation—if fully funded, must submit for translation check. FIRST THINGS FIRST is a proper noun, and should NOT be translated.

GRANTEE REQUIREMENTS

Please determine your grantee level, definitions are below.

FTF SIGNATURE PROGRAMS

Defined as:

- Programs created by and funded entirely or in majority by First Things First—such as Quality First and Professional REWARD\$; OR,
- Funded significantly by statewide funds—such as T.E.A.C.H, Birth to Five Helpline, Arizona Parent Kit; OR,
- Programs where the infrastructure was significantly provided by FTF—but is funded nearly entirely by Regional funds—such as Mental Health consultations, child care health consultation, etc.

Required

- First Things First logo, web address must appear on all printed materials and advertising—including any annual reports, statements.
- Credit descriptor must accompany in first paragraphs of written material
 - This (program, conference, etc) is a First Things First Signature Program.
 - OR Support for TEACH is provided by a grant from First Things First and various First Things First Regional Partnership Councils.
- For advertising, FTF must be included in discussions about concepting, messaging, etc.
- Website MUST include FTF web button/logo linking to FTF site (templates provided)
- Upon engaging clients in services, must explain the services provided are being funded by First Things First
- All children represented by photographs must be under 5

Available at grantee cost, and not required

- Camera-ready artwork to produce the FTF Fact Sheet and FTF At-A-Glance cards are available for grantee use, to be printed at grantee cost.
- Car magnets for staff whose primary function is field work
- Artwork for designated leave behinds

FTF INITIATIVE PROGRAMS

Defined as:

- Programs created by and funded entirely or in a majority by a regional council or councils (ex: My Child's Ready, Care Connect)

NOTE: Programs fully funded and created by those funds may NOT use FIRST THINGS FIRST in their title. Example: NO: First Things First's My Child's Ready YES: My Child's Ready—A First Things First Initiative

Required

- FTF logo and web address must appear on all materials and advertising. If the FTF logo is not appropriate, an "A First Things First Initiative" must appear
- FTF descriptor must accompany in first paragraphs of written material
- All children represented must be under 5
- Website MUST include FTF web button/logo linking to FTF site (templates provided)
- Upon engaging clients in services, must explain the services provided are being funded by First Things First

Available at grantee cost, and not required

- Camera-ready artwork to produce the FTF Fact Sheet and FTF At-A-Glance cards are available for grantee use, to be printed at grantee cost.
- Artwork for designated leave behinds

EXPANSION PROGRAMS

Defined as: Funded and expanded—whether in depth or breadth by FTF.

FTF FULLY FUNDED

Required

- FTF logo and web address must appear on all materials and advertising.
- Credit descriptor must appear in written material
 - Support for (program, conference, etc) was provided by a grant from First Things First.
- Children represented must be under 5 (when appropriate and applicable)
- Upon engaging clients in services, must explain the services provided are being funded by First Things First

Available, but not required

- Physical signage in reception areas
- Website buttons and descriptors
- Lanyard design for staff who visit recipients
- Leave behinds with FTF designs

PARTIAL FUNDING

Required

- First Things First logo, web address must appear on all printed materials and advertising.
- Credit descriptor must accompany in written material
 - Support for (program) was provided in part by a grant from First Things First

Available at grantee cost, and not required

- Website buttons and descriptors
- Artwork for designated leave behinds