

**PUBLIC NOTICE OF MEETING OF THE**

**Arizona Early Childhood Development & Health Board**

**Gila Regional Partnership Council**

Pursuant to A.R.S. §8-1194(A) and A.R.S. §38-431.02, notice is hereby given to the members of the First Things First Gila Regional Partnership Council and to the general public that the Regional Partnership Council will hold a ***Regular Meeting open to the public on Friday, January 17, 2014 at 10:00 a.m. The meeting will be held at Cobre Valley Regional Medical Center Medical Annex-B, 5880 S. Hospital Drive Globe, Arizona 85501.*** Some members of the Regional Partnership Council may elect to attend telephonically.

Pursuant to A.R.S. § 38-431.03(A)(1), A.R.S. § 38-431.03(A)(2), and A.R.S. § 38-431.03(A)(3), the Regional Partnership Council may vote to go into Executive Session, which will not be open to the public, to discuss personnel items, records exempt from public inspection, and obtain legal advice regarding any matter on this agenda.

The Regional Partnership Council may hear items on the agenda out of order. The Regional Partnership Council may discuss, consider, or take action regarding any item on the agenda. The Regional Partnership Council may elect to solicit public comment on certain agenda items.

The agenda for the meeting is as follows:

- 1. Call to Order, Welcome and Roll Call** **Sue Yale, Chair**
- 2. Regional Benchmarking (*Attachment 01*)** **Sue Yale, Chair**  
**(Update, Discussion and Possible Action)** **Hazel Chandler, Regional Director**  
**Amy Kemp, Evaluation Consultant**
- 3. Call to the Public** **Sue Yale, Chair**  
*This is the time for the public to comment. Members of the council may not discuss or take legal action regarding matters that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date. Call to the public is limited to five minutes. The Regional Partnership Council will hear call to the public at this meeting only if time allows.*
- 4. Declarations of Conflict of Interest** **Sue Yale, Chair**  
*Members will address potential conflicts of interest regarding items on this agenda.*
- 5. Meeting Minutes (*Attachment 02*)** **Sue Yale, Chair**  
**(Discussion and Possible Action)**
- 6. Early Learning Update (*Attachment 03*)** **Ginger Sandweg, Senior Director**  
**(Update and Discussion)**
- 7. Fiscal Year 2014 and 2015 Funding Plans (*Attachment 04*)** **Sue Yale, Chair**  
**(Update, Discussion and Possible Action)** **Hazel Chandler, Regional Director**
  - A. Expansion strategy
  - B. FY2014 financial reporting
  - C. Funding plan for presentation to the State Board
- 8. FY2014 Grantee Presentations (*Attachment 05*)** **Sue Yale, Chair**  
**(Update, Discussion and Possible Action)** **Hazel Chandler, Regional Director**
  - A. Teen Outreach Pregnancy Services

B. Gila County Library District

**9. Regional Partnership Council Member Updates**

**Sue Yale, Chair**

**10. Regional Director's Report ([Attachment 06](#))**

**Hazel Chandler, Regional Director**

**11. Next Regional Partnership Council Meeting**

**Sue Yale, Chair**

Friday, February 21, 2013  
Tonto Apache Tribal Chambers  
Highway 87, Mile Marker 251  
Payson, Arizona 85541

**12. Adjournment**

**Sue Yale, Chair**

*A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Jennika Horta, Administrative Assistant II, 1600 E. Ash Street Suite 1, Globe, Arizona 85501. Telephone 928-425-8172. Requests should be made as early as possible to allow time to arrange the accommodation.*

**Dated this 9<sup>th</sup> day of January 2014**

**Gila Regional Partnership Council**



**Hazel Chandler, Gila Regional Director**



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

AGENDA ITEM: Regional Benchmarking

BACKGROUND: The First Things First State Board established School Readiness Indicators in FY2012. In FY2013 work began to establish statewide and regional benchmarks to measure the progress towards meeting the School Readiness Indicators. This attachment provides data on School Readiness Indicator #10, which has been identified as a priority indicator for the region. During May and June the Regional Council discussed School Readiness Indicator #7 and came to consensus regarding this indicator. In November 2013 benchmarks were set for School Readiness Indicator #2. This discussion of benchmarks will continue with indicator #10 at this meeting. Ms. Kemp will lead the discussion of School Readiness Indicator #10 and assist the Regional Council to establish and approve a benchmark for this indicator.

RECOMMENDATION: The Regional Director is recommending that the Regional Council make a motion to set the Regional Benchmark for Indicator #10 during this meeting subject to public vetting. If after public vetting is complete there are recommendations for changes for the benchmark it will be brought back to the Regional Council for further consideration.



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### School Readiness Indicators 2020 Gila Regional Level Benchmark Summary

<b>Indicator #10:</b>	<b>Percentage of families who report they are competent and confident about their ability to support their child's safety, health and well-being.</b>
<b>Intent:</b>	Increase the number of families who report they are competent and confident to support their child's safety, health and well-being.

**Data sources considered:**

- First Things First 2012 Family and Community Survey

**Data sources recommended for Benchmark:**

- First Things First Family and Community Survey data is collected every three years. The Family and Community Survey is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*<sup>1</sup>. Survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

For the purpose of the development of Indicator 10 composite score, a sub-set of nine items was selected (see table 1 below for Indicator 10 measure). These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child's safety, health and well-being. Five of the items selected are *knowledge-based questions* that directly assess a parent's level of knowledge of key developmental areas. Two of the items selected specifically ask parents *to rate their level of competency and confidence* in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about *parent behaviors* around the key early literacy activities of reading, telling stories and singing songs with their children. The table below (2) presents the cut points used for each of the 9 items. Six or more responses (out of nine) meeting the cut point was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

Table 1: Indicator 10 Measure		
Knowledge-based questions	Parent's self-rating of competency and confidence	Parent behaviors
(01) When do you think a parent can begin to significantly impact a child's brain development?	(06) I am competent and confident about my ability to support my child's safety, health, and well-being.	(08) During the past week, how many days did you or other family members read stories to your child/children?

<sup>1</sup> CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. What Grown-ups Understand About Child Development: A National Benchmark Survey. Online, INTERNET, 06/20/02.

(02) At what age do you think an infant or young child begins to really take in and react to the world around them?	(07) I am competent and confident about my ability to support my child's learning and cognitive development.	(09) During the past week, how many days did you or other family members tell stories or sing songs to your child/children?
(03) At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by his parent's mood?		
(04) Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how the parents interact with them.		
(05) In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them.		

Table 2: Data Summary											
		Knowledge-based questions					Parent's self-rating of competency and confidence		Parent behaviors		
	Sample size	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Baseline: Percentage competent and confident
<b>Cut Points</b>		Prenatal	Right from birth	Up to 1 month	Definitely False	Definitely False	Strongly agree	Strongly agree	6 or 7 days	6 or 7 days	6 of 9 met
<b>Statewide</b>	3707	32%	35%	51%	63%	44%	93%	90%	51%	51%	<b>42%</b>
<b>Gila</b>	90	12%	24%	46%	67%	46%	99%	91%	56%	60%	<b>38%</b>

**Baseline (2012 Family and Community Survey):**

**Gila:** 38% of families report they are competent and confident about their ability to support their child's safety, health and well-being.

**State:** 42%<sup>2</sup> of families report they are competent and confident about their ability to support their child's safety, health and well-being.

**Benchmark 2020:**

**Gila:** XX% of families report they are competent and confident about their ability to support their child's safety, health and well-being.

**State:** 52%<sup>2</sup> of families report they are competent and confident about their ability to support their child's safety, health and well-being.

<sup>2</sup> State baseline for Indicator 10 was 63% and benchmark was set at 73% (10% increase) initially; however after correcting for data skewness (including weighting) the new baseline for state is 43%. We are in the process of working with state advisory committee and FTF board to reset the benchmark. The 56% state benchmark presented here is based on the 10% increase that was set as target.



**FIRST THINGS FIRST**

*Ready for School. Set for Life.*

AGENDA ITEM: Meeting Minutes

BACKGROUND: Meeting minutes of the November 15, 2013 Regular Meeting are included for review and possible approval.

RECOMMENDATION: The Regional Director recommends review and approval of the November 15, 2013 Regular Meeting minutes.



Arizona Early Childhood Development & Health Board

Gila Regional Partnership Council  
Regular Meeting Minutes of November 15, 2013

**Call to Order, Welcome and Roll Call**

The Gila Regional Partnership Council Regular Meeting was held on Friday, November 15, 2013 at the Tonto Apache Tribal Chambers Highway 88 Mile Marker 251 Payson, Arizona 85541.

Regional Council Chair Yale called the meeting to order at approximately 10:06 a.m.

**Regional Council Members in attendance:**

Audrey Opitz, Carol Welsh, Fernando Shipley, Tashina Smith, Debby Bunney, Kayla Van Cleve, Sharri Moody, and Sue Yale

**Regional Council Members not in attendance:**

Ann Tolman, Dr. Diane Bricker, and Sherry Dorothy

**Call to the Public**

Chair Yale announced the Call to the Public, there were no responses.

**Declarations of Conflict of Interest**

Chair Yale requested Regional Council Members review the meeting agenda and declare any possible conflicts of interest at this time. No declarations of conflict of interest were made.

**Meeting Minutes**

Chair Yale presented the minutes of the October 18, 2013 – Regular Meeting.

A motion was made by Member Moody to approve the meeting minutes as presented, seconded by Member Welsh. Motion carried 8-0.

**Fiscal Year 2014 and 2015 Funding Plan**

Chair Yale informed the Regional Council that there is an expected carry forward amount of \$150,000 that could be used to expand current strategies. Expansion/addition of funds is being recommended for Quality First, Parent Education – Community Based Training, Parent Outreach and Awareness and Community Awareness. These four strategies will be voted on after discussion for all four occurs.

**A. Quality First**

Hazel Chandler, Regional Director recommended the Regional Council continue funding 6 centers, 3 homes and adding 6 rating only slots. The rating only slots would cost \$2,872 each and provide more data in the region and improve quality at a lower cost. Currently, only the Head Start locations and 3 pre-school settings would qualify for the slots. These locations would receive limited technical assistance and an evaluation of quality. If a 3 or higher is scored within the first year the program will continue to participate as a Quality First rated program. If a 2 or below is scored, the location would have to reapply at the next cycle or wait until a full Quality First slot is available. Ms. Chandler also informed the Regional Council that funding amounts for Quality First are no longer calculated as one lump sum to allow for more regionally specific costs to be estimated. Due to this new procedure, the amount voted on today is an estimate and the final amount will be presented at the next Regional Council meeting.

**B. Parent Education – Community Based Training**

Chair Yale reminded the Regional Council that this strategy includes the Pregnant and Parenting Teens and the Rural Schools programs. It is being recommended to expand the Rural Schools program from 2 to 4 schools. This addition would increase strategy funding to \$161,000 to serve 125 unduplicated adults.

**C. Parent Outreach and Awareness**

Chair Yale recommended increasing funding to \$85,000 to allow participation additional outreach efforts in the communities.

#### D. Community Awareness

Chair Yale recommended increasing funding for the current FY2014 and FY2015 funding plan. Additional funds are needed for FY2014 due to low inventory of outreach materials.

Chair Yale requested the Regional Council vote on Quality First, Parent Education – Community Based Training, Parent Outreach and Awareness and Community Awareness strategies.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves the Quality First strategy package for 6 centers and 3 homes, with estimated funding allotments as presented in today's funding plan document estimated to total approximately \$116,872.50 for FY2015.

The Quality First package includes the following strategies for enrolled providers: Quality First Academy; Warmline Triage and the Warmlines for Child Care Health Consultation, Inclusion, Mental Health Consultation; Quality First Coaching and Incentives.

Further, the Quality First package includes an estimate of 46 Quality First Child Care Scholarships for estimated budget allotment of \$325,066.51.

And finally, the Quality First package includes Child Care Health Consultation for a budget allotment of \$22,230.

The estimated amounts included in this motion will be updated and finalized according to the Quality First model and the Quality Ratings of the enrolled sites and brought back to the Regional Council at a future meeting. The motion was seconded by Member Shipley. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves Parent Education – Community Based Training for Pregnant and Parenting Teens for FY2015 not to exceed \$115,000 to serve approximately 75 unduplicated adults through the funding mechanism of a Request for Grant Application, seconded by Member Welsh. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves Parent Education – Community Based Training in Rural Schools for FY2015 not to exceed \$46,000 to serve 45 unduplicated adults through the funding mechanisms of government to government agreement for new and/or renewals, seconded by Member Shipley. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves Parent Outreach and Awareness for FY 2015 not to exceed \$85,000 with a target service unit of 21,600 books distributed through the funding mechanism of a government to government agreement renewal, seconded by Member Smith. Motion carried 8-0.

#### E. Care Coordination/Medical Home

A motion was made by Member Bunney that the Gila Regional Partnership Council approves the Care Coordination/Medical Home strategy for FY2015 not to exceed \$190,000 with approximately 200 children receiving Healthy Steps services and 200 children receiving developmental screening through the funding mechanism of a government to government agreement renewal, seconded by Member Van Cleve. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves \$5,000 for Community Awareness for FY2014 to be used for purchase of outreach materials and Scholastic books, seconded by Member Smith. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves \$8,000 for Community Awareness for FY2015 to be used to purchase outreach materials and Scholastic books, seconded by Member Opitz. Motion carried 8-0.

#### F. Media

Ms. Chandler recommended continuing Media as an unfunded strategy in FY2015. Chair Yale clarified that adding funds to the Media strategy would only allow the Regional Council to buy into the statewide media campaign, not to do localized newsletters, newspaper advertising or outreach materials.

After clarification of the Media strategy, the Regional Council amended the Community Awareness funding to allow for more localized outreach efforts.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves Media as an unfunded strategy in the FY2015 funding plan, seconded by Member Moody. Motion carried 8-0.

### G. Statewide Evaluation

Chair Yale informed the Regional Council that the Statewide Evaluation funding amount is set by the First Things First State Board.

A motion was made by Member Bunney that the Gila Regional Partnership Council approve Statewide Evaluation as a strategy in the FY2015 funding plan with an amount not to exceed \$48,857.66, seconded by Member Opitz. Motion carried 8-0.

A motion was made by Member Bunney to amend that the Gila Regional Partnership Council approves \$7,000 for Community Awareness for FY2014 to be used for purchase of outreach materials and Scholastic books, seconded by Member Smith. Motion carried 8-0.

A motion was made by Member Bunney that the Gila Regional Partnership Council approves \$13,000 for Community Awareness for FY2015 to be used to purchase outreach materials and Scholastic books, seconded by Member Opitz. Motion carried 8-0.

The Regional Council took a break at 12:00 p.m. and reconvened at 12:09 p.m.

### Regional Benchmarking Discussion

Chair Yale introduced Amy Kemp, Evaluation Consultant to discuss this agenda item. Ms. Kemp informed the Regional Council that a benchmark for Indicator #2, the Number/Percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars, needs to be selected. Two benchmarks will be set for this indicator. Benchmark A is the percentage of providers enrolled in Quality First rated 3-5 stars and Benchmark B is the percentage of all providers in the region rated 3-5 stars. Currently in the region, 8% of the children enrolled in Quality First are in facilities that are rated 3-5 stars and 1.3% of children enrolled in license child care centers/homes are rated 3-5 stars. Ms. Kemp requested the Regional Council decide on percentages for Benchmark A and B for 2020.

A motion was made by Member Bunney that the Gila Regional Partnership Council proposes a regional benchmark for Indicator #2 at 90% for Benchmark A and 49% for Benchmark B to be vetted publicly, seconded by Member Shipley. Motion carried 8-0.

### Regional Partnership Council Member Updates

Member Moody informed the Regional Council that she attended the Early Brain Development Workshop in Globe and was very impressed with the information presented.

### Regional Director's Report

Ms. Chandler announced that an Early Brain Development Workshop will be held Wednesday, December 4, 2013 at the Payson Public Library from 9:00 a.m. – 11:00 a.m. and requested Regional Council Members review the attachment at a later time.

### 2014 Meeting Schedule

Chair Yale reviewed the proposed 2014 meeting schedule with the Regional Council.

A motion was made by Member Shipley that the Regional Council approve the 2014 meeting calendar as presented, seconded by Member Welsh. Motion carried 8-0.

### Next Regional Partnership Council Meeting

The next Regional Partnership Council Meeting will be held Friday, January 17, 2014 at the Cobre Valley Regional Medical Center Medical Annex 5880 S. Hospital Drive Globe, Arizona 85501.

**Adjournment** A motion was made by Member Welsh to adjourn the meeting at 1:12 p.m., seconded by Member Van Cleve. Motion carried 8-0.

Gila Regional Partnership Council

Gila Regional Partnership Council

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Sue Yale, Chair

Dated this 17<sup>th</sup> day of January 2014

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Hazel Chandler, Regional Director

Dated this 17<sup>th</sup> day of January 2014



AGENDA ITEM: Early Learning Update

BACKGROUND: The First Things First Policy staff will present periodic updates to the Regional Council.

RECOMMENDATION: The information is presented as an update and possible discussion. No action is required.

# First Things First Updates

## Early Learning Advisory Committee 12.9.2013

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### *EL Team*

- Working on revisions to Scopes of Work, Data Templates and Data Reports for implementation in FY2016.
- Working on process for a “Buy In” model for QF to be implemented in FY2015

### *Kindergarten Developmental Inventory (KDI)*

A KDI taskforce was convened that included early childhood experts, K-12 administrators and teachers (including those from schools in Tribal communities), policymakers, program directors, higher education faculty and nonprofit executives. The taskforce completed a report that will be available on the FTF webpage in December, 2013 that describes key considerations related to the KDI instrument, necessary professional development and training and communication strategies.

- Five Domains of Learning Represented
  1. Physical well-being and motor development
  2. Social and emotional development
  3. Approaches toward learning
  4. Language and literacy development
  5. Cognitive development and general knowledge
- Essential Features of the KDI
  1. Formative in nature (that extends to 3<sup>rd</sup> grade)
  2. Defines learning holistically and accounts for children’s diverse learning styles
  3. Teacher friendly, using smart technologies
  4. Family and student friendly
  5. Builds on existing state work to develop KEAs and other educational assessments
  6. Relies on stakeholder engagement

### *Quality First Validation Study*

- Two sequential studies will be conducted:
  1. Validation the Quality First Rating Scale (expected completion by June 30, 2015)

Findings from this question will be essential for continuous program improvement to inform decisions about whether and how to change or adapt resources and activities in ways that could improve Quality First implementation.

**Primary Question to be answered:** Do the tier levels of the Quality First Rating Scale represent differential levels of quality?

- § Do providers that receive higher rating provide higher quality care than those who receive a lower rating?
- § How do rating distributions for programs of different types vary?
- § What is internal consistency of the rating scale components? How does each observational and structural component contribute to the overall rating? Does the rating scale range assess program quality in valid and expected ways?

- § Do cut scores measure meaningful differences between rating levels?
  - § Is the Quality First Star Rating Scale reliable and valid?
  - § Are data for Quality First gathered with high levels of quality control and proper standardized procedures in place? What additional data elements are required to answer the second primary question below?
  - § Are the quality improvement components, including incentives, implemented as intended (fidelity of implementation)? Which ones or which combination works best in moving program to higher quality levels?
  - § Is the technical assistance provided by Quality First Coaching and the Specialized Technical Assistance Consultants (CCHC, MCH, and Inclusion of Children with Special Needs) adequate and effective in supporting programs and moving them to the next level of quality?
2. Evaluation of Changes in program quality and its relation to child progress outcomes (expected completion by June 30, 2017)

**Primary Question to be answered:** To what extent are changes in quality associated with improved child outcomes?

#### *Quality First Website ([qualityfirstaz.com](http://qualityfirstaz.com))*

- Spanish translation will be live in late November/early December.

#### *CEO Search*

- Anticipated date of CEO recommendation will be made to the FTF Board at the April meeting.

#### *Professional Development Workgroup*

- A two-year strategic plan finalized in January, 2013 is available on the First Things First website [Professional Development Two Year Strategic Plan](#)
- There are 3 subgroups:
  1. Degrees and Credentials
    - a. Prior Learning Assessment (PLA) – preliminary report of current successful PLA's in other states submitted November 25, 2013.
    - b. Associate's Degree in Early Childhood Education (AAECE) - Central Arizona College, Eastern Arizona College, Northland Pioneer College and Northern Arizona University are working to develop and pilot an AAECE that can be implemented at the community college and transfer to NAU as a junior in the Bachelor's program.
  2. Workforce Knowledge and Competency Framework
    - a. Career lattice and final competency revisions are under development and will be presented to the Professional development Workgroup on December 5, 2013.
  3. Registry and Website
    - a. Registry software has been purchased (Registry One) – full launch expected August, 2014
    - b. Website Launch has been delayed due to domain change

#### *Home Visiting*

FTF and MIECHV are currently collaborating to develop:

- a statewide referral system, and

- a statewide data collection and reporting system to measure and report on benchmarks for family and system outcomes.
  - This is a major requirement of the federal Affordable Care Act Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program and a component of Arizona's MIECHV plan.
  - The Arizona Outcomes Workgroup identified that current home visiting data systems of almost all funding partners had limitations and those data systems would present barriers to data sharing needed to compare and report on common outcomes.

### *Early Childhood Comprehensive Systems Grant (ECCS)*

- During this past year, the ECCS grant has been used to support the work of the Professional Development Workgroup...the registry software was recently purchased
- We were awarded new funding for the ECCS grant in August and will be focusing on the following for the coming years:
  - Map the system of screening and treatment services available to children 0-5 within the state.
  - Build a consistent database system that maps children from birth through school age; Include FTF QF data, FTF health and family support programs, Early Head Start, Head Start, Home visitation programs, immunization registry, Department of Economic Security (Part C); Department of Education (Part B and Special Education GOLD assessment data), AHCCCS –EPSDT, and Indian Health Services data to track screening, intervention and remediation of developmental delays to maximize a child's development.
  - Identify what kinds of supports desired by families with children with special needs
  - Conduct a survey of developmental screening tools being used within different sectors/agencies
  - Policy development and improve cross agency communication development

### *Quality Assurance*

First Things First (FTF) has developed a quality assurance system that includes continuous performance and program monitoring. The quality assurance model will use a team approach conducted in collaboration with grant partners. A strength-based, comprehensive assessment will be used to evaluate the implementation of FTF standards of practice and to support grant partners to address specific issues and concerns. Results will be used to inform and strengthen FTF standards of practice and the early childhood system.

- State Fiscal Year: 2014, Quarter: 2, Month: November, Strategy/Strategies Assessed:
  - Family, Friends and Neighbors
  - Recruitment into Field
  - Community Based Professional Development Early Care and Education Professionals
- Exemplary Practices Identified
  - Family, Friends and Neighbors:
    - § The diverse skills of the coaches (social work, early education, etc.) and the commitment to match the most fitting coach with each provider
  - Recruitment into Field:
    - § The organic cohort aspect of the participant group built an environment of connectedness and support among the participants
  - Community Based Professional Development Early Care and Education Professionals:
    - § Utilization of local presenters that are responsive to the participants' needs (including language and community knowledge)
- Standard of Practice Suggested Revisions/Additions by Strategy:
  - Family, Friends and Neighbors:

- § Ensure the target population for this strategy (non-Arizona Department of Health Services and non-Department of Economic Security) is clearly indicated in the Standard of Practice
- Recruitment into Field:
  - § Possible clarity or additional explanation needed on the data reporting instructions for this strategy
- Community Based Professional Development Early Care and Education Professionals:
  - § Option for providing on-site childcare with any appropriate standards

### *Arizona Town Hall on Early Learning*

- Arizona Town Hall on Early Learning occurred in the Grand Canyon, November 3 – 6<sup>th</sup>.
- Participants recommended the following cohesive set of actions:
  - Restoring and/or increasing funding to increase affordability and availability of early childhood care and educational programs
  - Focusing on the quality of educational opportunities and care through a cohesive vision and consistent standards
  - Encouraging collaboration and coordination across the early childhood community
  - Engaging in a comprehensive media, branding, and outreach campaign to communicate the importance of early childhood education and care and the availability of resources
  - Recruiting, developing, and retaining qualified early childhood educators
- Visit <http://www.aztownhall.org/> for a full set of documents regarding the Town Hall including:
  - Discussion Outline
  - List of participants
  - Press Release
  - Overview of the Town Hall Process
  - Final Recommendations ( full report that includes the above recommendations)
  - Background Report



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

AGENDA ITEM: Fiscal Year 2014 and 2015 Funding Plans

BACKGROUND: Regular updates are provided to the Regional Council on the implementation of the funding plan and financial data regarding progress.

### Section 1

In June 2013, the Regional Council approved an addition to the FY2014 funding plan to include an Expansion Strategy. To date, the Expansion Strategy has not been implemented. Section 1 provides an update on the implementation of this strategy.

### Section 2

Provides current financial information for FY2014. This information is presented to the Regional Council several times a year to track program expenditures.

### Section 3

A copy of the FY2015 Plan that will be presented to the First Things First State Board on January 22, 2014 is provided for information purposes only.

RECOMMENDATION: The Regional Council will review the status of the Expansion Strategy implementation and consider amending the FY2014 and FY2015 funding plans to move the Expansion Strategy to FY2015 to allow more time for implementation.

## Section 1 – Expansion Strategy Update

### Items for consideration: Capacity Building

- The Inspiration Workgroup continues to meet and is making progress. Meetings have been held with the Gila County Board of Supervisors and the Miami Unified School District regarding the possibility of sharing the Las Lomas School location.
- Meetings have been held with Copper Rim Elementary School, which is our Quality First center in the Globe area, regarding adding an additional classroom to the existing program. They are very interested and committed to do this but would need expansion money to assist with the additional licensure fees and equipping the classroom. This classroom would provide full day, extended hours and summer services for three and four year olds.
- Destiny School has also expressed some interest in operating a full day program, but currently does not have the space.

### Grant Agreement or RFGA

- With multiple interested parties a government to government agreement may not be possible. Miami School District, which has been a major participant in the Inspiration Workgroup, does not have an interest in operating the program but would like to have a non-profit or other government group operate the program using their facilities. The Inspiration Workgroup is operating under the Signal Peak Foundation to apply for grants. They are also working on their non-profit status. They have also been in conversations with the Boys and Girls Club of the East Valley as another possible operator for the program. The Boys and Girls Club of the East Valley took over the Globe Boys and Girls Club and are eager to establish a Boys and Girls in Miami. East Valley Boys and Girls Club currently operate pre-school programs in the east valley area and have expressed an interest in possibly serving as the umbrella for this program.
- The Globe Unified School District is interested in expanding their existing program and a government to government agreement could be a possible choice.
- The late date makes it very challenging to implement an RFGA or government to government agreement this fiscal year. The earliest possible start date would be June 15 which would make fund expenditures very difficult.

### Possible Solutions

- The Regional Council could decide to split the expansion money to allow expansion of the current Copper Rim Quality First program. A Government to Government agreement could be negotiate with Copper Rim during this fiscal year. Ideally an agreement could be completed and approved by the Regional Council for the April State Board meeting. If the April Board meeting deadline is not met, the agreement would require approval at the June Board meeting. This would require a 14 month contract to allow time to expend the funding. This would provide a full day program for approximately 20 three and four year olds.
- The Regional Council could vote to move the Expansion Strategy funds from the FY2014 funding plan to the FY2015 funding plan. This would require First Things First State Board approval in April. If a government to government agreement could be used, an agreement could be negotiated and be ready for June 2014 State Board approval. If an RFGA is needed, the timeline would likely delay the funding until September/October 2014.

## GOAL AREA: QUALITY, ACCESS AND AFFORDABILITY

### STRATEGY NAME: EXPANSION, START-UP AND/OR CAPITAL EXPENSE

<b>GOAL: FTF will increase availability and affordability of quality early care and education settings.</b>			
<b>STRATEGY SUMMARY</b>	<b>EVIDENCE / RESEARCH</b>	<b>CONSIDERATIONS FOR IMPLEMENTATION</b>	<b>COST</b>
<p>First Things First has identified a need to increase the number of children who receive high quality early care and education services in order to improve young children’s success in school and beyond. High quality early care and education programs are strongly linked to both academic and life-skills success among all children, but especially those from families with several risk factors such as low income, low education levels of parents or caregivers, a single parent household, etc. Regional funding to this strategy will support the expansion, start-up or capital expense of programming for those children who may not otherwise have access to high quality early care and education due to a lack of licensed and/or certified providers in particular neighborhoods or localities.</p> <p>When the goal is to address a need for quality early care and education where there currently is no service available, <b>Start-Up</b> may be an appropriate strategy to consider. This strategy may be targeted to a specific age group, such as infants or preschoolers or for children with special needs, for whom there is no access to services or for whom a Regional Council has</p>	<p>There are multiple longitudinal studies showing that investments in comprehensive, high-quality early care and education programs improve both short- and long-term outcomes for children. Improvements include school success, high school graduation, college attendance and improved earnings. Negative outcomes are reduced such as involvement in the criminal justice system, grade repetition and high school dropout rates.</p> <p>Perry Preschool Project developed a high-quality educational approach focusing on 3 and 4 year-olds at risk population for school</p>	<p>During the past three years <b>Start-Up</b> and <b>Expansion</b> strategies have proven difficult to implement in some regions due to the current economic environment. System-wide under-enrollment precipitated by fewer children receiving Department of Economic Security (DES) Child Care subsidies and higher unemployment means that many providers throughout the state have available child care slots.</p> <p>However, there are sometimes remote areas of the state or underserved neighborhoods or targeted populations where an increase in child care or preschool slots is warranted. Prior to investing in an <b>Expansion, Start-Up</b> or capital expense strategy, a regional council must determine that there is a demand for child care or preschool services that is not being met. Then they must assess the capacity and willingness of currently existing programs to expand to meet the need (in the case of <b>Expansion</b>) or identify the capacity and/or willingness of an organization to start-up and operate a new early care and education program.</p> <p>Start-up and/or expansion costs may include consulting and/or technical assistance, equipping and licensing a classroom and/or playground, hiring and training qualified staff, and in some cases, building or renovating space. Costs associated with each of these scenarios will vary greatly and must be researched to insure alignment with</p>	<p>The cost of this strategy varies according to the type of expansion and the specific needs of a region. Major capital expansion is clearly more expensive than equipping an already existing classroom and playground.</p> <p>Examples of costs:</p> <ul style="list-style-type: none"> <li>• <b>Start-Up</b> (see components under Considerations for Implementation and Strategy Summary) including additional coaching/ mentoring : \$15,000 - \$150,000, depending on anticipated length of the start-up period.</li> <li>• The average cost for a highly qualified staff person is approximately \$ 3,500 per month.</li> </ul>

<p>prioritized services.</p> <p>When determining if <b>Start-Up</b> is an appropriate strategy, consider the following:</p> <ul style="list-style-type: none"> <li>• What is the identified need for quality early care and education in the targeted area?</li> <li>• Is there currently any existing regulated early care and education in the targeted area, e.g., Head Start, Title 1, IDEA, Community Education, or those funded through philanthropic organizations, parent tuition and other tuition subsidy?</li> <li>• Does the capacity to start-up and operate a quality early care and education program in the targeted area exist?</li> <li>• Are there opportunities to use other funding sources? What efforts can be started to build a shared funding model?</li> </ul> <p>If a region determines <b>Start-Up</b> as the appropriate strategy, the following components should be considered when planning:</p> <ul style="list-style-type: none"> <li>• Coaching and technical assistance by a professional early childhood program development specialist to plan a new classroom or program site;</li> <li>• Preparation for the licensing and/or certification process;</li> <li>• Facility improvement grants to equip a</li> </ul>	<p>failure.  <a href="https://www.ncjrs.gov/pdffiles1/ojjdp/181725.pdf">https://www.ncjrs.gov/pdffiles1/ojjdp/181725.pdf</a></p> <p>Abecedarian Project is scientific study which focused on children from low-income families between the ages of birth through age five receiving high quality early care and educational intervention.  <a href="http://www.fpg.unc.edu/~abc/">http://www.fpg.unc.edu/~abc/</a></p> <p>Child Trends is a nonprofit research center that studies children at all stages of development. Child Trends has sponsored the following publications on the impact of quality settings:</p> <p>Measures of Quality at the Intersection of Research Practice and Policy</p>	<p>council intent and availability of funds. The length of time required for a <b>Start-Up</b> and/or <b>Expansion</b> strategy will vary, depending upon the following:</p> <ul style="list-style-type: none"> <li>• Whether a classroom and outdoor area are available or will require capital building or renovation;</li> <li>• Availability of equipment and materials versus a need to purchase and await their delivery;</li> <li>• Whether the site is already licensed/certified or must submit an application to the Department of Health Services (DHS) Child Care Licensing, DES or military or tribal regulatory authority;</li> <li>• Familiarity of the early care and education program and staff with providing early childhood programming for the targeted population;</li> <li>• Time required for hiring and professionally preparing qualified staff.</li> </ul> <p>Based upon previous experiences with similar strategies, a <b>Start-Up</b> strategy typically takes at least six months and may require up to 12 months before children are able to be enrolled and begin early care and education services.</p> <p>A thorough analysis should be conducted when considering an <b>Expansion</b> strategy in order to identify already existing early care and education providers, the capacity of those community providers – school-based, Head Start, or private – to serve more children and the need for technical assistance and support to achieve quality care and education.</p> <p>When funding a <b>Start-Up</b> strategy, a regional council must also plan to allot funding for Quality First Full Participation for the first full year in which children will be attending. In addition, if children will be enrolled during the first year of</p>	<ul style="list-style-type: none"> <li>• Examples of capital expenditures include: lease-hold improvements, equipment over \$5,000 for a single item, and build-out costs (expected to vary widely.)</li> <li>• The cost of supporting children’s attendance must be included in the <b>Expansion</b> or <b>Start-Up</b> strategy if children will be enrolled during the expansion year either by providing tuition supports (<b>Start-Up</b>) or through Quality First Scholarships (<b>Expansion</b>). Cost will be variable by program, region and other factors</li> <li>• <b>Start-Up</b> tuition supports should be based on the regional Quality First Child Care Scholarship 2-Star rate and should be included in the cost of the <b>Start-Up</b> strategy</li> </ul>
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<p>new setting or renovate / retrofit an existing facility;</p> <ul style="list-style-type: none"> <li>Capital improvement or construction (the FTF Funding Plan Guidance for Construction and Purchases of Real Property* must be followed and requires matching funds);</li> <li>Early childhood education personnel to plan and implement the start-up phase and the enrollment of children.</li> </ul> <p>If the goal is to expand the availability of <u>existing</u> services, <b>Expansion</b> may be an appropriate strategy to consider. The <b>Expansion</b> strategy may be targeted to a specific age group, such as infants or preschoolers or for children with special needs, for whom there is limited or no access to services or for whom a Regional Council has prioritized services.</p> <p>When determining if <b>Expansion</b> is an appropriate strategy, consider the following:</p> <ul style="list-style-type: none"> <li>What is the identified need for expanding quality early care and education in the targeted area?</li> <li>Is there currently any existing regulated early care and education in the targeted area, e.g., Head Start, Title 1, IDEA, Community Education, or those funded through philanthropic organizations, parent tuition and other tuition subsidy?</li> <li>Do existing regulated early care and education providers enrolled in Quality</li> </ul>		<p>start-up (prior to the site enrollment in QUALITY FIRST Full Participation), the regional council must include funding for tuition supports for eligible children for the newly enrolled target population. The scholarship or tuition support amount should be calculated in the same manner as Quality First Scholarships at a 2-Star level within a region, but prorated for the number of months children will be in attendance.</p> <p>There may need to be more than one year of start-up if a new classroom is literally being newly built or staff is starting with limited expertise in early care and education services. The time required should be discussed prior to the development of a budget and timeline for the <b>Start-Up</b> strategy.</p>	<ul style="list-style-type: none"> <li>Expansion programs will be eligible for more Quality First Scholarships based on the program's existing star rating utilizing a waiver process based on funding and regional intent.</li> </ul> <p>The estimated costs of <b>Expansion</b> or <b>Start-Up</b> will be determined by a professional early childhood program development consultant/specialist (or Quality First coach or ADE mentor, if applicable) after a site visit, and in discussion with program personnel.</p> <p>Planning ahead, the cost for Quality First Full Participation for the following fiscal year will need to be allotted for each <b>Expansion</b>, <b>Start-Up</b> or <b>Capital Expense</b> site, including the cost of additional scholarships above the Quality First cap, if applicable. For</p>
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<p>First have the capacity to expand to serve the targeted population?</p> <ul style="list-style-type: none"> <li>• What is the potential impact on existing early care and education providers in the targeted area?</li> <li>• Are there opportunities to use other funding sources? What efforts can be started to build a shared funding model?</li> </ul> <p>If a region determines <b>Expansion</b> as the appropriate strategy, the following components should be considered when planning:</p> <ul style="list-style-type: none"> <li>• Coaching and technical assistance by a professional early childhood program development specialist to plan a new classroom or program site to serve the targeted population;</li> <li>• Preparation for the licensing and/or certification process, if applicable;</li> <li>• Facility improvement grants to equip a new setting or renovate / retrofit an existing site;</li> <li>• Capital improvement or construction (the FTF Funding Plan Guidance for Construction and Purchases of Real Property* must be followed and requires matching funds);</li> <li>• Early childhood education personnel to plan and implement the expansion and enrollment of children.</li> <li>• Funding for Quality First Full Participation</li> </ul>			<p>example: if <b>Expansion</b> or <b>Start-Up</b> is funded for a site in FY15, funding would be required for FY16 for Quality First Full Participation.</p>
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- Additional Quality First Scholarships , if applicable

**Start-Up** and **Expansion** strategies should reflect First Things First's commitment to providing families with choices and a mixed service delivery system which includes both public and private school systems.

\*Refer to Attachment A in the Expansion Standard of Practice, *FTF Funding Plan Guidance for Construction and Purchases of Real Property*.

**EXPANSION, START-UP AND/OR CAPITAL EXPENSE  
FY 2015**

Start-Up – New Sites	Expansion – Existing Sites
<p>No children are enrolled** during fiscal year.</p> <p>Contract with a professional early childhood program development consultant /specialist or other FTF approved vendor to facilitate start-up.</p> <p>Possible components of contract to be funded:</p> <ul style="list-style-type: none"> <li>· Equipment and materials</li> <li>· Coaching / mentoring</li> <li>· Preparation for the licensing and/or certification process</li> <li>· Capital and building expenses</li> <li>· Personnel</li> </ul> <p>No funding for Quality First Full Participation in start-up only year but required in subsequent years.</p> <p>**If children are enrolled after the start-up period but during the same fiscal year as <b>Start-Up</b> tuition support must be funded.</p> <p>Must fund QUALITY FIRST scholarships in second year at regional 2 Star rate and fund additional QUALITY FIRST scholarships, if applicable.</p> <p>Must be rated 3-5stars to retain scholarships in third year.</p>	<p>Expansion programs must be enrolled in or have applied for Quality First Full Participation.</p> <p>Must achieve a 3-5 star rating by third year</p> <ul style="list-style-type: none"> <li>· Expansion programs will be eligible for QUALITY FIRST child care scholarships based on the program's existing star</li> <li>· Additional QUALITY FIRST child care scholarships, if applicable</li> </ul> <p>Possible components of contract to be funded:</p> <ul style="list-style-type: none"> <li>· Equipment and materials</li> <li>· QUALITY FIRST Coaching / ADE mentoring</li> <li>· Preparation for the licensing and/or certification process if applicable</li> <li>· Capital and building expenses</li> <li>· Personnel</li> </ul>

## Section 2 – Financial Update



# Gila Funding Plan Summary

Allocations and Funding Sources	2014			2015
FY Allocation			\$650,944	\$714,818
Population Based Allocation			\$372,567	\$410,678
Discretionary Allocation			\$216,455	\$232,915
Other (FTF Fund balance addition)			\$61,922	\$71,225
Carry Forward From Previous Year			\$609,371	\$430,700
<b>Total Regional Council Funds Available</b>			<b>\$1,260,315</b>	<b>\$1,145,518</b>
Strategies	Allotted	Awarded	Expended	Allotted
Quality First	\$131,590.75			
Quality First Academy		\$6,610.00	\$1,689.00	\$14,100
Quality First Child Care Health Consultation		\$426.00	\$12.00	\$423
Quality First Coaching & Incentives		\$118,912.00	\$59,310.00	\$115,064
Quality First Inclusion Warmline		\$1,769.00	\$510.00	\$1,890
Quality First Mental Health Consultation		\$1,820.00	\$759.00	\$1,944
Quality First Warmline Triage		\$708.00	\$294.00	\$684
Scholarships TEACH				
Quality First Scholarships	\$259,510.77	\$259,511.00	\$129,681.00	\$325,611
Child Care Health Consultation	\$22,254.05	\$22,254.00	\$5,093.00	\$22,230
Parent Education Community-Based Training	\$137,000.00	\$137,000.00	\$47,060.00	\$161,000
Parent Outreach and Awareness	\$65,000.00	\$65,000.00	\$24,246.00	\$85,000
Care Coordination/Medical Home	\$190,000.00	\$190,000.00	\$38,157.92	\$190,000
Expansion: Increase slots and/or capital expense	\$75,000.00	\$0.00		\$0
Recruitment - Stipends/Loan Forgiveness				
Community Awareness	\$7,000.00	\$7,000.00	\$0.00	\$13,000
Media	\$0.00	\$0.00		\$0
Statewide Evaluation	\$34,439.00	\$34,439.00	\$34,439.00	\$48,858
<b>Total</b>	<b>\$921,794.57</b>	<b>\$845,449.00</b>	<b>\$341,250.92</b>	<b>\$979,803</b>
<b>Total Unallotted</b>	<b>\$338,520.88</b>	<b>\$414,866.45</b>		<b>\$165,715</b>



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# SFY2015 Funding Plan

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Gila Regional Partnership Council

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**Gila  
Funding Plan Summary  
SFY15 Proposed**

Allocations and Funding Sources	2015	Recommendations to the Board SFY2015 Strategies and Allotments
FY Allocation	\$714,818	
Population Based Allocation	\$410,678	
Discretionary Allocation	\$232,915	
Other (FTF Fund balance addition)	\$71,225	
Carry Forward From Previous Year	\$430,700	
<b>Total Regional Council Funds Available</b>	<b>\$1,145,518</b>	
Strategies	Proposed Allotted	
Quality First Academy ( <i>Statewide</i> )	\$14,100	
Quality First Child Care Health Consultation Warmline ( <i>Statewide</i> )	\$423	
Quality First Coaching & Incentives ( <i>Statewide</i> )	\$115,064	
Quality First Inclusion Warmline ( <i>Statewide</i> )	\$1,890	
Quality First Mental Health Consultation Warmline ( <i>Statewide</i> )	\$1,944	
Quality First Warmline Triage ( <i>Statewide</i> )	\$684	
Scholarships TEACH ( <i>Statewide</i> )		
Quality First Scholarships ( <i>Statewide</i> )	\$325,611	
Child Care Health Consultation ( <i>Statewide</i> )	\$22,230	
Parent Education Community-Based Training	\$161,000	
Parent Outreach and Awareness	\$85,000	
Care Coordination/Medical Home	\$190,000	
Community Awareness ( <i>FTF Directed</i> )	\$13,000	
Media ( <i>Statewide</i> )( <i>FTF Directed</i> )	\$0	
Statewide Evaluation ( <i>statewide</i> ) ( <i>FTF Directed</i> )	\$48,858	
<b>Total</b>	<b>\$979,803</b>	
<b>Total Unallotted</b>	<b>\$165,716</b>	

# GILA REGIONAL PARTNERSHIP COUNCIL

## Regional Funding Plan SFY15 July 1, 2014 - June 30, 2015

- I. Regional Allocation Summary**  
Funds Available for SFY14 and 15
  
- II. Review of SFY14 Funding Plan**
  - A. Strategy Allotments and Awards
  - B. Strategies and Units of Service
  
- III. SFY15 Funding Plan**
  - A. Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes
  - B. Changes in Strategies from SFY14 to SFY15
  - C. Target Service Units Proposed
  - D. New Proposed Strategies
  - E. SFY15 Proposed Funding Summary including the SFY13 -15 Regional Partnership Council Budget

Section I.  
Regional Allocation Summary  
Funds Available for SFY 15

Gila Regional Partnership Council

Allocations and Funding Sources	SFY2013	SFY2014	SFY2015
FY Allocation	\$611,099	\$650,944	\$714,818
Population Based Allocation	\$341,489	\$372,567	\$410,678
Discretionary Allocation	\$205,069	\$216,455	\$232,915
Other (FTF Fund balance addition)	\$64,541	\$61,922	\$71,225
Carry Forward From Previous Year	\$553,258	\$609,371	\$430,700
<b>Total Regional Council Funds Available</b>	<b>\$1,164,357</b>	<b>\$1,260,315</b>	<b>\$1,145,518</b>

Section II. A.  
 Review of SFY14 Funding Plan  
 Strategy Allotments and Awards

SFY14  
 Gila Funding Plan Summary

Allocations and Funding Sources	2014	
FY Allocation		\$650,944
Population Based Allocation		\$372,567
Discretionary Allocation		\$216,455
Other (FTF Fund balance addition)		\$61,922
Carry Forward From Previous Year		\$609,371
<b>Total Regional Council Funds Available</b>		<b>\$1,260,315</b>
Strategies	Allotted	Awarded
Quality First ( <i>Statewide</i> )	\$131,591	\$130,244
Scholarships TEACH ( <i>Statewide</i> )	-	
Quality First Scholarships ( <i>Statewide</i> )	\$259,511	\$259,511
Child Care Health Consultation ( <i>Statewide</i> )	\$22,254	\$22,254
Parent Education Community-Based Training	\$137,000	\$137,000
Parent Outreach and Awareness	\$65,000	\$65,000
Care Coordination/Medical Home	\$190,000	\$190,000
Expansion: Increase slots and/or capital expense	\$75,000	
Community Awareness ( <i>FTF Directed</i> )		
Media ( <i>FTF Directed</i> )		
Statewide Evaluation ( <i>Statewide</i> ) ( <i>FTF Directed</i> )	\$34,439	\$34,439
<b>Total</b>	<b>\$914,795</b>	<b>\$838,448</b>
<b>Total Unallotted</b>	<b>\$345,521</b>	<b>\$83,346</b>

Section II. B.  
 Review of SFY14 Funding Plan  
 Strategies and Units of Service

<b>Gila Units of Service By Strategy</b>		
Strategy Description	Fiscal Year 2014	
	Targeted Units	Contracted Units
<b>Quality First Strategy</b>		
Number of center based providers served	6	0
Number of home based providers served	3	0
<b>Scholarships TEACH Strategy</b>		
Number of professionals receiving scholarships	15	0
<b>Quality First Scholarships Strategy</b>		
Number of scholarship slots for children 0-5 years	45	45
<b>Child Care Health Consultation Strategy</b>		
Number of center based providers served	6	5
Number of home based providers served	3	3
Number of Non-QF Centers	0	0
Number of Non-QF Homes	0	0
<b>Parent Education Community-Based Training Strategy</b>		
Number of participating adults	100	95
<b>Parent Outreach and Awareness Strategy</b>		
Number of books distributed	21,600	21,600
Number of events held	0	0
Number of resource guides distributed	0	0
Number of workshops held	0	10
<b>Care Coordination/Medical Home Strategy</b>		
Number of children receiving screening		
Number of children served	200	200
Number of developmental screenings conducted		
Number of families served (HIE Assistance)		
Number of hearing screenings conducted		
Number of vision screenings conducted		
<b>Expansion: Increase slots and/or capital expense Strategy</b>		
Number of center based providers served	1	0
Number of home based providers served	0	0
Number of increased slots for participating children	0	0
<b>Community Awareness</b>		
No Target Service Units for this strategy		
<b>Media</b>		
No Target Service Units for this strategy		
<b>Statewide Evaluation</b>		
No Target Service Units for this strategy		

Notes about SFY14 contracted service units:

**Quality First**

Due to operational changes, a "0" Contracted Unit is shown in the table above, however, the Targeted Service Units and the Contracted Service Units are the same i.e. the targeted service unit is what was contracted for with Quality First grantees on behalf of each region.

One center slot has been reserved for a child care program in the Globe/Miami area and may not be filled in SFY14.

**Scholarships TEACH Service Numbers:**

In SFY14 the targeted service unit for TEACH reflects the number of scholarships for statewide funded TEACH (as part of the QF package). Because TEACH is a state funded contract, the contract service units do not appear in this regional table. The contracted service unit for the region is 6 Scholarships. The contracted service units are lower than the target service units to reflect actual scholarship usage.

**Parent Education – Community Based Training**

The Gila Regional Partnership Council funds two Parent Education – Community Based Training programs. The first is for Pregnant and Parenting Teens has an unduplicated target service unit of 75. The Rural Schools program has a unduplicated target service unit of 25. While many regions have used a duplicated target service unit in SFY14, Gila has always used an unduplicated number for both targeted and contract units. The contracted service units are five less than targeted service due to a decrease in the number of children in Young community.

**Parent Outreach and Awareness:**

The target service unit for this strategy in Gila Region is the number of books distributed. The Region does not fund events or resource guides distributed therefore these are reflected as zeros. While the Targeted Service Units did not specify a target service unit for workshops held, the region contracted for 10 workshops.

**Care Coordination/Medical Home:**

For SFY14 the target service units for this strategy is "Number of Children Served". The Grantee will be required to report on screening Target Service Numbers in SFY2014, but these were not included in the contracted units. This grantee provides developmental screening, but is not contracted to conduct hearing, vision screenings or health insurance assistance.

**Expansion: Increase slots and/or capital expense strategy**

The Gila Regional Partnership Council added an Expansion strategy on June 21, 2013, for SFY14, to allow support for a childcare/early learning center to be developed in the Globe/Miami area. Since approval of the strategy, delays in community capacity building efforts have resulted in the strategy being placed on hold. It is anticipated that this strategy will be fully implemented in the 4<sup>th</sup> quarter SFY14.

**Section III. A.**

**SFY15 Funding Plan**

**Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes**

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY13-15 Strategies
<p>Limited access to quality, affordable early care and education</p> <p>High number of children living in poverty</p> <p>High number of pregnant and parenting teens that lack the skills needed to raise successful children.</p> <p>Children arriving at school with significant undiagnosed delays</p> <p>High number of single and first time parents that lack the skills needed to raise successful children</p> <p>High number of Grandparents raising their Grandchildren that lack supports necessary to raise successful children.</p> <p>Limited access to parent education and information</p> <p>Limited knowledge and information about the importance of early childhood development and health</p> <p>Children arriving at schools with limited language and literacy skills.</p> <p>High number of Incarcerated Parents</p> <p>Small rural areas and Tonto Apache Nation have limited access to FTF programs.</p> <p>Large number of Parents with Drug and Alcohol abuse issues impacting their ability to parent.</p>	<p><b>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</b></p> <p><b>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</b></p> <p><b>% of families who report they are competent and confident about their ability to support their child's safety, health and well being</b></p> <p><b>#/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)</b></p> <p><b>#/% of children receiving at least six well-child visits within the first 15 months of life</b></p>	<p>Early Care and Education System Development and Implementation – Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.</p> <p>Quality Early Care and Education Standards, Curriculum and Assessment – Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.</p> <p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<p>Quality First (Includes Quality First Coaching/Incentives, QF Academy, QF Triage Warmline, QF Including Warmline, QF MHC Warmline, QF CCHC Warmline, Scholarships, CCHC and Statewide funded TEACH)</p> <p>Parent Education - Community Based Training:</p> <p>Parent Outreach and Awareness – Early Literacy</p> <p>Care Coordination-Medical Home</p> <p>Community Awareness</p> <p>Media (Funded for SFY2013 only- Unfunded strategy for SFY2014-2015)</p> <p>Statewide Evaluation</p>

**Section III. B.**  
**SFY15 Funding Plan**  
**Changes in Strategies from SFY14 to SFY15**

Strategy Name	SFY14	SFY15
Quality First - includes the following components: QF Coaching & Incentives, QF Academy, QF Warmline Triage, QF Inclusion Warmline, QF CCHC Warmline, QF MHC Warmline		
Funding Level Changes:	\$131,590.75	\$134,104.50  QF Coaching & Incentive       \$ 115,063.50 QF Academy                       \$ 14,100.00 QF Warmline Triage               \$ 684.00 QF Inclusion Warmline           \$ 1,890.00 QF CCHC Warmline               \$ 423.00 QF MHC Warmline               \$ 1,944.00
TSU Change:	6 Center 3 Homes	6 Centers 3 Homes Plus 6 Centers for Quality Rating Only
Target Population Change:	No Change	The Rating only slots will be targeted to Head Start programs and school based Pre-kindergarten programs.
Explanation of Change:		The funding level has changed as a result of the star rating progression that is used for enrolled programs which results in changes to coaching and incentives for QF programs. In addition, 3-5 star programs do not receive incentives. The funding also reflects the addition of six Centers for Quality Rating Only.
QF Scholarships (previously QF Child Care Scholarships)		
Funding Level Change:	\$259,510.77	\$325,610.54
TSU Change:	45	46
Target Population Change:	No Change	
Explanation of Change(s):	The Regional Council is not making any additional changes to scholarships. The funding and TSU changes are due to the SFY15 QF model changes	

Strategy Name	SFY14	SFY15
		approved by the State Board in June 2013. TSU changed from 45 in SFY14 to 46 SFY15 due to program model changes which impacted the eligibility of programs to receive scholarships based upon star ratings, and participant size. In addition, the funding level changed because the market rates are no longer factored into the overall formula for the cost of the scholarship but standard rates are being used.
Child Care Health Consultation		No Change
Parent Education Community-Based Training		
Funding Level Change:	\$137,000	\$161,000
TSU Change:	100	125
Target Population Change:	No Change	Add service in two rural school districts that are not currently being served by the program. These include the Tonto Basin School District and Hayden/Winkelman School District.
Explanation of Change:		<p>The Regional Council has added two additional target school districts to the Community Based Parent Education in Rural Schools to include Tonto Basin and Hayden/Winkelman.</p> <p>For SFY15 the Parent Education – Community Based Training Targeted Service Units, the number of participating adults reflects an unduplicated count. While SFY14 target service units in most regions reflected a duplicated count, the Gila region used unduplicated counts for SFY14 target service units.</p> <p>The Regional Council will continue to fund Parent Education Community Based Training –Parents and Pregnant Teens at \$115,000 and Parent Education Community Based Training – Rural Schools will be increased to \$46,000.</p>
Parent Outreach and Awareness		

Strategy Name	SFY14	SFY15
Funding Level Change:	\$65,000	\$85,000
TSU Change:		
Number of Books Distributed	21,000	21,000
Number of Events Held	0	0
Number of Resource Guides Distributed	0	0
Number of Workshops Held	0	20
Target Population Change:	No Change	
Explanation of Change:		For SFY15 additional outreach funding has been added to increase early literacy outreach and parent early literacy training. For SFY14 "Number of Workshops Held" was included in the contracted service units. For SFY15 a Targeted Service Unit of "Number of Workshops Held" was included.
Care Coordination/Medical Home		
Funding Level Changes:	\$190,000	\$190,000
TSU Change:		
# of children served	200	200
# of families served (Health Insurance Enrollment Assistance)		0
# of children screened		200
# of developmental screenings conducted		200
# of hearing screenings conducted		0
# of visions screenings conducted		0
Target Population Change:	No Change	
Explanation of Change:		Required Secondary Strategy TSUs were added
Expansion		
Funding Level Changes	\$75,000	0
TSU Change	1	0
Target Population Change		
Explanation of Change (s)	Funded for One Year Only	Center will become a Quality First Center in SFY2015
Community Awareness		
Funding Level Change:	See Note below	\$13,000
TSU Change:	N/A	N/A
Target Population Change:	No Change	

Strategy Name	SFY14	SFY15
Explanation of Change(s):	The Regional Council at the November 15, 2013 meeting has voted to add \$7,000 for SFY2014 to the previously unfunded Strategy. This change will be presented to the State Board at the January 2013 meeting.	The Regional Council allocated \$13,000 for SFY15 to allow purchase of scholastic books and other outreach materials.
Media	No Change	
Statewide Evaluation		
Funding Level Change:	\$34,439	\$48,857.66
Explanation of Change(s):	The funding level is based on the FTF Research and Evaluation Implementation Plan for SFY 13 – SFY 15.	

**Section III. C.  
SFY15 Funding Plan  
Target Service Units Proposed**

**Gila SFY15  
Target Service Units Proposed**

Strategy	Service Unit	2014		2015
		Target	Contracted	Target
Quality First	Number of center based providers served	6	-	12
	Number of home based providers served	3	-	3
Scholarships TEACH	Number of professionals receiving scholarships	15	-	-
Quality First Scholarships	Number of scholarship slots for children 0-5 years	45	45	46
Child Care Health Consultation	Number of center based providers served	6	5	6
	Number of home based providers served	3	3	3
	Number of Non-QF Centers	-	-	-
	Number of Non-QF Homes	-	-	-
Parent Education Community-Based Training	Number of participating adults	100	95	120
Parent Outreach and Awareness	Number of books distributed	21,600	21,600	21,600
	Number of events held	-	-	-
	Number of resource guides distributed	-	-	-
	Number of workshops held	-	10	20
Care Coordination/Medical Home	Number of children receiving screening			200
	Number of children served	200	200	200
	Number of developmental screenings conducted			200
	Number of families served (HIE Assistance)			-
	Number of hearing screenings conducted			-
Expansion: Increase slots and/or capital	Number of center based providers served	1	-	-
	Number of home based providers served	-	-	-
	Number of increased slots for participating children	-	-	-

Notes about FY14 contracted service units and FY15 proposed targets:

**Quality First**

For SFY14, due to operational changes, a "0" Contracted Unit is shown in the table above, however, the Targeted Unit and the Contracted Unit are the same i.e. the target service unit is what was contracted for with Quality First grantees on behalf of each region.

The Target Service Units for Quality First for FY2015 includes six centers for full participation in Quality First and six centers for Rating Only. One full participation center slot has been reserved for a child care program in the Globe/Miami area and may not be filled in SFY14. The Regional Council voted to keep that designated extra slot to accommodate the child care program developed through the expansion strategy.

**Scholarships TEACH Service Numbers:**

In SFY14 the targeted service unit for TEACH reflects the number of scholarships for statewide funded TEACH (as part of the QF package). Because TEACH is a state funded contract, the contract service units do not appear in this regional table. The contracted service unit for the region is 6 Scholarships. The contracted service units are lower than the target service units to reflect actual scholarship usage. For SFY15, a targeted service unit is not included because the region did not allot funding to Additional (Regional) TEACH Scholarships.

**Parent Education – Community Based Training**

The Gila Regional Partnership Council funds two Parent Education – Community Based Training programs. The first is the Pregnant and Parenting Teens program that has an unduplicated target service unit of 75. The Rural Schools program has a unduplicated target service unit of 50. While many regions have used a duplicated target service unit in SFY2014, Gila has always used an unduplicated number.

**Parent Outreach and Awareness:**

The target service unit for this strategy in the Gila Region is number of books distributed. The Region does not fund events held or resource guides distributed therefore these are reflected as zeros. While the Targeted Service Units, for SFY14, did not specify a target service unit for workshops held, the region contracted for 10 workshops. For SFY15 the target service units for workshops held have increased to 20 due to the restoration of the outreach and training funding.

**Care Coordination:**

For SFY14 the target service unit for this strategy is "Number of Children Served". The Grantee will be required to report on developmental screening Target Service Numbers in SFY14, but these were not included in the target or contracted units.

For SFY15, the region has funded Care Coordination/Medical Home for which the Regional Partnership Council has now proposed Target Service Units for the required secondary Developmental Screening strategy.

A TSU of 0 indicates that the strategy does not include that activity i.e. it is not a required part of the FTF strategy Standard of Practice or Scope of Work. The Regional Council does not require hearing, vision screening or Health Insurance Enrollment assistance as part of the Scope of Work for this strategy.

**Expansion: Increase slots and/or capital expense strategy**

The Regional Council added an Expansion strategy on June 21, 2013 to allow support for a child care/early learning center to be developed in the Globe/Miami area. Since approval of the strategy, delays in community capacity building efforts have resulted in the strategy being placed on hold. It is anticipated that this strategy will be fully implemented in the 4<sup>th</sup> quarter SFY14.

Section III. E.

SFY15 Funding Plan

SFY15 Proposed Funding Summary including the SFY13 -15 Regional Partnership Council Budget  
SFY 13-15

Gila Funding Plan Summary

Allocations and Funding Sources	2013	2014	2015
FY Allocation	\$611,099	\$650,944	\$714,818
Population Based Allocation	\$341,489	\$372,567	\$410,678
Discretionary Allocation	\$205,069	\$216,455	\$232,915
Other (FTF Fund balance addition)	\$64,541	\$61,922	\$71,225
Carry Forward From Previous Year	\$553,258	\$609,371	\$430,700
<b>Total Regional Council Funds Available</b>	<b>\$1,164,357</b>	<b>\$1,260,315</b>	<b>\$1,145,518</b>
Strategies	Allotted	Allotted	Proposed Allotted
Quality First	\$120,297	\$131,591	
Quality First Academy			\$14,100
Quality First Child Care Health Consultation Warmline			\$423
Quality First Coaching & Incentives			\$115,064
Quality First Inclusion Warmline			\$1,890
Quality First Mental Health Consultation Warmline			\$1,944
Quality First Warmline Triage			\$684
Scholarships TEACH	\$36,300		
Quality First Scholarships	\$235,487	\$259,511	\$325,611
Child Care Health Consultation	\$20,160	\$22,254	\$22,230
Parent Education Community-Based Training	\$137,000	\$137,000	\$161,000
Parent Outreach and Awareness	\$85,000	\$65,000	\$85,000
Care Coordination/Medical Home	\$155,000	\$190,000	\$190,000
Expansion: Increase slots and/or capital expense		\$75,000	\$0
Community Awareness	\$10,000	\$0	\$13,000
Media	\$7,500	\$0	\$0
Statewide Evaluation	\$16,648	\$34,439	\$48,858
<b>Total</b>	<b>\$823,392</b>	<b>\$914,795</b>	<b>\$979,803</b>
<b>Total Unallotted</b>	<b>\$340,965</b>	<b>\$345,521</b>	<b>\$165,715</b>



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

AGENDA ITEM: Fiscal Year 2014 Grantee Presentation

BACKGROUND: The Regional Council has requested that Grantees provide program updates approximately twice a year. Grantees giving updates at the meeting will be Gila County Library – Parent Outreach and Awareness and Teen Outreach Pregnancy Services. Data presented in the attachment is for 1<sup>st</sup> quarter FY2014. Data for the second quarter will not be submitted until January 20, 2014.

RECOMMENDATION: This is provided for informational purposes only.

## Teen Outreach and Pregnancy Services

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
FTF-RC004-12-0332-02-Y3 / Teen Outreach Pregnancy Services	Quarterly Data		
	Number of trainings conducted		65
	Number of adults attended	75	221
	Average attendance per training session		3.4

## Gila County Library - Early Literacy - Dolly Parton Imagination Library

### FY2014 - First Quarter Data

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
GRA-RC004-14-0616-01 / Gila County Library District	Quarterly Data Submission Status*		3
	Number of books distributed	21600	5123
	Number of children receiving books		5123
	Number of children newly enrolled into book distribution program during the quarter		182
	Number of Children receiving books during the month of September 2013		1714
	Number of workshops held	10	45
	Number of adults attending workshop		229

### Enrollment

Site	Enrolled
Globe/Miami	121
Payson	66
<b>Gila Total</b>	<b>187</b>



### Deliveries

- 80 deliveries (27 from New Beginnings in Payson)
  - 85% breastfeeding at time of discharge
  - 77% of the deliveries were vaginal
  - Average weight was 7 lbs. 4 oz. (5.5 lbs. is considered full weight)
  - Average gestational age was 38.9 weeks (37 weeks or greater is considered full term)

### Knowledge

Before each education series (Pregnancy and Parenting) tests are administered to the clients to gauge their knowledge levels. The same tests are administered at the end of each series. Below are the Pre-test and Post-test scores by series.

Test Scores	Pre	Post	Increase
Pregnancy	69%	91%	22%
Parenting	73%	94%	21%



### Classes

Class Type	# Classes	# Attended
Pregnancy	391	1055
Parenting	69	292
Support Group	79	369
<b>Grand Total</b>	<b>539</b>	<b>1716</b>



### Annual TOPS Holiday Party

The photos on this handout are from the 2013 Annual TOPS Holiday Party that took place on December 14<sup>th</sup> at St. Paul's United Methodist Church. This event is put on by TOPS to provide the clients and their children an opportunity to get photographs with Santa, a warm meal and a new gift to put under the tree for Christmas. This year there were 65 adults and 28 children in attendance.





## FIRST THINGS FIRST

*Ready for School. Set for Life.*

AGENDA ITEM: Regional Director's Report

BACKGROUND: The Regional Director will report any updates since the last Regular Meeting.

RECOMMENDATION: This information is for information purposes only.

# January 2014

## Director's Report

Gila Regional Partnership Council

### General Updates

- The “Brain Development the Key to School Readiness” workshop co-sponsored by First Things First and CASA in Payson on December 4 was attended by approximately 30 people. As with the Globe/Miami training many community members attended. We were thrilled with the number of CASA volunteers, Time Out Shelter and Payson School District staff that attended. We have been asked to schedule another training for the Payson area. It will be held in the evening or on the weekend, to accommodate the Quality First Staff and Behavioral Health Staff that are unable to attend daytime trainings. Overall we have reached approximately 60 people in Gila County with the training.
- We have five Regional Council terms that are expiring on June 30, 2014. Recruitment will begin in early 2014 for these positions. Existing members whose terms are expiring will be encouraged to reapply. The Regional Council positions that have terms expiring are the Child Care Provider, Faith Based, Business, At Large and Tribal Representative.
- First Things First submitted Race to the Top-Early Learning application in the middle of October. Six states were selected to receive this award. The Arizona application was within 3 points of the other funded states. It is possible that additional States will be funded after the first of the year and Arizona would be first in line to receive this funding. This application targets high needs areas of the state. San Carlos Apache Nation is one of the targeted areas. While we are disappointed that we were not funded, it looks like it could be in the cards for 2014.
- The Regional Council will issue a RFGA for Community Based Training for Pregnant and Parenting Teens. It is anticipated that this RFGA will be issued in early February. Since this is a round 1 RFGA we will have ample time to complete the review process to assure a July 1, 2014 effective date.
- Renewal packets will go out early March for existing grantees eligible for a possible renewal. The Regional Council will consider and possibly approve these renewals at the April or May meetings.
- First Thing First will hold a public vetting meeting on Regional Benchmarks on March 17, 2014-10:00 at Besh Ba Gowah.

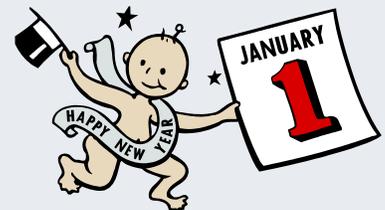
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## Next Regular Meeting

...

Friday, February 21, 2014  
10:00 a.m. – 1:00 p.m.

Tonto Apache Tribal Offices





### STATEWIDE REPORT SHOWS NEED FOR CONTINUED INVESTMENT IN YOUNG KIDS

On December 10, the First Things First Board approved *Building Bright Futures*, the 2013 statewide needs and assets report. The report describes the status of young children in various areas, including: demographics, economics, education and health. Some notable items from this year's report include:

- More than 1 in 4 children 5 and younger in Arizona live in poverty, and the child poverty rate in our state is growing faster than the nation.
- An estimated 12 percent of young children live in the household of their grandparents, a figure that has been growing rapidly over the past few years. Statewide, 30 percent of households led by a grandparent have no parent of the children present, and almost 1 in 4 grandparents raising their grandchildren lives in poverty.
- In 2009, more than 30 percent of Arizona's toddler and preschoolers had untreated tooth decay, and approximately 71 percent of the state's 4-year-olds had never seen a dentist.

While FTF is doing its part to enhance education, health and family support programs for young children, Board Chair Steven W. Lynn stressed after the presentation that the data in *Building Bright Futures* demonstrate the need for restored funding for the state's tattered safety net. He suggested that FTF staff look in to how the information in the report could be used to highlight the needs of young children in the upcoming legislative session.

Board members and staff also expressed hope that the information in *Building Bright Futures* would spark community conversations about enhanced funding for other early childhood programs that promote school readiness for all kids.

*The report is available at [azfff.gov](http://azfff.gov), under Reports and Publications.*

### DISCRETIONARY FUNDS – AD HOC COMMITTEE'S CONSIDERATIONS

In 2012, the Board commissioned an analysis of First Things First's tobacco tax revenue to assess future revenue estimates. This analysis was used to revise the sustainability model established by the Board, which is utilized when setting the annual budget including the draw on the fund balance. In addition, the Board reviewed an analysis of the regional carry forward balance. During this financial review, the Board determined that they also wanted to have a discussion on how discretionary funding is currently allocated. It was determined that this discussion would occur after the regional council chairs and vice chairs had the opportunity to review and discuss the issue.

In October 2012, the chairs and vice chairs discussed this topic at their leadership forum and also held discussions with their regional councils. Feedback was compiled across the 31 regional councils and reviewed at the February 2013 leadership forum. An ad hoc committee was formed to review the feedback and develop considerations to present to the Board.

At the Dec. 10 meeting, committee members Tony Bruno (South Pima Regional Council) and Shanna Tautolo (Pascua Yaqui Tribe Regional Council) presented to the Board two considerations from the committee: 1) that the current method for distributing discretionary funding be maintained and, 2) that the Board re-consider its frontier definition to determine if additional regions meet that definition.

If the Board changes how discretionary funding is allocated, the committee suggested that the new process not put regions in competition with each other and that any changes made should be in alignment with the councils' 3-year funding plan cycles.

The Board expressed its appreciation for the work of the committee. CFO Josh Allen then provided a presentation on the broader and longer term allocation considerations of FTF - including sustainability planning, fund balance and discretionary funding. In anticipation of the SFY16-18 planning cycle, the Board asked that the Finance Committee conduct a comprehensive analysis of the Board's long-term allocation strategy and provide recommendations for the Board's consideration at its April meeting. The Board asked that members of the ad hoc committee and their considerations be included in this process.

## PROGRESS MADE IN IMPLEMENTING PROFESSIONAL DEVELOPMENT PLAN

First Things First Chief Program Officer Karen Woodhouse updated the Board on the implementation of the Professional Development Strategic Plan. The plan, approved by the Board in 2012, identified three high-priority areas FTF would work in, including early childhood degrees and credentials, a framework for workforce knowledge and competencies, and a workforce registry and professional development website.

The updates provided to the Board on Dec. 10 included:

Foundational work on a Prior Learning Assessment that would be eligible for college credit is near completion. In spring 2014, colleges willing to participate in Phase I implementation will be identified. Phase I of implementation will begin in July 2014.

Three colleges are working with the Professional Development Work Group to develop a draft of an Associate of Arts in Early Childhood Education (AAECE) degree. By May 2014, it is anticipated that those three colleges will guide the AAECE through the curriculum adoption processes at their respective institutions. Hopefully, those processes can be completed in time for the degree to be available at those three institutions for the FY16 school year.

The Knowledge and Competencies Framework has been developed and has gone through two rounds of vetting with system stakeholders. The final copy is expected by the end of calendar year 2013, with initial dissemination to early childhood faculty beginning in January 2014.

Initial design of the registry and website has begun. Two issues that continue to be worked on are locating an administrative home for the site and a staff plan for the site's maintenance.

In addition to the update on the statewide professional development plan, the Board's meeting included a presentation and panel discussion on one of the innovative professional development strategies being implemented with FTF funding – the Communities of Practice model in the Southeast Region.



## PANEL DESCRIBES SUCCESS IN PROFESSIONAL DEVELOPMENT FOR EARLY EDUCATORS

The Central Pima Regional Council developed the Community of Practice model to provide comprehensive professional development to local early educators. This model encourages peer-facilitated learning and brings subject matter experts (i.e. visiting faculty, published authors, researchers, etc.) to the region's early childhood educators. These professional development opportunities are also tied to college credit if the participants are continuing their path toward college degrees. The program has expanded and now includes all the regions in the area.

During the Dec. 10 meeting, the Board received a summary of an evaluation of the strategy conducted by Mid-Continent Research for Education and Learning (McREL). The evaluation found that the strategy is meeting the needs of many local early childhood educators; provides hands-on learning opportunities, access to subject matter experts and peer networking opportunities that are tied to college credit; and, has positively changed practices for participating teacher and administrators.

Challenges identified in the study included the need to reduce barriers to participation, such as lack of transportation; gather outcome data to determine how participation is impacting young children taught by early educators in the program; and identifying resources to sustain the model revenues decline.

As part of the presentation, the Board heard from a panel of program participants. A sample of their comments includes:

**Amber Jones** – Employee of Child and Family Resources, member of the North Pima Regional Council and Coordinator of Project BEST, a Community of Practice that focuses on infants and toddlers. Jones shared the story of a center director who participated in a Community of Practice and as a result decided to require her teachers to have or be pursuing a college degree. She lost several staff members in the process. The director held a family night that had almost 300 attendees. The director shared with families what she had learned about a quality early learning environment. She explained to families that providing quality meant she would have to raise her rates. Even though her center is a very economically challenged area, she has not lost a single student.

**Adrian Weaver** – Early childhood teacher at Cottonwood Enrichment Center. Weaver said that through the program, she has found a community that is as passionate about early childhood as she is. She said she has learned things that she can put in to practice right away in her classroom. Weaver added that participation in the program has given her the confidence to apply for scholarships, expand her learning, complete her associate's degree and apply for the early childhood education graduate program at the University of Arizona.

**Vivian Lewis** – Head Start teacher for the Tohono O'odham Nation for 15 years. Ms. Lewis said the program helped her recently complete her bachelor's degree. She said she has been most impressed with what she has learned through the program about the need to preserve and implement cultural literacy. She said she has been working to do so in her classroom, learning new vocabulary and making native language books herself with the help of native speakers. She said her participation helps her to honor herself and her nation.



### EVALUATION FINDS FAMILY SUPPORT STRATEGIES VARY IN SUCCESS OF IMPLEMENTATION

Harder + Company presented its findings of an evaluation of family support strategies across five regions: Cochise, Central Pima, North Pima, Santa Cruz and South Phoenix.

The study rated the regions' implementation of family support strategies – including home visitation, family resource centers and community-based parent education – across six areas, including: design, capacity, implementation, effectiveness, systems and resources. The study included data from staff, council member and grantee interviews, participant interviews, needs and assets reports, funding plans and grantee quarterly reports.

The study's 4-tier scale included ratings from lowest to highest of Not Rated (insufficient evidence) Emerging, Established and Advanced. Three regions had advanced ratings; two regions had established ratings.

Based upon their findings, evaluators recommended that the regions continue to monitor regional population trends to address local needs; invest in opportunities to further enhance the capacity of family support strategies; address challenges to family engagement; strengthen cross-regional collaboration among FTF-funded grantees; and expand the analysis of service unit costs.

Several Board members thanked evaluators for the depth of their study. Board Chair Steve Lynn said he would also like to see this and other studies delve more deeply into the impact that the programs are having on families and professionals working with families and children, and ultimately, the school readiness of children.



### **BOARD DEEPLY CONCERNED ABOUT CURRENT CPS SITUATION**

Board members at the Dec. 10 meeting expressed concern and frustration over the current crisis in Child Protective Services, which centers around more than 6,000 reports of abuse or neglect that have not been investigated. The Board's conversation centered around 4 main themes:

- Expressing FTF's concerns about the current crisis in CPS;
- Renewing FTF's expectations that the state's safety net be adequately funded;
- Reiterating the voters' expectations of FTF; and,
- Describing how FTF is doing its part to support strong families.

Board Chair Steve Lynn reiterated that the Legislature needs to consider the impact that cuts to social services have had on the most vulnerable children. He and other Board members called on policymakers to restore that funding. Member Basha said the current situation highlights the importance of prevention, and that many in our community are unaware of the strong role FTF plays in early intervention efforts.

At the end of the discussion, the members asked Brad Willis, who represents DES Director Clarence Carter on the Board, to keep them apprised of any developments in this distressing situation.

**Save the date!** The next FTF Board meeting will be held January 22 in Phoenix.

### **CEO SEARCH UPDATE**

Chair Lynn updated the Board and members of the public on progress in hiring a Chief Executive Officer. A search firm has been retained – Diversified Search from Washington, D.C.

Over the next few months, the firm will search for viable candidates to present to the Board's sub-committee. In the spring, the Board sub-committee will conduct interviews and forward their top two or three candidates for consideration by the full Board.

Depending on the employment/personal situation of the individual selected, the Board hopes to have a new CEO in place by early summer. Sam Leyvas will continue to serve as interim CEO.

The April Board meeting – originally slated to be held in Flagstaff – will be held in Phoenix to accommodate the work of the selection committee and final candidate selection.

The Board will consider whether any remaining meetings in calendar year 2014 can be moved to Flagstaff.

### **CEO UPDATE**

Interim CEO Sam Leyvas updated the Board on several key initiatives at FTF, including:

Sam indicated that he is pleased to see that early childhood is growing in importance at the statewide level, as evidenced by its selection as the topic for a recent Town Hall and its inclusion as a high-priority area of need in a document recently released by the Morrison Institute.

Sam congratulated FTF Senior Director for Tribal Affairs and regional directors Melissa Begay (Navajo Nation) and Ashely Pascual (Hualapai Tribe/Colorado River Indian Tribes) for their recent presentations at the National Indian Education Conference. Their presentations on Arizona's work with Indian tribes and strategies to preserve Native languages were well-received. He also congratulated FTF Senior Directors Dr. Aaliyah Samuel and Dr. Karen Piefer for their recent presentations at the conference of the National Association for the Education of Young Children.

Sam reminded the Board that the FTF's fall advertising campaign is in full swing. This is a continuation of the campaign initiated earlier this year focused on brain development in the first five years of life. The Board held a brief discussion on the importance of balancing efforts to increase awareness of the importance of early childhood with the need to also increase awareness of First Things First. Sam said the Board's comments would be taken into consideration as FTF plans for its next creative campaign, which will be focused on the importance of quality in early learning settings.

Lastly, Sam reminded the Board that FTF would begin its efforts to recruit 150+ regional council members for appointment to terms beginning July 1, 2014. Existing regional council members will be encouraged to re-apply and special efforts will be made to find qualified candidates for hard-to-fill seats.



### **UPDATE ON KINDERGARTEN DEVELOPMENTAL INVENTORY (KDI)**

FTF Chief Program Officer Karen Woodhouse updated the Board on efforts to develop a systematic way to assess school readiness for all Arizona children.

Over the past year, the Arizona Department of Education (ADE), working in collaboration with the State Board of Education, FTF and the Virginia G. Piper Charitable Trust have led efforts to move forward on developing and implementing a Kindergarten Entry Assessment, which once adopted in Arizona, will be called the Kindergarten Developmental Inventory (KDI). These partners convened a KDI Stakeholder Taskforce, an advisory group funded by the Piper Trust to help raise issues that should be considered when planning for the KDI. The KDI Taskforce completed its report, which describes key considerations related to the KDI

instrument, professional development and training that will be needed, and communication strategies.

Karen said the Taskforce will continue to provide significant and beneficial input on the KDI instrumentation during the development process and will be able to facilitate communication with families, educators and stakeholders across the state.

In addition to these efforts to set the stage for a KDI, Arizona also joined with nine other states and three nationally recognized research partners in a consortium to enhance a state-of-the-art system for assessing young children's learning in the early elementary grades. Supported by a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education, these states, with North Carolina as the lead state, are developing a K-3 formative assessment that includes a KEA.

This K-3 assessment process will begin at kindergarten entry with a KEA, generating a Child Profile of children's learning and development, and continue through third grade. Through this project, those who care about education in the critical early elementary years will have a user-friendly, effective resource for generating clear information on where children are in their learning and where they need to go next. In order to realize this goal, the consortium is designing an assessment process with the following essential features: is formative in nature, defines learning holistically and accounts for children's diverse learning styles, is teacher friendly, is family and student friendly, builds on existing state work to develop KEAs and other educational assessments, and relies on stakeholder engagement.

Over the next year, Arizona will actively participate in the Consortium standards alignment (including the Arizona Early Learning Standards) and assessment development, and will contribute to and review new materials that emerge from the project. In FY 2015, initial pilot tests in a small number of schools will begin with the draft assessment. More extensive field testing is anticipated in FY 2016, as well as convening state experts to review assessment materials, and conducting focus groups and other in-depth forums with parents, teachers, administrators and other constituencies to explain and develop support for the assessments. Arizona will then conduct a formal procurement process to select a common KDI instrument and develop a plan to phase in the assessment and make it available statewide.



## CELEBRATING A YEAR OF PROGRESS

Quality First is about continuous quality improvement, and the data shows that great progress is being made in programs across Arizona. As of November 2013, 32% of all enrolled providers were in the quality levels, up from 12% in November 2012. Statewide, the trend is clear: the quality of early care and education is improving. Thank you for your dedication and hard work.

	November 2012	November 2013	Increase
Enrolled Providers	759	874	+15%
Highest Quality (5 stars)	3	17	+466%
Quality Plus (4 stars)	19	72	+279%
Quality (3 stars)	71	187	+163%
<b>Total in Quality Levels</b>	<b>93</b>	<b>276</b>	<b>+197%</b>



## PLANNING AHEAD

Want to know when your program is due for its next assessment? Log in to your profile summary in the Quality First Extranet and look for information on your assessment cycle on the right side of the page. Take note of the date your current cycle ends.

This information is valuable in helping you plan ahead – for staff professional development, ordering of materials, curriculum planning and child assessment – so you'll be ready for your next assessment.

### Assessment Cycle

Assessment Cycle:  
Rating (GF)

Assessment Completion Date:  
9/4/2013

Date Current Cycle Ends:  
9/4/2014

Log in to the Quality First Extranet at:  
<https://extranet.azftf.gov/Extranet/Pages/default.aspx>



## TALKING ABOUT QUALITY

Consistent, effective communication about your participation in Quality First can build awareness in your community of the importance of quality in early learning, motivate staff and parents to participate in quality improvement efforts, and increase referrals to your business. Refer to the Quality First Toolkit, available on the Extranet, for tips to help you speak with families about what Quality First is and why your participation is a good thing for the children in your care.

### QF Provider Resources

- | Name  |
|---|
| <a href="#">Child Care Health Consultation</a>      |
| <a href="#">Curriculum and Assessment Resources</a> |
| <a href="#">Implementation Guide</a>                |
| <a href="#">Provider Reference Manual</a>           |
| <a href="#">Quality First Marketing Toolkit</a>     |
| <a href="#">TEACH</a>                               |
| <a href="#">USCSC Recalled Products</a>             |