



PUBLIC NOTICE OF MEETING OF THE

Arizona Early Childhood Development & Health Board

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 Arizona Early Childhood Development & Health Board, and to the general public that the Board will hold a **Regular Meeting open to the public on Tuesday, April 9, 2013 beginning at 8:30 a.m. The meeting will be held at the Tonto Apache Tribe, Tribal Office, Highway 87 Mile Marker 251, Payson, Arizona 85541.** Some members of the Board 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 Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice on any item on this agenda.

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

The meeting agenda is as follows:

1. Call to Order

Steve Lynn, Chair

2. Conflict of Interest

Steve Lynn, Chair

Board Members will Address Potential Conflicts of Interest Regarding Items on this Agenda.

3. Call to the Public

This is the time for the public to comment. Members of the Board 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.

4. Consent Agenda

Steve Lynn, Chair

All items on the agenda that are in *italics*, underlined, and marked with an asterisk (*) are consent matters and will be considered by a single motion with no discussion. All other items will be considered individually. Any matter on the consent agenda will be removed from the consent agenda and discussed upon the request of any Board member.

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 Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice on any item on this Consent Agenda.

A. *Minutes of the January 2013 Board Meeting ([Attachment #1](#))

B. *Statewide and Regional Partnership Council New and Revised Strategies, Grants and Contract Agreement Amendments, Inter-Governmental Agreements and Direct Council Implementation ([Attachment #2](#))

C. *Statewide Strategies ([Attachment #3](#))

D. *Grant Activities and Public Private Partnership Report ([Attachment #4](#))

E. *External Affairs Report ([Attachment #5](#))

F. *Tribal Affairs Report ([Attachment #6](#))

G. *Technical Changes to Strategies and Allotments ([Attachment #7](#))

- H. *Quality First Update (Attachment #8)
- I. *Contract Renewals(Attachment #9)
- J. *Needs and Assets Assessments (Attachment #10)
 - i. San Carlos Apache Tribe Regional Partnership Council
 - ii. Tohono O’odham nation Regional Partnership Council
- K. *National Research and Evaluation Advisory Panel Update (Attachment #11)

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| 5. | Board Member Report/Update | Board Members |
| 6. | CEO Report/Update | Rhian Evans Allvin, CEO |
| 7. | FTF Tobacco Tax Revenue Modeling and (Attachment #12) Tobacco Use Survey Agreement (Discussion and Possible Vote) | Josh Allen, COO/CFO |
| 8. | Discussion and Possible Appointment of Regional Partnership Council Applicants (Possible Executive Session) <i>Pursuant to A.R.S. § 38-431.03(A) (1) and A.R.S. § 38-431.03(A) (3), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items and or to obtain legal advice regarding Regional Council applicants.</i> | K. Vilay, Sr. Director for Regional Operations |
| 9. | Discussion and Possible Approval of RFGA Recommendations (Possible Executive Session) <i>Pursuant to A.R.S. § 38-431.03(A) (2), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss records exempt from public inspection. Pursuant to A.R.S. §41-2702(E), all information in the grant application is confidential during the process of evaluation.</i> | Karen Woodhouse, CPO K. Vilay, Sr. Director for Regional Operations |
| 10. | Proposed SFY 2014 Board Meeting Dates (Discussion and Possible Vote) (Attachment #13) | Rhian Evans Allvin, CEO |
| 11. | Governance Policy Review and Update-First Reading (Attachment #14) A. 1-116 Subcommittees of Committees of the Board B. 3-101 Statewide and Regional Program Committee Charter C. 4-501 Audit, Finance and Administrative Committee Charter D. 5-101 Communications and Government Affairs Committee Charter | Rhian Evans Allvin, CEO |
| 12. | Regional Presentation Online Developmental Screening Program – Web Demonstration-Hub System Capacity | Lauren Smith, Brooks Publishing Company Western Regional Sales Representative; Laureen Savagio, Health Program Manager; Michael O’Driscoll, Health Director, Gila County Health Department |
| 13. | Panel Discussion Young Program-Process of Implementing Program with Parents | Linda Cheney, Superintendent of Young Elementary Schools; Jenny Hunt, Early Bird Program – Teacher; Pam Boyse and Shara Garrett, Early Bird Program Participants |

14. Common Core Presentation ([Attachment #15](#))
Aligning Early Learning Standards

Kathy Hrabluk, Associate Superintendent
of the High Academic Standards for
Students Division, ADE

15. Read on Arizona Presentation ([Attachment #16](#))
16. General Discussion

Terri Clark, Arizona Literacy Director
Board Members

The Board may engage in general discussion regarding items of possible interest as new business, regarding the agency's mission, goals, initiatives and priorities and strategies. The Board's discussion may include First Things First staff members. No official action will be taken at this time; any matters deemed appropriate for future action will be placed on a future agenda for deliberation and a possible vote.

17. Next Meeting – June 10-11, 2013 – Phoenix, Arizona

Steve Lynn, Chair

18. Adjourn

A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Kim Syra, Board Administrator, Arizona Early Childhood Development and Health Board, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012, telephone (602) 771-5026. Requests should be made as early as possible to allow time to arrange the accommodation.

Dated this 29th day March 2013

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD


Kim M. Syra, Board Administrator



Arizona Early Childhood Development & Health Board

Draft Meeting Minutes

Call to Order

The Regular meeting of the First Things First – Arizona Early Childhood Development and Health Board was held on Tuesday, January 22, 2013 beginning at 10:00 a.m. and Wednesday, January 23, 2013 beginning at 8:30 a.m. The meeting was held at the First Things First Office, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.

Chair Lynn called the meeting to order at approximately 10:00 a.m.

Members Present:

Steve Lynn, Nadine Mathis Basha, Vivian Saunders, Dr. Pamela Powell, Gayle Burns, Janice Decker and Cecil Patterson

Ex-Officio Members Present:

Mary Ellen Cunningham, Brad Willis and Karla Phillips

Conflict of Interest

Chairman Lynn asked the Board members if there were conflicts of interest regarding items on this agenda. There were no conflicts at this time.

Call to the Public

There were no calls to the public at this time.

Consent Agenda

A motion was made by Member Patterson to approve the Consent Agenda, seconded by Burns. Motion carried.

National Research and Evaluation Advisory Panel

CEO Allvin presented to the Board panel member recommendations for the First Things First Early Childhood Research and Evaluation National Advisory Panel.

A motion was made by Member Saunders to approve the membership of the First Things First Early Childhood Research and Evaluation National Advisory Panel, seconded by Member Patterson. Motion carried.

Vice Chair Election

A motion was made by Member Patterson to elect Dr. Pamela Powell as Vice Chair, seconded by Member Burns. Motion carried.

Discussion and Possible Appointment of Regional Partnership Council Applicants

A motion was made by Member Mathis Basha that the Board approve the appointment of Regional Council applicants as presented, seconded by Member Powell. Motion carried.

Discussion and Possible Approval of RFGA Recommendations

A motion was made by Member Powell that the Board approve the appointment of Regional Council applicants as presented, seconded by Member Patterson. Motion carried.

TEACH Assessment Report

Cami Ehler, Program Specialist for Early Learning, presented to the Board the Teach Assessment Report and recommended to continue to fund TEACH Arizona.

A motion was made by Member Powell to approve the CEO's recommendations of the TEACH Arizona Assessment, seconded by Member Patterson. Motion carried.

Professional Development Plan

Dr. Ida Rose Florez, Sr. Director for Strategic Initiatives presented to the Board the Build Arizona Early Childhood Professional Development System: System Framework and Two-Year Strategic Plan.

A motion was made by Member Decker to approve the CEO of the Build Arizona Early Childhood Professional Development System: System Framework and Two-Year Strategic Plan, seconded by Member Patterson. Motion carried.

Regional Funding Plan Presentations

Michelle Katona, Chief Regional Officer presented to the Board a regional funding plan overview recognizing regional councils and staff, giving a brief overview of funding plans, strategies in development and program evaluation.

Phoenix/Gila River Indian Community Regional Area

Michelle Katona, Chief Regional Officer, presented to the Board a brief overview for the Phoenix/Gila River Indian Community Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Karen Yearwood - North Phoenix, Jonathon Gonzales - South Phoenix, Rana Simms - Central Phoenix, and Cathy Thornton - Gila River Indian Community.

A motion was made by Member Burns that the funding plan recommendations by the North Phoenix, Central Phoenix, South Phoenix and Gila River Regional Partnership Councils be approved as presented, seconded by Member Patterson. Motion carried.

Northeast Regional Area

Virginia Turner, Regional Sr. Director, presented to the Board a brief overview for the Northeast Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Ellen Majure - Coconino, Melissa Begay - Navajo Nation, Lori Deutsch - Yavapai, Krista Beazley - White Mountain Apache Tribe and Kate Dobler-Allen - Navajo Apache.

A motion was made by Member Mathis Basha that the funding plan recommendations by the Yavapai, Coconino, Navajo Apache, White Mountain Apache Tribe and Navajo Nation Regional Partnership Councils be approved as presented, seconded by Member Saunders. Motion carried.

Southeast Regional Area

Erin Lyons, Regional Sr. Director presented to the Board a brief overview for the Southeast Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Tiburcia Yocupicu-Chambers – Pascua Yaqui, Travis Le Duc – Tohono O'odham Nation, Francisco Padilla – Santa Cruz, Eleanor Drogemeier – South Pima, Michelle MacDonald – North Pima, and Jessica Brisson – Central Pima.

A motion was made by Member Saunders that the funding plan recommendations by the North Pima, Central Pima, South Pima, Pascua Yaqui Tribe, Tohono O'odham Nation and Santa Cruz Regional Partnership Councils be approved as presented, seconded by Member Powell. Motion carried.

West Regional Area

Gary Arnold, Regional Sr. Director presented to the Board a brief overview for the West Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Merritt Beckett – La Paz/Mohave, Ashley Pascual – Hualapai, Gary Arnold – Colorado River Indian Tribes, Rudy Ortiz – Yuma, and Ashley Pascual - Cocopah.

A motion was made by Member Saunders that the funding plan recommendations by the Yuma, Cocopah, Colorado River Tribes, and Hualapai Tribe Regional Partnership Councils be approved as presented, seconded by Member Mathis Basha. Motion carried.

A motion was made by Member Mathis Bash that the funding plan recommendations submitted by the LaPaz/Mohave Regional Partnership Council be approved which includes approval of the extension of the pre-kindergarten programs that are currently funded to continue their quality improvement work to achieve a three star rating by the end of SFY2014 be approved as presented, seconded by Member Burns. Motion carried.

Chairman Lynn recessed the meeting at 5:20 p.m. on January 22, 2013

Chairman Lynn resumed the meeting at 8:30 a.m. on January 23, 2013

Members Present:

Steve Lynn, Nadine Mathis Basha, Dr. Pamela Powell, Gayle Burns, Janice Decker and Cecil Patterson

Members Present by Phone:

Vivian Saunders

Ex-Officio Members Present:

Mary Ellen Cunningham, Brad Willis and Karla Phillips

Regional Funding Plan Presentations

(Continued)

Central East Regional Area

Cindi Alva, Regional Sr. Director presented to the Board a brief overview for the Central East Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Aimee Kempton – Pinal, Hazel Chandler – Gila, LaToya Beatty – San Carlos Apache, Melissa Avant – Cochise, and Shari Elkins – Graham/Greenlee.

A motion was made by Member Decker that the funding plan recommendations for the Gila, San Carlos Apache, Graham Greenlee and Cochise Regional Partnership Councils be approved as presented, seconded by Member Patterson. Motion carried.

A motion was made by Member Burns that the funding plan recommendations for the Pinal Regional Partnership Council be approved as presented, seconded by Member Powell. Motion Carried. Member Saunders abstained due to a potential conflict of interest.

Maricopa Regional Area

Wendy Sabatini, Regional Sr. Director presented to the Board a brief overview for the Central East Regional Area funding plans. Funding plans and recommendations were presented to the Board by the following Regional Directors: Darlene Vinarskai – Salt River Pima Maricopa Indian Community, Wendy Sabatini – Northeast Maricopa, Christina Lyons – Northwest Maricopa, Eric Santiago – Southeast Maricopa, Joanne Floth – Central Maricopa, and Wendy Sabatini – Southeast Maricopa.

A motion was made by Member Burns that the funding plan recommendations for the Northwest, Southwest, Northeast, Central Maricopa, and Salt River Pima Maricopa Indian Community Regional Partnership Councils be approved as presented, seconded by Member Powell. Motion carried.

A motion was made by Member Mathis Basha that the funding plan recommendations by the Southeast Maricopa Regional Partnership Council be approved with the exception of the Quality First Scholarship, Mental Health Consultation and Director Mentoring strategies and that the Regional Council align their funding plan in accordance with the policy set forth by the Board on linking quality and access of early care and education which specifies the number and funding level of the scholarships to be provided for each enrolled Quality First program. A revised funding plan will be brought back to the Board for review and consideration at the April Board meeting, seconded by Member Powell. Motion carried.

General Discussion

There was no general discussion at this time.

Next Meeting

The next meeting will be held on April 9, 2013 – Payson, Arizona

Adjourn

With there being no further business the meeting adjourned at approximately 11:10 a.m.



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| | |
|-----------------|---|
| AGENDA ITEM: | Regional Council New and Revised Strategies, Government Agreements and Amendments |
| BACKGROUND: | <p>The following Regional Partnership Councils are requesting approval to revise or add new strategies and enter into government agreements in SFY 13 and SFY 14.</p> <p>Central East Regional Area: Cochise, San Carlos Apache</p> <p>Maricopa Regional Area: Southeast Maricopa</p> <p>Northeast Regional Area: Coconino, Navajo/ Apache and Yavapai</p> <p>Phoenix Regional Area: Central Phoenix</p> <p>Southeast Regional Area: Pascua Yaqui Tribe</p> <p>West: La Paz/ Mohave</p> <p>Letters from the Regional Council Chairs are included for your review and provide information on the request(s) to approve new/revised strategies and government grant agreements. As appropriate, a council's funding plan financial summary is also provided to illustrate the changes to the overall funding plan. Several regional councils are requesting changes to their SFY 13 and SFY 14 funding plans.</p> |
| RECOMMENDATION: | The CEO recommends approval of the all the newly proposed strategies, revised strategies and funding levels. In addition, the government grant agreements presented for your consideration are recommended for award. |



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Chair

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Vice Chair

Dr. Stephen Poling

Members

Rev. Shawn L. Buckhanan

Marge Dailey

Chuck Hoyack

Jane Strain

Nancy-Jean Welker

Pastor Tommy L. Simpson

Michael Vetter

Vacant – Parent

Vacant – Health Services

Provider

March 11, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

RE: Cochise Regional Partnership Quality First Package

Dear Chairman Lynn,

The Cochise Regional Partnership Council is pleased to present to the First Things First Board an allotment change to the SFY2014 Regional Funding Plan.

The Cochise Regional Partnership Council held a regular meeting on January 17, 2013 regarding the need to increase centers within the Quality First Package. The original intent of the strategy was to fund 20 centers and 25 homes; however with the successful implementation of the signature program and the overwhelming response by centers the Cochise Council opted to fund 21 homes and 22 centers, thus eliminating the wait list for Cochise County.

The Cochise Regional Council is respectfully requesting the Board to approve this allotment change for SFY2014. On January 17, 2013, the Regional Council moved to fund 21 homes and 22 centers, changing the allocation to \$620,923 for Quality First, \$108,240 for Child Care Health Consultation (CCHC), and \$1,107,358 for Quality First Child Care Scholarships within the Quality First Package and \$483,638 for additional Quality First Scholarships.

Thank you for your consideration.

Respectfully,

Melanie Rottweiler, Chair

Proposed Funding Plan Summary

FY 2014 - Cochise

| Total Allocation: | | \$3,911,752 | | | | | |
|---|--------------------|--------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$113,274 | \$113,274 | \$108,240 | | | | \$108,240 |
| Community Awareness | \$31,000 | \$31,000 | - | | | | \$31,000 |
| Home Visitation | \$600,000 | \$600,000 | - | | | | \$600,000 |
| Media | \$57,212 | \$57,212 | - | | | | \$57,212 |
| Oral Health | \$190,000 | \$190,000 | - | | | | \$190,000 |
| Quality First | \$636,296 | \$636,296 | \$620,923 | | | | \$620,923 |
| Quality First Child Care Scholarships | \$1,542,708 | \$1,542,708 | \$1,590,996 | | | | \$1,590,996 |
| Recruitment – Stipends/Loan Forgiveness | \$27,060 | \$27,060 | - | | | | \$27,060 |
| Regional Family Support Strategies | \$45,000 | \$45,000 | - | | | | \$45,000 |
| Scholarships TEACH | - | - | - | | | | - |
| Statewide Evaluation | \$136,996 | \$136,996 | - | | | | \$136,996 |
| Total Allotment: | \$3,379,546 | \$3,379,546 | \$2,320,159 | | | | \$3,407,427 |
| Total Unallotted: | | \$532,206 | | | | | |



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Chair

Delphine Rodriguez

Vice Chair

Vernon Poncho

Members

Michelle Antonio
Mary Bendle
Mitch Hoffman
Flora Howard
Nolita April Noline
Gilbert Patiño

April 2, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Dear Chairman Lynn,

The San Carlos Apache Regional Partnership Council is presenting the following amendment to the SFY2014 Funding Plan:

- 1.) Service Coordination funding increase from \$1,000 to \$15,000 to be First Things First Directed in SFY2014.

The San Carlos Apache Regional Partnership Council is respectfully requesting the Board to approve this amendment for SFY2014 and to be included as part of the SFY2014 Funding Plan.

The Regional Partnership Council first presented the Service Coordination strategy as part of the SFY2010 funding plan. Since then, the San Carlos Apache Early Childhood Development and Health Collaborative, has had an increase in membership from tribal, state and federal programs. The Collaborative is convening on a regular basis and continues to maintain strong relationships and presence in order to better serve the San Carlos Apache Region.

The amendment will allow the Regional Council and Collaborative to continue to print and distribute their bi-monthly newsletter and annual family resource calendar.

The goal of the Early Childhood Development and Health Collaborative is to ensure that all families in the San Carlos Apache region have the information and support they need to be effective parents by creating a coordinated network of services as well as to educate the community on the importance of early childhood development and health through community awareness and outreach.

Thank you for your consideration.

Sincerely,

Delphine Rodriguez, Chair
San Carlos Apache Regional Partnership Council

Proposed Funding Plan Summary

FY 2014 - San Carlos Apache

| Total Allocation: | | \$1,488,168 | | | | | |
|---|--------------------|-------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$20,160 | \$20,160 | - | | | | \$20,160 |
| Community Awareness | \$5,000 | \$5,000 | - | | | | \$5,000 |
| Community Outreach | \$15,000 | \$15,000 | - | | | | \$15,000 |
| Curriculum Development – Parent Education | \$47,000 | \$47,000 | - | | | | \$47,000 |
| Developmental and Sensory Screening | \$96,645 | \$96,645 | - | | | | \$96,645 |
| Family, Friends & Neighbors | \$54,000 | \$54,000 | - | | | | \$54,000 |
| Food Security | \$10,000 | \$10,000 | - | | | | \$10,000 |
| FTF Professional REWARD\$ | \$47,000 | \$47,000 | - | | | | \$47,000 |
| Media | \$7,468 | \$7,468 | - | | | | \$7,468 |
| Native Language Preservation | \$62,539 | \$62,539 | - | | | | \$62,539 |
| Nutrition/Obesity/Physical Activity | \$150,000 | \$150,000 | - | | | | \$150,000 |
| Parent Education Community-Based Training | \$115,000 | \$115,000 | - | | | | \$115,000 |
| Parent Outreach and Awareness | \$80,000 | \$80,000 | - | | | | \$80,000 |
| Quality First | \$129,787 | \$129,787 | - | | | | \$129,787 |
| Scholarships TEACH | - | - | - | | | | - |
| Service Coordination | \$1,000 | \$1,000 | \$15,000 | | | | \$15,000 |
| Statewide Evaluation | \$37,177 | \$37,177 | - | | | | \$37,177 |
| Total Allotment: | \$877,777 | \$877,777 | \$15,000 | | | | \$891,777 |
| Total Unallotted: | | \$610,391 | | | | | |



FIRST THINGS FIRST

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Julie Sallquist
Christine Scarpati
Detza Van Bogaert
David Wade
Vacant

April 2, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Dear Chairman Lynn,

In response to the FTF Board's motion in January of 2013, the Southeast Maricopa Regional Council on February 28, 2013 voted to propose the following revisions to the SFY 2014 Funding Plan:

New Strategy:

Director Mentoring: Researchers and policy makers across the country are beginning to focus more on enhancing leadership and administrative skills among child care administrators in order to enhance program quality. Research has consistently found that having established and effective administrative practices are crucial for ensuring high-quality outcomes for children and families (Bloom 1989, 1996; Whitebook, Howes & Phillips, 1990). Without quality systems in place at the organizational level, high-quality interactions and learning environments at the classroom level cannot be sustained. Research tells us that the Director shapes the work environment for the teaching staff that, in turn, provides the critical link to children's developmental outcomes. Director Mentoring programs deliver professional development opportunities that are designed and implemented to meet the needs of early care and education directors. With an allotment of \$160,000, this strategy will target 18 child care center directors currently on the Southeast Maricopa Quality First wait list. This is designed to address the Council's concern that many child care providers in the region do not have access to Quality First and their desire to direct funding to improve the quality of their care.

Revised Strategies:

Mental Health Consultation

Increase funding to Mental Health Consultation from \$615,000 in FY 2103 to \$738,000 in FY 2014. This will provide a total of six mental health consultants providing services to child care centers within the region (an increase from the current number of five consultants) targeted to improve the quality of providers on the Quality First wait list and other non-Quality First sites. Targeted service units will increase from 35 center based providers in FY 2013 to 42 center based providers in FY 2014.

Quality First Scholarships:

This strategy has a proposed allotment amount of \$2,830,985, which will provide 397 scholarship slots. This funding level is in accordance with the policy set forth by the First Things First Board on linking quality and access of early care and education which specifies the number and funding level of the scholarships to be provided for each enrolled Quality First program.

To accommodate the above requested revisions, the Regional Council proposes that two strategy allotments be adjusted accordingly:

FTF Professional REWARD\$: Decrease in allotment from \$250,000 in FY 2013 to \$200,000 in FY 2014 for a new TSU of 148 incentive awards distributed regionally.

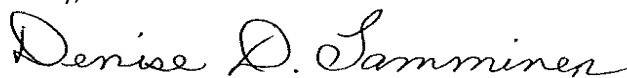
Southeast Maricopa Regional Partnership Council

Care Coordination: In January 2013, the FTF Board approved the Care Coordination strategy in the amount of \$480,000 with a TSU of 1,441 children served for FY 2014. At the February Regional Council meeting, the Council voted to decrease this allotment to \$240,000 with a TSU of 600 children. This is an increase from the FY 2013 allotment of \$200,000.

The impact of the requested changes on the SFY 2014 Funding Plan can be found on the Southeast Maricopa Regional Partnership Council Funding Summary attached. The Regional Partnership Council approved the proposed revisions at the February 28, 2013 regular meeting of the Southeast Maricopa Regional Partnership Council.

The Southeast Maricopa Regional Partnership Council respectfully requests that the Arizona Early Childhood Development and Health Board approve the Council's request to make the changes outlined above to the SFY 2014 Funding Plan. The Council is confident that the proposed changes are in the best interest of children and families in the Southeast Maricopa Region and support the Board approved priorities, and align with the Early Childhood System that First Things First is working to build.

Sincerely,

A handwritten signature in black ink that reads "Denise D. Tamminen". The script is cursive and fluid, with the first name "Denise" being more prominent than the last name "Tamminen".

Denise D. Tamminen, Council Chair
Southeast Maricopa Regional Partnership Council

| | | | |
|--|--------------|--------------|--------------|
| Strategy: Director Mentoring/ Training | | | |
| Strategy Description: Provides education, mentoring and training to early care and education directors. | | | |
| <p>Strategy Narrative</p> <p>This strategy focuses on the prioritized need for high quality early care and education by enhancing the administrative, leadership, and business skills of early childhood education administrators through on-site consultation addressing administrative functions, including high quality programming for children and families, staff development and human resources practices, program operations, and community engagement.</p> <p>Research has consistently found that having established and effective administrative practices are crucial for ensuring high-quality outcomes for children and families (Bloom 1989, 1996; Whitebook, Howes & Phillips, 1990). Without quality systems in place at the organizational level, high-quality interactions and learning environments at the classroom level cannot be sustained. Research tells us that the Director shapes the work environment for the teaching staff who, in turn, provide the critical link to children’s developmental outcomes (Bloom & Sheerer, 1992; Phillips, Mekos, Scarr, McCartney & Abbott-Shim, 2000; Talan & Bloom, 2004). However, there are very few programs in the State of Arizona that provide specialized training and support to child care directors and administrators in a systematic manner.</p> <p>The Regional Council understands that a competent program director produces better outcomes in the critical areas acknowledged to improve the quality of an early care and education program. The director is responsible for a myriad of duties from managing the day-to-day activities of a center, supervising staff, and developing academic programs for the children. Formal professional development is related to increased quality care and this strategy is considered by the Regional Council to be part of the system of the continuum of professional development for staff at all levels of experience and educational pursuits.</p> | | | |
| <p>Target Population Description</p> <p>The Regional Council would like to target early care and education directors, family child care providers, and others in program leadership roles working directly with staff who are working with children birth through age five and their families.</p> <p>This strategy is focused on directors not currently served by Quality First, but who are on the Quality First wait list. There are currently 59 providers on the wait list for Quality First in the region (3 home based and 56 center based providers). With the potential to reach a total of 18 participants, this strategy will provide quality professional development to 20% of the providers on the wait list. If the slots are not filled by those on the wait list, other non-Quality First providers may also participate.</p> | | | |
| Target Service Units | SFY13 | SFY14 | SFY15 |
| Number of participating professionals | 0 | 18 | 18 |
| Funding Level | SFY13 | SFY14 | SFY15 |
| | 0 | \$160,000 | \$160,000 |

Proposed Funding Plan Summary

FY 2014 - Southeast Maricopa

| Total Allocation: | | \$14,875,862 | | | | | |
|---|--------------------|--------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Care Coordination/Medical Home | \$480,000 | \$480,000 | \$240,000 | | | | \$240,000 |
| Child Care Health Consultation | \$133,560 | \$133,560 | - | | | | \$133,560 |
| Community Awareness | \$40,000 | \$40,000 | - | | | | \$40,000 |
| Community Outreach | \$77,000 | \$77,000 | - | | | | \$77,000 |
| Director Mentoring/Training | - | - | \$160,000 | | | | \$160,000 |
| Family Resource Centers | \$500,000 | \$500,000 | - | | | | \$500,000 |
| Family, Friends & Neighbors | \$90,000 | \$90,000 | - | | | | \$90,000 |
| Food Security | \$70,000 | \$70,000 | - | | | | \$70,000 |
| FTF Professional REWARD\$ | \$250,000 | \$250,000 | \$200,000 | | | | \$200,000 |
| Home Visitation | \$4,000,000 | \$4,000,000 | - | | | | \$4,000,000 |
| Media | \$50,000 | \$50,000 | - | | | | \$50,000 |
| Mental Health Consultation | - | - | \$738,000 | | | | \$738,000 |
| Oral Health | \$300,000 | \$300,000 | - | | | | \$300,000 |
| Parent Education Community-Based Training | \$500,000 | \$500,000 | - | | | | \$500,000 |
| Pre-Kindergarten Scholarships | \$1,258,646 | \$1,258,646 | - | | | | \$1,258,646 |
| Quality First | - | \$868,599 | - | | | | \$868,599 |
| Quality First Child Care Scholarships | - | - | \$2,830,985 | | | | \$2,830,985 |
| Scholarships TEACH | \$88,800 | \$88,800 | - | | | | \$88,800 |
| Service Coordination | \$60,000 | \$60,000 | - | | | | \$60,000 |
| Statewide Evaluation | \$705,962 | \$705,962 | - | | | | \$705,962 |
| Total Allotment: | \$8,603,968 | \$9,472,567 | \$4,168,985 | | | | \$12,911,552 |
| Total Unallotted: | | \$5,403,295 | | | | | |



FIRST THINGS FIRST

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Debbie Winlock

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Paula Stefani
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April 2, 2013

Steven W. Lynn
First Things First Board
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

Dear Chairman Lynn,

The Coconino Regional Partnership Council is requesting your consideration and approval to increase the funding allotment to the strategies listed below. The Coconino Regional Partnership Council approved this increase to the State Fiscal Year 2014 Funding Plan strategy allotments on January 28, 2013.

Home Visiting/Service Coordination Strategy – Havasupai Tribe

The total allotment to the Home Visitation strategy is increasing from \$320,000 to \$333,000. This increased allotment will provide additional funding for a forthcoming Tribal Agreement to begin in State Fiscal Year 2014 and will be proposed to the Board of First Things First at the June, 2013 meeting.

Thank you for your consideration of this additional allocation for the Home Visiting and Service Coordination strategies.

Sincerely,

Beth Johndrow, Chair
Coconino Regional Partnership Council

Proposed Funding Plan Summary

FY 2014 - Coconino

| Total Allocation: | | \$3,523,565 | | | | | |
|---|--------------------|--------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Care Coordination/Medical Home | \$260,000 | \$260,000 | - | | | | \$260,000 |
| Child Care Health Consultation | \$65,520 | \$65,520 | - | | | | \$65,520 |
| Community Awareness | \$10,000 | \$10,000 | - | | | | \$10,000 |
| Community Outreach | \$80,000 | \$80,000 | - | | | | \$80,000 |
| Family, Friends & Neighbors | \$112,000 | \$112,000 | - | | | | \$112,000 |
| FTF Professional REWARD\$ | \$66,150 | \$66,150 | - | | | | \$66,150 |
| Home Visitation | \$320,000 | \$320,000 | \$333,000 | | | | \$333,000 |
| Media | \$50,000 | \$50,000 | - | | | | \$50,000 |
| Needs and Assets | \$12,000 | \$12,000 | - | | | | \$12,000 |
| Oral Health | \$128,000 | \$128,000 | - | | | | \$128,000 |
| Parent Education Community-Based Training | \$100,000 | \$100,000 | - | | | | \$100,000 |
| Quality First | \$363,076 | \$363,076 | - | | | | \$363,076 |
| Quality First Child Care Scholarships | \$643,048 | \$643,048 | - | | | | \$643,048 |
| Reach Out and Read | \$46,000 | \$46,000 | - | | | | \$46,000 |
| Scholarships TEACH | - | - | - | | | | - |
| Service Coordination | \$100,000 | \$100,000 | - | | | | \$100,000 |
| Statewide Evaluation | \$125,759 | \$125,759 | - | | | | \$125,759 |
| Summer Transition to Kindergarten | \$258,000 | \$258,000 | - | | | | \$258,000 |
| Total Allotment: | \$2,739,553 | \$2,739,553 | \$333,000 | | | | \$2,752,553 |
| Total Unallotted: | | \$784,012 | | | | | |



FIRST THINGS FIRST

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Nestor Montoya

March 13, 2013

Steven W. Lynn

First Things First Board

4000 N. Central Avenue, Suite 800

Phoenix, AZ 85012

Re: Requested changes to the SFY 2013 and 2014 Navajo/Apache Regional Partnership Council Funding Plan

Dear Chairman Lynn:

On behalf of the Navajo/Apache Regional Partnership Council, I would like to request your consideration and approval of the following changes to the SFY 2013 and 2014 Regional Funding Plans:

1. Remove the Learning Lab Strategy from the SFY 2013 Funding Plan, and move the allotted funds to the carry forward line for use in SFY 2014.
2. Add the Community-Based Professional Development for Early Care and Education Professionals strategy to the SFY 2014 Funding Plan, funded at \$125,000 for SFY 2014. This initial year will be considered a ramp-up year, therefore there are no TSU's for SFY14.

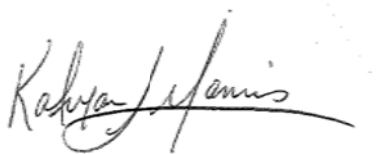
These changes were approved by the Navajo/Apache Regional Partnership Council on March 13, 2013.

As the FTF Board is aware, the Regional Council intended to bring an agreement forward for the implementation phase of the Learning Lab strategy for SFY 2013. That agreement was not successful. In January 2013, the Regional Council formed a Professional Development Sub-Committee to examine the capacity and infrastructure assets in the region to successfully implement a professional development strategy, and to develop a set of recommendations for the Navajo/Apache Regional Partnership Council to move forward. These recommendations are outlined above.

The Community-Based Professional Development for Early Care and Education Professionals Strategy will be funded at \$125,000 for SFY 2014 and \$250,000 for state fiscal years 2015 and 2016. The Regional Council has directed staff to let a Request for Grant Application (RFGA) in the summer of 2013 to arrive at a contract for the balance of SFY 2014.

The Navajo/Apache Regional Partnership Council believes that the proposed changes to the SFY 2013 and 2014 Funding Plans will move forward our strategic vision to create a comprehensive early childhood development and health system in the Navajo/Apache Region. Thank you for your consideration.

Regards,

A handwritten signature in black ink, appearing to read "Kalman Mannis". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Kalman Mannis, Chair
Navajo/Apache Regional Partnership Council

Strategy: Community Based Professional Development for Early Care and Education Professionals**Strategy Description**

Improves the professional skills of those providing care and education to children 5 and younger.

Strategy Narrative

The foundation of the Navajo/Apache Regional Partnership Council's strategic plan is to support, and provide, access to professional development opportunities to the regions' existing early care and education programs and professionals. Over the course of the Regional Council's experience, many early care and education programs have closed; many as a result of a lack of focus on the business of early care and education, others as a result of the economic recession and the accompanying significant reduction in enrolled children. The early care and education programs operating in the region are a vital asset to our regions' parents, and the Regional Council believes strongly in supporting our existing programs to improve their quality and to solidify their business plans and models to support long-term sustainability.

Over the course of the past five years, the Regional Council has extensively explored the needs of our early care and education community, the assets available within the Navajo/Apache Region, and the logistics of developing and implementing a Learning Lab within the Region. The information gathered has identified a regional need to provide local mentoring and coaching to our existing early care and education programs to address the following:

- **Develop and implement strong business plans that will lead toward vital, sustainable programs**
- **Improve the quality of existing, and newly opened, early care and education programs serving children aged birth through age 5**
- **Support overall professionalization of the early care and education system**

This strategy is envisioned to reach program owners and/or directors who are not already participating and enrolled in Quality First, but are on the waitlist. This strategy will provide community-based professional development opportunities designed to address the individual needs of our regions' existing early care and education programs. Participating programs will be required to remain on the Quality First waitlist, and to avail themselves of all available regional and statewide funded First Things First programs and strategies. Participating owners and/or directors will be supported in pursuing their own college level degrees, and in supporting their staff to attain CDA, AA and BA degrees by utilizing the Navajo/Apache Regionally funded strategies of Professional Career Pathways, Recruitment into the Field, and if interest warrants, regionally funded TEACH Scholarships.

It is envisioned that this strategy will serve as a foundational support for early care and education programs to prepare them for successful participation in Quality First should they be selected, and to be successfully rated as a 3 Star program with the Quality First Rating system.

A Request for Grant Application (RFGA) will be released for the balance of fiscal year 2014, which is anticipated to be a program start-up year. Delivery of services is anticipated to begin in fiscal year 15, and continue into fiscal year 2016.

Target Population Description

This strategy will work to improve the quality of existing early care and education programs in the Navajo/Apache Region. The target population is early care and education program owners, directors, and staff who work in programs not already participating and enrolled in Quality First, but are on the waitlist.

| Target Service Units | FY 14 | FY 15 | FY 16 |
|--|--------------|--------------|--------------|
| Number of participating professionals served | 0 | 20 | 20 |
| Funding Level | FY 14 | FY 15 | FY 16 |
| Community Based Professional Development for Early Care and Education Professionals | \$125,000 | \$250,000 | \$250,000 |

Proposed Funding Plan Summary

FY 2013 - Navajo/Apache

| Total Allocation: | | \$2,517,026 | | | | | |
|---------------------------------------|--------------------|--------------------|------------------------|--------------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Care Coordination/Medical Home | \$600,000 | \$600,000 | - | \$599,993 | | | \$7 |
| Child Care Health Consultation | \$7,560 | \$7,560 | - | \$7,542 | | | \$18 |
| Community Awareness | \$30,000 | \$30,000 | - | \$30,000 | | | - |
| Community Outreach | \$63,000 | \$85,000 | - | \$63,000 | | | \$22,000 |
| FTF Professional REWARD\$ | \$13,500 | \$13,500 | - | \$13,500 | | | - |
| Learning Labs | - | \$300,000 | \$0.00 | | | | - |
| Media | \$10,000 | \$10,000 | - | \$10,000 | | | - |
| Newborn Follow-up | - | \$100,000 | - | \$98,959 | | | \$1,041 |
| Nutrition/Obesity/Physical Activity | \$95,000 | \$95,000 | - | \$95,000 | | | - |
| Oral Health | \$130,000 | \$130,000 | - | \$130,000 | | | - |
| Parent Outreach and Awareness | \$60,000 | \$60,000 | - | \$60,000 | | | - |
| Quality First | \$49,693 | \$49,693 | - | \$45,641 | | | \$4,052 |
| Quality First Child Care Scholarships | \$182,976 | \$182,976 | - | \$182,976 | | | - |
| Recruitment into Field | \$90,000 | \$90,000 | - | \$90,000 | | | - |
| Scholarships non-TEACH | \$15,000 | \$15,000 | - | \$15,000 | | | - |
| Scholarships TEACH | \$6,600 | \$6,600 | - | \$6,600 | | | - |
| Statewide Evaluation | \$34,346 | \$34,346 | - | \$34,346 | | | - |
| Total Allotment: | \$1,387,675 | \$1,809,675 | - | \$1,482,557 | | | \$27,118 |
| Total Unallotted: | | \$707,351 | | | | | |

Proposed Funding Plan Summary

FY 2014 - Navajo/Apache

| Total Allocation: | | \$2,489,243 | | | | | |
|---|--------------------|--------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Care Coordination/Medical Home | \$600,000 | \$600,000 | - | | | | \$600,000 |
| Child Care Health Consultation | \$10,080 | \$10,080 | - | | | | \$10,080 |
| Community Awareness | \$30,000 | \$30,000 | - | | | | \$30,000 |
| Community-Based Professional Development for Early Care and Education Professionals | - | - | \$125,000 | | | | \$125,000 |
| Community Outreach | \$85,000 | \$85,000 | - | | | | \$85,000 |
| FTF Professional REWARD\$ | \$40,000 | \$40,000 | - | | | | \$40,000 |
| Media | \$10,000 | \$10,000 | - | | | | \$10,000 |
| Needs and Assets | \$40,000 | \$40,000 | - | | | | \$40,000 |
| Newborn Follow-up | \$100,000 | \$100,000 | - | | | | \$100,000 |
| Oral Health | \$136,000 | \$136,000 | - | | | | \$136,000 |
| Parent Outreach and Awareness | \$200,000 | \$200,000 | - | | | | \$200,000 |
| Quality First | \$59,265 | \$59,265 | - | | | | \$59,265 |
| Quality First Child Care Scholarships | \$156,477 | \$156,477 | - | | | | \$156,477 |
| Recruitment into Field | \$90,000 | \$90,000 | - | | | | \$90,000 |
| Scholarships non-TEACH | \$15,000 | \$15,000 | - | | | | \$15,000 |
| Scholarships TEACH | - | - | - | | | | - |
| Statewide Evaluation | \$78,362 | \$78,362 | - | | | | \$78,362 |
| Total Allotment: | \$1,650,184 | \$1,650,184 | \$125,000 | | | | \$1,775,184 |
| Total Unallotted: | | \$839,059 | | | | | |

****Total Allocation (\$2,489,243) includes \$300,000 carry forward after defunding Learning Labs in FY13**



FIRST THINGS FIRST

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April 2, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Dear Chairman Lynn:

On behalf of the Yavapai Regional Partnership Council, I am writing to request your consideration and approval of the following SFY2013 grant agreement in the amount of \$65,000 with the Cottonwood-Oak Creek School District to fund the expansion of its prekindergarten program. The Yavapai Regional Partnership Council approved the agreement during the March 27, 2013 council meeting. The classroom expansion funds of \$65,000.00 will be utilized to expand two classrooms which will add 30 new preschool slots. The term of the contract will be April 15, 2013 to June 30, 2013.

The Yavapai Regional Partnership Council has identified the need to increase the capacity and access to high quality early care and education settings. In support of this priority and review of regional needs, the Regional Council allotted funds to the Expansion: Increase slots and/or capital expenses strategy for SFY13.

The strategy was originally released through an RFGA process in late spring of 2012. Although no awards were made during the RFGA process, the Cottonwood-Oak Creek School District provided a compelling application. The Regional Council directed staff to gather additional information and identify possible options that could support an expansion project. The school district is located in the rural community of Cottonwood. District data indicated the following: 76% of incoming kindergarteners qualify for free and reduced lunch; 27% speak a language other than English; 40% are identified with special needs, and 76% do not possess kindergarten readiness skills.

The Cottonwood-Oak Creek School District expansion project allows the district to purchase classroom supplies, materials, curricula, and playground equipment for two preschool classrooms that will offer an additional 30 slots at the prekindergarten location. The preschool's increased capacity provides additional tuition revenue for sustaining the project and allows the district

to serve more children. The site is on the Quality First wait list and is slated to be assessed in the spring of 2013.

The Yavapai Regional Partnership Council has carefully reviewed the agreement to ensure the project is sustainable; serves at-risk children; meets the qualifications of classroom expansion expenditures; and can be completed within the proposed timeline.

The Yavapai Regional Partnership Council is now requesting the Board's approval to enter into a SFY2013 government to government agreement with Cottonwood-Oak Creek School District for one classroom expansion project, not to exceed \$65,000.00. The Council believes the proposed SFY2013 agreement will strengthen the region's early childhood education system by giving more children access to quality programs and educational experiences.

Thank you for your consideration.

A handwritten signature in dark ink, appearing to read "Kathryn Watson".

Kathy Watson, Chair
Yavapai Regional Partnership Council |

Proposed Funding Plan Summary

FY 2013 - Yavapai

| Total Allocation: | | \$5,792,107 | | | | | |
|--|--------------------|--------------------|------------------------|--------------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$151,200 | \$151,200 | - | \$150,834 | | | \$366 |
| Community Awareness | \$10,000 | \$10,000 | - | \$10,000 | | | - |
| Community Outreach | \$83,000 | \$83,000 | - | \$83,000 | | | - |
| Community Partnerships | \$30,000 | \$30,000 | - | \$30,000 | | | - |
| Court Teams | \$62,500 | \$62,500 | - | \$62,500 | | | - |
| Expansion: Increase slots and/or capital expense | \$100,000 | \$165,000 | - | \$100,000 | | \$65,000 | - |
| Family Support Coordination | \$8,000 | \$8,000 | - | \$8,000 | | | - |
| Family, Friends & Neighbors | - | - | - | | | | - |
| Food Security | \$50,500 | \$50,500 | - | \$50,500 | | | - |
| FTF Professional REWARD\$ | \$6,750 | \$10,125 | - | \$10,125 | | | - |
| Home Visitation | \$902,000 | \$852,000 | - | \$797,315 | | | \$54,685 |
| Media | \$50,000 | \$50,000 | - | \$50,000 | | | - |
| Mental Health Consultation | \$307,500 | \$307,500 | - | \$307,500 | | | - |
| Native Language Preservation | \$15,000 | \$19,494 | - | \$19,494 | | | - |
| Needs and Assets | - | \$9,265 | - | \$9,265 | | | - |
| Parent Education Community-Based Training | \$202,500 | \$202,500 | - | \$202,500 | | | - |
| Parent Outreach and Awareness | \$25,000 | \$25,000 | - | \$25,000 | | | - |
| Prenatal Outreach | \$300,000 | \$300,000 | - | \$300,000 | | | - |
| Quality First | \$620,664 | \$612,887 | - | \$574,199 | | | \$38,688 |
| Quality First Child Care Scholarships | \$1,296,353 | \$1,296,353 | - | \$1,296,353 | | | - |
| Scholarships TEACH | \$33,000 | \$33,000 | - | \$33,000 | | | - |
| Service Coordination | \$50,000 | \$25,000 | - | | | | \$25,000 |
| Statewide Evaluation | \$107,628 | \$107,628 | - | \$107,628 | | | - |
| Total Allotment: | \$4,411,595 | \$4,410,952 | - | \$4,227,213 | | \$65,000 | \$118,739 |
| Total Unallotted: | | \$1,381,155 | | | | | |



FIRST THINGS FIRST

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Ginger Ward
Kimulet Winzer

March 12, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Dear Chairman Lynn:

On behalf of the Central Phoenix Regional Partnership Council, I am writing to request a modification to the SFY14 Regional Funding Plan. The original plan was submitted, and received Board approval, in January 2013. However, you will recall that the Regional Council held back proposals for some health related strategies and reserved \$1,200,000 in funding for that purpose.

Since January the Regional Council has completed a regional health assessment, reviewed existing needs and assets in the region, examined the strategies in neighboring regions, and compiled both the qualitative and quantitative data to paint a more complete and accurate picture of the regional health needs. With these pieces of data and information, the Council appointed a committee to plan and prioritize around the five identified preventative health areas: injury prevention, nutrition/obesity prevention, developmental and sensory screening, oral health, and prenatal outreach. Committee meetings were held on February 13th and 19th, 2013. The committee's recommendations prioritized oral health, prenatal outreach and developmental and sensory screening (specifically targeting vision and hearing services and coordination) for strategy implementation. There was committee consensus to address injury prevention and nutrition/obesity prevention through integration into existing strategies as possible and specifically when planning for SFY16-18.

The Regional Council met on February 27, 2013 and approved the recommendations as made by the committee. These additions to the funding plan are presented for your consideration. Full information on the strategies is available on the attached strategy worksheets. A funding summary is also attached.

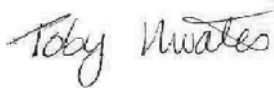
Strategy Additions for SFY14 Funding Plan:

- Prenatal Outreach in the amount of \$400,000. To serve 400 adults with home visitation, 600 adults in training sessions. This strategy is continued from the previous year.
- Oral Health in the amount of \$400,000. To serve 4,000 children receiving fluoride varnish, 4,000 children ages 0-5 receiving oral health screening, 15 participating professionals (41% of pediatric dentists), 0 expectant mothers receiving oral health screening (not part of regional target population) and 3,250 participating adults (parents/care givers) to be trained. This strategy is new for this region.

- Developmental and Sensory Screening in the amount of \$400,000. To provide 2,100 vision screenings, 2,100 hearing screenings, 4,200 children total screened, and 0 developmental screenings (developmental screenings are not part of the regional strategy/regional need). Approximately 25% of the budget for equipment purchase, loan, and screening trainings. This strategy is continued from the previous year.

The Central Phoenix Regional Partnership Council appreciates your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Toby Urvater". The signature is written in dark ink and is positioned above the printed name.

Toby Urvater,
Central Phoenix Regional Council Chair

Strategy: Prenatal Outreach

Implementation of prenatal outreach program to support high risk pregnant women, through outreach, education and home-based support. Emphasis will be placed on improving rates of healthy pregnancy and delivery.

The 2012 Central Phoenix Needs and Assets Report contained the following prenatal data for the region. From 2005 to 2009, the total number of newborns admitted to newborn intensive care units in the state of Arizona increased from 5,479 to 5,773, an increase of 5.4%. There was also an increase in the number of newborns admitted in Maricopa County. The number increased from 3,525 in 2005 to 3,842 in 2009, an increase of 9.0%. Studies show that adequate prenatal care is associated with improved birth weights and the amelioration of the risk of preterm delivery. Inadequate prenatal care, however, carries risks of preterm delivery, low birth-weight births, neonatal mortality, infant mortality and maternal mortality. Research also suggests the benefits of prenatal care are strongest amongst socially disadvantaged women.¹

Central Phoenix, as with the most of the city, has a very diverse population with a high minority population. This diversity can lead to difficulty in accessing services, due to language and cultural differences. There is a large need for cultural and linguistic competence among service providers for parents who don't speak English; parents need culturally aware and preferably bilingual "mentors" who can help them navigate the school, healthcare and behavioral health systems.

In 2009, there were over 6,000 births in the Central Phoenix region. Of those, over 68% of the births were paid for by Arizona Health Care Costs Containment System (AHCCCS) or Indian Health Services (IHS). 40% of women in the Central Phoenix region who gave birth did not have a High School diploma or GED. According to the 2009 Arizona Department of Health Services (ADHS) Overview of Prenatal Care in Arizona, 91.5% of women with private insurance entered into prenatal care in the first trimester compared to only 71.4% of women on AHCCCS and 58.9% of women on IHS. The same report cited that women with less than a high school education were least likely to receive prenatal services in the first trimester (66.5%) compared to women who completed high school (77.4%).¹

A recommendation from the American Congress of Obstetricians and Gynecologists suggests that prenatal care begin in the first trimester of a pregnancy and continue throughout the pregnancy with at least 13 visits. In Maricopa County, approximately 76% of mothers received adequate prenatal care, which is lower than the state rate of 78%.²

There are several barriers to prenatal care including the increased number of pregnant adolescents, non-English speaking residents, and the prevalence of inadequate literacy skills.³ Additional barriers include diminished health care resources, transportation, poverty, stress, and domestic violence.⁴ Another prominent predictor of obtaining prenatal care in the first trimester is ethnicity. The following statistics were collected from women receiving services through a First Things First Central Phoenix funded program offering prenatal outreach and education services. These statistics demonstrate a breakdown by ethnicity of women indicating they had received no prenatal care upon enrollment into services.⁵

- Caucasian: 3% received no prenatal care
- African American: 14% received no prenatal care
- Hispanic: 68% received no prenatal care

*Teen parents also receive services through this organization. 21% of teens reported no prenatal care.

The Central Phoenix Regional Partnership Council acknowledges the vital need for adequate prenatal care, especially to mothers who are considered at risk. Late or no prenatal care is associated with several negative outcomes for the mother and child including:

- Postpartum complications for mothers
- An increase in the risk of neonatal death overall
- Low birth weight babies, and
- Health complications experienced by the child.

Educational training sessions and prenatal home visiting services will be extended to families in the Central Phoenix region. These essential services will be provided to mothers who are identified as at risk to ensure they enroll in prenatal care health services in their first trimester and that they refrain from high-risk behaviors such as smoking, drinking, and taking illicit drugs. All of which are associated with poor birth outcomes.

¹ Center for Disease Control.

<http://www.cdc.gov/reproductivehealth/ProductsPubs/DataToAction/pdf/rhow8.pdf>

² Prenatal Care in Arizona Fact Sheet 2009., Arizona Department of Health Services, Phoenix 2009.

³ Ashford, J., LeCroy, C.W., & Lortie, K. (2006). *Human Behavior in the Social Environment*. Belmont, CA: Thompson Brooks/Cole.

⁴ Center for Disease Control.

<http://www.cdc.gov/reproductivehealth/ProductsPubs/DataToAction/pdf/DataToAction.pdf>

⁵ Prenatal_First Trimester Care Access. U.S. Department of Health and Human Services, Health Research and Services Administration. <http://www.hrsa.gov/quality/toolbox/asures/prenatalfirsttrimester/part3.html>

⁶ Melnikow J, Paliescheskey M, & Stewart, GK. Effect of a transportation incentive on compliance with the first prenatal appointment: a randomized trial. *Obstet Gynecol*, 1997.

Proposed Funding Mechanism:

ISA, First funding period July 1, 2013- June 30, 2014

Alignment to Priorities and Indicators:

Aligns with First Things First indicators 1, 8 and 10; Aligns with Regional Council Priority 4- All parents, including new parents, of young children will have access to information and support as needed.

Target Population:

High risk expectant mothers, including teen parents, and those most at risk of poor birth outcomes or infant morbidity and mortality.

Proposed Service Numbers

SFY14

Total number of individuals anticipated to be reached through this strategy:
600 adults (duplicate count) attending training/prenatal classes and
400 receiving home visitation through a promatora or doula.

Performance Measures SFY14:

1. Number of participating adults/ proposed
2. Number of clients (pregnant/postnatal women) receiving home visitation services/ proposed
3. Number of trainings conducted
4. Number of referrals for community based services given to clients
5. Number of children receiving developmental screenings

This strategy design builds on the service network that currently exists. Other services, such as Maricopa Integrated Health System's Refugee Women's Clinic and Teen Pregnancy Program, Healthy Families and Nurse Family Partnership, reach roughly 27% of socially disadvantaged women through prenatal care, education and training and home visitation. By targeting 600 adult-pregnant woman and their partners through this strategy 50% of the women in the region giving birth that are uneducated and in poverty will be reached through outreach, education, and home visitation.

This strategy requires applicant to connect eligible pregnant women to public health insurance coverage as needed and to prenatal care services available. Grantee is asked to:

- a. Describe support for the health of the pregnant woman and young child should include information and connection to resources related to the following: proper nutrition and available nutrition resources for pregnant women and young children; obesity prevention; breastfeeding; physical activity; immunizations; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; family planning; safety; developmental health; vision, and hearing screening.
- b. Describe how they will recruit women who are not being served by other FTF or non FTF programs

This strategy demonstrates collaboration and alignment. This strategy includes opportunity for the Central Phoenix Regional Partnership Council to strengthen relationships between early care and education programs, families, young children, and local health organizations. To ensure non-duplication of services and optimum service delivery for families, FTF service providers will be required to coordinate and collaborate with existing Central Phoenix Family Support Coordination, Health Insurance Enrollment provider, and other health-based service providers. Provide resource & referral information – identify services available to families and the subsidies to which they may be eligible; help them to fill out the forms to gain those services, and help the families to follow through to ensure service delivery as needed.

- a. Screen and refer pregnant and postpartum women for symptoms of depression using a valid and reliable screening tool.
- b. Refer women to mental health resources as needed.

This strategy aligns with neighboring regions. North Phoenix- In SFY14, the North Phoenix region is funding a parent education/community-based training strategy, that is targeting teen parents. The region allocated \$375,000 targeting 80 adults in training sessions.

South Phoenix- In SFY14, the South Phoenix region is funding \$549,994 in Prenatal Outreach; reaching 580 adults in training sessions and 480 adults in home visitation.

Maricopa County regions that fund similar strategies -Northwest Maricopa, Northeast Maricopa and Southwest Maricopa fund Teen Outreach Pregnancy Services as a Parent Ed/Community Based Training strategy.

Allotment Total: \$400,000.

To arrive at the appropriate budget for the targeted population and service numbers, the following estimates were considered. Grantee/s may find other appropriate use for available funding. Specific grant information would be available during grant review and approval process.

Community health workers: 10 Total, estimate \$200,000.

Social Worker= \$80,000.

Admin Support = \$20,000.

Doula= \$25,000.

Promotoras= \$25,000.

Program materials, staff training and certification, office space, equipment. =\$50,000

Strategy: Oral Health

Implementation of oral health care, specifically to: provide oral health screenings and fluoride varnish in a variety of community-based settings; provide training to families on the importance of oral health care for their children; and provide outreach to dentists to encourage service to children for a first dental visit by age one.

Arizona Department of Health Services reports 37% of children ages 2-4 years old have had tooth decay, 30% will have untreated tooth decay and 54% of children age three has never seen a dentist.¹ Tooth decay is among the most common health issues affecting young children and is 100% preventable. Oral health issues or disease in the mouth can endanger the rest of the body. Children with untreated dental problems experience pain and difficulty eating and sleeping and can have problems adjusting socially. Learning can also be challenging under these circumstances.² Roughly 36% of families with children in the Central Phoenix region are living below Federal Poverty Level. 76% of these children are covered by AHCCCS and are eligible to receive dental services; yet only 40% of children ages birth through five years old in Maricopa County have ever seen a dentist. The 2012 Central Phoenix Needs and Assets report cited the following reasons for lack of visits to a pediatric dentist: *Child not old enough* (41%); *No reason/no problem* (28%).

From 6 months to 3 years old, a child's first set of teeth (baby teeth) erupts. These teeth are needed: to bite and chew food, develop speech, for normal development of the jaw bones and muscles of the face, and to hold space for and guide adult teeth into proper position.¹ To prevent dental cavities among young children, the AAPD recommends several strategies including but not limited to: parent information on oral health care, first dental visit by age one, fluoridated public water supplies and a series of topical fluoride applications to children's teeth.³

The Health Impact Assessment conducted of the Central Phoenix region mentioned parent awareness and understanding of the value of oral healthcare for their young children as a gap, as well as an insufficient number of pediatric dentists (or proclaimed pediatric dentists) to serve children ages 1-5 years old. AAPD cites barriers to better oral health for children as being multifaceted and include: difficulties with access to the oral health system, insufficient collaboration across fields, insufficient training of both dental and pediatric professionals, and public policies that hinder access to oral health care. AAPD also suggests the efforts to improve children's health must include the adults taking care of them; with a particular focus on helping pregnant women—and mothers of infants and toddlers in particular—understand the opportunity they have to protect their own oral health and that of their offspring.³

The Central Phoenix Regional Partnership Council acknowledges the vital need for timely and routine dental checkups for children ages 0-5 years old. Oral health screening and fluoride varnishing will be conducted on children ages 0-5 years old, with an emphasis on providing oral health education and awareness to parents. Additionally, outreach to dentists to serve children beginning at age one will be a priority of the Central Phoenix Regional Partnership Council to increase awareness of the necessity to provide services to young children and ultimately increase access to pediatric providers across the Central Phoenix region.

¹ Arizona Department of Public Health. Oral Health Findings, Arizona Preschool Children, Fact Sheet #1. <http://azdhs.gov/phs/owch/oral-health/documents/survey/survey-preschool-fact-sheet.pdf>

² Wyatt, M. & Gehshan, S. (2007). *Improving Oral Health for Young Children*. National Academy for State Health Policy. http://nashp.org/sites/default/files/improving_oral_health.pdf

³ American Academy of Pediatrics. *Oral Health in Children: A Pediatric Health Priority* [http://www.academicpedsjnl.net/article/S1876-2859\(09\)00270-8/fulltext](http://www.academicpedsjnl.net/article/S1876-2859(09)00270-8/fulltext)

Proposed Funding Mechanism:

ISA, First funding period July 1, 2013- June 30, 2014

Alignment to Priorities and Indicators:

Aligns with Indicators 1 and 10; aligns with priority 4- All parents, including new parents, of young children will have access to information and support as needed.

Target Population:

Children ages 0-5 years in various settings which includes WIC and immunization clinics, child care centers community centers, and family, friend and neighbor play and learn training sessions.

| Proposed Service Numbers | SFY14 |
|--------------------------|--|
| | 4,000 children ages 0-5 receiving fluoride varnish 4,000 children ages 0-5 receiving oral health screening 15 trained professional (41% of pediatric dentists) |

Performance Measures SFY14:

1. Number of children ages 0-5 yrs. receiving oral health screenings
2. Number of expectant mothers receiving oral health screenings
3. Number of participating adults
4. Number of participating professionals
5. Number of fluoride varnishes applied

This strategy builds on the existing assets in the region and neighboring regions. This strategy requires the applicant to:

Provide training to families on the importance of oral health care for their children;
Provide outreach to dentists to encourage service to children for a first dental visit by age one;
Provide oral health screening to children 1-5 years and application of fluoride varnish to primary teeth;
Provide parent education related to oral health practices for children;
Participate in expansion of reimbursement for oral health screening through health insurers if applicable;
Participate in Oral Health web-based network (once established).

This strategy aligns with neighboring regions.

South Phoenix- In SFY14, the South Phoenix region is funding \$406,853 in Oral Healthcare; reaching 3,400 through varnish, 3,500 through screening and 3,900 adults through screening.

Maricopa County regions that fund similar strategies:

Central Maricopa, Northwest Maricopa, Northeast Maricopa, Southeast and Southwest fund oral health care.

Allotment = \$400,000

Total funds include costs for: screening, equipment, toothbrushes (and toothpaste), fluoride varnish and sealant, salaries and ERE for oral health outreach positions and screening services.

In preparing the strategy allotment, the following estimates were used:

Outreach and service delivery will require 3.5 FTEs = \$250,000-\$330,000 including health professional s and EREs.

4,000 children @ \$2.00 per varnish application = \$8,000 for application costs

Toothbrush and materials for child: average \$3 per screening =\$12,000

Outreach, support and training of professionals: 15 pediatric dentists, estimate .20 FTE, health professional, \$20,000.

Equipment, supplies, operational costs, administration= \$ 30,000

Strategy: Developmental and Sensory Screening

Provide hearing and vision screening to children birth through age five years old to identify children with hearing or vision impairments; build provider capacity and expand the reach of hearing and vision screening, follow up, diagnosis and treatment for children birth through age five in the region by: expanding Train-the-trainer (T3) opportunities and technical assistance to T3 trainers; increasing loaner equipment to providers.

As part of a comprehensive system of services to families, there is a need for services to screen and identify children prior to school for developmental delays or sensory (hearing, vision) problems. Many children with behavioral or developmental disabilities and sensory deficits miss important opportunities for early detection and intervention due to gaps in screening and availability of services. Delays in language development, other developmental areas or sensory deficits impact a child's ability to be ready for school. Less than 50% of these children are identified as having a problem before they start school and the opportunities for early intervention have been missed. The U.S. Department of Education regulates the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA). This program provides screening, evaluation and intervention services for infants and toddlers with developmental delays and disabilities and their families. Part C is administered by states that serve infants and toddlers through age 2 with developmental delays or who have diagnosed physical or mental conditions with high probabilities of resulting in developmental delays. However, many children are not Part C eligible initially and have delays that may not be identified.

Hearing loss is an invisible condition and can be hard for parents to identify because children will react to social and environmental clues and respond as if they can hear; for example, a toddler might go to the front door when he sees his mom grab her car keys instead of responding to her auditory message "time to go bye-bye."⁵ The prevalence of hearing loss increases throughout school age due to late identification of acquired hearing loss. A lack of identification and mismanagement of hearing loss in children has broad economic impacts as well as impacts on a child's social, cognitive, and educational development.¹

In addition to hearing loss, undetected and untreated eye disorders are major child health problems and are associated with poor reading and poor school outcomes. The Vision Council of America estimates that a 25% of school age children suffer from vision problems that could have been addressed or eliminated if appropriate screening and follow up had been in place upon entry to school.² Many vision problems go undetected by parents, teachers, and children themselves without a formal vision assessment. A well-developed vision screening program may help identify children that need follow up with an eye care professional for further examination.³

The Arizona Department of Health Services' (ADHS) Sensory Program loans hearing screening equipment to public schools, charter schools, private schools, head start programs, preschools, and T3 trainers. The Sensory Program also provides information to Arizona schools on vision screening for school aged children. Vision screening is not mandated by Arizona state law, but is recommended by ADHS.⁴ Although sensory screenings can take place in a primary care physician's office, not all children have access to a primary care; therefore school and community settings may be the only avenue for children to receive sensory screening.⁵

¹ American Academy of Audiology, *Childhood Hearing Screening Guidelines*.

http://www.infanthearing.org/resources_home/positionstatements/docs_ps/AAA_Guidelines_2011.pdf

² National Commission on Vision and Health, *Building a Comprehensive Child Vision Care System*. 2009

http://www.visionandhealth.org/documents/Child_Vision_Report.pdf

³ Arizona Department of Health Services, Bureau of Women's and Children's Health Sensory Program. *Recommended Vision Screening Guidelines for Children ages 3 and Older*. 2010. <http://www.azdhs.gov/phs/owch/pdf/sensory/VisionScreening2010.pdf>

⁴ Arizona Department of Health Services, Bureau of Women's and Children's Health Sensory Program. *Sensory Program Policies and Procedures for Hearing Trainers and Screeners*. http://www.azdhs.gov/phs/owch/pdf/sensory/sensory_pp.pdf

⁵ Elizabeth Seeliger *Making Sustainable Improvements in Hearing Screening*. http://www.nichq.org/our_projects/newborn_hearing.html

Proposed Funding Mechanism:

RFGA – release April 2013, First funding period July 15, 2013- June 30, 2014

Alignment to Priorities and Indicators:

Aligns with First Things First Indicators 1, 8 and 10; Aligns with Regional Council Priority 4- All parents, including new parents, of young children will have access to information and support as needed.

Target Population:

Children ages 0-5 that may not receive screening after the standard newborn screen and before entering Kindergarten.

Proposed Service Numbers**SFY14**

2,100 vision screenings; 2,100 hearing screenings; 4,200 children total screened.
Approximately 25% of the budget for equipment purchase, loan and training for community partners (increasing capacity of community to conduct screenings)

Performance Measures SFY14:

1. Number of vision screenings conducted/ proposed
2. Number of hearing screenings conducted/ proposed
3. Number of children receiving screening/ proposed

This strategy builds on the service network that currently exists. Currently ADHS loans hearing equipment to public schools, private schools, charter schools, preschools, Head Starts, and T3 trainers. However, Early Head Start and Head Start screening programs are limited to the children enrolled in the program. Additionally, various other community screening programs exist such as: NACHI, Southwest Human Development, City of Phoenix. These are limited to those enrolled in their programs.

Approximately 76% of children in the Central Phoenix region below federal poverty level were covered by AHCCCS. Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit provides comprehensive and preventive health care services for children under age 21 who are enrolled in Medicaid. EPSDT is key to ensuring that children and adolescents receive appropriate preventive, dental, mental health, and developmental, and specialty services. EPSDT does not cover the Objective Hearing Screening until age 4 and 5 following the newborn screen. Therefore, routine screens are not performed unless a parent or physician has a documented reason to screen. The EPSDT schedule would need to be updated in the Essential Services to include annual routine hearing screenings.

There is an opportunity to enhance this strategy by increasing provider reach and capacity through training, technical assistance and education; thus assuring children that receive screens are screened with proper equipment by professionals that can provide necessary follow up for diagnostic and possible treatment. To accomplish this task, the strategy includes the following activities: Provide additional training, equipment selection/training, screening techniques, loaner equipment and technical assistance to community health centers, provider offices, home visiting and care coordination programs, and family resource centers; Conduct screenings at physician offices, community health centers, child care centers (non-Head Start) and other community locations; Provide education and training to ensure the continuation of routine screenings and referral services when the program comes to a close.

This strategy aligns with neighboring regions. The North Phoenix Regional Council also has a screening strategy. They currently provide \$167,598 for hearing screenings for 3,600 children. In Central Phoenix and all of the neighboring regions, screenings are also conducted or made available through other strategies (some Family Resource Centers, Home Visiting, PreK or Quality First centers). Continued development of collaboration and coordination is required in the implementation of this strategy.

Allotment \$400,000

\$100,000- equipment purchase, equipment maintenance, trainings and loaning of equipment.

\$300,000 -staff to provide hearing and vision screening; maintenance of equipment, outreach, provide follow up and case management for children requiring follow up screens.

Proposed Funding Plan Summary

FY 2014 - Central Phoenix

| Total Allocation: | | \$18,530,179 | | | | | |
|--|---------------------|---------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Care Coordination/Medical Home | \$859,646 | \$859,646 | - | | | | \$859,646 |
| Child Care Health Consultation | \$194,007 | \$194,007 | - | | | | \$194,007 |
| Community Awareness | \$12,000 | \$12,000 | - | | | | \$12,000 |
| Community Outreach | \$77,000 | \$77,000 | - | | | | \$77,000 |
| Developmental and Sensory Screening | - | - | \$400,000 | | | | \$400,000 |
| Family Support – Children with Special Needs | \$365,000 | \$365,000 | - | | | | \$365,000 |
| Family Support Coordination | \$1,150,000 | \$1,150,000 | - | | | | \$1,150,000 |
| Family, Friends & Neighbors | \$800,000 | \$800,000 | - | | | | \$800,000 |
| Food Security | - | - | - | | | | - |
| FTF Professional REWARD\$ | \$247,500 | \$247,500 | - | | | | \$247,500 |
| Health Insurance Enrollment | \$400,000 | \$400,000 | - | | | | \$400,000 |
| Home Visitation | \$1,320,000 | \$1,320,000 | - | | | | \$1,320,000 |
| Inclusion of Children with Special Needs | \$900,000 | \$900,000 | - | | | | \$900,000 |
| Media | \$50,000 | \$50,000 | - | | | | \$50,000 |
| Mental Health Consultation | \$615,000 | \$615,000 | - | | | | \$615,000 |
| Needs and Assets | \$24,880 | \$24,880 | - | | | | \$24,880 |
| Oral Health | - | - | \$400,000 | | | | \$400,000 |
| Parent Education Community-Based Training | \$475,000 | \$475,000 | - | | | | \$475,000 |
| Prenatal Outreach | - | - | \$400,000 | | | | \$400,000 |
| Quality First | \$1,347,076 | \$1,347,076 | - | | | | \$1,347,076 |
| Quality First Child Care Scholarships | \$4,597,883 | \$4,597,883 | - | | | | \$4,597,883 |
| Reach Out and Read | \$50,000 | \$50,000 | - | | | | \$50,000 |
| Scholarships TEACH | - | - | - | | | | - |
| Service Coordination | \$50,000 | \$50,000 | - | | | | \$50,000 |
| Statewide Evaluation | \$626,575 | \$626,575 | - | | | | \$626,575 |
| Total Allotment: | \$14,161,567 | \$14,161,567 | \$1,200,000 | | | | \$15,361,567 |
| Total Unallotted: | | \$4,368,612 | | | | | |



FIRST THINGS FIRST

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Vacant

April 2, 2013

Steven W. Lynn, Chairman
First Things First Board
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Dear Chairman Lynn:

On behalf of the Pascua Yaqui Tribe Regional Partnership Council, I am writing to request a modification to the Pascua Yaqui Tribe Fiscal Year 2014 Regional Funding Plan previously submitted for your approval. The specific changes for your consideration are outlined below.

New and Revised Strategies SFY14:

Quality First Strategy

The Pascua Yaqui Tribe Regional Partnership Council allotted \$115,738 for Pre-Kindergarten strategy for Fiscal Year 2014. Due to the FTF Pre-Kindergarten Scholarships policy, the Pre-Kindergarten site will need a 3 star rating in Fiscal Year 2014 in order to receive Pre-K Scholarships. Since we do not know what the star rating is for this Pre-K site, the Regional Partnership Council decided to eliminate the Pre-Kindergarten Scholarships strategy in Fiscal Year 2014 and move to Quality First full participation including the Quality First child care scholarships for 16 Tribal children, age four, from the Tribal Head Start waiting list.

The Quality First strategy will be implemented through a Memorandum of Understanding between the Pascua Yaqui Tribe, Tucson Unified School District and First Things First. First Things First shall provide the Quality First Child Care Scholarships funds, TUSD shall provide the Preschool educational experience to 16 tribal children, and the Tribe shall transport the tribal children to Johnson Primary School.

The revised Quality First strategy will provide support to two home based and one center based participant. The revised funding amounts in Fiscal Year 2014 that the Regional Council requests State Board approval for include:

Quality First: \$43,333
Child Care Health Consultation: \$7,560
Quality First Child Care Scholarships: \$130,533

Community Partnerships Strategy

The Regional Council identified Community Partnerships as an unfunded strategy for the Fiscal Year 2014 Funding Plan that was presented for approval to the State Board in January to highlight the Regional Council's commitment to strengthen the relationship with the Tribal government. Since there is an exciting opportunity to partner with the Tribal Social Services Department to do a Child Care Feasibility and Implementation Study that would be

Pascua Yaqui Tribe Regional Partnership Council

used to create a Child Care Center on the reservation, the Regional Partnership Council decided to move \$9,000 from Needs and Assets additional work to the Community Partnerships strategy in State Fiscal Year 2014 and provide these funds to the Pascua Yaqui Tribe through a grant agreement. The Regional Council strongly believes in working together to create and sustain a coordinated network of early childhood programs and services for the Tribal young children. The Regional Council requests approval of this change.

These changes will allow the Pascua Yaqui Tribe Regional Partnership Council to more effectively utilize funding for the SFY14 Funding Plan. The Pascua Yaqui Tribe Regional Partnership Council respectfully requests your consideration of these modifications for the Pascua Yaqui Tribe Fiscal Year 2014 Funding Plan.

Respectfully,

A handwritten signature in black ink, appearing to be 'Cecilia Garcia', written in a cursive style.

Cecilia Garcia, Chair
Pascua Yaqui Tribe Regional Partnership Council

Proposed Funding Plan Summary

FY 2014 - Pascua Yaqui Tribe

| Total Allocation: | | \$386,262 | | | | | |
|---|--------------------|-------------------|------------------------|----------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$5,040 | \$5,040 | \$7,560 | | | | \$7,560 |
| Community Based Professional Development Early Care and | \$9,093 | \$9,093 | - | | | | \$9,093 |
| Community Partnerships | - | - | \$9,000 | | | | \$9,000 |
| Home Visitation | \$105,000 | \$105,000 | - | | | | \$105,000 |
| Needs and Assets | \$9,000 | \$9,000 | - | | | | - |
| Parent Education Community-Based Training | \$40,000 | \$40,000 | - | | | | \$40,000 |
| Parent Outreach and Awareness | \$750 | \$750 | - | | | | \$750 |
| Pre-Kindergarten Scholarships | \$115,738 | \$115,738 | - | | | | - |
| Quality First | \$23,989 | \$23,989 | \$43,333 | | | | \$43,333 |
| Quality First Child Care Scholarships | \$20,416 | \$20,416 | \$130,533 | | | | \$130,533 |
| Scholarships TEACH | - | - | - | | | | - |
| Statewide Evaluation | \$11,481 | \$11,481 | - | | | | \$11,481 |
| Total Allotment: | \$340,507 | \$340,507 | \$190,426 | | | | \$356,750 |
| Total Unallotted: | | \$45,755 | | | | | |



FIRST THINGS FIRST

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Chairman Lynn and Members of the Board
First Things First
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

Date: March 1, 2013

RE: La Paz/Mohave Regional Partnership Council Expansion: Increase slots and/or capital expense Strategy and Change to the Approved SFY 2013 Regional Funding Plan

Dear Chairman Lynn and Members of the Board,

On behalf of the La Paz/Mohave Regional Partnership Council, I am pleased to present the following Expansion: Increase slots and/or capital expense Strategy for your consideration. The La Paz/Mohave Regional Partnership Council met, considered, and approved the strategy on Thursday, February 28, 2013. The Regional Council requests your approval of:

- The addition of the new Expansion: Increase slots and/or capital expense Strategy to the approved SFY 2013 La Paz/ Mohave Regional Funding Plan;
- Move \$85,000 in funds currently allotted to the region's Pre-Kindergarten Scholarship Strategy in SFY 2013 from Pre-Kindergarten Scholarships to the new Expansion: Increase slots and/or capital expense Strategy. These funds are currently only allotted; they are not under contract. If approved, the change will reduce the total funding allotted to the Pre-Kindergarten Scholarship Strategy from \$1,193,100 to \$1,108,100. The change will allow the region to help expand preschool programs in two under-served communities in La Paz County – Salome and Quartzsite – where there is a known shortage in access to early childhood education. There are currently no regulated early learning programs in Salome or Quartzsite.

The La Paz/Mohave Regional Council is pleased to offer these recommendations and is confident the changes will help expand access to early learning programs in the region.

Thank you for your consideration.

Respectfully,

Riley Frei, Chair

Strategy: Expansion: Increase slots and/or capital expense

Strategy Description

Recruits new or existing providers to begin to serve or expand preschool services. May assist with planning, licensing and/or certification process for new early learning centers or homes, or provide support to a provider to improve the quality of early learning facilities or programs.

Strategy Narrative

The La Paz/Mohave Regional Partnership Council has identified a need to increase the number of children who receive high quality early care and education services in order to improve school readiness.

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 start-up and expansion 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. Start-up activities are needed to support the expansion of preschool programs in communities prioritized by the regional council due to known shortages in access to regulated early learning programs.

Programs will apply and receive a license to provide child care from the Department of Health Services prior to enrolling children to be served through this strategy. Upon becoming licensed, programs will also be enrolled in the Quality First program. The following components will be included:

- Coaching and technical assistance by mentors to plan a new classroom or program site;
- Child care licensing and/or certification fees;
- Facility improvements to equip the setting or renovate/expand an existing site;
- Furniture, supplies, play equipment, etc... to create a quality early learning environment;
- Personnel and employee related expenses to support hiring highly qualified staff.

Target Population Description

The target population for this strategy is three-and four year old children in under-served communities in the region with a lack of regulated preschool programs and/or known shortages in access to early learning programs. The regional council has prioritized two communities in La Paz County – Salome and Quartzsite.

| Target Service Units | SFY 2013 | SFY 2014 | SFY 2015 |
|--|----------|-----------|----------|
| Number of increased slots for participating children | 40 | 40 | - |
| Number of center based providers served | 2 | 2 | - |
| Funding Level | SFY 2013 | SFY 2014 | SFY 2015 |
| | \$85,000 | \$264,300 | - |

Proposed Funding Plan Summary

FY 2013 - La Paz/Mohave

| Total Allocation: | | \$6,237,214 | | | | | |
|---|--------------------|--------------------|------------------------|--------------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$40,320 | \$47,880 | - | \$7,579 | | | \$40,301 |
| Community Awareness | \$30,000 | \$30,000 | - | \$30,000 | | | - |
| Community Based Professional Development Early Care | \$400,000 | \$400,000 | - | \$400,000 | | | - |
| Community Outreach | \$83,000 | \$83,000 | - | \$83,000 | | | - |
| Court Teams | \$400,000 | \$410,000 | - | \$410,000 | | | - |
| Expansion: Increase slots and/or capital expense | - | - | \$85,000 | \$0 | | \$85,000 | - |
| Family Support – Children with Special Needs | \$150,000 | \$150,000 | - | \$150,000 | | | - |
| Family, Friends & Neighbors | \$100,000 | \$100,000 | - | \$100,000 | | | - |
| Home Visitation | \$1,200,000 | \$1,200,000 | - | \$1,199,074 | | | \$926 |
| Needs and Assets | \$11,125 | \$11,125 | - | \$11,125 | | | - |
| Pre-Kindergarten Scholarships | \$1,193,100 | \$1,193,100 | \$1,108,100 | \$928,800 | | | \$179,300 |
| Quality First | \$299,975 | \$354,143 | - | \$320,905 | | | \$33,238 |
| Quality First Child Care Scholarships | \$266,740 | \$397,063 | - | \$397,063 | | | - |
| Recruitment – Stipends/Loan Forgiveness | \$51,584 | \$51,584 | - | \$23,460 | | | \$28,124 |
| Scholarships TEACH | \$66,000 | \$66,000 | - | \$66,000 | | | - |
| Statewide Evaluation | \$107,344 | \$107,344 | - | \$107,344 | | | - |
| Total Allotment: | \$4,399,188 | \$4,601,239 | \$1,193,100 | \$4,234,350 | | \$85,000 | \$281,889 |
| Total Unallotted: | | \$1,635,975 | | | | | |



FIRST THINGS FIRST

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Chair

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Vice Chair

Nancy Mongeau

Members

Alisa Burroughs
Betsy Lewis
Catie Sondrol
Debra Weger
Howard Weiske
Jose Garcia
Lenore Knudtson
Terri Holloway
Vijette Saari

Chairman Lynn and Members of the Board
First Things First
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

Date: March 19, 2013

RE: La Paz/Mohave Regional Partnership Council Start-Up/Expansion Strategy Grant Recommendation

Dear Chairman Lynn and Members of the Board,

On behalf of the La Paz/Mohave Regional Partnership Council, I am pleased to recommend the following Government to Government Grant Agreement to implement the region's Start-up/Expansion Strategy. The La Paz/Mohave Regional Partnership Council met, considered, and approved the recommendation of this agreement on March 20, 2013. The Regional Council requests your approval of:

- A grant agreement with the Arizona Department of Education in the amount of \$85,000 with an effective start date of May 1, 2013. This agreement is for a two month period ending on June 30, 2013. This grant will provide services to develop quality pre-school environments in communities of Salome and Quartzsite, both of which are in La Paz County.
- This grant is eligible for one renewal for the period of July 1, 2013 through June 30, 2014. Total funds available are estimated to be \$264,300 for this funding period with no option for renewal beyond that date.

The Arizona Department of Education will provide assistance through a Mentor to provide the following services:

Consult with and guide the development of two new pre-school classrooms. This will include an assessment of the identified classroom and playground, assisting schools in equipping and preparing classrooms and playgrounds for licensing, assisting in the hiring and training of qualified staff, providing on-site training and technical assistance for planning and implementing the new program.

This agreement will allow the region to help expand preschool programs in two underserved communities in La Paz County – Salome and Quartzsite – where there is a known shortage in access to early childhood education. There are currently no regulated early learning programs in Salome or Quartzsite.

The La Paz/Mohave Regional Council is pleased to offer these recommendations and is confident that this grant will help expand access to early learning programs in the region.

Thank you for your consideration.

Respectfully,

A handwritten signature in black ink, appearing to read 'Riley Frei', followed by a period.

Riley Frei, Chair
La Paz/Mohave Regional Partnership Council

La Paz/Mohave Regional Partnership Council Expansion: Increase slots and/or capital
expense Strategy

Recommendation for Grant Award

Summary: It is recommended that First Things First enter into a grant agreement with the Arizona Department of Education to expand pre-school opportunities in the communities of Salome and Quartzsite in La Paz County.

| Applicant | Amount Recommended | Program Description & Rationale for Recommendations |
|-------------------------------------|--|---|
| The Arizona Department of Education | \$85,000.00 for FY 2013 \$264,300 for FY 2014 | <ul style="list-style-type: none">• Recommendation: This application is recommended for award by the Regional Council.• Rationale: Partnering with school districts to develop Pre-school programs will build the capacity in the region to provide quality early learning opportunities, especially in communities where access to early childhood education is severely limited. In determining which public school districts to partner with, the council prioritized communities with known shortages, such as those with no Head Start, no regulated child care, and those with the most families waiting to receive child care subsidies.• Brief Description: This strategy addresses the prioritized need for improved access to quality and affordable early childhood education for three and four year olds from low-income families in Salome and Quartzsite. Expansion activities include providing a Mentor to consult with and guide the development of two new pre-school classrooms. This will include an assessment of the identified classroom and playground, assisting schools in equipping and preparing classrooms and playgrounds for licensing, assisting in the hiring and training of qualified staff, providing on-site training and technical assistance for planning and implementing the new program.• Anticipated Outcomes: This strategy will result in the creation of two regulated pre-school classrooms in communities where there are no other regulated childcare centers or homes.• Impacts: The target service number is two new classrooms (one in each community) serving a total of forty children. |

Summary Funding Information:

Total Recommended Funding for the Award Period:

- \$85,000 will be available in FY2013.
- \$264,300 will be available in FY 2014.

Funding Cycle Information:

- Funding Period: May 1, 2013 – June 30, 2013
- Renewal Period: July 1, 2013- June 30, 2014

Proposed Funding Plan Summary

FY 2013 - La Paz/Mohave

| Total Allocation: | | \$6,237,214 | | | | | |
|---|--------------------|--------------------|------------------------|--------------------|---------------------------|-----------------------------|------------------------|
| Strategy | Original Allotment | Current Allotment | Proposed New Allotment | Awarded Amount | Proposed Amendment Amount | New Proposed Awarded Amount | Recalculated Unawarded |
| Child Care Health Consultation | \$40,320 | \$47,880 | - | \$7,579 | | | \$40,301 |
| Community Awareness | \$30,000 | \$30,000 | - | \$30,000 | | | - |
| Community Based Professional Development Early Care | \$400,000 | \$400,000 | - | \$400,000 | | | - |
| Community Outreach | \$83,000 | \$83,000 | - | \$83,000 | | | - |
| Court Teams | \$400,000 | \$410,000 | - | \$410,000 | | | - |
| Expansion: Increase slots and/or capital expense | - | - | \$85,000 | \$0 | | \$85,000 | - |
| Family Support – Children with Special Needs | \$150,000 | \$150,000 | - | \$150,000 | | | - |
| Family, Friends & Neighbors | \$100,000 | \$100,000 | - | \$100,000 | | | - |
| Home Visitation | \$1,200,000 | \$1,200,000 | - | \$1,199,074 | | | \$926 |
| Needs and Assets | \$11,125 | \$11,125 | - | \$11,125 | | | - |
| Pre-Kindergarten Scholarships | \$1,193,100 | \$1,193,100 | \$1,108,100 | \$928,800 | | | \$179,300 |
| Quality First | \$299,975 | \$354,143 | - | \$320,905 | | | \$33,238 |
| Quality First Child Care Scholarships | \$266,740 | \$397,063 | - | \$397,063 | | | - |
| Recruitment – Stipends/Loan Forgiveness | \$51,584 | \$51,584 | - | \$23,460 | | | \$28,124 |
| Scholarships TEACH | \$66,000 | \$66,000 | - | \$66,000 | | | - |
| Statewide Evaluation | \$107,344 | \$107,344 | - | \$107,344 | | | - |
| Total Allotment: | \$4,399,188 | \$4,601,239 | \$1,193,100 | \$4,234,350 | | \$85,000 | \$281,889 |
| Total Unallotted: | | \$1,635,975 | | | | | |



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Statewide and Signature Strategies Report

BACKGROUND: The Statewide and Signature Strategies Report provides updated financial information on FY 2013 expenditures as of March 20, 2013, and program performance information through FY 2013 Quarter 2 for strategies funded through statewide program funds, and other strategies and programs developed or substantially supported by First Things First.

RECOMMENDATION: The CEO recommends approval of this report.

Statewide and Signature Strategies Report

| Early Learning | | | | | | | |
|--|----------------|-----------------------------------|-----------------------|------------------------|---|--|---|
| Strategy | Funding Source | Expenditures as of March 20, 2013 | | | FY 2013 Contracted Service # | FY 2013 Actual Service # (July 1-December 31 2012) | Comments |
| | | FY2013 Allotted Amount | FY2013 Awarded Amount | FY2013 Expended Amount | | | |
| Quality First! (Signature Strategy) | FTF State | \$ 5,477,700 | \$ 5,310,707 | \$ 2,702,345 | Regional: 983 Centers: 733 Homes: 250 | Regional: 745 Centers, 577 Homes, 168 | <p>Quality First is a comprehensive initiative that provides support, funding and education to qualified centers and homes to improve the quality of early care and education for children younger than five years. The Quality First model includes assessment, coaching, T.E.A.C.H., Child Care Health Consultation and financial incentives for quality improvement. The rating component of Quality First is being implemented in FY12.</p> <p><i>Approximately 40 programs are enrolled every 5 weeks. It is anticipated that by the end of the fiscal year, the CSU numbers will be reached for most regions. Currently, the coaching grantees are recruiting early care and education providers in the following regions where slots are funded, but there is no wait list: North Phoenix homes, South Phoenix centers and homes, Northwest Maricopa homes, Central Phoenix homes, Coconino homes, La Paz Mohave homes, Navajo Nation centers and homes, Pinal homes, South Pima centers and homes, Tohono O'odham centers and homes, White Mountain Apache homes, and Cochise homes</i></p> |
| | FTF Regions | \$ 16,880,600 | \$ 15,861,337 | \$ 10,146,079 | | | |
| | Total | \$ 22,358,300 | \$ 21,172,044 | \$ 12,848,424 | | | |
| Scholarships T.E.A.C.H. (Signature Strategy) | FTF State | \$ 3,506,300 | \$ 3,506,300 | \$ 579,862 | Statewide: 845 participating scholars | Statewide: 438 participating scholars | T.E.A.C.H. ARIZONA is a comprehensive scholarship program that provides early care and education professionals with access to college coursework leading to a degree or certificate in early childhood education. T.E.A.C.H. provides financial support for books, tuition, travel stipends and time off from work to attend class and complete assignments, and a financial bonus upon completion of college coursework. |
| | FTF Regions | \$ 1,471,077 | \$ 1,454,577 | \$ 278,058 | Regional: 438 participating scholars Total: 1,283 | Regional: 229 participating scholars Total: 667 | |

Statewide and Signature Strategies Report

| | | | | | | | |
|--|-------------|---------------|---------------|---------------|---|---|---|
| | Total | \$ 4,977,377 | \$ 4,960,877 | \$ 857,920 | participating scholars | participating scholar | <p><i>State level funding and contracted service numbers reflect budgeting 1 scholarship per center-based provider and a 0.5 scholarship per home provider. The grantee proposed a state level goal of awarding 525 scholarships in FY13, so the grantee has reached 83% of the revised goal so far. Only 52% of the original contracted service numbers for which funding is awarded has been reached. FTF will adjust the state level funding award for FY14 to more closely reflect the grantee's revised contracted service numbers. Regional funding and contracted service numbers will continue to be monitored.</i></p> |
| FTF Professional REWARD\$ (Signature Strategy) | FTF Regions | \$ 1,807,875 | \$ 1,786,050 | \$ 1,339,538 | Regional: 1,323 incentive awards distributed | Regional: 999 incentive awards distributed | <p>FTF Professional REWARD\$ helps retain good teachers to promote continuity of teachers and caregivers working with young children. REWARD\$ offers financial awards to early childhood teachers based on educational achievement, wages earned and hours worked per week and requires a commitment from participants to remain in their current employment.</p> |
| Quality First Child Care Scholarships (Signature Strategy) | FTF Regions | \$ 34,838,124 | \$ 34,131,398 | \$ 23,446,782 | Regional: 5,425 scholarships slots for children 0-5 yrs. | Regional: 4,646 scholarships slots filled with children 0-5 yrs. | <p>Quality First Scholarships help low-income families who are working, looking for work or improving their work skills through training or education afford high quality learning programs for their young children. These scholarships are available to early care and education providers enrolled in Quality First (or on the waiting list) and support providers in maintaining a quality program.</p> <p><i>The contracted service number is based on the star rating and program size. The program size and star rating for open slots is estimated and may not be reflective of the actual star rating and program size upon enrollment. Therefore, the differential between contracted and actual service numbers may be partially due to programs achieving a higher/lower star rating than estimated or if program size is larger or smaller than estimated.</i></p> |

Statewide and Signature Strategies Report

| | | | | | | | |
|---|-------------|---------------|---------------|--------------|--|--|--|
| Pre-Kindergarten Scholarships (Signature Strategy) | FTF Regions | \$ 13,775,366 | \$ 13,262,764 | \$ 8,436,034 | Regional: Public school-district Pre-K sites: 10 Private/public community partner Pre-K sites: (not determined) Total FTF funded Pre-K students: 2,363 | Regional: Public school-district Pre-K sites: 13 Private/public community partner Pre-K sites: 126 Total FTF funded Pre-K students: 3,854 | Pre-Kindergarten Scholarships help low-income families' access high quality center and classroom-based programs for their children during the two years prior to kindergarten entry. These scholarships are available to public school and community-based early care and education providers and this strategy includes mentoring to facilitate systemic partnerships between public schools and community-based providers. <i>Actual number of pre-K students is higher due to part-time status of some students.</i> |
|---|-------------|---------------|---------------|--------------|--|--|--|

| Family Support and Literacy | | | | | | | |
|--|----------------|-----------------------------------|-----------------------|------------------------|---|--|---|
| Strategy | Funding Source | Expenditures as of March 20, 2013 | | | FY 2013 Contracted Service # | FY 2013 Actual Service # (July 1-December 31 2012) | Comments |
| | | FY2013 Allotted Amount | FY2013 Awarded Amount | FY2013 Expended Amount | | | |
| Arizona Parent Kit (Signature Strategy) | FTF State | \$ 1,600,000 | \$ 1,250,000 | \$ 831,026 | Statewide: 65,000 kits distributed | Statewide: 39,945 kits distributed | Arizona Parent Kits are given statewide to all families with newborns as they leave the birthing hospital or center. The kits include an 80-page Arizona Parents Guide, six DVDs on early childhood development and health topics and a new book for parents to read with their baby. |
| Birth to Five Helpline | FTF State | \$ 100,000 | \$ 100,000 | \$ 57,661 | Statewide: 5,000 calls received | Statewide: 809 calls received | The Birth to Five Helpline free service using a toll-free number (1-877-705-KIDS) with experts to answer any family's questions or address concerns on early childhood development for infants, toddlers and preschoolers. Questions can also be submitted online at www.swhd.org/get-help/birth-to-five-helpline . |

Statewide and Signature Strategies Report

| | | | | | | | |
|--------------------|-------------|------------|------------|------------|--|---|--|
| Reach Out and Read | FTF Regions | \$ 406,339 | \$ 351,027 | \$ 260,213 | Total: 39 participating practices | Regional: 22 participating practices | Reach Out and Read is delivered through medical practices, by training doctors and nurses to advise parents about the importance of reading aloud. It also provides books to children at pediatric check-ups from six months to five years of age, with a special focus on children growing up in poverty. The books are used to promote age-appropriate literacy skills and as a tool to discuss developmental issues with parents and families during the medical visit. |
|--------------------|-------------|------------|------------|------------|--|---|--|

| Health | | | | | | | |
|---|----------------|-----------------------------------|-----------------------|------------------------|---|---|--|
| Strategy | Funding Source | Expenditures as of March 20, 2013 | | | FY 2013 Contracted Service # | FY 2013 Actual Service # (July 1-December 31 2012) | Comments |
| | | FY2013 Allotted Amount | FY2013 Awarded Amount | FY2013 Expended Amount | | | |
| Child Care Health Consultation (CCHC) (Signature Strategy) | FTF Regions | \$ 2,731,118 | \$ 2,644,680 | \$ 1,208,588 | Regional QF Sites: Centers: 746 Homes: 217 Additional Regional non-QF Sites receiving services: Centers: 83 Homes: 13 Total: Centers: 829 Homes: 230 | Regional QF: Centers: 715 Homes: 244 Additional Regional Non-QF Sites Receiving services Centers: 48 Homes: 54 Total Centers: 763 Homes: 298 | Child Care Health Consultants are nurses and child health experts who work with early care and education settings to provide teachers and staff with information and guidance to assure the health and safety of children in the program. This strategy provides onsite, email and phone consultation, staff training and referrals to community health resources. This strategy is delivered in a tier model: tier 1 is telephone technical assistance; tier 2 is on-site expert mode; and tier 3 is on-site comprehensive services. <i>Actual service numbers of QF sites reflect the number of centers currently enrolled in all CCHC tier levels. Non-QF numbers reflect only tier 2 and tier 3 services. FTF is currently developing a system to collect Tier 1 data for non-QF providers.</i> |

Statewide and Signature Strategies Report

| | | | | | | | |
|---|-------------|--------------|--------------|--------------|--|--|---|
| Mental Health Consultation (MHC) (Signature Strategy) | FTF Regions | \$ 4,537,250 | \$ 4,520,250 | \$ 2,362,168 | Regional: 251 Centers: 195 Homes: 56 | Regional: 230 Centers: 223 Homes: 7 | Early childhood mental health consultation (ECMHC) is an evidence-based strategy proven to support the social and emotional development of all children in early care and education settings. MHC support providers to respond to children with behavioral challenges in the classroom. MHC is a service provided to the child care providers and it is designed to enhance all of the relationships in a child care program. |
| Physician Education and Outreach | FTF State | \$ 235,000 | \$ 235,000 | \$ 213,078 | Statewide: 30 participating practices | Statewide: 45 participating practices | Physician Education and Outreach improves the quality of health care for young children by providing technical assistance and support to medical practices and clinics, including using a medical home model, best practices, developmental screening, referral to early intervention services and identifying community resources that support child development. <i>Actual service numbers reflect continuing and newly participating practices.</i> |
| | FTF Regions | \$ 259,000 | \$ 258,861 | \$ 161,475 | Regional: 17 participating practices | Regional: 27 participating practices | |
| | Total | \$ 494,000 | \$ 493,861 | \$ 374,552 | Total: 47 participating practices | Total: 72 participating practices | |
| Workforce Capacity – Therapist Scholarships | FTF State | \$ 275,000 | \$ 275,000 | \$ 206,250 | Statewide: 12 students receiving financial support | Statewide: 7 students receiving financial support | Therapist Scholarships are used to increase the number of speech language therapists with specialized knowledge and skills to work with young children. Scholars are provided tuition to complete a Master’s level program with specialized coursework, and upon graduation, must commit to two years of service with birth to five populations in Arizona. |

Statewide and Signature Strategies Report

| Coordination and Collaboration | | | | | | | |
|--------------------------------|----------------|-----------------------------------|-----------------------------|------------------------------|---------------------------------|---|--|
| Strategy | Funding Source | Expenditures as of March 20, 2013 | | | FY 2013 Contracted Service # | FY 2013 Actual Service # (July 1-December 31 2012) | Comments |
| | | FY2013 Allotted Amount | FY2013 Awarded Amount | FY2013 Expended Amount | | | |
| Capacity Building | FTF State | \$200,000 | \$100,00 | \$ 63,657 | Statewide: NA | Statewide: NA | <p>The Capacity Building strategy has two phases: Phase 1 will end on June 30, 2013 and consists of developing a capacity building approach and a capacity-building plan. Phase 2 begins implementation of the planned capacity building strategies. The planning phase will include an environmental scan; developing a comprehensive approach to capacity building for multiple agencies with various competencies; and producing a final report and plan for implementation in Phase 2.</p> <p>The grantee, Alliance of Arizona Nonprofits, will complete Phase 1 of this work by April 30 and submit their plan and budget for Phase 2. Pending approval of the plan, the implementation phase will be initiated July 1, 2013.</p> <p><i>This strategy currently has no Contracted or Actual Service Numbers as progress is determined by deliverables outlined in the contract.</i></p> |



FIRST THINGS FIRST

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AGENDA ITEM: Grants and Public and Private Partnerships Report

BACKGROUND: The Grant and Public Private Partnership Report provides an updated summary of grant awards, expenditures and progress for grants awarded to First Things First, grants that include First Things First in a partnership role, and potential grant opportunities. This report also describes current FTF partnerships and provides a status update of partnership activities.

RECOMMENDATION: The CEO recommends approval of this report.

Public Private Partnerships Report – April 2014

Federal Grants

| Grant | Early Childhood Comprehensive Systems (ECCS) |
|----------------------|--|
| Funding Source | Federal |
| FY13 Awarded Amount | \$130,000 |
| FY13 Expended Amount | \$ 42,526 |

Grant Description: The Early Childhood Comprehensive Systems Grant provides federal funding to help states build and integrate early childhood services systems with a focus on the five key areas of Early Care and Education, Family Support, Health Care/Medical Homes, Social Emotional Development/Mental Health, and Parenting Education.

Now aligned with the BUILD Arizona initiative, grant funds continue to support Early Childhood Professional Development System Building. An actionable plan is in the implementation phase to revise Arizona's Workforce Knowledge and Competency Framework, design and creation of a professional development website and registry, and working with institutes of higher education to develop a streamlined progression of early childhood degrees and credentials.

Update: A new 3-year cycle of funding for the ECCS grant has been announced. As the current grantee, First Things First, in collaboration with community partners, will submit an application. Applicants may address one of three strategies: *1) Mitigation of toxic stress and trauma in infancy and early childhood; or 2) Coordination of the expansion of developmental screening activities in early care and education settings statewide by connecting pediatric and other child health leaders with child care health consultants to link training and referrals among medical homes, early intervention services, child care programs and families; or 3) Improvement of state infant/toddler child care quality initiatives (State licensing standards/Quality Rating and Improvement Systems [QRIS] and/or professional development) by incorporating 10 or more Caring for Our Children: National Health and Safety Performance Standards.* FTF has identified strategy 2 as the focus for this application. Grant fund available are \$140,000 per year for three years. The application submission date is April 26, 2013. Dr. Karen Peifer, Senior Director for Health and Dr. Judy Walruff, Program Specialist for Strategic Initiatives are leading the application process.

| Grant | State Advisory Council for Early Childhood Education (SAC) |
|----------------------|--|
| Funding Source | Federal |
| FY13 Awarded Amount | \$2,489,746 (Total 3 year budget) |
| FY13 Expended Amount | \$1,512,544 (Expended to date) |

Public Private Partnerships Report – April 2014

Grant Description: Grant funds supported the Quality First Pilot Study and the development and dissemination of the Infant/Toddler Guidelines, Birth to Five Program Guidelines, and Early Learning standards. FTF also applied for and received supplemental funds and was awarded an additional \$164,000 that supports the work of the FTF Advisory Committees – Health, Early Learning and Family Support & Literacy.

Update: The work contracted to the Arizona Department of Education (ADE) for curriculum development and training for the Infant/Toddler Developmental Guidelines, Program Guidelines for High Quality Early Education: Birth through Kindergarten and Early Learning Standards continues as outlined in the grant proposal.

The Infant Toddler Guidelines are posted on the Arizona Department of Education and FTF websites. Training curriculum has been completed on the first modules of the Infant Toddler guidelines and training sessions are scheduled. ADE has recruited trainers to provide this curriculum to early childhood providers including home visitors. ADE plans to reach a large proportion of early childhood providers through “boot camp” style training events in the summer of 2014.

Department of Education training staff have conducted 119 training session on the Early learning Standards, Program Guidelines and Infant Toddler Guidelines through December 2012 for 2,431 participants.

SAC grant funds continue to support the work of the FTF Early Learning, Family Support and Health advisory committees. The SAC grant is also supporting the facilitation of the Public Private Partnerships committee that will meet through May, 31, 2013.

| Grant | Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program |
|---------------------|--|
| Funding Source | Federal |
| FY13 Awarded Amount | Formula Grant \$2,631,887 (Awarded to ADHS) |
| | Competitive Grant 9.3. Million annually for four years. |

Description: The Patient Protection and Affordable Care Act (PPACA) establishes a home visiting grant program for states administered through the Department of Health and Human Services (DHHS), Health Resources Services Administration (HRSA) as a new section of the Title V Maternal and Child Health (MCH) block grant program.

Grantees are required to use an evidence-based program model with a benchmark component that measures: improvement in maternal and child health, childhood injury prevention, school

Public Private Partnerships Report – April 2014

readiness and achievement, crime or domestic violence, family economic self-sufficiency, and coordination with community resources and supports.

Under the provisions of the Affordable Care Act, Arizona is eligible for non-compete formula grants annually for five years. Governor Brewer designated the Arizona Department of Health Services to submit and implement Arizona's proposal for this grant program. FTF is a partner agency in the implementation of these grants.

Update: Partnership agreements with DES and FTF are routinely utilized to expand home visitation through existing home visiting contracts and Requests for Grant Applications (RFGAs). Home Visiting services funded through this grant are now implemented in twenty-four of the Community Health Analysis Areas (CHAAs).

The Federal grant is also funding capacity building to support home visiting in Community Health Analysis areas in Navajo County (Winslow and Holbrook), Graham County/Greenlee County (South Graham County, Duncan, and Morenci), Gila County (Globe/Haden, Payson).

Current home visiting models funded through this grant are Healthy Families and Nurse Family Partnership. Discussion is underway to include additional evidence-based models under this funding.

A statewide Home Visiting Conference is planned for September 2013 to provide professional development for all home visitors.

Statewide Public/Private Partnerships

Public private partnerships, which leverage partner and First Things First resources, are vital to advancing the early childhood development and health system. This section of the report is intended to highlight and update new and continuing formal statewide partnerships with defined goals, outcomes and partner commitments. Status progress updates will be reported for ongoing partnerships when significant changes or outcomes are achieved.

Kindergarten Developmental Inventory (KDI) Partnership Description: The Kindergarten Developmental Inventory (KDI) is a partnership of First Things First, the Virginia G. Piper Charitable Trust and the Arizona Department of Education.

The purpose of the KDI is to provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to provide instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the Arizona Early Learning Standards and Arizona's Common Core Standards for kindergarten, cover all essential

domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use.

Partners/Contributions: First Things First has estimated a contribution of approximately 3M costs of the KDI. During the Race to the Top application, the Virginia G. Piper Charitable Trust committed in range of 2.6 million to support development, testing and implementation of the Inventory. The Arizona Department of Education is a key partner in the development and implementation of this tool.

Progress/Update: The Piper Charitable Trust convened the first meeting of stakeholders on March 28th to advise the partners on the development and launch of the KDI. Additionally, the Arizona Department of Education will soon release a Request for Information (RFI) to obtain detailed data and information on existing instruments to further inform the development or adoption of the Arizona KDI.

Exemplary Early Childhood Teacher: The Rodel Foundation of Arizona and First Things First are partners to establish an Exemplary Early Childhood Teacher component to Rodel's successful Exemplary Teacher Initiative that includes elementary, middle school and high school teachers. The Exemplary Teacher Initiative was designed to address the shortage of effective teachers in Arizona's neediest schools and to maximize student achievement through effective instruction, one classroom at a time. Rodel has partnered with First Things First to initiate this recognition of early childhood teachers who are employed by a quality program which is rated 3 – 5 stars in the Quality First Rating System and who exhibit classroom teaching excellence and skills to mentor the next generation of teachers. The Exemplary Early Childhood Teachers will be paired with Rodel Promising Student Teachers seeking their early childhood degree and certification from Arizona State University. Each Rodel Exemplary Early Childhood Teacher will agree to accept three student teachers over three years. They will receive recognition for their excellence, participation in professional development with other Rodel Exemplary Teachers and receive a \$2,500 cash award by fulfilling their agreement. The Rodel Promising Student Teachers, selected for their potential and commitment to teach for at least three years in a high-need early childhood classroom, benefit from this relationship by receiving mentoring from a first-rate early childhood teacher as they complete their student teaching, as well by receiving a \$5,000 cash award by fulfilling their agreement.

Partners/Contributions: First Things First is providing administrative and management support to establish the Early Childhood Exemplary Teacher component. Current funding partners for the Exemplary Teacher Initiative include: Whiteman Foundation (founding sponsor for early childhood), Salt River Project, JPMorgan Chase Foundation, Cox Communications, Carstens Family Funds, Diamond Foundation, Emily Meschter, Zuckerman Community Outreach

Public Private Partnerships Report – April 2014

Foundation, Ventana Charitable Foundation Fund, Community Foundation for Southern Arizona, and Northern Arizona University College of Education.

Progress/Update: Brenda Thomas, teaching at Porfirio H. Gonzales Young Achiever's Preschool in the Tolleson Elementary District, is the inaugural Rodel Exemplary Teacher of Early Childhood. Ms. Thomas joins the 12 kindergarten through eighth-grade educators announced to comprise the 2013 Rodel Exemplary Teacher cohort.

BUILD Arizona; BUILD is a national initiative formed to assist states in planning and implementing a comprehensive early childhood “system of systems” that crosses policy domains and helps ensure that families have access to the services they need. At present, BUILD partners and works intensively with 10 states: Arizona, Georgia, Illinois, Michigan, Minnesota, New Jersey, New York, Ohio, Pennsylvania and Washington, investing private funds to ensure public buy-in on the importance of early learning for all children.

Arizona became a BUILD Initiative partner in 2011. BUILD Arizona is a multi-sector partnership and network that works to strengthen and link early care and education and the K-12 system through collective planning, communicators and action. The work of BUILD Arizona is guided by a cross sector steering committee of community leaders representing private business and public agencies and organizations. Sub-committees are working to identify priorities in the areas of Quality Early Learning, Children’s Health, Early Grade Success, Early Childhood Professional Development System Building, and Communications and Engagement.

Partners/Contributions: The Helios Education Foundation and Virginia G. Piper Charitable Trust are Arizona philanthropies supporting the BUILD Arizona work. First Things First board and staff leadership are participating members of the steering committee and the subcommittees. First Things First is providing staffing support and federal grant funds to support the work of the Professional Development System Building Workgroup that is now part of BUILD Arizona.

Progress/Update: BUILD continues work to refine priority goals in the areas listed above, with plans to finalize those by early summer. The Professional Development System Building plan was reviewed and accepted by the BUILD Arizona steering committee and FTF Board in January, 2013. Workgroup members are meeting monthly to guide development of system elements.

Regional Partnership Development

LaPaz/Mohave Regional Council: Delta Dental approved a grant request from the La Paz/Mohave Regional Partnership Council for \$10,000 to integrate an oral health education and prevention component at 21 Quality First program sites in the La Paz/Mohave Region. This grant will support an increase in the hours of the First Things First funded Child Care Health Consultant assigned to these sites. These added hours will support the Child Care Health

Public Private Partnerships Report – April 2014

Consultant to provide oral health screenings and fluoride varnish application at least three-times a year for approximately 175 children at these centers. Approximately 600 children (and their families) will receive evidence-based oral health education. The goals of this partnership are to increase awareness in the region of the importance of oral health in early childhood, and to reduce the number and percent of children entering kindergarten with untreated tooth decay.

Navajo/Apache Regional Council: Summit Healthcare, a regional hospital and health care provider and the Navajo/Apache Regional Council have blended resources to increase the reach of developmental screening, hearing and vision screening for children and depression screening for postpartum mothers in the communities in the region. Summit Healthcare purchased a mobile health van with the intention of utilizing the Mobile Health Van as a mechanism to be more accessible to the community. The Navajo/Apache Regional Council funded a Care Coordination strategy, Healthy Steps for Young Children in this region. Summit Regional is a grantee partner under this strategy. Through this agreement, the Navajo/Apache Council provides funding for a team of 5 to implement Healthy Steps for Young Children, including .25 of the Summit Healthcare Healthy Steps Director. The, remaining .75 FTE is paid for by Summit Healthcare. This blended funding makes time available for this full time director to be deployed with the Health Van when it is scheduled at local food pantries and food distribution centers, local elementary schools, and community health fairs to reach children birth to five with a range of screening services and their parents with information and referrals. Additionally, the Scholastic children's book program funded by the Regional Council is made available to all kids who visit the Mobile Health Van.

Salt River Pima Maricopa Indian Community Regional Council: The First Things First Salt River Pima-Maricopa Indian Community Regional Partnership Council has established a public private partnership with the Salt River Pima-Maricopa Indian Community to implement a Pre-K Strategy which added an additional Pre-Kindergarten classroom in the Region. This partnership allowed for blended funding with tribal, federal and First Things First funds designated for early childhood health and education. The Tribe's Childhood Program Manager identified classroom space at the Early Childhood Center and First Things First supported the costs for furniture, materials, and required renovations for this space. First Things First also funded Pre-Kindergarten scholarships for this center. The Salt River Maricopa Indian Tribe funds the other costs associated with the room, such as, electricity and maintenance and also provides bus transportation to this center.

Implementation of this strategy increased slots for 125 more children to participate in the Pre-Kindergarten Program and have a Quality First classroom experience which they would not

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have otherwise been able to receive. For state funding year 2014, the Tribe has identified funds to fully operate this Pre-K classroom.



FIRST THINGS FIRST

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AGENDA ITEM: External Affairs Update

BACKGROUND: The attached report provides information on progress related to external affairs efforts for the period of January 2013 through March 2013. The report is segmented into several focus areas, including:

- Community Outreach
- Government Affairs
- Communications
- Tribal Affairs (see report under separate cover)

RECOMMENDATION: For informational purposes only.

Government Affairs

State Legislature – House Concurrent Resolutions

Early in this legislative cycle, several House Concurrent Resolutions were introduced that had the potential to impact First Things First – either directly or indirectly. HCR 2033 called for the re-referral of all measures that authorized or required an expenditure of state monies every eight years. HCR 2030 would have sent a question to voters asking them to repeal the Early Childhood Development and Health Board at the next general election.

HCR 2033 passed in committee in late February, but never made it out of the House and is essentially a dead bill at this point. Ultimately HCR 2030 was never assigned to a committee(s) in its house of origin, thus making it dead on arrival. Of course, the rules of the legislature do permit “strike everything” amendments – so, although unlikely, there is always the possibility that a bill may be resurrected as long as the legislature is in session. We continue to actively monitor the legislative process and bills of interest.

State Legislature – Budget

Governor Brewer unveiled an \$8.8 billion budget for the coming state fiscal year. Her plan calls for \$110 million more in education spending that covers K-12 schools and universities. Her budget also includes \$65.7 million more for child safety, which includes funding for more Child Protective Services staff, more aid for foster families and \$9.6 million to address the growth in CPS-related child care assistance.

Governor’s Proposal on Child Care Assistance:

- Limited to families involved in the CPS system, as well as low-income families that need assistance in order to work or seek work;
- When a child is removed from a home and placed with a foster family, DES pays for child care assistance as necessary to allow foster parents to go to work;
- Demand for child care assistance for foster families **increased by 52%** between July 2009 and September 2012, from 5,606 children per month to 8,508 children per month;
- Growth in this program is expected to continue in Fiscal Year 2014 as **reports of child abuse continue to rise** and more children are placed in the CPS system;
- The governor is requesting \$9.6 million to accommodate this growth;
- A \$9.6 million appropriation is necessary to **maintain** a caseload of approximately 26,700 children in the DES child care program and to preserve subsidized child care assistance for approximately 4,000 children of low-income working families.

We have been meeting with key legislators to brief them on both the HCRs and the potential impact of the governor’s proposed funding for child care.

The governor's budget also supports expansion of Medicaid health coverage for children and families with incomes up to 133% of the federal poverty level, bringing more than \$1.6 billion in federal matching funds to Arizona. State matching dollars to pay for the additional coverage would come from a new health care/hospital provider assessment.

The release of the governor's budget initiated the broader budget conversations with members of the Arizona Legislature, who must ultimately approve a budget this spring.

Federal Update – Sequestration

On March 1, 2013, the federal budget sequestration took effect. Generally, sequestration requires \$85 billion in automatic spending cuts shared evenly between military and domestic programs. According to Governor Brewer's office, Arizona stands to lose \$140 million this year alone from sequestration, with federal spending cuts to education, transportation, border security, social services, defense and other programs.

The White House recently released state-by-state analyses of the impact of sequestration. According to the White House's assessment, and specifically as it relates to early childhood in Arizona, there are several areas that would be impacted if the effects of sequestration are fully realized. They include:

- **Head Start:** Head Start and Early Head Start services would be eliminated for approximately 1,000 children in Arizona, reducing access to early education.
- **Child Care:** Up to 500 disadvantaged and vulnerable children could lose access to child care.
- **Vaccines for Children:** In Arizona around 2,570 fewer children will receive vaccines for diseases such as measles, mumps, rubella, tetanus, whooping cough, influenza, and Hepatitis B due to reduced funding for vaccinations of about \$176,000.
- **Title 1:** Reduction in approximately \$18 million in Title I federal grants to schools that serve low-income students.

On March 21, 2013 in Congress, the House joined the Senate in approving a continuing resolution (CR) that funds federal programs through September 30th, the end of the current federal fiscal year. The CR that has funded these programs since October 2012 was set to expire on March 27th, which would have triggered a government shutdown.

The CR, which takes the place of annual appropriations bills, funds most education programs for federal fiscal year 2013. It sets funding according to the levels provided in the prior fiscal year, but includes the 5.1 percent across-the-board cuts applied to most federal programs earlier this month under sequestration.

The CR, which first passed the Senate in its final form before being sent back to the House, locks in post-sequester spending levels for most education programs. Congress opted not to reverse the spending cuts and restore funding to key programs like Title I grants for low-income children and IDEA Part B grants for special education. There are a few exceptions:

- **Child Care and Development Fund Block Grant** - a \$50 million increase from 2012 levels. And the Senate bill continues funding without changes for both the Temporary Assistance for Needy Families (TANF) program and the Child Care entitlement to states program, each of which provides additional funding to states for child care and other subsidies.
- **Head Start** - the CR maintains the 5.1 percent funding cut applied to Head Start, however, it also back-fills a \$33.5 million portion of it. Most of that money will be dedicated to the re-competition process already underway.

So, while the sequester cuts generally remain, the CR has restored some funds to several programs. The net impact on specific Arizona programs is still likely to be significant.

The 2013 funding process has continued for so long that it is now overlapping with the start of the federal fiscal year 2014 budget process. Both the House and Senate are debating and voting on fiscal year 2014 budget resolutions this week, which will set an overall spending limit for next year's appropriations and set up other processes that will shape next year's funding.

Communications

Earned Media

First Things First communications and community outreach staff continue our efforts to establish relationships and build partnerships with media that result in increased early childhood information being presented through local and national media outlets.

Since our last report, some notable accomplishments include:

- The Native News Network – a national Native American news source - published a story about the FTF oral health strategy on its web and social media sites.
- South Phoenix Regional Director Jonathan Gonzalez appeared on Horizonte – a Latino public policy issues program in Maricopa County – and discussed the work of regional councils across the state.
- And, community outreach liaisons Susana Ibarra-Johnson (Central Phoenix) and Marlene Hanan (North Phoenix) were guests on an hour-long community issues radio program on Spanish language radio station 1190AM. The topics ranged from general early childhood, the Arizona Parent Kit, and the Birth to 5 helpline. They had a grantee from the Helpline on hand to answer parent call-in questions. In addition to doing a fantastic job with the interview, they were invited back to give more parent information on subsequent programs. Possible topics include early

literacy, everyday learning moments, obesity prevention, the importance of play and oral health.

These are just a few examples of the **37 stories** about FTF and/or its grantees that have been placed in media statewide since our last report. In addition, there were six columns submitted by CEO Rhian Evans Allvin to the *Arizona Republic* that likely ran in 5-8 Community sections each on topics including: how investment in young kids is crucial to overcoming some of our state's challenges; the link between oral health and school success; how brain connections made in early childhood help kids develop STEM (Science, Technology, Engineering and Math) skills; FTF's role in Read On AZ and the importance of daily reading to young kids; and child abuse prevention through better support for struggling families.

Social Media

In addition, public engagement through our social media channels continues to grow. FTF now has over 6,300 friends on Facebook (**up by more than 2,000 since the last report**), and 499 followers on Twitter, **up by 62 since the last report**. The sizeable increase in Facebook followers since the last report is due in large part to a shift in our paid media strategy – as well as our careful attention to the content being shared in our social media outlets. Since the beginning of our current efforts on social media, this total represents a **168 percent increase** in Facebook followers.

Tribal Affairs

See full report under separate cover.

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MUSEUM COLLABORATION

Young children are natural scientists – curious and always exploring the world around them. So it was a natural fit to connect the Arizona Science Center’s “Science on Wheels” outreach program to preschool children as part of an awareness-building community sponsorship.

This sponsorship, funded by the Central Phoenix Regional Partnership Council, allowed the Arizona Science Center to bring its hour-long, hands-on learning experience to children at 47 Quality First sites in the Central Phoenix region. As the budding scientists explored “bubble-ology”, created their own clay fossils and played with light and shadows, they were also learning science, literacy and math concepts.

All the while, teachers and parents of these 3- to 5-year-olds experienced first-hand the importance of early childhood education, its connection to the educational continuum and how high-quality early experiences help better prepare children for school. Teachers and parents had this to say about this unique opportunity that First Things First brought to their children:

- Children enjoyed the activity and parents were pleased to see the child’s interest in science.
- It was a simple activity that we can do in the future using different materials.
- Children seemed to be playing but they were learning.
- Kids learned to follow simple directions related to the project, engaged in team work, used communication and expressed creativity.
- This opportunity helped me find interactive ways to introduce science to the classroom.





BUSINESS ENGAGEMENT

Small businesses are an important part of any community, and they can be a critical ally in spreading the word about the importance of early childhood. The First Things First Navajo/Apache region has created valuable collaborations with local small businesses throughout the region in a unique awareness-building project. The region's Community Outreach Coordinator realized that an opportunity to spread-the-word existed with every congratulatory bouquet that a local florist delivered to new parents. In fact, one local florist delivered nearly a dozen of these bouquets each month. From that seed of an idea, a partnership was created to include a baby board book labeled with a FTF sticker with each bouquet. That led to similar agreements with two other florists in the region.

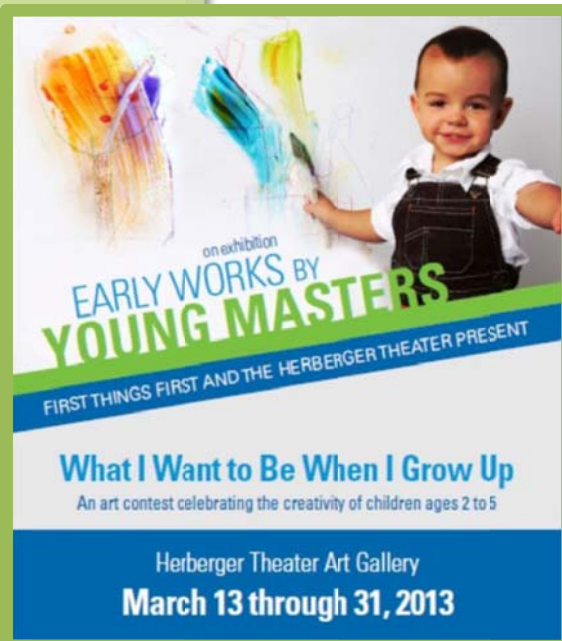
This strategy accomplishes two community outreach objectives. First, it engages business leaders in a proactive way in spreading the early childhood message and second, it reaches families in a memorable and engaging way to remind them of the importance of early literacy for their newborn.

ARTS PARTNERSHIP

What do you get when you call upon the imagination and creativity of young children? You get the first "Early Works by Young Masters" art contest! The First Things First North Phoenix, Central Phoenix and South Phoenix regions recently partnered with the Herberger Theater Center to hold an art contest to raise awareness and recognize the connection between early childhood experiences and a ready workforce for the future.

Children ages 2 to 5 who attend a Quality First program within the City of Phoenix were invited to create artwork expressing "What I Want To Be When I Grow Up." Selected pieces were exhibited from March 13 through March 31 at the Herberger, the Valley's premier performing arts center. In addition, an opening celebration was held to honor the contest entrants. Attendees included arts supporters, early childhood supporters, parents and the pint-sized artists themselves.

This partnership offered a unique opportunity to engage the arts community, Arizonans who may not otherwise be aware of the importance of the early childhood years. Outcomes from this effort included an opportunity to talk about the first five years on a local Spanish radio program; inserts about the event in all Herberger performance playbills during the contest and for the duration of the exhibit; social media engagement on both FTF and HTC platforms; and invitations to the media to attend the March 23rd opening celebration. One of the greatest successes from this outreach effort is that it sparked hundreds of early learning opportunities for children as well as conversations about early childhood development throughout Phoenix.





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AGENDA ITEM: Tribal Affairs Update

BACKGROUND: The attached table provides information on the activities related to tribal affairs for the months of December 2012 through February 2013. The first column lists four categories that indicate the overall content areas that summarize tribal affairs for this reporting period. These areas include:

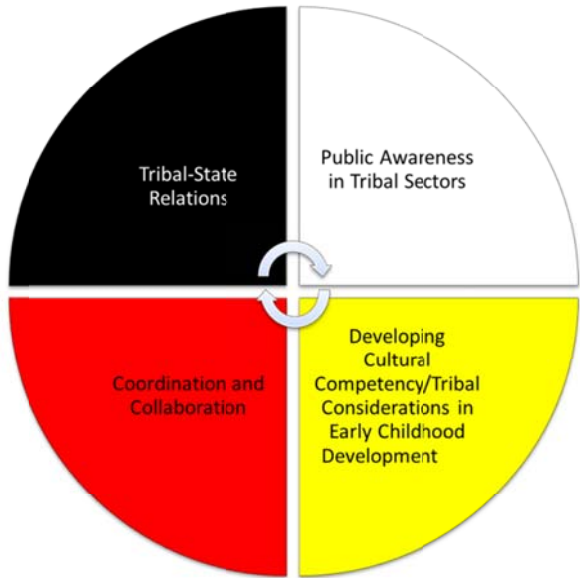
- Tribal-State Relations
- Public Awareness Efforts in Tribal Sectors
- Developing Cultural Competency/Tribal Considerations in Early Childhood Development
- Coordination and Collaboration

The second column provides a brief summary of the activities and accomplishments.

RECOMMENDATION: For informational purposes only.

| Project Type | Description |
|---|---|
| Tribal-State Relations | <p>In December, Chief Executive Officer, Rhian Allvin and the Senior Director of Tribal Affairs, Beverly Russell, attended the Colorado River Indian Community Regional Partnership Council Meeting and participated in a site visit of an FTF funded strategy related to Nutrition and Obesity Prevention. At this event, the CEO presented a symbolic check to the tribal council to represent the region's SFY 2014 allocation.</p> <p>During this reporting period, FTF has commenced a series of consultation meetings with individual tribes to discuss the implementation of the First Things First Evaluation Plan. These meetings have been planned in conjunction with the Chief Executive Officer's visits to the regional partnership council meetings. The following activities are a part of this meeting series:</p> <ul style="list-style-type: none"> • In January, the Senior Director of Tribal Affairs presented information on the FTF evaluation plan to a joint planning meeting of the Gila River Indian Community Standing Committees (Health/Social and Education Committees). This meeting was in preparation for a follow up meeting with Governor Mendoza of the Gila River Indian Community scheduled for late March. • The Chief Executive Officer and the Senior Director of Tribal Affairs met with the Director of Education for the Tohono O'odham Nation regarding the FTF Evaluation Plan. • In February, Board Chair Steve Lynn the Chief Executive Officer, and the Senior Director of Tribal Affairs met with the Pascua Yaqui Tribal Council to share information about systems development and the First Things First evaluation plan. At this meeting the Board Chair also presented a symbolic check to the tribal council to represent the region's SFY 2014 allocation. A follow up meeting is in progress to continue the dialogue on these topics. |
| Public Awareness Efforts in Tribal Sectors | <p>First Things First was invited to attend the Native American Caucus of the State Legislature in January to provide an overview presentation about our partnerships with the tribes. The intent of this presentation was for introduction purposes to new members of the Caucus. The meeting was very well attended.</p> <p>In February, Tribal Affairs and Community Outreach hosted an information table at the Annual Indian Nations and Tribes Legislative Day. Information was shared with over 100 interested attendees. In addition, the Senior Director of Tribal Affairs has the opportunity to visit with tribal leaders from the following tribes:</p> <ul style="list-style-type: none"> Navajo Nation White Mountain Apache Tribe San Carlos Apache Tribe Hopi Tribe Ak-Chin Indian Community Gila River Indian Community Colorado River Indian Community Fort McDowell Yavapai Nation Yavapai Prescott Indian Tribe |

| | |
|--|---|
| Developing Cultural Competency/Tribal Considerations in Early Childhood Development | <p>In this reporting period, the Senior Director of Tribal Affairs and the FTF MSW Intern, Serena Denetsosie worked together to develop a training session to introduce the Native American culture to FTF staff. This is a comprehensive training that includes a brief overview of the Native American experience, and interactive exercises that help to illustrate the impact of historical trauma. Also included are discussions on cultural awareness and teaching elements that are present in tribal communities.</p> <p>In an effort to ensure cultural competency in the Quality First programming, the Senior Director of Tribal Affairs and FTF staff met with the Salt River Pima Maricopa Indian Community Education Division, and the Early Childhood Center, a Quality First center based participant during this reporting period. The purpose of the meeting was to talk through some elements of Quality First that may not align with tribal program practice and/or policy. As a result of this meeting the Quality First Director and the Senior Director of Tribal Affairs will be convening the Tribal Quality First participants in the upcoming months to ensure that tribal considerations are addressed in Quality First programming.</p> |
| Coordination and Collaboration | <p>Throughout January and February Tribal Affairs met with the Inter Tribal Council of Arizona’s Evaluation and Research Division and the Indian Health Service to discuss the protocol and permissions process for obtaining tribal data for the FTF school readiness indicators for the ten tribal regions. As a result, FTF is engaged in a tribal permissions process for these entities to obtain and utilize data for the tribal regions.</p> |



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AGENDA ITEM: Technical Adjustments to FY13 Funding Plans and Contracts

BACKGROUND: According to the Guidance adopted by the Board of First Things First in its September 2010 meeting, staff has completed technical adjustments to Funding Plans for clerical errors and nomenclature adjustments to allotments and amounts from Funding Plans approved by the Deputy Director of Operations.

CEO RECOMMENDATION(S):

- Approval of technical adjustments to FY13 funding plans and contracts.

DETAIL:

Clerical Error Adjustments -

- Central Phoenix – Family Support Coordination strategy
 - A technical adjustment was approved at the October 2012 Board Meeting to increase the Central Phoenix/Family Support Coordination strategy allotment by \$500 for a facilitator, whose work continued from FY 12 into FY13. When the charge was processed, it hit the Community Outreach budget. Subsequently, the region dropped all of their allotment amounts down to the awarded levels, in anticipation of FY14 funding plan development – including the \$500 that had not yet been awarded. For FY13, the Central Phoenix/Family Support Coordination strategy allotment will be increased again by \$500.

Nomenclature Adjustments –

- None to report at this time.

Award Adjustments –

- Statewide Capacity Building (FTF-STATE-13-0414-05)
 - This was awarded on September 1, 2012 and had a final deliverable date of March 29, 2013. The final deliverable is in the form of a report to be evaluated by First Things First Staff and the Chief Executive Officer to be concluded by June 30, 2013. If the report is satisfactory, a renewal will be issued to begin July 1, 2013. The grantee has requested and First Things First staff has agreed to issue an extension at no-cost for one month and end Phase I on April 30, 2013.



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AGENDA ITEM: Quality First Update on Estimated Ratings for Enrolled Providers, Providers on the Wait List, and Age Ranges of Enrolled Children

BACKGROUND: The attached documents provide an updated report of Quality First data, including enrollment data and estimated quality ratings on 755 providers.

All Quality First Ratings are based on three measures: (1) ERS- Environmental Rating Scales (ECERS, ITERS, and FCCERS); (2) Classroom Assessment Scoring System – C LASS (Domains: Emotional Support, Instructional Support, and Classroom Organization); and (3) QF Point Scale that measures Staff Qualifications, Administrative Practices, and Curriculum and Child Assessment. Since many providers are in the process of completing one or more of the three assessments, Quality First rating information for all providers is currently labeled as an *estimated Quality First Rating*.

A comparison of current data with the last reports in January 2013 shows:

| January 2013 | April 2013 | % Change |
|------------------|------------------|----------|
| Providers: 755 | Providers: 755 | 0% |
| Children: 40,958 | Children: 41,807 | +2.1% |
| Waitlist: 287 | Waitlist: 285 | - 0.7% |
| Ratings: | Ratings: | |
| 1 Star: 51 | 1 Star: 46 | - 9.8% |
| 2 Star: 603 | 2 Star: 580 | -3.8% |
| 3 Star: 77 | 3 Star: 93 | + 20.8% |
| 4 Star: 21 | 4 Star: 28 | + 33.3% |
| 5 Star: 3 | 5 Star: 8 | + 166.7% |

A comprehensive analysis of Quality First progress and assessment data to date will be presented at the June 2013 Board meeting.

RECOMMENDATION: The CEO presents this update for information only.

Quality First Eligible Applicant and Enrolled Participant Data Report

| Regional Partnership Council | Eligible Applicants | Enrolled Providers | Rating Only Enrolled Participant | Infants* | Toddlers* | 2 Yr Olds* | 3Yr Olds* | 4 Yr Olds* | 5 Yr Olds* | Total Enrollment 0 - 5* |
|-------------------------------------|---------------------|--------------------|----------------------------------|----------|-----------|------------|-----------|------------|------------|-------------------------|
| Central Maricopa | 45 | 36 | | 284 | 434 | 688 | 776 | 823 | 309 | 3314 |
| Center | 44 | 33 | | 282 | 421 | 678 | 768 | 813 | 308 | 3270 |
| Home | 1 | 3 | | 2 | 13 | 10 | 8 | 10 | 1 | 44 |
| Central Phoenix | 24 | 62 | | 308 | 436 | 594 | 824 | 1024 | 302 | 3488 |
| Center | 23 | 61 | | 308 | 434 | 594 | 822 | 1024 | 302 | 3484 |
| Home | 1 | 1 | | 0 | 2 | 0 | 2 | 0 | 0 | 4 |
| Central Pima | 47 | 75 | | 270 | 488 | 651 | 695 | 801 | 278 | 3183 |
| Center | 40 | 54 | | 251 | 456 | 618 | 669 | 766 | 262 | 3022 |
| Home | 7 | 21 | | 19 | 32 | 33 | 26 | 35 | 16 | 161 |
| Cochise | 1 | 29 | | 49 | 70 | 79 | 215 | 294 | 125 | 832 |
| Center | 1 | 16 | | 44 | 51 | 56 | 193 | 281 | 118 | 743 |
| Home | | 13 | | 5 | 19 | 23 | 22 | 13 | 7 | 89 |
| Coconino | 10 | 17 | | 40 | 73 | 109 | 166 | 136 | 48 | 572 |
| Center | 10 | 14 | | 34 | 69 | 103 | 161 | 134 | 47 | 548 |
| Home | | 3 | | 6 | 4 | 6 | 5 | 2 | 1 | 24 |
| Cocopah Tribe | 1 | | | | | | | | | |
| Center | | | | | | | | | | |
| Home | 1 | | | | | | | | | |
| Colorado River Indian Tribes | | 2 | | 6 | 13 | 15 | 56 | 147 | 6 | 243 |
| Center | | 2 | | 6 | 13 | 15 | 56 | 147 | 6 | 243 |
| Home | | | | | | | | | | |
| Gila | | 8 | | 14 | 30 | 42 | 75 | 90 | 23 | 274 |
| Center | | 5 | | 9 | 26 | 25 | 69 | 87 | 20 | 236 |
| Home | | 3 | | 5 | 4 | 17 | 6 | 3 | 3 | 38 |
| Gila River Indian Community | | 1 | | 10 | 11 | 18 | 23 | 26 | 9 | 97 |
| Center | | 1 | | 10 | 11 | 18 | 23 | 26 | 9 | 97 |
| Home | | | | | | | | | | |
| Graham/Greenlee | 1 | 8 | | 11 | 18 | 25 | 53 | 102 | 69 | 278 |
| Center | | 5 | | 8 | 17 | 23 | 50 | 101 | 69 | 268 |
| Home | 1 | 3 | | 3 | 1 | 2 | 3 | 1 | 0 | 10 |
| Hualapai Tribe | | | | | | | | | | |
| Center | | | | | | | | | | |
| Home | | | | | | | | | | |
| La Paz/Mohave | 6 | 11 | | 27 | 72 | 89 | 117 | 157 | 64 | 526 |
| Center | 6 | 11 | | 27 | 72 | 89 | 117 | 157 | 64 | 526 |

Quality First Eligible Applicant and Enrolled Participant Data Report

| | | | | | | | | | | |
|--|----|----|--|-----|-----|------|------|------|-----|------|
| Home | | | | | | | | | | |
| Navajo Nation | | 2 | | 12 | 13 | 8 | 15 | 6 | 1 | 55 |
| Center | | 2 | | 12 | 13 | 8 | 15 | 6 | 1 | 55 |
| Home | | | | | | | | | | |
| Navajo/Apache | 5 | 3 | | 2 | 4 | 10 | 21 | 30 | 12 | 79 |
| Center | 4 | 2 | | 0 | 2 | 8 | 20 | 27 | 10 | 67 |
| Home | 1 | 1 | | 2 | 2 | 2 | 1 | 3 | 2 | 12 |
| North Phoenix | 1 | 76 | | 455 | 672 | 1072 | 1302 | 1490 | 711 | 5702 |
| Center | 1 | 69 | | 448 | 665 | 1056 | 1286 | 1481 | 709 | 5645 |
| Home | | 7 | | 7 | 7 | 16 | 16 | 9 | 2 | 57 |
| North Pima | 3 | 29 | | 142 | 256 | 362 | 419 | 541 | 203 | 1923 |
| Center | 2 | 25 | | 138 | 250 | 349 | 414 | 540 | 203 | 1894 |
| Home | 1 | 4 | | 4 | 6 | 13 | 5 | 1 | 0 | 29 |
| Northeast Maricopa | 14 | 19 | | 136 | 197 | 279 | 375 | 313 | 177 | 1477 |
| Center | 14 | 19 | | 136 | 197 | 279 | 375 | 313 | 177 | 1477 |
| Home | | | | | | | | | | |
| Northwest Maricopa | 17 | 63 | | 336 | 520 | 786 | 949 | 1153 | 466 | 4210 |
| Center | 17 | 55 | | 328 | 510 | 778 | 941 | 1149 | 461 | 4167 |
| Home | | 8 | | 8 | 10 | 8 | 8 | 4 | 5 | 43 |
| Pascua Yaqui Tribe | | 2 | | 2 | 1 | 0 | 1 | 3 | 0 | 7 |
| Center | | | | | | | | | | |
| Home | | 2 | | 2 | 1 | 0 | 1 | 3 | 0 | 7 |
| Pinal | 5 | 33 | | 107 | 139 | 207 | 395 | 467 | 319 | 1634 |
| Center | 4 | 29 | | 104 | 131 | 200 | 383 | 459 | 315 | 1592 |
| Home | 1 | 4 | | 3 | 8 | 7 | 12 | 8 | 4 | 42 |
| Salt River Pima Maricopa Indian Community | | 1 | | 7 | 20 | 31 | 34 | 76 | 21 | 189 |
| Center | | 1 | | 7 | 20 | 31 | 34 | 76 | 21 | 189 |
| Home | | | | | | | | | | |
| San Carlos Apache | | 5 | | 9 | 10 | 24 | 73 | 172 | 54 | 342 |
| Center | | 4 | | 7 | 10 | 23 | 72 | 171 | 54 | 337 |
| Home | | 1 | | 2 | 0 | 1 | 1 | 1 | 0 | 5 |
| Santa Cruz | 14 | 5 | | 2 | 0 | 3 | 32 | 40 | 2 | 79 |
| Center | 7 | 1 | | 0 | 0 | 0 | 31 | 32 | 0 | 63 |
| Home | 7 | 4 | | 2 | 0 | 3 | 1 | 8 | 2 | 16 |
| South Phoenix | | 72 | | 186 | 342 | 473 | 963 | 1527 | 353 | 3844 |
| Center | | 52 | | 165 | 302 | 438 | 931 | 1500 | 344 | 3680 |
| Home | | 20 | | 21 | 40 | 35 | 32 | 27 | 9 | 164 |

Quality First Eligible Applicant and Enrolled Participant Data Report

| | | | | | | | | | | |
|------------------------------------|------------|------------|--|-------------|-------------|-------------|-------------|--------------|-------------|--------------|
| South Pima | 1 | 63 | | 130 | 229 | 326 | 565 | 1027 | 285 | 2562 |
| Center | 1 | 30 | | 96 | 182 | 288 | 528 | 994 | 258 | 2346 |
| Home | | 33 | | 34 | 47 | 38 | 37 | 33 | 27 | 216 |
| Southeast Maricopa | 63 | 50 | | 279 | 463 | 753 | 813 | 832 | 250 | 3390 |
| Center | 60 | 42 | | 273 | 447 | 735 | 786 | 804 | 239 | 3284 |
| Home | 3 | 8 | | 6 | 16 | 18 | 27 | 28 | 11 | 106 |
| Southwest Maricopa | 10 | 21 | | 77 | 171 | 257 | 428 | 411 | 268 | 1612 |
| Center | 6 | 17 | | 73 | 168 | 255 | 424 | 406 | 267 | 1593 |
| Home | 4 | 4 | | 4 | 3 | 2 | 4 | 5 | 1 | 19 |
| Tohono O'odham Nation | | 2 | | 4 | 6 | 13 | 0 | 0 | 0 | 23 |
| Center | | 2 | | 4 | 6 | 13 | 0 | 0 | 0 | 23 |
| Home | | | | | | | | | | |
| White Mountain Apache Tribe | | 1 | | 13 | 23 | 12 | 24 | 16 | 14 | 102 |
| Center | | 1 | | 13 | 23 | 12 | 24 | 16 | 14 | 102 |
| Home | | | | | | | | | | |
| Yavapai | 11 | 31 | | 58 | 132 | 190 | 338 | 369 | 180 | 1267 |
| Center | 11 | 27 | | 49 | 122 | 181 | 325 | 362 | 180 | 1219 |
| Home | | 4 | | 9 | 10 | 9 | 13 | 7 | 0 | 48 |
| Yuma | 6 | 28 | | 50 | 78 | 109 | 117 | 105 | 44 | 503 |
| Center | 1 | 11 | | 34 | 53 | 92 | 101 | 89 | 40 | 409 |
| Home | 5 | 17 | | 16 | 25 | 17 | 16 | 16 | 4 | 94 |
| Statewide Total | 285 | 755 | | 3026 | 4921 | 7225 | 9864 | 12178 | 4593 | 41807 |

*Enrollment data is self reported by Child Care provider.

Quality First Preliminary Star Level for Enrolled Providers by Regional Partnership Council

| Regional Partnership Council | 1 Star | 2 Star | 3 Star | 4 Star | 5 Star | Total |
|---|-----------|------------|-----------|-----------|----------|------------|
| Central Maricopa | | 30 | 5 | 1 | | 36 |
| Central Phoenix | 5 | 51 | 4 | 1 | 1 | 62 |
| Central Pima | 5 | 57 | 9 | 4 | | 75 |
| Cochise | 2 | 22 | 3 | 2 | | 29 |
| Coconino | 1 | 12 | 2 | 2 | | 17 |
| Colorado River Indian Tribes | | | | | | |
| Gila | | 6 | 2 | | | 8 |
| Gila River Indian Community | | | | | | |
| Graham/Greenlee | | 7 | 1 | | | 8 |
| La Paz/Mohave | | 11 | | | | 11 |
| Navajo Nation | | | | | | |
| Navajo/Apache | | | | | | |
| North Phoenix | 8 | 55 | 10 | 2 | 1 | 76 |
| North Pima | | 25 | 2 | 1 | 1 | 29 |
| Northeast Maricopa | | 19 | | | | 19 |
| Northwest Maricopa | 4 | 48 | 7 | 2 | 2 | 63 |
| Pascua Yaqui Tribe | | | | | | |
| Pinal | 2 | 24 | 7 | | | 33 |
| Salt River Pima Maricopa Indian Community | | | | | | |
| San Carlos Apache | 1 | 4 | | | | 5 |
| Santa Cruz | 1 | 2 | 2 | | | 5 |
| South Phoenix | 9 | 53 | 4 | 4 | 2 | 72 |
| South Pima | 3 | 45 | 12 | 2 | 1 | 63 |
| Southeast Maricopa | 1 | 48 | 1 | | | 50 |
| Southwest Maricopa | 1 | 17 | 2 | 1 | | 21 |
| Tohono O'odham Nation | | | | | | |
| White Mountain Apache Tribe | | | | | | |
| Yavapai | 2 | 19 | 8 | 2 | | 31 |
| Yuma | 1 | 16 | 8 | 3 | | 28 |
| Total | 46 | 580 | 93 | 28 | 8 | 755 |

Note: Regional partner councils' provider ratings are suppressed for confidentiality reasons, as the total providers enrolled within this regional area is less than 5.



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: FY2013 Renewals

BACKGROUND: Two grants eligible for FY2013 renewal were not brought forward at the June 2012 Board meeting with the other eligible renewals, as these two grants are for Summer Transition programs that run only in the month of June.

CEO RECOMMENDATION(S):

- Approve the renewals as presented.

DETAIL:

The four week summer transition programs will target up to 65 children. With a primary focus on social-emotional development rather than academic preparation, these programs help children become familiar with a classroom setting and group norms, while engaging in a learning environment that is supportive of children's comprehensive development. The Gila River Indian Community Regional Partnership Council recommended the renewal of the following Summer Transition grants at their January 24, 2013 council meeting:

| <u>Grantee:</u> | <u>Contract #:</u> | <u>FY12 \$:</u> | <u>FY13 \$:</u> |
|--------------------------------|---------------------------|------------------------|------------------------|
| Gila Crossing Community School | GRA-RC027-12-0376-01 | \$20,664 | \$20,664 |
| Blackwater Community School | GRA-RC027-12-0489-01 | \$40,987 | \$40,987 |



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: 2010/2012 Regional Needs and Assets Reports

BACKGROUND: The purpose of the Regional Needs and Assets Reports is to identify assets, coordination opportunities, and unmet needs in early childhood development and health programs in each region. The needs and assets report is intended as the primary vehicle for the collection and analysis of all data available at the regional level, and informs the strategic planning of each regional partnership council.

Presented for the Board's consideration are 3 Regional Needs and Assets Reports submitted in fulfillment of Regional Partnership Council responsibilities under ARS Title 8, Chapter 13, Section 1161.

The Board previously approved an extension request for the Navajo Nation Regional Partnership Council to complete the Regional Needs and Assets Report in April 2013. This report will be forwarded to the Board for approval at the next meeting in June 2013.

RECOMMENDATION: The CEO recommends approval of the Regional Needs and Assets Reports on behalf of the following Regional Councils:

- San Carlos Apache Tribe – 2012 Report
- Tohono O'odham Nation – 2010 Report
- Tohono O'odham Nation – 2012 Report



FIRST THINGS FIRST

First Things First Regional Needs and Assets Reports Summary

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FIRST THINGS FIRST

Central East Regional Partnership Councils Regional Needs and Assets Reports Executive Summaries

San Carlos Apache

Executive Summary

The San Carlos Apache Indian Reservation is located in Southeastern Arizona and spans Gila, Graham, and Pinal counties. Encompassing 1,834,781 acres of land area, the reservation varies in landscape, including desert, alpine meadows, and contains the largest strand of ponderosa pines in the world. The closest city is Globe, located 20 miles to the west of the business district of San Carlos. The San Carlos Apache Tribe engages in a number of business enterprises including the operation of retail stores, timber production, and processing. The reservation also houses a hotel, conference center, and casino, and operates a development corporation.

There is one school district on the San Carlos Apache Indian Reservation, and children in the area also attend schools in surrounding districts including: Globe Unified, Miami Unified and Ft. Thomas Unified School Districts. Medical services are located in both San Carlos and Bylas. However, those in need of major medical services are referred to hospitals in Phoenix or Tucson.

The San Carlos Apache Indian Reservation is divided into four unique communities, referred to as districts. The four districts include Seven Mile Wash, Gilson Wash, Peridot, and Bylas. The Peridot district has the largest population followed by the Gilson Wash district, then the Seven Mile Wash district. The Bylas district has the smallest population of the San Carlos Apache Indian Reservation communities. Each district is unique in terms of its location, autonomy, politics, economy, architecture, infrastructure, and decision-making. The four districts on the San Carlos Apache Indian Reservation expand over three zip codes that correspond to the communities of San Carlos, Peridot, and Bylas.

There were nearly 15,000 members of the San Carlos Apache Tribe in 2012, and 1,074 were children ages birth through 5. About one third of tribal members were under the age of 18. Nearly 75% (11,096) of tribal members were living on Reservation lands.

Ninety-three percent of residents on the San Carlos Apache Indian Reservation under the age of six were identified as Native American, 5% as Hispanic/Latino, and less than 1% as White alone, according to 2006-2010 U.S. Census data. Nearly 40% of the population ages five and older spoke a Native North American Language in the home.

On the San Carlos Apache Indian Reservation nearly 50% of children were living in households headed by their grandparent, yet just 4% of those households did not include the child's parent(s). Forty percent of children ages birth through 5 on the San Carlos Apache Indian Reservation were living with a single mother in 2010, nearly double the percentage of female headed households in the state or nation.

The Face of Poverty

Income

Children who grow up in poverty are more likely to lack adequate food, become victims of crime and violence, and lack basic health care. They are at significant risk for dropping out of school early, poor academic performance, behavior problems in school, lower levels of literacy, and lower levels of education.

What does the economy look like for local children and their families?

- More than half (54%) of children ages birth through 5 were living in poverty on the San Carlos Apache Indian Reservation, according to 2006-2010 U.S. Census estimates.
- The median family income for all families living on the San Carlos Apache Indian Reservation was \$32,063, nearly \$20,000 less than Arizona, according to 2006-2010 U.S. Census estimates. Median family income for a single mother on the reservation was \$12,742, less than half the income of single mothers in the state of Arizona.

Unemployment

Healthy communities require an adequate supply of jobs that generate enough income to pay for basic needs.

Are families experiencing high rates of unemployment?

- The unemployment rate on the San Carlos Apache Indian Reservation was 35% in 2011, a much higher rate than in Arizona (9%). Since 2007, the unemployment rate on the reservation has increased by roughly 18%.

Economic Supports

Going without basic needs such as food, housing, child care, health care, or clothing can have short and long-term consequences to residents' health and well-being. When children suffer from lack of food, it can lead to poor physical and mental health, difficulty learning, increased school absences, and lower test scores. This makes children more likely to suffer from poverty when they become adults.

Can families meet their basic needs?

- 65% of families living on the San Carlos Apache Indian Reservation had received some form of social support (Supplemental Security Income (SSI), Cash Public Assistance or Supplemental Nutritional Assistance Program (SNAP), according to 2006-2010 U.S. Census estimates.

- The number of families with children ages birth through 5 receiving SNAP in the First Things First San Carlos Apache Region has dramatically increased by 176 to 755 between 2007 and 2011, while the number of children receiving SNAP increased by more than 250 to 1,235 over the same time period.
- 250 families with children birth through 5 received Temporary Assistance for Needy Families (TANF) benefits in 2011, similar to previous years.
- San Carlos Apache Tribe Social Services Department, with funding by the First Things First San Carlos Apache Regional Partnership Council, helps to address the nutritional needs of families and children by providing food boxes.

THE EARLY CHILDHOOD SYSTEM

Quality child care helps children develop social and cognitive skills in preparation for school and life success. Child care, and in particular, subsidized care for low-income families, also provides critical support so that parents may go to work.

Do parents have access to high quality child care?

- Child care options on the reservation are limited and do not fully meet the needs of the community.
- The San Carlos Apache Tribe Education Department and Head Start are the primary child care providers in the region, offering a total of 315 child care slots.
- Both providers have opened new child care sites; however due to funding constraints these programs have not increased overall child care capacity in the community.

Early Care and Education

Child Care Professionals

Research shows that the education and ongoing professional development of early child care professionals is closely linked to increased student learning and development. Better prepared teachers lead to better prepared students.

What is the education level of Head Start teachers?

- 10 of the 12 Head Start teachers had completed their Associate's degree in Early Childhood Education (ECE) and the remaining teachers and assistant teachers were all enrolled in ECE classes, according to 2008/09 data.

- In 2012, Head Start teachers were required to have an Associate's degree in Early Childhood Education—the program's goal is that all teachers will have a Bachelor's degree in Early Childhood Education by 2014, according to a San Carlos Apache Tribe Education Department representative. Arizona State University has a co-op program into which new Head Start hires will be enrolled.

School Readiness and Success

Many Arizona school districts utilize an assessment of each kindergartener's skill level at the time of entry, to determine their school readiness. The San Carlos Unified School District assesses children's literacy and reading skills using the AIMSweb Test of Early Literacy. The assessment focuses on measures such as letter naming, letter sound, phoneme segmentation, and word fluency. While the AIMSweb only focuses on the early literacy aspects of kindergarten readiness, the results provide some picture of how well children are prepared when beginning school. As children progress in their course of study, third grade reading skills are measured. Third grade reading scores have shown to be an excellent predictor of later school success, including high school graduation rates and career success.

Are children ready for school?

- At the beginning of the 2011/2012 school year, only 23% of kindergarten students in the San Carlos Unified School District were at grade level, according to their AIMSweb testing results. By the end of the school year that percentage increased to 28%.

Are children learning to read?

- Only 20% of 3rd graders in the San Carlos Unified School District met or exceeded Arizona Instrument to Measure Standards (AIMS) reading standards in 2011, continuing a downward trend from 35% in 2008. Only 7% of students met or exceeded AIMS standards in math, down from 41% in 2008.

Are children learning about their culture heritage and traditions?

- The Language Preservation Program plans to develop an Apache language curriculum in order to provide materials, awareness, and outreach to children in tribal communities, connecting them to their native language and culture. The Language Preservation Program has a goal to reach 30 professionals in early childhood and train them in this curriculum.

Are youth graduating from high school?

- The percentage of students graduating from San Carlos Unified School District has steadily increased since 2005, yet one-third (33%) of students did not graduate in 2010.

Children with Special Needs

It's crucial to have early identification of children's special needs in order for children to get the support they need to achieve success in school and in the community. Developmental screenings including oral, vision, cognitive, and hearing, are an important practice to ensure children's optimal growth.

How many children receive AzEIP services?

- An additional 8 children, age birth to 35 months old, were identified with developmental delays, or at risk for delays, and are receiving Arizona Early Intervention Program (AzEIP) assistance in the region.

Parent Knowledge of Child Development

Are parents familiar with the stages of social and emotional development of their children?

- According to a 2008 survey of First Things First San Carlos Apache Region parent respondents, the majority understood three major elements of a child's intellectual and brain development; the fact that emotional closeness with a baby can strongly influence the child's intellectual development; that the first year of a baby's life has a major impact on school performance; and parents can significantly impact a child's brain development from birth.

Health

Access to Health Care and Health Insurance

Children with a regular source of primary health care and health insurance have better health, receive more preventative care, and have lower rates of hospitalization because they receive treatment for conditions before they become too serious.

Do children have health insurance in the region?

- Ninety-nine percent of children ages birth through 5 registered at the Indian Health Services San Carlos Service Unit were covered through a 3rd party insurer such as Arizona Health Care Cost Containment System (AHCCCS).

Are there enough doctors/health professionals?

- The San Carlos Apache Indian Reservation is classified as a Health Professional Shortage Area and a Medically Underserved Area.
- The ratio of providers to people on the Reservation is 1 to 3,356. This is an increase due to the loss of 2 primary care providers, 1 registered nurse and 2 midwives from 2009 to 2010.

Healthy Births

Women who receive adequate prenatal care are more likely to have healthy babies. Babies born to mothers who receive no prenatal care are three times more likely to be born at a low birth weight (less than 5.5 pounds), and five times more likely to die. Teen parents and their children are often at greater risk of experiencing short- and long-term health, economic, social, and academic challenges than parents who delay childbirth.

Are mothers getting prenatal care?

- Only 6 of the 288 births to American Indian women residing on the San Carlos Apache Indian Reservation in 2009 received no prenatal care, a decrease from the previous three years.

Are babies born healthy?

- 7% of babies were born at low birth weight (less than 5.5 pounds) to American Indian women residing on the San Carlos Apache Indian Reservation in 2009, a small decline from previous years.
- 13% of births to American Indian women residing on the San Carlos Apache Indian Reservation were preterm births in 2009, a number similar to past years.
- 33% of births to American Indian women residing on the San Carlos Apache Indian Reservation had medical risk factors in 2009, a drop from 46% from the previous year.

Do teenagers have high rates of giving birth?

- Teen births represented 29% of the births to American Indian women living on the San Carlos Apache Indian Reservation in 2009, a number similar to previous years.

Nutrition

When children are overweight and obese, it can lead to physical and emotional health effects including a greater risk of hospitalization, type II diabetes, cardiovascular disease, low self-esteem, and depression.

Is the population struggling with obesity?

- More than half (58%) of children ages 2 through 5 were overweight or obese in 2011.
- 59% of children ages 6-17 and 89% of adults were overweight or obese in 2011.

Oral Health

Oral health problems can be minimized through regular preventive dental services. Experts recommend that children as young as one year old be examined for tooth decay and cavities, the most common form of childhood oral disease.¹

Do children have dental care?

- More dentists are needed to serve the local population. One dentist served the entire region in 2010, down from two dentists in 2009.
- 1,418 children ages birth through 5 were seen by the IHS San Carlos Service Unit for dental examinations between 2007 and 2011.

Coordination of Services

What is the availability and quality of services and information?

- Parent survey respondents in the First Things First San Carlos Apache Region were “somewhat” or “very” satisfied with information and resources available about children’s development and health (94%) in 2008.
- Parent survey respondents in the First Things First San Carlos Apache Region reported that they “somewhat” or “strongly” agreed that service providers spoke their language and that materials were in their language (84%), that services were very good (73%), that services reflected their cultural values (67%), that services were easy to locate (66%), and that services filled some of their needs but not all of the family needs (66%).
- One in four parent survey respondents (25%) reported they did not know if there were eligible to receive services.

¹ American Academy of Pediatric Dentistry. Council on Clinical Affairs. (2010). Policy on the Dental Home. Retrieved 2012 from http://www.aapd.org/media/Policies_Guidelines/P_DentalHome.pdf



FIRST THINGS FIRST

**Southeast Regional Partnership
Councils
Regional Needs and Assets Reports
Executive Summaries**

Tohono O'odham Nation 2010

Executive Summary

The goal of this report is to provide a snapshot of the needs and assets of children ages 0-5 in the Tohono O’odham Nation. It is hoped that this report will help to guide the funding of the First Things First Regional Partnership Council and inform other efforts in the Nation.

The report provides information on children 0-5 and their families in the areas of:

- Demographics
- The Early Childhood System
- Supporting Families
- Health
- Public Awareness and Collaboration

Much of the research presented has been gathered from publically available data sources, especially in the areas of demographics and health. Where possible we have used multiple years of data and state data, so that trends can be identified and comparisons made.

Full citation information for all findings included in the Executive Summary can be found in the full version of the Report.

Demographics

The number of children ages 0-5 in the Tohono O’odham Nation is growing. And the rate of growth is faster than the statewide rate.

Understanding the basic numbers and characteristics of children and their families in the Region provides an important context for the work. It can also help a community predict and respond to change. For example, if the data shows that there is an increase in children being born, the community needs to look at the capacity of programs designed to ensure that these children are ready to enter school at age five. If it shows that most parents are raising their children alone, the community must look more closely at programs and services for single parents.

Key Findings—Demographics

- Between 2008 and 2009 there was a 53.9% growth in the number of children ages 0-5 in the Tohono O’odham Nation.
- In 2000, about half of the households with children aged 1-18 were headed by a single female.
- In 2000, more than half of the Nation’s children (ages 1-18) were being raised by a single parent (66%).
- In 2009, 46.3% of children ages 0-5 in the Tohono O’odham Nation were living in poverty.

- In 2000, the median income in the Tohono O’odham Nation was just 46% of the statewide median income.
- In 2008, 46% of mothers on the Nation had not achieved a high school degree.

Early Childhood System

Early childhood education programs can make a difference in the life of a child. Preschool experiences are designed to provide cognitive and social enrichment—to promote a child’s ability to succeed in school and prevent poor educational outcomes, such as school failure, unemployment, and poverty.

Key Findings—Early Childhood System

- To align academic calendars with the local K-12 school district, the Head Start full-time program now operates Monday-Thursday from 8:30 – 2:00. In prior years, Head Start operated on a 5-day schedule.
- As of August 2010, there were 182 children on the waiting list for Head Start.
- Between 2004 and 2010, the average cost of care increased slightly. The largest increase was seen in the average cost for a preschooler in a licensed center—from \$18.72 per day to \$24.00 per day.
- When looking for someone to care for their children, focus group participants noted that safety was their main concern, noting, “It’s hard to find people you can trust. You try to find people who don’t drink.” After that they also listed affordability, proximity, nice people and surroundings and activities—“You want to trust that they’ll watch the kids, not the TV.” They also want to know that a provider is prepared; “If something happens—that they’ll know how to deal with it.”

Family Support

Parenting is complex. We understand that parents sometimes need support. This is especially true when families are struggling to make ends meet and are facing the extra stressors and barriers associated with living in a rural community.

Key Findings—Family Support

- There are many programs in place in the Nation that are making a difference for children 0-5 and their families.
- Homecare providers shared that parents want to make sure their children are learning how to write, to count, and to know their colors. They want to make sure that their child is ready to enter school, and they want to make sure their child is progressing.
- There is tremendous community support for Head Start—for increasing the capacity of existing services and also bringing Early Head Start to the community.

- There have been policy decisions that are making things better for families and their young children—this indicates growing community awareness.

Health

Health is key to future success. When the basic needs of children 0-5 are not met, their ability to flourish in the future is undermined. Research indicates that infant health factors have affects well into adulthood, including impacts on educational attainment, earnings, and employment .

Data in this section of the report relies heavily on that available through the Arizona Department of Health Services. Where available, we have used data from the Indian Health Services.

Key Findings—Health

- In 2008, 22% of births on the Nation were to teenage mothers and 6% of children born were of low birth weight.
- In 2008, 57% of mothers started prenatal care in the first trimester.
- As of this report, it is estimated that there are 1,000 homes on the Nation without potable water and 300 without bathrooms.
- Currently 76% of Tohono O'odham 6th- 8th graders are overweight or obese.

Public Awareness and Collaboration

Connections help things happen. And there are two levels on which programs in the early childhood development and health system in the Nation are aiming to build connections. Firstly, they aim to connect with the families to ensure that they are aware of the services available to them. Secondly, these service providers themselves recognize that when they connect with each other, there is a greater chance of success.

Key Findings—Public Awareness and Collaboration

- Although there are many agencies that work to connect families with services for their children 0-5, some families are still not accessing the full range of services available to them.
- Word of mouth, PSAs and texting seem to be most effective for “getting the word out.”
- There is a long history of collaboration in the Nation and key informants were able to site numerous examples. However, there is no single collaborative effort in place that could bring the entire early childhood development and health system together in order to harness their efforts for systems change.

Summary and Conclusions

The goal of this report is to provide a snapshot of the needs and assets of children ages 0-5 in the Tohono O'odham Nation. It is hoped that this report will help to guide the funding of the First Things First Regional Partnership Council and inform other efforts in the area.

Our research has uncovered some key findings that will be important to the Regional Partnership Council as it works to improve the outcomes for children 0-5 in the Nation. They are as follows:

- **Build Capacity**—The number of children ages 0-5 in the Nation is growing significantly faster than the state rate, and this trend has been consistent over the last nine years. When we examine funding plans and look at future priorities, the community must do so recognizing that the need is increasing. This means that we must focus especially on the capacity of those programs that have been proven to improve the outcomes for the Nation's youngest children. There are opportunities for the Regional Partnership Council to work with existing partners in the Nation in order to address the increasing capacity needs.
- **Tailor Programs to meet areas of Increasing Need**—In 2000, almost half of households with children under age 18 were headed by a single female and 66% of households were headed by a single female or a single male. In addition, nearly a third of children were born to teenage mothers. Special attention should be paid to the ability of programs to serve these populations.
- **Build the Capacity of Head Start**—Despite the overwhelming support for the positive outcomes that Head Start is able to provide, 182 children are on the waiting list for this program. There is support to continue working to increase the capacity of Head Start and also for bringing Early Head Start to the Nation.
- **Explore Different Outreach Options**—If word of mouth, texting and radio are the best way to connect people to resources, we need to spend some time exploring how to maximize these opportunities with the resources we have. Additionally, thought needs to be given to how we ensure that every "touch" has a message—every child pick up, well child check, WIC interaction. Secondly, there is evidence to suggest that one touch is not sufficient. Programs need to follow-up too. Finally, thought could be given to programs that utilize word-of-mouth networks for change, like the Promotoras model.

The community health worker (promotora) model utilizes promotoras as disseminators of information to act as the bridge between governmental and non-governmental systems and the communities they serve. Promotora services are delivered, for the most part, through home visits and group presentations, but also include health promotion strategies that impact knowledge, attitudes, and practices on a community level. To reach the unreachable, the promotoras go where people congregate. This could be health fairs, church and neighborhood meetings, laundromats, gas stations, and grocery stores.

Using promotoras ensures that the many social and cultural characteristics of low-income people can be drawn upon to improve the appropriate utilization of health care services. The promotora model is based on previous research and pilot interventions that establish the validity of this model. Examples in the United States of successful community health worker models are the Navajo Community Health Representatives and the migrant farm worker programs of the 1950s and 1960s, respectively.

- **Develop Train-the trainer Models**—A number of programs, including WIC, Head Start, and the Childcare Division, mentioned either working with, or hoping to work with, programs to increase the capacity of staff. This is essential to the sustainability of services and professional skill building on the Nation. As grant-funded initiatives cycle through the area, thought should be given to ways of building Tribal expertise in order to sustain gains.
- **Work to Connect Literacy Initiatives**—Despite the pools of programming mentioned in the report, one key informant noted, “We have no real community efforts around literacy. Studies show that if there are books in the home, literacy increases. We need to get moving on literacy.” According to one parent, “There are not a lot of books around here.” Key informants and focus group participants understand the importance of literacy. Although efforts have been made, they are not connected and do not yet seem to have gained sufficient momentum to really make a difference. As the Regional Partnership Council explores this issue, thought should be given to ways of connecting existing efforts and integrating literacy with other initiatives, such as those around parenting classes and the use of the Recreation Centers.
- **Explore Parent Education Models**—There is great support for exploring parent education and skill building models and there are partners on the Nation who have the expertise needed to tailor a program to the needs of the Nation’s parents.
- **Work to Connect Health and Nutrition Initiatives**—There are some clear health needs in the Nation. The Tohono O’odham people are struggling with a high prevalence of obesity that has significant implications for the health of the Nation’s children. Thought should be given to how First Things First can support health efforts and carry positive health messages through all initiatives of the Regional Partnership Council.

There are also a number of health initiatives underway that are aiming to increase awareness of the importance of and access to healthy food options. These include the work of WIC, the Healthy O’odham Promotion Program, Tohono O’odham Community Action, the International Sonoran Desert Alliance in Ajo and the Pima County Health Department. The latter has been funded through the Recovery Act Prevention and Wellness Initiative’s Communities Putting Prevention to Work program. Because the health and nutrition system on the Nation has an impact on the ability of children 0-5 to thrive, exploring how to connect, build and sustain these efforts could be an important role for the Regional Partnership Council.

- **Explore possibilities in partnership with the Village Community Centers (the Recreation Centers)**—Key informants are supportive of the potentially significant role that the Recreation Centers could play for children 0-5 on the Nation. The Recreation Centers are seen as a missed opportunity, and there is support for exploring more robust 0-5 opportunities that

could be offered in partnership with the centers, as well as adult education classes, such as GED, parenting classes, general health and wellness classes for parents and families, and opportunities for partnership around access to healthy foods.

- **Work to Increase Childcare Quality**—Investments being made in professional development for Head Start, Childcare centers and Home Providers are paying off. Providers are dedicated to their work. Investing in their skills-building and childcare efforts is clearly a good investment for the community toward improving and supporting early childhood health and educational development.
- Explore the possibility of an Evidence-based Teen Childcare Program—Key informants noted the need for an evidence-based teen childcare program, so teen parents can complete their high school education, or GED, be instructed in positive parenting, and have their child cared for in a high quality early child care center. Although there used to be a program in place in the high school it was cut a few years ago. There is support for exploring the implementation of a new program, and Tucson Unified School District’s Teen Age Parents (TAP) program was offered as a possible model. In addition to providing services for teen parents, it is also hoped that the center could serve as a model childcare program for other centers.
- **Work with Partners to Create Better Transition Programs for Entering School**—Focus group participants spoke of the need for more consistent transition programs. In their words, “We need to do a better job. At the moment we provide one day of transition help at Head Start, in some centers maybe just an hour, and we need to work with the schools to improve this.” Parents concurred, “It can be overwhelming for children. We need to find ways of making them feel more comfortable with the transition.”
- **Infuse Cultural Heritage**—A number of key informants and focus group participants spoke of the need to keep the language and culture alive. In the words of one, “We need to teach about our culture and show we value it, beginning at birth.” That this is a need is also reflected in the data where we see that in 54% of households on the Nation, English is the only language spoken (U.S. Census Bureau, 2000). In these households, Tohono O’odham is not spoken. This has implications for the opportunities of the Nation’s youngest children to interact with their language. For all initiatives undertaken by the Regional Partnership Council, special attention should be made to incorporate culturally relevant practices and materials.
- **Leverage Collaborative opportunities for Systems Change**—There are tremendous opportunities to build collaboration in the early childhood and health systems in the Nation. This work is important not only because it can help ensure that children are seamlessly served, but also to begin the more difficult work of building and leveraging collaboration for systems change. Although this work takes time and effort, there are models that could be used to guide the work.
- **Build Community EITC VITA Options**—The chances of a child succeeding are related to many factors, including the economic wellbeing of the family. There is a low EITC up-take rate in the Nation and a very low volunteer tax preparation rate. There are opportunities to engage local agencies in a dialogue around the potential of connecting to regional free tax-preparation

options or bringing a VITA site to the Nation. The tax return can present an opportunity to screen for additional benefits, and leverage the EITC for personal asset development, accessing traditional banking processes, and building financial literacy.

- **Use the Needs and Assets Report to Build Community Dialogue**—Although much has been done to engage community programs and providers through the work of the Tohono O’odham Regional Partnership Council, there are tremendous opportunities to increase the regional dialogue around the importance of early care and education in the Nation. The RPC is perfectly positioned to act as the catalyst for community dialogue around early care, health and education—a sustained dialogue that could engage all stakeholders—families, schools, the Legislative Council, Elders, health providers, child care providers, service providers, older children, and law enforcement. Appendix B provides one possible approach to this.
- **Reflect on 2010 Report**—Because the Regional Partnership Council is mandated to conduct its next Needs and Assets report in 2012, it would be useful to spend some time reflecting on how data presented in this Report is used and what additional indicators that might be useful in the future to guide the work of the Council. Those mentioned during this process include: a definitive count of children 0-5 residing in the Nation; information regarding children 0-5 not served by any child care services, including Head Start; the number of youth who do not achieve a high school graduation and are potential GED candidates as well as the percentage of this group that completes a GED certificate; the number of children who never enroll in school and an assessment of Kindergarten readiness.



FIRST THINGS FIRST

**Southeast Regional Partnership
Councils
Regional Needs and Assets Reports
Executive Summaries**

Tohono O'odham Nation 2012



Executive Summary

The Tohono O’odham Nation is a federally recognized Tribe located in southwestern and central Arizona. It is made up of three non-contiguous reservation lands (San Lucy, San Xavier, and Florence Village), as well as nine contiguous Districts (Sells, Sif Oidak, Gu Achi, Gu Vo, Hickiwan, Pisinemo, Chukut Kuk, Baboquivari, and Schuk Toak) that lie on three counties: Pinal, Pima and Maricopa. The Tohono O’odham Nation has the second largest tribal land base in the country, and its enrollment numbers also make it one of the largest tribes in the southwest. The largest community within the Tohono O’odham Nation is the district of Sells, which functions as the Nation’s capital. The boundaries of the Tohono O’odham Nation First Things First Regional Partnership Council match the boundaries of the reservation.

The 2010 US Census reported the population of the reservation to be 10,201, of whom 1,180 are children under the age of six. (Total tribal enrollment, which includes members living off the reservation, was 28,089 in 2007.) According to Census data from 2000 to 2010, there was a slight decrease of five percent in both the total population and the number of young children. The Census counted 2,781 households in the region. About one-third of these households (738) were home to one or more children under six. About 54 percent of the region’s young children live with relatives other than their parents. This proportion is higher than the statewide average (19%) and the average for all of Arizona’s reservations (47%).

A high unemployment rate, low educational attainment and limited job opportunities are among the main challenges faced by community members in the region. Despite tribal enterprises that give employment preference to tribal members, unemployment in the Tohono O’odham Reservation averaged about 34 percent in 2011. This rate is higher than all Arizona Reservations combined (24.7%) and much higher than the Arizona average of 9 percent. Limited employment opportunities are also related to the low educational attainment in the region: about 33 percent of the region’s adults do not have a high school education.

Nearly two thirds (58%) of the region’s children under six live in poverty, which is more than double the rate in Arizona as a whole (24%). The Tohono O’odham Nation WIC program provided services to an average of 236 infants and 595 children (up to four years old) a month in 2011.

Language and cultural preservation is important to the Tohono O’odham Nation. Language revitalization efforts are in place at the local Head Start centers where children are exposed early to the O’odham language in the classrooms. The Census Bureau estimates that about two-thirds of the households in the region use a language other than English at home. About 39 percent of individuals older than five years of age speak a North American Indian language at home.

Child care and early education options for families in the region include child care centers, tribally approved family home providers and Head Start centers. The Tohono O’odham Nation Head Start program is an important asset in the region. In 2011 it served a total of 215 children in six centers throughout the Tohono O’odham Nation, 204 of which participated in the center-based program, while the remaining 11 were enrolled in the home-based program. Two Head Start centers and one

home provider were enrolled in the First Things First's Quality First program that supports improving access to high quality care. An important addition to the early childhood education system in the region is the new preschool program at Indian Oasis Elementary School. The program enrolled 40 children who will start classes in August of 2012.

Another major asset in the region is the locally available professional development opportunities through the Tohono O'odham Community College, which has a new Early Childhood Education Program. Three degrees are available through this program: Certificate in Child Development Associate Preparation (CRT-CDAP), Associate of Applied Science in Early Childhood Education (AAS-ECE), and Associate of Arts in Early Childhood Education (AA-ECE). Early childhood education professionals in the region also have the opportunity to obtain a bachelor's degree in early childhood education through a partnership between Tohono O'odham Community College and Prescott College. The Tohono O'odham Nation Regional Partnership Council supports professional development opportunities in the Region through seven T.E.A.C.H. scholarships.

Health care is available to community members at the Indian Health Service Tucson Service Area facilities (Sells Hospital, San Xavier Health Center and San Simon Health Center) and the Tohono O'odham Nation Department of Health and Human Services.

Prenatal care and education services are available at all the Indian Health Service facilities in the region. About 63 percent of expectant mothers in the region receive early (first-trimester) prenatal care. This is a rate similar to that of all Arizona Reservations combined, but it does not meet the Healthy People 2020 target of 78 percent. The infant mortality rate per 1,000 live births on the Tohono O'odham Nation (16) is substantially higher than the rates seen across the state (6.7) and across Arizona Indian Nations combined (8.9).

High rates of children with up-to-date immunizations are an asset in the region. The Tucson Area service has ranked number 1 among the 12 Indian Health Service Areas for the past four years on the 19-35 month old Indian Health Service National Immunization Report Systems. Another strength in the community is the high breastfeeding rate among children participating in the WIC program, reflective of the strong support provided by the lactation specialists. An estimated 71 percent of the infants in the Tohono O'odham WIC program were ever breastfed, a rate that is higher than both the ITCA (64%) and the national rates (63%).

Childhood obesity has been identified as a challenge for children in the region, however. Nearly one third of the children 2 to 4 years old in the Tohono O'odham WIC program are obese.

Overall, challenges for families with young children in the region include problems associated with unemployment, poverty, and low educational attainment; a shortage of quality early childcare; high rates of childhood obesity; and a need for parenting classes and early childhood literacy programs. However, a number of strong assets were identified in the Tohono O'odham Nation Region, including active language and culture preservation efforts embedded in early childhood education programs; partnerships among agencies providing services to children with special needs; high rates of immunization; high rates of breastfed infants; and good opportunities for professional development for early childhood professionals available locally at Tohono O'odham Community College. By

leveraging these substantial strengths, the Tohono O’odham can continue to support families and to help young children arrive at school healthy and ready to succeed.

AGENDA ITEM: Updating membership for the First Things First Early Childhood Research and Evaluation National Advisory Panel to add Dr. David P. Moxley.

BACKGROUND: The purpose of the First Things First Early Childhood Research and Evaluation National Advisory Panel is to provide oversight and ensure transparency of FTF's overall research and evaluation approach by:

- Reviewing FTF research and evaluation activities, annually, to ensure alignment with recommendations of the National Panel and quality standards.
- Overseeing and critiquing approaches for planned research and evaluation activities, e.g. longitudinal data system, Quality First study.
- Ensuring First Things First undertakes high quality planning, coordination, and implementation of all research and evaluation activities.

The recommended additional Panel member is:

David P. Moxley, Ph.D., DPA

RECOMMENDATION: The CEO recommends approval of the added member to the First Things First Early Childhood Research and Evaluation National Advisory Panel.



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First Things First Early Childhood Research and Evaluation National Advisory Panel



David P. Moxley, Ph.D., DPA

David joined the faculty of the University of Oklahoma School of Social Work in 2006 where he holds the first endowed chair of social work within the Norman campus. He comes to the University of Oklahoma from Wayne State University, Detroit where for twenty years he served on the faculty of the School of Social Work. David specializes in technical assistance to grassroots community service organizations, entities that possess global significance, are emerging rapidly given the numerous challenges societies face in the provision of social and human services, and form the backbone of social innovation worldwide. His works cuts across multiple fields of human services and social welfare including serious mental illness, developmental disabilities, and aging.

Contact Information:

Oklahoma Health Care Authority
Medicaid Endowed Professor of
Public Health
Professor of Social Work

University of Oklahoma

While on the faculty of the Wayne State University School of Social Work he co-chaired the graduate program in Community Practice and Social Action, a curriculum that integrated experiential learning, service learning, and civic engagement, and engaged students and faculty in reflective assessment and action research. He has garnered extensive experience in working with community groups nationally and locally in projects incorporating neighborhood and community development, particularly in partnership with individuals facing long-term disabilities. Over the past five years, he has consulted extensively with approximately 50 organizations in strategic planning, program development, organizational development and evaluation in areas involving housing, employment, education, safety, enterprise formation, community mobility, and collaborative arrangements with higher education. He has considerable expertise in working as a technical assistant to community-based grassroots organizations. He has taught in the schools of social work at Ohio State University and Case Western Reserve University and has led research projects in deinstitutionalization, early childhood education, and the support of families with children who have developmental disabilities.



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AGENDA ITEM:

FTF Tobacco Tax Revenue Modeling and Tobacco Use Survey Agreement

CEO RECOMMENDATION(S):

- Approve agreement with ASU

DISCUSSION:

Background

First Things First is seeking to engage the L. William Seidman Research Institute within the W.P. Carey School of Business at ASU in an ISA to:

- Update the tobacco revenue model the Seidman Research Institute created for and presented to the Board in June 2012.
- Conduct a survey of tobacco users in Arizona for the purpose of further refining the inputs used in the tobacco revenue model.

It is purposed that:

- The survey be conducted every four years with the first in FY14. The survey would be an omnibus survey implemented on a quarterly basis over a full year (fiscal year) resulting in very large sample size.
- The tobacco revenue model be updated every two years with the first occurring in FY14. With the results of these updates being available very early the following fiscal year.

This proposed timing will allow a complete update of the model to be used in early FY15 to frame budget discussions for FY16. Similarly another full update will be able to be completed in FY18, and available in early FY19 for FY20 and beyond. In FY16 a partial update, based on incorporating just the latest state economic and demographic information, will be completed.

The cost for these services will be \$16,800 for each smoker survey conducted and \$14,495 for each update of the tobacco revenue model.

The contractor's formal project description is attached.

DESCRIPTION OF THE PROJECT



First Things First

Quadrennial Smoker Survey and Biennial Tobacco Revenue 20-Year Forecast

Understanding of Scope

First Things First is an early childhood development and health board, committed to helping Arizona children up to the age of five receive the educational, healthcare and family support needed, to enable them to arrive at school healthy and ready to succeed.

Formed in 2006 to counteract concerns about the state's high child poverty rates, the organization is funded by a voter-enacted tobacco tax, and managed by a Board of Trustees in association with 31 Regional Partnership Councils.

First Things First's goals and impact areas include:

- Quality early care and education;
- Access to those quality programs, as well as health providers;
- Early healthcare and screenings;
- Parent and family information and support;
- Professional development of early care and education providers;
- Coordination, documentation and evaluation of early childhood programs and services;
- Informing the public about the importance of early childhood to establish and reflect a culture of quality that is accountable to young children and their families.

In spring 2012, the L. William Seidman Research Institute was commissioned by First Things First to reassess the potential revenue from a luxury tobacco tax implemented by the state for the period 2012 to 2030.

The objectives of this current proposal are to:

- Provide a biennial update of the tobacco revenue forecast, to check the ongoing validity of previous assumptions, modify where necessary, and maximize future predictive accuracy.
- Design, implement and analyze a survey of smoking behavior in Arizona, drawn from a statistically significant age/gender cohort sample, and implemented for a full year once every four years.

The quadrennial survey findings and biennial updates will be used by the Board and 31 Regional Partnership Councils to formulate an effective program of attainable activities given the revenue constraints, targeting First Things First's goals and impact areas.

Method

To meet these objectives, the Seidman Research Institute recommends a four-stage approach:

Stage 1: Contemporary Arizona Smoking Survey

Current national smoking behavior studies fail to provide a statistically significant sample for each age/gender cohort in Arizona. To improve knowledge in this area, the Seidman Research Institute will therefore design, implement and analyze a short quarterly survey of Arizona residents, implemented on a quadrennial basis, to ascertain their propensity to smoke, the average level of consumption and primary places of purchase. The age, ethnicity and gender of all respondents will also be recorded as part of this survey.

Implemented by telephone as part of an Arizona-specific omnibus quarterly research program, the target sample will include at least 20% cell phone

calls to ensure sufficient coverage across the age-range. This is a key failing of current national smoking behavior studies, which exclusively focus on landline numbers to the detriment of surveying younger cohorts.

A random sample of 700 different individuals will be contacted by Seidman's market research sub-contractor at three month intervals, to ensure a robust, statistically significant sample of 50 smokers per consumption cohort is attained each survey year. This will result in 2,800 completed surveys (smokers and non-smokers) each survey year.¹

Quarterly omnibus survey results will be shared with First Things First within 21 days of the completion of each survey period.

The smoking survey results will be fed into the revenue forecasting model to maximize the reliability and validity of the propensity to smoke and consumption pattern assumptions.

Stage 2: Update the Forecast Model's Central Assumptions

The research team will also consult a wide range of secondary sources to update the model's other central assumptions for future biennial forecasts. In particular:

- The model's population cohorts by gender and age will be updated with reference to both U.S. Census Bureau and AZ DES projections.
- The long run propensity to smoke by gender and age will additionally utilize updated, externally validated data from the CDC, Behavioral Risk Factor Surveillance System (BRFSS), Youth Risk Behavioral Surveillance System (YRBSS), Youth Tobacco Survey (YTS), and Arizona Youth and

¹ A shorter, one-time alternative survey dedicated exclusively to smoking in Arizona would at least treble the survey cost for First Things First. It would also cost more to update in future, and lack the potential ongoing validity and reliability of the quarterly approach.

Adult Tobacco Surveys, and Orzechowski and Walker's annual tobacco study.

- To estimate the packs consumed per smoker by gender and age, the research team will update the model's pricing assumptions, the price and income elasticities of demand, anticipated state and federal tax rate changes, and statewide income trends.
- A revised adjustment will be made for non-cigarette based tobacco revenue, based on the latest consumption patterns.
- A net estimate for the movement of people in and out of the state will also be updated, based on Office of Tourism data, a Bureau of Transportation Statistics' Airline Origin and Destination Survey, and the national consumption patterns identified by Orzechowski and Walker's annual tobacco study.
- If any changes are made to First Things First's future percentage share of luxury tax revenue, these will also be reflected in the model.

Stage 3: Model Re-Run and Sensitivity Analysis

The Seidman Research Institute's proprietary forecasting model will be re-run to benchmark the results for the latest year of revenue collection. A revised forecast will then be produced on a biennial basis for the next 20 years.

A sensitivity analysis will also be implemented, to provide a realistic ceiling and floor on the revenue projections. Consistent with the spring 2012 commission, the Seidman Research Institute will utilize @RISK for the sensitivity analysis. @RISK uses Monte Carlo simulation to determine the likelihood of occurrence of model forecasts. It uses the estimated distributions for key factors to provide a probability distribution and confidence interval for each output measure, and will therefore highlight potential variations in results under a range of conditions.

Stage 4: Presentation of Results

The research team will present the preliminary updated biennial forecast to a select panel of First

Things First representatives, to gain valuable feedback, prior to their publication in a final report.

The Seidman Research Institute will then attend a Board of Trustees meeting to present each revised forecast, and explain key changes.

Deliverables & Timeline

The revenue forecast model will be updated once every two years, supplemented by a quadrennial smoker survey, both commencing FY2014.

Collection of the Arizona smoking data will commence in FY2014 following receipt of a signed contract, and implemented on a quarterly basis for one full year. A summary of each quarter's results will be delivered to First Things First within 21 days of the completion of each omnibus survey. One full year's data will be collected every four years. A second smoker survey will therefore take place in FY2018.

The Seidman Research Institute will also prepare a revised tax revenue forecast once every two years that:

- Re-estimates previous tax revenue forecasts based on an updated Arizona smoker segmentation and cohort analysis drawn from primary research (the omnibus Arizona smoking survey) and secondary data sources.
- Provides indicative sensitivity analyses and confidence levels to arrive at a revised realistic ceiling and floor on tobacco tax revenue.
- Projects the anticipated annual revenue for First Things First for a 20 year period, including higher and lower boundaries.

The tobacco revenue forecast model will be updated at the end of FY14, FY16, and FY18, and the results will be presented to First Things First at the beginning of the following fiscal year.

This proposed timing will allow a complete update of the model to be used in early FY2015 and early FY2019. In between these points a partial update, based on incorporating just the latest state economic and demographic information, will be completed biennially.

About Us

The L. William Seidman Research Institute serves as a link between the local, national, and international business communities and the W.P. Carey School of Business at Arizona State University. It collects, analyzes, and disseminates information about local economies, benchmarks industry practices, and identifies emerging business research issues that affect productivity and competitiveness.

With distinguished faculty from the W.P. Carey School of Business, a staff of experienced economists, and tools that support sophisticated statistical modeling and computer-based planning, the Seidman Research Institute offers a host of economic research and consulting services, including economic impact analyses, economic forecasting, and strategic analyses of economic development opportunities.

Clients & Previous Work

The Seidman Research Institute is proud to serve as an economic research and consulting resource for a variety of public and private clients across multiple industries. Clients include government agencies, regulatory bodies, public and privately-held firms, academic institutions, and non-profit organizations.

During the past couple of years, the Seidman Research Institute has worked for:

- Arizona Commerce Authority
- Arizona Corporation Commission (ACC)
- Arizona Department of Mines and Mineral Resources
- Arizona Investment Council (AIC)

- Arizona Public Service Corporation (APS)
- The Boeing Company
- Curis Resources (Arizona)
- Excelsior Mining
- Executive Budget Office - State of Arizona
- Freeport McMoran
- Glendale Community College
- Goodwill Industries
- Intel Corporation
- Phoenix Sky Harbor International Airport
- Public Service New Mexico (PNM)
- Raytheon
- Rosemont Copper
- Science Foundation Arizona (SFAZ)
- Salt River Project (SRP)
- Tostitos Fiesta Bowl
- Turf Paradise
- Valley METRO Light Rail
- Vote Solar Initiative
- Waste Management Inc.

Examples of Economic Impact Analyses and Consultancy Services

Here is a small sample of Seidman's library of economic, fiscal and consulting analyses:

- Arizona Solar Roadmap: An Economic Impact Study, September 2012.
- Glendale Community College: Preliminary Stakeholder Needs Assessment, September 2012.
- Sky Harbor International: Key findings from a 12-Month Passenger Survey of Travel To/From the Airport, September 2012
- The Economic Impact of San Juan Generating Station and San Juan Mine, August 2012.
- Arizona's Solar Logistics Chain, June 2012
- First Things First Tobacco Tax Revenue Forecast Study, 2012-2030, May 2012
- The Economic Impact of Florence Copper Mine, March 2012
- The Economic Impact of the Pari-Mutuel Racing Industry in Arizona, March 2012

- The Economic Impact of NGS and Kayenta Mine, January 2012
- The Economic Impact of Intel Corporation in Arizona and New Mexico, December 2011
- The Economic Impact of Freeport McMoran Copper and Gold Inc. on the State of Arizona and Selected Counties, 2010, May 2011
- The Economic Impact of Arizona Public Service on the States of Arizona and New Mexico in 2010, April 2011
- The Economic Impact of Proposed Incentives for New Business, February 2011
- The Potential Economic Impact of Withdrawing from Medicaid in Arizona, January 2011
- The Potential Economic Impact of HMSHost at Sky Harbor International, January 2011
- The Potential State Revenue from Movie Industry Activities in Arizona, September 2010
- Waste Management Inc. - Industry Trends & Future Business Opportunities, July 2010
- Improving the Fiscal System of Arizona State Government, prepared for the Arizona School Boards Association, May 2010
- Valley METRO Light Rail – Naming Rights Valuation, September 2010
- Forecasting the Tax Revenue from Alternative Sources in Arizona, March 2010
- The Potential Economic Impact of a New Nuclear Plant in Arizona, January 2010
- The Economic Impact of Raytheon Missile Systems 2008, May 2009
- The Economic Impact of Goodwill Industries of Central Arizona 2007, March 2009
- The Economic Impact of the Boeing Led Ground-Based Midcourse Defense Program: Arizona Operations 2007, November 2008
- The Economic Impact of Super Bowl 2008, March 2008
- The Economic Impact of Arizona's Hospitals on the State and its Counties, prepared for St. Luke's Hospital, January 2007.
- The Economic Impact of the Boeing Company on the State of Arizona 2005, July 2006
- The Economic and Fiscal Impact of Intel Arizona 2001-02, September 2004

Proposed Research Team

Project Director: *Dr. Tim James* is Director of Research and Consulting at the L. William Seidman Research Institute, an Economics Research Professor at the W. P. Carey School of Business, and Senior Sustainability Scientist at ASU's Global Institute of Sustainability.

Dr. James was primarily responsible for the development of First Things First's revenue forecast model in spring 2012.

Dr. James also leads the multi-disciplinary AZ SMART team at ASU – a three year public-private research project examining the complex interaction of policy, economics, security, environmental and technical issues impacting upon Arizona's ability to become a world leader in solar power innovation and development.

He has extensive experience in consulting and research for both the public and private sectors globally. A small selection of organizations Dr. James has advised include the U.K. Prime Minister, the European Commission, the UK Rail Passenger Council, the state of New Jersey, the Arizona Commerce Authority, Boeing, Intel, the Texas Department of Transport, Goldman Sachs, Morgan Stanley, UBS, the Pew Center on the States, and the Arizona Investment Council. Dr. James has widespread radio, TV and written media experience including advising and making programs for the BBC.

Prior to joining ASU, Dr. James was Director of Economics and Business Consulting at Halcrow Group, a global infrastructure consultancy. He has also worked with Oxford Economic Research Associates (Oxera) and Maxwell Stamp PLC upon a variety of consultancy projects.

Dr. James earned a B.A. and M.A. in Economics at the University of Warwick (England), followed by a Ph.D. in Economics from the University of Southampton (England).

Investigator: *Dr. Anthony Evans* is a Senior Research Fellow for the L. William Seidman Research Institute at ASU.

Dr. Evans currently leads on three Seidman projects – a passenger travel study for Phoenix Sky Harbor International Airport, a workforce needs survey for Glendale Community College, and a dynamic economic impact study for Intel Corporation. He is also working with the Navajo Nation to implement a household expenditure survey as part of a wider study examining the economic impact of Navajo Generating Station exclusively on the Reservation.

Dr. Evans assisted Dr. James with the identification of appropriate data for the spring 2012 First Things First forecast model. He has also recently completed economic impact studies for Turf Paradise, SRP, APS and a variety of prospective projects for the Arizona Commerce Authority.

Prior to joining Seidman, Dr. Evans held a number of senior UK and European marketing roles in the private sector, including two years at The Stagecoach Group PLC, one of the UK's leading transport providers. Dr. Evans can also draw upon significant management experience from the entertainment world, leading and implementing European marketing strategies for such well-known brands as Thomas the Tank Engine, Barney, Bob the Builder and Guinness World Records.

Dr. Evans received a BA in Philosophy from Kings College London (England), an MA in Sociology of Sport from the University of Leicester (England) and a Marketing Ph.D. from the University of Sheffield (England).

Professional Arrangements

The professional fees for this project are as follows:

| | |
|----------------------------------|----------|
| Quadrennial Smoker Survey | \$16,800 |
| Biennial Revenue Forecast Update | \$14,495 |

The cost of the Arizona Smoking Survey includes four quarterly survey periods per survey year (700 responses per period). It also includes quarterly results summaries.

The Biennial Forecast Update fees of \$14,495 per forecast includes the updating of all central assumptions in the model, the production of a revised set of forecasts, the preparation of one draft report for review, and the production of a final revised forecast.

First Things First will be expected to pay 25% (\$4,200) of the quadrennial survey costs at the beginning of each survey quarter.

First Things First will be expected to pay the Biennial Forecast Update fee (\$14,495) in full upon delivery and receipt of each new biennial forecast.

References

Seidman Research Institute is pleased to provide First Things First with the following references from current and previous select projects:

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Greater Phoenix Leadership
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John Farry (Director – Community & Govt. Relations)
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AGENDA ITEM: Proposed FY2014 Board Meeting Dates

BACKGROUND: Presented for the Board's consideration are the FY2014 Board Meeting dates. The board meets as necessary and appropriate to complete their fiscal and fiduciary responsibility to First Things First. The attached document lists the proposed meeting dates for FY14. These meeting dates has been vetted with staff and compared to statutory deadlines so as to coincide with the board's statutory obligations.

The board has established board committees (executive, administration and finance, program, and government affairs and communications). These are chaired by board members and include broader regional and stakeholder input. These committees are scheduled regularly throughout the year. The chair of each committee is responsible for providing an update on committee activity and recommendations to the board.

RECOMMENDATION: The CEO recommends approval of the proposed FY2014 Board Meeting dates



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Proposed FY14 Board Meeting Dates

2013

| | |
|------------------------|------------------|
| July 15 | Telephonic |
| August 27 | Phoenix (Summit) |
| September 30-October 1 | Phoenix |
| December 9-10 | Tucson |

2014

| | |
|---------------|-----------|
| January 21-22 | Phoenix |
| April 7-8 | Flagstaff |
| June 9-10 | Phoenix |



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AGENDA ITEM: Governance Policy Update

BACKGROUND: As outlined in the Board's Governance Policy, the Board has created standing committees—Executive, Program, Finance and Administration and Government Affairs and Communications. At times, subcommittees of these committees are created and the Board creates ad hoc committees (i.e., Public Private Partnerships). In discussions with the Assistant Attorney General, revisions are presented to the Board further define membership and quorum requirements.

RECOMMENDATION: This is presented for first read.

1-116 Subcommittees of Committees of the Board

Purpose

A Committee of the Arizona Early Childhood Development and Health Board may establish Subcommittees for the purpose of assisting the Committee in fulfilling its responsibilities.

Membership

Committees shall have the discretion to establish standing or ad hoc Subcommittees to assist the Committee in fulfilling its responsibilities. Subcommittees shall be composed of members of the Board, Regional Partnership Councils and stakeholders appointed by the Chair of the establishing Committee, one of whom shall be designated as the Subcommittee Chair. The Subcommittee Chair shall be its presiding officer.

Meetings

The Subcommittee shall:

1. meet as often as needed to fulfill responsibilities as charged
2. hold and conduct their meetings in accordance with requirements of law

The Subcommittee Chair shall set the time, date and place of the meetings. A quorum of the Subcommittee shall constitute 25% of the members and shall include the Subcommittee Chair, unless a higher quorum requirement is designated by the establishing Committee.

Adopted

3-101 Statewide and Regional Program Committee Charter

Purpose

The purpose of the Statewide and Regional Program Committee (the “Committee”) is to assist the Arizona Early Childhood Development and Health Board (the “Board”) in fulfilling its oversight responsibilities relating to developing, implementing and monitoring early childhood development and health programs and to contribute to program development and assessment. The Committee’s role includes:

1. monitor staff’s development of best practices under each of the Board system priorities identified through strategic planning
2. monitor results and evaluation of program activities and outcomes
3. review program standards to ensure they meet the highest quality
4. review statewide and regional programmatic strategy development and implementation
5. coordinate closely with finance, audit and administration committee to ensure alignment between programmatic and fiscal goals

Membership

The Board shall establish and maintain standing committees composed of members of the Board, Regional Partnership Councils and stakeholders appointed by the Chairperson. The Chair of the Committee shall be its presiding officer.

Meetings

The Committee shall:

1. meet as often as needed to fulfill responsibilities as charged
2. hold and conduct their meetings in accordance with requirements of law

The Chair shall set the time, date and place of the meetings. ~~A majority of the Committee membership shall constitute a quorum.~~ A quorum of the Committee shall constitute 25% of the members and shall include the Chair.

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Key Responsibilities

The Committee shall provide oversight of:

1. the exploration of program ideas and strategies at early stages and serve as a sounding board in assessing proposed plans
2. review areas of ongoing work in selected fields and program results, and advise on sensitive matters
3. the review of proposed program budgets for each biennium
4. the assessment of annual programmatic performance and guide the preparation of a report of the findings to the Board
5. the assurance that program policy goals are associated to statewide and regional partnership efforts

Adopted May 21, 2008

Revised August 30, 2010

4-501 Audit, Finance and Administrative Committee Charter

Purpose

The purpose of the Audit, Finance and Administrative Committee (the “Committee”) is to assist the Arizona Early Childhood Development and Health Board (the “Board”) in fulfilling its oversight responsibilities relating to fiscal and administrative management. The Committee oversees development of the budget; ensures accurate tracking/monitoring/accountability for funds; oversees the conduct of the annual financial audit and advises on personnel and administrative matters.

Membership

The Board shall establish and maintain standing committees composed of members of the Board, Regional Partnership Councils and stakeholders appointed by the Chairperson. The Chair of the Committee shall be its presiding officer.

Meetings

The Committee shall:

1. meet as often as needed to fulfill responsibilities as charged
2. hold and conduct their meetings in accordance with requirements of law

The Chair shall set the time, date and place of the meetings. ~~A majority of the Committee membership shall constitute a quorum.~~ A quorum of the Committee shall constitute 25% of the members and shall include the Chair.

Key Responsibilities

In furtherance thereof, the Committee shall:

1. review and recommend approval of an annual operating budget
2. regularly review financial reports
3. monitor the management of organization-wide financial assets and annual financial audit
4. review revenues and investment of funds
5. monitor statewide and regional programmatic allocations and expenditures
6. advise on personnel and administrative policies and procedures

Adopted May 21, 2008

Revised July 20, 2010

5-101 Communications and Government Affairs Committee Charter

Purpose

The purpose of the Communications and Government Affairs Committee (the “Committee”) is to assist the Arizona Early Childhood Development and Health Board (the “Board”) in fulfilling its oversight responsibilities relating to communications, public awareness and community outreach strategies and relationships and partnerships with state and federal elected officials and agencies.

In furtherance thereof, the Committee will:

1. Review and monitor communications, public awareness and community outreach strategies.
2. Recommend and develop relationships with federal and state elected officials.
3. Review opportunities for federal and state collaborations for early childhood development and health funding.

Membership

The Board shall establish and maintain standing committees composed of members of the Board, Regional Partnership Councils and stakeholders appointed by the Chairperson. The Chair of the Committee shall be its presiding officer.

Meetings

The Committee shall:

1. meet as often as needed to fulfill responsibilities as charged
2. hold and conduct their meetings in accordance with requirements of law

The Chair shall set the time, date and place of the meetings. ~~A majority of the Committee membership shall constitute a quorum.~~ A quorum of the Committee shall constitute 25% of the members and shall include the Chair.

Key Responsibilities

The Committee shall provide oversight of:

1. Implementation of the communications, public awareness and community outreach strategies.
2. Review of the communications annual budgets.
3. Coordination among and between statewide and regional communications, public awareness and community outreach strategies.
4. Pursuit of federal funding opportunities for early care and education in Arizona.
5. Relationships and partnerships with federal and state elected officials.
6. Collaborations with state and federal agencies.
7. Liaison with key stakeholders on behalf of First Things First.

Adopted July 20, 2010



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Common Core: The Alignment of Early Learning Standards

BACKGROUND: Arizona is in the process of rolling out Common Core Standards. These are standards adopted across states with the purpose of addressing how children learn and the complexity of learning that is required in today's economy. In conjunction with the Common Core Standards, there is great emphasis on revising assessments, curriculum and the alignment between early learning and K-12 education.

Kathy Hrabluk, Associate Superintendent of the High Academic Standards for Students, will present to the board on how the Arizona Department of Education is working on horizontal alignment—across the state, and vertical alignment--between early learning and k-12 education.

RECOMMENDATION: This is for information purposes only.



Arizona's Common Core Standards

General Overview of Arizona's Common Core Standards for English Language Arts and Mathematics

The workplace is far different today than it was even ten years ago. Unlike past generations, teachers today must prepare students for a world of possibilities that may not currently exist. The workforce of tomorrow must be flexible, motivated, and be able to draw from a deep and vast skill set. The ability to effectively communicate, collaborate, and adapt to situations will be critical to ensuring competition in a global market. By setting high expectations with a commitment to succeed with all students, we are positioning our future workforce to be internationally competitive. In June of 2010, the Arizona State Board adopted Arizona's Common Core Standards for English Language Arts and Mathematics.

Arizona's Common Core Standards - English Language Arts (ELA) and Mathematics:

- Were developed by standards experts and educators
- Are research and evidence-based
- Are supported by rigorous international benchmarks
- Have received multiple rounds of feedback from states and national organizations representing educators (e.g., International Reading Association (IRA), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE))

Arizona's Involvement:

- Arizona was **actively engaged** in the development of the Common Core standards in both English language arts and mathematics, in partnership with a significant number of states across the country.
- Arizona **continues to be actively** engaged in providing input and feedback to the development of shared resources, guidance documents and support systems across multiple states.
- The standards were **created by states**, with the professional input of practitioners, content experts, teachers, researchers, higher education and business leaders.
- The standards have been **aligned with international benchmarks** to help prepare our students to compete within a global economy.

The ADE Critical Message about Arizona's Common Core Standards

- The purpose of the new standards is to provide a **consistent set** of English Language Arts (ELA) and Mathematics **expectations** that prepare **all students** for college and career options.
- The standards are designed to ensure that our students remain **competitive** in the global market of the 21st century.
- Arizona's Common Core Standards include the Common Core State Standards **plus** Arizona additions. Arizona's adoption of the Common Core State Standards ensures a more seamless education for high mobility students since grade level standards and expectations are consistent across 46 participating states.
- The creation of the common core standards was a **state-led effort** coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO).

Basic Foundations of Arizona's Common Core Standards in ELA and Mathematics Include:

- A sound, rigorous preparation for college and career
- A reflection of the best of standards work across the 46 participating states
- Solid evidence of skills that are required to be college and career ready
- Depth of knowledge, conceptual understanding, critical thinking, and problem solving
- Local flexibility



General Overview of Arizona's Common Core Standards - English Language Arts and Mathematics

Facts and Questions

What do Arizona's Common Core Standards mean for students?

Arizona's Common Core Standards - English Language Arts and Mathematics help to prepare students with the knowledge and skills they need to succeed in post-secondary education and training.

- **Clear standards** help students understand what is expected of them.
- **Consistent expectations** across states for *all* students ensure that Arizona students are both nationally and internationally competitive.
- **Relevant content** and application of knowledge through high-order thinking skills and questioning provide opportunities for students to prepare for workforce and higher education discussions and experiences.

What do Arizona's Common Core Standards mean for Arizona teachers and administrators?

- **Clear standards** help both teachers and administrators understand expectations.
- The standards provide **strategic grade level goals** to prepare students for success in college and in the workforce.
- The standards **focus on results** with a clear end in mind (College- and Career- Success) that begins in Kindergarten and builds to college- and career- readiness expectations.
- The standards help teachers develop and **implement effective strategies** for their students by providing benchmarks for skills and knowledge that students should master by the end of the year.
- The standards provide a foundation for **working collaboratively** across content disciplines, schools, districts, and even states – pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.

What do Arizona's Common Core Standards mean for Arizona families?

- Clear, focused standards are **consistent** across the states.
- There is a strong emphasis on **real-world application** of knowledge and skills within the standards.
- The standards' college and career ready goal is designed to **prepare all students for success** with post-secondary educational and career opportunities.

When will Arizona's Common Core Standards in ELA and Mathematics be assessed?

The PARCC (Partnership for Assessment of Readiness for College and Careers) Summative Assessment System reflecting Arizona's Common Core Standards in English Language Arts and Mathematics will be implemented during the **2014-2015** school year.

It is important to understand that:

- Implementing Arizona's Common Core Standards – English Language Arts at all grade levels is robust preparation for both the remaining AIMS reading and writing assessments and for Arizona's new assessment system in 2015.
- Implementing Arizona's Common Core Standards - Mathematics will require strategic planning to ensure that students have the required grade level content for the remaining AIMS math assessment while preparing for the PARCC Summative Assessment in 2015.

How can I learn more about Arizona's Common Core Standards?

Visit **Arizona's Common Core Standards** website at: <http://www.azed.gov/azcommoncore/>

The ADE website is evolving to include the most up-to-date and relevant resources available to teachers, administrators, students, and to families and communities. On the website, you can find links to both national resources and to resources developed specifically for Arizona. You will also find links to videos, parent resources from the National PTA, transition and implementation resources, and lesson/curriculum planning tools. As new information becomes available, the Arizona Department of Education website will be updated to keep Arizona's educational community abreast of all important news as it relates to Arizona's Common Core Standards in English Language Arts and Mathematics and the PARCC Assessments.



Arizona's Common Core Standards Statewide Implementation Plan

In June 2010, Arizona's State Board of Education adopted Arizona's Common Core Standards. The following timelines provide minimum implementation parameters.

English Language Arts

| | 2011-2012 | 2012-2013 Minimal | 2012-2013 Optimal | 2013-2014 | 2014-2015 |
|-----------|------------------|------------------------------|------------------------------|------------------|------------------|
| K | Full | Full | Full | Full | Full |
| 1 | Transitional | Full | Full | Full | Full |
| 2 | Transitional | Full | Full | Full | Full |
| 3 | Transitional | Full | Full | Full | Full |
| 4 | Transitional | * Targeted | Full | Full | Full |
| 5 | Transitional | * Targeted | Full | Full | Full |
| 6 | Transitional | *Targeted | Full | Full | Full |
| 7 | Transitional | *Targeted | Full | Full | Full |
| 8 | Transitional | Full | Full | Full | Full |
| 9 | Transitional | Full | Full | Full | Full |
| 10 | Transitional | Targeted | Targeted | Full | Full |
| 11 | Transitional | Targeted | Targeted | Full | Full |
| 12 | Transitional | Targeted | Targeted | Full | Full |

- **Transitional** implementation is defined by the Arizona Department of Education as transitioning from awareness to scaffolded implementation of Arizona's Common Core Standards.
 - **Targeted** implementation is defined by the Arizona Department of Education as the first step toward full implementation. In English language arts, "targeted" refers to instructional shifts, specific content emphasis by strand, and an intentional increase of rigor in the classroom.
 - **Full** implementation is defined by the Arizona Department of Education as a complete transition to teaching Arizona's Common Core Standards with fidelity.
- * **Note that in grades 4-7, Targeted implementation will result in only two years of Full implementation in grades 6-9 during the 2014-2015 school year.**

Arizona's Common Core Standards Statewide Implementation Plan

Mathematics

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------|------------------|------------------|------------------|------------------|
| K | Full | Full | Full | Full |
| 1 | Transitional | Full | Full | Full |
| 2 | Transitional | Full | Full | Full |
| 3 | Transitional | Targeted | Full | Full |
| 4 | Transitional | Targeted | Full | Full |
| 5 | Transitional | Targeted | Full | Full |
| 6 | Transitional | Targeted | Full | Full |
| 7 | Transitional | Targeted | Full | Full |
| 8 | Transitional | Targeted | Full | Full |
| 9 | Transitional | Targeted | Full | Full |
| 10 | Transitional | Targeted | Full | Full |
| 11 | Transitional | Targeted | Full | Full |
| 12 | Transitional | Targeted | Full | Full |

- * **Transitional** implementation is defined by the Arizona Department of Education as transitioning from awareness to scaffolded implementation of Arizona's Common Core Standards.
- * **Targeted** implementation is defined by the Arizona Department of Education as the first step toward full implementation. In mathematics, "targeted" refers to instructional shifts (Standards for Mathematical Practice), specific content emphasis by domain, and fluency expectations.
- * **Full** implementation is defined by the Arizona Department of Education as a complete transition to teaching Arizona's Common Core Standards with fidelity.
 - o **Please Note:** Full implementation for **2012-2013 and 2013-2014** is a complete transition to Arizona's Common Core Standards with particular attention given to the 2008 performance objectives assessed by AIMS.

Common Core Shifts for English Language Arts/Literacy

- 1. Building knowledge through content-rich nonfiction**

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K-5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the core of the work of 6-12 ELA teachers.
- 2. Reading, writing and speaking grounded in evidence from text, both literary and informational**

The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
- 3. Regular practice with complex text and its academic language**

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus
 Focus: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

2. **Coherence: think** across grades, and **link** to major topics* within grades
 Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
 Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

3. **Rigor:** in major topics* pursue:
 - **conceptual understanding,**
 - procedural skill and **fluency,** and
 - **application** with equal intensity.
 Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.
 Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures
 Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

| Grade | *Priorities in Support of Conceptual Understanding and Fluency |
|-------|--|
| K–2 | Addition and subtraction--concepts, skills, and problem solving |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra |

Characteristics of Mathematically Proficient Students

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.
(Common Core State Standards for Mathematics, p. 6)

The chart below was developed by Wisconsin educators to provide a summary of some of the characteristics exhibited by mathematically proficient students for each of the eight *Standards for Mathematical Practice*. (Common Core State Standards for Mathematics, p. 6-8)

| <u>Standards for Mathematical Practice</u> | <u>Characteristics of Mathematically Proficient Students</u> |
|---|---|
| 1. <i>Make sense of problems and persevere in solving them.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Explain the meaning of a problem and restate it in their words. ◦ Analyze given information to develop possible strategies for solving the problem. ◦ Identify and execute appropriate strategies to solve the problem. ◦ Evaluate progress toward the solution and make revisions if necessary. ◦ Check for accuracy and reasonableness of work, strategy and solution. ◦ Understand and connect strategies used by others to solve problems. |
| 2. <i>Reason abstractly and quantitatively.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Translate given information to create a mathematical representation for a concept. ◦ Manipulate the mathematical representation by showing the process considering the meaning of the quantities involved. ◦ Recognize the relationships between numbers/quantities within the process to evaluate a problem. ◦ Review the process for reasonableness within the original context. |
| 3. <i>Construct viable arguments and critique the reasoning of others.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Use observations and prior knowledge (stated assumptions, definitions, and previous established results) to make conjectures and construct arguments. ◦ Compare and contrast logical arguments and identify which one makes the most sense. ◦ Justify (orally and in written form) the approach used, including how it fits in the context from which the data arose. ◦ Listen, understand, analyze, and respond to the arguments of others. ◦ Identify and explain both correct and flawed logic. ◦ Recognize and use counterexamples to refine assumptions or definitions and dispute or disprove an argument. |

| | |
|---|--|
| 4. <i>Model with mathematics.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Use a variety of methods to model, represent, and solve real-world problems. ◦ Simplify a complicated problem by making assumptions and approximations. ◦ Interpret results in the context of the problem and revise the model if necessary. ◦ Choose a model that is both appropriate and efficient to arrive at one or more desired solutions. |
| 5. <i>Use appropriate tools strategically.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Identify mathematical tools and recognize their strengths and weaknesses. ◦ Select and use appropriate tools to best model/solve problems. ◦ Use estimation to predict reasonable solutions and/or detect errors. ◦ Identify and successfully use external mathematical resources to pose or solve problems. ◦ Use a variety of technologies, including digital content, to explore, confirm, and deepen conceptual understanding. |
| 6. <i>Attend to precision.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Understand symbols and use them consistently within the context of a problem. ◦ Calculate answers efficiently and accurately and label them appropriately. ◦ Formulate precise explanations (orally and in written form) using both mathematical representations and words. ◦ Communicate using clear mathematical definitions, vocabulary, and symbols. |
| 7. <i>Look for and make use of structure.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Look for, identify, and accept patterns or structure within relationships. ◦ Use patterns or structure to make sense of mathematics and connect prior knowledge to similar situations and extend to novel situations. ◦ Analyze a complex problem by breaking it down into smaller parts. ◦ Reflect on the problem as a whole and shift perspective as needed. |
| 8. <i>Look for and express regularity in repeated reasoning.</i> | Mathematically proficient students can <ul style="list-style-type: none"> ◦ Recognize similarities and patterns in repeated trials with a process. ◦ Generalize the process to create a shortcut which may lead to developing rules or creating a formula. ◦ Evaluate the reasonableness of results throughout the mathematical process while attending to the details. |

(*) Collaborative Project with Cedarburg, Franklin, Fox Point-Bayside, Grafton, Greendale, Kettle Moraine, Menomonee Falls, Oconomowoc, Pewaukee, Waukesha, & Whitefish Bay School Districts and CESA 1.



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Presentation and Discussion on Read On Arizona

BACKGROUND: Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations and community stakeholders committed to determining the gaps, identifying solutions, and implementing a collaborative early literacy approach to create an effective, systematic continuum of supports to improve language and literacy outcomes for Arizona's children ages 0-8. First Things First, along with the Arizona Department of Education, Head Start State Collaboration Office, Arizona Community Foundation, Helios Education Foundation, and the Virginia G. Piper Charitable Trust are founding partners of Read On Arizona and collectively work with the State Literacy Director, Terri Clark, to achieve the following goals:

- 100% of Arizona's third grade students reading at or above grade level, ensuring that every Arizona student is on track for college and career success.
- Increase the percentage of children demonstrating school readiness at kindergarten entry in the language and literacy domain so that every child is ready for school success.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

The State Literacy Director has worked with the founding partners in the development of an overall strategic literacy action plan for Arizona in an attempt to coordinate the existing initiatives and early literacy work within the state under the Read On Arizona initiative. This presentation will introduce Read On Arizona, the desired outcomes of the initiative, as well as specific strategies it will pursue over the next ten years.

RECOMMENDATION: Information only



A campaign for early childhood literacy



Arizona is facing an early literacy crisis.

- *Many of the almost 800,000 Arizona children under age nine face significant barriers to school readiness, including poverty (23%), difficulty speaking and understanding English (47.6%), and lack of exposure to books and other literacy resources.*
- *In 2011, 42% of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP). Certain populations of students are disproportionately affected; 58% of Hispanic students, 65% of Native American students, 70% of students with disabilities, and 86% of students with limited English proficiency scored below basic.*

Well-established research underscores the vital importance of addressing this crisis.

- *Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade, a strong predictor of future academic and vocational success.*
- *There is a high correlation between vocabulary size at age three and language test scores at ages nine and 10 in areas of vocabulary, listening, syntax, and reading comprehension. By age four, children from low-income families hear an average of 30 million fewer words than their more affluent peers.*

Success in addressing this crisis will require ensuring that young children in Arizona have strong learning experiences from birth through grade three, rich in literacy and language acquisition at school, at home, and in the community.

The key to Arizona's future is a statewide, community-based literacy project. Educators, families, businesses, public agencies and communities all have a role to play. Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

Read On Arizona is a statewide, public/private partnership of agencies, foundations and community stakeholders committed to a collaborative approach to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children ages 0-8.

Visionary Goals

- Increase the % of students reading at or above grade level by third grade to 100%, ensuring that every Arizona student is on track for college and career success.
- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain so every child entering school is ready for school success.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

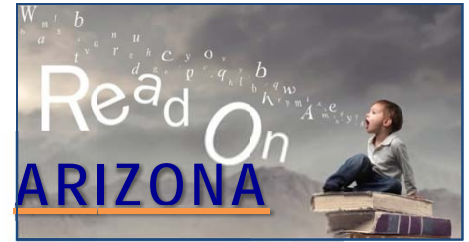
Read On Arizona Founding Partners

Arizona Community Foundation
Arizona Department of Education
First Things First
Head Start State Collaboration Office
Helios Education Foundation
Virginia G. Piper Charitable Trust

Read On Arizona builds on the momentum that was created around regional efforts in response to the National Campaign for Grade-Level Reading. The Read On Cities of Greater Phoenix, Tucson, Flagstaff, and Yuma put together community solution action plans to address literacy challenges such as school readiness, summer learning loss, and chronic absence over a ten-year period. Connecting that work to the Arizona State Literacy Plan, a roadmap to improve language and literacy outcomes, Read On Arizona will direct us towards the bold but achievable goal of reading success for all of Arizona's children in third grade.

The Challenges

Four key barriers have prevented an effective regional response to Arizona's early literacy crisis. Read On Arizona will undertake a ten-year strategic plan including critical components that address these challenges:



| | |
|------------------|--|
| Challenge #1: | Lack of information on critical factors involving early literacy prevents the development of solutions. Community stakeholders have too little data on existing literacy gaps in the system. Without such baseline data, it is impossible to devise strategic solutions. |
| Read On Arizona: | Data integration and system linkages. Adopt the proper early learning indicators and kindergarten developmental inventory tools to build comprehensive baseline data and analysis to devise strategies for improvement. Identify quality literacy services and critical gaps through literacy asset mapping. Create a data management and integration task force to focus on shared data and assessment systems. |
| Challenge #2: | Lack of communication and coordination among the dedicated educators, literacy providers, volunteers, and administrators working in Arizona's schools, public libraries, faith-based organizations, and other non-profit organizations discourages opportunities to leverage one another's efforts. |
| Read On Arizona: | Read On Cities Network. Bring together innovative partnerships and develop pilot strategies focused on school readiness, extended school year, volunteer engagement, instructional support, access to books, kindergarten transition and community literacy planning. Build a community of practice through the development of a network of cities that make early literacy a priority. |
| Challenge #3: | Insufficient access to programs that work. Insufficient resources, as well as ineffective leveraging of resources, leads to lack of access to programs that work. Children do not enter kindergarten with the needed language and literacy skills necessary to succeed and are rarely able to catch up. |
| Read On Arizona: | Quality standards and effective practice. Implement strategies to develop and strengthen literacy and language acquisition along the continuum. Identify and implement effective intervention plans as early as possible and leverage existing resources to maximize impact. Convene experts in task forces around strategic areas of focus (ELL, curriculum and instruction, family engagement, professional development, etc.). |
| Challenge #4: | There is too little awareness and attention given to early literacy. Increase the depth of understanding around the importance of early literacy as a specific indicator that impacts the success of all learners. The "Move On When Reading" retention policy (ARS 15-701 statute) takes effect in the 2013-2014 school year and requires schools to retain third grade students who attain a "falls far below" designation on Arizona's state reading assessment. An estimated 5% of students could be impacted by this policy, and an additional 15% fall into the "approaching" category. Nearly 22,000 third grade children are potentially at risk. |
| Read On Arizona: | Awareness and community involvement. Initiate a statewide campaign for grade-level reading proficiency that includes literacy standards in ways that can be easily understood and enables stakeholders to help a child acquire the appropriate reading skills. Local, county, regional, and statewide leaders and the communities they represent need to make early literacy their highest priority so we can expand access to quality literacy supports. |



For more information on Read On Arizona, contact State Literacy Director, Terri Clark, at 480-556-7151 or tclark@literacyaz.org

When Arizona Reads, Arizona Thrives!#



When Arizona Reads, Arizona Thrives

**READ ON ARIZONA
STRATEGIC LITERACY ACTION PLAN**
2013-2023

READ ON ARIZONA
STRATEGIC LITERACY ACTION PLAN
2013-2023

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Introduction

#

Arizona is facing a literacy crisis and it begins in early childhood.

Today the literacy skills demanded by 21st century work and learning environments are increasingly more complex. We are unsuccessfully preparing our children to meet that demand. In 2011, 42% of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP). Certain populations of students are disproportionately affected; 58% of Hispanic students, 65% of Native American students, 70% of students with disabilities, and 86% of students with limited English proficiency scored below basic.

Many of the almost 800,000 Arizona children under age nine face significant barriers to school readiness, including poverty (23%), difficulty speaking and understanding English (47.6%), and lack of exposure to books and other literacy resources.

Well-established research underscores the vital importance of addressing this crisis. Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade, a strong predictor of future academic and vocational success. And there is a high correlation between vocabulary size at age three and language test scores at ages nine in areas of vocabulary, listening, syntax, phonological awareness and reading comprehension. By age four, children from low-income families hear an average of 30 million fewer words than their more affluent peers.

Success in addressing this crisis will require ensuring that young children in Arizona have strong learning experiences from birth through grade three, rich in literacy and language acquisition at school, at home, and in the community.

The key to Arizona's future is a statewide, community-based literacy project. Educators, families, businesses, public agencies, philanthropy and communities all have a role to play. Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations and community stakeholders committed to determining the gaps, identifying solutions, and implementing a collaborative early literacy approach to create an effective, systematic continuum of supports to improve language and literacy outcomes for Arizona's children ages Birth-8.

Read On Arizona builds on the momentum that was created around regional efforts in response to the National Campaign for Grade-Level Reading and is broader in scope to address the significant challenges Arizona faces in reaching its grade level reading goals. The Read On Cities of Phoenix, Tucson, Flagstaff and Yuma put together community solution action plans to address literacy challenges such as school readiness, summer learning loss, and chronic absence over a ten-year period. Connecting that work to the Arizona State Literacy Plan, a roadmap to improve language and literacy outcomes, Read On Arizona will direct us towards the bold but achievable goal of reading success for all of Arizona's young children.

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The Building Blocks of Early Literacy

Reading is the major foundational skill for all school-based learning, and reading proficiency by third grade is a crucial milestone in a child's future academic success. Third grade reading level is a strong predictor of ninth grade course performance, high school graduation and college attendance. According to the National Research Council for the National Academies, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from school."¹

To achieve this important milestone, kids need to be on track for success from the time they start school. Research shows that children entering kindergarten without the skills they need to succeed in school rarely read proficiently by third grade.

Language Development

Early language abilities are directly related to later reading abilities, and children develop these skills from birth. At four-to-five months, a child recognizes the sound pattern of his/her name. At eight months, a child distinguishes word patterns. At nine months, a child can hone in on native language and essentially becomes a language specialist.² Language development continues for toddlers and preschool age children, and the amount and diversity of verbal stimulation a child experiences affects the development of processing speed, later vocabulary and executive function. Preschoolers whose parents read to them, tell stories and sing songs tend to have richer language outcomes. They develop larger vocabularies, become better readers and perform better in school.

English Language Learning

English Language Learners (ELL) are a complex group of students, with diverse educational needs, backgrounds, and languages. Some ELL students come from homes where no English is spoken, others have been exposed to or use multiple languages. Some ELL students have lived in the U.S. for over a generation. Some may do well in school while others struggle. Each ELL student falls at a different point in the spectrum and there is no one single strategy to adequately meet the educational needs of this group of students. Research demonstrates the potential of English Language Learners when they are served well can be enormous. A longitudinal study in British Columbia demonstrated that with an intentional and appropriate literacy curriculum ELL students can outperform monolingual students once they overcome initial challenges.³ Strength in a child's first language is critical to their success in learning a second language. We need to support a rich and robust development of home language skills so that ELL students come to the classroom more prepared with the core knowledge and vocabulary in their home language that will help them to thrive as an ELL student.

FAMILY PARTNERSHIPS:

Every parent needs to know that one of the most important things they can do is give their children words. Between one and three is the time of most rapid language and vocabulary acquisition. The 30 million word gap identified by research begins at about 16 months. Reading is highly dependent on language ability, so children need to hear lots of words and have multiple opportunities to use them. The research is clear and supports that if children have varied opportunities and experiences to hear and use language, their brain develops the connections it needs to learn how to read.

If the adults who influence a child engage in behaviors that promote literacy and reading success then more children will be on track for reading proficiency by the end of 3rd grade. Family partnerships play a critical role in the success of this strategy. Awareness of the importance of early literacy and practical tools and activities for parents and caregivers that could benefit most remains fairly low. These families can be guided to talk with their infants and toddlers and build vocabulary, community organizations can be trained to do developmental screenings in infancy, and families can be made aware to seek these supports for their children at the appropriate developmental milestone.

Arizona Literacy Data

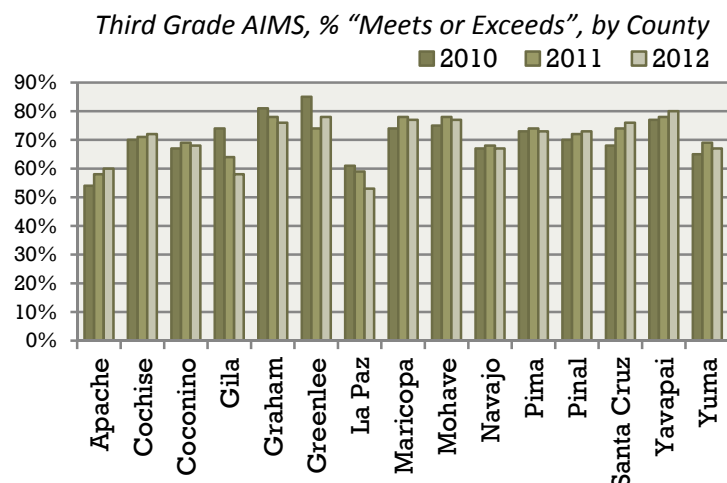
ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS)

In 2012, 75% of third grade students statewide were at “meets or exceeds” proficiency on the Arizona Instrument to Measure Standards (AIMS). This represents a gain of 15% over the last ten years, up from 60% of third graders at “meets or exceeds” in 2003.

Less encouraging, third grade reading levels of students in four Arizona counties (Gila, Graham, Greenlee and La Paz) declined over the previous three years, with fewer meeting or exceeding proficiency on AIMS in 2012 than in 2010. Other counties, such as Apache, Santa Cruz, Yavapai and Yuma, saw only a slight increase of about 5% in their scores since 2010, and a number of counties saw very little change in reading scores over the last three years.

There are trends in the AIMS results of student subgroups that should be looked at more closely to help direct and guide our literacy strategies moving forward. Proficiency ranges from 26% for English Language Learners (ELL) students to 84%

for Asian students, Caucasian students and students not receiving free or reduced-price meals. Among the



three racial/ethnic subgroups with proficiency rates below the overall rate, Native American students scored consistently lower than African American students and Hispanic students. ELL students and students with special needs had the lowest rates of proficiency.⁴

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

In 2011, 42% of Arizona fourth graders fell below basic reading levels on NAEP, 32% scored at the basic level, 21% ranked at proficient and only 5% were designated as advanced. Ten years ago, 80% of Arizona's fourth graders scored below or at basic and 21% scored at proficient or advanced, in comparison to 26% at proficient or advanced in 2011.⁵ This is significant, as the NAEP testing results will likely mirror the results of the soon-to-be-implemented Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the Common Core Standards.

In the most recent NAEP report card shows a consistent relationship between performance on vocabulary and performance on reading comprehension. Nationally, in 2011, 4th grade students performing above the 75th percentile in reading comprehension also had the highest average vocabulary scores. Arizona students performed below the national average in 4th and 8th grade in the area of vocabulary.⁶

Raising the Bar For Arizona's Students

COMMON CORE STANDARDS

The implementation of the Common Core Standards puts us on track to have the expectations and rigor needed to achieve and increase literacy skills of Arizona's children. Literacy is infused throughout every category of the new standards, a common thread among the four key skills of a 21st Century student: critical thinking, communication, collaboration and creativity.

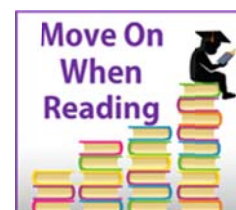
Comprehension of a math word problem demonstrates key literacy skills. Reading the instructions of a simple science experiment and predicting the outcome demonstrates key literacy skills and reading a passage and being able to communicate (articulate) what was read and demonstrate comprehension will be a key component throughout a student's day not just in a literacy block.



Science, Technology, Engineering, and Mathematics (STEM), Science, Technology, Engineering, Arts, and Mathematics (STEAM), mathematics, social studies, English language arts, science, or any individual subject, require a student to have strong literacy skills if they are to achieve the outcome of academic and vocational success. The demand for the highest standards in reading and writing proficiencies is no longer optional. It is a necessity.

MOVE ON WHEN READING LEGISLATION

Taking effect in the 2013-2014 school year, Move On When Reading (ARS-15-701) also raises expectations for our students. It requires schools to retain third-grade students who attain a "Falls Far Below" designation, the lowest reading level



category, on the AIMS test and who don't qualify for an exemption. An estimated 5% of Arizona students could be impacted by this retention policy, and additional 15% fall in the next lowest "Approaching" category. In all, more than 22,000 third-grade students are potentially at risk for not being at grade level. The adoption of these more rigorous standards underscores our highest aspirations for our students and also the extent of the challenge facing Arizona on the path to grade-level reading.

SCHOOL READINESS FOR ARIZONA'S CHILDREN

It is estimated about 33% of incoming kindergartners nationwide enter school without the basic language skills they need to learn to read. In Arizona we don't have a baseline on school readiness for our children. There is a need to support the implementation of the common indicators and benchmarks for school readiness statewide and begin to identify a baseline so that we know what kind of improvement metrics we need in this area. First Things First is working with other state partners to move this work forward, and Read On Arizona should adopt and support the common indicators of school readiness they have identified.

According to the U.S. Census data released from 2011, in Arizona, 35% of three and four year old children were enrolled in a preschool program.⁷ This puts Arizona far below the average for the country which is 47%. Evidence-informed research shows the lasting effects that preschool can have for children in regards to reading achievement and school success.⁸

Barriers to Success

The following is a summary of some of the key challenges that have prevented an effective response to Arizona's early literacy crisis:

1. A lack of information on critical factors involving early literacy prevents a more strategic and intentional approach to finding literacy solutions. Community stakeholders have too little of the right data on existing literacy gaps in the system. Without such baseline data, it is impossible to devise strategic solutions.

There is also a specific need for focus on finding solutions for our English Language Learners, who comprise the largest subgroup scoring below basic on NAEP. Nearly 86% of students with limited English proficiency, 70% of students with disabilities, 65% of Native American Indian students, and 58% of Hispanic students scored below basic in 2011 on NAEP.

2. A lack of communication and coordination among the dedicated educators, literacy providers, volunteers, and administrators working in Arizona's schools, public libraries, faith-based organizations and other non-profit organizations discourages opportunities to leverage one another's efforts.

A more coordinated, integrated early literacy system with a priority on data-driven and evidence-informed programs that link to the standards outlined in the Arizona Literacy Plan, Arizona Infant Toddler Guidelines, Arizona Early Learning Standards, and Arizona Common Core Standards can be designed to transform the

system into one that can deliver a continuum of effective literacy supports and services for children ages Birth-8 in Arizona.

3. There is insufficient access to quality programs that work. Insufficient resources, as well as the ineffective leveraging of resources, constrains access to effective intervention strategies in early literacy development. As a result, far too many children enter kindergarten without the language and literacy skills needed to succeed and are seldom able to catch up.

In particular, a more balanced approach to literacy strategies for Arizona's rural areas and urban centers is required to provide services and support to those students most in need. A focus on strategies that fill critical gaps such as: access to books, leveraging community resources, capacity building of early childhood educators and strong instructional supports, should be tied to caregiver education that focuses on the whole child.

4. There is a lack of awareness and understanding of the importance of early literacy and grade level reading. The implementation of (ARS 15-701) "Move On When Reading" policy takes effect in the 2013-2014 school year. It requires schools to retain third grade students who attain a "falls far below" designation on Arizona's AIMS reading assessment and that don't qualify for an exemption. An estimated 4-5% of students could be impacted by this retention policy, and an additional 15% fall in the "approaching" category. Nearly 22,000 third grade children are potentially at risk for not being at grade level. According to a report by First Things First, Arizona ranks 44th in the nation in the percentage of parents who read daily to their children, ages birth to five.⁹

Incorporating daily literacy activities into family routines for a child is one of the biggest predictors of a child's success in reading by third grade. Local, county, regional, and statewide leaders and the communities they represent need to make early literacy their highest priority so we can expand access to the quality literacy supports needed to make grade level reading a reality with early identification and intervention strategies, strong remediation supports, and effective accountability measures with the early literacy system.

The Need for a Collaborative Early Literacy System

Arizona has a State Literacy Plan that is a roadmap to improving language and literacy outcomes, incorporating standards and guidelines for infants and toddlers, early childhood (3-5 year olds) and the K-12 Common Core Standards. The adoption of Common Core and the implementation of Move On When Reading present an opportunity, but they will not produce their intended outcomes without a continuum of effective literacy supports and services at every age level for children to stay on track with their development milestones around language and early literacy.

Organizations statewide are coming together to tackle the problem collectively. No one entity can make a dent in the stiff challenges we face in addressing reading proficiency for all of Arizona's children. This collective and collaborative literacy effort will have a direct impact on the community by streamlining

efforts, expanding the reach and range of services, addressing community needs, maximize financial resources and improve programmatic outcomes through a shared vision and intentional commitment to results.

We can't continue to do things the same way and expect reading levels will change. We can't expect real improvements in literacy outcomes unless we know what works, there is fidelity in implementing what works, and an effort to bring them to scale with the same commitment to implementation.

State Literacy Director

The position of State Literacy Director was created in early 2012 by a group of core partners consisting of the Arizona Department of Education, Arizona Head Start State Collaboration Office, First Things First, Helios Education Foundation, Virginia G. Piper Charitable Trust, and other philanthropic and nonprofit partners. The newly created position is intended to promote literacy throughout Arizona and work with existing nonprofits to build a continuum of literacy services for Arizona's young learners.

The Arizona Literacy Director will lead state efforts to methodically connect existing public and private early literacy investments and identify opportunities to address critical gaps. The Arizona Literacy Plan, Arizona Infant Toddler Guidelines, Arizona Early Learning Standards, and Common Core Standards provide the framework for the state's literacy directives and the director will ensure these efforts move forward.

The Arizona Literacy Director will also oversee the state's involvement in the national Campaign for Grade-Level Reading, assisting state and local planning efforts to implement strategies to increase grade-level reading proficiency by the end of third grade. The director will represent the state on literacy matters pertaining to children birth to grade 3 and communicate a message of urgency to elevate early literacy as a statewide priority.

Major Responsibilities and Key Tasks:

- Work with stakeholder agencies to identify current language acquisition, emergent literacy, and literacy initiatives already in place in Arizona and identify critical gaps.
- Promote the Arizona Literacy Plan, Arizona Infant Toddler Developmental Guidelines, Arizona Early Learning Standards, and K-12 Common Core Standards and ensure the goals are integrated into existing and new literacy initiatives.
- Lead a coalition of stakeholders to develop and implement a plan to promote early literacy investments in Arizona.
- Provide statewide guidance, information, and technical assistance on prevention, intervention and use of core curriculum and assessment to improve language and literacy outcomes.
- Promote the adoption and sustained use of evidence-informed early literacy learning practices throughout the state.
- Work with stakeholder agencies to make language acquisition, emergent literacy, and literacy a priority in state policy decisions.

- Oversee the state's involvement in the Campaign for Grade-Level Reading and work to embed early literacy messaging into existing public awareness campaigns.

The State Literacy Director has worked with the core partners in the development of this overall strategic literacy action plan for Arizona in an attempt to coordinate the existing initiatives and early literacy work within the state under one overall umbrella initiative called Read On Arizona.

The work of the State Literacy Director is at times broader than the scope of any one community or regional literacy initiative that works under the Read On Arizona heading. Read On Arizona builds on the momentum of the regional efforts initiated during Arizona's collective planning for the Campaign for Grade Level Reading.

The State Literacy Director will focus on connecting that work to the Arizona State Literacy Plan, a roadmap to improve language and literacy outcomes, and through that, Read On Arizona will direct us towards the bold but achievable goal of reading success for all of Arizona's children ages Birth-8.

Read On Arizona

MISSION

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations and community stakeholders committed to determining the gaps, identifying solutions, and implementing a collaborative early literacy approach to create an effective, systematic continuum of supports to improve language and literacy outcomes for Arizona's children ages 0-8.

FOUNDING PARTNERS

- Arizona Community Foundation
- Arizona Department of Education
- First Things First
- Head Start State Collaboration Office
- Helios Education Foundation
- Virginia G. Piper Charitable Trust

VISION STATEMENT

A future where Arizona children have the skills they need to read, learn and succeed in college, career and life.

VALUES STATEMENT

This collaborative is committed to:

- Data-driven decision making
- Effective, research-informed strategies
- Collaboration and intentional alignment and leveraging of existing services and resources
- Quality, effectiveness and fidelity to implementation
- Impact and continuous improvement for all

VISIONARY GOALS

1. 100% of Arizona's third grade students reading at or above grade level , ensuring that every Arizona student is on track for college and career success.
2. Increase the percentage of children demonstrating school readiness at kindergarten entry in the language and literacy domain so that every child is ready for school success.
3. Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

STRATEGIES

To achieve its goals and successfully address the state's challenges, Read On Arizona will undertake a ten-year strategic plan including the following critical components:

- Data Integration and systems linkages
- A statewide network of cities that prioritize early literacy Birth to age eight that links to grades 4-12

- Quality standards of effective practice, including a focus on English Language Learning, Family Partnerships and Professional Development specific to early literacy
- Advocacy and policy
- Awareness and community involvement

Current Literacy Services and Gap Analysis

Read On Arizona's core partners surveyed literacy practitioners throughout the state to conduct a current services and gap analysis. One-on-one interviews with key program directors, school leadership, regional educators and community stakeholders were a key part of the gap analysis as well.

The follow are some of the preliminary findings from the current services and gap analysis survey:

- 1. The early literacy system is fragmented.** Providers work hard to improve literacy levels and provide supports for the learners they serve, but they do so often times in their own silos with limited collaboration within a broader group or the necessary integration.
- 2. Quality standards exist but are sometimes disconnected from the programs that could benefit.** There is a need for sharing effective practices in key areas that demonstrate the standards and are based on evidence-informed research.
- 3. Outcomes are measured differently across program types, making it hard to communicate or effectively demonstrate impact.**
- 4. There is little collective shared data to determine how many learners are receiving what kinds of services along the continuum, and so there is less ability to leverage resources.**
- 5. Literacy services for English Language Learners, Native American learners and students with special needs are critical and most regions are not able to meet current needs.** A coordinated approach to serving these students with effective curriculum and services is crucial.

Read On Arizona: Goals, Objectives and Outcomes

It is unacceptable that only 21% of Arizona’s kids are proficient readers by the time they get to fourth grade. It is an issue we have long been wrestling with, but with little progress. If we want to truly move the needle on third grade reading proficiency, it cannot be “business as usual”. We need to broaden the circle and include all stakeholders in the solution. We have to be intentional about the strategies and approaches and focus on the skills that matter most. We have to make early literacy a priority in all the environments that support children and students. This infusion of literacy throughout the classroom day, throughout the day of a child and in all the environments that influence a child, is the connected and coordinated alignment that Read On Arizona is determined to provide. Below are the goals, objectives and outcomes of the Read On Arizona initiative as well as specific strategies it will pursue over the next ten years.

| GOAL: | OBJECTIVE: | OUTCOMES: |
|---|--|--|
| <p>Increase the % of students reading at or above grade level by 3rd grade to 100% by 2023...</p> <p>Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain</p> <p>Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems</p> | <p>Create a continuum of literacy services for Arizona’s children ages Birth-8.</p> <p>Create and maintain links to existing efforts.</p> <p>Build alignment around a common early literacy agenda for cross-sector engagement and support.</p> <p>Work with stakeholder agencies to identify current language acquisition, emergent literacy, and literacy initiatives already in place in Arizona and identify critical gaps.</p> <p>Promote the Arizona Literacy Plan, Arizona Infant Toddler Developmental Guidelines, Arizona Early Learning Standards, and Common Core Standards and ensure the goals are integrated into existing and new literacy initiatives.</p> <p>Lead a coalition of stakeholders to develop and implement a plan to promote early literacy investments in Arizona.</p> <p>Provide statewide guidance, information, and technical assistance on prevention, intervention and use of core curriculum and assessment to improve language and literacy outcomes.</p> <p>Promote the adoption and sustained</p> | <p>Improved language and vocabulary development for Birth-5 year olds to close the 30 million word gap</p> <p>Improved school readiness</p> <p>Improved 3rd grade reading proficiency</p> <p>Improved 8th grade reading performance</p> <p>Improved 9th grade course performance</p> <p>Increase in high school graduation rates</p> <p>Increase in college attendance and graduation</p> <p>More students ready to work and meet the global demands of Arizona’s economy</p> <p>...a thriving, globally competitive workforce for Arizona</p> |

| | | |
|--|---|--|
| | <p>use of evidence-informed early literacy learning practices throughout the state.</p> <p>Work with stakeholder agencies to make language acquisition, emergent literacy, and literacy a priority in state policy decisions.</p> <p>Oversee the state's involvement in the Campaign for Grade-Level Reading and work to embed early literacy messaging into existing public awareness campaigns.</p> | |
|--|---|--|

Read On Arizona: Strategies

1. DATA INTEGRATION AND SYSTEM LINKAGES

Develop a collective approach to comprehensive baseline data and data analysis to devise strategies for improvement.

Facilitating Organizations: AZ Department of Education and First Things First

ACTION ITEMS:

- Adopt a strategic commitment to early identification and reading assessments earlier than 3rd grade.
- Support the development and adoption of a Kindergarten Developmental Inventory Tool.
- Support the implementation of school readiness indicators and benchmarks.
- Identify quality literacy services and critical gaps through literacy assets survey and regional community scans.
- Make integration and system linkages a priority for the continuum to create a shared process that informs the collective work of all stakeholders.
- Create a data management and integration task force to focus on shared data, appropriate formative and summative assessments and performance-based analytics to disseminate common metrics with initiative partners to track improvement in literacy efforts.
- Determine what additional data needs to be gathered in order to make informed decisions regarding literacy solutions and guide analysis of data for program improvements aligned to standards.

2. READ ON CITIES NETWORK

Build a community of practice through a network of cities that make early literacy a priority.

Facilitating Organization in each Read On Community or City convenes and fosters collaborative effort

ACTION ITEMS:

- Develop and support Read On Cities Network and implementation of pilot literacy strategies.
- Develop common metrics to measure success.
- Build and expand on existing collaborative and bring together innovative partnerships.
- Provide technical assistance to Read On Cities.
- Develop Toolkit for becoming a Read On City.
- Increase coordination between literacy providers.
- Increase access to and support the improvement of out of school/extended learning opportunities.
- Support and develop strategies to improve school attendance and decrease chronic absence statewide.
- Identify effective interventions for strategic focus areas (ELL, special needs, etc.) along the continuum and leverage existing services to maximize impact.
- Implement evidence-informed intervention strategies as early as possible.
- Disseminate effective practices implemented by Read On Cities

3. EFFECTIVE PRACTICES

Implement strategies to develop and strengthen literacy and language acquisition along the continuum.

The right program, at the right time, for each child.

Facilitating Organizations: AZ Department of Education and First Things First

ACTION ITEMS:

- Use the AZ State Literacy Plan, Arizona Infant Toddler Developmental Guidelines, Arizona Early Learning Standards and K-12 Common Core Standards to develop standards of effective practices for literacy supports in identified areas such as English Language Learners, Native American learners, family partnerships, professional development, etc.
- Focus on making a priority language-rich curriculum coordinated for impact with a fidelity to implementation. The right program, for the right child at the right time in the right amount.
- Prioritize ongoing assessments and screenings as early as possible.
- Work with partners to extend literacy effective practices throughout the state.
- Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators and engaged stakeholders.
- Develop and implement statewide volunteer program pilot (Reading Partners or Reading Corp., etc.).

Family Partnerships:

Increase the capacities (competence and confidence) and active engagement of families to be their child's first language and literacy teacher and support.

ACTION ITEMS:

- Link families to existing community resources and build awareness of literacy milestones.
- Develop a coordinated communication plan for literacy messaging to families around language and literacy skill acquisition for their child.
- Link family engagement efforts to language, literacy and reading.
- Develop a toolkit for parents and caregivers regarding Move On When Reading.

Professional Development:

Strengthen the practitioners/early childhood teacher training around early literacy AND reading instruction. Commit to an atmosphere of continuous improvement, peer learning.

ACTION ITEMS:

- Develop a community of practice collaborative model for literacy instructional support.
- Identify and develop effective school transition practices and alignment to standards
- Align higher education teaching programs and teacher training with the needs of the system in regards to literacy and reading instruction, both pre-service and in-service.
- Focus on teacher collaboration, peer learning, coaching across disciplines and grade levels around literacy.
- Work with partners to develop intentional, effective literacy training for educators, teachers, families and practitioners working with children.
- Develop a protocol and toolkit for joint professional development between preschool and kindergarten sites and build awareness of the alignment between early learning standards and common core standards.

4. AWARENESS AND COMMUNITY INVOLVEMENT

Increase awareness and depth of understanding of the importance of early literacy and grade level reading.

Facilitating Organizations: Flinn Foundation, Helios Education Foundation and Piper Charitable Trust

ACTION ITEMS:

- Develop a coordinated and comprehensive communications plan for literacy messaging to families, practitioners, educators, and community stakeholders including a system of communication for sharing information with Read On Arizona network partners (e-newsletter, website, etc.).
- Initiate a statewide campaign for grade-level reading proficiency that includes literacy standards in ways that can be easily understood by all stakeholders involved in helping a child acquire the appropriate literacy skills (grassroots campaign: “Bring Me Words”; visual tool of literacy milestones ages Birth-8, etc.).
- Develop a collective statewide volunteer training model to effectively engage literacy volunteers in local schools.
- Develop Literacy Leadership Council for Read On Arizona to encourage cross sector support and engagement, made up of key community stakeholders. Meets annually for update on the “State of Early Literacy” from Read On AZ.
- Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators and stakeholders.
- Develop an advocacy campaign for early literacy (expanded access to preschool, full day kindergarten, chronic absence, etc.).
- Create a policy agenda to support early literacy priorities.
- Change the conversation around early literacy in the broader context of social issues.
- Support the implementation of “Move on When Reading” retention policy by developing and supporting strong remediation strategies along with early identification and intervention strategies.

Read On Arizona Action Steps:

| ACTION STEPS: | TARGET DATE: | RESPONSIBILITY: | STATUS/DATE: |
|--|------------------------|--|---|
| Create AZ Early Literacy Advisory Board (AZELAB) to guide the work of the State Literacy Director. | July 2012 | Founding Partners | Established July 2012 |
| Implement a current services and gap analysis and community scans | Oct. 2012 - March 2013 | Read On Arizona and community partners | In process |
| Develop Early Literacy Action plan, budget and resource development plan. | January 2013 | State Literacy Director | Draft for review by AZELAB Dec. 2012 |
| Build infrastructure and convene working groups *working groups will develop annual work plans | January 2013 | State Literacy Director, AZELAB, task force groups | Ongoing |
| Develop Read On Cities Network, including a toolkit on how to become a Read On City | Ongoing | State Literacy Director | Network established; Toolkit draft form |
| Presentation to stakeholders: ADE, FTF, Piper Charitable Trust, Helios Education Foundation, Funders Collaborative Valley of the Sun United Way United Way of Tucson and Southern Arizona United Way of Northern Arizona United Way of Yuma Arizona Ready Council Mayor's Education Roundtable League of Arizona Cities and Towns annual mtg. | Jan. – Aug. 2013 | State Literacy Director | Pending |
| Provide Technical Assistance to Read On Cities and community partners | Ongoing | State Literacy Director and AZELAB | Ongoing |
| MOU with Founding partners | Jan. 2013 | Founding partners | Jan. 2013 |
| Read On Arizona Launch Event | Feb. 2013 | ALL | |
| Support First Things First with technical assistance in infusing literacy strategies throughout programs and services | Ongoing | State Literacy Director and FTF | Ongoing |
| Support Arizona Department of Education with technical assistance in implementation of Move On When Reading | Ongoing | State Literacy Director and ADE | Ongoing |
| Develop Toolkit for families regarding MOR | Jan. 2013 | Family partnership task force | In process |
| Read On Arizona presentation to Chambers and other local leadership and volunteer groups | Feb. 2013 | State Literacy Director | Planning stage |
| Develop a multi-year statewide communications plan, website and e-newsletter | March 2013 | State Literacy Director/Expect More Arizona | Begin discussions |
| Develop general coordinated volunteer training model to prepare literacy volunteers for literacy support in local schools. | Spring/Summer 2013 | State Literacy Director ADE ABEC | Begin discussions with ABEC and ADE |
| Develop and implement grassroots social campaign promoting language/vocabulary development and reading. | Sept. 2013 | State Literacy Director/Expect More Arizona | Ongoing |
| Identify, develop and implement statewide menu of volunteer options | Fall 2013/spring 2014 | ADE, State Literacy Director, Core partners | In process |
| Convene Literacy Leadership Council. | Jan. 2014 | State Literacy Director | Pending |
| Develop budgets and metrics for capacity projects and scalable pilots. | Ongoing | State Literacy Director, AZELAB and partners | In process |
| Ongoing resource development including federal, state, regional, corporate and philanthropic dollars. | Ongoing | ALL | In process |

The Process

This plan weaves together the strategic areas of focus that will guide the work of Read On Arizona over the next ten years. Each is action-oriented and results driven. Implementing the plan requires a coordinated multi-year effort with full and consistent participation from all stakeholder groups, including service providers, elected officials, businesses, the philanthropic community and the education system. Read On Arizona is actively building the collective literacy network of communities that can help transform Arizona. Read On Arizona stakeholders will work together using data and key benchmarks to monitor progress. Read On Cities and partners will establish specific measureable goals and track implementation strategies with data. Read On regions will share effective practices and the Read On Cities Network will become a community of shared learning.

Each year Read On Arizona will share the results with the Arizona Literacy Leadership Council to identify what strategies are moving the needle, lessons learned on the path to grade level reading as well as challenges and obstacles still to be addressed. The Arizona Literacy Leadership Council is made up of community leaders and stakeholders from across various sectors representing Arizona's vital industries, high education institutions, philanthropic organizations and public agencies committed to making early literacy a priority.

The Solution

This strategic literacy action plan includes existing efforts and solutions from initiatives across Arizona. Hundreds were involved in creating and informing this plan's development. The plan is supported by a framework built around effective practices and quality standards as well as strategies for the entire continuum from ages Birth-8. It includes strategic areas of focus around: school readiness, early grade reading, effective practices, data integration and linkages, family engagement and partnerships, professional development and community involvement. The goal of Read On Arizona is to transform the early literacy system to one that is comprehensive, coordinated, aligned with district strategies and goals and measureable.

Call to Action

To realize the visionary goal of 100% of third graders at or above reading proficiency we need everyone to play their part. Volunteer to read to a preschool class, tutor or mentor a student who needs help in building their literacy skills, adopt a community library or organize a local book drive. Family, friend and neighbor care, child care providers, preschools, elementary schools, afterschool and summer programs, community libraries and the local grocery store can all provide rich language experiences for young children and present opportunities to improve emerging literacy skills.

Most importantly, we have to actively change our behavior in how we value the development of early literacy skills. Improving the skills of Arizona's young children is everybody's business and everyone needs to play their part. Everyone has a part to play in transforming the literacy skills of Arizona's children.

Every member of the community can:

- Read to children.
- Promote the importance of early literacy whenever the opportunity arises.
- Volunteer with a literacy service provider.

Business stakeholders can:

- Incentivize employees to volunteer as a reader or tutor at a local school.
- Offer on-site literacy training to employees.
- Support Read On Arizona partners through financial and in-kind donations.
- Inform employees about early literacy and distribute articles and information around the issue.
- Host literacy fairs, conduct book drives, or sponsor family literacy events at local schools.

Schools can:

- Make a commitment to implementation with fidelity and through common core, that infuses literacy in every content area, continue to have high expectations for all students.
- Carefully monitor students for literacy needs and provide individualized attention when needed.
- Provide additional tutoring and referral to community-based literacy resources.
- Work with families and parents as full partners in the success of their child.

Literacy providers can:

- Commit to an effective practices framework.
- Make data collection, tracking and assessment a priority.
- Collaborate with providers within the early literacy system to ensure more children are served.

Institutions of Higher Education can:

- Help support the early literacy system through evaluation and assessment, curriculum development and training, etc.
- Make literacy instruction in pre-service curriculum and training for new teachers a priority.
- Partner on developing models for capacity building and research findings regarding literacy.

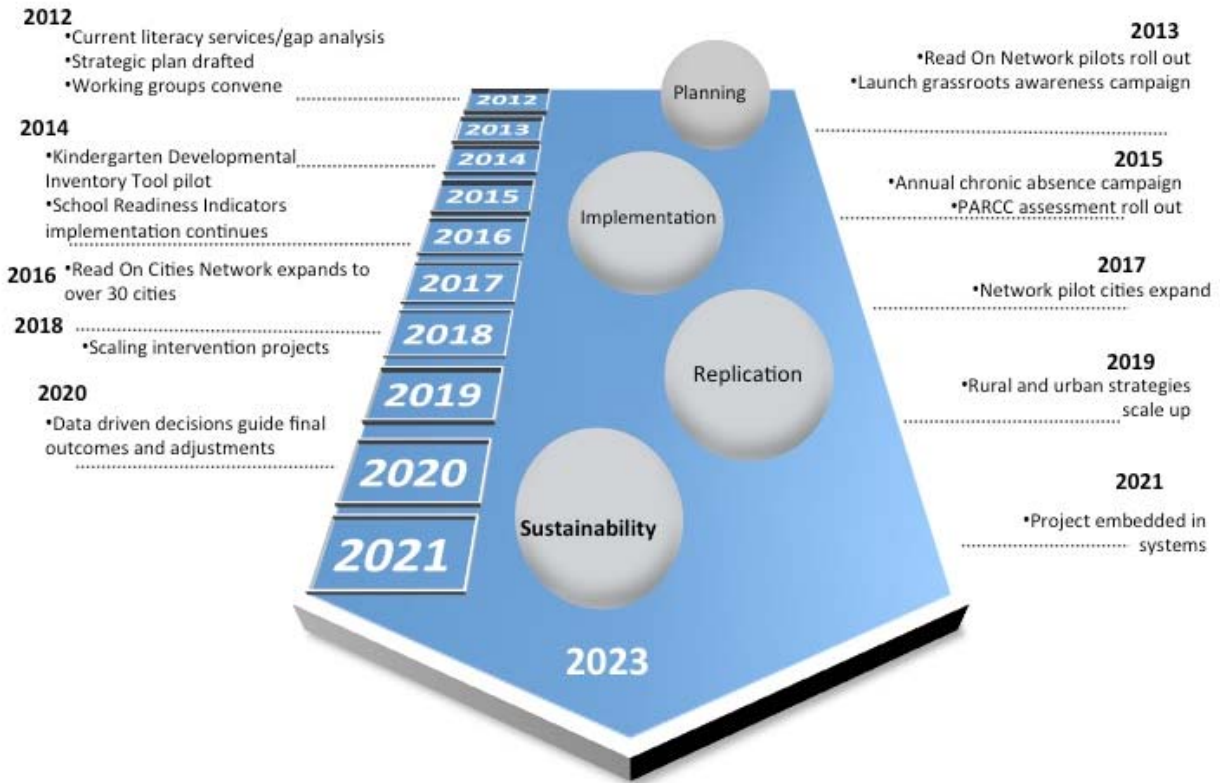
Philanthropic organizations can:

- Require service providers to connect to standards and work within the effective practices framework to improve program quality and outcomes.
- Include literacy as a priority across all program areas.
- Leverage national and local relationships to support Read On Arizona.

Elected officials can:

- Make early literacy a policy and funding priority to ensure Arizona thrives in a global economy.
- Use their leadership platform to promote literacy and build awareness.
- Mayors Education Roundtable can incorporate Read On Arizona's collaborative model into efforts across Arizona.

TIMELINE: READ ON ARIZONA





Founding Partners:

Arizona Community Foundation
Arizona Department of Education
First Things First
Head Start State Collaboration Office
Helios Education Foundation
Virginia G. Piper Charitable Trust

Core Partners*:

City of Goodyear
United Way of Northern Arizona
United Way of Tucson and Southern Arizona
United Way of Yuma
Valley of the Sun United Way

Collaborative Partners:

Achievement Learning
Advocacy and Communication, Inc.
America Reads
Arizona Association for the Education of Young Children
Arizona Business Education Coalition
Arizona Center for Afterschool Excellence
Arizona Charter Schools Association
Arizona Head Start Association
Arizona Literacy and Learning Center
Arizona Ready Education Council
Arizona State Library
Arizona State University, Mary Lou Fulton Teachers College
Association for Supportive Childcare
AZ K-12 Center
Boys and Girls Club
BUILD Arizona
Central Arizona College
Chicanos Por La Causa
Children's Action Alliance
The Children's Museum of Phoenix
Educare Arizona

Eight, Arizona PBS
Elevate Phoenix/Phoenix Reds
Expect More Arizona
Experience Matters
First Book
Flinn Foundation
Fred Rogers Center for Early Learning
Governor's Office of Education Innovation
Greater Phoenix Educational Management Council
Hands On Phoenix
International Dyslexia Association- AZ
International School of Arizona
Jumpstart
KPMG
Lakeshore Learning
Leaps & Bounds, ASU
Maricopa County Head Start
Northern Arizona University, College of Education
Parent Teacher Association of Arizona
Paradise Valley Community College
Phoenix Public Library
Phoenix Reads
Raising A Reader
Reach Out and Read Arizona
Reading Is Fundamental
Rodel Foundation
Salt River Pima-Maricopa Indian Community Schools
Sanford Inspire Program
Southwest Human Development
Southwest Institute for Families and Children
Stepping Stone Foundation
Target
Toyota Family Literacy Program
University of Arizona College of Education
WestEd
And more...

*Convening role

Read On Cities Network

Read On Arizona is about creating communities of practice and collaboration. Read On Arizona will develop a network of communities, towns, cities across Arizona that have a commitment to collaboration and a focus on early literacy. The initial four cities stretch from one end of the state to the other and represent the diversity within Arizona's geographic borders. Phoenix, Tucson, Flagstaff and Yuma are the flagship Read On Cities.

The Campaign for Grade-Level Reading in early 2012 encouraged communities across the United States to develop community solutions action plans around third grade reading proficiency. The Campaign for Grade-Level Reading targeted three challenges to students' reading success that are widespread, consequential and amenable to community solutions:

School Readiness:

- Too many children from low-income families lack early interactions that foster linguistic development.
- Research show that children from low-income environments do not have the basic language skills that support reading success.

Attendance Gap:

- Chronic absence is a problem for 1 in 10 kindergartners and first-graders nationwide; in some school districts, the ratio is as high as 1 in 4.
- For low-income children, chronic early grade absence predicts the lowest levels of achievement in higher grades.

Summer Learning Gap:

- Summer learning experiences during the early school years impact academic achievement.
- 18% of low-income children vs. 29% of middle-income children participate in summer learning programs.
- Low-income children fall behind during the summer by as much as two months of reading achievement, while their middle-income peers make slight gains.
- Summer learning loss is cumulative.

Arizona submitted a collective statewide plan including four cities (Phoenix, Tucson, Flagstaff and Yuma) to the Campaign for Grade-Level Reading and the Civic League's All America City Award competition. There were 144 communities that applied and Arizona was one of 32 finalists considered for All America city designation. It did not receive an All-America City Award but its statewide approach became a model for the Campaign and for other regional efforts throughout the United States.

The vision over the next ten years is to build a network of Read On Cities across Arizona focused on a collaborative approach to solutions in early literacy. The goal is to invite every city and town in Arizona to pledge to become a Read On City. Over the next ten years with a community approach real impact to

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some of the challenges facing literacy can be made. And the solutions will be organic to the communities themselves. Rural or urban, public or charter... organic solutions will be driven by collaboration. In one community there might be a focus on extending the learning day for a child, in another it might be focused on strengthening the transition into kindergarten and for another it might be a commitment to increasing the number of books a child has access to or strengthening the curriculum for English language learners used from Pre-K to third grade.

Working with core partners such as First Things First and their Regional Partnership Councils along with the communities they serve there is an opportunity to provide technical assistance, access to research and data as well as literacy solutions meeting the organic needs of each community throughout Arizona.

These are the initial Read On Cities under the Read On Arizona umbrella:

- Read On Flagstaff
- City of Goodyear
- Read On Phoenix
- Read On Tucson/Sahuarita
- Read On Yuma

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A Collaborative Literacy Project supported by the United Way of Northern Arizona

Read On Flagstaff targets three neighborhoods in Flagstaff providing a range of strategies that promote increased literacy at the child, family, provider and community levels. This multi-strategy approach directly serves children and families, enhances skill development of literacy and childcare providers, and includes the development of the Read On Flagstaff Collaborative to promote community awareness and mobilize action towards every Flagstaff child reading at grade level or higher by the end of third grade.

The project's key strategies include:

- Providing home-based coaching to families residing in Flagstaff's Sunnyside, Greenlaw and Southside neighborhoods that engages parents of young children in their families' literacy development, connecting them to resources and providing tools that help families build cultures of literacy in their homes;
- Outreaching to early literacy providers to offer enhanced skill development and resources that assists them to integrate literacy development activities into their respective services;
- Forming a Community of Practice (CoP) as a forum for peer support and learning comprised of home-based and informal childcare providers, Literacy Coaches, KinderCamp teachers and co-teachers, and members of the Alliance for Children's Early Success;
- Providing small quality improvement grants to unlicensed, informal childcare providers who are not eligible for other QI grants;
- Operating the UWNA KinderCamp kindergarten transition program in each targeted neighborhood that evens the playing field and ensures participating children are poised for success on their first day;
- Increasing children's access to books by 1) expanding the Dolly Parton Imagination Library program, which gives each enrolled child one book a month from birth to age 5, and 2) giving families customized literacy kits;
- Building and supporting a local cross-sector collaborative that promotes community awareness, stimulates resources for additional family and community strategies, and mobilizes involvement in the national Grade Level Reading Campaign.

Partners:

Alliance for Children's Early Success
 Association for Supportive Childcare
 Boys and Girls Club
 City of Flagstaff
 Coconino Coalition of Children and Youth
 Coconino Community Education Report Advisory Committee
 Coconino County
 Coconino County of Superintendent of Schools

Flagstaff City-Coconino County Public Library
 Flagstaff Family Food Center
 Flagstaff Unified School District
 Native Americans for Community Action
 North County Healthcare
 Northern Arizona Council of Governments, Head Start
 Northern Arizona University
 Sunnyside Neighborhood Association



A Collaborative Literacy Project Facilitated by the Valley of the Sun United Way

Community Awareness/Mobilization:

- Community scan. Catalog and map programs focused on early literacy
- Awareness/Advocacy- Outreach with emphasis on Latino community
- Literacy Champions- Women's Leadership Council book drive and reading events.
- Promotoras/Community Liaisons- Identify Community agency and develop/implement volunteer model

Literacy Strategies (to be piloted in Balsz, Riverside and Alhambra school districts):

- Early Development Instrument- pilot in Balsz and possibly Riverside.
- Literacy Parent Education- work with library to train volunteers to provide parent education in Phoenix Head Start. (includes sub-contracts with community providers capacity building)
- Reading Screenings: Evidence based screening tool used to determine literacy skills.
- Imbedding Literacy in Afterschool and summer programs- Develop evidence-informed literacy training programs.
- Early Intervention and Targeted Instruction- Teacher supports
- Pilot Raising A Reader in kindergarten classrooms in Balsz with take home book bag library program and family workshop with use of funding from Innovative Approaches to Literacy federal grant

Teacher Excellence:

- Offering professional development to center based, home based and Family Friends and Neighbor caregivers.
- Raising awareness and advocating for increased requirements for reading instruction for teachers.
- Developing materials, training and assist in coordination of a kindergarten transition program.

Public School Based Activities:

- Engage Read On Phoenix school districts in the implementation of the Early Warning System.
- Chronic Absenteeism Intervention- Assessment with Read On Phoenix school districts to respond to need; advocate for tracking and reporting of chronic absence and expand to preschool.
- Raise awareness around increased instruction time and extended school year model.

Partners:

| | | |
|---|---|-------------------------------|
| Arizona Center for Afterschool Excellence | City of Phoenix City Managers Office-Volunteer Office | Expect More AZ |
| Arizona Literacy and Learning Center | City of Phoenix Human Services /Head Start | Everybody Wins! AZ |
| ASU Preparatory Academy Literacy Center | City of Phoenix Libraries | Experience Matters AZ |
| AZ K-12 Center | City of Phoenix Mayor Greg Stanton's Office | First Things First |
| Association for Supportive Childcare | City of Phoenix Parks and Recreation | PBS, Educational Outreach |
| Balsz Elementary School District | Educare AZ | Reading Basket Program |
| Children's Action Alliance | | Riverside Elementary District |
| | | Southwest Human Development |
| | | Stand For Children |



A Collaborative Literacy Project Supported by the United Way of Tucson and Southern Arizona

Summary

Read On Tucson will coordinate research-based strategies among community-based partners to work with three school districts: Tucson Unified School District (TUSD), Flowing Wells Unified School District (FWSD), and Sahuarita School District. Read on Tucson will ensure preschool, childcare teachers, and parents are familiar with readiness indicators, and can prepare children for kindergarten. Efforts to support students to maintain consistent attendance will include providing professional development supports to raise the quality of afterschool programs as well as assist schools in analyzing absenteeism data to identify chronically absent students. To prevent summer learning loss, strategies such as integrating literacy-based activities into afterschool and summer programs will be included. Additionally, Read on Tucson will advocate for, and support the expansion of proven innovative techniques such as year-round school among districts.

Read on Tucson is a collaborative effort to:

- **Close the gap** in reading achievement that separates many low-income students from their more affluent peers.
- **Raise the bar** for reading proficiency so that all students meet world-class standards.
- **Equalize the playing field** so that all children regardless of family circumstances meet higher standards.

Timeline

| School Readiness | |
|---|--|
| Activity | Timeframe |
| CLASS Training | September 2012 |
| TUSD PACE (Parent and Child Education) 6 classrooms identified for instructional support. | September 2012 |
| UWTSA group meeting with PACE coordinator, teachers, Instructional Support Specialist and Make Way for Books (community partner). | October 2012 |
| Instructional Support Specialist hired by TUSD. | October 2012 |
| Coaching & Mentoring of PACE teachers | 12 hours per week during school year (2012-13) |
| CLASS Observation in PACE Classrooms | November, December, May 2012-13 |
| Make Way for Books (MWFB) provides a school-based literacy coordinator to work in 6 classrooms to assist with learning activities aligned with ADE, Common Core (as appropriate). | Ongoing during school year. |
| Combine early learning strategies & initiatives (e.g. Jump Start) in targeted school districts with UWTSA Read on learning pillars. | Ongoing |
| Dolly Parton Imagination Library for young children 0-5 | Monthly over 5 years (2012-17) |
| MWFB compiles & distributes early literacy kits for families. | Ongoing during school year. |

| | |
|---|---|
| PACE classrooms receive 30 hard cover books | Ongoing during school year. |
| Summer Slide | |
| Activity | Timeframe |
| Book distribution to preschool & K-3 children in targeted schools | Annually each May |
| Work with school districts for extended school time (e.g. extended day for struggling readers; year round school). | |
| Map summer learning programs & access to literacy resources in proximity to each targeted elementary school. | Ongoing |
| Chronic Absenteeism | |
| Activity | Timeframe |
| Develop data sharing agreements between school districts and Read on Tucson to identify children at risk for chronic absenteeism. | 2013 |
| Home visits to families experiencing challenges with attendance. | |
| Connect children with poor attendance to high quality out of school time programs. | Ongoing |
| Volunteer Reading Tutors | January 2013 |
| High quality out of school time programs | Ongoing |
| Partner Collaboration | |
| Activity | Timeframe |
| Hold Read on Tucson partners meetings to further communication & facilitate strategy development, implementation. | Quarterly |
| Hold principal roundtable/forum to involve principals at targeted schools in Read on Tucson work in their schools | 2013 |
| Marketing & Public Relations | |
| Work with Mayor's office to develop series of PSAs promoting reading & school attendance. | Ongoing |
| Expand role of Women Leading United (UWTSA philanthropic leadership society) in the full scope of Read on Tucson efforts. | Ongoing |
| Annual UWTSA Business Breakfast theme: Read On Tucson | February 2013 |
| Community | |
| Develop profile of each Read on Tucson school to identify literacy assets and gaps in local areas. | September 2013 started (in development with partner feedback) |
| Early Development Instrument | 2013 |

Partners:

Children's Action Alliance
 City of Tucson, Mayor Rothschild's Office
 Community Foundation for Southern Arizona
 Diamond Family Foundation
 First Focus on Kids Coalition
 First Things First
 Flowing Wells School District
 LeCroy & Milligan Associates, Inc.
 Literacy Connects
 Make Way for Books
 Pima Community College

Pima County Public Library
 Pima County School Superintendent's Office
 Sahuarita Reads
 Sahuarita Unified School District
 Social Venture Partners of Greater Tucson
 Tucson Metro Chamber
 Tucson Unified School District
 University of Arizona College of Education
 Women Leading United
 Youth Development Coalition



When Arizona Reads, Arizona Thrives

A Collaborative Literacy Project Supported by the United Way of Yuma

Read On Yuma seeks to further the planning needed to ensure that children residing in the target neighborhoods read at grade level or higher by third grade. The project will focus on improving literacy and language acquisition for children in early childhood programs linking to aligning with Kindergarten and grades first through third. Read On Yuma will implement a multi-strategy planning approach in the identified neighborhoods with high poverty rates, to develop the Read On Yuma Collaborative, which will promote community awareness and mobilize action towards every Yuma child reading at grade level or higher. Once identified, early childhood centers and family child care homes in proximity to the project schools mapped will be the recipient of focused interventions with children, parents, and teachers accessing the family child care homes and early childhood centers in proximity to the schools identified to receive language and literacy interventions. The collaborative will plan and implement strategies to ensure that children residing in the target schools have access to the resources that will provide them with the best opportunities to be reading at grade level or higher by the end of third grade. Read On Yuma will promote community awareness and mobilize action towards every Yuma child reading at grade level by end of third grade.

Goals, Objectives and Strategies:

This project focused on the challenge of school readiness as it relates to needed resources for children, families, teachers and administrators to develop grade-level reading proficiency in children. During this planning phase, United Way of Yuma County will convene partners and providers to build support, assess capacity, and strategize implementation of the following goals:

1. Family supports for early literacy:
 - Ensuring school and community information for families is widely available.
 - Ensuring families have the skills to support child's literacy
 - Increasing family awareness and educational opportunities
2. Increase the number of early childhood teachers and volunteers that are highly competent in language development and instructional support.
3. Build and mobilize community members to volunteer, advocate and contribute efforts that will ensure all third grade students in Yuma achieve grade level standards by 2015
4. Increase transition strategies from Pre-K to K
5. Develop and support a collaborative reinforcing activities and track progress towards goals

Read On Yuma will employ the following strategies to support the project goals:

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1. Complete an overall scan that will catalog and map programs focused on early literacy-increasing coordination and integration between programs and identifying gaps in literacy resources/programs for parents and children.
2. Expose key community partners to the best practice Kindercamp model used in Flagstaff to support the children most at risk during the summer months
3. Working with best practice models from other Read On communities, explore willingness to create transition plans between pre-K and kindergarten that delineate the resources needed to successfully prepare a student for kindergarten and outline strategies to coordinate the professional development of educators for the purpose of the student reading at grade level
4. Share the Balsz School District's model (a best-practice, Read On Community), data and outcomes of extending the school year to 200 days
5. Explore partnerships that could leverage the Read On objectives such as Expect More Arizona to increase awareness of parents, teachers and administrators about the importance of language acquisition and emergent/early learning practices. First Things First quality first dollars for professional development coaching and the Dolly Parton Imagination Library to increase access to books.

Project Outcomes:

The intended outcome of Read On Yuma is an actionable plan to address grade level reading in Yuma County that is:

- Well supported by key partners and providers with the capacity to implement
- Aligned with other Helios investments to facilitate systemic impact
- Inclusive of a sustainable infrastructure

Timeline:

The Read On Yuma project will begin in earnest in November 2012. At that time a read on Yuma Coordinator will be employed to coordinate the efforts. It is expected that by April 13, 2013 will be have held convening of partners, conducted a community scan and will have an implementation proposal under development. The planning process is underway and a full Read On Yuma Implementation Plan will have resulted from the planning activities. The implementation plan will address sustainability and the long and intermediate term outcomes.

Partners:

Arizona Western College
Association for Supportive Child Care
Child and Family Resources
Cocopah Education Department
Crane Elementary School District
Expect More Arizona
First Things First
Nexgen
Northern Arizona University

Reach Out and Read Arizona
United Way of Yuma County
University of Arizona
Western Area Council of Governments
Yuma County Health District
Yuma County Library Main Branch
Yuma Elementary School District
Yuma School District One
St. Paul's Episcopal Church

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APPENDICES

Appendix A: Read On City Toolkit and sample letter

Appendix B: Resources and Related Links

Appendix C: Arizona State Literacy Plan (developed by the AZ Dept. of Education) (separate document)

Appendix D: Arizona Infant Toddler Developmental Guidelines (separate document)

Appendix E: Arizona Early Learning Standards (Pending Revised) (separate document)

Appendix F: Arizona Common Core Standards- English Language Arts and Literacy (separate document)

Appendix G: Read On Arizona Community Solutions Action Plan, March 2012 (separate document)

Appendix A: Read On City Toolkit:

TAKE STEPS TO BECOME A READ ON CITY AND JOIN OTHER CITIES IN ARIZONA WHO ARE MAKING EARLY LITERACY A PRIORITY IN THEIR COMMUNITY.

TO BECOME A READ ON CITY:

Step 1: Demonstrate an understanding of the challenges associated with achieving third grade reading proficiency for the children in your community

Step 2: Identify key community stakeholders that can work together to make significant improvements in early literacy (i.e., key stakeholders such as: city council, mayor, libraries, school districts, local head start, early childcare center, non-profits, etc.) Commit your lead public official to serving on the Literacy Leadership Council, convenes annually and is comprised of community leaders committed to improving early literacy.

Step 3: Determine a planning and convening process using a collaborative approach and a willingness to develop strategies to improve early literacy and grade level reading in the community with actionable steps to begin to address the problem. Strategic areas of focus could include: school readiness, early grade success, summer learning loss, chronic absence, family engagement, etc.

Step 4: Demonstrate a commitment to building awareness on the importance of grade level reading in the community

Step 5: Draft a letter of intent demonstrating a readiness to participate as a Read On City and to make early literacy a priority in your community. Please include name and contact information for a Read On City liaison (SEE SAMPLE LETTER BELOW.)

Every community or city is different in their approach and tactics but each of the Read On Cities demonstrates a collaborative approach to making grade level reading a priority in their community. Arizona Read On Cities are connected to technical assistance, access to research and forums, as well as a network of communities that share best practices and innovative solutions.

We encourage and invite you to become a Read On City today and join a statewide community-based literacy collaborative that will fill the gaps in early literacy and ensure Arizona's children have the literacy skills they need to succeed in school and in life. When Arizona reads, Arizona thrives!

SAMPLE READ ON CITY LETTER OF INTENT:

Date

Read On Arizona
1202 East Missouri Ave.
Phoenix, AZ 85014
Attn: State Literacy Director

RE: Read On Arizona- Designation as a Read On City (Sample letter)

Dear Read On Arizona:

I am submitting this Letter of Intent to Read On Arizona. I understand that by submitting this letter that our community is demonstrating a willingness to become a Read On City and make early literacy a priority in their community through a collaborative literacy project.

Sincerely,
{Name of city/community}

Contact: {name and contact info of team or project leader}

After gathering a broad base of support and commitment among our colleagues in the public, private, civic, philanthropic, and/or faith communities, it is with great enthusiasm that {Name of city/community} requests to become a Read On City network member. We are ready to work together to address the challenges in improving reading achievement in our {city/community}-- particularly among our at-risk children—including developing solutions for certain critical areas of focus such as: school readiness, early grade success, family engagement, professional development, chronic absence, and summer learning loss.

Our collaborative of committed partners includes (provide name, organization name, and contact information. If available, you may also want to provide a summary description of the role of each partner.)

As we prepare to engage in this work, we are solidifying a commitment to assess the current status of grade-level reading in our community. We understand we need a coordinated and collaborative approach to address the issue of early literacy in our community.

We will identify goals and map progress as we work to ensure that children become proficient readers by the end of third grade.

Contact Name
Organization
Contact Information (email, address, phone number)

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Appendix B: Resources and Related Links

The following links provide additional information around early literacy for parents, caregivers and educators:

| | |
|-------------------------------------|--|
| ADE (Arizona Dept. of Ed.) | www.azed.gov/k12-literacy/arizona-state-literacy-paln-home-page/ |
| American Library Association | www.ala.org/alsc/issuesadv/borntoread |
| Best Evidence Encyclopedia | www.bestevidence.org |
| Campaign for Grade Level Reading | www.gradelevelreading.net |
| Colorín Colorado | www.colorincolorado.org |
| Edutopia | www.edutopia.org/grade-level-k-2 |
| Florida Center for Reading Research | www.fcrr.org/ |
| Fred Rogers Center Early Learning | www.ele.fredrogerscenter.org |
| Get Ready to Read | www.getreadytoread.org |
| Harvard (Lead for Literacy series) | www.isites.harvard.edu/lesaux |
| National Center for Family Literacy | www.famlit.org/ncfl-family-literacy/ |
| PBS Learning Media | www.pbslearningmedia.org |
| Reading Is Fundamental | www.rif.org/educators/ |
| Reading Rockets | www.readingrockets.org/ |
| Teaching Channel | www.teachingchannel.org/ |
| Thinkfinity | www.thinkfinity.org/welcome |
| What Works Clearinghouse | www.whatworks.ed.gov |
| Zero to Three | www.zerotothree.org/early-care-education/ |

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¹ National Research Council for the National Academies, Snow, Burns & Griffin, 1998.

² Kathy Hirsh-Pasek, Temple University: *Language for Reading: Lessons from the Crib for the Classroom*, 2011.

³ Noni Lesaux and Linda Siegel, *Developmental Psychology: The Development of Reading in Children Who Speak English as a Second Language*, 2003.

⁴ Arizona Department of Education, Arizona's Instrument to Measure Standards (AIMS); Reading Assessments, 2008-2010.

⁵ National Assessment of Educational Progress (NAEP); Reading Assessments, 1992-2011.

⁶ *Vocabulary Results from the 2009 and 2011 NAEP Reading Assessments*.

⁷ U.S. Census Bureau, 2011 American Community Survey.

⁸ W. Steven Barnett (2008). *Preschool Education and Its Lasting Effects: Research and Policy Implications*. National Institute for Early Education Research Rutgers, The State University of New Jersey.

⁹ *Ready for School. Set for Life: Creating the Model Early Childhood System*; First Things First, 2011. #

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When Arizona Reads, Arizona Thrives

Filling the gaps to
advance early literacy

Presented by Terri Clark
April 9, 2013

State Literacy Director: Update

I. OVERVIEW

II. ALIGNMENT

III. FRAMEWORK

IV. CHALLENGES/SOLUTIONS

V. MOMENTUM



“Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

— Kofi Annan



A stylized map of the state of Arizona is shown, filled with the colors and design of the Arizona state flag. The flag features a blue field at the bottom, a red field at the top, and a yellow five-pointed star in the center. The star is surrounded by a wreath of saguaro cacti. The map is overlaid with the text "Arizona is facing an early literacy crisis." in a dark blue, sans-serif font.

Arizona is facing an
early literacy crisis.



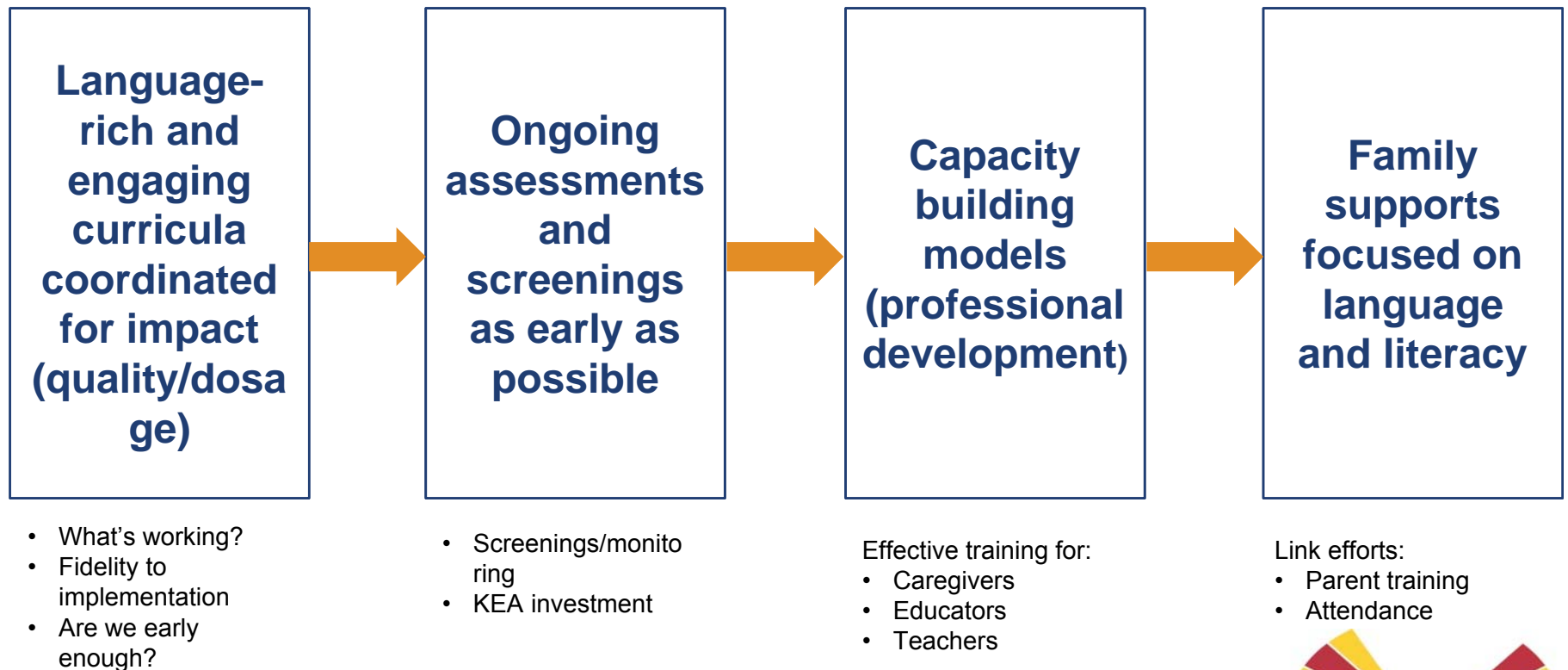
State literacy director: the first 180 days

Building the continuum:

- **Alignment** of key stakeholders (cross sector engagement)
- **Framework** for collaboration (process/gap analysis/plan)
- **Momentum** to achieve results

A model early literacy continuum (Birth to age 8)

The right program at the right time for each child



Preliminary Gap Analysis

- The system is fragmented.
- Effective practices are disconnected from standards.
- Outcomes are measured differently across program types.
- There is a lot of data collection but little data sharing.
- The needs of those groups that would benefit most from effective literacy services are not being met.
- Provider capacity is stretched.

Alignment

Statewide and regional partners:

Founding Partners

- Arizona Community Foundation
- Arizona Department of Education
- First Things First
- Head Start State Office of Collaboration
- Helios Education Foundation
- Virginia G. Piper Charitable Trust

Core Partners*

- City of Goodyear
- United Way of Northern Arizona
- United Way of Tucson and Southern Arizona
- United Way of Yuma
- Valley of the Sun United Way

Read On
ARIZONA

* Convening role in Read On Arizona community

Alignment

Collaborative partners:

- Achievement Learning
- Advocacy and Communication, Inc.
- America Reads
- Arizona Association for the Education of Young Children
- Arizona Business Education Coalition
- Arizona Center for Afterschool Excellence
- Arizona Charter Schools Association
- Arizona Head Start Association
- Arizona Literacy and Learning Center
- Arizona Ready Education Council
- Arizona State Library
- Arizona State University, Mary Lou Fulton Teachers College
- Association for Supportive Childcare
- AZ K-12 Center
- Boys and Girls Club
- BUILD Arizona
- Central Arizona College
- Children's Action Alliance
- The Children's Museum of Phoenix
- City of Flagstaff
- City of Phoenix, Mayor Greg Stanton's Office
- City of Tucson, Mayor Rothchild's Office
- Educare Arizona
- Eight, Arizona PBS
- Elevate Phoenix
- Expect More Arizona
- Experience Matters
- First Book
- Flinn Foundation
- Fred Rogers Center for Early Learning
- Governor's Office of Education Innovation
- Greater Phoenix Educational Management Council
- Hands On Phoenix
- International Dyslexia Association- AZ
- International School of Arizona
- Jumpstart
- KPMG
- Lakeshore Learning
- Leaps & Bounds, ASU
- Literacy Connects
- Maricopa County Head Start
- Northern Arizona University, College of Education
- Parent Teacher Association of Arizona
- Paradise Valley Community College
- Phoenix Public Library
- Phoenix Reads
- Raising A Reader
- Reach Out and Read Arizona
- Reading Is Fundamental
- Rodel Foundation
- Salt River Pima-Maricopa Indian Community Schools
- Sanford Inspire Program
- Southwest Human Development
- Southwest Institute for Families and Children
- Stepping Stone Foundation
- Target
- Toyota Family Literacy Program
- University of Arizona College of Education
- WestEd
- And more...

Framework



When Arizona Reads, Arizona Thrives

MISSION: Read On Arizona is a statewide public/private partnership of agencies, foundations and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth to age eight.



Visionary Goals

- Increase the % of students reading at or above grade level by 3rd grade to 100%.
- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain.
- Create a continuum of literacy services ages birth to 8.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated systems.

So that every child:
enters kindergarten ready for school success and
stays on track for college and career success.



Strategic Literacy Action Plan:

- 10 Year Literacy Action plan
- Year 1 action steps, goals, objectives and outcomes
- Vetting process underway by key stakeholders

= Roadmap to guide the desired outcomes

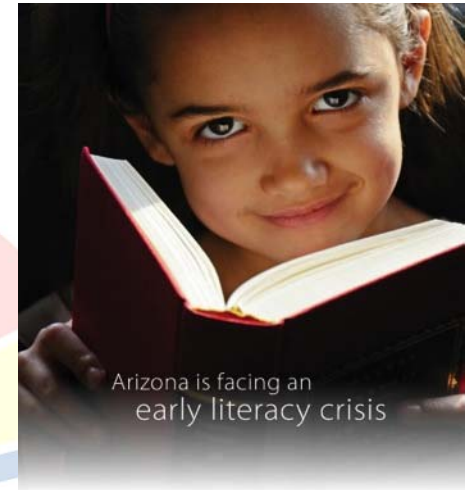
Branding and Communications

Internal:

Monthly meetings between stakeholders
Developed consistent branding identity
Task forces and working groups convened

External:

Plan and brochure
Distribution of research, data and best practices
Unveiling event for Read On Arizona-Reception
Identifying partners for key strategies

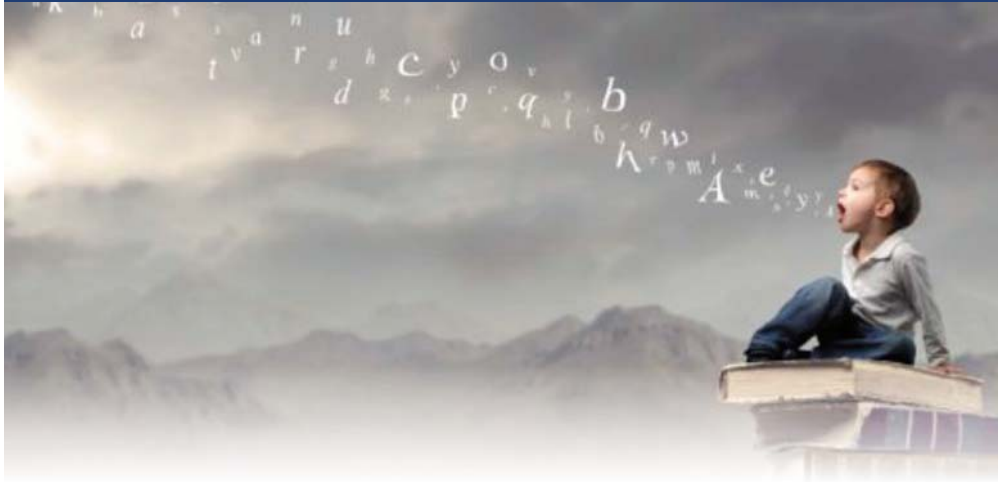


Arizona is facing an
early literacy crisis



Read On
ARIZONA

Branding and Communications



Read On Arizona Graphic Standards Manual

Version: 02-01-13

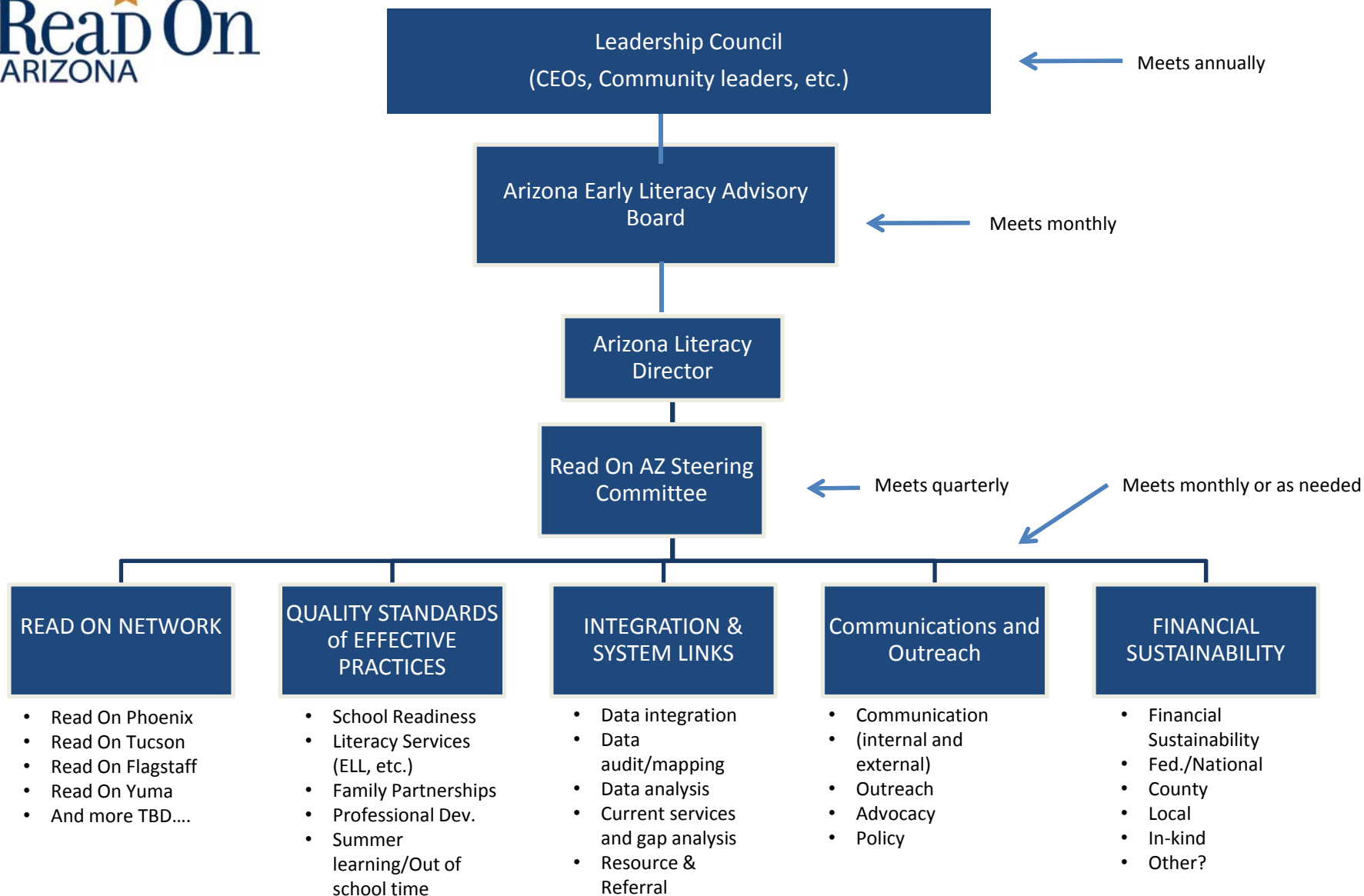


- Read On became identity and visual adopted by the collaborative
- Communication plan for Read On Arizona (partnering with Expect More Arizona)
- Statewide grassroots awareness campaign around language development and key literacy messaging





Organizational structure



Challenges / Solutions

Challenges and solutions

- Lack of information on critical factors prevents solutions.
- Data Integration and system linkages
- Lack of communication and coordination between efforts
- Read On Cities Network- a collaborative effort in each community to fill the literacy gaps
- Insufficient access to programs that work
- Continuum of effective practices
- Too little awareness and attention given to early literacy
- Community awareness and engagement

Momentum

- Ongoing introduction of national best practices
- Building a community of practice between communities
- National recognition of statewide model

Momentum

- Collaboration on Move On When Reading LEA Literacy Plans, Summer Reading, data integration and system linkages, etc.
- Infusing literacy in framework of partner agencies with a systems approach
- State and local officials linking to Read On Arizona
- Read On Arizona goals a priority with new partners (ex.: ASU Mary Lou Fulton Teachers College)



Momentum

- Effective practices exist to be scaled
- Engagement factor is high- Literacy Leadership Council
- New READ ON Communities joining the network

Summary

Alignment



Framework



Momentum

Continuum



When Arizona Reads, Arizona Thrives

Discussion/ Q&A



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