



**Arizona Early Childhood Development & Health Board
Central Phoenix Regional Partnership Council**

Meeting Minutes – February 26, 2014

Call to Order

The Regular Meeting of the First Things First, Central Phoenix Regional Partnership Council was held on Wednesday, February 26, 2014 at Southwest Human Development, 2850 North 24th Street, Phoenix, Arizona 85008.

Chair Urvater called the meeting to order at 9:02 a.m.

Members Present

Toby Urvater, Chair
Chris Tompkins
Ginger Ward
Jessica Jarvi
Jacqueline Schlosser
Karen Stewart
Rev. Jan Flaaten (arrived at 9:30 a.m.)

Members Absent

Nicole McNeil
Kimulet Winzer

Consent Agenda

Chair Urvater called for a motion to approve the Regular Meeting Minutes of January 29, 2014. Vice Chair Tompkins moved to approve the meeting minutes as presented. Member Stewart seconded. Motion carried.

Call to the Public

No Call to Public.

Maricopa Benchmark

Member Jarvi reviewed the process undertaken by the cross regional Benchmark Committee. The committee, including representation from all regions across Maricopa County, has set recommendations for benchmarks of progress, for the year 2020, on FTF School Readiness Indicators as selected by regional councils. (Recommendations to date are limited to the indicators for which data is available). She asked the Council for their approval of recommendations. The Council agreed to move the recommendations forward. There will be a public vetting of the benchmarks as set.

Meeting stopped at 9:20 a.m. due to loss of quorum, meeting reconvened at 9:28 a.m.

First Things First Communications Plan Presentation

Sr. Director of Communications Liz Barker Alvarez and Sr. Director of Community Outreach Angela Mussi gave a presentation on First Things First Communication Plan. Council members requested a copy of the core message, FTF talking points and elevator speeches. Sr. Director Johnson said she will collect the documents and forward to the Council members.

SFY14 Program Implementation

Senior Director Johnson reviewed Quarter 2 grant performance reports with the Council. Grantee performance was reviewed and discussed by the Council, including follow up activities to be conducted by FTF staff.

Review of Strategy Approach for Central Phoenix

Senior Director Johnson gave an in-depth review on the Regional Priorities and the unique Central Phoenix FY15 strategies. Chair Urvater asked the Council if they wanted to have a special session to discuss the strategies or have as an agenda item on the next few meetings. Council discussed the strategies and decided there is no need for further discussion.

Director's Report

Senior Director Johnson discussed upcoming council meetings. She informed the Council of the grantee meeting scheduled for March 5, 2014 and reviewed the Regional Council application process.

Chair and Council Member Updates

Chair Urvater reminded the Council of the Board/Council Forum scheduled for March 4, 2014. The Council recognized Rana Simms for her dedication and hard work and wished her well on her new position.

Adjournment

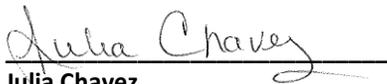
Chair Urvater adjourned the meeting at 11:27 a.m.

Respectfully Submitted,

Dated this 6th day of March, 2014

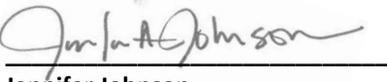
ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Central Phoenix Regional Partnership Council



Julia Chavez

Administrative Assistant



Jennifer Johnson

Sr. Director, Regional Partnership Councils

Toby Urvater
Chair



**Arizona Early Childhood Development & Health Board
Central Phoenix Regional Partnership Council**

Meeting Minutes – May 9, 2014

Call to Order

The Regular Meeting of the First Things First Central Phoenix Regional Partnership Council was held on Friday, May 9, 2014 at 1:00 P.M. at First Thing's First, 4000 North Central Avenue, Suite 1400, Phoenix, Arizona 85012.

Chair Urvater called the meeting to order at 1:11 p.m.

Members Present

(present by teleconference)

Toby Urvater, Chair

Chris Tompkins

Rev. Jan Flaaten

Jessica Jarvi

Nicole McNeil

Kimulet Winzer

Ginger Ward (called in at 1:25 p.m. left at 1:35 p.m.)

Members Absent

Jacqueline Schlosser

Karen Stewart

Consent Agenda

No Consent Agenda.

Call to the Public

No Call to Public.

Consideration for Renewals of Contracts for SFY15

Chair Urvater called for conflicts of interest for the item. Chair Urvater declared Conflict of Interest on the grants for Oral Health Strategy and Prenatal Outreach Strategy, and noted that Vice Chair Tompkins would preside for those items. Jennifer Johnson, Senior Director, presented each grant renewal request, including performance to date, and staff recommendation, for the Council's consideration.

Member Tompkins moved to renew contract number FTF-MULTI-13-0407-01-Y2 with Association for Supportive Child Care in the amount of \$800,000 for the Family, Friends and Neighbors strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Winzer moved to renew contract number FTF-RC013-13-0358-02-Y2 with Southwest Human Development in the amount of \$895,674 for Inclusion of Children with Special Needs strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, Member Ward recused due to a conflict of interest. Roll call vote commenced and Motion passed.

Member Urvater recused due to conflict of interest on the Oral Health grant. Member Jarvi moved to renew contract number GRA-RC013-14-0627-01 with Maricopa County Department of Public Health in the amount of \$400,000 for Oral Health strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten. Roll call vote commenced and Motion passed.

Member Urvater recused due to conflict of interest with Prenatal Outreach grant. Member Jarvi moved to renew contract number GRA-RC013-14-0628-01 with Maricopa County Department of Public Health in the amount of \$399,996 for Prenatal Outreach

strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, Roll call vote commenced and Motion passed.

Member Tompkins moved to renew contract number FTF-MULTI-14-0461-03 with Phoenix Children's Hospital in the amount of \$319,014 for Care Coordination/Medical Home strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Winzer moved to renew contract number FTF-MULTI-14-0461-06 with International Rescue Committee in the amount of \$136,764 for Care Coordination/Medical Home strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Flaaten moved to renew contract number FTF-RC013-13-0424-01-Y2 with Maricopa Integrated Health System in the amount of \$403-821 for Care Coordination/Medical Home strategy for SFY15 and forward the recommendation to the State Board. Second by Member Jarvi, roll call vote commenced and Motion passed.

Member Tompkins moved to renew contract number FTF-RC013-14-0469-02 with EAR Foundation of Arizona in the amount of \$400,000 for Developmental and Sensory Screening strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Winzer moved to renew contract number FTF-RC013-13-0425-02-Y2 with Southwest Human Development in the amount of \$350,243 for Family Support – Children with Special Needs strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Flaaten moved to renew contract number FTF-RC013-13-0405-01-Y2 with Children's Action Alliance in the amount of \$400,000 for Health Insurance strategy for SFY15 and forward the recommendation to the State Board. Second by Member Jarvi, roll call vote commenced and Motion passed.

Member Flaaten moved to renew all the grantees under the Family Support Coordination strategy and for the amounts listed on the Central Phoenix Motion sheet for SFY15 and forward the recommendation to the State Board. Second by Member Jarvi, roll call vote commenced and Motion passed.

Member Tompkins moved to renew contract number FTF-RC013-13-0381-01-Y2 with Southwest Human Development in the amount of \$1,320,000 for Home Visitation strategy for SFY15 and forward the recommendation to the State Board. Second by Member Flaaten, roll call vote commenced and Motion passed.

Member Jarvi moved to renew all the grantees under the Parent Education Community-Based Training strategy and for the amounts listed on the Central Phoenix Motion sheet for SFY15 and forward the recommendation to the State Board. Second by Member Tompkins, roll call vote commenced and Motion passed.

Member Tompkins moved to renew contract number FTF-MULTI-13-0401-01-Y2 with American Academy of Pediatrics in the amount of \$50,000 for Reach Out and Read strategy for SFY15 and forward the recommendation to the State Board. Second by Member Winzer, roll call vote commenced and Motion passed.

Next Council Meeting

May 28, 2014

Adjournment

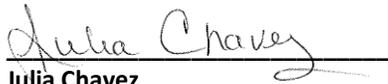
Chair Urvater adjourned the meeting at 2:10 pm.

Respectfully Submitted,

Dated this 12th day of May, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Central Phoenix Regional Partnership Council



Julia Chavez

Administrative Assistant



Jennifer Johnson

Sr. Director, Regional Partnership Councils

Toby Urvater
Chair



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School Readiness Indicators

Maricopa/Phoenix Regional Partnership Councils

School Readiness Indicators and Setting of Year 2020 Benchmarks

April/May 2014 Update to Councils and Request for Consideration of Approval

From previous updates, the Regional Council will recall that the recommendations of the Cross-Regional Benchmark Committee were moved to a public vetting process during the month of March, which has been completed.

Overall, the public input affirmed support of the benchmarks identified by the Cross-Regional Committee and there was a consensus staff recommendation that the feedback did not identify any new or significant concerns with the proposed benchmarks. The information from the public forums and online survey were sent forward to the committee for review.

The recommendations now move forward to the Regional Councils for consideration of approval. Each Council is asked to review the recommendations, but only needs to provide formal approval for their regionally selected indicators. Of these two indicators, **the Central Phoenix Council selected Indicator 10 as a priority.**

The recommendations from the committee are as follows:

Proposed Benchmarks for Indicator 2: Quality Early Education

Benchmark A: 72% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020. /of those attending Quality First enrolled programs.

Benchmark B: 29% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020. /of those attending all licensed or regulated programs.

These percentages represent that 21,500 Maricopa County children will be enrolled in early care and education program with a Quality First rating of 3-5 Stars, by 2020.

Proposed Benchmark for Indicator 10: Confident Families

50% Families Competent and Confident about Their Ability to Support Their Child’s Safety, Health and Well-Being by 2020.

The committee process and public input information is included in the attached summary document.



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School Readiness Indicators

Overview

For the School Readiness Indicator benchmarking process, the Phoenix and Maricopa County Regional Councils formed a Cross-Regional Benchmarking Committee. The Committee was formed based on the council's common commitment to cross-regional collaboration and the recognition of common countywide priorities.

Note, that for this cross-regional work, Salt River Pima- Maricopa Indian Community and Gila River Indian Community First Things First regions were not included. They will work separately to set individual regional benchmarks.

North, South, and Central Phoenix as well as Northwest, Southwest, Northeast, Southeast and Central Maricopa Regional Councils each designated committee members to represent their Regional Council in a cross-regional benchmarking process. The Benchmarking Committee met on three occasions: in August and September of 2013, and January 2014. Maricopa countywide benchmark recommendations, to be achieved by the year 2020, were set for the following two indicators:

Indicator #2 - Quality Early Education - #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.

Indicator #10 – Confident Families - % of families who report they are competent and confident about their ability to support their child's safety, health and well-being.

As only the South Phoenix Regional Council selected *the Transition from Preschool Special Education to Kindergarten* and *Healthy Weight* indicators, and no other local regions also selected those indicators, a committee of the South Phoenix Council met separately, in August 2013 and February 2014, to establish recommended benchmarks for those indicators.

Indicator #6 – Transition from Preschool Special Education to Kindergarten - #/% of children exiting preschool special education enrolled in kindergarten regular education.

Indicator #7 – Healthy Weight - #/% of children ages 2-4 with Body Mass Index in healthy weight range. *(South Phoenix only)*

After all committee recommendations were made, a public vetting and input process was held. Two public forums were conducted in March 2014. Also, an online survey was available and additional comments were collected.

In this Phase 1 of the benchmarking process, there are recommendations for benchmarks for some of the First Things First indicators. The Regional Councils have selected other School Readiness Indicators as priorities, in addition to those listed above. As data becomes available, cross-regional benchmarks for Maricopa County will be established, through Phase 2 of the process, for the following indicators:

- Indicator #1- School Readiness - #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical.
- Indicator #8- Well-Child Visits - #/% of children receiving at least six well-child visits within the first 15 months of life.
- Indicator #9 - Dental Health - #/% of children age 5 with untreated tooth decay.

And, for South Phoenix only:

- Indicator #5 - Developmental - Delays Identified in Kindergarten - % of children with newly identified developmental delays during the kindergarten year.



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School Readiness Indicators

Committee Process Information: Benchmarking Committee

The first meeting of the Maricopa/Phoenix Benchmark Committee was held on 8/14/13. The purpose was to provide an orientation and overview of the benchmarking process. The intent of the School Readiness Indicators was reviewed, and the process completed by the state level committee and First Things First Board in this same area of work. The committee was oriented to the benchmark data sources, as well as the proposed approaches to setting cross-regional benchmarks. The committee members discussed the process and information before the meeting was concluded.

Indicator 2: Quality Early Education, Benchmarking Discussion and Decision

The Committee met on 9/9/13 to consider the Quality Early Education Indicator. The data sources and baseline data were reviewed with the Committee. Two baseline calculations were provided to the Committee for the Quality Early Education Indicator:

Quality Early Education Baseline A is the number of children enrolled in an early care and education program with a Quality First rating of 3-5 stars divided by the number of children enrolled in an early care and education program with a Quality First rating of 1-5 stars; this baseline is essentially the percent of children in Quality First who are enrolled in 3-5 star care.

Quality Early Education Baseline B is the number of children enrolled in an early care and education program with a Quality First rating of 3-5 stars divided by the number of children enrolled in regulated early care and education; this baseline is essentially the percent of children in regulated care who are enrolled in 3-5 star Quality First care.

The Committee had extensive discussion about the limitations of utilizing a data source that measured quality of early care and education in Quality First as the sole measure of quality for their regions as a whole. Members were concerned about measuring the total pool of quality early education without access to data on unregulated, accredited, and other providers that are of undetermined quality. There was consensus that all discussions related to the Quality Early Education Indicator should include information about the limitations of the SRIs. There was also discussion on whether Quality First providers, still at a star level of 2, but on the cusp of 3, are really providing quality care. There was concern that the cut-off scores for a 3 star may not truly reflect a shift of the number of children receiving quality care.

The Committee discussed the expected progress of providers in Quality First (expected progress is to move from 1 to 2 stars in 2 years and 2 to 3 stars in 2 - 4 years) and upcoming model changes in Quality First such as phasing out of scholarships at the 1 and 2 star levels.

They discussed potential factors that might increase the total pool of providers in Quality First between now and 2020, including filling open slots, quality providers moving to a rating only status thereby opening slots for full participation, and efforts to be taken to encourage the filling of currently underutilized slots for children in current Quality First providers in the regions. They agreed that funding considerations make it challenging to anticipate how many additional Quality First slots could be added by 2020.

The Committee discussed a Quality Early Education Indicator benchmark A of 72% and a benchmark B goal of 29% children enrolled in an early care and education program with a Quality First rating of 3-5 stars. These benchmarks were based on the assumption that adequate progress in Quality First star ratings will occur. Quality Early Education Benchmark B was estimated utilizing the denominator provided for the number of children in Maricopa County in regulated care (75,628) with the numerator of the targeted number of children in Quality First 3-5 star education by 2020 (21,500).



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School Readiness Indicators

The Committee discussed the Quality Early Education Indicator benchmark A and that it reflected a 50% increase from the 22% baseline A. They also agreed that Baseline B represents a 20% increase in the 9% baseline B. It was agreed that given the progress in Quality First to this point, 72% for baseline A and 29% for baseline B are attainable goals. There was continued discussion that this benchmark left more than a quarter of children in Quality First NOT in quality care by 2020. The Committee agreed that due to variation between regions within the county, the anticipation of turnover and new enrollees, and the complexity of the Quality First system, 72% by 2020 was an attainable goal for the county as a whole.

Proposed Benchmarks for Indicator 2: Quality Early Education

Quality Early Education Indicator Benchmark A: 72% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020. /of those attending Quality First enrolled programs.

Quality Early Education Indicator Benchmark B: 29% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020. /of those attending all licensed or regulated programs.

These percentages represent that 21,500 Maricopa County children will be enrolled in early care and education program with a Quality First rating of 3-5 Stars, by 2020.



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School Readiness Indicators

Indicator 10: Confident Families Indicator Committee Benchmarking Discussion and Decision

The Committee met on 1/16/14 to discuss Indicator 10: Confident Families.

The data source, survey methodology and calculation of the overall indicator (a combination of nine key measures) and the baseline data for the region was reviewed with the Committee.

The Confident Families Indicator is measured by the First Things First Family and Community Survey. This survey is conducted every three years and the survey was designed to provide information for Regional Partnership Councils on parent knowledge, skills, and behaviors related to their young children.

The Family and Community Survey is conducted, for non-tribal regions, over the phone. Over 3,700 Arizona parents with children 0-5 participated in the 2012 Survey. In Maricopa County, 1,500 parents completed the survey. Parents were reached randomly via land-line as well as cell phone. Interviews began with demographic questions. Based on information provided by parents on family income, ethnicity, and geography, the sample of parents was carefully balanced to ensure that the respondents reflected the diversity of Arizona and Maricopa County in particular.

The survey contains over sixty questions, some of which were drawn from the national survey: *What Grown-Ups Understand About Child Development*¹. Survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

For the First Things First Confident Families Indicator composite score, a sub-set of nine items from the survey were selected. The nine items include parent knowledge, parent self-report of competency and confidence in the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child's safety, health and well-being. Five of the items selected are knowledge-based questions that directly assess a parent's level of knowledge of key developmental areas. Two of the items selected specifically ask parents to rate their level of competency and confidence in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about parent behaviors around the key early literacy activities of reading, telling stories and singing songs with their children. Six or more responses (out of nine) meeting the cut point comprised the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

The Committee discussed the fact that the Family and Community survey is self-report. They agreed that questions 6 and 7, which ask parents to report their competence and confidence directly, were likely to be positively skewed due to reporting bias. However, they agreed that utilizing a bank of nine survey questions to calculate overall competence and confidence was a good approach to tracking knowledge and skills over time.

The Committee discussed the limitations of the Confident Families indicator to measure the impact of Council funding and evaluating the outcomes of Council efforts. There was agreement that the School Readiness Indicators are high-level dashboard measurements. SRIs do not provide evaluation or research findings which link funding or specific programmatic efforts to outcomes. The purpose of the Competent Families Indicator is to track overall changes in parent knowledge and behavior in the early childhood system as a whole.

¹ CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. *What Grown-ups Understand About Child Development: A National Benchmark Survey*.



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School Readiness Indicators

The Committee discussed how the statewide benchmarking committee reviewed and recommended the state goal of 52% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020. It was agreed that the approach and considerations were similar for Maricopa County, especially focusing on multiple areas of parent competence and confidence to meet the needs of the whole child and setting an aspirational yet attainable goal which reflects the efforts of all early childhood partners rather than First Things First alone.

The Committee discussed the data trends across Maricopa County and asked if there is a relationship between poverty and primary language spoken and parent knowledge and behavior. It was noted that respondents could take the survey in Spanish or English and that while the full analysis of the 2012 Family and Community Survey data is anticipated for fall 2014, research findings and 2008 Family and Community Survey findings indicate strong differences in knowledge and supports needed as related to income and education. The Committee agreed that communities in Maricopa County have different levels of need for supports and the overall goal for Maricopa County for 2020 should reflect that diversity.

The Maricopa County baseline is 40% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. The Committee discussed the estimated number of parents who would need to be supported to attain competence and confidence by 2020 to attain a benchmark of 50%: 23,833.

The Maricopa County Committee discussed a benchmark goal of 50%. They agreed that based on the current reach of FTF strategies alone (including Quality First, literacy initiatives, home visitation, and parent education), they could confidently aspire to a 12% change of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. Members agreed on a 50% goal and a 10 percentage point improvement by 2020. The Committee agreed that 50% was an attainable goal for Maricopa County as a whole. They agreed that large-scale changes will reflect the work of all early childhood partners, not just First Things First.

Proposed Benchmark for Indicator 10: Confident Families

50% Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.



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School Readiness Indicators

South Phoenix Regional Partnership Council – two additional indicators

South Phoenix/Indicator 6: Transition from Preschool Special Education to Kindergarten, Benchmarking Discussion and Decision

The South Phoenix Benchmarking Committee met to discuss the Transition from Preschool Special Education to Kindergarten Indicator on February 10, 2013. The data source, trends in transition rates over time, and trends in transition rates by differing disabilities were reviewed with the Committee.

The transition from preschool special education to kindergarten Indicator is calculated using data from the Arizona Department of Education, specifically related to IDEA Part B. Data for children with an IEP under IDEA Part B are tracked to see if, in the subsequent school year, they have entered kindergarten without an IEP. The Indicator is intended to track progress in the screening, identification and delivery of effective intervention services. The intent is to increase the percent of children transitioning to kindergarten without an identified special need due to timely screening, identification and delivery of services.

The Committee asked if data were available on anticipated population rates of IEPs and special needs in preschool and early elementary school. It was identified that estimates of how many children would be anticipated to have a delay are not available. Other states have differing assessment processes and severity of delay required for an IEP. Also, the focus of this Indicator is on preschool services and their effectiveness, rather than services offered in kindergarten and beyond.

The Committee discussed the five different delay categories for preschool special education: Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment. There was extensive discussion about what an appropriate benchmark should be. The Committee discussed the consideration that some children with early delays - even with excellent screening, identification and services - will have an IEP throughout their educational career and life. It was agreed that 100%, or no children needing special services in kindergarten, is not an attainable or reasonable goal but that South Phoenix's baseline rates are currently too low.

There was extensive discussion about the current trend in Arizona and South Phoenix of declining rates of entry into kindergarten without an IEP after preschool special education - the opposite of the intended trend. The Committee reviewed trends for Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment and noted that Speech Language Impairment rates of transitioning to kindergarten without an IEP have decreased dramatically in the South Phoenix trend data available.

Chief Policy Officer Karen Woodhouse noted a reported trend of school districts waiting to re-assess children for an IEP after the transition from preschool special education. She noted that it is not known how widespread this trend is but it could affect (increase) how many children retain an IEP into kindergarten.

The committee had extensive discussion about the complexity of this situation and Indicator. Overall, they aspire to increased levels of awareness and screening on the part of all who support young children, especially parents. They also want assessment to lead to quality identification and timely and optimal services. They noted that each of these steps is a complex calculation of its own and must all be taken into account in setting a benchmark goal.

The committee noted that improvement in this Indicator will not be the work of First Things First or the South Phoenix Council alone. They noted South Phoenix efforts, including: supporting speech language pathologist education, care coordination, family resource centers, Quality First, and home visitation. However, even with these notable efforts, they agreed that system-level and overall coordination efforts will lead to real changes for children.



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School Readiness Indicators

In setting an benchmark goal, the Committee decided on 27% of children entering kindergarten exiting preschool special education to regular education by 2020 based on the urgency of this situation and the efforts already in place. This is a similar change to the state goal and a 7.4% increase from the South Phoenix baseline of 19.6% of children entering kindergarten exiting preschool special education to regular education by 2020.

Proposed Benchmark for Indicator 6: Transition from Preschool Special Education to Kindergarten

27% of children entering kindergarten exiting preschool special education to regular education by 2020.

South Phoenix/Indicator 7: Healthy Weight, Benchmarking Discussion and Decision

The South Phoenix Committee met to discuss the Healthy Weight Indicator 8/14/13. Earlier that same day, committee representatives participated in an overview of benchmarking with the Cross-Regional Benchmarking Committee. For the Healthy Weight Indicator, the data source, limitations of utilizing WIC data to measure progress for all children, trends in obesity, overweight, and underweight for the region was reviewed with the Committee. The Committee discussed the limitations of First Things First efforts to impact children's healthy weight. They discussed the many complex factors related to healthy weight including historical/generational poverty, cost of food, and lack of culturally appropriate information on healthy activity and eating.

There was also discussion of the potential problems of utilizing the WIC data for population estimates of weight. WIC is not a representative sample and the Committee considered that the WIC population is likely more overweight than the South Phoenix county general population.

The Committee discussed the many new and expanding initiatives in the community (from FTF and partners) such as: SNAP education, family resource centers, KidsCafe, and many more. They agreed these initiatives will positively impact healthy weight through direct funding and collaboration.

The Committee also discussed that there may be under-utilization of services in their community. Convening parents to understand their specific needs, to ensure they are aware of services, and that services are appropriate to the unique and primarily Hispanic community were seen as important steps.

The Committee discussed a benchmark goal of 75% of 2-4 year olds in South Phoenix Council Area at a healthy weight by 2020. They agreed that healthy weight is a critical need in South Phoenix, it is a national and city-wide priority and that current and expanding initiatives will positively impact children's eating and activity habits.

Proposed Benchmark for Indicator 7: Healthy Weight

75% of 2-4 year olds in South Phoenix Council Area at a healthy weight by 2020.



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School Readiness Indicators

Public Input Process

Public comment was solicited in two ways: in-person community forums and an online survey.

Community Forums:

On 3/19/14 and 3/20/14, two public School Readiness Indicator benchmark public forums were held in Phoenix to gather community input on initial benchmark targets set by the Maricopa Cross-Regional Benchmark Committee and the South Phoenix Committee. The agenda was as follows:

1. Welcome and Introductions
2. Overview of Process to Recommend Regional Benchmarks
3. How and Why Benchmarks Are Used
4. Review and Discuss Proposed Regional Benchmarks for Priority School Readiness Indicators
5. Process and Timeline for Finalizing Recommended Regional Level Benchmarks
6. Questions

There were 11 attendees: 8 members of the public; the Phoenix and Maricopa Regional Senior Directors, Jennifer Johnson and Wendy Sabatini; and the facilitator, Amy Kemp. After introductions, the forums began with an overview of the purpose of SRIs and the statewide and regional processes of setting benchmarks, including the 9 priority roles of First Things First and their relation to the 10 SRIs. There was discussion on the SRI process and additional clarification that SRIs are tools to monitor changes in statewide and regional populations of children and not evaluation tools. Attendees were informed that SRIs are used to measure progress in the early childhood system overall and help identify priorities.

There was a brief review of the status of all Indicators, identification of the eight Indicators prioritized by the Maricopa Regional Councils as well as the four Indicator benchmarks that had been set. Utilizing the baseline and benchmark data for Maricopa County and South Phoenix region, the group reviewed the considerations, discussions and decisions of the Maricopa Cross-Regional Benchmark Committee and South Phoenix Committee on the following prioritized Indicators:

Indicator #2 - Quality Early Education (Cross Regional)

Indicator #10 - Confident Families (Cross Regional)

Indicator #6 - Transition from Preschool Special Education to Kindergarten (South Phoenix Indicator)

Indicator #7 - Healthy Weight (South Phoenix Indicator)



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School Readiness Indicators

There was extensive discussion on the Quality Early Education Indicator and Quality First. There was discussion about the supports and incentives provided in Quality First to improve educational quality and to support changes in instructional practice. It was noted that improvements may take extended periods of time because actual instructional practice must change (through teacher education and coaching) rather than environmental/physical considerations alone.

There was intense discussion about the merits of measuring progress through the number of children enrolled in quality early education rather than the number of providers at each Quality First star level. It was agreed that only through changes in provider quality and star level would more children be served in high quality early education, however, it was noted that measurements based on children implies that families are responsible for identifying and travelling to providers of quality rather than ensuring that the supply of quality education is accessible for families.

Also discussed was the hope that more early care and education providers will be able to enter into the Quality First system. The balance between ensuring that providers that have attained quality have adequate financial supports to maintain quality, and the desire to open slots for new providers was noted.

Related to the Confident Families Indicator, it was noted that self-report data are likely to be inflated and over-estimate actual levels of parent knowledge and skill. It was also suggested that the length of the Family and Community Survey be reduced to increase participation. Participants agreed the benchmark was a reasonable goal and supporting parents is crucial to improvements in all of the benchmarks.

After review of the Maricopa County Cross-Regional benchmarks for the Quality Early Education and Confident Families Indicators, no changes were suggested.



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School Readiness Indicators

There was intense discussion related to the South Phoenix Transition from Preschool Special Education to Kindergarten Indicator. Participants discussed the importance of parent knowledge of typical development to improving early identification and early intervention services. One participant in the first public comment session stated she would like to see the benchmark goal set higher because of the critical importance of early detection and provision of quality early intervention services, especially for Speech Language Impairment and early reading problems. On the other hand, in the second day of public comment, there was group consensus that the Council should consider a lower benchmark based on the following challenges in improving transition to kindergarten for children with developmental delays:

- In some cases parents are reticent to have their child diagnosed with a developmental delay in other cases they are eager to make sure their child has access to services. In both cases, optimal functioning of the early intervention system is strained. However, parent knowledge and advocacy are critical.
- Definitions of delays change between preschool and kindergarten. It was noted that this may affect the data.
- Intensity of preschool special education services vary by district parents and children in South Phoenix may lack some services but not be aware of options.
- There are many complex facets of this Indicator and to the early intervention system as a whole.

Finally, the group noted that they agreed that a seven percent improvement in the South Phoenix Healthy Weight Indicator was a good target. With this in mind, they questioned why the Transition from Preschool Special Education to Kindergarten Indicator was set at the same benchmark when it dealt with a more complex situation, with fewer factors under the control of First Things First, and with the added challenge of a downward trajectory in recent years. It was noted that while the percent targets are the same, the overall number of children is much lower for the Transition from Preschool Special Education to Kindergarten Indicator since there are fewer total children with identified delays. With that noted, the group still recommended that the South Phoenix Committee and Council Council consider their benchmark for Transition from Preschool Special Education to Kindergarten target carefully.

Related to the Healthy Weight Indicator, participants agreed that the benchmark is ambitious but realistic because there are so many community partners working in this areas and it is a national priority as well as a local concern.

No changes were suggested for South Phoenix's benchmark related to Healthy Weight, however, the group recommended the Regional Council's consideration of lowering the benchmark target for the Transition from Preschool Special Education to Kindergarten Indicator based on the comments above.



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School Readiness Indicators

Online Survey:

An online survey for the Phoenix and Maricopa County Cross-Regional Partnership Councils was open March 19 – 27. Utilizing FTF's email contact lists for Phoenix and Maricopa County, the survey was sent to community members and partners throughout the area. The survey provided Maricopa County-wide benchmark targets for the Quality Early Education and Confident Families Indicators, as well as South Phoenix specific benchmark targets for the Healthy Weight and the Transition from Preschool Special Education to Kindergarten Indicators. Respondents were asked two questions related to each benchmark:

How much do you agree that the proposed benchmark for this priority School Readiness Indicator in your community/region is ambitious enough to positively impact outcomes for children in Arizona?

How much do you agree that the proposed benchmark for this priority School Readiness Indicator is realistic and achievable?

There was also the option to provide additional comments for each benchmark.

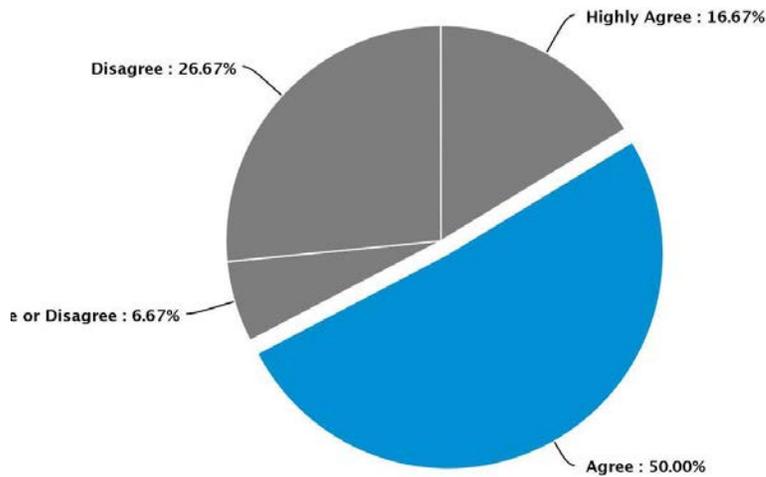
For the Phoenix and Maricopa County online survey:

- 54 respondents viewed the survey
- 49 respondents started the survey
- 32 respondents completed the survey

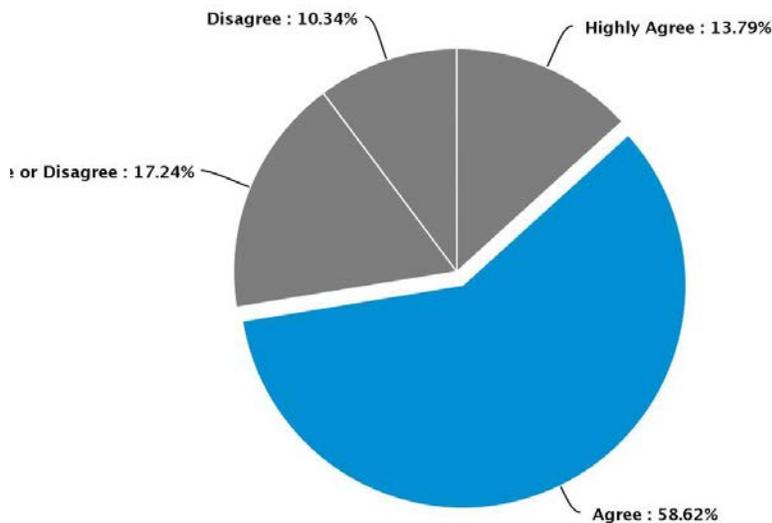


For Quality Early Education Benchmark B: 29% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

- 67% of respondents (20 of 30) highly agreed or agreed that the benchmark is ambitious enough.
- 7% of respondents (2 of 30) neither agreed nor disagreed that the benchmark is ambitious enough.
- 27% of respondents (8 of 30) disagreed that the benchmark is ambitious enough.



- 73% of respondents (21 of 29) highly agreed or agreed that the benchmark is realistic and achievable.
- 17% of respondents (5 of 29) neither agreed or disagreed that the benchmark is realistic and achievable.
- 10% of respondents (3 of 29) disagreed that the benchmark is realistic and achievable.



There was one additional comment for this benchmark. It noted that in the respondent's community they will surpass the benchmark due to already high baseline rates of quality early education.



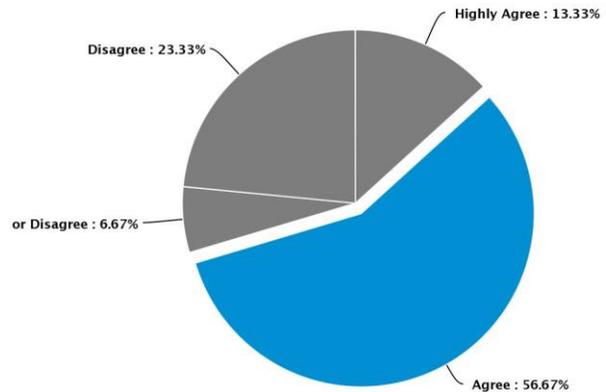
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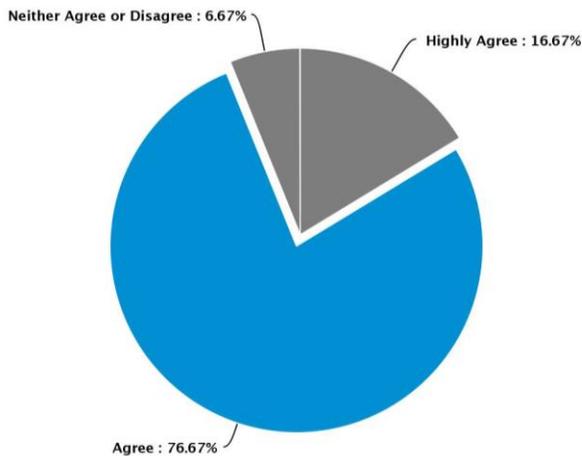
School Readiness Indicators

For Confident Families Benchmark: 50% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.

- 70% of respondents (21 of 30) highly agreed or agreed that the benchmark is ambitious enough.
- 7% of respondents (2 of 30) neither agreed nor disagreed that the benchmark is ambitious enough.
- 23% of respondents (7 of 30) disagreed that the benchmark is ambitious enough.



- 93% of respondents (28 of 30) highly agreed or agreed that the benchmark is realistic and achievable.
- 7% of respondents (2 of 30) neither agreed nor disagreed that the benchmark is realistic and achievable.



There were three additional comments for this benchmark. All comments reinforced the importance of this Indicator and the attainability of the benchmark goal. It was also noted that parent self-report is likely to be an over-estimate of parent confidence.

No responses were received for the South Phoenix specific benchmark targets for the Healthy Weight and the Transition from Preschool Special Education to Kindergarten Indicators.



FY14-FY16 Statewide Strategic Communication Plan Goals

1. Raise awareness of, and build public support for, the importance of early childhood.
2. Position First Things First as a recognized and trusted voice in early childhood.
3. Build awareness of early childhood programs and services, particularly First Things First statewide initiatives and locally supported programs among priority audiences.

Focus on Engagement

First Things First's community outreach and engagement efforts are directly supported by regional partnership councils and the FTF Board through two strategies- Community Outreach and Community Awareness. The FY14-FY16 Strategic Communications Plan includes a more formalized, deliberate community engagement program that focuses on moving stakeholders to take action on behalf of young kids. Engaging others will help us expand our outreach and awareness efforts.

The work of engagement begins by connecting with and identifying likely supporters and then motivating them to take action through tactics such as sharing success stories or showing the impact of early childhood programs through a site tour. This is followed by providing continual training and tools to support the efforts of these Friends, Supporters and Champions¹. This three-tier program offers stakeholders an opportunity to be involved at whatever level they feel most comfortable. Specific calls-to-action for each of the three-tiers are employed.

Measurements and benchmarks help us focus our work, track the progress of awareness and engagement efforts and make adjustments as needed, using tactics outlined in this plan. Outreach staff are working toward several benchmarks, including:

1. Individual staff will work to recruit 30 people at the Friend level per month.
2. As a team, move 25% of the total number of Friends recruited to Supporters each quarter (about 22 per quarter regionally).
3. As a team, move 12.5% of the total number of recruited Supporters to Champions each quarter (about 3 per quarter regionally).
4. Secure two referrals per month from a Friend for FTF to present to another group or to share information at an event or with another group or organization.
5. Secure two commitments per month from Supporters or Champions to represent FTF at outside events.

¹ See FTF FY14-16 Strategic Communications Plan for detailed information on tiered engagement program.

Regional Priority Audiences:

K-12 (expanding relationships with K-12 communities and leaders)
Health Community
Faith-based Community
Local Businesses
Municipalities (neighborhood planning committees and groups/commissions/departments/staff)

Tactic: Presentations/Outreach Events

- Presentations, one-on-one or networking meetings in the community, and attending community events to share information about First Things First and the importance of early childhood health and development to raise overall awareness and recruit Friends, Supporters and Champions.

Alignment with State Goals:

- *Presentations, networking and event participation help to raise general awareness and identify and recruit Friends. Aligned with State Goal #1.*

Tactic: Success Stories

- Success stories demonstrating the impact of FTF-funded early childhood programs will be developed for newsletter use, media submission, and for distribution by grantees and supporters.

Alignment with State Goals:

- *Stories inspire action. Aligned with State Goals 1, 2 and 3.*

Tactic: Site Tours

- Site tours of FTF-funded early childhood programs will be organized to demonstrate the impact of early education, health and family support programs on young children. Invitees may include Friends, Supporters and Champions to further their commitment and, if appropriate, other community members and community leaders to raise their awareness.

Alignment with State Goals:

- *Site tours are one of the top tactics to motivate people to action. Attendees leave with a greater understanding of the importance of the early years. Additionally, this is a specific engagement “call to action”, moving a friend to a supporter. Aligned with State Goals 1 & 3.*

Tactic: Earned Media

- Earned media opportunities will be secured through multiple outlets including radio, television and print media (including local newspapers and newsletters). The purpose is to spread the word of the importance of early childhood, share FTF updates and events and share success stories highlighting the impact of FTF funded services in the lives of children and families.

Alignment with State Goals:

- *Earned media helps to raise general awareness and reach broad audiences in local regions. Aligned with State Goals 1, 2 & 3.*

Tactic: Speaker's Trainings

- Trainings for Supporters and Champions to empower them to share consistent messages about early childhood and FTF which is fundamental to increasing awareness and engagement across the state of Arizona. The trainings also provide tools to support their efforts.
- The trainings include:
 - Early Childhood, Every Day- *Simple ways to spread the word about early childhood and First Things First in your community*
 - The Write Way- *Writing and Sharing Effective Impact Stories*

Alignment with State Goals:

- *Training enables Supporters and Champions to take action and use key messages that are research-based and used statewide. Aligned with State Goals 1 & 2.*

Tactic: Informal Networking Event

- Informal networking events are an opportunity to broaden support among existing Supporters and Champions and help to mobilize and empower them to connect with others who share their interest in early childhood. Key Supporters and/or Champions may be asked to facilitate an informal networking event by hosting an event, planning an event, speaking at an event or inviting friends to an event.

Alignment with State Goals:

- *Informal networking events helps encourage Supporters and Champions that they are part of a larger effort. Aligned with State Goals 1 & 2.*

Community Awareness

A variety of educational reinforcement items are used to engage various audiences in the community when presenting, participating in events and conducting trainings.

- Educational Reinforcement items will be given only to individuals who have first received general information about early childhood and FTF.
- The distribution of Educational Reinforcement items will be determined based on the demographic and knowledge of each audience.
- **FTF Supporters, Champions and community partners** who have attended a speaker's training will also be eligible to distribute educational reinforcements, and will work with the **Community Outreach Coordinator** to determine where and how these items will be used.

Community Outreach: Regional Partnership Council Role

1. Provides input and expertise in the development of the community outreach plan.
2. As our highest-level Champion, works with **Regional Directors** and **Community Outreach Coordinator** to attend and/or present at local events, media opportunities, etc.
3. Provides ongoing feedback and guidance to both the **Regional Director** and **Community Outreach Coordinator** for leads, next steps, and recommendations for the successful implementation of the Community Outreach and Awareness strategies.

To assist Regional Partnership Council members with conducting outreach and awareness, Community Outreach Coordinators offer the following trainings:

- Early Childhood, Every Day- *Simple ways to spread the word about early childhood and First Things First in your community*
- The Write Way- *Writing and Sharing Effective Impact Stories*



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Community Engagement Calls-to-Action

Level 1 -Friends

- Subscribe to FTF E-Newsletter
- Friend FTF on Facebook and/or follow on Twitter
- Refer us to another group or organization

Level 2 -Supporters

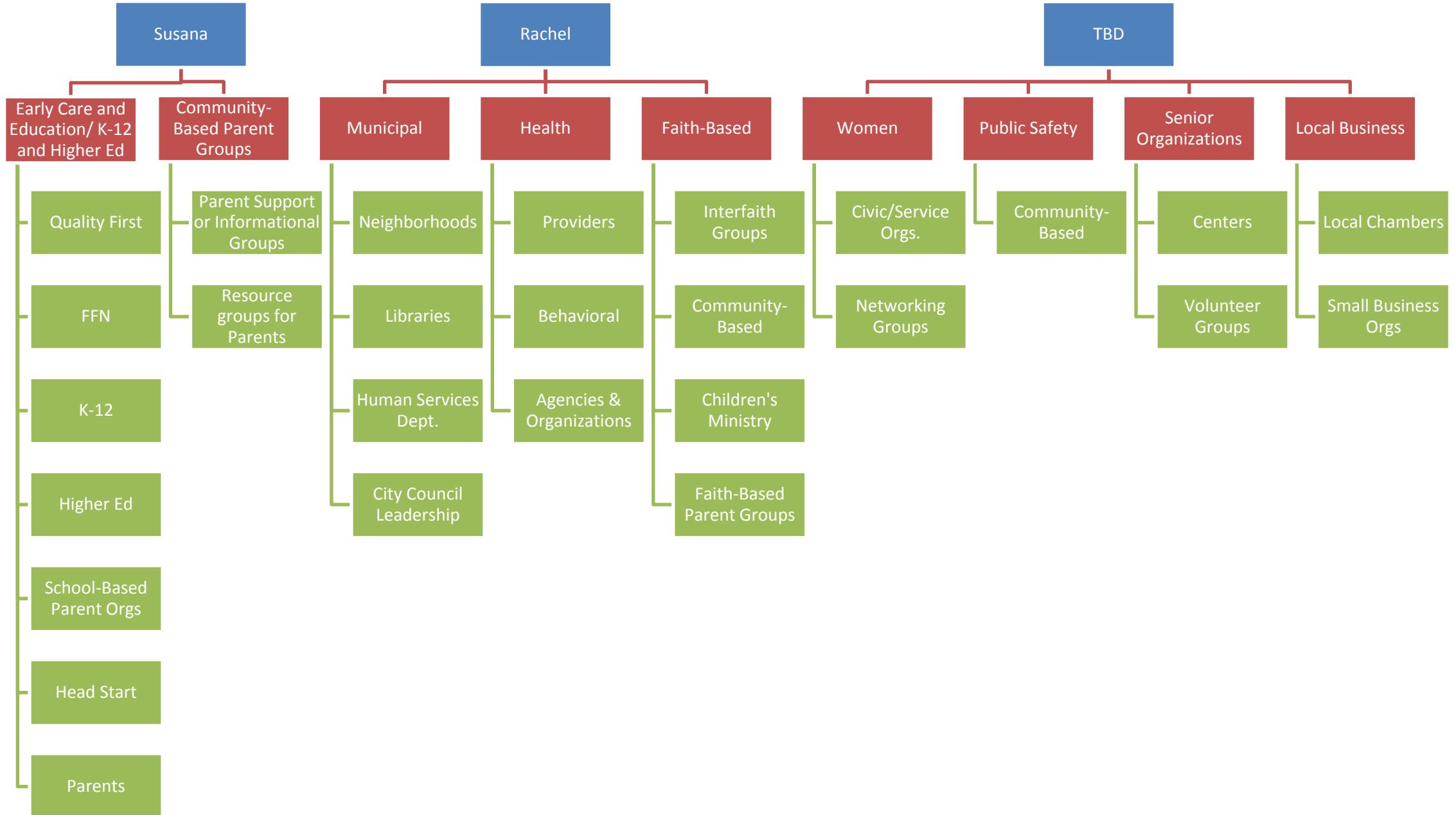
- Attend FTF basic training (Early Childhood Every Day)
- Share FTF collateral with personal/professional networks after training
- Invite FTF to present at a meeting or event
- Where applicable, allow FTF to share their story – earned media, digital story, etc.
- Attend an FTF early childhood activity or event (i.e. networking meeting, Summit).
- Engage in social media – repost, share, comment, etc.
- Attend a site tour of a FTF-funded program

Level 3 - Champions

- Help host an FTF-information table at a community event
- Organize or host an EC-awareness building activity (ECDH guest speaker, EC event)
- Attend FTF advanced training (The Write Way)
- Participate in a “rapid response” effort (post comments to online media, etc.)
- Write a letter to the editor
- Share their FTF success story through their own testimony (ie. social media, personal blogs)
- Apply to serve on Regional Partnership Council

Phoenix Outreach Team

Areas of Expertise





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The right system for bright futures

Central Phoenix

Regional Partnership Council

ATTACHMENT

#5

Pending



Council Update

Family Resource Network

Background:

Family Resource Centers / Family Support Coordination programs are implemented by a diverse group of community organizations including faith based and nonprofit organizations, health clinics and partnerships with various cities and school districts in communities and neighborhoods throughout the County. Current First Things First investments in Family Resource Centers and/or Family Support Coordination programs in Maricopa County total just over five million dollars, equating to 22 contracts across all regions. With such a substantial organizational investment and commitment, a Family Resource Centers/Family Support Coordination Project rose to the top as an appropriate collaboration strategy for Phoenix and Maricopa Regional Partnership Councils to initiate its cross regional collaboration efforts.

The primary goals of community collaboration and coordination around the Family Resource Centers and Family Support Coordination include:

- Increasing awareness and availability of services to families and children
- Improving service delivery and address the needs of families
- Building capacity throughout the regions to deliver highly effective and efficient family resource centers and a family support coordination model
- Sharing expertise and training resources, and fostering a learning community across the community organizations, health clinics and public entities.

Update of Progress

- Meeting Regularly
 - Adopted Mission, Vision, and Guiding Principles
 - Standardized Meeting Calendar
 - Established Advisory and Professional Development Committees
- Adopted New Logo
- Establishing Professional Development Plan and Schedule
- Establishing Family Resource Network Website
- Establishing Family Resource Network online learning community
- Message testing in progress, to develop cohesive messaging for public materials and communications
- Partnered with Maricopa County Department of Public Health and the Maricopa Family Support Alliance to support access to, and use of, the online resource database: findhelpphx.com ;
- Cross-over membership with Maricopa Family Support Alliance
- Presenting at Child Abuse Prevention Conference
- Presentation on the work at the FTF Summit