

ATTACHMENTS #1 and #2



FIRST THINGS FIRST

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Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	Approval of Meeting Minutes
BACKGROUND	The attached minutes are from the Phoenix South Regional Council Regular Meeting held on May 14, 2015 at the Association of Arizona Food Banks, 2100 North Central Avenue, Suite 230 – ASBA Board Room, Phoenix, Arizona 85004, and the Phoenix South Regional Council Special Meeting held telephonically on May 18, 2015 at First Things First, 4000 North Central Avenue, Board Room, Phoenix, Arizona 85012.
RECOMMENDATION	The Regional Director presents these minutes for the Regional Council’s review and possible approval.



FIRST THINGS FIRST

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Arizona Early Childhood Development & Health Board Phoenix South Regional Partnership Council

Meeting Minutes – May 14, 2015

Welcome, Call to Order & Roll Call

A Regular Meeting of the First Things First – Arizona Early Childhood Development and Health Board, Phoenix South Regional Partnership Council was held on Thursday, May 14, 2015 at 9:00 a.m. The meeting was held at the Association of Arizona Food Banks, 2100 North Central Avenue, Suite 230 – ASBA Board Room, Phoenix, Arizona 85004.

Chair Stewart called the meeting to order at approximately 9:08 a.m.

Members PRESENT

Karen Stewart

Jessica Jarvi

Kresta Horn (arrived at 9:18 a.m.)

Dr. Bill Johnson

Dr. Patty Merk

Angie Rodgers

Jasmine Sanchez (arrived at 9:20 a.m.)

Ginger Ward

Kim Winzer

Members ABSENT

Jeremy Wood

Call to the Public

There were no members of the public who requested to speak at this time.

Approval of Meeting Minutes

Member Winzer moved to approve the April 9, 2015 meeting minutes, seconded by Member Ward. Motion carried.

FY15 Quarter 2 Data Updates

Director Hallett updated the Council on the Q2 data report for contracts funded by the Phoenix South Region. She reviewed four strategies: Care Coordination, Oral Health, Recruitment – Stipends/Loan Forgiveness and Home Visitation, which were not included in the report at the last Council meeting due to the fact they required further review by FTF staff.

Council Members were asked to declare any conflicts with any items on the meeting agenda, and specifically the Grant Renewals. Member Merk stated she had a conflict with the Family Resource Centers Strategy.

FY16 Grant Renewal

Director Hallett reviewed a summary and recommendations with the Council regarding a proposed Grant Renewal for the Family Resource Centers - Pendergast Elementary School District.

Member Ward moved to approve a grant renewal for the Family Resource Centers strategy – Pendergast Elementary School District in the amount of \$100,000 for FY16; to provide resource and referral information to 4,000 families, 104 parenting workshops and 45 adults completing a Parenting Education series. Member Sanchez seconded. Member Merk recused due to conflict of interest. Motion carried.

FY16 Grant Agreement

Director Hallett reviewed a summary of the proposed FY16 Grant Agreement for the Service Coordination strategy: FindHelpPhx.org through Maricopa County Department of Public Health.

Member Ward moved to approve a new grant for the Service Coordination strategy – FindHelpPhx.org through Maricopa County Department of Public Health in the amount of \$16,667 for FY16. Member Winzer seconded. Member Sanchez recused due to conflict of interest. Motion carried.

Regional Director Updates

Director Hallett shared and gave a brief overview of the Chair / Vice Chair Leadership Meeting that was held on April 24th.

She also reviewed with the Council details on the upcoming First Things First Summit. She stated that the Council registration will be completed by our First Things First administrative staff.

Director Hallett updated the Council on the planning and timelines for the 2015 and 2017 Regional Needs and Assets Reports. She stated that First Things First is revising the Scope of Work to better support the Council's strategic planning. The timelines for the work include a 2015 short report and a 2017 full report. This will enable Regional Councils to have current information to utilize in their next priority setting and decision making processes. Council Members asked to have a specific conversation to discuss the Regional Needs and Assets Report and to collect questions and possibly meet with the contracted vendor.

She also gave the Council an update on the Public Policy and Advocacy Subcommittee. Member Johnson, who is a member on the Committee, shared his perspective on the meeting.

Director Hallett also mentioned to the Council that at the June meeting we will hold elections for the FY16 Phoenix South Region Chair and Vice Chair positions. Also, the Council will need to re-look at the scheduled Council meeting time for the coming Fiscal Year and see if this timeframe still works or maybe reschedule.

FY16 Funding Plan Implementations

Director Hallett updated the Council on the status of the Professional Development RFGA. She informed the Council that there were no applications received for this RFGA and after further discussion with the Council it was decided to discuss this item further at the June meeting.

Member Merk moved to discuss the Professional Development RFGA at the June Phoenix South Regional Council meeting. Member Horn seconded. Motion passed.

Recommendations on Request for Grant Application (RFGA) Awards

- A. Oral Health (FTF-MULTI-16-0519-00)
- B. Parenting Education (FTF-RC033-16-0509-00)
- C. Family Resource Centers (FTF-RC033-16-0524-00)
- D. Care Coordination (FTF-RC033-16-0552-00)
- E. Parenting Outreach and Awareness: Reach Out and Read (FTF-MULTI-16-0539-00)
- F. Service Coordination: Home Visitation Centralized Intake (FTF-MULTI-16-0557-00)

Chair Stewart called for a motion to enter into Executive Session at 10:49 a.m. pursuant to A.R.S. Section 38-431.03(A)(2) to discuss agenda item #8, Recommendations on Request for Grant Application (RFGA) Awards. Member Winzer moved to go into Executive Session. Member Rodgers seconded. Motion carried.

Chair Stewart ended the Executive Session at approximately 11:39 a.m., and the Council returned to public session.

Oral Health

Member Winzer moved to approve the Oral Health RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Rodgers seconded. Member Merk recused due to a conflict of interest. Motion carried.

Parenting Education

Member Winzer moved to approve the Parenting Education RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Horn seconded. Member Ward recused due to a conflict of interest. Motion carried.

Family Resource Centers

Member Jarvi moved to approve the Family Resource Centers RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Rodgers seconded. Member Merk recused due to a conflict of interest. Motion carried.

Care Coordination

Member Rodgers moved to approve the Care Coordination RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Jarvi seconded. Member Ward recused due to a conflict of interest. Motion carried.

Parenting Outreach and Awareness: Reach Out and Read

Member Sanchez moved to approve the Parenting Outreach and Awareness: Reach Out and Read RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Winzer seconded. Member Ward recused due to a conflict of interest. Motion carried.

Service Coordination: Home Visitation Centralized Intake

Member Horn moved to approve the Service Coordination: Home Visitation Centralized Intake RFGA Review Committee recommendation as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Rodgers seconded. Member Ward recused due to a conflict of interest. Motion carried.

Announcements

There were no announcements at this time.

Adjournment

There being no further discussion, the meeting was adjourned at approximately 11:45 a.m.

Respectfully submitted on this 11th day of June, 2015

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Phoenix South Regional Partnership Council



Karen Stewart, Chair



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ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD PHOENIX SOUTH REGIONAL PARTNERSHIP COUNCIL TELEPHONIC

Special Meeting Minutes – May 18, 2015

Welcome, Call to Order & Roll Call

A Special Telephonic Meeting of the First Things First – Arizona Early Childhood Development and Health Board, Phoenix South Regional Partnership Council was held on May 18, 2015 at 10:30 a.m. The meeting was held at First Things First, 4000 North Central Avenue, Suite 800, Board Room, Phoenix, Arizona 85012.

Vice Chair Jarvi called the meeting to order at approximately 10:34 a.m.

Members PRESENT (via telephone):

Jessica Jarvi
Kresta Horn
Dr. Bill Johnson
Angie Rodgers
Jasmine Sanchez
Ginger Ward
Kim Winzer

Members ABSENT:

Karen Stewart
Dr. Patty Merk

Vice Chair Jarvi asked the Council Members if they have any conflicts of interest regarding items on this meeting's agenda. Member Ward stated she has a conflict with Item #2 Home Visitation RFGA.

Recommendations on Request for Grant Application (RFGA) Awards

A. Home Visitation (FTF-MULTI-16-0554-00)

Vice Chair Jarvi called for a motion to enter into Executive Session at 10:36 a.m. pursuant to A.R.S. Section 38-431.03(A)(2) to discuss agenda item #2, Recommendations on Request for Grant Application (RFGA) Awards. Member Ward moved to go into Executive Session. Member Johnson seconded. Motion passed.

Member Ward recused due to conflict of interest and left the meeting at 10:38 a.m.

Vice Chair Jarvi adjourned the Executive Session at approximately 10:49 a.m., and the Council returned to public session.

Home Visitation

Member Winzer moved to approve the Home Visitation RFGA Review Committee recommendations as discussed in the Executive Session and to forward the award recommendation to the First Things First Board. Member Wood seconded. Motion carried.



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Adjourn

There being no further discussion, the meeting was adjourned at approximately 10:51 a.m.

Telephone Procedures

A speakerphone in the First Things First Board Room was used for members participating by telephone. Members on the telephone were identified when they spoke for the benefit of those physically present at the meeting.

Respectfully submitted on this 11th day of June, 2015

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Phoenix South Regional Partnership Council

Julia Chavez, Administrative Assistant

Susan Hallett, Regional Director

Karen Stewart, Chair

ATTACHMENT #3



FIRST THINGS FIRST

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Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	Community Outreach
BACKGROUND	<p>Community engagement is a critical component in FTF's efforts to build public awareness of the importance of early childhood. The FTF Community Outreach team has a goal of recognizing 100% of Friends, Supporters, and Champions for their support of early childhood and First Things First. As stakeholders move through the engagement tiers, it's important to acknowledge the individual's commitment of time, resources and talent.</p> <p>Each year, one FTF Champion will be recognized regionally for their efforts to build public awareness about the importance of early childhood. This special recognition is based on the individual's efforts to promote early childhood that are outside the normal scope of the individual's everyday work.</p> <p>In April, the Phoenix Community Outreach Team recruited volunteers to help decide who would represent Phoenix South as our Regional Champion. Two Council Members reviewed two nominations and chose this year's Regional Champion, Eric Bucher.</p> <p>In the Community Outreach Written Report, you will see why Eric was nominated and chosen to represent Phoenix South for his efforts in raising awareness about the importance of early childhood development and health. During the Council meeting, Eric will be introduced and presented with a token of appreciation on behalf of the Council.</p> <p>The Phoenix Community Outreach Team will also provide an update on their activities since January of this year.</p>
RECOMMENDATION	Possible discussion based on updates provided.

COMMUNITY OUTREACH REPORT

Summary of Activities: January—May 2015



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Speaker's Trainings:

177 Supporters and Champions were trained to share consistent early childhood messaging and stories through various Early Childhood, Every Day and Write Way trainings across the city. Many thanks to Phoenix South Council Member Kresta Horn for inviting Susana to train her staff at UMOM!

Events:

Community Outreach, FTF Supporters and Champions attended 25 events to share information about FTF, the importance of early childhood development and resources in the community. At this year's HopeFest Phoenix, Rachel recruited 6 Champions to staff the FTF table. Thanks to a new partnership with Phoenix Children's Hospital, these Champions connected 200 families to resources across the county.

Networking Meetings:

Outreach staff attended 46 community networking meetings to secure trainings, presentations and recruit Supporters. In February, Isela attended the Neighborhood Connect Summit and was introduced to Wendy Ensminger, a potential Supporter and member of the Laveen community.

Presentations:

Outreach staff were referred by FTF Supporters and Champions to present at 19 events and reached 569 newly recruited Friends. 53 of these new recruits include members of the McDowell Senior Center.

1:1 Meetings:

Outreach staff participated in 53 one on one meetings with community members across diverse audiences to recruit and engage early childhood stakeholders. Thanks to an introduction from an FTF colleague, Rachel met with Jessie Gillam of Arizona's Children Association. As a result of this meeting, 10 therapists and case managers were trained on FTF messaging and resources in April.

Media:

Team S.I.R. secured 14 media hits in various newsletters, websites and publications to educate readers about the importance of play, oral health and tips to prepare kids for Kindergarten. In partnership with the Catholic Diocese, Susana provided information about FTF and the early years during an interview that aired on YouTube. Check it out here: <https://youtu.be/wD7GhC-BbvA>.

Site Tours:

Community leaders gathered to witness how a quality early learning experience gets kids ready for school and set for life. On April 23, at Kidz Kampus Preschool guests saw two programs in action, QF and Healthy Little Smiles. Some guests included Dr. Sharon McKee, Phoenix College Nursing Department Chair and Council Member Jasmine Sanchez. On May 19th, at Educare Arizona guests included Representative Reginald Bolding Jr., Assistant Chief of Police Kurtenback and Dr. Jeff Smith, Superintendent of Balsz Elementary School District.

FTF Core Message of the Month

Kids who start behind usually stay behind when they get to school.

Google Maps outreach activity

<https://goo.gl/Co0k7D>



OPPORTUNITIES TO GET INVOLVED:

My Favorite Fairy Tale Art Exhibit: 6/6—8/31

Prevent Child Abuse Conference: 7/21-22



Eric Bucher

Phoenix South Regional Champion of the Year



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Up until April 2015, Eric Bucher was the Early Childhood Professional Learning Specialist at the Arizona Science Center (ASC). In this capacity he implemented a quality control system designed to improve the quality of the education programs delivered by the ASC. Since that time, he has become the Training/Curriculum Specialist with Southwest Human Development. Mr. Bucher has been connected to First Things First for many years in various ways. As a staff member of a Quality First center he not only participated in the Early Childhood Every Day training but was also a recipient of a TEACH scholarship and since then has been a great friend and supporter of FTF's efforts to raise awareness of the importance of early childhood



Mr. Bucher's skill as an educator, trainer and his experience in early childhood has helped FTF build strong community partnerships. Throughout the Phoenix South region, Mr. Bucher consistently incorporates FTF messaging in his conversations and invites everyone he comes in contact with to take action in the movement to make early childhood a priority in the state of Arizona. These activities are Champion level actions in our Community Engagement model. In his professional and personal life Mr. Bucher shows a commitment to sharing information about the importance of quality early childhood education to parents and children in our community.

When we asked Mr. Bucher what motivates him to get involved in efforts to increase public awareness in early childhood issues he responded, "I care deeply for Arizona's children and families. Our children and families deserve early childhood Champions who engage in dialogue with them about community services, offer resources to support the development of literacy and other important lifelong learning skills, and become a system of collaborative support to shape the future of early childhood in Arizona. First Things First's Early Childhood Every Day training taught me specific touch points I can utilize to explain how early childhood education benefits all. Now more than ever I feel empowered to advocate to our state leaders and our community to enhance public education in early childhood issues and strengthen the possibilities for a positive future for every child".

YOUR COMMUNITY OUTREACH TEAM

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ATTACHMENT #4a, b, c



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Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	FY16 Strategy Updates
BACKGROUND	<p>a. Professional Development – the Regional Director will review with Council Members options they have for either considering the continuation or discontinuation of this funded strategy, or choosing another plan for this allotted funding.</p> <p>Resource materials include the FY16 Professional Development RFGA and the FY16 Standards of Practice. Following this discussion, the Council will make a decision on how to proceed.</p> <p>b. Court Teams – the Regional Director will provide an update to Council Members on the status of the grant agreement being developed with the Maricopa County Juvenile Court to deliver this strategy.</p> <p>c. Nutrition/Access to Healthy Food – the Regional Director will provide an update to Council Members on the activities engaged in over the past several months to help define potential options for moving this strategy and funding forward.</p>
RECOMMENDATION	The Council will consider information provided, engage in thoughtful discussions, and possibly direct further action related to these three funded strategies.

Professional Development Strategy Options \$310,000

- **Reissue a new RFGA; the competitive process becomes available again to all interested; start date for FY16 could be around October 2015**

- **Proceed with a Grant Agreement with the existing grantee – Rio Salado College, given their unique qualifications to deliver the Professional Development Director Mentoring program; start date for FY16 could be around September 2015**

- **Eliminate this strategy and reallocate funding to another existing or new strategy area**

- **Take no action**

***Council also has the option of doing a 1 or 2 year grant or agreement to incorporate upcoming changes to the Professional Development field and landscape for future fiscal years**



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**Arizona Early Childhood Development and Health Board
Professional Development for Early Care and Education
Professionals**

Phoenix South Regional Partnership Council

Request for Grant Applications (RFGA)

FTF-RC033-16-0546-00

RFGA Summary

RFGA Number: FTF-RC033-16-0546-00

Total Funding Available: \$310,000

Region/Funding Source: Phoenix South Regional Partnership Council

Strategy: Professional Development for Early Care and Education Professionals

Target Service Units:

Professional Development for Early Care and Education Professionals

- 150 participating professionals

Brief Description:

The intent of the evidence-informed Professional Development for Early Care and Education Professionals strategy is to provide high quality professional development to 150 individuals in the Phoenix South Region in programs which provide education and care for children ages birth to five. The expected results of this strategy include: participants' increased knowledge of early childhood; participants' changes in practice in supporting young children's development and learning; and participants' ability to receive higher education credit for these learning opportunities, credits that will articulate into a degree or certificate program. The Phoenix South Regional Partnership Council continues to support leadership roles in early care and education programs using a director mentoring approach.

RFGA Deadline:

Grant applications must be received by First Things First at the following location on or before:

April 13, 2015 by 1:00 PM (Arizona MST) at
First Things First
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

Pre-Application Conference:

A Pre-Application Conference to discuss this RFGA will be held:

March 12, 2015 at 2:30 PM (Arizona MST)
First Things First
4000 N. Central Avenue, Suite 800
Phoenix, Arizona 85012

Special Accommodations:

Persons with a disability may request reasonable accommodation such as a sign language interpreter by contacting the Fiscal Specialist at grants@azftf.gov. Requests should be made as early as possible to allow time to arrange the accommodation.

Grant Term/Estimated Start Date:

The estimated grant term is July 1, 2015 through June 30, 2016, unless terminated, cancelled or extended.

Contact Information:

Fiscal Specialist
First Things First
Email: grants@azftf.gov

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Overview of First Things First

First Things First is designed to meet the diverse needs of children and families in Arizona communities. The statewide First Things First Board and Regional Partnership Councils in local communities across the state share the responsibility of ensuring that early childhood funds are spent on strategies that will result in improved development, health and education outcomes for young children.

Local Regional Partnership Councils are comprised of community volunteers, with each member representing a specific segment of the community that has a role in ensuring that Arizona's children grow up to be ready for school and set for life: parents, leaders of faith communities, tribal representatives, educators, health professionals, business leaders and philanthropists.

First Things First Strategic Direction

First Things First's commitment to young children means more than only funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means. First Things First specifies that programs and services funded by the First Things First Board and Regional Partnership Councils are to address one or more of the following Goal Areas to impact children birth to age five and their families:

- Improve the quality of early childhood development and health programs
- Increase the access to quality early childhood development and health programs
- Increase access to preventive health care and health screenings
- Offer parent and family support and education concerning early childhood development and literacy
- Provide professional development and training for early childhood development and health providers
- Increase coordination of early childhood development and health programs and provide public information about the importance of early childhood development and health

The First Things First Board established a strategic framework with a set of school readiness indicators that provide a comprehensive composite measure to show if Arizona is making progress in providing opportunity for young children to be ready for school and set for life. The strategies funded by First Things First work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The First Things First Board and Regional Partnership Councils determine the priorities and strategies to be funded across the state and throughout the regions assessing the challenges and building on the resources and assets in place.

School Readiness Indicators

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive and motor and physical.
- #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
- #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars.
- #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars.
- % of children with newly identified developmental delays during the kindergarten year.
- #/% of children entering kindergarten exiting preschool special education to regular education.
- #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI).
- #/% of children receiving at least six well child visits within the first 15 months of life.
- #/% of children age 5 with untreated tooth decay.
- % of families who report they are competent and confident about their ability to support their child's safety, health and wellbeing.

Available Funding and Eligibility Requirements

Funding Source

First Things First's early childhood development and health fund will provide the funds for this Request for Grant Applications (RFGA). First Things First distributes funds through both statewide and regional grants. Statewide programs are implemented across regional boundaries and are designed to benefit all Arizona's children. Regional programs support Regional Partnership Council funding plans approved by the First Things First Board each year.

This RFGA is dedicated to funding regional programs. The Regional Partnership Council that is involved in the release of this RFGA is the Phoenix South Regional Partnership Council.

Phoenix South Regional Partnership Council provides services in the city of Phoenix, south of Thomas Road, but also including the communities of Maryvale, north of Thomas (full ZIP code areas of 85031 and 85033 and the city of Phoenix portion of 85037). The region does not include Ahwatukee.

Applicants responding to this RFGA may provide services throughout the region, or may describe in their application their intended areas of service within the region.

Regional Partnership Council boundaries are set by the Board of First Things First every two years. The Board of First Things First approved updated Regional Partnership Council boundaries for FY2015 and beyond. Please use the following mapping resource to see a visual picture of the Regional Partnership Councils and/or search for a council by address: <http://maps.azftf.gov>

Total Funds Available

This is a twelve month contract for the fiscal year ending June 30, 2016 with an option for renewal for up to two additional twelve month periods. Approximately \$310,000 is available for each twelve month period. First Things First reserves the right not to award the entire amount of available funds or to award an amount that is greater than the posted available funds. Renewal is contingent upon continued need, satisfactory contract performance, and availability of funds. One or multiple awards may be made.

Eligibility Requirements

First Things First awards grants to:

- Units of Arizona government (local, county and state entities as well as schools and school districts).
- Federally recognized tribal governments or entities providing services within Arizona.
- Arizona institutions of higher learning (colleges and universities).
- Private organizations providing (or proposing to provide) services in Arizona, including for-profit and non-profit 501(c)(3) organizations (both secular and faith-based).

Applicants must demonstrate organizational, fiscal, and programmatic capacity to meet the requirements described in the scope of work listed in this RFGA in order to be susceptible for award.

Scope of Work

Statement of Need

Because young children, including infants and toddlers, spend so much time in early care and education settings outside their own homes, it is especially important to ensure that the professionals responsible for their early care and education have the tools and skills to promote learning and healthy social and emotional development, and know how to help when development is not progressing as it should. The preparation and ongoing professional development of early educators is a fundamental component of a high-quality early learning system. The education and professional development of

teachers and administrators is strongly related to early childhood program quality, and program quality predicts development outcomes for children.¹

The Phoenix South Regional Partnership Council established priorities focused on access to and increased quality of early child care and education programs. A key component of high quality programming includes competent and knowledgeable leadership and staff within the early care and educational settings. Research has consistently found that having established and effective administrative practices are crucial for ensuring high-quality outcomes for children and families. 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. However, there are very few programs in Arizona that provide specialized training and support to child care directors and administrators in a systematic manner.

Description of Strategy

First Things First invites innovative and creative thinking based upon research, evidence, and best practices to provide high quality professional development to the early care and education workforce in Arizona. The broad nature of this strategy allows stakeholders to collaborate creatively to increase access to quality community-based professional development opportunities. For example, some models of community-based professional development may focus on enhancing leadership and management skills among child care administrators in order to enhance program quality. Additionally, grantees may pursue other approaches to professional development such as the use of cohorts for participants, single-day learning seminars, or multi-day professional development sessions that are held over the course of several months. While these programs come in different forms, they have a common goal of increasing the level of preparation and knowledge of early care and education providers, and encouraging them to pursue certification and college degrees in the field.

The Phoenix South Regional Partnership Council continues to support leadership roles in early care and education programs, such as directors and family child care providers, using a **director mentoring** approach. Programs implementing a director mentoring approach will:

- Establish a mentoring program that includes effective/proven components of mentoring and that views mentoring as a core component of professional development — a replacement for less effective training modalities, rather than an additional service.
- Identify selection criteria for mentors/coaches and participating administrators/practitioners.

¹ Ohio Department of Education (January 2006). *Critical Issues in Early Educator Professional and Workforce Development*. Columbus: OH. This paper was funded by the Department under the Commission of the School Readiness Solutions Group, and was developed by Jana Fleming.

- Identify roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners, including job descriptions, and other written documents.
- Create a clear and multi-direction communication system between mentors and participants.
- Develop and implement individualized professional development plans that include specific outcomes for the protégé.
- Establish mechanisms that support on-going professional development and support for mentors and participants:
 - Provide opportunities for mentors to improve mentoring/coaching skills through readings, peer dialogue and reflective practices, and targeted activities that improve practice.
 - Provide mentoring/coaching to administrators that supports leadership development and administrative competency.
 - Provide mentoring/coaching to practitioners that supports and builds self-confidence and self-efficacy in teaching (a belief in one’s ability to be effective with children and families).
- Design an evaluation process to assess system efficacy which should include but is not limited to the following evaluation components to ensure quality programming:
 - Pre and post-test using measurement scales/questions that have been proven valid, and/or
 - Pre and post-qualitative interview with specific questions that show causal relationships, to assist in the assessment of the quality of the services and/or programming
- Identify practices that ensure all staff members provide effective, understandable, and respectful care in a culturally competent manner-a manner compatible with their cultural beliefs and practices and preferred language.

Director mentoring is the programmatic approach for this RFGA. See the complete Standards of Practice for the Professional Development for Early Care and Education Professionals strategy in the Guidance Materials section of this RFGA.

Applicable School Readiness Indicators

Applicants implementing this strategy will work collectively with First Things First to address the school readiness indicators below:

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive and motor and physical.
- #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.

Applicable Goal Areas

Applicants implementing this strategy will work collectively with First Things First to address the goal areas below:

- Provide professional development and training for early childhood development and health providers

Target Population and Geographic Area to Serve

Early care and education professionals in the Phoenix South region will be served. A map of the identified geographic area can be found at: <http://maps.azftf.gov/>

Target Service Units and Performance Measures

A Target Service Unit is a First Things First designated indicator of performance specific to each First Things First strategy and it is set by the Regional Council. It is composed of a unit of measure (e.g., participating adults) and a target number. The unit of measure can be a target population (e.g., participating adults), a product (e.g., books distributed) or a service (e.g., fluoride varnishes applied to children, ages 0-5) that a grantee is expected to serve or deliver as part of an agreement. The target number represents the actual number of service units proposed to be delivered during the contract year.

Performance Measures are (1) key indicators of performance (Target Service Units); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice; and, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For more specific information about the Target Service Units for this strategy, refer to the Guidance Materials section of this RFGA to find the link to the Target Service Unit Guidance Document.

The Target Service Units and Performance Measures for this strategy are:

Target Service Units:

Number of participating professionals: 150

Performance Measures:

Number of participating professionals/ proposed service number

Number of training sessions conducted

Number of training opportunities tied to college credit

Evaluation Criteria

The review committee will evaluate applications based on the responsiveness to the questions and information requested in the application. Examples of the weighted evaluation criteria include:

Capacity for Addressing the Needs and Implementing the Strategy (25 points)

- Provides examples of past experience in implementing First Things First funded programs, and/or similar programs with documented success
- Clearly articulates the capacity and /or infrastructure required for program implementation
- Provides clear description of how qualified personnel will be recruited, trained, and be linguistically and culturally competent

Program Description (30 points)

- Provides a clear description of the proposed program including adherence to the Standards of Practice in program implementation
- Identifies the proposed program as evidence based, evidence informed, or a promising practice, and provides a summary of supporting research and data that supports this determination
- Utilizes a program approach that aligns with and builds on the early childhood system in the region/state
- Clearly identifies the target population and target service numbers are realistic
- Identifies potential barriers to implementation and provides a realistic plan for overcoming barriers

Implementation Plan (30 points)

- Includes detailed descriptions of all required components identified in the Implementation Plan template
- Clearly illustrates the critical steps necessary to operationalize the proposed program

Line-Item Budget and Budget Narrative (15 points)

- Line-item budget and budget narrative are detailed, accurate and are in alignment with the proposed program. Calculations are provided and demonstrate how costs were determined.
- Budget reflects generally accepted accounting principles and is consistent with policies, regulations, and procedures that apply uniformly to all costs charged and expended by the agency/organization - across all funding sources.
- All travel-related costs are justified and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging. For the state rates, visit <http://www.gao.az.gov/travel/>.

Guidance Materials

All Standards of Practice and Target Service Unit (TSU) Guidance Documents can be accessed through the FTF Strategy Toolkit, located at <http://www.azftf.gov/pages/strategytoolkit.aspx>.

Links to the documents specific to this RFGA are located below. There may be other documents that appear on the links but the documents required for this RFGA are indicated below. For difficulty in accessing any of the documents, email the name of the document and the RFGA number to grants@azftf.gov for assistance.

Standards of Practice Documents Required for this RFGA

Professional Development for Early Care and Education Professionals

Standards of Practice:

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=61>

Requirements for On-Site Child Care:

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=61>

Suspected Child Maltreatment Mandated Reporting Policy:

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=61>

Target Service Unit (TSU) Guidance Document

Professional Development for Early Care and Education Professionals TSU

Guidance Document:

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=61>

Section A - Executive Summary

Provide a one page overview of your proposed program that includes:

- your proposed Target Service Units;
- a brief summary of the proposed program and how it will be implemented;
- your capacity to implement this program;
- and how success and outcomes will be measured.

Section B - Capacity for Addressing the Needs and Implementing the Strategy (25 points)

Respond to each of the following items:

1. Provide examples of experience implementing related programs and the outcomes of those programs. It should be noted that past performance on any grants may be taken into consideration in the evaluation of your proposal.
2. Describe your agency/organization's professional knowledge of and experience in working with the target population.
3. Describe the capacity and/or infrastructure required to implement the proposed program.
4. Identify how qualified personnel will be recruited and supervised.
5. Describe plans for ensuring personnel will be linguistically and culturally competent to work with the target population.

Section C - Program Description

(30 points)

Respond to each of the following items:

1. Describe the proposed director mentoring program as explained in the scope of work. The proposed program is to align with the Professional Development for Early Care and Education Professionals Standards of Practice.
2. Describe how key personnel requirements will be adhered to during program implementation.
3. Identify whether the proposed program is evidence-based, evidence-informed, or a promising practice, and summarize the supporting research and data that supports this determination.
4. If there is a need to adapt an evidence-based or evidence-informed program as a promising practice, explain what the adaptations are and the justification for why they are being proposed.
5. Describe how the proposed program approach aligns and builds on the early childhood system development in the Phoenix South region.
6. Identify and describe the target population to be served by the proposed program, including:
 - a) Population demographics (e.g., children birth through five, families of infants, early childhood professionals, etc.)

- b) Target Service Number(s) based on the Unit(s) of Service included in the Scope of Work of this RFGA.
 - c) How the proposed program will be culturally competent, linguistically appropriate, age appropriate, and gender responsive for the target population.
 - d) How the target population will be identified, recruited, and retained in the program.
7. Describe specific initial and ongoing professional development opportunities that will be provided to existing and/or new staff, including how it will be provided, a timeline for when it will be delivered and how it will enhance skills necessary for effective program implementation.
 8. Describe the program data collection process, including what resources will be needed; who will be responsible for data collection and data submission; what procedures will be in place to ensure timely, accurate, and secure collection and submission; and how data will be used to inform and improve programming. If applicable, also include the anticipated approval process to collect, submit, and report data from tribal government programs.
 9. Describe any anticipated barriers to implementation and your plans to overcome those barriers.

Section D - Personnel

Program Personnel Table

In the following table, provide a list of all personnel or positions that will be fully or partially funded through the proposed program. For Key Personnel, include the name and position title; pertinent background and/or expertise that specifically relates to the program, including degrees, field of study, number of years in the field, and other qualifications that align with the Standards of Practice requirements; and their roles and responsibilities. If the position is to be hired (TBH), then describe the desired background/expertise/degrees and field of study. For all personnel, provide the Full Time Equivalent (FTE) for each position. *Example:*

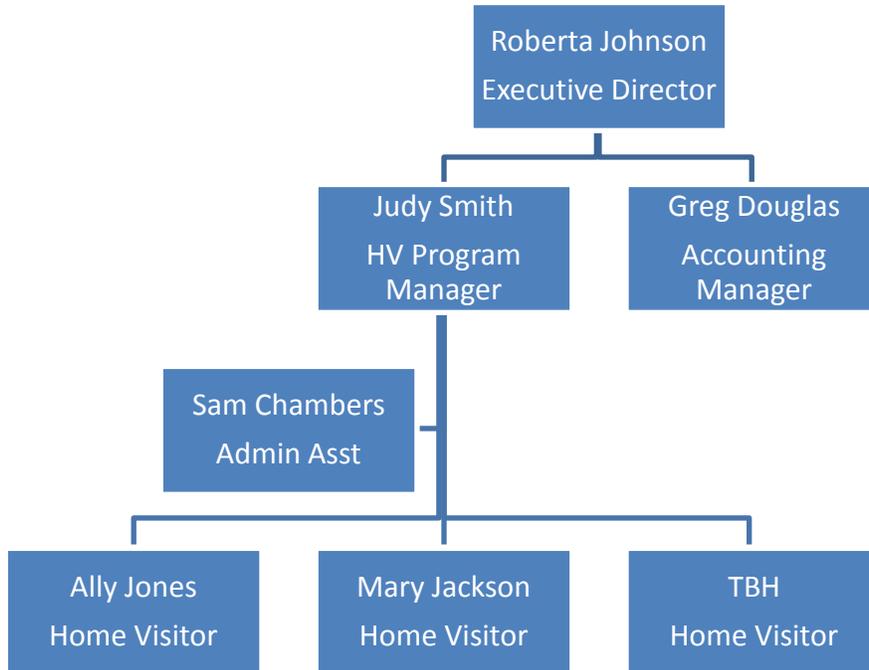
Key Personnel - those individuals directly responsible for program implementation/services and are fully or partially funded through the proposed program.			
Name/ Position Title	Background/Expertise* (include qualifications that align with the Standards of Practice)	Key Roles and Responsibilities	FTEs funded through the program
<i>Judy Smith/ HV Program Manager</i>			.5
<i>Ally Jones/ Home Visitor</i>			1.0
<i>Mary Jackson/ Home Visitor</i>			.75
<i>TBH/ Home Visitor</i>			1.0
Additional Personnel - those individuals fully or partially funded through the proposed program but who do not directly implement or have direct program oversight of the program.			
<i>Roberta Johnson/Executive Director</i>			.05
<i>Greg Douglas/Accounting Manager</i>			.10
<i>Sam Chambers/Administrative Assistant</i>			1.0
Program Total:			4.40

* Resumes and/or job descriptions for **key personnel** may be requested at any time but unless otherwise indicated, they do not need to be submitted. If awarded and the program undergoes changes in staff, a Staff Change Notification form along with an updated version of this table will need to be submitted to First Things First within 14 days of the proposed change.

Program Organization Chart

For all of the personnel or positions that will be fully or partially funded through the proposed program, provide a program organizational chart that illustrates the hierarchy of positions/responsibilities specific to the proposed program.

Example:



Section E - Implementation Plan

(30 points)

The Implementation Plan should illustrate the critical activities in developing, initiating, and implementing the program. The following table should be expanded as necessary to include the activities that demonstrate effective program planning and implementation.

**Implementation Plan
July 1, 2015 – June 30, 2016**

Activities	Task	Person Responsible	Date Task Will Be Completed	Support Documentation

Section F - Line-Item Budget and Budget Narrative

(15 points)

The budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the following line-item budget.

Budget period: July 1, 2015 – June 30, 2016

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$
Salaries			
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$
Fringe Benefits or Other ERE			
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$
Contracted Services			
TRAVEL		Travel Sub Total	\$
In-State Travel			
Out-of-State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development (Staff Training, Conferences, Workshops, Training Fees for Staff) • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 			
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$
Equipment \$4,999 or less in value			
Subtotal Direct Program Costs:			\$
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$
Indirect/Admin Costs		\$	\$
Total		\$	\$

Authorized Signature _____ Date _____



FIRST THINGS FIRST
Ready for School. Set for Life.

STANDARDS OF PRACTICE

Approved July 2014

Professional Development for Early Care and Education Professionals

I. INTENT OF STRATEGY

The intent of the evidence informed Professional Development for Early Care and Education Professionals strategy is to provide high quality professional development for those that teach and care for young children. Services must include at least two of the following components: providing professionals with a series of learning seminars; the establishment of communities of practice; and/or, individual coaching for leaders and/or practitioners. The expected results of the implementation of this strategy include: participants increasing their knowledge base of early childhood and changing their practice in supporting young children's development and learning; and, participants receiving higher education credit for these learning opportunities that will articulate into a degree or certificate program.

II. DESCRIPTION OF SIGNIFICANCE

Because young children, including infants and toddlers, spend so much time in early care and education settings outside their own homes, it is especially important to ensure that the professionals responsible for their early care and education have the tools and skills to promote learning and healthy social and emotional development, and know how to help when development is not progressing as expected.

In addition to skills and knowledge about child development for all early care and education professionals, is also important that administrators have opportunities to enhance their leadership and management skills. The education and professional development of teachers and administrators is strongly related to early childhood program quality, and program quality predicts developmental outcomes for children.

Early care and education professionals are often nontraditional learners who benefit from a range of professional development options and supports. Experience without formal professional development has not been found to be related to quality care, so the value of applying theory to practice is a key element of community based professional development. In addition to college coursework, other formats of professional development can provide individuals with updated research and knowledge, teach specialized skills for working with young children, and encourage individuals who have been away from formal schooling to return to the classroom.

Results of a recent independent evaluation study conducted by Mid-continent Research for Education and Learning (McREL, 2013) and funded by the First Things First (FTF) Central Pima Regional Partnership Council, showed the importance of community based professional

development in providing a level of support and sense of community that early care and education professionals had not experienced in other forms of professional development. Early care and education professionals cited the cohort learning communities and the coaching received as key factors in supporting their ongoing professional development and retention in the early childhood field while also affording them the opportunity to successfully apply their learning more effectively in classroom settings. Early care and education professionals also stressed their access to subject matter experts, hands-on learning experiences, opportunities to network with their peers, and professional development that was tied to college credit as other important aspects of their community based professional development experiences.

In addition to cohort and community of practice models that promote innovation and facilitate the spread of knowledge within a group, grantees may pursue other approaches to professional development, such as single day learning seminars, a planned series or sequence of multi-day professional development sessions that are held over the course of several months; and individual coaching to practitioners and/or administrators. While these models come in different forms, they have a common goal of increasing the level of preparation and knowledge of early care and education providers, and encouraging them to pursue certification and college degrees in the field. At least two of the four models must be implemented together to ensure that professional development is not conducted in a single meeting, but rather supports deeper understanding through continued discussions in a group setting or individualized coaching.

Research demonstrates that one of the most effective types of professional development approaches includes one-on-one mentoring or coaching, also referred to as “consultation.” Consultation has been described in the early childhood literature as a way of achieving changes through collaborative problem solving between a consultant and a consultee who willingly enter a relationship for the purpose of ultimately benefiting the children and families served by programs or organizations (Buysse, 2006).

Goffin and Washington in their book, *Ready or Not: Leadership Choices in Early Care and Education* (2007), argue that in order to resolve the field’s ever-shifting challenges, especially in the context of new realities – such as increasing public scrutiny and cut backs in state funding – it is necessary to move beyond reliance on a handful of individual leaders and key stakeholders and toward the creation of a community of diverse leaders. The successful implementation of community based professional development will contribute to an early care and education workforce that is skilled and knowledgeable to support the growth and development of young children.

III. IMPLEMENTATION STANDARDS

A. Program Standards

FTF is committed to funding programs that are evidence based or evidence informed. The emphasis on evidence-based programs is grounded in the idea that the maximum benefit for children and families is delivered by programs that base their practice in the most current, relevant, and reliable evidence about the effectiveness of the program. For some programs, an evidence-informed or best practice, or a promising practice model is appropriate. The following criteria are considered by FTF when determining to fund programs:

- **Evidence based programs** are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.
- **Evidence informed** is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.
- **Promising practice** is a program or service that has a clearly articulated theory of change (logic model) with specified implementation and operational processes (activities) and program outcomes. A promising practice program is *informed* by at least one of the following:
 - Evidence based practices of a similar program or service delivery system, but does not have complete fidelity to that model because of justifiable need to change factors such as staffing or written materials in order to adapt to geographic or cultural variation.
 - A similar program or service delivery model that is generally accepted as appropriate for use with the target population to achieve the program outcomes but has yet to be established as evidence based.
 - Culturally responsive practices that are known to contribute positively to program outcomes.

A promising practice must have no evidence that the program or service will cause any harm to recipients. Additionally, a promising practice program is committed to building evidence of program or service effectiveness through ongoing continuous quality improvement activities.

1. Implement an evidence-based or evidence informed model that meets First Things First accepted definition those program models and includes the following standards:
 - a. Services must include at least two of the following components:
 - Single topic seminar
 - learning seminar series for professionals
 - the establishment of communities of practice
 - individual coaching for leaders and/or practitioners
 - b. Ensure alignment and scaffolding of knowledge between all the components utilized for this strategy.
 - c. For professional development opportunities that include a series of learning seminars, the professional development provider must:
 - Maintain individualized learning seminar attendance records for participants including the hours each participant attended;

- Provide written resource and referral information to participants on the healthy development of young children and resources available in the community such as early literacy programs, family support agencies, and physical and oral health resources. These resources must be updated at a minimum annually and gathered from trustworthy, reliable sources;
- Provide written resource and referral information to participants relative to degree and certification programs in early care and education (and related fields), and higher education scholarships including information about FTF funded higher education scholarships;
- Conduct professional development based on best practices and research, ensuring that subject matter experts (visiting faculty, published authors, researchers, etc.) are registered as trainers in the Arizona Early Childhood Workforce Registry (Registry) and are used to enhance professional development content and delivery;
- Materials and sessions should be based on current research, core areas of skills, knowledge and competency, as identified by the Arizona Early Childhood Workforce Registry (Registry), and should be responsive to emerging issues in the community and the early childhood field;
- Topics should address the core competency areas identified by the National Council for Professional Recognition and the NAEYC Standards for Early Childhood Professional Preparation.
- Topics must be based on regional needs and interests and clearly linked to:
 - understanding the five domains of early childhood development, and inclusive of early childhood special education
 - observing, documenting, and assessing children’s behaviors
 - ensuring safe and healthy learning environments
 - upholding ethical and professional standards
 - utilizing developmentally appropriate practices
 - advancing physical and intellectual competence including early literacy
 - supporting social/emotional development and using positive guidance techniques
 - establishing respectful, positive, and productive relationships with families; and,
 - ensuring a well-run, purposeful program responsive to child and family needs.
- Additional professional development topics may include, but are not limited to:
 - sensory integration, behavioral health, and special needs
 - role of creativity in learning
 - role of materials in the classroom
 - role of the arts in cognitive and social emotional growth and development
 - role of the environment and environmental design in children’s learning
 - role of the teacher/educator as researcher
 - significance of play
 - written and oral communication skills of providers; and
 - administrative staff or family provider management.

- Ensure that professional development is offered for college credit. Learning seminars should meet the standard requirements for transfer of credit to a certificate or degree in early childhood development or education (or a related field) at Arizona community colleges. Alignment must be clearly documented.
 - Maintain flexibility and responsiveness to emerging issues in the community and the early childhood field:
 - Develop a collaborative, coordinated response to community professional development needs;
 - Implement continuous quality improvement by reviewing written feedback from program participants collected after every learning seminar; and
 - Ensure appropriate staffing in order to effectively respond to participant questions or thoughts during the seminar series.
 - Programs must clearly define, document, and share program objectives with participants to ensure comprehension, engagement, and retention.
 - Encourage honest, open communication between participants and instructors;
 - Maintain confidentiality, being respectful of program participants;
 - Take into consideration emerging needs or topics of research as identified by the participating early childhood professionals and be responsive to professional development needs of the participants;
 - Ensure that the curriculum is aligned with Arizona's Infant and Toddler Developmental Guidelines, the Arizona Early Learning Standards and Program Guidelines for High Quality Early Education: Birth through Kindergarten;
 - Participants are afforded opportunities for practical application of the theoretical foundation to real-life classroom activities and situations such as providing experiences that are relevant to the participant's background and current role through case studies;
 - Sessions involve adult active learning techniques such as physically manipulating materials, think-pair-share, or role playing;
 - Professional development includes opportunities for follow up on-site technical assistance, consultation, and/or coaching;
 - A formal assessment is implemented to determine the outcomes (the identified outcomes for this strategy are a change in knowledge or a change in practice) for each participant before a certificate of completion or higher education credit is awarded.
- d. In addition to the guidelines above, for professional development opportunities that include Communities of Practice, the professional development provider must:
- Utilize a Community of Practice model which includes ongoing seminars, lectures and college level classes to enhance skills and knowledge in working with children birth through age 5;
 - Gather peers together, multiple times, to study and research an agreed upon identified topic;

- Ensure participants have the opportunity to discuss issues and challenges that emerge from their professional practice;
 - Engage participants in a reflective process of sharing perceptions and observations related to specific work practices and then questioning their assumptions about the practices;
 - Provide opportunities for participants to apply newly learned theories and knowledge to hands-on practice in early care and education settings (such as case studies).
 - Ensure that a maximum number of early childhood professionals have the opportunity to participate by providing more than one Community of Practice on multiple topics of study that are occurring simultaneously;
 - Ensure Communities of Practice meeting times and locations are responsive and flexible to the varying educational needs and geographical locations of the participating early childhood professionals;
 - Maintain a group size and appropriate staffing, which ensure individualized attention and active learning for the participants with a maximum group size of 20; and
 - Develop written individualized professional development plans for each participant including an opportunity for the participant to gain information, guidance, and advice about professional growth, career options, and pathways to obtain or meet required qualifications.
- e. In addition to the guidelines above, professional development that includes individual coaching for leaders and/or practitioners, the professional development provider must:
- Establish a coaching program that includes effective/proven components of coaching and that views coaching as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. Coaching can be offered to practitioners who are working directly with children or to administrators who are supervising staff and running a center or home based program.
 - Identify and document selection criteria for coaches and participating recipients (administrators or practitioners);
 - Document the expected roles, responsibilities, and expectations of coaches and recipients;
 - Develop cohorts of recipients;
 - The focus of coaching strategies is face-to-face onsite interaction, but programs must create a clear and multi-direction communication system that includes multiple methods of acceptable communication that flows freely between the coach and recipient;
 - Develop written individualized professional development plans that include specific outcomes for the recipient and include opportunities for gaining information,

guidance, and advice about professional growth, career options, and pathways to obtain or meet required qualifications;

- Establish and/or identify opportunities for on-going professional development and additional support for coaches;
 - Ensure alignment and scaffolding of knowledge between the larger professional development learning seminars, communities of practice, and the coaching focus;
 - Additional standards for coaching administrative leaders:
 - Provide coaching to administrators that supports leadership development and administrative competency;
 - Provide coaching to recipients that supports development of self-confidence and self-efficacy in teaching (a belief in one's ability to be effective with children and families);
 - Develop on-site or near-site professional development sessions for center administrators that address fiscal administration, systems management, human resource development, and related administrative skills/tasks;
 - Establish mechanisms that support on-going professional development and support for coaches and recipients.
2. Literacy learning in early childhood provides the foundation for future literacy success and is rooted in exposure to rich language experiences and engaging activities that build knowledge, understanding and speaking, expands vocabulary, and supports a child's ability to become a successful independent reader.
- a. Promote and support the professional development of early childhood professionals in understanding and incorporating meaningful early literacy experiences and opportunities for young children in the appropriate context of program implementation.
 - b. Support caregivers in understanding and communicating parenting and child-rearing skills that help increase understanding of early language and emergent literacy development.
 - c. Ensure that early language and literacy development is infused through all parts of the Professional Development for Early Care and Education Professionals strategy and provide specific professional development on that topic.
 - d. Promote and support meaningful early literacy experiences and opportunities for young children in the appropriate context of program implementation.
 - e. Support early childhood professionals in understanding and communicating parenting and child-rearing skills that help increase understanding of early language and emergent literacy development.
 - f. Engage early childhood professionals in meaningful, day to day two-way communication about how a child develops language and early literacy skills.
 - g. Encourage early childhood professionals to support families in the use the language in which they are most confident and competent.

- h. Encourage early childhood professionals to learn how to observe, guide, promote, and participate in everyday language and literacy development of their children in early care and education settings and in their communities.
 - i. Encourage early childhood professionals to advance their own learning interests in language and literacy development through education, training, and other experiences that support their parenting, careers, and life goals.
 - j. Encourage early childhood professionals to support and advocate for their children's learning and development as they transition to new learning environments.
3. FTF recognizes the importance of collaborative partnerships among community partners that utilize a variety of formal and informal mechanisms to facilitate coordination of services in the community. The Coordination and Collaboration standard requires a grantee to:
- a. Develop and implement a plan to understand and make connections with other initiatives, strategies and efforts in the region or state that support the early childhood system.
 - b. Develop processes that ensure staff implementing FTF funded strategies understand the connections between this strategy and the early childhood system to avoid duplication of services and promote collaboration between other services and supports offered to children and families in the regions.
 - c. Coordinate with all other regional and statewide professional development providers including institutes of higher education.
 - d. Providers of professional development are expected to partner with FTF during all stages of planning and implementation, and with local early care and education professionals and other early care and education stakeholders, including higher education institutions, in developing and marketing the program.
 - e. Work in partnership with scholarship programs to link participants to financial assistance in achieving college credit to ensure participants access all available financial assistance prior to utilizing funds from this grant;
 - f. Demonstrate pre-existing relationships and develop new partnerships with local organizations, agencies and community networks that offer professional development opportunities and professional memberships.
4. Continuous Quality Improvement
- a. Adopt a process of continuous self-monitoring and reflection to improve program practices that is articulated in a written policy.
 - b. In the written policy, the following should be addressed:
 - How data is used to assess the progress and outcomes of program implementation; and
 - How data collection is used to improve staff performance.
 - c. Design and implement a participant evaluation process to assess changes in behavior and/or increase in knowledge as an outcome of the professional development. The

participant evaluation process should include but is not limited to the following evaluation components:

- Pre and post-test using measurement scales/questions that have been proven valid; and/or,
 - Pre and post-qualitative interview with specific questions that show causal relationships, to assist in the assessment of the quality of the services and/or programming.
5. FTF embraces cultural responsiveness as an intentional life long journey that holistically explores, honors, and values the diversity of the human experience.
- a. Offer programs and services congruent with the needs of diverse children, families and professionals.
 - b. Offer programs and services that are responsive to the impact of cultural factors such as histories, traditions, values, family systems and structures, social class, and religion and spiritual beliefs.
 - c. Create a learning environment conducive to and includes all children, families and professionals no matter their ethnic, cultural, or linguistic backgrounds.
 - d. Use the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse children, families and professionals to make learning more appropriate and effective for them.

B. Staffing Standards

1. Direct Service Staff
 - a. Hire staff who reflect the cultural and ethnic experiences and language of the targeted population with whom they work with and integrate their expertise into the entire program.
 - b. Ensure that staff at all levels receives initial and ongoing professional development in culturally and linguistically responsive service delivery.
 - c. Employ well-trained and competent staff and provide continual relevant professional development opportunities.
 - d. Be knowledgeable about and possess experience in conducting professional development activities, working with both adult learners and young children birth to age 5, including learners from diverse cultures.
 - e. Have an educational degree and experience in either early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field and meet the qualifications of adjunct faculty at the local community college.
 - f. Demonstrate knowledge and skills that reflect current early childhood education best practices, research and standards, such as Arizona's Program Guidelines for High Quality Early Childhood Education, Early Learning Standards for 3-5 Year Olds and Infant/Toddler Developmental Guidelines.
 - g. Have a minimum of five years' experience working with young children 0 – 5 years of age (combination of classroom and supervisory experience).

- h. Demonstrate proficiency in the language(s) of the participants or have an alternate and effective procedure for communication.
 - i. Have extensive knowledge of community resources for early childhood educators to
 - access professional development opportunities;
 - understand career pathways, and;
 - be aware of additional services that children and families they work with might want/need to access.
 - j. Reflect the cultural and ethnic experiences and language of the participants and integrate their expertise into the program.
 - k. Demonstrated knowledge of the core values spelled out in the NAEYC Code of Ethical Conduct for early childhood adult educators and commit themselves to the following two core values:
 - To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.
 - To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.
 - l. If programs experience hardship in recruiting personnel with these qualifications, notify and consult with FTF.
2. Supervisory Staff
- a. Supervisors must meet or exceed the requirements below with the addition of at least two years of program management experience in early care and education.
3. The Arizona Early Childhood Workforce Registry (Registry)
- The Registry is a component of the newly developed Arizona Early Childhood Career and Professional Network (Network). The Network is a comprehensive system designed to meet the professional development needs of Arizona’s early childhood professionals working with or on behalf of children birth-8 years of age.
- a. Staff employed at the administrative home and any sub-grantee who are working directly with or on behalf of children birth – age 8 as a part of the implementation of this strategy must enroll in the Registry by June 30, 2016.
 - b. All participants of this strategy are expected to enroll in the Registry by June 30, 2016.
 - c. Provide written information to participants about the Arizona Early Childhood Workforce Registry (Registry) enrollment and profile maintenance process.
 - d. Incorporate the Arizona Early Childhood Workforce Registry (Registry) use and how participants in professional development can use the Registry to track their professional development and map their career pathway.
 - e. Provide high quality professional development learning seminars that are registered with Arizona’s Early Childhood Professional Development Registry through innovative and creative approaches as well as experienced and responsive staff.

C. Additional Standards

1. If on-site child care is offered for participants as part of this strategy, grant partners must abide by the FTF Requirements for On-site Child Care Policy.
2. Arizona law (ARS §13-3620.A) requires early care and education staff who suspect that a child has received non-accidental injury or has been neglected, to report their concerns to the Arizona Department of Child Safety or local law enforcement. All staff, grant partners, consultants and participants of this strategy must receive training and adhere to these requirements (see Suspected Child Maltreatment Mandated Reporting Policy in Section IV. References and Resources).

IV. REFERENCES AND RESOURCES

- A. McREL (2013). Evaluation study of early childhood workforce professional development strategies. CO: McREL
- B. Buysse, V. (2006). Evidence-based practice in the early childhood field. Zero to Three.
- C. Goffin, S. & Washington, V. (2007). Ready or not: Leadership choices in early care and education. NY: Teachers College Press.
- D. Read On Arizona. (2014) Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices. <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf>
- E. Read On Arizona. (2014) Building Blocks to Becoming a Reader. <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-bb-chart.pdf>
- F. FTF Child Welfare Policy (url TBD)
- G. Arizona Early Childhood Career and Professional Development Network Website: azearlychildhood.org (available Fall 2014)
- H. FTF Requirements for On-Site Child Care Policy
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ATTACHMENTS #5 and #6



FIRST THINGS FIRST

Ready for School. Set for Life.

Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	FY15 Quarter 3 Grantee Data and Financial Reports
BACKGROUND	The Regional Director will present the FY15 Quarter 3 Data Report that captures actual Service Units completed, along with year-to-date financial expenditures for funded grantees and strategies within the Phoenix South Region.
RECOMMENDATION	No action required. This information will assist Council Members as they review, monitor and evaluate work activities of FY16 funded grantees.

Attachments will be posted soon

FY2015 Phoenix South Contract Detail with Service Units

(Former Central Phoenix Contracts in Red Font: Contracted Units and Actual Units reflect services provided in both Phoenix North and Phoenix South Regions)

	Grantee Name	Contract Number	Contract Period	Unit of Service	Contracted Units	Q1 Units	Q2 Units	Q3 Units	YTD Units	YTD % Complete	Notes
Quality and Access	Family, Friends & Neighbors										
	Association for Supportive Child Care	FTF-MULTI-13-0407-01-Y3	07/01/2014-06/30/2015	Number of home based providers served	672	248	325	652	652	97.0%	
	Inclusion of Children with Special Needs Strategy										
	Southwest Human Development	FTF-RC013-13-0358-02-Y3	07/01/2014-06/30/2015	Number of center based providers served	70	49	49	49	49	70.0%	
				Number of home based providers served	7	0	0	0	0	0.0%	Barriers to home-based provider recruitment previously shared.
	Kindergarten Transition Strategy										
	Arizona Department of Education	ISA-MULTI-15-0710-01	07/01/2014-06/30/2015	Number of Communities	1					0.0%	Grantee confirmed continued participation of Isaac School District since March, but forgot to update data template.
	Quality First Strategy										
Valley of the Sun United Way	FTF-STATE-14-0427-02-Y2	07/01/2014-06/30/2015	Number of Centers	95	87	91	95	95	100.0%		
			Number of Homes	30	25	24	26	26	86.7%		
Quality First Scholarships Strategy											
Valley of the Sun United Way	FTF-STATE-15-0484-01	07/01/2014-06/30/2015	Number of scholarship slots for children 0-5 years	1,146	1,057	1,137	1,275	1,275	111.3%		
Professional Development	Director Mentoring/Training Strategy										
	Rio Salado College	FTF-RC014-13-0353-03-Y3	07/01/2014-06/30/2015	Number of participating professionals	150	53	90	82	225	150.0%	Proteges and training participants both counted in CSU.
FTF Professional REWARD\$ Strategy											
Valley of the Sun United Way	FTF-STATE-13-0346-01-Y3	07/01/2014-06/30/2015	Number of incentive awards distributed	212		105		105	49.5%	Data only reported in Q2 and Q4.	
Health	Care Coordination/Medical Home Strategy										
	Phoenix Children Hospital	FTF-MULTI-14-0461-03-Y2	07/01/2014-06/30/2015	Number of children served	1,200	607	1,037	1,569	1,569	130.8%	Some actual units include carryover from the previous FY. Some data reporting does not include disenrollment. Large data report confirms new child enrollments are on track, except for AzAAP.
	American Academy of Pediatrics - AZ	FTF-MULTI-14-0461-04-Y2	07/01/2014-06/30/2015	Number of children served	1,278	2,450	2,490	2,563	2,563	200.5%	
	Maricopa Integrated Health System	FTF-MULTI-14-0461-05-Y2	07/01/2014-06/30/2015	Number of children served	1,200	4,661	5,165	5,618	5,618	468.2%	
	International Rescue Committee	FTF-MULTI-14-0461-06-Y2	07/01/2014-06/30/2015	Number of children served	188	149	446	458	458	243.6%	
	Maricopa Integrated Health System	FTF-RC013-13-0424-01-Y3	07/01/2014-06/30/2015	Number of children served	148	178	418	576	576	389.2%	
	Comprehensive Preventative Health Programs Strategy										
	Maricopa County Department of Public	GRA-RC014-14-0624-01-Y2	07/01/2014-06/30/2015	Number of children served	0	935	947	1,899	3,781		No CSUs required.
				Number of families served	0	430	602	1,170	2,202		
	Developmental and Sensory Screening Strategy										
EAR Foundation of Arizona	FTF-RC013-14-0469-02-Y2	07/01/2014-06/30/2015	Number of children receiving screening	2,100	413	813	915	2,141	102.0%		
			Number of hearing screenings conducted	2,431	401	864	994	2,259	92.9%		
			Number of vision screenings conducted	1,800	375	720	674	1,769	98.3%		
Family Support – Children with Special Needs Strategy											

Grantee Name	Contract Number	Contract Period	Unit of Service	Contracted Units	Q1 Units	Q2 Units	Q3 Units	YTD Units	YTD % Complete	Notes
Southwest Human Development	FTF-RC013-13-0425-02-Y3	07/01/2014-06/30/2015	Number of families served	150	52	76	102	102	68.0%	
Health Insurance Enrollment Strategy										
Children's Action Alliance	FTF-RC013-13-0405-01-Y3	07/01/2014-06/30/2015	Number of families served	2,500	939	1,181	874	2,994	119.8%	CSU combines families who are provided New Enrollment Assistance, families provided Renewal Assistance, and families referred to low-cost or sliding health care services.
Mental Health Consultation Strategy										
Southwest Human Development	FTF-STATE-13-0344-01-Y3	07/01/2014-06/30/2015	Number of center based providers served	29					0.0%	Grantee data has now been received and is being finalized.
			Number of home based providers served	12					0.0%	
			Number of tuition reimbursements distributed statewide	0					0.0%	
Oral Health Strategy										
Maricopa County Department of Public Health	GRA-RC013-14-0627-01-Y2	07/01/2014-06/30/2015	Number of children receiving oral health screenings	5,020	2,346	1,852	1,851	6,049	120.5%	The number of participating adults reflects the number of adults who received training on the importance of oral health for children. The grantee was able to reach more adults than anticipated.
			Number of fluoride varnishes applied	4,800	2,051	1,574	1,537	5,162	107.5%	
			Number of participating adults	3,540	2,231	1,969	1,914	6,114	172.7%	
			Number of prenatal women receiving oral health screenings	220	128	77	109	314	142.7%	
MCCCD - Phoenix College	GRA-RC014-13-0492-01-Y3	07/01/2014-06/30/2015	Number of children receiving oral health screenings	750	139	326	304	769	102.5%	Grantee has been unsuccessful in their outreach to prenatal women, and will not meet their CSU for this measure.
			Number of fluoride varnishes applied	750	88	243	210	541	72.1%	
			Number of participating adults	300	48	70	91	209	69.7%	
			Number of prenatal women receiving oral health screenings	100	0	0	0	0	0.0%	
Arizona Department of Health Services	ISA-RC014-13-0541-01-Y3	07/01/2014-06/30/2015	Number of children receiving oral health screenings	4,500	632	764	1,159	2,555	56.8%	Q1 and Q2 low service numbers due to staffing issues at MCDPH and Maryvale WIC clinic closed since 2013. Q3 numbers have increased with WIC re-opening in Fall 2014 and greater outreach to child care centers, preschools and Head Starts. Grantee has been contacted to see if YTD CSUs will be met.
			Number of fluoride varnishes applied	4,500	498	552	901	1,951	43.4%	
Prenatal Outreach Strategy										
Maricopa Integrated Health System	FTF-RC014-13-0378-01-Y3	07/01/2014-06/30/2015	Number of adults attending training sessions	300	96	80	105	281	93.7%	
Maricopa County Department of Public Health	FTF-RC014-13-0378-02-Y3	07/01/2014-06/30/2015	Number of adults attending training sessions	450	810	504	1,053	2,367	526.0%	Much higher than expected number of training attendees.
			Number of adults receiving home visitation	250	231	280	313	313	125.2%	

Grantee Name	Contract Number	Contract Period	Unit of Service	Contracted Units	Q1 Units	Q2 Units	Q3 Units	YTD Units	YTD % Complete	Notes
			Number of children receiving screening	196	113	66	47	226	115.3%	
			Number of developmental screenings conducted	196	113	66	47	226	115.3%	
	GRA-RC013-14-0628-01-Y2	07/01/2014-06/30/2015	Number of adults attending training sessions	600	729	647	792	2,168	361.3%	Much higher than expected number of training attendees.
			Number of adults receiving home visitation	400	67	98	114	279	69.8%	
Recruitment – Stipends/Loan Forgiveness Strategy										
Arizona Department of Health Services	GRA-MULTI-13-0518-01-Y3	07/01/2014-06/30/2015	Number of therapists receiving loan forgiveness	13	12	12	12	12	92.3%	
			Number of therapists receiving stipends	13	11	11	11	11	84.6%	
Family Resource Centers Strategy										
Maricopa Integrated Health System	FTF-RC014-13-0380-01-Y3	07/01/2014-06/30/2015	Number of families served	3,800	1,370	1,349	1,255	3,974	104.6%	
	FTF-RC014-13-0380-02-Y3	07/01/2014-06/30/2015	Number of families served	2,800	897	977	793	2,667	95.3%	
Arizona Board of Regents for and on behalf of University of Arizona	FTF-RC014-13-0380-04-Y3	07/01/2014-06/30/2015	Number of families served	1,300	1,236	892	1,000	3,128	240.6%	Actual data reflects duplicated counts; CSUs will be adjusted in FY16 contracts.
Pendergast Elementary School District	GRA-MULTI-14-0630-01-Y2	07/01/2014-06/30/2015	Number of families served	900	1,617	2,508	3,413	7,538	837.6%	Actual data reflects duplicated counts; CSUs will be adjusted in FY16 contracts.
Family Support Coordination Strategy										
Southwest Human Development	FTF-RC013-12-0343-01-Y4	07/01/2014-06/30/2015	Number of families served	114	29	47	58	58	50.9%	
TERROS	FTF-RC013-12-0343-02-Y4	07/01/2014-06/30/2015	Number of families served	114	20	62	90	90	78.9%	
Phoenix Children's Hospital	FTF-RC013-12-0343-04-Y4	07/01/2014-06/30/2015	Number of families served	85	21	45	69	69	81.2%	
Arizona Partnership for Children, L.L.P.	FTF-RC013-12-0343-06-Y4	07/01/2014-06/30/2015	Number of families served	114	29	40	43	43	37.7%	
United Cerebral Palsy of Central Arizona	FTF-RC013-12-0343-08-Y4	07/01/2014-06/30/2015	Number of families served	140	39	65	79	79	56.4%	
International Rescue Committee	FTF-RC013-12-0343-10-Y4	07/01/2014-06/30/2015	Number of families served	102	35	66	64	64	62.7%	
Crisis Nursery, Inc., dba Child Crisis Center	FTF-RC013-12-0343-12-Y4	07/01/2014-06/30/2015	Number of families served	130	66	116	132	132	101.5%	
Landrum Foundation	FTF-RC014-14-0476-01-Y2	07/01/2014-06/30/2015	Number of families served	200	202	231	260	260	130.0%	Disenrolled families not reflected.
Home Visitation Strategy										
Southwest Human Development	FTF-RC013-13-0381-01-Y3	07/01/2014-06/30/2015	Number of families served	350	237	276	240	240	68.6%	
Tanner Community Development Corp.	FTF-RC014-13-0371-01-Y3	07/01/2014-06/30/2015	Number of families served	360	463	516	563	563	156.4%	Actual units include carryover of families from previous FY, except first SWHD. Large data reports caseloads remain appropriate for each program model.
Maricopa County Department of Public	FTF-RC014-13-0371-02-Y3	07/01/2014-06/30/2015	Number of families served	95	251	265	274	274	288.4%	
Southwest Human Development	FTF-RC014-13-0371-03-Y3	07/01/2014-06/30/2015	Number of families served	95	79	90	106	106	111.6%	
Arizona Department of Economic Security	ISA-MULTI-14-0636-01-Y2	07/01/2014-06/30/2015	Number of children receiving screening							No CSU set - contract is for administrative services for SWHD to oversee HFAz program.
Parent Education Community-Based Training Strategy										
Chicanos Por La Causa, Inc., dba Parenting Arizona	FTF-RC013-13-0402-01-Y3	07/01/2014-06/30/2015	Number of adults completing a series	120	12	69	38	119	99.2%	
Southwest Human Development	FTF-RC013-13-0402-07-Y3	07/01/2014-06/30/2015	Number of adults completing a series	575	72	99	130	301	52.3%	

Grantee Name	Contract Number	Contract Period	Unit of Service	Contracted Units	Q1 Units	Q2 Units	Q3 Units	YTD Units	YTD % Complete	Notes
Raising Special Kids	FTF-RC013-13-0402-11-Y3	07/01/2014-06/30/2015	Number of adults completing a series	62			22	22	35.5%	Training sessions cancelled by UMOM due to winter holidays and other events so no adults completed series in Q1 & Q2; child care provider was also lost. Grantee made progress in Q3, but not expecting to meet total CSUs; has requested no cost 90 day extension.
Reach Out and Read Strategy										
American Academy of Pediatrics - AZ	FTF-MULTI-13-0401-01-Y3	07/01/2014-06/30/2015	Number of books distributed	370	93	93	93	279	75.4%	
			Number of participating practices	7	7	8	10	10	142.9%	Confirmed grantee is exceeding CSUs for number of participating practices.
Court Teams Strategy										
Prevent Child Abuse Arizona	FTF-RC014-14-0465-01-Y2	07/01/2014-06/30/2015	Number of children served	1,500	2,104	2,717	3,263	3,263	217.5%	Higher volume of 0-3 children entering the system and disenrolled children still included. Accurate CSU and disenrollment numbers will be fixed in FY16.
			Number of participants attended	500	192	181	140	513	102.6%	
Service Coordination Strategy										
Maricopa County Department of Public Health	GRA-MULTI-14-0687-01-Y2	07/01/2014-06/30/2015	No Service unit available at this time							FindHelpPhx.org contract. No CSUs required.

FY 2015 Phoenix South Contract Detail



	Grantee Name	Contract Number	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Comments	
Community	Community Awareness Strategy			Strategy Subtotal:	\$19,440	\$19,440	\$7,914	\$11,526	40.7%	Orders have been placed for materials to be used by Community Outreach staff. Expect that budget will be fully expended.
	First Things First (FTF-Directed)	PSC-STATE-15-0723-01	07/01/2014-06/30/2015		\$19,440	\$7,914	\$11,526	40.7%		
	Community Outreach Strategy			Strategy Subtotal:	\$117,000	\$117,000	\$88,985	\$28,015	76.1%	
	First Things First (FTF-Directed)	PSC-STATE-15-0724-01	07/01/2014-06/30/2015		\$117,000	\$88,985	\$28,015	76.1%		
	Media Strategy			Strategy Subtotal:	\$98,500	\$98,500	\$45,910	\$52,590	46.6%	Media buy was delayed. Additional expenses will be incurred before the end of the fiscal year.
	First Things First (FTF-Directed)	PSC-STATE-15-0726-01	07/01/2014-06/30/2015		\$98,500	\$45,910	\$52,590	46.6%		
Goal Area Subtotal:				\$234,940	\$234,940	\$142,809	\$92,131	60.8%		
Coordination	Court Teams Strategy			Strategy Subtotal:	\$220,000	\$220,000	\$117,443	\$102,557	53.4%	
	Prevent Child Abuse Arizona	FTF-RC014-14-0465-01-Y2	07/01/2014-06/30/2015		\$220,000	\$117,443	\$102,557	53.4%		
	Service Coordination Strategy			Strategy Subtotal:	\$55,530	\$35,167	\$15,503	\$19,663	44.1%	
	First Things First (FTF-Directed)	PSC-STATE-15-0739-01	07/01/2014-06/30/2015		\$18,500	\$15,503	\$2,997	83.8%		
	Maricopa County Department of Public Health	GRA-MULTI-14-0687-01-Y2	07/01/2014-06/30/2015		\$16,667	-	\$16,667	0.0%	Payment in process; expected to fully expend.	
Goal Area Subtotal:				\$275,530	\$255,167	\$132,947	\$122,220	52.1%		
Evaluation	Statewide Evaluation Strategy			Strategy Subtotal:	\$1,213,309	\$1,213,309	\$1,213,309	-	100.0%	
	First Things First (FTF-Directed)	PSC-STATE-15-0732-01	07/01/2014-06/30/2015		\$1,213,309	\$1,213,309	-	100.0%		
	Goal Area Subtotal:				\$1,213,309	\$1,213,309	\$1,213,309	-	100.0%	
Family Support	Family Resource Centers Strategy			Strategy Subtotal:	\$1,212,970	\$1,208,627	\$819,667	\$388,960	67.8%	
	Arizona Board of Regents for and on behalf of	FTF-RC014-13-0380-04-Y3	07/01/2014-06/30/2015		\$477,326	\$329,254	\$148,072	69.0%		
	Maricopa Integrated Health System	FTF-RC014-13-0380-01-Y3	07/01/2014-06/30/2015		\$270,875	\$198,690	\$72,185	73.4%		
		FTF-RC014-13-0380-02-Y3	07/01/2014-06/30/2015		\$297,926	\$214,627	\$83,299	72.0%		
	Pendergast Elementary School District	GRA-MULTI-14-0630-01-Y2	07/01/2014-06/30/2015		\$162,500	\$77,095	\$85,405	47.4%		
	Family Support Coordination Strategy			Strategy Subtotal:	\$625,500	\$566,592	\$385,963	\$180,630	68.1%	
	Arizona Partnership for Children, L.L.P.	FTF-RC013-12-0343-06-Y4	07/01/2014-06/30/2015		\$61,952	\$26,149	\$35,803	42.2%		
	Crisis Nursery, Inc., dba Child Crisis Center	FTF-RC013-12-0343-12-Y4	07/01/2014-06/30/2015		\$62,681	\$41,676	\$21,005	66.5%		
	International Rescue Committee	FTF-RC013-12-0343-10-Y4	07/01/2014-06/30/2015		\$64,825	\$46,232	\$18,593	71.3%		
	Landrum Foundation	FTF-RC014-14-0476-01-Y2	07/01/2014-06/30/2015		\$141,152	\$115,685	\$25,467	82.0%		
	Phoenix Children's Hospital	FTF-RC013-12-0343-04-Y4	07/01/2014-06/30/2015		\$59,916	\$38,717	\$21,199	64.6%		
	Southwest Human Development	FTF-RC013-12-0343-01-Y4	07/01/2014-06/30/2015		\$60,439	\$41,664	\$18,775	68.9%		
	TERROS	FTF-RC013-12-0343-02-Y4	07/01/2014-06/30/2015		\$55,576	\$33,285	\$22,291	59.9%		
	United Cerebral Palsy of Central Arizona	FTF-RC013-12-0343-08-Y4	07/01/2014-06/30/2015		\$60,051	\$42,554	\$17,497	70.9%		
Home Visitation Strategy			Strategy Subtotal:	\$2,808,400	\$2,807,494	\$2,057,663	\$749,831	73.3%		

Arizona Department of Economic Security	ISA-MULTI-14-0636-01-Y2	07/01/2014-06/30/2015	\$19,101	\$9,565	\$9,536	50.1%	
Maricopa County Department of Public Health	FTF-RC013-13-0371-02-Y3	07/01/2014-06/30/2015	\$579,599	\$427,131	\$152,468	73.7%	
Southwest Human Development	FTF-RC013-13-0381-01-Y3	07/01/2014-06/30/2015	\$469,549	\$335,690	\$133,859	71.5%	
	FTF-RC014-13-0371-03-Y3	07/01/2014-06/30/2015	\$649,630	\$438,740	\$210,890	67.5%	
Tanner Community Development Corp.	FTF-RC014-13-0371-01-Y3	07/01/2014-06/30/2015	\$1,089,615	\$846,537	\$243,078	77.7%	
Parent Education Community-Based Training Strategy	Strategy Subtotal:		\$175,750	\$174,993	\$120,818	\$54,175	69.0%
Chicanos Por La Causa, Inc., dba Parenting	FTF-RC013-13-0402-01-Y3	07/01/2014-06/30/2015	\$57,135	\$40,708	\$16,427	71.2%	
Raising Special Kids	FTF-RC013-13-0402-11-Y3	07/01/2014-06/30/2015	\$26,232	\$19,101	\$7,131	72.8%	
Southwest Human Development	FTF-RC013-13-0402-07-Y3	07/01/2014-06/30/2015	\$91,626	\$61,010	\$30,616	66.6%	
Reach Out and Read Strategy	Strategy Subtotal:		\$18,500	\$18,500	\$15,012	\$3,488	81.1%
American Academy of Pediatrics - AZ Chapter	FTF-MULTI-13-0401-01-Y3	07/01/2014-06/30/2015	\$18,500	\$15,012	\$3,488	81.1%	
	Goal Area Subtotal:		\$4,841,120	\$4,776,206	\$3,399,123	\$1,377,084	71.2%

Health

Care Coordination/Medical Home Strategy	Strategy Subtotal:		\$1,616,624	\$1,283,721	\$896,845	\$386,876	69.9%
American Academy of Pediatrics - AZ Chapter	FTF-MULTI-14-0461-04-Y2	07/01/2014-06/30/2015	\$389,983	\$292,500	\$97,483	75.0%	
International Rescue Committee	FTF-MULTI-14-0461-06-Y2	07/01/2014-06/30/2015	\$87,015	\$58,638	\$28,377	67.4%	
Maricopa Integrated Health System	FTF-MULTI-14-0461-05-Y2	07/01/2014-06/30/2015	\$539,274	\$350,759	\$188,515	65.0%	
	FTF-RC013-13-0424-01-Y3	07/01/2014-06/30/2015	\$149,414	\$110,540	\$38,874	74.0%	
Phoenix Children's Hospital	FTF-MULTI-14-0461-03-Y2	07/01/2014-06/30/2015	\$118,035	\$84,409	\$33,626	71.5%	
Child Care Health Consultation Strategy	Strategy Subtotal:		\$313,690	\$313,690	\$227,664	\$86,026	72.6%
First Things First (FTF-Directed)	PSC-STATE-15-0722-01	07/01/2014-06/30/2015	\$19,568	\$19,568	-	100.0%	
Maricopa County Department of Public Health	GRA-STATE-13-0503-01-Y3	07/01/2014-06/30/2015	\$270,878	\$193,457	\$77,421	71.4%	
	GRA-STATE-14-0631-01-Y2	07/01/2014-06/30/2015	\$6,710	\$5,512	\$1,198	82.2%	
Pima County Health Department	GRA-STATE-13-0525-01-Y3	07/01/2014-06/30/2015	\$12,200	\$7,424	\$4,776	60.9%	
University of Arizona Cooperative Extension, Pinal County	GRA-STATE-13-0508-01-Y3	07/01/2014-06/30/2015	\$4,334	\$1,702	\$2,632	39.3% Grantee typically has delayed reimbursement proces, but expected to fully expend.	
Comprehensive Preventative Health Programs Strategy	Strategy Subtotal:		\$306,250	\$306,250	\$203,235	\$103,015	66.4%
First Things First (FTF-Directed)	PSC-STATE-15-0745-01	07/01/2014-06/30/2015	\$6,250	\$6,250	-	100.0%	
Maricopa County Department of Public Health	GRA-RC014-14-0624-01-Y2	07/01/2014-06/30/2015	\$300,000	\$196,985	\$103,015	65.7%	
Developmental and Sensory Screening Strategy	Strategy Subtotal:		\$160,500	\$160,500	\$98,665	\$61,835	61.5%
EAR Foundation of Arizona	FTF-RC013-14-0469-02-Y2	07/01/2014-06/30/2015	\$148,000	\$86,165	\$61,835	58.2%	
First Things First (FTF-Directed)	PSC-STATE-15-0733-01	07/01/2014-06/30/2015	\$12,500	\$12,500	-	100.0%	
Family Support – Children with Special Needs Strategy	Strategy Subtotal:		\$135,050	\$129,590	\$69,385	\$60,205	53.5%
Southwest Human Development	FTF-RC013-13-0425-02-Y3	07/01/2014-06/30/2015	\$129,590	\$69,385	\$60,205	53.5%	
Health Insurance Enrollment Strategy	Strategy Subtotal:		\$148,000	\$148,000	\$93,934	\$54,066	63.5%
Children's Action Alliance	FTF-RC013-13-0405-01-Y3	07/01/2014-06/30/2015	\$148,000	\$93,934	\$54,066	63.5%	
Mental Health Consultation Strategy	Strategy Subtotal:		\$719,550	\$719,550	\$436,818	\$282,732	60.7%
Southwest Human Development	FTF-STATE-13-0344-01-Y3	07/01/2014-06/30/2015	\$719,550	\$436,818	\$282,732	60.7%	
Oral Health Strategy	Strategy Subtotal:		\$751,000	\$734,352	\$282,293	\$452,059	38.4%
Arizona Department of Health Services	ISA-RC014-13-0541-01-Y3	07/01/2014-06/30/2015	\$474,589	\$118,650	\$355,939	25.0% Grantee has been contacted to submit backup documentation for additional expenses.	
Maricopa County Department of Public Health	GRA-RC013-14-0627-01-Y2	07/01/2014-06/30/2015	\$148,000	\$82,032	\$65,968	55.4%	
MCCCD - Phoenix College	GRA-RC014-13-0492-01-Y3	07/01/2014-06/30/2015	\$111,763	\$81,610	\$30,153	73.0%	
Prenatal Outreach Strategy	Strategy Subtotal:		\$698,000	\$697,334	\$362,954	\$334,380	52.0%
Maricopa County Department of Public Health	FTF-RC014-13-0378-02-Y3	07/01/2014-06/30/2015	\$399,806	\$200,791	\$199,015	50.2%	
	GRA-RC013-14-0628-01-Y2	07/01/2014-06/30/2015	\$147,995	\$54,649	\$93,346	36.9% After pending reimbursements are processed, expenditures will be at 59%.	
Maricopa Integrated Health System	FTF-RC014-13-0378-01-Y3	07/01/2014-06/30/2015	\$149,533	\$107,515	\$42,018	71.9%	
Recruitment – Stipends/Loan Forgiveness Strategy	Strategy Subtotal:		\$364,387	\$354,855	\$337,499	\$17,356	95.1%
Arizona Department of Health Services	GRA-MULTI-13-0518-01	To Be Determined	-	(\$2,814)	\$2,814	0.0% Unexpended return from prior FY.	
	GRA-MULTI-13-0518-01-Y2	To Be Determined	-	(\$14,542)	\$14,542	0.0% Unexpended return from prior FY.	

	GRA-MULTI-13-0518-01-Y3	07/01/2014-06/30/2015		\$354,855	\$354,855	-	100.0%	
			Goal Area Subtotal:	\$5,213,051	\$4,847,842	\$3,009,292	\$1,838,551	62.1%
Professional	Director Mentoring/Training Strategy		Strategy Subtotal:	\$311,194	\$310,113	\$168,579	\$141,534	54.4%
	Rio Salado College	FTF-RC014-13-0353-03-Y3	07/01/2014-06/30/2015		\$310,113	\$168,579	\$141,534	54.4%
	FTF Professional REWARD\$ Strategy		Strategy Subtotal:	\$286,575	\$286,200	\$217,061	\$69,139	75.8%
	Valley of the Sun United Way	FTF-STATE-13-0346-01-Y2	To Be Determined		-	\$2,528	(\$2,528)	0.0%
		FTF-STATE-13-0346-01-Y3	07/01/2014-06/30/2015		\$286,200	\$214,533	\$71,667	75.0%
	Scholarships TEACH Strategy		Strategy Subtotal:	\$0	-	-	-	0.0%
								0.0%
			Goal Area Subtotal:	\$597,769	\$596,313	\$385,640	\$210,673	64.7%
Quality and Access	Family, Friends & Neighbors Strategy		Strategy Subtotal:	\$996,000	\$996,000	\$617,280	\$378,720	62.0%
	Association for Supportive Child Care	FTF-MULTI-13-0407-01-Y3	07/01/2014-06/30/2015		\$996,000	\$617,280	\$378,720	62.0%
	Inclusion of Children with Special Needs Strategy		Strategy Subtotal:	\$333,000	\$331,399	\$212,661	\$118,738	64.2%
	Southwest Human Development	FTF-RC013-13-0358-02-Y3	07/01/2014-06/30/2015		\$331,399	\$212,661	\$118,738	64.2%
	Kindergarten Transition Strategy		Strategy Subtotal:	\$112,000	\$112,000	\$112,000	-	100.0%
	Arizona Department of Education	ISA-MULTI-15-0710-01	07/01/2014-06/30/2015		\$112,000	\$112,000	-	100.0%
	Quality First Academy Strategy		Strategy Subtotal:	\$119,380	\$119,380	\$79,126	\$40,254	66.3%
	Southwest Human Development	FTF-STATE-14-0431-03-Y2	07/01/2014-06/30/2015		\$119,380	\$79,126	\$40,254	66.3%
	Quality First Child Care Health Consultation Warmline Strategy		Strategy Subtotal:	\$5,969	\$4,270	\$2,447	\$1,823	57.3%
	University of Arizona Cooperative Extension	GRA-STATE-14-0629-01-Y2	07/01/2014-06/30/2015		\$4,270	\$2,447	\$1,823	57.3%
	Quality First Coaching & Incentives Strategy		Strategy Subtotal:	\$1,669,161	\$1,573,266	\$1,308,946	\$264,320	83.2%
	Valley of the Sun United Way	FTF-STATE-14-0427-02-Y2	07/01/2014-06/30/2015		\$1,573,266	\$1,308,946	\$264,320	83.2%
	Quality First Inclusion Warmline Strategy		Strategy Subtotal:	\$26,670	\$23,527	\$14,493	\$9,034	61.6%
	Southwest Human Development	FTF-STATE-13-0426-01-Y3	07/01/2014-06/30/2015		\$23,527	\$14,493	\$9,034	61.6%
	Quality First Mental Health Consultation Warmline Strategy		Strategy Subtotal:	\$27,432	\$27,432	\$18,700	\$8,732	68.2%
	Southwest Human Development	FTF-STATE-13-0344-02-Y3	07/01/2014-06/30/2015		\$27,432	\$18,700	\$8,732	68.2%
	Quality First Scholarships Strategy		Strategy Subtotal:	\$8,567,290	\$8,567,290	\$8,567,290	-	100.0%
First Things First (FTF-Directed)	PSC-STATE-15-0738-01	07/01/2014-06/30/2015		\$76,859	\$76,859	-	100.0%	
Valley of the Sun United Way	FTF-STATE-15-0484-01	07/01/2014-06/30/2015		\$8,490,431	\$8,490,431	-	100.0%	
Quality First Warmline Triage Strategy		Strategy Subtotal:	\$9,652	\$9,652	\$7,054	\$2,598	73.1%	
Southwest Human Development	FTF-STATE-13-0351-02-Y3	07/01/2014-06/30/2015		\$9,652	\$7,054	\$2,598	73.1%	
			Goal Area Subtotal:	\$11,866,554	\$11,764,216	\$10,939,997	\$824,219	93.0%
			Overall Total:	\$24,242,272	\$23,687,993	\$19,223,115	\$4,464,878	81.2%

ATTACHMENT #7



FIRST THINGS FIRST

Ready for School. Set for Life.

Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	FY16 Chair and Vice Chair Elections
BACKGROUND	Council Members willing to serve as either a Chairperson and/or Vice Chairperson for the Fiscal Year ending June 30, 2016 will share their interest and offer reasons they believe they would be effective. Council Members will also have the opportunity to nominate other Members. Council Members will cast public votes to identify their final selections.
RECOMMENDATION	The Council must elect a Chairperson and Vice Chairperson from among the appointed members to serve for the Fiscal Year ending June 30, 2016.

***Regional Partnership Council
Chair and Vice-Chair
Responsibilities***



Chair Responsibilities

- Meets with Director and Vice -Chair prior to meetings to set and review agenda and support documents;
- Chairs regional council meetings and provides leadership to the Regional Partnership Council in order to achieve regional and state goals, objectives and statutory requirements;
- Demonstrates knowledge of Open Meeting Law and Robert’s Rules of Order;
- Works with the Director to guide and mediate Regional Partnership Council actions with respect to organizational priorities and governance concerns;
- Helps guide the Regional Partnership Council through strategic planning in collaboration with the Regional Director;
- Appoints the chairpersons of committees, in consultation with Regional Council Members and the Regional Director;
- Discusses with the Regional Director issues confronting the Regional Partnership Council;
- Consults with the Regional Director on any issues regarding financial planning and financial reports;
- Provides feedback to the Regional Director and the Regional Partnership Council to evaluate the performance of the Regional Partnership Council in achieving the First Things First mission;
- Serves as a liaison between the Regional Partnership Council and the community, promoting First Things First values, mission, and goals;
- Works with the Regional Director to help create partnerships within the region’s communities;
- Attends First Things First statewide Leadership Team (Chair/Vice Chair) meetings in Phoenix several times per year;
- Represents the Regional Partnership Council before the First Things First Board and;

Vice-Chair Responsibilities

- The Vice Chair assumes the Chair responsibilities when the Chair cannot be available (see Chair Responsibilities above);
- Works closely with the Chair and Regional Director in planning Regional Partnership Council meetings;
- Attends First Things First statewide Leadership Team (Chair/Vice Chair) meetings in Phoenix several times per year;
- Participates closely with the Chair to develop and implement officer transition plans and;
- Performs other responsibilities as assigned by the Regional Partnership Council.

ATTACHMENTS #8 - #13



FIRST THINGS FIRST

Ready for School. Set for Life.

Phoenix South Regional Partnership Council Meeting June 11, 2015

AGENDA ITEM	Regional Director's Report
BACKGROUND	<p>a. FY16 Family Resource Network Budget (Attachment #8) The Regional Director will present this budget for the Council's review related to funding necessary to support the activities of the Maricopa County Family Resource Network.</p> <p>b. FY16 Community Awareness Budget (Attachment #9) The Regional Director will present this budget for the Council's review pertaining to the cost of materials, supplies and event participation utilized by the Community Outreach staff in performing their duties.</p> <p>c. FTF Research and Evaluation Plan Status Update (Attachment #10) The Regional Director will present an update on the on the status of current FTF Research and Evaluation studies and activities.</p> <p>d. Regional Partnership Council Member Surveys The Regional Director will provide information related to two surveys that will be sent to Council Members.</p> <p>e. Public Policy and Advocacy Committee (Attachment #11) The Regional Director will present for the full Council's review the recent meeting minutes from this Committee, and encourage additional members to join the Committee.</p> <p>f. Exchange Magazine Quality First Spotlight – Phoenix Day (Attachment #12) The Regional Director will present an inspiring article on a Quality First provider in the Phoenix South region.</p> <p>g. FY16 Council Meeting Schedule (Attachment #13) The Council will establish its regular meeting schedule for FY16.</p>
RECOMMENDATION	Review of several documents by the Council, possible discussion and decisions as to the next FY meeting schedule.



FIRST THINGS FIRST

**FTF Directed Budget - Internal Use Only Regional
SFY 2016**

Same budget for each of the following regions: Phoenix North,
Phoenix South, Southeast Maricopa, Southwest Maricopa,
Northwest Maricopa, East Maricopa

Regional Partnership Councils

Index Codes	Phoenix North	20855	\$30,584
	Phoenix South	20856	\$30,584
	Southeast Maricopa	20865	\$30,584
	Southwest Maricopa	20861	\$30,584
	Northwest Maricopa	20862	\$30,584
	East Maricopa	20837	\$30,584
	Strategy Name: SERVICE COORDINATION		
Budget Category		Total Cost	for AFIS/GP use only
PERSONNEL SERVICES	Personnel Sub Total:	\$ -	
Employee Salary			
EMPLOYEE RELATED EXPENSES	ERE Sub Total:	\$ -	
Employee ERE			
CONTRACTED SERVICES	Contracted Services Sub Total:	\$ 30,384.00	
Other Professional & Outside Services		\$ 30,384.00	6299
TRAVEL	Travel Sub Total:	\$ -	
In-State			
Out-of-State			
OTHER OPERATING EXPENSES	Other Operating Sub Total:	\$ 200.00	
External Printing		\$ 200.00	7472
Software - Purchase and Support			
Equipment - Non-Capital Purchase (under \$5,000)			
Any equipment (purchase, support, maintenance of PC/LAN)			
	Total Award:	\$ 30,584.00	

Approval Signature _____

Date _____

Strategy Approval Process for Signatures

Regional Strategies

All Regional Strategies

Approval Process

Michelle Katona

Brief Description of Budgeted Costs

Professional and Outside Services: **\$30,384** includes: FRN website maintenance \$50 per region (\$300 total) Consultant for collaborative coordination and professional development for FRN \$15,333.33 per region (92,000 total); Evaluation contract of FRN \$15,000 (90,000 total)

External Printing: Printing of materials, FRN guide \$200 per region (\$1,200 total)



FIRST THINGS FIRST

Proposed FY16 Phoenix South Community Awareness Budget

CATEGORY	DESCRIPTION	
Promotional Items	First Things First branded promotional items will be purchased to educate potential champions on FTF and the importance of early childhood development and health in the community. Items will be distributed by outreach staff and trained supporters and champions at awareness building events. Such events include: presentations, trainings, professional development seminars, community resource fairs, site tours.	\$ 6,500.00
Printing	Professional printing of FTF collateral positions the organization as a trusted early childhood partner. Posters, banners, fact sheets and signs will be displayed and distributed at events where the Phoenix South Regional Partnership hosts and/or sponsors. Additional expenditures will focus around parent educational materials such as literacy guides, Born Learning products, bookmarks and display boards.	\$ 1,750.00
Books, Subscriptions & Publications	Children's books support FTF messaging that parents are a child's first teacher. Literacy is the best tool to help strengthen vocabulary and build relationships between caregivers and their child. Books will be distributed at community events where children are present or where outreach staff determines they are the best tool to deliver FTF messaging.	\$ 4,750.00
Office Supplies	Funding will be used to purchase equipment for events, presentations, trainings and other awareness building activities. These items aid in transporting, displaying and organizing materials. Supplies will also be purchased to aid in educational and craft activities with children at community events.	\$900.00
Conferences & Sponsorships	Conferences and Sponsorship funds allow community partnerships with events that align with First Things First's visions, mission and strategic plan. Planned sponsorships for FY16 include: ACT Health Fair, Arizonans for Prevention, HopeFest, Creighton School Readiness Project, Día de los Niños.	\$ 5,540.00
	TOTAL	\$ 19,440.00

FTF Research and Evaluation Plan Status Update Evaluation Studies and School Readiness Indicators

Status of Research and Evaluation Studies:

FTF Goal Area	Evaluation Plan Studies	Status
Early Learning	Quality First Implementation and Validation	The RFP for phase one of this study was released on March 18, 2015. Vendor selection is projected to happen by end of June or early July 2015, with an anticipated period of contract performance from July 2015 to March 2017.
	Child Care Demand	Completed in SFY 13. http://www.azftf.gov/WhoWeAre/Board/Documents/FTF-CCReport.pdf
	Child Care Capacity	It was determined it is not necessary at this point to do a child care capacity study but rather to review and utilize the national study that is being conducted currently (this was recommended by the National Advisory Panel in 2014). http://www.azftf.gov/WhoWeAre/Board/Documents/FTF-ChildCareReport.pdf
	Compensation and Credentials	Completed in SFY 13.
	Workforce Survey	It was determined it is not necessary as the research questions are expected to be addressed by the data collected via the FTF Workforce Registry database. THE RFGA award recommendation will go to the Board in May 2015.
Family Support	Home Visitation Study	FTF is focusing on collecting family level data as part of the statewide home visitation integrated data system with DHS, DCS and ADE. Additional time is needed to review the home visitation strategy and FTF funded program models to determine if a strategy specific study is necessary.
	Family and Community Survey	The 2012 Family and Community Survey report will be released in May 2015. The National Advisory Panel recommended that, FTF revise this survey to capture both quantitative and qualitative aspects of caregiver knowledge, behavior and perceptions related to young children's development. The next survey will be launched in SFY 17 or SFY 18. This survey data will become the

FTF Research and Evaluation

April 24, 2015

		source for the FTF school readiness indicator Competent and Confident Families.
FTF Goal Area	Evaluation Plan Studies	Notes
Health	Oral Health Survey	FTF has contracted with the Arizona Department of Health Services (ADHS) for this project. SFY 14 was a planning year for sample size determination and recruitment, methodology development, and finalizing measures, etc. for SFY 15, data collection efforts have begun including a brief parent/caregiver survey and oral health screenings of children in kindergarten. Preliminary findings are slated to be reported in the fall of 2015. This data is the source of school readiness indicator - Dental Health.
	Care Coordination/Medical Home Study	FTF is determining study feasibility in light of SFY 16-18 regional planning.
	Intervening Early Opportunity Assessment	Completed in SFY 13. http://www.azftf.gov/PublicNoticeAttachmentCenter/10-01-2013%20BOARD%20Meeting%20Notice%20Regular%20-%20Agenda%20and%20Attachments.pdf
Evaluation	Children's Budget	Completed in SFY 13. The next round will be aligned with the gubernatorial election timeline.
	Regional Needs and Assets (RNA)	To align regional needs and assets report development with funding planning timeframes, so data can be timely for decision making, FTF has made the SFY16 RNA report a condensed version, while still meeting the statutory requirements. A revised RNA RFP will be released for the 2017 RNA cycle in July of 2015. The 2017 RNA report will be completed by June 2017. This provides regional councils the ability to utilize the 2017 report findings towards SFY 2019 -2021 strategic planning.
	Statewide Needs and Assets	Next report is due December 2015.

Status of FTF School Readiness Indicators:

The FTF Board approved school readiness indicators (SRI) to provide a comprehensive composite measure of system progress in the areas of early learning, family support and health for young children. The school readiness indicators are designed to measure all efforts in the early childhood system, not just FTF's. Each regional council has prioritized a minimum of 3 school readiness indicators to guide their work. These prioritized school readiness indicators, along with other available data, guide regional strategic planning.

To date, the regional councils have set benchmarks for the year 2020 for a sub-set of SRIs with available baseline data (tribal regional council benchmarking is dependent on tribal approvals). For the rest of the SRIs listed below, we are in the process of either collecting or accessing data or are yet to establish a valid and reliable data source to measure system progress within each specific domain. FTF is working with community partners/stakeholders to identify these data sources.

Kindergarten Readiness (Indicator #1):

The Arizona Department of Education (ADE) and FTF are partnering with 9 other states to develop a kindergarten entry assessment (known as the Kindergarten Developmental Inventory, or KDI, in Arizona); an age appropriate observational assessment intended to inform teachers and families of a child's development at kindergarten entry. The KDI will also allow Arizona to monitor aggregate data trends for the new kindergarten class across the state. Currently, a small group of Arizona kindergarten teachers are testing some aspects of the KDI in order to provide feedback to the assessment developers. The assessment will be pilot tested in a larger number of classrooms in school year 2015 – 2016, and broader field testing will occur in school year 2016 – 2017. The entry assessment is anticipated to be available beginning in school year 2017 – 2018. ADE has stated that the KDI will be voluntary for schools to use, so ADE and FTF will be outreaching to schools and stakeholders over the next two years regarding the value of the KDI for effective teaching and learning.

Developmental Delays Identified in Kindergarten (Indicator #5):

FTF staff and stakeholder discussions, as well as Dr. Charles Bruner's Intervening Early Opportunity Assessment report, identified that there is not a single comprehensive data source that could capture the concept that was originally used for developing this population based indicator. FTF is currently reconsidering the data source for this indicator. Towards this goal, FTF staff members are engaged in discussions with an Early Identification for Developmental Delay Advisory Subcommittee. One of the primary data sources that was identified by this advisory subcommittee to consider was AHCCCS and FTF is currently in the process of meeting with AHCCCS staff.

Well-Child Visits (Indicator #8):

FTF is currently in the process of meeting with AHCCCS staff (May 2015 request will be submitted) to request data for this indicator.

Dental Health (Indicator #9):

FTF has contracted with the Arizona Department of Health Services (ADHS), Office of Oral Health (OOH) to conduct a representative health survey of kindergarten (ADHS also collects data on third grade children) children enrolled in public/charter elementary schools in all 15 counties of Arizona. This project is called the **Arizona Healthy Smiles -Healthy Bodies Survey 2015**. The primary purpose of the survey for FTF is to gather the data on "Percent of Arizona's children age 5 with tooth decay." ADHS will have preliminary data by the summer of 2015, and currently it is anticipated that FTF will be able to access and prepare baseline data summary reports for this indicator by the fall of 2015.

Competent and Confident Families (Indicator # 10)

Regional Councils who prioritized this indicator used the 2012 Family and Community survey data to set a benchmark. Going forward, FTF will be revising the Family and Community Survey (data source for this indicator), as FTF staff and the National Panel members share the concern over the current survey items' ability to reliably measure the confident families construct. FTF will be operationalizing the construct of competent and confident families, including defining it and determining what measures represents it. We are planning to conduct the revised survey by SFY 17-18, monitor change over time, and balance changing methodology with the ability to measure the core concept. The revised measure is also expected to:

Incorporate an additional qualitative approach to collecting data, such as the following items:

- Ask the parents/caregivers what they think are the most important factors (rank order of importance);
- Ask what parents/caregivers are doing to address child development, safety, health and well-being related items; and,
- Ask questions such as “do you have any concerns regarding your child’s development, health etc., and if so, where do you go for help?”

Data for School Readiness Indicators for Tribal Regions

FTF Research and Evaluation and Tribal Affairs Senior Directors (Roopa Iyer and Candida Hunter) are working closely with Indian Health Service (IHS) and Inter Tribal Council of Arizona (ITCA) to develop a plan to access data for pending indicators. Even though we previously had access to some data, we didn't have the clarity on methodology to address questions from tribal councils and leadership. Currently we are working with data experts at these agencies to provide us with the methodology to process this data to inform tribal benchmarking.



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board Phoenix South Regional Partnership Council

Public Policy and Advocacy Committee Minutes – May 13, 2015

Welcome, Introductions, and Call to Order

Committee Chair, Jeremy Wood called the **Phoenix South Regional Partnership Council Public Policy and Advocacy Committee** meeting to order at 9:24 a.m. The Committee meeting was held at First Things First, 4000 North Central Avenue, Phoenix, Arizona 85012. Introductions were held and Committee Chair Wood welcomed attendees.

Committee Members PRESENT

Jeremy Wood, Committee Chair
Dr. Bill Johnson

Committee Members ABSENT

Dr. Patty Merk

Call to the Public

There were no members of the public present at the Committee meeting.

Overview and Framework Idea

Director Hallett provided an overview of the purpose of the Committee and why it was formed. She explained that during the fall strategic planning process, the Council expressed interest in taking a more active role in local public policy and advocacy work. Director Hallett shared that while First Things First leadership is pursuing early childhood education and awareness efforts at the state and national level the Council wanted to specifically explore what can be done from a Regional perspective.

Committee Discussion

The Committee discussed and shared ideas to establish priorities for this work. Many concepts, thoughts and considerations were discussed including:

- How to achieve the primary mission of FTF without relying on getting things done by paying for them
- Establishing good priorities to help get people on the same page and direction
- Educating the general public to increase capacity and public will
- Expanding Council Members' sharing and knowledge of early childhood issues to their circles of influence
- Bringing awareness to parents and families so they talk about this issue and find a role to play; inform, then motivate to action
- Develop greater visibility for success stories to be seen and have impact
- Unfunded strategies can: affect changes in public policy; assess and inventory current barriers, needs and resources; communicate priorities to the general public and policy makers; leverage existing partnerships and resources and build new non-traditional partners, such as faith-based and civic organizations; and, build consensus for diverse partners around a common goal.

Next Steps

Director Hallett thanked the Committee for developing concepts for possible *Public Policy and Advocacy* priorities. She stated that this discussion will form the basis for their Committee work. The next meeting will be held sometime in June.

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JANUARY/FEBRUARY 2015

VOLUME 37, ISSUE 1, NO. 221

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Degree Programs • Key Person Approach • Digital Age Educators • Men in ECE • From Confinement to Engagement • Language Immersion Programs
 Literacy through Block Play • Encouraging Breastfeeding • Children and Their Environments • For Profit Child Care
 Policy Matters • Wonder - NACC Newsletter • Inspiring Dance in Children • Beginnings Professional Development Workshop: Behavior

QUALITY FIRST SPOTLIGHT

 FIRST THINGS FIRST

Phoenix Day

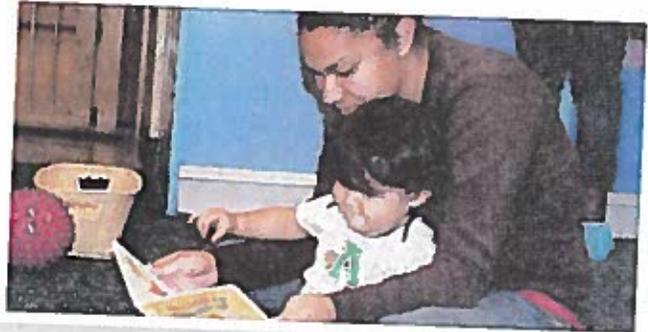
Phoenix, AZ

Director of Education: Kelli Mills

Quality First participant since 2009

Funding provided by First Things First

Phoenix South Regional Partnership Council



Tell us about your program and why you decided to participate in Quality First.

Phoenix Day is an early childhood education program serving children in downtown Phoenix, from infants as young as six weeks old all the way through to five-year-old children getting ready for kindergarten. We noticed that local families needed better services to ensure kids are ready for school and ultimately improve high school graduation rates. That all starts with early education, so the decision to join Quality First was a natural one.

How has your program improved since joining Quality First?

In many ways. For instance, we recently completed the EMPOWER training, all about supporting the emotional and physical health and wellness of children. One specific initiative that we adopted from this training was family-style mealtime. It's easy to just serve kids their food, stand there and watch them while they eat, but that's not necessarily being with them and allowing them to feel like they're part of something bigger. This might be the only place they get to experience that feeling. We have seen such a positive response in the children since beginning family-style meals.

Give us an example of how you have benefitted from the experts available through Quality First.

We had a child with some serious behavioral challenges. The main teacher was being pulled away to focus on this one child's needs - at times, taking up 75% of the teacher's day. That's a real problem, because the other children need her attention as well. So, our coach connected us with a mental health consultant to provide us with some behavioral training on a weekly basis. The consultant modeled how to talk with this child and calm him down when he's escalating. Thanks to this help and a dedicated teacher, the child is now armed with strategies that he can utilize to self-soothe. It took time, but we've seen an incredible improvement.

What's your best tip to help other providers make the most of their participation in Quality First?

Each staff member needs to individually understand and buy in. The teachers all need to understand the positive impact they can have by implementing the Quality First standards and that it's so far above licensing standards. And yes, it is more work, it's a lot more work, but if the teachers can understand the "why" behind it, they will feel compelled to rise to the challenge that is Quality First. And our teachers have certainly risen to the challenge. Also, talk to your teachers ahead of time to assess any specific needs or specialized assistance they may be looking for. Ask them where they could use more support in the classroom so you can identify those areas of need and best utilize time with your Quality First coach during their visits.

First Things First is proud of the commitment and hard work of all early care and education providers participating in Quality First. This space highlights Quality First programs around Arizona for their dedication to preparing children to be ready for school and set for life.



FIRST THINGS FIRST



**PHOENIX SOUTH REGIONAL COUNCIL
PROPOSED FY16 MEETING CALENDAR**

MONTH	DATES	TIME	LOCATION
July 2015	Thursday, July 9	9:00 AM	TBD
August 2015	Thursday, August 13	9:00 AM	TBD
September 2015	Thursday, Sept. 10	9:00 AM	TBD
October 2015	Thursday, Oct. 8	9:00 AM	TBD
November 2015	Thursday, Nov. 12	9:00 AM	TBD
December 2015	Thursday Dec. 10	9:00 AM	TBD
January 2016	Thursday, Jan. 14	9:00 AM	TBD
February 2016	Thursday, Feb. 11	9:00 AM	TBD
March 2016	Thursday, March 10	9:00 AM	TBD
April 2016	Thursday, April 14	9:00 AM	TBD
May 2016	Thursday, May 12	9:00 AM	TBD
June 2016	Thursday, June 9	9:00 AM	TBD