



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board Coconino Regional Partnership Council Draft- Meeting Minutes August 25, 2014

Call to Order

The Regular Meeting of the First things First Coconino Regional Partnership Council was held on August 25, 2014. The meeting was located at the Elks Lodge, 2101 North San Francisco Street, Flagstaff Arizona 86001. Amanda Guay, Vice-Chair for the Coconino Regional Partnership Council, called the meeting to order at approximately 1:35 p.m. and welcomed all in attendance.

Members Present:

Paula Stefani; Beth Johndrow; Noreen Sakiestewa; Robert Kelty; Scott Deasy

Members Present by Phone:

Debbie Winlock; Sherri Slayton

Members Absent:

Allen Chapa; Kevin Brown; Mary Morgan

Disclosure of Conflicts

None

Consent Agenda

Member Stefani motioned to approve the minutes for the July 14, 2014 Coconino Regional Partnership Council Regular meeting. Member Deasy seconded. Motion carried.

Discussion and Possible Approval of Service Coordination Committee Recommendations:

- a. **SFY2015 FTF Directed Family Resource Calendar Budget**
- b. **Next Steps for Service Coordination**

Vice-Chair Guay turned the discussion for this agenda item over to Ms. Majure who reviewed the recent meetings of the service coordination committee and their recommendation for the SFY2015 FTF directed family resource calendar budget. M. Majure also reviewed the Service Coordination Subcommittee's discussion about additional next steps for the Service Coordination strategy including the possibility of conducting a Service Coordination community readiness assessment in SFY2015, continuing Service Coordination as a secondary strategy in SFY2016 for appropriate strategies, and discontinuing Service Coordination as a stand-alone strategy.

Ms. Majure recommended on behalf of the Service Coordination Subcommittee that the Regional Council approve the SFY2015 FTF directed Service Coordination family resource calendar with the attached budget of \$17,310. Member Sakiestewa motioned that the regional council approve the regional director's recommendation on behalf of the Committee for the approval of the SFY2015 FTF Directed service coordination Family Resource Calendar Budget of \$17,310. Member Stefani seconded. Motion carried.

Grantee Presentations – Family Support and Health

- a. **Parent Education Community-Based Training - Growing Up Great Program**

- b. Home Visitation - Parents As Teachers Program
- c. Oral Health - Smart Smiles Program
- d. Care Coordination/Medical Home - Healthy Steps Program
- e. Reach Out and Read Program

Vice-Chair Guay gave a brief overview on each of the grantee presenters and explained that each presenter has 7 minutes for their presentation. She introduced Sondra Soter with Association for Supportive Child Care who talked about the Growing up Great program and presented a slide show. Vice Chair Guay then introduced Cathy Vandenberg and Pearl Rawls with Chicanos Por La Casa, who spoke about the Parents as Teachers program and presented their slide show. Next Vice Chair Guay introduced Amy Young and Katy Bassett with Coconino County Public Health Services District who talked about the Smart Smiles program and presented their slide show. Vice Chair Guay then introduced Julie Jorgenson with North Country Healthcare who talked about the Healthy Steps Program. Lastly, Vice Chair Guay introduced Sharon Brady and Pam Flake with the American Academy of Pediatrics – AZ who talked about the Reach Out and Read program, presenting their slide show.

Overview and Discussion of Cross Regional Priorities and Strategies

- a. Navajo Nation Region
- b. Navajo/Apache Region

Vice-Chair Guay introduced Kate Dobler-Allen, Navajo Apache Regional Director, who gave an overview of her Regional Council's regional needs and priorities, strategies and selected school readiness indicators. Ms. Dobler-Allen also described the strategies that share some of the Coconino grantees and are similar strategies. Regional Director Melissa Begay with Navajo Nation was unable to join the Regional Council meeting for her presentation due to unexpected circumstances.

Overview of History of Regional Strategies for SFY2016 – 2018 Strategic Planning

Vice-Chair Guay turned the discussion for this agenda item over to Ms. Majure who briefly reviewed the history of regional strategies for SFY2016 – 2018 Strategic Planning.

Next Regional Council Meeting Date: September 8, 2014 at 3:00pm at United Way of Northern Arizona, Flagstaff, Arizona

The next Regional Council Meeting will be held on September 8, 2014 at 3:00pm at United Way of Northern Arizona, Flagstaff, Arizona

Community Forum on Early Childhood Services/Programs in the Coconino Region for SFY2016 to SFY2018 Strategic Planning

Vice-Chair Guay turned this discussion over to Ms. Majure, who facilitated the community forum with the Regional Council and community partners attending the forum. After providing an overview of strategies and priorities for the Coconino region, Ms. Majure had the participants move into small groups to discuss early childhood assets and gaps in services across the region and then brought the group back together to summarize and prioritize the biggest gaps in early childhood services and the greatest needs for children birth to age 5 in the region.

Adjourn

Vice-Chair Guay called for a motion to adjourn the meeting. Member Sakiestewa moved to adjourn the meeting. Member Stefani seconded. Meeting adjourned at 4:55pm.

Dated this 28th day of July 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Coconino Regional Partnership Council



Ellen Majure, Regional Director

Approved by:

Kevin Brown, Chair



FIRST THINGS FIRST

Ready for School. Set for Life.

FY2014 - FY2016

STRATEGIC
COMMUNICATIONS PLAN



BUILDING AWARENESS

- **It's the law**
- **Values**
- **Decision-making**
- **Making Early Childhood a must-have; not a nice-to-have**

FOUNDATION BUILDING

- **Strategic Communications supports system-building work**





STRATEGIC COMMUNICATIONS PLAN

FTF State Board's charge:

Create a strategic communications plan that is:

- 1. Comprehensive**
- 2. Consistent statewide**
- 3. Based on research**
- 4. Focused on measurable outcomes**



STRATEGIC COMMUNICATIONS PLAN



GOAL 1

Raise awareness of, and build public support for, the importance of early childhood.

GOAL 2

Position First Things First as a recognized and trusted voice in early childhood.

GOAL 3

Build awareness of early childhood programs and services, particularly FTF statewide initiatives and locally-supported programs, among priority audiences.



INTEGRATED WORK

- **Strategic Messaging**
- **Earned Media**
- **Brand Awareness**
- **Paid Advertising**
- **Social Media**
- **Community Outreach**
- **Community Awareness**



STRATEGIC MESSAGING



ABOUT 90% OF A CHILD'S BRAIN DEVELOPS BEFORE AGE 5.

So the job of helping kids succeed in school starts the day they are born.



CRITICAL SKILLS, LIKE MOTIVATION, SELF-DISCIPLINE, FOCUS AND SELF-ESTEEM, BEGIN TO TAKE ROOT FROM BIRTH TO 5 YEARS OLD.

Successful people share these traits and we must give children the tools to develop these essential skills.

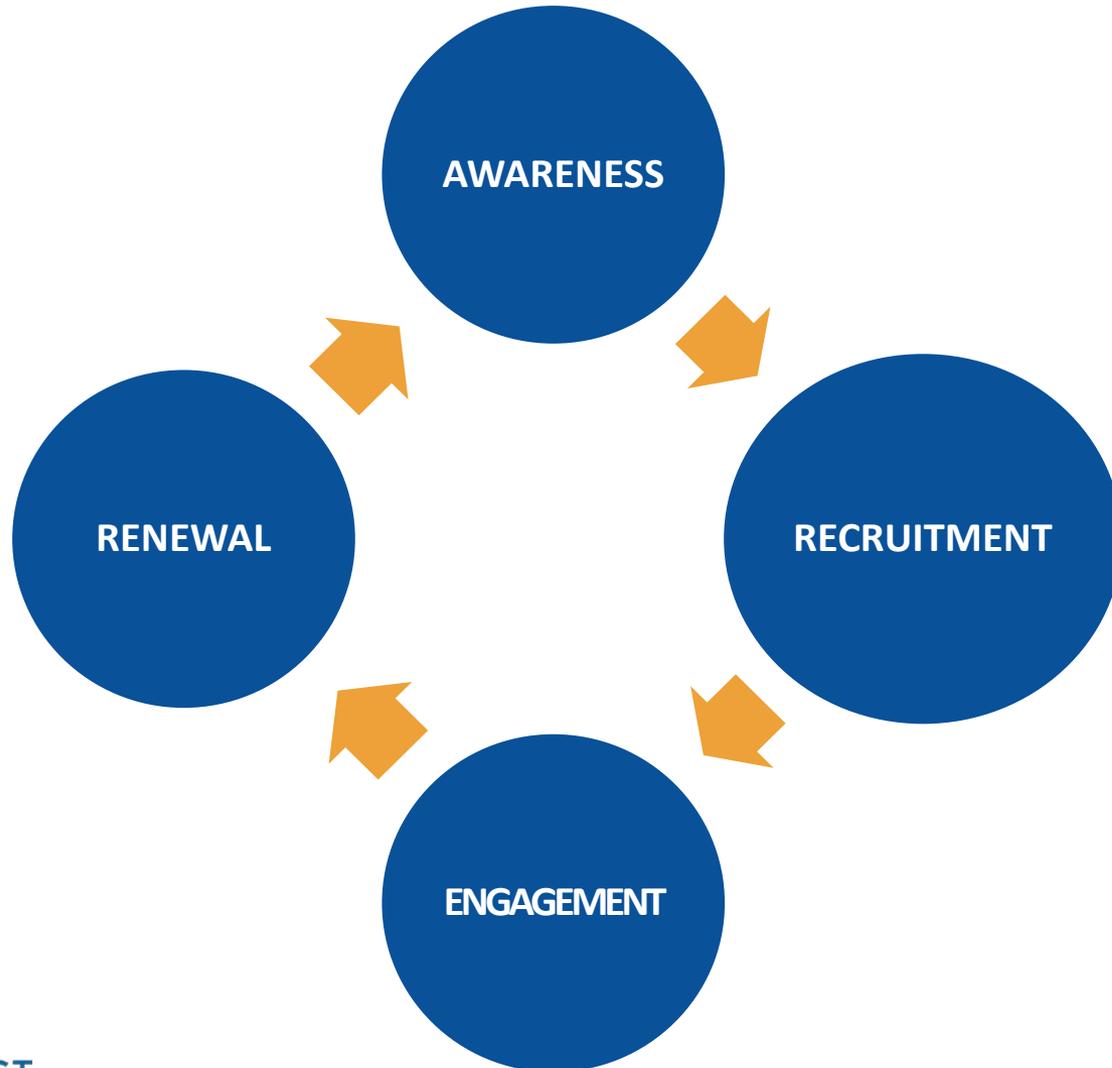


STRONG FAMILIES ARE THE BUILDING BLOCKS OF A STRONG SOCIETY.

It's crucial that parents have the tools they need to support young children with stable, nurturing environments in their earliest years.



COMMUNITY OUTREACH MODEL





3-TIER ENGAGEMENT MODEL

CHAMPIONS

SUPPORTERS

FRIENDS



BOARD/REGIONAL PARTNERSHIP

Arizonans have a shared responsibility to help Arizona children grow up healthy and ready to succeed.





SUCCESSSES

Earned Media Stories

Total FY2013: Total FY2014:

361

641

78%

Increase



SUCCESSSES

FTF Facebook Page

Total FY2013: Total FY2014:

21,274

54,318

155%

Increase



SUCCESSES

Overall Outreach Activities

Total FY2013: Total FY2014:

2,022

2,990

48%

Increase



TAKE ACTION PAGE

Take Action in Support of Arizona's Young Children

If you understand the importance of early childhood and want to know more or do more, there are simple ways to join First Things First and help spread the word:



Join our mailing list

Sign up to receive email updates from First Things First. We won't share your information, and we won't flood your inbox.

GO



Follow us on Facebook

Connect with First Things First for information and inspiration about a variety of early childhood topics. More than 50,000 of you already do, so join the movement and share with your friends. (And if you're on [Twitter](#), we are too.)

GO



Watch and Share

Doctors, teachers and community leaders know that a child's experiences in their first five years lay the foundation for a lifetime.



And for more information on early childhood, visit [ReadyAZKids.com](#), another website from First Things First featuring tons of visual, shareable content.



Request a Presentation or Attend a Training

You can help spread the word and be a champion for early childhood in your community. Invite First Things First to present to your group or get training on effective messaging.

GO

HAVE QUESTIONS?

You can contact us at community@aztf.gov



QUESTIONS? WE CAN HELP!

- Liz Barker Alvarez, Vice President, Communications and Public Affairs
- Angela Mussi, Senior Director, Community Outreach
- Dan Puglisi, Senior Director, Marketing and Brand Advancement



FIRST THINGS FIRST

Ready for School. Set for Life.

THANK YOU





FIRST THINGS FIRST

CORE MESSAGES ABOUT EARLY CHILDHOOD

90% of a child's critical brain development happens by the time they are 5 years old. The job of helping kids get ready for school starts the day they're born.

Strong families are the building blocks of a strong society. It's crucial that parents have the tools they need to support children with stable, nurturing environments in their earliest years.

Critical social and behavioral skills, such as motivation, self-discipline, focus, and self-esteem, begin to take root from birth to 5 years old. Successful people share these traits and we must give children the tools to develop these essential skills.

Kids who start behind usually stay behind when they get to school. We need to invest in all kids in the early years, so they are prepared and ready to succeed on their first day of kindergarten.

CORE MESSAGES ABOUT FTF

90% of a child's brain development happens before kindergarten, and a child's early experiences lay the foundation for a lifetime of success.

Arizonans created First Things First to give all kids the opportunity to start kindergarten prepared to succeed.

FTF partners with parents to give them the information and support they need to make the best choices for their families and feel confident in their role as their child's first teachers.

To date, FTF has dedicated more than \$630 million to support strong families, improve early learning opportunities for kids birth to 5 years old and promote better health for young kids.

Everyone benefits when more kids arrive at school prepared to be successful.

ELEVATOR SPEECHES

30 seconds

Did you know that 90% of a child's critical brain development happens before they are 5 years old? Research shows that what happens to kids in the early years sets the foundation for a lifetime of success. It's crucial that parents have the tools they need to support children with stable, nurturing environments in their earliest years. Strong families are the building blocks of a strong society. That's why First Things First partners with communities to strengthen families and help more kids arrive at kindergarten prepared to succeed.

60 seconds

Getting kids ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. Since 90% of a child's brain develops before kindergarten, the job of getting kids ready for school starts the day they're born. Critical social and behavioral skills, such as motivation, self-discipline, focus, and self-esteem, also begin to take root from birth to age 5. It's crucial that families have the tools they need to support children with stable, nurturing environments in their earliest years.

First Things First partners with communities to support parents in their role as their child's first teacher. By giving parents the information they need to make the best choices for their families, improving early learning opportunities for young kids, and ensuring that more children arrive at school healthy, we increase their chances of doing well in school. And, when kids are successful, we all benefit.

Our Early Steps Havasupai Team

- **Pat Watahomigie, Home Visitor**
Havasupai Tribe-Early Steps to School Success
- **Dalla Mae Wescogame, Home Visitor**
Havasupai Tribe-Early Steps to School Success
- **Carlos Powell, Early Steps Site Supervisor**
Havasupai Tribe-Head Start Director

Our Early Steps Havasupai Team

- **Diane Lenz, Program Specialist**
Save the Children-US Programs
- **Denise Weiss-Salinas, Senior Early Childhood Specialist**
Save the Children-US Programs
- **Cloe Chambers, Deputy Director (AZ, CO, NV, NE)**
Save the Children-US Programs

U.S. Programs

Save the Children strives to ensure that the most underserved children in America are:

- **Ready to learn** by the time they begin school,
- **Thrive academically and developmentally,**
- **Are healthy and active,** and
- **Are safe and protected** when disaster strikes.

Last year, in the United States, our programs reached **240,000 children.**



A helping hand in our own backyard

We currently partner with more than 200 schools and communities in 19 states and the District of Columbia through our core education, health and emergency preparedness and response programs.



First Things First

School Readiness Indicators

Early Steps Program Goals

- Children will enter school with the skills necessary for school success.
- Parents will have the knowledge and skills to support their children's education.
- Home and school connections will be strong.
- Early childhood knowledge and skills in communities will be significantly increased.

Early Steps to School Success HAVASUPAI



Integrated Curriculum Materials

- Plan and Play Sets
- Parent/Child Groups
- Child Portfolio

Early Steps to School Success HAVASUPAI

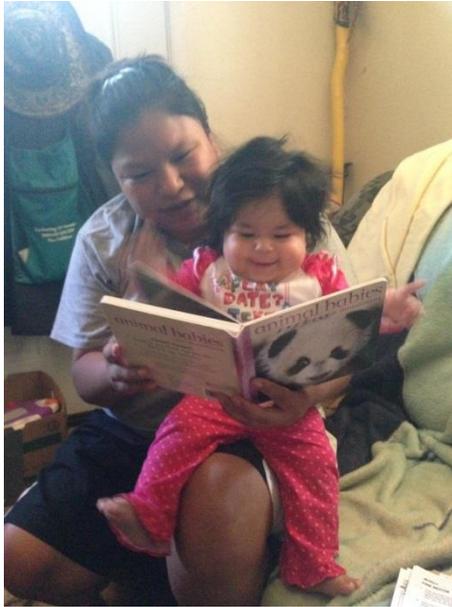
Implementing the Model

1. Home visits twice a month (Supai and Supai Camp)

- **Developmental Screening**
 - ✓ Ages & Stages Questionnaire (ASQ)
- **Parents learn to be their child's first teacher**
 - ✓ Language and literacy skills
 - ✓ Social-emotional skills
 - ✓ Thinking (cognitive) skills
 - ✓ Physical (motor) skills



Implementing the Model



2. Book Bag Exchange

- Age and culturally appropriate books
- Training for parents in how to explore books and read with their child

Implementing the Model



3. Regularly scheduled Parent-Child Groups

- Literacy Development-Sharing Books
- Learning Through Active Play
- Singing and Storytelling

Implementing the Model

4. Positive Transition to preschool

- Parent/teacher meetings
- Child visits the preschool
- Early Steps Home Visitor makes one visit to observe the child at the preschool class after transition is complete



One Family's Story: Tanessa and Bryson

Early Steps to School Success HAVASUPAI

- Tanessa enrolled in Early Steps when Bryson, her first child, was six months old.
- Pat (the Early Steps Home Visitor), Tanessa and Bryson worked together until he turned 3 in May.
- Bryson is very active and social!
- Home visit activities and hand-outs helped Bryson learn to love books, develop vocabulary and focus his attention.



“As a new single mom I did not know what I should be doing with him. Pat came along and helped me see what I could try.”

Havasupai Early Steps Updates

June Activities

- Home Visits: 32
- Developmental Screenings (ASQ): 9
- Parent-Child Group: 5 families

Current Enrollment

- 21 families in Supai
- 1 family at Supai Camp
- Total of 26 children
- We have openings for 8 new families

Challenges and Successes

Challenges

- Family enrollment
- Consistent family participation
- Data submission for First Things First and Save the Children

Successes

- 29 families served in FY 14
- Plan in place for ongoing family recruitment
- Improved and on-time data submission

ESSS Children are Doing Well!

- The average score for all children on the Peabody Picture Vocabulary Test (PPVT) is 100.
- The average PPVT score for 630 Early Steps children across the U.S. is 97.
- 3 Havasupai children were tested with the PPVT this year at age 3. Their average score was 104.

Early Steps to School Success
HAVASUPAI

THANK YOU!





FIRST THINGS FIRST

AGENDA ITEM: Discussion and Possible Approval on Quality First SFY2015 Expansion Slots

BACKGROUND: The Regional Council approved expansion of Quality First for SFY2015 to include the addition of 1 center (with scholarships); removing scholarships for an enrolled center (Havasupai Head Start); adding 2 ratings-only centers; and adding 4 non-QF CCHC centers at a total funding level of \$1,519,837. This represents an increase of \$448,193 from the SFY2014 level.

With the upcoming strategic planning process for SFY2016 – SFY2018 and the reduction in funding the Regional Council will have to consider when making strategy funding decisions, it makes sense for the Regional Council to review and reconsider Quality First funding in SFY2015 as approved. The Quality First expansion slots for SFY2015 have not yet been filled.

Also important to note, the FTF State Board approved the FTF Program Committee's recommendations including the following changes to the QF program beginning in SFY2016:

- QF scholarships will no longer be required as part of the QF program model and Regional Councils will decide the number of scholarships to fund (within parameters for the QF model)
- Enrolled QF providers will be maintained
- Financial incentives will be provided to 4-5 star QF sites
- QF scholarships will be utilized for children from low income families.

With the upcoming reduction in funding, the Regional Director recommends the following scenario for the QF program for this fiscal year with a funding level decrease of \$146,919:

- Remove 1 center (expansion slot for FY15)
- Change 1 center with scholarships to 1 center without scholarships (Hopi Head Start)
- Keep 2 Ratings-Only Centers with Scholarships
- Keep 4 Non-QF CCHC Centers (expansion for FY2015)

QF PROGAMATIC AND FINANCIAL SCENARIOS			
	FY14	Current Approved FY15 Scenario	Recommended QF Scenario
# of Full Participation Centers with scholarships	18	18	16
# of Full Participation Centers without scholarships	0	1	2
# of Full Participation Homes with scholarships	8	5	5
# of Rating Only Centers with scholarships	0	2	2
# of Non QF CCHC Centers	0	4	4
Total QF Components	\$ 428,596	\$ 435,260	\$ 411,913
Scholarships	\$ 643,048	\$ 1,084,577	\$ 961,005
# of Scholarships	128	143	125
Total Regional QF Investment	\$ 1,071,644	\$ 1,519,837	\$ 1,372,918
DIFFERENCE		\$ (448,193)	\$ 146,919

RECOMMENDATION: The Regional Director recommends approval of the change in QF expansion slots to reflect removing 1 QF center with FTF scholarships and changing 1 QF center (Havasupai Head Start) to be a QF center without FTF scholarships

EARLY CHILDHOOD THEMES FROM COMMUNITY FORUM(08-25-14) & COCONINO REGIONAL PRIORITIES

FAMILY SUPPORT

Most effective family support & literacy programs/services

- Libraries
- Reach Out and Read program
- Child Find events/services
- Head Start
- Healthy Families program
- Healthy Steps program
- Health Start
- All Home Visiting programs
- In Home Literacy Coaching programs
- Summer Transition to Kindergarten programs
- Family, Friend and Neighbor programs
- Parent Education programs
- Kith and Kin – Session on Literacy - “Reading is Fun”
- Dolly Parton Imagination Library program
- Services/Programs that reach parents as early as possible – ie. serving prenatal women

Biggest gap in family support programs/services

- **Reaching families who need family support services the most. ○○○○○○**
 - **Families living in rural areas of the region have challenges in accessing family support services.**
- There is a need to increase family support services for children with special needs ○
- Need additional support for
- Need for increased occupational and speech therapy services
- Need for postpartum support and family enriching events in communities

EARLY LEARNING Quality and Access (EARLY CARE AND EDUCATION)

Most effective family support & literacy programs/services

- Care and Coordination
- High quality early learning environments
- Quality First programs with star ratings of 3-5 starts and/or accredited programs
- Home Visitation and Family Support programs
- Head Start
- Summer Transition to Kindergarten programs
- Professional Development Opportunities (training and education)
- Lavayi Language program on Hopi
- Kith and Kin program – Educating family, friend and neighbor providers
- Early education programs that children stay in for extended periods of time.

Biggest gap in early care and education programs/services

- **There is a need to increase access to early learning programs for children that need it the most** ○○○○○○○○○○
- **There is a need to increase the opportunities for special needs training for early childhood professionals. If we don't provide this, it sets children up for failure to meet educational standards** ○○○
- **There is a need for increased access to quality early learning programs for children birth to age 3.** ○○
- Many caregivers/parents have limited knowledge of the educational expectations for their children ○
- There is a lack of kindergarten readiness programs ○
- There is a need to assure that parents/caregivers identify and internalize the value of early childhood experiences for their children
- There is limited access to QF programs
- Need to find family, friend & neighbor providers and provide services to them since they are makeup the largest percentage of child care providers in the region.
- Make sure we have clear screening criteria for children participating in KinderCamp program to assure that children without preschool experience get enrolled in the program.

COMMUNITY OUTREACH AND AWARENESS

What would work best to build awareness about the importance of early childhood in the Coconino Region?

- Grassroots efforts
- Early childhood fairs
- Community events
- Increase family awareness
- Steady, continued presence
- Partner with local businesses
 - Target
 - Wal-Mart
 - Restaurants
- Use Radio stations
- Advertise in the Hopi Tribal newspaper
- Hopi Tribal Council need to be educated
- Collaboration with community organizations (churches for example)
- Schools and districts?
- Assuring that diversity is addressed in the communication messages
- Delivering key messages through personal contact.
- Meeting parents where they are (ie. shelters, family food center, etc.)
- Use multi-pronged messages from many sources
- Use local contacts that are respected by the community to share key messages
- Use movie theaters
- Use social media
- Have aspirational community conversations
- Deliver messages through interfaith outreach
- Advocacy education beginning on day one
- Knowledge of readiness to pass early childhood education policy efforts. ●
- Outreach to policy makers to educate them on the importance of the messages
- Need to increase awareness about the importance of early learning for K-12

Regional Priorities (From FY15 Funding Plan) Aligned with Regional Priorities

PRIORITY #	APPROVED REGIONAL PRIORITIES	PRIORITY GAPS IDENTIFIED AT COMMUNITY FORUM (08-25-14)
1	There is a need for Families to have improved opportunities for parent education and access to tools and resources necessary to support their child's development.	<p style="color: green;">Reaching families who need family support services the most</p> <p style="color: blue;">There is a lack of mental health services available for young children?</p>
2	Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading.	
3	Many children continue to have untreated tooth decay across the region.	
4	Many children qualifying for early intervention services in the Northern hub, the Winslow hub and the Williams hub are not getting those services, primarily in the areas of Speech therapy and Occupational therapy.	There is a need to increase the opportunities for special needs training for early childhood professionals. If we don't provide this, it sets children up for failure to meet educational standards
5	Many families across the region need improved access to high quality early childhood development and health programs.	<p style="color: green;">Reaching families who need family support services the most</p> <p style="color: green;">There is a need for increased coordination of existing services to increase family's access to services</p>
6	There is a need to improve families' access to high quality child care (regulated and unregulated).	<p style="color: red;">There is a need to increase access to early learning programs for children that need it the most</p> <p style="color: purple;">There is a need for increased access to quality early learning programs for children birth to age 3</p>
7	Many families across the region go without basic needs, which has a negative long-term impact on health and birth outcomes.	

Coconino Region Strategy Assessments

Regional Priorities	Goal Area	Strategy Name	SRI
<p>1. There is a need for families to have improved opportunities for parent education and access to tools and resources necessary to support their child's development.</p> <p>2. Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading.</p>	Family Support & Literacy	Home Visitation	Children demonstrating school readiness at kindergarten
		Parent Education Community-Based Training	Families who report they are competent and confident about their child's safety, health and well being
		Reach Out and Read	
<p>5. Families need access to high quality child care (regulated & unregulated).</p> <p>2. Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading.</p>	Quality & Access	Quality First	Children demonstrating school readiness at kindergarten Children enrolled in an early care & education program with a QF rating of 3-5 stars
		Family, Friend & Neighbor Care	Children demonstrating school readiness at kindergarten Families who report they are competent and confident about their child's safety, health and well being
		FTF Professional REWARD\$	Children enrolled in an early care & education program with a QF rating of 3-5 stars
		Summer Transition to Kindergarten	Children demonstrating school readiness at kindergarten
<p>3. Many children continue to have untreated tooth decay across the region.</p>	Health	Oral Health	Children age 5 with untreated tooth decay
<p>1. There is a need for families to have improved opportunities for parent education and access to tools and resources necessary to support their child's development</p> <p>4. Many children qualifying for early intervention services in the Northern hub, the Winslow hub and the Williams hub are not getting those services, primarily in the areas of Speech therapy and Occupational therapy.</p>		Care Coordination/Medical Home	Children demonstrating school readiness at kindergarten Children with newly identified delays during the kindergarten year Families who report they are competent and confident about their child's safety, health and well being
<p>7. Many families across the region go without basic needs which has a negative long-term impact on health and birth outcomes.</p>		CCHC	Children demonstrating school readiness at kindergarten Children enrolled in an early care & education program with a QF rating of 3-5 stars
<p>5. Families across the region need improved access to high quality early childhood development a& health programs.</p>	Coordination & Collaboration	Service Coordination	Families who report they are competent and confident about their child's safety, health and well being
<p>1. There is a need for families to have improved opportunities for parent education and access to tools and resources necessary to support their child's development.</p>	Communications	Community Outreach	Families who report they are competent and confident about their child's safety, health and well being
		Community Awareness	
		Media	

Home Visitation

Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Connect families to resources to support their child's health and early learning.

1.	Strategy Goal Area	Family Support and Literacy
2.	Program Name(s)	Parents As Teachers
3.	What is the Grantee Name:	Chicanos Por La Causa
4.	Number of years serving the region	In 3 rd year , began in FY13
5.	What is the target population of this strategy?	Serves parents with children birth through age 5
6.	What communities are served by this strategy?	Flagstaff, Winslow and Hopi
7.	How much money has been spent through FY14?	\$399,999
8.	Does the grantee implement an evidence based program?	Yes, the PAT program is an evidence based program.
9.	Estimated number of children/families that have been reached by this strategy	61 families served in FY2013; 131 families served in FY14
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	No
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	<ol style="list-style-type: none"> 1. Development and Sensory Screenings 2. Health Insurance Enrollment

Home Visitation

Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Connect families to resources to support their child's health and early learning.

1.	Strategy Goal Area	Family Support and Literacy
2.	Program Name(s)	Early Steps to School Success
3.	What is the Grantee Name:	Havasupai Tribe
4.	Number of years serving the region	In 5 th year, began in FY11
5.	What is the target population of this strategy?	Serves families with children birth to age 3
6.	What communities are served by this strategy?	Supai and Supai Camp
7.	How much money has been spent through FY14?	\$310,108
8.	Does the grantee implement an evidence based program?	No, this is a promising practice program.
9.	Estimated number of children/families that have been reached by this strategy	25 families served in FY2012; 25 families served in FY2013; 28 families served in FY2014
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc.)?	Yes, Save the Children conducted a Quality Assessment in March, 2013. Findings: Need more complete and timely data collection for both the FTF and StC systems; increase family recruitment and community awareness of the ESS program; increase the focus on early literacy in the context of home visits.
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	<ol style="list-style-type: none"> 1. Development and Sensory Screenings 2. Health Insurance Enrollment 3. Service Coordination

Parent Education Community Based Training (becomes Parenting Education in SY16)

Provides classes on parenting, child development, and problem-solving skills. Strengthens families with young children by providing voluntary classes in community-based settings.

1	Strategy Goal Area	Family Support and Literacy
2.	Program Name(s)	Growing Up Great (GUG)
3.	What is the Grantee Name:	Association for Supportive Child Care
4.	Number of years serving the region	In 3 rd year , began in FY13
5.	What is the target population of this strategy?	Serves parents with children birth through age 5
6.	What communities are served by this strategy?	Flagstaff, Page, Hopi
7.	How much money has been invested into this strategy?	\$193,159
8.	Does the grantee implement an evidence based program?	Yes, the GUG program is an evidence based program.
9.	Estimated number of children/families that have been reached by this strategy	121 parents have participated in GUG
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need improved opportunities for parent education and access to tools and resources necessary to support their child’s development • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	Yes - FTF Quality Assurance Site Visit (November, 2013)
12.	What SRI’s are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Families who report they are competent and confident about their child’s safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	None

Reach Out and Read (Becomes Parenting Outreach and Awareness in FY16)

Trains pediatric practices to engage parents and young children in early literacy activities; provides books to pediatricians or their staff to distribute to families with young children. Expands children's access to reading by promoting child literacy as a part of pediatric primary care

1.	Strategy Goal Area	Family Support and Literacy
2.	Program Name(s)	Reach Out and Read
3.	What is the Grantee Name:	American Academy of Pediatrics – AZ Chapter
4.	Number of years serving the region	In 3 rd year, began in FY14 (multi-regional contract)
5.	What is the target population of this strategy?	Serves children ages birth to age 5
6.	What communities are served by this strategy?	In health care clinics/pediatric offices in Flagstaff, Williams, Winslow, Page, Hopi, Havasupai, Grand Canyon
7.	How much money has been invested into this strategy?	\$46,000
8.	Does the grantee implement an evidence based program?	Yes, Reach Out and Read is an evidence based program. Key Findings: <ul style="list-style-type: none"> • Parents served by Reach Out and Read are up to four times more likely to read aloud to their children. • Reach Out and Read reaches the child through effectively teaching the parent to start lifelong learning in the home. • During the preschool years, children served by Reach Out and Read score three to six months ahead of their non-Reach Out and Read peers on vocabulary tests. These early foundational language skills help start children on a path of success when they enter school.
9.	Estimated number of children/families that have been reached by this strategy	<ul style="list-style-type: none"> • 6,336 books distributed to children. • 16 participating ROR sites (clinics, community health centers, IHS centers)
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	Reach Out and Read staff conducts annual assessments of each ROR clinic across the state. No results are available at this time.
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.

14. What secondary strategies are included in this strategy/program? N/A

FTF Professional REWARD\$

Improves retention of early care and education teachers through financial incentives. Keeps the best teachers with our youngest kids by rewarding longevity and continuous improvement of their skills.

1.	Strategy Goal Area	Quality and Access
2.	Program Name(s)	FTF Professional REWARD\$
3.	What is the Grantee Name:	Valley of the Sun United Way
4.	Number of years serving the region	In 5 th year, began in FY10
5.	What is the target population of this strategy?	Serves early care and education teachers who have worked in a child care center or home for at least 1 year
6.	What communities are served by this strategy?	All communities
7.	How much money has been invested into this strategy?	\$232,515
8.	Does the grantee implement an evidence based program?	No
9.	Estimated number of children/families that have been reached by this strategy	288 Incentive Awards have been distributed.
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> Families need access to high quality child care (regulated & unregulated) Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	No. There will be an FTF QA site visit in quarter 2 of this fiscal year.
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> Children enrolled in an early care & education program with a QF rating of 3-5 stars
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	3 – This grantee coordinates with some community partners (mainly child care providers).
14.	What secondary strategies are included in this strategy/program?	N/A

Family, Friend and Neighbor Care

Supports provided to family, friend and neighbor caregivers include training and financial resources. Improves the quality of care and education that children receive in unregulated child care homes.

1.	Strategy Goal Area	Quality and Access
2.	Program Name(s)	AZ Kith and Kin
3.	What is the Grantee Name:	Association for Supportive Child Care
4.	Number of years serving the region	In 4 th year, began in FY12
5.	What is the target population of this strategy?	Serves family, friend and neighbor child care providers (unlicensed)
6.	What communities are served by this strategy?	Flagstaff, Williams, Grand Canyon, Winslow, Page, Fredonia, Hopi, Kaibab Band of Paiute Indians
7.	How much money has been invested into this strategy?	\$301,015
8.	Does the grantee implement an evidence based program?	NO. The Kith and Kin program model for serving FFN caregivers is conducting an independent, three part evaluation study to assess its impact in FFN settings. At the moment it is not documented as research-based, but it is certainly recognized as a promising practice and is in the process of being studied and evaluated.
9.	Estimated number of children/families that have been reached by this strategy	169 home based providers have been served
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need access to high quality child care (regulated & unregulated) • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	Yes, an FTF Quality Assurance Site Visit (February, 2014)
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A

Summer Transition to Kindergarten

Provides first time classroom experiences for children who are about to begin kindergarten, and information to their parents. Helps children who may not have had any preschool experiences (and their families) to prepare for the transition to kindergarten.

1.	Strategy Goal Area	Quality and Access
2.	Program Name(s)	KinderCamp
3.	What is the Grantee Name:	Coconino County Superintendent of Schools
4.	Number of years serving the region	In 4 th year, began in FY12
5.	What is the target population of this strategy?	Children with limited (less than six months of center or school-based preschool experience) or no preschool experience who are age eligible (will be 5 years of age before September 1 of the current program year) to attend kindergarten in the successive fall.
6.	What communities are served by this strategy?	Flagstaff, Williams, Winslow, Page, Fredonia, Grand Canyon and Hopi
7.	How much money has been invested into this strategy?	\$645,675
8.	Does the grantee implement an evidence based program?	No
9.	Estimated number of children/families that have been reached by this strategy	471 children served
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Many children are arriving at kindergarten unprepared for school in the areas of early literacy and reading
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	No
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A

Oral Health

Provides oral health screenings and fluoride varnish in a variety of community-based settings and provides outreach to dentists to encourage service to children for a first dental visit by age one. Provides oral health education to parents, children and early childhood professionals. Decreases preventable oral health problems in young children.

1.	Strategy Goal Area	Health
2.	Program Name(s)	Smart Smiles
3.	What is the Grantee Name:	Coconino County Public Health Services District
4.	Number of years serving the region	In 6 th year, began in FY10
5.	What is the target population of this strategy?	Serves children birth to age 5, their parents, health care professionals and child care directors
6.	What communities are served by this strategy?	Flagstaff, Williams, Grand Canyon, Winslow, Page, Fredonia, Havasupai (screenings/education only), Kaibab Band of Paiute Indians, new this year - Hopi
7.	How much money has been invested into this strategy?	\$595,392
8.	Does the grantee implement an evidence based program?	They utilize evidence based practices in their service delivery
9.	Estimated number of children/families that have been reached by this strategy	2,381 children have received oral health screenings as of 06-30-14 1,845 children have received fluoride varnishes as of 06-30-14
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Many children have untreated tooth decay across the region.
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	Yes - FTF Quality Assurance Site Visit (October, 2013)
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children age 5 with untreated tooth decay
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A

Care Coordination/Medical Home

Provides children and their families with effective case management, and connects them to appropriate, coordinated health care. Improves children's health care and future development by ensuring they have a regular source of care. Provides health insurance enrollment assistance. Conducts developmental, hearing, and vision screenings.

1.	Strategy Goal Area	Health
2.	Program Name(s)	Healthy Steps
3.	What is the Grantee Name:	North Country HealthCare
4.	Number of years serving the region	In 2 nd year, began in FY14
5.	What is the target population of this strategy?	Serves families with children birth to age 5
6.	What communities are served by this strategy?	Flagstaff, Winslow, Williams
7.	How much money has been invested into this strategy?	\$245,541
8.	Does the grantee implement an evidence based program?	Yes.
9.	Estimated number of children/families that have been reached by this strategy	636 children served as of 06-30-2014
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> • Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development • Many families across the region go without basic needs which has a negative long-term impact on health and birth outcomes
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	Yes, an FTF Quality Assurance Site Visit (July, 2014)
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Children demonstrating school readiness at kindergarten • Children with newly identified delays during the kindergarten year • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	Yes
14.	What secondary strategies are included in this strategy/program?	<ol style="list-style-type: none"> 1. Development and Sensory Screenings 2. Health Insurance Enrollment

Service Coordination

Through coordination and collaboration efforts, improves and streamlines processes including applications, service qualifications, service delivery and follow-up for families with young children. Reduces confusion and duplication for service providers and families. Strengthens and improves the coordination of services and programs for children 5 and younger.

1.	Strategy Goal Area	Coordination and Collaboration
2.	Program Name(s)	Service Coordination
3.	What is the Grantee Name:	Currently this work is FTF Directed
4.	Number of years serving the region	In 4 th year, began in FY12
5.	What is the target population of this strategy?	Early Childhood Service Providers
6.	What communities are served by this strategy?	Varied
7.	How much money has been invested into this strategy?	\$114,247
8.	Does the grantee implement an evidence based program?	N/A
9.	Estimated number of children/families that have been reached by this strategy	N/A
10.	What regional priorities are supported/addressed by this strategy?	<ul style="list-style-type: none"> Families across the region need improved access to high quality early childhood development and health programs
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	No
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This FTF directed work focuses primarily on coordination and collaboration efforts, through grantee coordination meetings, other networking meetings and the production of the annual Family Resource calendar.
14.	What secondary strategies are included in this strategy/program?	N/A

Community Outreach

Provides grassroots support and engagement to increase parent and community awareness of the importance of early childhood development and health

1.	Strategy Goal Area	Communications
2.	Program Name(s)	Parent Awareness and Community Outreach
3.	What is the Grantee Name:	FTF Directed Position
4.	Number of years serving the region	In 5 th year, began in FY11
5.	What is the target population of this strategy?	Region wide
6.	What communities are served by this strategy?	All
7.	How much money has been invested into this strategy?	\$221,190
8.	Does the grantee implement an evidence based program?	N/A
9.	Estimated number of children/families that have been reached by this strategy	N/A
10.	What regional priorities are supported/addressed by this strategy?	Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	N/A
12.	What SRI's are being addressed by this strategy?	<ul style="list-style-type: none"> • Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A

Media

Increases public awareness of the importance of early childhood development and health via a media campaign that draws viewers/listeners to the ReadyAZKids.com web site.

1.	Strategy Goal Area	Communications
2.	Program Name(s)	Media
3.	What is the Grantee Name:	Contracted Vendor
4.	Number of years serving the region	In 5 th year, began in FY11
5.	What is the target population of this strategy?	Everyone
6.	What communities are served by this strategy?	All
7.	How much money has been invested into this strategy?	\$269,317
8.	Does the grantee implement an evidence based program?	N/A
9.	Estimated number of children/families that have been reached by this strategy	N/A
10.	What regional priorities are supported/addressed by this strategy?	Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	N/A
12.	What SRI's are being addressed by this strategy?	Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A

Community Awareness

Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities

1.	Strategy Goal Area	Communications
2.	Program Name(s)	Community Awareness
3.	What is the Grantee Name:	FTF Directed
4.	Number of years serving the region	In 5 th year, began in FY11
5.	What is the target population of this strategy?	Everyone
6.	What communities are served by this strategy?	All
7.	How much money has been invested into this strategy?	\$19,929
8.	Does the grantee implement an evidence based program?	N/A
9.	Estimated number of children/families that have been reached by this strategy	N/A
10.	What regional priorities are supported/addressed by this strategy?	Families need improved opportunities for parent education and access to tools and resources necessary to support their child's development
11.	Has there been an evaluation of this strategy/program (national, FTF QA, etc)?	N/A
12.	What SRI's are being addressed by this strategy?	Families who report they are competent and confident about their child's safety, health and well being
13.	On a scale of 1 to 5 (1=no coordination/collaboration, 5=extensive coordination/collaboration including shared agreements), how much coordination and collaboration is occurring through implementation of this program?	4 – This grantee consistently coordinates with community partners in their targeted communities.
14.	What secondary strategies are included in this strategy/program?	N/A



The Coconino Region includes the Southern Hub (Flagstaff, Williams and surrounding communities), Winslow Hub, Northern Hub (Fredonia, Kaibab Band of Paiute Indian tribe), Grand Canyon Hub, Havasupai Hub, and the Hopi Hub.

Data was derived from the 2014 Coconino Regional First Things First Needs and Assets Report.

Population of the Coconino Region

Population : **214,345**

Children ages birth to five: **9,723**

- Age 0 : 1,569
- Age 1: 1,577
- Age 2: 1,653
- Age 3: 1,698
- Age 4: 1,555
- Age 5: 1,671
- Births in 2012: 1,533
- Births in 2011: 1,610
- Births in 2010: 1,646
- Births in 2009: 1,755

Households

Households with children ages birth to five: **6,826**

- **26%** were single female households
- **11%** were single male households
- **63%** were married households
- **16%** of young children, were living in a grandparent's household.

Language and Ethnicity

25% of households spoke a language other than English at home.

Ethnicity of **adults** in the Coconino Region:

- **14%** Hispanic
- **65%** White
- **16%** Native American
- **2%** Black
- **4%** Other

Ethnicity of **children birth to four** in the Coconino Region:

- **27%** Hispanic
- **42%** white
- **28%** Native American
- **1%** Black
- **1%** Other

Poverty

21% of Coconino Region residents were living in poverty.

30% of children birth to five were living in poverty.

Highest rates of early childhood poverty:

- Hopi: **53%**
- Winslow: **35%**

41% of children birth to five who received SNAP

Highest enrollment in SNAP (Supplemental Nutrition Assistance Program):

- Winslow: **59%**
- Havasupai: **48%**
- Northern Hub (Page, Fredonia, Kaibab Paiute Tribe): **52%**

2% of families with young children received **TANF** (Temporary Assistance for Needy Families)

19% of children ages birth to four received **WIC** (Women, Infants and Children nutrition program)

Parental Educational Attainment

Mother's education is correlated to child wellbeing.

13% of mothers did not have a high school diploma

34% had a high school diploma

53% had education beyond high school

3rd Grade AIMS Scores

Math AIMS: 64% passing rate in Coconino County

Reading AIMS: 69% passing rate in Coconino County

Graduation Rates

- **Flagstaff: 77%**
- **Winslow: 81%**
- **Fredonia: 95%**
- **Williams: 86%**

Health Indicators

Many of these data are compared to the **Healthy People 2020 Targets**. Healthy People is a program of the US Department of Health and Human Services that provides science-based, 10-year national objectives for improving the health of all Americans.

Prenatal

86% of births in Coconino Region had **prenatal care** that begun in the **first trimester**.

Healthy People 2020 target: at least 78%

4% of births had **fewer than five prenatal visits**.

2.8% of mothers used **tobacco during pregnancy**

Healthy people 2020 target: not to exceed 1.4%

Birth Indicators

9% of Coconino County births were **low birth weight**

Healthy People target: not to exceed 7.8%

10% of babies were born to **teen mothers**.

60% of births were covered by **AHCCCS**

10% of births were **preterm** (less than 37 weeks)

Healthy People target: not to exceed 11%

Postpartum Health Data

63% of Coconino Region mothers **breastfeed**.

Healthy People target: at least 82%

22% Coconino Region Mothers **breastfeed for six months or more**.

Healthy People 2020 target: at least 61%

17% of young children are **overweight or obese**.

Healthy People 2020 target: not to exceed 10%

Immunizations

94% of children in child care in the County received all of the recommended **vaccines**

95% of enrolled kindergarteners received all recommended **vaccines**

Child Care

31% of children birth to five living with two parents have **all parents in the workforce**.

43% of children **3 or 4 years old** attended preschool

Cost

The **average cost** of **full-time child care** for children ages 12 months to five years was **10% of Coconino County median family income**.

\$7,500 annual cost for Infant Care

\$5,500 annual cost for 3-5 year old

Child Welfare

65% of child welfare reports were for **neglect**

31% of child welfare reports were for **physical abuse**

3% of child welfare reports were for **sexual abuse**

1% of child welfare reports were for **emotional abuse**