



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board Navajo/Apache Regional Partnership Council Draft Meeting Minutes

A regular meeting open to the public was held on Wednesday August 13, 2014 beginning at 3:00pm. The meeting was held at Northland Pioneer College, Nizhoni Learning Center Room 143, 2251 N. Navajo Blvd. Holbrook, AZ 86025.

Welcome and Roll Call of Regional Council Members/Call to Order

Vice-Chair Meyer called the meeting to order at 3:05 pm. Vice-Chair Meyer asked for a roll call of the members present. Members present: Leslie Meyer, Doug Harris, Kirk Grugel, Claude Endfield, Vicki Schmitt, Cynthia Ebert-Loomis
Members present by phone: Nestor Montoya, Kristalei Baskins, Kim Roberts

Member Report and Updates

Member Endfield announced that Northland Pioneer College is working with Buena Vista Child Services to provide social emotional training for infant and toddler child care providers, and the first training date will be on August 23, 2014, 8am-12:30pm.

Call to the Public

No calls to the public were received at this time

Disclosure of Conflicts

No members disclosed conflicts at this time

Approval of July 9, 2014 Regular Meeting Minutes

Vice-Chair Meyer asked for a motion for the July 9, 2014 meeting minutes. Member Endfield moved to accept the minutes of the July 9, 2014 Regular Meeting as presented. Member Grugel seconded. Motion passed.

Program Updates

Vice-Chair Meyer introduced Robin House who presented the **Oral Health and Fluoride Varnish Program**, Ms. House introduced the new fluoride program health manager Ryan Cluff who provided the council with his background experience and gave an update on the program.

Vice-Chair Meyer introduced Geneva Durkee who presented the **Parent Outreach and Awareness - Early Literacy Program**, Ms. Durkee passed out some handouts and gave an update on the program. Ms. Durkee passed out a book to the council members and public.

Vice-Chair Meyer introduced Margine Bawden, the nutrition education program educator for the First Things First Parent and Awareness strategy who presented the **Parent Outreach and Awareness - Nutrition Education Program**, Ms. Bawden gave an update on the program. Ms. Bawden gave the council members go-snack containers and infuser cups and explained how these are a new item for SFY 2015; these items are utilized in workshops with a focus on children's healthy snacks.

Presentation and Discussion of SFY2014 Quarter 4 Narrative Reports and SFY2014 Financial Reports

Regional Director Dobler-Allen presented SFY2014 Quarter 4 Narrative Reports and SFY2014 Financial Reports. She provided a brief summary and explanation for Quarter 4, SFY 2014 for the Narrative Reports and Financial Reports. Ms. Dobler- Allen noted that all reimbursement requests for SFY 2014 are due by COB Friday 8-15-2014 in order to be processed for SFY 2014. No late submissions will be accepted.

Presentation and Discussion of FTF State Board Approved Fiscal Policy

Regional Director Dobler-Allen presented and discussed the FTF State Board approved Fiscal Policy that will impact the utilization, and spend-down, of regional carry-forward dollars as regional council budgets are funded and planned for SFY 2016. Ms. Dobler-Allen recognized and welcomed Thia Ebert-Loomis formally to her first regional partnership council meeting.

Presentation and Discussion of Quality First Coaching and Incentives, and Quality First Child Care Scholarship Strategy Changes

Regional Director Dobler-Allen presented and discussed the Quality First Coaching and Incentives, and the Quality First Child Care Scholarship Strategy changes that will be effective in SFY 2016.

SFY2016 -2018 Strategic Planning Discussion and Possible Approval of Needs

Regional Director Dobler-Allen presented SFY 2016-2018 Strategic Planning Discussion and Possible Approval of Regional Needs. Ms. Dobler-Allen had a brief discussion on the School Readiness Indicators and the FTF Priorities and Roles that the regional council selected during SFY 2013-2015 strategic planning that will continue to be in place for SFY 2016-2018. Ms. Dobler-Allen asked for discussion related to the current prioritized regional needs. After discussion, Regional Director Dobler-Allen gave a brief summary of the work of the BUILD Arizona Professional Development Workgroup and the Arizona Early Childhood Workforce Website and Registry, and offered suggested language that would address the desire of the regional council to address the larger workforce that engages with young children, their families, and programs that work on behalf of young children. Regional Director Dobler-Allen offered, with the permission of the regional council, that she would reword the first prioritized regional need to incorporate the language from the Arizona Early Childhood Workforce system and use the words "professional development" and "early childhood workforce" in this document.

Ms. Dobler-Allen noted the school readiness indicators or the prioritized goals are not changing. Ms. Dobler-Allen asked that the council approve the prioritized needs, with the addition of the Early Childhood Workforce System language around professional development and early childhood workforce. Member Grugel moved to approve the prioritized needs for SFY 2016-2018 in its current order but adding language about professional development and early childhood workforce. Member Schmitt seconded. Motion carried.

Status Report: Community Outreach Strategic Plan Ad-hoc Committee

Vice Chair Meyer turned the discussion for this agenda item to Michelle Pansulla, FTF Navajo/Apache Community Outreach Coordinator. Ms. Pansulla presented an update on the Regional Community Outreach Strategic Planning Ad-hoc Committee. Ms. Pansulla said the meeting will be on 8-21-14 from 5pm-7pm. It is expected that the completed Regional Plan will be presented at the September 10, 2014 regional council meeting.

Regional Director's Report

Regional Director Dobler-Allen presented her regional director report.

Status Report: WMAT Community Outreach Agreement

Regional Director Dobler-Allen reported that the White Mountain Apache Tribe Regional Partnership Council did approve the offer of Michelle Pansulla's time to support the work of the WMAT Regional Director. Collaborative work is beginning, and quarterly quantitative updates will be given to the regional council.

Status Report: SFY2015 Community Awareness Budget

Regional Director Dobler-Allen reported that the SFY 2015 Community Awareness Budget has been approved by the CEO, so the regional council has community awareness dollars available for sponsorships, ERI materials, etc. The Navajo/Apache Regional Council does not have a booth for the Navajo or Apache county fairs; however, FTF materials can be made available to partners who do have a booth. Please contact Michelle Pansulla. Ms. Dobler-Allen announced to Ms. Durkee that 4000 "Read to your child everyday" book stickers were bought through the community awareness budget for the Navajo County Libraries' Parent Outreach and Awareness Project.

Monthly Report

Regional Director Dobler-Allen presented a report of her activities for the months of August and September, 2014 for the Regional Councils' information.

SFY15 Financial Reports

Regional Director Dobler-Allen presented the SFY 2015 Financial Reports. Ms. Dobler-Allen noted there is a \$146.00 credit from the University of Arizona for the Nutrition & Obesity project from SFY 2010-11 contract year.

Final FTF Summit details

Lakeside Regional Office will be closed on 8/18-19 so staff may attend the FTF Early Childhood Summit.

Future Agenda Items and Announcements

Member Grugel announced he is thrilled with public service announcements about FTF. Member Grugel said he is sad to hear about the resignation of Nick Kasovac from the Summit Healthcare Regional Medical Center's Healthy steps program. Member Grugel announced that he has retired, and his separation from the Navajo County happens on Thursday, August 15, 2014, and he wanted to thank everyone for the work they do for children. Michelle Pansulla presented a thank-you gift from the Navajo/Apache Regional Partnership Council and staff.

Adjourn – next meeting scheduled for September 10, 2014 in Springerville.

Member Grugel moved to adjourn. Member Meyer seconded. Motion passed and Vice-Chair Meyer adjourned the meeting at 4:59pm

**ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD
NAVAJO/APACHE REGIONAL PARTNERSHIP COUNCIL**

Kalman Mannis, Chair

Kate Dobler-Allen, Regional Director



FIRST THINGS FIRST

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AGENDA ITEM: Presentation and Discussion of SFY 2014 Year-end Programmatic and Financial Reports

BACKGROUND: Each quarter FTF grantees submit three reports that indicate the progress of their contracts over the previous three-month period: financial, programmatic data, and a narrative report. The fourth quarter reporting period concludes the contract year, and the year-end totals reflect progress over all four quarters. This month you are receiving:

- State Fiscal Year 2014 Tear-end Programmatic Data Reports
- State Fiscal Year 2014 Year-end Financial Reports

RECOMMENDATION: For informational purposes only, no action is needed.



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.

0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

3 = 3 months out of 3 months of data for this quarter were submitted

Note:

A Quarterly Data Submission Status of "0" may be assigned in the following scenarios:

- (a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols
- (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
- (c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

Contracted Service Units only appear for a contract's lead strategy

Instructions for reading null and zero as data field values:

Blank data field = A null data field appears if the grantee selected "NA (Not Applicable)" when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract

0 = Grantee selected "No" in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter

0 = Grantee reported "0" on their data reporting template indicating the specific data field(s) were not collected for the quarter

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		1	2			
	Number of repeat callers		0	0			
	Number of calls received (new and repeat)	0	1	2			3
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1	2			
	Number of new calls from other callers		0	0			
	Number of callers referred for follow-up service		0	1			
	Number of callers reporting receiving appropriate follow-up or service		0	1			

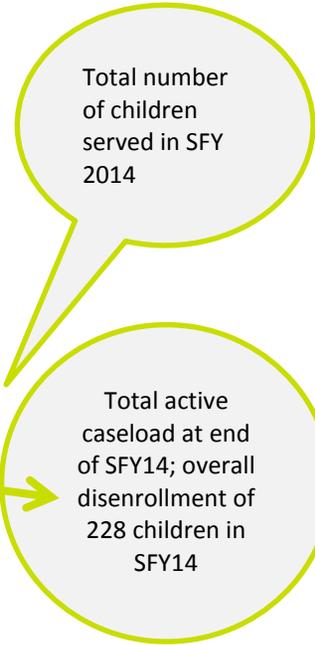
Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Care Coordination/Medical Home

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-12-0339-01-Y3 / Summit Healthcare Association	Quarterly Data Submission Status*		3	3	3	3	
	Number of children (0-5 yrs) newly referred for care coordination services		241	337	262	278	
	Number of children (0-5yrs) newly received care coordination services		241	337	262	278	
	Number of children served	1500	1825	2162	2424	2702	2702
	Number of children at the end of the quarter (subtracting disenrolled)		1801	2121	2355	2608	
	Number of new intake assessments completed during the quarter		241	337	262	200	
	Number of new written care plans developed		686	718	722	871	
	Number of new written care plans completed		686	718	722	871	
	Number of referrals		123	185	38	68	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-13-0368-01-Y2 / North Country HealthCare	Quarterly Data Submission Status*		3	3	3	3	
	Number of children (0-5 yrs) newly referred for care coordination		2	0	1	0	



Total number of children served in SFY 2014

Total active caseload at end of SFY14; overall disenrollment of 228 children in SFY14

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

services						
Number of children (0-5yrs) newly received care coordination services		115	181	117	103	
Number of children served	600	1104	1285	1402	1505	1505
Number of children at the end of the quarter (subtracting disenrolled)		1067	1182	1220	1238	
Number of new intake assessments completed during the quarter		115	181	117	103	
Number of new written care plans developed		379	439	423	402	
Number of new written care plans completed		379	439	423	402	
Number of referrals		254	119	168	203	

Total active caseload at end of SFY 14; 589 disenrolled



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Community Based Professional Development Early Care and Education Professionals

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-14-0474-01 / Summit Healthcare Association	Quarterly Data Submission Status*		1	3	3	3	
	Number of training sessions conducted					2	
	Number of professionals attended	0				13	13
	Average attendance per training session		0.0	0.0	0.0	6.5	
	Number of trainings offered as college credit					0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-12-0339-01-Y3 / Summit Healthcare Association	Quarterly Data Submission Status*		3	3	3	3	
	Number of hearing screenings conducted		0	0	0	0	
	Number of hearing results forwarded to medical home		0	0	0	0	
	Number of families referred and having received an additional evaluation		0	0	0	0	
	Number of children received hearing screening		0	0	0	0	
	Number of vision screenings conducted		0	0	0	0	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	0	0	
	Number of children received vision screening		0	0	0	0	
	Number of developmental screenings conducted		151	197	162	206	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		22	25	13	9	
	Number of children referred for developmental delay follow-up		1	11	0	1	
	Number of children received developmental screening		151	197	162	206	
	Number of children receiving screening (children may have received 1-3 types of screenings)		151	197	162	206	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-13-0368-01-Y2 / North Country HealthCare	Quarterly Data Submission Status*		3	3	3	3	
	Number of hearing screenings conducted		0	0	0	0	
	Number of hearing results forwarded to medical home		0	0	0	0	
	Number of families referred and having received an additional evaluation		0	0	0	0	
	Number of children received hearing screening		0	0	0	0	
	Number of vision screenings conducted		0	0	0	0	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	0	0	
	Number of children received vision screening		0	0	0	0	
	Number of developmental screenings conducted		106	118	115	92	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		32	17	22	8	
	Number of children referred for developmental delay follow-up		6	17	12	4	
	Number of children received developmental screening		106	117	115	92	
	Number of children receiving screening (children may have received 1-3 types of screenings)		106	117	115	92	



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Health Insurance Enrollment

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-12-0339-01-Y3 / Summit Healthcare Association	Quarterly Data Submission Status*		3	3	3	3	
	Number of families reporting they are un-insured		0	0	0	0	
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		0	0	0	0	
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	0	0	0	
	Number of families served		0	0	0	0	
	Number of families served requesting assistance that enrolled into AHCCCS		0	0	0	0	
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0	0	0	
	Number of families not eligible for -AHCCS, KidsCare or IHS-public insurance referred to low-cost health care services		0	0	0	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC015-13-0368-01-Y2 / North Country HealthCare	Quarterly Data Submission Status*		3	3	3	3	
	Number of families reporting they are un-insured		5	0	0	0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		5	0	0	0
Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	0	0	0
Number of families served		5	0	0	0
Number of families served requesting assistance that enrolled into AHCCCS		3	0	0	0
Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0	0	0
Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		0	0	0	0



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Newborn Follow-up

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC015-12-0463-01-Y3 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3	3		
	Number of families contacted at the hospital during the quarter		8	0	0		
	Number of new born follow up visits scheduled during the quarter		4	2	2		
	Number of families receiving newborn followup visits during the quarter		4	2	2		
	Number of families served	110	9	11	13	13	13
	Number of families that cancelled a new born follow up visit during the quarter		0	0	0		
	Number of referrals		6	7	8		

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Oral Health

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC015-13-0477-01-Y2 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3	3	3	
	Number of oral health screenings given to expectant mothers	0	0	0	0	0	0
	Number of oral health screenings given to children (0-5yrs)	1200	242	613	526	429	1810
	Number of fluoride varnish applied to children (0-5yrs)	1200	238	605	522	423	1788
	Number of expectant mothers receiving oral health kits		0	0	0	0	
	Number of children (0-5 yrs) receiving oral health kits		242	613	526	429	
	Number of trainings conducted		1	3	4	2	
	Number of adults attended	55	21	16	25	21	83
	Number of children attended		0	0	209	0	
	Number of expectant mothers referred to treatment providers		0	0	0	0	
	Number of expectant mothers receiving services		0	0	0	0	
	Number of children (0-5yrs) referred to treatment providers		242	613	526	429	
	Number of children (0-5yrs) receiving services		154	452	414	270	

Data reflect duplicated count of screens and varnish applications, not individual children

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y3 / SPF Consulting, LLC	Number of English cases distributed		18	18	24	18	
	Number of Spanish cases distributed		0	0	2	0	
	Number of cases distributed		18	18	26	18	
	Number of parent kits distributed		252	252	364	252	

Data reflect Arizona Parent Kits delivered to partners across southern Navajo and Apache Counties, in addition to Summit



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Parent Outreach and Awareness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC015-14-0639-01 / Navajo County Library District	Quarterly Data Submission Status*		2	3	3	3	
	Number of books distributed	4000	641	1740	1426	1296	5103
	Number of children receiving books		636	1740	1426	1296	
	Number of children newly enrolled into book distribution program during the quarter						
	Number of local resource guides distributed during the quarter	0					0
	Number of education reinforcement items distributed during the quarter						
	Number of earned media during the quarter						
	Number of paid advertising during the quarter						
	Number of workshops held	50	12	41	38	29	120
	Number of adults attending workshop		41	141	167	143	
	Number of events held	0					0
	Number of adults attending events						
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-RC015-14-0637-01 / Arizona Board of Regents for	Quarterly Data Submission Status*		2	3	3	3	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

and on behalf of University of Arizona							
Number of books distributed	0						0
Number of children receiving books							
Number of children newly enrolled into book distribution program during the quarter							
Number of local resource guides distributed during the quarter	0						0
Number of education reinforcement items distributed during the quarter							
Number of earned media during the quarter							
Number of paid advertising during the quarter							
Number of workshops held	80	13	20	26	26		85
Number of adults attending workshop		51	116	206	144		
Number of events held	0						0
Number of adults attending events							

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	3	2	2	3	3	3
	Number of Homes	1	1	1	1	1	1
	Number of Rating Only Centers	0	0	0	0	0	0

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Quality First Coaching & Incentives - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	3	2	2	3	0	
	Number of Homes	1	1	1	1	0	
	Number of Rating Only Centers	0	0	0	0	0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3	3	3	
	Number of center based providers served		2	2	2	2	
	Number of center based providers at the end of the quarter (subtracting disenrolled)		2	2	2	1	
	Number of home based providers served		1	1	1	1	
	Number of home based providers at the end of the quarter (subtracting disenrolled)		1	1	1	1	
	Number of children receiving scholarships		34	36	37	30	
	Center based providers: Number of infants receiving scholarships		0	0	1	1	
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0	1	0	
	Home based providers: Number of infants receiving scholarships		1	1	1	1	
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		1	1	1	1	
	Center based providers: Number of toddlers receiving scholarships		7	9	9	14	
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		6	6	6	10	
	Home based providers: Number of toddlers receiving scholarships		3	3	3	3	
	Home based providers: Number of toddlers receiving		2	1	1	1	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

scholarships at the end of the quarter (subtracting disenrolled)						
Center based providers: Number of preschool aged children receiving scholarships		27	31	32	33	
Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		21	24	24	11	
Home based providers: Number of preschool aged children receiving scholarships		5	6	6	7	
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		3	4	4	4	
Center based providers: Number of children with special needs receiving scholarships		0	0	0	0	
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0	0	0	
Home based providers: Number of children with special needs receiving scholarships		0	0	0	0	
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0	0	0	
Number of Infant (0-12 months) slots filled end of the quarter		0.5	1.0	1.0	1.0	
Number of toddler (13-35 months) slots filled end of the quarter		8.0	6.0	4.0	6.5	
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		20.0	23.0	25.0	13.5	
Number of slots filled with children (0-5 yrs) end of the quarter	32	28.5	30.0	30.0	21.0	21.0
Number of FTF slots vacant for children (0-5 yrs)		0	0	0	0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Recruitment into Field

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC015-13-0481-01-Y2 / Northland Pioneer College	Quarterly Data Submission Status*		3	3	3	3	
	Number of high school students newly recruited		0	0	13	0	
	Number of volunteers newly recruited		4	1	2	0	
	Number of parents newly recruited		1	1	2	0	
	Number of home-based child care providers newly recruited		1	2	4	0	
	Number of other participants newly recruited		7	4	5	0	
	Number of participants newly recruited this quarter		13	8	26	0	
	Number of participants recruited	30	13	21	47	47	47
	Number of participants at the end of the quarter		10	18	43	40	
	Number of participants applying for financial aid this quarter		32	5	43	23	
	Number of individuals with an early education career plan/pathway		0	80	29	15	
	Number of participants volunteering		1	0	0	0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Scholarships non-TEACH

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0527-01-Y2 / Central Arizona College	Quarterly Data Submission Status*			1		1	
	Total number of applications received for CDA, Certificate of Completion (COC), Associate Degree			55		73	
	Number of approved applications for participants who chose a CDA Pathway			25		25	
	Number of participants who completed a CDA Pathway	20		2		2	4
	Number of ECE units (credits) completed towards a CDA certification/credentialing			31		29	
	Number of participants approved during this reporting period, with a CDA Pathway, who did not participate in the previous reporting period					24	
	Total number of participants submitting CDA applications			2		3	
	Number of participants approved for a CDA assessment			1		3	
	Number of participants whose CDA application was REJECTED			0		0	
	Number of CDA applications submitted to the Council for Professional Recognition (credentialing)			0		0	
	Number of participants awarded a CDA Credential (approved by professional council)					0	
	Number of participants submitting CDA Mentor applications			0		0	
	Number of participants approved for a CDA Mentor service			0		0	
	Number of participants whose CDA Mentor applications was not approved			0		0	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Number of applications received for a COC			16		32
Number of approved participants taking ECE coursework leading to a COC			16		31
Number of participants awarded a COC			0		0
Number of participants who had a COC Pathway and changed to another Pathway			7		3
Number of ECE units (credits) completed towards a COC			11		15
Number of participants approved during this reporting period, with a COC Pathway, who did not participate in the previous reporting period					29
Number of applications received for an Associate of Applied Science (AAS) Degree			14		15
Number of approved participants taking ECE coursework leading to an Associate degree			14		14
Number of participants awarded an Associate degree			0		0
Number of participants who had an AAS Pathway and changed to another Pathway			3		2
Number of ECE units completed towards an Associate degree			37		50
Number of participants approved during this reporting period, with an AAS Pathway, who did not participate in the previous reporting period					11
Total number of center-based programs (unduplicated)			10		9
Total number of family child/group home care programs (unduplicated)			1		0
Number of center-based programs who are in Quality First (FTF)			1		1
Number of family child/group home care programs who are in Quality First			0		0
Number of family child/group home care providers where a participant with a CDA Pathway works			1		0
Number of center-based programs where a participant with a			0		0



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

COC Pathway works					
Number of center-based programs where a participant with an AAS Pathway works			0		0
Number of family child/group care providers where a participant with an AAS Pathway works			0		0
Number of CDA participants in Quality First programs			2		3
Number of COC participants in Quality First programs			0		0
Number of AAS participants in Quality First programs			0		0

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Scholarships TEACH - All

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		1	1	1	1	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	0	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	0	0	
	AA Contracts Completed		0	0	0	0	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		0	0	0	0	
	AA Scholarships Awarded		2	0	0	0	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

BA Scholarships Awarded		0	0	0	0
CDA Scholarships Withdrawn		0	0	0	0
CDA Contracts Initiated		0	0	0	0
CDA Scholarships Currently Awarded		0	0	0	0
Scholars Currently Receiving T.E.A.C.H. Scholarship		2	0	0	0
Quality First Facilities with Current T.E.A.C.H. Scholars		1			
Non-QF Facilities with Current T.E.A.C.H. Scholars		1			
Quality First Facilities with T.E.A.C.H. Scholars Awarded		1			
Non-QF Facilities with T.E.A.C.H. Scholars Awarded		1			
AA Applications Pending			1	1	

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Scholarships TEACH - Regional

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		1	1	1	1	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	0	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	0	0	
	AA Contracts Completed		0	0	0	0	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		0	0	0	0	
	AA Scholarships Awarded		0	0	0	0	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

BA Scholarships Awarded		0	0	0	0
CDA Scholarships Withdrawn		0	0	0	0
CDA Contracts Initiated		0	0	0	0
CDA Scholarships Currently Awarded		0	0	0	0
Scholars Currently Receiving T.E.A.C.H. Scholarship		0	0	0	0

Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

Scholarships TEACH - Statewide

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0	0	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	0	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	0	0	
	AA Contracts Completed		0	0	0	0	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		0	0	0	0	
	AA Scholarships Awarded		2	0	0	0	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	



Data Reports by Regional Partnership Council

Council: Navajo/Apache

Fiscal Year: 2014

BA Scholarships Awarded		0	0	0	0	
CDA Scholarships Withdrawn		0	0	0	0	
CDA Contracts Initiated		0	0	0	0	
CDA Scholarships Currently Awarded		0	0	0	0	
Scholars Currently Receiving T.E.A.C.H. Scholarship	3	2	0	0	0	0

FY 2014 Navajo/Apache Funding Plan Summary

[Document Library Link](#)

	Population	Discretionary	Other	Carry Forward	Total
Total Allocation:	\$847,750	\$493,565	\$140,576	\$1,273,526	\$2,755,417

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Quality First	\$59,265	-	-	-	-	-	-	-	-	-
Quality First Academy	\$3,595	-	-	-	\$3,595	\$3,595	\$2,986	\$608	\$2,403	\$583
Quality First Child Care Health Consultation	\$189	-	-	-	\$189	\$189	\$189	-	\$143	\$46
Quality First Coaching & Incentives	\$53,729	-	-	-	\$53,729	\$53,729	\$53,729	-	\$43,711	\$10,018
Quality First Inclusion Warmline	\$799	-	-	-	\$799	\$799	\$799	-	\$557	\$242
Quality First Mental Health Consultation Warmline	\$822	-	-	-	\$822	\$822	\$822	-	\$785	\$37
Quality First Scholarships	\$156,477	-	-	-	\$156,477	\$156,477	\$156,477	\$0	\$156,477	-
Quality First Warmline Triage	\$320	-	-	-	\$320	\$320	\$320	-	\$316	\$4
Community Based Professional Development Early	-	\$125,000	-	-	-	\$125,000	\$124,999	\$1	\$124,872	\$127
FTF Professional REWARD\$	\$40,000	-	-	-	\$40,000	\$40,000	\$39,150	\$850	\$39,150	-
Recruitment into Field	\$90,000	-	-	-	\$90,000	\$90,000	\$90,000	-	\$83,608	\$6,392
Scholarships non-TEACH	\$15,000	\$15,000	-	-	-	\$15,000	\$15,000	-	\$14,742	\$258
Scholarships TEACH	-	-	-	-	-	-	-	-	-	-
Care Coordination/Medical Home	\$600,000	-	-	-	\$600,000	\$600,000	\$599,998	\$2	\$599,987	\$11
Child Care Health Consultation	\$10,080	-	-	-	\$9,891	\$9,891	\$7,783	\$2,108	\$4,486	\$3,298
Oral Health	\$136,000	-	-	-	\$136,000	\$136,000	\$136,000	-	\$123,405	\$12,595
Newborn Follow-up	\$100,000	-	-	-	\$100,000	\$100,000	\$99,994	\$6	\$82,405	\$17,589
Parent Outreach and Awareness	\$200,000	-	-	-	\$200,000	\$200,000	\$160,000	\$40,000	\$153,586	\$6,414
Needs and Assets	\$40,000	-	-	-	\$40,000	\$40,000	\$32,000	\$8,000	\$32,000	-
Statewide Evaluation	\$78,362	-	-	\$78,362	-	\$78,362	\$78,362	-	\$78,362	-
Community Awareness	\$30,000	-	-	-	\$30,000	\$30,000	\$30,000	-	\$22,955	\$7,045
Community Outreach	\$85,000	-	-	-	\$85,000	\$85,000	\$85,000	-	\$81,966	\$3,034
Media	\$10,000	-	-	-	\$10,000	\$10,000	\$10,000	-	\$9,759	\$241
Total Allotment:	\$1,709,639	\$140,000	-	\$78,362	\$1,556,822	\$1,775,184	\$1,723,609	\$51,575	\$1,655,675	\$67,934
Total Unallotted:		\$707,750	\$493,565	\$62,214	(\$283,296)	\$980,233				

FY 2014 Navajo/Apache Contract Detail

	Grantee Name	Contract Period	Allotment		YTD Expense	Expense Variance	Reimbursement Activity	
			Total Allotment	Awarded			Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy	Strategy Subtotal:	\$30,000	\$30,000	\$22,955	\$7,045		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$30,000	\$22,955	\$7,045		
	Community Outreach Strategy	Strategy Subtotal:	\$85,000	\$85,000	\$81,966	\$3,034		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$85,000	\$81,966	\$3,034		
	Media Strategy	Strategy Subtotal:	\$10,000	\$10,000	\$9,759	\$241		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$10,000	\$9,759	\$241		
		Goal Area Subtotal:	\$125,000	\$125,000	\$114,680	\$10,320		
Evaluation	Needs and Assets Strategy	Strategy Subtotal:	\$40,000	\$32,000	\$32,000	-		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$32,000	\$32,000	-		
	Statewide Evaluation Strategy	Strategy Subtotal:	\$78,362	\$78,362	\$78,362	-		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$78,362	\$78,362	-		
			Goal Area Subtotal:	\$118,362	\$110,362	\$110,362	-	
Family Support	Newborn Follow-up Strategy	Strategy Subtotal:	\$100,000	\$99,994	\$82,405	\$17,589		\$3,188
	Navajo County Public Health Services District	07/01/2013-06/30/2014		\$99,994	\$82,405	\$17,589		\$3,188
	Parent Outreach and Awareness Strategy	Strategy Subtotal:	\$200,000	\$160,000	\$153,586	\$6,414		\$39,054
	Arizona Board of Regents for and on behalf of University of Arizona	08/01/2013-06/30/2014		\$100,000	\$93,586	\$6,414		\$17,891
	Navajo County Library District	08/01/2013-06/30/2014		\$60,000	\$60,000	-		\$21,163
			Goal Area Subtotal:	\$300,000	\$259,994	\$235,991	\$24,003	
Health	Care Coordination/Medical Home Strategy	Strategy Subtotal:	\$600,000	\$599,998	\$599,987	\$11		
	North Country HealthCare	07/01/2013-06/30/2014		\$200,000	\$199,989	\$11		
	Summit Healthcare Association	07/01/2013-06/30/2014		\$399,998	\$399,998	\$0		
	Child Care Health Consultation Strategy	Strategy Subtotal:	\$9,891	\$7,783	\$4,486	\$3,298		\$120
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$607	\$607	-		
	Maricopa County Department of Public Health	07/01/2013-06/30/2014		\$208	\$145	\$63		\$104
	Navajo County Public Health Services District	07/01/2013-06/30/2014		\$6,589	\$3,364	\$3,225		
	Pima County Health Department	07/01/2013-06/30/2014		\$379	\$369	\$10		\$17
	Oral Health Strategy	Strategy Subtotal:	\$136,000	\$136,000	\$123,405	\$12,595		\$38,021
	Navajo County Public Health Services District	07/01/2013-06/30/2014		\$136,000	\$123,405	\$12,595		\$38,021
			Goal Area Subtotal:	\$745,891	\$743,781	\$727,877	\$15,904	

Professional Development	Grantee Name	Contract Period	Allotment		YTD Expense	Expense Variance	Reimbursement Activity	
			Total Allotment	Awarded			Pending	Paid (Last 30 Days)
	Community Based Professional Development Early Care and Education Professionals Strategy		Strategy Subtotal:	\$125,000	\$124,999	\$124,872	\$127	\$40,790
	Summit Healthcare Association	09/01/2013-06/30/2014			\$124,999	\$124,872	\$127	\$40,790
	FTF Professional REWARD\$ Strategy		Strategy Subtotal:	\$40,000	\$39,150	\$39,150	-	
	Valley of the Sun United Way	07/01/2013-06/30/2014			\$39,150	\$39,150	-	
	Recruitment into Field Strategy		Strategy Subtotal:	\$90,000	\$90,000	\$83,608	\$6,392	\$20,046
	Northland Pioneer College	07/01/2013-06/30/2014			\$90,000	\$83,608	\$6,392	\$20,046
	Scholarships non-TEACH Strategy		Strategy Subtotal:	\$15,000	\$15,000	\$14,742	\$258	-
	Central Arizona College	07/01/2013-06/30/2014			\$15,000	\$14,742	\$258	-
	Scholarships TEACH Strategy		Strategy Subtotal:	\$0	-	-	-	-
					-	-	-	-
	Goal Area Subtotal:			\$270,000	\$269,149	\$262,372	\$6,777	\$60,837
Quality and Access	Quality First Strategy		Strategy Subtotal:	\$0	-	-	-	-
					-	-	-	-
	Quality First Academy Strategy		Strategy Subtotal:	\$3,595	\$2,986	\$2,403	\$583	\$443
	Southwest Human Development	07/01/2013-06/30/2014			\$2,986	\$2,403	\$583	\$443
	Quality First Child Care Health		Strategy Subtotal:	\$189	\$189	\$143	\$46	\$23
	University of Arizona Cooperative Extension	07/01/2013-06/30/2014			\$189	\$143	\$46	\$23
	Quality First Coaching & Incentives		Strategy Subtotal:	\$53,729	\$53,729	\$43,711	\$10,018	
	Valley of the Sun United Way	07/01/2013-06/30/2014			\$53,729	\$43,711	\$10,018	
	Quality First Inclusion Warmline Strategy		Strategy Subtotal:	\$799	\$799	\$557	\$242	\$48
	Southwest Human Development	07/01/2013-06/30/2014			\$799	\$557	\$242	\$48
	Quality First Mental Health Consultation Warmline Strategy		Strategy Subtotal:	\$822	\$822	\$785	\$37	\$68
	Southwest Human Development	07/01/2013-06/30/2014			\$822	\$785	\$37	\$68
	Quality First Scholarships Strategy		Strategy Subtotal:	\$156,477	\$156,477	\$156,477	-	-
Valley of the Sun United Way	07/01/2013-06/30/2014			\$156,477	\$156,477	-	-	
Quality First Warmline Triage Strategy		Strategy Subtotal:	\$320	\$320	\$316	\$4	\$24	
Southwest Human Development	07/01/2013-06/30/2014			\$320	\$316	\$4	\$24	
	Goal Area Subtotal:			\$215,932	\$215,323	\$204,393	\$10,930	-
	Overall Total:			\$1,775,184	\$1,723,609	\$1,655,675	\$67,934	-
								\$141,825



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board

Navajo/Apache Regional Partnership Council Community Outreach Regional Implementation Plan Sub-Committee Meeting Minutes

The Community Outreach Regional Implementation Plan Sub-Committee meeting, open to the public, was held on Thursday August 21, 2014 beginning at 5:00 p.m. The meeting was held at the First Things First Regional Office conference room, 4700 West White Mountain Blvd, Lakeside, Arizona 85929.

Welcome/Introductions/Call to Order

Regional Director Dobler-Allen called the meeting to order at 5:15 p.m. Members in attendance were Leslie Meyer, Nestor Montoya, Barry Williams, Donna Gillespie, and Jill Tinkle. Also present were Michelle Pansulla, Rana Simms and Kat Bunker from First Things First.

Ms. Dobler-Allen introduced the members and provided a brief summary of the intent of the Sub-Committee. She said that Navajo/Apache Chair, Kalman Mannis formed the sub-committee to provide community guidance for the Implementation of the Regional Communications Outreach plan to be submitted for SFY2015-2016. Ms. Dobler-Allen then introduced Michelle Pansulla, Navajo/Apache Community Outreach Coordinator to present the plan.

State Fiscal Year 2015 Navajo/Apache Community Outreach Regional Implementation Plan, Overview and Discussion

Ms. Pansulla provided an overview of the Plan and lead a discussion to identify priority audiences, and provide ideas on how to best target and present to these audiences. After discussion, the target audiences identified were the Faith Community, the Business Community and Parents. The sub-committee provided Ms. Pansulla with several suggestions for accessing the targeted audiences. Ms. Pansulla will present a report of the sub-committee meeting at the September 10, 2014 Regular Meeting of the Navajo/Apache Regional Partnership Council.

Discussion and Possible Adoption of Future Meeting Dates and Times, and Duration of Sub-Committee

No future committee meetings were scheduled at this time. Ms. Pansulla requested the members be available for one on one discussions at a later date.

Adjourn

Regional Director Dobler-Allen adjourned the meeting at 7:00p.m.



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AGENDA ITEM: Discussion of SFY 2015 Regional Funding Plan Progress and Timeline of Potential SFY 2016 Continuing Contracts

BACKGROUND: At this point in the fiscal year, all of our SFY 2015 contracts are in place and are moving forward with their respective implementation plans. Additionally, all SFY 2014 contracts are now closed, with all programmatic, narrative, and financial data having been submitted.

This document provides:

- a snapshot of the strategies that are currently proposed for SFY 2016
- a snapshot of the strategies with currently funded contracts with available renewals in SFY 2016
- a snapshot of the planned funding mechanisms needed for all included strategies
- impacts of the July 2014 FTF State Board decision related to fiscal policy and Quality First

RECOMMENDATION: For informational purposes only, no action is needed.

Navajo/Apache State Fiscal Years 2016-2018



Strategic Planning

Allocations and Funding Sources	2015	2016	2017	2018
FY Allocation	\$1,507,152	Unknown	Unknown	Unknown
Population Based Allocation	\$862,404	will populate once Board decision made in Sept, based on agency budget of 126.6 million per year		
Discretionary Allocation	\$495,178			
Other (FTF Fund balance addition)	\$149,570	NOTE: includes impact of FTF Board decisions reached July 2014		
Carry Forward From Previous Year	\$1,157,751			
Total Regional Council Funds Available	\$2,664,903			
Strategies	Proposed Allotment	2016	2017	2018
Contracts in place or planned				
Care Coordination/Medical Home	\$600,000	RFGA for 16-18		
Community Awareness	\$30,000	maintain level funded - regionally implemented		
Community Based Professional Development Early Care and Education	\$250,000	year 3	new RFGA for 17-19	
Community Outreach	\$93,000	maintain level funded - regionally implemented		
FTF Professional REWARD\$	\$40,000	statewide		
Media	\$10,000	maintain level funded		
Needs and Assets		need to fund add't		need to fund add't
Oral Health	\$136,000	new Govt-govt for 16-18		
Parent Outreach and Awareness	\$185,000	year 3	new govt-govt's for 17-19	
Quality First	\$327,555	QF package		
Child Care Health Consultation	(\$11,880)	QF Package		
Quality First Academy	(\$3,760)	QF Package		
Quality First Child Care Health Consultation Warmline	(\$188)	QF Package		
Quality First Coaching & Incentives	(\$40,779)	QF Package		
Quality First Inclusion Warmline	(\$840)	QF Package		
Quality First Warmline Triage	(\$304)	QF Package		
Quality First Mental Health Consultation Warmline	(\$864)	QF Package		
Quality First Scholarships	(\$268,940)	no longer part of QF package, will need to be funded separately for SFY16, 17, 18		
Recruitment into Field	\$90,000	need to evaluate implementation and SOP for Teacher Scholarships for alignment, possible inclusion		
Scholarships non-TEACH	\$15,000	will become Teacher Scholarships Strategy; inclusion of strategy and funding level will need to be decided		
Statewide Evaluation	\$103,014	board directed		
Total	\$1,979,568			
Total Unallotted	\$685,334			
Potential New Strategies for SFY 2016-2018				
Court Teams		govt-govt for 16-18		



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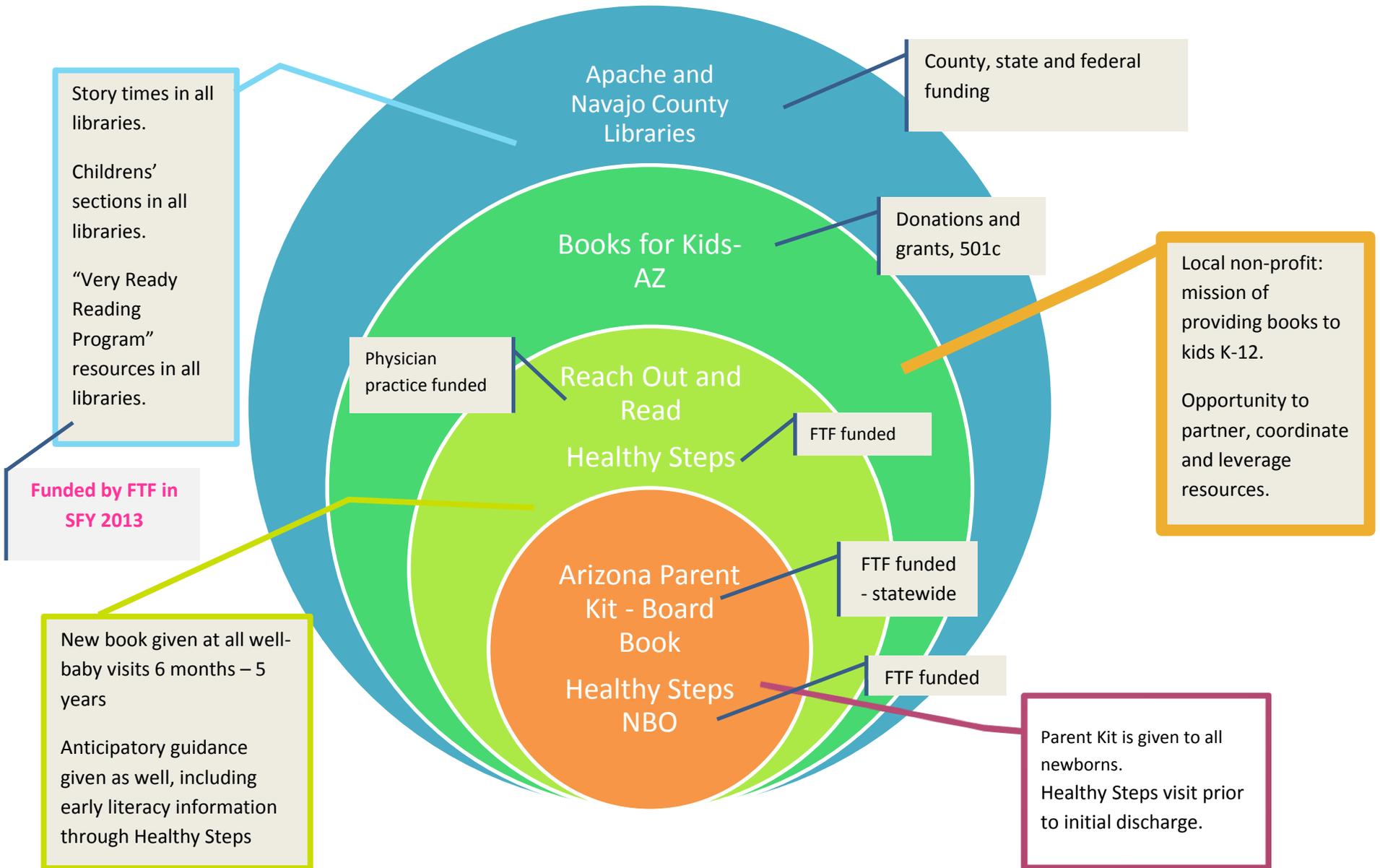
AGENDA ITEM: Presentation and Discussion of Early Childhood System Partners and Funding Streams

BACKGROUND: The following visual maps have been developed that depict the partners across the Navajo/Apache Region who are providing services and supports for young children and their families.

- Early Literacy
- Developmental Screening and Supports
- Family Support
- Oral Health
- Professional Development
- System Overall Visual

These visuals have been presented previously, and changes have been incorporated. This month, the task of the Regional Partnership Council is to view these visuals in light of our prioritized regional needs – and to engage in initial discussion about the impact in the region within each of these system components that the Regional Council wants to have. This month's initial discussion will lead to a more specific and robust discussion in October that will be informed by Standard of Practice changes and updates for our included strategies, as well as additional strategies that the Regional Council will need to review and provide direction to staff about their inclusion in the next strategic plan.

RECOMMENDATION: For informational purposes only, no action is needed.



Story times in all libraries.
 Childrens' sections in all libraries.
 "Very Ready Reading Program" resources in all libraries.

County, state and federal funding

Donations and grants, 501c

Local non-profit: mission of providing books to kids K-12.
 Opportunity to partner, coordinate and leverage resources.

Physician practice funded

FTF funded

Funded by FTF in SFY 2013

FTF funded - statewide

FTF funded

New book given at all well-baby visits 6 months – 5 years
 Anticipatory guidance given as well, including early literacy information through Healthy Steps

Parent Kit is given to all newborns.
 Healthy Steps visit prior to initial discharge.

Apache and Navajo County Libraries

Books for Kids-AZ

Reach Out and Read

Healthy Steps

Arizona Parent Kit - Board Book

Healthy Steps NBO

Developmental Screens conducted at all levels

As children age out, they are connected to a downstream program for continued support

FTF Regional funding at bottom tier only, for Healthy Steps for Young Children

If developmental concerns are identified at any time, screenings are conducted and appropriate referrals are made to AzEIP, or to local school districts.

Head Start referrals are given to all eligible families.

NICP
<36 weeks
until age 1

AzEIP
Birth - age 3
50% delay, qualifying medical diagnosis
Family cost-share requirement

Health Start
Second Trimester - age 2
Income qualifying

Head Start and Early Head-Start
Early Head Start birth - 3
Head Start 3-5
Income qualifying; preschool placement with IEP

Healthy Steps for Young Children
Summit Healthcare and North Country Healthcare
Birth - 6th birthday; typically developing children, born >36 weeks, Special-Care Nursery 'Growers and Feeders'
Available to all children at intensity/level desired by parent

School Systems – Charter, Private, Public
General Population: Kindergarten – High School
Special Needs: age 3-22

CDA

College Degrees

ECE Program Improvement

ECE Staff Professional Development

Professional Career Pathways Project

TEACH Early Childhood Arizona

Recruitment into the Field

NAVIT CTE Dual Enrollment

PELL Grants

Professional Career Pathways Project

TEACH Early Childhood Arizona

PELL Grants

NPC Scholarships

NPC Foundation Scholarships

Quality First: 3 centers, 1 home participating

Components include:
 Program and Environmental Assessment
 Program Improvement Plan
 Coaching/Mentoring
Quality First Scholarships
 TEACH Scholarships
 Technical Assistance and Consultants
 Child Care Health Consultation

Community Based PD for ECE Professionals – 4 centers participating

Components:
 Administrative Business Model Technical Assistance
 Program and Environmental Assessment
 Program Improvement Plan
 Coach/Mentor
 Funding for Classroom Materials/Curriculum
 Program for Infant and Toddler Care (PITC) Framework

FTF REWARD\$
 Arizona Self Study Project
 Blake Foundation Training
 Oral Health, Nutrition, and Early Literacy Staff Development
 Car Seat Program
 Fire Department Public Education

FTF REWARD\$

ECE Community-wide Seminars and Training Events

DES Training

Brain Builders Training

Workforce Development





Early Literacy

Parent Workshops
Children's Sections and Story Times at Libraries
The Bookworm Story Time
Head Start RIF Projects
Every Child Ready to Read
Books for Kids - AZ
Reach Out and Read
Ponderosa Lions' Club Children's Oral Health Project



Nutrition

Parent Workshops - UA Cooperative Extension
WIC Clinics
SNAP, TANF
Arizona Nutrition Network
CACFP at child care programs
Free and Reduced breakfast/lunch at schools
Whistle Stop Cafes
Food Banks and Boxes
Baby Sprouts
Child Care Health Consultation



Oral Health

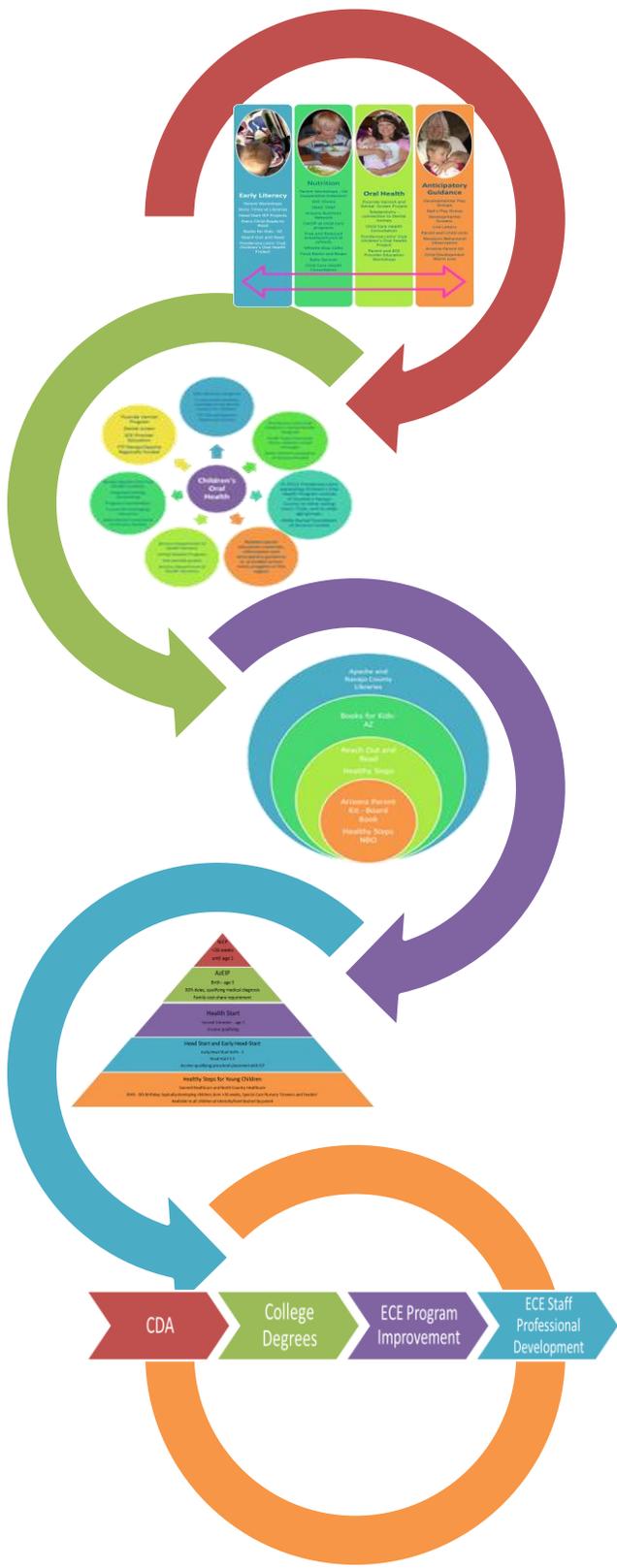
Fluoride Varnish and Dental Screen Project
Teledentistry - connection to Dental Homes
Child Care Health Consultation
Ponderosa Lions' Club Children's Oral Health Project
Parent and ECE Provider Education Workshops



Anticipatory Guidance

Developmental Play Groups
Dad's Play Group
Developmental Screens
Link Letters
Paired well-child visits
Newborn Behavioral Observation
Arizona Parent Kit
Child Development Warm Line

Supporting Parents' Confidence and Competence



<p>Early Literacy</p> <p>Early literacy experiences are the foundation for school success. Children who are read to frequently and who are exposed to a variety of books and reading materials are more likely to be successful in school.</p>	<p>Nutrition</p> <p>Proper nutrition is essential for a child's growth and development. Children who are malnourished or who do not receive adequate nutrition are more likely to have health problems and may have difficulty learning in school.</p>	<p>Oral Health</p> <p>Good oral health is important for a child's overall health and well-being. Children who do not receive regular dental care are more likely to have dental problems and may have difficulty learning in school.</p>	<p>Anticipatory Guidance</p> <p>Anticipatory guidance is the process of providing parents and caregivers with information about the physical, emotional, and behavioral development of their children. This information helps parents and caregivers make informed decisions about their children's care and development.</p>
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Children's Oral Health

- Early Childhood Caries (ECC)
- Periodontal Disease
- Malocclusion
- Dental Trauma
- Oral Infections
- Oral Cancer
- Oral Hygiene
- Fluoride
- Sealants

Applied and Revised Learning Experiences

Books for Kids

Reach Out and Read Healthy Steps

At-Risk Parent & At-Risk Child Healthy Steps NBO

Universal

ADIP

Health Start

Head Start and Early Head Start

Healthy Steps for Young Children

CDA → **College Degrees** → **ECE Program Improvement** → **ECE Staff Professional Development**



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Presentation and Discussion of Current Unfunded Regional Approaches

BACKGROUND: The work of FTF has been grounded in developing and growing relationships with our community partners. Beginning with the SFY 2016-18 Strategic Funding Plan, these unfunded approaches will be included in the formalized work of the regional council as it implements systems building work in the region. Beginning with this month, these unfunded approaches will be reflected on my Regional Director's Report, along with any significant achievements.

RECOMMENDATION: For informational purposes only, no action is needed.



FIRST THINGS FIRST

Ready for School. Set for Life.

Navajo/Apache Regional Partnership Council

Unfunded Coordination Approaches SFY15-18

Connections

Components

Infrastructure

Context

- **Care Coordination Quarterly Meetings** – I represent the Regional Council as the convener, facilitator and funder of a meeting of these partners on a quarterly basis Summit Healthcare: Early Childhood Outreach, OB/Delivery, Women’s Health and Patient Education, Mobile Health Van, Hospital Administration; Navajo County Public Health Strong Families; Apache County Public Health and Health Start; Neonatal Intensive Care Program (NICP); Arizona Early Intervention Program (AzEIP); Division of Child Safety (CPS); Community Counseling Centers; North Country Health Care: Healthy Steps, Health Start
- **High Quality ECE Partners** – I represent the Regional Council as the convener, facilitator and funder of a meeting of these partners on a quarterly basis. Partners include: Summit Healthcare Early Childhood and Healthy Steps; Northland Pioneer College: ECE Faculty, Recruitment into the Field; Quality First Coaching; Child Care Health Consultation, TEACH, FTF REWARDS
- **Early Literacy System Partners** – This is a fledgling coordination group that is intended to connect many sectors of our regional community with a focus on supporting early, and continuing, literacy in our regions’ young children through 8 years of age. I represent the Regional Council as the convener and facilitator of a meeting of these partners: Read On Arizona, Books for Kids Az, Navajo County Library, Arizona Department of Education Office of Head Start Collaboration, Robert Pico State Farm Agency, Navajo/Apache Community Outreach
- **Navajo-Apache-Gila Oral Health Coalition** – I represent the Regional Council as a funder, co-founder, and participant. Partners include Arizona Department of Health, Office of Oral Health, American Indian Oral Health Coalition, Navajo County Public Health, Ponderosa Lions Club; Navajo/Apache, White Mountain Apache Tribe, Gila, and Navajo Nation Regional Partnership Councils, Apache County Public Health, Springerville Lions Club; Ft. Defiance Indian Health Service Unit, Navajo Nation Indian Health Service Unit, White Mountain Apache Tribe Health Board, White Mountain Apache Tribe Indian Health Service, White Mountain Apache Tribe Diabetes Prevention Program, NACOG Head Start; Dr. Sierra; Around the Mountain Pediatric Dentistry – Dr. Kirk Robertson



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Regional Director's Report

BACKGROUND: The following reports and updates are included:

- Arizona BUILD Initiative Professional Development Workgroup background materials and fact sheets
- Regional Director's Calendar
- SFY 2015 Financial Reports
- SFY 2015 Fall and Spring Media Flights and Rationale

RECOMMENDATION: For informational purposes only, no action is needed.



Arizona's Early Childhood Professionals Brief

by Kate Tarrant

July 2013

Arizona BUILD Initiative

BUILD Arizona is a coalition of children's champions who are working together to enhance opportunities for all young children in Arizona, so that they can meet our state's increasingly rigorous educational standards and become productive members of the workforce. BUILD Arizona supports the continued development of a coordinated system of programs, policies and services that responds to the needs of families. We are business leaders, nonprofit executives, public sector representatives, educators, health and other practitioners working toward the shared goal of making and keeping Arizona competitive in the years ahead.

Long-term Goals

Following are BUILD Arizona's longest-term goals:

- *All children enter school with the individual skills to meet success with Arizona Common Core Standards, graduate from high school, and attain post-secondary education to prepare them for the 21st century workforce.*
- *Arizona continues to develop a coordinated system of programs, policies, and services for children birth to age eight that responds to the needs of families – so that our children have the best opportunity to be successful in the earliest grades and beyond.*

To reach these goals, BUILD AZ is working to develop a culture that supports early childhood as a critical component of the state's education continuum and to establish adequate and sustained investments in high quality services for young children. As a first step, BUILD AZ has identified a series of recommendations and incremental steps in four key priority areas including **children's health, quality early learning, early grade success, and professional development.**

The following brief provides background on the area of Quality Early Learning and the key elements our state needs to build on and strengthen to ensure a solid foundation for success for all young children – and a promising future for Arizona.

Vision

All early childhood education and health professionals are well-prepared, highly skilled and compensated based on their education and experience.

Professional Development and Children's Future Success

To ensure Arizona's children are prepared to be successful in the global workforce of the future, BUILD Arizona has identified the following high-level recommendations in the area of Professional Development:

1. *Identify resources to implement and sustain the statewide Professional Development Workgroup's two-year strategic plan:* Use the Professional Development Workgroup's collective impact model of coordinated and collaborative governance to examine current funding sources and develop a sustainability plan to implement the workgroup's recommendations.
2. *Expand existing plans to build connections between early care and education (ECE) and early grade professionals:* Further develop the Professional Development Workgroup's strategic agenda to create and coordinate collaborative professional development for ECE and early grade teachers that broadly considers best practices around Common Core, assessments, and transitions.



3. *Engage new early childhood partners:* Convene stakeholders from the early grades, family support services, oral health, and mental health sectors to identify opportunities for each sector to collaboratively meet the needs of Arizona’s young children and families.
4. *Examine professional standards:* Take stock of licensing and certification requirements across state agencies to identify opportunities to raise, streamline, and integrate professional standards.
5. *Build the capacity of all types of professional development providers:* Expand Arizona’s work to enrich professional development and technical assistance providers – faculty from community colleges and universities, coaches, mentors, program specialists, and instructors – by supporting efforts such as faculty institutes, by establishing qualifications and professional growth for professional development providers, and by building connections among the range of professionals who prepare and support early childhood teachers and administrators.

A Priority for Arizona

The success of any industry hinges on one thing – the effectiveness of its workforce. This is particularly true in early childhood. Next to family members, early childhood professionals have the most significant impact on a child’s development. As Arizona builds its education system to prepare students who are college and career ready to

compete in the 21st century economy, it must attend to the developmental needs of young children by providing highly effective early childhood programs.

By participating in enriching early education services led by educated professionals, young children can gain the social, emotional, and cognitive skills to thrive in school and in life. For this reason, strengthening Arizona’s early childhood workforce is one of our highest priorities.

The Arizona Professional Development System-Building Workgroup (PD Workgroup) continues to enhance and refine the ideas and concepts of many community stakeholders to design and implement a professional development system that supports early childhood professionals. The state’s early childhood community has already developed early learning guidelines and standards for children from birth through five-years-old that describe the common goals for children’s development.

This work lays the foundation for early childhood professional certificates and degrees. With progress underway on the PD Workgroup’s short-term goals focusing on three system infrastructure elements, the next step is to clearly identify the vision for a highly functional early childhood professional development system.

First Things First* established the Professional Development System-Building Workgroup in January 2012.

Composed of leaders from across the early childhood spectrum, the PD Workgroup is one component of the BUILD Arizona Initiative. The PD Workgroup created a two-year strategic plan that details three priority goals:

1. Promoting a progression of degrees and credentials.
2. Developing and implementing a revised Workforce Knowledge and Competencies framework.
3. Designing and implementing a professional development website and workforce registry.

* *First Things First serves as the state’s Early Childhood Advisory Council.*

The Issues

More than two-thirds of Arizona's young children spend time in non-parental care. To best prepare our youngest children for success in school and in their careers, early childhood professionals need to have the skills, attitudes, and knowledge to effectively support learning and growth from birth through third grade and beyond.

The early childhood workforce warrants attention for numerous reasons:

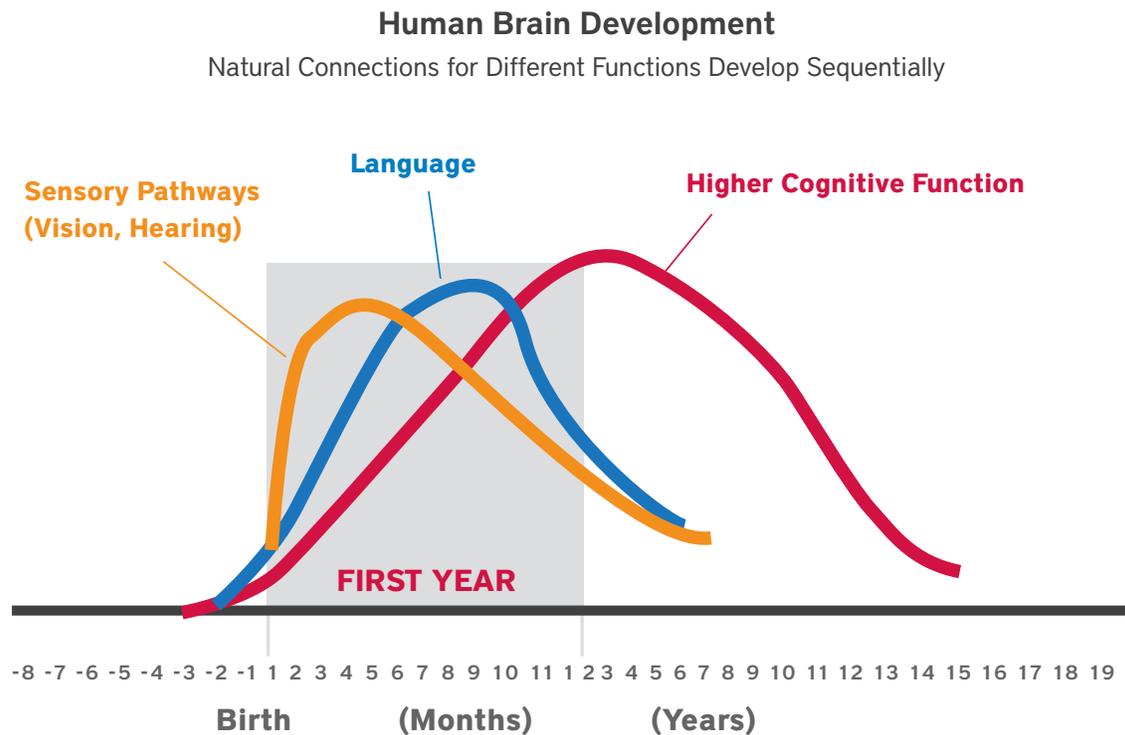
1. Early childhood teachers have a significant impact on children's development.
2. The workforce is large and diffuse.
3. The field is plagued with low compensation and qualifications.
4. There are great disparities within the workforce.

Early Development Depends on Positive Adult Relationships

Complex interactions of experiences, environment, and family characteristics shape a young child's learning and development. Opportunities to engage in learning activities immersed in developmentally appropriate experiences support healthy connections within the brain's architecture, which, in turn, determines how well a child will develop critical thinking skills and have the ability to regulate emotions.¹ Research shows that the majority of this foundational development occurs during a child's first three years (*see Figure 1*).

¹ National Scientific Council on the Developing Child (2007). *The Timing and Quality of Early Experiences Combine to Shape Brain Architecture: Working Paper No. 5*. Retrieved from http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp5/

Figure 1: Human Brain Development: The Importance of the First Three Years



Center on the Developing Child
HARVARD UNIVERSITY

The nature of the interactions young children have with the adults in their environment during this period is a major factor contributing to development. For early learning professionals, specialized knowledge in child development provides the foundation for delivering instruction based on the individual child's needs and abilities.

Classrooms led by teachers with specialized knowledge in early childhood education have lower rates of grade retention and special education placements, increased high school graduation, reduced incarceration, and stronger employment.² Education research shows that a school's total impact on student achievement is driven by teachers' competence, which accounts for one-third of achievement. Administrative leadership accounts for another 25% of that impact.³

The Early Childhood Workforce is Large and Diffuse

From the time children are born until they are eight years old, they and their families encounter numerous professionals in a wide range of settings. Figure 2 depicts three nested categories of professionals.⁴ *Early care and education (ECE) professionals* work with children from birth to age five, before they begin kindergarten, in community-based child care, family child care homes, Head Start, faith-based programs, and independent preschool programs.

The ECE workforce also includes family, friends, and neighbors who take care of young children often in their own homes as well as the therapists and special educators who care for children with special needs. *Early learning professionals*, a broader term, includes the early

care and education workforce, teachers in kindergarten through third grade, and the staff in before and after-school settings.

The most inclusive term, *early childhood professional*, includes early learning professionals as well as the myriad of service providers who work in other fields that support young children and their families. Home visitors; social workers; and health, oral health, and mental health providers fall within this category. In all of these settings, individuals who interact with young children share the significant responsibility of understanding and scaffolding development to help children reach their potential. This brief directs attention to the early childhood professionals' qualifications, competence, and understanding of one another's roles in the lives of children and families.

” Education research shows that a school's total impact on student achievement is driven by teachers' competence, which accounts for one-third of achievement.



² For example, Schweinhart, L. J., Barnes, H. V., & Weikert, D. P. (1993). *Significant Benefits: The High/Scope Perry Preschool Study through Age 27*. Ypsilanti, MI: High/Scope Press.

³ Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development, p.4.

⁴ This framework is adapted from definitions offered in Kagan, S.L. & Kauerz, K. (2012). *Early Childhood Systems: Looking Deep, Wide, and Far*. In S.L. Kagan & K. Kauerz (Eds.) *Early Childhood Systems: Transforming Early Learning*. Teachers College Press: New York, NY.

Figure 2: Conceptual Framework of the Early Childhood Workforce



As Arizona seeks to improve young children’s experiences, the abilities of professionals at each level of the system are important, and their needs vary considerably. Following are descriptions of the specific challenges to the ECE workforce that warrant special attention.

Inadequate Compensation and Qualifications

In Arizona, early care and education professionals working with children at their most critical stage of brain development (birth to five) are poorly paid.⁵ In fact, survey data reveal that when adjusted for inflation, ECE teachers’ wages and benefits are in decline.

Due to the very low compensation, there is little incentive to enter the field of early childhood education in Arizona or to seek the specialized preparation that is associated with improved child outcomes. Indeed, just 27% of early childhood center-based teachers have some college education or a degree.⁶ Significant barriers to higher education – the cost of tuition, limited accessibility to preparation programs, and insufficient support to succeed in school – further inhibit teachers’ participation in higher education.

⁵ Arizona Early Childhood Development and Health Board (First Things First). (2013). *Arizona’s Unknown Education Issue: Early Learning Workforce Trends*. Phoenix, AZ: First Things First

⁶ Ibid.



Disparities Within ECE and With the Rest of the Workforce

Early care and education occurs in several sectors, each with different requirements for teachers' experience and prior education. Varied regulations effect workforce conditions and the quality of care children receive.

For example, 31% of teachers in Arizona's Head Start programs have a bachelor's degree. On average, Head Start teachers earn \$16 an hour and 71% have been in their job for at least five years.

In contrast, only 23% of teachers at for-profit or nonprofit early childhood programs have bachelor's degrees. Teachers at these programs earn just \$10 and 41% have five years of experience in their position.⁷ As a result, children have vastly different early childhood experiences based on their age, geographic location, eligibility for different types of programs, and family resources.

The absence of a streamlined early childhood workforce system compromises the equity and quality of children's experiences and exacerbates efforts to create continuity for children throughout their early childhood years. It also means that the state lacks crucial data on the professional competence of the early childhood workforce. Without

⁷ Arizona Early Childhood Development and Health Board (First Things First). (2012). *Professional development for teachers of Arizona's children*. Phoenix, AZ: First Things First

” 31% of teachers in Arizona's Head Start programs have a bachelor's degree. In contrast, only 23% of teachers at for-profit or nonprofit early childhood programs have bachelor's degrees.

accurate information, it is difficult to allocate resources and make important policy decisions.

Coherence is particularly important as children and families transition into the public school system. Early grade teachers and administrators need to understand child development and the importance of experiential instruction to provide every opportunity for students to be successful with Common Core standards and goals, aligned formative and summative assessments, and on Arizona specific third grade assessments. Alignment between preschool and primary school teaching and learning involves a focus on child-centered developmentally appropriate practice, responsive interactions, and intentional scaffolding of children's learning that capitalizes on the strengths of each sector.⁸

What Is Needed for a Successful PD System?

Arizona's best chance of assuring positive early childhood development and learning is with:

- Well-educated early childhood professionals who teach young children to explore and discover their worlds.
- Health professionals who are knowledgeable about early childhood development and are able to share that information with the children's families.

Early childhood professionals need to be representative of children's communities and provide learning activities that embrace cultural, ethnic, and language diversity. Arizona needs a comprehensive and coordinated approach to designing and implementing an early childhood professional development system.⁹

⁸ Bredekamp, S. (2010). *Aligning Curriculum and Teaching: A Child-Focused Approach*. In S.L. Kagan and K. Tarrant (Eds.) *Transitions for young children: Creating Connections across Early Childhood Systems*. Brookes: Baltimore, MD.

⁹ Arizona Early Childhood Development and Health Board (First Things First). (2010). *Ready for School, Set for Life: Creating the Model Early Childhood System*. Phoenix, AZ: First Things First

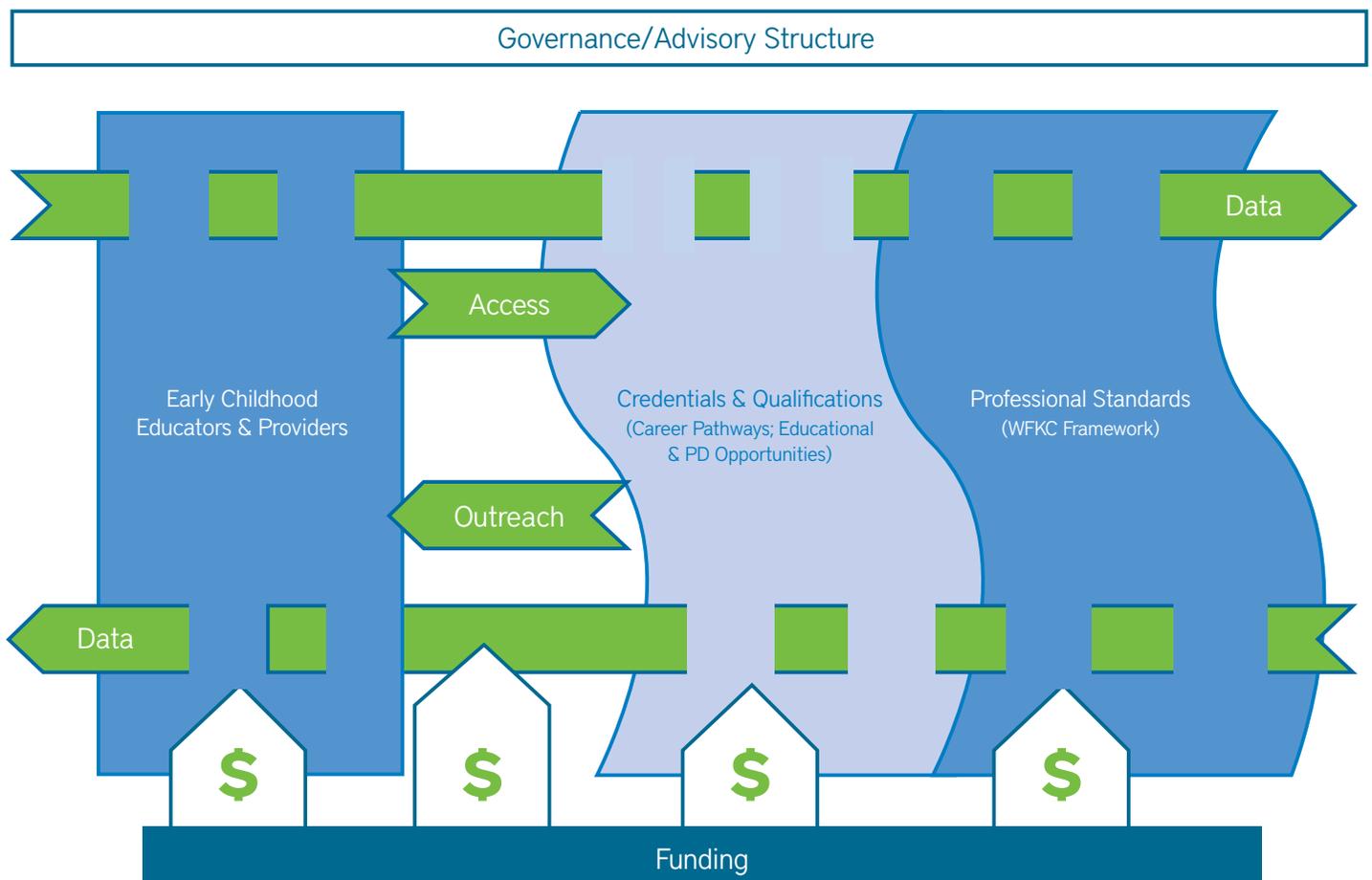
Early Care and Education PD System Components

National organizations have laid out the essential components of a functional professional development system for the ECE workforce, including:

- a) advisory and/or governance structure
- b) professional standards
- c) credentials and qualifications
- d) data
- e) funding
- f) access and outreach

Efforts underway by the PD Workgroup are making great strides in some of the areas (b, c, d, e). To make meaningful change for the early childhood workforce, the next phase of Arizona's work will need to address governance and funding. As depicted in Figure 3, these components lay the foundation for a successful ECE professional development system.

Figure 3. A Model Early Childhood Professional Development State System¹⁰



¹⁰ Arizona Early Childhood Development and Health Board (First Things First). (2013). *Building Arizona's Professional Development System: System Framework and Two-Year Strategic Plan*. Phoenix, AZ: First Things First.

System Linkages between Public and Private Partners

Recognizing that ECE is one dimension of the overall system, early childhood professional development efforts must include the full spectrum of agencies and organizations involved in licensing, educating, and employing early childhood professionals. Several state agencies have a stake in the quality of the early childhood workforce. For instance, the state Department of Health Services dictates qualifications for licensed child care professionals. The State Board of Education sets teacher licensure requirements. Additionally, the Arizona Medical Board licenses medical doctors.

Combined, these entities shape professional qualifications and can influence the professionals' child development knowledge. Bringing these entities together to articulate their shared goals and best practices can strengthen the professions and build a community based on mutual interest.

Numerous professional development organizations and higher education institutions impact early childhood professionals' knowledge and skills. Taking stock of all involved in professional preparation and ongoing support and building partnerships among these organizations can contribute to the policy and practical decisions related to the qualifications and experience of those who interact with young children and their families.

A comprehensive approach to workforce development involves mutual understanding and feedback loops at the practitioner/program level and the system level. At the practitioner level, early childhood teachers who understand the importance of child health research and trends will be better equipped to support children's holistic development.

With appropriate professional development and support, they can incorporate practices that promote health, which they may otherwise consider outside of their purview. Doctors and nurses will be aware of the state's quality rating and improvement system (QRIS) and make referrals to five-star centers to reinforce the importance of high quality care.

“ A highly functional professional development system depends on creating linkages and fostering relationships between the different components of the early childhood system.

At the systems level, cross-walks between different licensing regulations would yield opportunities to improve policy implementation. For example, staff qualifications within the state's QRIS could align with the credentials offered within the state's higher education system. The QRIS can also delineate program standards that connect ECE programs with health and family support personnel. In short, a highly functional professional development system depends on creating linkages and fostering relationships between the different components of the early childhood system.

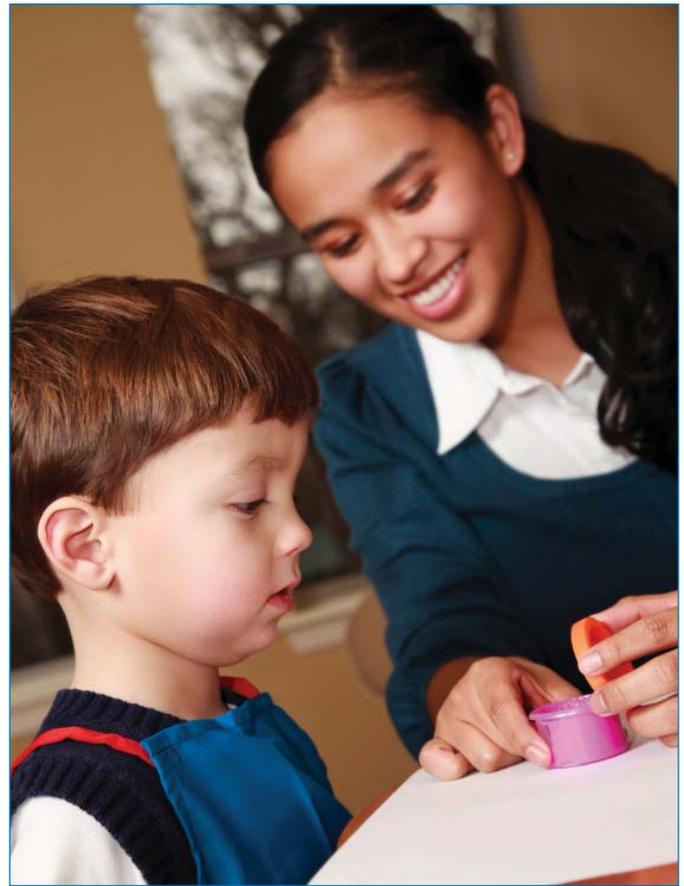
How Is Arizona Doing?

First Things First, system partners and the PD Workgroup have set a strategic direction for addressing the needs of early care and education teachers – with the mission to increase the quality of, and access to, early childhood programs that will ensure a child entering school comes healthy and ready to succeed. This work has built important relationships among representatives from a broad array of agencies and organizations and launched numerous programs that support ECE professionals.



FTF, along with other community partners and professional associations, has experience tackling education and compensation challenges that impact the ECE workforce.

- **T.E.A.C.H. Early Childhood® Arizona:** First Things First funds the T.E.A.C.H. Early Childhood® ARIZONA (Teacher Education and Compensation Helps) program administered in Arizona by the Association for Supportive Child Care. T.E.A.C.H. Early Childhood® ARIZONA offers college scholarships to individual child care center teachers, directors, owners, and family child care providers. Scholars can receive support toward a child development associate certificate or an associate degree at a community college.
- **Professional Reward\$:** FTF has partnered with Valley of the Sun United Way to launch Professional REWARD\$. Professional REWARD\$ was designed to help retain qualified teachers to care for and educate Arizona's youngest children. The program offers financial incentives (ranging from \$300 to \$2,000 based on the recipient's education level) to early care and education professionals for progressive education, educational attainment, and commitment to continuous employment.
- **CREATE:** With funding from Helios Education Foundation, the University of Arizona is developing a new curriculum for college students who want to specialize in preschool or K-3 education. It is also supporting ongoing professional development for current teachers to stay abreast of best practices and the latest research to engage young children and their families. Much of this work focuses on enhancing literacy and language development by sharing family culture through verbal and written storytelling.
- **S*CCEEDS:** The Statewide Child Care and Early Education Development System, or S*CCEEDS, reviewed, listed, and promoted professional development for early childhood providers. S*CCEEDS also tracked the educational



attainment of almost 10,000 early childhood professionals throughout Arizona. The registry was discontinued in March of 2009.

- **Innovative professional development project:** The First Focus on Kids Coalition, a strategic impact group of the United Way of Tucson and Southern Arizona, designed and pilot-tested a multifaceted, systems approach to improve the pathways and opportunities in professional development for early childhood educators in the Central Pima region.

The PD Workgroup is also making progress on the two-year strategic plan agenda:

- **Workforce Knowledge and Competency Framework (WKFC):** One of the PD Workgroup's priorities is to develop a comprehensive WKFC framework that delineates the knowledge and skills associated with effective practices. It will serve as the foundation for all other PD work. The WKFC framework will be developed by fall 2013. It will then be disseminated and integrated across the PD system.

- **Workforce Registry:** To collect data on the ECE workforce’s qualifications, the PD Workgroup has begun to design, develop, and launch an early childhood workforce registry. The registry will connect with the state’s longitudinal data system and FTF’s administrative database. FTF expects to launch the registry in August 2014.
- **Website:** FTF is developing a website to raise awareness among early childhood practitioners about the opportunities for professional growth available throughout Arizona. The full launch of the website is expected in November 2013.
- **Degrees and credentials:** A subgroup of the PD Workgroup has focused on addressing alignment among the credentials available to ECE professionals and improving access to higher education. In this work, the group is exploring the development of an early childhood Prior Learning Assessment that is eligible for college credit. The aim of this effort is to validate ECE teachers’ relevant knowledge and experience, and promote their professional growth. The group is also investigating opportunities and partners to develop an associates of arts in early childhood education degree that could be implemented at any Arizona community college. The new degree offering would allow teachers to access consistent and high quality preparation. The planning is underway for these tasks with the expectation for implementation in 2014.



Arizona’s long-term vision for the early childhood workforce embraces the birth to age eight developmental continuum.

What Is the Plan?

Recommendations for Recruiting and Retaining Effective Early Childhood Professionals

Building an early childhood professional development system requires a vision for the system buttressed by

specific attention to actionable and strategic opportunities for short-term progress.¹¹

Arizona’s long-term vision for the early childhood workforce embraces the birth to age eight developmental continuum. It takes a comprehensive approach that both builds the professional development infrastructure – governance, funding, and data systems—and addresses the unique needs of Arizona’s early childhood field.

Arizona’s long-term vision includes:

1. **Birth to age eight career professional development system:** An expanded professional development system for the entire early childhood workforce should address each component described on page 6. It should incorporate an integrated career pathway for the entire early learning workforce (0-8) as well as the compensation and supports needed for Arizona’s early childhood professionals to fully meet the needs of families and children.
2. **Coordinated governance:** The partnerships between state agencies and institutions of higher education that contribute Arizona’s professional development system should be formalized and new governance mechanisms adopted to promote alignment in professional development for teachers working with children birth to age five and teachers in the K-3 grades.
3. **Streamlined and stable funding:** Arizona’s professional development efforts are currently funded through multiple funding streams with different regulatory structures. By coordinating existing resources, Arizona can leverage funds

¹¹ Hill Scott, K. (2012). *Vision vs. Reality*. In S.L. Kagan & K. Kauerz (Eds.) *Early Childhood Systems: Transforming Early Learning*. Teachers College Press: New York, NY.



to address the multidimensional needs of the early childhood workforce. With such a system in place, policymakers and others will be more receptive to requests for additional resources to support the workforce.

4. *Workforce diversity:* Arizona is home to a rich array of cultures. Families with young children have varied life experiences that can be leveraged to enrich children's development. Efforts to cultivate a workforce that reflects the linguistic, cultural, socioeconomic, and geographic diversity of Arizona's young children and families are vital to reaching Arizona's goals for student achievement.
5. *Innovations in professional development and teacher preparation:* As the demands for ECE professionals expand, new approaches to professional development are constantly emerging. Research on coaching, mentoring, cohort models, and online learning point to promising strategies to enhance the quality of the workforce. Teachers who have strong preparation – robust early childhood coursework, diverse high quality field experiences, and support to integrate theory and practice – will have the tools to effectively enrich children's learning and engage families. Arizona should invest in innovative strategies that support effective teachers, promote student learning,

and achieve improved outcomes for young children.”¹²

6. *Elevating the ECE field:* Given the tremendous impact that early childhood professionals have on children's growth and development, it is important to recognize, promote, and showcase exemplary early childhood teachers. Efforts to promote parity between ECE and early grade professionals' qualifications and compensation could make a marked difference in the status of the profession and help to cultivate a highly effective workforce.

In light of this vision, Arizona can begin its work with the pursuit of the following recommendations:

1. *Identify resources to implement and sustain the PD Workgroup's two-year strategic plan:* Use the PD Workgroup's collective impact model of coordinated and collaborative governance to examine current funding sources and develop a sustainability plan to implement the workgroup's recommendations.
2. *Expand existing plans to build connections between ECE and early grade professionals:* Further develop the PD Workgroup's strategic agenda to create and coordinate collaborative professional development for ECE and early grade teachers that broadly considers best practices around Common Core, assessments, and transitions.
3. *Engage new early childhood partners:* Convene stakeholders from the early grades, family support services, oral health, and mental health sectors to identify opportunities for each sector to collaboratively meet the needs of Arizona's young children and families.
4. *Examine professional standards:* Take stock of licensing and certification requirements across state agencies to identify opportunities to raise, streamline, and integrate professional standards.

¹² Ochshorn, S. (2011). Forging a New Framework for Professional Development: A Report on "The Science of Professional Development in Early Childhood Education: A National Summit." Washington, DC: ZERO TO THREE.

5. *Build the capacity of all types of professional development providers:* Expand Arizona’s work to enrich professional development and technical assistance providers – faculty from community colleges and universities, coaches, mentors, program specialists, and instructors – by supporting efforts such as faculty institutes, by establishing qualifications and professional growth for professional development providers, and by building connections among the range of professionals who prepare and support early childhood teachers and administrators.

Costs/Financing

First Things First has contributed significant resources to develop the infrastructure to build Arizona’s ECE professional development system. Currently, numerous federal and state agencies and philanthropic organizations expend resources to engage, prepare, educate, and certify early childhood teachers. To date, however, there is little coordination of these resources. To reach the vision for a *well-prepared, highly skilled workforce that is compensated based on their education and experience*, the first step is to take stock of existing resources that support professional development activities. Once current funding sources are coordinated and maximized, they can be leveraged to attract new resources to the field.



What Have Other States Done?



Coordinated Early Childhood Professional Development:

New Jersey Pre-K to Third Grade Efforts

In Elizabeth, New Jersey, early elementary teachers receive 60 hours of professional development on early literacy. Their work includes attention to the needs of bilingual students and special needs students. After three years of pre-K to third grade approaches, 88% of children who started with pre-K are reading on grade level.

What Have Other States Done?



Early Childhood Credentialing and Licensure System:

New Mexico’s Professional Development Initiative

In New Mexico, state agencies and institutions of higher education (IHEs) have collaborated to create a comprehensive Professional Development System that offers professional credentialing and licensure for children from birth through age eight. Early childhood professionals can specialize in one of three areas: early childhood teacher preparation in two degree pathways (birth to age four concentration or age three through grade three concentration); early childhood program administration; and family, infant, toddler specialist. IHEs have come together to establish a fully articulated system that offers appropriate coursework and field experiences to help professionals acquire the knowledge and skills to attain each credential.

What Have Other States Done?



Professional Development for Coaches:

Georgia’s Credentials for Technical Assistance Providers

Georgia established a credentialing system for its technical assistance (TA) providers in 2008. TA providers, also known as coaches, provide long-term, customized, usually on-site support to early childhood program staff. The credentialing system has three designations:

1. *TA Candidate*, which is the entry-level credential that requires the individual to work under the supervision of a TA Associate



2. *TA Associate*, the core credential
3. *TA Specialist*, which recognizes individuals who come from fields outside of ECE but who offer relevant expertise, and receive approval to provide TA only in their specific areas of expertise

To be a TA Associate or TA Specialist requires a B.A. in early education, child development, or a related field, three years of experience working in ECE *and* two years providing TA. State-funded programs (e.g., child care and pre-K) must use credentialed specialists to support their program improvements.

Conclusion

The Professional Development Workgroup's strategic plan has established strong momentum for building a system and improving ECE professionals' work with young children. With the support of the BUILD Initiative, Arizona has an important opportunity to engage influential partners in the important work of developing the early childhood workforce – and creating a coordinated and well-resourced ECE system that meets the needs of Arizona young children and families.

It is time to make funding and policy decisions to sustain and scale up the great work underway. It is time to set new sights for a system that supports a passionate, skilled, diverse, knowledgeable, and dedicated early childhood workforce.

Acknowledgements

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We are also grateful for the leadership and expertise of Kate Tarrant, Ph.D. who served as the author and writer of the brief. Kate Tarrant, Ed.D., is an independent early childhood research and policy consultant. Her publications and work with national organizations, states, and localities focus on comprehensive early childhood systems, professional development, and early childhood program quality improvement policy.

Finally, BUILD AZ is grateful to all of the Professional Development Workgroup members that provided data for the publication, along with insight, expertise, and time in developing the recommendations and reviewing the brief.

BUILD Arizona is part of the BUILD Initiative, a national project that helps state leaders better prepare young children to thrive and succeed through a comprehensive early childhood system tailored to the needs of the state's unique young child population.



Build Arizona: Strategic Blueprint

BUILD Arizona is a coalition of children’s champions who are working together to enhance opportunities for all young children in Arizona, so that they can meet our state’s increasingly rigorous educational standards and become productive members of the workforce. BUILD Arizona supports the continued development of a coordinated system of programs, policies and services that responds to the needs of families. We are business leaders, nonprofit executives, public sector representatives, educators, health and other practitioners working toward the shared goal of making and keeping Arizona competitive in the years ahead.

Longest Term Goals: BUILD Arizona’s longest term goals are:

- ***All children enter school with the individual skills to meet success with Arizona’s College and Career Ready Standards, graduate from high school and attain post-secondary education to prepare them for the 21st century workforce.***
- ***Development of a coordinated system of programs, policies, and services for children birth to age eight that responds to the needs of families so that Arizona’s children have the best opportunity to be successful in the earliest grades and beyond.***

To reach these goals, BUILD AZ is working to develop a culture that supports early childhood as a critical component of the state’s education continuum and to establish adequate and sustained investments in high quality services for young children. As a first step, BUILD AZ has identified strategic high level priorities to address in the next few years that will expand opportunities for children throughout our state to obtain a strong early foundation for educational success.

BUILD ARIZONA SUGGESTED KEY PRIORITIES 2013-2016:

Policy Research and Development:

- Expand access to high quality, voluntary preschool for three and four year olds.*
- Assess current capacity for high quality, voluntary full day Kindergarten.*

Maintain and expand research-based home visiting programs in Arizona as a core element of a statewide early intervention program.

Coordination and Convening Leadership/Support:

Implement and expand the Statewide Early Childhood (0-8) Professional Development System Strategic Plan.

Convene stakeholders on early childhood nutrition, wellness and obesity prevention to identify linkages and connections to create a more integrated statewide strategy.

Participate in state-level partnership to enhance the screening, referral and early intervention system.

System Enhancement/Alignment

Utilizing a collective impact model, continue to assess and map system capacity, identify gaps and opportunities for alignment and leadership roles, and further strengthen the Arizona early childhood system.



AZ Early Childhood Architecture: A Shared Framework for the Early Childhood System

In Arizona and cross the country, many initiatives have aligned their early childhood work with the “three ovals” of child development: *Health and Wellness*, *Early Learning and Development*, and *Family Leadership and Support*. BUILD Arizona has adopted these ovals as part of our emerging “early childhood system architecture.” By working collectively on expanding and improving services and supports within these areas, BUILD Arizona can help ensure children throughout the state have the services they need for optimal development.



Identifying Opportunities for Continued System Building

Through the convening of several workgroups, BUILD Arizona has created a series of briefing papers and a broad set of recommendations for next steps in enhancing Arizona’s early childhood system for children ages birth through 8—with the goal of ensuring children are prepared to succeed in Arizona’s more rigorous K-12 system and the future workforce.

Based on the current environment, opportunities, and capacity, BUILD AZ has selected a “first phase” of suggested priorities from the work group briefing papers and recommendations to act on during the next few years in the areas of *Policy Research and Development*, *Coordination and Convening*, and *System Alignment*. What follows is a brief summary description of these priority recommendations.

BUILD Arizona Suggested Priorities Defined



POLICY RESEARCH AND DEVELOPMENT:

Expand access to high quality, voluntary preschool for three and four year olds. (2013-2014)

Action Needed: Arizona has an unprecedented opportunity to leverage national momentum and potential resources to expand access to preschool for young children. The BUILD AZ coalition should develop a research-based, cost-effective expansion plan with broad stakeholder agreement to support and position our state to secure significant funding for early learning in the next few years and help identify opportunities to leverage, combine and establish state funding streams to expand services—targeting low to moderate income children first. The plan should include a mechanism and infrastructure for allocating and monitoring state funding and programming.

Assess current capacity for high quality, full-day Kindergarten. (2014-2015)

Action Needed: Research shows that children who attend high quality, full day kindergarten have improved performance levels, improved school attendance rates and reduced levels of remediation and retention. Arizona does not currently fund statewide full-day kindergarten and there is no current, comprehensive data set that identifies where full-day kindergarten is being offered and the resources utilized for this purpose. An assessment of current statewide full-day kindergarten capacity and funding sources will allow for enhanced decision making among districts and policy makers regarding this research-based early intervention.



Maintain support for and expand access to research-based home visiting programs as a core element of a statewide early intervention program. (2015-2016)

Action Needed: Home Visiting programs connect trained providers with pregnant women and new parents to help establish and build healthy parenting skills that set their young child on a path towards greater success in school and going forward. Home visiting programs reduce child abuse rates, provide early detection of developmental delays and support self-sufficiency and school readiness.

Arizona has recently significantly expanded its home visiting capacity through a federal grant and additional resources allocated through First Things First. To ensure this proven program can continue to serve families and young children, Arizona needs to be proactive in developing a sustainability plan for the home visiting programs that are currently in place. Ongoing monitoring of outcomes of the home visiting program, identification of potential sustainable resources (I.e. Medicaid), and engagement of a broad base of supporters will ensure this critical program—that addresses many early developmental needs of vulnerable children—can be sustained and expanded in years to come.



Develop and implement a solid business leader/stakeholder engagement plan to actively engage key stakeholders.

Action Needed: Successfully implementing the policy research and development recommendations above will require considerable, collective impact and will-building to position Arizona to maximize early learning opportunities for young children. BUILD AZ should proactively work with other organizations to build support by leveraging national momentum around early childhood education and engaging champions across the state, including leaders from the public and private sector, who share an interest in developing a strategic, ongoing engagement effort to support key early childhood policy issues.

COORDINATION AND CONVENING LEADERSHIP/SUPPORT:

Implement and expand the Statewide Early Childhood Professional Development System Strategic Plan. (2013-2015)

Action Needed: Research shows that classrooms led by teachers with specialized knowledge in early childhood education have lower rates of grade retention and special education placements, increased high school graduation, reduced incarceration, and stronger employment. As Arizona builds its education system to prepare students who are college and career ready to compete in the 21st century economy, it must attend to the developmental needs of young children by providing highly effective early childhood programs—led by qualified educators and administrators. The Professional Development Systems Building Work Group, consisting of expert practitioners across the state, has developed a solid two-year strategic plan to create the infrastructure necessary for the development of a successful early education professional development system. BUILD AZ and partners should examine current funding sources and develop a sustainability plan to support and maintain the system components identified in the strategic plan.



Participate in state-level partnership to enhance the screening, referral and early intervention system. (2013-2016)

Action Needed: Identification and response to children’s specific physical and emotional-behavioral conditions – such as speech delays, hearing difficulties, and autism spectral disorder – are most effective when they occur very early in life. Currently, Arizona has an array of services provided through varied and limited funding sources to address the early developmental needs of children. Through a recent assessment of the status of statewide early intervention services, First Things First, St. Luke’s Health Initiatives and several other partners have begun to create a partnership focused on strengthening services and building a system that effectively meets the health and behavioral needs of young children. BUILD AZ can support the enhancement of the screening, referral and early intervention system in Arizona by participating as a partner, leveraging resources and providing access to technical assistance through the national network of BUILD experts and the peer state network.

Convene stakeholders on early childhood nutrition, wellness and obesity prevention to identify linkages and connections to create a more integrated statewide strategy. (2013)

Action Needed: Healthy nutrition, physical activity and overall wellness play a significant role in a young child’s ability to develop physically, mentally and emotionally—so that they can be prepared for and succeed in school and life. In Arizona, there is significant work taking place through a variety of coalitions, programs and organizations to address nutrition related issues impacting young children. Ranging from work being done to eliminate hunger, to increase access to healthy food, to increase opportunities for physical activity and to decrease childhood obesity—all of this activity supports improving health outcomes for Arizona’s children. To elevate and maximize opportunities for impacting broad-based child outcomes such as reduced childhood obesity, BUILD AZ, in partnership with

First Things First, has the opportunity to convene a broad base of partners with the goal of identifying shared goals, intersections and connections for the development of a more integrated and efficient strategy for maximizing child health in the area of nutrition and wellness.

SYSTEM ALIGNMENT:

Utilizing a collective impact model, continue to assess and map system capacity, identify gaps and opportunities for alignment and leadership roles, and further strengthen the Arizona early childhood system architecture.

While there are several specific actions outlined within the above recommendations, BUILD AZ is committed to continuing the ongoing process of further developing a coordinated, integrated and comprehensive birth to age eight system that meets the needs of families and supports the continued strengthening of our state educational system. Through continued convening, assessment and mapping, and access to technical assistance focused on system building, BUILD AZ will work with partners at the state and local level to continue the process of developing the early childhood system architecture that best meets the needs of children and families in Arizona.

Evaluating Our Efforts

The BUILD national initiative has developed a framework for evaluating systems initiatives which categorizes system building into five focus areas: **Context, Components, Connections, Infrastructure and Scale** (Coffman, J. 2007). The framework also provides example indicators that measure progress in these areas. The next step for BUILD AZ is to use this framework to identify system building indicators, as well as established child outcome indicators, that align with the identified priority recommendations.

The following BUILD Arizona Blueprint provides a high level, visual overview of the strategic priorities outlined in this document.

Health and Wellness

Early Learning and Development

Family Leadership and Support

BUILD Arizona Blueprint

Strategic Priorities 2013-2016

Policy Research and Development

Expand access to high quality, voluntary preschool for three and four year olds in Arizona.

Assess current access to high quality, voluntary full day kindergarten in Arizona.

Maintain support for and expand access to research-based home visiting programs as a core element of a statewide early intervention program.

Develop and implement a solid business leader/stakeholder engagement plan to support key early childhood/early grade success policy priority areas.

Leadership/Support in Convening and Coordination

Continue to convene, implement and expand the Professional Development System Strategic Plan.

Support initial convening of early childhood nutrition/physical activity/obesity prevention stakeholders. Prioritize and support policy recommendations as partner.

Participate in state-level partnership to enhance the screening, referral and early intervention system development.

System Alignment

Utilizing a collective impact model, continue to assess and map system capacity, identify gaps and opportunities for alignment, identify potential leadership roles, and further strengthen the Arizona early childhood (0-8) system architecture.

Build Arizona Strategic Activities

Key System Indicator Areas

Context

Components

Connections

Infrastructure

Scale



FIRST THINGS FIRST

Ready for School. Set for Life.

Navajo/Apache Regional Director's Report September 10, 2014

Schedule of Events

- Kate Dobler-Allen, Regional Director, has conducted/attended/facilitated the following in August and September, 2014:

Navajo-Apache-Gila Oral Health Coalition Meeting	August 15, 2014
FTF Early Childhood Summit – Phoenix	August 17-19, 2014
White Mountain Business Owners' Roundtable	August 20, 2014
NE Regional Strategic Planning Meeting – Flagstaff	August 21, 2014
Community Outreach Strategic Plan Sub-Committee Meeting	August 21, 2014
Early Literacy System Partner Meeting – Show Low	August 22, 2014
Arizona Parent Kit Focus Group	August 22, 2014
Coconino Regional Partnership Council Meeting Presentation	August 25, 2014
First Children's Finance and Summit Healthcare Meeting	August 26, 2014
Woodland Wildlife and Science Festival - Michelle	August 30, 2014
Labor Day – Office Closed	September 1, 2014
Regional In-Service and Strategy Implementation Team Meetings – PHX	September 4-5, 2014
Certified Public Manager Class – PHX	September 9, 2014
Navajo/Apache Regional Partnership Council Meeting – Springerville	September 10, 2014

- The following are scheduled for September and October, 2014:

Division of Developmental Disabilities Presentation – Show Low	September 11, 2014
DES/Health Start/DV Community Prevention Meeting – St Johns	September 11, 2014
Professional Career Pathways Project Collaborators' Meeting	September 12, 2014
Certified Public Manager Class – PHX	September 16, 2014
Navajo County Best for Babies Court Team – Holbrook	September 17, 2014
High Quality ECE System Partner Meeting – Lakeside	September 18, 2014
Care Coordination Quarterly Meeting & AzEIP Presentation - Lakeside	September 18, 2014
Show Low Rotary Meeting – K Grugel AZ Town Hall Presentation	September 22, 2014
Certified Public Manager Class – PHX	September 23, 2014
NPC Early Childhood Advisory Council Meeting – Krista	September 23, 2014
Certified Public Manager Class – PHX	September 30, 2014
Regional In-Service and Strategy Implementation Team Meetings – PHX	October 2-3, 2014
Certified Public Manager Class - PHX	October 7, 2014
Navajo/Apache Regional Partnership Council Meeting – Snowflake	October 8, 2014

Unfunded Coordination Work:

- **Care Coordination Quarterly Meetings** – Convener and facilitator
- **High Quality ECE Partners** – Convener and facilitator
- **Early Literacy System Partners** – Convener and facilitator
- **Navajo-Apache-Gila Oral Health Coalition** - Partner

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FY 2015
Navajo/Apache Funding Plan Summary

[Document Library Link](#)

	Population	Discretionary	Other	Carry Forward	Total
Total Allocation:	\$862,404	\$495,178	\$149,570	\$1,209,327	\$2,716,478

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Quality First	-	-	-	-	-	-	-	-	-	-
Quality First Academy	\$3,760	\$3,760				\$3,760	\$3,760			\$3,760
Quality First Child Care Health Consultation	\$188	\$188				\$188	\$133	\$55		\$133
Quality First Coaching & Incentives	\$40,779	\$40,779				\$40,779	\$38,435	\$2,344	\$9,484	\$28,951
Quality First Inclusion Warmline	\$840	\$840				\$840		\$840		
Quality First Mental Health Consultation Warmline	\$864	\$864				\$864		\$864		
Quality First Scholarships	\$268,940	\$268,940	-	-	-	\$268,940	\$268,940	(\$0)	\$65,824	\$203,116
Quality First Warmline Triage	\$304	\$304				\$304		\$304		
Community Based Professional Development Early	\$250,000	\$250,000	-	-	-	\$250,000	\$250,000			\$250,000
FTF Professional REWARD\$	\$40,000	-	-	-	\$40,000	\$40,000	\$39,150	\$850	\$9,800	\$29,350
Learning Labs	-	-	-	-	-	-				
Recruitment into Field	\$90,000	-	-	-	\$90,000	\$90,000	\$90,000			\$90,000
Scholarships non-TEACH	\$15,000	-	-	-	\$15,000	\$15,000	\$15,000			\$15,000
Scholarships TEACH	-	-	-	-	-	-				
Care Coordination/Medical Home	\$600,000	-	-	-	\$600,000	\$600,000	\$600,000		\$6,558	\$593,442
Child Care Health Consultation	\$11,880	\$11,880				\$11,880	\$11,817	\$63	\$29	\$11,788
Nutrition/Obesity/Physical Activity									(\$146)	\$146
Oral Health	\$136,000	-	-	-	\$136,000	\$136,000	\$136,000			\$136,000
Newborn Follow-up	\$100,000	-	-	-	\$100,000	\$100,000		\$100,000		
Parent Outreach and Awareness	\$185,000	-	-	-	\$185,000	\$185,000	\$160,000	\$25,000		\$160,000
Statewide Evaluation	\$103,014	-	-	\$103,014	-	\$103,014	\$103,014			\$103,014
Community Awareness	\$30,000	-	-	-	\$30,000	\$30,000	\$30,000			\$30,000
Community Outreach	\$93,000	-	-	-	\$93,000	\$93,000	\$93,000		\$11,263	\$81,737
Media	\$10,000	-	-	-	\$10,000	\$10,000	\$10,000			\$10,000
Total Allotment:	\$1,979,568	\$577,555	-	\$103,014	\$1,299,000	\$1,979,568	\$1,849,249	\$130,319	\$102,813	\$1,746,436
Total Unallotted:		\$284,849	\$495,178	\$46,557	(\$89,673)	\$736,910				

FY 2015 Navajo/Apache Contract Detail

	Grantee Name	Contract Period	Allotment		YTD Expense	Expense Variance	Reimbursement Activity	
			Total Allotment	Awarded			Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy	Strategy Subtotal:		\$30,000	\$30,000	-	\$30,000	
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$30,000	\$30,000	-	\$30,000	
	Community Outreach Strategy	Strategy Subtotal:		\$93,000	\$93,000	\$11,263	\$81,737	
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$93,000	\$93,000	\$11,263	\$81,737	
	Media Strategy	Strategy Subtotal:		\$10,000	\$10,000	-	\$10,000	
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$10,000	\$10,000	-	\$10,000	
	Goal Area Subtotal:			\$133,000	\$133,000	\$11,263	\$121,737	
Evaluation	Statewide Evaluation Strategy	Strategy Subtotal:		\$103,014	\$103,014	-	\$103,014	
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$103,014	\$103,014	-	\$103,014	
	Goal Area Subtotal:			\$103,014	\$103,014	-	\$103,014	
Family Support	Newborn Follow-up Strategy	Strategy Subtotal:		\$100,000	-	-	-	
	Parent Outreach and Awareness Strategy	Strategy Subtotal:		\$185,000	\$160,000	-	\$160,000	
	Arizona Board of Regents for and on behalf of University of Arizona	07/01/2014-06/30/2015		\$100,000	\$100,000	-	\$100,000	
	Navajo County Library District	07/01/2014-06/30/2015		\$60,000	\$60,000	-	\$60,000	
	Goal Area Subtotal:			\$285,000	\$160,000	-	\$160,000	
Health	Care Coordination/Medical Home Strategy	Strategy Subtotal:		\$600,000	\$600,000	\$6,558	\$593,442	\$6,558
	North Country HealthCare	07/01/2014-06/30/2015		\$200,000	\$200,000	\$6,558	\$193,442	\$6,558
	Summit Healthcare Association	07/01/2014-06/30/2015		\$400,000	\$400,000	-	\$400,000	
	Child Care Health Consultation Strategy	Strategy Subtotal:		\$11,880	\$11,817	\$29	\$11,788	\$29
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$616	\$616	-	\$616	
	Maricopa County Department of Public Health	07/01/2014-06/30/2015		\$211	\$211	-	\$211	
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$10,606	\$10,606	-	\$10,606	
	Pima County Health Department	07/01/2014-06/30/2015		\$384	\$384	\$29	\$355	\$29
	Nutrition/Obesity/Physical Activity	Strategy Subtotal:		\$0	-	(\$146)	\$146	
	Arizona Board of Regents for and on behalf of	To Be Determined		-	-	(\$146)	\$146	
	Oral Health Strategy	Strategy Subtotal:		\$136,000	\$136,000	-	\$136,000	
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$136,000	\$136,000	-	\$136,000	
	Goal Area Subtotal:			\$747,880	\$747,817	\$6,442	\$741,376	\$6,587

Professional Development	Grantee Name	Contract Period	Allotment		YTD Expense	Expense Variance	Reimbursement Activity	
			Total Allotment	Awarded			Pending	Paid (Last 30 Days)
	Community Based Professional Development Early Care and Education Professionals Strategy		Strategy Subtotal:	\$250,000	\$250,000	-	\$250,000	
	Summit Healthcare Association	07/01/2014-06/30/2015			\$250,000	-	\$250,000	
	FTF Professional REWARD\$ Strategy		Strategy Subtotal:	\$40,000	\$39,150	\$9,800	\$29,350	\$9,800
	Valley of the Sun United Way	07/01/2014-06/30/2015			\$39,150	\$9,800	\$29,350	\$9,800
	Learning Labs Strategy		Strategy Subtotal:	\$0	-	-	-	
					-	-	-	
	Recruitment into Field Strategy		Strategy Subtotal:	\$90,000	\$90,000	-	\$90,000	
	Northland Pioneer College	07/01/2014-06/30/2015			\$90,000	-	\$90,000	
	Scholarships non-TEACH Strategy		Strategy Subtotal:	\$15,000	\$15,000	-	\$15,000	
	Central Arizona College	07/01/2014-06/30/2015			\$15,000	-	\$15,000	
	Scholarships TEACH Strategy		Strategy Subtotal:	\$0	-	-	-	
					-	-	-	
			Goal Area Subtotal:	\$395,000	\$394,150	\$9,800	\$384,350	\$9,800
Quality and Access	Quality First Strategy		Strategy Subtotal:	\$0	-	-	-	
					-	-	-	
	Quality First Academy Strategy		Strategy Subtotal:	\$3,760	\$3,760	-	\$3,760	\$140
	Southwest Human Development	07/01/2014-06/30/2015			\$3,760	-	\$3,760	\$140
	Quality First Child Care Health Consultation Warmline Strategy		Strategy Subtotal:	\$188	\$133	-	\$133	
	University of Arizona Cooperative Extension	07/01/2014-06/30/2015			\$133	-	\$133	
	Quality First Coaching & Incentives Strategy		Strategy Subtotal:	\$40,779	\$38,435	\$9,484	\$28,951	
	Valley of the Sun United Way	07/01/2014-06/30/2015			\$38,435	\$9,484	\$28,951	
	Quality First Inclusion Warmline Strategy		Strategy Subtotal:	\$840	-	-	-	
	Quality First Mental Health Consultation Warmline Strategy		Strategy Subtotal:	\$864	-	-	-	
	Quality First Scholarships Strategy		Strategy Subtotal:	\$268,940	\$268,940	\$65,824	\$203,116	\$65,824
	First Things First (FTF-Directed)	07/01/2014-06/30/2015			\$2,413	-	\$2,413	
	Valley of the Sun United Way	07/01/2014-06/30/2015			\$266,527	\$65,824	\$200,703	\$65,824
	Quality First Warmline Triage Strategy		Strategy Subtotal:	\$304	-	-	-	
			Goal Area Subtotal:	\$315,675	\$311,268	\$75,309	\$235,960	\$140
			Overall Total:	\$1,979,568	\$1,849,249	\$102,813	\$1,746,436	\$140
								\$82,211

FY15 FTF media plan rationale



CLIENT
TEAM
PROJECT
DATE

First Things First
Karin Valentine / Jodi Elle / Diane Goldstein / Kristin Altman
FY15 AWARENESS Campaign Media Rationale
8/26/2014

The First Things First “Awareness” campaign will continue in FY15. The media mix includes Broadcast Television, Cable Television, Radio, Outdoor Billboards, Mall Advertising, Newspapers, Magazines, Cinema, Online and Pay Per Click. The media mix and levels are designed to efficiently and effectively reach and motivate the target audience to learn more and continue to raise awareness of the importance of early childhood. The campaign will continue after the FY14 media (running through early FY15) is completed. Starting in September we will see some extensions of the Theater and Out of Home placements. Most regions will pick up some form of TV or Radio advertising in November and December, after the General Election on November 4th. The campaign will then go on hiatus in January through March, following campaign flighting strategies from the past years. The second flight will pick back up in April and May, with some mediums extending into June.

AWARENESS CAMPAIGN GOAL: Continue to raise awareness of the importance of early childhood and position FTF as a recognized and trusted voice; strengthen associations between early childhood and FTF.

MEDIA GOAL

Increase total awareness of the importance of early childhood.

TARGETS

Primary

Women 18-49 (emphasis on moms with young kids)

Grandmothers 65+ (emphasis on caregivers)

Secondary

Women 49-65

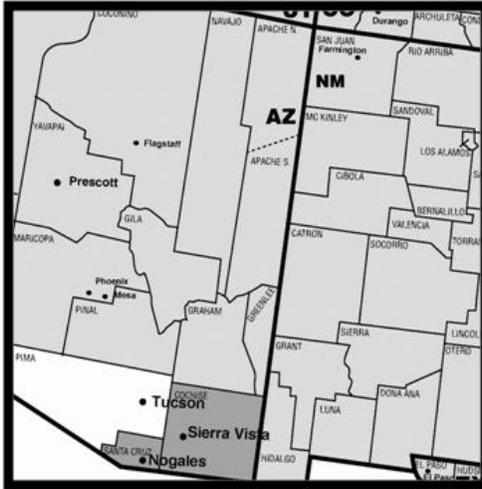
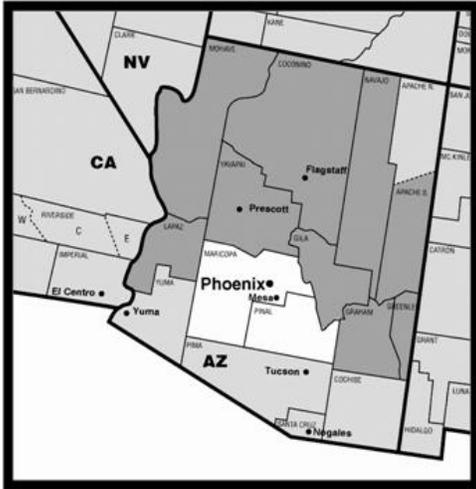
Dads and Grandfathers (parents and caregivers)

The FY15 media plan will reach all the regional council areas participating in this year’s media plan. The plan will start on September 1, 2014 and will end on June 28, 2015 and will be flighted for some mediums and continuous for others, based on availability and affordability.

MARKETING GEOGRAPHY

The state of Arizona has three Television Markets; Phoenix, Tucson and Yuma. The three markets reach every county in the state (see maps on pg. 2). The Phoenix Designated Market Area (DMA) broadcast stations primarily reach Maricopa and Pinal Counties and also reaches Mohave, La Paz, Yavapai, Coconino, Navajo, South Apache, Graham, Greenlee and Gila Counties. The Tucson DMA broadcast stations cover primarily Pima County and also reaches Cochise and Santa Cruz Counties. Yuma does not have any overlap with any of the Arizona regions as the Yuma DMA covers Yuma County with spill into El Centro, California.

Arizona DMA's



Metro Area



Local DMA

NAVAJO/APACHE REGIONAL PARTNERSHIP COUNCIL

Navajo/Apache will have Radio, Theater and Online and PPC during the FY15 campaign.

Broadcast TV spill from Maricopa and Pinal regions will be seen in parts of the Navajo Apache Regional Partnership council. These schedules will run November 10th through December 7th and again April 6th through May 31st. (See Phoenix DMA map on page 2.)

Radio will run during the spring campaign, April 6th through May 10th, 2015. KRFB a Hot Adult Contemporary station is recommended to reach much of the region. The flighting will mirror the TV from Pinal and Maricopa, which spills into the Navajo/Apache region. This radio schedule will complement what is being heard on broadcast television.

The Village 8 Lakeside and Show Low 5 theaters will continue in the FY15 media plan. The theaters will run November through the end of December, 2014. The second flight will tentatively run April through the end of June, 2015. Both the winter/holiday and summer months are the peak seasons for theater attendance. Fall blockbusters that are aimed at our target audience include: The Boxtrolls 3D, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Book of Life, Dumb and Dumber To, The Hunger Games: Mockingjay, Part 1, Penguins of Madagascar, The Hobbit: The Battle of the Five Armies, Annie, Night at the Museum: Secret of the Tomb, Paddington, Into the Woods and Hot Tub Time Machine 2. The Spring Blockbusters slated thus far are: Fast & Furious 7, Avengers; Age of Ultron, Pitch Perfect 2, Jurassic World 3D, Entourage, The Fantastic Four and Minions. The fall/winter and summer flights are recommended to complement the TV schedule running during the same window. With these two schedules running simultaneously we will build on the frequency during the two flight windows.

Online advertising will run November through December, 2014 and again in April through June, 2015. Pre-roll will be a key component to delivering the messages online. Top online activities for this demographic include parenting info, childcare searches, blogs, recipes, and watching movies online. All of these activities will be considered when selecting sites and networks for the FY15 campaign. Smaller regions may pay a slightly higher CPM as similar with other mediums as well. This is due to the smaller level of available impressions. However, online provides a strong medium to reach our targeted audience locally.

OTHER CONSIDERATIONS

Broadcast Television is not available for the Navajo/Apache region; however the region is covered as part of the Phoenix DMA (see Phoenix DMA Map). Due to this crossover the FY15 television flight for Maricopa and Pinal Regions will also be seen in the Navajo/Apache Region. Due to the limited budget and availability of outdoor locations for a two month flight, outdoor is not recommended. Budget was allocated to theater as this was a better medium to deliver the message. Active Digital Signage was also considered as another out of home vendor. They provide 10 second slides on TV's across various locations such as doctors offices, quick dining restaurants, casinos, bars and auto/repair shops. After review of the platform this consideration was not recommended due to the lack of scale and impact that the messaging would provide. As more locations are added, this medium will continue to be considered for future campaigns.

Media Selections Rationale

There are a variety of mediums available across the state of Arizona to deliver and reinforce the First Things First Message. These mediums include broadcast and cable TV, Cinema, Radio, Print, Out of Home (billboards, malls, grocery stores) and various digital placements. However, these various mediums are not available for all regions, and are not always the most cost effective way within limited budgets to deliver the message.

Each local region was looked at individually to develop the best recommendation with the budgets provided, taking into consideration budgets, timing, overlap with other regions messaging, availability of mediums, and past campaign performance. Each of these Regional Partnership Council recommendations offers multiple mediums to reach the audience, flighted to generate a greater frequency of the message delivery during the FY15 year. Each of the mediums listed below were considered for each of the Regional Partnership Councils, as well as other nontraditional mediums unique to the various markets.

BROADCAST TV

Despite the rise in digital TV options, traditional broadcast is still an efficient way to reach a large audience. Television Bureau of Advertising (TVB) Media Comparison studies show that 90.6% of Women were reached through TV in one day. As a result, Broadcast TV when budgets permits is an excellent medium to generate awareness for First Things First among the primary target. In addition, buys will be monitored throughout FY15 to deliver the highest impressions possible and for the opportunity to take advantage of added value opportunities like bonus spots and broadcast billboards. With three major TV markets in the State of Arizona covering all counties in the state, there will be residual effects in each of the regions from TV advertising in Phoenix, Tucson and Yuma DMA's. This TV advertising message will provide the statewide reach and lay the groundwork for the First Things First Message.

CABLE TV

Cable offers the ability to target the TV advertising message to the local regions. This is through the purchase of zoned cable. The zones are selected based on the penetration into the region and number of subscribers. Cable TV when available allows the message to be delivered to the local Regions. This complements the TV schedule and should be flighted to mirror the broadcast schedules to help build the frequency of the message.

RADIO

Radio is one of the most efficient ways to reach women in the outlying/rural regional partnership councils. With little fragmentation in these rural and outlying markets, several stations provide strong market coverage. However, in the larger metro markets (Phoenix and Tucson) radio is much more fragmented and costly and is not recommended based off the current FY15 budget levels. Radio as recommended through this plan ads frequency to the First Things First message in the rural markets.

CINEMA

Cinema advertising works well in tandem with the TV messaging. It is a supplementary medium that when budget permits should run congruently with a TV schedule to help reinforce the message. Cinema advertising is available in both rural and urban communities. The impact of cinema is also greater in the peak winter and summer seasons, when movie theater attendance sees its highest levels. Cinema was flighted during these peak attendance seasons to maximize the reach. Due to various budget levels and availability of other higher priority mediums such as Television, theater was not always proposed during the spring/summer window, as attendance in these months is slightly lower than the holiday season attendance.

PRINT

Various print opportunities within the state are available. Traditional newspaper advertising as well as Niche Magazine publications such as Raising Arizona Kids, AZ Parenting and The Bump. Traditional newspapers offered an additional touch point in rural communities where other mediums were not available. The Niche magazine publications were available in the Phoenix market, so were considered as a part of the reach plan to reach a targeted audience of mothers and caregivers.

OUT OF HOME - BILLBOARD

Research shows that consumers need to be exposed to three to five different mediums before they start to assimilate and acknowledge a brand presence. The reach and frequency of billboards are a nice complement to a broad market campaign that includes TV, Radio, online, and Cinema. We have chosen billboards in high traffic and local areas to get the best daily impressions. This will help to reinforce the message in the rural markets. In larger markets with larger populations and areas to cover, out of home was not recommended due to the cost efficiencies and availability of other mediums.

OUT OF HOME- MALL

Similar to traditional out of home executions, Mall placements allow for an additional touch point to deliver the message, providing targeted reach within a specific region. With restrictions and limitations of outdoor billboards in certain regions, mall placements deliver the same format of messaging to a more targeted audience. During the holiday season, shopping malls reach peak traffic counts. This medium was considered during this window if budget permitted and if traditional billboard placements were not available.

OUT OF HOME- GROCERY STORE

Grocery stores were not recommended for the FY15 media campaign. This was due to the costs of printing the 'shelf talk' panels. In prior campaigns budget has allowed for this, however with the FY15 budget, and other available opportunities for this campaign, we recommended eliminating the grocery store placements. This will allow for more coverage on other mediums such as Radio, Zoned Cable, OOH and Theater which provides greater reach to the Regional Partnership Councils.

INTERACTIVE MEDIA (BANNER/ PRE-ROLL/ PANDORA)

Online advertising will be used to target the local audience defined by zip codes and regions. With online used as a compliment to the traditional media this will help to reinforce the message with a direct call to action to learn more, driving traffic to the AZFTF.gov website. Banner ads will provide a simple message driving traffic to the website while Pandora will deliver the :30 radio message. This will help to complement the Radio schedule, and reach an audience that has abandoned the traditional radio format. Pre-Roll is the impression delivery of the :30 TV spot. Again, reaching an audience that has shifted their media habits towards online formats. The ad impressions are delivered locally and all provide a direct link to the website, encouraging people to learn more.

PAY-PER-CLICK (PPC) ADVERTISING ON MAJOR SEARCH ENGINES (i.e., Google, Yahoo, MSN)

PPC advertising is effective because it is geographically targeted and reaches people who are actually looking for FTF or information that FTF can provide. These searches are used to connect the target with FTF, where they begin learning and forming a connection. Search tactics can also increase the likelihood that *Awareness* content is found because, on average, 62 percent of search users click a link on the first page of search results. Search was utilized in the FY13 and FY14 campaigns and performed well in both impressions and costs per click.

MOBILE/SMART PHONES

More than half of the US mobile audience uses mobile media, which includes browsing the mobile web, viewing ads, accessing applications, and downloading content. Fifty-three percent of Americans own a Smartphone. We have seen tremendous growth in our analytics through mobile users and it is recommended to optimize the site for mobile viewing to improve the mobile viewing experience.



FIRST THINGS FIRST FY15 MEDIA PLAN
2015 MEDIA PLAN
 Aug 21, 2014



FIRST THINGS FIRST FY15 MEDIA PLAN														TOTALS																																			
Month	July			August			September			October			November			December			January			February			March			April			May			June			TOTALS												
Week	30	7	14	21	28	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	
CAMPAIGN	AWARENESS CAMPAIGN																																																
Target Demographics: W 18-49																																																	
NAVAJO/APACHE																																																	
MARICOPA/PINAL Broadcast TV KSAZ, KPHO, KNXV, KTVK, KASW, KPNX																																																	
Radio																																																	
KRFM-FM :30's																																\$575																	
Theater Advertising																																																	
NCM- Village 8 Lakeside, Show Low 5 :30's (10/31-11/1/15, 4/3-6/25/15)																																\$7,441																	
Online																																																	
Includes: BrightRoll, Pandora, HuddledMasses, Google Display Network Standard Banners, Pre-Roll, :30 Audio																																\$1,100																	
Serving Fees																																																	
Ad serving Vendor																																\$41																	
Pay Per Click																																																	
Google Search Network Text Ads																																\$440																	
PRODUCTION																																\$140																	
NAVAJO/APACHE TOTAL MEDIA	\$0	\$0	\$0	\$0	\$0	\$1,977	\$1,582	\$324	\$0	\$0	\$2,007	\$2,127	\$1,582	\$9,738																																			
NAVAJO/APACHE CAMPAIGN CONTINGENCY																																\$65																	
NAVAJO/APACHE BUDGET																																\$9,803																	
NAVAJO/APACHE SOCIAL MEDIA ALLOCATION																																\$197																	
NAVAJO/APACHE TOTAL BUDGET																																\$10,000																	

* Shaded line items identify media support from overlapping RPC media.

** Dark blue lines identify media support that ran in FY15 but paid for by FY14 budget

MOSES

MEDIA AUTHORIZATION

20 W. Jackson • Phoenix, Arizona • 85003 • (602) 254-7312 Fax (602) 254-1661

ADVERTISER: First Things First
 FROM : Diane Goldstein

DATE: 8/26/2014

MARKET(S)	DETAILS	PERIOD	CLIENT COST
<u>Navajo/Apache #20821</u>			
Radio	KRFM-FM :30's	4/6-5/10/15	\$575
Theater Advertising	NCM- Village 8 Lakeside, Show Low 5	10/31-1/1/15, 4/3-6/25/15	\$7,441
Online	Includes: BrightRoll, Pandora, HuddledMasses, Google Display Network/Search	10/27-12/28/14, 3/30/15-6/28/15	\$1,540
	DFA Adserving Fees	10/27-12/28/14, 3/30/15-6/28/15	\$41
Navajo/Aapche Social Media Allocation	IWS		\$197
Production Contingency	FALL AND SPRING		\$206
TOTAL COST			\$10,000

REVISION:

COMMENTS :

- 1) This buy is non-cancellable, once ordered. Advertiser will be responsible for any short-rates or additional charges resulting from cancellations / changes.
- 2) Billboard placements are subject to availability
- 3) Above rates are estimates only

CLIENT APPROVAL :

 FTF Regional Coordinator / Representative

DATE : _____

 FTF Central Office Representative

DATE : _____

COPIES TO :

Client _____
 Traffic _____
 Production _____
 Client Services _____
 Media _____