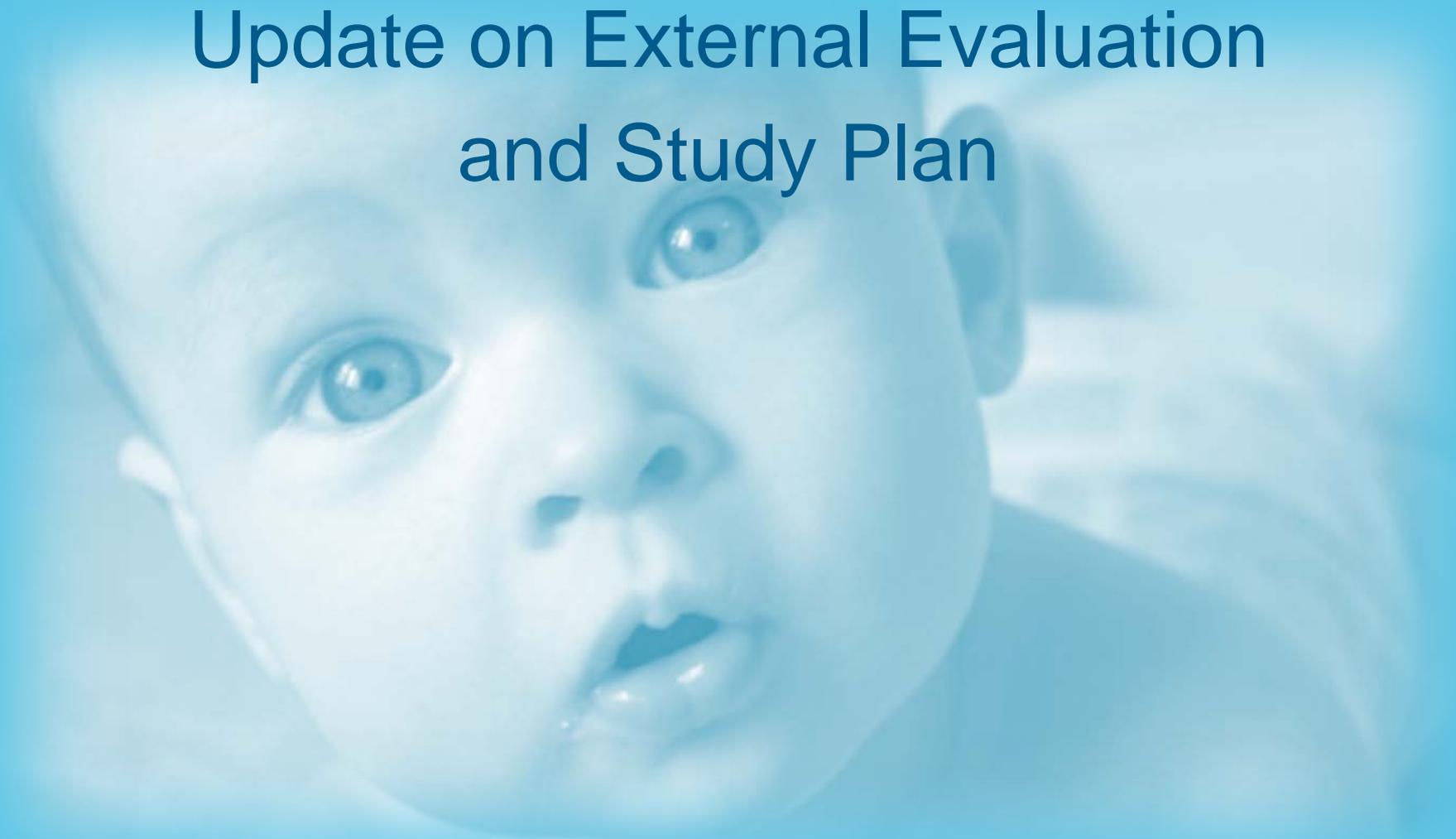


First Things First Evaluation Plan



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Update on External Evaluation and Study Plan



FTF Evaluation



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- Accountability
- Ongoing program improvement
- Timely course correction
- Maximum impact for children and families
- Communication about successes
- Sustainability

Evaluation Purpose



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FTF ensures accountability by:

Internal --
FTF
Evaluation

- Establishing and tracking key measures

External –
University
Consortium

- Ensuring a rigorous, independent evaluation

Key Areas of Responsibility



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External– University Consortium

- Longitudinal impacts of FTF strategies on children and families – results will show statewide impact
- *Regional studies as appropriate and identified by Partnership Councils*

External Evaluation Update



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Three Studies

- Kindergarten Readiness
- Longitudinal Cohort Study
- Family and Community Case Studies

External Evaluation Update



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Kindergarten readiness

- Launches in September 2009
- 1200 children
- Results presented to FTF Board January 2010

External Evaluation Update



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Longitudinal Cohort Study

- Infants, three-year olds, kindergarten students
- Launch infant and three-year old data collection in spring 2010
- Revised launch of kindergarten longitudinal sample to fall 2010 (initially fall 2009)
- 8500+ children

External Evaluation Update



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Family and Community Case Studies

- Launches in Fall 2009
- 275 families and children

External Evaluation Update



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Are Children Healthy and Ready to Learn?

- Physical health
- Academic readiness
- Self-management skills
- Social-emotional competence

External Evaluation Update



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- Data collectors located in north (NAU), central (ASU) and south (U of A)
- Presentations to all regional partnership councils
- Tribal, school/district, and parent approvals
- Budget adjustments

Key Areas of Responsibility



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Internal-- FTF Evaluation

- Performance monitoring of FTF funded grantees and strategies
- Performance monitoring of Key Measures at State and Regional level through surveys, special studies, and profiles
- *Regional studies as appropriate and identified by Partnership Councils*

Levels of evaluation



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**Arizona's Children Healthy and
Ready to Learn**

X

**Grantees Providing
Needed Services**

Levels of evaluation



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**Longitudinal
Evaluation**

**Key Measures and
System Planning**

**Performance
Monitoring**

Other studies



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Early Learning

- *What is the current level of quality in Early Care and Education?*
- *How large is the unmet demand for Early Care and Education?*
- *How many families and children are being served in unregulated Early Care and Education?*

Other studies



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Health: medical, dental, and behavioral

- *How many children are uninsured or underinsured?*
- *Do children have regular health and oral health care?*
- *Do children live in healthy communities?*

Other studies



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Family Support

- Do all families know how to support their children's optimal development?
- Do all families know how to put their knowledge into practice?
- Based on research, what is the most effective and efficient model for home visiting?

Other studies



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System Supports

- *What is the level of professional preparation of Early Care and Education professionals?*
- *What does it cost to maintain Early Care and Education at Three Star Quality?*
- *How coordinated, timely, and culturally responsive are services for families?*

Evaluation Next Steps



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- System Baselines presented at February 2010 Board meeting
- Accountability for grantees
- Data collection through study plan