



FIRST THINGS FIRST

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10-17-2013 CCHS Attachment 3

AGENDA ITEM: Requested Information

BACKGROUND: At the September 19, 2013 regular Cochise Regional Partnership Council Meeting, the Regional Council Directed the Regional Director to report on the below information:

1. Grandparents Raising Grandchildren;
2. Professional Development – Community-Based Early Childhood Education (ECE) Training;
3. ASQ: Ages & Stages Questionnaires Online Tool;
4. Stipend/Loan Forgiveness Program: Therapists.

RECOMMENDATION: The Regional Director presents this as information purposes only.



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Grandparents Raising Grandchildren

First Things First Regional Funded Programs:

Home Visitation:

The Cochise Regional Partnership Council has funded Home Visitation in SFY2010, SFY2011, SFY2012, SFY2013, and SFY2014. The main components of the strategy/program are to provide programs that focus on parent education, support, and resources. The strategy encompasses the entire County and priority is given to programs serving, pregnant women, teen parents, and grandparents raising their grandchildren and families with young children.

Quality First Scholarships:

The Cochise Regional Partnership Council has funded Quality First Scholarships in SFY2010, SFY2011, SFY2012, SFY2013, and SFY2014. The First Things First Child Care Scholarship Program was created to help families with young children afford quality childcare. Scholarships support families who are working, attending school or choosing to place their child in a quality early childhood education setting. Any parent/guardian that meets the income criteria and not receiving a DES child care subsidy can receive a scholarship.

Arizona Kinship Support Services:

Arizona's Children Association (*Funded through the Department of Health and Human Services, Administration for Children and Families, Children's Bureau, Grant #HHS-2012-ACF-ACYF-CF-0510*) provides connections for Kinship Caregivers throughout Cochise County to include legal services, support groups, parenting education, foster licensing and adoption support, assistance with government agencies and connections to food, housing & clothing resources. Please visit www.arizonakinship.org or call 1-888-737-7494 for more information.



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Professional Development – Community-Based Early Childhood Education (ECE) Training

<p>GOAL:</p> <ul style="list-style-type: none"> • First Things First will build a skilled and well prepared early childhood development workforce • First Things First will increase retention of the early care and education workforce • FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children 			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>The Community-Based ECE Training strategy provides a variety of options for engaging the early care and education workforce in high quality professional development, including:</p> <ul style="list-style-type: none"> • college coursework • single day and multiple day seminars, workshops or trainings <p>The intent of the professional development is to enhance:</p> <ul style="list-style-type: none"> • classroom skills • knowledge in the early care and education field • leadership and administration skills <p>Participants may be new employees to the early care and education field requiring basic knowledge and skill development through pre-service training or those already in the field looking to improve and expand upon their knowledge through in-service training.</p> <p>To demonstrate that professional practice</p>	<p>Research demonstrates that the most effective types of professional development approaches include content-based as well as hands-on sessions, and one-on-one mentoring or coaching.</p> <p>An Ohio Department of Education (January 2006) report entitled <i>Critical Issues in Early Educator Professional and Workforce Development</i> supports the correlation between teachers/administrators education and training, and program quality.</p> <p>Additionally, research over time has found that formal professional development is related to increased quality care; however, experience without formal training has not been found to be related</p>	<p>There is currently no formalized process for awarding college credit for community-based early care and education training/professional development. This will be an area that will require relationship building at the community college level and could require extensive time to develop. The expectation is that the process would begin during year one of funding and then progress towards award of credit.</p> <p>Trainers/facilitators must meet the qualifications established by the institutions of higher education from which credit will be sought. Credit awarded should articulate to certificate of completion or the degree requirements.</p> <p>Note that the Standard of Practice for Professional Development</p>	<p>Costs will be localized and dependent upon qualifications of trainers, type of training, materials, travel, etc.</p> <p>Examples of the per person costs, depending on the model and approach:</p> <ul style="list-style-type: none"> • \$373 for a model that brings various members in the early care and education community and business leaders together for a comprehensive series of workshops, classes and guest speakers • \$440 for a model that includes components such as workshops, training tier levels, mentoring, conferences, guest speakers as well as incentive and reward programs for participating individuals who are eligible to earn college credits for coursework completed • \$779 for a model that uses high tech support such as teleconferences and



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<p>has been improved as a result of professional development, early care and education community-based models should document participant outcomes through:</p> <ul style="list-style-type: none"> • a pre and post assessment, • documentation of achievement of milestones, or • a follow-up site visit by a mentor or coach <p>It is expected that Grantees will work with institutions of higher education, that provide services to the regional area, to begin a process during year one funding that will lead to the eventual award of college credits for the community-based training.</p>	<p>to quality care....and the value of applying theory to practice is critical to a successful community-based professional development strategy.</p> <p>Galinsky, E.C., Howes, S., & Shinn, M. <i>The study of children in family care and relative care</i>. 1994, New York: Families and Work Institute; Kagan, S.L., & Newton, J.W. Public policy report: For-profit and non-profit child care: Similarities and differences. <i>Young Children</i>, 1989, 45, 4-10; Whitebook, M., Howes, C., & Phillips, D. <i>Who cares? Child care teachers and the quality of care in America</i> 1989, Oakland, CA: Child Care Employee</p>	<p>Community-based early care and education strategies, contain specific criteria dependent upon the focus of the particular training opportunity offered (i.e. training for early care and education professionals, for mentoring/coaching, and for conference scholarships).</p>	<p>webinars coupled with individual workshops and local area conferences.</p>
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FY 2014 Community Based Professional Development Early Care and Education Professionals Contract Detail



	Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	% of Award Expended	% of Allotment	Reimbursement Activity		
				Total Allotment	Awarded					Pending	Paid (Last 30 Days)	
Maricopa	Central Maricopa			RPC Subtotal:	\$400,000	\$400,000	-	\$400,000	0.0%	0.0%		
				Region Subtotal:	\$400,000	\$400,000	-	\$400,000	0.00%	0.00%		
North East	Navajo/Apache			RPC Subtotal:	\$125,000	\$124,999	-	\$124,999	0.0%	0.0%		
				Region Subtotal:	\$125,000	\$124,999	-	\$124,999	0.00%	0.00%		
Phoenix/GRIC	North Phoenix			RPC Subtotal:	\$179,795	\$179,795	-	\$179,795	0.0%	0.0%		
				Region Subtotal:	\$179,795	\$179,795	-	\$179,795	0.00%	0.00%		
Southeast	Central Pima			RPC Subtotal:	\$750,000	\$750,000	\$39,907	\$710,093	5.3%	5.3%	\$29,410	\$10,497
	North Pima			RPC Subtotal:	\$285,000	\$150,000	\$7,981	\$142,019	5.3%	2.8%	\$5,882	\$2,099
	Pascua Yaqui Tribe			RPC Subtotal:	\$9,093	\$9,093	\$482	\$8,611	5.3%	5.3%	\$355	\$127
	South Pima			RPC Subtotal:	\$200,000	\$200,000	\$10,639	\$189,361	5.3%	5.3%	\$7,841	\$2,799
	Tohono O'dham Nation			RPC Subtotal:	\$100,000	\$50,000	\$2,659	\$47,341	5.3%	2.7%	\$1,960	\$699
	Region Subtotal:				\$1,344,093	\$1,159,093	\$61,669	\$1,097,424	5.32%	4.59%	\$45,447	\$16,221
West	La Paz/Mohave			RPC Subtotal:	\$400,000	\$400,000	\$19,819	\$380,181	5.0%	5.0%	\$28,404	
	Yuma			RPC Subtotal:	\$200,000	\$200,000	-	\$200,000	0.0%	0.0%		
	Region Subtotal:				\$600,000	\$600,000	\$19,819	\$580,181	3.30%	3.30%	\$28,404	
	Overall Total:				\$2,648,888	\$2,463,887	\$81,488	\$2,382,399	3.31%	3.08%	\$73,851	\$16,221



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Needs and Assets Data:

Section: Professional Credentials and Professional Development in Early Childhood Education and Child Care. As stated in the 2008 Compensation and Credential Study (CCS), Arizona child care regulations require the following minimum levels of education to work in licensed early care and education centers.

- Assistant teachers must have a high school diploma or a GED or be enrolled to obtain it.
- Early Care and Education teachers must have a high school diploma or GED.
- Directors of early care programs must have a high school diploma or GED and three credit hours of early childhood education at an accredited college.
- Head Start and preschools in public schools require a higher level of educational attainment due to the regulatory agencies that oversee them.
- Family home providers certified by DES are not required to have a high school diploma.

The low level of compensation is also problematic in the field of early child care and education. The vicious cycle of low wages, low educational attainment, and high turnover rates is difficult to break without policy changes, targeted educational and degree programs and designated resources.

The push towards professionalization of the early childcare field has been occurring throughout the country for many years. The emphasis on professionalization points to the need for increased opportunities for obtaining academic degrees in this field. First Things First is supporting this push by providing professional development assistance to providers working in licensed facilities throughout the state and in the Cochise Region by partnering with TEACH Arizona and Quality First.

As of fiscal year 2012, 5 scholars were enrolled in the TEACH program and SFY2013 showed 9 enrolled in the program at the end of the year.

The Cochise College Center for Teacher Education has been offering an early childhood education and training program since 2003. The program has served a range of child care providers in Cochise County from small home-based providers to larger centers including Ft. Huachuca's New Beginnings Childhood Development Center. The Cochise College program is a multi-campus collaborative effort dedicated to offering quality educational programs for adults who want to work with young children and their families. It works in alignment with the mission and goals of the National Association for the Education of Young Children (NAEYC) to promote the creation and improved accessibility of innovative and effective educational opportunities for the early childhood professional.

In addition to Cochise College, individuals and professionals living in Cochise County can enroll in courses or an early childhood program online through Rio Salado College.

For information please visit below and the attached policy brief by the Build Initiative.

http://www.azftf.gov/WhoWeAre/Board/Documents/Policy_Brief_Q2-2012.pdf

<http://www.educatingarizona.org/> - Assessing Early Care and Education in Arizona



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ASQ: Ages & Stages Questionnaires Online Tool

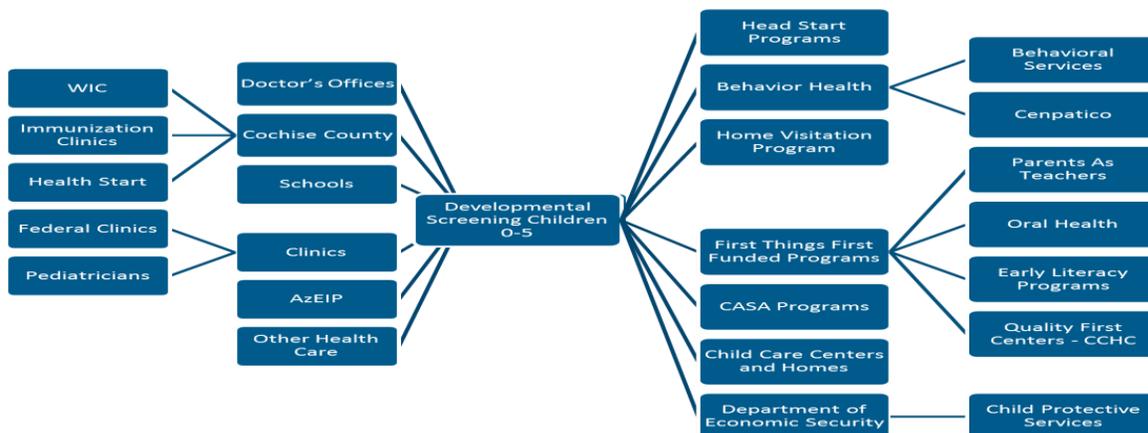
ASQ-3 is a parent-completed, developmental screening tool. The screening tool is highly valid and reliable with excellent sensitivity and specificity and accurately identifies children at risk for delays. There are 21 questionnaires, each with a specified age range. The ASQ-3 can be used with children from 1 month to 66 months of age. Each questionnaire covers 5 domains – communication, gross motor, fine motor, problem solving, and person-social.

The ASQ Online system is a web-based management system that helps you screen children, score questionnaires, share results with parents, schedule and perform follow-up, and report on the children in your program. The online system works with both ASQ-3 and ASQ: SE questionnaires, in both English and Spanish.

Why Developmental Screenings:

- ASQ-3™ and ASQ- Social Emotional™ On-line for screening;
- Program Administrator-Lead Agency;
- Set up action steps for expanding the program to all agencies that come in contact with children birth through five;
- Set up parent access screening;
- Universally available to all children in the region where they first come in contact with the early childhood system;
- Want parents to look at screening like they do immunizations – a necessary part medical care;
- Regular screening at least every six months;
- Screening history available to physician and programs as the child moves through the early childhood system;
- Services are targeted to intervene early;
- Blind data is available to identify needs of the region.

Potential Cochise Screening Sites:





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Stipend/Loan Forgiveness Program: Therapists

Intent of strategy:

To increase the workforce capacity within a region through the use of student loan forgiveness and a stipend for relocation or retention in the region. Workforce development entails physical therapists, occupational therapist, speech, language therapists and mental health therapist. The cost varies for each of the professionals.

Loan repayment costs for therapists:

Speech language therapists, occupational therapists, psychologists: Year 1 of service, \$10,000; Year 2 of service, \$15,000
(total of \$25,000 per funding plan year per therapist)

Physical therapists: Year 1 of service \$15,000; Year 2 of service \$ 20,000

Mental health specialist/Family Counselor: Year 1 of service \$5,000; Year 2 of service \$7,500

Stipend costs may include:

Moving Expenses: \$3,000;

Sign On & Retention Bonuses: \$3,000/sign on; \$5,000 for Year 1 service completion; \$7500 for Year 2 service completion

Professional Conference/license fees: up to \$2,500

Indirect and Administration costs are calculated at 23%- this is paid even if no one is enrolled. It is the cost of recruitment and enrollment as well as managing the program

History:

The strategy has been funded for the past 5 years through an inter-government agreement with AZDHS. There is a 23% overhead costs built into this strategy for administration. It includes the recruitment and retention outreach within the regions that have funded this. Cochise has funded 3 retention therapists and 2 recruitment therapists. The Cochise Regional Council in SFY2011 for SFY2012 discontinued the program through discussions and analyzing the data and determined that children at the fifty percent or above delay were seen by the AzEIP system and the children under the fifty percent delay could be screened in other supporting programs and through the funded home visitation strategy.

Considerations:

The Policy Division is currently discussing how better to implement the program and considering revamping the strategy for SFY2016-SFY2018, funding cycles.