



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

### **Arizona Early Childhood Development & Health Board**

#### ***Navajo/Apache Regional Partnership Council Meeting***

#### ***DRAFT Meeting Minutes***

A Regular Meeting open to the public was held on Wednesday, October 8, 2014 beginning at 3:00 p.m. The meeting was held at Northland Pioneer College, Learning Center Room 113, 1611 S. Main St., Snowflake, Arizona, 85937.

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

Chair Mannis called the meeting to order at 3:02 p.m. The first order of business was to introduce and welcome new Council Member Byron Lewis who was appointed to fill the At Large seat on October 3, 2014 by the State Board. Chair Mannis asked the members present to introduce themselves. Members present Chair Mannis, Vice Chair Meyer, Thia Ebert-Loomis, Claude Endfield, Doug Harris, Byron Lewis, Nestor Montoya, Kim Roberts, Vicki Schmitt, Cathy Taylor, and telephonically Kristalei Baskins. No members were absent. Chair Mannis said that today's meeting will be primarily information in preparation for the Budget approval in November.

#### **Member Report and Updates**

Chair Mannis asked for member reports or updates. Member Endfield informed the Regional Council that she has been selected to travel to Washington D.C. to read Early Head Start and Child Care Collaboration Grants. She also said she is excited that there will be 37 students completing their degree in December.

Member Taylor announced that her husband has accepted a position in New Mexico, she presented a letter of resignation to Chair Mannis, this will be her last meeting.

Member Schmitt announced that she has a new grandbaby.

#### **Call to the Public**

No calls to the public were received at this time.

#### **Disclosure of Conflicts**

Member Endfield provided a conflict of interest form for Agenda item 9b and 9f due to her employment at NPC. Member Ebert-Loomis provided a conflict of interest form for Agenda item 9a and 9g due to her employment at Summit Healthcare.

#### **Approval of September 10, 2014 Regular Meeting Minutes**

Chair Mannis asked for a motion for the minutes for September Meeting. Member Meyer moved to approve the September 10, 2014 Regular Meeting Minutes. Member Roberts seconded. Motion passed.

#### **Presentation and Discussion of SFY 2015-16 Community Outreach strategic Plan and Quarterly Update**

Chair Mannis asked Michelle Pansulla, Community Outreach Coordinator to present the Community Outreach Strategic Implementation Plan. Ms. Pansulla said the Implementation Plan incorporates recommendations from the Ad Hoc committee meeting and discussion with the Regional Council. The plan includes statewide goals, tactics for implementation, and FY14 outreach successes. She said the Regional Implementation Plan will focus on engagement and the priority audiences are Parent Groups, Business Community and Faith Based Community. Ms. Pansulla then presented her monthly report of her activities. She said that beginning with this month there is a new format for the report. She said that emphasis will be on Community Outreach goals and measurements, activities and success stories.

#### **Presentation of SFY2016 Community Group Feedback**

Regional Director Dobler-Allen presented information on a group meeting she held with the Sequoia School teachers and staff. She reported that her presentation centered on the visuals pertaining to developmental screening and early literacy that Regional Director Dobler-Allen presented to the Regional Council during the July Regular Meeting. Regional Director Dobler-Allen said that the comments from this meeting revealed that this focus group feels that there needs to be a well-defined transition between the early childhood system and the K-12 system. She said that the Regional Council could focus on this need through system building, not

necessarily through funding. She said mechanisms such as ensuring that the mandated meeting for parents and teachers of children with Individual Education Plans, also include the early care providers. During discussion the Regional Council provided some avenues to pursue to facilitate discussions with early care providers and the school system to develop a transition system.

#### **Presentation and Discussion of SFY 2016 Standards of Practice**

Regional Director Dobler-Allen provided the Regional Council with the Standards of Practice and scope of work for most of the Strategies that the Regional Council will be looking at funding during SFY16-18. She said she wanted the Regional Council members to have the information to reference as they enter into the work of building the budget for SFY16. Regional Director Dobler-Allen said that some of the strategies had significant changes for SFY2016. She briefly described each strategy that contained changes that may affect the budgeting process. She said a significant change is the new Teacher College Scholarship strategy that replaces TEACH and non-TEACH (PCPP) strategies. She also pointed out that all strategies in FTF will now contain an early literacy component. The Quality First package will become a separate strategy from the Quality First Scholarships and the Regional Councils will have the option to fund scholarships for Quality First centers and homes.

#### **Presentation, Discussion and Regional Council Direction Related to SFY2016 Regional Funding Plan Strategy Allocations and Target Service Units**

Chair Mannis provided brief history of the funding for First Things First, and told the Regional Council that the budget proposals provided by Regional Director Dobler-Allen were based on input and guidance from Chair Mannis and Vice Chair Meyer through meeting with Regional Director Dobler-Allen, based on Strategy Level funding, fiscally responsible management of the Regional Council funds and system-building. No Contract Level decisions are made during the budgeting process.

Regional Director Dobler-Allen acknowledged the partnership and work being done by the Regional Grant Partners. She said that difficult decisions are being made as a result of the Fiscal Policy adopted by the State Board to maintain the state budget at 126.6 million per year, and reduce the carry forward funds many Regions have as a result of infrastructure and program building over the last several years. At this point Regional Director Dobler-Allen projected a budget matrix to use as a live document for Regional Council and audience members to view. Regional Director Dobler-Allen outlined the proposed budget for SFY2016 strategy level funding. She explained the sources of regional funding for SFY2016-18 which showed a decrease in the funds available for SFY16 from SFY15 funding level. Regional Director Dobler-Allen provided proposed allocations for the following strategies:

##### **Community Based Professional Development for Early Care and Education Professionals**

##### **Teacher College Scholarships for Early Childhood Professionals**

##### **Quality First**

##### **Child Care Health Consultation**

##### **Quality First Child Care Scholarships**

##### **FTF Professional REWARD\$**

##### **Care Coordination/Medical Home**

##### **Oral Health**

##### **Parent Outreach and Awareness**

##### **Court Teams**

##### **Community Awareness**

##### **Community Outreach**

##### **Media**

##### **Statewide Evaluation**

After discussion the Regional Council directed Regional Director Dobler-Allen to bring the proposed budget to the November meeting for approval.

#### **Regional Director's Report**

##### **Monthly Report**

Regional Director Dobler-Allen provided the Regional Council with a report of her activities for last month and the month of October.

##### **SFY 2015 Financial Reports**

Regional Director Dobler-Allen provided the Regional Council with the current financial reports for SFY2015. She indicated that there were no unusual expenditures and contracts are reporting as expected.

#### **Future Agenda Items and Announcements**

Chair Mannis asked the Regional Council members if they had any items to bring as new business or for a future agenda. He also asked for any announcements. Chair Mannis thanked Member Taylor for her service on the Regional Partnership Council and to the young children of the Navajo/Apache Region.

**Adjourn – next meeting scheduled for November 12, 2014 in Show**

Chair Mannis asked for a motion to adjourn. Member Taylor moved to adjourn. Member Meyer seconded. Motion passed.

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

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**Kalman Mannis, Chair**

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**Kate Dobler-Allen, Regional Director**



## **College Scholarships for Early Childhood Professionals**

### **I. INTENT OF STRATEGY**

The intent of this evidence informed Professional Development strategy is to provide access to higher education for the early childhood workforce working directly with or on behalf of young children birth to age five. The expected results of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce and supporting and increasing the quality of services provided to young children.

### **II. DESCRIPTION OF SIGNIFICANCE**

Research strongly suggests that the quality of child care is tied to wages, education, and retention of teachers (Saluja, G., Early, D. M. and Clifford, R. M., 2002). The quality of early care and education depends on the professionalism, education and skills of the teacher.

Providers with higher levels of education tend to be paid more, and higher-paid teachers tend to remain in the same job for a longer period of time. When teachers remain in the field, stay in their positions, and work with the same children over time it creates a system of continuity of care which helps to nurture the important relationships between themselves as the primary caregiver and the child. It is within the context of these relationships that children grow and develop optimally.

“When young children and their caregivers are tuned into one another, and when caregivers can read the child’s emotional cues and respond appropriately to his or her needs in a timely fashion, their interactions tend to be successful and the relationship is likely to support [the child’s] healthy development in multiple domains, including communication, cognition, social-emotional competence, and moral understanding” (Shonkoff, J.P. and Phillips, D., Eds, 2000, p. 28).

There is also a link between educational attainment and teacher's beliefs about early childhood education. In a study at Indiana University, researchers found that when teachers had a higher education level, regardless of the major area of study, they were more likely to support developmentally appropriate practices. The researchers did find, however, that teachers with course work specific to working with young children were more likely to support child-initiated learning, such as allowing children to select some of their own activities, valuing active exploration in children's learning, and respecting students' individual differences when planning curricula (Minnesota Department of Children, Family & Learning, 2001).

Well-educated and highly skilled early childhood teachers are strongly linked with high quality and optimal child outcomes at entry into kindergarten. Research demonstrates that when child care and

other early learning programs are of high quality and developmentally appropriate, children score higher on school readiness measures and do better in school. They also have better relationships with their peers and are more likely to graduate. But the quality of early care and education depends on the professionalism, education and skills of the teacher (Association of Child Care Resource and Referral Agencies, 2008).

This strategy will ensure that more early care and education professionals have access to education and training to achieve degrees, credentials and specialized skills to promote children's cognitive, social, emotional and physical development. As a result of higher educational attainment and specialized in-service training, professional compensation will increase and more staff will remain in the field of early care and education.

Scholarships for college-credit coursework are one method of creating access to higher education for a low-income workforce that lacks the financial means to afford college and faces additional barriers such as lack of confidence as learner, deficits in skill/knowledge, lack of time due to caring for dependents and sometime working a second job, lack of family/employer support, language barriers, lack of familial precedence in attending college and limited access to information (Child Care Services Association, NAEYC Professional Development Institute, 2011). Scholarships enable the early childhood workforce to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.

### III. IMPLEMENTATION STANDARDS

#### A. Program Standards

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

- ***Evidence based programs*** are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.
- ***Evidence informed*** is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.
- ***Promising practice*** is a program or service that has a clearly articulated theory of change (logic model) with specified implementation and operational processes (activities) and

program outcomes. A promising practice program is *informed* by at least one of the following:

- Evidence based practices of a similar program or service delivery system, but does not have complete fidelity to that model because of justifiable need to change factors such as staffing or written materials in order to adapt to geographic or cultural variation.
- A similar program or service delivery model that is generally accepted as appropriate for use with the target population to achieve the program outcomes but has yet to be established as evidence based.
- Culturally responsive practices that are known to contribute positively to program outcomes.

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

1. Implement an evidence informed or promising practice model that meets FTF accepted definition of those program models:
  - a. Provide access to higher education through paid scholarships for the early childhood workforce to include:
    1. Early Childhood Education (ECE) professionals working in early childhood settings (with children birth to age 5) in schools, homes, and center-based settings
    2. ECE professionals in roles that contribute to the care and education of children and families
  - b. Offer opportunities for college coursework to support early childhood professionals in completing an educational pathway in any of the following:
    1. To obtain a Child Development Associate (CDA) credential
    2. To obtain an Associate's degree in ECE or related field (Child and Family Studies, Consumer Studies, Developmental Psychology, Elementary Education, Home Economics/Family and Consumer Sciences, Human Development, Human Ecology, Human Services, Nursing, Psychology, Public Health, Social Work, Sociology, and Special Education. This may include other fields as determined by FTF.)
    3. To obtain a Bachelor's degree in ECE or related field (Child and Family Studies, Consumer Studies, Developmental Psychology, Elementary Education, Home Economics/Family and Consumer Sciences, Human Development, Human Ecology, Human Services, Nursing, Psychology, Public Health, Social Work, Sociology, and Special Education. This may include other fields as determined by FTF.)
    4. To obtain college credits in business administration coursework designed to support staff management, human resources and financial management of an early childhood program
    5. To support developmental courses that may be needed for achievement of a degree

- c. Provide payment, up to the maximum allowed by the annual per credit hour cost, directly to the institution of higher education or National Council for Professional Recognition for the following:
  - 1. Course tuition up to a maximum of 24 credits per year
  - 2. Course and college fees
  - 3. Books
  - 4. CDA Assessment Fees
- d. Determine an applicant's eligibility for receiving a scholarship
  - 1. Minimum age as defined by the college acceptance policy
  - 2. If employed, earns \$20.00 per hour or less
  - 3. Evidence of lawful presence per A.R.S. §1-502
  - 4. Must be registered in the Arizona Workforce Registry (Registry) and have a professional development goal listed in the Registry profile
  - 5. High school student in Early Childhood Career and Technical Education (CTE) program dually enrolled for college credit
- e. Require scholars to attend an institution of higher education accredited by the Higher Learning Commission (<http://www.chea.org/Directories/regional.asp> <http://www.ncahlc.org/>).
- f. Prioritize scholars to receive scholarships in the following order when using statewide funding:
  - 1. Applicant does not have an Associate's or Bachelor's degree and is currently:
    - a. working directly with children birth to age 5, not yet in kindergarten, in regulated schools, homes, and center-based settings, OR
    - b. an administrator working in regulated schools, homes, center-based settings and other programs that support children birth through age 5, not yet in kindergarten.
  - 2. Applicant currently has an Associate's degree and is
    - a. working directly with children birth to age 5, not yet in kindergarten, in regulated schools, homes (including family, friend, and neighbor care settings), and center-based settings, OR
    - b. an administrator working in regulated schools, homes, center-based settings and other programs that support children birth to age 5, not yet in kindergarten.
  - 3. Applicant is currently working in an early childhood focused position:
    - a. Coaches, mentors, Arizona Department of Education mentors, Smart Support consultants, child care health consultants, inclusion specialists, ECE independent consultants, surveyors, Department of Health Services licensing staff, supervisors, caseload managers, and others who guide those working directly with children
    - b. Professional development providers who design and implement training and coursework for professionals working with or on behalf of children birth to age 5, not yet in kindergarten
  - 4. Applicant does not have an Associate's or Bachelor's degree and is currently volunteering directly with children birth to age 5, not yet in kindergarten, in

- regulated schools, homes (including family, friend, and neighbor care settings), and center-based setting and is interested in working in the early childhood field
- g. When the regional council supports this strategy with the use of regional funding, prioritize scholars to receive scholarships as determined by the Regional Council's intent.
  - h. Require scholars to identify a primary educational pathway by the end of their second semester, to be developed with the support of an advisor from the appropriate program or department.
    1. Scholar must submit the pathway of coursework to the administrative home that will lead to a credential or degree in the major course of study.
      - a. Require scholars to apply for Free Application for Federal Student Aid (FAFSA) the first opportunity that the application period is available
    2. The administrative home will be responsible for maintaining record of FAFSA application and results.
    3. Grant money from Pell or other scholarship funds are used before college scholarship funds are awarded.
    4. Scholarship funds should be used before loan money is taken out to support tuition, course fees and books.
  - j. Require scholars to commit to a minimum of one of the following during the first year of coursework:
    1. Participate in FTF Champion Training offered through the Registry
    2. Participate in Health and Safety Specialist Training offered through the Registry
  - k. Require scholars to commit to a minimum of one of the following in the second year and each year thereafter of coursework:
    1. Conduct an FTF Champion presentation
    2. Mentor a new College Scholarships scholar in their first year of college coursework (i.e. how to apply to the college, how to meet with an advisor, how to declare a major, where the bookstore is located, where tutoring is located, where classes are located, etc.)
    3. Attend regional council meetings to present their education story
    4. Work with the college scholarship administrative home to present the scholarship program at local conference or in the community
    5. Scholar identifies activity that they could contribute in a meaningful way to the field as approved by the administrative home (e.g. professional association volunteer work, community early childhood events volunteer, early childhood systems efforts volunteer such as Read On Arizona)
  - l. Require scholars to repay the full cost of tuition and fees for any coursework they take through the College Scholarship strategy for any of the following circumstances:
    1. A grade below C is earned by the scholar
    2. A scholar withdraws from a course after the final drop date to receive a refund as determined by the IHE
  - m. Provide a bonus in the form of a check to scholars at the completion of educational milestones aligned with the Arizona Career and Professional Development Network

Career Lattice (regardless of which level the scholar starts, i.e. if the scholar already has 6 credits upon enrollment and receives an FTF college scholarship, the scholar would receive the bonus upon reaching the next level of 12 credits) :

1. \$150 when a scholar achieves any of the following:
  - a. 6 credit hours in ECE, Early Childhood Special Education (ECSE), Child and Family Studies (CFS), Early Childhood Administration (ECA), Infant Toddler Development (ITD) or Child Development (CD)
  - b. National Child Development Associate Credential awarded by the Council for Professional Recognition in Washington, DC
  - c. 12 credit hours toward a degree in ECE/ECSE/CFS/ECA/ITD/CD.
2. \$300 when a scholar achieves
  - a. 24 credit hours toward a degree in ECE/ECSE/CFS/ECA/ITD, or CD
3. \$900 when a scholar achieves
  - a. 2 year degree in ECE or related field, or
  - b. 2 year degree in non-ECE major with 24 hours in ECE/ECSE/CFS/ECA/ITD/CD
4. \$1,500 when a scholar achieves
  - a. 4 year degree in ECE or related field, or
  - b. 4 year degree in non-ECE major including 24 credits in ECE/ECSE/CFS/ECD/ ITD or CD
- n. Require scholars to commit to a service requirement upon their application and enrollment in College Scholarships as noted below. The service commitment is not cumulative, but required for the highest level of coursework a scholar achieves upon exiting the scholarship program. If a scholar does not complete the service requirement as noted below, the scholar is required to repay the funds used to support their education.
  1. Upon achieving a CDA credential, the scholar will commit to 1040 hours of paid work or volunteering with or on behalf of children birth to age 5 in the region that funding was provided and should commence immediately after the completion of the credential.
  2. Upon achieving an Associate's degree, the scholar will commit to 2080 hours of paid work or volunteering with or on behalf of children birth to age 5 in the region that funding was provided and should commence immediately after the completion of the degree.
  3. Upon achieving Bachelor's Degree, the scholar will commit to 4160 hours of paid work or volunteering with or on behalf of children birth to age 5 in the region that funding was provided and should commence immediately after the completion of the credential.
- o. Require scholars to show continual progress towards the completion of their education pathway through enrollment in a minimum of 3 credits per semester (Fall and Spring) during their receipt of an FTF College Scholarship.

2. FTF recognizes the importance of collaborative partnerships among community partners that utilize a variety of formal and informal mechanisms to facilitate coordination of services in the community. The Coordination and Collaboration standard requires a grantee to:
  - a. Develop and implement a plan to understand and make connections with other initiatives, strategies and efforts in the region or state that support the early childhood system.
  - b. Develop processes that ensure staff implementing FTF funded strategies understand the connections between this strategy and the early childhood system to avoid duplication of services and promote collaboration between other services and supports offered to early care and education professionals in the regions, including:
    1. Recruitment into the Field strategy to ensure that those recruited into the field are seamlessly transitioned into college scholarships as they continue their education
    2. Registry Administrative Home to ensure that scholar records are accurate
    3. Institutions of Higher Education throughout the state of Arizona to maintain understanding of education pathways and degrees, articulation agreements and processes, and campus information that is necessary for and supportive of student success
    4. High School Early Childhood Career and Technical Education (CTE) programs so that high school students can use FTF College Scholarships through dual enrollment agreements and seamlessly transfer to a college upon graduation
    5. Professional Development For Early Childhood Professionals strategies throughout the state of Arizona to coordinate the use of College Scholarships in tandem with professional development seminars, if part of an educational pathway.
3. Continuous Quality Improvement
  - a. Adopt a process of continuous self-monitoring and reflection to improve program practices that is articulated in a written policy.
  - b. In the written policy, the following should be addressed:
    1. How data is used to assess the progress and outcomes of program implementation; and
    2. How data collection is used to improve staff performance.
4. FTF embraces cultural responsiveness as an intentional life long journey that holistically explores, honors, and values the diversity of the human experience.
  - a. Offer programs and services congruent with the needs of diverse children and families.
  - b. Offer programs and services that are responsive to the impact of cultural factors such as histories, traditions, values, family systems and structures, social class, and religion and spiritual beliefs.
  - c. Create a learning environment conducive to and includes all children and families no matter their ethnic, cultural, or linguistic backgrounds.
  - d. Use the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse children and families to make learning more appropriate and effective for them.

## **B. Staffing Standards**

1. Services will be provided through Education Liaisons who will support scholars in starting their college experience and throughout their college experience to ensure successful pathway completion.
  - a. Hire staff who reflect the cultural and ethnic experiences and language of the targeted population with whom they work with and integrate their expertise into the entire program.
  - b. Ensure that staff at all levels receives initial and ongoing professional development in culturally and linguistically responsive service delivery.
  - c. Employ well-trained and competent staff and provide continual relevant professional development opportunities.
  - d. Minimum of Bachelor's degree in ECE or related field
  - e. Knowledge of and experience working in the following areas:
    1. College and university degree requirements
    2. Transfer/articulation agreements
    3. Financial aid and other financial supports for higher education
    4. Needs of non-traditional students and how to effectively engage them in higher education
    5. The local community(ies) they serve
2. Education Liaison Supervisory Staff
  - a. Minimum of Master's Degree in ECE or related field
  - b. Knowledge of and experience working in the following areas:
    1. College and university degree requirements
    2. Transfer/articulation agreements
    3. Financial aid and other financial supports for higher education
    4. Needs of non-traditional students and how to effectively engage them in higher education
3. The Arizona Early Childhood Workforce Registry

The Registry is a component of the newly developed Arizona Early Childhood Career and Professional Network (Network). The Network is a comprehensive system designed to meet the professional development needs of Arizona's early childhood professionals working with or on behalf of children birth-8 years of age.

  - a. Staff employed at the administrative home and any sub-grantee who are working directly with or on behalf of children birth – age 8 as a part of the implementation of this strategy must enroll in the Registry by June 30, 2016.
  - b. All participants of this strategy are expected to enroll in the Registry by June 30, 2016.
  - c. All participants receiving scholarships must apply through the Registry
  - d. All coursework completed must be entered into the scholar's Registry profile by the administrative home

1. Must have a sharing of information agreement with scholar and Registry Administrative home.

### **C. Administrative Home**

1. Formal Agreements with partner Institutions of Higher Education that include the following:
  - a. Articulation – Assurance that courses taken in Associate’s degree/CDA transfer as credit towards Bachelor’s degree without repeat of courses with same competencies
  - b. Pursue opportunity that in-state tuition rates will be charged for participants of this scholarship program regardless of their actual state residency status
  - c. Payments for tuition and course fees will be paid directly to Institute of Higher Education
  - d. Partnership between the Education Liaison and on-campus ECE advisor and/or ECE Faculty (or related field) to support scholar success
2. Payment will be made directly to the National Council for Professional Recognition for CDA Credential fees
3. A payment mechanism will be established directly with bookstores for purchasing books
4. Recoup of funds for those that don’t complete service commitment
  - a. Require scholars to be held financially responsible for all scholarship funds used for course tuition, books and fees when a course is dropped after the drop date deadline.
5. Education Liaison(s) assists individuals in navigating and guiding their professional development, exploring available options for increased training/education, facilitating procedures to ensure students are enrolled in the proper Early Childhood Degree Programs and developing individual professional development plans.
  - a. Career advisement and training and technical assistance support for the use of the Arizona Early Childhood Career and Professional Development Network
  - b. Evaluate transcripts to ensure that students finish their identified educational pathway
  - c. Provide resources for scholarships and other funding sources to ensure the most efficient use of FTF funding in combination with other funding
  - d. Provide assistance in identifying a coursework plan for a scholar’s completion of a credential and/or degree
6. Develop content for website information about funding for college that will be contained on the Arizona Career and Professional Development Network site, including:
  - a. FTF College Scholarship eligibility requirements
  - b. Information about and contact for career counselors
  - c. Information on ECE degrees offered at Arizona colleges and universities
  - d. Information about the National CDA Credential
  - e. Other financial assistance and scholarship resources
7. Selection of applicants for scholarship based on priority in this Standard Of Practice and/or priority determined by the Regional Partnership Council, as determined by funding source
8. Marketing and outreach to prospective scholars targeting those who are employed in Quality First, Quality First wait list and Accredited programs

9. Develop a formal professional development plan for scholars to use in identifying their educational pathway that is connected to the Workforce Knowledge and Competencies and Career Lattice

#### IV. REFERENCES AND RESOURCES

- A. Saluja, G., Early, D. M. and Clifford, R. M. Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States Early Childhood Research and Practice, Spring 2002 Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices (available in Fall 2014)
- B. Shonkoff, J.P. and Phillops, D., Eds. From Neurons to Neighborhoods: The Science of Early Childhood Development. National Research Council and Institute of Medicine. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. 2000, p. 28
- C. Staffing recruiting and retention in early childhood care and education and school-age care, Minnesota Department of Children, Family & Learning, April 2001
- D. Association of Child Care Resource and Referral Agencies. (2008). Parents and the High Price of Care: 2008 Update. Retrieved from <http://naccrra.org/> and Fuligni et al., (2009). Diverse Pathways in Early Childhood Professional Development: An Exploration of Early Educators in Public Preschools, Private Preschools, and Family Child Care Homes. Early Education and Development, Vol. 20 (3), pp. 507-526.
- E. Workforce Engagement in Higher Education: Recruiting, Supporting and Sustaining Early Childhood Teachers on Degree Completion Pathways (Child Care Services Association, NAEYC Professional Development Institute, 2011)
- F. Arizona Early Childhood Career and Professional Development Network Website: [azearlychildhood.org](http://azearlychildhood.org) (available Fall 2014)
- G. Free Application for Federal Student Aid (FAFSA) <https://fafsa.ed.gov/>



**FIRST THINGS FIRST**

Navajo/Apache Regional Partnership Council

## September/October Outreach Report

### 9/3/2014 Apache County Fair



An invitation was extended by Diane LeFevre to bring information and ERI's to the registration for the Junior Art Show and Competition at the Apache County Fair. This resulted in contact and shared information with dozens of families.

### 9/13/2014 Suicide Prevention Fair

The information shared with attendees at this event about the preventive benefits of positive early childhood experiences was well received.

### 9/23/2014 Early Childhood Every Day NPC Advisory Board

This room full of Champions for Early Childhood enjoyed the training provided that centered on best messaging for speaking on behalf of young children. They were highly engaged and continue to support the cause.

### 10/2/2014 Early Childhood Every Day Rim Community Library

This opportunity was the result of placing the display in the Rim Community Library last April, a connection which started with the Ponderosa Lion's Club. Not only did the participants engage in the training, they provided helpful ideas for future relationships.

### 10/6/2014 St. Johns HeadStart

This community event provided the opportunity to connect some families with First Things First funded programs and talk with them about the importance of their role as their child's first and best teacher.

### 10/15/2014 City4 TV "Compassion Speaks"

Lion Donna Harris was able to leverage an interview on City4 TV and made a request for messaging in regards to the brain science behind the connection between vision and learning. I was able (with help from Deb Lewis) to find a credible messenger, Dr. Evans.



## September/October Outreach Report

### *Coming up...*

11/2 Candy buy back at  
Around the Mountain  
Pediatric Dentistry

11/12 Navajo County Drug  
Coalition Steering Committee  
meeting

11/19 Grantee Coordination  
meeting

11/20 Site Tour of Oral  
Health strategy at Round  
Valley Preschool



Dr. Evans rose to the occasion and Lion Nancy brought the Pedia Vision SPOT Eye Screener to the station. I was able to leverage an interview in November about the First Things First Top Ten Gifts for children birth to five which will air in December.

### **10/25 and 10/31/2014 Trunk or Treats**

At the Show Low Spooktacular I was able to give an oral health message and a box of crayons to 800 children and messaging to their parents! Approximately the same volume and contact at the Mountain Meadow Trunk-or-Treat!

### **NEW:**

Educational Reinforcement Item and Collateral UPDATE:

The Arizona Parent Kit is a statewide strategy to help get parents off to a great start with their babies from the first day. We will go over the content and intent of this item.

The Brain Science Factsheet is designed to help the public understand the importance of nurturing young brains through health, family support to provide safe, nurturing environments and early learning. We will discuss the best audiences and uses for this collateral.

The Core Messages card is a useful tool for you as Champions to share the messages of Early Childhood in your everyday lives. We will learn the first message on this card and discuss how to use it to spread the word.



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

### Navajo/Apache Regional Director's Report November 12, 2014

#### Schedule of Events

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

#### **Columbus Day – Office Closed**

Navajo County Library Meeting

Oral Health SFY2106 SOP Meeting

FTF All Staff Retreat – Phoenix

Certified Public Manager Class – Phoenix

BUILD Professional Developmental Workgroup - telephonic

Show Low Chamber of Commerce Perk-Up Breakfast

Certified Public Manager Class – Phoenix

Northland Pioneer College Meeting

Regional In-service – Phoenix

#### **Veteran's Day – Office Closed**

#### **October 13, 2014**

October 14, 2014

October 15, 2014

October 24, 2014

October 28, 2014

October 30, 2014

October 31, 2014

November 4, 2014

November 6, 2014

November 7, 2014

#### **November 11, 2014**

- The following are scheduled for November and December, 2014:

Navajo/Apache Regional Partnership Council Meeting – Show Low

Communications Implementation Team Meeting- telephonic

Navajo-Apache-Gila Oral Health Coalition Meeting Show Low

Sanders' Commissioners Meeting Presentation

Certified Public Manager Class – Phoenix

Navajo/Apache Grantee Meeting – Holbrook

Oral Health Site Tour – Round Valley

Care Coordination Meeting

**Annual Leave – Wisconsin!!**

**Thanksgiving Day – Office Closed**

Certified Public Manager Class – Phoenix

Communications and Early Learning Implementation Team Meetings

Certified Public Manager Class – Phoenix

Navajo/Apache Regional Partnership Council Meeting – St Johns

Care Coordination Partner Meeting – Summit

Childcare Town Hall – Licano's

**Annual Leave**

**Christmas Day – Office Closed**

**New Years' Day – Office Closed**

November 12, 2014

November 13, 2014

November 14, 2014

November 14, 2014

November 18, 2014

November 19, 2014

November 20, 2014

November 25, 2014

**November 26 & 28, 2014**

**November 27, 2014**

December 2, 2014

December 4, 2014

December 9, 2014

December 10, 2014

December 16, 2014

December 16, 2014

**December 20-28, 2014**

**December 25, 2014**

**January 1, 2015**

**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

Kate Dobler-Allen, BS  
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## FY 2015 Navajo/Apache Funding Plan Summary

[Document Library Link](#)

	Population	Discretionary	Other	Carry Forward	Total
<b>Total Allocation:</b>	<b>\$862,404</b>	<b>\$495,178</b>	<b>\$149,570</b>	<b>\$1,159,958</b>	<b>\$2,667,109</b>

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Quality First	-	-	-	-	-	-	-	-	-	-
Quality First Academy	\$3,760	\$3,760				\$3,760	\$3,760		\$282	\$3,478
Quality First Child Care Health Consultation	\$188	\$188				\$188	\$133	\$55	\$22	\$111
Quality First Coaching & Incentives	\$40,779	\$40,779				\$40,779	\$38,435	\$2,344	\$18,969	\$19,466
Quality First Inclusion Warmline	\$840	\$840				\$840	\$741	\$99	\$102	\$639
Quality First Mental Health Consultation Warmline	\$864	\$864				\$864	\$864		\$143	\$721
Quality First Scholarships	\$268,940	\$268,940				\$268,940	\$268,940	(\$0)	\$68,237	\$200,703
Quality First Warmline Triage	\$304	\$304				\$304	\$304		\$52	\$252
Community Based Professional Development Early	\$250,000	\$250,000				\$250,000	\$250,000		\$40,148	\$209,852
FTF Professional REWARD\$	\$40,000				\$40,000	\$40,000	\$39,150	\$850	\$19,946	\$19,204
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		\$27,008	\$572,992
Child Care Health Consultation	\$11,880	\$11,880				\$11,817		\$63	\$1,962	\$9,855
Nutrition/Obesity/Physical Activity									(\$146)	\$146
Oral Health	\$136,000				\$136,000	\$136,000	\$136,000		\$14,376	\$121,624
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		\$17,969	\$75,031
Media	\$10,000				\$10,000	\$10,000	\$10,000		\$17	\$9,983
<b>Total Allotment:</b>	<b>\$1,979,568</b>	<b>\$577,555</b>	<b>-</b>	<b>\$103,014</b>	<b>\$1,299,000</b>	<b>\$1,979,568</b>	<b>\$1,851,158</b>	<b>\$128,410</b>	<b>\$312,100</b>	<b>\$1,539,059</b>
<b>Total Unallotted:</b>		<b>\$284,849</b>	<b>\$495,178</b>	<b>\$46,557</b>	<b>(\$139,042)</b>	<b>\$687,541</b>				

## 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)
<b>Community Awareness</b>	<b>Community Awareness Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>-</b>	<b>\$30,000</b>		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$30,000	-	\$30,000		
	<b>Community Outreach Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$93,000</b>	<b>\$93,000</b>	<b>\$17,969</b>	<b>\$75,031</b>		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$93,000	\$17,969	\$75,031		
	<b>Media Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$17</b>	<b>\$9,983</b>		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$10,000	\$17	\$9,983		
		<b>Goal Area Subtotal:</b>	<b>\$133,000</b>	<b>\$133,000</b>	<b>\$17,985</b>	<b>\$115,015</b>		
<b>Evaluation</b>	<b>Statewide Evaluation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$103,014</b>	<b>\$103,014</b>	<b>\$103,014</b>	<b>-</b>		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$103,014	\$103,014	-		
		<b>Goal Area Subtotal:</b>	<b>\$103,014</b>	<b>\$103,014</b>	<b>\$103,014</b>	<b>-</b>		
<b>Family Support</b>	<b>Newborn Follow-up Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$100,000</b>	<b>-</b>	<b>-</b>	<b>-</b>		
	<b>Parent Outreach and Awareness</b>	<b>Strategy Subtotal:</b>	<b>\$185,000</b>	<b>\$160,000</b>	<b>-</b>	<b>\$160,000</b>	<b>\$35,088</b>	
	Arizona Board of Regents for and on behalf of University of Arizona	07/01/2014-06/30/2015		\$100,000	-	\$100,000	\$21,345	
	Navajo County Library District	07/01/2014-06/30/2015		\$60,000	-	\$60,000	\$13,743	
		<b>Goal Area Subtotal:</b>	<b>\$285,000</b>	<b>\$160,000</b>	<b>-</b>	<b>\$160,000</b>	<b>\$35,088</b>	
<b>Health</b>	<b>Care Coordination/Medical Home</b>	<b>Strategy Subtotal:</b>	<b>\$600,000</b>	<b>\$600,000</b>	<b>\$27,008</b>	<b>\$572,992</b>	<b>\$110,428</b>	<b>\$20,450</b>
	North Country HealthCare	07/01/2014-06/30/2015		\$200,000	\$27,008	\$172,992	\$14,114	\$20,450
	Summit Healthcare Association	07/01/2014-06/30/2015		\$400,000	-	\$400,000	\$96,313	
	<b>Child Care Health Consultation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$11,880</b>	<b>\$11,817</b>	<b>\$1,962</b>	<b>\$9,855</b>		<b>\$1,317</b>
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$616	\$616	-		
	Maricopa County Department of Public Health	07/01/2014-06/30/2015		\$211	\$27	\$184		\$27
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$10,606	\$1,233	\$9,373		\$1,233
	Pima County Health Department	07/01/2014-06/30/2015		\$384	\$86	\$298		\$57
	<b>Nutrition/Obesity/Physical Activity</b>	<b>Strategy Subtotal:</b>	<b>\$0</b>	<b>-</b>	<b>(\$146)</b>	<b>\$146</b>		
	Arizona Board of Regents for and on behalf of University of Arizona	To Be Determined		-	(\$146)	\$146		
	<b>Oral Health Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$136,000</b>	<b>\$136,000</b>	<b>\$14,376</b>	<b>\$121,624</b>		<b>\$14,376</b>
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$136,000	\$14,376	\$121,624		\$14,376
		<b>Goal Area Subtotal:</b>	<b>\$747,880</b>	<b>\$747,817</b>	<b>\$43,200</b>	<b>\$704,617</b>	<b>\$110,428</b>	<b>\$36,142</b>

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	\$40,148	\$209,852		\$40,148
	Summit Healthcare Association	07/01/2014-06/30/2015		\$250,000	\$40,148	\$209,852		\$40,148
	FTF Professional REWARD\$ Strategy	Strategy Subtotal:	\$40,000	\$39,150	\$19,946	\$19,204		\$9,800
	Valley of the Sun United Way	To Be Determined		-	\$346	(\$346)		
		07/01/2014-06/30/2015		\$39,150	\$19,600	\$19,550		\$9,800
	Learning Labs Strategy	Strategy Subtotal:	\$0	-	-	-		
				-	-	-		
	Recruitment into Field Strategy	Strategy Subtotal:	\$90,000	\$90,000	-	\$90,000	\$8,720	
	Northland Pioneer College	07/01/2014-06/30/2015		\$90,000	-	\$90,000	\$8,720	
	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	-	-	-		
				-	-	-		
	<b>Goal Area Subtotal:</b>		<b>\$395,000</b>	<b>\$394,150</b>	<b>\$60,095</b>	<b>\$334,055</b>	<b>\$8,720</b>	<b>\$49,948</b>
Quality and Access	Quality First Strategy	Strategy Subtotal:	\$0	-	-	-		
				-	-	-		
	Quality First Academy Strategy	Strategy Subtotal:	\$3,760	\$3,760	\$282	\$3,478		\$142
	Southwest Human Development	07/01/2014-06/30/2015		\$3,760	\$282	\$3,478		\$142
	Quality First Child Care Health Consultation Warmline Strategy	Strategy Subtotal:	\$188	\$133	\$22	\$111		
	University of Arizona Cooperative Extension	07/01/2014-06/30/2015		\$133	\$22	\$111		
	Quality First Coaching & Incentives	Strategy Subtotal:	\$40,779	\$38,435	\$18,969	\$19,466		\$9,484
	Valley of the Sun United Way	07/01/2014-06/30/2015		\$38,435	\$18,969	\$19,466		\$9,484
	Quality First Inclusion Warmline	Strategy Subtotal:	\$840	\$741	\$102	\$639	\$51	\$102
	Southwest Human Development	07/01/2014-06/30/2015		\$741	\$102	\$639	\$51	\$102
	Quality First Mental Health Consultation Warmline Strategy	Strategy Subtotal:	\$864	\$864	\$143	\$721	\$73	\$72
	Southwest Human Development	07/01/2014-06/30/2015		\$864	\$143	\$721	\$73	\$72
	Quality First Scholarships Strategy	Strategy Subtotal:	\$268,940	\$268,940	\$68,237	\$200,703		
	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		
Quality First Warmline Triage Strategy	Strategy Subtotal:	\$304	\$304	\$52	\$252	\$25	\$29	
Southwest Human Development	07/01/2014-06/30/2015		\$304	\$52	\$252	\$25	\$29	
	<b>Goal Area Subtotal:</b>		<b>\$315,675</b>	<b>\$313,177</b>	<b>\$87,806</b>	<b>\$225,372</b>	<b>\$149</b>	<b>\$9,829</b>
	<b>Overall Total:</b>		<b>\$1,979,568</b>	<b>\$1,851,158</b>	<b>\$312,100</b>	<b>\$1,539,059</b>	<b>\$154,385</b>	<b>\$95,920</b>