



**Chicanos Por La Causa, Inc.**

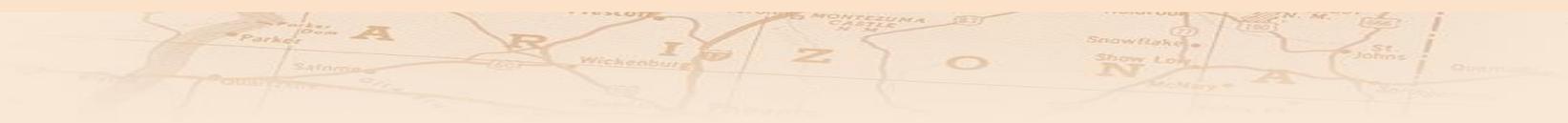




# Our Mission

Chicanos Por La Causa, Inc. (CPLC) is a statewide community development corporation (CDC), committed to building stronger, healthier communities as a lead advocate, coalition builder and direct service provider. CPLC promotes positive change and self-sufficiency to enhance the quality of life for the benefit of those we serve.





# CPLC's Key Areas of Service

Economic Development

Social Services

Education

Housing

Cultural Development





## Education

Early Childhood Development Programs  
Charter School Programs  
Prevention Programs  
School Enrichment Programs  
Leadership Programs  
Scholarship Programs





## Housing

Property Management  
Housing Counseling  
Eviction Prevention  
Senior  
Multi-Family  
Home Purchasing  
Maintenance & Repair





## Cultural Development

Cultural Museum  
Radio Show  
Television Show  
Special Events



# CPLC-ECD Service Areas



# CPLC Early Childhood Development Program

- ◆ 18<sup>th</sup> Year
- ◆ 620 MSHS Children and 112 EHS Children
- ◆ 2,800 Square Miles
- ◆ 14 Centers and # of FCC Providers
- ◆ Full-day (center base) Infants, Toddlers & Preschool, FCC Option & Home Base (Early Head Start)
- ◆ Serving children from disadvantaged households of Migrant and Seasonal Farm workers
- ◆ Access to health and human services, such as citizenship, GED, ESL, housing assistance, legal aid, immunizations, nutrition information, food, clothing and other forms of emergency assistance
- ◆ Transportation provided
- ◆ Medical and Dental Support



# Early childhood Education

- ◆ Our approach incorporates Early Childhood “best practice”. Teachers are coached to interact with children using identified conversation method development while maximizing learning time during the time they are enrolled in the program.
- ◆ Program utilizes the following tools;
  - Classroom Assessment Scoring System “CLASS”, ECERS, ITERS, FCCERS, Teaching Strategies Gold “TSG” .
  - Creative Curriculum: Preschool 5<sup>th</sup> ed., Infant, Toddler and Two’s 2<sup>nd</sup> ed., Family Child Care, Partners for Healthy Babies for Home Base.
- ◆ Individualized Child Plans are develop and review to meet the needs of each child through the program which are aligned with Az Infant and Toddler Developmental Guidelines, Az Early Learning Standards and HS Early Learning Framework.



# CPLC-ECD Health and Nutrition

- ◆ The CPLC-ECD Health Team promotes the School Readiness of children ages birth to 5 from low income families by enhancing their cognitive, social and emotional development through physical development and health. (IMIL/LVHC)
- ◆ CPLC-ECD Health Coordinators develop and establish community/health care partnerships as essential initiatives for increasing community capacity to provide quality health care for infants, toddlers and preschoolers. Not only our own target population benefit when these partnerships are in place but the entire community benefits. A major goal of the health team is to enhance comprehensive services for our children.
- ◆ The CPLC-ECD Statewide Nutrition Coordinator develops and establishes community nutritional resource partnerships as essential initiatives for increasing the ability to provide quality nutrition screening as well as nutritious meals/resources for infants and toddlers. With these partnerships in place, families that are part of our community will benefit. A major goal of the Nutrition Coordinator is to increase access to nutrient-dense foods as well as reducing the incidence of obesity and chronic disease not only for our children, but for their families as well. Additionally, ECD support staff guides parents through completing the paperwork and connecting with our program. As a result, children receive services that improve their education, health and nutrition.



# Family Child Care (FCC)

- ◆ In 2011 CPLC ECD FCC Head Start Option provides a comprehensive service within a private residence of a state licensed, approved , and contracted child care provider supporting children six weeks to four years of age and families in receiving such services.
- ◆ The services are provided in Yuma County. The FCC Option has 20 slots for eligible children that are already on the centers waiting list.
- ◆ The FCC Providers use the Family Child Care Teaching Strategies Creative Curriculum to be in compliance with the Head Start Performance Standards.



# Building Our Parents Up

- ◆ Policy Council (Leadership Skills)
- ◆ Lee y Seras (Family Literacy)
- ◆ Daddy & Me (Father/Male Figure Interactions)
- ◆ Circulo de Hombres (Father to Father Mentoring Group)
- ◆ HUB Nights (Parent Education)



# CPLC ECD

## Family Literacy Model

**ADULT EDUCATION:** *Parent literacy that leads to economic self-sufficiency:*

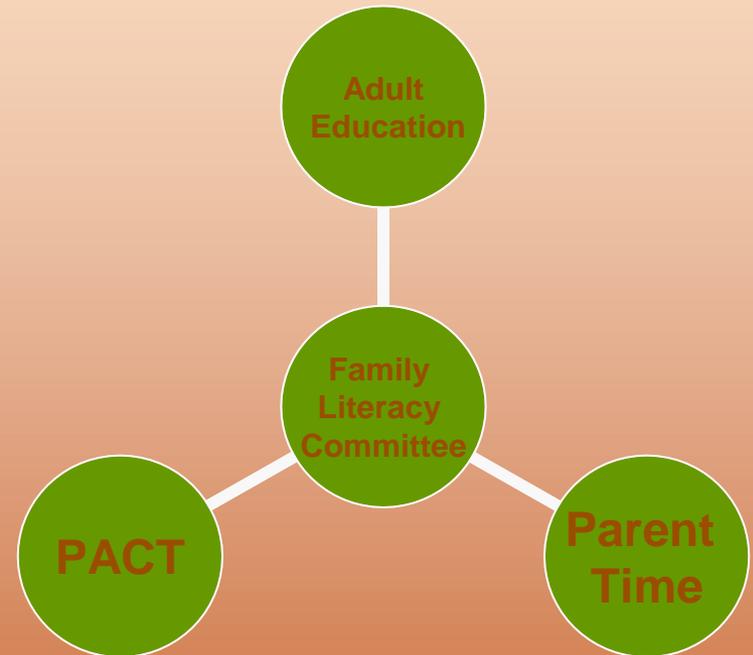
GED CLASSES, ELL CLASSES, INGLES SIN BARRERAS CLASSES, BASIC ADULT EDUCATION LITERACY CLASSES, FINANCIAL LITERACY, JOB TRAINING

**PARENT EDUCATION:** *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children:*

HUB NIGHT, LEE y SERAS,  
FATHERHOOD ACTIVITIES

**PACT TIME:** *Interactive literacy activities between parents and their children.*

**CHILDRENS EDUCATION:** *An age appropriate education to prepare children for success in school and life experiences.*



# Parent Engagement

- ◆ Volunteer Opportunities For Parents
  - Parent Center Committee
  - Policy Council
  - HUB Nights
  - Classroom
  - Read to Me Literacy Activities
  - Lending Library
  - Field Trips
  - School Events
  - Recruitment
  - Foster Grandparent Program





# FIRST THINGS FIRST

*Ready for School. Set for Life.*

## Yuma County FTF Early Childhood Education Conference

April 26, 2014

Arizona Western College

Yuma, AZ



**Facebook Page:**

**<https://www.facebook.com/pbsyumapd>**

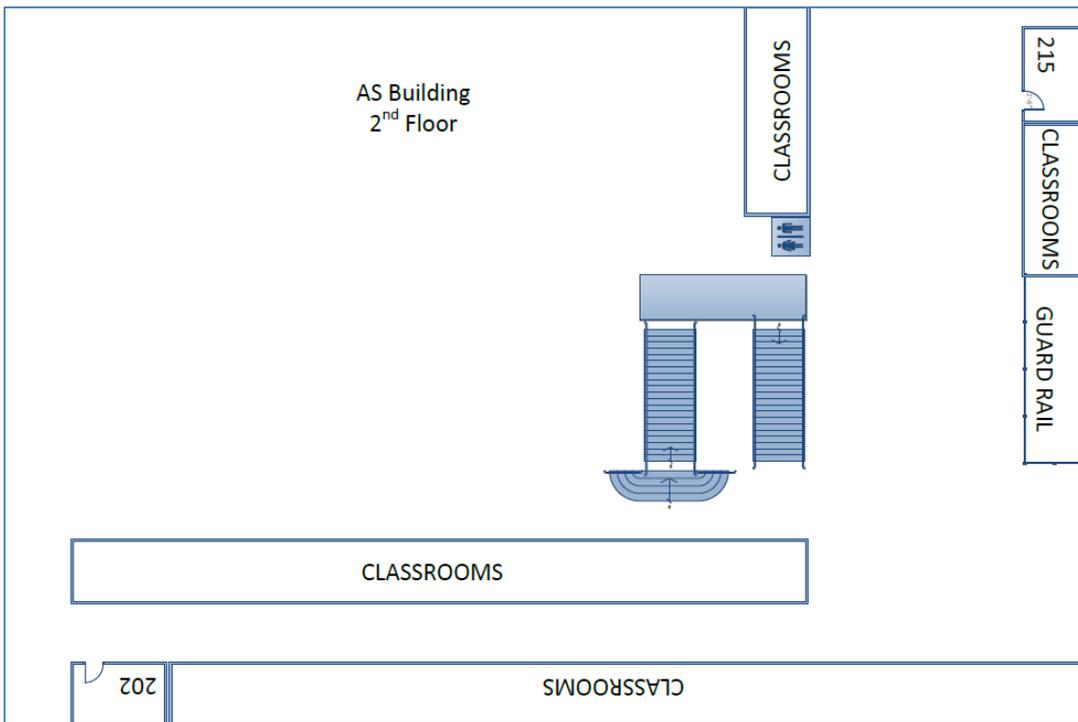
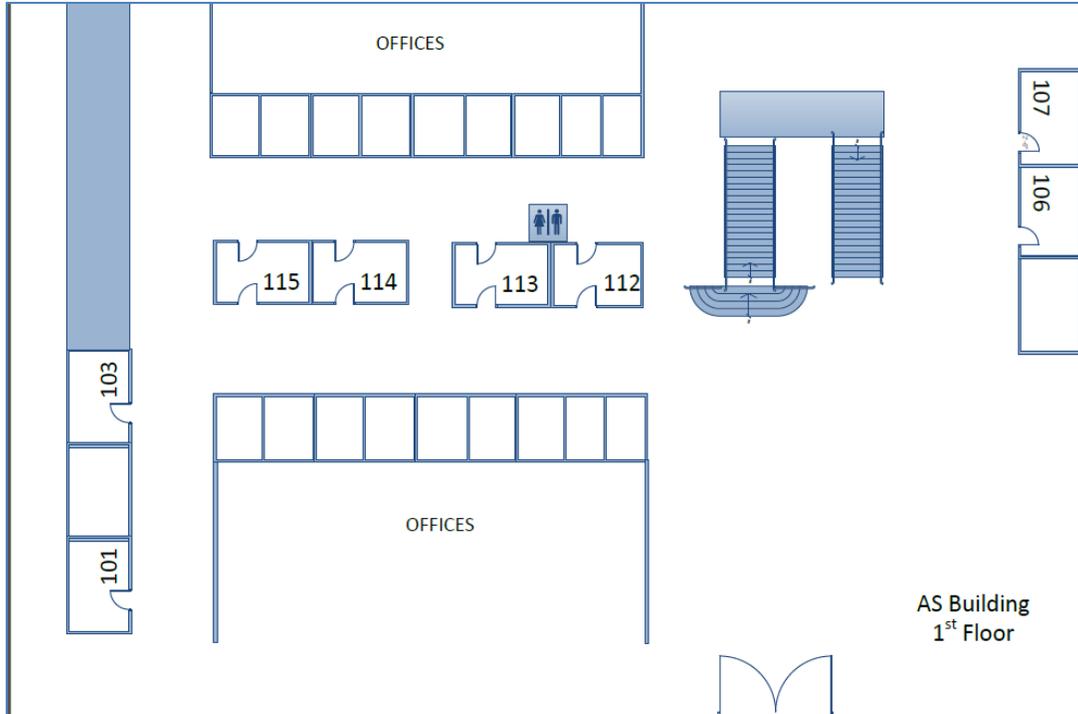
***Notes***

# SCHEDULE OF EVENTS

<b>7:00 a.m. – 8:00 a.m.</b>	<b>Sign-In and Breakfast</b>
<b>8:00 a.m. – 9:15 a.m.</b>	<b>Welcome and Keynote Address: Cheryl Foster</b> (Conference Center)
<b>9:15 a.m. – 9:45 a.m.</b>	<b>Exhibitors</b> (Building C)
<b>9:45 a.m. – 11:15 a.m.</b>	<b>Breakout Sessions 1</b> (AS Building)
<b>11:30 a.m. – 12:30 p.m.</b>	<b>Lunch and Exhibitors</b> (Conference Center)
<b>12:45 p.m. – 2:15 p.m.</b>	<b>Breakout Session 2</b> (AS Building)
<b>2:15 p.m. – 2:30 p.m.</b>	<b>Snack Break</b> (AS Building Lobby)
<b>2:30 p.m. – 4:00 p.m.</b>	<b>Breakout Session 3</b> (AS Building)
<b>4:00 p.m.</b>	<b>Prizes and Adjourn</b> (AS Building Lobby)



# Arizona Western College AS Building Map

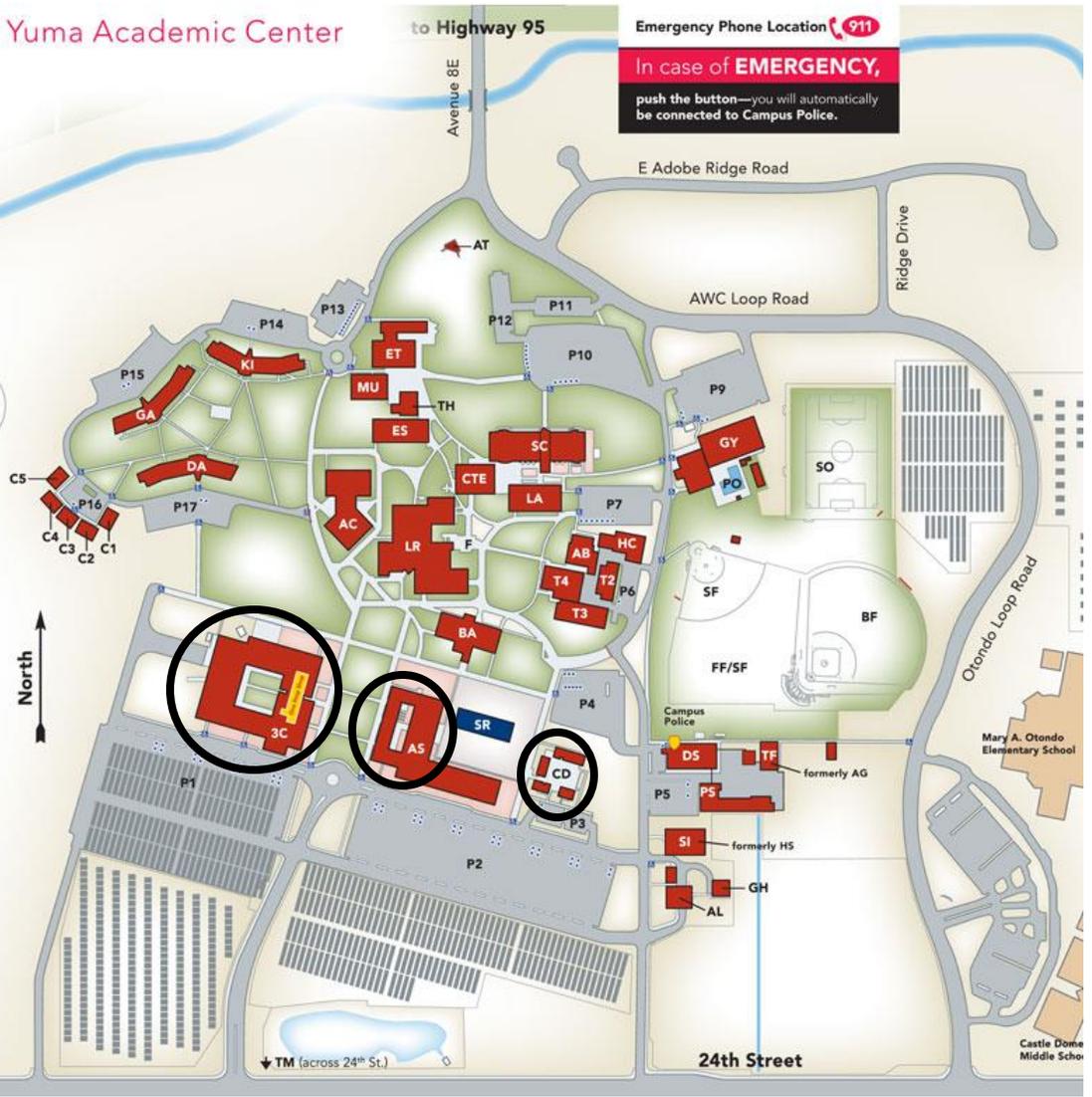


# Arizona Western College Campus Map

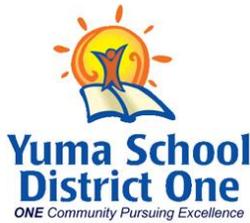
## AWC/NAU-Yuma/UA Yuma Academic Center Campus Map

- 3C** College Community Center
- AB** Art Building
- AC** Academic Complex
- AL** Agriculture Research Lab
- AS** Agriculture and Science
- AT** Amphitheater
- BA** Business Administration
- BF** Kammann Baseball Field
- C 1-5** Cottages 1-5 (C1 Health Services)
- CD** Child Development Learning Lab
- CTE** Center for Teaching Effectiveness
- DA** DeAnza Dorm
- DS** District Services (Campus Police)
- ES** Educational Services
- ET** Engineering Technology
- F** Fountain
- FF** Football Field
- GA** Garces Dorm
- GH** Greenhouse Complex
- GY** Gymnasium
- HC** Heating and Cooling
- KI** Kino Dorm
- LA** Liberal Arts
- LR** Learning Resources
- MU** Music
- P1-17** Parking Lots
- PO** Pool
- PS** Postal Services
- SC** Student Success Center (Math & Writing Centers)
- SF** Softball Field
- SI** Safety Institute
- SO** Soccer Field
- SR** NAU Research & Education
- T2** Technology 2 (Welding)
- T3** Technology 3 (Auto Mechanics & Print Services Lab)
- T4** Technology 4 (Computer Graphics)
- TF** Trades Program, Football
- TH** Theater
- TM** Tamarack Center

-  Handicap Parking
-  Wheelchair Access



# Thank you to all of our Partners



## **Thank you to all of our Exhibitors**

Arizona Western College

Association for Supportive Child Care

AzAEYC – Yuma County

Brain Injury Alliance of Arizona

Catholic Community Services

Child and Family Resources, Inc.

Easter Seals Blake Foundation

First Things First

First Smiles – Yuma

Mary Kay

United Way of Yuma County

Yuma Teaching Supplies

## KEYNOTE SPEAKER – CHERYL FOSTER



Cheryl L. Foster is the Immediate Past President of the Arizona Association for the Education of Young Children Governing Board and has served on a number of national and state boards and committees. She served on the National Association for the Education of Young Children (NAEYC) Governing Board and on Governor Janet Napolitano's P-20 Education Council. She is currently a member of the Early Learning Advisory Committee for First Things First, Arizona's child development and health initiative. She was appointed to the Steering Committee for BUILD Arizona, a national initiative created to stimulate investments in early learning to foster greater coordination of comprehensive services, policies, and programs for young children. She has also served on the BUILD/First Things First Professional Development Workgroup.

Cheryl has provided consulting services to a variety of education and leadership clients, most recently as Special Assistant for Development, President's Office, Central Arizona College (the Pinal County Community College District). Her most recent full time role at Central Arizona College was in the capacity of Vice President for College Development Services. In that role she provided leadership to a variety of institutional advancement areas including Accreditation, Quality Initiatives, the Central Arizona College Foundation, Public Information and Marketing, Community Outreach, and Public Events. She helped establish the Foundation's Promise for the Future program, a scholarship program designed to address the high school completion rate in Pinal County.

Other professional roles have included directing a community college statewide early childhood education professional development program, serving as a college district quality coordinator, serving as a planner for a child care and elder care planning and management firm, and serving as adjunct faculty in early childhood education for two community colleges.

Cheryl has provided strategic planning consulting services to several colleges, city government entities, and early childhood associations. Additionally, she has served as a consultant/mentor to a variety of early childhood program directors. She has a Master's Degree in Education from Arizona State University with an emphasis in early childhood education. She is a graduate of Project CENTRL, a two-year Arizona rural leadership program and a member of the Human Growth and Development Committee for the Tempe Elementary School District.

Cheryl resides with her husband William Coghlan in Tempe, Arizona, and has two children and three grandchildren.

## ORADOR PRINCIPAL – CHERYL FOSTER



Cheryl L. Foster es la reciente ex presidenta de la junta de gobierno de “Arizona Association for the Education of Young Children”. Ha servido en varias juntas, comités nacionales y estatales. Ella sirvió en la junta de gobierno “National Association for the Education of Young Children” (NAEYC) y en el Consejo de Educación P-20 de la Gobernadora Janet Napolitano. Actualmente es miembro del Comité Asesor de Aprendizaje Temprano de “First Things First”, la iniciativa de salud y el desarrollo del niño de Arizona. Fue nombrada miembro del Comité de Dirección de “BUILD Arizona”, una iniciativa nacional creada para estimular las inversiones en el aprendizaje temprano para fomentar más la coordinación de los servicios integrales, políticas y programas para los niños pequeños. También ha servido en la junta gobernadora de “BUILD / First Things First Professional Development Workgroup”.

Cheryl ha consultado a varios clientes de educación y liderazgo. Más recientemente fue Asistente Especial para el Desarrollo, de la Oficina del Presidente de “Central Arizona College” (el Distrito de Colegios Comunitarios del Condado de Pinal). Su papel más reciente de tiempo completo fue en “Arizona Central College” donde fue Vicepresidenta de Servicios de Desarrollo de la universidad. En ese papel proporcionó liderazgo para una variedad de áreas de avance institucional incluyendo Acreditación, iniciativas de calidad, la fundación “Central Arizona College Foundation”, Información Pública y Mercadeo, extensión a la comunidad, y eventos públicos. Ella ayudó a establecer la fundación “Promise for the Future”, un programa de becas diseñado para hacer frente a la tasa de finalización/graduación de la escuela secundaria en el Condado de Pinal.

Otros papeles profesionales incluyen dirigir un programa profesional de educación para el desarrollo de la primera infancia en la universidad de la comunidad en todo el estado, sirvió como coordinadora de calidad del distrito universitario, planificadora de cuidado infantil, planificadora de cuidado de los ancianos, empresa de gestión y fue faculta accesoria en la educación de la primera infancia para dos universidades de la comunidad.

Cheryl ha proporcionado servicios de consultoría de planificación estratégica a varias universidades, entidades gubernamentales de la ciudad y asociaciones de la primera infancia. Además, ha servido como consultora / mentora para varios directores de programas de la primera infancia. Tiene Maestría en Educación de la Universidad del Estado de Arizona (ASU), con un énfasis en la educación infantil. Ella es graduada de “CENTRL” proyecto, un programa de liderazgo rural de Arizona de dos años y miembro del Comité de “Human Growth and Development Committee for the Tempe Elementary School District”.

Cheryl vive con su esposo William Coghlan en Tempe, Arizona, tiene dos hijos y tres nietos.

**8:00 A.M. – 9:15 A.M.**

## **Welcome & Opening Keynote**

### **Cheryl Foster**

Cheryl's topic will be Pride and Progress in our Profession.

**Conference Center**

**9:45 A.M. – 11:15 A.M.**

### **Tools for Parent Engagement**

*Diana Maldonado & Dawn Gerundo*

This workshop will focus on different tools to engage parents in preparing their children for school. The primary focus will be on the School Readiness Kits from Valley of the Sun United Way as well as other tools for parents such as Read On Arizona Literacy Guide and Raising Healthy Families guide.

**Room AS101**

### **Adverse Childhood Experiences – Forget the Past and Change the Future, the Power of Influence en Español**

**Experiencias Adversas en la Niñez - Olvidar el pasado y cambiar el futuro El poder de influencia**

*Mario Soto*

Una mirada introspectiva a cómo experiencias adversas en la niñez nos pueden afectar. Los niños pueden pasar experiencias y estrés tóxicos durante el desarrollo sensible y pueden sufrir daños emocionales, sociales y cognitivas. Esta formación se adentra en cómo usamos experiencias pasadas para ayudar a nuestros propios hijos o los niños a nuestro cuidado.

**Room AS103**

### **Family Child Care Program Improvement through the Accreditation Process en Español**

**Mejoramiento del Programa de Cuidado Infantil familiar a Través del Proceso de Acreditación**

*Rose Gores & Becky Cariño*

¿Está interesado en mejorar su negocio pero no sabe por dónde empezar? La acreditación proceso de autoestudio guía a programas a través de una evaluación para mejoramiento de la calidad a través de la auto-exploración, el establecimiento de objetivos, y la aplicación de mejoras en el programa. Los participantes en este taller aprenderán sobre la acreditación nacional para el cuidado de niños familiar, los beneficios para los programas, las familias y los niños, el proceso de auto-evaluación y el establecimiento de métodos para establecer objetivos practicados por el Arizona Self-Study Project. Los participantes tendrán la oportunidad de participar en un panel de discusión sobre las preguntas más frecuentes acerca de la Acreditación de la Asociación Nacional de Familiares de Cuidado Infantil.

**Room AS106**

### **Life in the Classroom – Bringing Nature Inside**

*Deb Hanney*

Children love nature. Enhance your classroom by bringing nature inside. Improve your ECERS scores by increasing living things and nature in the classroom. Learn which plants and animals are safest in the classroom. Develop easy care options for busy teachers.

**Room AS107**

**CLASS: Instructional Support: Concept Development**

*Erica Jimenez & Maria Arias-Santos*

Participants will learn what Concept Development is: Analysis and Reasoning, Creating, Integration, Connections to the Real World. Participants will view and discuss videos related to content of learning in Concept Development. Participants will engage in hands on small group activities to practice what they have learned throughout the presentation in the area of Concept Development.

**Room AS112**

**Teaching Tolerance: Preschool**

*Donna Covarrubias*

Participants will learn to foster early childhood classroom environments that are inclusive, nurturing and where equality and justice are not just taught, but lived. Through hands-on, small group activities, participants will learn to identify and address their own perceptions and practices that may inhibit the success of young children in the classroom.

**Room AS113**

**The ABC's of ABA: Applied Behavioral Analysis: What Can it do for Me?**

*Kelle Witt*

This presentation is an introduction to the growing field of applied behavior analysis (ABA). ABA is a discipline concerned with the application of behavioral science in real-world settings. ABA can be used to change behavior in animals, children, adults, and even teenagers. This presentation will give insight into why pesky behaviors that you have tried to change still occur. After the presentation you will look at each and every behavior you see in a new way. You will also be provided with simple strategies you can begin to use right away to make changes in behavior; your own or others.

Kelle is a board certified behavior analyst, licensed in Arizona, who currently works with children diagnosed with autism. Previous experience

includes a 64 bed intermediate care facility and in the community with developmentally disabled adults in Florida.

**Room AS114**

**Executive Function: The True Answer to Kindergarten Success and Beyond!**

*Rudy Ortiz*

Research on the developing brain shows us that early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving economy. A new evidence base has identified a set of skills "Executive Function", that are essential for school achievement, for the preparation and adaptability of our future workforce, and for avoiding a wide range of population health problems. Join this session to learn easy intentional ways to support experiences and interactions that strengthen your children's Executive Function! (Receive free resources from the Center on the Developing Child, Harvard University)

**Room AS115**

**WACOG Head Start and Yuma School District One Collaboration**

*Erika Argueta & Jennifer Mquqwana*

This session will share the current model of dual programming for children with special needs within WACOG Head Start and Yuma School District One. We will highlight successes and challenges when providing concurrent services for children, and we will share strategies used this year, and plans to sustain and increase collaboration in future.

**Room AS202**

**Enrolling Young Children with Special Needs: Practicing Quality Inclusion**

*Raquel Muñoz*

Participants will learn the three principles of inclusion as the basis for quality care and education. Tips will be given on how to obtain

useful information from parents and special services to support a child's transition into the early learning environment. Teachers will learn simple accommodations for children with differing abilities to ensure the participation of all children in daily activities. Participants will be introduced to the referral process for special services and understand the importance of retrieving a child's diagnostic information/service plans to help with individualization. Participants will learn through lecture, small group activity, video, and hands-on materials.

**Room AS215**

### **Science Teaching Strategies**

*Jane Parker & Arcadia Willis*

Learn science like the scientists do, with a hands-on approach. Participants will learn hands-on science teaching strategies for preschool children.

**Lab School Room**

**12:45 P.M. – 2:15 P.M.**

### **Tools for Parent Engagement en Español Herramientas para la Participación de Padres**

*Diana Maldonado & Dawn Gerundo*

Este taller se centrará en diferentes herramientas para involucrar a los padres en la preparación de sus hijos para la escuela. El enfoque principal será en los Kits de Preparación Escolar de Valley of the Sun United Way, así como otros instrumentos para los padres como Read On Guía de Alfabetización Arizona y Raising Healthy Families guía.

**Room AS101**

### **Adverse Childhood Experiences – Forget the Past and Change the Future, the Power of Influence**

*Mario Soto & Priscilla Wilson*

An introspective look at how adverse childhood experiences can affect us all. The toxic stress children may experience during sensitive development can lead to emotional, social and cognitive impairments. This training delves into how we use past experiences to increase the health and well-being of our own children and/or the children in our care.

**Room AS103**

### **Every Day Sensory Play**

*Kathy Valencik*

In this hands-on workshop, participants will explore creating sensory activities using every-day objects, the developmental skills promoted, and simple ways to offer sensory play every day.

**Room AS106**

### **Science on a Shoestring Budget**

*Deb Hanney*

Participants will learn a wide variety of science experiments and activities for non-science majors. You will gain strategies for presenting science to children that promote exploration, experimentation, and problem solving. Workshop is hands on and interactive.

**Room AS107**

### **CLASS: Instructional Support: Quality of Feedback**

*Erica Jimenez & Maria Arias-Santos*

Participants will learn what Quality Of Feedback is: Scaffolding, Feedback loops, Prompting thought process, Providing Information, Encouragement and Affirmation. Participants will view and discuss videos related to content of learning in Quality of Feedback. Participants will engage in hands on small group activities to practice what they have

learned throughout the presentation in the area of Quality of Feedback.

**Room AS112**

**Partnering with Parents: First Teachers of their Children**

*Bobbi Firebush*

Young children today spend a great deal of their daily hours away from home, in the care of family home care or child care center providers. This interactive session will explore the importance of partnering with parents, who are, in fact, the first teachers of the children. The combined approach of providers and families working together result in an inclusive engagement process that benefits children's overall development.

**Room AS113**

**Positive Behavioral Support en Español  
Apoyo Positivo del Comportamiento**

*Lorena Larios-Magaña*

Esta sesión se centrará en Positivo Apoyo Conductual (PBS) las estrategias que utilizan como ejemplos las diez principales problemas de conducta en los niños en edad preescolar. Se discuten las funciones de los problemas de conducta tales como berrinches, agresión, hiperactividad, llanto excesivo o silbidos, tímido y retraído, chismorrear, luchas de poder, la mentira y maldiciones, insultos y lenguaje hiriente. De la ABC (antecedentes, conductas y consecuencias) se utilizan para generar una evaluación y las intervenciones con resultados significativos y duraderos.

**Room AS114**

**Promoting Children's Success**

*Holly King*

Support children's success by responding to challenging behaviors in appropriate ways. Examine how environmental factors influence behavior. Apply guidance strategies in the context of a strong relationship with each child. Take

action by implementing new learning into your daily work.

**Room AS115**

**Take a Look! Visual Supports for All Learners**

*Jennifer Mquqwana, Susan Schuck & Ramona Evans*

Teachers help children learn in many ways. They use examples, teach specific routines, and provide verbal explanations. Some young children, including children with disabilities or those who are learning English, need additional supports. Visual supports, such as photos, drawings, objects, gestures, print and environmental cues can help children to understand and participate with greater independence in the early childhood classroom. This presentation will explain why, how and when visual supports should be used to support all children's learning.

**Room AS202**

**Introduction to the Arizona Early Learning Standards**

*Terry Doolan*

The Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. They cover a broad range of skill development and provide an instructional foundation for all children. In this session, you will become familiar with and discuss the Arizona Early Learning Standards.

**Room AS215**

**Infant Physical Development**

*Gloria Renteria*

This presentation will explain cephalocaudal and proximodistal trends as the beginning of infant physical development. I will describe infant development by identifying the infant's reflex movements and identifying motor movements developed in infancy. As part of the presentation,

videos of reflexes will be shown and participants will be able to practice doing some of the reflexes with an infant child. Participants will receive a copy of the PowerPoint presentation and copy of names and picture samples of infant reflexes.

**Lab School Room**

**2:30 P.M. – 4:00 P.M.**

### **Classroom Management Techniques in Preschool**

*Benjamin Behunin*

This session will focus on classroom management techniques. Participants will learn strategies and techniques to positively manage a preschool classroom.

**Room AS101**

### **Starting Point - Tips for parents/caregiver of special health care needs en Español**

**Punto de Partida-Consejos para los padres / cuidador de las necesidades especiales de atención de la salud**

*Gloria Cisneros*

Al final de esta sesión los participantes aprenderán cómo las asociaciones, el intercambio de información y la toma de decisiones cooperativa es vital para asegurar que los niños con necesidades especiales de atención médica reciba los servicios adecuados en el tiempo. Usted aprenderá consejos y herramientas que pueden ser un punto de partida / guía para tomar decisiones informadas y convertirse en un promotor para un niño con necesidades especiales de salud.

**Room AS103**

### **Family Child Care Program Improvement through the Accreditation Process**

*Rose Gores & Becky Cariño*

Are you interested in improving your business but do not know where to start? The accreditation self-study process guides programs through a quality improvement evaluation through self-exploration, goal setting, and implementation of program enhancements. Workshop participants will learn about family child care national accreditation, the benefits for programs, families and children, the self-assessment process and goal-setting methods practiced by the Arizona Self-Study Project. Participants will engage in a panel discussion regarding the frequently asked questions about the National Association for Family Child Care Accreditation experience.

**Room AS106**

### **Let's Talk: Engaging Children in Conversations**

*Terry Doolan*

Engaging children in conversations fosters cognitive and social development. These benefits are greatly impacted by the quality of what is said in the conversation. So, understanding that having extended conversations with children supports their cognitive development and increases positive interactions. The objective of this workshop is to:

1. Learn the key elements of meaningful conversations with young children
2. Identify the benefits of teachers engaging in conversations with young children
3. Understand strategies teachers can use to engage children in conversations
4. Identify opportunities in the classroom to have conversations with children

**Room AS107**

### **CLASS: Instructional Support: Language Modeling**

*Erica Jimenez & Maria Arias-Santos*

Participants will learn what Language Modeling is: Frequent Conversation, Open-Ended questions, Repetition and extension, Self- and parallel talk,

Advanced language. Participants will view and discuss videos related to content of learning in Language Modeling. Participants will engage in hands on small group activities to practice what they have learned throughout the presentation in the area of Language Modeling.

**Room AS112**

## **2<sup>nd</sup> Session Body Language**

*Ana Bribiesca & Esgardo Cuen*

Teachers will learn to intentionally plan and facilitate practice with movement vocabulary that can support children in achieving movement milestones. Participants will learn to apply the term "tell your muscles what to do" to teach practices to support children in achieving muscle control. Participants will be singing, moving and dancing as it relates to being CHOOSY about what my body does; how and where my body moves; and how my body relates to myself, other moves and objects; and about healthy eating and drinking. Come and join us in helping children being the boss of their body.

**Room AS113**

## **Positive Behavioral Support**

*Lorena Larios-Magaña*

This Session will focus on Positive Behavioral Support (PBS) strategies using as examples the top ten behavioral problems in preschoolers. The functions of problem behaviors such as tantrums, aggression, over activity, excessive crying or whining, shy and withdrawn, tattling, power struggles, lying, and cursing, name calling, and hurtful language are discussed. The ABC's (antecedents, behaviors, and consequences) are used to generate an assessment and interventions with meaningful and durable outcomes.

**Room AS114**

## **Early Childhood Everyday**

*Nena Garcia*

The participants will learn how to build public awareness by integrating early childhood in their everyday conversations. This training will provide the following:

- Why is Early Childhood Important?
- Finding Your Outreach Strengths
- First Things First: The Basics
- Strategies, Tips and Tools
- Activity

**Room AS115**

## **How to Grow a School or Community Garden**

*Stacey Bealmear*

This presentation will focus on the steps needed to create a school garden and basic gardening information to grow a garden in the Desert Southwest. A curriculum will be discussed to show how gardens can be used to teach a variety of different subjects. Attendants will also get time to work in groups to brainstorm how they can start a garden at their school, home or facility.

**Room AS215**

## **Infant Physical Development en Español Desarrollo físico infantil**

*Gloria Renteria*

Esta presentación explicará céfalo-caudal y las tendencias proximodistal como el comienzo del desarrollo físico infantil. Voy a describir el desarrollo infantil mediante la identificación de movimientos reflejos del infante y la identificación de los movimientos motores desarrollados en la infancia. Como parte de la presentación, los videos de los reflejos se le aparecen, así como, los participantes serán capaces de practicar haciendo algunos de los reflejos con un niño pequeño. Los participantes recibirán copia de la presentación de PowerPoint y copia de los nombres y muestras de imágenes de los reflejos infantiles.

**Lab School Room**



**Save the Date!**  
**April 26, 2014**

# **Yuma County FTF Early Childhood Education Conference**

*being held at Arizona Western College!*

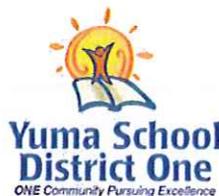
Join your colleagues for a full day of learning and discussion about the issues that affect you!

**You will receive 6 hours of Professional Development! Certificates!**

**This full day conference will be FREE of Charge!**

Prizes will be given after the last session! Join us on April 26, 2014 from 8:00-4:00.  
A light breakfast and lunch will be provided!

**Register and learn more at <http://links.asu.edu/yuma-conf>**





FIRST THINGS FIRST

*Ready for School. Set for Life.*

## **Sustaining Arizona's Commitment to Young Kids**

### **Finance Committee Recommendation to the Board - Summary**

Tobacco taxes are a declining source of revenue; in fact, funding for First Things First has decreased from almost \$171 million in fiscal year 2008 to \$132 million in FY2013, a 23% drop in five years. By statute, the Board is ultimately responsible for ensuring that FTF funds are used as Arizona voters intended. Therefore, one of the Board's primary responsibilities is to set a fiscal policy that allows FTF to: sustain program funding for the longest term possible; maximize current and future revenues; and, promote thoughtful and proactive planning for future funding reductions so as to minimize the impact to children and families statewide.

In setting a fiscal policy direction, the Board has focused specifically on trends in tobacco tax collections – which led to revenue projection models researched by Arizona State University – and analysis of expenditures. The initiative that created FTF was written so that an organizational fund balance would accrue for a period of time before expenditures began. This was an intentional, strategic move on the part of the initiative's authors to ensure that funds would be available to sustain FTF's efforts over a longer period of time.

What were not anticipated were sizeable regional carry-forward balances. The Board noted the reasons for and monitored the regional carry-forward balances in fiscal years 2010 and 2011. In 2012, when the total regional carry-forward balance exceeded \$90 million – the Board looked more closely at the regional carry-forward balance and set fiscal policy that focused on spending down that balance.

While fiscal year 2013 was the first year in which the regional fund balance did not grow, the reduction was minimal. As regions complete the last year in the current funding cycle (FY13-15) and begin planning for the next three years (FY16-18), it was a logical next step for the Board – through its Finance Committee and with support from FTF staff – to undertake a deeper review of revenue, organizational fund balance and regional carry forward and to establish the fiscal policy direction that regional councils can use as a basis for discussion of the next three-year strategic direction and budgeting.

#### **Recommendation of the Finance Committee**

To expand the discussion and ensure a diverse set of views on the matter, the Chair of the Finance Committee, member Nadine Mathis Basha, invited special guests to both meetings to participate in the conversations. The additional participants represented both Board and regional council members.

Over the course of two meetings the Finance Committee reviewed how allocations are set; discussed the variables involved in the allocation process; examined how future allocations would support current spending budgets; looked at how regional fund balance is related to and impacts spending; reviewed how the organizational fund balance can be used to support a targeted spending level; and, developed recommendations for the Board on future program spending budgets and how the regional fund balance should be used.

Two formal recommendations have been made to the Board. These will be discussed at the April 2014 Board meeting and voted on at the June 2014 Board meeting. They include:

- 1) Beginning in FY16, the start of the new three-year Funding Plan Cycle, allocate \$126.6 million in revenues to support Program spending (statewide and regional combined), and keep this amount constant for successive years.
- 2) In FY16, the total means of financing available to support regional allotments should equal the targeted \$126.6 million level, and so regional allocations should be adjusted such that each region's projected fund balance (regional carry forward) is part of the allocation level rather than being in addition to.

These recommendations are based on reasonable (neither overly optimistic nor pessimistic) revenue projections and will allow FTF to maintain its program spending at a consistent level for an estimated 9-15 years.

The alternatives reviewed included the following:

1. Allow regional councils to spend down their carry forward, hitting fiscal cliffs at varying points between fiscal years 2015 to 2018. Under this proposal, regional councils would need to initiate a round of cuts because – even with their carry forward balance spread out over the next several years – their total revenue would be less than their projected FY15 allotments. Then, regional councils would need to initiate another round of cuts when their carry forward is fully exhausted and only the base-level allocation (based on the \$126.6 million recommended amount) is available.
2. Using large-scale draw-downs of organizational fund balance to maintain spending levels that have been set using regional carry-forward balances. The organizational fund balance would be exhausted within three years and, therefore, resulting in radical reductions in services at that point.

The Finance Committee acknowledged that moving to the recommended allocation methodology will raise questions from regional councils as it will mean an almost 30% reduction in total regional funds available for spending in FY16 (impact to individual regions will vary around this average amount). While this will be a challenge for regional councils to absorb initially, the following points were discussed by the Committee and include:

1. All regions are looking at significant funding reductions in the near future (as a result of spending down carry-forward), and in most cases, would need to make those cuts in FY16 or shortly thereafter.
2. Updating the fiscal policy at the beginning of a three-year planning cycle gives regional councils time to thoughtfully and proactively plan spending that reflects available revenues at the onset of a strategic planning process.
3. The funding available for each region will be very stable over time (with population and/or regional boundary changes being the only real drivers for change).
4. The recommendation sets a targeted spending level and, in FY16, uses regional carry forward in combination with new Board-allocated revenues to achieve that targeted spending level. Therefore, regions will be spending their regional carry-forward balances. In futures years, the targeted spending level will be fully achieved with new Board-allocated revenues.
5. Regions may still experience carry-forward balances, but these will be significantly lower and much more easily managed.

In addition, the Finance Committee discussed whether guidance should come from the Board on how regional councils plan to align programming to available revenues – for example, Board strategy or indicator priorities.

In the first of two meetings, the Board's Policy and Program Committee reviewed this issue at its April 3 meeting. Outlined below are questions the Committee was asked to consider and provide feedback on by the next meeting on May 15. In addition, feedback will be solicited from the regional Chairs and Vice Chairs at their May 1 meeting. All of the feedback obtained will be summarized and presented to the Board for consideration at its June 2014 meeting, so that complete guidance can be provided to the regional councils as they begin their three-year planning cycle.

Items the Program Committee members have been asked to provide feedback on include:

- Should guidance come from the Board on how regional councils plan to align funded programming to available revenues – for example, Board preferred strategy(ies) or School Readiness Indicator priorities?
- Currently, regional funding plans are developed by regional councils and are submitted for Board approval. If and when the Board has concerns with a funding plan presented for approval, they address these concerns on an individual basis and final approval is held until both Board and regional council concerns are resolved. As such,
  - Should this practice continue?
  - Should all regional councils be allowed to prioritize independent of each other, and/or Board priorities?
- Should the Board provide parameters for how a funding plan should be constructed? For example:
  - Should the number of strategies be limited?
  - Are there School Readiness Indicators which should be prioritized?
    - Should X% of funding have to be committed to the Board's signature Quality First strategy?
    - Should only Y% of funding be committed to strategies for which other state agencies have primary or statutory responsibility?
- The Quality First program and Quality First Scholarships collectively comprise the largest funding investment of FTF. Should FTF research whether the QF model can be adjusted in ways that lower the cost but still preserve the overall design and policy intent?
  - One such example would be reducing the number of scholarships made available to providers receiving them by some amount. If that amount were 1/3, a potential savings of \$15.7 million could be yielded.
  - Another example is considering a decision made by regional councils to fund additional scholarships, which is a significant investment of resources beyond that "required" under the Quality First model. As regional councils make choices to fund additional scholarships, it increases the total investment and in many cases, these additional scholarships are under-utilized.
- Are there other FTF program costs that FTF should research to see if they can be lowered while still preserving the design and policy intent?