

Central Pima Regional Partnership Council



FIRST THINGS FIRST

Ready for School. Set for Life.

Allocations and Funding Sources		SFY13	Board Approvals, 1/17-18, 2012 SFY13 Strategies and Amounts
FY Allocation		\$9,045,783	
Population Based Allocation		\$5,990,949	
Discretionary Allocation		\$1,700,912	
Other (FTF Fund balance addition)		\$1,353,922	
Carry Forward From Previous Year		\$2,735,146	
Total Regional Council Funds Available		\$11,780,929	
Strategies	Proposed Allotment		
Home Visitation	\$2,250,000		Approved
Parent Education Community-Based Training	\$396,000		Approved
Quality First (<i>statewide</i>)	\$1,420,125		Approved
Child Care Health Consultation (<i>statewide</i>)	\$199,080		Approved
Scholarships TEACH (<i>statewide</i>)	\$336,227		Approved
Quality First Child Care Scholarships (<i>statewide</i>)	\$3,411,511		Approved
Pre-Kindergarten Scholarships	\$723,899		Approved
Expansion: Increase Slots and/or Capital Expense	\$462,000		Approved
Community-based Professional Development Early Care and Education Professionals	\$750,000		Approved
FTF Professional REWARD\$ (<i>statewide</i>)	\$303,750		Approved
Scholarships Non-TEACH	\$45,000		Approved
Mental Health Consultation (<i>statewide</i>)	\$492,000		Approved
Recruitment – Stipends/Loan Forgiveness	-		Approved
Community Partnerships	\$300,000		Approved
Community Awareness (<i>FTF Directed</i>)	\$10,000		Approved
Community Outreach (<i>FTF Directed</i>)	\$70,000		Approved
Media (<i>statewide</i>)	\$67,000		Approved
Regional Evaluation	-		
Statewide Evaluation (<i>statewide</i>)	\$299,274		Approved
Proposed Allotment Total:	\$11,535,866		
Total Unallotted	\$245,063		



**CENTRAL PIMA
REGIONAL PARTNERSHIP COUNCIL**

**Regional Funding Plan
Three Year Strategic Direction
SFY 2013-2015**

CENTRAL PIMA REGIONAL PARTNERSHIP COUNCIL

**Regional Funding Plan
Three Year Strategic Direction
SFY 2013-2015**

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Regional Allocation Summary

Funds Available State Fiscal Years (SFY) 2012- 2015

Central Pima Regional Partnership Council

Allocations and Funding Sources	2012	2013	2014	2015
FY Allocation	\$8,968,784	\$9,045,783	\$9,063,935	\$9,097,924
Population Based Allocation	\$6,148,143	\$5,990,949	<i>(fy14 and fy15 allocations are estimates only, for purposes of planning)</i>	
Discretionary Allocation	\$1,738,496	\$1,700,912		
Other (FTF Fund balance addition)	\$1,082,145	\$1,353,922	\$9,063,935	\$9,097,924
Carry Forward From Previous	\$4,679,427	\$2,735,146	\$245,063	\$253,200
Total Regional Council Funds	\$13,648,211	\$11,780,929	\$9,308,998	\$9,351,124

Section II.

Review of SFY 2012 Funding Plan

II A. SFY 2012 Regional Partnership Council Priorities

In SFY 2012 the Central Pima Regional Council identified a compilation of strategies that reflected a strategic direction that was interconnected and intended to offer a continuum of services and supports to young children, their families and early care and education professionals.

High quality early care and education represented the first priority the Regional Council identified for SFY 2012. The Regional Council invested and sustained five Quality, Access and Affordability strategies that focused on improving the overall quality of early care and education programming, expanding access to quality infant and toddler settings and stabilizing early care and education programs and families through the support of child care scholarships. The Regional Council continued the support of one school district through a new strategy, Pre Kindergarten Scholarships, which supported at-risk young children attending a quality early care and education program. In total, 35% of regional funds were dedicated to improving the overall care, quality and accessibility of early care and education programs in the Central Pima region.

The Regional Council recognized the important correlation between high quality early care and an educated and prepared early childhood professional workforce. The Regional Council prioritized a continuum of professional development strategies that strategically interlaced with the Quality, Access and Affordability strategies. Since SFY 2010, the Regional Council has strived to offer professional development that would entail meaningful, higher education tied to college credit and credentials. SFY 2012 demonstrated an upward progression of building the continuum of comprehensive professional development and education that included TEACH, Professional Career Pathways and Central Pima's signature Community-based Professional Development, otherwise known in the region as Innovative Professional Development. Further, the Regional Council supported the workforce and quality early learning through the investment in the FTF REWARD\$ program, which helped ensure early childhood professionals receive increased compensation for their educational achievements.

An equally important SFY 2012 priority was supporting families of young children. The Regional Council recognized the parent as the most important and influential teacher in their child's life and invested approximately 20% of regional funds in building a comprehensive continuum of educational opportunities and support. The Regional Council built with great intention a set of family support programs that ranged from supporting families who were considered at the highest-risk through nurse in-home visitation to community-based play groups for families who were interested in learning more about child development.

The Regional Council continued to perceive its regional funding plan as a living document and responded to the emerging needs that occurred within the Central Pima region. This openness led to the development of two new strategies in SFY 2012 that addressed two key gaps; targeting young children who were disconnected from fundamental services and supports and secondly, addressing the lack of early intervention professionals in the region. SFY 2012 represented the third year of implementation for a majority of Central Pima strategies, which marked an opportune time for members and the greater community to collectively discuss and reflect on the progression of the work that has occurred in addition to identifying needs that pose as barriers to the optimal development, health and education of young children.

II B. SFY 2012 Strategies and Units of Service Review

Central Pima Units of Service by Strategy		
Strategy Description	Fiscal Year 2012	
	Targeted Units	Contracted Units
Quality First Strategy		
Number of center based providers served	34	68
Number of home based providers served	15	30
Quality First Child Care Scholarships Strategy		
Number of children receiving scholarships	500	500
Expansion: Increase Slots and/or Capital Expense Strategy		
Number of center based providers served	13	13
Number of home based providers served	0	0
Number of increased slots for participating children	175	175
Pre-Kindergarten Scholarships Strategy		
Number of FTF-funded pre-K children	50	50
Number of private/public partner pre-K sites receiving	0	0
Number of public school pre-k sites receiving support	1	1
Center-based Literacy Strategy		
Number of books distributed	460	460
Number of children served	225	225
Number of home and/or center based providers	20	20
Number of participating adults	150	150
Number of participating professionals	150	150
Home Visitation Strategy		
Number of families served	800	833
Parent Education Community-Based Training Strategy		
Number of participating adults	165	165
Community Based Professional Development Early Care and Education Professionals Strategy		
Number of participating professionals	1,460	1,460
Scholarships TEACH Strategy		
Number of professionals receiving scholarships	173	168
FTF Professional REWARD\$ Strategy		
Number of incentive awards distributed	225	225
Scholarships Non-TEACH Strategy		
Number of professionals receiving scholarships	75	50

Central Pima		
Units of Service by Strategy (continued)		
Strategy Description	Fiscal Year 2012	
	Targeted Units	Contracted Units
Mental Health Consultation Strategy		
Number of center based providers served	20	20
Number of home based providers served	8	8
Number of people receiving tuition reimbursements	0	0
Child Care Health Consultation Strategy		
Number of center based providers served	34	34
Number of home based providers served	15	15
Recruitment – Stipends/Loan Forgiveness Strategy		
Number of participants receiving Stipends and/or Loan	0	0
Number of therapists receiving loan forgiveness	2	2
Number of therapists receiving stipends	0	0
Community Partnerships Strategy		
No service units		
Community Awareness Strategy		
No service units		
Community Outreach Strategy		
No service units		
Media Strategy		
No service units		
Regional Evaluation Strategy		
No service units		
Needs and Assets Strategy		
No service units		
Statewide Evaluation Strategy		
No service units		

Notes:

Quality First Service Numbers: The Quality First strategy has Target Service Units of Home Based Providers and Center Based Providers. For this unique strategy, the Contracted Service Numbers will show as twice as much in comparison to the Targeted Service Numbers. This is due to implementation of the strategy through two service contracts (one for QF Coaching/Incentives, and a second for QF Assessments).

Scholarships TEACH Service Numbers: The Scholarships TEACH strategy has Target Service Numbers which reflect the strategy target of *Additional TEACH*. The Contracted Service Numbers include the *Additional TEACH* in addition to the Service Numbers funded through the regionally funded Quality First package. Therefore, for many regions, the Target Numbers will appear lower than the Contracted Numbers.

II C. SFY 2012 Funding Summary Review

SFY 2012 Central Pima Funding Plan Summary		
Allocations and Funding Sources	2012	
FY Allocation		\$8,968,784
Population Based Allocation		\$6,148,143
Discretionary Allocation		\$1,738,496
Other (FTF Fund balance addition)		\$1,082,145
Carry Forward From Previous Year		\$4,679,427
Total Regional Council Funds Available		\$13,648,211
Strategies	Allotted	Awarded
Quality First	\$1,010,250	\$913,812
Quality First Child Care Scholarships	\$2,450,000	\$2,450,000
Expansion: Increase Slots and/or Capital Expense	\$1,081,000	\$1,081,000
Pre-Kindergarten Scholarships	\$135,000	\$135,000
Center-based Literacy	\$86,350	\$86,350
Home Visitation	\$2,423,000	\$2,418,994
Parent Education Community-Based Training	\$161,700	\$161,700
Community Based Professional Development for Early Care and Education Professionals	\$771,540	\$771,540
Scholarships TEACH	\$521,700	\$478,700
FTF Professional REWARD\$	\$528,750	\$528,750
Scholarships Non-TEACH	\$100,000	\$100,000
Mental Health Consultation	\$500,000	\$500,000
Child Care Health Consultation	\$196,000	\$136,000
Recruitment – Stipends/Loan Forgiveness	\$61,500	\$61,278
Community Partnerships	\$150,000	\$96,933
Community Awareness	\$23,444	\$23,444
Community Outreach	\$69,837	\$69,837
Media	\$66,720	\$66,720
Regional Evaluation	\$237,000	
Needs and Assets	\$40,000	
Statewide Evaluation	\$299,274	\$299,274
Total Allotted/Awarded/Expended:	\$10,913,065	\$10,379,332
Total Unallotted/Unawarded/Unexpended	\$2,735,146	\$533,733

II D. Review of Progress

The Central Pima region is recognized for its core infrastructure of services, and in many instances, the region serves as the entry point to supportive resources for the entire county. Although there is pre-existing infrastructure, the early childhood development and health service delivery system is fractured. Building upon the infrastructure and strengthening partnerships to seamlessly deliver comprehensive services is imperative to ensuring the 44,447 young children in the Central Pima region enter Kindergarten healthy and prepared. For the past three years, the Central Pima Regional Council has strived to build a sense of interconnectedness of the strategies that build upon the current conglomerate of services while integrating new and innovative supports that impact young children, families and the greater community. SFY 2012 represented the third year of implementation for a majority of Central Pima strategies and a preliminary opportunity to see the meaningful impacts the strategies have made in the region.

High quality early care and education reflected the first priority the Regional Council identified for SFY 2012. The Regional Council invested and sustained five Quality, Access and Affordability strategies, approximately 35% of regional funds, which focused on improving the overall quality of early care and education programming. As part of the strategic vision for SFY 2012, the Regional Council prioritized the importance of supporting optimal early learning experiences for young children while simultaneously supporting families in accessing care that is safe, enriching and affordable, which is particularly important in a challenging economy. In response, the Regional Council supported 500 young children to stay in their current early care and education placements, offering support through child care scholarships to families. The Regional Council continued the support of providing comprehensive early literacy and supports through the Center-based Early Literacy strategy. As part of this multi-faceted strategy, 20 participating Quality First programs were able to gain additional support that is focused on early literacy and language enrichment. In addition, the strategy supported 150 families and their young children within the participating programs to engage in family-focused early literacy events and access lending libraries that encourage reading at home. The Center-based Early Literacy strategy helped strengthen early literacy connections between home and school. Also, the Regional Council elected to continue the support of the Flowing Wells School District through a new strategy, Pre Kindergarten Scholarships and supported 50 at-risk young children attending a quality early care and education program. The Regional Council also addressed the significant shortage of quality early care and education placements for infants and toddlers of all abilities and supported the expansion and renovation of 13 early care and education programs to create 175 placements.

One challenge the Central Pima Regional Council confronted in SFY 2012 was a capacity issue concerning Quality First. For SFY 2011, the Regional Council supported 24 center based programs and 12 home based providers; however the Quality First wait list represented over 80 early care and education programs, the highest number in the state and many that have been on the wait list since 2009. The Regional Council discussed the cost of supporting all early care and education programs that were on the wait list in addition to the currently enrolled programs, which would have amounted to almost 100% of the regional funding allocation for SFY 2012. The Regional Council reached consensus on supporting the expansion on a smaller scale and in response, approved the increase of 10 center based programs and 5 home based providers to help alleviate the significant wait list. The Regional Council has continued to be mindful of the Quality First wait list and will continue to monitor the issue as the Quality First model shift takes place beginning in SFY 2013 into subsequent future years.

The Regional Council recognized the important correlation between high quality early care and an educated and prepared early childhood professional workforce. The Regional Council employed a continuum of Professional Development strategies that intentionally interlaced with the Quality, Access and Affordability strategies. Since SFY 2010, the Regional Council envisioned offering professional development that would entail meaningful, higher education tied to college credit and credentials, which has become reality for over 1,500 early childhood professionals in the region through the implementation of TEACH, Professional Career

Pathways (PCPP) and FTF Professional REWARD\$. To meet the diverse educational needs of early childhood professionals in the Central Pima region, access to higher education was offered in a variety of approaches. Approximately 75 professionals were targeted to participate in the PCPP strategy and 173 professionals were targeted to participate in TEACH. In addition, Central Pima's signature Community-based Professional Development strategy, regionally known as Innovative Professional Development has continued to offer coursework that is aligned with higher education and continues to build a comprehensive professional development system in the region. For SFY 2012, the Regional Council increased the strategy to support 1,460 early childhood professionals and students and added a new Community of Practice, which targeted early care and education directors and owners. The Innovative Professional Development model further expanded in SFY 2012 into the neighboring region of South Pima, which strengthened coordination and collaboration amongst the two regions. Comprehensive professional development has been accessible to participants in both regions, which focused on meeting the professional development needs of both regions while eliminating accessibility issues for participants, which is sometimes associated with the regional boundaries.

An equally important SFY 2012 priority was supporting families of young children. The Regional Council recognized the parent as the most important and influential teacher in their child's life and invested approximately 20% of regional funds in building a comprehensive continuum of educational opportunities and support. The Regional Council built with great intention a set of family support programs that ranged from supporting families who were considered at the highest-risk through nurse in-home visitation to community-based play groups for families who were interested in learning more about child development.

The family support strategies continued to represent successful service delivery and coordination. By the end of SFY 2012, the Central Pima family support partners together are anticipated to impact over 1,000 families through parent education in community settings and in-home visitation. While this impact is significant, all Central Pima family support partners have engaged in a coordinated partnership with the partners that carry out the North Pima and South Pima Regional Council family support strategies, which has contributed to building a service delivery system of support and resources for families to seamlessly access. Since SFY 2010, this partnership has represented a continuum of support and has ensured families in Pima County have access to parent education and family support that is individualized and accessible.

In the SFY 2012 strategic planning phase, the Regional Council was cognizant of two emerging needs in the region, which led to the creation of two additional strategies that fell under the areas of Health and Coordination. The first strategy, Recruitment-Loan Forgiveness for early intervention professionals, had a special emphasis on increasing the number of Speech Language Pathologists in the Central Pima region, which one professional has been successfully recruited. This strategy expanded the number of health-based strategies in the region, which included Mental Health Consultation, a strategy that supported the social-emotional health of young children, and served approximately 30 centers and homes each fiscal year.

The second strategy that was new to Central Pima in SFY 2012 was the Community Partnerships strategy, regionally known as Innovative Small Grants, which fell under the Coordination goal area. After a methodical review of the 2010 Needs and Assets report and holding several discussions, the Regional Council concluded there were gaps in service delivery that still existed for specific target populations within the region, particularly in the 85705, 85711 and 85713 zip codes. The Innovative Small Grants strategy represented a creative approach with the intent to coordinate services and community partners in order to connect with some of the most disengaged populations in the region who did not have access to some of the most fundamental supports. This strategy aimed to link families to early literacy; increasing young children accessing health services and supporting Family, Friend and Neighbor caregivers. This strategy entered the implementation phase on January 1, 2012, an unanticipated delay in start up. It was the hope of the Regional Council to begin implementation at the beginning of SFY 2012; however additional time was

needed to successfully craft a unique, multi-prong coordination strategy in addition to the time needed to fulfill the procurement procedures associated with the release of the competitive grant for bid.

SFY 2012 also marked the evolving progress of strengthening coordination amongst the six Regional Partnership Councils that make up the Southeast Area. The Regional Councils of Central Pima, North Pima, Pascua Yaqui Tribe, Santa Cruz, South Pima and Tohono O'odham Nation engaged in cross-regional meetings, networks and discussions throughout the course of SFY 2012. The Central Pima Regional Council continued to partner with the four other Regional Councils in Pima County to support a comprehensive cross-regional communications plan. Members from each Regional Council gathered periodically to discuss and implement the cross-regional communications plan, which aligned with the strategic statewide communications plan. In addition to operationalizing a successful communications plan throughout Pima County, the Central Pima Regional Council continued to partner with the Pascua Yaqui Tribe Regional Council to provide 15 TEACH Scholarships to early childhood professionals who worked in the Pascua Yaqui tribal community. In addition, the three Regional Councils in Pima County engaged in coordinated partnerships that ranged from coordinating family support programs to utilizing the same vendor to produce the biennial regional Needs and Assets report. SFY 2012 represented a year that has strengthened coordination amongst the Regional Partnership Councils in the Southeast Area, which has helped lay a strong foundation to further collaborate with even greater intention in SFY 2013 and beyond.

Lastly, the Regional Council entered into a coordinated, unfunded partnership with Pima Prevention Partnership, a non-profit agency based in the Central Pima region. The Central Pima Regional Council was one of several community-based entities has pledged to participate in community planning and coordination to possibly apply for a future Promise Neighborhoods Planning Grant through the Department of Education. The Promise Neighborhoods Planning Grant would focus on supporting neighborhoods within the Amphitheater School District. The Regional Council committed to representation at planning meetings and sharing information and resources and in the future, anticipates further exploring a new strategy that would focus on sustainability and leveraging of funds in respect to this and other potential coordination opportunities.

SFY 2012 marked the third year of implementation for a majority of Central Pima strategies and a preliminary opportunity to see the meaningful impacts the strategies made in the region. As the Regional Council entered into the strategic planning phase for SFY 2013, members were cognizant of the foundation of services and supports they have helped build, in partnership with partners and grantees, upon the current infrastructure within the Central Pima region.

Section III.

Three Year Strategic Direction: SFY 2013-2015 Regional Funding Plan

III A. Overview

Setting the Strategic Direction

The Central Pima Regional Partnership Council began the strategic planning process by gathering information from key resources, which included the 2010 Needs and Assets report, data from strategies implemented in the region, feedback from community stakeholders and information related to non-FTF assets and resources available to young children, families and early childhood professionals in the region.

Recognizing the importance of receiving input from the Central Pima community, the Regional Council elected to hold two community-focused workgroup sessions that helped members gain perspective from the community on the existing needs and assets they perceive as important in the region. The Regional Council invited the community and the five other Southeast Area Regional Councils to participate in a community dialog, which began with hearing updates from community experts on two significant, systemic issues that impact the greater early childhood system. The first presentation topic focused on the impacts child care subsidies and other state funded programs that support families. The second presentation centered on the cuts that have impacted the K-12 education system and how those impacts affect the early childhood system. Following the information sharing session, the Regional Council invited the community to engage in a regional-focused conversation about the needs and assets in Central Pima. The Regional Council gained a significant amount of feedback from the community about the needs of young children, families and early childhood professionals in addition to the assets and resources the region.

Since the inception of the Central Pima Regional Council, members have expressed an inherent interest in receiving as much feedback as possible from families with young children, especially important during the strategic planning phase. Typically, the feedback the Regional Council receives from the community reflects perspectives of service providers and grantees. While this feedback is incredibly important, the Regional Council desires to hear the perspectives of families with young children who are directly impacted by services and supports. In response, the Regional Council developed a brief survey to ask Central Pima families their feedback on what they wanted most for their young children and what is missing for families. A Regional Council member who is also adjunct faculty at Pima Community College invited students enrolled in an early childhood development class to survey families in the region as part of a class project. The feedback from families proved to be enlightening and supportive of the Regional Council's strategic vision, particularly around offering a continuum of family support services and increasing quality and access of early care and education. Overall, families expressed a strong desire to be involved and connected with their young children and identified several needs that could be adequately addressed through the goal area of family support.

In response to community feedback, the 2010 Needs and Assets report and the review of the progress made in the past fiscal years, the Regional Council continued the development of a strategic vision and prioritization of goals. There was a vital need to support families and Family Support was classified as the top priority for SFY 2013. In the Central Pima region, there are approximately 16,600 families with young children birth through five. The Regional Council feels strongly that the parent is the most important and influential teacher in a child's life. In response, the Regional Council conversation focused on the significant strains placed on families, such as the recession, the increased rates of unemployment and cuts to public services. As a result, members reached consensus on shifting Family Support to the top priority and the following vision was developed for SFY 2013: Families with young children have increased access to a continuum of coordinated, comprehensive family education and support services.

The Regional Council also envisions the young children of the Central Pima region have access to high quality early care and education programs and settings that provide an individualized continuum of support. Families in the Central Pima region face significant barriers to accessing quality early care and education for their young children. According to the 2010 Needs and Assets report, a majority of single-headed households and two-parent households with young children are in the workforce, reinforcing the need for care. The Needs and Assets report also states the average yearly cost of child care ranged from \$6,376 to \$7,707 in 2010, representing about 16-18% of gross family income, a burdensome cost to families.

Connected to the priority of Quality, Access and Affordability is Professional Development, which followed as the third priority. The Regional Council prioritized increasing the number of highly qualified professionals to serve young children, including increasing access to higher educational opportunities in response to the dismal statistics on the education levels of the early childhood workforce. According to the 2007 Compensation and Credential Study, 76% of assistant teachers, 45% of teachers, 27% of teacher directors and 23% of administrative directors in Arizona had no degree beyond high school and no Child Development Associate credential. The Regional Council conversation focused on the need to support and grow the education of early childhood professionals. Increased levels of education and comprehensive professional development supports early childhood professionals in offering developmentally appropriate instruction and building meaningful relationships with young children, two measurable indicators of quality. Following Professional Development, included the priority Health and ensuring the health needs of young children are identified and met and lastly, increasing community knowledge and awareness on the significant importance of early childhood health, development and education. Ultimately, the needs and roles the Regional Council prioritized mirrored the community feedback received from the workgroup planning sessions.

Once the prioritization and crafting of the strategic vision was complete, the Regional Council engaged in discussion regarding the FTF School Readiness Indicators. As a result, the following School Readiness Indicators were identified and align with the Regional Council's strategic vision:

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
- #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
- #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
- #/% of children receiving timely well child visits
- % of families who report they are competent and confident about their ability to support their child's safety, health and well being

Strategic Approach to System Building

The Central Pima Regional Council created a visionary framework to support young children, families, early childhood professionals and early care and education programs. After the careful crafting of the strategic vision, prioritizing goal areas and selecting the FTF School Readiness Indicators, the Regional Council examined the current package of strategies and the impacts made since SFY 2010. In response, the Regional Council recognized the significant investment made and the positive impacts achieved through the collective set of strategies implemented in the region. Rather than adding new strategies, focus was mainly placed on modifying or expanding current strategies to better align with the strategic vision and the FTF School Readiness Indicators. This approach builds upon the strong foundation of comprehensive supports and services the Regional Council has strategically built since SFY 2010.

The Regional Council discussed continuing the support of a tiered service delivery pyramid of family support, which intends to offer a continuum of family support programs and services that range from the highest intensity to serve families who exhibit some of the most extenuating risk factors (which are addressed

through the home visitation strategy) located at the top and middle of the pyramid; to supporting families who exhibit less risk through educational, community-based opportunities, which is considered to be the bottom layer of the pyramid. Modifications included strengthening the alignment of family support strategies with evidence-based home visitation and community-based parent education coupled with strategically identifying target populations. For example, home visitation will target mothers who are pregnant and families with infant and toddler aged young children with an emphasis on targeting teen mothers. The family support strategies fit within a service delivery continuum that meets the varied needs of families in the Central Pima region and anticipates serving at minimum, 865 families in the region.

The Regional Council also made significant adjustments to their Quality, Access and Affordability strategies for SFY 2013. The Regional Council eliminated the Center-based Literacy strategy that targeted early literacy supports for early care and education programs that are also participating in Quality First. While this strategy provided comprehensive early literacy supports and impacted hundreds of young children, the Regional Council recognized this strategy was not to scale. Further, the shift in the Quality First model will include increased access to instructional support and other comprehensive supports that are similar to the deliverables offered through the Center-based Literacy strategy. The Regional Council also eliminated the regional Economic Stabilization of Families Child Care Scholarships strategy due to the Quality First model shift. The newly implemented Quality First Child Care Scholarships as part of the Quality First package will provide a more comprehensive type of scholarship to families and will be tied to a program's Star Rating. Another adjustment included the modification to the Expansion strategy, which will continue to support the 13 participating early care and education programs involved since SFY 2010 by a transitional sustainability plan to ensure the 175 infant and toddler expanded places remain accessible to families. The 13 programs will be supported through a sustainability stipend for each expanded and filled placement in addition to ongoing professional development. The Regional Council also substantially increased the Pre Kindergarten Scholarships strategy to include all three school districts and community-based providers that reflect elements of quality, such as accredited programs and Head Start programs that otherwise would be unable to participate in Quality First. The Regional Council engaged in passionate discussion around the need to support early care and education programs that have been historically considered to be quality, which was a target population not previously addressed in the SFY 2011 and SFY 2012 regional funding plans. To further support these early care and education programs, the Regional Council will support these programs in obtaining a Quality First Rating.

The collection of Professional Development strategies will continue to support over 1,500 early childhood professionals in the Central Pima region and the Regional Council will continue supporting 15 TEACH scholars in the Pascua Yaqui Tribe region. The Regional Council intends to further expand the professional development pathway by participating in the TEACH Bachelors Degree Pilot program. The Regional Council will support one Bachelors Degree scholar beginning in the Spring Semester 2013 in coordinated partnership with the South Pima Regional Council, TEACH program, Pima Community College Center for Early Childhood Studies and the University of Arizona College of Education.

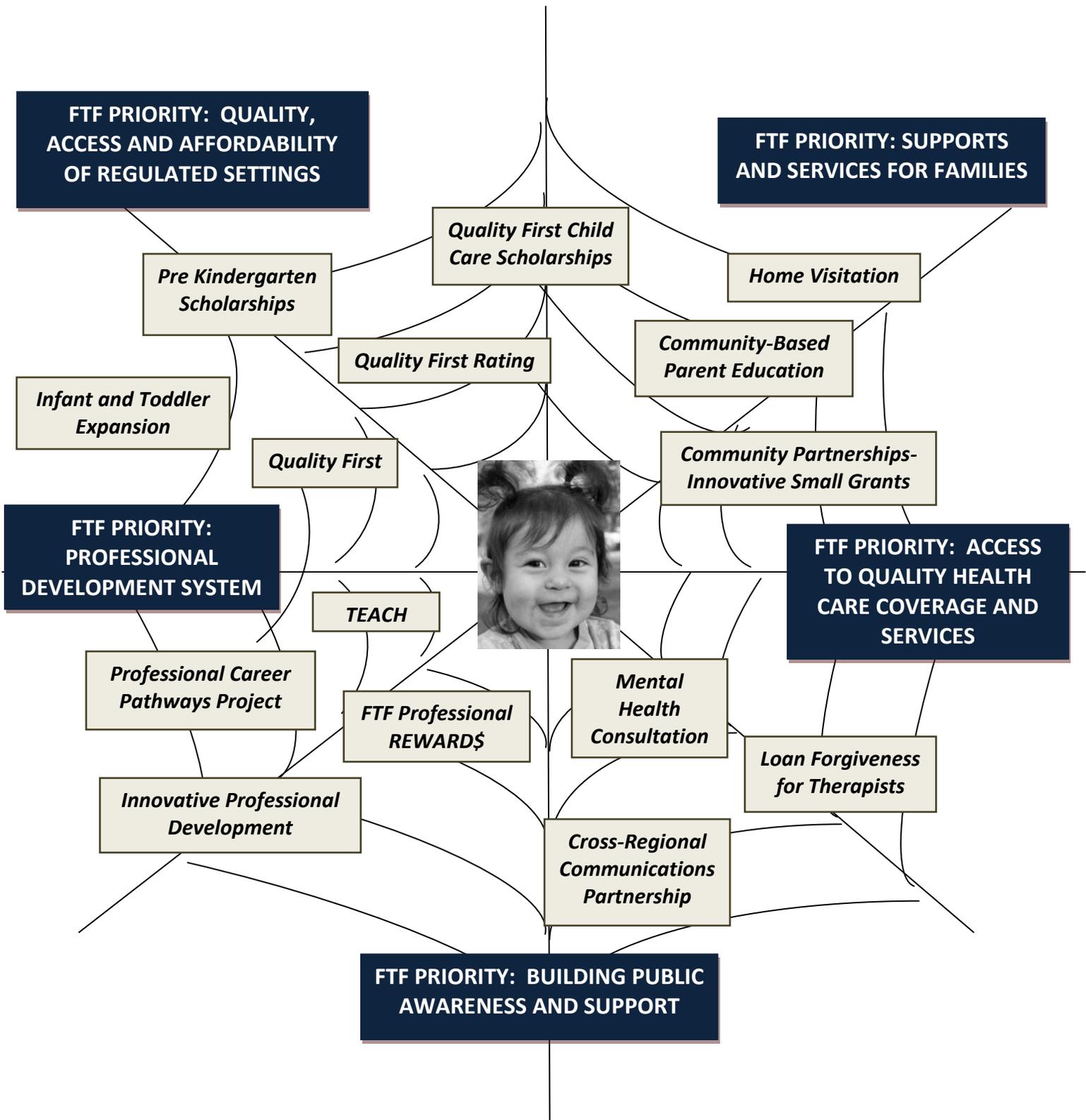
The strategies employed by the Central Pima Regional Partnership Council represent an interconnection of services and supports available for young children and families within the Central Pima region. Interconnectedness of the strategies helps to build upon current infrastructure of services while developing a new continuum of supports that positively impact young children. Since the SFY 2011 funding plan presentation, the Central Pima Regional Council's bundle of strategies reflects intentional linkages that can be described by a spider web. The *Web of Integrated Support for Young Children and Families* (pg. 15) continues to demonstrate the connections between the Central Pima strategies. These connections not only ensure that families have seamless access to supportive services and quality child care but also make certain those who interact with young children are well prepared to provide optimum care. One example that helps demonstrate interconnectedness is the Expansion of Infant and Toddler Care strategy. This innovative strategy is classified as a Quality, Access and Affordability priority; however elements of this strategy also

support professional development. A majority of the participating early care and education programs are also enrolled in Quality First to further support the increase and sustain quality early learning and care. And to reinforce the sustainability of the expansion project, programs participating in the Infant and Toddler Expansion will benefit from professional development that is multi-faceted, ranging from the optimal care of infants and toddlers, sustaining quality infant and toddler settings to business planning.

All of the strategies are inspiring the development of a continuum for quality early care and education, addressing myriad gaps within the region. The continuum includes family support, developing an educated and prepared workforce and increasing quality early education programs, with an overarching goal of accessibility and coordination. As the work and the vision of the Regional Council evolve, so does the web of support, facilitating higher levels of coordination, collaboration and linkages between the strategies in the region and neighboring Regional Councils.

The development of the next three-year strategic direction and vision of the Central Pima Regional Council reflects thoughtful and intentional decision-making. The Central Pima Regional Council strategies continue to represent an inter-connected web of service delivery, representing both evidence-based programming and innovative thinking to address the varying needs of young children. In partnership with community partners, families and key stakeholders, the Regional Council has created a strategic vision that will continue to build upon a foundation of work and partnership that has been progressively developing since SFY 2010.

Web of Integrated Support for Young Children and Families in the Central Pima Region



Section III B.

Strategic Plan for SFY 2013 – 2015

Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>Families have increased access to a continuum of coordinated, comprehensive family education and support services.</p> <p>Young children have access to high quality early care and education programs and settings that provide an individualized continuum of support.</p> <p>Increase the number of highly qualified professionals to serve young children, including increasing access to higher educational opportunities.</p> <p>The health needs of young children are identified and met.</p> <p>Increase community knowledge and awareness on the significant importance of early childhood health, development and education.</p>	<p>1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p>3. #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</p> <p>8. #/% of children receiving timely well child visits</p> <p>10. % of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p>Supports and Services for Families- Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p> <p>Quality, Access, and Affordability of Regulated Early Care and Education Settings– Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Early Care and Education System Development and Implementation– Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.</p> <p>Access to Quality Health Care Coverage and Services- Collaborate with partners to increase access to high quality health care services (including oral health and mental health) and affordable health care coverage for young children and their families.</p> <p>Building Public Awareness and Support- Convene partners, provide leadership, and provide funding for efforts to increase public awareness of and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public.</p>	<ul style="list-style-type: none"> - Home Visitation - Community-based Parenting Education - Expansion: Increase Slots for Child Care and Early Education and/or Capital Improvements - Quality First (including CCHC, CC Scholarships, TEACH) <ul style="list-style-type: none"> - Additional TEACH - TEACH Bachelors Degree - Additional CC Scholarships (SFY 13) - Additional QF Rating only - Pre-Kindergarten Scholarships - Community-based Professional Development Early Care and Education Professionals - FTF Professional REWARD\$ Scholarships Non-TEACH -Mental Health Consultation -Recruitment-Stipends/Loan Forgiveness - Community Partnerships - Community Awareness - Community Outreach - Media -Regional Evaluation - Statewide Evaluation

Section III C.

Strategy Descriptions including Target Populations and Funding Levels

<p>Strategy: Home Visitation</p>
<p>Strategy Description</p> <p>Home visitation provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. An evidence-based home visitation program connects families to resources to support their child’s health and early learning.</p>
<p>Strategy Narrative</p> <p>The Central Pima Regional Council recognizes the parent as the most influential and important teacher in a young child’s life. Supporting the family helps strengthen connections within the family unit and helps ensure young children have a solid foundation of learning and development, particularly during the critically important developmental growth span that takes place from prenatal through three years of age. By offering comprehensive, evidence-based home visitation programs, participating families benefit from information and education on parenting, child development and health.</p> <p>Research indicates that the most successful home visiting programs have been able to help parents increase parenting skills, support positive, developmentally appropriate parent-child relationships and increase linkages with community services including health and developmental services. The primary focus of home visiting programs is to:</p> <ul style="list-style-type: none"> - Educate families on child development and health pertaining to children prenatal-5 years; - Support and assist the family in attaining or referring medical related services; - Promote and role model effective parenting and positive child-adult interactions; - Help families obtain necessary life skills that result in self-sufficiency, and - Empower families who are considered at risk to make healthy and positive choices. <p>It is important to recognize that poverty levels can affect several key aspects of a child’s development and growth. According to the 2010 Central Pima Needs and Assets report, 16,591 families with young children reside in the region with approximately 23% of this population have an income below 100% of the Federal Poverty Rate. Because of the high poverty rate throughout a majority of the Central Pima region coupled with the significant and negative economic impacts related to the recession, the Regional Council deduces there are increased stressors families are experiencing. In unprecedented economic times, the need for family support programs and services increases. The need for family support programs such as home visitation was further reinforced after several families across the region completed a survey indicating what they as a parent of a young child needs for to ensure their child is healthy and ready for Kindergarten. A majority of responses from families indicated the types of services and supports offered through family support, particularly home visitation can successfully address.</p>
<p>Target Population Description</p> <p>Understanding the need to provide a continuum of services and supports that fit the unique and varied needs of families, the Regional Council envisions offering a range of evidence-based home visitation ranging from highly intensive through the Nurse Family Partnership model to less intensive models.</p> <p>Enrollment of new families will strategically focus on prenatal, infants and toddlers. Research suggests this age range reflects the window of greatest opportunity for the greatest long-term impact. In addition, the Regional Council has specifically identified recruiting teen aged mothers, as this population is considered to be higher in risk and exhibits a unique and complex compilation of needs.</p> <p>For the highest risk families who are pregnant, the Regional Council supports the use of Registered Nurses to implement a home visitation model that begins during pregnancy and continues after birth and into the infant and toddler years. This health-based home visitation model will target approximately 250 families and is especially important for pregnant teen mothers and first time mothers. For families who may not</p>

fall within the eligibility requirements associated with the nurse home visitation program, it is the intention of the Regional Council to offer at least one other evidence-based home visitation program for families with young children birth through toddlers to seamlessly access.

Recognizing the importance of supporting families, the Regional Council will continue to maintain the same target service level from the prior fiscal year. In the Central Pima region, approximately 16,600 families in the region have a young child birth through five. Considering the target will focus on families with infants and toddlers, the approximate number of families with infants and toddlers is estimated to be 6,640. At a minimum, 665 families (or approximately 10% of the population of families with infants and toddlers in Central Pima) will be recruited for participation throughout the Central Pima region. The Regional Council will observe the actual number of families served and the demand for the service to determine changes in target service numbers in subsequent years.

Target Service Units	FY 13	FY 14	FY 15
Number of families served	665	665	665
Funding Level	FY 13	FY 14	FY 15
Home Visitation	\$2,250,000	\$2,250,000	\$2,250,000

Strategy: Parenting Education – Community-Based Training			
Strategy Description Provides classes on parenting, child development and problem-solving skills.			
Strategy Narrative Community-based parent education uses a family-centered and strengths-based approach to offer families learning opportunities in a community-based setting. Community-based family education opportunities are intended to offer families a series of comprehensive and hands-on classes that provide information and support in child development, child health, parenting skills and referrals to additional community resources. Community-based parenting sessions should be offered at times and locations that are convenient to families with young children. A successful family education program should facilitate the acquisition of parenting and problem-solving skills necessary to build a healthy family. Effective parenting education develops the parents’ knowledge and skill at nurturing and strengthening attachment to support their children’s social-emotional development, knowledge of parenting and of child development including social emotional, language and literacy, cognitive, physical and motor development, parental resilience, and social connections and awareness of support mechanisms available for parents. Community-based parent education should combine parent education with the opportunity for parents to interact with their child through on-site playgroup type experiences. Offering families a comprehensive educational experience that utilizes evidenced base curriculum and meets the needs of families with young children is imperative. Some examples of evidence base curriculum include: <i>The Incredible Years</i> , <i>Parents and Children Training Series</i> , <i>Nurturing Parenting Program</i> and <i>Growing Great Kids</i> . Community-based parenting education is a part of the larger continuum of family support within the context of an early childhood system. Recognizing the parent as the most important teacher in a child’s life, the purpose of community-based parenting education is to build parents’ capacity and skills so they can support the healthy development and education of their child. Parenting education, as a key component of a comprehensive early childhood system, enhances the relationship between the parent and child to foster the child’s positive social-emotional and language and literacy development and thus their readiness for school.			
Target Population Description The Regional Council has increased the allotment and target service units of this strategy for SFY 2013 to further expand community-based parent education opportunities in the region. It is anticipated a minimum of 200 families will engage in community-based parenting education. In the Central Pima region, approximately 16,600 families have a young child birth through five. Approximately 10% of these families with infants and toddlers in the Central Pima will be targeted for home visitation services and supports that will support families who are considered at-risk. To further complement the continuum of services for all families to access support, community-based parenting education programs will be available to families with young children birth through five, with an emphasis placed on teen families. The intent of the community-based parenting education classes is to target approximately 5% families who would be considered less-risk.			
Target Service Units	FY 13	FY 14	FY 15
Number of participating adults	200	200	200
Funding Level	FY 13	FY 14	FY 15
Parenting Education – Community-Based Training	\$396,000	\$396,000	\$396,000

Strategy: Quality First
Strategy Description Supports provided to early care and education centers and homes to improve the quality of programs, including: on-site coaching; program assessment; financial resources; teacher education scholarships; and consultants specializing in health and safety practices.
Strategy Narrative Quality First is Arizona’s voluntary quality improvement and rating system designed to improve the quality of early care and education so that young children can begin school safe, healthy and ready to succeed. Quality First builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality. According to the 2010 Central Pima Needs and Assets report, the region has approximately 445 early care and education programs in the region; however 45 of these are accredited. While there is a significant amount of programming available, less than 10% of early care and education programs reflect elements of quality and have gone through the rigors of quality assurance. Historically, the Central Pima Regional Council has committed to the Quality First, to improve access to high quality early learning settings for young children and will continue to support all the center and home providers that are enrolled to date. Improving the quality of an early childhood program requires a significant investment in commitment by the staff and leadership of a program as well as intensive, targeted and meaningful supports. Quality First is designed to provide supports through eight program components: coaching, financial incentives, licensure fee assistance, child care scholarships, TEACH scholarships, program assessment, assignment of Star Rating and specialized technical assistance. As programs improve their quality, there will be more high quality options available for families. Quality First and the related strategies including child care health consultation, child care scholarships and TEACH will address the regional need of limited access to high quality, affordable early care and education programs for children living in the Central Pima region. Quality First plays an integral role in the development of an early childhood system for Arizona and the Regional Council recognizes this program as the “cornerstone of First Things First.” Quality First is a statewide system in itself that complements and builds upon other key systems in Arizona such as the Department of Health Services, Department of Economic Security and the Department of Education, while raising the bar on overall quality of early care and education programs in addition to help educate and inform parental child care choices.
Target Population Description The intent of the Central Pima Regional Council is to support all programs that are currently enrolled in Quality First, including the newly added five home based providers and 10 center based providers in SFY 2012. Currently, the region has no vacancies and has a significant wait list for Quality First; however due to the significant increase of cost and the Regional Council’s commitment to the currently participating programs, the target service numbers are not increasing in SFY 2013. Fifty-five center based providers and 24 home based providers will continue participation in the comprehensive Quality First model while an additional 13 center based providers will participate in the Quality First Rating Only. In total, 92 early care and education programs will participate in Quality First, which represents 21% of early care and education programs in the Central Pima region. As stated below, the target service numbers are significantly reduced for SFY 2014 and SFY 2015. While the intent is to maintain the 24 home based providers and 55 center based providers in future fiscal years, the Regional Council is only able to do so with unexpended carry forward funds from the previous fiscal year. Should attrition occur in any of the fiscal years, the intent is not to immediately fill the vacancy; rather the Regional Council will review the amount of unexpended funds that could be placed back into the strategy prior to maintaining or increasing target service units.

Target Service Units - Quality First	FY 13	FY 14	FY 15
Number of center based providers served	68	50	50
Number of home based providers served	24	11	11
Funding Levels	FY 13	FY 14	FY 15
Quality First	\$1,319,024	\$817,463	\$817,463
Child Care Health Consultation	\$199,080	\$120,960	\$120,960
Scholarships TEACH (includes TEACH BA Pilot)	\$336,227	\$342,500	\$342,500
QF Child Care Scholarships	\$3,411,511	\$1,674,351	\$1,674,351
Quality First Rating Only	\$101,101	\$101,101	\$101,101

Target Service Units - Child Care Health Consultation	FY 13	FY 14	FY 15
Number of center based providers served	55	37	37
Number of home based providers served	24	11	11
Target Service Units - Scholarships TEACH			
Number of professionals receiving scholarships	222	180	180
Number of professionals participating in TEACH BA Pilot	1	1	1
Target Service Units - QF Child Care Scholarships			
Number of children receiving scholarships	553.6	267.3	267.3

Strategy: Scholarships TEACH (addition to QF package)

Strategy Narrative

The Central Pima Regional Council recognizes the importance of providing early childhood professionals the access and support to higher education opportunities, which translates to increases in higher quality early learning instruction and meeting the individualized needs of young children. The Regional Council continues to support any early childhood professional who expresses the desire to gain formal education. This includes early childhood professionals who may not work in Quality First program or professionals who may be working in a Quality First program that has maximized the two TEACH scholar allotment included in the QF package.

The Central Pima Regional Council continues to partner with the Pascua Yaqui Tribe Regional Partnership Council to support 15 TEACH scholars who work in early childhood programs in the Pascua Yaqui tribal community. The Central Pima region shares geographical borders with the Pascua Yaqui region and families with young children and early childhood professionals transition between the regions. In addition, there are two Pascua Yaqui communities embedded in the Central Pima region, Old Pascua and Barrio Libre. Improving the educational level of professionals who work with young children in the Pascua Yaqui tribal community has the potential to improve outcomes for children who currently or may in the future reside in the Central Pima region.

In addition to the continued support of early childhood professionals attaining Associate’s Degrees and Child Development Associate Credentials, the Central Pima Regional Council has pledged support for one early childhood professional to participate in a TEACH Bachelor’s Degree Pilot Program in Pima County beginning in SFY 2013. Both Central and South Pima Regional Councils will support one student in each region in achieving a Bachelor’s Degree, further increasing the education of the early childhood workforce. This is an unprecedented opportunity for the Central Pima Regional Council to build upon and grow the professional development continuum that has been notably built in the past three fiscal years. The TEACH Bachelors Degree Pilot Program will help build new infrastructure, including a key opportunity to increase

coordination and strengthen partnerships with higher education institutions in Pima County.

Target Population Description

It is estimated approximately 1,800 early childhood professionals work in the Central Pima region. In total, 222 TEACH Scholarships, through regionally-funded TEACH and Quality First TEACH will be made available to Central Pima early childhood professionals. Approximately 12% of the early childhood workforce will have access to TEACH.

The Regional Council did slightly decrease service numbers for SFY 2013; however the adjustment still accounts for sustaining the currently enrolled TEACH scholars in addition to growing the capacity of the program in the region. For SFY 2013, 85 TEACH scholarships are designated to any eligible early childhood professional in the Central Pima region and 15 additional TEACH scholarships are designated to support any eligible early childhood professional in the Pascua Yaqui Tribe region for a total of 100 available TEACH regionally supported scholarships. The 100 regionally supported scholarships build upon the 122 TEACH scholarships available through statewide funding, as part of the Quality First package.

Strategy: QF Child Care Scholarships (addition to QF package)

Strategy Narrative

In 2009, Central Pima was one of the first regions in the state to expend their allotted funding for child care scholarships through the Early Childhood Emergency Response. Approximately \$2.5 million in five months was expended and the community in an overwhelming and unanimous recommendation to the Regional Council requested the continuation of child care scholarships to help stabilize families and the child care industry. In early 2010, the Regional Council created the strategy, Economic Stabilization of Families Child Care Scholarships, which consisted of a partial scholarship model that served more families throughout an entire fiscal year with the following principles:

- Scholarships were based on family size and income.
- The family’s annual income was based on the Federal Poverty Guidelines, supporting families up to 200% of the Federal Poverty Line.
- This program was not intended to cover 100% of the care placement. The family was responsible for at least 50% of the portion.
- Maximum number of children/families is allocated per center, per year to participate.

The Economic Stabilization of Families Child Care Scholarships strategy continues to provide 500 partial child care scholarships to families in the Central Pima region. With the shift in the Quality First model and embedding child care scholarships for participating early care and education programs involved in Quality First, the Economic Stabilization of Families Child Care Scholarships strategy will terminate at the end of SFY 2012. Currently, the Economic Stabilization of Families Child Care Scholarship program serves a blending of early care and education programs that are currently participating in Quality First, accredited programs and programs that are on the Quality First wait list. A majority of participating programs are enrolled in Quality First and will seamlessly transition from the Economic Stabilization of Families Child Care Scholarship program to the Quality First Child Care Scholarships; however there are 18 Quality First wait listed providers accessing approximately 146 scholarships. The Regional Council has approved supporting these 18 programs and 146 child care scholarships for SFY 13 only, which will provide these programs and their families one transitional year.

The Central Pima Regional Council is cognizant of how beneficial the child care scholarships have been to early care and education programs and families. The shift from a regional scholarship strategy to providing scholarships embedded within the Quality First package will systemically connect scholarships with quality. Recognizing the important connection to quality, the Regional Council has agreed to support early care and education programs that are on the Quality First wait list that do not have a Star Rating for SFY 2013 only.

<p>Target Population Description</p> <p>Additional Quality First Scholarships for wait listed programs have been designated for SFY 2013 only and is intended for those wait listed programs that are currently participating in the Economic Stabilization of Families Child Care Scholarships strategy. There are 18 early care and education programs who are waitlisted, participating in the currently implemented, regional child care scholarship strategy. An additional 146 child care scholarships have been designated to these programs to provide one, final year of child care scholarships. Beginning in SFY 2014, the intent of the Regional Council is to provide scholarships to early care and education programs enrolled in Quality First, as part of the Quality First package.</p>
<p>Strategy: Quality First (Rating Only)</p>
<p>Strategy Narrative</p> <p>In addition to supporting 79 early care and education programs through the comprehensive Quality First package, the Regional Council has also allotted funds for 13 early care and education programs participating in the Pre Kindergarten Scholarship strategy to receive a Quality First Rating.</p> <p>Quality First Rating Only is an option that provides the opportunity for more programs to participate in the Quality First system. This option is for programs that do not need quality improvement supports and provides a Star Rating to programs receiving Pre K Scholarships. Participation includes two components of Quality First: program assessment and assignment of Star Rating. This strategy provides a lower cost model for programs that do not need quality improvement supports and will receive mentoring/coaching support through the Pre Kindergarten Scholarship strategy.</p>
<p>Target Population Description</p> <p>SFY 2013 marks the first opportunity the Quality First Rating Only is available. As part of the Pre Kindergarten Scholarship strategy, the Central Pima Regional Council will support the participating programs in acquiring a Star Rating. Programs include the three area school districts' pre kindergarten programs and community-based early care and education programs that have historically demonstrated elements of quality instruction, early learning environments, optimal early learning experiences and programs that have acquired accreditation, preferably by the National Association for the Education of Young Children (NAEYC). It is anticipated up to 13 programs will be able to participate in the Quality First Rating Only strategy.</p>

Strategy: Pre Kindergarten Scholarships
<p>Strategy Description Provides scholarships to quality preschool programs in a variety of settings to allow programs to serve more children.</p>
<p>Strategy Narrative The Pre Kindergarten Scholarships strategy will provide funding and technical assistance for high quality, classroom-based early education for children ages three and/or four years of age from low-income families for children enrolled in public school early care and education programs in addition to community-based early care and education programs that exhibit elements of quality. The program year may follow the school year calendar (for example, operating 9-10 months annually) and is based on supporting young children attending a part-time program.</p> <p>Pre kindergarten programs are part of the early education continuum and an important component of the early childhood system. Multiple longitudinal studies indicate investments in high-quality pre-kindergarten programs improve both short and long-term outcomes for children. These outcomes include school success, high school graduation, college attendance and improved earnings.¹ Negative outcomes are reduced, such as involvement in the criminal justice system, grade repetition and high school dropout rates. This strategy supports those children who are considered at risk and who may not otherwise have access to high quality early care and education. Inherent in this strategy is the principle that all families, regardless of income, children’s abilities or other factors, have the right to access a high quality early childhood program.</p> <p>This strategy recognizes the importance of linking the different types of pre-kindergarten programs that makes up a mixed service delivery system (i.e. pre kindergarten programs within school districts, community-based pre kindergarten programs, etc.) and the transition into kindergarten. Participating pre kindergarten programs receive technical assistance and mentoring, which is designed to build strong communication and connections linking pre-kindergarten and kindergarten programs as they develop and implement a transition plan for children and their families. From a systems-building approach, this strategy helps increase access to quality pre kindergarten programming to preschool aged children and their families who otherwise may not be able to participate in to help transition to Kindergarten. Further, this strategic approach values a mixed service delivery system to provide optimal early learning experiences, with an emphasis on creating inclusive learning environments that will help young children of all abilities enter kindergarten prepared. Regardless of where the child is attending, whether it is within a school district, Head Start or community-based provider, the strategy allows an increased number of at risk young children to attend a quality pre kindergarten program.</p>
<p>Target Population Description In SFY 2012 the Regional Council partnered with one school district in the region to support approximately 50 young children to receive pre kindergarten scholarships on a part time basis. Since the inception of the strategy, the Regional Council has engaged in discussions of possibly expanding the strategy to include all school districts in the region in addition to community-based providers.</p> <p>During the SFY 2013 strategic planning process, the Central Pima Regional Council further discussed expanding the strategy to target the three school district pre kindergarten programs within the Amphitheater Unified School District, Flowing Wells Unified School District and Tucson Unified School District in addition to accredited community-based early care and education programs that are providing optimal early learning experiences for young children. These targeted early care and education programs are unable to participate in Quality First or benefit from a child care scholarship, mostly due to the significant wait list and how the Regional Council originally prioritized enrollment of programs to participate in Quality First (i.e. accredited programs were not given prioritization to</p>

¹ Ramey, C.T., Ramey, S.L. & Stokes, B.R. (2009). Research evidence about program dosage and student achievement. In Pianta, R. C. & Howes, C. (Editors) The Promise of Pre-K. Brooks Publishing: MD

participate in the program). According to the 2010 Needs and Assets report, Central Pima has approximately 45 accredited programs, including pre kindergarten programs within the TUSD and Flowing Wells School Districts. The Regional Council prioritized supporting this specific population of early care and education programs in sustaining their quality programming with an emphasis on creating inclusive environments that will benefit all pre kindergarten children of all abilities. In response, the Regional Council expanded the Pre Kindergarten strategy to allow early care and education programs, including school district programs to receive coaching, assessment and ultimately a star rating through the Quality First Rating Only strategy. The intent is to support expansion of early care and education programs that have historically demonstrated elements of quality and those who are unable to participate in the Quality First program.

Target Service Units	FY 13	FY 14	FY 15
Number of FTF funded Pre Kindergarten children	180	180	180
Number of private/public partner Pre Kindergarten sites receiving support	6	6	6
Number of public school Pre Kindergarten receiving support	7	7	7
Funding Level	FY 13	FY 14	FY 15
Pre-Kindergarten Scholarships	\$723,899	\$723,899	\$723,899

Strategy: Expansion: Increase Slots for Child Care and Early Education and/or Capital Expense**Strategy Description**

Recruits new or existing providers to begin to serve or expand services. May assist with planning, licensing or certification process for new centers or homes, or provide support to a provider to improve the quality of facility or programs.

Strategy Narrative

Since SFY 2010, the Central Pima Regional Partnership Council has prioritized the need for affordable, accessible, quality infant and toddler care with an emphasis on expanding placements for infants and toddlers who may have special needs. According to the 2010 Central Pima Needs and Assets report, only 32% of licensed centers offer infant care in the region. In addition, infant placements are typically full and costs on average of \$128 per week, which is higher compared to care of a preschool aged child. In response, the Regional Council created the Infant and Toddler Expansion strategy to increase the capacity of infant/toddler spaces by providing an innovative, multi-prong, sustainable approach:

- **Phase One: Business Education-** First, participating early care and education programs commit to a comprehensive and ongoing series of business education and coursework developed for small business leaders. The curriculum is a unique blend of business basics tailored to the child care industry, which includes creating a sound business plan, identifying a match for major construction funds and how to sustain a construction/renovation project. The business courses are coupled with multiple one on one consultation sessions with micro-business professionals.
- **Phase Two: Pre-Planning-** Once programs are able to present a sound business plan, participating early care and education programs graduate to the next step of applying for grants that involve the actual planning of the construction/renovation project. Programs are able to apply for a planning grant that includes pre-development activities such as conducting a feasibility study of the proposed expansion project, architectural services and other associated planning costs that are necessary to take place prior to a construction/renovation project.
- **Phase Three: Construction/Renovation-** The third phase represents the construction/renovation phase. Expansion projects have varied, from minor renovations to full construction of new infant and toddler classrooms.
- **Phase Four: Infant Toddler Sustainability Supplement-** The Regional Council recognized that an incentive to serve the infant/toddler age group at these settings would be a benefit to child care businesses who participate in the expansion and improvement grants; they would be eligible to apply for an infant/toddler quality supplement after creating appropriate space and placements for children under the age of three years. The quality supplement helps offset costs associated with maintaining high quality infant/toddler settings and provide increased accessibility to families who require infant/toddler care. Lastly, a Program for Infant Toddler Care (PITC) licensed trainer offers ongoing professional development related to maintaining quality infant/toddler settings and optimal early learning opportunities.

As a result of the strategy, the Infant and Toddler Expansion strategy will expand the number of placements designated to children of infant and toddler age, including children with special needs by 175 by the end of SFY 2012. In total, 13 participating early care and education programs have been engaged in the strategy since January 2009. Recognizing the considerable funds, time and effort it has taken participating programs to accomplish successful completion of each phase, completion of the phases has been varied, leading to several participating programs entering into the Construction/Renovation phase in the middle of SFY 2012. Therefore, the Regional Council has approved the Infant and Toddler Expansion strategy to continue into SFY 2013-2015 with a modification to the strategy that will solely focus on offering the final phase of the strategy, the Infant Toddler Sustainability Supplement in addition to

continuing to offer PITC professional development.

The Regional Council considers this strategy as a significant and important investment to the region and has ensured all of the participating programs are able to participate in the fourth and final phase, the Infant Toddler Sustainability Stipend phase. Beginning in SFY 2013, participating programs will be able to fully participate in the Infant Toddler Sustainability Supplement, which will help offset the significant costs of offering infant and toddler care in a quality setting. As identified in the original strategy created in SFY 2010, the Regional Council will offer a \$10 per day stipend per expanded placement. The supplement is based on the increased enrollment numbers within the setting after completion of the Construction/Renovation phase. The reissue of a certificate of occupancy and amended licensure demonstrating the increased capacity of infants and toddlers is required prior to programs receiving the supplement.

The Regional Council intends to use a step down model in subsequent fiscal years, decreasing the sustainability supplement by 50% each fiscal year. For example, in SFY 2013, the supplement will be based on a \$10 per day stipend for each filled expansion placement. Beginning in SFY 2014, the Regional Council intends to decrease the supplement to \$5 per day and SFY 2015 will step down to approximately \$2.50 per day. The intention of using a step down model is to help each participating program preserve its business model and investment while sustaining the Regional Council’s vision of expanding the number of quality infant and toddler placements.

This strategy has helped build upon the early care and education system by encouraging multiple organizations within the Central Pima region to further strengthen pre-existing partnerships with the unifying goal to expand, enhance, and increase access to infant/toddler slots within early care and education settings. Beginning with the first phase until the final completion of the project, participating programs have the benefit of working with highly skilled professionals in the early care and education field, micro-business industry and construction industry, involving a number of community agencies and organizations. Further, the participating programs have journeyed through this process, which took multiple fiscal years, and gained business knowledge that will help sustain the expansion projects and their programs as a whole. Finally, a majority of the participating programs are also enrolled in Quality First or accredited, which helps reinforce the raising of the bar on quality early care and education and increased access to families to choose higher quality care placements for their infants and toddlers.

Target Population Description

The Regional Council does not intend for this strategy to expand target service numbers in SFY 2013. The Regional Council will continue to support the same 13 early care and education programs that have participated in the Infant Toddler Expansion strategy since SFY 2010. By the end of SFY 2012, all participating programs are anticipated to fully complete the Construction/Renovation phase and will enter into the final phase, the Infant Toddler Sustainability Supplement beginning in SFY 2013.

Target Service Units	FY 13	FY 14	FY 15
Number of home based providers served	0	0	0
Number of center based providers served	13	13	13
Number of increased slots for participating children	175	175	175
Funding Level	FY 13	FY 14	FY 15
Expansion: Increase Slots for Child Care and Early Education and/or Capital Expense	\$462,000	\$231,000	\$115,000

<p>Strategy: Community-based Professional Development and Education for Early Care and Education Professionals</p> <p>Strategy Description Provides quality education and professional development in community settings to early care and education professionals.</p> <p>Strategy Narrative The Community-based Professional Development and Education for Professionals strategy, otherwise known as Innovative Professional Development, offers high quality, best practice, community-based professional development opportunities tied to college credit using a Communities of Practice model. The model utilizes learning communities or cohorts of early childhood professionals, which are identified as Communities of Practice. Each Community of Practice offers early childhood professionals comprehensive professional development, mentoring and coaching and includes ongoing education sessions, seminars, lectures and college level coursework to enhance, expand and reinforce knowledge in working with young children. In addition, the Innovative Professional Development model will provides opportunities for participants to apply newly learned theories and knowledge to hands-on practice in early care and education settings. Each Community of Practice will convene at minimum nine to 10 times per year to hear various subject matter experts such as local, state, and national early childhood education leaders (i.e. visiting faculty, published authors, researchers, etc.). Each Community of Practice includes innovative, evidence-based and informative topics that are directly linked to early childhood best-practice and inclusive of the Arizona Early Learning Standards.</p> <p>Since SFY 2010, this innovative strategy has been an integral part of the professional development continuum in the Central Pima region, working in conjunction with the other professional development strategies including TEACH, Professional Career Pathways and FTF Professional REWARD\$. In SFY 2012, the Innovative Professional Development model expanded into the South Pima region, encouraging increased coordination among the two regional areas. Professionals in both regions have access to nine Communities of Practice. In SFY 2013, the North Pima, Pascua Yaqui Tribe and the Tohono O’odham Nation Regional Councils will join this cross-regional collaborative approach to the education of early childhood professionals in Pima County. This will ensure all early childhood professionals in Pima County will have the same access to comprehensive professional development that is tied to college credit.</p> <p>Mechanisms for improving the education level of the early childhood professionals are a key component of the early childhood system and the Community-based Professional Development – Innovative Professional Development strategy is an innovative approach to address diverse varied and unique needs of early childhood professionals. Further, the Innovative Professional Development model also includes a broader Community of Practice that solely focuses on systems building. This Community of Practice helps encourage and shift attitudes of key decision-makers, business leaders and local community leaders to understand the importance of supporting a strong early childhood workforce.</p> <p>Target Population Description The target population of this strategy is 1,400 early childhood professionals including students in the Central Pima region. This strategy universally targets the early childhood workforce and student population providing a continuum of educational levels to best meet the needs of the early childhood professional. Information from the 2010 Needs and Assets report suggests approximately 1,800 early childhood professionals make up the early care and education workforce in Central Pima. A vast majority, almost 78% of early childhood professionals and students in the region are able to participate in this strategy.</p> <p>SFY 2013 marks an exceptional opportunity amongst the five Regional Partnership Councils in Pima County to coordinate and seamlessly offer professional development and educational support through the Innovative Professional Development model. The Central Pima Regional Partnership Council intends to engage in a cross-regional collaboration to serve the professional development needs of early childhood professionals throughout all of Pima County. Given the cross-regional opportunity and the availability of</p>

funds in SFY 2013, the Central Pima Regional Council slightly revised the target service numbers from 1,460 to 1,400 early childhood professionals and slightly decreased funding allotment for SFY 2013.			
Target Service Units	FY 13	FY 14	FY 15
Number of participating professionals	1400	1400	1400
Funding Level	FY 13	FY 14	FY 15
Community-based Professional Development and Education for Early Care and Education Professionals	\$750,000	\$750,000	\$750,000

Strategy: FTF Professional REWARD\$			
Strategy Description Improves retention of early care and education teachers through financial incentives.			
Strategy Narrative <p>FTF Professional REWARD\$ is a compensation and retention strategy for the early care and education workforce that acknowledges and rewards progressive education, educational attainment and commitment to continuous employment at a qualified early care and education setting providing services to children birth through age 5. Financial incentives are offered twice each fiscal year, with each enrollment period open to applicants who may have received the incentive previously as well as new applicants. Applicants must meet specific criteria and receive an incentive based upon a tiered reimbursement scale containing 9 levels.</p> <p>The Central Pima Regional Council has identified access to high quality early education programs in addition to building and retaining a strong early childhood workforce as the second and third priorities, respectively. Since SFY 2010, the Regional Council has envisioned a continuum of strategies that address myriad professional development needs while simultaneously raising the educational qualifications of the early childhood professionals in the Central Pima region.</p> <p>FTF Professional REWARD\$ is a key strategy to recognize the important role early childhood professionals play in the education and enrichment of young children and help retain them in their current places of employment. By providing compensation and incentivizing the achievement of attaining higher levels of formal education, early childhood professionals are encouraged to stay in the field, which increases continuity of care of young children while raising the bar of quality early care and education.</p>			
Target Population Description <p>The target population maintains at a level of 225 Central Pima early childhood professionals, which has been the same target number since SFY 2010. This will positively impact approximately 12.5% of the Central Pima early childhood workforce.</p> <p>Any early childhood professional in the Central Pima region may apply for the program and must meet the eligibility requirements in addition to the participant’s employer. Eligibility includes working in a program serving children birth to age 5 that demonstrates a commitment to quality by either (1) being an enrolled Quality First participant program working towards quality improvement, or (2) being accredited, by a national organization recognized by either the Arizona Department of Education or the Arizona Department of Economic Security Child Care Administration, at a level which equals a 3-5 Star Rating in Quality First, or (3) currently on the waiting list for Quality First participation and never declined participation in the Quality First program.</p>			
Target Service Units	FY 13	FY 14	FY 15
Number of incentive awards distributed	225	225	225
Funding Level	FY 13	FY 14	FY 15
FTF Professional REWARD\$	\$303,750	\$303,750	\$303,750

Strategy: Scholarships Non TEACH			
Strategy Description Provides scholarships for higher education and credentialing to early care and education teachers.			
Strategy Narrative <p>The Scholarships Non TEACH strategy, otherwise known as the Professional Career Pathways (PCPP) provides scholarships for college-credit coursework as another method for early childhood professionals to gain access to higher education. The goal is to encourage an individual to take college level coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.</p> <p>The educational development of the early childhood workforce is a component of a strong early childhood system and needs to be provided through a range of options to meet the diverse needs of this population. The Professional Career Pathways Project provides one more entry point for professionals on this pathway and complements the other professional development strategies employed by the Central Pima Regional Council. Approximately 4% of Central Pima early childhood professionals will participate in this program.</p> <p>The Central Pima Regional Partnership Council has approved the continuation of the Professional Career Pathways Project (PCPP). Completed coursework will ultimately lead to the completion of the Child Development Associate Credential, Community College Certificate of Completion and Associate of Applied Science degree in Early Childhood Education.</p> <p>PCPP scholarships builds upon the continuum of professional development opportunities offered in the Central Pima region. For early childhood professionals who may not be eligible to participate in the TEACH program, the PCPP scholarships represents an alternative path to access higher education. From a statewide perspective, PCPP works in partnership with community colleges throughout Arizona. PCPP prioritizes the importance of building a higher education system that is accessible to early childhood professionals. Further, PCPP has implemented statewide collaboration meetings with all participating community colleges and FTF Regional Directors to ensure successful educational experiences.</p>			
Target Population Description <p>The Central Pima Regional Partnership Council has identified approximately at a minimum of 50 up to 75 early childhood professionals employed in center-based programs, family child care provider homes or family group homes, volunteers or non-paid workers in an early care and education program. Preference is given to early childhood professionals who do not qualify for the TEACH program.</p> <p>With this strategy, there is fluctuation in the number of early childhood professionals who attend, coupled with the number of courses taken each semester and the number of professionals who apply for the final credentialing process. Therefore, the Regional Council is flexible in identifying a target service number, with the goal of approximately 75 early childhood professionals participating, with the understanding the target service number may fluctuate.</p>			
Target Service Units	FY 13	FY 14	FY 15
Number of professionals receiving scholarships	75	75	75
Funding Level	FY 13	FY 14	FY 15
Scholarships Non TEACH	\$45,000	\$45,000	\$45,000

Strategy: Mental Health Consultation**Strategy Description**

Provides mental health consultation to teachers and caregivers, and tuition reimbursement to support professional development to increase capacity of workforce.

Strategy Narrative

Since SFY 2010 and continuing into SFY 2013 and beyond, the Central Pima Regional Council has prioritized the early childhood mental health consultation (MHC) strategy as a key component in addressing the social-emotional health needs of young children.

MHC increases the capacity of early care and education providers to nurture the social-emotional development of young children, as well as to prevent, identify, and reduce the impact of mental health problems among children from birth to age 6 and their families.² MHC requires a collaborative relationship between a professional consultant who has mental health expertise and an early care and education professional. In program-focused mental health consultation the intent is to improve the overall quality of the classroom environment as well as to empower and educate early care and education staff capacity to address problematic behaviors and organizational problems within the setting that are negatively impacting one or more of the children, families or staff. Specifically, early child care mental health consultants accomplish these goals by providing the following supports:

- On-site consultation services to child care teachers and other care staff to build their competence in forming responsive relationships, using curriculum for intentional teaching of social emotional competence, and understanding working with families in collaborative partnerships.
- Professional development and related activities for staff and families that focus on social-emotional development of young children and enhance staff ability to support the emotional well-being of children.
- Conduct screening and assessments within the context of the early care and education setting for children identified as potentially needing more intensive services.
- Family consultation, including facilitating communication between staff and families.
- Referrals to clinical and assessment services to children and families, such as therapeutic groups, neurodevelopment assessment and dyadic child-parent psychotherapy when needed.

This statewide strategy is helping build awareness around the critical importance of meeting the social-emotional needs of young children. Further, this strategy represents one of the few options for early care and education programs to access as a resource when young children in their care are exhibiting concerning behaviors. This strategy increases the knowledge of participating early care and education programs and professionals and empowers them to problem-solve with newly learned approaches and theories in meeting the individual needs of young children. In addition to supporting young children, this strategy increases support to families and provides resources to support the young child in the home and should there be a more concerning issue, families are providing referrals to more comprehensive services that are outside the scope of this strategy.

Target Population Description

The Central Pima Regional Council maintains support of four Mental Health Consultants to serve approximately 20 center based providers and 8 home based providers, or approximately 6% of the early care and education program population. For early care and education programs to participate in the strategy there are no specific eligibility requirements with the exception of the programs appropriately certified through the Department of Economic Security or licensed through the Department of Health Services.

² Cohen, E., & Kaufmann, R. (2000). Early childhood mental health consultation. Rockville, MD: Center for Mental Health Services of the Substance Abuse and Mental Health Services Administration and the Georgetown University Child Development Center.

2 Brennan, E., Bradley, J., Allen, M.D., & Perry, D. F. (2008). The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education & Development, 19*(6), 982-1022.

Target Service Units	FY 13	FY 14	FY 15
Number of home based providers served	8	8	8
Number of center based providers served	20	20	20
Number of tuition reimbursements distributed	0	0	0
Funding Level	FY 13	FY 14	FY 15
Mental Health Consultation	\$492,000	\$492,000	\$492,000

Strategy: Recruitment – Stipends/Loan Forgiveness			
Strategy Description			
Offers professionals financial incentives to work in underserved communities.			
Strategy Narrative			
<p>The Provider Loan Forgiveness program provides financial incentives for the purpose of recruiting therapists and other intervention professionals to work in underserved communities where access to therapeutic services is limited. Providers commit to a time of service obligation in return for the financial benefits, which includes paying off portions of education loans.</p> <p>The Central Pima Regional Council implemented the Loan Forgiveness program beginning in SFY 2012 and will continue implementation in SFY 2013. Regional funds were allotted for both SFY 2012 and SFY 2013 and are accounted for in the SFY 2012 Central Pima Regional Funding Plan.</p> <p>The shortage of early intervention professionals, particularly Speech and Language Pathologists is evident statewide, including the Central Pima region. By increasing the number of Speech and Language Pathologists in the region, children who exhibit special needs in the area are able to be served in a more timely and immediate manner and creates a system that is more accessible.</p>			
Target Population Description			
Two Speech and Language Pathologists new to the Central Pima region or to the field. Currently, one Speech and Language Pathologist is participating in the Loan Forgiveness program.			
The Regional Council supports the Loan Forgiveness component of the strategy only.			
Target Service Units	FY 13	FY 14	FY 15
Number of participants receiving stipends and/or loan forgiveness	0	0	0
Number of therapists receiving loan forgiveness	2	2	2
Number of therapists receiving stipends	0	0	0
Funding Level	FY 13	FY 14	FY 15
Recruitment – Stipends/Loan Forgiveness	\$0	\$61,500	\$0

Strategy: Community Partnerships**Strategy Description**

Establish partnerships to promote innovation and to leverage resources.

Strategy Narrative

The Central Pima Regional Partnership Council developed a new Coordination-Community Partnerships strategy, Innovative Small Grants, which entered the implementation phase in the middle of Fiscal Year 2012. The focus of the Regional Council is helping the child, family and caregiver in ensuring connections and access to fundamental needs related to health, early literacy, education and safety through three main components. Further, coordination of these fundamental services and supports are essential for reaching these targeted populations who are considered disconnected from the continuum of service delivery. To fully implement this strategy successfully, partners are tasked with working in coordinated partnerships with the greater community to maximize resources and accessibility of services to hard to reach populations.

In response to the decreased number of young children immunized and lower rates of prenatal care, Component One has the overarching goal to increase access to health services. Implementation focuses on meeting the basic needs of refugee families who have recently migrated to the region and who are learning to assimilate to United States culture. Partners work in coordinated partnership with several FTF funded partners in addition to local health agencies including the Pima County Health Department.

Component Two focuses on increasing language enrichment and early literacy of families who previously have never accessed an early literacy or family support service or early education programming. This Component engages families in early literacy education that is ongoing and comprehensive. Families who reside in apartment communities are encouraged to participate in early literacy activities, which take place within the apartment community. This approach meets families where they are to ensure easy accessibility and an increased chance of families committing to attend multiple early literacy sessions.

Lastly, the goal of Component Three is to support Family, Friend and Neighbor (FFN) caregivers in the region. National estimates suggest that as many as 60% of all children need child care due to parent's employment and of these, as many as 50% of children ages five and under are care for in home-based settings. Providing professional development to FFN caregivers has the opportunity to strengthen the relationship between child, the family and caregiver. Evidence suggests professional development tied to FFN caregivers can result in positive outcomes for children. In a study including Arizona home-based providers, impact was noted in the following areas: Safety in the home environment, establishing and maintaining a daily schedule for children, encouraging providers to utilize resources of their local library, developing a written, formalized child care services agreement with parents and other forms of support.

Components One and Two of this strategy entered into the implementation phase on January 1, 2012 after a Request For Grant Application was released in October 2011. The Regional Council did not award Component Three. The Regional Council intends to discuss a plan of action in strategically addressing the needs identified in the Family, Friend and Neighbor Component in future meetings.

From a systems-building standpoint, this strategy provides increased access to fundamental needs. When a young child's most basic, fundamental needs are not addressed, the health, developmental and educational needs could be compromised. Through this innovative strategy, the Regional Council envisions young children, their families and caregivers will have access to some of the most fundamental needs and services in the region. It is important to note that in the future, the three Components will be re-categorized as they move into full implementation in order to effectively capture performance and outcome data for each Component.

Target Population Description

The intent of the Regional Council is to target young children, their families and Family, Friend and Neighbor caregivers who are disconnected from the current services and resources available in the region. The Regional Council prioritized young children and families who reside in zip codes 85705, 85711 and 85713, which are areas of the Central Pima that represent extenuating needs.

For Component One, approximately 75 children from 50 families of refugee populations will have increased access to comprehensive health programs. In addition, approximately 18 pregnant mothers will have increased access to prenatal supports.

For Component Two, a minimum of 40 young children and their families who reside in apartment complexes will benefit from ongoing, community-based early literacy supports, including the distribution of approximately 250 books within their apartment communities.

Component Three is anticipated to target approximately 20 FFN caregivers once the strategy enters implementation.

Target Service Units	FY 13	FY 14	FY 15
Target service units are based on the individual Components, which are outlined above. For the Coordination piece of this strategy, target service units are not identified			
Funding Level	FY 13	FY 14	FY 15
Community Partnerships	\$300,000	\$300,000	\$300,000

Strategy: Community Awareness

Strategy Description
 Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities.

Strategy Narrative
 The Central Pima Regional Council continues to support increasing the awareness of early childhood health and development for SFY 2013. This strategy provides access to a variety of community-based activities and materials to increase public awareness on the importance of early childhood development and health through participation in community events, and the dissemination of educational materials.

The Regional Council continues to engage in a coordinated partnership with the Children’s Museum Tucson. The Museum offers educational and hands-on learning activities and opportunities geared specifically for young children, their families and caregivers. The Regional Council has co-sponsored the Museum’s First Sunday’s event, which offers reduced entry costs for young children and their families every first Sunday of the month since SFY 2010. This has allowed First Things First to have a presence at the monthly event to engage families with young children about the importance of early childhood health, development and education.

The Central Pima Regional Partnership Council continues to participate in the Cross-Regional Communications Partnership with the North Pima, Pascua Yaqui Tribe, South Pima and Tohono O’odham Nation Regional Councils to collaborate and coordinate the distribution of information and educational materials throughout Pima County.

For SFY 2013, the Central Pima Regional Partnership Council has decreased the allotment for Community Awareness. There is sufficient inventory of educational materials and ample funding to continue the sponsorship of the First Sunday’s event through the Children’s Museum in addition to other important community events.

Target Population Description
 Families with young children, educators, health providers, policy makers, and the general public throughout Pima County.

Target Service Units	FY 13	FY 14	FY 15
No target service units identified for this strategy			
Funding Level	FY 13	FY 14	FY 15
Community Awareness	\$10,000	\$10,000	\$10,000

Strategy: Community Outreach			
Strategy Description			
Provides grassroots support and engagement to increase parent and community awareness of the importance of early childhood development and health.			
Strategy Narrative			
The Central Pima Regional Partnership Council is engaged in a strategic Cross-Regional Communications Partnership with the four other Regional Partnership Councils in Pima County; North Pima, South Pima, Pascua Yaqui Tribe and Tohono O’odham Nation. Community outreach efforts include support for a Community Outreach Consultant to assist with identifying and presenting to local organizations, organizing site visits, gathering stories related to the impact of FTF strategies and recruiting and retaining champions for early childhood education and health. The Cross-Regional Communications Partnership is part of the statewide Communications effort to build public awareness and support, which includes helping educate the public of the benefits of investing in early childhood development, health and early education. By increasing awareness of the critical importance of early childhood development and health in Pima County, the strategy helps grow the number of early childhood champions.			
Target Population Description			
The target populations for this strategy are outlined in the Southeast Area Cross-regional Communications Plan and align with the Statewide Communications Plan. In SFY 2011 and SFY 2012, key audiences included:			
<ul style="list-style-type: none"> - Parents and Caregivers - Civic-minded Arizonans - Regional Partnership Councils - Grantees - Early Childhood Development and Health Related Providers - Early Childhood Coalitions and Advocacy Organizations - Medical Community - Researchers - Women’s Organizations - Faith Organizations - K-12 Education Community - Elders 			
Beginning in SFY 2013, audiences will shift to the following:			
<ul style="list-style-type: none"> - Public Officials and Candidates - University and Post-secondary Institutions - Business Leaders - All target audiences listed above within Arizona's Tribal communities, as applicable 			
These audiences were identified because they encompass many of the key partners that make up a successful early childhood system. In order to ensure a consistent, comprehensive effort statewide, it was imperative to educate early childhood stakeholders on appropriate messaging and how to communicate with a consistent voice. In addition, these audiences represent the individuals and organizations in the community who have a vested interest in getting children ready for school and set for life.			
Target Service Units	FY 13	FY 14	FY 15
No target service units identified for this strategy			
Funding Level	FY 13	FY 14	FY 15
Community Outreach	\$70,000	\$70,000	\$70,000

Strategy: Media			
Strategy Description Increases public awareness of the importance of early childhood development and health via a media campaign that draws viewers/listeners to the ReadyAZKids.com web site.			
Strategy Narrative The Central Pima Regional Partnership Council participates in the Cross-Regional Communications Partnership, which includes the support of media, in partnership with the North Pima, Pascua Yaqui Tribe, South Pima and Tohono O’odham Nation Regional Partnership Councils in Pima County. Media efforts include purchasing television and radio spots, billboards, and other forms of approved media buys.			
Target Population Description The intended target audience is inclusive of the public including families with young children, educators, health providers, policy makers throughout Pima County. The funding level has been maintained at the level of \$67,000 with the intention of 10% of the strategy utilized for social media related activities.			
Target Service Units	FY 13	FY 14	FY 15
No target service units identified for this strategy			
Funding Level	FY 13	FY 14	FY 15
Media	\$67,000	\$67,000	\$67,000

Strategy: Regional Evaluation			
Strategy Description Regional specific evaluation or research to be conducted under the direction of the council and in coordination with the FTF evaluation division.			
Strategy Narrative In SFY 2012, the Regional Council invested in two regional evaluation opportunities that focus on program evaluation of select regionally funded strategies related to family support and professional development. Both studies are anticipated to begin in SFY 2012 and continue in SFY 2013. In SFY 2012, the Regional Council allotted \$237,000 to regional evaluation to fully support both studies that will take place across both SFY 2012 and SFY 2013. The Regional Council has elected to monitor the progress of these regional evaluation studies prior to allotting additional funds in future fiscal years.			
Target Population Description Beginning in SFY 2012 and into SFY 2013, two regional evaluation projects will be implemented. The first will evaluate the family support strategies in the region while the second evaluation opportunity will focus on the activities associated with the professional development strategies implemented in the region.			
Target Service Units	FY 13	FY 14	FY 15
No target service units identified for this strategy			
Funding Level	FY 13	FY 14	FY 15
Regional Evaluation	\$0	\$0	\$0

Strategy: Statewide Evaluation			
Strategy Description Statewide Evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils. Examples include: the baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.			
Strategy Narrative First Things First has, and is growing, a multi-level system of research and evaluation strategies designed to be responsive to the informational needs of varied stakeholder groups, including the First Things First Board, Regional Partnership Councils, and Arizona citizens. The research and evaluation system is designed to provide both depth and breadth of high quality information, from collecting programmatic data to evaluating the overall impact of the First Things First Early Childhood System model. The system provides a framework for conducting statewide and regional studies centered on identifying current and changing needs of families and children birth to five, and the impact of programs and strategies across all First Things First priority areas. The First Things First research and evaluation system is a knowledge building system, designed to advance the understanding of needs, activities, and effectiveness. Individually and collectively, research and evaluation strategies generate data and findings which can be used to identify trends and changes in school readiness indicators and therefore to support strategic planning and decision-making which promotes the health and well-being of young children.			
Target Service Units	FY 13	FY 14	FY 15
No target service units identified for this strategy			
Funding Level	FY 13	FY 14	FY 15
Statewide Evaluation	\$299,274	\$299,274	\$299,274

Section III D. Proposed Funding Summary

 FIRST THINGS FIRST <i>Ready for School. Set for Life.</i>		SFY 2013 - 2015 Central Pima Funding Plan		
Allocations and Funding Sources	2013	2014	2015	
FY Allocation	\$9,045,783	\$9,063,935	\$9,097,924	
Population Based Allocation	\$5,990,949			
Discretionary Allocation	\$1,700,912			
Other (FTF Fund balance addition)	\$1,353,922	\$9,063,935	\$9,097,924	
Carry Forward From Previous Year	\$2,735,146	\$245,063	\$253,200	
Total Regional Council Funds Available	\$11,780,929	\$9,308,998	\$9,351,124	
Strategies	Proposed Allotment	Proposed Allotment	Proposed Allotment	
Home Visitation	\$2,250,000	\$2,250,000	\$2,250,000	
Parent Education Community-Based Training	\$396,000	\$396,000	\$396,000	
Quality First	\$1,420,125	\$918,564	\$918,564	
Child Care Health Consultation	\$199,080	\$120,960	\$120,960	
Scholarships TEACH	\$336,227	\$342,500	\$342,500	
Quality First Child Care Scholarships	\$3,411,511	\$1,674,351	\$1,674,351	
Pre-Kindergarten Scholarships	\$723,899	\$723,899	\$723,899	
Expansion: Increase Slots and/or Capital Expense	\$462,000	\$231,000	\$115,000	
Community Based Professional Development for Early Care and Education Professionals	\$750,000	\$750,000	\$750,000	
FTF Professional REWARD\$	\$303,750	\$303,750	\$303,750	
Scholarships Non-TEACH	\$45,000	\$45,000	\$45,000	
Mental Health Consultation	\$492,000	\$492,000	\$492,000	
Recruitment – Stipends/Loan Forgiveness	-	\$61,500	-	
Community Partnerships	\$300,000	\$300,000	\$300,000	
Community Awareness	\$10,000	\$10,000	\$10,000	
Community Outreach	\$70,000	\$70,000	\$70,000	
Media	\$67,000	\$67,000	\$67,000	
Regional Evaluation	-	-	-	
Statewide Evaluation	\$299,274	\$299,274	\$299,274	
Proposed Allotment Total:	\$11,535,866	\$9,055,798	\$8,878,298	
Total Unallotted	\$245,063	\$253,200	\$472,826	