

# Town Hall



**Yuma Regional Partnership Council**

# Strategic Planning for SFY16-18

## 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><b>School Readiness – Limited pre-school opportunities, parents need education about preparing children for school</b></p> <p><b>Children w/Disabilities – lack of therapy services, early identification of special needs</b></p> <p><b>Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care</b></p> <p><b>Parent’s awareness of the needs of young children.</b></p>	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>#/% 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>#/% of children receiving well child visits</p> <p>#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)</p> <p>#/% of children age 5 with untreated tooth decay</p> <p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p><b>Quality, Access, and Affordability of Regulated Early Care and Education Settings</b> – 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><b>Access to Quality Health Care Coverage and Services</b> – Collaborate with partners to increase access to high quality care services (including oral health and mental health) and affordable health care coverage for young children and their families</p> <p><b>Professional Development System</b> – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.</p> <p><b>Supports and services for families</b> – 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 First (including CCHC, TEACH and Scholarships)</p> <p>Scholarship-non TEACH</p> <p>Inclusion of Children with Special Need</p> <p>Family Support–Children with Special Needs</p> <p>Recruitment Stipends/Loan Forgiveness (SFY13, SFY14)</p> <p>Community Based Professional Development Early Care and Education Professionals</p> <p>Oral Health</p> <p>Family, Friends and Neighbors</p> <p>Mental Health Consultation</p> <p>Home Visitation</p> <p>Parent Outreach and Awareness</p> <p>Food Security</p> <p>Parent Education Community Based Training</p> <p>Expansion: Increase slots and/or capitol expense</p> <p>Reach Out and Read</p> <p>Needs and Assets (SFY14)</p> <p>Community Awareness</p> <p>Community Outreach</p> <p>Media</p> <p>Statewide Evaluation</p>

# Common Vision #1

## Yuma Children Ready To Succeed In Their Academic Career

Key Words/Phrases: School Readiness, Executive Function, Quality, Access, Professional Development, Collaboration, Early Literacy

### Aligned to:

#### **Regional Priority:**

**School Readiness – Limited pre-school opportunities, parents need education about preparing children for school**

**Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care**

#### **School Readiness Indicator:**

#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical

#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

#### **FTF Priority Roles:**

**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.

**Professional Development System** – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.

# Common Vision #2

## Healthy Children

Key Words/Phrases: BMI, Maternal Health, Oral Health, Health Insurance, Special Needs, Collaboration, Early Literacy

### Aligned to:

#### **Regional Priority:**

**Children w/Disabilities – lack of therapy services, early identification of special needs  
Parent’s awareness of the needs of young children**

#### **School Readiness Indicator:**

#/% of children receiving well child visits

#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)

#/% of children age 5 with untreated tooth decay

% of families who report they are competent and confident about their ability to support their child’s safety, health and well being

#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

#### **FTF Priority Roles:**

**Access to Quality Health Care Coverage and Services** – Collaborate with partners to increase access to high quality care services (including oral health and mental health) and affordable health care coverage for young children and their families

**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.

# Common Vision #3

## Strong Families

Key Words/Phrases: Family Support, Resource Guide, Referral Form, Collaboration, Early Literacy

### Aligned to:

**Regional Priority:**

**Parent's awareness of the needs of young children**

**School Readiness – Limited pre-school opportunities, parents need education about preparing children for school**

### **School Readiness Indicator:**

% of families who report they are competent and confident about their ability to support their child's safety, health and well being

### **FTF Priority Roles:**

**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.

## Next Steps

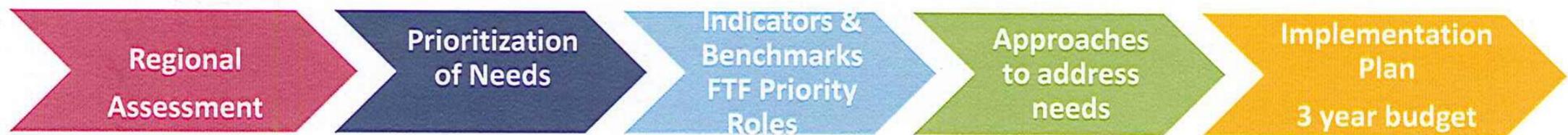
- Starting our Strategic Planning Process
- Listen to our community: Include community voice in our strategic planning process.
- Needs and Assets: include the report in our strategic planning process.
- Wait for Allocation of Funds From State Board

**Foundation: Collective Impact!**

# Review Strategic Planning

- **Key Components**
  - Imagined future: What does 2020 look like?
    - Our Vision (Big Picture)
    - Default Future (If we don't have a strategic plan)
  - Identify Assets
  - Build Goals
  - Identify Challenges
  - Create Actions

# Strategic Planning Framework



- Needs & Assets Reports
- SFY13-15 Strategic Direction & Implementation
- Data & Discussion from Benchmarking
- Reports/Data from partners
- Visioning/Big Picture
- System building levers: quality, partnerships, infrastructure & capacity, scope & scale
- Engagement of partners

- Define areas of need
- Prioritize— where should we focus our efforts

- Alignment of needs with SRI and benchmarks
- Alignment of needs to FTF priority roles

- Determine approaches to take (funded/unfunded) to address the prioritized needs and advance the early childhood system in the region

- Set three year budget based on approaches
- Implementation plans for unfunded approaches— system building efforts





**FIRST THINGS FIRST**

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# Town Hall Meeting

A Child's most important developmental years are those leading up to kindergarten. First Things First is committed to helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed. Children's success is fundamental to the well-being of our Yuma community and the State of Arizona.

The Yuma Regional Partnership Council is proud to share their 2014 Needs and Assets Report. The report provides a clear statistical analysis and helps us in understanding the needs, gaps and assets for young children and points to ways in which children and families can be supported.

**FTF needs you! The Yuma Regional Partnership Council believes it's critical in their strategic planning to gather your input and ideas of how they should prioritize their next three year funding plan. Each meeting will provide specific information to the area where each meeting is held.**

*South County*

*When: Tuesday, August 26, 2014  
10am-12pm*

*Where: Fernando Padilla Community Center  
800 E. Juan Sanchez Blvd, San Luis, AZ 85349*

*Yuma*

*When: Wednesday, August 27, 2014  
10am-12pm*

*Where: Yuma Main Library, Rooms B+C  
2951 S. 21<sup>st</sup> Dr., Yuma, AZ 85364*

*East County*

*When: Thursday, August 28, 2014  
10am-12pm*

*Where: Antioquia Assembly of God Church Fellowship Hall  
10409 Helen Street, Wellton, Arizona 85356*

**RSVP: Marie Megui [mmequi@azff.gov](mailto:mmequi@azff.gov) or 928-343-3020**



# Town Hall Meeting

The main purpose of the town halls was to gather input and ideas from the community that will assist the Yuma Regional Partnership Council in their strategic planning and set priorities in their next three year funding plan. Each meeting provided specific information to the area where each meeting was held.

## Defined Needs for South County

- ❖ High Quality Early Learning Environments-(center, home-based kith and kin)
- ❖ Transportation Access
- ❖ Family Support (grandparent support, home visiting/parented on child development case management Quality First
- ❖ Early Literacy Awareness/Collaborative Literacy Programs combined for families and children
- ❖ Literacy Based Programs
- ❖ Parental Education
- ❖ First Generation 56% living with foreign born parents
- ❖ High Quality Support for Early Learning environment for Centers
- ❖ Pre-K(no restrictions) and Early Education to Preschool
- ❖ Early Childhood Education
- ❖ Access to Quality Pre-K
- ❖ Access to Quality Early Care Services (school readiness) and Quality access to special needs services
- ❖ Programs on self-sustainability for poverty population
- ❖ Extended hours of Preschool for working parents (8hours)
- ❖ Family Literacy Model/Family Support for Early Learning
- ❖ Community Awareness-parented & business community educated on importance of early literacy & development

## Priorities

1. **Access to High Quality Preschool**
2. **Overall Wellness (Education: Nutrition, Physical Activity, Oral Health,Check Ups)**
3. **Family Support: Family Literacy; culturally sensitive**

## South County Fact Sheet Data

Access to Media  
 Change in Population +61%  
 Single Parent, with grandparents (education support)  
 Living in Poverty approximately 1/3  
 Aims:55% passing  
 Spanish speaking-need strong language skills (home language)  
 Less than high school education 52%  
 49% not in Pre-K (10% higher than county)

## Group Ideas/Suggestions

Spanish Teachable Moments  
 (children must learn their native language first to succeed in a 2nd language)

# Town Hall Meeting

## Defined Needs for Central Yuma

- ❖ Leverage Programs/Siblings Enrollment
- ❖ Creating/Increase Access/Support for High Quality Preschool
- ❖ Health: Mental, Oral, Vision and Access to and inform more families
- ❖ Family Support: Identify Needs
- ❖ Access to Pre-K Opportunities and Access to High Quality Pre-K Education
- ❖ Reaching and Education for Parents of Children w/Special Needs
- ❖ More High Quality inclusive programming for Children w/Special Needs
- ❖ Increased Access to Healthy Food/Reduce BMI
- ❖ Expand Access to QRIS to all ECE Providers
- ❖ Education for Parents/Caregivers of Children
- ❖ Family Literacy/Early Childhood Literacy
- ❖ Increase Food Security Program
- ❖ More Nutrition Programs: Healthy eating habits, mental
- ❖ Physical Activity Program/Affordable Physical Screening for Children
- ❖ Scholarships for Students to Attend High Quality Early Childhood Programs
- ❖ Professional Development for Teachers and Aides
- ❖ Infant/Toddler: CDA/Professional Development: begin at the beginning
- ❖ Father Involvement

## Priorities

1. **Access to High Quality Preschool**
2. **Family Support on Early Literacy**
3. **Focus on Infant/Toddler Care**

## Central Yuma Fact Sheet Data

Single Male Household (children 0-5) 1,114 County-819 Central Yuma  
Children 3-5 receiving services from DDD County 56% Central Yuma 45% (what is # of children that did not qualify for DDD services. How many are enrolled in Head Start/Pre school. Need to connect/link with DDD  
WIC: Enrolled 43% County 37% Central Yuma (food security great need in general)  
Educational Attainment for Adults (less than high school)- AZ 15% County 29% Central Yuma 22%  
Children 0-5 in poverty 29% (follow up with U of A)  
Children 0-5 living w/grandparents: County 19% Central Yuma 16%  
Households w/no Access to Media/Internet: 0%  
Aims-Math: County 65% passing Central Yuma 68%  
Aims-Reading County 68% passing Central Yuma 72%  
Not enrolled in any program 65%

## Group Ideas/Suggestions

Create a category on Food Security on future assessments (USDA and Bureau of Labor)  
Building Capacity of Family: alignment of services going thru families  
(siblings) –Possible unfunded approach?  
Need Community Resource Hubs w/weekend availability  
Family Support Education for Parents that meet their needs

# Town Hall Meeting

## Defined Needs for East County

- ❖ Determine (real/perceived) barriers that prevent community from accessing services available
- ❖ Ways to combine services together
- ❖ Access to Preschool for more children
- ❖ Parent Education (home)
- ❖ Monthly Parent/Child Socializations
  - Focus on parent education on early literacy
  - Begin with infant/toddlers
- ❖ Health/Wellness

## Priorities

1. **Access to High Quality Pre-K**
2. **Family Support: Early Literacy**
3. **Health/Wellness**

## East County Fact Sheet Data

Change in Population 20%  
Children enrolled nursery school/preschool/kindergarten 53%  
Poverty 1/3  
Homeless Children (school age) 5%  
Spanish Speaking 33%  
Free/Reduced Lunch 78%  
No Health Insurance 25%  
SNAP (0-5) 33%  
Unemployment Rate 32.3%  
Aims: 2/3 passing  
Less than High School Education 26%

## Group Ideas/Suggestions

Be part of the solution/vision: Focus on needs of families/parents/children  
Identify Barriers: preventive services  
Teaching Parents why they need that information  
Connect with families through: Sunset (WIC), Library, Faith Based, WACOG, Home



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**August 11, 2014**

**Yuma Early Childhood Collaboration/Strategic Planning Subcommittee Group**

**Prioritized Needs**

## **Early Learning Group**

1. Access
  - Increase # Served
  - Children and Families
2. Quality
  - Professional Development for all directors/leaders, family & community.  
Focus on professional development for directors/leaders
3. Accountability
  - Collaboration
  - Leadership Participation

Summary: Getting professional development professionals together so that there is quality sustainable so that children have access and we know they are getting quality programs.



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## **Family Support Group**

### 1. Parent Education

- Workshops (trainings)
  - Free training Sessions for families
  - Home Visits/Group Trainings
  - Schools/Head Starts
  - Clinics
  - HACY Community Centers
  - Libraries
  - Mobile Resource Unit to reach neighborhoods
  - Literacy Activities (English/Spanish)
- Meetings at schools
  - Topics:
    - Finance
    - Family Planning
    - Health
    - Nutrition
    - Teen Parent Support
    - Communicating with Teens
    - Drug Awareness
    - Technology: Use & Safety
    - Literacy

### 2. Mental Health

- Drug Awareness
- Death within family
- Post-Partum Depression
  - Affordable Care Act Education & Access
    - Reaching out to entire community
    - Dissemination of information through cell phones i.e.: Daily Texts
    - Legal Services

### 3. Referral System

- Countywide Services

Summary: One way to reach the most at risk families is providing parent education through home visitation and finding a way to make resources available to families (mobile unit)



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## **Health Group**

1. Educational System-Hub for Healthier County
2. Farmers Market Educational System/Resources (mobile food unit)
3. Oral Health

Summary: Providing education to have access to healthier options.