FIRST THINGS FIRST
Ready for School. Set for Life.

South Pima Regional Partnership Council

Allocations and Funding Sources	2013	Recommendations to the Board FY13 Strategies and Allotments
FY Allocation	**$5,389,171**	
Population Based Allocation	$2,969,825	
Discretionary Allocation	$1,748,182	
Other (FTF Fund balance addition)	$671,164	
Carry Forward From Previous Year	**$3,597,314**	
Total Regional Council Funds Available	**$8,986,485**	
Strategies	**Proposed Allotment**	
Home Visitation	$1,450,000	Recommend approval
Parent Education Community-Based Training	$400,000	Recommend approval
Expansion: Increase slots and/or capital expense	-	Council not requesting approval at this time
Quality First (*statewide)*	$1,332,368	Recommend approval
Child Care Health Consultation *(statewide)*	$216,720	Recommend approval
Scholarships TEACH *(statewide)*	$39,250	Recommend board discussion
Quality First Child Care Scholarships *(statewide)*	$1,700,906	Recommend approval
Pre-Kindergarten Scholarships	$479,520	Recommend approval
Family, Friends & Neighbors	$35,000	Recommend approval
Center-based Literacy	$112,090	Recommend approval
Community Based Professional Development Early Care and Education Professionals	$200,000	Recommend approval
FTF Professional REWARD$ *(statewide)*	$210,600	Recommend approval
Scholarships non-TEACH	$50,000	Recommend approval
Oral Health	$225,000	Recommend approval
Community Awareness *(FTF Directed)*	$5,000	Recommend approval with the line item budget submmitted to the CEO for approval
Community Outreach *(FTF Directed)*	$47,000	Recommend approval
Media *(statewide)*	$100,000	Recommend approval
Service Coordination	$150,000	Recommend approval
Statewide Evaluation *(statewide)*	$148,355	Recommend approval
Proposed Allotment Total:	**$6,901,809**	
Total Unallotted	**$2,084,676**	

SOUTH PIMA REGIONAL PARTNERSHIP COUNCIL

Regional Funding Plan
Three Year Strategic Direction
SFY 2013-2015

I. Regional Allocation Summary
Funds Available State Fiscal Years (SFY) 2012- 2015

II. Review of SFY 2012 Funding Plan
A. Review of SFY 2012 Priorities
B. Strategies and Units of Service Review
C. Funding Summary Review
D. Review of Progress

III. Three Year Strategic Direction: SFY 2013-2015 Regional Funding Plan
A. Overview: Setting the Strategic Direction
B. Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes
C. Strategy Descriptions including Target Populations and Funding Levels
D. Proposed Funding Summary
SFY 2013 -2015 Regional Partnership Council Budget

Section I.

Regional Allocation Summary
Funds Available State Fiscal Years (SFY) 2012- 2015

South Pima Regional Partnership Council

Allocations and Funding Sources	2012	2013	2014	2015
FY Allocation	**$5,388,023**	**$5,389,171**	**$5,399,949**	**$5,420,199**
Population Based Allocation	$3,047,748	$2,969,825	*(fy14 and fy15 allocations are estimates only, for purposes of planning)*	
Discretionary Allocation	$1,804,375	$1,748,182		
Other (FTF Fund balance addition)	$535,900	$671,164	$5,399,949	$5,420,199
Carry Forward From Previous	**$4,091,063**	**$3,597,314**	**$2,084,676**	**$853,078**
Total Regional Council Funds	**$9,479,086**	**$8,986,485**	**$7,484,625**	**$6,273,277**

Section II.
Review of SFY 2012 Funding Plan

II A. SFY 2012 Regional Partnership Council Priorities

The South Pima Regional Partnership Council identified the need for services to be expanded to the largely rural areas of the region and has consistently demonstrated the intent to support the development of infrastructure and systems to make this vision a reality.

In SFY 2012, the South Pima Regional Partnership Council identified access to high quality early education programs as the highest priority need followed closely by the need for parenting education and supports for families. The South Pima Regional Partnership Council implemented five strategies to address the quality of early learning programs as well as access to those programs, especially in communities with a high need. They also provided early childhood scholarships to address affordability. In addition, four strategies that address the professional development of professionals working with children birth through age five were implemented. In tandem, the combination of strategies heavily focused on improving the quality of early learning experiences as well as providing greater access to programs. The South Pima Regional Partnership Council has consistently endeavored to create more early learning opportunities in rural, underserved communities and was successful in bringing an early childhood education program to the rural community of Ajo.

The second highest priority need for SFY 2012 addressed comprehensive education and supports for families. In SFY 2012, the South Pima Regional Partnership Council funded two strategies to provide families with a range of supports including in-home (home visitation) parenting education for more intensive supportive services, and community-based parenting education with a more universal approach. As with quality, access and affordability, the South Pima Regional Partnership Council focused heavily on reaching underserved communities with these services. A coordination of services strategy was also implemented to assess the needs and resources of the very rural, isolated communities within the South Pima region and to identify services available within those areas or in nearby communities and help families learn about and connect to services.

The South Pima Regional Partnership Council also funded two health-related strategies, preventative oral health and insurance outreach and enrollment to address two areas of need that were identified given the high number of children with untreated tooth decay and low percentage of children receiving regularly scheduled well-checks.

Over the past three years, as the South Pima Regional Partnership Council became more knowledgeable about the region and more data became available, it revised the combination of strategies it has identified to address the prioritized needs of the region, adding new strategies to address gaps in services that became evident as the original strategies were implemented. As they began planning for the next three year funding cycle, it was with a greater understanding of the region and a stronger vision of an early childhood system for the region.

II B. SFY 2012 Strategies and Units of Service Review

South Pima Units of Service by Strategy		
	Fiscal Year 2012	
Strategy Description	Targeted Units	Contracted Units
Expansion: Increase slots and/or capital expense Strategy		
Number of center based providers served	6	3
Number of home based providers served	27	27
Number of increased slots for participating children	234	180
Quality First Strategy		
Number of center based providers served	27	80
Number of home based providers served	45	136
Quality First Child Care Scholarships Strategy		
Number of children receiving scholarships	65	65
Pre-Kindergarten Scholarships Strategy		
Number of FTF-funded pre-K children	54	0
Number of private/public partner pre-K sites receiving support	0	0
Number of public school pre-k sites receiving support	3	0
Center-based Literacy Strategy		
Number of books distributed	650	650
Number of children served	650	650
Number of home and/or center based providers	108	108
Number of participating adults	500	500
Number of participating professionals	150	150
Home Visitation Strategy		
Number of families served	297	297
Parent Education Community-Based Training Strategy		
Number of participating adults	150	150
Scholarships TEACH Strategy		
Number of professionals receiving scholarships	134	168
FTF Professional REWARD$ Strategy		
Number of incentive awards distributed	90	90
Scholarships non-TEACH Strategy		
Number of professionals receiving scholarships	55	55
Community Based Professional Development Early Care and Education		
Number of participating professionals	154	154
Child Care Health Consultation Strategy		
Number of center based providers served	27	40
Number of home based providers served	45	68
Health Insurance Enrollment Strategy		
Number of families served	360	360
Oral Health Strategy		
Number of children receiving oral health screenings	2,300	2,300
Number of fluoride varnishes applied	2,300	2,300
Number of participating adults	200	200
Number of participating professionals	40	40
Number of prenatal women receiving oral health screenings	60	60

South Pima Units of Service by Strategy (continued)		
Community Awareness		
no service units		
Community Outreach		
no service units		
Media		
no service units		
Service Coordination		
no service units		
Needs and Assets		
no service units		
Child Care Study		
no service units		
Evaluation - Statewide		
no service units		

Notes:

Quality First Service Numbers:

The Quality First strategy has Target Service Units of Homes and Centers. 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

FY 2012
South Pima
Funding Plan Summary

Allocations and Funding Sources	2012	
FY Allocation		**$5,388,023**
Population Based Allocation		$3,047,748
Discretionary Allocation		$1,804,375
Other (FTF Fund balance addition)		$535,900
Carry Forward From Previous Year		**$4,091,063**
Total Regional Council Funds Available		**$9,479,086**
Strategies	**Allotted**	**Awarded**
Expansion: Increase slots and/or capital expense	$673,682	$473,682
Quality First	$1,293,750	$1,906,926
Quality First Child Care Scholarships	$500,000	$500,000
Pre-Kindergarten Scholarships	$345,056	$258,440
Center-based Literacy	$112,090	$112,090
Home Visitation	$973,046	$957,810
Parent Education Community-Based Training	$48,400	$48,400
Scholarships TEACH	$294,600	$446,200
FTF Professional REWARD$	$211,500	$211,500
Scholarships non-TEACH	$50,000	$50,000
Community Based Professional Development Early Care and Education	$200,000	$200,000
Child Care Health Consultation	$288,000	$432,000
Health Insurance Enrollment	$188,295	$188,294
Oral Health	$224,998	$224,987
Community Awareness	$18,961	$18,961
Community Outreach	$46,564	$46,564
Media	$74,475	$74,475
Service Coordination	$150,000	$150,000
		-
Needs and Assets	$40,000	-
Child Care Study		
Statewide Evaluation	$148,355	$148,355
Total Allotted/Awarded/Expended:	**$5,881,772**	**$6,448,684**
Total Unallotted/Unawarded/Unexpended	**$3,597,314**	**($566,912)**

II D. Review of Progress

The South Pima region consists of a portion of metropolitan Tucson where services, including child care and early education programs, are accessible for families living in this region. The South Pima region also consists of many rural communities where services are very limited or non-existent and the distances to services in Tucson results in significant barriers for families in these more remote areas. It has been these communities that have been much of the focus of the strategic planning and strategy implementation efforts for the South Pima region over the past three years.

Access to high quality early childhood programs was identified in the SFY 2012 Funding Plan as the highest priority need followed closely by parenting education and supports for families. In SFY 2012, the South Pima Regional Partnership Council implemented five quality, access and affordability strategies and four professional development strategies which together work to improve the quality of early care and education programs while making them more accessible and affordable for families in the South Pima region. Providing services to the outlying and often geographically isolated communities has presented many challenges, such as contracting with service providers who are willing to travel the distances to deliver services; developing relationships and trust with key individuals within these communities; identifying potential partners to develop capacity within these communities; and tailoring strategies to meet the specific needs of each individual community. In spite of these challenges, multiple successes were accomplished in SFY 2012.

One of the most successful strategies to increase access and affordability of high quality early education programs has been the implementation of the Pre Kindergarten Scholarship strategy. Initially, the South Pima Regional Partnership Council identified an Expansion: Increase Slots and/or Capital Expense strategy as a means to address the capacity of rural communities to provide early care and education programs. The South Pima Regional Council has experienced challenges in awarding funds to small rural communities due to the lack of capacity within these communities to utilize these funds. It has taken multiple years of effort to develop relationships with local school districts within three of these small communities: Amado, Ajo, and Three Points. These relationships have led to identifying an infrastructure that has the capacity to expand services to include pre kindergarten programming through the Pre Kindergarten Scholarship strategy. Additionally, the Expansion: Increase Slots and/or Capital Expense strategy has provided these districts with the resources needed to make enhancements to their facilities to accommodate the pre kindergarten students through improvements to outdoor play areas that were not designed to meet the developmental needs of children under the age of five. These strategies combined have expanded services to 54 three to five year old children in communities where there previously were no other programs available, and they have the capacity to expand in the future.

Another of South Pima's expansion strategies is Expansion: Increase Slots and/or Capital Expense through Recruitment and Support of Child Care. This strategy focuses on recruiting child care providers in rural communities by providing supports to help them attain regulatory status. This strategy has met its target for recruitment each year but has not been as successful as had been hoped for in the rural more isolated communities where there is no regulated child care. The majority of the homes that have been supported to achieve regulatory status have been recruited within the larger population centers of the South Pima region. Developing trust and nurturing relationships within these more isolated communities takes time and a frequent presence. It is challenging to identify individuals who may be providing care in unregulated settings and even when identified, these providers may not be interested in seeking regulation.

The South Pima Regional Partnership Council has recognized the importance of high quality programs for young children and has robustly supported the professional growth and development of the early childhood workforce through Quality First and regionally funded TEACH Scholarships, Professional REWARD$, Non-TEACH Scholarships – Professional Career Pathways Project, and the Community Based Professional Development – Communities of Practice strategies. The Community Based Professional Development – Communities of Practice strategy provides a non-traditional approach to a comprehensive professional development continuum with Developmentally Appropriate Practice as an organizing theme. Nine Communities of Practice meet throughout the region, each with a specific target population. The resulting professional development system approach creates an early education career ladder pathway serving those with limited credentials in early childhood education to those with extensive early childhood education knowledge. TEACH Scholarships, Non-TEACH Scholarships – Professional Career Pathways Project and Community Based Professional Development – Communities of Practice as a group of strategies provides a menu of professional development opportunities tied to college credit to better meet the individual needs of early childhood professionals depending on their educational goals and family and work schedules. The South Pima Regional Partnership Council recently reduced the target number of Quality First and regionally funded TEACH scholarships available for SFY 2012 due to the fact that the projected increases in demand were apparently too high and slots remained unfilled and funds unexpended. At the end of SFY 2011, only 52 of the 76 Quality First slots had been filled and only 46 of the 139 TEACH slots available were being utilized. In the early spring of 2011, the Regional Council added the Non-TEACH Scholarships – Professional Career Pathways Project and Community Based Professional Development – Communities of Practice strategies to provide additional options with fewer eligibility restrictions to address the most significant barrier with the TEACH Scholarships strategy, sponsor participation. The TEACH scholarship program requires the employer to pay ten percent of the tuition and course work related fees and support the scholar with paid release time. These requirements are not applicable to the Community Based Professional Development – Communities of Practice or the Non-TEACH Scholarships – Professional Career Pathways Project strategies.

To address the second highest priority need in the region, services and supports for families, the South Pima Regional Council implemented a combined strategy including in-home parenting education (home visitation) and community based parenting education. Home visitation has provided almost three hundred families each year with in-home parenting education and individualized support by qualified home educators utilizing evidence based programs. The strategy has exceeded in serving the target service number that was set by the regional council and a waiting list exists in some programs. Quarterly narrative reports indicate that the majority (73 percent) of families that enrolled in a home visitation program in SFY 2011 continued to participate in SFY 2012 allowing families to benefit from multiple years of support and parenting education resources.

A second family support strategy, community based parenting education, provides a less intensive opportunity for families to receive information on parenting that includes child development, child health and safety, early language and literacy development, and social emotional development of the child. South Pima utilizes this strategy to target pregnant and parenting teens through a program designed specifically for this high risk population. In addition, more general parenting education is offered to all families interested in participating in sessions that take place in various communities in the South Pima region. As with the early learning strategies described above, an effort has been made to provide these opportunities in the rural communities by utilizing existing infrastructure such as public libraries, schools, churches and child care centers with which families are familiar. Breaking the "outsider" barrier has been made easier by making use of places that families already trust and

frequent. Where possible, efforts have been made to hire local staff to insure cultural and linguistic sensitivity. Based on the number of families participating in these programs in the data reports, both strategies have been successful although home visitation, by nature of the intensity of the program, is likely to have a greater impact on changing a family's level of knowledge of early childhood development and parenting skills.

Two strategies have targeted identified health needs in the South Pima Region. Insurance outreach and enrollment was intended to assist families whose children are eligible for public health insurance enroll or maintain their enrollment but the cuts to AHCCCS and the elimination of funding for Kids Care greatly impacted target service numbers. In addition, the grantee experienced delays in hiring staff and getting the appropriate licensure and certification in place to utilize the Arizona Health E Application, factors that delayed the full implementation of the strategy and ultimately resulted in reaching only about half of the contracted target service numbers.

The second health strategy is oral health. The South Pima oral health strategy is comprised of multiple components including oral health screenings and fluoride varnish applications for children one through age five, oral health education for parents of young children, oral health education for health providers, preventative oral health for child care providers including training and materials to set up tooth brushing as a daily part of their programs, and oral health screenings and referrals for pregnant women. Target service numbers were exceeded in SFY 2011 for oral health screenings and fluoride varnish applications and for training of professionals on importance of early screenings and strategies for conducting oral health exams on very young children. Target service numbers fell slightly short, 49 of 60, for pregnant women and very low for number of participating adults. Engaging parents of young children in informational sessions has been the most challenging of the components to deliver. One of the biggest successes has occurred by partnering with health clinics and pediatric offices by setting up oral health screenings in waiting areas and providing screenings to children while they wait to see a physician. Through this approach, oral hygienists can help families schedule dental appointments with a dentist if follow up is needed while they are at the clinic.

The South Pima Regional Partnership Council Coordination of Services strategy focuses its efforts in six rural communities. Through this strategy, key stakeholders in each of the communities have met together to identify community assets and perceived needs and are working to develop a seamless service delivery system. Organizations and the services they provide to these communities have been identified and through quarterly meetings many representatives of these organizations come together to share information about their services and explore ways they can work together to address some of the gaps in services that exist. A resource guide of all the services available has been created, social media sites have been established for information sharing, and a small grant has been acquired to bring the Imagination Library program to one of the most isolated communities. The Coordination of Services strategy has supported increased coordination between the grantees in the South Pima region.

The South Pima Regional Partnership Council has been committed to providing equitable services throughout the entire South Pima region, recognizing that it is often more costly and challenging to serve the rural areas of the region. Many of these rural areas lack the infrastructure of those communities in and around the larger metropolitan areas of the region and building an understanding of each community's assets, needs, key players and level of community support and trust takes time and multiple efforts. SFY 2012 has signaled a turning point in the South Pima Regional Council's efforts to address the needs of the rural communities. As previously mentioned, this turnaround occurred in part through the relationships that were established with school districts. Schools play a key role in these

communities, serving as a trusted, established location where families seek services. Through partnerships with these schools, the South Pima Regional Partnership Council has been successful in establishing Pre Kindergarten programs, implementing Quality First, TEACH and the other professional development strategies, Professional REWARD$, Center-based Literacy, Oral Health, and Community-based Parenting Education strategies in several of the hard to serve rural areas of the region. These accomplishments provide a solid footing upon which to continue building an early childhood system that meets the needs of all of the children birth through five in the South Pima region.

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

III A. Overview

Setting the Strategic Direction

The South Pima Regional Partnership Council has historically sought out and valued the input of the community members from the geographical areas in the South Pima region. They began the SFY 2013-2015 strategic planning process by utilizing a process they had used successfully in previous years. Approximately 30 community members participated in a series of three workgroup sessions which were conducted three different communities to make them more accessible for members of the public.

These initial discussions led to the identification and prioritization of the needs utilizing data from the South Pima 2010 Needs and Assets Report, FTF Data Reports and other public reports such as the Annie E. Casey Foundation's Kids Count and the Carsey Institute's *The Forgotten Fifth Child Poverty in Rural America*. There was significant discussion regarding the impact of the recession on families in the region, as well as the difference between rural and urban poverty and the implications for the rural areas of the region. The high percentage of families living in poverty in some of the communities, such as Ajo with 50.3 percent and the 85706 zip code with 37.4 percent (the highest number of children birth through age five in South Pima live in the 85706 zip code) led to further discussion on the stress factors on families and children related to high poverty and the need for additional support services for families that might mitigate the impact on children including parenting education, and connecting families to available resources. Work group participants reflected on data showing that 42 percent of mothers are unmarried and 40 percent of single mother households had an income below 100 percent of federal poverty level and the implication for children.

There was significant dialog regarding the lack of access to high quality early education programs. There are only nine Head Start programs, seven accredited programs and 53 providers enrolled in Quality First in the region. In some communities, there are no regulated child care providers. The cost of high quality child care, representing approximately 13 percent of the median family income, and a 33 percent drop in the number of children eligible for child care subsidy between 2009 and 2010, collectively create a further burden on working families or families seeking employment. There was discussion about impact of pre-kindergarten programs on school readiness and the need to engage public schools as partners especially in rural communities where the schools often serve as a hub for services.

Closely related to access to high quality early education, is the need to raise the educational level of early childhood professionals. Forty-five percent of teachers in Arizona have no degree beyond high school and no Child Development Associate credential. Input from community members indicated they felt the South Pima Regional Partnership Council had made a significant commitment to addressing this need through the various professional development strategies that have been implemented. A missing target population was identified: family, friends and neighbor care providers. Although the number of children in this segment of care is not documented, one can extrapolate from other data sources that a significant number of families utilize this type of care, especially in rural communities that lack regulated care.

Once needs were prioritized, the workgroups discussed each of the First Things First School Readiness Indicators in relation to the identified needs and the ability of the region to demonstrate an impact. Subsequently, the following indicators were identified as those most closely aligned with the identified priority needs:

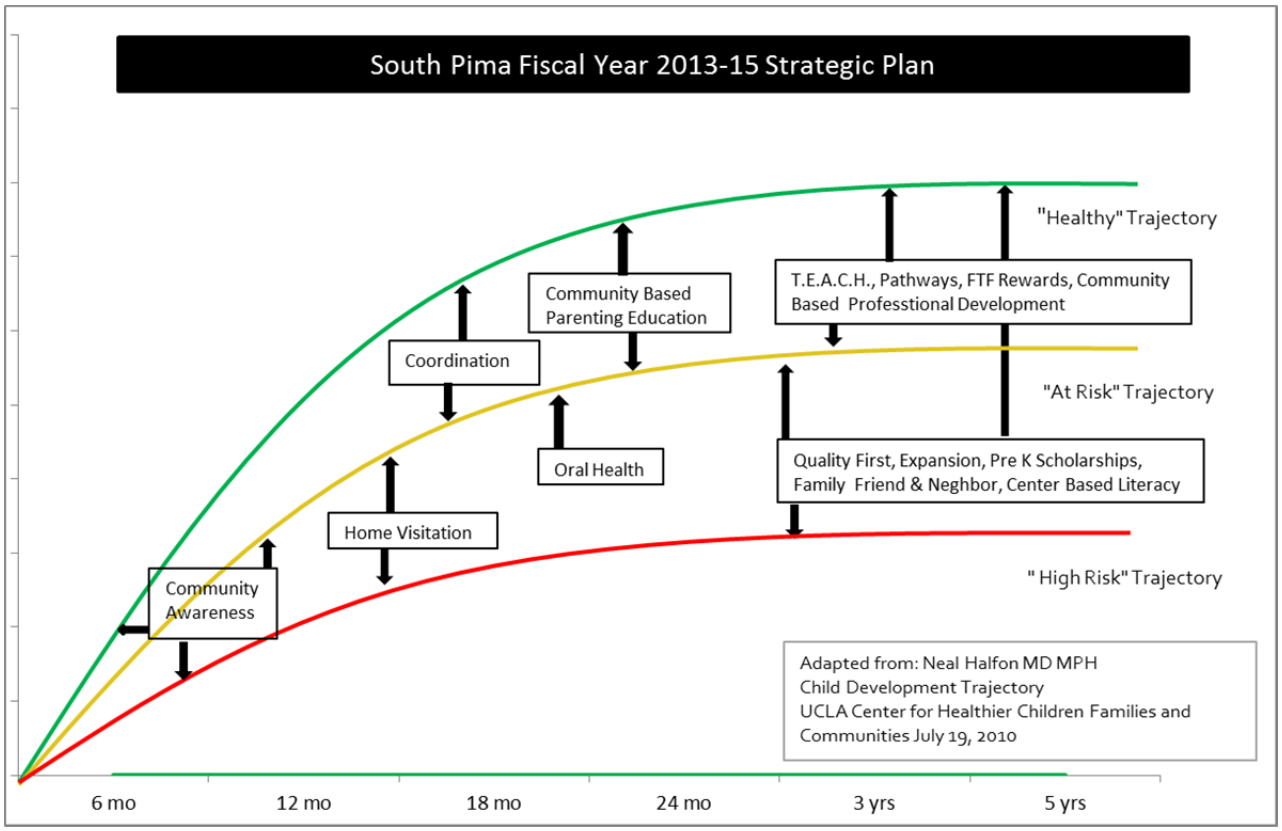
- #/% of families who report they are competent and confident about their ability to support their child's safety, health and well being
- #/% of children demonstrating school readiness at kindergarten entry in the developmental domains of social emotional, language and literacy, cognitive and motor and physical
- #/% of children with newly identified developmental delays during the kindergarten year
- #/% of children with untreated tooth decay

The second phase of strategic planning involved two additional work group sessions and a Regional Council meeting where regional council members identified strategies, target service numbers, target populations and allotments. Data, narrative and financial report information was used to examine current strategies and their effectiveness in addressing the prioritized needs. Information on strategies funded by other regional councils was also provided to regional council members allowing them to explore the range of possibilities for addressing the needs. As strategies were identified to address the selected indicators, the regional council considered the nuances of each community represented in South Pima, specific target populations, geographic locations, available infrastructure or lack of it, and level of impact desired. For example, the South Pima Regional Council specifically wants to target the community of Ajo with a home visitation strategy to complement the newly created pre kindergarten program by addressing the population of younger children and the high number of stay at home parents. The intent is to be able to offer the parent of every new born child in this small community the opportunity to receive in-home parenting education and potentially improve outcomes for children so that by the time they are ready to enter school, they have had the experiences that better prepare them for success.

The South Pima Regional Partnership Council identified the need for programs and services to support families as the highest priority need, followed closely by making high quality early childhood education programs more accessible and affordable for families. The consensus of the groups was that the impact of the recession, unemployment, and cuts in public services has placed a significant strain on families. Increasing the education levels of early childhood professionals was identified as a key factor if the quality of early learning experience for children is to be improved so that there is a measurable impact of participating in an early education program. Health related needs, especially addressing the high incidence of untreated tooth decay rose to the top for the South Pima region. These needs very closely mirror the needs identified in prior years with support for families and early learning rising to the top over the past four years. The Regional Council also examined and discussed the data available on the strategies that have been implemented over the past three years and the need to sustain those efforts moving forward.

Strategic Approach to System Building

The following diagram provides a visual illustration of how the strategies collectively build and strengthen the region's early childhood system impacting the trajectory of child development and family function for improved school readiness outcomes.



Each strategy has the potential to impact a key player in a child's life be it a parent, a care-giver, a teacher, or a health care provider. Taken as a group, the impact is compounded and is more likely to result in better outcomes for the child. Some strategies, such as Parenting Education Community Based Training, Quality First, Community Based Professional Development Early Childhood Professionals and Professional REWARD$, universally target parents or professionals. Other strategies, such as Pre Kindergarten Scholarships, Quality First Scholarships, Home Visitation, Oral Health, Family, Friend and Neighbor have more targeted populations. For example, the Pre Kindergarten Scholarships strategy targets three rural communities with limited early education opportunities and one community with an extensive waiting list and high poverty rates. The Family Friend and Neighbor strategy is targeting a small rural community where that was identified as having high numbers of children in unregulated care through in the 2010 South Pima Needs and Assets report. The South Pima Regional Council has targeted specific geographic locations with a planning grant for Ajo. They have targeted four specific high needs communities with the Pre Kindergarten Scholarship strategy. They have targeted a small, close-knit rural community with a high percentage of children in unregulated care with the Family Friend and Neighbor strategy. Home visitation will target pregnant women, grandparents, and parents of infants and toddlers.

The South Pima Regional Partnership Council has made a significant investment in improving the quality of programs for young children, clearly understanding that research indicates a high quality early

learning program is much more likely to impact a child's readiness for school. The Regional Council identified the importance of the Quality Improvement and Rating System in impacting the quality of early learning experiences and committed to increase the number of homes and centers enrolled in the program each year. In SFY 2011, not all the available Quality First slots were filled. In November, 2011, the Regional Council made adjustments to the number of Quality First slots to better align with the demand and to insure the ability to sustain support to all programs currently enrolled in Quality First in SFY 2013-2015. Research indicates that one of the highest correlating factors of quality is the educational level of the staff. The South Pima Regional Partnership Council has identified four strategies that provide a choice of professional development opportunities tied to college credit. Together the strategies provide multiple entry pathways, with differing eligibility requirements, varying meeting times and locations, and a range of levels of educational attainment, including piloting a TEACH bachelor's degree program. These options have been made possible as the result of the past three years of infrastructure development and capacity building, including articulation agreements between institutions of higher learning.

The lack of infrastructure and capacity in many of the rural areas of South Pima continues to be a focus of the South Pima Regional Partnership Council as it strives to provide equitable services throughout the region. The investments into infrastructure development that have occurred through the South Pima Expansion strategy over the past three years have helped create a greater capacity to provide early education programs in the communities of Amado, Sahuarita, Corona de Tucson, Three Points and Ajo. These existing programs will serve to provide a mechanism to further impact these communities with other strategies that have lacked an infrastructure from which to deliver the services. The South Pima Regional Council has not allotted funding for the Expansion: Increase Slots and/or Capital Expense for SFY2013, but may consider utilizing this strategy in the future should a need be identified. Many of the strategies funded by the South Pima Regional Council build upon participation in Quality First or working in programs that provide early learning experiences for children birth through five. By creating pre kindergarten programs through the Pre Kindergarten Scholarship strategy, communities that previously were unable to take advantage of the professional development strategies, the center based early literacy strategy, or the oral health strategy, can now receive the benefits of these services. The pre kindergarten programs can also provide a recruitment mechanism for home visitation and community based parenting education strategies. Schools also are open to providing meeting space for parenting education strategies and oral health screenings. These examples demonstrate the system-building occurring in the South Pima region.

Coordination has also been intentional. Regional council members representing all six regions in the Southeast Area have met twice this fall to explore possibilities for coordination between regions. Central Pima, North Pima, Pascua Yaqui Tribe, Tohono O'odham Nation and South Pima have all identified Community Based Professional Development – Communities of Practice (Innovative Professional Development) as a strategy for FY 2013 and will pursue the possibility of a multi-region RFGA. South Pima and Central Pima are already collaborating on this strategy. The South Pima Regional Partnership Council will continue to collaborate with the Pascua Yaqui Tribe Regional Partnership Council to provide funding to support the participation of three Pascua Yaqui Tribe home child care providers in Quality First. Similarly, there is an established collaboration with the Tohono O'odham Nation Regional Partnership Council to continue support for ten TEACH scholars working on the Tohono O'odham Nation. The South Pima Regional Partnership Council is implementing a coordination of services strategy to address the lack of capacity to address the gaps in services for young children by supporting the development of partnerships both within specific rural communities and with neighboring communities bringing together service providers and potential service providers to identify ways to coordinate

services, avoid duplication of services and explore ways to collaborate to better address the needs of these isolated communities.

As the South Pima Regional Council sets the strategic direction for the next three years, there is the developing sense that the collective work of the regional council, community partners and families is beginning to take root and thoughtful, responsible decision-making will lead this region to a place where all children birth through five will receive the supports they deserve that will allow them to succeed in school and life.

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**
Limited access to comprehensive parent /caregiver education and information Limited access to high quality, affordable early care and education High number of early childhood professionals with low education levels in related fields High number of children with untreated tooth decay Limited knowledge and information about the importance of early childhood development and health	• #/% 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 newly identified developmental delays during the kindergarten year • #/% 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	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. *EL-1* Quality Early Care and Education Standards, Curriculum and Assessment – Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments. EL-2 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. FS&L-2 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. HLTH-2 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. 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.	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) Additional TEACH Additional QF Rating only Pre Kindergarten Scholarships Family, Friend and Neighbor* Center Based Early Literacy Community Based Professional Development Early Care and Education Professionals (SFY13-SFY14) FTF Professional REWARD$ Scholarships Non TEACH (SFY13) Oral Health Community Awareness Community Outreach Media Service Coordination (SFY13) Needs and Assets (SFY14) Statewide Evaluation *(*) Indicates new strategy for this Regional Partnership Council*

Section III C.
Strategy Descriptions including Target Populations and Funding Levels

Strategy: Home Visitation
Strategy Description 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.
Strategy Narrative Comprehensive, evidence based home visitation programs provide participating families of infants and toddlers with information and education on parenting, child development and health topics while assisting with connections to other resources or programs as needed. A variety of evidence based models exist to address the spectrum of universal needs to targeted or specialized needs of particular populations such as first time parents, teen parents, families at-risk for abuse-neglect, and low income families. Home visiting professionals trained in child development and family support make regular, scheduled visits to each family's home or other natural environments such as the library. Utilizing an evidence-based curriculum, home visitors meet with the family and their infant, toddler or with a family expecting a child, to answer questions, provide information and resources, support and advise parents on parenting skills or assist in early detection of any developmental problems in the young child. The specialized skills and qualifications of home visitors are critical to the successful implementation of home visitation programs. Home visitors build trusting relationships with each family. They observe daily routines and interactions to help parents identify and interpret their child's cues and offer information, guidance and coaching so that families can best support their own child's growth and development. Family participation in a home visitation program is voluntary, with no fee for service to families. At a minimum, visits to a family's home occur monthly. Home visitation programs funded through the South Pima Regional Council must include parent-child playgroups located in community settings. High quality home visiting programs can be an effective service delivery method to support early learning in these years, ensuring that children succeed in school and beyond. In home parenting education programs are an important piece of the early childhood development system. The first three years of life are a period of intense intellectual development during which the brain forms a foundation for later learning and development and a broad body of research highlights the first three years of life as an important intervention period for influencing a child's trajectory and the nature of the parent-child relationship. Research of home visiting services finds that the earlier in a child's life this support is provided the greater the potential for having long lasting positive results. Home visiting with pregnant women specifically helps create the environment for a healthy birth by incorporating the importance of healthy behaviors throughout the pregnancy such as accessing prenatal care, appropriate nutrition, not smoking, and exercise. Additionally, research has confirmed home visiting as an effective strategy for families at risk due to poverty, health conditions of the child or parents, child maltreatment and low literacy levels. Home visitation is a part of the larger continuum of family support within the context of an early childhood system. The purpose of home visiting services is to build parent's capacity and skills so they can support the healthy development of their child. Home visiting, 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. This strategy can work with and build upon the other strategies implemented in the region and other community assets to address the need for comprehensive parent education and information. It is important to be aware of other state funding for home visitation through agencies such as the Department of Economic Security, the Department of Health Services and the Department of Education. Home Visitation already exists in the

region and has been further expanded through First Things First funding but is not yet available in all areas of the region.

Information provided in the 2010 South Pima Needs and Assets Report, as well as input from community members, suggests that families in the region have been heavily impacted by the recession and the added stressors with which they are dealing can have a direct negative impact on their children. Unemployment claims increased by 706 percent from January 2007 to January 2010. Twenty eight percent of families in the region are living in poverty; in some communities, poverty rates exceed 50 percent. Thirty three percent of families are headed by a single parent. The educational attainment of adults in the South Pima region is lower in comparison to Pima County and Arizona and research shows that the educational level of the mother is correlated to a child's educational success. Community service providers stated that they are finding more families cohabitating in order to share housing and reduce child care costs. Grandparents are also increasingly bearing the responsibility of caring for grandchildren with 49 percent of grandparents living with children under 18 years being responsible for their care.

Regional Partnership Council members and community partners identified the need to expand upon existing family support strategies as a method to address the multiple challenging factors that are experienced by families in the region.

Target Population Description

The South Pima Regional Partnership Council has identified providing in home parenting education services for up to 400 families in the region which is approximately a one percent increase over the number of families served in previous years. Fourteen percent of the estimated 2,849 families with infants and toddlers in the South Pima region will be able to access home visitation services in SFY 2013. The intent is to build upon programs that have been supported over the past three years to provide continuity of services for families interested in continuing to participate in home visitation programs. Enrollment of new families will focus on infants and toddlers and women who are pregnant. Research supports that this is the age group where the greatest impact can occur. Up to 380 families will be recruited for participation throughout the South Pima region and the Regional Council will closely monitor the actual number of families served and the demand for the service to determine changes in target service numbers in subsequent years.

Due to the isolation of the community of Ajo, up to 20 families will be recruited specifically from that community and a slightly different program model may be needed. Home visitation for high risk families will be provided through a federal home visitation grant utilizing either the Healthy Families America model or the Nurse-Family Partnership model. The intent of the regional council is to provide a model which avoids duplication and meets the needs of families who might fall outside of the eligibility of these program models providing the opportunity to all families in that community who are interested in receiving in-home parenting support to do so. The 2010 South Pima Needs and Assets Report presents data that consistently shows the community of Ajo as the community with the highest overall needs within the region. Through careful coordination with other home visitation services providers, the Ajo Unified School District and the Head Start program, the intent is to be able to provide some level of support to every family with children birth through five in this community. It is anticipated that this coordinated, multi-strategy approach will result in improved outcomes for children in this community.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of families served	400	400	400
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Home Visitation	$1,450,000	$1,450,000	$1,450,000

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 a series of classes that provide information and support in each of the core areas: child development, parenting skills, and resource and referral. Parenting sessions should be offered at times and locations convenient to families of young children and should utilize that has an evidence base and a proven track record with the target population. Some possible examples include: The Incredible Years: Parents and Children Training Series; Nurturing Parenting Program; and Growing Great Kids.

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.

Additionally, families should be supported to understand that daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of literacy and the function of print. Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. Parenting education programs must be respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition.

Family participation in community-based family education services is voluntary and must be provided free of charge to the family.

Community Based Parenting Education is a part of the larger continuum of family support within the context of an early childhood system. The purpose of community based parenting education is to build parents' capacity and skills so they can support the healthy development 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. This strategy can work with and build upon the other strategies implemented in the region and other community assets to address the need for comprehensive parent education and information.

Target Population Description

Community Based Parenting Education targets up to 200 families with children birth through five in the South Pima region irrespective of income levels. The South Pima Regional Partnership Council is especially committed to providing this service outside of the metropolitan Tucson area so that families in rural communities have access to these opportunities. Parenting education sessions should be offered in the communities of Arivaca, Amado, Three Point, Sahuarita, Summit View, Vail, and Corona de Tucson in addition to sessions in Tucson. The Regional Council specifically requested that some of the smaller communities be called out to insure that services are provided to families in these more isolated, underserved communities. In addition to these geographical areas, the regional council has identified the intent to reach high risk populations including pregnant and parenting teens, as well as grandparents

raising grandchildren, through this strategy. In these communities, the elementary school often serves as a hub where families seek out other services. The schools will be an important resource for the successful implementation of this strategy.

Due to the fact that the need for family support programs was identified as the highest priority need in the region, the target service number for this strategy has been increased from the previous years, from 150 to 200 families representing less than one percent of the 7,123 families with children birth through five. The strategy has also undergone some revision from previous years in that it involves participation in a series of parenting sessions. Previously, short, one time sessions, were categorized under this strategy. The Regional Council took into consideration the fact that this more intensive model could impact the number of families who are willing to commit to attend all sessions and will monitor the participation levels as well as any wait lists that might occur for making future adjustments.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of participating adults	200	200	200
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Parenting Education – Community Based Training	$400,000	$400,000	$400,000

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

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

The South Pima Regional Council has utilized this strategy in the past to provide funds for capital improvements related to start up or expansion of early education settings or to improve the quality of the facility or program. As of the time of approval of this funding plan, no project has been identified and the regional council has not allotted any funds, but is keeping a placeholder for this strategy and will return to the Board at a later date with a fully developed strategy for approval.

NOT YET PROPOSING FOR BOARD APPROVAL- FURTHER DEVELOPMENT NEEDED

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 does not duplicate or replace, but builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality.

The South Pima Regional Council has historically been committed to this comprehensive approach to improving access to high quality early learning settings for children in the South Pima region 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, T.E.A.C.H. Arizona 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. The addition of child care scholarships to this strategy will provide families with limited incomes the ability to select higher quality programs for their children.

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 South Pima Region.

Quality First plays an important role in the development of an early childhood system for Arizona. It creates a statewide system for rating the quality of early learning programs providing families with a way to identify and select high quality programs for their children. Beyond the rating, it creates an expectation of high quality and a consistent method for measuring quality and provides participating programs with a variety of resources to support them in making changes that directly will impact the quality of their programs and ultimately outcomes for children.

Target Population Description

The South Pima Regional Partnership Council has identified the target population as home and center providers throughout the South Pima region for all but three of the Quality First slots. Three Quality First home provider slots are designated for home providers working on the Pascua Yaqui Tribe Reservation as part of an ongoing collaboration between the two regional councils. The South Pima region shares borders with the Pascua Yaqui Tribe Reservation and families move between the two regions.

The intent is to provide ongoing support to programs that are currently enrolled in Quality First. Should attrition occur, new home and center providers will be enrolled as funding allows? The South Pima Regional Council has been committed to increasing the number of providers who participate and benefit from Quality First. They recognize the importance of a comprehensive approach to the expectation of raising the quality of early education in Arizona. The South Pima Region is currently supporting approximately 29 percent of the 286 regulated child care homes and centers in the region. For the first time in SFY 2013, the South Pima region will not be increasing the target service units. This is due to the increased cost of program participation and the region's commitment to continuous support to those programs that have previously enrolled and have demonstrated a commitment to improving the quality of their program. Target service numbers are slightly decreased in SFYs 2014 and 2015 due to funding constraints and the fact that four centers receiving Pre Kindergarten Scholarships that are currently participating in Quality First, will transition into the Rating Only option. The intent of the regional council

is to utilize additional carry forward funds to maintain the same level of support as in SFY2013 when SFY2014 funding decisions are made.

Target Service Units - Quality First	**SFY 13**	**SFY 14**	**SFY 15**
Number of center based providers served	36	35	31
Number of home based providers served	51	51	47
Funding Levels	**SFY 13**	**SFY 14**	**SFY 15**
Quality First	$1,332,368	$1,304,033	$1,177,485
Child Care Health Consultation	$216,720	$211,680	$191,520
Scholarships TEACH (includes TEACH BA Pilot)	$39,250	$45,500	$45,500
QF Child Care Scholarships	$1,700,906	$1,700,906	$1,546,207

Target Service Units - Child Care Health Consultation	**SFY 13**	**SFY 14**	**SFY 15**
Number of center based providers served	35	33	29
Number of home based providers served	51	51	47
Target Service Units - Scholarships TEACH			
Number of professionals receiving scholarships	106	102	92
Number of professionals participating in TEACH BA Pilot	1	1	1
Target Service Units - QF Child Care Scholarships			
Number of children receiving scholarships	286	286	261

Strategy: Scholarships TEACH (addition to QF package)

Strategy Narrative

The South Pima Regional Council entered into a collaborative partnership with the Tohono O'odham Nation Regional Partnership Council to designate funding to support 10 scholars who work in early childhood programs on the Tohono O'odham Nation. The South Pima region shares geographical borders with the Tohono O'odham Nation region and families transition between the regions. Improving the educational level of professionals who work with young children on the Tohono O'odham Nation has the potential to improve outcomes for children who may in the future reside in the South Pima region ultimately impacting the identified regional need of limited access to high quality, affordable early care and education. In addition, to the continued support of early childhood professionals attaining Associate's Degrees and Child Development Associate Credentials, the South Pima Regional Partnership Council has included support for one scholar as part of a pilot TEACH Bachelor's program in Pima County in the allotment. For SFY 2013, funding will be for one half of the year. In SFY 2014 and 2015, funding will be for the full year at $12,500 per scholarship per year. Both South Pima and Central Pima Regional Partnership Councils will support one scholar each in this pilot program.

Target Population Description

The additional TEACH scholarships are designated to support early childhood professionals working on the Tohono O'odham Nation. This has been an ongoing collaboration between the South Pima Regional Partnership Council and the Tohono O'odham Regional Partnership Council. Although the South Pima Regional Council will not be supporting TEACH scholarships in addition to the Quality First package for South Pima the South Pima Region, up to 18 percent of early childhood educators in the region will be eligible for TEACH Scholarships through their participation in Quality First and when other professional development strategies implemented by the South Pima Regional Partnership Council are taken into consideration, up to 52 percent of early childhood professionals in the South Pima region will have access to professional development opportunities tied to college credit.

Strategy: Quality First (Rating Only)
Strategy Narrative 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. South Pima funds four Pre Kindergarten Scholarship sites. Because the South Pima Regional Council funds these programs through Pre Kindergarten Scholarships, funding is allotted for Quality First Rating Only beginning in SFY 2013 with one program with the expectation that by SFY 2014 all four sites will participate in Quality First Rating Only. 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.
Target Population Description In SFY 2013, only one of the four programs receiving Pre Kindergarten Scholarships will be enrolled in Quality First Rating Only. This program has been enrolled in Quality First since SFY2011 and previously was accredited by NAEYC. The expectation is that the program is likely to rate at a star level three when it receives its rating at the end of SFY2013. In SFY2014, two more programs receiving Pre Kindergarten Scholarships will transition into Quality First Rating Only with the fourth program making the transition in SFY2015.

Strategy: Pre Kindergarten Scholarships

Strategy Description

Provides scholarships to quality preschool programs in a variety of settings to allow programs to serve more children.

Strategy Narrative

The Pre Kindergarten Scholarships strategy will provide funding and technical assistance for high quality, full-time, 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.

This strategy supports those children who may not otherwise have access to high quality early care and education during the two years prior to their kindergarten entry. 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.

This strategy also recognizes the importance of the link between pre-kindergarten programs and kindergarten, which is reinforced by a technical assistance/mentoring component designed to ensure the communication and connections between pre-kindergarten and kindergarten programs as they develop and implement a transition plan for children and their families. The program year for Pre-K may follow the school year or operate for 10 months.

The South Pima Regional Partnership Council has identified access to high quality early education programs as one of the highest priority needs in the region. Developing the capacity to provide early education programs in rural communities has proven exceptionally challenging. After several other attempts to address this need, the approach that has proven most effective has been to work with school districts to provide early childhood programs in these small rural communities. School districts provide an existing infrastructure upon which to build and through developing a relationship with districts and providing information to superintendents and school boards on the relationships between high quality early education programs and kindergarten readiness, several small districts have been willing to provide inclusive early education programs for children ages three and four years of age.

In SFY 2013, the South Pima Regional Council is proposing expanding this strategy to a large urban school district in the 85706 zip code. This zip code represents the highest number of children birth through five in the South Pima Region with 86 percent of children receiving free or reduced price lunch. The early childhood programs operated by the school district are at capacity with a wait list of 135 children. The Pre Kindergarten Scholarship strategy would expand the number of children who can access a high quality inclusive pre kindergarten program.

Pre kindergarten programs are part of the early education continuum and an important component of the early childhood system. Multiple longitudinal studies show that 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.

Pre-k has significant, persistent benefits. Research has consistently shown that quality pre-kindergarten programs benefit not only individual students, but school districts and communities. Nobel-Prize-winning economist James Heckman estimates that every dollar spent on early childhood education returns 10 cents annually over the life of a child (Heckman 2011).

[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

Target Population Description

The South Pima Regional Partnership Council has identified the target population for this strategy as four public school districts, three serving small rural communities and one serving the zip code area of South Pima with the highest number of children birth through five. This strategy is targeted to children whose families fall at 200 percent or below the federal poverty level. In one rural community, Amado, the strategy provides the only licensed early education program available and serves approximately one percent of the children ages three through five. This program also provides the only early education opportunity for children living in the community of Arivaca, which is approximately 23 miles away. Capacity for expansion at this time is not available.

In the rural community of Ajo, this strategy in combination with the existing Head Start program will serve approximately thirteen percent of the children ages three through five. The South Pima Regional Partnership Council has worked diligently to help create early learning opportunities in this community and the opening of a pre kindergarten program at the elementary school in November, 2011 provided the only other option for families outside of the existing Head Start program. Both programs have been working closely to coordinate services and collaborate where possible.

The third community to implement the Pre Kindergarten Scholarship strategy is the community of Three Points. The Altar Valley School District will be able to provide inclusive pre kindergarten programming to up to 40 children using a blended stream of funding including Pre Kindergarten Scholarships, IDEA, Title I, and district Maintenance and Operation. A nearby privately operated child care center provides two pre kindergarten services for up to 40 three to five year olds and receives Quality First Scholarships through another of the South Pima region's strategies. This allows for almost 26 percent of the three to five year olds in the community to access a pre kindergarten program in a community where only about 50 percent of the children passed the AIMS assessments. (2008-2009)

With the expansion of this strategy with an identified target of 18 three to five year olds to the Sunnyside Unified School District which serves the 85706 zip code, approximately 20 percent of the estimated 5,785 children ages three through five will be able to access pre kindergarten programs through either participation in seven Head Start programs, 19 private licensed child care centers or the early education program provided by the Sunnyside School District which serves over 450 children birth through five.

As a combination, providing this strategy to these four school districts represents an effort to address pre kindergarten opportunities in the rural and most densely populated communities of the South Pima. All of these programs are currently enrolled in Quality First and will transition to the Quality First Rating Only program by SFY 2014. These programs will also benefit by receiving additional support services through the South Pima Center-Based Literacy strategy, Oral Health Strategy, the array of professional development strategies and will serve as a potential partner for the Home Visitation and Community Based Parenting Education strategies.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of FTF-funded pre-K children	72	72	72
Number of private/public partner pre-K sites receiving support	0	0	0
Number of public school pre-k sites receiving support	4	4	4
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Pre Kindergarten Scholarships	$479,520	$479,520	$479,520

Strategy: Family, Friend and Neighbors

Strategy Description

Supports provided to family, friend and neighbor caregivers include training and financial resources.

Strategy Narrative

Family, Friend and Neighbor Care is a new strategy to the South Pima Region. The goal is to provide support, training, resources and referral for unregulated providers caring for children in their homes in order to increase quality of care provided.

The model will include the following components for delivery of this service:

- Group meetings and trainings delivered in a series of sessions (14 weeks, for example) that will bring home-based providers together with qualified and experienced staff in a community setting to learn elements of quality care and safety.
- Financial incentives to help purchase safety and quality improvement equipment/materials.

The strategy will include additional resources and financial supports for providers who wish to become certified or licensed.

Although the number of children receiving in family, friend or neighbor care is unknown because there is no existing source of data, one can look at the number of children from birth through five in the region and compare that to a reasonable estimate of the number of formal child care/education slots available. Information provided in the 2010 South Pima Needs and Assets Report estimates that licensed, certified and regulated providers have the capacity to provide care of about 25 percent of the children birth through five in the region. Licensed centers are authorized to provide care for more children than they normally have enrolled and data from the 2008 DES Child Care Market Rate Survey shows that on a typical day, the number of children attending was 47 percent of the authorized capacity for a licensed center and 85 percent for a certified home. Based on this information, a reasonable conclusion is that the vast majority of children birth through age five are being cared for in the home and in unregulated kith and kin care (South Pima Needs and Assets Report 2010). National estimates suggest that as many as 60 percent of all children need child care due to parent's employment and of these, as many as 50 percent of children ages 5 and under are cared for in home-based settings.

This strategy will add to the continuum of the early childhood system in the region, targeting a population that has not yet been specifically targeted through other strategies. In Arizona, home-based child care providers can legally care for 4 children for pay, with a maximum limit of 6 children under the age of 12, including their own. For these homes, there is no licensing or regulatory requirement; therefore, there is no mechanism or support system in place to assist these providers in creating high-quality environments for the children in their care. Child care provided by family, friend, and neighbor caregivers, which is typically home-based child care, is for the most part legally exempt from regulation and, is of growing concern to South Pima Regional Partnership Council to ensure that children are in healthy and safe places with quality care. Evidence suggests that training provided to home-based family, friend, and neighbor caregivers can result in positive outcomes for children. In a study including Arizona home-based providers, impact was noted in the following areas: 1) Safety in the home environment, particularly fire safety; 2) Establishing and maintaining a daily schedule for the children; 3) Encouraging providers to utilize the resources of their local library; 4) Developing a written formalized child care services agreement with parents, and 5) Increased knowledge regarding the Child and Adult Food Program.

Target Population Description

The South Pima Regional Council has identified 20 family, friend, and neighbor child care providers in the Summit View community as the target population for this strategy. Summit View is a small rural community approximately eight miles south of the Tucson metropolitan area. This is a close-knit community where approximately 88 percent of the families are of Hispanic origin and 82 percent of the children attending public school are eligible for free or reduced lunch. As of April 2010, there were 18 DES certified home providers in the area and two Head Start classrooms. With the addition of the Family Friend and Neighbor strategy to this community, these programs collectively will have the potential to impact over 116 children under the age of five.

The South Pima Regional Council has identified the need for access to high quality early care and education programs as one of its highest priorities and has addressed that need through strategies such as Quality First, Pre Kindergarten Scholarships, Center Based Early Literacy as well as several professional development strategies. This comprehensive set of strategies, however, does not target the unregulated child care setting. The South Pima Regional Council identified the Family, Friend and Neighbor strategy as a mechanism to improve the quality of child care in unregulated settings in rural communities. Discussion with regional directors whose regions fund this strategy suggested that the strategy has been less successful in rural communities than in urban communities and recruitment of care providers to participate has proven challenging. For that reason, the South Pima Regional Council felt it necessary to select one rural community that is geographically small and socially tight knit in which to implement this strategy at a small scale.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of home based providers served	20	20	20
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Family, Friend and Neighbors	$35,000	$35,000	$35,000

Strategy: Center Based Early Literacy

Strategy Description

Provides instruction for early care and education providers and teachers on early language and literacy.

Strategy Narrative

The South Pima Regional Partnership Council is continuing the Center Based Early Literacy strategy. This strategy provides professional development to staff working with young children in Quality First settings through individualized coaching and modeling, workshops on supporting developing language and literacy, and establishing and maintaining high quality lending libraries in participating settings. Lending libraries with high quality, culturally and linguistically appropriate hard back books are established in each participating home and center. An early literacy coach works in partnership with the Quality First coach to identify programs with more intensive need for support related to early language and literacy development and provides enhanced coaching support related to this domain. Coaching occurs in coordination with the Quality First coach and is aligned to the program's Quality Improvement Plan. Programs needing less intensive support receive support in maintaining their lending libraries, professional development for staff and parenting workshops related to the role parents play in the development of their child's language and literacy skills.

Early childhood stakeholders, families, and communities recognize that when early language and literacy development is optimized, it can be the foundation for a child's later academic success in school. Early childhood education program staff has varied understanding and skill in how to support this critical component of early learning. By working closely with Quality First coaches, early literacy coaches provide targeted support to those providers with the greatest need to enhance their ability to provide a language and literacy rich environment as well as expand their knowledge of supporting children's language and literacy development throughout the day through routine activities and intentional instruction. Early language and literacy development is an important aspect of school readiness and this strategy builds upon and enhances existing components of the early childhood system.

Target Population Description

The target population is 100 percent of the 87 homes and centers enrolled in Quality First in the South Pima region. By focusing on programs that are committed to improving their quality, this strategy maximizes the impact of quality improvement by providing high quality lending libraries coupled with the support of a literacy coach on how to utilize books and other literacy tools to develop children's language and literacy skills, increase their knowledge and understanding of dialogic reading, book handling, print awareness, phonological awareness, letter knowledge, vocabulary development and developing comprehension.

The majority of the 87 homes have already received high quality lending libraries because of their ongoing participation in Quality First. They will receive replacement books as needed as well as additional books to expand their libraries. The main focus of this strategy will be the professional development and support of the staff.

Target Service Units	SFY 13	SFY 14	SFY 15
Number of books distributed	700	700	700
Number of children served	700	700	700
Number of home and/or center based providers	87	87	87
Number of participating adults	500	500	500

Number of participating professionals	150	150	150
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Center Based Early Literacy	$112,090	$112,090	$112,090

Strategy: Community Based Professional Development and Education for Professionals

Strategy Description

Provides quality education and training in community settings to early care and education professionals.

Strategy Narrative

The Community Based Professional Development and Education for Professionals strategy will deliver high quality, best practice, and community-based professional development opportunities to early care and education teachers and administrators via a Community of Practice model which includes ongoing education sessions, seminars, lectures and college level classes to enhance their skills and knowledge in working with children birth through age five. This strategy will offer early childhood professionals a continuum of education that is long-term, cohort-based, and tied to college credit. In addition it will provide opportunities for participants to apply newly learned theories and knowledge to hands-on practice in early care and education settings and will convene each learning community at minimum nine to ten times per year to hear various speakers such as local, state, and national early childhood education leaders and subject matter experts. Each community of practice will include innovative, evidence-based and informative topics that are directly linked to early childhood best-practice and inclusive of the Arizona Early Learning Standards (and/or Head Start Performance Standards) and Involve subject matter experts (i.e. visiting faculty, published authors, researchers, etc.) working directly with the cohort participants, facilitating the sessions and providing opportunities for interactions and discussions.

This strategy is one of three professional development strategies provided through First Things First funding in the South Pima region. Each strategy has different eligibility criteria and the intent of the Regional Council is to offer a range of options for professionals who are working in the field to better meet the needs of this diverse group. The Community Based Professional Development and Education Communities of Practice strategy is developed in collaboration and coordination with the Central Pima Innovative Professional Development strategy. Professionals in both regions have access to nine communities of practice. Two of the communities of practices meet in location that are in the South Pima region but are not restricted to South Pima professionals. This cross-regional strategy allows for the maximization of resources and coordination of services. In SFY 2013, the Pascua Yaqui Tribe Regional Partnership Council, the North Pima Regional Partnership Council and the Tohono O'odham Nation Regional Partnership Council will join this cross-regional collaborative approach to the education of early childhood professionals in Pima County.

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 – Communities of Practice strategy is an innovative approach to address a diverse pool of professionals providing accessible, relevant coursework tied to college credit paired with a mentor to provide individualized support to the participants in applying newly learned theories and knowledge.

Target Population Description

The target population of this strategy is 154 or approximately 26 percent of the early childhood professionals working in the South Pima region. This strategy universally targets this population providing a continuum of educational levels to best meet the needs of the early childhood professional.

The strategy was first funded by the South Pima Regional Partnership Council in SFY 2012 with the same target population and built upon an existing Central Pima strategy. There was insufficient data at the time this funding plan was developed to determine if the target population is too small, too large or just right. The decision was made to maintain the same target level in SFY 2013 but to monitor participation closely to determine if adjustments are needed in the future. When the other professional development strategies implemented by the South Pima Regional Partnership Council are taken into consideration, up to 52 percent of early childhood professionals in the South Pima region will have access to professional development opportunities tied to college credit.

In SFY 2013, the South Pima Regional Partnership Council will enter into a cross-regional collaboration with the Central Pima, North Pima, Pascua Yaqui Tribe and Tohono O'odham Nation Regional Partnership Councils for the education of early childhood professionals in all of Pima County.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of participating professionals	154	154	154
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Community Based Professional Development and Education for Professionals	$200,000	$200,000	$200,000

Strategy: FTF Professional REWARD$

Strategy Description

Improves retention of early care and education teachers through financial incentives.

Strategy Narrative

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 SFY, 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.

The South Pima Regional Council has identified access to high quality early education programs as one the highest priorities for the region. To address this need, the Regional Council has implemented several strategies to address quality improvement as well as professional development strategies to raise the educational qualifications of the early childhood professionals in the region. FTF Professional REWARD$ has been identified as a complimentary strategy and component of the early childhood system. It provides incentives as compensation for achieving higher levels of formal education and for continuous employment, factors that contribute to higher quality programs for children.

Target Population Description

The target population for FTF Professional REWARD$ is 156 early childhood professionals working in the field or approximately 26 percent. The program has eligibility requirements for both the applicant and the applicant's employer. The applicants must work at a program, with 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.

The South Pima Regional Council is increasing the number of incentives available for SFY 2013. In the past three years, the target service number has been reached although funds remained unspent. By recalculating the average cost per incentive for SFY 2013, it will be possible to award a significantly higher number of incentives without increasing the funding level.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of incentive awards distributed	156	156	156
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
FTF Professional REWARD$	$210,600	$210,600	$210,600

Strategy: Scholarships Non TEACH

Strategy Description
Provides scholarships for higher education and credentialing to early care and education teachers.

Strategy Narrative
This strategy focuses on providing scholarships for college-credit coursework as a method for the early care and education workforce to gain access to higher education. The goal of the scholarships is to enable an individual to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.

The South Pima Regional Partnership Council has approved the continuation of the Professional Career Pathways Project (PCPP). This scholarship program is offered at community colleges throughout Arizona for Early Childhood Education classes. Central Arizona College (CAC) is the Administrative Home for PCPP, through funding from the Department of Economic Security-Child Care Administration.

Priority for selection to participate is given to individuals employed in center-based programs, family child care provider homes or family group homes. While participants may also be volunteers or non-paid workers in an early care and education program, these workers are not given priority.

The program pays tuition and registration fees for:

- Specific courses in Early Childhood Education, including those leading to the Child Development Associate (CDA) credential, Community College Certificate of Completion and Associate of Applied Science degree in Early Childhood Education.

- PCPP does not pay for the General Education courses required for graduation.

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.

Target Population Description
The South Pima Regional Partnership Council has identified 50 individuals 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 as the target population for this strategy. Although is target service number is less than one percent of the field, in conjunction with the other South Pima professional development strategies, approximately 52 percent of early childhood professionals will have the opportunity to acquire college level coursework that leads to an early childhood degree.

This strategy is in its first full year of implementation and sufficient data on the demand for expanding the target population is not available to date. The Professional Career Pathways Project is a continuing strategy and the South Pima Regional Council did not allot funding beyond SFY2013. The Regional Council will reassess the utilization of and need for continuation of this strategy in SFY2014.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
Number of professionals receiving scholarships	50	0	0
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Scholarships Non TEACH	$50,000	$0	$0

Strategy: Oral Health

Strategy Description

Provides oral health screenings and fluoride varnish in a variety of community-based settings; provide training to families on the importance of oral health care for their children; and provide outreach to dentists to encourage service to children for a first dental visit by age one.

Strategy Narrative

The South Pima Regional Council identified oral health as a priority health need in the region. Although data is not currently available specifically for children under age six, the oral health conditions of this age group is a result of dental care they have or have not received at an earlier age. Available data shows that Tucson has a higher incidence of untreated tooth decay (44 percent) than the state average (40 percent). Through funding from the South Pima Regional Partnership Council for a preventive oral health strategy in SFYs 2010-2012, an average of 57 percent of children birth through five who were screened exhibited white spots (precursors to caries), 25 percent had untreated tooth decay, and one percent required urgent treatment. Prevention of tooth decay requires regular oral health screenings, application of fluoride varnish, but also requires education of the adults who care for children and make health related decisions for them.

The South Pima Oral Health strategy consists of several components:

- Conduct oral health screenings and provide referrals for children 1 through age 5.
- Apply fluoride varnish as a proven intervention to reduce the incidence of dental caries (tooth decay) for children.
- Provide oral health screenings and referrals to pregnant women
- Provide professional development for dental professionals on management techniques for very young children, application of fluoride varnish and how to educate parents.
- Provide education programs that focus on correct tooth brushing and the importance of healthy eating. These programs are typically delivered in preschool and child care centers, though may also occur in home visitation programs.

A robust health care system is a key element of an early childhood system. Children must have their health needs met in order to maximize their learning potential. Attending to the oral health needs of children birth through five through a preventative approach to dental health addresses one aspect of a child's overall health.

Target Population Description

This strategy addresses multiple target populations. Primarily the focus is on providing oral health screenings and fluoride varnish applications to 2,300 children in the South Pima region including rural communities. This is approximately ten percent of the children birth through five in the region. Reaching this target service number has been challenging in the past, but as networks and partnerships have been developed, the number served has increased annually.

In addition, this strategy provides oral health education to parents of children birth through five, early care and education professionals, and health care professionals and pregnant women. Healthcare providers including clinics and pediatric offices are not as well informed about the importance of a child receiving their first oral health screening at age one. Dental providers are not always trained on methods for examining the mouths of infants and toddlers. Providing professional development opportunities tied to Continuing Education Units provides incentives for participation in these trainings.

This strategy universally targets all children birth through five in the South Pima region regardless of

income level, but gives priority to children from low income families.

Target Service Units	SFY 13	SFY 14	SFY 15
Number of children receiving oral health screenings	2,300	2,300	2,300
Number of fluoride varnishes applied	2,300	2,300	2,300
Number of participating adults	200	200	200
Number of participating professionals	40	40	40
Number of prenatal women receiving oral health screenings	60	60	60
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Oral Health	$225,000	$225,000	$225,000

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 South Pima Regional Council identified the need to increase the level of awareness about early childhood health and development throughout the region. This strategy provides access to a variety of community-based activities and materials to increase public awareness on the importance or early childhood development and health through participation in community events, and the dissemination of educational materials.

The South Pima Regional Partnership Council has entered into a cross regional communications plan with the North Pima, Central Pima, Pascua Yaqui Tribe and Tohono O'odham Nation Regional Partnership Councils to collaborate on the distribution of information and educational materials throughout Pima County.

The South Pima Regional Partnership Council has decreased the allotment for Community Awareness for SFY 2013. They currently have a sufficient inventory of educational materials that should carry them through SFY 2013.

Target Population Description

Parents, educators, health providers, policy makers, and the general public throughout Pima County.

Target Service Units	SFY 13	SFY 14	SFY 15
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Community Awareness	$5,000	$5,000	$5,000

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 South Pima Regional Partnership Council participates in the Cross-Regional Communications efforts with the four other Regional Partnership Councils in Pima County, North Pima, Central Pima, Pascua Yaqui Tribe and Tohono O'odham Nation. Community Outreach efforts include support for Community Outreach consultants 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 South Pima Community Outreach strategy aligns with the First Things First Priority: Building public awareness and support by helping educate the public of the benefits of investing in early childhood development, health and early education and supporting the identification and growth of a pool of early childhood champions throughout the region.

Target Population Description

The target populations for this strategy are outlined in the Southeast Area Cross-regional Communications Plan. In the previous and current fiscal year, key audiences were as follows:

- Parents and Caregivers
- Civic-minded Arizonans
- Regional Partnership Councils
- Grantees
- Early Childhood Development and Health Related Providers
- Early Childhood Coalitions/Advocacy Organizations
- Medical Community
- Researchers
- Women's Organizations
- Faith Organizations
- K-12 community
- Elders/seniors

In the coming fiscal year, audiences will shift to the following:

- Public Officials and Candidates
- University/post-secondary
- All target audiences listed above within Arizona's Tribal communities, as applicable
- Business leaders

These audiences were identified because they encompass many of the key partners in 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	SFY 13	SFY 14	SFY 15
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Community Outreach	$47,000	$47,000	$47,000

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 South Pima Regional Partnership Council participates in the Cross-Regional Communications Media efforts with the four other Regional Partnership Councils in Pima County. Media efforts include purchasing television and radio spots, billboards, and other approved media buys.

Target Population Description
Parents, educators, health providers, policy makers, and the general public throughout Pima County.

Funding level is slightly reduced in SFY2015 due to budgeting restraints. The South Pima Regional Partnership Council will review the SFY2015 allotment during funding plan development in SFY2014.

Target Service Units	SFY 13	SFY 14	SFY 15
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Media	$100,000	$16,863	$0

Strategy: Service Coordination

Strategy Description

Through coordination and collaboration efforts, improves and streamlines processes including applications, service qualifications, service delivery and follow-up for families with young children. Reduces confusion and duplication for service providers and families.

Strategy Narrative

In March 2008, the Early Childhood Development and Health Board defined the strategic direction of First Things First with the adoption of the Strategic Plan Roadmap. Within this document, Coordination is identified as a one of six Goal Areas that will be accomplished by First Things First in order to build the Arizona early childhood system. To accomplish the Coordination goal, First Things First is directed to foster cross-system collaboration efforts among local, state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services and resources for young children and their families.

It is generally believed that by participating in cross-system efforts, organizations will begin to look at how they can change the way they work together so that services are delivered to children and families in new, more effective and efficient ways. Service agencies that work together are often easier to access and are implemented in a manner that is more responsive to the needs of the families. Cross-system efforts may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service.

The South Pima Regional Council implemented this strategy in SFY 2011 specifically targeting six rural communities to identify available resources, improve and streamline processes including applications, service qualifications, service delivery and follow-up for families with young children through coordinated and collaborative efforts. One of the goals is to reduce confusion and duplication for families and service providers.

The activities of this strategy include conducting local needs assessments, identifying and building upon the current level of coordination in the community, convening local and cross regional meetings of other service providers, participation in interagency coordinating councils, engaging service providers to support communications and information exchange networks, coordinating community education and advocacy efforts, and providing training and ongoing support to organizations and community groups in resource development.

By supporting a cross-system coordination effort, the South Pima Regional Partnership council will be instrumental in creating a high quality, interconnected, and comprehensive delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing a child's overall development.

The South Pima Regional Council approved the continuation of this strategy through SFY 2013 at which time they will reassess the need.

Target Population Description

The South Pima Regional Partnership Council has identified the providers of early childhood education and health services and key stakeholders of six communities as the target population for this coordination of services strategy. The six communities are Amado, Arivaca, Sasabe, Summit View, the 85706 zip code and Three Points. Five of these communities are small, rural communities that were identified as lacking the capacity upon which to build to expand services. The sixth area, the 85706 zip code, also known as the Sunnyside area, is a densely populated area that includes several high need geographically encapsulated neighborhoods.

This is a very targeted strategy that is designed to look at the current capacity of each of these small communities, assess the level of services currently available and identify the unmet needs. This strategy also identifies potential new service providers who may be able to expand services to address unmet needs.

Target Service Units	**SFY 13**	**SFY 14**	**SFY 15**
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Service Coordination	$150,000	$0	$0

Strategy: Needs and Assets

Strategy Description

Biennial, overall assessment of data on opportunities and challenges for children zero through five and their families undertaken to inform regional strategic planning. This is additional funding for specific enhancements to the baseline regional report.

Strategy Narrative

No funding has been allotted for the South Pima 2014 Needs and Assets Report in SFY2013.

The South Pima Regional Partnership Council has allotted funding for the SFY2014 Needs and Assets Report at the same level as SFY2012 with additional funding for the vendor to incorporate findings from the Child Care Demand and Capacity Study into the Needs and Assets Report, provide support to the Regional Council with interpretation of 2010 Census data, Child Care Demand and Capacity Study, and a zip code level indexing of data.

Target Population Description

The target population includes the entire South Pima region.

Target Service Units	SFY 13	SFY 14	SFY 15
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Needs and Assets	$0	$40,000	$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 are 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	**SFY 13**	**SFY 14**	**SFY 15**
No target service units identified for this strategy			
Funding Level	**SFY 13**	**SFY 14**	**SFY 15**
Statewide Evaluation	$148,355	$148,355	$148,355

Section III D. Proposed Funding Summary

SFY 2013 - 2015 Regional Partnership Council Budget

FIRST THINGS FIRST
Ready for School. Set for Life.

FY 2013 -2015
South Pima

Allocations and Funding Sources	2013	2014	2015
FY Allocation	**$5,389,171**	**$5,399,949**	**$5,420,199**
Population Based Allocation	$2,969,825		
Discretionary Allocation	$1,748,182		
Other (FTF Fund balance addition)	$671,164	$5,399,949	$5,420,199
Carry Forward From Previous Year	**$3,597,314**	**$2,084,676**	**$853,078**
Total Regional Council Funds Available	**$8,986,485**	**$7,484,625**	**$6,273,277**
Strategies	**Proposed Allottment**	**Proposed Allottment**	**Proposed Allottment**
Home Visitation	$1,450,000	$1,450,000	$1,450,000
Parent Education Community-Based Training	$400,000	$400,000	$400,000
Expansion: Increase slots and/or capital expense	Council is not requesting Board approval at this time		
Quality First	$1,332,368	$1,304,033	$1,177,485
Child Care Health Consultation	$216,720	$211,680	$191,520
Scholarships TEACH	$39,250	$45,500	$45,500
Quality First Child Care Scholarships	$1,700,906	$1,700,906	$1,546,207
Pre-Kindergarten Scholarships	$479,520	$479,520	$479,520
Family, Friends & Neighbors	$35,000	$35,000	$35,000
Center-based Literacy	$112,090	$112,090	$112,090
Community Based Professional Development	$200,000	$200,000	$200,000
FTF Professional REWARD$	$210,600	$210,600	$210,600
Scholarships non-TEACH	$50,000	-	-
Oral Health	$225,000	$225,000	$225,000
Community Awareness	$5,000	$5,000	$5,000
Community Outreach	$47,000	$47,000	$47,000
Media	$100,000	$16,863	-
Service Coordination	$150,000		
Needs and Assets		$40,000	
Statewide Evaluation	$148,355	$148,355	$148,355
Proposed Allotment Total:	**$6,901,809**	**$6,631,547**	**$6,273,277**
Total Unallotted	**$2,084,676**	**$853,078**	**($0)**