



FIRST THINGS FIRST

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PUBLIC NOTICE OF MEETING OF THE Arizona Early Childhood Development & Health Board *Pascua Yaqui Tribe Regional Partnership Council*

Pursuant to A.R.S. §8-1194(A) and A.R.S. §38-431.02, notice is hereby given to the members of the First Things First - Arizona Early Childhood Development & Health Board, Pascua Yaqui Tribe Regional Partnership Council and to the general public that the Regional Partnership Council will hold a ***Regular Meeting open to the public on Thursday, January 23, 2014, beginning at 12:00 p.m. The Meeting will be held at the Pascua Yaqui Tribal Education Center- Conference Room 243, 5100 West Calle Tetakusim, Tucson, Arizona, 85757.*** Some members of the Regional Partnership Council may elect to attend telephonically.

Pursuant to A.R.S. § 38-431.03 (A) (1), A.R.S. § 38-431.03(A) (2) and A.R.S. § 38-431.03 (A) (3), the Regional Partnership Council may vote to go into Executive Session, which will not be open to the public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice regarding any matter on this agenda.

The Regional Partnership Council may hear items on the agenda out of order. The Regional Partnership Council may discuss, consider, or take action regarding any item on the agenda. The Regional Partnership Council may elect to solicit public comment on certain agenda items.

The agenda for the meeting is as follows:

- | | |
|---|--|
| 1. Call to Order/Welcome/ Introductions | Chair Cecilia Garcia |
| 2. Blessing | Regional Council Member |
| 3. Approval of November 14, 2013 Pascua Yaqui Tribe Regional Partnership Council Meeting Minutes (Attachment #1) | Chair Cecilia Garcia |
| 4. Call to the Public | Chair Cecilia Garcia |
| <i>This is the time for the public to comment. Members of the Board may not discuss or take legal action regarding matters that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date. Public comments relative to a specific agenda item may be heard during the discussion of that item.</i> | |
| 5. Update and Discussion: Regional Needs and Assets 2012-2014 | Chair Cecilia Garcia
Tiburcia Yocupicio-Chambers, Regional Director |
| 6. Update and Discussion: Regional Benchmarks (Attachment #2-3) | Chair Cecilia Garcia
Tiburcia Yocupicio-Chambers, Regional Director |
| 7. Discussion: System Building (Attachment #4) | Chair Cecilia Garcia
Tiburcia Yocupicio-Chambers, Regional Director |
| 8. Regional Director's Report (Attachment #5-10) | Tiburcia Yocupicio-Chambers, Regional Director |
| A. Activity Timeline January-June 2014 | |
| B. Fiscal Year 2014 Quarter 1 Narrative Report | |
| C. Fiscal Year 2014 Expenditure Report | |
| D. Quality Assurance Site Visit | |

E. First Things First State Board Meeting Update

9. General Discussion

Chair Cecilia Garcia

The Regional Council may engage in general discussion regarding items of possible interest as new business, regarding the agency's mission, goals, initiatives and priorities and strategies. The Regional Council's discussion may include First Things First staff members. No official action will be taken at this time; any matters deemed appropriate for future action will be placed on a future agenda for deliberation and a possible vote.

10. Adjourn

Chair Cecilia Garcia

A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Tiburcia Yocupicio-Chambers, Pascua Yaqui Tribe Regional Partnership Council Director, at 3610 N Prince Village Place, Suite 100, Tucson, Arizona 85719, telephone (520) 628-6899. Requests should be made as early as possible to allow time to arrange the accommodation.

Dated this 16th day of January, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Pascua Yaqui Tribe Regional Partnership Council



Tiburcia Yocupicio-Chambers, Regional Director



Pascua Yaqui Tribe Regional Partnership Council

Call to Order/Welcome/Introductions

A Regular Meeting of the First Things First Pascua Yaqui Tribe Regional Partnership Council took place on November 14, 2013 at the Pascua Yaqui Tribal Chambers, 7474 South Camino de Oeste, Tucson, Arizona, 85757. Chair Cecilia Garcia welcomed everyone and called the meeting to order at 12:08 a.m.

Members Present:

Chair Cecilia Garcia, Vice Chair Elvia Holguin, Pete Guerrero, Amalia Reyes, John Jensen, Hector Youtsey

Members Present Telephonically:

Juanita Ayala

Members Absent:

Shanna loane-Tautolo, Bill Rosenberg, Francisco Munoz, Marilynn Sando

Blessing

Council member Youtsey provided the blessing.

Approval of October 22, 2013 Pascua Yaqui Tribe Regional Partnership Council Meeting Minutes

A motion was made by member Reyes that the Pascua Yaqui Tribe Regional Partnership Council approve the minutes of the October 22, 2013 Regional Council meeting as presented, seconded by Vice Chair Holguin. Motion carried.

Call to the Public

There were no Calls to the Public at this time.

Strategic Planning for FY2015 Funding Plan

Documents detailing the funding plan for the prioritized strategies for FY 2015 were handed out and discussed during the October 22, 2013 Regional Partnership Council meeting, and were reviewed a final time during the workgroup session held prior to the current meeting.

Member Reyes declared a conflict of interest with the Parent Education Community-Based Training strategy due to her employment with grantee Pascua Yaqui Community Library.

Chair Garcia stated for the record that she had no conflict of interest with the Home Visitation strategy because it is a different program than her position as a community health nurse.

Member Youtsey motioned to approve the Home Visitation strategy for Fiscal Year 2015 in the amount of \$105,000 to support 30 home visiting participants through the funding mechanism of a Grant Renewal with the Pascua Yaqui Tribe, seconded by member Jensen. Motion carried.

Member Jensen motioned to approve the Parent Education Community-Based Training strategy for Fiscal Year 2015 in the amount of \$40,000 to support 20 participants through the funding mechanism of a Grant Renewal with the Pascua Yaqui Tribe, seconded by member Guerrero. Member Reyes abstained from vote. Motion carried.

Member Reyes motioned to approve the funding level for Fiscal Year 2015 at \$750 for Parent Outreach and Awareness services through the Funding Mechanism which was identified as First Things First Directed Strategy, seconded by Vice Chair Holguin. Motion carried.

There were three motions associated with the Quality First Strategy. Vice Chair Holguin made the first motion to approve the Quality First strategy for Fiscal Year 2015 with estimated funding allotment of \$41,898 to support 2 home-based providers through an amendment to the statewide contract. The Regional Director could make technical changes to the dollar amount if necessary before the Regional Council presents the Fiscal Year 2015 Funding Plan to the State Board. The Quality First package amount of \$26,054 includes the following strategies for enrolled providers: Quality First Academy; Warmline Triage and the Warmlines for Child Care Health Consultation, Inclusion, Mental Health Consultation; Quality First Coaching and Incentives. Further, the Quality First package includes an estimate of 2 Quality First Child Care Scholarships for estimated budget allotment of \$10,904. And finally, the Quality First package includes child Care Health Consultation for a budget allotment of \$4,940. The estimated amounts included in this motion will be updated and finalized according to the Quality First model and the Quality Ratings of the enrolled sites and brought back to the Regional Council at a future meeting. The motion was seconded by member Reyes. Motion carried.

Vice Chair Holguin made the second motion to approve the estimated funding allotment of \$103,394 for Fiscal Year 2015 for 16 Quality First Scholarships to 1 center-based participant through an amendment to the statewide contract. The Regional director could make technical changes to the dollar amount if necessary before the Regional Council presents the Fiscal Year 2015 Funding Plan to the State Board. The estimated amounts included in this motion will be updated and finalized according to the Quality First model and the Quality Ratings of the enrolled sites and brought back to the Regional Council at a future meeting. The motion was seconded by member Reyes. Motion carried.

Vice Chair Holguin made the third motion to approve the cross regional collaboration with Pima South Regional Council to provide 1 Quality First slot for a center-based provider in Fiscal Year 2015. The motion was seconded by member Youtsey. Motion carried.

Member Jensen motioned to approve the Community-Based Professional Development Early Care and Education Professionals strategy for Fiscal Year 2015 in the amount of \$9,093 to support 7 tribal early care and education professionals through the Funding Mechanism which was identified as a cross-regional Grant Renewal. The motion was seconded by Vice Chair Holguin. Motion carried.

Member Youtsey motioned to approve the cross regional collaboration with Pima North Regional Council to provide T.E.A.C.H. scholarships to tribal early care and education professionals in Fiscal Year 2015. The motion was seconded by member Reyes. Motion carried.

Member Reyes motioned to approve \$10,000 for cross-regional Community Awareness efforts in Fiscal Year 2015. The motion was seconded by Vice Chair Holguin. Motion carried.

Member Guerrero motioned to approve \$10,000 for cross-regional Community Outreach efforts in Fiscal Year 2015. The motion was seconded by member Jensen. Motion carried.

Member Reyes motioned to approve the continuation of Community Partnership efforts without funds with the Pascua Yaqui Tribal Council in Fiscal Year 2015. The motion was seconded by member Guerrero. Motion carried.

Member Youtsey motioned to approve \$14,591 for statewide evaluation activities in Fiscal Year 2015. The motion was seconded by Vice Chair Holguin. Motion carried.

State Board Visit

Chair Garcia turned the floor over to Regional Director Tiburcia Yocupicio-Chambers, who reviewed the timing, location and activities related to the upcoming State Board Meeting to be held in Tucson on December 9th and 10th, and the site visit that will occur at the Pascua Yaqui Tribe Community Library and Education Center’s conference room on December 9th. The regional council expressed excitement about the site visit.

Future Meetings

Member Youtsey motioned for the cancellation of the December 12, 2013 Regional Council Meeting, seconded by member Guerrero. Motion carried.

Member Reyes motioned that the January 2014 Regional Council Meeting be rescheduled to January 23rd, 2014, seconded by member Youtsey. Motion carried.

Regional Director’s Report

Chair Garcia turned the floor over to Ms. Yocupicio-Chambers who reviewed her Director’s Report with the regional council. She also mentioned that she had included “Arizona’s High Quality Plan” in the meeting packet, which was used in First Things First’s Race to the Top application.

Ms. Yocupicio-Chambers also stated for the record that during the workgroup session held prior to the regular meeting, Allison Titcomb of ALTA Consulting had provided an update on the upcoming parent survey being used for the Needs and Assets Report, and had introduced Melanie Emerson, who will be assisting Ms. Titcomb.

General Discussion

Member Reyes notified the council about a mass for veterans that will be occurring at St. Kateri’s on Wednesday, November 20th at 6:30 p.m.

Member Youtsey notified the council about a Chili Cook-off in Amado that will be occurring on Saturday, November 16th from 9 a.m. to 4 p.m. He also mentioned that his band will be playing at noon.

Adjourn

As there was no further business, Chair Garcia adjourned the meeting at 12:38 p.m.

Submitted By _____
Emily McDuffie, Administrative Assistant

Approved By _____
Cecilia Garcia, Chair

Dated this ____ day of _____, 20____.

Arizona School Readiness Indicators

The following indicators are designed to guide and measure progress in building an effective early childhood system in Arizona. Taken collectively, they provide a comprehensive picture of how our state is preparing its youngest children for success in kindergarten and beyond.



CHILDREN'S HEALTH

Well-Child Visits

% of Arizona children receiving at least six well-child visits within the first 15 months of life

2010: 64% 2020 Goal: 80%

Healthy Weight

% of Arizona children age 2-4 with body mass index (BMI) in healthy weight range

2010: 65% 2020 Goal: 75%

Dental Health

% of Arizona children age 5 with untreated tooth decay

2007: 35% 2020 Goal: 32% or less



FAMILY SUPPORT & LITERACY

Confident Families

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

2012: 63% 2020 Goal: 73%



CHILD DEVELOPMENT & EARLY LEARNING

School Readiness

Benchmark related to developmental domains of social-emotional, language and literacy, cognitive, and motor and physical to be recommended in FY15 based on baseline data from Arizona kindergarten developmental inventory

Quality Early Education

% of Arizona children enrolled in an early care and education program with a Quality First rating of 3-5 stars

Baseline and 2020 Goal to be determined in July 2013.

Quality Early Education – Special Needs

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

Baseline and 2020 Goal to be determined in July 2013.

Affordability of Quality Early Education

% of Arizona families that spend no more than 10% of the regional median family income on early care and education programs with a Quality First rating of 3-5 stars

Baseline and 2020 Goal to be determined in July 2013.

Developmental Delays Identified in Kindergarten

Benchmark to be recommended in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5

Transition from Preschool Special Education to Kindergarten

% of Arizona children exiting preschool special education enrolled in kindergarten regular education

2010: 22% 2020 Goal: 30%



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School Readiness Indicators and Data Sources for Pascua Yaqui Tribe

First Things First seeks permission from the Pascua Yaqui Tribe to collect data on the 10 School Readiness Indicators listed in this document for children and families birth through five that reside in the Pascua Yaqui Tribe region:

School Readiness Indicator	Data Source
<p>Well-Child Visits % of Arizona children receiving at least six well-child visits within the first 15 months of life.</p>	<p>Indian Health Service (Tucson Area)</p>
<p>Healthy Weight % of Arizona children age 2-4 with body mass index (BMI) in healthy weight range.</p>	<p>Inter-Tribal Council of Arizona Women, Infant and Children’s (WIC) Program</p>
<p>Dental Health % of Arizona children age 5 with untreated tooth decay.</p>	<p>Indian Health Service (Tucson Area)</p>
<p>Confident Families % of Arizona families report they are competent and confident about their ability to support their child’s safety, health and wellbeing.</p>	<p>First Things First Regional Needs and Assets Report (Parent and Community Survey will be integrated into the formulation of the report beginning in SFY 2014. The Pascua Yaqui Tribe approved the data collection for the 2012-2014 Needs and Assets report through Tribal Resolution No C05-113-13 on May 29, 2013.)</p>
<p>School Readiness Benchmark related to developmental domains of social emotional, language and literacy, cognitive, and motor and physical to be recommended in FY15 based on baseline data from Arizona kindergarten developmental inventory (KDI).</p>	<p>First Things First is working with the Arizona Department of Education to develop a statewide Kindergarten Development Inventory (KDI) tool. It is anticipated that the KDI will be initially piloted in a small number of schools in fall 2014.</p>
<p>Quality Early Education % of Arizona children enrolled in an early care and education program with a Quality First rating of 3-5 stars.</p>	<p>First Things First Quality First Data</p>
<p>Quality Early Education – Special Needs % of Arizona children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars.</p>	
<p>Affordability of Quality Early Education % of Arizona families that spend no more than 10% of the regional median family income on early care and education programs with a Quality First rating of 3-5 stars.</p>	
<p>Developmental Delays Identified in Kindergarten Benchmark to be recommended in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.</p>	<p>The data source for this indicator will be determined in fall 2013 after completion of a comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.</p> <p>For data related to health or developmental delay, all counts of fewer than twenty-five, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed as outline in the attached FTF Suppression Policy.</p>
<p>Transition from Preschool Special Education to Kindergarten % of Arizona children exiting preschool special education enrolled in kindergarten regular education.</p>	<p>Arizona Department of Education</p>



Pascua Yaqui Tribe Regional Partnership Council Process for the System Building Conversation

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Proposed Approach for January-June 2014

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<p>Jan. 23- Pascua Yaqui Tribe Regional Council Meeting- System Building discussion will include:</p> <ul style="list-style-type: none"> - Determine the approach/process <p>End of Jan- Early Feb:</p> <ul style="list-style-type: none"> - Regional Council and staff engage in discussion and invite tribal staff, groups to the February System Building conversation 	<p>Feb. 13- Pascua Yaqui Tribe Regional Council Meeting- System Building discussion will include:</p> <ul style="list-style-type: none"> - Determine System Building priorities - Are there other tribal departments/programs, groups working on system building for the priorities? - List the tribal departments/programs, groups that need to be part of the discussion for each priority? - Are there additional resources that could be utilized? <p>Late Feb- Early March:</p> <ul style="list-style-type: none"> - Regional Council and staff engage in discussion and invite tribal staff, groups to the March System Building conversation 	<p>Mar. 13- Pascua Yaqui Tribe Regional Council Meeting- System Building Conversation:</p> <p><i>Priority 1: Provide more family support, parent education and prevention services to families</i></p> <p><i>Priority 2: Increase health care education for mothers and children</i></p> <p>Late March- Early April:</p> <ul style="list-style-type: none"> - Regional Council and staff engage in discussion and invite tribal staff, groups to the April System Building conversation 	<p>April 10- Pascua Yaqui Tribe Regional Council Meeting- System Building Conversation:</p> <p><i>Priority 3: Increase access to early care and education settings</i></p> <p><i>Priority 4: Increase professional development opportunities for early care and education professionals</i></p> <p>Late April- Early May:</p> <ul style="list-style-type: none"> - Regional Council and staff engage in discussion and invite tribal staff, groups to the May System Building conversation 	<p>May 8- Pascua Yaqui Tribe Regional Council Meeting- Agenda items will include the following:</p> <ul style="list-style-type: none"> -Regional Council Chair/Vice-Chair elections -Review of grant renewals - System Building Conversation: <p><i>Priority 5: Provide more information to families and community members about the importance of early childhood</i></p> <p><i>Priority 6: Continue collaboration and open communication with Tribal government</i></p> <p>Late May- Early June:</p> <ul style="list-style-type: none"> - Regional Council and staff engage in discussion and invite tribal staff, groups to the June System Building conversation 	<p>June 12- Pascua Yaqui Tribe Regional Council Meeting- System Building Conversation:</p> <ul style="list-style-type: none"> - Review of the previous System Building conversations and possible plan for the fall strategic planning for the next funding cycle



Regional Updates:

Activity Timeline January-June 2014

- Please refer to *Attachment #6*

Fiscal Year 2014 Quarter 1 Narrative Report

- Please refer to *Attachment #7*

Fiscal Year 2014 Expenditure Report

- Please refer to *Attachment #8*

Quality Assurance Site Visit

- Community-Based Professional Development Communities of Practice- United Way of Tucson and sub-grant partners participated in a Quality Assurance Site Visit December 2-6. *Attachment #9* provides a summary of the findings and areas for development.

Coordination & Communications

- December 09- State Board Site Visit and Award Presentation to the Tribal Council. Thank you to Tribal Council, Tribal staff, community members and Regional Council members for all you did to make both events so memorable.

Statewide Updates:

First Things First State Board Meeting

- The First Things First State Board met on December 9-10 in Tucson. The Board visited the Dr. Fernando Escalante Community Library and Resource Center and presented the SFY2015 check (award) to Tribal Leaders on December 9th in the afternoon.
- On December 10th the agenda included the Communities of Practice Professional Development panel and the Discretionary Adhoc Committee recommendations. Thanks Member Marilynn Sando and Shanna Tautolo for your participation.
- Five of the Pascua Yaqui Tribe Regional Council members were able to attend an opportunity to have an informal dialog with Board members during the lunch period on the 10th.
- *Attachment #10* provides a summary of the December Board meeting.
- January 22 – FTF Board Meeting in Phoenix. SFY15 Regional Funding Plan presentations to the Board for their approval.

Upcoming Events

- February 13 – Pascua Yaqui Tribe Regional Partnership Council meeting
- February 25 – United Way of Tucson and Southern Arizona Annual Business Leaders Breakfast



Pascua Yaqui Tribe Regional Partnership Council

Activity Timeline January to June 2014

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Fiscal Year 2014: July 1, 2013-June 30, 2014

January	February	March	April	May	June
<p>Jan. 21-22- FY 15 Funding Plan Presentations and FTF Board Meeting (Southeast Area presents Jan. 22 in the morning)</p> <p>Jan. 23- Pascua Yaqui Tribe Regional Council Meeting</p> <p>Throughout January: -Regional Council member recruitment</p>	<p>Feb. 13- Pascua Yaqui Tribe Regional Council Meeting</p> <p>Throughout February: - Regional Councils engaged in discussion about FY2015 contract renewals -Regional Council member recruitment</p>	<p>Early March: - FY15 Grant renewal applications are anticipated to be sent to grantees - Grantees will have 2-4 weeks to submit their completed renewal application</p> <p>Mar. 13- Pascua Yaqui Tribe Regional Council Meeting</p> <p>Throughout March: -Regional Council member recruitment</p> <p>End of March: - Regional Director, in partnership with the Finance and Policy Teams and Senior Director will review the FY15 grant renewal packages, which includes submitting any clarifications to the grantee</p>	<p>April 10- Pascua Yaqui Tribe Regional Council Meeting</p> <p>Throughout April: -Regional Council member interviews -Review process and clarification process of FY15 grant renewal applications - Prepare the grant renewal recommendations and information for Regional Council review during the May meeting</p>	<p>May 8- Pascua Yaqui Tribe Regional Council Meeting Agenda items will include the following: -Regional Council Chair/Vice-Chair elections -FY15 Review of grant renewals</p> <p>Regional Council members have the opportunity to approve the renewal package. Should the Regional Council not approve a contract renewal, the Regional Council would need to identify a new funding mechanism</p> <p>May 16- The grant renewal and Regional Council member recommendations are due for June FTF Board meeting</p>	<p>June 9 and 10- FTF Board meeting – Agenda items will include the following: - Approval of RFGA/Grant Agreements - Grant renewals recommendations to continue (or discontinue) contract renewal - Regional Council appointments</p> <p>Note: Approved contracts begin implementation of services for Fiscal Year 2015 on July 1, 2014</p> <p>June 12- Pascua Yaqui Tribe Regional Council Meeting</p>



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Attachment #7

Pascua Yaqui Tribe Regional Partnership Council
Quarter 1 Program Data Summary

(Source: Partner Grant Management System Data Narrative Report)

Selected data as reported in the Program Narrative Report by the Grantee, representing the programs and services delivered in Quarter 1 (July, August & September 2013).

STRATEGY: HOME VISITATION

Partner: Pascua Yaqui Tribe

Program Implementation (outreach, recruitment and retention activities):

- Conduct community outreach by distributing books and program pamphlets to Tribal Government department including Social Services, Behavioral Health, WIC, Workforce Development and the Education Department.
- Continue to utilize the Ages and stages questionnaire and Ages and Stages questionnaire Social and Emotional.
- Continue to connect all enrolled families to appropriate providers and help families develop skills to observe and understand their child's growth and development, including families who aren't enrolled in their program.
- Continue to provide resource and referral information and follow up to all enrolled families in the Si Tuisi Naate program and community members.
- Continue to provide information and education on parental resilience, parenting, child development, social emotional development, positive discipline, verbal and visual communication to all enrolled families in Si Tuisi Naate program and community members.
- Continue to send mailings such as homemade cards and notes to let families know that they are here to support and encourage parents.
- Tribal Recognition distribution of crayons, books, information packets, and healthy snacks.

Collaboration:

- Dr. Fernando Escalante Library and Education Department- Readiness for Reading workshop
- WIC Department- Breastfeeding Awareness and Family Appreciation Luncheon
- Head Start and the PYT Health Department- 2013 Back to School Bash
- Continues to maintain open communication with various programs including Project LAUNCH, Sewa Uusim Children's Wrap-Around Services, the Community Health Nursing program, Head Start Preschool and New Life Pregnancy Centers

Challenges:

None at this time

Successes to Celebrate:

- During this 1st quarter reporting cycle Si Tuisi Naate enrolled seven new families to the program. The fathers also actively participate in the weekly home visitation activities. Si Tuisi Naate home visitation also includes other adult care takers /relatives of the children being served to include extended family members such as maternal and paternal grandparents who also participate during home visits.
- Due to the geographical demographics of the Pascua Yaqui Tribe outreach is achieved on a daily basis by walking throughout the community, distributing program brochures, books and child development information to community members and the various tribal government departments.
- Si Tuisi Naate has also been identified and selected as partner in First Books who will be providing Si Tuisi Naate with two books for every enrolled child for nine months to begin in March 2014.
- Families reported that they find the Brain Box curriculum to be informative, interactive and enjoyable.
- Si Tuisi Naate has had the pleasure of working with a young mother of two who was three weeks away from delivering her child. One of her family goals she reported was to maintain stability and be prepared for her child's arrival. Through collaboration with New Life Pregnancy Center SI Tuisi Naate was able to provide this mother with a bassinet, infant car seat, diapers, and baby supplies to help prepare for the birth of her child.

STRATEGY: PARENT EDUCATION COMMUNITY-BASED TRAINING

Partner: Pascua Yaqui Tribe

Program Implementation (outreach, recruitment and retention activities):

- 9 Story Time events for children 0-5, 208 participants.
- Every Child Ready to Read Parent Workshop, 20 participants.

Collaboration:

- Arizona State Public Libraries for the “Every Child Ready to Read” workshop- Ms. Rachel Lam
- Si Tuisi Naate Home Visitation Program for literacy workshops
- Ms. Aggie Hart for outreach services and for free book incentives for children 0-5
- First Book Tucson
- Tribal programs
- Northern Arizona University for book donations
- Pima County Public Library for their donation of discard books, which the Community Library staff clean and provide as give away books for the parents who are setting up tiny literacy areas in their homes.

Challenges:

None at this time

Successes to Celebrate:

- The “Every Child Ready to Read” was a successful workshop for the parents on Pascua Pueblo Reservation.
- The Dr. Fernando Escalante Library hired a librarian on October 4th which has increased their direct services to children.
- The librarian has implemented the use of the Brain Boxes with one family with preschool children during a library visit and has shared with the preschool aged children the colors in the Yaqui Language, along with the theme of Animam Mikwa.
- The Story Time numbers have gone up to 208 for this first quarter report.
- More parents are coming in with their preschool aged children after school. Parents are awarded a small certificate for incentive and to acknowledge their efforts.

STRATEGY: COMMUNITY-BASED PROFESSIONAL DEVELOPMENT (AKA COMMUNITIES OF PRACTICE/INNOVATIVE PROFESSIONAL DEVELOPMENT/GREAT EXPECTATIONS)

Partner: United Way Professional Development Alliance

Collaboration:

AZ Town Hall Chapter – The grant director was asked to prepare a chapter for the background report that will be used at the AZ Town Hall on Early Childhood Education, to be held at the Grand Canyon on November 4-6, 2013. The chapter focuses on The Whole Child, i.e., how young children develop and learn, what factors affect those processes, and the critical roles that families and teachers play in young children’s development and later successes.

Curriculum Guide – At the end of the first year of Great Expectations, Sue Bredekamp, Ph.D. and Carol Copple, Ph.D., were meeting with the Community of Practice that is studying Developmentally Appropriate Practice (DAP). Some of the cohort members said that they had Bachelor’s degrees but they were in fields other than early childhood education. Thus, they were often in a quandary as to how to sequence activities in order to maximize children’s learning. They also were unsure how to evaluate an early childhood curriculum. In response, Drs. Bredekamp and Copple said that they would prepare guidelines for determining the quality and usefulness of different curricula. In July, they delivered a resource guide on curricula for early childhood teachers.

Additional Collaborations

- *Linking Leaders* is collaborating with PCC Early Childhood Club and actively encouraging CoP members to attend once a month.
- Several contacts have been made in *¡Muévete, Muévete!* to share costs to bring a national consultant to the community. Community Extension Programs and the Pima County Health Department have been contacted to help pool resources and invite Diane Craft, PhD from New York (national expert on movement for young children) to provide specific ideas on active learning. Dr. Craft will model movement activities that can be done with minimal equipment and emphasize how movement supports learning in all areas. Another emphasis will be on the connection between quality movement experiences and reduction in behavior management.

Successes to Celebrate:

United Way of Tucson and Southern Arizona (*¡Muévete, Muévete!*): *Developing high quality family child care homes*

- A great highlight this quarter is the continuation of the Pascua Yaqui CoP. Retention for the second year has been good and members are excited to begin a new year. Although providers know each other, they have not had an opportunity to meet and learn together. They appreciate the exchange of ideas from each other while learning new content.
- July marks the end of the first public health internship (unpaid) hosted by *¡Muévete, Muévete!* Kerri Raub is an upper division public health student who interned with the CoP to assist with program implementation and to provide administrative support. Kerri was instrumental to helping prepare for the various national speaker events this summer, the summer celebration, and CoP meetings.

Easter Seals Blake Foundation (*Inspire Inclusion*): *Creating developmentally appropriate inclusive classrooms*

- July included the completion of the Preschool social and emotional classes. Seven members graduated from the class and expressed interest in continuing with the cohort.
- *Inspire Inclusion* had great success with their newly offered ECE 211 course "Including Young Children with Special Needs." Many members expressed interest in taking the class for credit and information and support was offered for the Pathways Program through Pima Community College. The CoP Coordinator also adds, "A quick survey of the class revealed a diverse group in the Cohort including returning members, tribal home providers, teachers at centers and students beginning their education career in the early childhood field. Each unique perspective and point of view contributed to making learning personal. It was an exciting first class."

Pima Community College (*ENLACE*): *Creating pathways from associate's to bachelor's early childhood degrees*

- ENLACE is excited to announce that it experienced its first student member of the math cohort returning to the CoP now as a math coach herself! She was hired at the tutor II level to support a cohort of students taking MAT089. The CoP coordinator shares, "Members of the original ENLACE math cohort report that it was the relationships with the instructor, the coaches (FKA tutors,) and each other that contributed to the successful completion rates students experienced in that cohort: MAT 086-100%, MAT 092-100%, MAT 122-75%, MAT 142-100%."

Tohono O'odham Community College: *Improving transition strategies for Tribal kindergarten children*

- The start of the fiscal year proved promising for the TO CoP as session attendance rose from ten participants on May 18, 2013, to 44 participants on August 19, 2013. Thirty-nine members are reported to have signed up which included all six Head Start center coordinators as well as several TO Head Start and child care center staff.
- August's presentation titled "Building Classroom Community" was presented by Karen McIlroy to the CoP. Ms. McIlroy also offers the TOCC ECE 228 course in which at least 25 CoP members are enrolled. The presentation included a literacy activity presented by Head Start Teacher Vivian Lewis as well, which was presented in both O'odham and English.
- In September, the CoP presentation "Making Math and Science Fun" by Esther Villa was extremely well-received by an audience three times the size as the previous year's. Ms. Villa guided the participants through five hands-on experiments that were also coupled with Ms. Villa's message to "encourage girls to reach for the stars" in science and math. This presentation also included two more presenters that supported the emphasis on coupling instruction with applications in the TO language and culture. These were Agnes Lewis's traditional stick game to support counting and color awareness which was presented entirely in O'odham, and Darlene Jose's

science lesson that incorporated dance. A new member of this CoP commented, “This was worth coming out for on a Saturday.”

Tucson Unified School District: *Improving instructional support in public preschools*

- The successes reported from this CoP share how support networks are being built between members who may at times feel isolated in their work. The CoP Coordinator documents, “After her first coaching session, a cohort member shared with the Coordinator that she felt a renewed passion for her work that she hadn’t felt in years. One of the topics of coaching was how the teacher might integrate elements of emergent curriculum and use these classroom projects to support children’s development and learning across domains. The projects will provide the teacher with a platform to use the teaching strategies that are described in CLASS (instructional support).”

University of Arizona - College of Education: *Supporting higher education early childhood degree completion*

- UA has an undergraduate in her senior year who has worked her way through three CoPs. She was a preschool teacher and is a single mom. Then she joined *Las Familias*. Those coordinators encouraged her to take courses at Pima Community College. After completing course work at Pima she enrolled at the University of Arizona. She will graduate in May with a BA and certification in Early Education. The system is working!

United Way of Tucson and Southern Arizona (*First Focus on Kids*): *Building developmentally appropriate professional development systems*

- In July, the grantee had its annual kick-off to attract potential new members and participants and educate them about the work done under the grant. Nearly 100 people attended and over half of them filled out interest forms to enroll and/or receive more information about one or more CoPs.

SFY2014 Pascua Yaqui Tribe Expenditure Report

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
Coordination	Community Partnerships Strategy	Strategy Subtotal:	\$9,000	\$9,000	-	\$9,000	0.0%		
	Pascua Yaqui Tribe	09/01/2013-06/30/2014		\$9,000	-	\$9,000	0.0%		
	Goal Area Subtotal:		\$9,000	\$9,000	-	\$9,000	0.0%		
Evaluation	Needs and Assets Strategy	Strategy Subtotal:	\$0	-	-	-	0.0%		
				-	-	-	0.0%		
	Statewide Evaluation Strategy	Strategy Subtotal:	\$11,481	\$11,481	\$11,481	-	100.0%		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$11,481	\$11,481	-	100.0%		
	Goal Area Subtotal:		\$11,481	\$11,481	\$11,481	-	100.0%		
Family Support	Home Visitation Strategy	Strategy Subtotal:	\$105,000	\$105,000	\$33,231	\$71,769	31.6%		\$16,664
	Pascua Yaqui Tribe	07/01/2013-06/30/2014		\$105,000	\$33,231	\$71,769	31.6%		\$16,664
	Parent Education Community-Based	Strategy Subtotal:	\$40,000	\$40,000	-	\$40,000	0.0%		
	Pascua Yaqui Tribe	07/01/2013-06/30/2014		\$40,000	-	\$40,000	0.0%		
	Parent Outreach and Awareness	Strategy Subtotal:	\$750	-	-	-	0.0%		
	Goal Area Subtotal:		\$145,750	\$145,000	\$33,231	\$111,769	22.9%		\$16,664
Health	Child Care Health Consultation	Strategy Subtotal:	\$7,465	\$7,465	\$3,225	\$4,240	43.2%		\$769
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$304	\$304	-	100.0%		
	Maricopa County Department of Public Health	07/01/2013-06/30/2014		\$104	-	\$104	0.0%		
	Pima County Health Department	07/01/2013-06/30/2014		\$6,868	\$2,844	\$4,024	41.4%		\$747
		07/01/2013-06/30/2014		\$189	\$77	\$112	40.6%		\$21
	Goal Area Subtotal:		\$7,465	\$7,465	\$3,225	\$4,240	43.2%		\$769
Professional Development	Community Based Professional	Strategy Subtotal:	\$9,093	\$9,093	\$2,907	\$6,186	32.0%		\$1,208
	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014		\$9,093	\$2,907	\$6,186	32.0%		\$1,208
	Scholarships TEACH Strategy	Strategy Subtotal:	\$0	-	-	-	0.0%		
				-	-	-	0.0%		
	Goal Area Subtotal:		\$9,093	\$9,093	\$2,907	\$6,186	32.0%		\$1,208

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
Quality and Access	Quality First Strategy	Strategy Subtotal:	\$0	-	-	-	0.0%		
							0.0%		
	Quality First Academy Strategy	Strategy Subtotal:	\$2,628	\$2,184	\$563	\$1,621	25.8%		\$112
	Southwest Human Development	07/01/2013-06/30/2014		\$2,184	\$563	\$1,621	25.8%		\$112
	Quality First Child Care Health	Strategy Subtotal:	\$95	\$95	\$3	\$92	2.8%		\$3
	University of Arizona Cooperative Extension	07/01/2013-06/30/2014		\$95	\$3	\$92	2.8%		\$3
	Quality First Coaching & Incentives	Strategy Subtotal:	\$39,285	\$39,285	\$19,770	\$19,515	50.3%		-
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$39,285	\$19,770	\$19,515	50.3%		-
	Quality First Inclusion Warmline	Strategy Subtotal:	\$585	\$585	\$170	\$414	29.1%		\$35
	Southwest Human Development	07/01/2013-06/30/2014		\$585	\$170	\$414	29.1%		\$35
	Quality First Mental Health	Strategy Subtotal:	\$601	\$601	\$253	\$348	42.1%		\$48
	Southwest Human Development	07/01/2013-06/30/2014		\$601	\$253	\$348	42.1%		\$48
	Quality First Scholarships Strategy	Strategy Subtotal:	\$130,533	\$130,533	\$64,841	\$65,692	49.7%		-
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$130,533	\$64,841	\$65,692	49.7%		-
	Quality First Warmline Triage	Strategy Subtotal:	\$234	\$234	\$98	\$136	41.9%		\$19
Southwest Human Development	07/01/2013-06/30/2014		\$234	\$98	\$136	41.9%		\$19	
	Goal Area Subtotal:	\$173,961	\$173,516	\$85,697	\$87,819	49.4%		-	\$216
	Overall Total:	\$356,750	\$355,555	\$136,543	\$219,013	38.4%		-	\$18,857



Quality Assurance Site Visit Report Summary
United Way of Tucson and Southern Arizona - Great Expectations for Teachers, Children and Families
FTF-Multi-13-0389-03
December 2-6, 2013

The United Way of Tucson and Southern Arizona's (UWTSA) Great Expectations for Teachers, Children and Families program meets the First Things First Standard of Practice (SOP) for Community Based Professional Development Early Care and Education Professionals with the exceptions of: the consistent use of professional development plans for all members receiving coaching; the consistency of quality coaching techniques in one Community of Practice (CoP); and subject matter experts being used in all CoPs. Overall the program is of extremely high quality and is addressing a significant need for sustained professional development in the Tucson area.

There are several significant strengths of the program that were made evident during the site visit:

1. The first strength is the number of innovative strategies reduce members' barriers to success. In the University of Arizona (UA) CoP, the coordinator holds the CoP meetings in her home to reduce the perception of a power differential between UA staff and the cohort members. Easter Seals Blake Foundation (ESBF) maintains a lending library of adaptive materials that members can check out and use in their programs. During the coaching observation completed with ESBF, the coach was observed sharing a variety of adaptive devices with a teacher and explaining their use. There is a significant cost investment in creating an inclusive environment for children and ESBF's resource library helps programs work with adaptive materials before they consider purchasing anything. The Pima Community College (PCC) math tutor program has had a significant impact on the number of Early Childhood Education (ECE) students that have been able to successfully complete the math requirements in their degree program. In the 2012-2013 year, 83% of the PCC students receiving math coaching successfully passed their math course while the college wide successful math completion rate was only 55%.
2. The UWTSA created database is also a strength of the program. The database has external quality assurance of data and will allow UWTSA to track movement across CoPs and degree completion. The database was also created flexibly enough that as the program evolves, UWTSA will be able to make changes to the database.
3. The need for individualized topics to be addressed by each CoP was evident throughout the site visit. Cohort members are able to learn and discuss the content deeply and thoroughly and hone in on a need or interest that they have as professionals.
4. Throughout the observations, there were frequent opportunities for the cohort members to reflect on their practice and reflect on the content that they were learning and discussing. One example that stood out was the reflection document that the Southern Arizona Association for the Education of Young Children (SAzAEYC) CoP uses. During a program observation, the CoP coordinators take notes on their reflections, the CoP members that attend the event share their observations, and a host teacher shares their observations which are then compiled into one reflection document that is shared with all the CoP members. Not only are members who are participating in the observation reflecting on their experience, but their reflections are shared with the whole group.
5. There is a significant amount of cohesion within each CoP and across CoPs. The CoP members greeted each other with a sense of camaraderie and warmth and it was evident that each group was connected to and supportive of each other. There was also a significant amount of cohesion across CoPs. Coordinators often rely on each other to help support their members or provide them access to resources that another CoP has.
6. There is emerging evidence that the work done in this program is changing practice in the community. The data around increased successful math completion and overall ECE degree completion support the continued use of math tutors for ECE students. Child and Family Resources (CFR) shared a story of a local Tucson childcare program that has

made significant changes in their program in response to the PITC program being offered by CFR. The director of a local program attended the CFR program in 2012-2013 and now requires her new staff members complete the program as part of their new employee orientation. She also decreased the ratios of children to teachers in her program after having a conversation with the parents in the program about raising the cost of tuition to support the increased staff requirement and ultimately the level of quality care that the children would experience. During the CFR observation, the coordinator mentioned that the owner is now exploring the option of opening an infant/toddler program in Tucson that will be based on the PITC essential policies.

There were three areas with room for development that are included in this report:

1. The first one is the consistent use of professional development (PD) plans. The SOP requires that all program participants that receive coaching have a PD plan that guides their education and documents their goals. There is inconsistent use of PD plans within CoPs and across all CoPs is an item that is addressed on the action plan. The end goal of the plan of action for this item is to have every CoP member that is receiving coaching also have a PD plan.

2. The second development area addressed is the consistent quality of the coaching provided by one partnering organization. During a coaching observation, three coaches were observed. The first coach was working with a teacher 1:1. The coach was reflecting with the teacher and responding to her questions and requests for clarification with respect and a sense of caring. She helped the teacher link the coach's interaction with her to how she should interact with the children she cares for. The second coach was working in a classroom with one teacher and a group of children. The coach was modeling adult-child interactions for the teacher using materials that she had brought with her. The materials the coach used (and suggested the teacher use in the future) included playdough with aquarium marbles, and several materials intended to support transitions including a large walking puppet on strings. The ages of the children in the classroom were two and three with one school-age visitor so the choice of materials and approach to coaching should be rethought. Using materials that pose a choking hazard (the aquarium marbles) and materials that are breakable and cannot be fully explored by the children (the large puppet on strings) are not appropriate for a classroom that includes two year olds. The children often demonstrated a desire to do something different with the materials the coach was presenting (for example, putting some marbles into a small container and shaking it to experience the noise) and there was a missed opportunity to demonstrate to the teacher how to follow children's interests and extend their learning. The third coach was working the director assembling materials into an accreditation portfolio. The coach shared that she had been supporting the director with the portfolio a few times a week for several months. During the observation, the coach was asking the director to print a playground checklist to include in the portfolio, but the sparse playground this center had was a missed opportunity for the coach to complete the checklist with the director. By balancing working in the center to increase the quality of the environment and assisting the director in creating the portfolio, the coach's skill and ability to be an agent of change are increased dramatically.

3. The final SOP standard that was addressed as a development area is the consistent use of subject matter experts in each CoP. Each CoP either submitted documentation to support or verbally shared that they use subject matter experts in their CoP meetings with the exception of one CoP. The coordinator is the only person who leads the meetings and is indeed a subject matter expert in instructional support (which is the focus of the CoP), but there are opportunities to bring in experts in other content areas that can help support the important messages that the CoP coordinator is giving to the members. The CoP meeting observed focused on instructional support and appropriate child assessment. Bringing in an outside expert on Teaching Strategies Gold or on child assessment in public school settings would have enhanced the session.

Overall, the UWTSA program is of high quality and is responsively addressing gaps in the early childhood education system in Pima County. They have taken complex needs and put programs in place to address those needs while engaging community partners in the work. The coordinators frequently referred to their CoPs as a caring community of learners and that was found to be true.



STATEWIDE REPORT SHOWS NEED FOR CONTINUED INVESTMENT IN YOUNG KIDS

On December 10, the First Things First Board approved *Building Bright Futures*, the 2013 statewide needs and assets report. The report describes the status of young children in various areas, including: demographics, economics, education and health. Some notable items from this year's report include:

- More than 1 in 4 children 5 and younger in Arizona live in poverty, and the child poverty rate in our state is growing faster than the nation.
- An estimated 12 percent of young children live in the household of their grandparents, a figure that has been growing rapidly over the past few years. Statewide, 30 percent of households led by a grandparent have no parent of the children present, and almost 1 in 4 grandparents raising their grandchildren lives in poverty.
- In 2009, more than 30 percent of Arizona's toddler and preschoolers had untreated tooth decay, and approximately 71 percent of the state's 4-year-olds had never seen a dentist.

While FTF is doing its part to enhance education, health and family support programs for young children, Board Chair Steven W. Lynn stressed after the presentation that the data in *Building Bright Futures* demonstrate the need for restored funding for the state's tattered safety net. He suggested that FTF staff look in to how the information in the report could be used to highlight the needs of young children in the upcoming legislative session.

Board members and staff also expressed hope that the information in *Building Bright Futures* would spark community conversations about enhanced funding for other early childhood programs that promote school readiness for all kids.

The report is available at azfff.gov, under Reports and Publications.

DISCRETIONARY FUNDS – AD HOC COMMITTEE'S CONSIDERATIONS

In 2012, the Board commissioned an analysis of First Things First's tobacco tax revenue to assess future revenue estimates. This analysis was used to revise the sustainability model established by the Board, which is utilized when setting the annual budget including the draw on the fund balance. In addition, the Board reviewed an analysis of the regional carry forward balance. During this financial review, the Board determined that they also wanted to have a discussion on how discretionary funding is currently allocated. It was determined that this discussion would occur after the regional council chairs and vice chairs had the opportunity to review and discuss the issue.

In October 2012, the chairs and vice chairs discussed this topic at their leadership forum and also held discussions with their regional councils. Feedback was compiled across the 31 regional councils and reviewed at the February 2013 leadership forum. An ad hoc committee was formed to review the feedback and develop considerations to present to the Board.

At the Dec. 10 meeting, committee members Tony Bruno (South Pima Regional Council) and Shanna Tautolo (Pascua Yaqui Tribe Regional Council) presented to the Board two considerations from the committee: 1) that the current method for distributing discretionary funding be maintained and, 2) that the Board re-consider its frontier definition to determine if additional regions meet that definition.

If the Board changes how discretionary funding is allocated, the committee suggested that the new process not put regions in competition with each other and that any changes made should be in alignment with the councils' 3-year funding plan cycles.

The Board expressed its appreciation for the work of the committee. CFO Josh Allen then provided a presentation on the broader and longer term allocation considerations of FTF - including sustainability planning, fund balance and discretionary funding. In anticipation of the SFY16-18 planning cycle, the Board asked that the Finance Committee conduct a comprehensive analysis of the Board's long-term allocation strategy and provide recommendations for the Board's consideration at its April meeting. The Board asked that members of the ad hoc committee and their considerations be included in this process.

PROGRESS MADE IN IMPLEMENTING PROFESSIONAL DEVELOPMENT PLAN

First Things First Chief Program Officer Karen Woodhouse updated the Board on the implementation of the Professional Development Strategic Plan. The plan, approved by the Board in 2012, identified three high-priority areas FTF would work in, including early childhood degrees and credentials, a framework for workforce knowledge and competencies, and a workforce registry and professional development website.

The updates provided to the Board on Dec. 10 included:

Foundational work on a Prior Learning Assessment that would be eligible for college credit is near completion. In spring 2014, colleges willing to participate in Phase I implementation will be identified. Phase I of implementation will begin in July 2014.

Three colleges are working with the Professional Development Work Group to develop a draft of an Associate of Arts in Early Childhood Education (AAECE) degree. By May 2014, it is anticipated that those three colleges will guide the AAECE through the curriculum adoption processes at their respective institutions. Hopefully, those processes can be completed in time for the degree to be available at those three institutions for the FY16 school year.

The Knowledge and Competencies Framework has been developed and has gone through two rounds of vetting with system stakeholders. The final copy is expected by the end of calendar year 2013, with initial dissemination to early childhood faculty beginning in January 2014.

Initial design of the registry and website has begun. Two issues that continue to be worked on are locating an administrative home for the site and a staff plan for the site's maintenance.

In addition to the update on the statewide professional development plan, the Board's meeting included a presentation and panel discussion on one of the innovative professional development strategies being implemented with FTF funding – the Communities of Practice model in the Southeast Region.



PANEL DESCRIBES SUCCESS IN PROFESSIONAL DEVELOPMENT FOR EARLY EDUCATORS

The Central Pima Regional Council developed the Community of Practice model to provide comprehensive professional development to local early educators. This model encourages peer-facilitated learning and brings subject matter experts (i.e. visiting faculty, published authors, researchers, etc.) to the region's early childhood educators. These professional development opportunities are also tied to college credit if the participants are continuing their path toward college degrees. The program has expanded and now includes all the regions in the area.

During the Dec. 10 meeting, the Board received a summary of an evaluation of the strategy conducted by Mid-Continent Research for Education and Learning (McREL). The evaluation found that the strategy is meeting the needs of many local early childhood educators; provides hands-on learning opportunities, access to subject matter experts and peer networking opportunities that are tied to college credit; and, has positively changed practices for participating teacher and administrators.

Challenges identified in the study included the need to reduce barriers to participation, such as lack of transportation; gather outcome data to determine how participation is impacting young children taught by early educators in the program; and identifying resources to sustain the model revenues decline.

As part of the presentation, the Board heard from a panel of program participants. A sample of their comments includes:

Amber Jones – Employee of Child and Family Resources, member of the North Pima Regional Council and Coordinator of Project BEST, a Community of Practice that focuses on infants and toddlers. Jones shared the story of a center director who participated in a Community of Practice and as a result decided to require her teachers to have or be pursuing a college degree. She lost several staff members in the process. The director held a family night that had almost 300 attendees. The director shared with families what she had learned about a quality early learning environment. She explained to families that providing quality meant she would have to raise her rates. Even though her center is a very economically challenged area, she has not lost a single student.

Adrian Weaver – Early childhood teacher at Cottonwood Enrichment Center. Weaver said that through the program, she has found a community that is as passionate about early childhood as she is. She said she has learned things that she can put in to practice right away in her classroom. Weaver added that participation in the program has given her the confidence to apply for scholarships, expand her learning, complete her associate's degree and apply for the early childhood education graduate program at the University of Arizona.

Vivian Lewis – Head Start teacher for the Tohono O'odham Nation for 15 years. Ms. Lewis said the program helped her recently complete her bachelor's degree. She said she has been most impressed with what she has learned through the program about the need to preserve and implement cultural literacy. She said she has been working to do so in her classroom, learning new vocabulary and making native language books herself with the help of native speakers. She said her participation helps her to honor herself and her nation.



EVALUATION FINDS FAMILY SUPPORT STRATEGIES VARY IN SUCCESS OF IMPLEMENTATION

Harder + Company presented its findings of an evaluation of family support strategies across five regions: Cochise, Central Pima, North Pima, Santa Cruz and South Phoenix.

The study rated the regions' implementation of family support strategies – including home visitation, family resource centers and community-based parent education – across six areas, including: design, capacity, implementation, effectiveness, systems and resources. The study included data from staff, council member and grantee interviews, participant interviews, needs and assets reports, funding plans and grantee quarterly reports.

The study's 4-tier scale included ratings from lowest to highest of Not Rated (insufficient evidence) Emerging, Established and Advanced. Three regions had advanced ratings; two regions had established ratings.

Based upon their findings, evaluators recommended that the regions continue to monitor regional population trends to address local needs; invest in opportunities to further enhance the capacity of family support strategies; address challenges to family engagement; strengthen cross-regional collaboration among FTF-funded grantees; and expand the analysis of service unit costs.

Several Board members thanked evaluators for the depth of their study. Board Chair Steve Lynn said he would also like to see this and other studies delve more deeply into the impact that the programs are having on families and professionals working with families and children, and ultimately, the school readiness of children.



BOARD DEEPLY CONCERNED ABOUT CURRENT CPS SITUATION

Board members at the Dec. 10 meeting expressed concern and frustration over the current crisis in Child Protective Services, which centers around more than 6,000 reports of abuse or neglect that have not been investigated. The Board's conversation centered around 4 main themes:

- Expressing FTF's concerns about the current crisis in CPS;
- Renewing FTF's expectations that the state's safety net be adequately funded;
- Reiterating the voters' expectations of FTF; and,
- Describing how FTF is doing its part to support strong families.

Board Chair Steve Lynn reiterated that the Legislature needs to consider the impact that cuts to social services have had on the most vulnerable children. He and other Board members called on policymakers to restore that funding. Member Basha said the current situation highlights the importance of prevention, and that many in our community are unaware of the strong role FTF plays in early intervention efforts.

At the end of the discussion, the members asked Brad Willis, who represents DES Director Clarence Carter on the Board, to keep them apprised of any developments in this distressing situation.

Save the date! The next FTF Board meeting will be held January 22 in Phoenix.

CEO SEARCH UPDATE

Chair Lynn updated the Board and members of the public on progress in hiring a Chief Executive Officer. A search firm has been retained – Diversified Search from Washington, D.C.

Over the next few months, the firm will search for viable candidates to present to the Board's sub-committee. In the spring, the Board sub-committee will conduct interviews and forward their top two or three candidates for consideration by the full Board.

Depending on the employment/personal situation of the individual selected, the Board hopes to have a new CEO in place by early summer. Sam Leyvas will continue to serve as interim CEO.

The April Board meeting – originally slated to be held in Flagstaff – will be held in Phoenix to accommodate the work of the selection committee and final candidate selection.

The Board will consider whether any remaining meetings in calendar year 2014 can be moved to Flagstaff.

CEO UPDATE

Interim CEO Sam Leyvas updated the Board on several key initiatives at FTF, including:

Sam indicated that he is pleased to see that early childhood is growing in importance at the statewide level, as evidenced by its selection as the topic for a recent Town Hall and its inclusion as a high-priority area of need in a document recently released by the Morrison Institute.

Sam congratulated FTF Senior Director for Tribal Affairs and regional directors Melissa Begay (Navajo Nation) and Ashely Pascual (Hualapai Tribe/Colorado River Indian Tribes) for their recent presentations at the National Indian Education Conference. Their presentations on Arizona's work with Indian tribes and strategies to preserve Native languages were well-received. He also congratulated FTF Senior Directors Dr. Aaliyah Samuel and Dr. Karen Piefer for their recent presentations at the conference of the National Association for the Education of Young Children.

Sam reminded the Board that the FTF's fall advertising campaign is in full swing. This is a continuation of the campaign initiated earlier this year focused on brain development in the first five years of life. The Board held a brief discussion on the importance of balancing efforts to increase awareness of the importance of early childhood with the need to also increase awareness of First Things First. Sam said the Board's comments would be taken into consideration as FTF plans for its next creative campaign, which will be focused on the importance of quality in early learning settings.

Lastly, Sam reminded the Board that FTF would begin its efforts to recruit 150+ regional council members for appointment to terms beginning July 1, 2014. Existing regional council members will be encouraged to re-apply and special efforts will be made to find qualified candidates for hard-to-fill seats.



UPDATE ON KINDERGARTEN DEVELOPMENTAL INVENTORY (KDI)

FTF Chief Program Officer Karen Woodhouse updated the Board on efforts to develop a systematic way to assess school readiness for all Arizona children.

Over the past year, the Arizona Department of Education (ADE), working in collaboration with the State Board of Education, FTF and the Virginia G. Piper Charitable Trust have led efforts to move forward on developing and implementing a Kindergarten Entry Assessment, which once adopted in Arizona, will be called the Kindergarten Developmental Inventory (KDI). These partners convened a KDI Stakeholder Taskforce, an advisory group funded by the Piper Trust to help raise issues that should be considered when planning for the KDI. The KDI Taskforce completed its report, which describes key considerations related to the KDI

instrument, professional development and training that will be needed, and communication strategies.

Karen said the Taskforce will continue to provide significant and beneficial input on the KDI instrumentation during the development process and will be able to facilitate communication with families, educators and stakeholders across the state.

In addition to these efforts to set the stage for a KDI, Arizona also joined with nine other states and three nationally recognized research partners in a consortium to enhance a state-of-the-art system for assessing young children's learning in the early elementary grades. Supported by a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education, these states, with North Carolina as the lead state, are developing a K-3 formative assessment that includes a KEA.

This K-3 assessment process will begin at kindergarten entry with a KEA, generating a Child Profile of children's learning and development, and continue through third grade. Through this project, those who care about education in the critical early elementary years will have a user-friendly, effective resource for generating clear information on where children are in their learning and where they need to go next. In order to realize this goal, the consortium is designing an assessment process with the following essential features: is formative in nature, defines learning holistically and accounts for children's diverse learning styles, is teacher friendly, is family and student friendly, builds on existing state work to develop KEAs and other educational assessments, and relies on stakeholder engagement.

Over the next year, Arizona will actively participate in the Consortium standards alignment (including the Arizona Early Learning Standards) and assessment development, and will contribute to and review new materials that emerge from the project. In FY 2015, initial pilot tests in a small number of schools will begin with the draft assessment. More extensive field testing is anticipated in FY 2016, as well as convening state experts to review assessment materials, and conducting focus groups and other in-depth forums with parents, teachers, administrators and other constituencies to explain and develop support for the assessments. Arizona will then conduct a formal procurement process to select a common KDI instrument and develop a plan to phase in the assessment and make it available statewide.