

FIRST THINGS FIRST

EARLY CHILDHOOD SUMMIT 2015

LEARN. SHARE. GROW.



The Value of Public Involvement in Decision Making

August 24, 2015

Systems

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

Harvard University Center on the Developing Child

[Video](#)

Collective Impact

Public Buy-In

Systems Approach

Collective Impact

What is Collective Impact?

FSGImpact

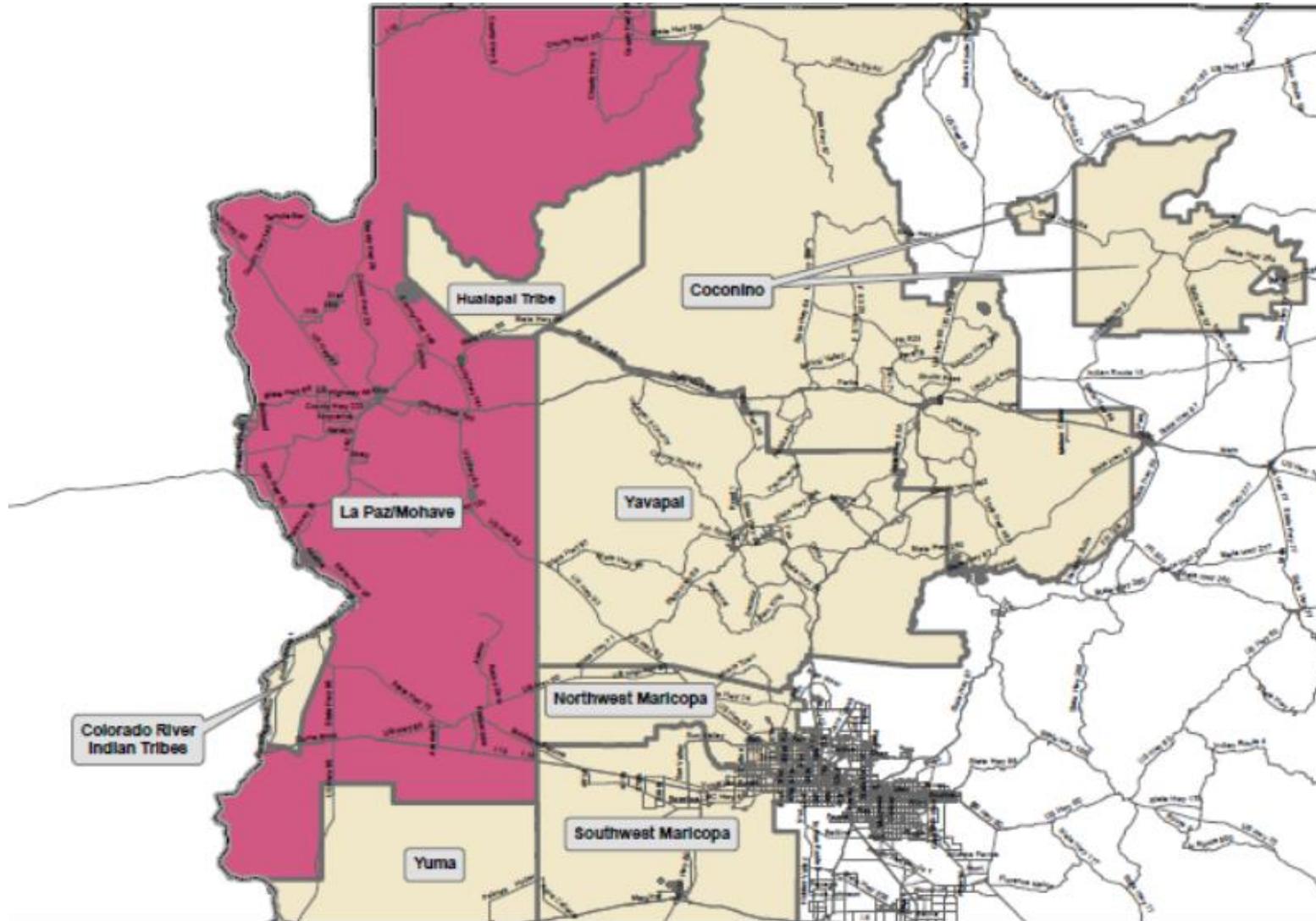


Regional Life Cycle

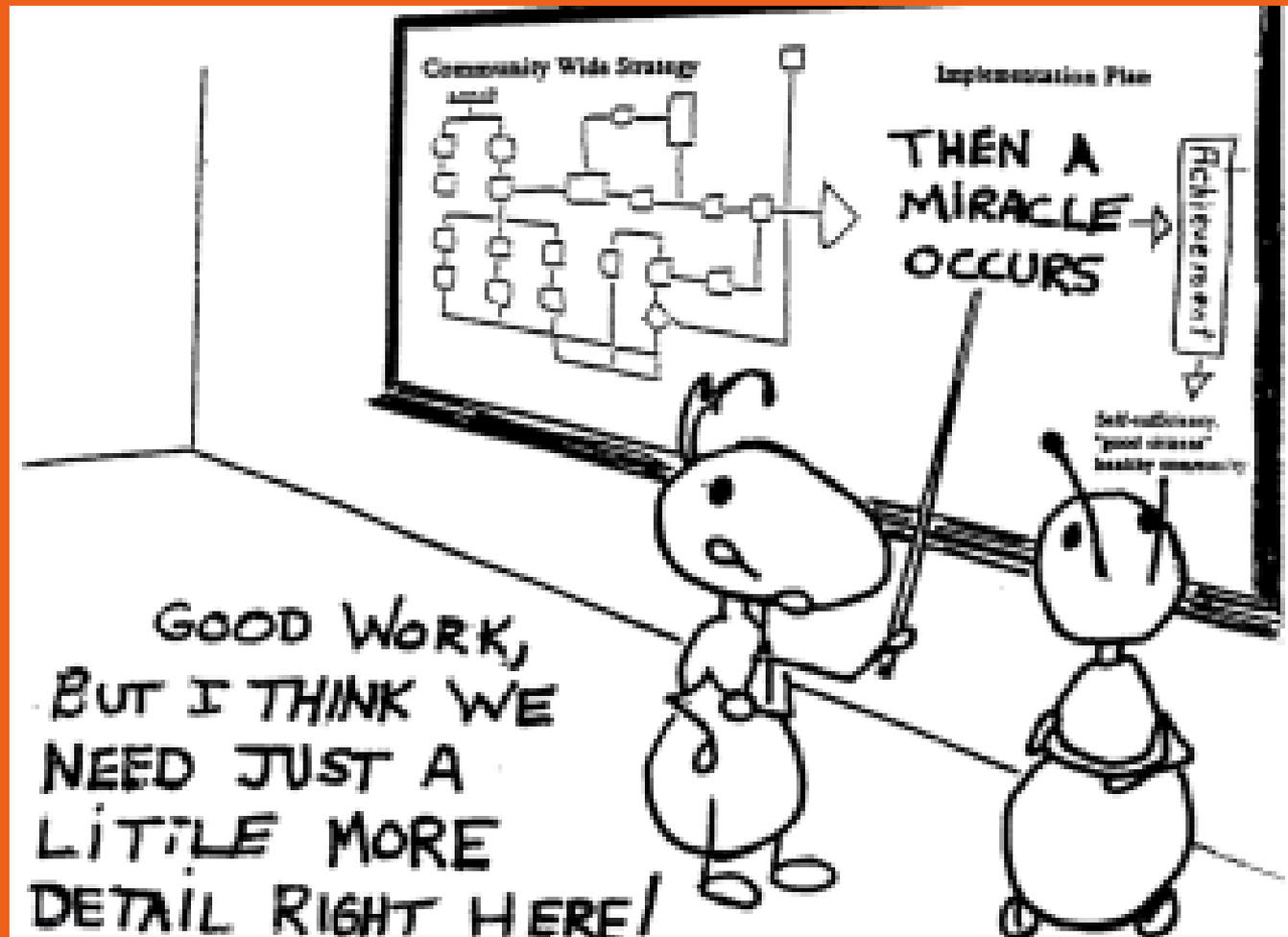
Regional Life Cycle



La Paz/Mohave – Geography



La Paz/ Mohave Approach



Priorities

School Readiness Indicators Linked to Needs & Priority Roles

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

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

% of children with newly identified developmental delays during the kindergarten year



Needs & Assets Assessment



The facts are coming! The facts are coming!

System Approach

5 Early Childhood System Levers:

- **Context:** The political environment surrounding the system
- **Components:** The quality and performance of programs and services within the system
- **Connections:** The strength and effectiveness of linkages across the system
- **Infrastructure:** The foundational supports the system needs to function effectively and with quality
- **Scale:** The comprehensiveness of the system for all children

Collective Impact

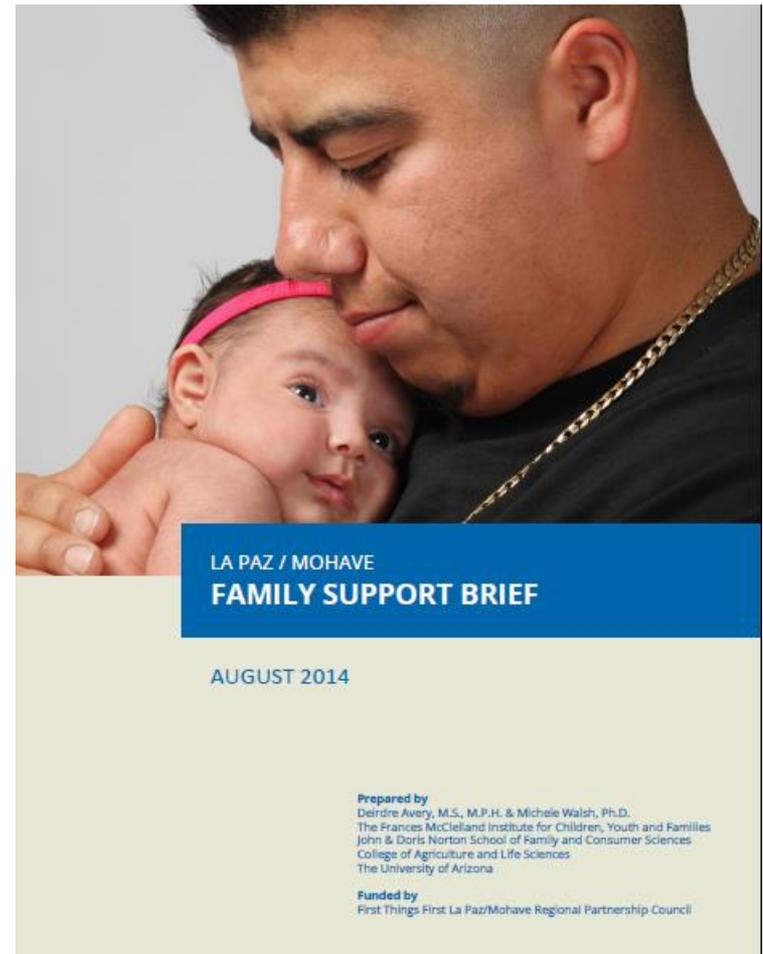


System Briefs

After 4 months and 101 individual interviews...

- Family Support Brief
- Early Care and Education Brief
- Health Brief

www.azftf.gov/lapazmohave



Starting with the word
“Partnership”

43% Allocation Reduction

Strategic Approach:

Inspire a Shared Vision

Enable Others to Act

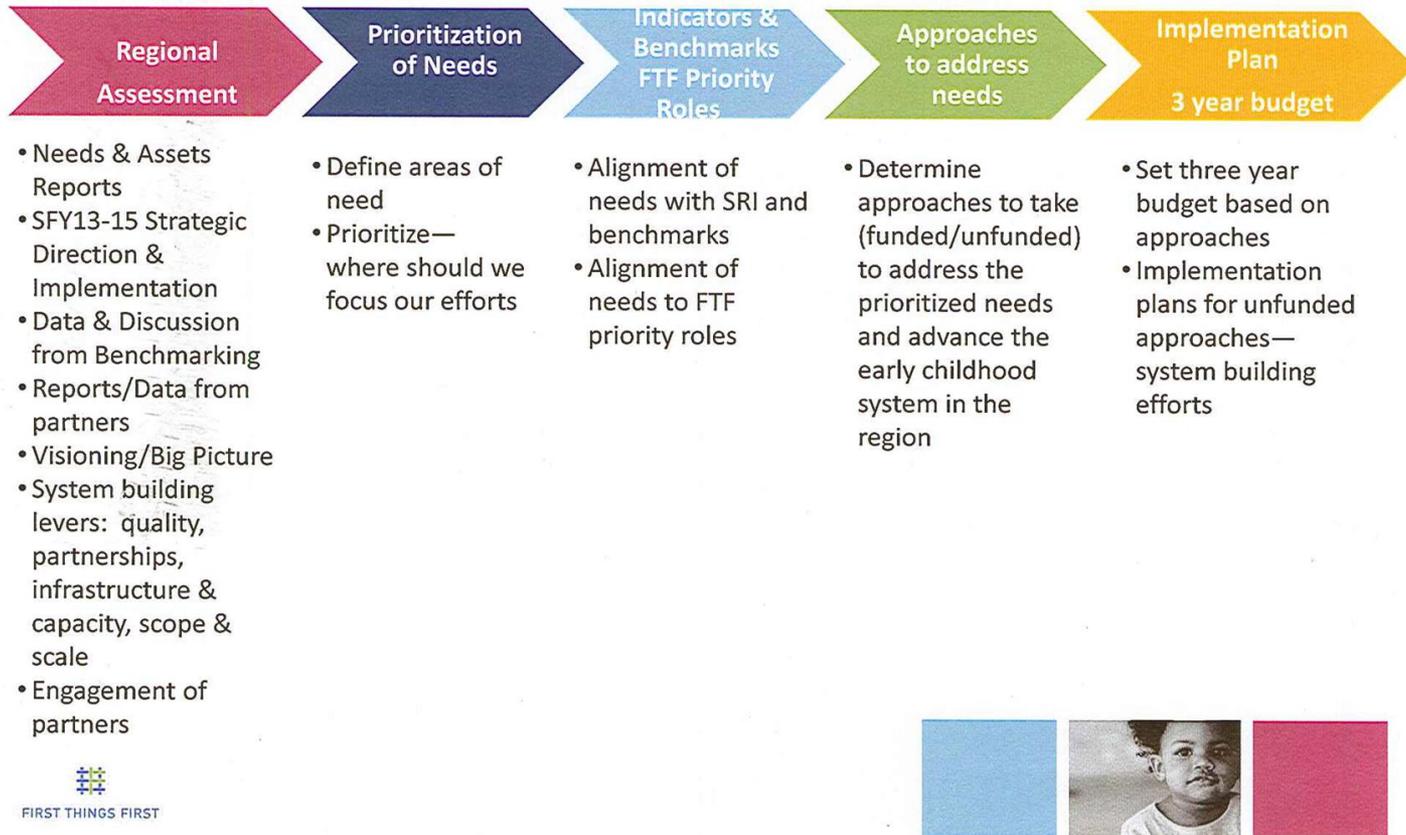
Priorities into Action

The Process

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

The Process

Strategic Planning Framework



The Process: Taking a look at the past

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

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>School Readiness – Limited pre-school opportunities, parents need education about preparing children for school</p> <p>Children w/Disabilities – lack of therapy services, early identification of special needs</p> <p>Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care</p> <p>Parent’s awareness of the needs of young children.</p>	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</p> <p>#/% of children receiving well child visits</p> <p>#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)</p> <p>#/% of children age 5with untreated tooth decay</p> <p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health)and affordable health care coverage for young children and their families</p> <p>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.</p> <p>Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<p>Quality First (including CCHC, TEACH and Scholarships)</p> <p>Scholarship-non TEACH</p> <p>Inclusion of Children with Special Need</p> <p>Family Support–Children with Special Needs</p> <p>Recruitment Stipends/Loan Forgiveness (SFY13, SFY14)</p> <p>Community Based Professional Development</p> <p>Early Care and Education Professionals</p> <p>Oral Health</p> <p>Family, Friends and Neighbors</p> <p>Mental Health Consultation</p> <p>Home Visitation</p> <p>Parent Outreach and Awareness</p> <p>Food Security</p> <p>Parent Education Community Based Training</p> <p>Expansion: Increase slots and/or capitol expense</p> <p>Reach Out and Read</p> <p>Needs and Assets (SFY14)</p> <p>Community Awareness</p> <p>Community Outreach</p> <p>Media</p> <p>Statewide Evaluation</p>

The Process: Common Vision #1

Yuma Children Ready To Succeed In Their Academic Career

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

Aligned to:

Regional Priority:

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

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

School Readiness Indicator:

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

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

FTF Priority Roles:

Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.

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

The Process: Common Vision #2

Healthy Children

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

Aligned to:

Regional Priority:

Children w/Disabilities – lack of therapy services, early identification of special needs

Parent's awareness of the needs of young children

School Readiness Indicator:

#/% of children receiving well child visits

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

#/% of children age 5 with untreated tooth decay

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

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

FTF Priority Roles:

Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health)and affordable health care coverage for young children and their families
Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

The Process: Common Vision #3

Strong Families

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

Aligned to:

Regional Priority:

Parent's awareness of the needs of young children

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

School Readiness Indicator:

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

FTF Priority Roles:

Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

Yuma County ECE Collaboration & 3 Town Halls

Yuma County Early Childhood Collaborative
Early Learning/Family Support/Health

Town Halls

Central/South/East

Tools Used

Yuma Needs and Assets

Fact Sheets

SFY13-15 Funding Plan

Yuma County ECE Collaboration & 3 Town Halls

The Process

Share Financial Story (transparency)

Share SFY13-15 Funding Plan

Share Common Vision

Yuma Needs and Assets with Fact Sheets

½ meeting Agenda (input)

Questions and Understanding

Prioritize (small group)

Prioritize (whole group)

What We Learned

Priorities

1. Access to High Quality Preschool

**2. Family Support: High intensity
in the form of Home Visitation**

**Early Literacy:
Focus and embedded in the entire system**

Action

The YRPC listened

1. Access to High Quality Preschool

2. Family Support: High intensity
in the form of Home Visitation

3. Early Literacy: Focus and embedded in
the entire system

What We Learned

Needs and Opportunities

Special Needs population Advocate

Unfunded Approaches

Increased Collaboration

System Building- Unfunded Approaches



YUMA COUNTY Early Childhood Collaborative

Vision

Our vision is a Yuma County where all children and families thrive and reach their full potential through a high quality interconnected early childhood system.

Mission

Our mission is to educate and empower all Yuma County families and children by coordinating efforts with our leaders and agencies.

Collaboratively, we strengthen and sustain a high quality early childhood system encompassing services in health, family support and early education.

System Building- Unfunded Approaches



LEADERSHIP TEAM

EARLY LEARNING
MIA ARMENTA
RAQUEL MUÑOZ

EARLY LITERACY/
READ ON YUMA
IRENE GARZA
MARLA AGUILERA

FAMILY SUPPORT
BOBBI FIREBUSH
ROSY TAYLOR

HEALTH
AMANDA VALENZUELA
JOSE AMPARO

Vision

Our vision is a Yuma County where all children and families thrive and reach their full potential through a high quality interconnected early childhood system.

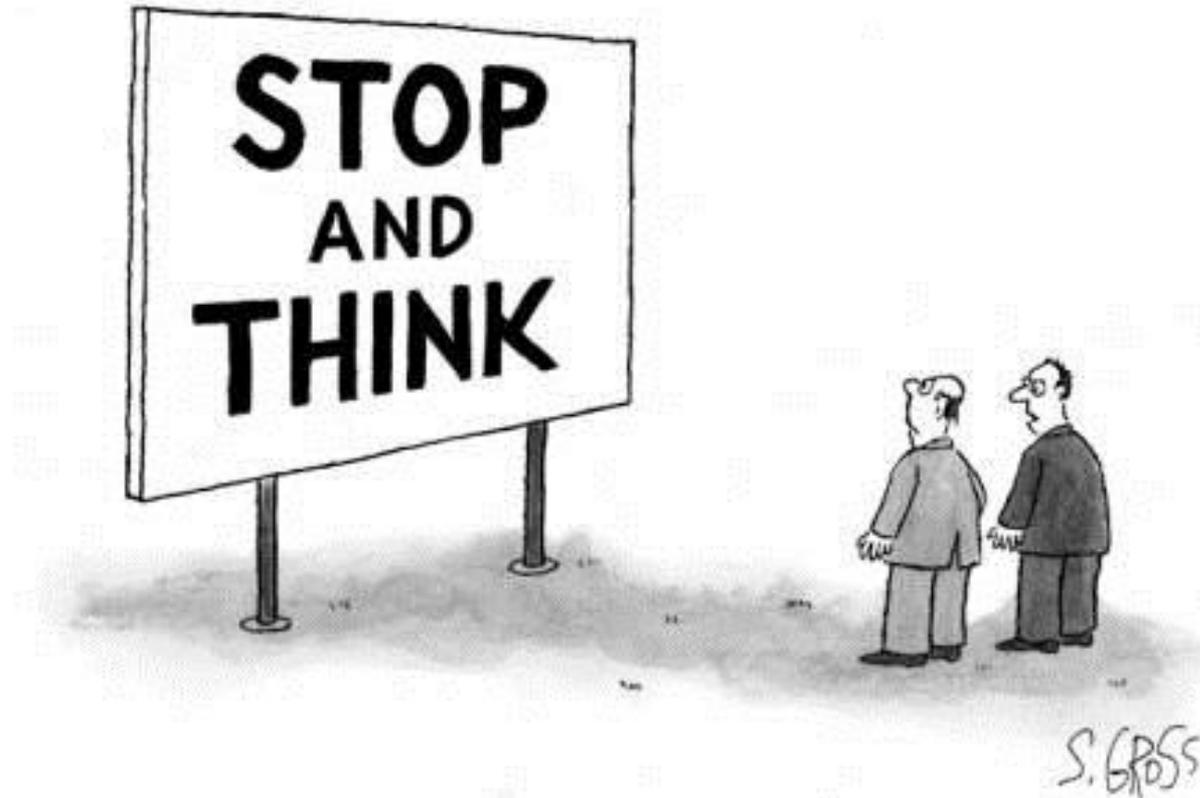
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Meeting Calendar

Date	Time	Location
September 2, 2015 Developing a Thriving Reader From the Early Years: Arizona's Early Learning Standards in the Home & Let's Talk: Engaging Children in Conversations	9am-11am 12pm-2pm	Yuma Main Library
November 3, 2015 Health System Awareness: Concentrating on Mental Health, Insurance, Vision and Dental	9am-12pm	TBD
February 2, 2016 Engaging our Faith and Business Leaders	9am-12pm	TBD
May 3, 2016 Community Resources : Enhancing our Professional Knowledge and Community Outreach	9am-12pm	TBD

Group Discussion



"It sort of makes you stop and think, doesn't it."

Guiding Discussion Questions

- * Did your understanding of any concepts change?**
- * How can this be applied to your work?**
- * Share your “Aha!” or example**
- * What questions do you have for the panel?**

Panel Discussion



EARLY CHILDHOOD
SUMMIT 2015
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Thank you!

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/AZFirstThingsFirst