



FIRST THINGS FIRST

EARLY CHILDHOOD SUMMIT 2015

LEARN. SHARE. GROW.

August 24 - 25, 2015
Phoenix Convention Center

EARLY CHILDHOOD SUMMIT 2015

SCHEDULE OF EVENTS

Monday, August 24

7:00am - 5:00pm	Registration and Exhibitors	Foyer
8:30am - 10:00am	Welcome and Opening Keynote: Dipesh Navsaria	Ballroom
10:30am - 12:00pm	Featured Speaker: Clancy Blair	120D (Ballroom)
	Featured Speaker: Nonie K. Lesaux	120A (Ballroom)
	Breakout Sessions: Block 1	Various
10:30am - 12:00pm	FTF Board Meeting	127AB
12:00pm - 1:00pm/1:30pm	Lunch on your own	
1:00pm - 3:00pm	Tribal Gathering (registration required)	120A (Ballroom)
1:30pm - 3:00pm	Breakout Sessions: Block 2	Various
3:30pm - 5:00pm	Breakout Sessions: Block 3	Various

Tuesday, August 25

8:00am - 2:00pm	Registration and Exhibitors	
8:30am - 10:00am	Featured Speaker: Clancy Blair	120D (Ballroom)
	Featured Speaker: Nonie K. Lesaux	120A (Ballroom)
	Breakout Sessions: Block 4	Various
10:15am - 11:45pm	Breakout Sessions: Block 5	Various
12:00pm - 1:30pm	Celebration Lunch and Keynote: Enrique Feldman	Ballroom
1:30pm	Summit concludes	
2:15pm	Read On Arizona Literacy Summit (registration required)	Ballroom

WELCOME FROM FIRST THINGS FIRST

As early childhood professionals and champions, we are keenly aware how crucial the early years are to a child's success in school and in life. One of the best examples of this link is literacy. Research shows that gaps in vocabulary start to appear in children as young as 18 months old; once they become preschoolers, you can correlate vocabulary, attention and general knowledge to a child's reading comprehension levels in 3rd or 4th grade.

Quality early interactions rich in language experiences help children develop the pre-literacy skills they need to become great readers in elementary school and successful learners throughout their lives. That's why First Things First is proud to welcome Read On Arizona as our partner in this year's Summit – to highlight the importance of partnerships between families, communities and schools along the entire early learning continuum, from birth to 8 years old.

That theme will be repeated throughout the next two days, as you discover opportunities to: LEARN about the latest research and best practices in working with young children and their families; SHARE your experience and insight with other professionals; and GROW, both personally and professionally through those interactions.

Whether you are new to the field of early childhood or a seasoned professional, the Summit offers many exciting and thought-provoking learning opportunities. This program outlines the Summit's varied sessions, carefully designed to ensure a meaningful experience for you. Please take the time to read through the session descriptions and plan a schedule that will enhance your work and expand your professional network of early childhood colleagues.

On behalf of First Things First, welcome to the 2015 Early Childhood Summit. We know this experience will expand your knowledge of early childhood and re-invigorate your commitment to young children in our state. Thank you for making the Summit part of those efforts and for your continued partnership in ensuring every Arizona child is Ready for School and Set for Life!

Sincerely,



Janice L. Decker
Chair, First Things First Board

A handwritten signature in black ink that reads "Janice Decker".



Sam Leyvas
CEO, First Things First

A handwritten signature in black ink that reads "Sam Leyvas".

 **FIRST THINGS FIRST**



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deserves

the best. Now mom
can give her

best.



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THANK YOU 2015 SPONSORS

GROW



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EARLY CHILDHOOD COMMUNITY SUPPORTERS

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Care 1st Health Plan Arizona

Child and Family Resources

Crisis Nursery/Child Crisis Center

Easter Seals Blake Foundation

Helios Foundation

Honor Health/John C. Lincoln Health Foundation

THANK YOU EXHIBITORS

First Things First appreciates your participation and encourages Summit attendees to spend time networking with and learning more about these organizations.

- Arizona Children's Association
- Arizona Department of Health Services – Bureau of Nutrition and Physical Activity
- Arizona Department of Health Services – Office for Children with Special Health Care Needs
- Arizona Friends of Foster Children Foundation
- Arizona State University – Online
- Association for Supportive Child Care
- Arizona Association for the Education of Young Children
- CASA of Arizona
- Casa de los Niños
- CASS Dental Clinic
- Child Care Resource & Referral
- Children's Action Alliance
- Children's Bureau/NuParent
- Community Playthings
- Constructive Playthings
- Eight, Arizona PBS
- Environments/Excelligence
- Expect More Arizona
- Grand Canyon University
- Head to Toe Therapy
- Heutink USA
- Institute for Healthcare Advancement
- Johns Hopkins Center for American Indian Health - Family Spirit
- Kaplan Early Learning Company
- Lakeshore Learning Materials
- Lexia Learning
- Military One Source
- Mosaic
- New Directions Institute for Infant Brain Development
- Ottawa University
- Parents As Teachers
- The Parsons Center for Pediatric Dentistry at Murphy
- Phoenix Children's Hospital – Kohl's Fit Program
- Phoenix Zoo
- Prescott College
- Professional Career Pathway Project - Central Arizona College
- Quality First Academy
- Raising Arizona Kids
- School Specialty – Childcraft
- Teen Outreach Pregnancy Services
- The Arizona Partnership for Immunization
- Touchstone Behavioral Health
- Waterford Institute

GENERAL INFORMATION

Room Capacity

While we have tried to anticipate and plan for seating capacities for individual sessions, it's very likely that some rooms will fill up. Room capacities are set by the Fire Marshal and must be complied with, and no standing is allowed in the meeting rooms. We appreciate your cooperation, apologize in advance for any inconvenience, and recommend that you arrive as early as possible for sessions of highest interest on your personal itinerary.

Parking

Complimentary parking at the Phoenix Convention Center (in the North, East, West or Heritage garages only) is included with registration for the Summit. Upon entry into one of these garages, you will take the parking ticket and retain it. Upon departure, please present this ticket together with one of the two Summit parking vouchers you received at Summit registration check-in. If you lose your parking ticket or voucher, or park in a garage other than those specified for the First Things First Early Childhood Summit, you will be charged the full parking rate for the day.

Meals

Your conference registration includes the Celebration Lunch on Tuesday, August 25. For lunch on your own on Monday, August 24, the Phoenix Convention Center will have some food concession services available in the Metro Marche, a centrally-located food court found within the North Building. In addition, there are dozens of full-service restaurants, bistro services and fast food locations available within walking distance of the Phoenix Convention Center.

No Wi-Fi/Charging Available

The Phoenix Convention Center does not provide free Wi-Fi in most areas. (In the North Building, it is only available in the Metro Marche.) Also, please be sure that your electronics are fully charged before arriving for the Summit, as the Phoenix Convention Center does not have charging stations or electrical outlets available.

In Case of Emergency

Please be aware of emergency exits in your immediate surroundings at all times. In case of emergency, please call 911 and notify one of our staff members immediately.

Social Media

Share your experiences at the Summit and promote the importance of early childhood by using the hashtag **#FTFSummit** when you tweet and post to Facebook or other social networks. Use it to search for what others are sharing, too.

And tag us on Twitter **@AZFTF** and on Facebook **@AZFirstThingsFirst**.

Use the Summit backdrop outside the Ballroom to pose for photos with friends and colleagues. Take some and share, and remember to use the hashtag **#FTFSummit**.

#FTFSUMMIT



Certificate of Attendance

A certificate of attendance for the First Things First Early Childhood Summit 2015 is available for download at summit.azftf.gov/schedule.

Additional Events

FTF Board Meeting

A meeting of the First Things First Board will be held on Monday, August 24, 2015 at 10:30am in Room 127AB at the Phoenix Convention Center. As with all meetings of the FTF Board, this meeting is open to the public. Visit azftf.gov to see the public notice, agenda items and attachments related to this meeting.

Read On Arizona Literacy Summit 2015

Presented in partnership with First Things First, the Read On Arizona Literacy Summit will highlight the importance of early literacy, its long-term impact on communities and our state, and the critical steps to making third grade reading proficiency a reality for Arizona's children. The Read On Arizona Literacy Summit will be held in the Ballroom on Tuesday, August 25, shortly after the conclusion of the FTF Early Childhood Summit. Doors will open at 2:15pm, and registration is required.

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Jocelyn, age 3
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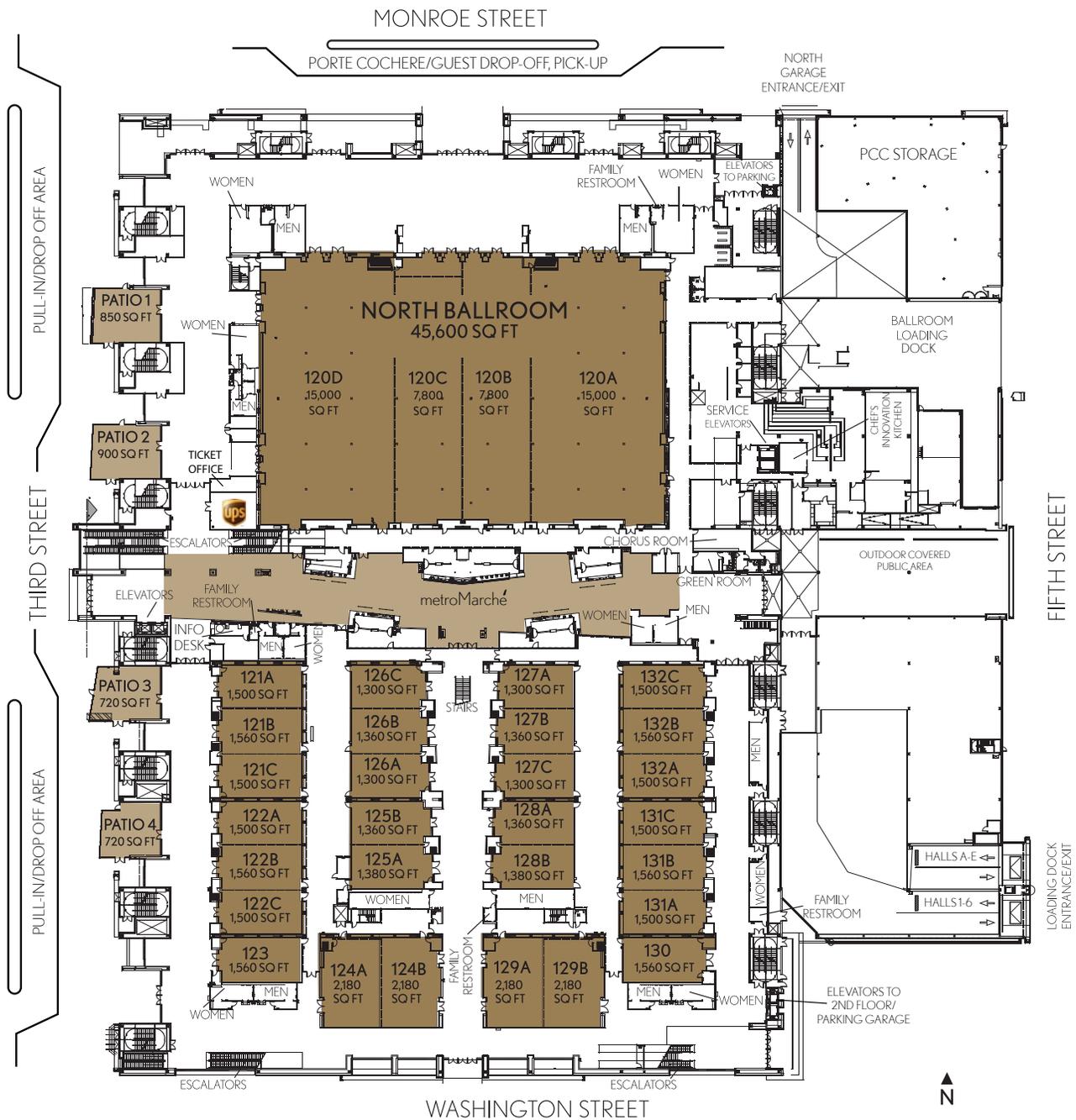


Quality First – a signature program of First Things First – partners with child care and preschool providers to improve the quality of early learning across Arizona.

Quality First funds quality improvements that research proves help children thrive. And through this website, Quality First offers parents information about the importance of quality early care and education and what to look for in child care and preschool settings that promote learning.

QualityFirstAZ.com

PHOENIX CONVENTION CENTER MAP



KEYNOTE SPEAKERS



Dr. Dipesh Navsaria

Dipesh Navsaria, MPH, MSLIS, MD is an assistant professor of pediatrics at the University of Wisconsin School of Medicine and Public Health and practices primary care pediatrics at a community health center working with underserved populations.

In addition, Dr. Navsaria is the director of advocacy training for the pediatric residency, serves as the faculty advisor for the Pediatric Interest Group, and is the director of the MD-MPH program at the University of Wisconsin. Committed to understanding how basic science can translate into busy primary-care settings via population health concepts and policy initiatives, he aims to educate the next generation of health care providers in realizing how their professional roles include being involved in larger concepts of social policy and how they may affect the cognitive development of children.

Dr. Navsaria is also strongly engaged with early literacy programs in health care settings, particularly around ideas of early brain and child development, which include neurobiological effects of adversity and poverty upon the developing brain. He is the founder and director of the Pediatric Early Literacy Projects at the University of Wisconsin and is also the founding medical director of Reach Out and Read Wisconsin.

Dr. Navsaria's undergraduate education was at Boston University, majoring in Biology and English Literature. He completed a Master's in Public Health at Boston University and Physician Assistant training at The George Washington University in the District of Columbia. He practiced as a pediatric physician assistant in East Central Illinois before attending medical school at the University of Illinois in Urbana. During his time there, he also completed a master's degree in library and information science at the University of Illinois, focusing on children's librarianship. He then completed his residency in pediatrics at the University of Wisconsin Hospitals and Clinics.

OPENING KEYNOTE

Early Experiences Elevate
Everything: Early Brain & Child
Development, Toxic Stress &
Childhood Adversity



Enrique C. Feldman

Enrique Feldman is an artist, educator and thought leader in early childhood professional development. He is the founder and director of education of the Global Learning Foundation (formerly the F.A.M.E. Foundation) and the author of *Living Like a Child* (Redleaf Press), which helps early childhood educators, caregivers and parents to see life from a child's perspective and provide environments that promote creativity, growth and learning.

Feldman's initiatives have been recognized by the National Endowment for the Arts, and he has presented numerous keynotes for organizations such as the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC), as well as local workshops for fathers, parents, cultural awareness and community building.

A Grammy-nominated composer and artist, Feldman is a former professor of music and education at the University of Arizona and the University of Wisconsin.

CELEBRATION LUNCH KEYNOTE

Inspiring Others
to Inspire Themselves

FEATURED SPEAKERS



The Science of Self-Regulation: Implications for Programs and Policies for Children and Families and Teachers

Monday, 10:30am, 120D
Tuesday, 8:30am, 120D

Clancy Blair

Clancy Blair, PhD is a professor of cognitive psychology in the Steinhardt School of Culture, Education and Human Development at New York University. Over the last two decades he has been conducting research on the development of self-regulation – specifically executive function abilities – in early childhood.

This research has demonstrated that executive functions are:

- central to school readiness and school achievement in the elementary grades;
- substantially influenced by experience and by the characteristics of the family and the home environment; and,
- highly interrelated with the regulation of stress response physiology.

An important focus of his research is on the ways in which experience influences executive function development through its effects on stress physiology. This mechanism is one that appears to be particularly relevant to the effect of poverty on children’s development and may be one primary route through which childhood poverty exerts long-term influence on cognitive and social-emotional development into adulthood.

Dr. Blair serves as a consultant on numerous federally funded research projects and serves on the advisory boards of several initiatives focused on early childhood education and child wellbeing (First Things First, Arizona; Early Childhood Comprehensive Assessment System, Maryland and Ohio; Learning about Infant and Toddler Early Education Services Compelling Models, Mathematica, Washington DC; and BUILD K-3 Formative Assessment Consortium, North Carolina).

He earned a BA at McGill University and an MPH in maternal and child health, and MA and PhD in developmental psychology at the University of Alabama at Birmingham.



Nonie K. Lesaux

Nonie K. Lesaux is the Juliana W. and William Foss Thompson Professor of Education and Society, Harvard Graduate School of Education. She leads a research program that focuses on promoting the language and literacy skills of today's children and youth from diverse linguistic, cultural and economic backgrounds. The practical applications of this work are featured in numerous publications, including, *Making Assessment Matter: Using Test Results to Differentiate Reading Instruction*, a guide for instructional leaders, and *Cultivating Knowledge, Building Language*, an instructional guide for educators serving English language learners.

The Road to Impact: Overcoming Common Pitfalls & Identifying High-Stakes Decisions for Literacy Success

Monday 10:30am, 120A
Tuesday 8:30am, 120A

She is the author of a widely circulated state literacy report, *Turning the Page: Refocusing Massachusetts for Reading Success*, that forms the basis for a third grade reading proficiency bill passed in Massachusetts. The legislation established an Early Literacy Expert Panel, which Lesaux co-chairs, charged with developing new policies and policy-based initiatives in a number of domains that influence children's early literacy development. Lesaux also directs a project focused on building capacity in the early education workforce and works across the country with teams of district and state leaders, center directors, administrators, and teachers focused on strengthening their Pre-K to 3 initiatives.

Lesaux has served on a number of federal committees, including the U.S. Department of Education's Reading First Advisory Committee and most recently, the Institute of Medicine and National Research Council's Committee on the Science of Children Birth to Age 8. She is a recipient of the William T. Grant Scholars Award and of the Presidential Early Career Award for Scientists and Engineers, the highest honor given by the United States government to young professionals beginning their independent research careers.

A native of Canada, Lesaux earned her doctorate in educational psychology and special education from the University of British Columbia.

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BREAKOUT SESSIONS BY TRACK

Breakout sessions at the 2015 Early Childhood Summit are organized by subject matter track to help you plan your Summit itinerary based on your particular interests. In addition, the daily schedules on pages 31 and 49 of this program are provided to help you create a personalized itinerary for both Monday and Tuesday.

CHILD HEALTH AND DEVELOPMENT (HD)

BLOCK 1 Monday 10:30am - 12:00pm

HD1-1	Healthy Families: Bridging the Gap between the Science of Oral Health and Healthy Families	124B
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BLOCK 2 Monday 1:30pm - 3:00pm

HD2-1	Screens: Success or Sabotage?	127AB
HD2-2	Using Empower Standards to Help You 'Reach the Stars!'	126A
HD2-3	Everything You Wanted to Know about First Things First Preventive Health Strategies	125B
HD2-4	Do Infants and Children Have Mental Health Needs?	125A
HD2-5	Will I Ever See You Again? Attachment Challenges for Foster Children	127C

CHILD HEALTH AND DEVELOPMENT (HD)

BLOCK 3 Monday 3:30pm - 5:00pm

HD3-1	Innovation in the Ranks: Expanding Oral Health Care Access in Arizona with Advanced Delivery and Workforce Models	131A
HD3-2	Evidence-based Preventive Health Programs Proven to Optimize Physical Health in the Preschool Child	131C
HD3-3	Children in Poverty: Operationalizing Social Skills to Secure Cognitive Development	131B
HD3-4	Communication in Early Intervention	130

BLOCK 4 Tuesday 8:30am - 10:00am

HD4-1	Developing and Maintaining an Early Childhood Education Garden	125B
HD4-2	When is My Child Supposed to Do That?	125A
HD4-3	Compassion Fatigue: Building up the Armor of the Heart	126A

BLOCK 5 Tuesday 10:15am - 11:45am

HD5-1	Screens: Success or Sabotage?	127AB
HD5-2	Developmental and Sensory Screening: Why is it Important and What Do You Need to Know?	131B
HD5-3	Health Care Integration Arrives: Physical and Behavioral Health for Children and Families	131C
HD5-4	Talking to Parents about Nutrition in a Way that Helps Without Harming	130
HD5-5	Replication of the Famous Marshmallow Experiment and Self-Regulation Play Activities	131A

BREAKOUT SESSIONS BY TRACK

COMMUNITY AWARENESS (CA)

BLOCK 1 Monday 10:30am - 12:00pm

CA1-1	Unless Someone Like You Cares a Lot: Building Community and Statewide Support for Early Education	121A
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BLOCK 2 Monday 1:30pm - 3:00pm

CA2-1	Early Childhood, Every Day: Get the Word Out	121A
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BLOCK 3 Monday 3:30pm - 5:00pm

CA3-1	Moving Awareness to Action	121A
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BLOCK 4 Tuesday 8:30am - 10:00am

CA4-1	Citizen's Guide to the Legislative Process	124B
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CA4-2	The Write Way: Capturing Stories that Show the Power of Early Childhood	121A
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BLOCK 5 Tuesday 10:15am - 11:45am

CA5-1	Marketing Strategies to Serve More Children and Families	121A
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EARLY LITERACY (LT)

BLOCK 2 Monday 1:30pm - 3:00pm

LT2-1 **Lessons from Communities in Action** 129AB

BLOCK 3 Monday 3:30pm - 5:00pm

LT3-1 **Early and Accurate Identification of Kindergarteners
with Language and Decoding Difficulties** 129AB

BLOCK 4 Tuesday 8:30am - 10:00am

LT4-1 **Building Collaboration Around Early Literacy to Support What
Works: Raising A Reader - A Case Study in Access to Quality** 129AB

BLOCK 5 Tuesday 10:15am - 11:45am

LT5-1 **Literacy Tutoring Program Implementation Strategies** 124A

LT5-2 **Early Literacy Matters: What's Working and What's Next
From Read On Arizona** 129AB

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BREAKOUT SESSIONS BY TRACK

EARLY CHILDHOOD SYSTEMS BUILDING (SB)

BLOCK 1 Monday 10:30am - 12:00pm

SB1-1	We Lead at the Level of Our Vision	122C
SB1-2	Strategies for Becoming an Effective Change Agent	122B
SB1-3	Beyond Diversity: Equity & Excellence in ECE	124A

BLOCK 2 Monday 1:30pm - 3:00pm

SB2-1	Quality Kindergarten Transition for All	126BC
SB2-2	Financing Early Learning	131B
SB2-3	Aligning Resources to Build Capacity: A Systematic Approach for Greater Impact	131A
SB2-4	Healthy Cities and Communities: A Systems Approach to Strengthening Families and Children	130

BLOCK 3 Monday 3:30pm - 5:00pm

SB3-1	Engaging Communities of Faith	127C
SB3-2	Arizona Early Childhood Career and Professional Development Network	126A
SB3-3	The Value of Public Involvement in Decision Making	124B
SB3-4	Envision the Revision: How to Support Change	125B

EARLY CHILDHOOD SYSTEMS BUILDING (SB)

BLOCK 4 Tuesday 8:30am - 10:00am

SB4-1	Utilizing Collective Impact to Connect Young Foster Children with Quality Early Education	121B
SB4-2	Arizona's MIECHV Benchmark Report: Strengths and Challenges in Defining Common Performance Measures	121C
SB4-3	Using Regional Needs and Assets Reports for Building Early Childhood Systems	122A

BLOCK 5 Tuesday 10:15am - 11:45am

SB5-1	Building School Readiness in Arizona and the Kindergarten Experience	126BC
SB5-2	Faith in Action for Early Childhood	125B
SB5-3	The Role of School Boards and Districts in Enhancing School Readiness	126A
SB5-4	First Things First Research and Evaluation Plan Progress Update: Data Status, Upcoming Studies and National Panel Recommendations	128AB

BREAKOUT SESSIONS BY TRACK

EARLY LEARNING (EL)

BLOCK 1 Monday 10:30am - 12:00pm

EL1-1	Taking a Broader Look at How Reggio Emilia Impacts Early Childhood Programs	125A
EL1-2	Easy as 1-2-3: Developing Early Numeracy Skills to Parallel Early Literacy	125B
EL1-3	Preparation of the Environment to Fulfill Developmental Needs of Infants and Toddlers	126A

BLOCK 2 Monday 1:30pm - 3:00pm

EL2-1	I Had it First! Collaborative Solutions, Brain Development and Classroom/Work Community	124A
EL2-2	Voices from the Field: Quality First Coaching in Arizona	122B
EL2-3	Embody Learning Play: Engaging Young Children through Art-Based Learning Experiences	122C
EL2-4	Cultivating Caring Communities through Intergenerational Programs	122A
EL2-5	Tools and Strategies for Fully Including Infants and Toddlers with Special Needs	123

EARLY LEARNING (EL)

BLOCK 3 Monday 3:30pm - 5:00pm

EL3-1	Thinking Like DaVinci: Experience, Create, Reflect	126BC
EL3-2	Tutu and Me: A Model for Enhancing Families' Support for their Children's School Readiness	122C
EL3-3	Children and Technology: Utilizing Devices to Enhance Early Learning	127AB
EL3-4	Positive Descriptive Acknowledgment: Close to Magic! CA CSEFEL Teaching Pyramid	123

BLOCK 4 Tuesday 8:30am - 10:00am

EL4-1	Crossroads: Where Technology and Pedagogy Meet	131C
EL4-2	Mouse Paint: Mixing Color into Literacy, Science and Visual Arts	131B
EL4-3	Exploring the Quality First Points Scale: Ten Frequently Asked Questions	131A
EL4-4	(Un)covering Bias and Pushing Boundaries in Children's Literature	130

BLOCK 5 Tuesday 10:15am - 11:45am

EL5-1	Making Connections: Using Music as a Tool for Early Development	122C
EL5-2	The CLASS Measure: Infants, Toddlers and Effective Interactions	123
EL5-3	Emergent Curriculum in Practice: Stories and Inspirations from an Arizona Preschool	124B
EL5-4	The Philosophy of Play	124A
EL5-5	Child Maltreatment: Every Moment is an Opportunity to Repair	122B

BREAKOUT SESSIONS BY TRACK

STRENGTHENING FAMILIES (SF)

BLOCK 1 Monday 10:30am - 12:00pm

SF1-1	The Faith Opportunity Zone: A Place Where Our Children Can Find Life	121B
SF1-2	Equipping Educators to Move from Chaos to Calm	121C

BLOCK 2 Monday 1:30pm - 3:00pm

SF2-1	Creating a Quality Program Using the Parents as Teachers Tools	121B
SF2-2	Family Support Collaborations	121C
SF2-3	A Father's Place: The Importance of Male Involvement in the Early Years	124B
SF2-4	Early Stress and Adult Disease: The ACE Study	128AB

BLOCK 3 Monday 3:30pm - 5:00pm

SF3-1	Innovative Ways to Use the Personal Visit Observation Tool	121B
SF3-2	Supporting Families through Interactive Caregiver-Child Library Programming	121C
SF3-3	Filling the Gap Between 100% Federal Poverty Level (FPL) and Real Self-Sufficiency	122A
SF3-4	Developing Parent Leadership in Early Childhood Education Settings	122B

STRENGTHENING FAMILIES (SF)

BLOCK 4 Tuesday 8:30am - 10:00am

SF4-1	Communicate to the MAX! Strategies for Parents and Professionals to Promote Language	122C
SF4-2	Effective Parent Engagement: Building on Parents' Strengths with Culturally - Responsive Leadership Training	122B

BLOCK 5 Tuesday 10:15am - 11:45am

SF5-1	First Things First Child Welfare Policies	121C
SF5-2	Meeting the Needs of People Who Are Homeless: How to Effectively Understand and Act When Working with Vulnerable Families and Children	121B
SF5-3	Coaching for Parent - Child Interaction	122A

BREAKOUT SESSIONS BY TRACK

TRIBAL COMMUNITIES (TC)

BLOCK 1 Monday 8:30am - 10:00am

TC1-1	Yo'owam Hiapsi ~ Elders Heart: Pascua Yaqui Elders Caring for Grandchildren	123
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TRIBAL GATHERING Monday 1:00pm - 3:00pm 120A (Ballroom)

BLOCK 3 Monday 3:30pm - 5:00pm

TC3-1	Professional Development System Building on the Tohono O'odham Nation	124A
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BLOCK 4 Tuesday 8:30am - 10:00am

TC4-1	Engaging Families through Home Visitation by Supporting Native Language and Culture	124A
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BLOCK 5 Tuesday 10:15am - 11:45am

TC5-1	Three Governments Working Together to Provide More Preschool Services to Tribal Children	125A
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EARLY CHILDHOOD
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MONDAY
AUGUST 24, 2015

#FTFSUMMIT

MY ITINERARY

Monday, August 24	Session	Room
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10:30am - 12:00pm	Featured Speaker: Clancy Blair	120D (Ballroom)
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1:30pm - 3:00pm	Breakout Sessions: Block 2	Various
	_____	_____
3:30pm - 5:00pm	Breakout Sessions: Block 3	Various
	_____	_____

WELCOME AND OPENING KEYNOTE 8:30A - 10:00A

Dr. Dipesh Navsaria | Early Experiences Elevate Everything: Early Brain & Child Development, Toxic Stress & Childhood Adversity

How do experiences and interactions in the first thousand days of life mold and shape the brain? What are the mechanisms that lead to this, and how can understanding this allow us to effectively shape programs and policies? Voyage through the science of early brain and child development, with a view towards applying the science practically to the work we do with children and families. Discussion of the concepts of stress response, toxic stress and how these interact with principles of public health will be included, along with a brief storytime!

Ballroom

FEATURED SPEAKERS AND BREAKOUT SESSIONS: BLOCK 1 10:30A - 12:00P

Clancy Blair | The Science of Self-Regulation: Implications for Programs and Policies for Children and Families and Teachers

This talk will describe recent advances in the scientific study of self-regulation, focusing on executive functions, the complex thinking skills that are important for academic learning and for controlling behavior and emotions. Research in neuroscience indicates that stress and adversity negatively impact executive functions and self-regulation both in young children and in their adult caregivers. A growing body of research, however, indicates that self-regulation and executive functions can be fostered through supports for families and through innovative programs that enhance the quality of care that children receive, both at home and in school. *(Session also offered on Tuesday at 8:30am.)*

Room: 120D (Ballroom)

Nonie K. Lesaux | The Road to Impact: Overcoming Common Pitfalls & Identifying High-Stakes Decisions for Literacy Success

State, district and community leaders across the nation are working on an aspirational and ambitious agenda to ensure reading proficiency by third grade for all children. Yet despite tireless efforts and extensive resource investment, in many communities, current efforts to improve outcomes do not add up to meaningful improvements for reading success. In some of these cases, stakeholders are left discouraged; funders and providers feel the sting of wasted time and money, and families and communities lose sight of their children's promise. These negligible effects and missed opportunities, coupled with the sobering data, urge a critical call to action for our collective and individual work. This session will revisit assumptions that guide current programming, practices and investments; outline high-stakes decisions and common pitfalls; and present feasible solutions to pressing issues. *(Session also offered on Tuesday at 8:30am.)*

Room: 120A (Ballroom)

PRESENTED IN
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BREAKOUT SESSIONS: BLOCK 1 10:30A - 12:00P

HD1-1 Healthy Families: Bridging the Gap between the Science of Oral Health and Healthy Families

Karen Felty, Laurie Clark, Kathleen Dowler & Nancy Tolman, Dignity Health Chandler Regional Medical Center

This session will provide knowledge of the emerging science linking oral health conditions to overall health. Learn the facts and get resources and tools to improve the health of the families you serve.

Room: 122A

CA1-1 Unless Someone Like You Cares a Lot: Building Community and Statewide Support for Early Education

Melissa Lempke & Erin Eccleston, Expect More Arizona

The first step to making education a priority in Arizona is to better understand the issues and opportunities affecting our children. Then, find opportunities to get involved.

Room: 121A

SB1-1 We Lead at the Level of Our Vision

Anthony Perkins, Gila Bend Unified School District

Participants will learn what the attributes of visionary leadership entail. This session is primarily for beginners and intermediate leaders looking to shape or reshape their visionary leadership style.

Room: 122C

SB1-2 Strategies for Becoming an Effective Change Agent

Dana Sherman, First Things First; Ann Kaskel, Mountain Trail Middle School

Are you about to make a change—to improve process, shift directions or innovate? Based on ideas from change theory and social psychology (by Chip and Dan Heath, 2010), learn how to become an effective change agent. Participants will identify ways to facilitate, communicate and plan for change at a personal and/or organizational level.

Room: 122B

SB1-3 Beyond Diversity: Equity & Excellence in ECE

Eva Marie Shivers, Institute for Child Development Research & Social Change, Indigo Cultural Center

Equity in early childhood systems building is gaining momentum in states around the country. Join us as we discuss why it is essential to integrate an equity lens in our systems and programs, as well as recent research in early education and racial socialization. Understand the role of early educators in promoting developmentally-appropriate racial and ethnic socialization for young children and how these practices are related to effective teaching and children's developmental outcomes, as well as the larger context of organizational climate and other systemic policies that impact teachers' and children's experiences.

Room: 124A

HD Child Health and Development

CA Community Awareness

SB Early Childhood Systems Building

EL Early Learning

LT Early Literacy

SF Strengthening Families

TC Tribal Communities

BREAKOUT SESSIONS: BLOCK 1 10:30A - 12:00P

EL1-1 Taking a Broader Look at How Reggio Emilia Impacts Early Childhood Programs

Vincent Medina & Elizabeth Camu, Fowler Head Start Program

The session will take an in-depth look at how the Reggio Emilia philosophy influences instructional practices, parental and family engagement, and art awareness in an early childhood setting.

Room: 125A

EL1-2 Easy as 1-2-3: Developing Early Numeracy Skills to Parallel Early Literacy

Kimberly Rimbey, Rodel Foundation of Arizona

Want to build a foundation for math success? This hands-on session includes opportunities to explore strategies that build early numeracy while creatively examining how numeracy development parallels that of literacy.

Room: 125B

EL1-3 Preparation of the Environment to Fulfill Developmental Needs of Infants and Toddlers

Therese Kestner, Montessori International School

How to set up an environment for infants and toddlers based on their developmental needs, including daily activities for infants and toddlers based on their needs and capabilities.

Room: 126A

SF1-1 The Faith Opportunity Zone: A Place Where Our Children Can Find Life

Roy Dawson, Faith Opportunity Zone

African American children - what must we do that they may have life? The Faith Opportunity Zone has the answer! Come prepared to hear about FOZ and share personal thoughts and ideas.

Room: 121B

SF1-2 Equipping Educators to Move from Chaos to Calm

Jessica Begay & Diana Brown, SPRMIC Early Childhood Education Center

This session is designed for professionals who want to reduce challenging behaviors exhibited by children. Learn the journey of a tribal Head Start grantees' path to implementing a site-wide social-emotional program.

Room: 121C

TC1-1 Yo'owam Hiapsi ~ Elders Heart: Pascua Yaqui Elders Caring for Grandchildren

Corrie Brinley & Amy Lucero, Southwest Institute for Research on Women, The University of Arizona

Elders play central roles in the lives of Pascua Yaqui children through tremendous obstacles and over wide generational gaps. Learn participant-driven ideas for supporting these important community members and the children for whom they care.

Room: 123

1:00P - 3:00P

TRIBAL GATHERING

First Things First's annual Tribal Gathering is an opportunity for tribal leaders, regional partnership council members, tribal organizations and community partners to share experiences and discuss efforts to support early childhood in Arizona tribes and nations.

Room: 120A (Ballroom)

Opening the Circle

Welcome and Blessing

3rd Annual Lanna Flood Memorial Address: Dr. Hilary N. Weaver

Nurturing Our Future: Culturally Responsive Services for Young American Indian Children

American Indian children are the seeds for our future. As they mature, they will become culture carriers and our future leaders. American Indian people face many social and health challenges, some of which begin early in life. Resilience and creative approaches to negotiating challenges must be nurtured in order to provide a strong foundation for both individuals and communities. This presentation will build on empirical data that identifies the specific elements of culturally-competent service provision for American Indian people with particular attention to the early childhood years. Challenges and examples of culturally responsive services will be described.

Sharing Perspectives

Closing the Circle - Blessingway Stories

For more than 30 years, storyteller, folklorist and cultural consultant Sunny Dooley has been collecting, learning and retelling the oral tradition of the Diné Hozhojii Hané (Navajo Blessingway stories). These stories present the world view of the Diné people and detail their relationship with their surroundings.



1:00P - 3:00P



Dr. Hilary N. Weaver

Hilary N. Weaver, DSW (Lakota) is a Professor and Associate Dean for Academic Affairs in the School of Social Work, University at Buffalo (State University of New York). Her teaching, research and service focus on cultural issues in the helping process with a particular focus on Indigenous populations. She currently serves as President of the American Indian Alaska Native Social Work Educators' Association. Dr. Weaver has presented her work regionally, nationally and internationally including presenting at the Permanent Forum on Indigenous Issues at the United Nations in 2005-2008 and 2013-2015. She has numerous publications including the text, *Explorations in Cultural Competence: Journeys to the Four Directions* (2005) and the edited book, *Social Issues in Contemporary Native America: Reflections from Turtle Island*. Dr. Weaver has received funding from the National Cancer Institute to develop and test a culturally-grounded wellness curriculum for urban Native American youth, the Healthy Living in Two Worlds program.

BREAKOUT SESSIONS: BLOCK 2 1:30P - 3:00P

HD2-1 Screens: Success or Sabotage?

Dipesh Navsaria, University of Wisconsin School of Medicine and Public Health

What advice should we give families and organizations around screen usage? Is there any benefit to digital media and children? What evidence exists for different ages, and how is screen media being used by children and families? Are there particular features of media that make them more or less beneficial? Find out the answers to these questions and more in this workshop, together with discussion about how to best design policies based on available evidence. (Session also offered on Tuesday at 10:15am.)

Room: 127AB

HD2-2 Using Empower Standards to Help You 'Reach the Stars!'

Bonnie Williams, Arizona Department of Health Services/Bureau of Nutrition and Physical Activity

This session will provide a brief overview of the Empower Standards, illustrating how their implementation supports Quality First and many other early childhood quality improvement initiatives. Join us for this interactive session focusing on health and wellness.

Room: 126A

HD2-3 Everything You Wanted to Know about First Things First Preventive Health Strategies

Karen Peifer, Kavita Bernstein, Brooke Loiland & Deanna Matthews, First Things First

First things First health strategies are focused on primary and secondary prevention for children birth through age 5. This presentation gives a more advanced picture of the FTF health strategies that are funded in the current fiscal year.

Room: 125B

HD2-4 Do Infants and Children Have Mental Health Needs?

Rose Phillips & Leah Eckley, Southwest Human Development

Participants will benefit from understanding how promoting and protecting infant/early childhood mental health is essential to children's academic success and well being throughout the course of their lives.

Room: 125A

HD2-5 Will I Ever See You Again? Attachment Challenges for Foster Children

Elizabeth Jacobs, Maricopa County Community Colleges

Review the research and theories of attachment as they apply specifically to the experiences of foster children, and consider suggestions to improve the child's chance for meaningful future relationships.

Room: 127C

BREAKOUT SESSIONS: BLOCK 2 1:30P - 3:00P

CA2-1 Early Childhood, Every Day: Get the Word Out

Joy Leveen & Juan Marquez, First Things First

If you're passionate about the importance of the early years, learn how to spread the word about it. Participants will learn how to integrate early childhood in their everyday communications.

Room: 121A

SB2-1 Quality Kindergarten Transition for All

Terry Doolan, Arizona Department of Education

Participants in this training will: reflect on current transition process; define their role in the transition process; identify barriers to the transition process and generate possible solutions; and develop a kindergarten transition timeline.

Room: 126BC

SB2-2 Financing Early Learning

Ginger Sandweg, First Things First

This session will provide an overview of various funding streams that support early learning, including the source of funding, use of funding, how the funding is accessed and eligibility requirements.

Room: 131B

SB2-3 Aligning Resources to Build Capacity: A Systematic Approach for Greater Impact

Dianette Placido & Natalia Hoffman, Make Way for Books

Align your organization's resources and strategies to broaden and strengthen impact. Participants will learn to create a systematic project based on Make Way for Books' innovative Neighborhood School Readiness Collaborative.

Room: 131A

SB2-4 Healthy Cities and Communities: A Systems Approach to Strengthening Families and Children

Anna Cruz & Joelle Greene, Harder+Company Community Research; Scott McGrath, First 5 San Bernardino

Interactive presentation on the implementation and evaluation of a Healthy Cities initiative funded by First 5 San Bernardino. The systems evaluation framework will be introduced and discussed.

Room: 130

BREAKOUT SESSIONS: BLOCK 2 1:30P - 3:00P

EL2-1 I Had it First! Collaborative Solutions, Brain Development and Classroom/Work Community

Leona Pannabecker, Child-Parent Centers, Inc.

Becoming Mediators: Explore how coaching individuals to resolve disagreements, develop solutions, and practice implementing and evaluating those solutions enhances brain development, empathy, self-regulation, and the overall classroom/work community.

Room: 124A

EL2-2 Voices from the Field: Quality First Coaching in Arizona

Kathryn Jacoby & Celina Robles, Easter Seals Blake Foundation; Kim Faille, Southwest Human Development; Rebecca Cirzan, Association for Supportive Child Care; Mica LaBellarte, Child & Family Resources

Come and learn about Quality First Coaching in Arizona from the Coach's perspective and the impact on the quality of care for children. This will be a facilitated question and answer format; attendees may ask follow-up questions.

Room: 122B

EL2-3 Embody Learning Play: Engaging Young Children through Art-Based Learning Experiences

Julia Ragonese-Barwell, Arts Integration Solutions

How do young minds develop the capacity for self-regulation and readiness for reading and writing? Pre-K teachers in Tucson are learning to apply art-based teaching strategies that promote creative thinking and make learning engaging!

Room: 122C

EL2-4 Cultivating Caring Communities through Intergenerational Programs

Gwen Shawley, Lisa Minnette & Courtney Allen, Benevilla

Developing an effective intergenerational program benefitting the seniors, the children and the community. We will discuss space, scheduling, initiative, interactions and assessment when developing a program.

Room: 122A

EL2-5 Tools and Strategies for Fully Including Infants and Toddlers with Special Needs

Sandi Walters & Linda Brault, WestEd Center for Child & Family Studies

Participants will receive strategies, tools and resources to support full inclusion of infants and toddlers with special needs in the environment, curriculum and routines. This interactive session will include video, activities and take-home materials.

Room: 123

BREAKOUT SESSIONS: BLOCK 2 1:30P - 3:00P

LT2-1 Lessons from Communities in Action

Kelly Kulrud, Strategies for Children; Nonie K. Lesaux, Harvard University

An interactive discussion that builds upon Nonie Lesaux's featured presentation. To address the nation's literacy problem, those in the field working to promote children's early literacy development need to scrutinize what they do - to determine if their efforts are sustained, intensive and strategic enough to create measurable impact. In Massachusetts, we led a three-year initiative to support cross-sector teams in five communities serving academically vulnerable populations to undertake a cutting-edge examination and analysis of their current literacy programs and services, and to engage in a strategic planning process to shift to a more coordinated, high-impact approach. In this session, we distill the key features of this process, the lessons learned across communities, critical decisions for increased impact, and pitfalls to avoid.

Room: 129AB

SF2-1 Creating a Quality Program Using the Parents as Teachers Tools

Kerry Caverly & Angela Ward, Parents as Teachers

How to use the Parents as Teachers tools to ensure adherence to the Essential Requirements and create a quality program.

Room: 121B

SF2-2 Family Support Collaborations

Aaliyah Samuel & Christine Bach, First Things First

This session will allow an opportunity for family support providers to discuss challenges in recruiting, retaining and supporting families and share ideas on how to best meet the needs of families.

Room: 121C

SF2-3 A Father's Place: The Importance of Male Involvement in the Early Years

Neil Tift, Child Crisis Center

This workshop will examine 15 areas that reflect paternal instincts, including: gender identity, self-esteem, moral development, academic performance, problem solving, emotional development, impulse control, career choices and role expectations.

Room: 124B

SF2-4 Early Stress and Adult Disease: The ACE Study

Claire Louge, Prevent Child Abuse Arizona

Childhood trauma affects later adult health. Participants will learn about Adverse Childhood Experiences (ACEs) and what can be done to both prevent them and promote resilience to their effects.

Room: 128AB

BREAKOUT SESSIONS: BLOCK 3 3:30P - 5:00P

HD3-1 Innovation in the Ranks: Expanding Oral Health Care Access in Arizona with Advanced Delivery and Workforce Models

Kavita Bernstein, First Things First; Megan Miks, Dignity Health; Vincent Torres, Maricopa County Department of Public Health

Learn about the newest trends in oral health care in Arizona, including teledentistry, alternative roles for dental hygienists, expanded AHCCCS reimbursement, and how the Affordable Care Act is affecting the provision of oral health care.

Room: 131A

HD3-2 Evidence-based Preventive Health Programs Proven to Optimize Physical Health in the Preschool Child

Martha Anderson, The Food Friends Foundation

This active and engaging session provides seven simple tips to introduce new foods and incorporate physical activities to overcome picky eating and develop gross motor skills in preschool aged children.

Room: 131C

HD3-3 Children in Poverty: Operationalizing Social Skills to Secure Cognitive Development

Ernestina Fuentes & Kelly Lundin, Herencia Guadalupe Lab Schools

If you teach children in poverty, come discuss, analyze videos and role play how to incorporate perseverance, resilience, goal-focus and self-regulation to promote optimal learning.

Room: 131B

HD3-4 Communication in Early Intervention

Kathe McGrath, University of Arizona

Communication is not just language. Learn techniques and strategies to promote communication in our earliest learners. Not just for SLPs (speech-language pathologists)!

Room: 130

CA3-1 Moving Awareness to Action

Angela Mussi, Ofelia Gonzalez & Cynthia Pardo, First Things First; Jenni Brasington, Acelero Learning

You're committed to early childhood, now how do you share that passion with families and the greater community? You'll learn easy action steps and tools to make your champion actions most effective.

Room: 121A

BREAKOUT SESSIONS: BLOCK 3 3:30P - 5:00P

SB3-1 Engaging Communities of Faith

Chuck Fitzgerald, Governor's Office of Faith and Community Partnerships

Attendees will learn how best to engage faith communities in early childhood partnerships and collaborations in sustainable, mutually-beneficial ways. It's easier than you think!

Room: 127C

SB3-2 Arizona Early Childhood Career and Professional Development Network

Ginger Sandweg, First Things First; Mark Becker, Eight Arizona PBS-Educational Outreach

An overview of the Network components will be provided, including the Professional Development Website, Workforce Registry, Workforce Knowledge and Competencies Framework, and First Things First College Scholarships.

Room: 126A

SB3-3 The Value of Public Involvement in Decision Making

Ashley Pascual, Rudy J. Ortiz & Sandy Smith, First Things First

"Collective impact," "public buy-in" and "systems approach" are more than just field jargon. This session will highlight how these hot topic words came to life during local decision making.

Room: 124B

SB3-4 Envision the Revision: How to Support Change

Mona Qafisheh, Brooke Loiland & Christine Bach, First Things First

This session will highlight how to support and encourage programmatic change. Highlights include how to develop collaborative professional relationships, how to facilitate positive change, and how to increase program quality.

Room: 125B

EL3-1 Thinking Like DaVinci: Experience, Create, Reflect

Enrique Feldman, Global Learning Foundation

Experience how to take the energy of children and re-direct it in ways that encourage them to experience movement from the perspective of a creative engineer, scientist and artist. Learn how to create moving objects with your body and the bodies of your fellow learners. You'll reflect in ways that build perspective taking and increase a desire to learn. Walk away with multiple strategies you can use with children and with adults to build a sense of team and community.

Room: 126BC

BREAKOUT SESSIONS: BLOCK 3 3:30P - 5:00P

EL3-2 Tutu and Me: A Model for Enhancing Families' Support for their Children's School Readiness

Alison Masutani, Partners in Development Foundation; Toni Porter, Early Care and Education Consulting

This session will present findings from a seven-year longitudinal study of a cohort of children from Tutu and Me, a culturally-based family interaction program from Hawaii that aims to help families prepare their children for school.

Room: 122C

EL3-3 Children and Technology: Utilizing Devices to Enhance Early Learning

Alison Dragonetti & Anna White, Phoenix Public Library

Participants will learn how technology can be used interactively to promote early learning while discovering new apps and resources. Emphasis will be placed on how to share this with parents.

Room: 127AB

EL3-4 Positive Descriptive Acknowledgment: Close to Magic! CA CSEFEL Teaching Pyramid

Linda Brault & Sandi Walters, WestEd Center for Child & Family Studies

Challenging behavior continues to be a topic of interest for teachers. They often are looking for a "magic" answer to make the behaviors disappear. This workshop provides a tool that is very close to magic: positive, descriptive acknowledgement.

Room: 123

LT3-1 Early and Accurate Identification of Kindergarteners with Language and Decoding Difficulties

Trina Spencer, Institute for Human Development, Northern Arizona University

The Predictive Early Assessment of Reading and Language (PEARL) reduces cultural and linguistic bias when screening incoming kindergarteners and predicts how well students will learn to decode and comprehend, leading to immediate and customized multi-tier system of supports (MTSS) interventions.

Room: 129AB

SF3-1 Innovative Ways to Use the Personal Visit Observation Tool

Kerry Caverly & Angela Ward, Parents as Teachers

Participants will learn innovative ways to use the Personal Visit Observation Tool to increase the quality of home visits and program outcomes.

Room: 121B

BREAKOUT SESSIONS: BLOCK 3 3:30P - 5:00P

SF3-2 Supporting Families through Interactive Caregiver - Child Library Programming

Megan Pratt, Lauren van Huisstede & Michelle Taylor, Arizona State University; Ann Lynn DiDomenico

This workshop will discuss the role of early childhood education in later school success. Participants will learn how libraries are uniquely positioned in the community to provide parent education programming.

Room: 121C

SF3-3 Filling the Gap Between 100% Federal Poverty Level (FPL) and Real Self-Sufficiency

Joanne Goldblum, National Diaper Bank Network

This is an opportunity for professionals to have a more comprehensive understanding of the impact of poverty on the development of a child.

Room: 122A

SF3-4 Developing Parent Leadership in Early Childhood Education Settings

Alicia Vink, Walden University

This workshop will explore parent leadership as an interactive way to increase parent involvement and educate parents in the processes of the school system to create a collaborative environment for all stakeholders.

Room: 122B

TC3-1 Professional Development System Building on the Tohono O'odham Nation

Naomi Karp, United Way of Tucson and Southern Arizona; Sussette Torres, Tohono O'odham Community College; Kimberlii Tenario & Travis Le Duc, First Things First

Learn about the community of practice professional development approach and how early childhood professionals on the Tohono O'odham Nation have access to comprehensive professional development tied to college credit and systems thinking.

Room: 124A



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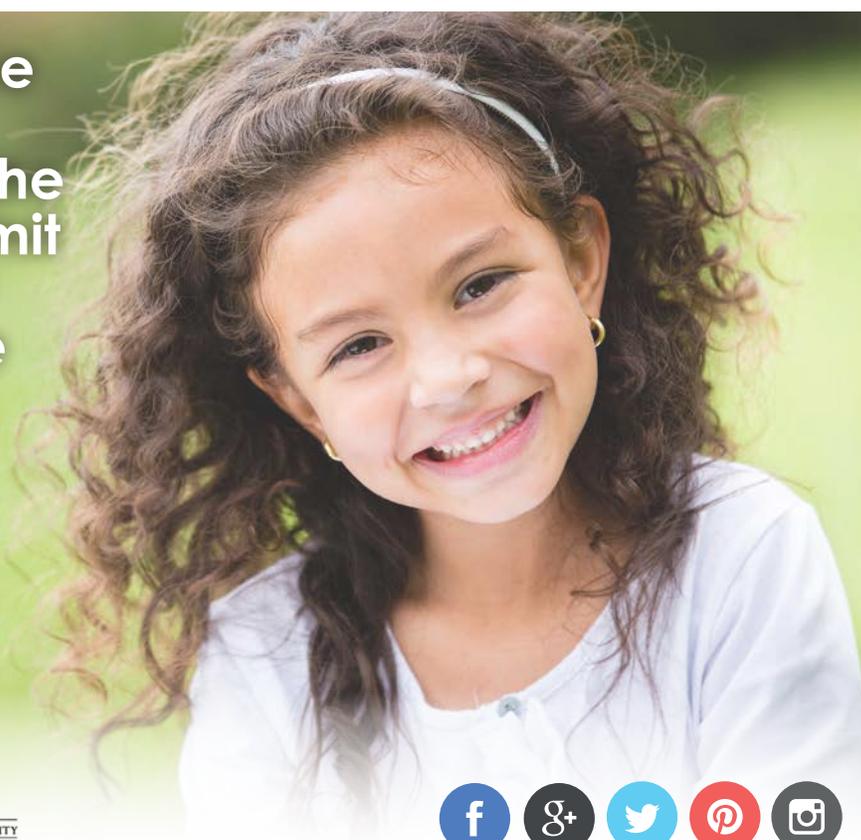


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AUGUST 25, 2015

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MY ITINERARY

Tuesday, August 25

Session

Room

8:00am - 2:00pm

Registration and Exhibitors

Foyer

8:30am - 10:00am

Featured Speaker: Clancy Blair

120D (Ballroom)

Featured Speaker: Nonie K. Lesaux

120A (Ballroom)

Breakout Sessions: Block 4

Various

10:15am - 11:45am

Breakout Sessions: Block 5

Various

12:00pm - 1:30pm

Celebration Lunch and Keynote: Enrique Feldman

Ballroom

1:30pm

Summit concludes

2:15pm

Read On Arizona Literacy Summit

Ballroom

Notes

FEATURED SPEAKERS AND BREAKOUT SESSIONS: BLOCK 4 8:30A - 10:00A

Clancy Blair | The Science of Self-Regulation: Implications for Programs and Policies for Children and Families and Teachers

This talk will describe recent advances in the scientific study of self-regulation, focusing on executive functions, the complex thinking skills that are important for academic learning and for controlling behavior and emotions. Research in neuroscience indicates that stress and adversity negatively impact executive functions and self-regulation both in young children and in their adult caregivers. A growing body of research, however, indicates that self-regulation and executive functions can be fostered through supports for families and through innovative programs that enhance the quality of care that children receive, both at home and in school. *(Session also offered on Monday at 10:30am.)*

Room: 120D (Ballroom)

Nonie K. Lesaux | The Road to Impact: Overcoming Common Pitfalls & Identifying High-Stakes Decisions for Literacy Success

State, district and community leaders across the nation are working on an aspirational and ambitious agenda to ensure reading proficiency by third grade for all children. Yet despite tireless efforts and extensive resource investment, in many communities, current efforts to improve outcomes do not add up to meaningful improvements for reading success. In some of these cases, stakeholders are left discouraged; funders and providers feel the sting of wasted time and money, and families and communities lose sight of their children's promise. These negligible effects and missed opportunities, coupled with the sobering data, urge a critical call to action for our collective and individual work. This session will revisit assumptions that guide current programming, practices and investments; outline high-stakes decisions and common pitfalls; and present feasible solutions to pressing issues. *(Session also offered on Monday at 10:30am.)*

Room: 120A (Ballroom)

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BREAKOUT SESSIONS: BLOCK 4 8:30A - 10:00A

HD4-1 Developing and Maintaining an Early Childhood Education Garden

Andrew Brown, Kayenta Unified School District #27

Want to build a garden for your ECE program? Learn about finding a constant water source, using community resources, and helping students take pride in their work.

Room: 125B

HD4-2 When is My Child Supposed to Do That?

Colleen McShea & Catie Sondrol, Milemarkers Therapy Inc.

Participants will navigate through typical and atypical developmental communication, fine motor, gross motor, sensory and social emotional milestones through use of video clips, checklists and interactive activities.

Room: 125A

HD4-3 Compassion Fatigue: Building up the Armor of the Heart

Kavita Bernstein, First Things First

Do you have compassion fatigue? Come learn how you can combat your own job fatigue and how you can build an organization that mitigates the symptoms of compassion fatigue in your staff.

Room: 126A

CA4-1 Citizen's Guide to the Legislative Process

Ben Alteneder, First Things First; Penny Allee Taylor, Valley of the Sun United Way, Rosanna Gabaldón, State Representative District 2

Fast paced, interactive workshop led by FTF government relations staff providing you information on the legislative process and appropriate ways to engage with legislators and policy decision makers to support early childhood issues.

Room: 124B

CA4-2 The Write Way: Capturing Stories that Show the Power of Early Childhood

Jennifer Hernandez & Rachel Egboro, First Things First

Want to learn how to share effective stories about your program's successes? This interactive workshop shows easy ways to create and share stories that show the impact of early childhood programs.

Room: 121A

HD Child Health and Development

CA Community Awareness

SB Early Childhood Systems Building

EL Early Learning

LT Early Literacy

SF Strengthening Families

TC Tribal Communities

BREAKOUT SESSIONS: BLOCK 4 8:30A - 10:00A

SB4-1 Utilizing Collective Impact to Connect Young Foster Children with Quality Early Education

Peggy Peixoto, Maricopa County Juvenile Court; Judy Krysik, Arizona State University

Utilize a framework of collective impact to address the disconnect between the needs of young children in out-of-home care and the provision of high quality early education services. Gain tools to work collaboratively and build systems.

Room: 121B

SB4-2 Arizona's MIECHV Benchmark Report: Strengths and Challenges in Defining Common Performance Measures

Samantha Martin, Wellington Consulting Group

Using data collected for Arizona's Maternal, Infant and Early Childhood Home Visiting Benchmark Plan, we illustrate the strengths and challenges in defining performance measures for multiple home visiting programs.

Room: 121C

SB4-3 Using Regional Needs and Assets Reports for Building Early Childhood Systems

John Daws, DeeDee Avery, Violeta Domínguez & Kara Tanoue, Norton School, University of Arizona

The FTF regional Needs & Assets reports can be valuable to other organizations in our communities. This session explores ways to use them for systems-building and increasing awareness of FTF.

Room: 122A

EL4-1 Crossroads: Where Technology and Pedagogy Meet

Annapurna Ganesh & Elizabeth Alsen, Helice Agría & Megan Garvy, Mesa Community College

Crossroads, an interactive website, allows educators to explore, rate and share how to integrate apps effectively throughout lesson design. Join us to create a world-wide learning community for the 21st century!

Room: 131C

EL4-2 Mouse Paint: Mixing Color into Literacy, Science and Visual Arts

Stephanie Garza & Isabel Orellana, Harvest Preparatory Academy

Who doesn't enjoy Mouse Paint? Why not expand on a great topic by mixing in some science and fine art standards from the AZ Early Learning Standards? Learn about color mixing, bleeding and elements of arts.

Room: 131B

EL4-3 Exploring the Quality First Points Scale: Ten Frequently Asked Questions

Katie Romero & Liz Winkelman, Southwest Human Development; Virginia Maya, Association for Supportive Child Care

This session addresses frequently asked questions surrounding the Quality First Points Scale Assessment as identified in community meetings, conversations with child care programs and Quality First coaches.

Room: 131A

BREAKOUT SESSIONS: BLOCK 4 8:30A - 10:00A

EL4-4 (Un)covering Bias and Pushing Boundaries in Children's Literature

Angela Redondo, New Mexico State University

During this interactive session, participants will critically examine the ways that children's literature is latent with power, privilege and ideologies. Participants will gain fresh insights into selecting books to share with their students.

Room: 130

LT4-1 Building Collaboration Around Early Literacy to Support What Works: Raising A Reader - A Case Study in Access to Quality

Kendra Smiley, Southwest Human Development; Jenny Volpe, Make Way for Books; Enriqueta Di Santo, Washington Resource and Information Center

This session will provide participants with strategies on how to develop collaborations among community partners and details about the evidence-based Raising A Reader program and its strategies to effectively ensure program quality.

Room: 129AB

SF4-1 Communicate to the MAX! Strategies for Parents and Professionals to Promote Language

Amy Maschue, Words to Grow On

Learn practical strategies from a speech pathologist to enhance the daily interactions at your facility or home to maximize communication with young children and acquire strategies for flexible and successful communication breakdown repairs.

Room: 122C

SF4-2 Effective Parent Engagement: Building on Parents' Strengths with Culturally-Responsive Leadership Training

Silvia Esqueda & Veronica Peña, Abriendo Puertas/Opening Doors

In this interactive session, participants will be introduced to Abriendo Puertas/Opening Doors, an evidence-based parenting, leadership and advocacy training program for parents of children 0-5.

Room: 122B

TC4-1 Engaging Families through Home Visitation by Supporting Native Language and Culture

Willeen Whipple, Parents as Teachers National Center

Learn strategies to engage parents within the context of respect and cultural competence. Parent engagement through home visitation enhances long term relationships in the home, school and community.

Room: 124A

BREAKOUT SESSIONS: BLOCK 5 10:15A - 11:45A

HD5-1 Screens: Success or Sabotage?

Dipesh Navsaria, University of Wisconsin School of Medicine and Public Health

What advice should we give families and organizations around screen usage? Is there any benefit to digital media and children? What evidence exists for different ages, and how is screen media being used by children and families? Are there particular features of media that make them more or less beneficial? Find out the answers to these questions and more in this workshop, together with discussion about how to best design policies based on available evidence. (Session also offered on Monday at 1:30pm.)

Room: 127AB

HD5-2 Developmental and Sensory Screening: Why is it Important and What Do You Need to Know?

Karen Peifer & Kelly Lubeck, First Things First

Routine and periodic screening is the foundation for early identification and services for young children. Pediatricians, early care providers, home visitors and other early childhood professionals all have a role in monitoring the healthy development of children and, when needed, providing guidance and links to appropriate intervention services. This session will identify the reasons for screening, the standards for screening and present the results of the Early Childhood Comprehensive System grant work in building more cohesive systems of screening children and developing services.

Room: 131B

HD5-3 Health Care Integration Arrives: Physical and Behavioral Health for Children and Families

Mark Salerno, Daffodil Baez & Kristen Ray, Bayless Healthcare/Rainbow Pediatrics

This session will introduce the concept and model of integrated health care in a pediatric setting. Participants will discuss the benefits to the family and child, evidence-based methods to screen and identify behavioral health concerns, and methods of including integration into their own practices or programs.

Room: 131C

HD5-4 Talking to Parents about Nutrition in a Way that Helps Without Harming

Adrienne Udarbe, Pinnacle Prevention

Food can be a sensitive subject. This session offers practical tools for providers and caregivers to approach the topic of child nutrition with parents in a way that promotes healthy relationships with food across the family unit, with acceptance for children's natural shape and size, and parenting well by providing, not depriving.

Room: 130

BREAKOUT SESSIONS: BLOCK 5 10:15A - 11:45A

HD5-5 Replication of the Famous Marshmallow Experiment and Self-Regulation Play Activities

Nichole Wilson & Jennifer Jacobson, Yavapai College

Come to hear details of this study and experience activities that can foster self-regulation in young children. Leave with understanding the importance of a child's environment in developing these skills.

Room: 131A

CA5-1 Marketing Strategies to Serve More Children and Families

Dan Puglisi & Bethany Cone, First Things First

This fun and interactive session will highlight how you can use best practices of marketing and branding to reach key audiences and inspire action, including practical examples, social media and the basics of effective design.

Room: 121A

SB5-1 Building School Readiness in Arizona and the Kindergarten Experience

Lauren Zbyszinski & Terry Doolan, Arizona Department of Education

To create a strong foundation for all future learning and a positive kindergarten experience, Arizona stakeholders have come together to identify the Arizona School Readiness Framework to express a commitment to ensuring children are prepared as they enter the world of academic instruction and learning. Participants will be guided through Arizona's School Readiness Framework, gain information on each of its components and learn about the process to create and complete the document. The progress made on the development of the Kindergarten Developmental Inventory and the timeline for implementation will also be reviewed during the session. In addition, information will be provided on the Preschool Development Grant (PDG), offered through the US Department of Early Learning, designed to assist states in developing and enhancing capacity to deliver high quality preschool programming as well as implement and sustain high quality preschool for eligible children in selected high need communities.

Room: 126BC

SB5-2 Faith in Action for Early Childhood

Angela Mussi & Lisa Blyth, First Things First

A highly interactive session in which participants will leave with an action plan to help their efforts to better engage communities of faith in supporting early childhood health and development.

Room: 125B

BREAKOUT SESSIONS: BLOCK 5 10:15A - 11:45A

SB5-3 The Role of School Boards and Districts in Enhancing School Readiness

Melissa Avant, First Things First; Bill Adams, Washington Elementary School District; Riley Frei, Colorado River Union District; Nancy-Jean Welker, Bowie Unified School District

This session will give participants a chance to interact with public school leaders from Arizona about the collaborative and innovative approaches by school districts to promote school readiness for all children.

Room: 126A

SB5-4 First Things First Research and Evaluation Plan Progress Update: Data Status, Upcoming Studies and National Panel Recommendations

Sam Leyvas, Karen Woodhouse & Roopa Iyer, First Things First

This session will offer a progress update on key projects and activities in the FTF Research and Evaluation Plan, including current data status, key studies in progress, and a summary of the 2014 National Advisory Panel recommendations.

Room: 128AB

EL5-1 Making Connections: Using Music as a Tool for Early Development

Amber Carroll & Brittany Lewis, Higher Octave Healing

Music making is crucial to early childhood development! Increase your confidence as you learn songs that promote early childhood development, including: social, fine and gross motor, cognitive, communication and literacy.

Room: 122C

EL5-2 The CLASS Measure: Infants, Toddlers and Effective Interactions

Melissa Kelley-Knutsen, Teachstone

Join CLASS experts to explore the Infant and Toddler CLASS measures, their alignment with children's typical developmental stages, and practical suggestions for using the measures in classrooms serving infants and toddlers.

Room: 123

EL5-3 Emergent Curriculum in Practice: Stories and Inspirations from an Arizona Preschool

Mary Ann Biermeier, Inspire Early Childhood Leadership Series

Bring back the joy of discovery in your classroom! Follow an Arizona preschool as they put the Reggio Emilia approach and the foundations of emergent curriculum into practice.

Room: 124B

BREAKOUT SESSIONS: BLOCK 5 10:15A – 11:45A

EL5-4 The Philosophy of Play

Connie Espinoza, Tiffany Simon & Stephanie Castillo-Leon, Child and Family Resources, Inc.

We will focus on popular early educational approaches as related to play-based learning. Participants will define the term “play-based learning” and understand the difference between being approach-based or approach-inspired.

Room: 124A

EL5-5 Child Maltreatment: Every Moment is an Opportunity to Repair

Chelsea Gigstad & Erin Manfredonia, Casa de los Niños

Understanding the prevalence and the impact of child maltreatment for children who experience it and their caregivers. Tools and strategies to respond to children who may have experienced maltreatment.

Room: 122B

LT5-1 Literacy Tutoring Program Implementation Strategies

Tim Valencia & Cathy Gaudio, City of Phoenix

Participants will learn the critical factors in developing and implementing a literacy tutoring program that include training, structure, monitoring and data collection, curriculum, and the importance of relationships with school personnel.

Room: 127C

LT5-2 Early Literacy Matters: What’s Working and What’s Next From Read On Arizona

Terri Clark, Read On Arizona; Jenny Volpe, Make Way for Books; Kendra Smiley, Raising A Reader

Why early language and literacy matters, and an overview of the newest tools and resources from Read On Arizona to help improve literacy outcomes for children ages birth through 8.

Room: 129AB

SF5-1 First Things First Child Welfare Policies

Aaliyah Samuel & Christine Bach, First Things First

The session introduces the two First Things First child welfare policies developed and revised for State Fiscal Year 2016 implementation.

Room: 121C

BREAKOUT SESSIONS: BLOCK 5 10:15A - 11:45A

SF5-2 Meeting the Needs of People Who Are Homeless: How to Effectively Understand and Act When Working with Vulnerable Families and Children

Kresta Horn, UMOM New Day Centers

Being without a home is one thing, but to be homeless is so much more than meets the eye. This workshop will help to convey the complexities and ways to be supportive of children and families experiencing homelessness.

Room: 121B

SF5-3 Coaching for Parent-Child Interaction

Debbie Curley, University of Arizona Cooperative Extension Pima County; Darcy Dixon & Jennifer Dickey, University of Arizona Cooperative Extension Santa Cruz County

FTF grantees teach children through parents. This knowledge transfer requires interactions filled with trust, encouragement and challenge. Learn strength-based techniques and messaging to coach parents on interacting with their children.

Room: 122A

TC5-1 Three Governments Working Together to Provide More Preschool Services to Tribal Children

William Rosenberg, Pascua Yaqui Tribe Head Start Ili Uusim Mahtawapo; Laurie Versace Dagostino, Tucson Unified School District; Tiburcia Yocupicio-Chambers, First Things First

Learn how three government agencies - Pascua Yaqui Tribe, Tucson Unified School District and First Things First - are working together to provide more high quality preschool services to tribal children.

Room: 125A

CELEBRATION LUNCH AND KEYNOTE 12:00P - 1:30P

Eddie Basha Regional Partnership Council Excellence Award for Leadership and Service

This award is named in honor of Eddie Basha, an iconic Arizona businessman, humanitarian and staunch advocate for public education who spent his life championing children and the communities that nurture them. It recognizes a First Things First regional partnership council for inspiring its local community to come together and promote positive and lasting change on behalf of young children, thereby enriching all of Arizona. Through their leadership, regional partnership councils demonstrate a commitment to service and value community collaboration that inspires their communities toward realizing a shared vision for young children and their families.

Enrique C. Feldman | Inspiring Others to Inspire Themselves

Experience the essential steps to prepare yourself to inspire others - from the young learners in your life to colleagues, family members and yourself - by reducing your stress and elevating your cognition. Expand your perspective, recognize beauty and embrace vulnerability, and leave with a resource you can use immediately to establish a clearer sense of purpose for you and those in your life.

Ballroom



*... shifting the public conversation about
child maltreatment so that prevention is the priority.*

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THANK YOU REGIONAL COUNCIL MEMBERS

Members of First Things First regional partnership councils are responsible for working with their communities to determine what kids 5 years old and younger in their area need to arrive at school healthy and ready to succeed. These volunteers – teachers, parents, community leaders, early childhood experts and health care professionals – dedicate countless hours to this important work.

On behalf of Arizona’s young children, First Things First honors the commitment and dedication of each regional council member throughout the state, approximately 300 total volunteers serving as champions for young children. We value your partnership, expertise and commitment. Thank you.

We want to take this opportunity to recognize our members who have served on regional councils for more than five years. Thank you for your service:

Albert Adler	Riley Frei	Joseph Mease	Marithe Denys Sandoval
Priscilla Antone	Danna Gallardo	Patricia Merk	Christine Scarpati
Anne Babinsky-Rawlings	Jose Garcia	Leslie Meyer	David Schwake
Deal Begay	Cecilia Garcia	Nancy Mongeau	Paula Seanez
Ella Begay	Irene Garza	JoAnn Morales	Laurie Smith
Sherry Birch	Marguerite Harmon	Margaret Morales	Paul Soto
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Marjorie Dailey	Pete Imus	Debbie Palmer	Toby Urvater
Anna David	Charlene Imus	Pamela Patt	Ginger Ward
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Jack Dillenberg, D.D.S.	Sandra Irwin	Deborah Pischke	Debra Weger
Trinity Donovan	Christina Jenkins	Vernon Poncho	Nancy-Jean Welker
Fran Driver	John Jensen	Cindy Queneville	Dawnafe Whitesinger
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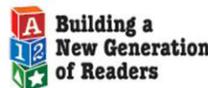
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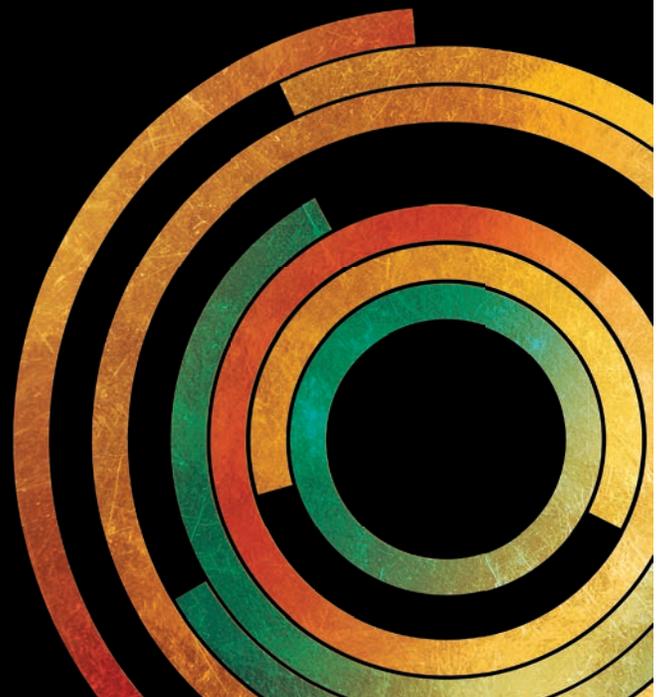
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