## Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| **Professional Development and Training for Early Childhood Workforce** | Increase in knowledge and associated behavior | Early Childhood Professional Development ASCC provides professional development and technical assistance for professionals working with young children and families.<br><br>Early Childhood Leadership Network Networking groups that provide early childhood leaders with meaningful professional development, strategies to support staff, and networking opportunities.<br><br>Early Childhood Conferences Arizona's largest full service professional conference offered for early childhood professionals and other child caregivers in Central and Northern Arizona.<br><br>Early Childhood Coaching ASCC provides coaching for early education programs across the State of Arizona. We tailor coaching to suit the needs of the providers including Early Head Start, Head Start, privately owned centers, and independent child care centers and schools.<br><br>Early Childhood Assessment Qualified and reliable assessors administer a wide range of early childhood environment and interaction assessments. | Increase in score of Pre and Post Measures of Content | 1 to 2 Early Childhood Trainer/Technical Assistance Provider per training (dependent on size of group)<br><br>1 Supervisor<br><br>1 Assistant | $70 per person, per hour of training<br><br>$73 per person per hour if provided in Spanish<br><br>$65 per hour | | Available as of September 1, 2019 |
| | Assessment of the level of quality of ECE programs and adult-child interactions | | | | | | |

Partners identified to collaborate on this work:  Potential partners to provide space for trainings

## Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** (1) Workforce Development – Degree Attainment

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
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| | | | | People | Approx. Financial | Other Resources | Time Frame |
| **Arizona Higher Education Accreditation Project (AzHEA)** | To support Arizona's early childhood degree pathways to achieve NAEYC Higher Education Accreditation and create shared competencies and articulation<br><br>To advance the quality of the early childhood profession in Arizona by strengthening the preparation of early childhood professionals through Institutions of Higher Education (IHE) | Quality teacher preparation and degree pathways elevate the professionalism of the field and provide training for teachers to better provide culturally-responsive and developmentally appropriate practices. NAEYC degree accreditation helps support this effort and ensures a mark of quality for early childhood Associate, Bachelor, and Master degree programs.<br><br>Arizona Early Childhood Higher Education Accredited Programs set the standard on what early childhood professionals are expected to know and do as they study and prepare to work within the field. Defining essential learning outcomes for professional preparation programs foster a shared vision of excellence.<br><br>A signature initiative of AzAEYC, AzHEA provides support for degree programs to achieve NAEYC accreditation in the following areas:<br>• **Accreditation Fees** – application fee, self-study review fee<br>• **Faculty Release Time** – ability to gather data and complete accreditation report<br>• **Faculty Institutes** – professional development and technical assistance (T/A) related to NAEYC standards<br>• **Individualized Consultation** – consistent, individualized support through the process<br>• **Collaboration between Institutes of Higher Education** – shared competencies and standards and strengthened articulation | Pre- and post-evaluation that measures how the experience influenced behaviors w/ qual./quant. feedback about status of implementation, satisfaction/experience w/ T/A and PD<br><br>Submission of participant timeline/action plan to determine level of T/A support<br><br>Submission of participant self-study report to NAEYC<br><br>Achieved NAEYC accreditation through NAEYC decision report<br><br>Faculty Institute group feedback sessions | AzAEYC Executive Director (ED)<br><br>AzAEYC Business Administrator<br><br>AzAEYC AzHEA Consultant<br><br>AzAEYC Governing Board<br><br>NAEYC Accreditation Director<br><br>NAEYC Accreditation Coordinator<br><br>Faculty from Arizona's IHE w/ ECE degree pathways | $100,000 for 2 years (increase ED position from .5 to 1 FTE w/ EREs to manage increased T/A)<br><br>$30,000 (evaluator to measure impact on degree students)<br><br>$30,000 (Faculty Institutes and workshops for 4 additional degree pathways)<br><br>$50,000 (accred. fees for 4 additional degree pathways)<br><br>**Estimated Capacity Building Total:** $210,000 for 1/2020 to 1/2022 | NAEYC Accreditation Suite online platform<br><br>AzHEA Base Camp online platform<br><br>NAEYC Accreditation Workshops at NAEYC Conferences<br><br>Multiple existing accredited degree pathways in Arizona<br><br>Arizona's IHE | **1/2020-3/2020** Recruit 4 additional IHE degree pathways<br><br>**3/2020-12/2020** T/A, Faculty Institutes, and individualized support to understand accred., develop tools, self-assess, collect data<br><br>**Spring 2021** Submit IHE self-study reports to NAEYC<br><br>**Fall 2021** NAEYC peer review site visit<br><br>**Spring 2022** Accred. decisions |

**Partners identified to collaborate on this work:**

Arizona Association for the Education of Young Children (AzAEYC)**;** Arizona State University; First Things First and the Professional Development Workgroup – Articulation Subcommittee; Central Arizona College; Grand Canyon University; Maricopa Community College District; National Association for the Education of Young Children (NAEYC); Northern Arizona University Phoenix Campus; Southern Arizona Association for the Education of Young Children (SAZAEYC); University of Arizona Phoenix Campus
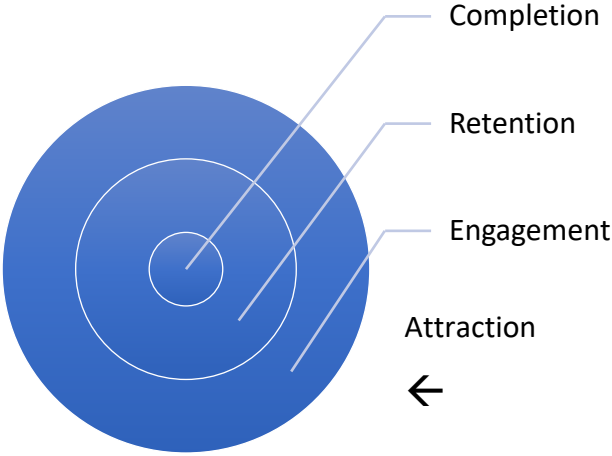
**Priority Area:**

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| | | | | People | Financial | Other Resources | Time Frame |
| **Arizona Kith and Kin Project - provides training and support to family, friend and neighbor child care providers to improve the quality of care provided to children in unregulated settings.** | **To train and support family, friend and neighbor caregivers in increasing their knowledge and understanding of children's development, health and safety related issues.** | The program provides a series of trainings that are delivered over a 14-week. Each training session, known as a training-support group, meets once per week for a minimum of two hours and covers topics designed for the target population. These include child development, health and safety, positive guidance and discipline, nutrition, brain development, and language and literacy. The groups are held in a supportive format where participants support each other while learning about quality child care. Participants receive concrete instruction and training, along with resources to connect them to other services and materials to build their early childhood library in the environments where child care is provided.<br><br>During the last 20 minutes of each training/meeting, the project incorporates the Leaps and Bounds Kindergarten Readiness activities in a Play and Learn based model. Participants and the children come together to practice activities that align with kindergarten readiness standards. Staff facilitate interactions between the children and their caregivers and support the use of the materials provided. Participants are then able to take the materials home to keep as part of their early childhood resources to have available for the children in their care.<br><br>The program also offer specialized trainings focused on injury prevention and safety related topics. In efforts to further support participants of the program, topics such as: Home and Environment Safety, Child Passenger Safety (car seats), Crib Safety/Safe Sleep, Pediatric First Aid and CPR/AED are provided to ensure that the children in their care are safe. As participants complete these trainings, related materials like fire extinguishers, smoke alarms, car seats, and other materials are made available to them. In addition, participants have the opportunity to obtain a three (3) year Pediatric First Aid certification and a two (2) year Pediatric CPR/AED certification if the participant passes the test provided at the end of these two (2) trainings.<br><br>On-site child care and transportation to and from group sessions will be provided. | Pre-test<br>Post-test<br>Feedback Survey<br>CCAT-R | 1 Specialist – Group Facilitator<br><br>4 ECE Staff – On-Site Early Care Educators<br><br>1 Supervisor – Staff Support | $25,000 per group | Space Cost | Per Group: 4 weeks of planning, preparation, and recruitment<br><br>Per Group: 14 weeks of delivery<br><br>Beginning as soon as September 1, 2019 (No start up time required) |

**Partners identified to collaborate on this work:**

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| **United Way Childcare Network is affordable childcare for those exceeding low-income qualification subsidy guidelines specifically the working class families.** | Reducing the overhead cost of childcare centers by securing locations by reducing costs to address sustainability.<br><br>The River Cities United Way network will facilitate the reduction of cost through a variety of options such as; recruiting sites that offer space as a donation, address insurance and licensing cost, and partner with agencies who have the ability to train, provide accreditation, and supplies for these programs. | River Cities United Way mission is to advance the common good by creating opportunities for a better life for all through education, health, and financial stability.<br><br>United Way Childcare Network advances our mission through both education and financial stability by sustaining affordable childcare for the working class. Rural communities are challenged by the proper systems in place to support the educational opportunities for the children birth to five because of the financial burden placed on families to afford quality childcare programs, and address childcare deserts.<br><br>River Cities United way services the entire areas of Mohave, La Paz, communities and currently leverages funding streams in each of these communities. RCUW has developed relationships/partnerships with organizations who believe in the mission and continually support the community's needs through deduction through pay checks, with Corporate Cornerstones matching donations.<br>River Cities United Way also has individuals who continually support United Way through individual giving contribution, tax credit.<br><br>River Cities United Way has the capacity to facilitate sustainability at market cost of the sites in each location after site licensing requirements, and the initial startup materials are provided through PDG grant funding.  The cost of the program will be based on an affordable market rate per week per family. Each childcare provider will be given the proper training through CDA and teach quality pre-school in an effort to reach kindergarten readiness goals. River Cities United Way will work with Early Childhood Education Associates funded by First Things First to provide credentialing professional development.<br><br>River Cities United Way has the capacity to leverage resources, disburse funds to network programs to reduce cost, apply accountability, and access to current statistics locally, and nationally. | River Cities United Way has the capacity as a funding organization to help achieve sustainability within this system structure and allow for measurability and monitor progress through multiple measures.<br><br>This statistical data capacity renders potential information to track educational outcomes, graduation rates, job skill readiness, and more local opportunities in our communities. | Staff to build all aspects of the childcare network | The financial need River Cities United Way is acquiring is the startup costs for the sites. Including but not limited to the following<br><br>Developmentally appropriate materials & equipment in line for licensing requirements<br><br>8 months of working capital<br><br>Staff<br><br>Initial upfront administrative cost to support the credibility, and accountability of the sites.<br><br>Safety and Security equipment cameras, and improvements. | First Things First service coordination<br><br>WACOG Early Head Start program<br><br>PDG Grant funding of Bachelor's Degrees in Early Childhood La Paz Mohave funding managed by Arizona Early Childhood Workforce Registry BA Scholarships<br><br>Local School Districts, and Charter schools in Mohave and La Paz region | River Cities United Way will work within in the time frame provided when PDG grant has been awarded to the state of Arizona.<br><br>River Cities United way will structure the implementation based on the following variables to include but not limited to:<br><br>Funding schedules of PDG grant<br><br>Staff to build network and infrastructure<br><br>Develop grant funding eligibility guidelines regional, school districts etc.<br><br>Determine cost reduction needs within established programs, and childcare non- |

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| | | | | | | | Generate community economic stakeholders and resources for the network |
| | | | | | | | Recruit sites with complimentary childcare interest and mission |
| | | | | | | | Recruit qualified centralized supervision Administrator for network site supervision |
| | | | | | | | Retrofit sites based on licensing standards to purchase startup location, equipment and materials. |
| | | | | | | | Initiate the process for locations and network NAEYC, or NAC program accreditation |
| | | | | | | | Recruit Qualified credential childcare |

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Partners identified to collaborate on this work:

**Priority Area: Workforce Development: Degree Completion; Workforce Development: PD & Coaching; (High Quality) Child Care Deserts**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
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| | | | | People | Financial | Other Resources | Time Frame |
| **Bachelor's Scholarship Strategy** | To cultivate well-prepared, highly skilled, and appropriately compensated professionals.<br><br>To support early childhood bachelor's degree completion | Rationale From FTF College Scholarship SOP:<br>Well-educated and highly skilled early childhood teachers are strongly linked with high quality and optimal child outcomes at entry into kindergarten. Research demonstrates that when child care and other early learning programs are of high quality and developmentally appropriate, children score higher on school readiness measures and do better in school. They also have better relationships with their peers and are more likely to graduate. But the quality of early care and education depends on the professionalism, education and skills of the teacher (Association of Child Care Resource and Referral Agencies, 2008).<br>There is a link between educational attainment and teacher's beliefs about early childhood education. In a study at Indiana University, researchers found that when teachers had a higher education level, regardless of the major area of study, they were more likely to support developmentally appropriate practices. The researchers did find, however, that teachers with course work specific to working with young children were more likely to support child-initiated learning, such as allowing children to select some of their own activities, valuing active exploration in children's learning, and respecting students' individual differences when planning curricula (Minnesota Department of Children, Family & Learning, 2001).<br>"When young children and their caregivers are tuned into one another, and when caregivers can read the child's emotional cues and respond appropriately to his or her needs in a timely fashion, their interactions tend to be successful and the relationship is likely to support [the child's] healthy development in multiple domains, including communication, cognition, social-emotional competence, and moral understanding" (Shonkoff, J.P. and Phillops, D., Eds, 2000, p. 28).<br>Early Childhood Professionals with higher levels of education tend to be paid more, and higher-paid teachers tend to remain in the same job for a longer period of time. When teachers remain in the field, stay in their positions, and work with the same children over time it creates a system of continuity of care which helps to nurture the important relationships between themselves as the primary caregiver and the child. It is within the context of these relationships that children grow and develop optimally.<br>There are barriers for the early childhood workforce to access higher education. Wages are typically low and they lack the financial means to afford college. Additional barriers for the workforce include: lack of confidence as a learner, deficits in skill/knowledge, lack of time due to caring for dependents and sometime working a second job, lack of family/employer support, language barriers, lack of familial precedence in attending college and limited access to information (Child Care Services Association, NAEYC Professional Development Institute, 2011). Scholarships enable the early childhood workforce to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school. | Develop pre/post survey for scholars that includes wages, working conditions, professional opportunities, competency, stories of degree completers<br><br>Develop survey of current Region 4 FTF Associate Degree Scholars and Bridge Scholars to determine if they are continuing on to EC Bachelor's Degree Program to ensure appropriate funding of strategy<br><br> Analyze the differences in funding the | All ECE Bachelor's-conferring IHE's that are accessed by Region 4 Early Childhood Workforce (in person and online program pathways)<br><br>AZPBS admin home of FTF College Scholarships and Registry<br><br>REWARD$ admin home<br><br>Region 4 Associate degree programs: Cochise Community College | **Estimated**<br><br>**$70,000/yr**<br>1 FTE Bachelor's Scholarship Coordinator (salary + ERE)<br><br>**$1,396,400/yr**<br>100 scholars x $13964/yr<br><br>Breakdown Current FTF College Bachelor's Scholarship Model:<br>$ to Scholar Tuition/textbook/fee rate is $7,840/yr<br><br>$ to Admin home: $2964/yr per scholar<br><br>Proposed increase to Scholarship tution/textbook/fee: $3160/yr /scholar<br><br>**$6,900/yr**<br>100 naeyc annual memberships for Scholars<br><br>**$50,000/yr**<br>100 x $500 Estimated cost for | Are you contracting with an outside vender? What IT usage do you need?<br><br>Contract with community partner able to house Region 4 proposed modifications to scholarship model to be able to reimburse scholars for eligible expenses (school materials, technology, internet access, child care, elder care, transportation, official transcript requests, etc.) | Spring 2020<br><br>Develop SOP for Region 4 Bachelor's Scholarships that includes modifications to existing FTF College CONSIDER OFFERING MODIFIED COMPONENTS TO 20 (?) CURRENT FTF FUNDED BACHELOR"S SCHOLARS IN REGION 4 (a mixed delivery model for those scholars - FTF funds the FTF Scholarship portion and Region 4 funds only the modifications. This is a deterrent to FTF RPC's deciding to divert funding they currently allocate to Bachelor's Scholarships because "PDG |

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| | | ECE teachers with college level preparation are more intentional in their lesson planning, more nurturing, and more responsive to young children then ECE teachers without college education (Barnett, 2003).<br><br>### Early Childhood Degree Completion Logic Model<br><br><br><br>Strategy:<br>**Workforce Development: Degree Completion**<br>• 100 FTF Bachelor's Scholarships https://www.firstthingsfirst.org/strategy-toolkit/ with Modifications to comprehensively support scholars and address gaps in existing model to promote retention and completion<br><br>• Modify existing Scholarship model with additional funding to bring scholarship up to current tuition/textbook/fees and with a stipend to cover comprehensive costs of degree completion: materials, technology, internet access, child care, elder care, transportation, official transcript requests, etc. The early childhood workforce is under-resourced, and Pell grants do not cover the cost of upper division coursework, textbooks, fees involved in degree completion. The comprehensive costs such as materials, technology, internet access, child care, elder care, gas, etc., are not addressed in the FTF College Scholarship model, but are clearly needs for degree completion. | actual cost of scholar's earning credits (which varies by IHE and includes various programmatic fees) vs funding an average cost of credits/textbooks as is done in the FTF College Scholarship model<br><br>Evaluation of strategy through rigorous academic methods | Pima Community College<br><br>Tohono O'odham Community College | comprehensive funding of real cost of degree completion<br><br>**$20,000**<br>Rigorous research with control group over life of grant | to increase support for scholars and collaborate with FTF College Scholarship administrative home. This is NOT ABLE TO be done by current FTF College Scholarship Administrative home because of ASU policies. | is doing that now and it is better then our regional model so let's just cut the funding"<br><br>Identify and contract with administrative home for the Region 4 Bachelor's Scholarship Model Enhancements and Bachelor's Coordinator<br><br>Contract evaluator for research component.<br><br>Fund existing model of FTF Bachelor's scholarships to 14 (?) applicants currently on waitlist for FTF Bachelor's Scholarship in Region 4– to immediately serve waitlisted students without delay while the contextualized components and SOP of the Region 4 Bachelor's Scholarship model are |

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| | | • Identify community partner able to administer Region 4 proposed modifications to enhance existing FTF College scholarship model: (This is NOT ABLE TO be done by current FTF College Scholarship Administrative home because of ASU fiscal policies.)<br><br>• Develop and implement rigorous evaluation that includes control group of non-scholarship ECE bachelor's candidates, current FTF Scholarship candidates, and modified Region 4 Bachelor's Scholarship cndidates, over life of grant and after completion.<br><br>**Workforce Development PD/Coaching:**<br>• 1 FTE coordinator to recruit, engage, and promote students in accessing and navigating Bachelor's Degree Scholarships and serve as expert resource on all bachelor's programs in all delivery modalities serving Region 4 prospective bachelor's candidates (such as UA, NAU, ASU, WNMU, Grand Canyon U, etc.)<br>• naeyc annual membership for Bachelor's Scholars to support engagement<br>• Develop communication plan to enhance and align supports for scholars inclusive of Region 4 Degree Completion Strategies: IHE ECE Advisors, Bachelor's Scholar Coordinator, Registry Coordinator, AZPBS Registry IHE Program Manager<br><br>**(High Quality) Child Care Desert:**<br>• Connection between workforce degree completion and high quality early childhood programs<br><br>Reference<br>• https://teachecnationalcenter.org/wp-content/uploads/2014/10/SupportSucceeding_FactSht_10_16v6.pdf<br><br>- | | | | | developed.<br><br>Calendar monthly meetings of Region 4 Higher Education related strategies personnel (EC Advisors, Bachelor's Coordinator, REWARD$ coordinator, AZ PBS Program Manager, **Graduates**)<br><br>Fall 2020 Onboard Bachelor's Coordinator<br><br>Naeyc annual membership plan- consider including FTF funded Bachelor's Scholarship recipients in naeyc membership<br><br>Region 4 Bachelor's Coordinator connects with IHE's where current Region 4 FTF College Scholars attend.<br><br>Region 4 Bachelor's |

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| | | | | | | | Establish open lines of communication with IHE Bursar, ECE Department, Registrar, Student Services |
| | | | | | | | Develop communication plan for FTF College Scholarship and Region 4 Bachelor's Scholarship recruitment (how are they same, different, in what order will they be awarded, etc.) |
| | | | | | | | Begin targeted outreach for Region 4 Bachelor's Scholarship |
| | | | | | | | Spring 2021 Offer Region 4 Bachelor's Scholarship model to new and continuing bachelor's scholarship applicants in Region 4 |

Priority Area:  Workforce Development: Degree Completion; Workforce Development: PD & Coaching; (High Quality) Childcare Deserts
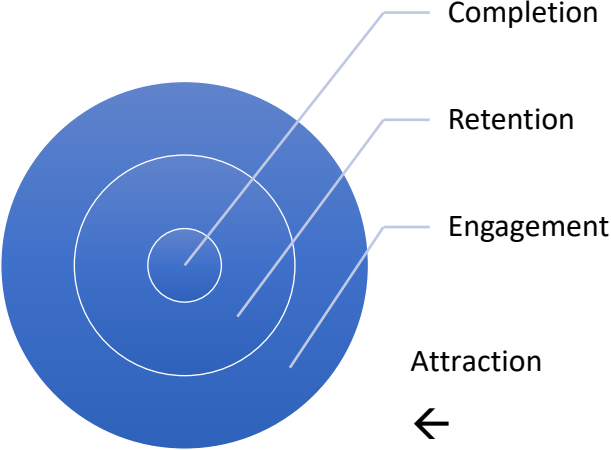
| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
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| | | | | People | Financial | Other Resources | Time Frame |
| Early childhood higher education Advising and educational coaching. | Increase Early Childhood college and university students' enrollment, engagement, retention, and Early Childhood Degree Completion in Region 4. | **Early Childhood Degree Completion Logic Model**<br><br><br>Legend: Attraction, Engagement, Retention, Completion<br><br>Early Childhood Degree Completion Logic Model situated in Positive Feedback Loop (mutually reinforcing)<br><br>**Workforce Development: Degree Completion/ PD & Coaching**<br><br>**5 IHE Advisors** to support EC students at Each Region IHE (2 @ PCC- 1 specifically dedicated to Santa Cruz County which contracts with PCC for community college services in Santa Cruz County.)<br><br>Advisors provide individualized, ongoing face-to -face (with tools) advising. In addition, advisors support students educational and professional goal coaching, using a case management module over the course of the student's attendance at the IHE.  *The mean time to complete an associates degree for 2018 PCC early childhood associate degree completers was over 12 years.*<br><br>Survey data has revealed that ECE undergrad students are likely to already be in the | Develop pre/post survey for scholars that includes student narratives of how EC Adviser supported their attraction, engagement, retention, degree completion<br><br>Evaluation of strategy through quasi research study<br><br>Region 4 IHE's have EC Advisor on staff<br><br>EC Advisors | ECHES Navigator<br><br>Early Childhood undergraduate students<br><br>Early Childhood undergraduate Programs and IHEs<br><br>5 IHE ECE advisors<br><br>Somos Enlace Leadership<br><br>Community Partners<br><br>Region 4 Bachelor's Scholarship Strategy Admin home & Coordinator<br><br>Early Childhood Graduates<br><br>PDWG Articulation sub-group<br><br>Registry | Est. **5 EC Advisors @** $70,000 each 70,000 x 5 = **$350,000/yr**<br><br>**Travel $15000** travel in state and out of state for 5 EC Advisors) | This strategy is designed to align with the other Region 4 Degree Completion strategies | 2020 spring 5 IHE's consider adding grant funded staff member to ECE department<br><br>SOP for Ec Advising roles developed<br><br>IHE's begin recruitment process<br><br>Calendar monthly meetings of Region 4 Higher Education related strategies personnel (EC Advisors, Bachelor's Coordinator, REWARD$ coordinator, AZ PBS Program Manager, **Graduates**) |

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| | | workforce full time, have family, are under-resourced (Median Salary nationally of early childhood educators is 23k.)<br><br>At the associate degree level particularly, there is greater enrollment of racially, culturally and lingually diverse students.<br><br>1 x semester meeting of each EC student and advisor- a minimum of 1 advising/educational coaching session per semester between each EC student and EC IHE Advisor, more as needed and as requested by student or adviser. Advisers meet with an identified number of students (% specific to their IHE ECE enrollment) 2 or more times each semester.<br><br>Each Advisor is situated in the specific culture of their IHE as an employee of the IHE, so the structure of the ECE Advising model must be flexible enough to hold all this institutional variation (such as adviser's title w/in the IHE Org Chart) and must also be cohesive enough to achieve fidelity to the model.<br><br>Plans and implements group events and opportunities specific to the interests and needs of their IHE EC students that support EC student attraction, retention, engagement, and degree completion.  (Such as an FTF College scholarship Application event, a talk by a local expert, a student group call to the Public at their FTF RPC, etc))<br><br>**Evaluation:**<br>Develop and implement quasi research design that includes control group of ECE students at an IHE without EC Adviser over life of grant and after completion. | meet with (IHE specific number) % students 2 or more times per semester | Coordinator, Program Manager, Administrative Home<br><br>REWARD$ Coordinator and Administrative home | | | 2020 fall IHE EC Advisors in place<br><br>2021 implement strategy |

Partners identified to collaborate on this work:

# Preschool Development Grant B-5 Strategic Planning Template
## Preschool Promise Strategy
### Region 4

**Priority Area:** Childcare Deserts

| Strategy/Program/Initiative | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
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| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| **The Preschool Promise** Preschool Promise **for all children in Region 4 –** *the preschool promise for every child.* <br><br> ***NOTE: this initiative is currently in the planning process in Pima County with various community partners.*** <br><br> ***Possible leveraging of pre-existing infrastructure created by FTF Regional Partnership Councils will be explored.*** <br><br> ***The plan is to implement Preschool Promise in Pima County. Then conduct a feasibility study to broaden the model in Santa Cruz and Cochise Counties, based on the counties' needs and assets.*** | Access to high quality preschool programs for 3 and 4 year old children living in the gap between low income and 200% poverty level. <br><br> According to the First Things First 2018 Regional Needs and Asset report 29% of young children in Pima County live below 200% poverty level. | Full-year high quality preschool program offering 5 days a week at a minimum of 6 hours per day. <br><br> It is essential to this initiative that educators and directors are supported and sustained in the field. To that end, on-going professional development through a Communities of Practice (COP) model will be implemented. The COP's will be expanded to create one COP for every 20 teachers. <br><br> Educators and other early childhood professionals must be provided a sustainable salary in order to retain highly effective teachers and directors. <br><br> Research shows that high-quality birth-to-five programs for disadvantaged children can deliver a 13% per year return on investment—a rate substantially higher than the 7-10% return previously established for preschool programs serving 3- to 4-year-olds. Significant gains are realized through better outcomes in education, health, social behaviors, and employment. *Heckman, James J. "Invest in early childhood development: Reduce deficits, strengthen the economy." The Heckman Equation 7 (2012).* <br><br> Studies estimate that a $3,000 annual increase in family income between a child's birth and fifth year is associated with 19% higher earnings in their adulthood; in comparison, a similar family income increase between a child's 6th and 10th year is associated with a 4% increase in that child's later earnings*. 2018 Research Briefing: Relationship of Economic Independence and Access to Childcare for Single Moms, Women's Foundation of Southern Arizona* <br><br> **Children who attend high quality preschool are** | All qualifying 3 and 4 year old children will be enrolled in high quality care. High quality is defined as Quality First 3,4,or 5 star center based or home based, Head Start, or NAEYC accredited centers. <br><br> All Preschool Promise sites will be encouraged to enroll in Quality First. | Head Start, <br><br> Pima County Boards of Supervisors <br><br> School districts <br><br> City government <br><br> First Things First <br><br> Related non profits <br><br> Department of Economic Security <br><br> University of Arizona <br><br> Media outlets <br><br> Southern Arizona Leadership Council | Cost would be approximately **$10,000 per child.** <br><br> Context: There are 25,020 three and four year olds living in Pima County. Of that, only 5,387 are participating in a quality rated Quality First program or Head Start program. <br><br> Total funding needed to provide full access: **Approx. $1,960.000/yr** <br><br> **Est $30,000** Needs and asset report for Cochise and Santa Cruz County <br><br> Consideration to fund school districts by classrooms versus individual | Preschool Promise will align with a vision of offering high quality early learning within the mixed delivery system within Pima | Within 2 years 50% of 3 and 4 year old children in poverty will be enrolled. <br><br> 75% of 3 and 4 year olds in Pima County will be enrolled in 3 years. <br><br> 100% of Pima County preschool children enrolled in 10 years. <br><br> **2020** Conduct needs and asset assessment to determine applicability of strategy to Cochise and Santa Cruz COunties |

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| | | **much less likely to participate in criminal activity.** At age 40 they were 46 percent less likely to have served time in jail or prison (28% vs. 52%), and had a 33 percent lower arrest rate for violent crimes (32% vs. 48%) *Lawrence J. Schweinhart*, PhD. <u>*The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions*</u>) | | | slots to support unique funding structure of school districts. | | |

Partners identified to collaborate on this work:

## Preschool Development Grant B-5 Strategic Planning Template

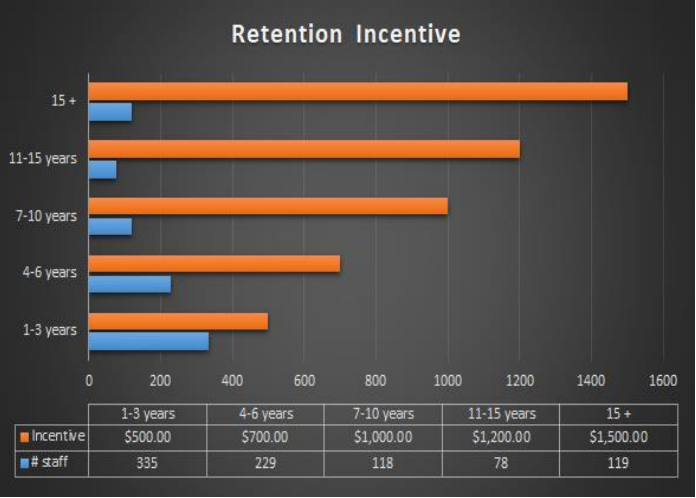### Priority Area: Workforce Development: Degree Completion; (High Quality) Child Care Deserts

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | People | Financial | Other Resources | Time Frame |
| **FTF Professional REWARD$** | From REWARD$ SOP increased retention rates of highly qualified teachers; <br>• _increased educational level of the professional workforce; and <br>• _decrease in staff turnover resulting in continuity of care for young children enrolled in early care and education programs. | <br><br>Region 4 Early Childhood Degree Completion Logic Model<br><br>**Workforce Development: Degree Completion (Retention)**<br><br>From REWARD$ SOP:<br><br># Professional REWARD$<br><br>Research has demonstrated that young children achieve positive outcomes when their teachers have a quality education which includes college coursework in early care and education and are well compensated. In Arizona less than half of all teachers of young children have either two or four year degrees (US Dept. of Labor, 2011). Of teachers with degrees, few are in child development or early childhood education. Additionally, early care and education professionals often make little more than minimum wage and receive few or no benefits (Barnett, 2003). Low wages present a major barrier to encouraging high-quality and well-educated personnel to enter and remain in the field. High turnover rates, averaging 30% or more in most centers, significantly impact continuity of care and create attachment difficulties for children (Whitebrook and Sakai, 2003).<br>The median hourly salary of Arizona early care and education teachers is $9.75 or $20,280 annually as reported in a 2013 study on Arizona's early | The intended goals are not evaluated in the REWARD$ SOP or Scope of Work for Administrative Home<br><br>Quasi experimental Research design developed to examine retention and educational levels of recipients compared to non-recipients<br><br>Develop pre/post survey for REWARD$ recipients that includes wages, working conditions, strengths of strategy, weaknesses of strategy<br><br>REWARD$ initiated in Santa Cruz, Pascua Yaqui tribe, Tohono O'odham nation, Pima | **QF Coaches**<br><br>**Registry Team**<br><br>**Higher Ed Faculty**<br><br>**EC Program Directors**<br><br>**FTF Regional Councils**<br><br>**Region 4 EC Advisors @ each IHE**<br><br>**Region 4 Bachelor's Scholarship Coordinator**<br><br>AZPBS admin home of Registry<br><br>CAC Administrative home of REWARD$<br><br>RPC.s<br><br>Teachers and asst. teachers | REWARD$ TSU's 328 = **$284,100 /yr**<br><br>**1 FTE Coordinator ($55k salary + 30% ERE) $70,000/yr**<br><br>Rigorous research with control group over life of grant **$20,000**<br><br>Travel **$3000/yr** | Community partners In-Kind service<br><br>AZ Early Childhood Workforce Registry<br><br>FTF College Scholarships<br><br>Region 4 Bachelor's Strategy Admin Home (TBD)<br><br>AZHEA project<br><br>EC Advising Strategy<br><br>Professional Development Work Group<br><br>AZ Early Childhood Articulation Taskforce<br><br>Professional Careers Pathways Project<br><br>AZAEYC and SAZAEYC<br><br>Region 4 IHE's | 2020 Spring<br><br>Create MOU w/ REWARD$ Admin home<br><br>Admin Home Recruits and hires coordinator<br><br>Develop pre/post survey<br><br>Contract evaluator for research component.<br><br>Late Spring Coordinator in place-outreach begins for Fall 2020<br><br>2020 Fall First REWARD$ Cycle for Region 4 funded REWARD$ |

childhood workforce, "Arizona's Unknown Education Issue: Early Learning Workforce Trends". Low wages present a major barrier to

encouraging high-quality and well-educated personnel to enter and remain in the field and resources are limited to support wage increases. Financial barriers to improved wages include: child care subsidy amounts that are lower than market rate; few incentives to hire and retain highly qualified staff; and, child care costs are at the limit of what the market will provide in many communities. Low wages also results in a lack of discretionary income for professionals to use toward educational advancement and to improve the quality of developmental support and teaching they provide.

The connection between higher wages for the early care and education workforce and improved retention is clear. The challenge, however, remains one of affordability. If programs are to increase salaries, it is usually at the expense of families paying higher tuition fees. Such increases could drive the cost far beyond what is affordable by families who are most in need. Several states have addressed this challenge by subsidizing wage enhancements or salary stipends in the form of compensation and retention incentives to the early childhood workforce.

Updated 2018 data from CSCCSA Workforce Index

Arizona Early Childhood Workforce Index 2018
https://cscce.berkeley.edu/files/2018/06/2018-Index-Arizona.pdf

Interactive map of all states
https://cscce.berkeley.edu/2018-index-map/


FTF Professional REWARD$ is a financial incentive program that acknowledges and rewards educational attainment, continued educational progress, and commitment to continuous employment at a regulated early care and education setting serving children birth to age 5. Teachers, directors and family child care providers working in participating Quality First or accredited programs are eligible to apply for the financial incentives once a year.

**Administrative Home's Recommended Modifications:**
**1. To address a decline in Retention that begins after 4 years**

**The First Five Years with Current Employer**
**Registry Report April 2019 (864 profiles)**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Series1 | 35 | 168 | 132 | 121 | 64 |
| Series2 | 4% | 19% | 15% | 14% | 7% |
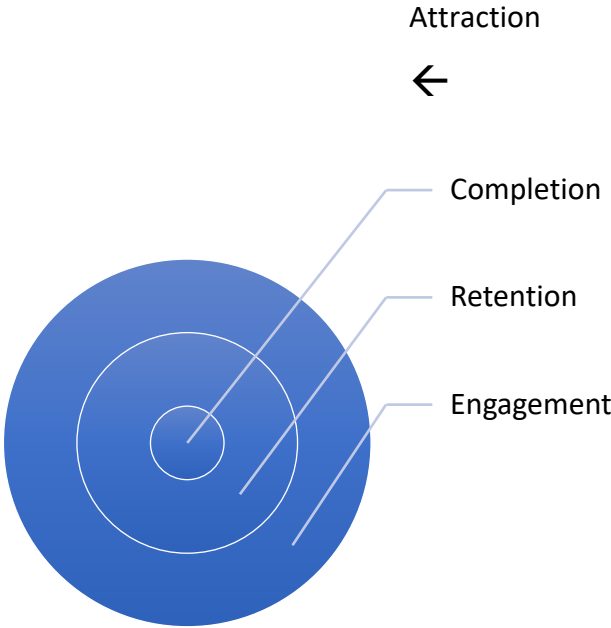
**Recommendation: Pay increased incentives based on years of retention**

**Retention Incentive**

| | 1-3 years | 4-6 years | 7-10 years | 11-15 years | 15 + |
|---|---|---|---|---|---|
| Incentive | $500.00 | $700.00 | $1,000.00 | $1,200.00 | $1,500.00 |
| # staff | 335 | 229 | 118 | 78 | 119 |

Cochise FTF RPC funds REWARD$ for Cochise County beginning FY 19. Our strategy expands REWARD$ to Pima including PY tribe and TO Nation, and Santa Cruz County. Pima North and Pima South RPCs both stopped funding REWARD$ FY 19.

REWARD$ Data FY 18
Pima North TSUs Used: 166  (240 applied) $180,100
Pima South TSU's Used: 103  (151 applied) $104,000

Workforce Data for Region 4 Areas w/out REWARD$ Data
Pascua Yaqui Tribe: 1 center and 25 regulated home providers
Est TSU's 10

| | | Tohono O'odham Nation (from 2016 RPC needs and assets Report): 4 tribal centers, and 5 Tribal Head Start Centers, 1 public pre-k, undocumented number of tribally regulated and HS Home Base family child care providers Est TSU's 32

Santa Cruz County: 60 registered child care providers (5 in Q1st) "Places lacking an adequate child care supply have been termed "child care deserts," defined as zip codes where there are more than three times as many children under age five as there are spaces in the child care settings.116 Using that definition, **the Santa Cruz Region could possibly be considered a child care desert**".... Most of the providers (exclusive of Head Start, ADE preschools and Quality First Programs) registered through the Child Care Resource & Referral (CCR&R) guidexii were classified as family child care providers (n=37); 20 percent were child care centers (n=9) (Table 58). Family homes are an important part of the child care landscape because they are much more likely to provide late-night, all-night, and weekend care which may be crucial for parents working during non-traditional hours. (2018 FTF RPC Needs and Asset Report). Est TSU's 20

**Region 4 REWARD$ (not including Cochise which funds REWARD$ through RPC $)** **TSU's 328 = $284,100**

To support eligible EC workforce in accessing REWARDS and to provide training to Directors, Q1 coaches, and other workforce support personnel on REWARD$, Region 4 proposes to add an FTE focused on supporting access to REWARD$

**1 FTE coordinator** est at $70,000/yr (55k salary + 30% ERE)

Develop and implement quasi experimental research design that includes control group of teachers who do not receive REWARD$ to evaluate how REWARD$ meets goals.

Research est at **$20,000**

**(High Quality) Child Care Deserts:**
- Connection between lower teacher turnover and high quality early childhood programs | | | | | |
| Partners identified to collaborate on this work: | | | | | | | | |

**Priority Area: Workforce Development: Degree Completion; Workforce Development: PD & Coaching**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Approx Financial** | **Other Resources** | **Time Frame** |
| **Somos Enlace** **Early Childhood Student Organization** | Connecting Early Childhood Students with Resources and Relationships to Thrive as Professionals.<br><br>To support Early Childhood Degree Completion through promoting attraction to higher education pathways, offering engagement in higher education and early childhood community, facilitating retention in chosen degree pathway, and celebrating degree completion. | Early Childhood Degree Completion Logic Model<br><br>Attraction<br>←<br><br>Completion<br><br>Retention<br><br>Engagement<br><br>ABOVE: Early Childhood Workforce Development: Degree Completion Logic Model situated in Wenger's Community of Practice social learning theory. Communities of practice are, "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." | Pre- and post-evaluation of Somos Enlace members that shows how the experience influenced engagement and retention in IHE w/ qual./ quant. feedback about satisfaction/experience w/ participation in Somos Enlace<br><br>Submission of timeline/ action plan for Somos Enlace at each IHE to become a recognized student organization<br><br>Somos Enlace at each IHE are recognized student organization in good standing<br><br>Submission of Somos Enlace Steering Committee officers' onboarding process, role description, and organizational framework<br><br>Somos Enlace Steering Committee at each IHE CAC, PCC, NPC, UA South are in place | ECHES Navigator<br><br>Somos Enlace Members<br><br>Somos Enlace Steering Committee officers<br><br>Somos Enlace Organization Advisors<br><br>Community Partners<br><br>Early Childhood Graduates<br><br>PDWG Articulation sub-group | **TBD** Increase Navigator from 6 month contract to 12 month contract:<br><br>**$180/year** Box Business Subscription https://www.box.com/pricing<br><br>**$155/year** Weebly Professional Website<br><br>**$10/year** Domain name registration<br><br>**$25,000/ year** travel in state and out of state for Navigator, Officers, Advisers, Steering Committee members<br><br>**$1,400/year** $69 naeyc annual memberships for 20 Somos Enlace Officers and Steering Committee members<br><br>**$5,000/year** for translation of meetings/website/publications into relevant languages<br><br>**Total:** **12 month Navigator contract/year + $31,745/year 2020-2023** | Community partners In-Kind service<br><br>AZ Early Childhood Workforce Registry<br><br>FTF College Scholarships<br><br>AZHEA project<br><br>EC Advising Strategy<br><br>REWARD$ Strategy<br><br>Professional Development Work Group<br><br>AZ Early Childhood Articulation Taskforce<br><br>Professional Careers Pathways Project<br><br>AZAEYC and SAZAEYC | 2020-2022<br><br>January 2020 All Somos Enlace Student Organization Officers and Advisers in place and on-boarded at PCC, CAC, NPC, UA South<br><br>2021 Somos Enlace Applies to Present at national conference/s on Somos Enlace logic model<br><br>2022 Somos Enlace Student Organizations formed at all Region 4 IHE's |

| | Early Childhood Degree Completion | The vision for Somos Enlace is to contribute to, *A learning community where Early Childhood students are empowered members of the profession as they pursue associate and bachelor's degrees in the field.*<br><br>Resources<br><br>- Wenger, Etienne (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press. ISBN 978-0-521-66363-2.<br>- *Lave, Jean; Wenger, Etienne (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press. ISBN 978-0-521-42374-8.*; first published in 1990 as Institute for Research on Learning report 90-0013<br><br>Somos Enlace is a strategy focused on strengthening early childhood college and university students' capacity to navigate, excel, and complete programs of study from their chosen institutes of higher education mediated though relationships with peers, mentors, and community partners. Somos Enlace Student Organizations at Pima Community College, University of Arizona South, Central Arizona College, and Northland Pioneer College create and advance student driven services and programs that promote inclusion, multicultural engagement, and equity specific to their IHE's context. Somos Enlace is situated within the following strategic directions:<br>1. Focus on the needs of the early childhood higher education student<br>  - Offer direct student support<br>  - Create a culture of higher education literacy and identity in the early childhood workforce<br>  - Develop opportunities for students to belong from peripheral participation through to leadership of the CoP<br>2. Collaborate in building a high quality early childhood professional development system<br>  - Somos Enlace leaders develop, implement and assess proactive programming responsive to unique early childhood student needs<br><br><br>Somos Enlace provides support through the following areas:<br>**-Early childhood Higher Education Systems Navigator (Consultant)**<br>  - Early Childhood Higher Education Systems Navigator (leads and advances all areas of developing and maintaining Somos Enlace as a recognized Student Organization in good standing at each IHE and serves as a coach/mentor to all Somos Enlace Steering Committee members at each IHE. | (leading through convening)<br><br>Somos Enlace Steering Committee members submit proposals to present on Somos Enlace logic model at local, state, and national conferences<br><br>Somos Enlace Steering Committee members present on Somos Enlace logic model to Region 4 FTF RPC's.<br><br>Local, state, and/or national experts present at Somos Enlace meetings at each IHE<br><br>PCC, NPC, CAC, UA South Early Childhood Graduates survey to assess engagement with Somos Enlace while completing degree.<br><br>Create collateral materials for Somos Enlace outreach targeted to larger communities that describe import of degree completion and how engagement facilitates degree completion<br><br>Somos Enlace Student Organizations formed at all Region 4 IHE's with attention to building capacity of tribal ECE students | | | AZ IHE's with ECE degree pathways | |

- Early Childhood Higher Education Systems Navigator actively seeks opportunities to connect Early Childhood Students with local, state, and national leaders and initiatives.
- Travel in state and to national PD/leadership events

**- Student Organization Budget**
- Each Somos Enlace Student Organization offers monthly opportunities for students (such as FTF College Scholarship Application parties, inviting local experts as speakers for PD, community service, participation in state and national initiatives focused on Early Childhood Higher Education.)
- Ongoing opportunities for Early Childhood Students to develop and strengthen relationships with each other and with Early Childhood leaders.

**-Steering Committee Service**
- Somos Enlace Steering Committee members to have experience in defining, developing, implementing, and evaluating their big ideas about how to attract, engage, & retain Early Childhood students through their planning.
- NAEYC Membership
- Travel in state and to national PD/leadership events

**-Online resources and engagement opportunities through the Somos Enlace closed Facebook group and at somosenlace.org**
- Website hosted on Weebly platform

Somos Enlace Early Childhood Student Organization has the capacity to be expanded to serve AZ students at IHE's throughout the state. It is designed to be scaled :

Partners identified to collaborate on this work: Early Childhood Higher Education Systems Navigator, Pima Community College, Northland Pioneer College, Central Arizona College, University of Arizona South, Az Association for the Education of Young Children, Southern Az Association for the Education of Young Children

## Preschool Development Grant B-5 Strategic Planning Template Region Five-Pinal County

**Priority Area: Childcare Deserts**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| 1. **General Education preschool at school districts (Maricopa USD, Casa Grande ESD, Stanfield, ESD, Florence USD, Coolidge)** | 1. A, Full day child care, 5 days a week, 7.5 hours a day at no or minimal charges to families<br>B. create more inclusive environments for children with disabilities | 1a. open up licensed child care opportunities at the school districts in the region that have space available.<br>1.a.1. goal towards high quality preschool opportunities as measured by the program evaluation tools<br>1b.school district identify families most in need and create scales to help make child care affordable for birth thru K entry children<br>1c. keep up to 50% of the slots used for students with disabilities to create more inclusive environments | 1a. more children entering ready for Kinder using an evidence based assessment tool<br>1b. more students with disabilities in preschool in general education classrooms | 1a. teachers<br>1b. coaches<br>1c. administrators | $4600/child annually | Supplies for preschool classrooms<br><br>Licensing fees<br><br>Professional development for SPED and gen staff to support each other | 4 years |
| 2. **Enhancing Family, Friend, and Neighbor Networks** | 2. Provide face to face child development education training to families, friends, and neighbors taking care of children birth to five years old in their homes that may or may not be licensed | 2a. monthly face to face professional development delivered by trained PDs<br>2b. provide FFN providers with materials for their opens<br>2c. provide ongoing support to FFN providers and immediate technical support when they need<br>2d. improve environments inside homes to be more appropriate for children birth through K entry | 2a. more children enter ready for Kinder using an evidence based assessment tool<br>2b. FCCERS scores improving the longer providers are in the program | 2. a. 2 more family child care specialist<br>2. b. 2 coaches on staff for families<br>2.c. data clerk to help develop a system for child assessment and environment assessments | 2a. $80,000/year<br>2b. $80,000/year<br>2c. $45,000/year | 2a. Office supplies (computers, printers, paper) $3,000 annually<br>2b. All staff attend NAEYC, NAFCC, and other PDs to support their initiative $10,000 annually<br>2c. provide monthly transportation across the region stipends $18,000/year | 4 years |

Partners identified to collaborate on this work: FFN network of Pinal County from United Way, School Districts

## Preschool Development Grant B-5 Strategic Planning Template

**Priority Area: Workforce Development-Preservice**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| **Create an Early Intervention (EI) certification**<br><br>**Work with IHE to create pathways to Early Intervention certification** | A highly qualified, well trained EI workforce in Arizona | Activity 1-<br>Utilize ECPC TA support to assess EI certifications nationwide to gather materials regarding core components, operationalizing and fidelity assessments for certification process.<br><br>Activity 2-Dedicate one FTE to analysis of current EI workforce and development of pathways to certification based on current knowledge and competencies.<br>&bull; Analyze current knowledge and competencies for each core discipline (SC, DSI, OT, PT, SLP, ASDB Teacher) and develop pathways for each discipline to meet certification for EI based on DEC Personnel Standards.<br>&bull; Assess landscape of ongoing PD both local and nationally to ensure continued ability to maintain EI certification.<br>&bull; Develop ongoing workplan to ensure PD needs are assessed annually to meet national standards and evidence-based practices.<br><br>Activity 3-Work with IHE to develop certification based on DEC Personnel Standards (Initial/Advanced Specialty set)<br><br>&bull; Initial preparation: all EI professionals will have the knowledge and skills aligned with the DEC Personnel Standards Initial Specialty set for EI/ECSE by 2022<br>&bull; Ongoing Certification will align with DEC Personnel Standards Advanced Specialty set by 2023<br><br>Activity 4-Develop Interagency Service Agreement (ISA) with IHE to:<br>&bull; Develop foundational EI curriculum for all EI professionals including web-based foundational EI PD and initial curriculum for in person courses for AzEIP trainer to teach in registry.<br>&bull; Develop certification based on national standards for ongoing EI certification. | ADE will issue the first EI certification in 2022 and have a sustained system to maintain the issuance of that certification through the ADE | AzEIP QI Manager, CSPD Coordinator, TA Specialists, IHE, Dedicated FTE-AzEIP Certification Project Manager | 1 FTE-90,000/year<br><br>Certification Development-100,000<br><br>Foundational Curriculum Development-100,000 first year | Continue to access TA through ECPC, | 3 months<br><br>6 months<br><br>12 months<br><br>24 months |

Partners identified to collaborate on this work: IHE, CSPD stakeholder group (strategic planning team) including IHE, Head Start, AzEIP providers, child care professionals, family members and 619.

## Preschool Development Grant B-5 Strategic Planning Template Region Five-Pinal County

### Priority Area: Workforce

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| 1. **Arizona Higher Education Accreditation Project** | 1. A. For Arizona degree pathways to achieve NAEYC higher accreditation<br>B. to advance the quality of the early childhood profession in AZ by strengthening the early childhood profession in AZ by enhancing preparation of early educators. | 1a . face to face and virtual check ins with IHEs for technical assistance when going through accreditation approximately 80 hours of T/A based on program need, more support given to initial programs<br>1b. focus on IHE's with ECE degree pathways<br>1c.gather interest from a survey distributed at FTF Articulation committee<br>1d. Faculty institutes (2 of them) each 16 hours along focused on PD modeling, building capacity, NAEYC standards and accreditation info<br>1e. Collect NAEYC documentation<br>1f. Create AZAEYC strategic plan | 1. A. IHEs will submit action plans and timelines to the project consultant<br>B. Faculty pre and post surveys at that faculty institutes<br>C. Create lognic model<br>D. Create program management and accreditation support and post electronically for all participating IHEs<br>E. Provide a summary of accreditation of IHE programs from NAEYC and AZNAEYC | 1a. additional FTE | 1. $55,000<br><br>1b. accreditation fees for additional degree pathways 4 @ $11,500 | 1a. data from comparable populations<br>1b. using data to design indicators for tiered T/A with supports for individual needs<br>1c. need NAEYC standards and WFKC from FTF<br>1d. research PDG and CCDBG initiatives to not duplicate efforts<br>1e. research articles documenting impact of accreditation for higher ed | 4 years |

Partners identified to collaborate on this work:

## Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** (1) Workforce Development – Degree Attainment

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | People | Approx. Financial | Other Resources | Time Frame |
| **Arizona Higher Education Accreditation Project (AzHEA)** | To support Arizona's early childhood degree pathways to achieve NAEYC Higher Education Accreditation and create shared competencies and articulation<br><br>To advance the quality of the early childhood profession in Arizona by strengthening the preparation of early childhood professionals through Institutions of Higher Education (IHE) | Quality teacher preparation and degree pathways elevate the professionalism of the field and provide training for teachers to better provide culturally-responsive and developmentally appropriate practices. NAEYC degree accreditation helps support this effort and ensures a mark of quality for early childhood Associate, Bachelor, and Master degree programs.<br><br>Arizona Early Childhood Higher Education Accredited Programs set the standard on what early childhood professionals are expected to know and do as they study and prepare to work within the field. Defining essential learning outcomes for professional preparation programs foster a shared vision of excellence.<br><br>A signature initiative of AzAEYC, AzHEA provides support for degree programs to achieve NAEYC accreditation in the following areas:<br>• **Accreditation Fees** – application fee, self-study review fee<br>• **Faculty Release Time** – ability to gather data and complete accreditation report<br>• **Faculty Institutes** – professional development and technical assistance (T/A) related to NAEYC standards<br>• **Individualized Consultation** – consistent, individualized support through the process<br>• **Collaboration between Institutes of Higher Education** – shared competencies and standards and strengthened articulation | Pre- and post-evaluation that measures how the experience influenced behaviors w/ qual./ quant. feedback about status of implementation, satisfaction/experience w/ T/A and PD<br><br>Submission of participant timeline/ action plan to determine level of T/A support<br><br>Submission of participant self-study report to NAEYC<br><br>Achieved NAEYC accreditation through NAEYC decision report<br><br>Faculty Institute group feedback sessions | AzAEYC Executive Director (ED)<br><br>AzAEYC Business Administrator<br><br>AzAEYC AzHEA Consultant<br><br>AzAEYC Governing Board<br><br>NAEYC Accreditation Director<br><br>NAEYC Accreditation Coordinator<br><br>Faculty from Arizona's IHE w/ ECE degree pathways | $100,000 for 2 years (increase ED position from .5 to 1 FTE w/ EREs to manage increased T/A)<br><br>$30,000 (evaluator to measure impact on degree students)<br><br>$30,000 (Faculty Institutes and workshops for 4 additional degree pathways)<br><br>$50,000 (accred. fees for 4 additional degree pathways)<br><br>**Estimated Capacity Building Total:** $210,000 for 1/2020 to 1/2022 | NAEYC Accreditation Suite online platform<br><br>AzHEA Base Camp online platform<br><br>NAEYC Accreditation Workshops at NAEYC Conferences<br><br>Multiple existing accredited degree pathways in Arizona<br><br>Arizona's IHE | **1/2020- 3/2020** Recruit 4 additional IHE degree pathways<br><br>**3/2020- 12/2020** T/A, Faculty Institutes, and individualized support to understand accred., develop tools, self-assess, collect data<br><br>**Spring 2021** Submit IHE self-study reports to NAEYC<br><br>**Fall 2021** NAEYC peer review site visit<br><br>**Spring 2022** Accred. decisions |

**Partners identified to collaborate on this work:**

Arizona Association for the Education of Young Children (AzAEYC)**;** Arizona State University; First Things First and the Professional Development Workgroup – Articulation Subcommittee; Central Arizona College; Grand Canyon University; Maricopa Community College District; National Association for the Education of Young Children (NAEYC); Northern Arizona University; Northland Pioneer College; Southern Arizona Association for the Education of Young Children (SAZAEYC); University of Arizona; Yavapai College

# Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** (1) Workforce Development – Professional Development; (2) Child Care Deserts

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | People | Approx. Financial | Other Resources | Time Frame |
| **AZToolkit & Shared Services Alliances** | To improve business administration and leadership skills in the ECE workforce<br><br>To build program capacity to save time and money and focus on professional development and quality improvement<br><br>To develop Shared Services Alliances that reduce silos, include the strengths of diverse organizations, and leverage resources and funding to maximize impact | AZToolkit is an online Shared Services platform that offers nationally vetted sources aligned with AZ's quality improvement efforts. Resources include online training, links to regulations, templates, curriculum enhancements, and other teaching resources – all in one central online location.<br><br>AzAEYC provides Business Administration Modules and technical assistance (T/A) on using the AZToolkit, improving business administrative practices, and developing Shared Services Alliances.<br><br>Using AZToolkit as a foundation, the goal is for communities to create Shared Services Alliances where programs leverage resources, funding, and strengths in order to save money that can be put towards increasing staff salaries and providing professional development - creating structures that enable sharing of staff, information and resources.<br><br>AZToolkit can also support programs on the Quality First waitlist to improve their business administration skills to become better prepared for quality improvement. | Evaluation that seeks feedback on behavior change related to use of tool and impact of T/A<br><br>Tiered system for delivery of T/A based on measurable data about program needs – programs with access to less resources, need for additional skill development, etc. would be prioritized<br><br>Pre/Post assessment and self-assessment for those completing the modules to help determine which module or training to take next. | AzAEYC Executive Director (ED)<br><br>AzAEYC Business Administrator<br><br>AzAEYC AZToolkit Coordinator<br><br>AzAEYC Governing Board<br><br>Leverage the Strengths of Partnerships with other agencies that provide Leadership PD | $24,000 (annual fee for AZToolkit online platform)<br><br>$50,000 (increase ED position from .5 to 1 FTE to manage increased T/A)<br><br>$30,000 (partnership w/ existing agencies to capitalize on the use of the *PAS*)<br><br>$35,000 (consultation to increase fidelity of the Business Admin. Modules and align w/ Workforce Competencies)<br><br>$35,000 (partnership for shared network of marketing)<br><br>**Estimated Capacity Building Total:** $174,000 annual | Participation in Opportunities Exchange Shared Services Alliance Conference<br><br>Opportunities Exchange publications related to highly effective Shared Services Alliances<br><br>*Program Administration Scale (PAS)* evaluation tool<br><br>Network of existing leadership workshops, T/A, and PD | **1/2020-3/2020** Marketing & Outreach to increase number of enrolled members<br><br>**4/2020** Pre Assessment<br><br>**5/2020-3/2021** Business Admin. Modules and consistent T/A individualized by need<br><br>Design and develop Shared Services Alliances with strategic partners at the regional/ state level<br><br>**4/2021** Post Assessment |

**Partners identified to collaborate on this work:**
Arizona Association for the Education of Young Children (AzAEYC); Association for Supportive Child Care; National Association for the Education of Young Children (NAEYC); Opportunities Exchange; Southern Arizona Association for the Education of Young Children (SAZAEYC); Southwest Human Development

# Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** Being intentional to support our most at-risk/need families in the region. (Targeting specific family dynamics/needs in our area/region (language, poverty level, and ethnicity)).

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| 1. **Child Find/ Community based enrollment fairs**<br><br>**Identify sub regions in our community with the most need**<br><br>**Identify programs to fit targeted populations.**<br><br>2. **Hire Coordinator/Consultant/Facilitator to be the backbone staff of the Yuma County Early Childhood Collaborative: Staff will help coordinate child find and community based enrollment fairs to support the enrollment of our most at risk/need children and families in the region.  This is the same staff found in other goals.**<br><br><br><br>**Partners have been identified:** | 1. Families have easier access and awareness of programs and B-5 pipeline<br><br>2. Staff will improve enrollment in all programs and meeting needs of region.<br><br>Programs mentioned in Preschool desert Hexagon Action Planning meet the need and Fit. Are bilingual and already working in those regions. Need to add scale to meeting region needs.<br><br>FTF ,QF participants, Home Visitation agencies, Arizona PBS PD and Early Literacy, AZ Children Association Parent Education. Reach Out and Read | Identified: South County Yuma, North End Yuma, Mesa Height and sections between Somerton to Crane School District<br><br>All partners identified full capacity meet 2/3 more children in the system. Classrooms are not being used due to not having funding from previous PDG<br><br>Current Enrollment with QF providers who attended the meeting: 440<br>Capacity with efficient funds for schools- they can enroll starting the implementation of the grant: 1,100<br><br>Connected to Pre-K desert, but national evidence shows this model works. Perry preschool, Community schools, and Harlem Zone: Identify components of a data system – what collecting, how using data<br><br>Need collaboration with ADE – look at raising the scale of the already existing data use agreements<br><br>o  Additional resources needed for monolingual Spanish speaking families.<br>o  How do we support the working poor who do not qualify for current preschool funds but can't afford it? Can this grant support those families? | 1. Documentation of Child Find/ Community based enrollment fairs. Programs will be filled to capacity<br>2. Staff will lead and document coordination meetings leading up to child/find enrollment fairs.<br><br><br>Working with Yuma County Early Childhood Collaborative establish a sub-committee to improve data practices in our region. More information can be found in our lectio tool and notes below | Yuma PDG planning committee | | Use FTF regional needs and assets report<br><br>Use Mapping tools. Read On Arizona and FTF | Completed at Aug meeting<br><br><br><br><br>Establish committee this School year |

Partners identified to collaborate on this work:  **Yuma PDG planning committee.**

## Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** Finding/developing another funding source for birth to age 5 population

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | People | Financial | Other Resources | Time Frame |
| 1. **Create Sub-Committee under the Yuma County Early Childhood Collaborative to work on sustainability efforts.**<br>A. **Narrow down the need and story of where to fill in the Gap.**<br>B. **Identify capacity**<br>C. **This committee will work closely with the Data committee to show outcomes, needs and gaps**<br>D. **Collaboration across organizations to build a common vision**<br><br>2. **Hire Coordinator/Consultant/Facilitator to be the backbone staff of the Yuma County Early Childhood Collaborative (including Data Sub-Committee, Read on Yuma Sub-Committee and Sustainability Sub-Committee. Enhancing our collaboration and outcome efforts.** | Identify Partners to be part of a committee to look for additional funds<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>Partners/Mission/Vision/goals/ask questions will be identified by the committee | This type of committee fits the need of our growing community. South County Yuma has the largest population growth 0-5 in the state<br><br>We have the partners and leaders but they are not a collective group yet. The Yuma County Early Childhood collaborative has helped and will be used to support the development of this committee<br><br>Establish committee this School year<br>Need collaboration with ADE – look at raising the scale of the already existing data use agreements. The need is to use more local data then state and national data which is more accessible.<br><br><br><br>Local leaders have learned the importance of early childhood be we don't have a collective group ad a common goal with a common ask question of funding. The mission/vision of the Yuma County Early Childhood Collaborative can act as the foundation of this work along with the FTF Yuma Regional Partnership Council. | 1. Meeting minutes and sign in sheets of partners doing the work<br><br>2. A. Meeting minutes and sign in sheets of partners doing the work<br>B. Creation of strategic plan<br><br><br>Must create awareness to get buy-in<br>Complete Early Childhood System understands the importance of additional funds in the region to meet need- but we need buy-in from elected officials and business. | Local grant writers, foundation, FTF, Elected officials, non-profits, faith, Business/Chamber<br><br><br>Working with Yuma County Early Childhood Collaborative establish a sub-committee to improve data practices in our region. More information can be found in our lectio tool and Data Hexagon tool | | | Start awareness now, gather supports to implement during next school year |

**Partners identified to collaborate on this work:** **Local grant writers, foundation, FTF, Elected officials, non-profits, faith, Business/Chamber**

# Preschool Development Grant B-5 Strategic Planning Template

**Priority Area: Comprehensive Data System**

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
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| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| 1. **Create Data Sub-Committee under Yuma County Early Childhood Collaborative**<br><br>2. **Hire Coordinator/Consultant/Facilitator to be the backbone staff of the Yuma County Early Childhood Collaborative (including Data Sub-Committee and Read on Yuma Sub-Committee). Enhancing our collaboration efforts** | Establish common philosophy and key components, practices & expectations<br><br>Align with current system<br><br>Professional development around current tools and how they're used | Gather input from community on what data they'd like to see<br>Get updated data – Read On Arizona data looked at was out-of-date<br>Determine how to incorporate transition form within the data system so the information is available for future teachers<br><br>Explore continued feasibility of TSG and what other options may be available (including potential for AZ state data system)<br>Training with K teachers on using the data<br>Training with PreK teachers on what data need to be provided | Identify components of a data system – what collecting, how using data<br><br>Need collaboration with ADE – look at raising the scale of the already existing data use agreements<br><br>1. Meeting minutes and sign in sheets of partners doing the work<br><br><br>2. A. Meeting minutes and sign in sheets of partners doing the work<br>B. Creation of DATA transition plan from ECE to Elem. Tool will produce outcome data | ADE, FTF, QF Schools, PBS, ESB, CFR, AZCA, partners of the Yuma Early Childhood Collaboration. | | | This will be a sub-committee of the Yuma Early Childhood Collaborative to accomplish all sections below of this tool during the award of the grant- starting this planning year |

Partners identified to collaborate on this work: **ADE, FTF, QF Schools, PBS, ESB, CFR, AZCA, partners of the Yuma Early Childhood Collaboration**

# Preschool Development Grant B-5 Strategic Planning Template

**Priority Area:** Pre-K Desert: Targeting children and families who do not have access to a quality preschool program

| Strategy/Program/Initiative/Strategy: | Intended Goal/Outcome: | Programmatic Details/Description: | Performance Measure: | Resources Needed | | | |
|---|---|---|---|---|---|---|---|
| | | | | **People** | **Financial** | **Other Resources** | **Time Frame** |
| 1. **Quality First: Centers and districts will focus on PreK and Homes and Home will focus on Infant/ Toddler. Homes will transfer children to centers at the appropriate age.**<br><br>a. **Identify preschool need in region: schools and homes share current enrolment and what their max enrollment can be. We can serve 2/3 more children tomorrow with the funding in our most at need areas in our region (South County and North End).**<br><br>B. **Programs already have infrastructure, just needs to add scale of scholarships for children 0-5**<br>2. **Home Visitation: Will focus on Birth/Infant/Toddler enrolment- children will have a smooth transition to PreK.**<br><br><br><br>3. **Parenting Education: Wrap around service of our ECE B-5 pipeline** | Yuma ECE B-5 Pipeline (South County/North End Focus)<br>   Starts with Quality First homes and Home Visitation supporting Birth/Infants/Toddlers<br><br>Next: Centers/Districts providing Quality First to Pre-K<br><br>Wrap-Around/ Family Partnerships Parenting Education Workshop Series and Family Literacy Workshop Series | Strong integrated B-5 pipeline with smooth transition to kinder using evidence programs collaborating within the pipeline and then providing a smooth transition to kindergarten with data to support individualized instruction and clear evidence of the impact and outcomes of the B-5 pipeline<br><br>Outcome: Families and students will learn the skills and roadmap necessary to thrive from B-5 to College/ Career<br><br><br>Process: Identify infrastructure: System and infrastructure is in place just needs to add scale (funding for children), Identified all schools and home visitation programs in the region.<br>All partners identified full capacity meet 2/3 more children in the system. Classrooms are not being used due to not having funding from previous PDG.<br><br>Home visitation is able to add capacity in the region, has shown this with increased FTF funds but still not meeting scale of region.<br><br><br><br>Identify components of a data system – what collecting, how using data<br><br><br>Need collaboration with ADE – look at raising the scale of the already existing data use agreements | 1. High quality centers and homes will produce school readiness (Star Rating)<br>2. Evidence based Home Visitation will enhance school readiness skills and parenting skills (Outcome data)<br>3. Evidence based Parenting education will enhance | Yuma PDG planning committee.<br><br><br><br>Establish committee this School year | | Use FTF regional needs and assets report | Completed at Aug meeting |

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| **4. Family Literacy Workshop series: Improve early literacy rates** | | Partners have been identified:  QF participants, Home Visitation agencies, Arizona PBS PD and Early Literacy, AZ Children Association Parent Education. Reach Out and Read<br><br>-Have home care providers serve birth to 3, have school districts and larger centers serve 3-5<br>-Current enrollment numbers in our preschools and what it could be if we had funding – with no startup cost.  You have the numbers<br>-School Districts cannot provide B-3 classrooms<br>-We need to create a smooth transition (pipeline) for families transitioning from a home care provider/ Home Visitation to a preschool<br>-Constant data across the board needs to be used.  Take data and share with the legislatures in hopes they will fund full day kinder and half or full day preschool<br>-The data tool we currently have TSG needs to correlate with everyone involved from home care providers, preschools, to 3rd grade<br>-Everyone using the tool needs to know how to use it and use it the same way<br>-YEAC<br>-Home Visitation:  Adapt curriculum to meet each family's needs and goals<br>-HF/PAT: Prenatal – Infant toddler,  this also serves as a child find to transition to Pre-K<br>- Add parent classes PBS and AZ Children to trainings we already are offering our parents and waiting list families. Schools act as resource center for families.<br>-Who to have at the table after we get the grant (committee) Each district/QF Participant that gets grant $, Home Visitation, Parent Education, ROAR,  PBS, WACOG, CPLC, Elected Officials | | | | | |

Partners identified to collaborate on this work: **Yuma PDG planning committee.**