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**First Focus on Kids
Early Learning Partnership:
Diamond Challenge Fund
2012 Report
A Summary of Six Years**



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First Focus on Kids Diamond Early Learning Partnership: 2006-2012



In this Report

In 2012, First Focus on Kids (FFK) completed its sixth year with the Diamond Challenge Early Learning Partnership. This report describes accomplishments over the six years in the FFK/Diamond Challenge Early Learning Partnership's work to mobilize resources to improve the availability, accessibility, quality and affordability of services to families with children birth to age five.

Background/History

First Focus on Kids (FFK) of the United Way of Tucson and Southern Arizona promotes community-based strategies to assure all children in Pima County enter school healthy, eager to learn and ready to succeed. Since 1998, FFK has received support (e.g., federal grants, state and private funding) to build a sustained early childhood initiative. From 2006-2012, FFK has grown significantly through a series of efforts and investments in building a comprehensive and coordinated early childhood development system in southern Arizona. The FFK/Diamond Challenge Early Learning Partnership was established in 2006 when the Diamond Family Foundation made a five-year, \$1 million match funding commitment to the work of United Way's First Focus on Kids (FFK).

The FFK/Diamond Challenge Early Learning Partnership has 10 system components:

professional development,
wage enhancement,
quality improvement,
infant-toddler support,
early literacy support,
community mobilization,
family support and home
visitation,
oral health,
obesity/nutrition education,
and
health insurance outreach.



From 2006 to 2011, FFK successfully raised the \$1 million through contributions from businesses, foundations and individuals that was matched by the Diamond Family Foundation. In 2011-2012, the Diamond Family Foundation continued its commitment to provide match dollars for an additional \$25,000 for three years for a total of \$75,000. Additionally, the Community Finance Corporation partnered with the Diamond Foundation with a contribution of \$100,000 to add to the Diamond fund.

The growth in FFK paralleled the development of First Things First (FTF), Arizona's early childhood health and development organization, established in 2006 through voter initiative. The proposition ensured a permanent funding stream for early childhood development and health programs throughout Arizona, estimated at \$150 million every year. Since 2009, the FFK partners have secured over a number of awards from First Things First for early childhood programs and initiatives in southern Arizona. With the support of the Diamond Family Foundation, First Things First and other donors and funders, the FFK Coalition has secured over \$38 million to improve the school readiness, health and development of children in southern Arizona.

Building a Shared Vision and Focused Goals

In 2006, United Way of Tucson and Southern Arizona (UWTSA) developed a comprehensive logic model with FFK members that identified goals, outcomes, and strategies in four broad areas: Ready Programs and Schools, Ready Teachers and Staff, Ready Families, and Ready Communities. At that time, LeCroy & Milligan Associates, a Tucson evaluation firm, was contracted to track and evaluate progress on key outputs and benchmarks achieved by FFK partners. In 2007, as the FFK coalition grew, it formed five subcommittees to more intentionally focus on strategies and outcomes related to 1) quality improvement of early care and education, 2) professional development of teachers and early care professionals, 3) nutrition and oral health of young children, 4) parent education and family support, and 5) early childhood awareness and advocacy. In 2009, with the expansion of funding through First Things First, FFK grew rapidly and

Build Initiative Framework

Context – improving the political environment that surrounds the system so it produces the policy and funding changes needed to create and sustain it.

Components – establishing high-performance programs and services within the system that produce results for system beneficiaries.

Connections – creating strong and effective linkages across system components that further improve results for system beneficiaries.

Infrastructure – developing the supports that systems need to function effectively and with quality.

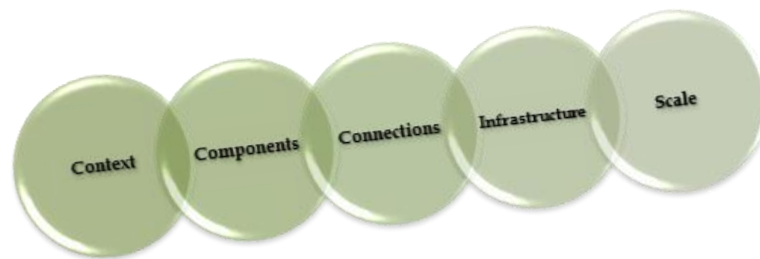
Scale – expanding the system's reach to more beneficiaries.



additional focus was devoted to building and evaluating the broader early childhood development system in southern Arizona. The Build Initiative framework (Bruner, Coffman, & Wright, 2006) was adopted by FFK to evaluate efforts in five areas of system growth and development: Context, Components, Connections, Infrastructure, and Scale. While the FFK Coalition continued to track specific outputs and outcomes of the FFK partner programs, it also developed four systems-level goals to examine the growth of the system as a whole:

- 1) *To identify and create crucial systems components;*
- 2) *To serve as a catalyst for constructing the system (including building leadership, partnership and coordination);*
- 3) *To increase public awareness of the necessity of the early childhood system and maintain public support for the system;*
- 4) *To improve the effectiveness, sustainability, and quality of the early childhood system.*

The focus of systems change efforts by FFK during the 2006-2012 period has been primarily in the areas of Components, Connections and Infrastructure, although there have been a number of achievements related to Context and Scale. This report highlights the progress and accomplishments of the FFK/Diamond Challenge Early Learning Partnership from 2006-2012 in each of the systems focus areas: Context, Components, Connections, Infrastructure and Scale, as well as the outputs and outcomes related to FFK partner programs. Detailed evaluation data is also available in prior year annual reports (see LeCroy & Milligan Associates, Inc., 2007, 2008, 2009, 2010, 2011).



Context: An Environment of Growth for Early Childhood Efforts in Southern Arizona

FFK partners focus on developing effective strategies to address the social/political/economic context affecting public and private investments, policies, and programs designed to serve children, families, and communities. The FFK



Coalition has met monthly since 2006, bringing together an average of 40-80 early childhood professionals, business leaders, educators, early childhood and literacy experts, youth and family service agency staff, state and local government representatives, parents and UWTSA staff. As of December 2012, FFK was composed of 263 members (See Appendix A for a list of FFK members over the years).

From 2006-2012, FFK efforts were instrumental in the growth of a comprehensive early childhood system in southern Arizona, and the system now includes 10 key components. The table below highlights the contextual, political and funding factors and events surrounding FFK during this time of significant growth.

| The Context of FFK/Diamond Early Learning Partnership Growth | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key First Focus on Kids Efforts | | Key Systems and Policy Events |
| <ul style="list-style-type: none"> • Born Learning campaign initiated to distribute child development and parenting materials to targeted areas. • UW Business Leaders for Early Education Breakfast established and becomes annual event (2007-present). • "Face of Child Care" town hall. | 2006-2007 | <ul style="list-style-type: none"> • Arizona's Proposition 203 passed – establishing Arizona's Early Childhood Health and Development agency called <i>First Things First</i>. • Increased contributions for early childhood programs indicated in UW donation records. • Increased public awareness of "pay off" of investments in early care in the media (local news). |
| <ul style="list-style-type: none"> • FFK develops comprehensive Logic Model to focus on key goals, strategies and outcomes for Ready Children, Ready Families, Ready Schools and Programs and Ready Communities. • Early Childhood Directors network established and completed a two-year strategic plan. • A Town Hall "Community Conversation on Early Childhood" hosted 430 attendees. • FFK staff and partners build relationships with FTF Regional Councils with presentations, policy papers and networking. • FFK aligns its subcommittees with FTF goals to address Quality Improvement, Professional Development, Family Support, Health and Special Rights, and Early Childhood Awareness. | 2007-2008 | <ul style="list-style-type: none"> • 92% of intended benchmarks and outcomes achieved. • Local and regional news articles featured the importance of support for early learning efforts and the accomplishments of local partnership coordination. The articles highlighted the Community Conversation meeting and successful expansion of the Early Childhood Coalition of Southern Pima County (e.g., 30 members and 90 supporters included home providers). • FTF completes Needs and Assets report for 31 Regions and prioritizes funding for quality improvement and rating system, T.E.A.C.H. scholarships, home visitation and family support, health and dental services, and kith and kin professional development. |
| <ul style="list-style-type: none"> • FFK partners set and attain 59 targeted objectives in early literacy, parent education, family support, health, professional | 2008-2009 | <ul style="list-style-type: none"> • Economic recession impacts families throughout Arizona and many services experience funding cuts, e.g. ECE providers, |




| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>development.</p> <ul style="list-style-type: none"> • FFK partners collaborate to respond to numerous RFPs for newly funded FTF initiatives. • UWTSA sets long term results indicators to be high school graduation rates, 3rd grade reading scores and increased child care quality. | | <p>particularly home providers, home visitation programs, and health insurance programs.</p> |
| <ul style="list-style-type: none"> • FFK partners receive grants from First Things First for new projects. • FFK adopts the Build Initiative Framework to set systems-wide goals and track systems change outcomes. • Community awareness and education events held in north, central and south Pima county in Sahuarita, Marana, Tucson throughout the year. • Pima Community College Center for Early Childhood Studies participation in conferences of SAzAEEYC (Southern Arizona Association for the Education of Young Children) and ASCC (Association for Supportive Child Care); also a host for a variety of meetings- public engagement. | 2009-2010 | <ul style="list-style-type: none"> • Major influx of grant funding from First Things First Regional Partnership Councils and state office. • The economic recession continued to affect state-funded services for children and families. Since February 2009, 70% of the general fund's operating budget cuts had been to health, human services, and education (\$2.3 out of \$3.3 billion). • Pima Community College ECE Program Director appointed to the South Pima FTF Council- public engagement . |
| <ul style="list-style-type: none"> • FFK convened a more intentional Leadership Team, made up of subcommittee chairs, UWTSA staff and the evaluator, which meets monthly. • FFK mobilized partners to advocate for defeat of Prop. 302, by creating three workgroups to conduct advocacy outreach: <p>Key Audiences Workgroup. Targeted the K-12 community, pediatricians, public officials and candidates, and advocacy groups. Conducted advocacy workshops, recruited 80 early childhood directors and home providers to conduct voter registration drives and educate families about ECE issues.</p> <p>Parents, Teachers, and Caregiver Workgroup: Focused on reaching those directly benefiting from FTF programs and funds. Estimated outreach: 1,325.</p> | 2010-2011 | <ul style="list-style-type: none"> • Due to massive state budget shortfalls, Prop 302 was initiated in November 2010, designed to eliminate funding for First Things First. • Extensive advocacy and education efforts defeat Prop 302, with 7 in 10 voters affirming their strong commitment to kids and education. Funding for <i>First Things First</i> was preserved. • Despite the success of defeating Proposition 302, the state of Arizona continued to cut millions of dollars from its (non-FTF) early childhood budget, potentially reversing years of work aimed at helping young children get ready for school. More than 30,000 children were on waiting lists for child care subsidies. • Through successful and collaborative proposal development among FFK partners, over \$9 million in <i>First Things First</i> funding was awarded. |



| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Social Media Workgroup: Focused on using social media to educate the public early care and education and FTF. Increased the number of participants accessing the “Saving FTF” website from 100 to 3,051.</p> <ul style="list-style-type: none"> • Collected stories and quotes on how FTF made a difference. “Vote No on 302” email blasts and electronic articles to targeted individuals. | <p>2010-2011</p> | |
| <p>ECAS Subcommittee: ECAS held a “Pizza and Voting” event in September for home visitors.</p> <p>Voter engagement efforts were accomplished at SAzAYE conference. ECAS members advocated for Proposition 204 and distributed materials at multiple community events.</p> <p>ECAS sponsored a lunch presentation by PAFCO to NET meeting (group of non-profit executive directors) to involve their agencies in voter engagement and to share an overview of ECAS’s work.</p> <p>Ann-Eve Pedersen, leader of the Prop 204 effort to renew the 1-cent-per-dollar sales tax to improve Arizona public schools spoke at the September 2012 FFK meeting. 51 members attended.</p> | <p>2011-2012</p> | <ul style="list-style-type: none"> • Proposition 204 failed, despite efforts by ECE community to engage voters. Known as the Quality Education and Jobs initiative, it would have permanently increased the state sales tax rate by 1 cent per dollar beginning June 2013. The proposition would have generated at least \$1 billion to be used for educational programs, public transportation infrastructure projects and human services programs. |

The defeat of Proposition 302 demonstrated the ability of FFK partners to respond effectively to the need for advocacy and political action. The potential loss the FTF funding in Arizona would have greatly affected the development of the system of early education in Arizona. In response, the FFK Coalition temporarily suspended its five subcommittees and formed three mobilization workgroups to conduct outreach to key constituencies. The success of the statewide efforts is shown below.

| Proposition 302 (on whether funding for <i>First Things First</i> should be terminated) | | |
|------------------------------------------------------------------------------------------------|------------------|-------------------|
| Result | Votes | Percentage |
|  No | 1,142,744 | 69.9% |
| Yes | 492,060 | 30.1% |

Another example of efforts to influence the context surrounding the early childhood system in southern Arizona is the commitment to holding the annual *Business Leaders for Early Education Breakfast* as a strategy to build investment from business leaders.



The breakfast brings national experts in early childhood development to inform the Tucson business community of the many economic and social advantages that can be gained by supporting high quality early childhood care and education. Each year UWTSA and FFK partners have attracted different business and community leaders to the table to learn and share ideas about what is needed to help prepare young children be healthy and ready for school success. Since its inception in 2007, the breakfasts have reached hundreds of business and community leaders.

| FFK Annual Business Leaders Breakfast Attendance by Year | | |
|----------------------------------------------------------|------------------------------|-----------|
| Year | Business & Community Leaders | Attendees |
| 2007 | 70 | 150 |
| 2008 | 115 | 175 |
| 2009 | 150 | 250 |
| 2010 | 136 | 258 |
| 2011 | 135 | 237 |
| 2012 | 144 | 237 |

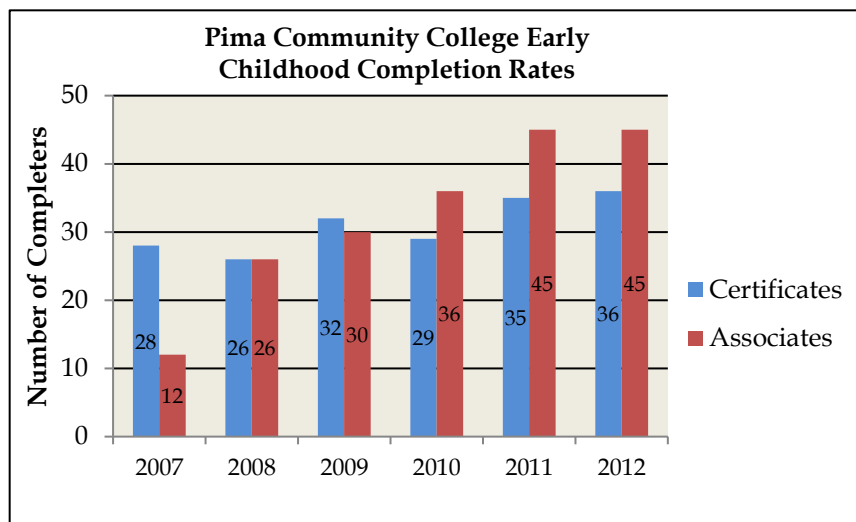
Components: Expansion of the Early Childhood System in Southern Arizona

The receipt of Diamond Foundation Challenge funding in 2006 has enabled FFK to continue to build on outcomes from prior years (e.g. quality improvement in selected centers, a successful pilot of a quality rating system, and child care center support and parent support programs). From 2006-2008, FFK partners focused on quality improvement, teacher training and technical assistance through Hands On Quality , teacher scholarships, nurse consultation, hearing and vision screening, literacy support, nutrition consultation, and oral health services. In 2009, significant and intentional expansion of the components and initiatives in the system was possible with the infusion of new initiatives, partnerships, and funding from First Things First. As the new funding and FFK membership grew, the five subcommittees of FFK set yearly goals to intentionally build the system. The following sections provide an overview of the 10 components of the FFK system, starting with Professional Development. These descriptions are then followed by a system map and key accomplishments of each component over the 6 years.



Professional Development

The FFK Coalition has been working to enhance professional development among early childhood care and education professionals since 2005. In 2009, UWTSA received funding from First Things First to launch the Professional Development (PD) Alliance. The innovative effort on the part of the FTF Southeast Regions to collaborate on a combined funding effort for the Professional Development grant demonstrated a community-wide interest in and recognition of the need for a high quality, innovative professional development system. Since then the PD Alliance, along with the PD subcommittee of FFK, have worked to increase the number of well-educated early childhood teachers, build early childhood teaching capacity in the Central, North, South, and Tribal Regions of Pima County, and sustain improvement in young children's outcomes. The underlying foundation and theoretical framework guiding these efforts is Developmentally Appropriate Practice. Coaching and systems thinking are also part of the overall framework. The work is accomplished through seven Communities of Practice, each of which focuses on rebuilding or building a part of the system that will improve early childhood professional development. A central goal in the professional development system work has been to create a career ladder with multiple entry points from Pima Community College (PCC) to the University of Arizona (U of A) Bachelors and Masters' degree programs, as well as increasing non-credit and continuing education opportunities for professionals in the field. A formal articulation agreement was created between PCC and the U of A in 2008. The table below highlights the growth in the number certificates and associates' degrees awarded in early childhood through Pima Community College from academic years 2006-07 through 2010-11. Additional outcomes are provided in subsequent tables.



Wage Enhancement

The FFK/Diamond Challenge Early Learning Partnership has viewed wage incentive programs as an essential element of containing costs of child care while supporting professional development and retention of the early childhood education workforce. Professional REWARD\$, an FTF wage enhancement program, was launched in May 2010. Through Professional REWARD\$, tiered incentives are awarded to child care professionals based on having been at their place of employment for at least one year, earning less than \$30,000 annually, and having completed college credits in early childhood education. Since the beginning of the REWARD\$ program, 1,368 child care providers received REWARD\$ incentives.

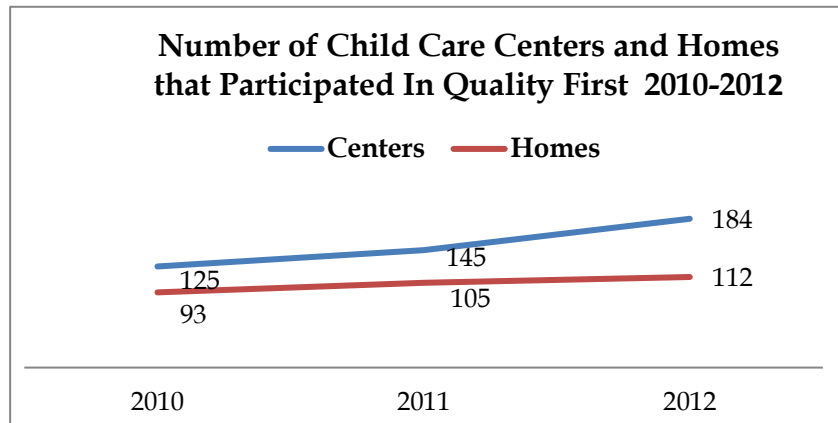
Quality Improvement

UWTSA is the grantee for First Things First Quality First Coaching & Incentives and provides services through Child & Family Resources and Easter Seals Blake Foundation in Pima, Cochise, Santa Cruz, Yuma, La Paz, and Mohave counties, as well as in the tribal regions within those areas. Coaches at Child & Family Resources and Easter Seals Blake Foundation provide coaching, consultation, technical assistance, and training to enrolled Quality First programs. Participating centers and family homes receive the following supports:

- *Financial Incentives* for three years to help reach quality milestones;
- Access to *professional development* and T.E.A.C.H. Early Childhood® Project scholarships;
- *Coaching*, individualized to provider needs;
- Observational *assessments* to obtain a baseline and measure quality improvement, and
- Using participation as a *marketing tool* with families looking for quality programs for their children.

The table below displays the number of child care centers and homes that have participated in Quality First since its initiation in 2009/2010.





Infant Toddler Expansion & Support

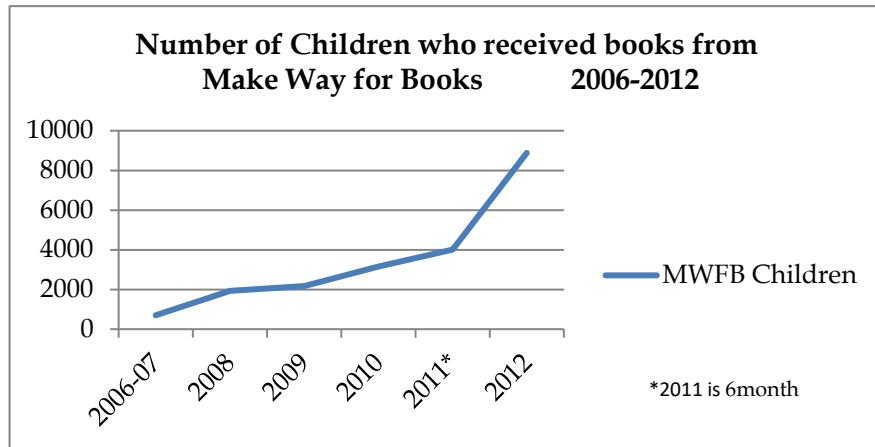
In 2009-2010, UWTSA received two years of funding from FTF to partner with the City of Tucson and the Microbusiness Advancement Center to increase the number of high quality child care spaces for infants and toddlers (especially those with special needs) in the community. The Infant-Toddler Expansion Program assisted existing child care centers that are part of a quality improvement process, such as Quality First, with developing a business plan and applying for funding to expand the number of slots for the target population. Child care centers wanting to increase their capacity in infant-toddler care applied for up to \$25,000 in planning grants and up to \$150,000 in construction/renovation grants. When construction/renovation was completed and quality standards were met and maintained, participating child care centers were eligible for a supplement at \$10 per day, per newly created infant/toddler slot. From 2009-2012, six centers received grants, resulting in 110 new openings for toddlers and 49 new openings for infants. A total of twenty centers received quality enhancements.

Early Literacy Support

Early Literacy Support has been a key strategy of FFK/Diamond Challenge Early Learning Partnership since it began its work in 2000. Through partner Make Way For Books (MWFB), child care centers and family child care homes received libraries, literacy training and coaching, and Storytime volunteers. MWFB also provided literacy kits to new parents and hosts Family Read Aloud Nights. Through partner



Reach Out & Read Southern Arizona (RORSA), pediatricians distributed over 50,000 age-appropriate books each year and tips for reading to children at each well-child visit for children ages birth to five. UWTSA published a literacy guide for parents of children birth through age 18 with tips, developmental milestones, and book suggestions.



Community Mobilization

Community Mobilization began in South Pima in 2005 and expanded into North Pima in 2009. In satellite offices for UWTSA in Green Valley and Marana, full-time Community Mobilization Directors (CMDs) were put in place. The CMDs functioned as liaisons between the outlying rural communities and UWTSA and its community partners to keep a pulse on issues facing the community with regard to education, income, and health. The support provided through these new community mobilization efforts included:

- facilitation of monthly meetings with community stakeholders;
- coordination of local workshops, professional development opportunities and conferences;
- dissemination of monthly newsletters, implementation of community events to connect parents/caregivers of young children to resources; and,
- provision of a continuum of technical assistance to early child care professionals.

In February 2011 the UWTSA became the recipient of the First Things First Coordination of Services Grant for South Pima County. The primary focus under the



grant is to help rural communities come together to create a cohesive early childhood system across the region through coordination of services for children birth to five years old. A number of community mobilization accomplishments are noted in subsequent tables for 2006-2012.

Family Support & Home Visitation

Family support and parent education has seen significant growth and coordination since 2006. Prior to 2009, FFK partners were primarily providing parent education in community-based settings. Then in 2009, the Southern Arizona Family Support (FSA) Alliance was established through a collaborative effort of UWTSA and FFK partnering organizations and funded through FTF regional grants. The Alliance maximized impact to the community by providing a continuum of services that provided support to families through a variety of community-based, parent education and home visitation programs. UWTSA provided critical staff leadership and an administrative home for the Alliance which now has 9 funded partners and 17 affiliated partner organizations. Professional development for home visitors and parent educators became a focus in recent years, and 2011 saw the initiation of an annual Family Support Conference, a home visitor support group, and approximately 10 free professional development workshops throughout the year. The FSA brings together 10-20 organizations in monthly meetings to share resources, address service coordination issues, assess emerging gaps and needs in the community, and collaborate in grant or program development or provide professional development.

Oral Health

Since 2007, UWTSA has partnered with the Pima County Health Department (PCHD) and the Southern Arizona Oral Health Coalition to decrease dental decay and improve the oral health of young children in Southern Arizona. Preventive oral health services have included: screening, exams, cleanings, fluoride varnish, and sealants. Parents and child care workers were trained on early childhood oral health. In addition, tooth brushing programs were established in 23 preschools, and hearing and vision screening was completed in targeted centers.



Obesity/Nutrition Education

Since 2005, UWTSA has provided nutrition and fitness education to child care centers and after-school programs in the Arizona Nutrition Network that serve low-income families. In 2010/2011, UWTSA became involved in the two-year Communities Putting Prevention to Work grant. UWTSA assessed the nutrition and physical activity practices in child care centers and homes and trained providers on EMPOWER, wellness policies and nutrition/physical activity best practices.

Health Insurance Outreach

TuSalud (later called Nuestra Salud), a collaboration of Pima and Santa Cruz County Federally Qualified Health Centers, Carondelet Health Network, Children's Action Alliance, Pima County Access Program and UWTSA, was formed in 2009 to increase children's enrollment and retention in the Arizona Health Care Cost Containment System (AHCCCS) and KidsCare. UWTSA conducted outreach to families through its Volunteer Income Tax Assistance sites, Prosperity Centers and through community events. UWTSA was also one of the organizers of the two phone-a-thons held in 2010-2011 that helped families enroll or re-enroll in the insurance programs.

Connections: Mapping the System

The Diamond Challenge Family Fund was instrumental in helping to purposely grow connections among early childhood development programs and professionals in 2006. The formation of the "early learning coalition" provided a common vision for programs and staffs to rally around, and the infrastructure to support stronger collaboration. As collaborations strengthened among partners and with UWTSA, FFK was better poised to respond quickly, effectively, and successfully to grant opportunities such as First Things First.

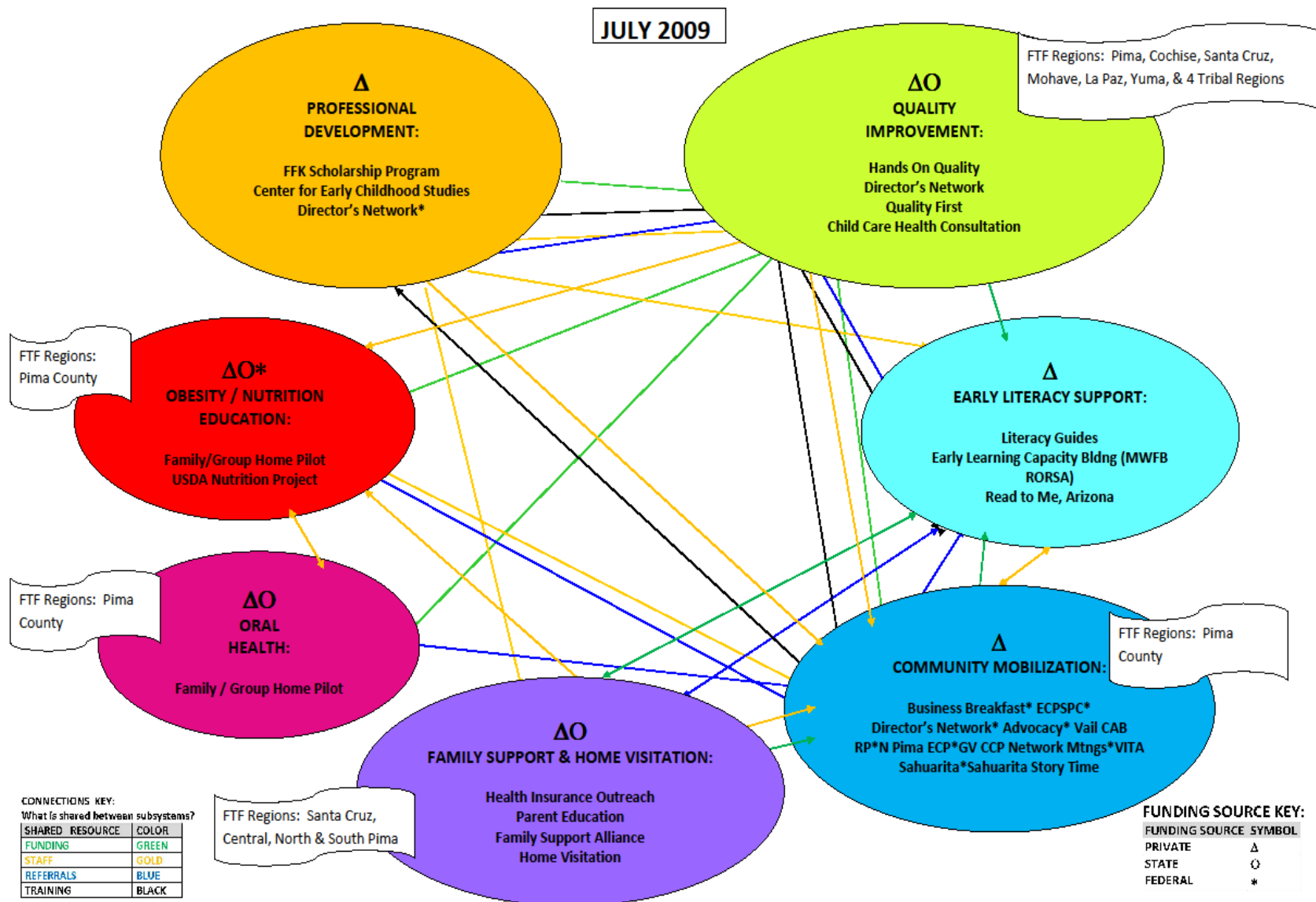
In 2009, LeCroy & Milligan Associates and UWTSA staff members examined key questions to help identify what constituted the core elements or "components" of the early childhood system, the connections among the parts, and the best ways to describe changes over time. A "system map" was created and updated annually to show the components and some of the connections of the system. The map representation is helpful in understanding the progress made by FFK in a couple of



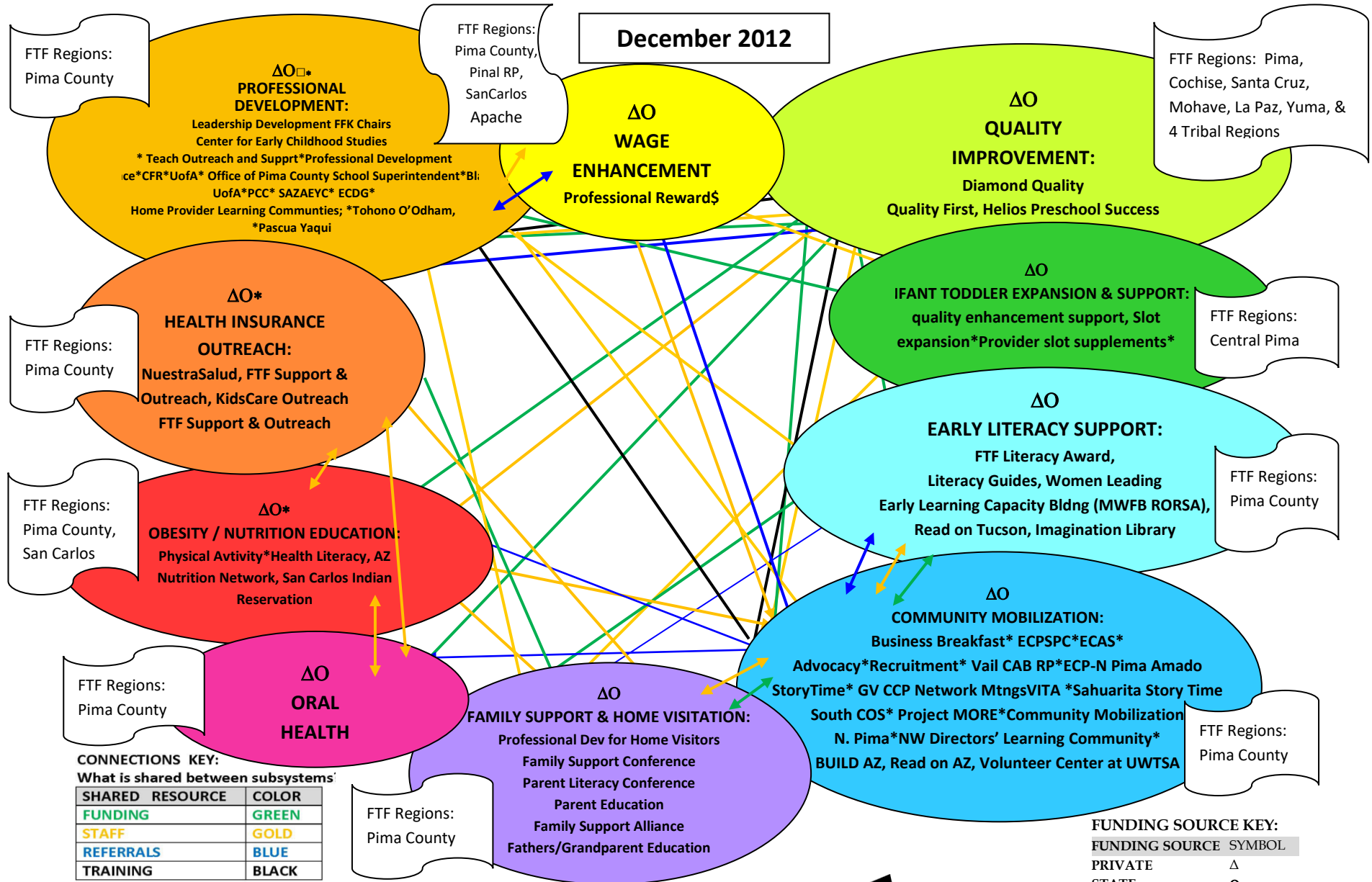
its systems goal areas, “to create components,” and to “act as a catalyst in creating connections.” The maps display an array of connections between the component parts, including shared staff, shared referrals, and shared training. They also show symbols indicating funding sources (federal, state, local, or private) for each component, and the First Things First regions that are served by the programs in each component. The FFK systems maps from 2009 and 2012 are depicted on the next pages to illustrate growth from 2009 when it was first mapped, to 2012.

As can be seen, from 2009-2012, the system grew significantly in the number of components, number of programs and initiatives, and number of funding, staffing and training connections. For example, in 2009, efforts and services in the areas of children’s health were limited to oral health education and a pilot nutrition education program, and by 2012, this component had expanded to more components, including health insurance outreach, more target groups, and more focus on obesity prevention.





December 2012



First Focus on Kids Achievements and Outcomes 2006-2012

The FFK/Diamond Challenge Early Learning Partnership has identified and tracked key outcomes achieved by the FFK partners in the early childhood system since 2006. The tables on pages below show a six year timeline of accomplishments in each of the ten component areas.

First Focus on Kids Key Achievements by Component Area 2006-2012

| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development | | | | |
| <ul style="list-style-type: none"> Financial support for college coursework offered to 45 center staff (2006) Pima Community College (PCC) awarded 67 degrees and certificates in ECE (2006) 32 center staff used financial support for college coursework(2007) PCC served 845 students in ECE (2007) | <ul style="list-style-type: none"> 21 center staff used financial support for college coursework 19 of these 21 staff completed a degree or certificate or plan to continue taking classes in the next semester Formal articulation agreements signed with PCC and U of A College of Education | <ul style="list-style-type: none"> Teacher professional development enhanced due to influx of resources from FTF initiative 1,227 individuals learned new developmentally appropriate ECE, evidence-based coaching, and systems building skills 5 funded scholars earned a CDA certificate or AA degree 613 providers received early literacy training 60 students graduated with an ECE certificate or AA degree from PCC | <ul style="list-style-type: none"> Programmatic shifts in this component; Professional Development Alliance expanded 1844 individuals learned new developmentally appropriate ECE, evidence-based coaching, and systems building skills 66 ECE certificates or AA degrees awarded from PCC. The Family Support Alliance convened a conference planning group and implemented the Family Support Conference in 2011 | <ul style="list-style-type: none"> Great Expectations Professional Development Communities of Practice Kick-Off; 19 PD Subcommittee members attended Great Expectations PD Communities of Practice activities PD share 218 PD opportunities with FFK membership and informed 171 childhood programs/family child care homes of the Great Expectations PD grant 36 ECE certificates & 45 AA degrees awarded from PCC Articulation agreement between Pima Community College and the University of Arizona Initiated development of PD Opportunities Resource Guide A TEACH BA pilot in Pima County was explicitly given the green light from FTF because of the unusually strong relationship between PCC and UA |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wage Enhancement | | | | |
| Not an identified component | Not an identified component | <ul style="list-style-type: none"> Professional REWARD\$ - launched in May 2010 - provides incentives to child care professionals based on having been at their place of employment for at least one year, earning less than \$30,000 annually, and having completed college credits in early childhood education 183 teachers received REWARD\$ in Pima county | <ul style="list-style-type: none"> 581 teachers received REWARD\$ in Pima Co | <ul style="list-style-type: none"> 255 child care providers received REWARD\$ in Pima County |
| Quality Improvement | | | | |
| <ul style="list-style-type: none"> Implementation plans established for training& technical assistance to child care centers Training on Environmental Rating Scales for baseline assessment Training/tech. assistance to child care centers began Environmental Rating Scales used to baseline 50 centers and 47 of those centers received a year's worth of coaching and support | <ul style="list-style-type: none"> Focused training efforts on 13 centers due for reaccreditation Environmental Rating Scales used to baseline 17 centers 32 centers assisted with ongoing support | <ul style="list-style-type: none"> Quality First provides coaching and incentives for FTF quality improvement rating system to 125 centers and 93 homes in Pima, Cochise, Santa Cruz, Yuma, and Mohave/La Paz counties. 4,350 children are in high quality programs 18 centers have received NAEYC re-accreditation since 2006, with 5 during this year. 15 centers actively seeking re-accreditation received coaching 25 child care directors regularly attend the Central Pima Accreditation Learning Community | <ul style="list-style-type: none"> 145 centers and 105 homes participated in Quality First Accreditation and quality improvement funding and child care health consultation funding not renewed | <ul style="list-style-type: none"> Created focus on educating parents about quality child care through Child Care Resource & Referral presentations Created and implemented strategies to educate programs and agency staff about quality child care, using the Community Resources for Quality Child Care. Worked with DES and DHS staff to distribute in center monitoring visits Over 300 ECE professionals, 20 librarians, and DHS staff received the Resources materials 20 child care directors received 1:1 follow-up |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant-Toddler Expansion and Support | | | | |
| Not an identified component | Not an identified component | <ul style="list-style-type: none"> UWTSA received FTF grant to support child care centers wanting to increase their capacity in infant-toddler care; 9 centers received planning grants and one center received a construction grant | <ul style="list-style-type: none"> 62 new toddler slots and 25 infant spots created 4 centers received a construction grant 5 centers received quality enhancement supplement. | <ul style="list-style-type: none"> 10 centers received quality enhancement supplement 48 new toddler slots were created 24 new infant slots created |
| Early Literacy Support | | | | |
| <ul style="list-style-type: none"> Expansion of Reach out and Read Southern Arizona (RORSA) by 4 clinics; served a total of 40 clinics. Make Way for Books (MWFB) distributed 700 books and 23 centers had trained story-time volunteers. | <ul style="list-style-type: none"> MWFB distributed 1,938 books to 17 new centers; distributed 838 books to existing centers MWFB adds StoryTime volunteers, Reading is Fundamental agreements, Summer Reading Buddies and teacher training RORSA expanded by 1 clinic; served 41 total clinics | <ul style="list-style-type: none"> MWFB- Over 8,000 families received 1-3 new books, over 4,000 literacy guides were distributed, and 851 early literacy kits going to new parents. RORSA expanded to 12 new clinics and served a total of 42 clinics; distributed 55,878 books to over 37,000 children. Literacy Guides publishes MWFB: 2,165 children received 6,570 books, 300 families attended Family Read Aloud Nights. RORSA: 44,197 children from 39,777 families received 66,295 books. | <ul style="list-style-type: none"> MWFB: 3,156 children received 7,715 books, 292 families attended Family Read Aloud Nights. RORSA: similar to previous year | <ul style="list-style-type: none"> So. Pima acquired funding from Desert Diamond Casino to implement Dolly Parton Imagination Library program 8,884 children received books through MWFB (12,336 books) 38,980 children received books through RORSA 1,690 children attended Family Read Aloud Nights |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community Mobilization | | | | |
| <ul style="list-style-type: none"> • Young Leaders Society involvement in a “Face of Child Care” Town Hall • The Born Learning Campaign distributed materials and Ad Council placements to targeted areas (e.g., distributed 6,000 brochures; 1,500 playbooks for the Children’s Museum; 1,000 brochures at tax assistance sites; Born Learning binders to 37 RORSA sites, and 300 advertisements placed in Sun Tran buses for one month) 46 child care centers distributed materials • Local & regional news articles featured importance of funding and long-term “pay off” of investments in early care (e.g., Erickson, 2007); highlighted opportunities for business donations to provide the match for the Diamond Challenge Fund. Increased numbers of donations and increased contributions for support of early childhood programs and services. | <ul style="list-style-type: none"> • Community outreach directors put in place in north and south Pima County • Born Learning Campaign distributed 331,717 child development and parenting materials to targeted areas (e.g., 323,261 provided during UW and FFK events; 2,011 to children; 6,280 provided to healthcare organizations; and 130 provided to Pima county non-profit organizations) • Town Hall “Community Conversation on Early Childhood” May 20, 2008, attended by 430 people. At this event, a list of priorities was completed and shared with the community • Local & regional news articles featured importance of support for early learning efforts and accomplishments of local partnership coordination. Highlighted Community Conversation meeting & successful expansion of the Early Childhood Partnership of Southern Pima County | <ul style="list-style-type: none"> • 250 families in South Pima and 100 families in North Pima County received information about early childhood programs and resources for families with young children at the annual “Celebrate Kids Festival” in Sahuarita, and the Parent Resource Fair in Marana. • 250 attendees and 40 agencies participated in the Child & Family Festival • Burn Buster Blast community event reached 150 people with information and activities focused on health and safety of children. • Coordinated and implemented a number of activities that increased community and financial awareness and support for early learning. These efforts, as in the previous year, occurred locally and on a statewide level. | <ul style="list-style-type: none"> • FFK Directors were instrumental in bringing two key leaders to FFK meeting to provide perspective and motivation in addressing the challenges and opportunities facing the ECE community in Arizona and nationally. Steve Lynn, the Board Chair of First Things First, provided an update and call to action regarding the November ballot initiative to eliminate FTF. • FFK successfully mobilized partners to advocate for defeat of Prop. 302, by creating three workgroups to conduct advocacy outreach with targeted audiences. A broad range of strategies were carried out over an 8th month period of time. • Burn Buster Blast: 150 attendees | <ul style="list-style-type: none"> • Early Childhood Awareness subcommittee (ECAS) focused on voter engagement activities • 800 families received information about early childhood programs and resources for families with young children at the annual “Celebrate Kids Festival” • 145 ECE professionals participated in 19 hours of no-cost PD early education workshops. • Establishment of the sensory playtime area at the Town of Sahuarita’s Anamax Park |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent Education, Home Visitation and Family Support | | | | |
| <ul style="list-style-type: none"> • Parent education on child development reached 588 families and 1,607 individuals • The Parent Connection parenting groups established | <ul style="list-style-type: none"> • Expansion of parent education to reach 737 families and 1,951 individuals • Results from an external evaluation of their services showed that 90-100% of parents they served responded that they had increased their parenting skills | <ul style="list-style-type: none"> • Home visitation and parent education services expanded through FTF funding and Family Support Alliance is established- 488 families and 670 children received home visitation services • 417 families received community-based parent education • 287 children (out of 392 eligible) received a developmental screen (73%) | <ul style="list-style-type: none"> • The Family Support Alliance provided a continuum of home visitation services; 616 families and 890 children served; 77% of eligible children received a developmental screen; distribution of early literacy kits • First annual Family Support Conference provides no cost professional development • Home Visitor Support Group established • Increased rural outreach through community-based services | <ul style="list-style-type: none"> • The Family Support Alliance started a Fatherhood Workgroup to find ways to better support fathers in Southern Arizona communities. • FSA partners with International Rescue Committee to host workshops on the different refugee populations in Tucson. • 593 families received home visitation services • 548 developmental screens completed on children during home visits • 675 families received early literacy kits, including the Literacy Guide |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Oral Health | | | | |
| <p>2006-- Oral health and nutrition program services achievements:</p> <ul style="list-style-type: none"> • Number of children receiving fluoride- 418 • Tooth brushing programs set up in 5 centers • Nutrition consulting- 12 centers • 98% compliance with immunizations <p>2007--Program increased coverage by reaching more centers and providing more services</p> <ul style="list-style-type: none"> • Hearing & vision screening services added • Fluoride- 494 children • Tooth brushing- 20 centers • Nutrition education- 17 centers • 98% compliance with immunizations | <ul style="list-style-type: none"> • Oral health and nutrition program fully implemented in year 3 <p>Services expanded:</p> <ul style="list-style-type: none"> • Fluoride- 612 children • 23 centers have tooth brushing, nutrition programs, public health nurse consultations, and hearing & vision screening services • 98% compliance with immunizations | <ul style="list-style-type: none"> • Oral health expanded service provision to include family and group child care homes • 402 children received an oral screening • 96 children received 1 fluoride varnish application, 149 children received 2 applications • A total of 13 tooth brushing programs were established in 2 family homes, 7 group homes, and 4 child care centers | <ul style="list-style-type: none"> • Continuation of oral health services through St. Elizabeth Health Center; served fewer children | <ul style="list-style-type: none"> • 32 uninsured children received a dental visit |



| 2006-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Jan-Dec.2012 |
|------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Obesity/Nutrition Education | | | | |
| Not an identified component | Not an identified component | <ul style="list-style-type: none"> • Piloted a new nutrition intervention in 50 family child care homes • USDA Nutrition project provided education was provided to 482 children at 16 child care centers and preschools. Children learned about the importance of eating fruits and vegetables, low-fat dairy products, and physical activity to stay healthy | <ul style="list-style-type: none"> • Nutrition education was part of the two-year Communities Putting Prevention to Work (CPPW) effort • Growth of nutrition programming resulted in 21 centers and preschools receiving nutrition education, 604 children served • 116 child care home assessments and 52 center assessments completed • EMPOWER training was provided for child care providers | <ul style="list-style-type: none"> • 824 children across 17 child care centers and preschools were provided nutrition education • 47 child care providers received 10 hours of culinary and nutrition training • 99 child care home and center nutritional assessments • 30 child care home providers received EMPOWER training • 824 children were provided nutrition education at child care centers and preschools |
| Health Insurance Outreach | | | | |
| Not an identified component | Not an identified component | | <ul style="list-style-type: none"> • Through the tuSalud - outreach through VITA and two phone-a-thons; around 4,000 calls received through hotlines, 53 applications were submitted (29 approved) | <ul style="list-style-type: none"> • Health care messages were infused into the advocacy work with FFK Subcommittees to address the changing national health care issues |



Infrastructure: Developing Supports the System Needs to Function Effectively and with Quality

One of the significant areas of impact beginning with the FFK/Diamond Challenge Early Learning Partnership was the development of stronger infrastructure for the early childhood system. Infrastructure development has increased both within the FFK Coalition itself, and in the broader early childhood community. From 2006-2012, a variety of supports and accomplishments have increased the infrastructure of the early childhood system.

| Examples of Infrastructure Supports developed through FFK 2006-2012 | |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership development | <p>A 15 person FFK Leadership team is comprised of 6 community representatives, 8 UWTSa staff, and the FFK evaluation consultant. Seven members of the FFK Coalition became members of a First Things First Regional Council; deep partnership formed with FTF Annual Business Leaders for Early Childhood breakfasts have been held since 2006, leading to increased business leader involvement in ECE and FFK initiatives.</p> <p>Directors' Network – Networking and mentoring were encouraged among accredited centers directors and Quality First directors.</p> |
| Funding | <p>From \$1,577,000 in 2006 to \$9,710,000 in 2012 has been infused into early childhood initiatives by FFK partners through a combination of state, local, federal and private grants.</p> |
| Committee Structure | <p>A Leadership Team and 5 subcommittees make up the structure of FFK. A consistent strategic and action planning process was developed to identify and track outcomes over time. Committees are co-chaired by a community volunteer and UWTSa staff member.</p> <p>Much of the focus during 2012 was on strengthening the “internal” system infrastructure (meeting protocols, Leadership Team, and sub-committee structures), and this internal focus appears to have strengthened the administrative support needed to achieve effective facilitation of action planning in many subcommittees.</p> |
| Communities of Practice Professional Development | <p>Seven Communities of Practice work together to integrate systems thinking, Developmentally Appropriate Practice, and Evidence-Based Coaching. Communities of Practice are comprised of a multi-disciplinary group of early childhood professionals in southern Arizona.</p> <p>The development of an articulated path of professional ECE preparation from Pima Community College through to Prescott College, NAU and U of A is in place.</p> |



| | |
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| | Systems training and professional development was provided on the Build Initiative framework as well as on methods for strategic action planning in subcommittees. This promoted the development of a common language and vision around systems development and intentional growth. |
| Communication Structures | FFK has grown a wide variety of methods for communication across and among partners, including monthly emails of meeting minutes, agendas, e-newsletters, the UWTSA website and links, standardized goal setting worksheets, and monthly FFK Coalition, subcommittee and leadership team meetings. The FFK bi-monthly electronic newsletter lists upcoming training events, policy and funding updates, job opportunities, and upcoming advocacy events. |
| Advocacy Structures | FFK, through its well-developed communication and meeting structure, has successfully and rapidly mobilized the coalition to advocate for political issues, for example with Prop 302 in 2009, and Prop 204 in 2012. |
| Community and Systems Assessments | Beginning in 2006, information and data from Community Assessments, Regional Needs/Assets assessments, Systems Surveys, Key Informant Interviews, a Kindergarten teacher survey, Parent surveys and focus groups, a pediatrician survey, Town Halls and other gatherings, has been used in FFK planning, grant development and evaluation. |
| Use of a Logic Model and Theory of Change | Partners have developed and used a system logic model and theory of change as guiding documents in choosing and tracking outcomes and outputs of the system. |
| Program Evaluation | Since 2006, consistent investments have been made in external evaluation consultants to assist FFK in developing an evaluation framework and conduct an annual evaluation of FFK coalition progress, as well as a variety of program evaluations of funded initiatives. Evaluation information is used regularly for strategic planning, grant development, presentations, advocacy, and ongoing education of FFK and community members. |

Creating a common “language” for systems building work is often a challenge in coalition work, and the FFK coalition leaders undertook intentional training and development with partners to achieve shared vision, goals, and language. The Leadership Team, established in 2011, outlined a process for each subcommittee to begin to set priorities and goals utilizing the five focus areas of the Build Initiative framework. A consistent approach for FFK coalition meetings was developed and includes:



- Identify the key mission, focus or charge of the subcommittee;
- Prioritize goals, based on the subcommittee focus
- Develop a measurable action plan with timelines and responsibilities
- Create opportunities to cross-pollinate among committees
- Use a standard format for minutes of meetings
- Celebrate successes
- Reflect
- Conduct ongoing action planning

As a result of these actions, all subcommittees set and attained many of their goals during the 2012 year. In addition, there is a broad understanding of the Build Initiative framework, agendas and minutes are purposeful and acted upon, and there is increased interest in developing shared goals across subcommittees to insure that the FFK work is well-integrated.

Examples of different types of professional development that build FFK Infrastructure

The Leadership Team provided recommendations for First Things First media messaging and small grants strategies.

The Leadership Team and subcommittee chairs led discussions, recommendations, and scheduling of professional development opportunities.

Three presentations were given for the FFK Coalition membership on the theory of change for FFK, the Build Initiative framework, and the FFK systems survey process and results.

The UWTSA developed and continues to distribute a bi-weekly electronic newsletter to all FFK partners, listing upcoming training events throughout the southern region and statewide. The newsletter also includes policy and funding updates, job opportunities, and upcoming advocacy events. Similar newsletters are distributed to stakeholders monthly from the satellite offices in South Pima and North Pima counties.

The Family Support Alliance also developed and continues to distribute monthly or bi-weekly electronic news listing training events, resources, and updates for home visitation and family support staff.

The Early Childhood Awareness Subcommittee provided several training sessions to subcommittee members including: media and messaging strategies; developing targets for messaging; and how to use the FTF communication packet. It was decided to open this training to the full FFK membership for further professional development of all members.

The Family Support Alliance convened a conference planning group and implemented the Family Support Conference in spring 2011.



Scale: Expanding the Impact of FFK for More Children and Families

Early childhood systems initiatives, such as the FFK/Diamond Challenge Early Learning Partnership, attempt to increase the scale and reach of high quality early childhood education and care for children and families. This section examines the ways in which FFK enabled the EC system to “scale up” with quality and begin to reach more beneficiaries. While there has always been a focus on collaboration among partners in the FFK system, FFK has succeeded during these six years in filling out critical components of southern Arizona’s comprehensive early childhood system that did not exist before. For example, the work of FFK enabled the development of a wage enhancement program to increase teacher retention, formed a more coordinated family support component, and expanded capacity to provide quality care and education to infants and toddlers. By developing relationships and fostering coordination and collaboration with more higher education partners, FFK played an important role in increasing the number of ECE degrees earned. FFK has been at the center of an ECE cultural shift, where early care and education providers attaining bachelor’s and master’s degrees are the norm, rather than the exceptions. In 2006 health insurance outreach was not a part of the early childhood system, but by 2012, through the efforts of Nuestra Salud, KidsCare outreach, and other focused action, this critical need was addressed and integrated into the system.

“To sum up, I think FFK is a leader around the state. People around the state are modeling FFK. It has a lot to be proud of. FFK needs to keep doing what it’s doing. They really do amazing work. It shows what can happen when we work together.”

FFK Member

Another example of scale up efforts is evident in the area of family support and home visitation component. The Southern Arizona Family Support Alliance (FSA) has worked to deepen relationships with the My Child’s Ready Alliance (MCR) in southeast Maricopa County and the Family Support Alliance of Cochise County. Collaborations among these alliances have helped each group explore ways to share resources and ideas for better family support and home visitation services. As a result, FSA and MCR provided a workshop at the FTF Summit to guide other regions



in how to start and sustain a successful family support alliance. An additional FTF region has adopted aspects of the model as they build their own family support alliance. The tables on previous pages describe the increasing numbers of children and parents reached through FFK efforts.

United Way's FFK/Diamond Challenge Early Learning Partnership has played a unique role by laying the foundations for the system infrastructure that serve as the "scaffolding" for future efforts. FFK partners have successfully collaborated to infuse significant funds to scale up the system. The table below shows the growth in funding awarded as a result of FFK efforts. A total of \$38,505,000 over the seven years was secured.

| Year | Total funds |
|------|-------------|
| 2006 | \$1,577,000 |
| 2007 | \$1,808,000 |
| 2008 | \$1,957,000 |
| 2009 | \$3,502,000 |
| 2010 | \$1,280,000 |
| 2011 | \$8,670,000 |
| 2012 | \$9,710,000 |

Considerations for the Future

- *Update the FFK Theory of Change to guide intentional growth*

Re-examine the FFK Theory of Change to guide decisions about what aspects of systems development should be focused on—Components, Connections, Context, Infrastructure or Scale. The Theory of Change should articulate the pathways by which change is expected to occur and the focus of FFK's activities. FFK's theory of change is included in Appendix C.

- *Develop one or more shared goals and outcome indicators across subcommittees of FFK*

In 2012 strategic planning revealed a need for FFK to increase the integration across committees so that all parts of the system are building on each other's



efforts and common outcomes are identified. Given the multiple strategies and projects underway in FFK, a next step would be to identify key outcome indicators across component areas that logically align with the overall outcomes of ready children, ready schools, ready staffs, and ready communities.

The development of one or more common goals across subcommittees will focus the efforts of committees in a unified manner. Each subcommittee can then identify actions leading to that goal from its unique purpose and focus. Investments in more extensive monitoring of program outcomes will allow FFK to report on the specific improvements, such as improved children's school readiness.

- ***Better Data Integration***

In recent years, attention to monitoring outcomes has resulted in more data collected by FFK partners, as well as state agencies such as First Things First. However, the capacity to merge and analyze these data from different sources has been limited. These data from multiple sources can be examined to identify trends over time and improvements needed in the system.

- ***Align FFK efforts with Read On Tucson***

Read On Tucson, the new initiative focused on reading success by 3rd grade, will target selected neighborhoods for a comprehensive approach to support young children's school readiness and success. This new initiative provides an opportunity for FFK to intentionally align its efforts and programs with the Read on Tucson's priority areas and neighborhoods.

- ***Address the implications of changing health care policies***

One of the major developments in the policy context is the Affordable Care Act which has implications for much of the work of FFK related to family and children's health. The work of FFK in connecting families with health care providers will likely grow. The Affordable Care Act will mandate a greater focus on prevention, suggesting that FFK should maintain or excel efforts aimed at evidence-based prevention models for families and children.



- *Address the needs of children in the child welfare system*

Improving outcomes for young children being served by the child welfare system will require intentional, meaningful collaboration between the early childhood and child welfare sectors. FFK should develop strategies to build more linkages between early childhood professionals and programs and children involved in child protective services and foster care.

- *Continue to build a wide range of constituents*

FFK's ability to recruit and engage public and private stakeholders to its table has been critical to building the early childhood system. As awareness of the importance of the quality early childhood care and education grows, there remains the need to secure more investment for children. Strategic planning should focus on long term sustainability of partnerships, alliances, and fiscal support.



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Appendix A. First Focus on Kids Partners 2006 through 2012

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| ALTA Consulting, LLC | LeCroy & Milligan Associates, Inc. |
| AmeriCorps | La Frontera Center |
| Amphi Parents as Teachers | Literacy For Life Coalition |
| Angel Children's Center | Literacy Volunteers of Tucson |
| Arizona AAP/RORSA | Make Way for Books |
| Arizona Association for the Education of Young Children | Marana Health Center |
| Arizona Center for the Study of Children & Families | Marana Unified School District |
| Arizona Childcare Association/Outer Limits School | Metropolitan Chamber of Commerce |
| Arizona Children's Alliance NEW! | Microbusiness Advancement Center |
| Arizona Department of Economic Security | Nagle & Associates |
| Arizona Early Intervention Program | Northern Arizona University |
| Arizona House of Representatives (State Senate/ La Frontera) | Parent Aid |
| Arizona Nutrition Network | Parent Child Centers (Head Start) |
| Bank of America | Parent Representative |
| Barnes & Noble Booksellers | Pima Association of Governments |
| Beacon Group | Pima Community College |
| Blake Foundation | Pima Community College-Desert Vista Campus |
| BM | Pima County area child care centers, providers, and health clinics |
| Bookman's Entertainment Exchange | Pima County Health Department |
| Beacon Group | Pima County Office of the Superintendent of Public Schools |
| Carondelet Health Network | Pima County Public Library |
| | Pio Decimo Center |
| Casa de los Niños | Prescott College Tucson Center |
| Central Arizona College | Presidio Group |
| Child & Family Resources | Quarles & Brady LLP |
| Child & Family Resources, Inc. | Reach Out and Read Southern Arizona |
| Child-Parent Centers (Head Start) | Second Street School |
| Children's Action Alliance | Southern Arizona Association for the Education of Young Children |
| Citi | Southern Arizona Oral Health Coalition |
| City of Tucson | State of Arizona Governor's Office |
| City of Tucson Mayor's Office | State of Arizona School Readiness Board |
| CODAC Behavioral Health Services | Sunnyside Unified School District |
| Community Extensions Program, Inc. | Teen Outreach Pregnancy Services |
| Community Food Bank | Teen Parent Center |
| Community Playthings | The F.A.M.E. Foundation/Evolved Learning |
| Department of Economic Security | The Parent Connection |



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| DeVries CPAs of Arizona | The Pediatric Foundation of Arizona |
| Diamond Ventures/Diamond Family Philanthropies | The University of Arizona |
| Early Childhood Partnership of Southern Pima County | The University of Arizona south |
| Easter Seals Blake Foundation | The Volunteer Center of Southern Arizona/AmeriCorps |
| Emerge! Center Against Domestic Abuse | Tucson Chamber of Commerce |
| Evolved Learning | Tucson Children's Museum |
| Family Philanthropies | Tucson Department of Neighborhoods |
| First Things First | Tucson Electric Power Company |
| First Things First External Evaluation – NEW! | Tucson Hispanic Chamber of Commerce |
| Flowing Wells School District | Tucson Police Department |
| Goering, Roberts, Rubin, Brogna, Enos and Treadwell | Tucson Postpartum Depression Coalition/Healthy Mothers, Healthy Babies Coalition |
| HealthNet of Arizona | Tucson Unified School District |
| Healthy Families Arizona | United Way of Northern Arizona |
| IBM | United Way of Pinal County |
| Intuit Inc. | United Way of Tucson & Southern Arizona and Partners |
| Jewish Family and Children's Service | Vail School District |
| KB Homes | Valley of the Sun United Way |
| KUAT | Wells Fargo Bank |



Appendix B. Annual Indicators, 2012

| Community Indicators 2012 | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Professional Development | Number of articulation agreements signed between Pima Community College and a higher education institution. | 1 |
| | AA degrees from Pima Community College awarded | 45 |
| | Number of ECE certificates | Advanced: 30 Basic: 6 |
| Wage Enhancement | Number of child care providers who received REWARD\$ in Pima County | 255 |
| Quality Improvement | Number of child care centers and homes in Pima, Cochise, Santa Cruz, Yuma, and Mohave/La Paz counties that participated in Quality First | 184 centers and 112 homes |
| | Number of children who were in early care and education programs that actively engaged in quality improvement efforts | 7,998 |
| Infant Toddler Expansion and Support | Number of centers who received construction grant | 0 |
| | Number of centers who received quality enhancement supplement | 10 |
| | Number of new toddler slots created | 48 |
| | Number of new infant slots created | 24 |
| Early Literacy | Number of children who received books through Make Way For Books | 8,884 |
| | Number of books provided by Make Way For Books | 12,336 |



| | | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| | Number of children / families who received books through Reach Out and Read Southern Arizona | 38,980/35,086 |
| | Number of books provided by Reach Out and Read Southern Arizona | 58,476 |
| | Number of children and families that attended Family Read Aloud Nights | 1,690 |
| Community Mobilization | Number of early child care professionals who received professional development in their respective regions | North Pima = 80 |
| | | South Pima |
| | Number of families in South Pima County who received information about early childhood programs and resources for families with young children at the annual "Celebrate Kids Festival" in Sahuarita | 800 |
| | Number of families in North Pima County who received information about early childhood programs and resources for families with young children | 300 |
| | Number of care professionals, including home child care providers, in South Pima County, who participated in 19 hours of no-cost professional development early education workshops | 145 |
| | Number of children and their families that participated in Story Time, offered bi-weekly throughout the year in South Pima County | 65 |
| | Number of preschool-aged children who attended the North Santa Cruz Park monthly in Sahuarita with a parent, grandparent, or other family member/child care provider | n/a |
| | Establishment of the sensory playtime area at the Town of Sahuarita's Anamax Park | 200 children |
| | Number of community agencies attending the Quarterly South Pima Coordination of Services meetings | 45 |



| | | |
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| Community Mobilization | Number of child care providers who participated in the North Pima Rural Providers Conference and received professional development workshops on early childhood topics | 82 |
| | Number of attendees who participated in the Child & Family Festival in | |
| | Number of agencies that participated in the Child & Family Festival | |
| | Number of attendees who participated in the Child & Family Festival/ Burn Buster Blast at the Foothills Mall, which brought together safety and injury prevention education with early childhood awareness | 2400 |
| | Number of agencies that participated in the Child & Family Festival/ Burn Buster Blast at the Foothills Mall, which brought together safety and injury prevention education with early childhood awareness | 48 |
| | Number of Early Childhood Resource Guides for North Pima County that were printed and distributed to families | 250 |
| | Number of hours of no-cost professional development workshops for child care providers offered by Learning Communities in North Pima County | 40 |
| | Number of families / number of children who received home visitation services | 593 |
| | Number of families who received community-based parent education | 1,367 unduplicated |
| | | 3,253 duplicated |
| | Number of developmental screens completed on children in home visitation services | 548 |
| | Number of families who received early literacy kits, including the Literacy Guide | 675 |
| | Number of people who attended the 2 nd Annual Family Support Conference | 200 |



| | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| | Number of other free professional development opportunities that were provided throughout the year | 10 |
| | Community-based services offered in more rural areas of Vail, Ajo, Three Points, Amado, Arivaca, Marana, Catalina, Sahuarita, and Tanque Verde | All areas have been maintained |
| Oral Health | Number of uninsured children receiving a dental visit | 32 |
| Nutrition/ Obesity Education | Number of child care centers and preschools that were provided nutrition education about the importance of eating fruit and vegetables, low-fat dairy products and physical activity to stay healthy | 17 |
| | Number of young children that were provided nutrition education at child care centers and preschools | 824 |
| | Number of assessments of child care homes and centers completed | 99 |
| | Number of child care providers who received training on EMPOWER | 31 |
| | Number of home child care providers who received 10 hours of education on physical activity and nutrition | 30 |
| | Number of child care providers who received 10 hours of culinary and nutrition training | 47 |



Appendix C. First Focus on Kids Theory of Change

To achieve its goals, First Focus on Kids needs to identify and involve key components of a comprehensive early childhood system.

- Mapping the system helps to identify key components and how they interact to achieve goals.
- FFK/Diamond Challenge Early Learning Partnership needs to ensure all key players are involved and participating, by connecting multi-level experts to leverage resources and increase community capacity to serve children ages birth to 5.

The FFK system needs to build strong connections across the key components, through planning, mobilization and action strategies.

- Cross-system partner linkages, and a systemic approach are KEY to achieving long-term goals of ready children and families.
- Building connections between components increases public awareness and supports that are crucial to initiating and sustaining an early childhood system.
- FFK/Diamond Challenge Early Learning Partnership is an effective connection vehicle to local, regional, state, and national efforts (including FTF and other early childhood advocates, coalitions, and funders).

First Focus on Kids needs to provide and ensure strategic support and infrastructure to align components of the system to reach the goals of ready children, schools and communities.

- FFK and partners are catalysts for constructing a comprehensive early childhood education system.
- Partnerships and leaders are working to align community systems and increase the readiness of children, schools, and communities.
- A team of leaders can be a driving force for system building.
- Leaders need to be continually developed to ensure continuity of the effort.
- Many learning opportunities are needed and must be effectively used by partners.
- Feedback is necessary for continuous improvement and development.
- The FFK/Diamond Challenge Early Learning Partnership structure provides credibility and coordination to system-building efforts.

