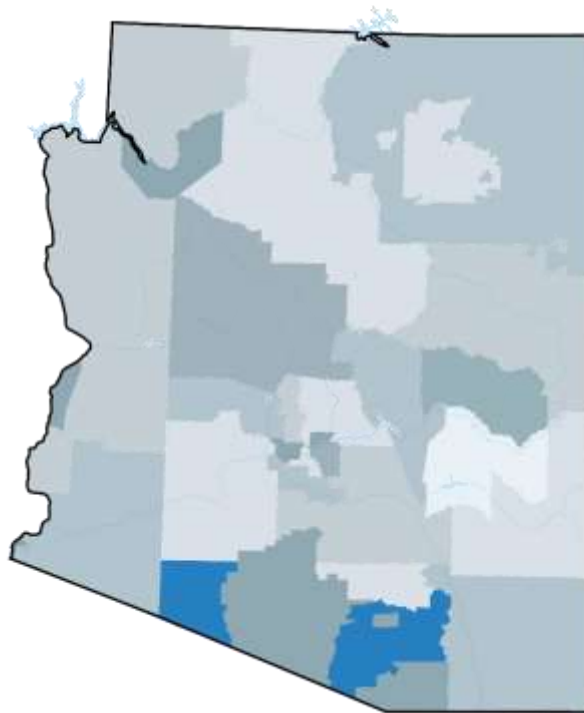


FIRST THINGS FIRST

Pima South Regional Partnership Council



State Fiscal Years 2024 – 2027 Strategic Plan

Presented to the First Things First Board
January 10-11, 2023



Mission

First Things First is an essential leader and partner in creating a family-centered, equitable, high-quality early childhood system that supports the development, well-being, health and education of all Arizona’s children, birth to age 5.

Vision

All Arizona’s children are ready to succeed in school and in life.

Regional Partnership Councils

First Things First’s statewide Board and its 28 regional partnership councils share the responsibility of ensuring that early childhood funds are invested in strategies aimed at improving educational and health outcomes for young children. Regional partnership councils identify the unique needs of their communities and decide how to best support young children and families in their areas. Regional councils, comprised of local volunteers, provide vision and leadership, governance and oversight. They identify, implement and fund strategies and build collaborations aimed at helping young children across Arizona succeed in school and life.

Pima South Regional Partnership Council

Toni Lopez Krause, chair, at large representative

Leticia Lujan, vice chair, member of the business community

Dennis Billie, at large representative

David Dumon, public school administrator

Connie Espinoza, early childhood educator

Jennifer Hook, representative of the faith community

Ashley King, parent of a child age 5 years or younger

Linda Kubiak, child care provider

open, representative of a philanthropic organization

open, at large representative

open, health services provider

Jaymie Jacobs, Regional Director



FIRST THINGS FIRST

Equity Vision Statement

Advancing equity is essential to First Things First’s mission and we aspire to embody our vision for diversity, equity and inclusion through all facets of our work.

To be effective partners and contribute to a world in which Arizona’s children birth to age 5 of all backgrounds have access to high-quality early childhood experiences, we must create and maintain an equitable workplace, work in partnership with the communities we serve and ensure that our funding practices align with our equity-centered values, particularly focusing on those who are most in need.

First Things First recognizes the pervasive inequities historically and currently faced by the Black, Indigenous and Latino communities and all people of color, and we strive for a world in which they will thrive. We also recognize that individuals and groups have been marginalized due to factors such as race, sex, sexual orientation, gender identity, age, mental and physical ability, national origin, income, language and religious affiliation and that people of color are particularly affected across these factors. We commit to increasing our understanding about these and all matters that create inequities and to bettering our actions internally and among the communities we serve.

This important work starts from within. As such, we strive to cultivate and maintain a workplace that:

- Reflects the diversity of our state within all levels of the organization (i.e., staff, leadership, regional partnership councils and state Board)
- Cultivates a community in which all members are welcome, seen, heard and valued
- Supports and expects each individual to engage in candid, introspective learning about equity and inclusion
- Engages an intentionally diverse, representative set of voices in key decision-making, centering on the voices of families and the community whenever possible
- Employs equitable workplace practices that yield high satisfaction, morale and career success consistently across all demographic groups
- Responds swiftly to address workplace inequities
- Ensures that our work as a funding organization – from planning to implementation to assessment – reflects our commitment to equity

Through our DEI strategic priorities and individual growth, we will be better able to meet the needs of Arizona’s youngest children, serve as a trusted ally for equity and fulfill our vision that all Arizona’s children are ready to succeed in school and in life.

Approved December 2021

Pima South Regional Partnership Council SFY24 – 27 Strategic Plan

Prioritized Strategy Areas	Strategy	Identified Need	Target Service Unit(s)* <i>*If applicable, identify targeted population and/or geographic areas</i>	Desired System Outcome
Quality First And Professional Development for ECE Professionals	Quality First Coaching and Incentives <i>(Statewide)</i>	1) More of Arizona’s early care and education (ECE) programs need to provide high-quality learning environments. 2) ECE programs, at administrative and classroom levels, require access to a system of equitable support to engage in quality improvement to achieve and sustain high-quality practices. 3) Families need reliable information about ECE program quality in order to make informed decisions when seeking child care.	No TSU	Access to high-quality, culturally responsive early care and education.
	Quality First Academy <i>(Statewide)</i>			Well-prepared, highly skilled and appropriately compensated professionals.
Access to Quality Care	Quality First Scholarships <i>(Statewide)</i>	The high cost of quality early care and education programs limits access for families due to affordability. High-quality child care positively impacts a child’s development and readiness for school.	No TSU Targeted zip codes: 85321, 85601, 85645, 85706, 85736, 85746	Access to high-quality, culturally responsive early care and education.
Educating Families and Caregivers	Home Visitation	Parents and families, particularly those who are at-risk, need information and support to increase their knowledge, skills, and attitudes related to parenting and enhance their own health and well-being (e.g. managing stress, depression, accessing public support services, etc.). Additionally, access to regular screening for the early detection of children's developmental, vision and hearing impairments is a challenge.	Number of families currently enrolled 236 - 286	Information, services and support for families.
Navigating and Connecting Families to Resources	Family Resource Centers	1) Some communities need a hub and/or place, and opportunity, to access resources and information, get needs met, engage with other families and receive social support. 2) Some families need additional knowledge about and access to resources, information, and concrete supports and services. 3) Some families need support to increase their confidence in parenting and knowledge about the development of their children. 4) Some families need additional connection to the community, community providers, or community supports.	Number of parenting activities conducted: 144	Information, services and support for families.

Navigating and Connecting Families to Resources	Family Support Coordination	Some families experience challenges accessing timely and effective services to address their immediate needs.	Number of families currently enrolled: 40-100	Information, services and support for families.
Navigating and Connecting Families to Resources	Family Support and Literacy Systems Change <i>(FTF-Directed)</i>	See Appendix A	No TSU	Information, services and support for families.
Professional Development for ECE Professionals	Child Care Health Consultation <i>(Statewide)</i>	ECE providers do not have enough access to information and guidance on how to implement consistent high-quality health and safety policies and practices.	No TSU	Well-prepared, highly skilled and appropriately compensated professionals.
Professional Development for ECE Professionals	Early Childhood Mental Health Consultation <i>(Statewide)</i>	Early childhood professionals in child care centers/homes, home visitation, Family Support for Children with Developmental Concerns, and Family Friend and Neighbor programs need support in appropriately understanding, identifying and responding to the social emotional developmental needs and behavioral challenges of young children.	Number of center-based early care and education programs served: 22 Number of home-based early care and education programs served: 10	Well-prepared, highly skilled and appropriately compensated professionals.
Professional Development for ECE Professionals	First Things First College Scholarships <i>(Statewide)</i>	1) Effective educational preparation provides those working in regulated early care and education programs the knowledge and skills to develop high-quality learning environments and support the healthy development of young children. 2) Teachers and directors working in regulated programs need financial support to achieve degrees in ECE.	No TSU	Well-prepared, highly skilled and appropriately compensated professionals.
Professional Development for ECE Professionals	Professional Development of ECE Practitioners	The first five years of life are a period of incredible growth in all areas of development. The earliest relationships with caregivers can promote healthy brain development, support young children’s social and emotional skills, and support language and literacy development starting from birth. ECE practitioners have minimal access to high-quality professional development in these content areas of infant toddler development, social emotional development, and early language and literacy.	Number of practitioners educated: 165-200	Well-prepared, highly skilled and appropriately compensated professionals.

Building Awareness of the Importance of the Early Years	Educational Promotion and Brand Awareness <i>(FTF-Directed)</i>	1) Lack of awareness of the importance of early childhood health and development. 2) Lack of awareness of FTF as a trusted source of early childhood information and programs/services.	No TSU	Public understanding and support.
Building Awareness of the Importance of the Early Years	Media <i>(Statewide)</i>	1) Lack of awareness of the importance of early childhood health and development. 2) Lack of awareness of FTF as a trusted source of early childhood information and programs/services.	No TSU	Public understanding and support.

Please describe how the Regional Partnership Council’s SFY24-27 Strategic Plan promotes equity and support of under-resourced and underserved children and their families.

The Pima South Regional Council developed the SFY24-27 Strategic Plan by diving deep into local needs and asset data, holding several in-depth strategic planning work sessions and conducting a community conversation to gain input from key community stakeholders in order to discover relevant opportunities for the region to address the greatest needs of children ages birth to age 5 and their families.

The Pima South region is a unique mix of urban and rural communities. The region has a poverty rate of 28% with some rural communities with over 30% poverty. The needs of the families are vast. Nearly one-quarter of children under six live in single-female households and/or cared for by grandparents. While there are under-resourced and underserved children and families in the region, they also feel a strong sense of community. Based on this, the council approved several family support strategies for SFY24. The Family Resource Centers and Home Visitation Strategies will start “where the families are at” by building upon each families’ strengths, then establish stronger and more comprehensive supports and services for families. Both of these strategies utilize a multi-generational approach so the entire family can benefit from these services. Additionally, the regional council will fund a Program Coordination Specialist position to create a more seamless system to better serve families especially those with the highest needs.

The ultimate goal of the Pima South Regional Partnership Council is to create a high-quality, interconnected and comprehensive early childhood service delivery system in the region that is family-driven, community-based and directed toward enhancing children’s overall development.

Regional Allocation and Proposed Funding Plan Summary SFY24 – 27
Pima South Regional Partnership Council

Allocations and Funding Sources	2024	2025	2026	2027
FY Allocation	\$5,637,112	\$5,637,112	\$6,152,534	\$6,152,534
Population Based Allocation	\$3,766,660	\$3,766,660	\$3,766,660	\$3,766,660
Discretionary Allocation	\$1,870,452	\$1,870,452	\$2,385,874	\$2,385,874
Other (FTF Fund balance addition)				
Carry Forward From Previous Year	\$912,034	\$654,478	\$156,761	\$174,467
Total Regional Council Funds Available	\$6,549,146	\$6,291,590	\$6,309,295	\$6,327,001

Strategies	Proposed Allotted	Proposed Allotted	Proposed Allotted	Proposed Allotted
Quality First Academy	\$36,500	\$36,500	\$36,500	\$36,500
Quality First Coaching & Incentives	\$1,020,950	\$1,020,950	\$1,020,950	\$1,020,950
Quality First Scholarships	\$1,717,398	\$1,717,398	\$1,717,398	\$1,717,398
First Things First College Scholarships	\$86,400	\$86,400	\$86,400	\$86,400
Professional Development for Early Childhood Practitioners	\$412,500	\$412,500	\$412,500	\$412,500
Child Care Health Consultation	\$248,200	\$248,200	\$248,200	\$248,200
Early Childhood Mental Health Consultation	\$428,400	\$428,400	\$428,400	\$428,400
Family Resource Centers	\$800,000	\$800,000	\$800,000	\$800,000
Family Support & Literacy Systems Change	\$120,000	\$120,000	\$120,000	\$120,000
Family Support Coordination	\$200,000	\$200,000	\$200,000	\$200,000
Home Visitation	\$1,520,000	\$1,520,000	\$1,520,000	\$1,520,000
Statewide Evaluation	\$255,488	\$255,488	\$255,488	\$255,488
Educational Promotion and Brand Awareness	\$15,000	\$15,000	\$15,000	\$15,000
Media	\$29,653	\$29,653	\$29,653	\$29,653
Total	\$6,890,489	\$6,890,489	\$6,890,489	\$6,890,489

Total Unallotted/Unawarded/Unexpended*:	(\$341,343)	(\$598,899)	(\$581,194)	(\$563,488)
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Fiscal Year	2020	2024	2025	2026	2027
% to Board Priorities		96.29 %	96.29 %	96.29 %	96.29 %
% to Quality First**	15.62%	18.94 %	18.94 %	18.94 %	18.94 %
Fiscal Year	4 Year Average				
% to Board Priorities	96.29%				
% to Quality First**	18.94%				

* Per FTF State Board direction, allotments reflect the budgeting of projected spending, therefore in some years total allotments may exceed total means of financing. However, actual expenditures against the allotments are expected to be fully supported by revenues, and each year the region is anticipated to end with a carry forward balance which is reflected in the subsequent year’s carry forward balance.

**Includes Quality First Academy, Quality First Coaching and Incentives, and Child Care Health Consultation.

APPENDIX A
SFY24 Funding Plan – System Change Planning Document
Pima South Regional Partnership Council

Pima South Regional Partnership Council
Family Support and Literacy Systems Change

Problem to be solved and system to be changed / influenced	<i>System Area:</i> Region-wide Coordination of Early Childhood Services (Service Coordination)
	<i>Problem to address:</i> The Pima South Regional Council has identified a significant need for system level coordination in all areas: family support, children’s health and early learning. A lack of resources and available staff are often cited as the principle barriers to achieving the desired level of coordination and collaboration. There is the need for FTF funded and unfunded system partners to work together to support families with young children to reduce confusion of available services, help avoid duplication of services and help to identify gaps in services. There are situations in which families are left to their own to navigate complicated systems. This can be overwhelming to a family that is already caring for young children.
	<i>Geographic area:</i> Pima South
	<i>Target Audience:</i> Families with young children are the primary focus and beneficiary of this system building strategy. Additionally, it will be essential to engage with early childhood system partners and community leaders to build a coordinated, cohesive early childhood delivery system that is accessible to families with young children.
Expected Impact	<p><i>Expected Impact:</i> The Pima South Regional Council will fund a full time Program Coordination Specialist position to assist families of the region with a seamless system to access timely resources and services. Through reduction of confusion, reduction of duplication, identification of gaps in services and maximization of outreach and referral efforts, families of young children will have easy access to the programs and services they need when they need them.</p> <p>To support families, the Program Coordination Specialist will engage and build relationships with early childhood system partners and community leaders to identify needs and early childhood service or program opportunities to expand and enhance the early childhood system.</p> <p>The Program Coordination Specialist will work to build bridges between families and FTF funded and unfunded system partners to improve clarity of available services, help avoid duplication of services and to identify gaps in services across the entire region. The Program Coordination Specialist will also connect system partners with other community partners to better coordinate service delivery to families and early care and education providers.</p> <p>Additionally, the Pima North Regional Partnership Council is funding a separate position in the same capacity to support work within their regional boundaries. Both regional partnership councils</p>

	<p>envision the two positions working in close coordinated partnership to create a seamless system across Pima County.</p>
<p>Timeline</p>	<p>The Pima South and Pima North Program Coordination Specialists will partner together to educate and empower Pima County families and children by coordinating efforts with community stakeholders, organizations and agencies that support young children, families and early care and education providers. The goal is to strengthen and sustain a high-quality early childhood system encompassing services in health, family support and early care and education with an emphasis on supporting families in navigating the complexities of the early childhood system across Pima County. In addition to families, supporting early care and education providers and connecting them to resources and supports will also be emphasized. Overall, there is a shared vision of the regional councils where all young children and families thrive and reach their full potential through a high-quality interconnected early childhood system that transcends Pima North and Pima South regions.</p> <p>Examples of deliverables anticipated to occur in the State Fiscal Year 2024 (SFY24) timeframe:</p> <ul style="list-style-type: none"> • Quarter One: Hire and onboard a new First Things First Program Coordination Specialist with the goal to complete the hiring process by September 2023. Onboarding of the Program Coordination Specialist will occur throughout SFY24. • Quarter Two: Convene and survey the current early childhood system and families with young children in the region with the Program Coordination Specialist presenting findings to the regional council. With the support of the Pima South Regional Council and Pima South Regional Director and working in partnership with the Pima North Regional Partnership Council and Pima North Regional Director, develop strategies and goals based on the findings by December 2023. • Quarter Two and beyond: Operationalize strategies developed, which will include coordinating efforts between early learning, family support and health stakeholders to connect families with services. Also driven by the findings, approaches will be developed to support families to learn about available services and how to seamlessly access them. In addition, early care and education providers will be connected with services and supports within the early childhood system. • Ongoing: Provide quarterly updates to the regional council.