



Early Childhood Education Task Force

January 8, 2016

Mesa Counts on College Access Center
635 East Broadway Road, Mesa, AZ (South entrance)
(Take stairs to 2nd floor meeting room)
Meeting Begins at 1 p.m.

Dr. David Luna, Chair	Rhonda Anderson, Member	Jake Brown, Member
Mike Hutchinson, Member	Paul Luna, Member	Dr. Anjum Majeed, Member
Cynthia Melde, Member	Linda McKeever, Member	Allison Mullady, Member
Nancy Salmon, Member	Dr. James Zaharis, Member	Deanna Villanueva-Saucedo, Member
Dr. Dawn Foley, Member*		

(* New Member to be considered for appointment by Council on January 7, 2016)

1. Call to order by Task Force Chair.
2. Discuss and take action on December 14, 2015 task force minutes.
3. Hear overview of process to date, process for community feedback, and goals for today's meeting, Chair Luna.
4. Hear a presentation by City staff and participate in a facilitated discussion regarding the research data collected and relative to the following questions and topic areas:
 - a. Based on reviews of the data presented, do you believe there is a defined challenge/problem related to early childhood education in Mesa?
 - b. Based on what we know now, what key findings define the state of early childhood education in Mesa and impact the ability to ensure that Mesa's children arrive at kindergarten ready and able to learn?
 - c. Is there a need for additional information? If so, what information is needed and where can it be found?
 - d. Any new information to be provided from task force members today?
 - e. What are the task force's key conclusions as it relates to 'defining Mesa's challenge(s) for early childhood education?'
5. Confirm next meeting: January 15, 2016, 1 p.m. Mesa Counts on College Access Center.
6. Adjourn meeting (Motion and Second).

Task Force Members are highly encouraged to attend each meeting in person. By special request to the Chair, members might also attend by telephone conference call, if needed. City Council members may elect to attend the meeting for their own information, not for purposes of any legal action nor decision making by the Council. The City is committed to making its public meetings accessible to persons with disabilities. For special accommodations, please contact the City Manager's Office at 480-644-3333 at least two days before the meeting. Si necesita asistencia o traducción en español, favor de llamar al menos 48 horas antes de la reunión al 480-644-2767.

Agenda Item 2

MEETING MINUTES

CITY OF MESA
Early Childhood Education Task Force
Mesa Counts on College Access Center
635 E. Broadway Rd, Mesa, AZ 85201

Date: December 14, 2015 Time: 1:00 P.M.

<u>MEMBERS PRESENT</u>	<u>MEMBERS ABSENT</u>	<u>STAFF & GUESTS</u>
Dr. David Luna, Chair	Paul Luna	Mayor John Giles
Rhonda Anderson		Alfred Smith
Jake Brown		Marrisa Ramírez-Ramos
Mike Hutchinson		Natalie Lewis
Dr. Anjum Majeed		Amy Trethaway
Cynthia Melde		Niel Curley
Linda McKeever		Margaret Robertson
Dr. Allison Mullady		Ian Linsen
Nancy Salmon		Heather Wolf
Deanna Villanueva-Saucedo		
Dr. James Zaharis (note: dismissed at 1:30p)		<u>FACILITATOR:</u>
		Karen Kurtz

Administer Oaths of Office: Oaths of office were completed by all members, except Paul Luna, who was absent and will complete as soon as possible

- Call to Order and Welcome:** Task Force Chair and D5 Councilmember, Dr. David Luna, called the meeting of the Early Childhood Education Task Force to order at 1:00 P.M. Chair Luna welcomed the members and thanked them for their service on this Task Force.
- Opening Remarks:** Mayor John Giles thanked everyone for their willingness to serve on this very important committee. It is a top priority for the City. He feels fortunate to have been raised in Mesa, Arizona, with Mesa's heritage and tradition of having education as part of our DNA. When a family moved to the Phoenix area over the last several decades, people would point them to the East Valley, and to Mesa in particular, being known as a good place to raise families and where the schools are a cut above. Prioritizing education has served us well and is something we need to preserve, protect and incorporate going forward. Assessments that Mesa Public Schools give to children entering Kindergarten have determined in some areas children lack the ability to even register a score on the test. At the State level, education funding has been a top story for several years. There is the reputation nationwide that Arizona is not the best place to send your kids to school. We want our children to have same opportunities we had growing up in Mesa. If we are not competitive in education, we will not be able to attract workforce talent to our area. We want our children to have the brightest future possible. From an economic development point of view, this is the future of our community as well and we want people to feel their children and

their family will have a bright future if they come to Mesa, Arizona. We have great public schools in Mesa as well as in Gilbert, Queen Creek and Higley. Early childhood education is a priority for these four school districts and is not being addressed as it needs to in our community. Although the City is not a school board and does not deal in education policy, there is a role for the City to play in supporting the school districts before and after the K-12 school time. This building is a good example of Mesa's role in post-secondary education. Mesa Counts on College is a college attainment and recruitment facility in partnership with Mesa Public Schools and Mesa Community College. We also need to be engaged in the early childhood education side. How disadvantaged are our kids and what as a community can we do to address that? David Luna is an education professional and the City Council is fortunate to have him lead this effort. Mayor Giles thanked everyone for accepting this challenge.

3. Presentation on Open Meeting Law: Deputy City Attorney Alfred Smith provided a brief overview of the open meeting law and how it applies to this Task Force. He referred to PowerPoint handout and mentioned he'd be available for questions. Margaret Robertson, Assistant City Attorney, will also be working with this Task Force on legal issues.

- The law requires every public body meeting to be a public meeting
- State policy is that meetings be conducted openly and that the public may attend
- Notices are to be provided to inform the public of meetings
- A meeting is any gathering in person or through technological devices of a quorum of members of a public body at which they discuss, propose or take legal action
- Social events must be posted if a quorum is present, no legal action will be taken
- Quorum - of this 12 member committee, 7 would constitute a quorum
- Methods of communication—phone, email, letter, blog, social media. Members must use staff to transmit information
- Staff can provide factual information. Staff cannot be used to sidestep open meeting law or to communicate with other members
- Agendas must be posted 24 hours in advance to inform public of matters to be discussed
- Discussion must be reasonably related to agenda items
- Public access - individuals have the right to attend meeting but not the right to speak
- Action minutes are to be kept and will be provided on the website within three business days
- Executive session, if needed for legal matters, will need to be agendized
- The Chair manages the meetings and may impose time restrictions on speakers
- Mesa does not use Roberts Rules of Order

4. Introduction of Task Force Members, Process Facilitator and Staff Support Team, Expectations and Process:

Karen Kurtz: Facilitator. Expectations of this Task Force are to produce a final product that is strongly supported by the professional perspectives that the members bring as well as national and

local data to both define the challenge in Mesa and to formulate Mesa-specific recommendation(s). This first phase (generally the first three meetings) will be Committee discussions to identify/define challenges or gaps in early childhood education (Pre-K) as it exists in Mesa. The members were asked to provide a brief introduction.

Rhonda Anderson: CEO, Banner Cardon Children's Medical Center. She works with with early brain development in infants. Before a child leaves the neonatal unit, there is an assessment of developmental needs with follow up. They utilize music therapy following Dr. Jill Stamm's work on early brain development and also teach parents how to do that at home.

Jake Brown: Deputy County Attorney and Prosecutor. He grew up in Mesa and is now a parent of children in Mesa Public Schools. He is here to represent a Mesa parent perspective.

Mike Hutchinson: East Valley Partnership. He had a 28-year career with the City of Mesa, the last 6 as City Manager, retired 10 years. He is involved in community volunteer work. His parents were teachers, his spouse worked in Mesa Public Schools and now works with Mesa Arts Center and his children attended Mesa schools. He is a huge advocate for our public education system in the City and State.

Cynthia Melde: Regional Director, First Things First, a state organization dedicated to making sure kids are healthy and ready to learn by the time they reach kindergarten. She lives and breathes early childhood education and health. She is mom to a 1-year-old and a 4-year-old.

Dr. Anjum Majeed: Self Development Academy, consistently ranked #1 school in Mesa for the last 9 years. The Academy is totally committed to early childhood education. As the daughter of two college professors and granddaughter of two high school educators, education is just part of her soul.

Linda McKeever: Chief Academic Officer, Gilbert Public Schools, overseeing curriculum and instruction Pre-K to 12 and works with special education. She has worked in three school districts in the state and has seen lapses and gaps in young children's skills as they enter kindergarten. These are relevant concerns throughout Mesa, Gilbert and the Phoenix area. As we work on more parent engagement, we also need to support early childhood readiness in a variety of ways.

Dr. Allison Mullady: ASU's Mary Lou Fulton Teachers College, Executive Director of the Teachers College Preschool at the Tempe campus. She is invested in early childhood education as she has a 2-year-old. She has been in early childhood education for 17 years. She also attended Mountain View High School.

Dr. James Zaharis: Vice President, Greater Phoenix Leadership. He had a 35-year career in Mesa Public Schools, 16 years as Superintendent. He worked with Dr. Jill Stamm on early brain development and helped the Basha family on First Things First. He helped to author the voluntary kindergarten program with Janet Napolitano. He stated that the starting line is not equal in Kindergarten and it is important to ensure that children have the necessary opportunities.

Nancy Salmon: Vice President of Corporate Communications, Hacienda HealthCare. She is married to Congressman Matt Salmon, raised 4 children in Mesa Public Schools and has 7 grandchildren. She is constantly advocating for a strong, healthy community. Hacienda Healthcare provides programs and services for the developmentally disabled and intellectually disabled.

Deanna Villanueva-Saucedo: Director of Public Outreach, Maricopa Community Colleges and Mesa Public Schools. She is a native of this community as was her father. The health of our community from preschool on and how it ties to economic development is critical.

Staff liaisons to the Committee:
Natalie Lewis, Deputy City Manager

Amy Trethaway, Director, Mesa Counts on College
Marrisa Ramirez-Ramos, City Council Assistant to Councilman Luna
Niel Curley, Special Projects Manager, City Manager's Office

5. Facilitated Discussion:

a) **What does the Task Force Purpose Statement “To ensure that Mesa children arrive at kindergarten ready and able to learn” mean to you?**

- Opportunities for children to compete in literacy curriculum in first three grades
- Access to early brain development programs– early intervention and support, prenatal classes
- Pre-K/Kindergarten education opportunities outside of school days/hours and summer
- Social/emotional skills developed – interact with other children, take instruction from adults
- Parent/family awareness of standards for school readiness
- Parent ability/education on early childhood
- Basic needs met for child – health, nutrition, sleep
- Parental knowledge of community resources, non-profit support
- Parental knowledge of readiness standards since 2010 – reading, writing, listening, language skills
- Parental knowledge of infant/toddler guidelines
- Pre-K social/learning experiences (preschool, daycare, at home with parent/family)
- Successful outreach for special needs
- Ready to Learn means:
 - Language skills (at or above standards)
 - Literacy (at or above standards)
 - Early brain development (implemented at home/preschool)
 - Social/emotional skills - child has ability to interact, take direction from adults
 - Physical needs – sleep, nutrition, shelter, health care/dental care needs are met for the child
 - Early intervention and support for special needs has been accessed and implemented
 - Academic standards achieved - speaking, listening, reading, writing
 - Early learning standards/infant toddler guidelines accessed and implemented

b) **What do we know about the state of preparing children for Kindergarten as it exists in Mesa now? How do we know this, i.e. data sources, your experiences, etc.?**

- More children are arriving to Kindergarten below or well below standards. DIBELS Scores (Dynamic Indicators of Basic Early Literacy Skills) diagnostic administered in kindergarten up to 3rd grade, identifies gaps but only for literacy skills (not a complete evaluation tool).
- Parent/family/primary caregiver engagement with child critical to readiness (every child needs one loving adult to advocate for them)

- Low to moderate household income can create challenges that keep families from meeting a child's basic, social and educational needs
- Pre-K experience is helpful – preschool, licensed or unlicensed daycare, government funded programs, stay at home with parent/family
- Regional report trends– 33% of Mesa children are formally enrolled in licensed or regulated preschool programs compared to 50% in Gilbert
- No formal data collected on Pre-K experiences in Mesa; perhaps some informal surveys done by Kindergarten teachers as they get to know their students, but not consistent, collected or retained.
- Dental/oral health number one reason kids miss school in kindergarten.
- First Things First data center – need a map of licensed or participating facilities
- Local school district enrollment predictions (Mesa, Gilbert, Higley, Queen Creek)—would be good information to have and consider
- Affordability/Scholarships (First Things First reimburses provider \$11,000/year for 0-3 yrs. and \$7,300/year for 3-5 yrs., available for up to 200% of federal poverty level)
- State requirements for licensed childcare facility: Director - 21 years old, high school diploma, 6 months to a year experience; Teacher - 18 years old, high school diploma, 6 months to a year experience. Programming not regulated.
- ASU graduates 75 early childhood certified teachers a year
- Private childcare facilities do not receive state or federal funding - guidelines do not apply.
- Quality First - 36 programs in Mesa; 26 are in 3-4-5 star rating; 7 are Mesa Public School programs (partial day, after care). Coaching for directors and teachers, support for mental health, behavioral issues, and developmental delays. Scholarships for associate degrees in child development
- Heckman research on Economy of Human Development - quality matters
- Gilbert Kindercamp - some instructional, mostly daycare. Gilbert identified two Title 1 schools for Head Start. Limited in resources- do not have First Things First
- Adverse Childhood Experiences (ACE) Study – affects architecture of brain into adulthood
- Harvard Center for Developing Child research—get information on this study.
- Wyoming study - 80% of children under 5 were in a home-based day care. Where are these in Mesa?
- Heckman and other long-term studies followed disadvantaged children receiving quality care - arrive to kindergarten ready then see fade-out of achievement gap by 3rd grade. Those kids may not be performing at the academic level anticipated. However, the social and emotional development does not fade out and is an important indicator for productivity in the workforce
- No one answer—many pathways for children to receive quality Pre-K experience (preschools, at home, caregiver, daycare). A minimum of one loving adult who advocates for the child is the key.
- There is NO research indicating the birth to age 3 brain development strategies fade out
- Executive function skills – ability to calendar events, meet deadlines, classify, organize

- Kindergarten standards – good Parent University in Mesa schools
- In 2018 new requirement for pediatricians to do developmental assessment of child

c) Define additional topics or research/data to further the work of this Task Force:

- Parent skills/education
- Map socio-economic areas at greater risk
- Map/inventory of area resources impacting early childhood by type and cost (New Leaf, Child Crisis Center, Save the Family, Family Resource Center, Library programs, etc.)
- National cost model for preschool programs
- Undiagnosed disabilities, early identification process, evaluation
- Special needs numbers, types, resources and awareness (Child Find, school district, Family Resource Centers)
- Pediatricians – connect with services
- Mesa School District – Pre-K, tuition based, criteria for kindergarten admission, how many meet standards
- Additional information on Head Start/Early Head Start and capacity
- Information on Children’s Action Alliance
- The Adverse Childhood Experiences (ACE) Study
- Arizona Association for Support of Childcare – source for information
- Data on enrollment in home daycare, licensed versus non-licensed
- How does Pre-K experience affect DIBELS scores
- Gap analysis of early childhood pathways

d) Topics most important for this Task Force (to be further discussed at next meeting):

- Under-resourced families, where they are and how to connect
- Need for community awareness
- Kindergarten Readiness – defined, understood and practiced
- Quality matters in any educational setting/pathway – variety of solutions needed
- Early intervention strategies

6. Next Steps and Next Meeting Date: Next meeting, we will be integrating committee insights shared today and considering research/data to further define the challenge(s) for Mesa’s early childhood education. Any data, ideas or questions from you may be sent to Niel Curley by email at Niel.curley@mesaaz.gov. People in the audience may send in questions, comments or information as well. Niel will set up a data share for members of the Task Force and the public to view, as interested.

- Next meeting date: January 8, 2016, 1:00 P.M. Mesa Counts on College Access Center

7. **Adjourn:** Chair David Luna thanked everyone for coming. It has been a very productive meeting and the input is quite valuable. The meeting was adjourned at 3:00 P.M.

Submitted by:

Dr. David Luna, Chair

(TE: 14082507)

Agenda Item 4

Early Childhood Education Taskforce

January 8, 2016



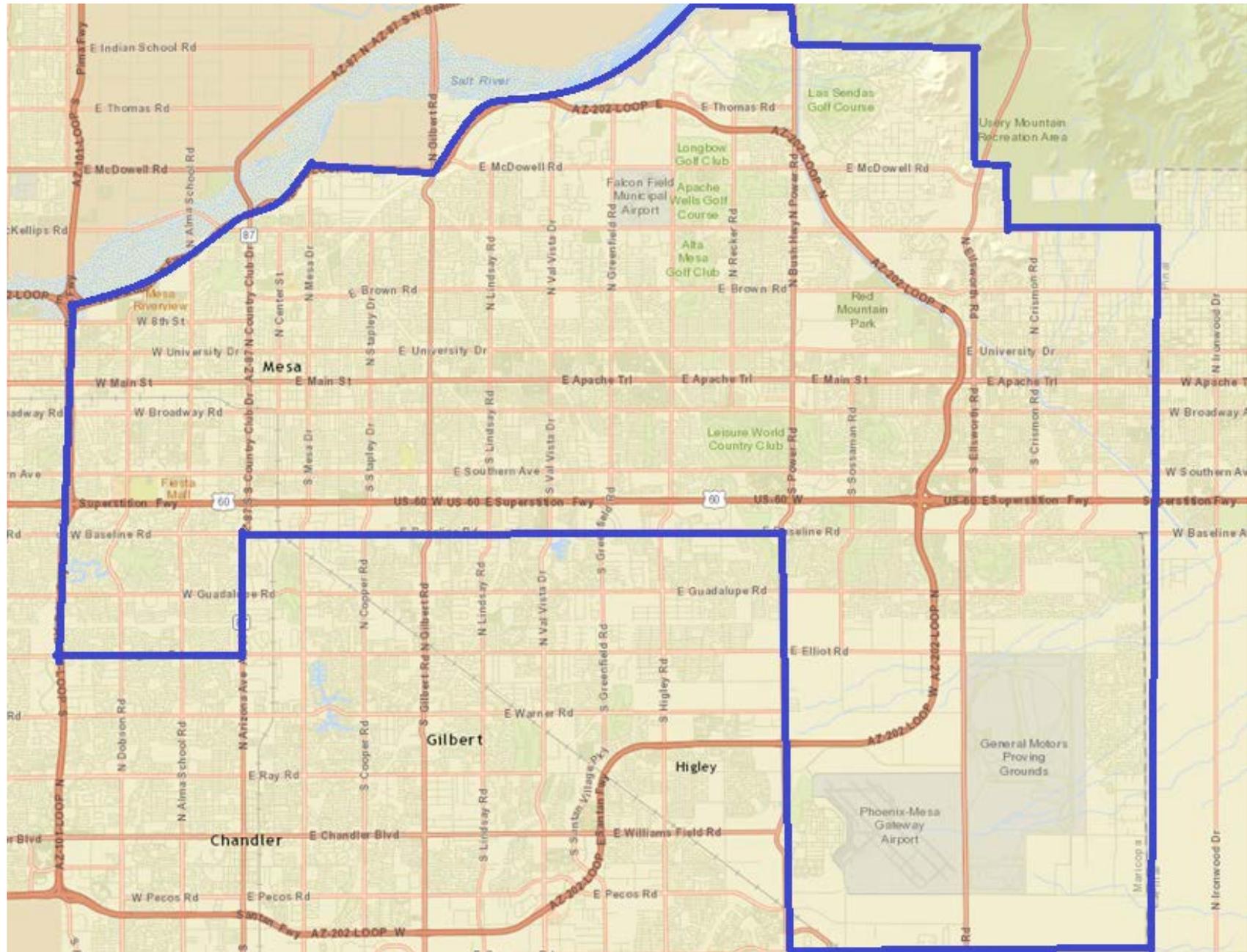
City of Mesa Demographics



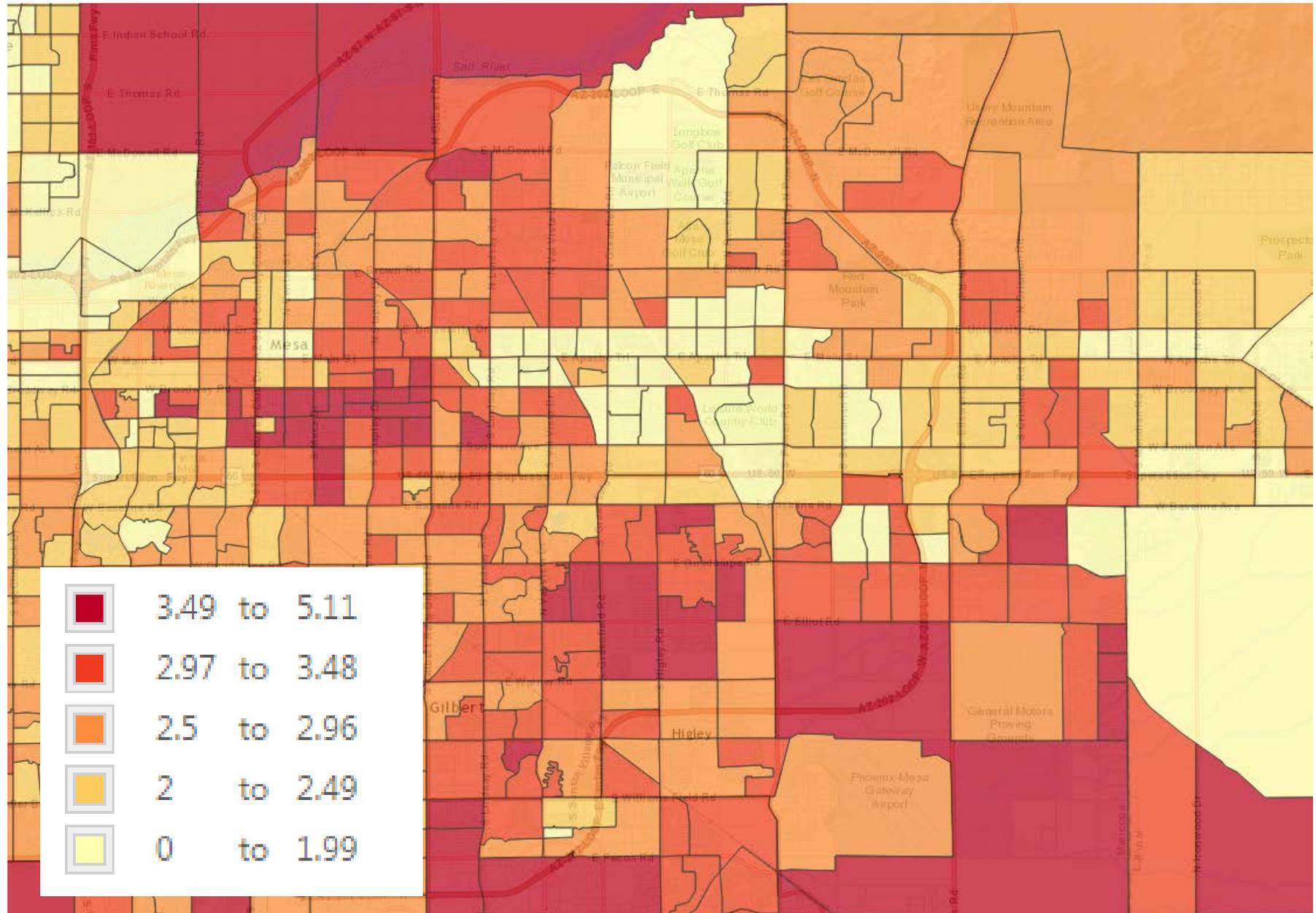
Total Mesa population 452,091

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

City of Mesa and surrounding communities

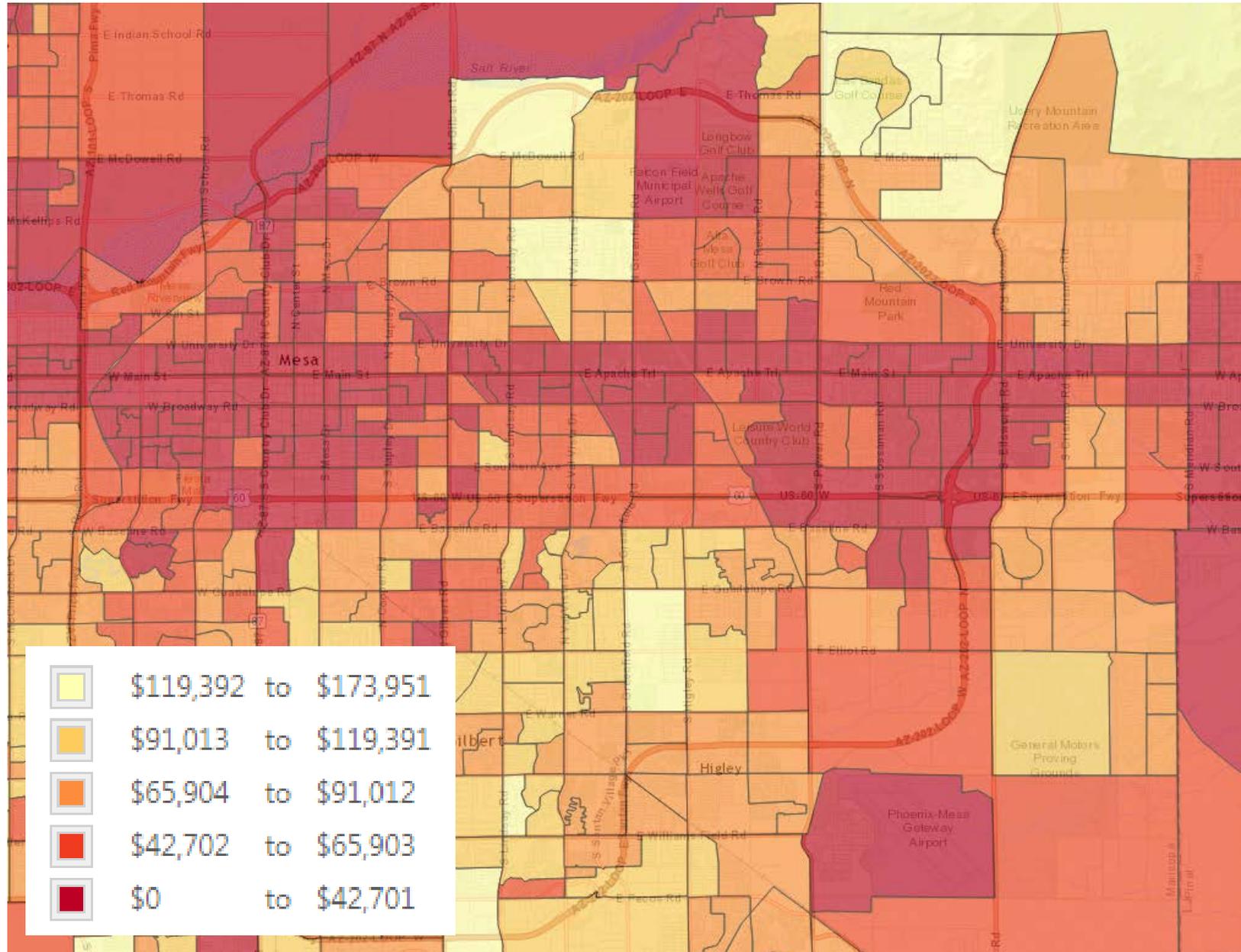


Average Household Size



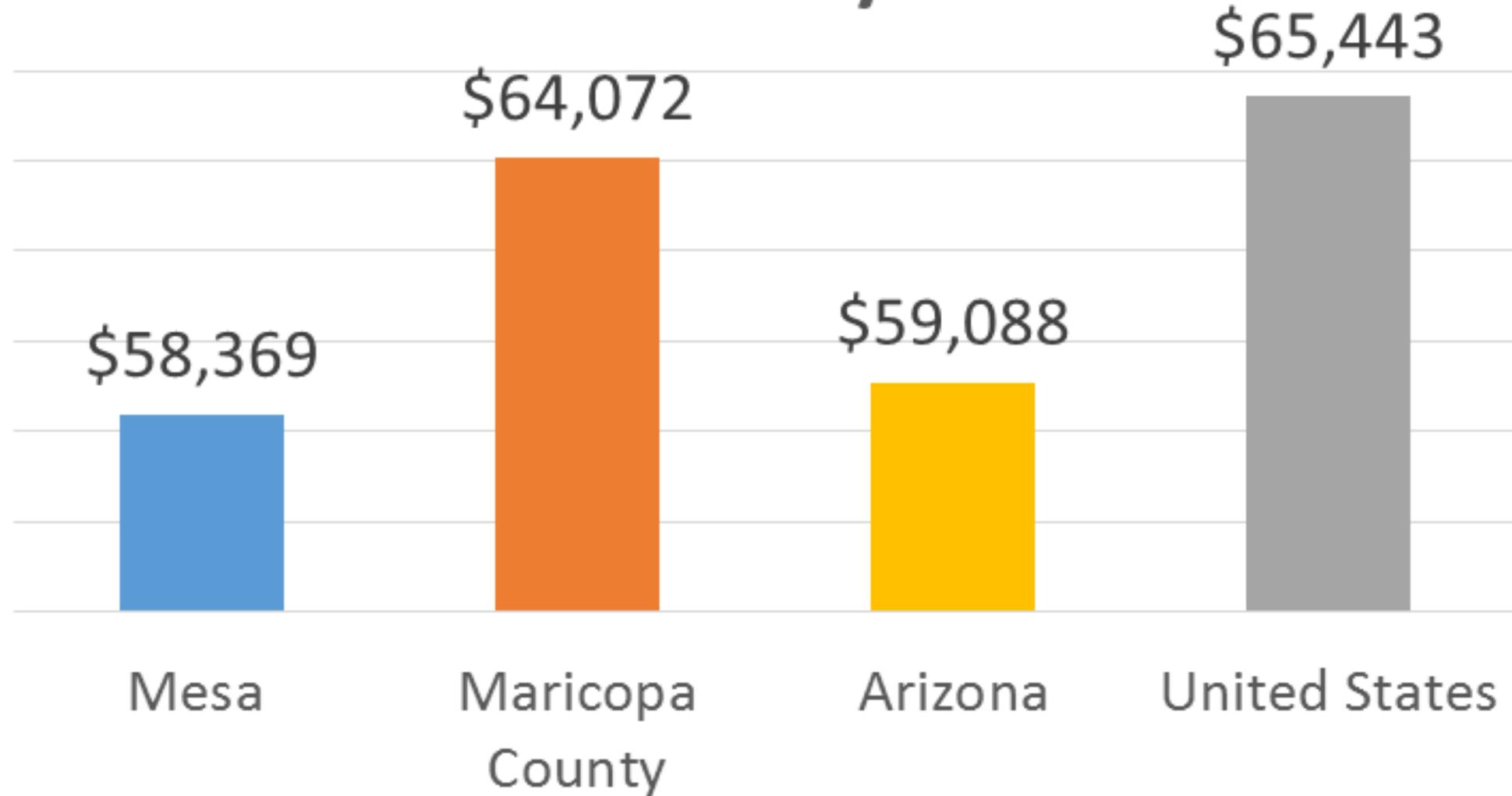
Source: Esri
Community Analyst
2015 Average
Household Size

Median Household Income



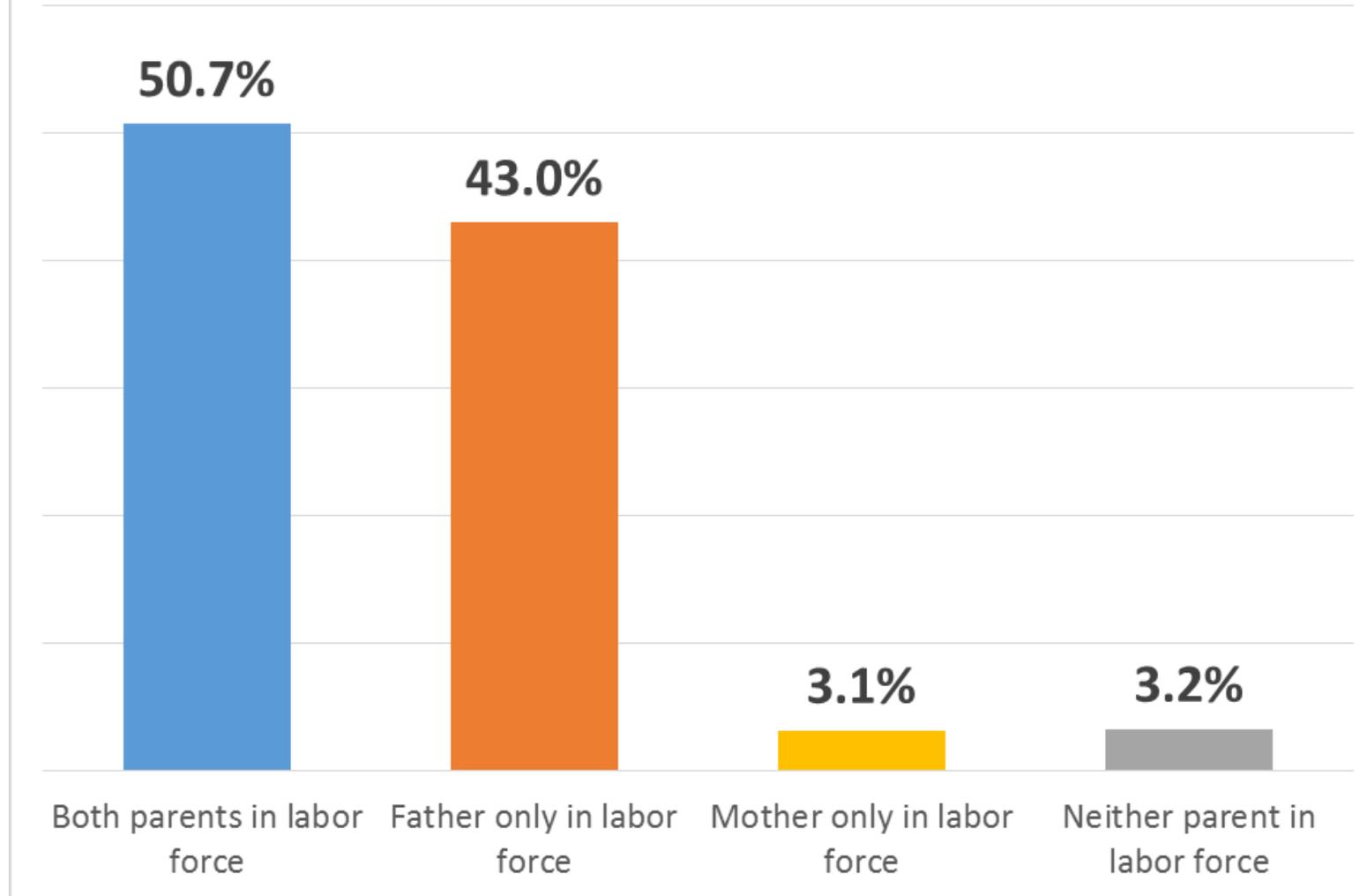
Source: Esri
Community Analyst
2015 Median
Household Income

Median Family Income



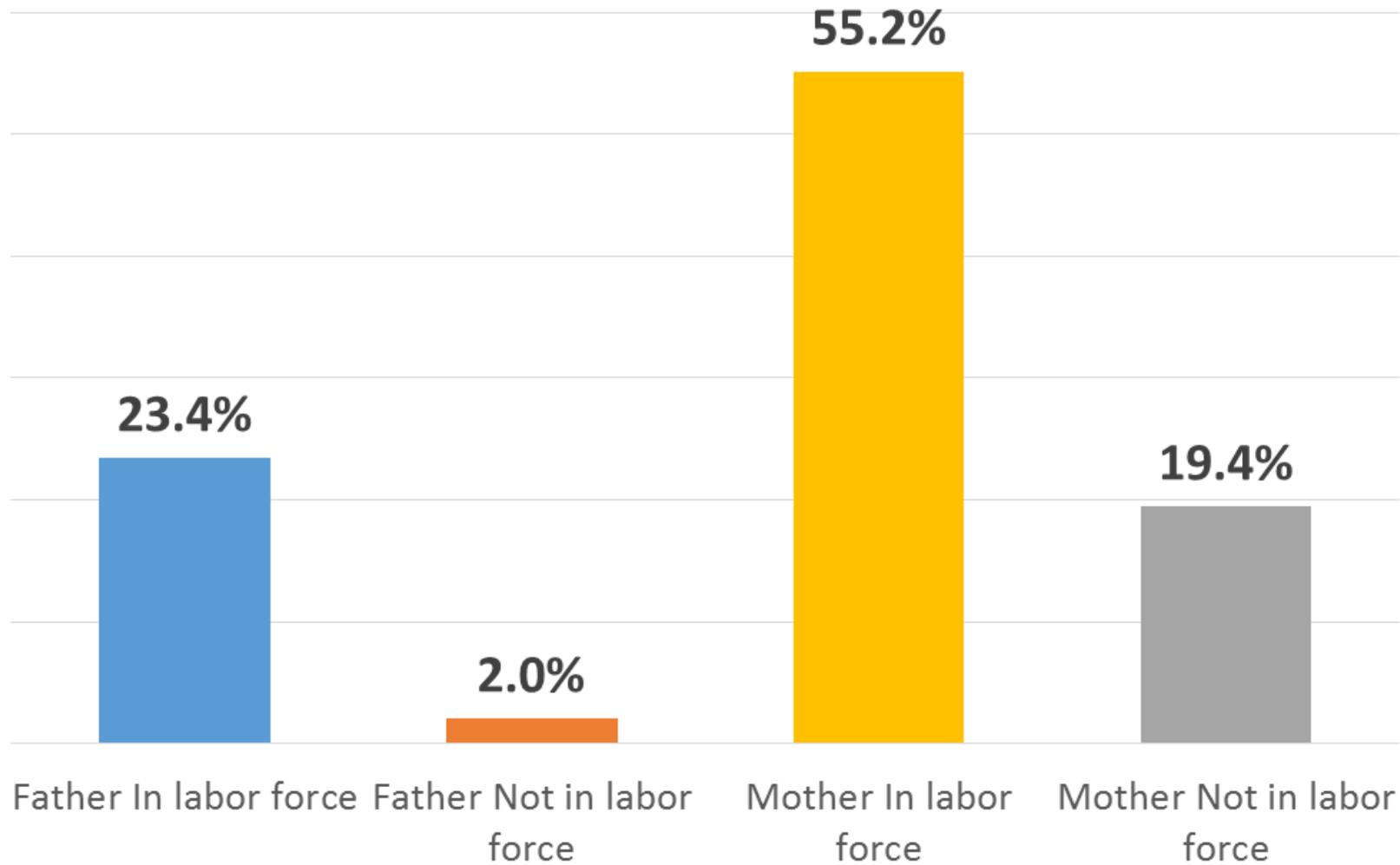
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Labor Force status of parents with children under 6 living with both parents



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

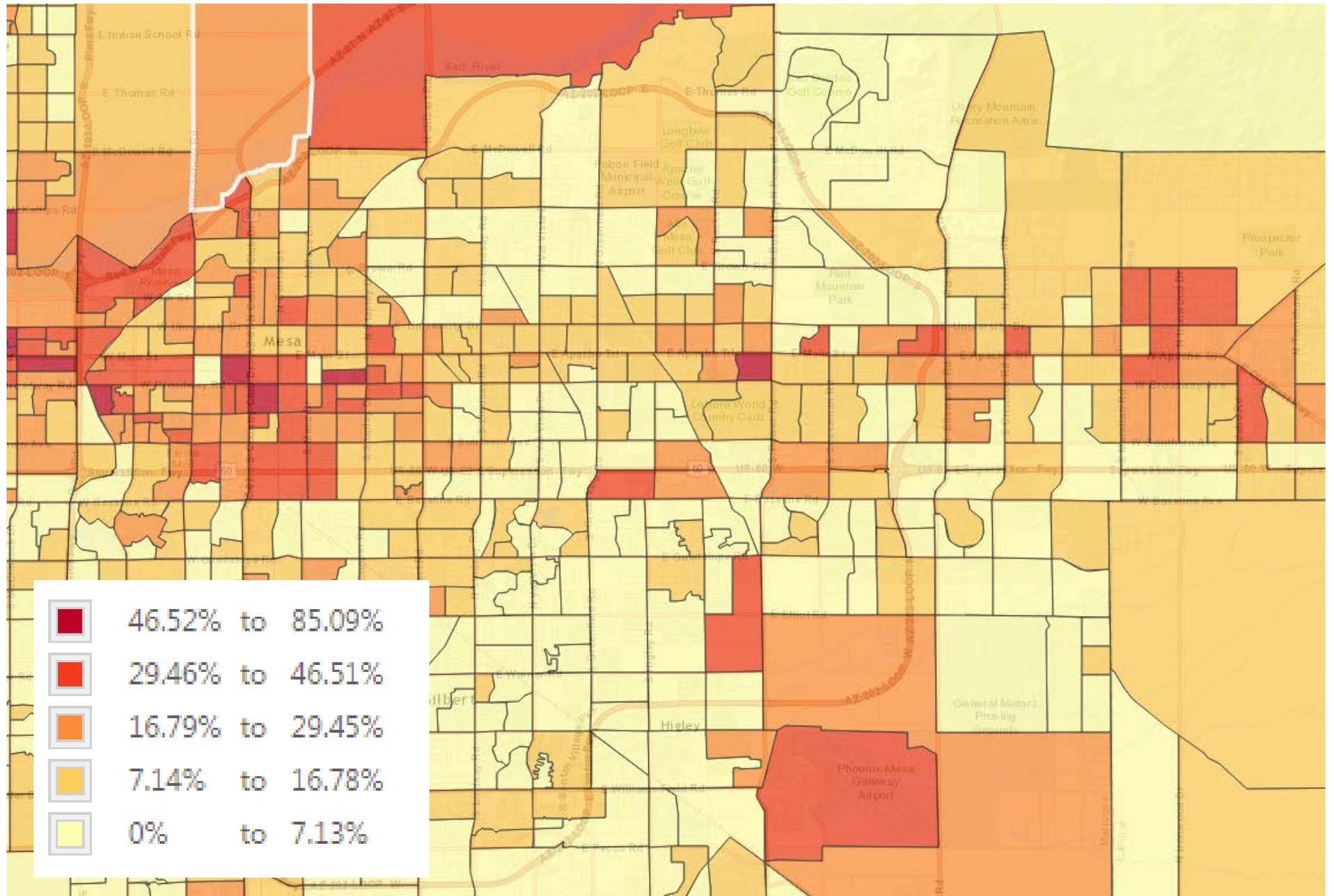
Labor Force status of parents with children under 6 living with one parent



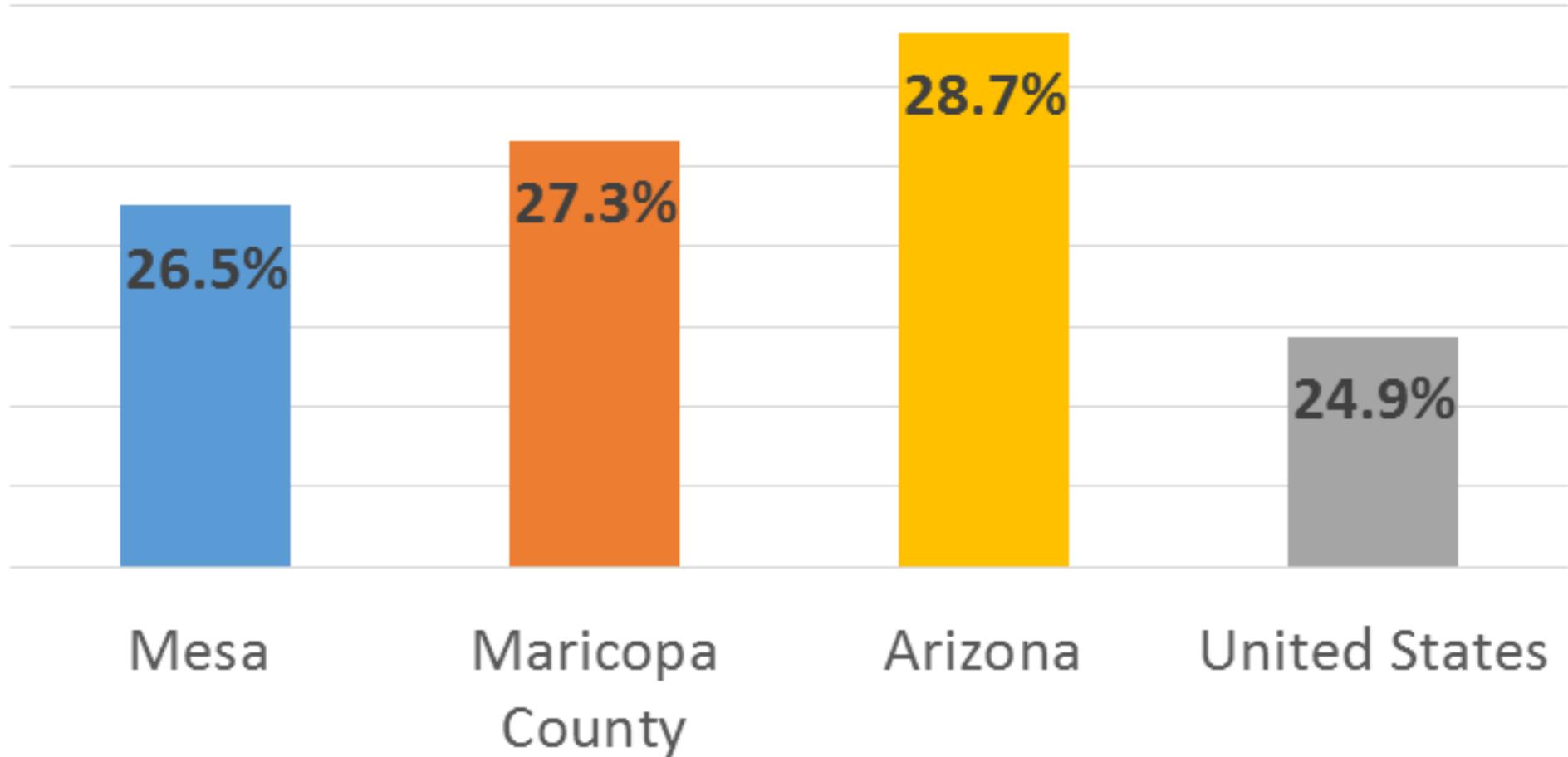
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Households with Income Below Poverty Level

Source: Esri
Community Analyst
2009-2013 ACS
Households with
Income Below Poverty
Level

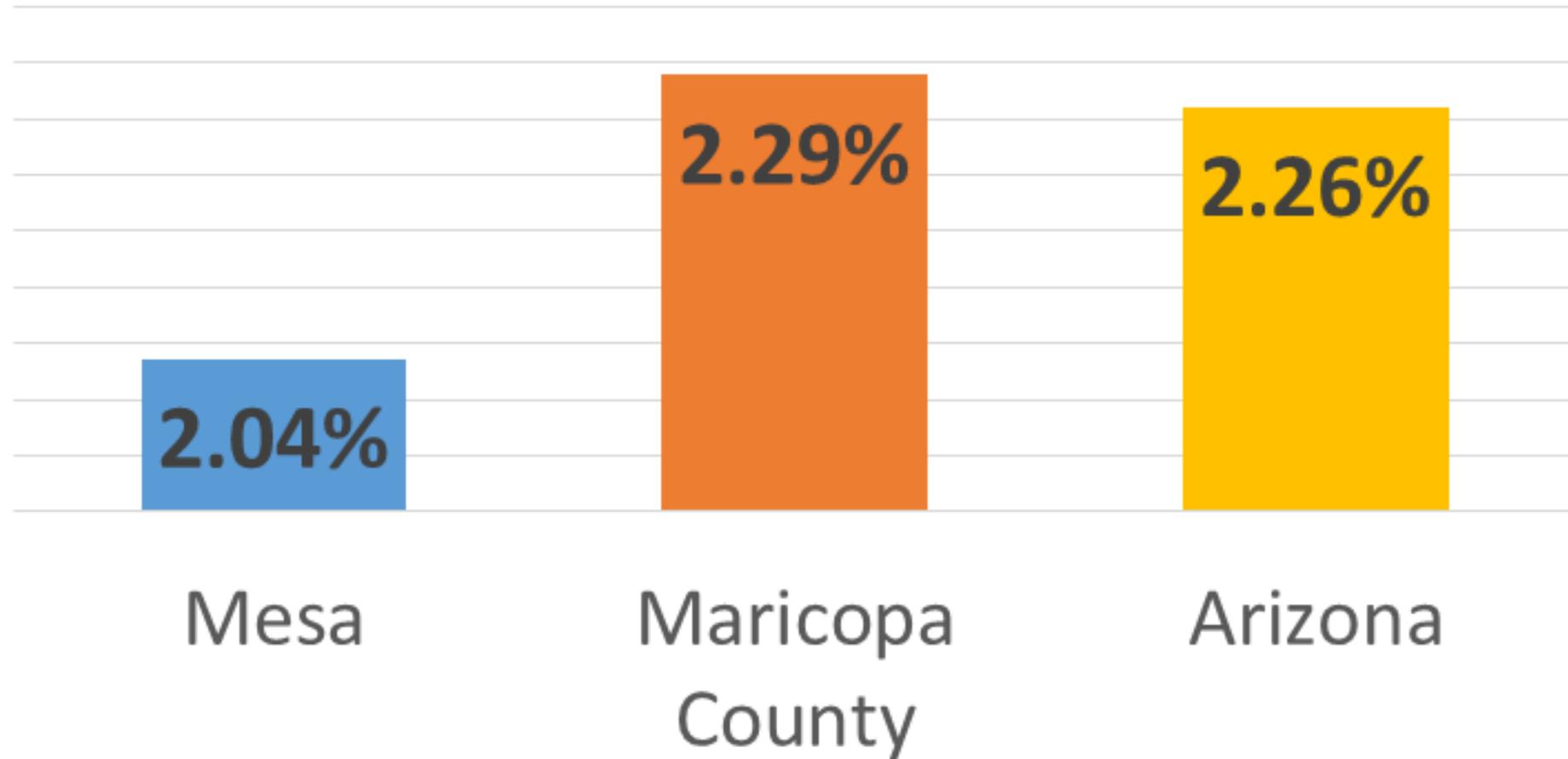


Children Under 5 in Poverty



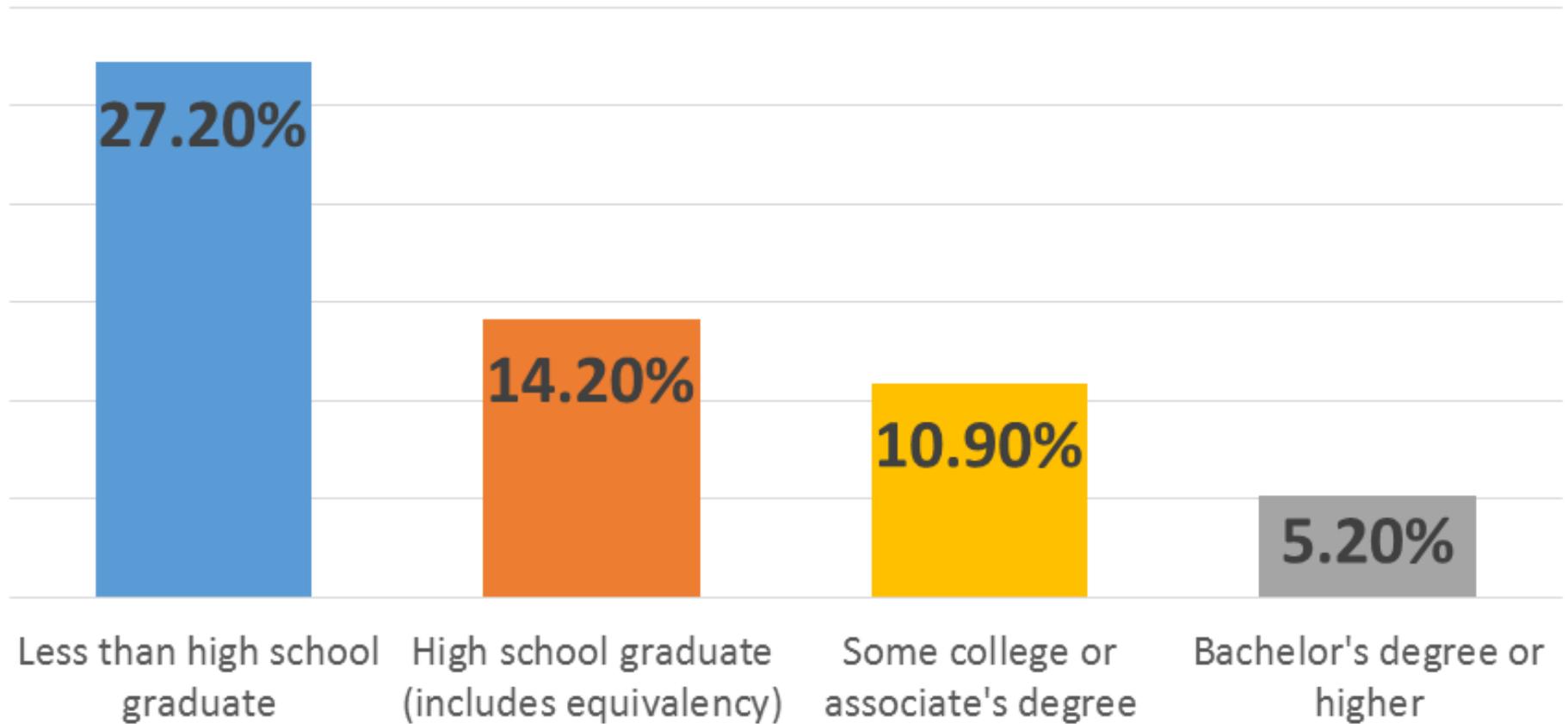
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Children 0-5 receiving TANF



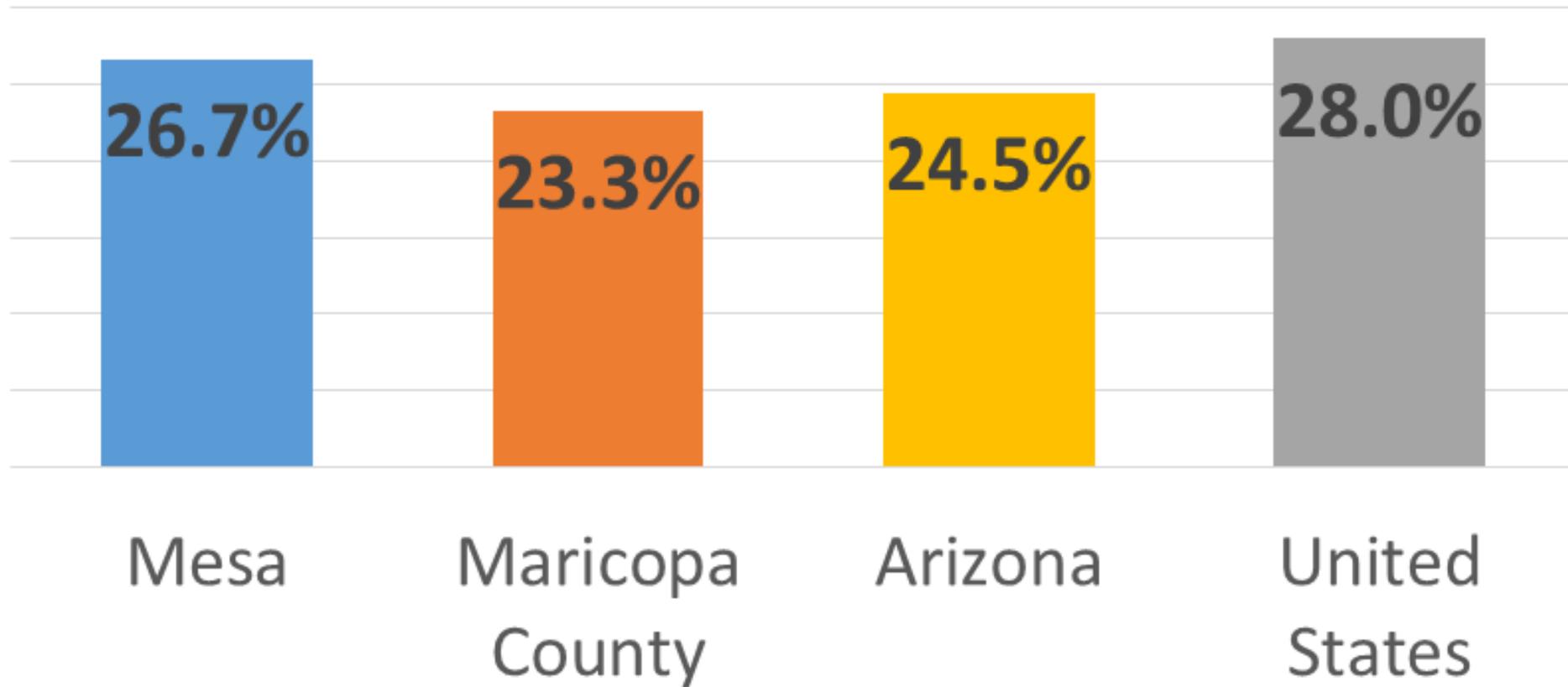
Source: Arizona Department of Economic Security [January 2012 TANF data set]

Poverty Rate for Population Aged 25 and older by education attainment level



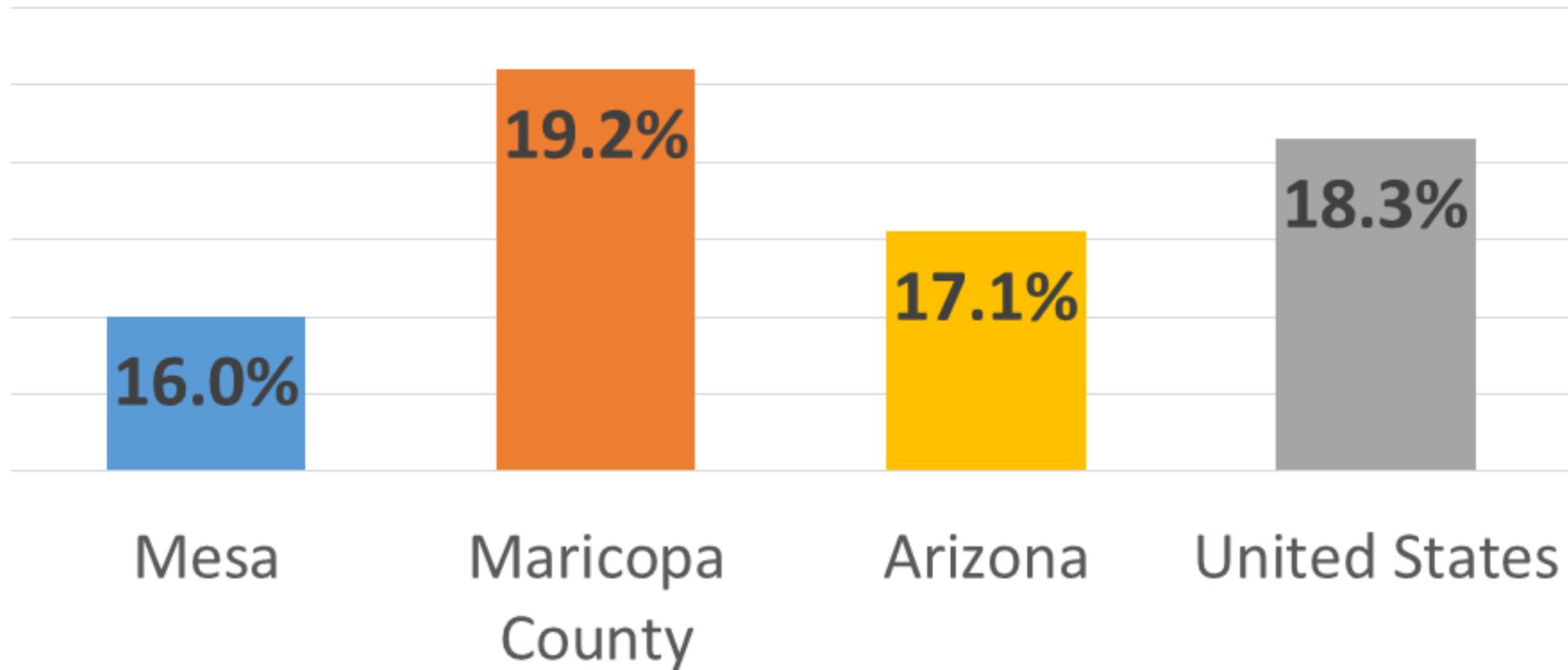
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Population 25 and older graduated high school



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

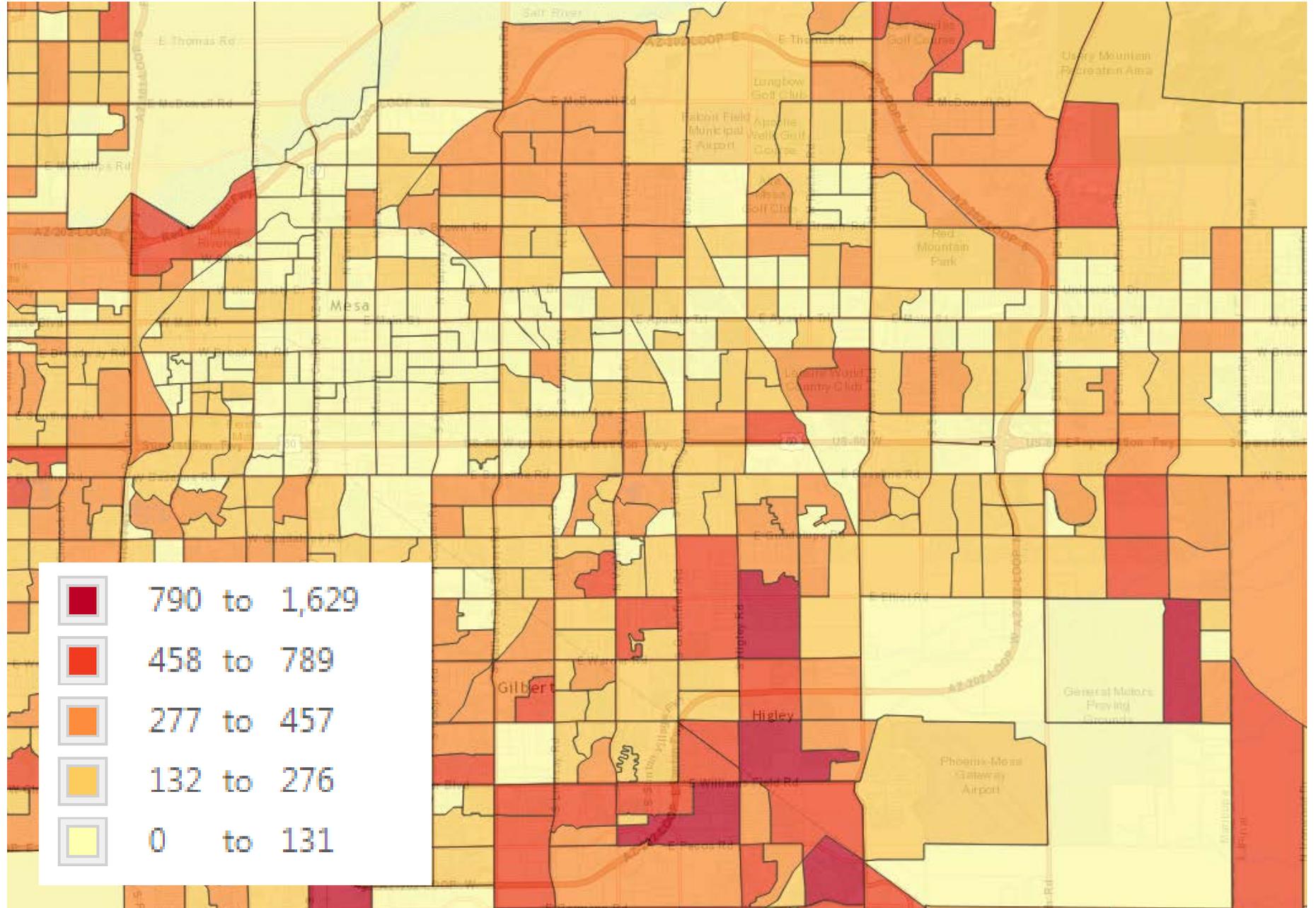
Population 25 and older with Bachelor's Degree



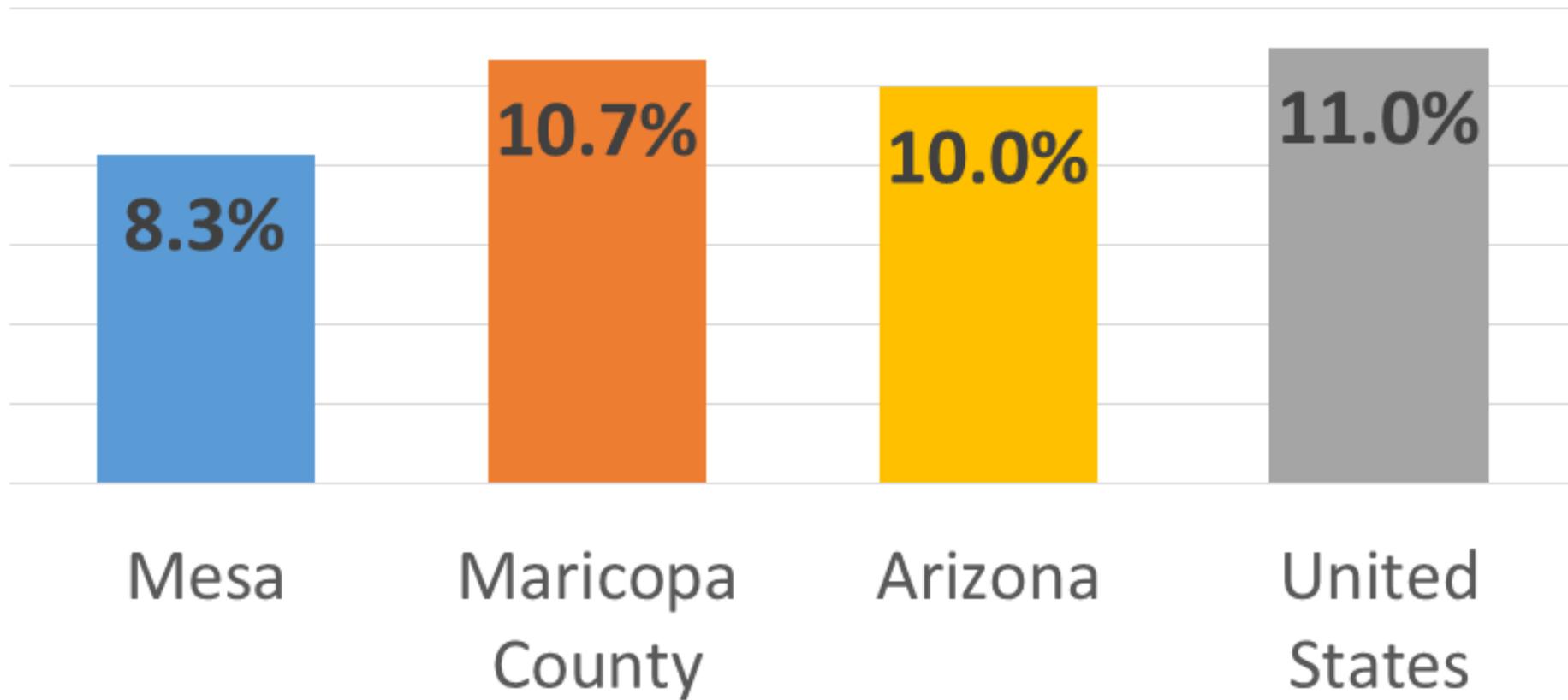
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Population Age 25+ with Bachelor's Degree

Source: Esri
Community Analyst
2015 Population Age
25+: Bachelor's Degree

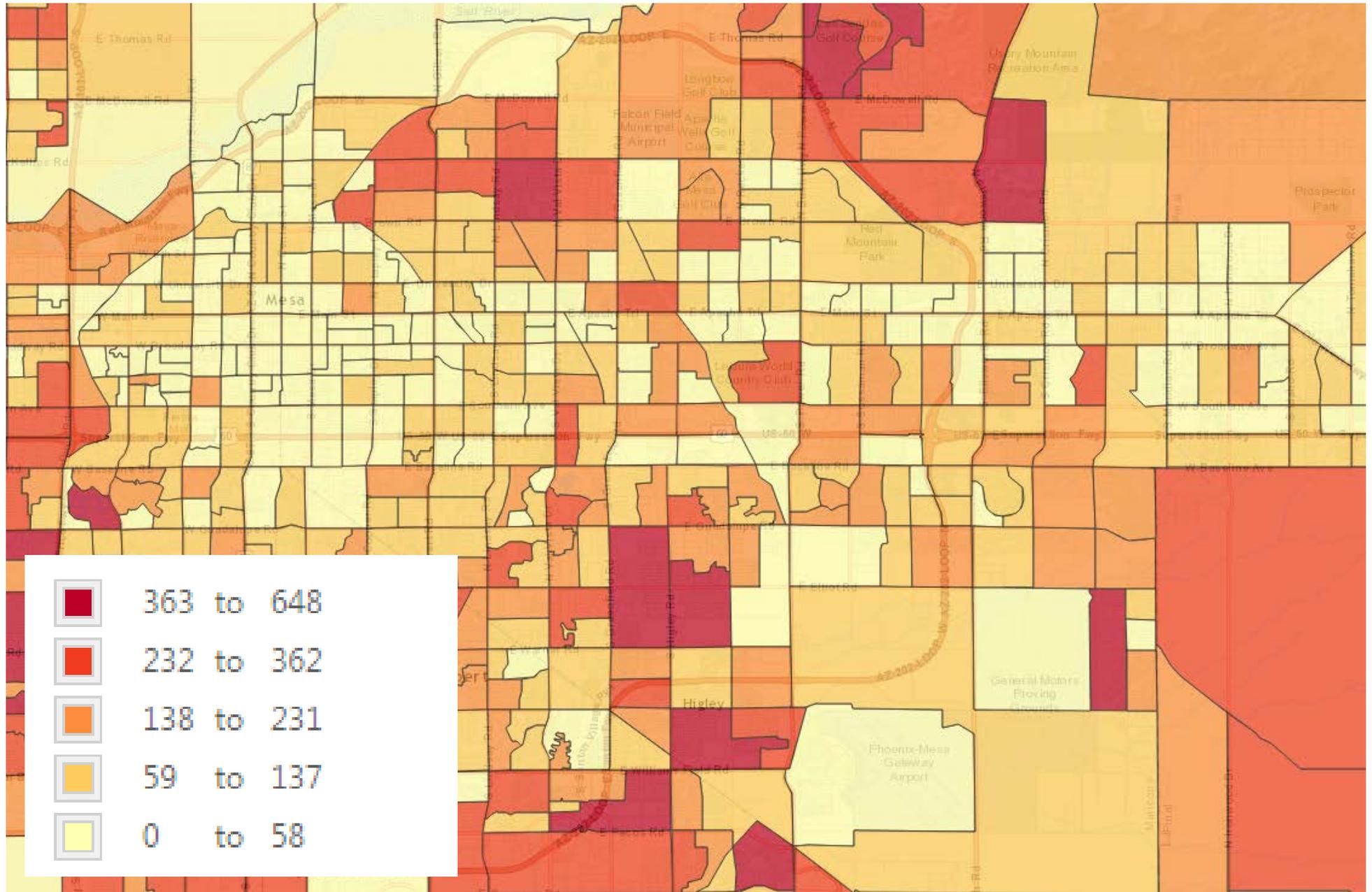


Population 25 and older with Graduate or Professional Degree



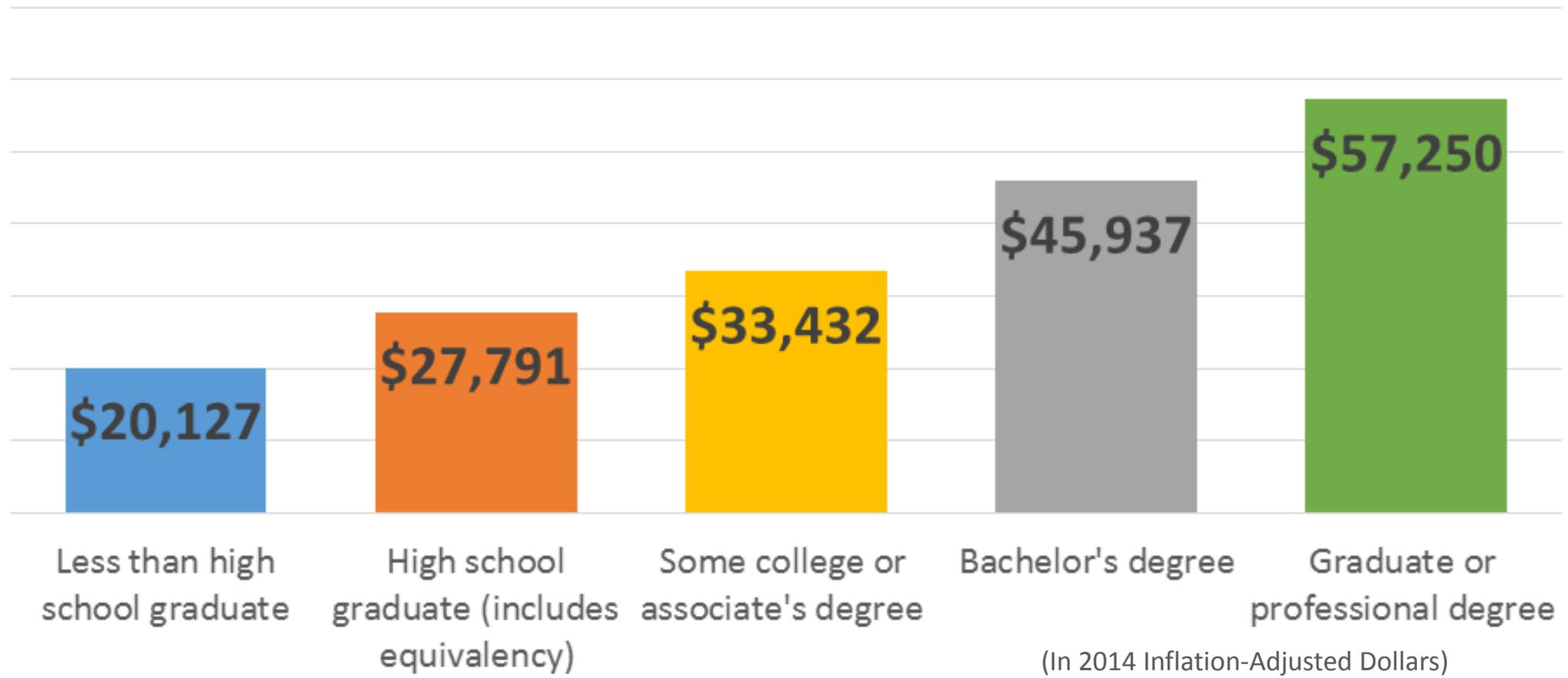
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Population Age 25+ with Graduate or Professional



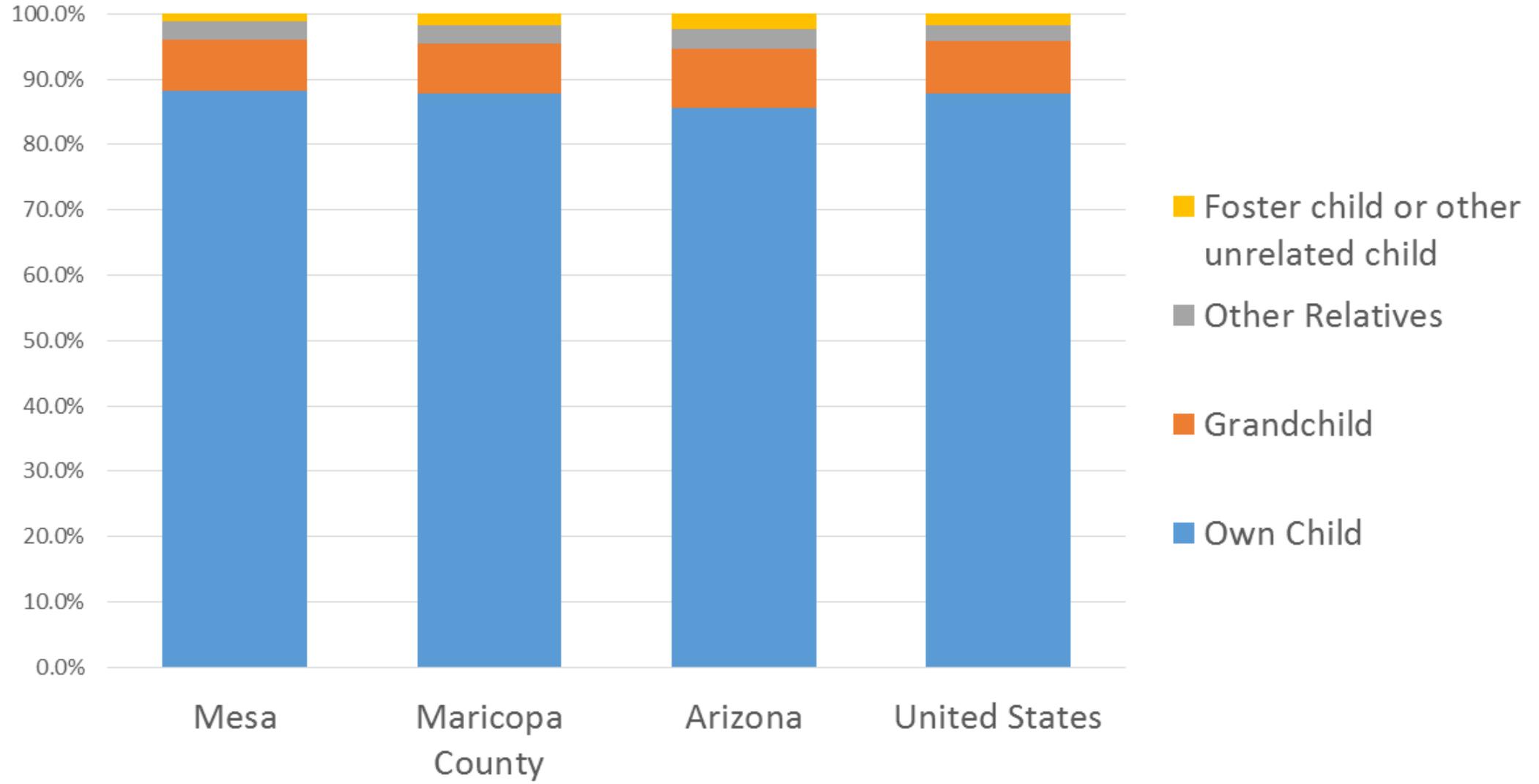
Source: Esri
Community Analyst
2015 Population Age
25+: Bachelor's Degree

Median Earnings in the past 12 Months for Population Aged 25 and older



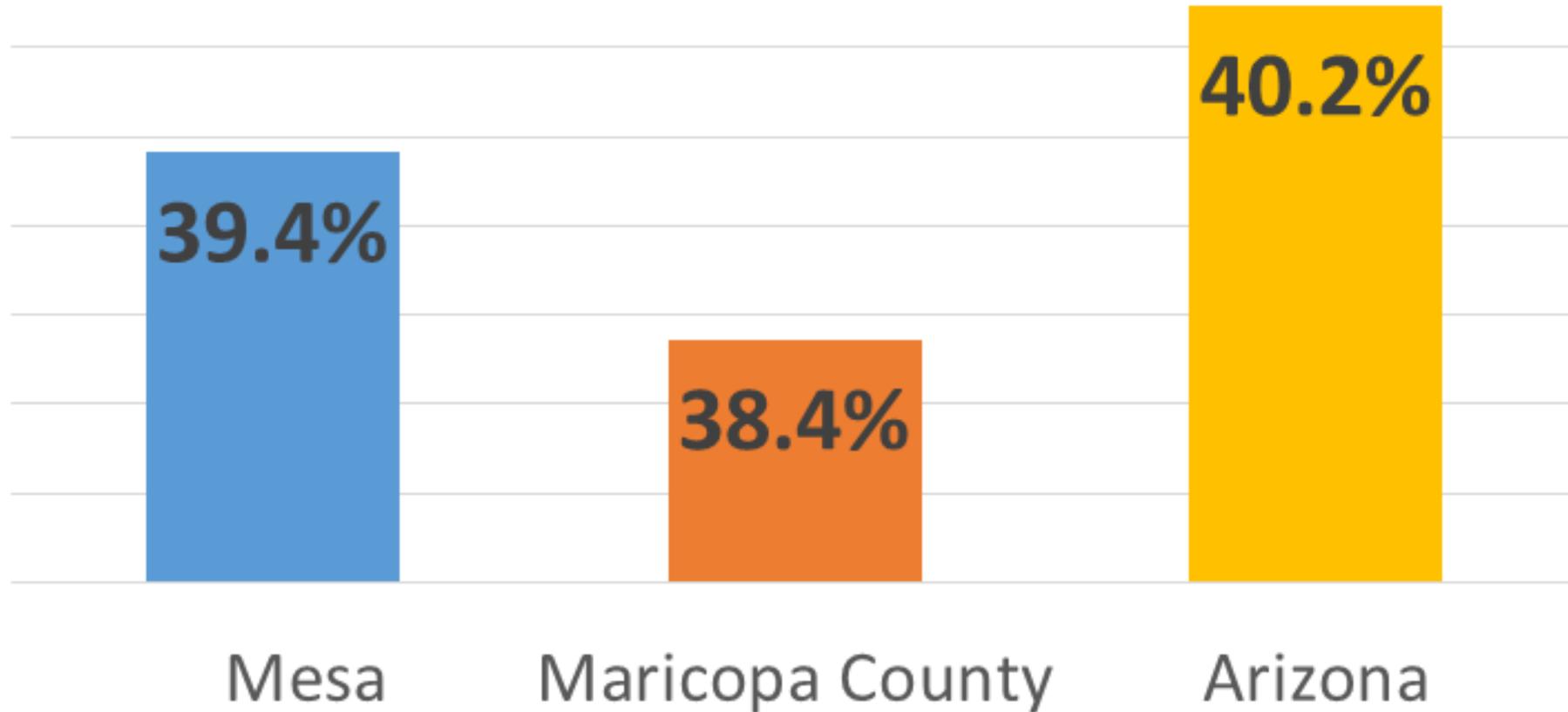
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Children under 18 relationship to householder



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

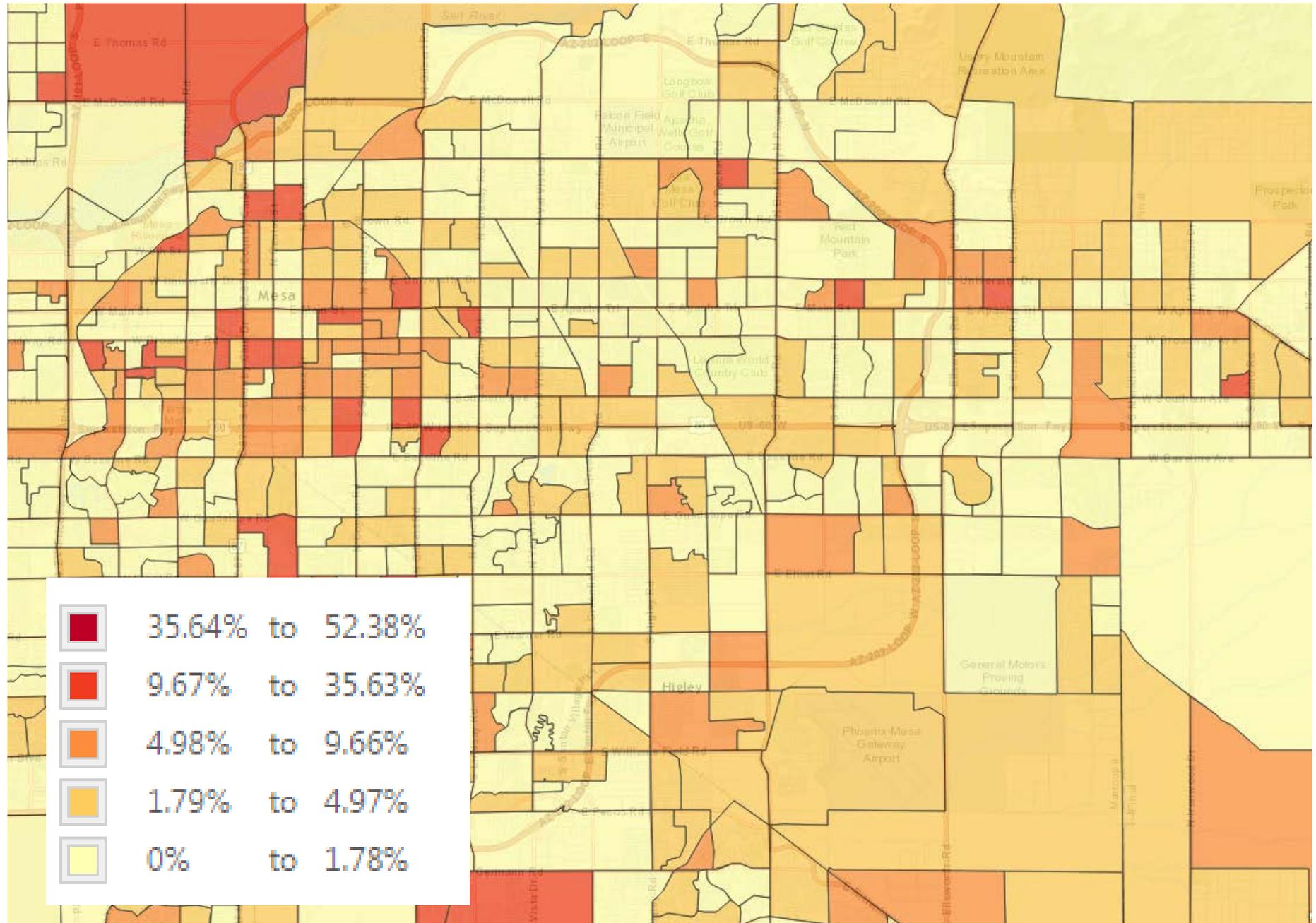
Children aged 0-5 receiving SNAP



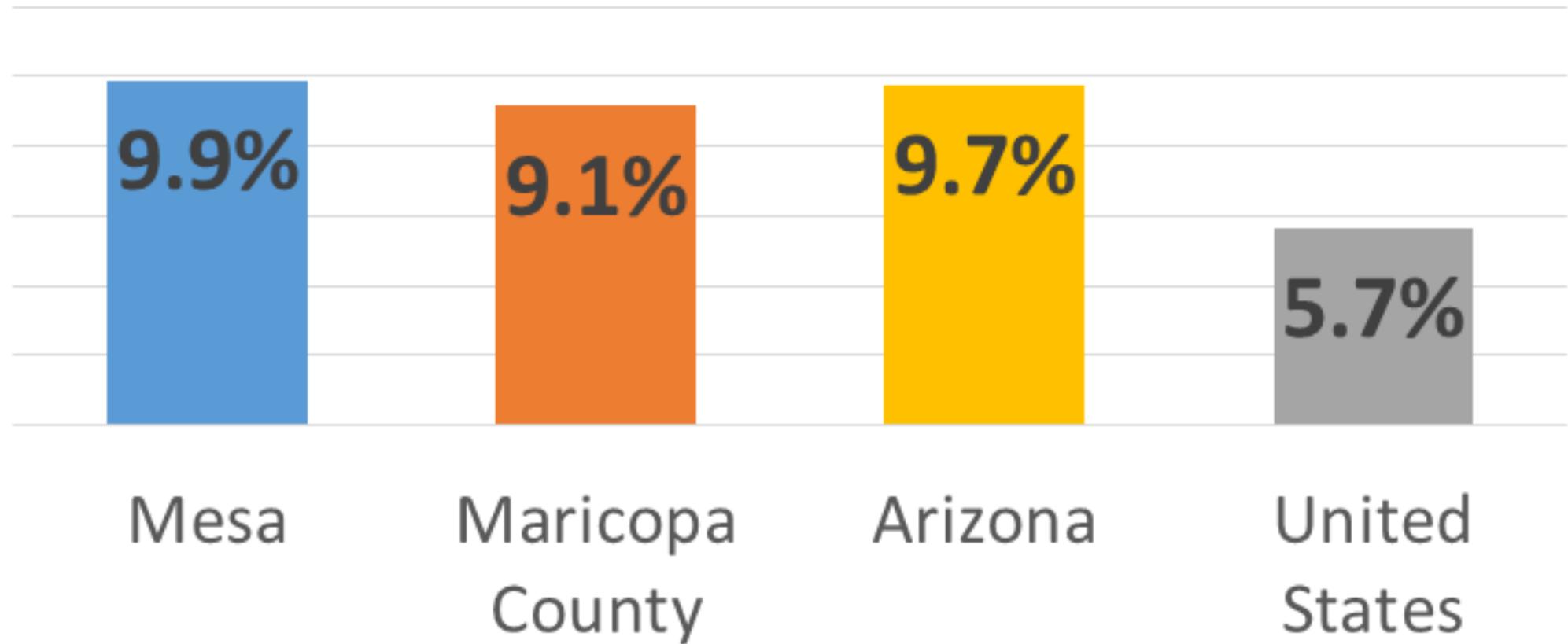
Source: Arizona Department of Economic Security [January 2012 SNAP data set]

Population under 18 with no health insurance coverage

Source: Esri
Community Analyst
2009-2013 ACS Civlian
Noninstitutionalized
Population <18 No
Health Insurance
Coverage

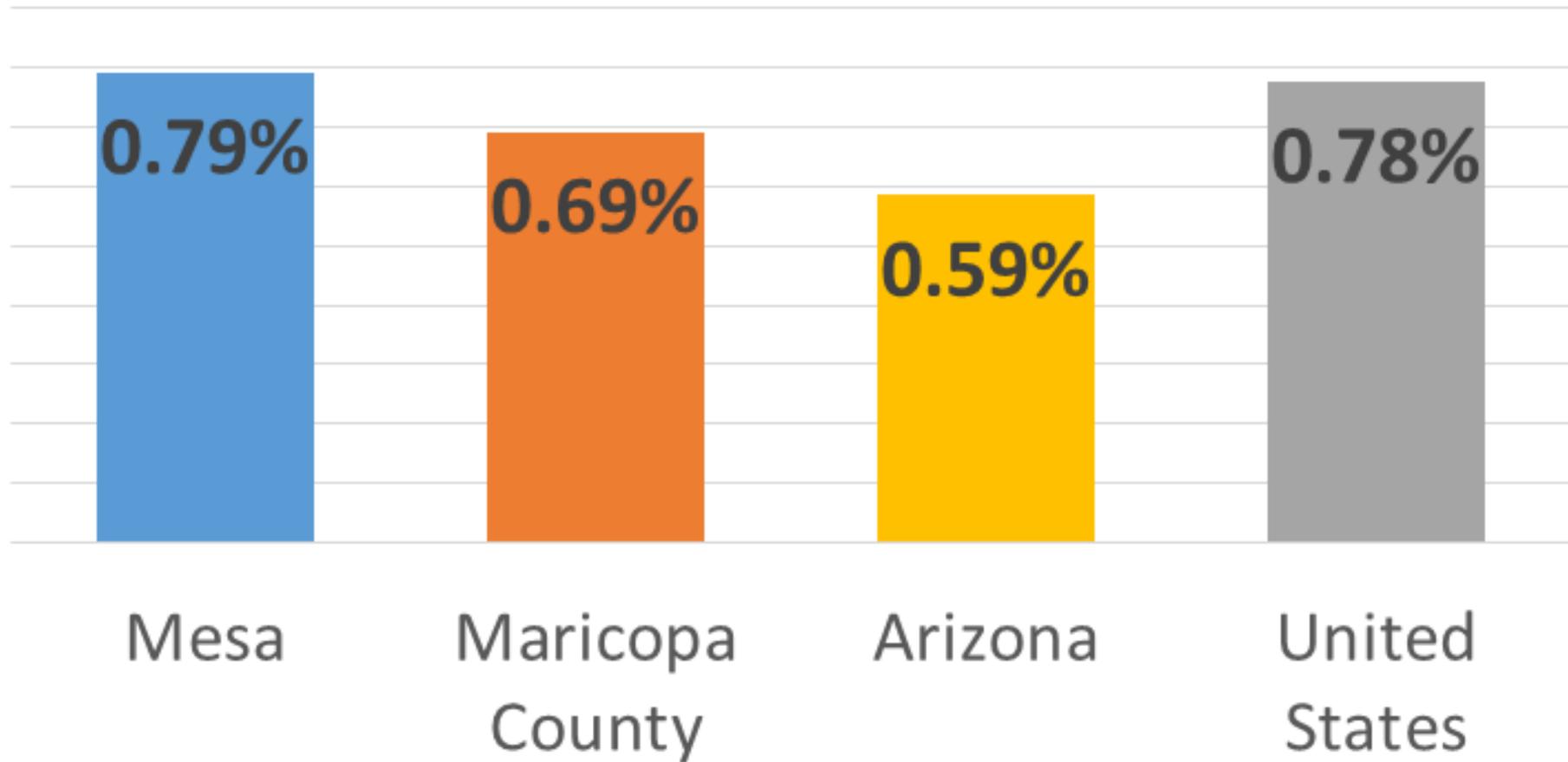


Children Under 6 with No Health Insurance



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Children Under 5 with a Disability

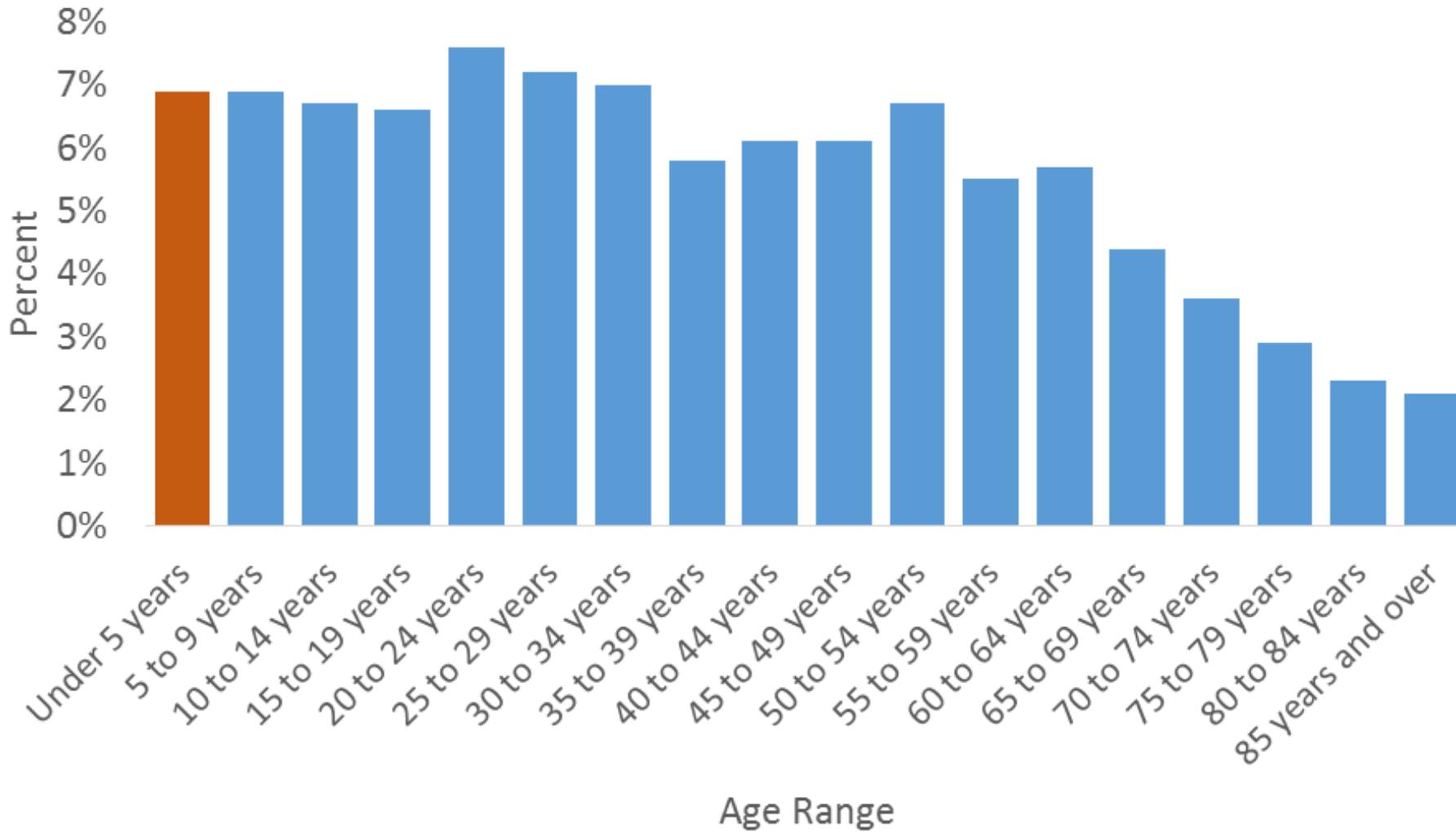


Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Early Child Care in Mesa



Mesa Age Ranges



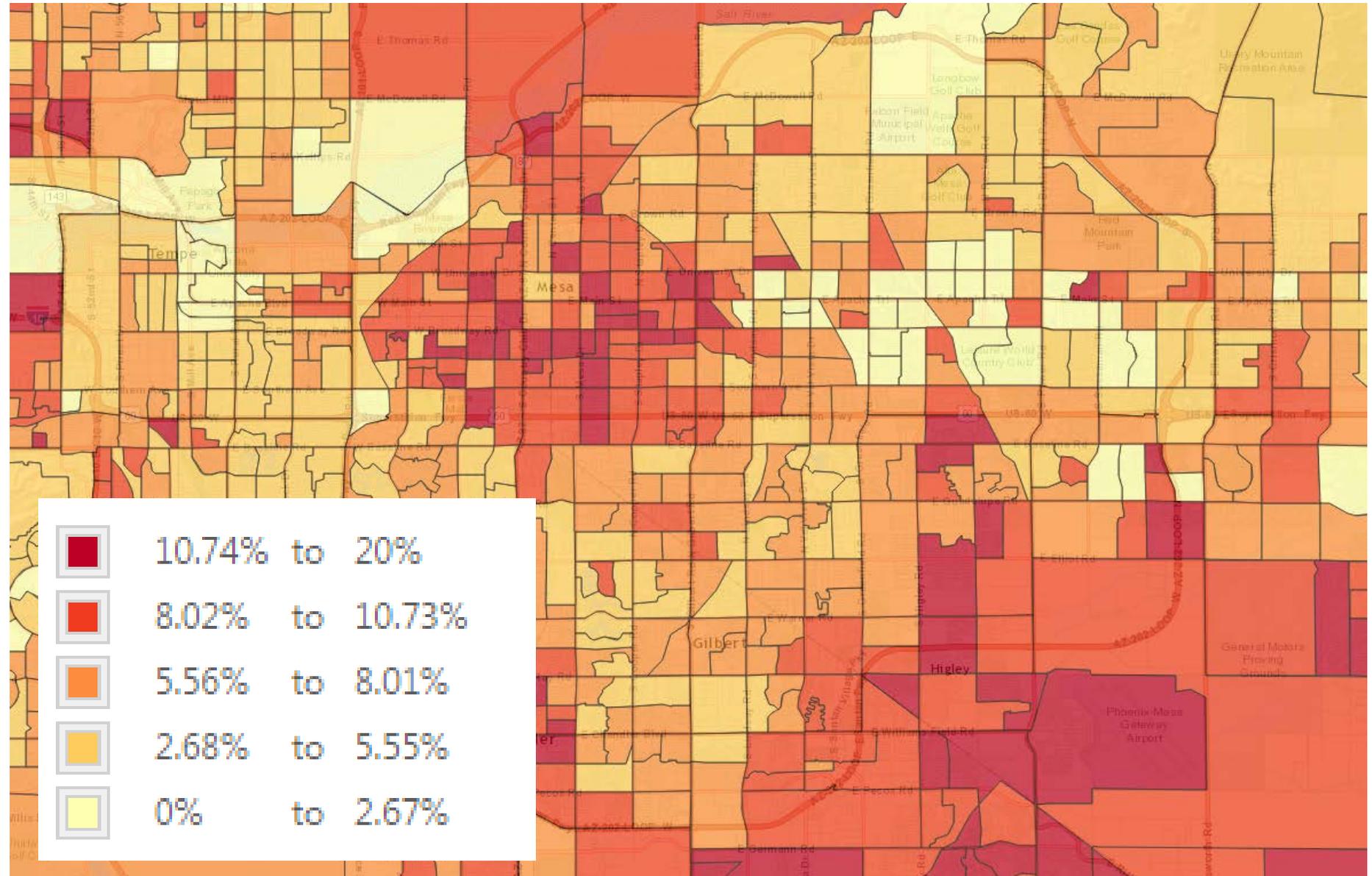
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

6.9% of the population is under 5 years of age,

which is **31,238** children

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Population 0-4

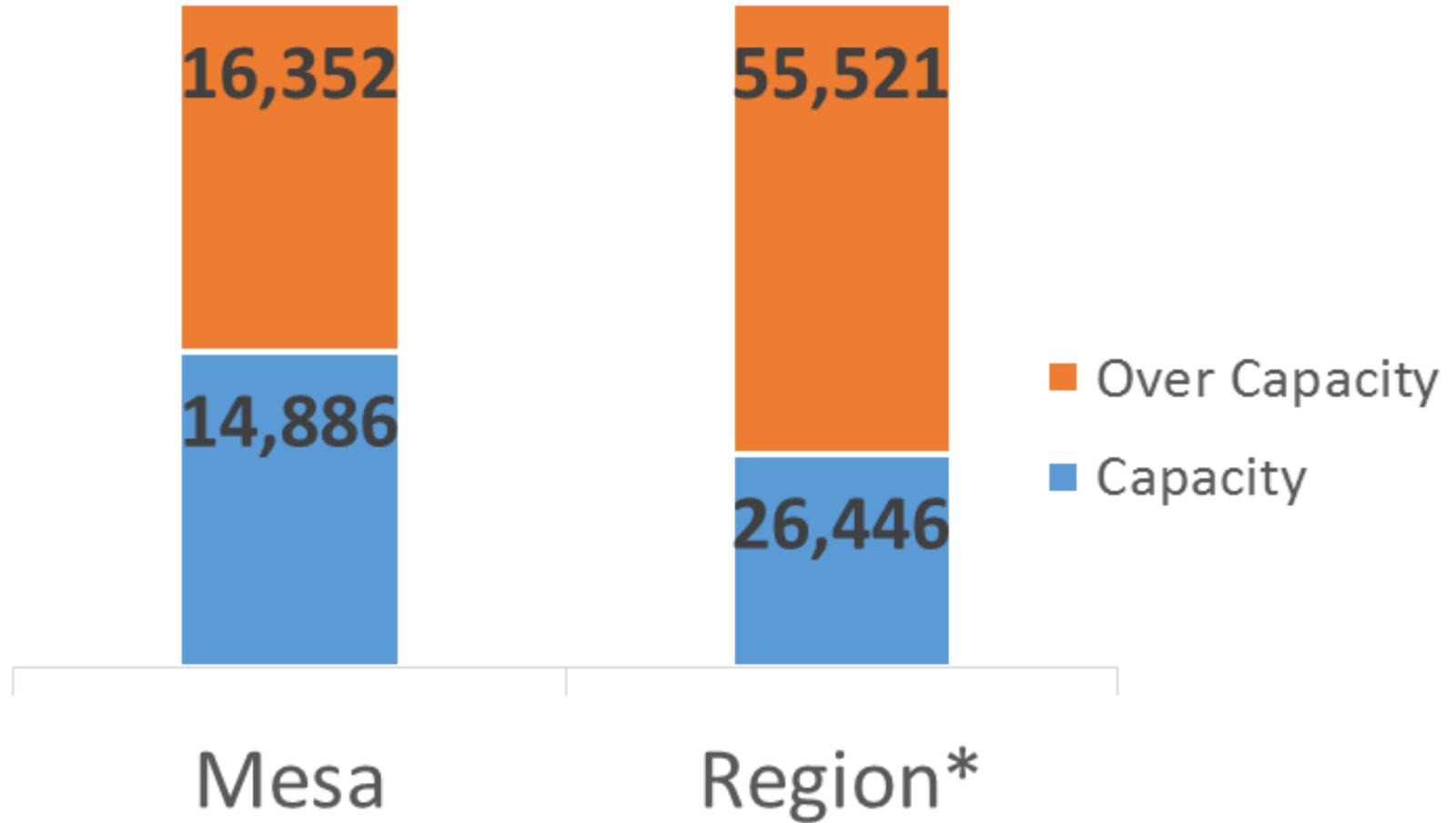


Source: Esri
Community Analyst
2015 Total Population
Age 0-4

**Mesa early child care facilities have the
capacity to serve **14,886** children**

Source: First Things First 2014 Needs and Assets Report

Early Child Care Capacity



Source: First Things First 2014 Needs and Assets Report,
U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates
* First Things First Southeast Maricopa Region

18,651 children are under 3 years old and

12,587 are 3 and 4 years old in Mesa

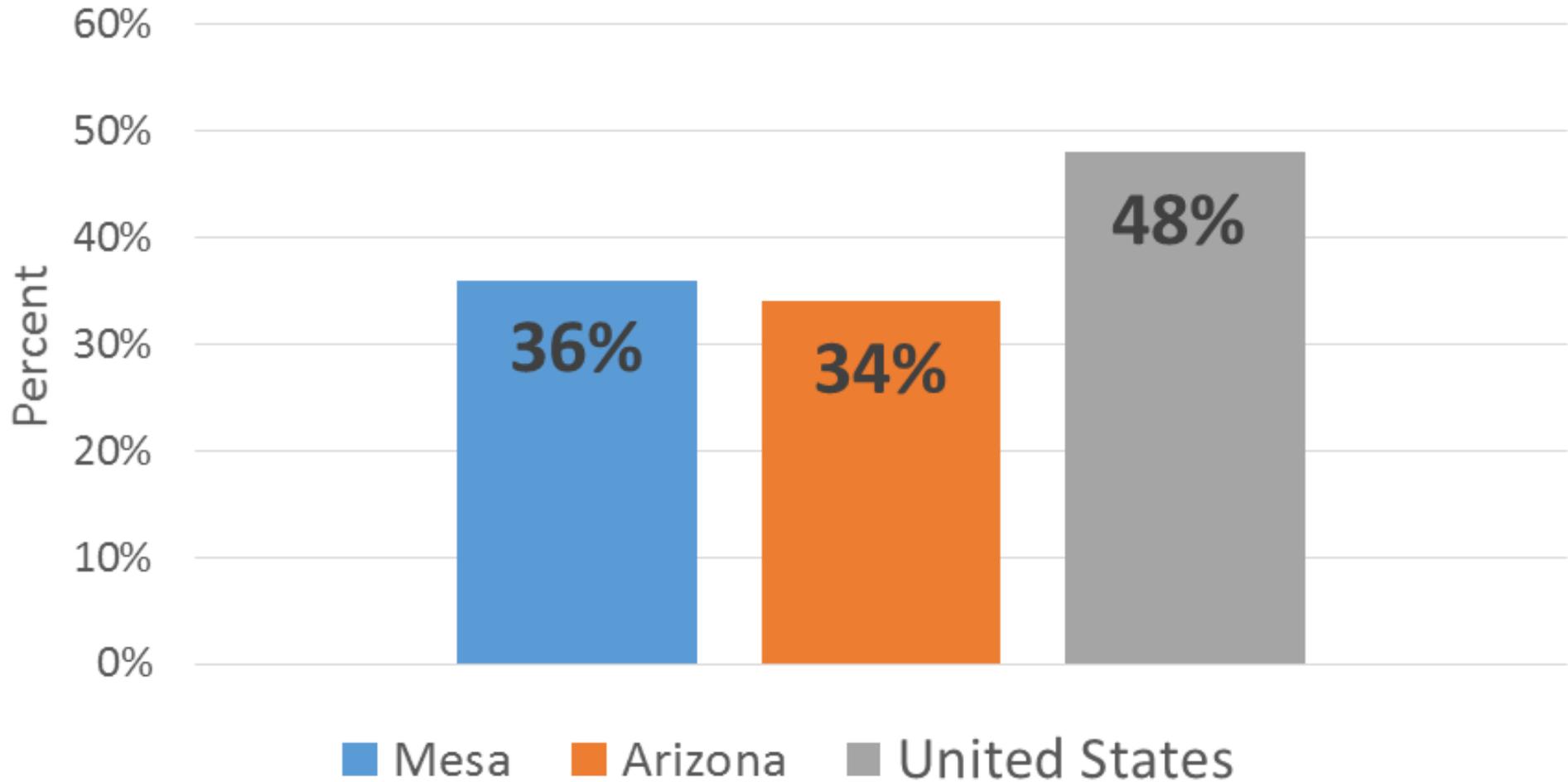
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

4,506 Mesa 3 and 4 year olds are enrolled in school
and

8,081 Mesa 3 and 4 year olds are not enrolled in
school

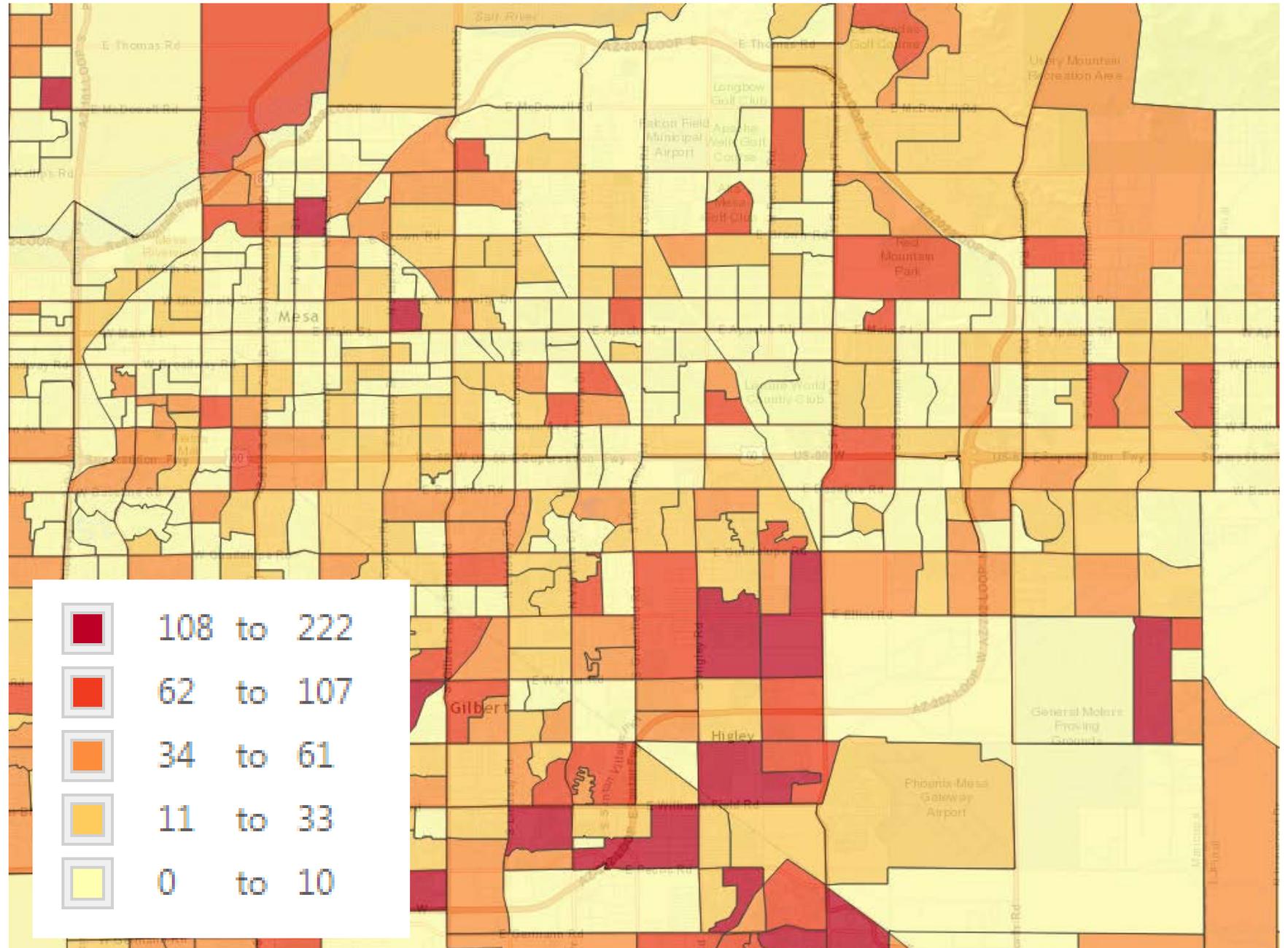
Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Pre-K Enrollment



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Population Age 3 or Older Enrolled in Nursery or Preschool

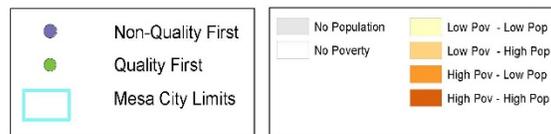
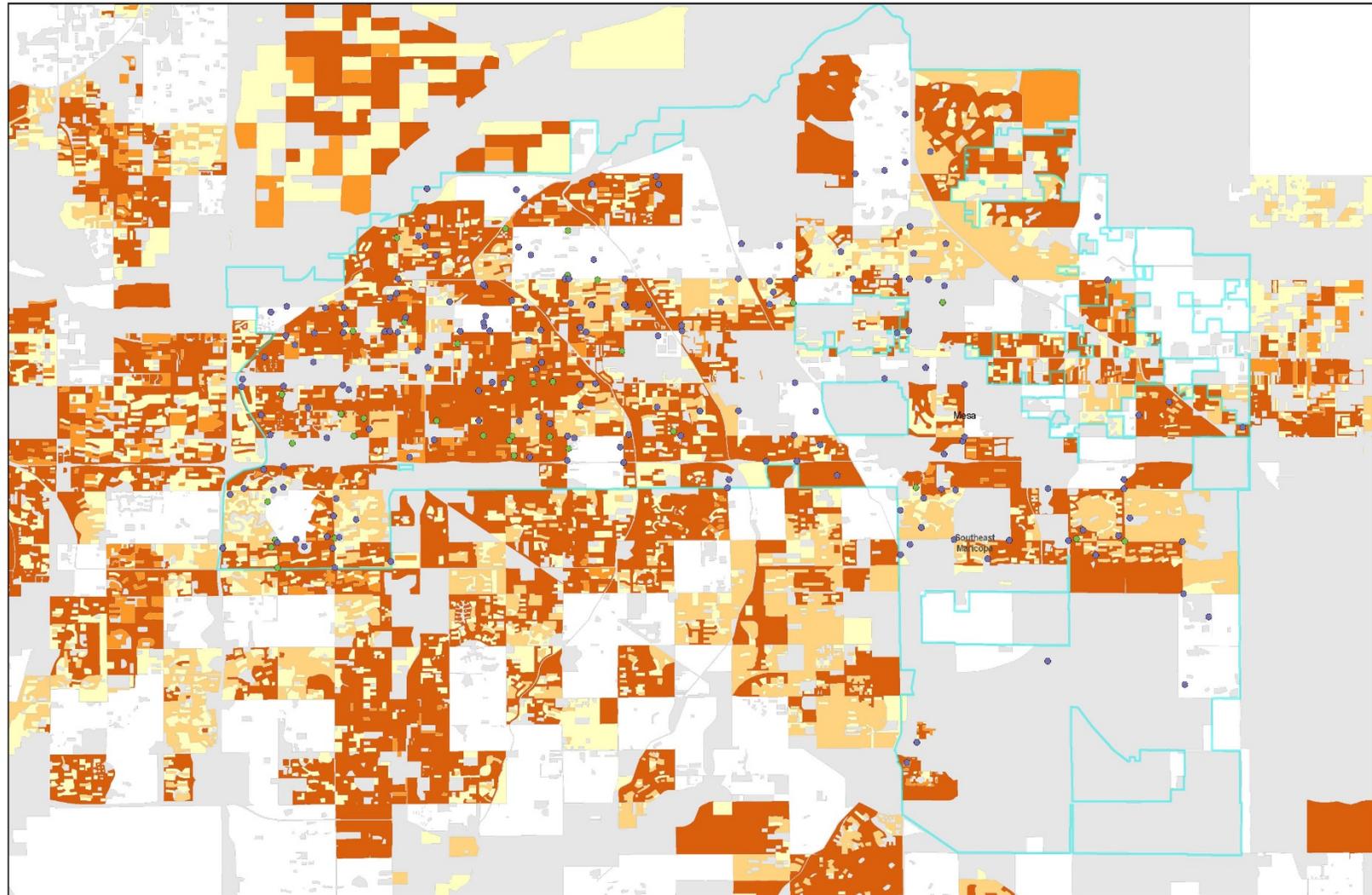


Source: Esri
Community Analyst
2001-2013 ACS
Population Age 3 or
Older Enrolled in
Nursery/Preschool

Population Under 5 in Poverty with Child Care Facilities

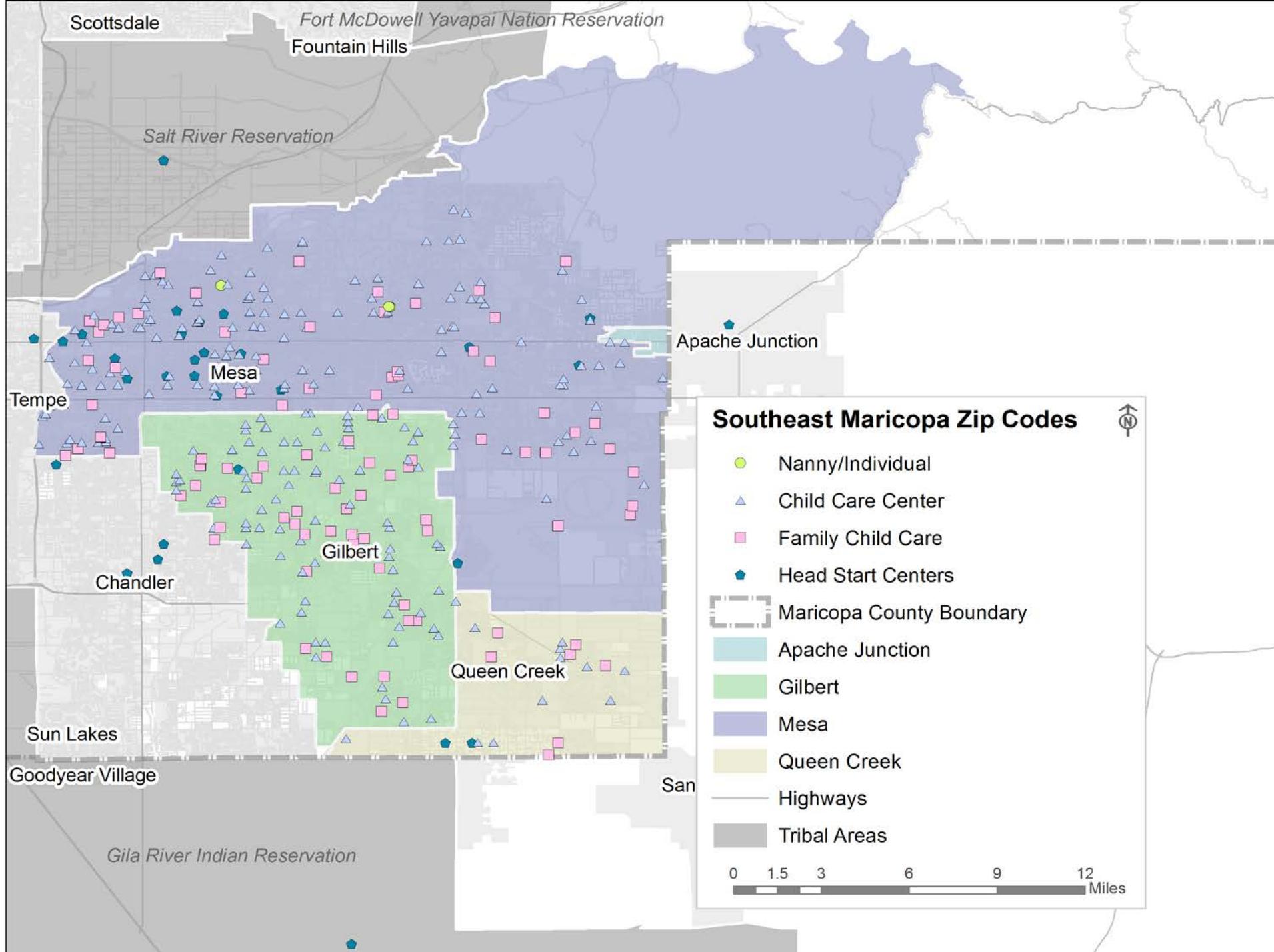
FIRST THINGS FIRST

LICENSED CHILD CARE - MESA CITY LIMITS
(with poverty)



As of 12/29/15

Source: 2010 Census Bureau Block Data and 2007-2011 American Community Survey Population Under Age 5 in Poverty



The U.S. Department of Health and Human Services considers **10 %** of family income for child care as a benchmark for affordable care

Source: Executive Office of the President of the United States. (2014). The Economics of Early Childhood Investments. https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf

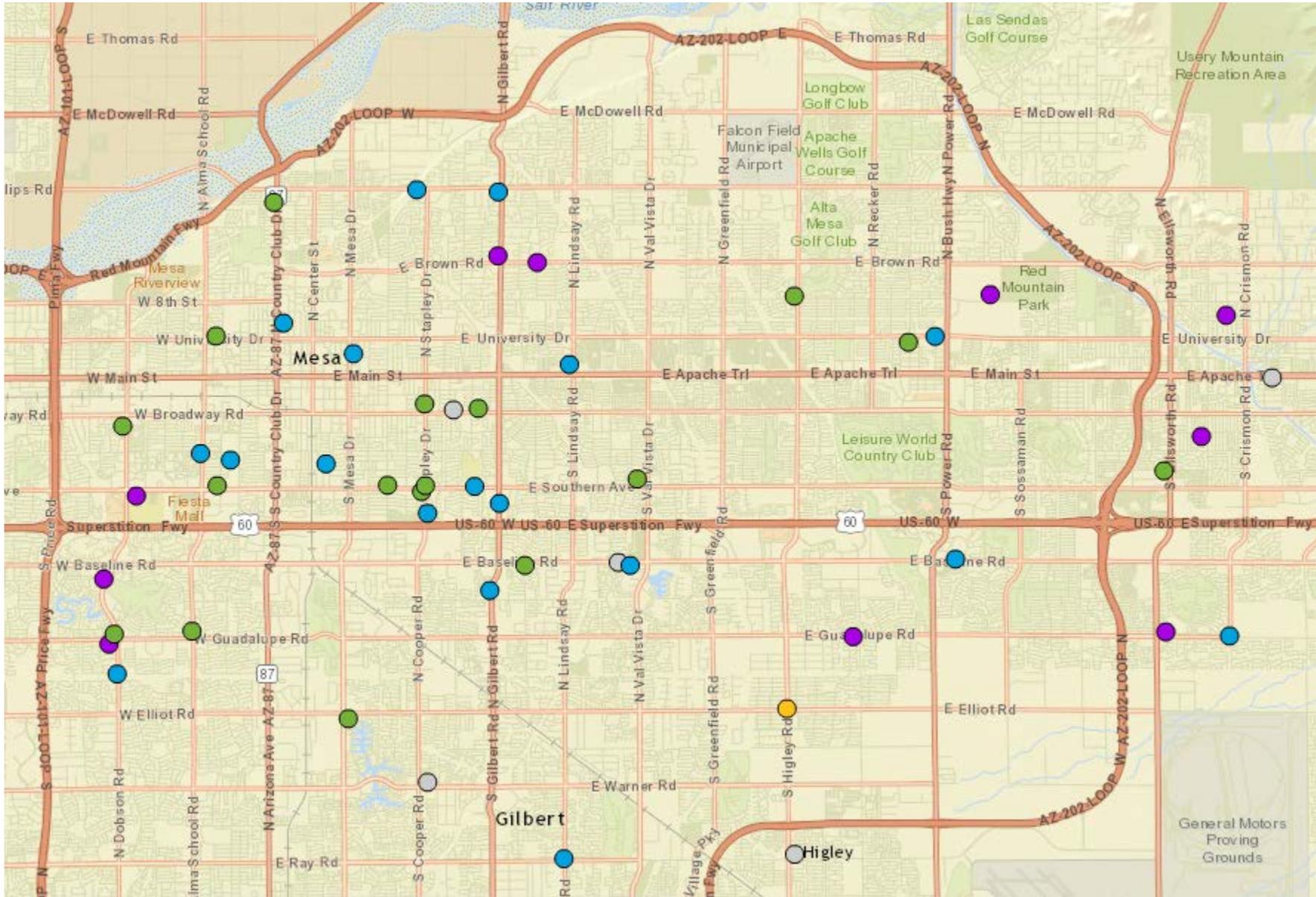
Cost of Early Child Care

<i>Age</i>	<i>Median Daily Rate in Maricopa County</i>	<i>Annual Cost (240 days)</i>	<i>% of Mesa Median Family Income</i>
Children under one	\$44.19	\$10,605.60	18.17%
1 and 2 year olds	\$40.00	\$9,600.00	16.45%
3, 4, and 5 year olds	\$35.00	\$8,400.00	14.39%
School Age	\$31.80	\$7,632.00	13.08%

Source: Arizona Department of Economic Security Child Care Market Rate Survey 2014,
U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

DES Reimbursement Rates

<i>Age Group</i>	<i>Day Rate</i>	<i>Annual Rate</i>	<i>% of Annual Cost Covered</i>
Birth to 1 year	\$30.20	\$7,248.00	68.3%
1 year to 3 years	\$26.60	\$6,384.00	66.5%
3 years to 6 years	\$23.80	\$5,712.00	68.0%
6 years to 13 years	\$23.40	\$5,616.00	73.6%



Map of Early Care Facilities

Enrolled Quality First



Source: First Things First Data Center

Children Enrolled in Quality Early Child Care*

<i>PROGRAM STAR RATING</i>	<i>CHILDREN ENROLLED (AGES 0-2)</i>	<i>CHILDREN ENROLLED (AGES 3-5)</i>	<i>CHILDREN ENROLLED (SPECIAL NEEDS AND SPECIAL HEALTH NEEDS)</i>
1-2 stars	1,251	1,711	72
3-5 stars	44	249	<25

Source: First Things First 2014 Needs and Assets Report

*Numbers are for the First Things First Southeast Maricopa Region

Cost of Quality Early Child Care

<i>First Things First Quality Rating</i>	<i>Annual Cost per child</i>	<i>Percent of Mesa Median Family Income</i>
1 Star	\$6,142	10.52%
2 Star	\$6,142	10.52%
3 Star	\$7,711	13.21%
4 Star	\$10,088	17.28%
5 Star	\$12,916	22.13%

Source: First Things First Cost of Quality Study,
U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Early Childhood Education Taskforce

January 8, 2016



Mesa Early Childhood Task Force Phase I – Define the Issue Data Summary

Purpose: Ensure Mesa's children arrive at kindergarten ready and able to learn.

1. Target population – what is the size and demographic characteristics of the pre-kindergarten population in Mesa?

- Mesa is home to 31,238 children under 5 years of age, which is 6.9% of Mesa's total population (452,091). (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)
- Of the 31,238 children, 18,651 children (60%) are under age three and 12,587 (40%) are 3 and 4 years old. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)
- The median family income in Mesa is \$58,369, lower than the median family income in Maricopa County, Arizona, and the U.S. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)
- More than 1 in 4 (26.5%) or 8,278 Mesa children under age five live in poverty. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)
- Of the Mesa two-parent families with children under 6, 50.7% had both parents in the labor force, 46.1% had one parent in the labor force, and only 3.2% had neither parent in the labor force. For single parent families with children under age 6, 78.6% were in the labor force and 21.4% were not.
- 2.04% or 637 Mesa children age 0-5 receive TANF benefits (Source: Arizona Department of Economic Security [January 2012 TANF data set])
- 39.4% or 12,308 Mesa children ages 0-5 years old receive Supplemental Nutrition Assistance Program (SNAP) benefits. (Source: Arizona Department of Economic Security [January 2012 SNAP data set])
- 9.9% or 3,858 Mesa children under age 6 have no health insurance. (Source: Arizona Department of Economic Security [January 2012 SNAP data set] and U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates)
- 0.79% or 247 Mesa children under age five live with a disability. (Source: Arizona Department of Economic Security [January 2012 SNAP data set])
- Mesa Unified School District has 4,923 preschool and elementary students enrolled in special education, which is 14% of the student population. Mesa's percentage of students enrolled in special education is nearly double the percentage of all schools in Maricopa County and slightly higher than in Arizona schools overall.

- The number of Mesa children ages birth to five removed from their homes has increased from 264 in 2011 to 334 in 2013, a 27% increase.
- In FY 12/13, Mesa Unified School District enrolled 542 students who were in foster care, 5% of Arizona's foster care population (n=10,770) enrolled in school. (Source: Arizona's Invisible Achievement Gap: Education Outcomes for Students in Foster Care, December 16, 2015)
- Students in foster care constituted an at-risk subgroup that was distinct from low-socioeconomic status (SES) students. Statewide testing showed an achievement gap for students in foster care:
 - Only 40 percent of students in foster care met or exceeded standards in mathematics, far below the percentage of students who met or exceeded standards for low-SES and all students.
 - Only 61 percent of students in foster care met or exceeded standards in reading, far below the percentage of students who met or exceeded standards for low-SES and all students but above the percentage for English language learners or students with disabilities.

2. Ready to Learn: What do we know about who is ready to learn and who is not in Mesa?

Awaiting data from Mesa Public Schools

3. Early Education Capacity: What are the number of pre-K student slots available in Mesa and where are they located?

- Mesa early child care facilities have the capacity to serve 14,886 children, which is 48% of the Mesa children under age five. (Source: First Things First 2014 Needs and Assets Report)

What proportion of the Mesa target population attend early childhood education programs now?

- Thirty-six percent (4,506) of Mesa 3 and 4 year olds are enrolled in school. Nationally, 48% of 3 and 4 year olds are enrolled in school. (Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates)

What are the types of programs available in Mesa – Head Start, Early Head Start, private, for-profit, faith-based, non-profit, community based?

- Uncertified in-home care: # is Unknown
- Certified in-home care: 43

- Head Start: 15
- Licensed child care centers: 118

What is the match between where pre-K students live and where the education slots are located in Mesa?

See attached map.

4. What do we know about the quality level of the pre-K programs available in Mesa?

- Quality First rated programs in Mesa:

Quality First, a signature program of Arizona's First Things First, assigns a five star rating to those programs that far exceeds the statewide standard of quality for early care and education programs that research proves help children thrive. Quality First assigns ratings of 3, 4, and 5 stars to programs that meet or exceed their quality standards.

Of the 43 Mesa centers rated by Quality First, 16 received 3-stars, 9 received 4-stars, and none received 5-stars. Only 39 of the 967 programs reviewed in Arizona achieved 5-stars.

Currently, Quality First has a waiting list of 74 Mesa programs.

- In the First Things First SE Region, 1,251 0-2 years olds, 1,711 3-5 year olds, and 72 children with special needs were enrolled in programs with Quality First ratings on 1 or 2 stars in 2014. For programs with 3-5 stars, 44 0-2 year olds, 249 3-5 year olds, and less than 25 children with special needs were enrolled in the SE Region.
- NAEYC accredited programs in Mesa:

In Mesa, there are two of only 67 Arizona programs accredited by the National Association for the Education of Young Children (NAEYC).

Mesa Community College Children's Center
(<http://www.mesacc.edu/children/>)

Evelyn H. Warren Child Development Lab
(http://www.mesocc.edu/dept/d15/edu/ehw_lab.html)

What needs do pre-school education providers have to increase kindergarten readiness?

- Certification and licensure are centered on health and safety, not early learning standards. Early education providers fall into three categories: uncertified in-home care (i.e. provider serves less than four children), certified in-home care providers, and licensed child care centers. The certification and licensure regulations cover issues related to health and safety, student-teacher ratios, and minimum staff training requirements; however, do not include curriculum requirements or alignment with Arizona Department of Education infant-toddler guidelines or Arizona early learning standards. Therefore, the range of learning experiences and other services available such as developmental assessments, and vision, hearing, and dental screenings can vary considerably from program to program.
- Quality First Coaching & Incentives will be funded to continue to improve the quality of early care and education in the region.

5. What kind of student and parent supports are available through existing programs in Mesa?

- The Birth to Five Helpline, operated by Southwest Human Development, is a free service open to all families with young children looking for the latest child development information from experts in the field.
- Family SPOT is a partnership led by Lutheran Social Services of the Southwest in collaboration with faith based and community organizations funded by First Things First serving the diverse needs of young children and their families. We support all families to help make sure all children in the community are healthy and ready to learn. Services include: Strong Parents Academy, Family Play Time, Play SPOTs, AHCCCS and SNAP application assistance, Community resource and referral, and food boxes.
- Family SPOT Resource Center – West Mesa 142 North Date, Mesa
- Family SPOT Resource Center - Our Savior's Lutheran Church, 612 S Ellsworth Road, Mesa

Strong Parents Academy teaches parents of children ages 0-5 skills needed to support their children as they grow and thrive. Participants will enhance their capacity and confidence in their ability to support their child's safety, health and well-being. Class topics include child development, discipline, safety, nutrition and much more.

Play SPOT - Play groups facilitated by trained staff and volunteers offer ideas for adults to weave play and learning together. Play groups last about 90 minutes and include interactive songs, hands-on activities for parents and children 0-5, and take home activities. Offered at Mesa Main Library 1st and 3rd Fridays and Mesa Express Library 2nd and 4th Fridays.

- Child Crisis Arizona offers a no-cost resource for families and community members through 200 different parenting classes, workshops, children's playgroups, support groups and family events. Our services strive to build safe, stable and strong families through a Family Resource Model. Child Crisis Arizona's Resource Library is open to any family or community member who would like to learn more about parenting.
- New Directions Institute for Infant Brain Development (newdirectionsinstitute.org) The mission of New Directions is 'to provide parents and caregivers with training and tools to help every infant, toddler and preschooler in Arizona develop a healthy brain and enter school ready to learn'. Parents, parents-to-be, grandparents, childcare providers, and others who care for infants and toddlers are invited to join New Directions Institute for our free presentations of the latest research and techniques to "wire up" your child's brain for a successful future.
- Parent Partners Plus offers free home visitation for expecting parents or families with a child five and under in Maricopa County. Their website www.parentpartnersplus.com includes listings for multiple programs serving families with children 5 and under.
- Child Crisis Arizona provides a no-cost, home visitation program for expectant families in Gilbert, Mesa and Queen Creek, with children birth to age 5. Home Visitation offers resources, developmental, vision and hearing screenings and additional support to parents to help ensure children are prepared for school before they enter kindergarten. The program is designed to help parents strengthen their parenting skills and knowledge of child development, as well as increase young children's school readiness and school success.
- Mesa Public Schools Parent University assists parents in the vital job of setting the foundations for children's physical, social-emotional, and intellectual development. Parent University is an outreach program that offers techniques for raising confident, capable and contributing youth. Parents, grandparents, aunts, uncles, educators, neighbors, child-care providers-all who are involved in the lives of children and advocates are welcome from anywhere in the valley. Sessions focus on child development, effective parenting skills, and children's academic needs. Parents with children of any age may attend, sessions are offered that provide information to parents with children of all ages. The classes are presented by national consultants and prominent valley educators.

- Mesa Public Schools KinderU is a pre-k program available to 3-5 year olds and is aimed at preparing children for success in school and in life.
- Gilbert Public Schools Kindergarten Prep: Kindergarten Prep, a nurturing, child-centered Pre-K program created especially for four-year-olds as a stepping stone to kindergarten. Classes are offered in half-day intervals during the school year and class sizes do not exceed 20 children. Tuition is \$280 a month offered at 3 locations:
- The region also includes funding for Quality First Child Care Health Consultation services and a Child Health Warmline.
- The First Things First SE Region provides oral health screenings and fluoride varnish in community-based settings, offers outreach to dentists to encourage service to very young children, and educates families on the importance of oral health care for young children.
- FindHelpPhx.org - Maricopa County Department of Public Health created FindHelpPhx.org and its Spanish partner site EncuentraAyudaPhx.org to give Maricopa County residents an easy way to find health and social services for themselves. The website is easy to use and available where there is internet access, including smartphones. FindHelpPhoenix is divided into multiple categories of services. Users can look for medical services, legal help, and affordable housing, and many other services.
- A New Leaf - Residential Youth Services: A New Leaf has four licensed and accredited therapeutic residential homes for children and young people, offering specialized treatment for the resolution of trauma and general mental or behavioral health needs. Beyond the basics of food, safety and shelter, the program provides additional resources to specifically address the child's unique physical, social, emotional and/or behavioral needs. This may include counseling to address past trauma and abuse, behavioral interventions for aggressive and/or violent behavior, specialized medical care, and a myriad of other services required to stabilize behavior and optimize personal growth and development.
- Save the Family Little Kids Works (ages 0-6): Children increase their cognitive and behavioral skills in small groups, receiving individualized staff attention, while their parents attend self-sufficiency improvement classes. Little Kids Works incorporates the Learning Basket approach, through which we nurture children's multiple intelligences, emphasize language development and pre-math and pre-reading skills, and help children further develop their self-confidence, self-image, and imagination. The Learning Basket was developed by the Center of Imaginal Education.

- A New Leaf – Mesa Community Action Network Community Assistance Program: MesaCAN's Community Assistance Program offers financial and case management services to individuals and families who are facing an immediate crisis which impacts their housing, utilities, health and safety. City of Mesa residents apply and are qualified per poverty guidelines and state regulations. Financial coaching is available to help clients learn how to manage their monthly and yearly budgets. Families learn about credit and how to manage financial resources.

6. What resources do parents have to find and fund early childhood education in Mesa?

Finding Child Care:

- Child Care Resource and Referral (<http://www.azchildcare.org>) Child Care Resource and Referral (CCR&R) provides the bridge between parents, providers, community leaders, and policymakers about anything related to child care in Arizona.
- Quality First (www.qualityfirstaz.com) website includes a search feature for parents to locate early education providers participating in the Quality First program, as well as information about what constitutes quality care.

Funding Child Care:

- Arizona Department of Economic Security's 2014 Child Care Market Rate Survey reported that the median annual cost of early child care in Maricopa County for 3, 4, and 5 year olds was \$8,400, or 14.39% of the Mesa median family income. Arizona Department of Health Services suggests that child care costs should not exceed 10% of a family's annual income.
 - For Arizona families receiving DES child care subsidies, the daily reimbursement rate for child care subsidies is \$23.80/day for 3 to 6 year olds, which is 68% of the median daily rate in Maricopa County (\$35/day for 3, 4, and 5 year olds).
 - Quality First offers scholarships to families with incomes at or below 200% of the Federal poverty level for children ages 3 to 5 and not yet in kindergarten. Other scholarship requirements are determined by the care provider. The number and amount of the scholarships is based on the program's size and star rating. For 3-5 year olds in center-based care, the annual reimbursement is \$6,000 for a 2-star program and \$7,300 for a 3-5 star program. For home-based care the reimbursement is \$4,875 for a 2-star program and \$6,200 for a 3-5 star program.

- Early Head Start (children 0-36 months) and Head Start (3 years old and above) is available for families at or below the Federal poverty level. Children in foster care, families experiencing homelessness, or receiving Federal financial assistance may also be served.

7. What do parents know about kindergarten readiness in Mesa?

The First Things First Family and Community Survey data is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The 2012 Family and Community Survey collected data illustrating parental involvement in a variety of activities known to contribute positively to healthy development. Responses to all three of the items (reading stories, telling stories, and scribbling or drawing) indicate that a greater proportion of parents in the Southeast Maricopa Region are engaging in these activities with their children on a frequent basis (6-7 days a week) than in the state overall.

Parent education support and services can help parents better understand the impact that a child's early years have on their development and later readiness for school and life success. The 2012 First Things First Family and Community Survey collected data illustrating parental knowledge about healthy development. About the same proportion of respondents in the Southeast Maricopa Region show an understanding that brain development can be impacted from very early on (81% prenatally or right from birth) as respondents across the state as a whole (80% prenatally or right from birth).

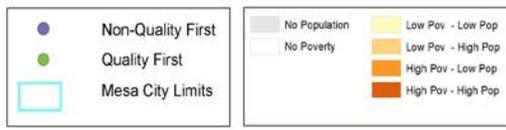
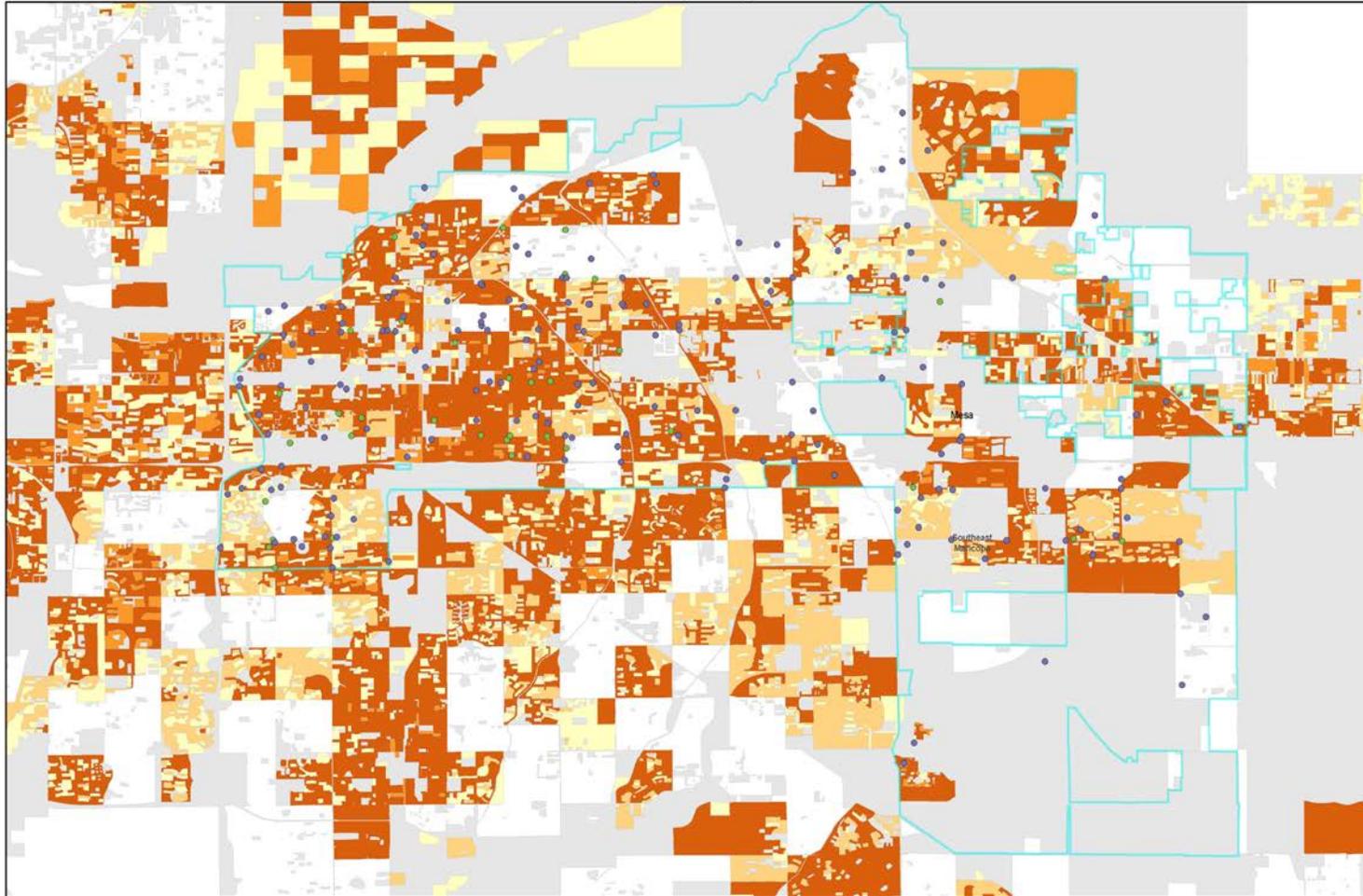
- 37% of parents read to their child 1-5 days a week
- 57% of parents read to their child 6-7 days a week
- 41% of parents tell stories or sing songs to their child 1-5 days a week
- 57% of parents tell stories or sing songs to their child 6-7 days a week
- 36% of children pretend draw, draw, or scribble 1-5 days a week
- 57% of children pretend draw, draw, or scribble 6-7 days a week
- 34% of parents believe they can significantly impact their child's brain development in the womb
- 47% of parents believe they can significantly impact their child's brain development right from birth
- 7% of parents believe they can significantly impact their child's brain development from 2 weeks to 6 months and 6% 7 months or later

Task Force Members, please consider the following questions:

- What is working well for pre-K students accessing education in Mesa?
- What are the barriers for pre-K students accessing education in Mesa?

FIRST THINGS FIRST

LICENSED CHILD CARE - MESA CITY LIMITS
(with poverty)



As of 12/29/15

Early Child Care Information Packet



Early Childhood Education Task Force

Dr. David Luna, Chair
Mike Hutchinson, Member
Cynthia Melde, Member
Nancy Salmon, Member

Rhonda Anderson, Member
Paul Luna, Member
Linda McKeever, Member
Dr. James Zaharis, Member

Jake Brown, Member
Dr. Anjum Majeed, Member
Allison Mullady, Member
Deanna Villanueva-Saucedo, Member

Table of Contents

Executive Summary and Summary and Conclusions of the First Things First Southeast Maricopa Regional Partnership Council 2014 Needs and Assets Report	1
First Things First Quality First Rating Scale	8
Arizona Infant and Toddler Guidelines	9
Arizona Early Learning Standards and Kindergarten Standards	9
Early Child Care Professional Qualifications	11
Early Child Care Facilities Requirements	16
Head Start and Early Head Start	17
Mesa Public Schools KinderU	18
Mesa Public Schools Parent University	18
Gilbert Public Schools Kindergarten Prep	19
2012 Family and Community Survey Results	22
Adverse Childhood Experiences Study	26
City of Mesa Library Programs	26

Executive Summary and Summary and Conclusions of the First Things First Southeast Maricopa Regional Partnership Council 2014 Needs and Assets Report

Link to full report:

<http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Southeast%20Maricopa.pdf>

Executive Summary

The Southeast Maricopa Region is comprised of several communities within the southeastern portion of Maricopa County. The region includes Mesa and Gilbert, as well as the parts of Queen Creek and Apache Junction which lie within Maricopa County. According to U.S. Census data, the Southeast Maricopa Region had a population of 725,976 in 2010, of whom 68,473 (9.4%) were children under the age of six. About 18 percent of households had young children, which is slightly higher than in Maricopa County (17%) and in the state of Arizona overall (16%). There is variability within communities in the region, with highs for the percentage of households with young children in Queen Creek (28%) and Gilbert (22%).

From 2000 to 2010, the number of children under six in the region increased by more than 12,000. The largest growth was in Queen Creek (+382%), followed by Gilbert and Mesa. Birth rate projections suggest a continued increase in the number of young children in the region over the next decade, highlighting the importance of early childhood to residents of the region.

In the Southeast Maricopa Region, 86 percent of children birth to five years of age are living with at least one parent, which is higher than the state (82%). Although the percentage of children ages birth through five living in grandparent-headed households is lower in the region (9%) than in the state (14%), there is variability across the region. In Apache Junction, for example, 20 percent of young children are living with grandparents.

Although the percent of children living in poverty is lower in the region (18%) than the county (27%) and state (25%), there are pockets of higher economic disadvantage in the region including the Maricopa County portion of Apache Junction (36%) and Mesa (25%). These children are likely to particularly benefit from public assistance programs. In 2012, 29 percent of young children in the region were receiving SNAP benefits; however 68 percent in the Maricopa portion of Apache Junction and 39 percent in Mesa were receiving SNAP during the same period.

In general, educational standards and academic achievement appear to be strong in the region. High school completion rates across the region exceed the state (77%), with the exception of Mesa, which falls only slightly lower (76%). In addition, 3rd graders in the region performed better than students county and statewide in both the math and reading AIMS tests. Enrollment in pre-school is also an important indicator of later school success. In the Southeast Maricopa Region, the percentage of three

and four year-old children enrolled in early education settings in 2012 (38%) exceeded state levels (34%). However, this estimated percentage ranges throughout the region, with a high of 50 percent in Gilbert and a low of 18 percent in the Maricopa County portion of Apache Junction.

In the Southeast Maricopa Region in 2014, there were 341 regulated child care providers serving 26,446 children, indicating that approximately 39 percent of young children in the region can be served in regulated early care and learning settings. The region is served by a number of center based and home based providers as well as school-based pre-K programs and Head Start and Early Head Start. While child care for three through five year-olds is affordable in most Southeast Maricopa communities, infant and toddler care is a financial challenge throughout the region. To help offset these financial challenges, the First Things First Southeast Maricopa Region funds both Quality First scholarships and Quality First pre-kindergarten scholarships.

There are a wide variety of professional development opportunities for early childhood professionals in the Southeast Maricopa Region, including formal degree and certificate programs and professional development workshops. Several campuses of Maricopa Community College offer associates degrees in early childhood studies, Central Arizona College offers a Child Development Associates (CDA) credential and Arizona State University offers several programs in early childhood education and intervention. The region also supports TEACH scholarships and the Professional Reward\$ strategy, which aims to improve the retention of early education professionals by rewarding longevity and progressive education through financial incentives.

Expectant mothers in the region generally receive adequate prenatal care. Specifically, the percentage of women receiving prenatal care in the first trimester and the number of visits across the entire pregnancy exceed state averages and Healthy People 2020 recommendations. Birth outcomes in the region are also quite strong, as the percentage of preterm and low birth weight births in the region are lower than state and county averages. Infant mortality rates are also lower in the region than the state or county. In addition, the percentage of births to teen mothers in the region is below state and county levels. Lack of insurance coverage can be a barrier to receiving health care. The estimated percentage of young children uninsured in the region is equivalent to Arizona (11%), and slightly higher than for Maricopa County overall (10%). Insurance seems to be the biggest challenge in Mesa, where an estimated 18 percent of the total population and an estimated 12 percent of children ages birth through five are uninsured. Mesa also has the highest percentage of children living with foreign-born parents in the region. These parents may be more likely to be out of work or hold jobs without health insurance benefits.

The percentage of students enrolled in special education in the Southeast Maricopa Region is slightly higher than in Arizona schools overall, and quite a bit higher than in Maricopa County schools overall. Three school districts in the Southeast Maricopa Region (Gilbert Unified District, Mesa Unified District, and Queen Creek Unified District) have more than double the percentage of students enrolled in special education than in all Maricopa County schools. The other two school districts in the region, Chandler Unified District #80 and Higley Unified School District, also have a greater proportion of students enrolled in special education (12% each) than in Maricopa County schools overall. This suggests that

there may be a higher number of young children in the region who would benefit from an expansion of special education and/or early intervention services.

The number of children removed from their homes between the ages of birth and five has increased from 2011 to 2013, in the region (+18%), and in Maricopa County and the state (+35% for both). Increases in removals were most pronounced in Apache Junction (32%) and Mesa (37%). Contrary to this pattern, the communities of Queen Creek and Gilbert experienced decreases in the number of children removed by CPS during these years. According to the Arizona Department of Economic Security's Division of Children, Youth and Families, there is a shortage of foster homes in three communities in the region, especially in the Maricopa County portion of Apache Junction and the western portion of Mesa. In Gilbert, the number of foster homes slightly exceeded the number of children removed. Parental involvement in educational activities with young children helps prepare children to be successful once they start school. The Southeast Maricopa Region funds multiple programs to provide parental education. These programs include a Family Resource Center strategy in partnership with Lutheran Services of the Southwest, and a comprehensive home visitation strategy in coordination with several service providers. Other assets in the Southeast Maricopa Region include good access to health care, well-performing school districts, and high levels of parental involvement.

While the Southeast Maricopa Region faces some challenges to providing comprehensive, high quality early care and education, children's health care, and support for families with young children due to the diversity of its population, the Southeast Maricopa Regional Partnership Council is committed to the ideal that all children in the Southeast Maricopa Region should arrive at kindergarten healthy and ready to succeed. The Council's commitment to system building and system coordination work is helping to move the Southeast Maricopa Region closer to this goal.

Summary and Conclusions

It is clear that the region has substantial strengths. There are a wide range of services and programs available to families with young children in the region, and parents are generally aware of the availability of these services. Other regional strengths include multiple and active efforts to provide access to education and professional development for the early childhood workforce, and to retain early childhood professionals in the field. The region also benefits from the relatively low rates of poverty, well-performing school districts and high rates of parental education in most of the communities. A table containing a full summary of these and other regional assets can be found in Appendix 1.

However, there continue to be substantial challenges to fully serving the needs of young children throughout the region. Importantly, there is considerable variation across communities comprising the region, with the greatest needs concentrated in the Maricopa portion of Apache Junction and Mesa. A table containing a full summary of identified regional challenges can be found in Appendix 2. Many of these have been recognized as ongoing issues by the Southeast Maricopa Regional Partnership Council and are being addressed by current First Things First-supported strategies in the region:

- **A need for affordable, high quality and accessible child care** – The capacity of early care and education slots available compared to the number of young children in the region, as well as data about the affordability of child care suggest that there may be a shortage of high quality, affordable and accessible early educational opportunities in some parts of the region. Securing affordable infant and toddler care may be particularly challenging in the region. Quality First Scholarships will continue to be funded by the Southeast Maricopa Region in order to address the need for affordable early childhood education. Quality First Coaching & Incentives will also be funded to continue to improve the quality of early care and education in the region.
- **The need for accessible oral health care for young children** – Parents in the region note a lack of access to oral health care for young children. The First Things First Southeast Maricopa Region has an Oral Health strategy contracted through Dignity Healthy Foundation (East Valley). This strategy provides oral health screenings and fluoride varnish in community-based settings, offers outreach to dentists to encourage service to very young children, and educates families on the importance of oral health care for young children.
- **The need for accessible and regular health care for young children** – Although there are a number of medical providers in the Southeast Maricopa Region including many hospitals and urgent care centers, data from the Arizona Department of Health Services indicates a high ratio of population to primary care providers in Mesa and Queen Creek. Apache Junction has been designated as a Health Professional Shortage Areas (HPSA) and a Federal Medically Underserved Area. The Southeast Maricopa Region supports a Care Coordination/Medical Home strategy, which helps connect young children and their families to appropriate, coordinated health care to assure that young children have a regular source of medical care. The region also includes funding for Quality First Child Care Health Consultation services and a Child Health Warmline.

A table of Southeast Maricopa Regional Partnership Council funded strategies for fiscal year 2015 is provided in Appendix 3.

This report also highlighted some additional needs that could be considered as targets by stakeholders in the region:

- **Varying levels of economic disadvantage** – Variability in the region is particularly evident when examining income indicators. Child poverty rates in Mesa (25%) and in the Maricopa County portion of Apache Junction (36%) are higher than the region as a whole. Children in these communities are likely to particularly benefit from early education opportunities and family support services. In addition, children in Apache Junction are also more likely to live with grandparents, and these families may have unique financial and child care and resource related needs. The Apache Junction community may benefit from resources designed specifically for grandparents raising their grandchildren—particularly because it is also the community with the lowest percentage of young children, and thus may have fewer early childhood resources and less community awareness around early childhood issues.
- **Health insurance coverage for children** – The estimated percent of young children who are uninsured in the region is comparable to the state, and slightly higher than the county. Insurance seems to be the biggest challenge in Mesa, where an estimated 18 percent of the

total population and an estimated 12 percent of children ages birth through five are uninsured. Mesa also has the highest percentage of children living with foreign-born parents in the region. These parents may be more likely to be out of work or hold jobs without health insurance benefits. Therefore, access to health care may be a particular challenge despite the considerable health care resources in the region.

- **Connecting more families with early education opportunities** – A low proportion of young children are estimated to be enrolled in early education settings in some communities in the Southeast Maricopa Region such as the Maricopa portion of Apache Junction. Leveraging existing strategies (such as family resource centers and home visitation) to connect more families with early education opportunities and available scholarships may be helpful to families. For families that prefer or need to use friend and family care, education and hands-on opportunities for parents and caregivers to learn about early childhood enrichment, health and safety can be beneficial.
- **The need for additional resources for children with special needs** – Data about the number of elementary school children enrolled in special education indicate that a greater proportion of children in the Southeast Maricopa Region are enrolled in special education than in Maricopa County overall. This suggests that there may be a number of children in the region who would benefit from early special education and/or early intervention services.
- **Supports and resources for foster parents** – Data collected for this report indicate that CPS removals have increased in the region as they did in the state and county. This could indicate a greater need for better identification and protection of children at risk for maltreatment. Three communities have also experienced foster care placement shortages. Efforts to understand barriers for recruiting foster parents, and to find ways to connect foster parents with resources are likely to be important first steps in addressing this shortage.

Successfully addressing the needs outlined in this report will require the continued concentrated effort of collaboration among First Things First and other state agencies, the Southeast Maricopa Regional Partnership Council and staff, local providers, and other community stakeholders in the region. Families with young children are drawn to the Southeast Maricopa Region for the numerous opportunities that are potentially available to residents. Continued collaborative efforts have the long-term potential to make these opportunities available to more families across the Southeast Maricopa Region.

Appendix 1. Table of Regional Assets

First Things First Southeast Maricopa Regional Assets

A variety of opportunities are available to families with young children, including many services and non-profit organizations whose goals are supporting, educating, and improving the health and well-being of families.

Numerous professional development opportunities for early childhood professionals are available through Arizona State University as well as community colleges within and proximal to the region.

TEACH scholarships funded by the Southeast Maricopa Region enable more early childhood professionals to take advantage of professional development opportunities.

A high percentage of pregnant women receive early prenatal care in the region.

There are strong community perceptions of availability of and access to information and services about young children's health and development.

There are high levels of parental involvement in activities to promote early learning.

The First Things First Southeast Maricopa Region funds a variety of strategies which support and benefit families throughout the region, including (but not limited to) an Oral Health strategy, a Care Coordination/Medical Home strategy and Family Resource Centers.

There are ongoing efforts to improve system coordination in the region and in Maricopa County, which, if successful, may improve collaboration among providers and the quality of coordinated care available to families in the region in the long run.

Appendix 2. Table of Regional Challenges

First Things First Southeast Maricopa Regional Challenges

The recent rapid increases in the population of young children in the Southeast Maricopa Region and projected increase in births in Maricopa County will likely lead to an increased demand for services and resources for young children and their families in the coming years.

Although the proportion of children living in a grandparent's household in the region is equivalent to the county and state, these percentages are much higher in the Maricopa portion of Apache Junction, suggesting a need for services that support grandparents in these communities.

The estimated percent of young children living in poverty vary markedly across communities in the region, and other economic data indicate pockets of economic need throughout the region.

A low proportion of children ages three and four are estimated to be enrolled in early education opportunities in some communities in the region.

Data about the cost of child care by percent of median family income suggest that access to affordable child care may be a barrier to accessing quality early care and education for families in the region, especially infant and toddler care.

Some communities in the region, especially Mesa, include many children without health insurance.

Two communities in the region (Mesa and Queen Creek) have population to primary care provider ratios above state and county ratios, and Apache Junction is designated as a Health Professional Shortage Areas and a Federal Medically Underserved Area.

There is a shortage of foster parents in three communities the region.

Caregivers in the community report lower levels of satisfaction with services available for young children than state and county levels.

Appendix 3. Table of Regional Strategies, FY 2015

Southeast Maricopa Regional Partnership Council First Things First Planned Strategies for Fiscal Year 2015		
Goal Area	Strategy	Strategy Description
Quality and Access	Quality First	Supports provided to early care and education centers and homes to improve the quality of programs, including: on-site coaching; program assessment; financial resources; teacher education scholarships; and consultants specializing in health and safety practices.
	Quality First Scholarships	Provides scholarships to children to attend quality early care and education programs. Helps low-income families afford a better educational beginning for their children. Provides scholarships to quality preschool programs in a variety of settings to allow programs to serve more children. Increases the number of 3- and 4-year olds enrolled in high quality preschool programs that prepare them to succeed in kindergarten and beyond.
	Family, Friends, and Neighbors	Supports provided to family, friend and neighbor caregivers include training and financial resources. Improves the quality of care and education that children receive in unregulated child care homes.
	Kindergarten Transition	<i>Strategy is currently in pilot stage.</i>
Professional Development	Scholarships TEACH	Provides scholarships for higher education and credentialing to early care and education teachers. Improves the professional skills of those providing care and education to children 5 and younger.
	FTF Professional Rewards	Improves retention of early care and education teachers through financial incentives. Keeps the best teachers with our youngest kids by rewarding longevity and continuous improvement of their skills.
	Director Mentoring/Training	Provides education, mentoring and training to early care and education directors. Increases the efficiency of the early care and education system by building the leadership and business skills of its administrators.
Family Support	Home Visitation	Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and

Southeast Maricopa Regional Partnership Council First Things First Planned Strategies for Fiscal Year 2015		
Goal Area	Strategy	Strategy Description
		nutrition. Connect families to resources to support their child's health and early learning. Gives young children stronger, more supportive relationships with their parents through in-home services on a variety of topics, including parenting skills, early childhood development, literacy, etc. Connects parents with community resources to help them better support their child's health and early learning. Conducts developmental, hearing, and vision screenings.
	Parent Education Community-Based Training	Provides families with education, materials and connections to resources and activities that promote healthy development and school readiness. Improves child development by educating parents and connecting them to resources and activities that promote healthy growth and school readiness.
	Family Resource Centers	Provides local resource centers that offer training and educational opportunities, resources, and links to other services for healthy child development. Strengthens families of young children by providing locally-based information and instruction on health and child development issues.
	Food Security	Distribute food boxes and basic necessity items to families in need of assistance who have children birth to 5 years old. Improves the health and nutrition of children 5 and younger and their families.
Health / Mental Health	Child Care Health Consultation	Provides qualified health professionals who assist child care providers in achieving high standards related to health and safety for the children in their care. Improves the health and safety of children in a variety of child care settings.
	Oral Health	Provides oral health screenings and fluoride varnish in a variety of community-based settings; provide training to families on the importance of oral health care for their children; and provide outreach to dentists to encourage service to children for a first dental visit by age one.

Southeast Maricopa Regional Partnership Council First Things First Planned Strategies for Fiscal Year 2015		
Goal Area	Strategy	Strategy Description
		Decreases preventable oral health problems in young children.
	Mental Health Consultation	Provides mental health consultation to teachers and caregivers, and tuition reimbursement to support professional development to increase capacity of workforce. Helps child care staff and early childhood programs to support the social-emotional development of young children.
	Care Coordination/Medical Home	Provides qualified health professionals who assist child care providers in achieving high standards related to health and safety for the children in their care. Improves the health and safety of children in a variety of child care settings. Conducts developmental, hearing, and vision screenings. Provides health insurance enrollment assistance.
Evaluation	Statewide Evaluation	Statewide evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils, examples are baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.
Coordination	Service Coordination	Through coordination and collaboration efforts, improves and streamlines processes including applications, service qualifications, service delivery and follow-up for families with young children. Reduces confusion and duplication for service providers and families. Strengthens and improves the coordination of services and programs for children 5 and younger.
Community Outreach	Community Awareness	Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities.
	Media	Increases public awareness of the importance of early childhood development and health via a media campaign

Southeast Maricopa Regional Partnership Council First Things First Planned Strategies for Fiscal Year 2015		
Goal Area	Strategy	Strategy Description
		that draws viewers/listeners to the ReadyAZKids.com web site.
	Community Outreach	Provides grassroots support and engagement to increase parent and community awareness of the importance of early childhood development and health.

First Things First Quality First Rating Scale

1 Star (Rising Star)	2 Star (Progressing Star)	3 Star (Quality)	4 Star (Quality Plus)	5 Star (Highest Quality)
Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.

Arizona’s Infant and Toddler Developmental Guidelines are part of a continuum of early learning guidelines which provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children, presented within a context of shared responsibility and accountability to help young children meet these expectations. Specifically, these guidelines describe expectations about what infants and toddlers (aged 0-3) should know (understand) and do (competencies and skills) across multiple domains of development during specific age ranges, as well as what adults can do to support children’s optimal learning and development.

Link to full document: http://www.azed.gov/early-childhood/files/2012/10/az_infant_toddler_guidelines_complete-2.pdf

Domain I: Social and Emotional Development

Components:

- Trust and Emotional Security
- Self-Awareness
- Self-Regulation
- Relationships with Other Children

Domain II: Approaches to Learning

Components:

- Persistence
- Initiative and Curiosity
- Creativity and Inventiveness
- Reasoning and Problem Solving

Domain III: Language Development and Communication

Components:

- Listening and Understanding
- Communicating and Speaking
- Emergent Literacy

Domain IV: Cognitive Development

Components:

- Exploration and Discovery
- Memory
- Problem Solving
- Imitation and Symbolic Play

Domain V: Physical and Motor Development

Components:

- Gross Motor Development
- Fine Motor Development
- Physical Health and Well-Being

Arizona Early Learning Standards and Kindergarten Standards

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities. A standard is an agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning.

Link to full document (includes both Early Learning Standards and Kindergarten Standards): <https://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf>

Social Emotional Standard

Strand 1: Self

- Self-Awareness

- Recognizes and Expresses Feelings
- Self-Regulation

Strand 2: Relationships

- Attachment
- Social Interactions
- Respect

Approaches to Learning Standard

Strand 1: Initiative and Curiosity

- Initiative
- Curiosity

Strand 2: Attentiveness (engagement) and persistence

- Attentiveness
- Persistence

Strand 3: Confidence

- Confidence

Strand 4: Creativity

- Creativity

Strand 5: Reasoning and Problem-solving

- Reasoning
- Problem-Solving

Language and Literacy Standard

Strand 1: Language

- Receptive Language Understanding
- Expressive Language and Communication Skills
- Vocabulary

Strand 2: Emergent Literacy

- Concepts of Print
- Book Handling Skills
- Phonological Awareness
- Alphabet Knowledge
- Comprehension

Strand 3: Emergent Writing

- Early Writing, Writing Processes, and Writing Applications

Mathematics Standard

Strand 1: Counting and Cardinality

- Counts Out Loud
- Knows Number Names and Symbols
- Counts to Tell Number of Objects
- Compares Numbers and Quantities

Strand 2: Operations and Algebraic Thinking

- Explores Addition and Subtraction
- Patterning

Strand 3: Measurement and Data

- Sorts and Classifies
- Data Analysis
- Measures

Strand 4: Geometry

- Spatial Reasoning
- Shapes

Science Standard

Strand 1: Inquiry and Application

- Exploration, Observations, and Hypotheses
- Investigation
- Analysis and Conclusions
- Communication

Social Studies Standard

Strand 1: Family

- Understands Family

Strand 2: Community

- Understands Community
- Rights, Responsibilities and Roles within Community
- Geography

Strand 3: Historical Thinking

- Understands Time – Past, Present and Future

Physical Development, Health and Safety Standard

Strand 1: Physical and Motor Development

- Gross Motor Development
- Fine Motor Development

Strand 2: Health

- Personal Health and Hygiene Practices

Strand 3: Safety

- Safety and Injury Prevention

Strand 1: Visual Arts

- Creates and Understands Visual Arts

Strand 2: Music and Creative Movement

- Creates and Understands Music, Movement and Dance

Strand 3: Drama

- Creates Dramatic Activities

Fine Arts Standard**Early Child Care Professional Qualifications****Child Care Group Home**

Link to full Administrative Rules for Child Care Group Homes:

<http://www.azdhs.gov/documents/licensing/childcare-facilities/rules/bccl-child-care-group-home-rules.pdf>

Provider Requirements:

- Lives in the residence
- Is 21 years of age or older
- Has a high school diploma, high school equivalency diploma, associate degree, or bachelor degree
- Meets one of the following
 - Has completed at least three credit hours in child growth and development, nutrition, psychology, or early childhood education
 - Has completed at least 60 hours of training in child growth and development, nutrition, psychology, early childhood education, or management of a child care business or
 - Has at least 12 months of child care experience
- Has completed Department of Health Services provided orientation training that includes the Department's role in certifying and regulating child care group homes under A.R.S. Title 36, Chapter 7.1, Article 4 and this Chapter

Staff Requirements:

- 16 years of age or older
- Completes a total of 12 or more actual hours of training every 12 months in two or more of the following:
 1. Child growth and development, which may include sudden infant death prevention;
 2. Developmentally appropriate activities
 3. Nutrition and developmentally appropriate eating habits
 4. Responding to accidents and emergencies, including CPR and first aid for infants and children
 5. Recognizing signs of illness and infestation

6. Detecting, preventing, and reporting child abuse or neglect
 7. Guiding and disciplining children
 8. Availability of community services and resources, including those available to children with special needs
- Obtain first aid training specific to infants and children and CPR training specific to infants and children, which includes a demonstration of the staff member's ability to perform CPR
 - Maintain current training in first aid and CPR

Child Care Facilities

Link to full Administrative Rules for Child Care Facilities:

<http://www.azdhs.gov/documents/licensing/childcare-facilities/rules/bccl-child-care-facility-rules.pdf>

Facility Director Requirements:

- 21 years of age or older and has at least one of the following:
 - 24 months of child care experience, a high school or high school equivalency diploma, and
 - Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university or
 - At least 60 actual hours of instruction, provided in conferences, seminars lectures, or workshops in early childhood, child development, or a closely-related field, and an additional 12 hours of instruction, provided in conferences, seminars, lectures, or workshops in the area of program administration, planning, development, or management
 - At least 18 months of child care experience and
 - An N.A.C., C.D.A., or C.C.P. credential or
 - At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field
 - At least six months of child care experience and an associate degree from an accredited college or university in early childhood, child development, or a closely-related field or
 - At least three months of child care experience and a bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field

Facility Director Designee Requirements:

- 21 years of age or older and has one of the following:
 - At least 12 months of child care experience, a high school or high school equivalency diploma and
 - Three credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university or
 - At least 30 actual hours of instruction, provided in conferences, seminars, lectures, or workshops in early childhood, child development, or a closely-related field
 - At least 12 months of child care experience and
 - An N.A.C., C.D.A., or C.C.P. credential

- At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field
- At least six months of child care experience and an associate degree from an accredited college or university in early childhood, child development, or a closely-related field or
- At least three months of child care experience and a bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field

Teacher-Caregiver Requirements:

- 18 years of age or older and provides the licensee with documentation of one of the following
 - Six months of child care experience and
 - A high school diploma or high school equivalency diploma or
 - At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field
 - Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field or
 - N.A.C., C.D.A., or C.C.P. credential

Assistant Teacher-Caregiver Requirements:

- 16 years of age or older and provides the licensee with documentation of one of the following:
 - Current and continuous enrollment in high school or a high school equivalency class
 - High school or high school equivalency diploma
 - Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501
 - Employment as a teacher-caregiver aide for 12 months or
 - Service as a volunteer in a child care facility for 12 months

Teacher-Caregiver Aide Requirements:

- 16 years of age or older

Student-Aide Requirements

- Provide the licensee with documentation of participation in:
 - An educational, curriculum-based course in child development, parenting, or guidance counseling; or
 - A vocational education or occupational development program

Volunteer Requirements:

- 15 years of age or older

Early Childhood Education Certificate

Provisional Early Childhood Education Requirements

- Bachelor's or more advanced degree from an accredited institution and one of the following:

- Completion of a teacher preparation program in early childhood education from an accredited institution or a Board-approved teacher preparation program
- Thirty seven semester hours of early childhood education courses from an accredited institution to include all of the following areas of study and a minimum of 8 semester hours of practicum. Practicum must include a minimum of 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth through preschool or one year of full-time verified teaching experience birth through preschool and a minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten through grade 3 or one year of full-time verified teaching experience kindergarten through grade 3
 - Early childhood education courses shall include all of the following areas of study
 - Foundations of early childhood education
 - Child guidance and classroom management
 - Characteristics and quality practices for typical and atypical behaviors of young children
 - Child growth and development, including, health, safety and nutrition,
 - Child, family, cultural and community relationships
 - Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts
 - Early language and literacy development
 - Assessing, monitoring and reporting progress of young children
 - One (1) year of verified full-time teaching experience with children in birth through preschool may substitute for 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. Submit a Verification of Teaching Experience form signed and completed by the District Superintendent or Program Director of a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities to verify teaching experience.
 - One (1) year of verified full-time teaching experience with children in kindergarten through grade 3 in an accredited school may substitute for 4 semester hours in a supervised student teaching setting serving children in kindergarten through grade 3. Submit a Verification of Teaching Experience form signed and completed by the District Superintendent or Personnel/HR Director to verify teaching experience.
- A valid early childhood education certificate from another state.
- Professional Knowledge Early Childhood Exam
 - A passing score on the Professional Knowledge Early Childhood (#93) portion of the Arizona Educator Proficiency Assessment (AEPA)
 - A passing score on a comparable out-of-state Professional Knowledge Early Childhood examination. Submit the official score report with your application.
 - Three (3) years of full-time teaching, PreK-12.
- Subject Knowledge Early Childhood Education Exam

- A passing score on the Subject Knowledge Early Childhood Education (#36) portion of the AEPA
- A passing score on a comparable out-of-state Subject Knowledge Early Childhood Education exam. Submit the official score report with your application. Note: The score report must indicate that you passed the exam
- A valid comparable certificate from the National Board for Professional Teaching Standards. Submit a notarized copy of the certificate

Standard Early Childhood Education Certificate Requirements

- Both of the following:
 - Qualify for the Provisional Early Childhood certificate
 - Two years of verified full-time teaching experience during the valid period of the Provisional certificate may be used to convert the Provisional certificate to a Standard certificate. (Please submit a conversion form signed by the District Superintendent or Personnel Director verifying two years of full-time teaching experience during the valid period of the Provisional certificate being converted.)
- Or the following:
 - Hold current National Board Certification in Early Childhood
 - Verification of 3 semester hours or 45 clock hours of state approved Structured English Immersion (SEI) training or comparable state approved SEI training from another state to qualify for the Full SEI endorsement.

Early Child Care Facilities Requirements

Early child care facilities in Arizona are licensed through either the Department of Economic Security, the Department of Health Services, or the Department of Education depending on the type of facility

being operated. Child Care Group Homes that provide care for 4 or less children are not required to be regulated, but if they wish to receive public subsidy for any children in their care they must be certified by the Department of Economic Security.

	Department of Health Services		Department of Economic Security			Department of Education
<i>Type of Care</i>	Child care center	Child care group home	Certified family care home	In-home child care	Child Care Resource and Referral Registered child care home	Alternative Approval Home
<i>Environment</i>	Center based	Home based at provider's home	Home based at provider's home	Home based at children's home	Home based at provider's home	Home based at provider's home
<i>Number of Children</i>	5 or more	Maximum of 10	Maximum of 4	Maximum of 4	Maximum of 4	Maximum of 4
<i>Adult Child Ratio</i>	Infants - 1:5 or 2:11 Age 1 - 1:6 or 2:13 Age 2 - 1:8 Age 3 - 1:13 Age 4 - 1:15 Above 5 - 1:20	1:5 or 2:10 plus provider's own children	1:4 (1:6 if provider's own children are included)	1:4 (plus providers own children)	1:4 (plus providers own children)	1:4 (1:6 if provider's own children are included)
<i>Mandatory Inspections</i>	Yes	Yes	Yes	Yes	No	Yes
<i>State Licensed/Certified</i>	Licensed	Certified	Certified	Certified	Not licensed/certified	Not licensed/certified
<i>Department of Child Safety</i>	Required	Required	Required	Required	Required (child care provider only)	Required
<i>Department of Public Safety Fingerprint</i>	Required	Required	Required	Required (child care provider only)	Required (child care provider only)	Required (child care provider only)
<i>Eligible for DES Contract/Subsidy</i>	Yes	Yes	Yes	Yes	No	No
<i>Eligible for Food Program</i>	Yes	Yes	Yes	No	Yes	Yes

Head Start and Early Head Start

Head Start is a comprehensive early childhood education program for pre-school age children whose families meet the following eligibility criteria.

- Must be 3 years of age for Head Start, must be prenatal to 36 months for Early Head Start

- Family income must be at or below the federal poverty level, based on family size (families with incomes up to 250 percent of the federal poverty level may be enrolled if there are no income eligible children waiting to be served), children in foster care or families experiencing homelessness, and/or receiving federal financial assistance are also considered eligible

Eligibility is determined by Head Start program staff, and some programs enroll a percentage of children from families with incomes above the Poverty Guidelines as well. Head Start addresses a wide range of early childhood needs such as education and child development, special education, health services, nutrition, and parent and family development.

Early Head Start is a similar program targeted at families with younger children, and Arizona's Early Head Start Programs are targeted at low-income pregnant women and women with children aged birth to three years. Each Early Head Start program determines its own eligibility criteria, although general eligibility criteria are similar to Head Start. The goal of the program is to aid young mothers in being better teachers and caregivers for their children, and to enhance the development of participating children. Both home-based and center-based care are provided by the Early Head Start Program.

There are four agencies of Head Start and Early Head Start in Maricopa County: the city of Phoenix (which primarily serves the Phoenix metropolitan area), the Maricopa County Division of Education Head Start / Early Head Start, Chicanos Por La Causa, and Southwest Human Development (which serves children in the Balsz, Creighton, Madison Park, Osborn, and Paradise Valley School Districts). Catholic Community Services additionally acts as a delegate agency in the West Valley, serving El Mirage, Glendale, Peoria, Surprise, and Wickenburg. Most children in Mesa and surrounding communities are likely to be served by the Maricopa County Division of Head Start / Early Head Start, or by Chicanos Por La Causa (CPLC).

According to the 2012-2013 Head Start Program Information Report (the most recent data publically available for all Head Start and Early Head Start programs), The Maricopa County Division of Education Head Start / Early Head Start has a total funded enrollment of 1,276 for its Head Start program, including 1,188 center-based program slots and 88 home-based program slots. The Early Head Start Program has a total funded enrollment of 179, including 80 center-based program slots and 99 home-based program slots.

Chicanos Por La Causa (CPLC) offers an Early Head Start Program with two locations in Phoenix and one location in Queen Creek. CPLC's total funded enrollment is 124, which includes 72 center-based program slots and 52 home-based program slots. Data received from CPLC for this report indicate that the CPLC's Queen Creek Early Head Start serves eight children through its center-based program, and 12 children through its home-based program. Although CPLC does not currently offer a Family Child Care enrollment option, it plans to expand these services in the future. Queen Creek is being considered as a location for this expanded service.

Chicanos Por La Causa is also the Arizona Migrant and Seasonal Head Start grantee, with a total funded enrollment of 840 statewide, including 819 center-based program slots and 21 family child care program slots. Data received from Chicanos Por La Causa for this report indicate that two communities in Maricopa County were served through the Migrant and Seasonal Head Start Program in the 2012-2013 program year: Dysart (17 toddlers and 61 preschoolers) and Queen Creek (39 preschoolers). In the 2013-2014 program year, these service numbers increased slightly: 21 toddlers and 62 preschoolers were

served in Dysart, and 42 preschoolers were served in Queen Creek. In the 2014-2015 program year, CPLC projects serving eight toddlers and 62 preschoolers in Dysart, and 42 preschoolers in Queen Creek.

Mesa Public Schools KinderU

KinderU is a pre-k program available to 3-5 year olds and is aimed at preparing children for success in school and in life. KinderU focuses on the following areas:

Listening and speaking: Children who know lots of words usually have an easier time learning to read. They learn new words when adults talk with them, describe what they see, name things, and explain what new words mean. When you visit our programs, you will hear a lot of talking. We talk with children as they play to describe what they are doing. We ask questions to encourage children to express their ideas in works. We take time to listen carefully to what children have to say. We also encourage children to talk with each other as they play.

Early Reading: In preschool, children begin to learn the names of the letters and their order. Of course, the most important letters in the alphabet are those in each child's name. That is why we start with those. Your child will learn phonological awareness by exploring the sounds in language, words that rhyme and words that start with the same sound. Most importantly, we want children to want to read. Reading happens several times a day in the classroom.

Early Writing: KinderU shows children how to use writing to convey messages with many opportunities and materials to practice this process.

The Arts: KinderU provides many opportunities for singing, dancing, painting, drawing and creating.

Technology: Children use equipment as they work in centers and begin to understand how tools help many jobs get done.

Mesa Public Schools Parent University

Mesa Public Schools began Parent University in 1987 to assist parents in the vital job of setting the foundations for children's physical, social-emotional, and intellectual development. Parent University is an outreach program that offers techniques for raising confident, capable and contributing youth. Parents, grandparents, aunts, uncles, educators, neighbors, child-care providers-all who are involved in the lives of children and advocates are welcome from anywhere in the valley. Sessions focus on child development, effective parenting skills, and children's academic needs. Parents with children of any age may attend, sessions are offered that provide information to parents with children of all ages. The classes are presented by national consultants and prominent valley educators.

Gilbert Public Schools Kindergarten Prep

Kindergarten Prep, a nurturing, child-centered Pre-K program created especially for four-year-olds as a stepping stone to kindergarten. Classes are offered in half-day intervals during the school year and class sizes do not exceed 20 children. Tuition is \$280 a month offered at 3 locations:

- Ashland Ranch Elementary

- Spectrum Elementary
- Superstition Springs Elementary

Over the course of the year, your child will experience growth in the following areas:

Intellectual/Cognitive Development

- Acquire language and literacy skills
- Develop listening skills
- Gain problem solving and logical thinking skills
- Use new skills in play experiences

Social and Emotional Development

- Cultivate a positive attitude
- Explore an active community with rich diversity
- Practice cooperation and respectful ways to resolve conflicts
- Experience a growing sense of self-esteem

Physical Development

- Refine gross and fine motor skills
- Gain confidence in physical capabilities
- Use all senses for total learning

Language and Literacy

- Letter and word games
- Singing and storytelling
- Dramatic/pretend play

Math and Science

- Counting and measuring
- Object classification
- Nature discovery

Creative Expression

- Arts and crafts
- Music and movement
- Plays

Fine Motor Development

- Block construction
- Puzzles and toys
- Sand and water play

Gross Motor Development

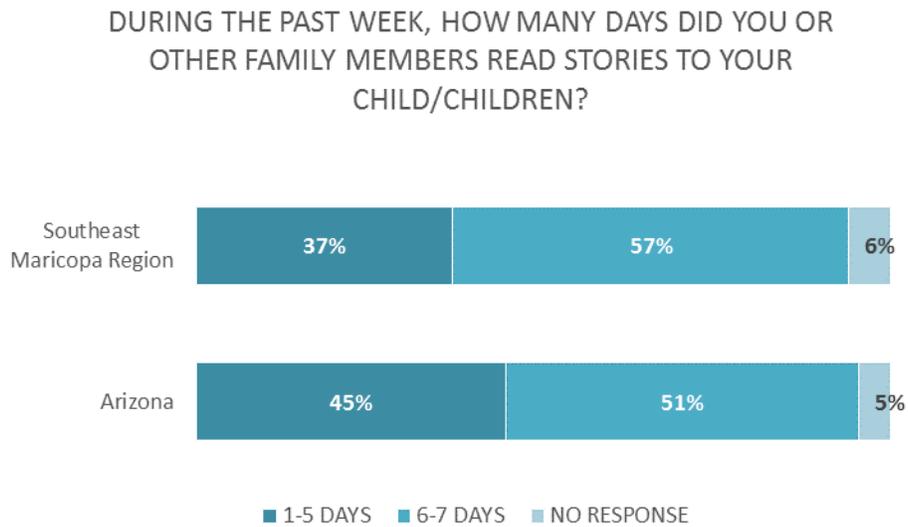
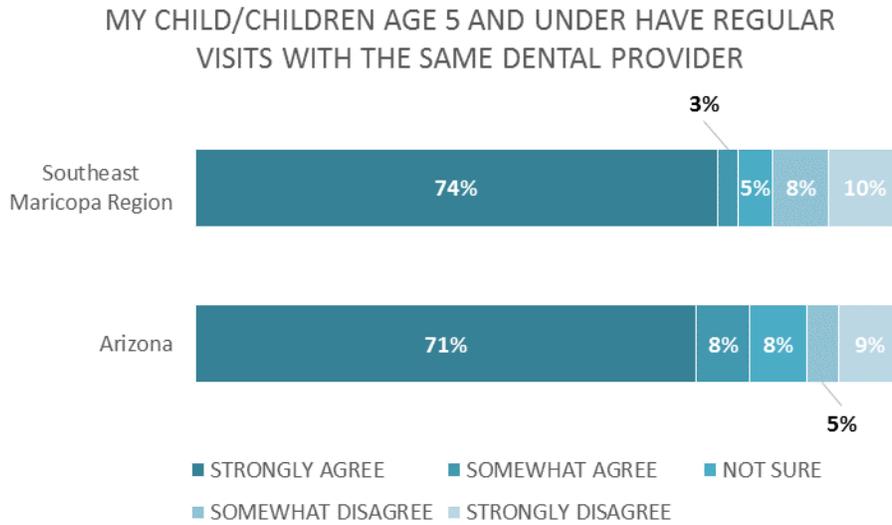
- Fitness
- Outdoor games

2012 Family and Community Survey Results

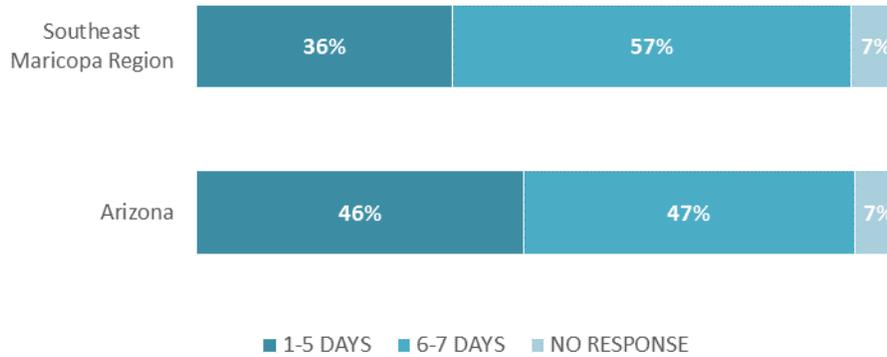
The First Things First Family and Community Survey data is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The 2012 Family and Community Survey collected data illustrating parental involvement in a variety of activities known to contribute positively to healthy development. The figures on the following pages show results for the region and the state for some of these activities. Responses to all three of the items (reading stories, telling stories, and scribbling or drawing) indicate that a greater proportion of parents in the Southeast Maricopa Region are engaging in these activities with their children on a frequent basis (6-7 days a week) than in the state overall.

Parent education support and services can help parents better understand the impact that a child's early years have on their development and later readiness for school and life success. The 2012 First Things First Family and Community Survey collected data illustrating parental knowledge about healthy development. About the same proportion of respondents in the Southeast Maricopa Region show an

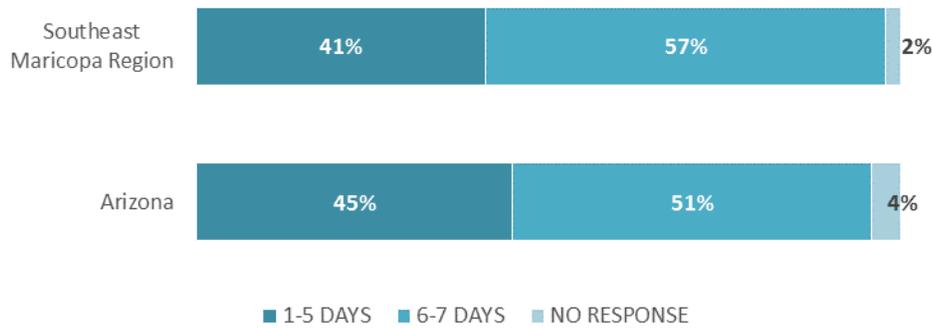
understanding that brain development can be impacted from very early on (81% prenatally or right from birth) as respondents across the state as a whole (80% prenatally or right from birth).



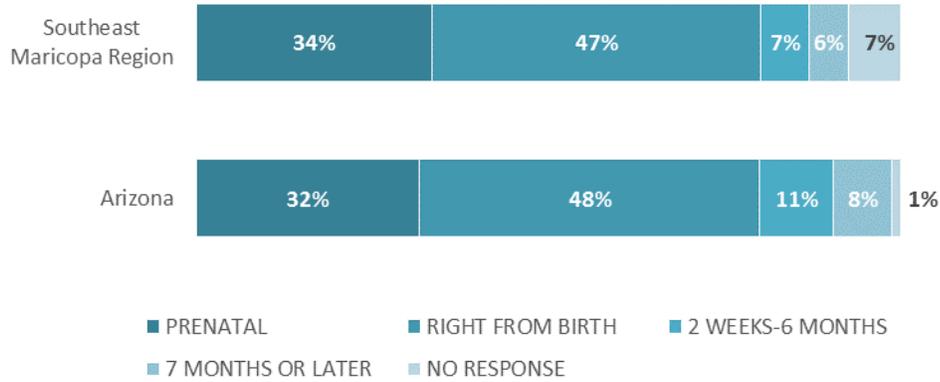
DURING THE PAST WEEK, HOW MANY DAYS DID YOUR CHILD/CHILDREN SCRIBBLE, PRETEND DRAW, OR DRAW WITH YOU OR ANOTHER FAMILY MEMBER?



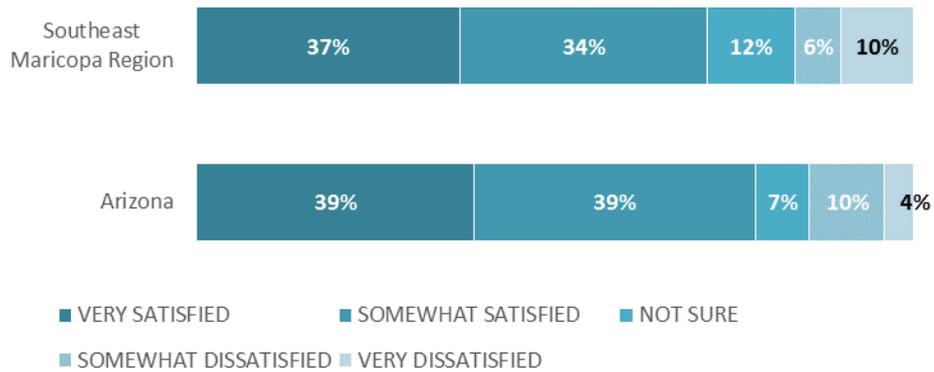
DURING THE PAST WEEK, HOW MANY DAYS DID YOU OR OTHER FAMILY MEMBERS TELL STORIES OR SING SONGS TO YOUR CHILD/CHILDREN?



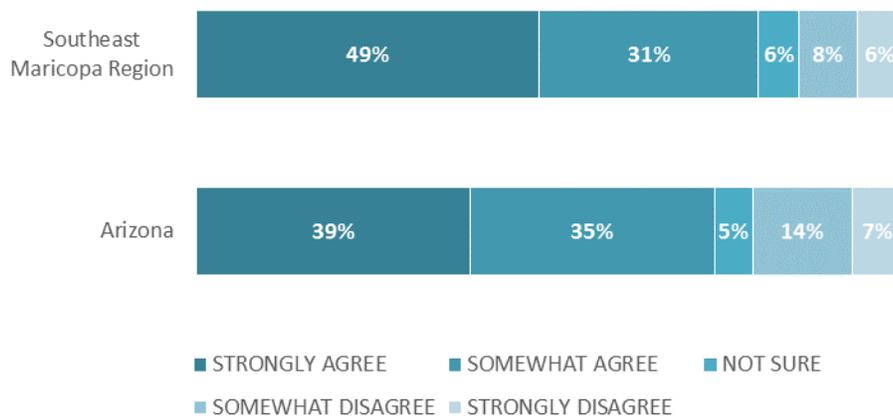
WHEN DO YOU THINK A PARENT CAN BEGIN TO SIGNIFICANTLY IMPACT A CHILD'S BRAIN DEVELOPMENT?



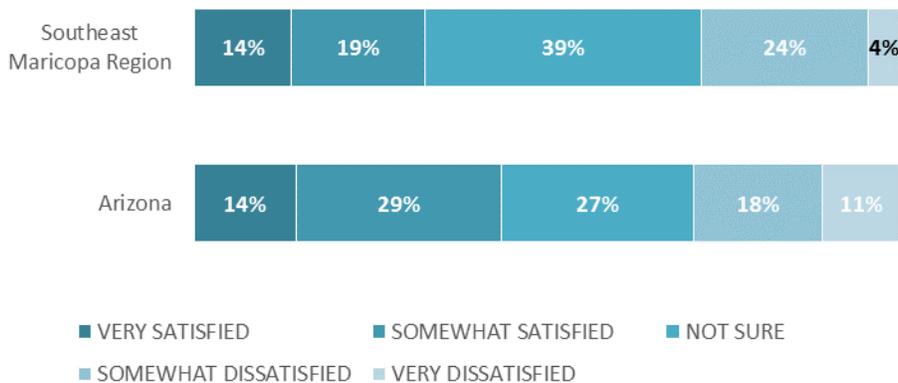
HOW SATISFIED ARE YOU WITH THE COMMUNITY INFORMATION AND RESOURCES AVAILABLE TO YOU ABOUT CHILDREN'S DEVELOPMENT AND HEALTH?



IT IS EASY TO LOCATE SERVICES THAT I WANT OR NEED



HOW SATISFIED ARE YOU WITH HOW CARE PROVIDERS AND GOVERNMENT AGENCIES WORK TOGETHER AND COMMUNICATE WITH EACH OTHER?



Adverse Childhood Experiences Study

Link to full report: <http://www.cdc.gov/violenceprevention/acestudy/outcomes.html>

The Adverse Childhood Experiences (ACE) Study is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being. The study is a collaboration between the Centers for Disease Control and Prevention and Kaiser Permanente's Health Appraisal Clinic in San Diego. More than 17,000 Health Maintenance Organization (HMO) members undergoing a comprehensive physical examination chose to provide detailed information about their childhood experience of abuse, neglect, and family dysfunction. To date, more than 50 scientific articles have been published and more than 100 conference and workshop presentations have been made. The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States. It is critical to understand how some of the worst health and social problems in our nation can arise as a consequence of adverse childhood experiences. Realizing these connections is likely to improve efforts towards prevention and recovery.

City of Mesa Library Programs

- **Baby Lapsit**
Introduces the rhythm and beauty of language to babies. One child per grown-up lap, please. Birth to 24 months.
- **Family Storytime**
Stories, music and fun for ages 3-5
- **SENSORY Storytime**
This story-time is especially welcoming for children on the spectrum and families who are looking for a smaller, more adaptive library experience. Materials and activities presented will be at a preschool level, but all ages are welcome.

- **TABLET TIME**

Come try fun, early literacy apps with your 3- to 5-year old.

- **ToddlerTime**

Introduces the rhythm and beauty of language through stories, songs and finger play fun. For ages 24-36 months and their caregivers (siblings also welcome).

- **FAMILY Playspot**

Family SPOT Resource Center presents “Play on the Go.” Join us for stories and activities for infants and toddlers.

- **KINDER PREP** (*seasonal offering*)

Kinder Prep Pre-literacy workshop is an adult/child, interactive 3-part series for parents or caregivers with children ages three to five years old. Each of the three sessions focuses on the skills needed for entrance into kindergarten in language and literacy, social competence, social-emotional growth and pre-math literacy. These sessions are highly interactive and encourage adults to participate. They focus on inexpensive at-home activities known to encourage brain development.

- **BRAIN TIME** (*seasonal offering*)

New Directions Institute for Infant Brain Development and First Things First are presenting a free 3-part series of parent-child interactions for parents of children ages 19 months to 3 years old. Sessions follow a basic story-time format.