



EARLY CHILDHOOD TASK FORCE

First Things First Statewide Strategic Plan SFY2018-2022 Draft Recommendations

| System Outcome for EARLY CHILDHOOD SYSTEM | Conditions to be met In order for the System Outcomes to be achieved | Prioritized System Roles for FTF | Recommended Goals that FTF would be working toward | Areas of Focus (Areas of Focus describe how FTF will contribute towards achieving the goal with a focus on infrastructure and capacity needs, policy alignment, coordination, leveraging resources, and service delivery. The Areas of Focus will be used in the next phase of the strategic planning process to develop actions plans that will include specific strategies and tactics with timelines for completion.) | Measures of Success (Measures of Success are indicators of progress that include system level (collective) impact and FTF impact. The primary focus of the Committees was to identify system level measures of success, determined by existing data or data that could be obtained, specified below as System Level Measures . Measures of success specific to FTF programmatic areas (FTF Impact Measures) will be, for the most part, identified in the action planning phase. There are some FTF impact measures that were identified as critical to include at the system level and are included below as FTF Impact Measures .) |
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| <p>The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive.</p> | <p>A. Partners in the early childhood system have clearly defined and well understood roles and responsibilities; planning, program development, service delivery, data, and resources are coordinated among federal, state, tribal and local jurisdictions.</p> <p>B. Partners in the early childhood system work together to identify and attain the capacity required to build and sustain the system.</p> <p>C. Families of young children and other partners are involved in the design and evaluation of Arizona’s early childhood system.</p> | <p>1. Early Childhood System Leadership - Convene partners, provide leadership, and provide funding for the conceptualization and implementation of a high quality, child and family centered, coordinated, integrated, and comprehensive early childhood system that includes clearly defined roles and responsibilities.</p> | <p>I. To clearly describe Arizona’s comprehensive early childhood system and define the roles and responsibilities of those involved in its implementation to increase coordination and leverage resources and services for young children.</p> <p>II. To have a common understanding of the early childhood system among agencies and organizations involved in the system, share ownership in its implementation and agree to shared outcomes for young children.</p> <p>III. To support State, tribal and local jurisdictions in their efforts to conceptualize and design high quality early childhood opportunities.</p> <p>IV. Early childhood is recognized as a core component of the P-20 education system.</p> | <ul style="list-style-type: none"> • Develop and implement a shared agenda across state agency partners that minimally includes: <ul style="list-style-type: none"> ○ Prioritizing high risk and vulnerable populations across the health, education and family serving sectors; ○ Aligning policies and increasing coordination to reduce duplication across health, education and family support; and ○ Continuing focused efforts in improving quality early care and education, strengthening and expanding professional development, strengthening the comprehensive early intervention system, and alignment with AHCCCS. • Continue to align and support the intersection of the early childhood system with k-3 education including emphasis on developmentally effective and appropriate practice; leveraging and alignment of resources; and professional development. • Continue to develop and strengthen relationships with local governments and tribes and nations to support new and expand early childhood opportunities. | <p>System Level Measures</p> <ul style="list-style-type: none"> • Existence of a shared state agency early childhood plan • Benchmark systems measures are agreed to and shared by system partners • A measure of partner collaboration and coordination <p>FTF Impact Measures TBD</p> |



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| | <p>D. Resources required to develop and sustain the early childhood system are generated from public and private sources.</p> | <p>2. Early Childhood System Funding – Secure, coordinate, and advocate for resources required to develop and sustain the early childhood system.</p> | <p>I. To leverage FTF resources to secure federal and foundation grants to build and sustain the early childhood system.</p> <p>II. To strengthen relationships with Arizona business, individuals, and private sector foundations to secure philanthropic investments and partnerships to enhance and sustain the early childhood system.</p> <p>III. To increase alignment of federal, state, local and tribal funding that supports a comprehensive early childhood system.</p> | <ul style="list-style-type: none"> • Identify and establish philanthropic, federal, state and tribal partnership and investment opportunities that support and advance the early childhood system. • Actively prospect, cultivate and steward strategic relationships with national and state foundations, individual/major donors and corporations to invite and secure private philanthropic investments to support established priorities. • Continue to develop FTF’s system to search, vet and pursue both public and private grant opportunities. • Continue to cultivate and identify partnerships with federal agencies and programs. | <p>System Level Measures</p> <ul style="list-style-type: none"> • Public and private funding secured in each priority area <p>FTF Impact Measures TBD</p> |



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| | <p>E. There is a coordinated process in use for collecting, analyzing, and utilizing accurate and relevant data related to early childhood development, health, and education and results are used to guide decision making.</p> <p>F. Early childhood programs, services, and resources are evaluated and results are used to foster continuous improvement.</p> <p>G. The early childhood system as a whole is evaluated to determine if it is child and family centered, coordinated, integrated, and comprehensive; results are used to strengthen the</p> | <p>3. Early Childhood System Data and Evaluation-Define and carry out roles related to collecting, analyzing, and reporting data; utilize data to design, develop, plan, and evaluate the early childhood system; and provide leadership in the evaluation of the early childhood system and collaborate with partners to utilize the results to foster continuous improvement of the system.</p> | <ol style="list-style-type: none"> 1. To ensure that data needed to inform and guide program and policy decisions is available, coordinated and utilized at the state and local level. 2. To conduct a comprehensive evaluation of the early childhood system and use results for continuous improvement of the system. | <ul style="list-style-type: none"> • Continue to enhance data to inform FTF strategy impact/outcomes that will link to the Integrated Data System. • Plan and conduct studies, based on 2018-2022 FTF Research and Evaluation Plan,* which will evaluate the impact of FTF-funded work that will inform Early Childhood System work. <i>*To be developed in coordination with the National Advisory Panel.</i> • Coordinate with system partners on the development and implementation of an Integrated Data System by: <ul style="list-style-type: none"> ○ Coordinating with system partners to standardize definitions, map, share, and access data indicators to understand impact. <ul style="list-style-type: none"> -Data should inform child outcomes and system progress. ○ Focusing on shared accountability among system partners on quality and integrity of data. ○ Developing interagency agreements that allow for the exchange and sharing of data among state, tribal and other government agencies that are funding or providing services to young children and families. | <p>System Level Measures</p> <ul style="list-style-type: none"> • %/# of state/tribal/other government agencies or system partners that participate in the Integrated Data System by sharing and/or using data. <ul style="list-style-type: none"> ○ Partners will regularly use the data system for monitoring outcomes and quality improvement purposes. • %/# of children demonstrating kindergarten readiness (using the KDI or alternate child outcome measures). • %/ # of Goal Area Measures of Success (Pathway Progress Indicators) that significantly contribute to kindergarten readiness. • FTF will develop a measure of early childhood system partner collaboration and coordination. <p>FTF Impact Measures</p> <ul style="list-style-type: none"> • FTF will have enhanced data to inform FTF strategy impact and this data will be linked to the system level data (e.g., decay experience, access to screening services) • Study findings will inform FTF strategy impact and continued work as well as areas for improvement and alignment for System’s work. |



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| | <p>system and guide future planning.</p> <p>H. Impact of the early childhood system on children and families is evaluated and results are used to guide policy development, public awareness messages, resource allocation, and future planning.</p> | | | <ul style="list-style-type: none"> ○ Executing a small-scale blueprint, to serve as a proof of concept, to demonstrate the feasibility of an integrated data system and how it has practical potential in meeting the Early Childhood System needs and coordinated use. ● Coordinate with system partners to agree to and develop a common measure of school readiness. <ul style="list-style-type: none"> ○ Partner with ADE to work on the implementation of the KDI with school districts including outreach, professional development, and analysis of data to understand children’s school readiness. ● Demonstrate success with a small scale project at community level that evaluates how individual and collective work of early childhood system partners is impacting young children’s school readiness. | |



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| <p>All Arizonans understand the importance of the early years and the impact of early childhood development, health, and education on Arizona's economy and quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.</p> | <p>A. Arizonans receive accurate and data-based information on the importance of the early years, the link between early childhood experiences and subsequent success in school and in life, and the impact of early childhood development, health, and education on the state's economy and quality of life.</p> <p>B. Faith-based communities, community-based organizations, foundations, businesses, and other partners demonstrate their support for early childhood development, health, and education and convey their support to elected officials and other policy makers.</p> <p>C. Elected officials and other policy makers actively support early childhood development, health, and early education.</p> | <p>4. Building Public Awareness and Support - Convene partners, provide leadership, and provide funding for efforts to increase public awareness of and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public.</p> | <p>I. To increase the number of diverse constituencies who use consistent, compelling messages to actively raise awareness of and build public support for the importance of early childhood as an issue that impacts all Arizonans.</p> <p>II. To increase families' understanding of the importance of early childhood and awareness of resources available to help them ensure positive experiences in their child's first five years.</p> <p>III. To increase policymakers' recognition of the role early childhood plays in educational and economic outcomes and increase regular engagement of early childhood voices in public policy conversations.</p> | <ul style="list-style-type: none"> • Increase the engagement of diverse constituents across Arizona who act in support of building an effective early childhood system. • Ensure consistent public messaging about early childhood among First Things First and its internal and external partners. • Increase the presence of consistent early childhood strategic messaging across broad communications channels throughout the state. • Engage parents and caregivers of young children with relevant, credible and appealing content through digital communications channels. • Bolster the marketing efforts of statewide and regionally-funded strategies. • Highlight the impact of FTF funded programs on young children and their families. • Expand the profile and recognition of First Things First as a leader in early childhood policy and practice. • Leverage opportunities to increase understanding of early childhood's impact on a broad range of topics among state, federal, tribal and local policymakers. • Build recognition of First Things First strategies as synonymous with improving outcomes in early childhood. | <p>FTF Impact Measures</p> <p>(Data sources: FTF internal tracking, online analytics, and statewide survey)</p> <ul style="list-style-type: none"> • % increase of FTF as a credible messenger of early childhood information • % increase of parents and caregivers who engage with early childhood information • % increase in constituents who actively support early childhood <p>System Level Measures</p> <p>(Data sources: FTF internal tracking, online analytics, and statewide survey, Family and Community Survey)</p> <ul style="list-style-type: none"> • % increase of the perceived importance of early childhood development statewide • % increase of awareness and support for early childhood • % increase parents who feel confident and competent in their ability to support their child's health and learning |



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| <p>All children have access to high quality, culturally responsive early care and education that promotes their optimal development.</p> | <p>A. There is a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.</p> | <p>5. Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.</p> | <p>I. To identify and align early care and education programs and services to ensure a comprehensive early childhood system with coordinated and efficient use of resources.</p> <p><i>Definition:</i> Early Care and Education A mixed delivery system of early childhood education that includes services offered through a variety of programs and providers such as Head Start, licensed family and center-based child care, public schools, and community-based organizations supported with a combination of public and private funding. http://www.nea.org/assets/docs/ESSA%20One%20Payer%20-%20Early%20Childhood%20education.pdf</p> | <ul style="list-style-type: none"> • Continue coordination, alignment and leveraging of resources of state and federal programs: <ul style="list-style-type: none"> ○ Support alignment of state and federal programs with explicit purpose of providing early learning or child care services (i.e. Child Care and Development Block Grant – CCDBG, Head Start): ○ Identify state and federal programs that permit use funds for early care and education (i.e. Workforce Investment and Opportunity Act – WIOA, Child and Adult Care Food Program – CACFP, Title I, Temporary Assistance for Needy Families – TANF); ○ Identify and explore relationships with state, federal, and tribal programs that include funding streams able to support parts of the early care and education system; and ○ Support implementation of braided funding streams. • Consider feasibility of a common intake/eligibility system to support families in enrolling their children in early care and education programs. • As needed, FTF should remain a source of federal match in order for the State to continue to draw down federal funds. • With partners establish an integrated data system to provide data that can be used to evaluate and monitor the Early Care and Education System. • Continue to educate policymakers to increase understanding and knowledge of how a comprehensive early childhood system is aligned with and supports education, workforce development, and the state’s economy. | <p>System Level Measures</p> <ul style="list-style-type: none"> • Quality First has a comprehensive resource and finance plan that incorporates state partners including, First Things First, Arizona Department of Education, Arizona Department of Economic Security, Arizona Department of Health Services, Head Start, and tribal partners. <ul style="list-style-type: none"> ○ Targeted measurements should also include tracking the movement towards: <ul style="list-style-type: none"> – a comprehensive data system – common intake/eligibility infrastructure – increased funds being used for early care and education – decreasing and/or leveraging areas of duplication <p>FTF Impact Measures TBD</p> |



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| | <p>B. There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.</p> | <p>6. Quality Early Care and Education Standards, Curriculum, and Assessment - Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.</p> | <p>I. To increase use of research/evidence-based curriculum and comprehensive assessment that is aligned with the Arizona State Standards for birth – pre-k.</p> <p>Definition: Comprehensive Assessment The process of gathering information about children from several forms of evidence, then organizing and interpreting that information to find out what the child knows and can do in relation to optimum development. With that knowledge, an appropriate plan for effective instructional strategies to help the child develop and learn can be identified, monitoring their progress along the way. (National Association for the Education of Young Children - NAEYC position statement and The Assessment Continuum Guide for Pre-K through Third Grade in Arizona – Arizona Department of Education).</p> | <ul style="list-style-type: none"> • Alignment of curriculum and child assessment components with Federal, State, and tribal requirements. • Support early care and education programs in the use of research/evidence-based curriculum and comprehensive assessment, including the program’s processes for: <ul style="list-style-type: none"> ○ monitoring fidelity of implementation; ○ using data to inform instructional practices that support growth and development; ○ interplay between curriculum and child assessment; and ○ Practices that support data sharing with families. • Support early care and education programs in establishing at minimum, an assessment process for: <ul style="list-style-type: none"> ○ screening measures; ○ formative assessment for all children; and ○ kindergarten entry. | <p>System Level Measures</p> <ul style="list-style-type: none"> • Inventory of curriculum and assessments used by licensed and regulated early care and education programs across the state. • Number of programs implementing an evidence-based curriculum <p>FTF Impact Measures TBD</p> |



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| | <p>C. Arizona has enough high quality, culturally responsive, affordable early care and education programs and settings to meet the needs of children and families in all communities throughout the state.</p> <p>D. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work.</p> <p>E. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.</p> | <p>7. Quality, Access, and Affordability of Regulated Early Care and Education Settings - Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive, and affordable early care and education programs.</p> | <p>I. To increase the number of Arizona children birth through five with access to and participation in quality early care and education.</p> | <ul style="list-style-type: none"> • Focus outreach to ensure access to early care and education programs serving the following populations: <ul style="list-style-type: none"> ○ tribal and rural; ○ infants and toddlers; ○ children in the child welfare system; ○ children with special needs; and ○ high poverty and unemployment areas. • Focus on management systems and administrative practices to support human resource and fiscal practices that sustain staff and maintain program operations. • Redesign, test, and move toward implementation of the recommendations of the Quality First Advisory Sub-Committee to address: <ul style="list-style-type: none"> ○ quality improvement; ○ scale; ○ participant readiness; and ○ create a participant driven process. • Align Quality First standards and comprehensive assessment processes with federal, state, and tribal regulation. | <p>System Level and FTF Impact Measures</p> <ul style="list-style-type: none"> • %/# number of children 0 – 5 enrolled in a program participating in Quality First by age groups. • %/# of children 0 – 5 enrolled in a 3 – 5 star program participating in Quality First by age groups. • Retention of programs maintaining a Quality First rating of 3 – 5. <p>Additional Data Points:</p> <ul style="list-style-type: none"> • Licensed capacity of programs that have achieved a Quality First rating of 3 – 5 • Length of time for a program to achieve a Quality First rating of 3 – 5. • # Program closures • # Children receiving DES subsidy enrolled in a 3 – 5 star programs participating in Quality First • # Children in the child welfare system enrolled in a 3 – 5 star programs participating in Quality First • # infants and toddlers enrolled in a 3 – 5 star programs participating in Quality First • # Children in high poverty/high unemployment zip codes enrolled in a 3 – 5 star programs participating in Quality First • # Children with an IFSP or IEP enrolled in a 3 – 5 star programs participating in Quality First • # Tribal children enrolled in a 3 – 5 star programs participating in Quality First |



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| <p>PROFESSIONAL DEVELOPMENT:</p> <p>All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.</p> | <p>A. Arizona has enough culturally diverse early childhood professionals working in a variety of capacities to meet the needs of Arizona’s children and families in all communities throughout the state.</p> <p>B. Early childhood professionals meet specified educational/professional development requirements and continue their professional development throughout their careers.</p> <p>C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona.</p> <p>D. Early childhood professionals throughout Arizona have access to the education and ongoing professional development required to work in the setting of their choice and facilitate their professional growth.</p> <p>E. High quality professionals are recruited and retained in the early childhood system.</p> <p>F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.</p> | <p>8. Professional Development System and Recruitment and Retention of Professionals in the Early Childhood System - Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation. Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood professionals.</p> | <p>I. To implement, align, and continuously improve Arizona’s Professional Development System that supports the education, recruitment, and retention of early childhood professionals.</p> | <ul style="list-style-type: none"> • Use the Professional Development Workgroup as a statewide advisory structure for all sectors of the early childhood professional development system. • Support partners across the early childhood system to promote and utilize the Arizona Early Childhood Career and Professional Development Network, including the Workforce Knowledge and Competencies (WFKC), Workforce Registry, and Instructor and Technical Assistance Provider Standards. • Collect and maintain accurate and comprehensive early childhood workforce data to inform and support decision making. • Develop and strengthen a continuum of intentional educational and professional development career pathways for the early childhood workforce, specifically ensuring resources as well as access in rural, tribal, and high poverty areas. • Identify barriers that limit progression along the continuum. • Use of research-based instructional strategies that support behavior change in teachers’ implementation of best practices in early care and education. • Support early childhood workforce compensation, incentives, benefits, work environment, and employee retention efforts through the review of research and use of data from the Registry. | <p>System Level Measures</p> <ul style="list-style-type: none"> • # Institutes of Higher Education with degree requirements and pathways aligned with the WFKC that support the movement from high school career and technical education program to an Associate degree and completion of a Bachelor’s degree. • %/# of Early Childhood Teachers and Administrators, separately, with college degree(s) and/or relevant experience. • # of programs offering professional development across the state to the early childhood workforce that are aligned with the WFKC. • %/# Professionals participating in professional development across the state. <p>FTF Impact Measures TBD</p> |
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| System Outcome for CHILDREN'S HEALTH | Conditions to be met in order for the System Outcomes to be achieved | Prioritized System Roles for FTF | Recommended Goals that FTF would be working toward | Areas of Focus <small>(Areas of Focus describe how FTF will contribute towards achieving the goal with a focus on infrastructure and capacity needs, policy alignment, coordination, leveraging resources, and service delivery. The Areas of Focus serve as the topic areas that will be used in the next phase of the strategic planning process to develop actions plans that will include strategies and tactics with timelines for completion.)</small> | Measures of Success <small>(Measures of Success are indicators of progress that include both system level (collective) impact and FTF impact. The primary focus of the Committees was to focus on identifying system level measures of success determined by existing data or data that could be obtained and are specified below as System Level Measures. Measures of success specific to FTF programmatic areas (FTF Impact Measures) will be for the most part identified in the action planning phase. There are some FTF impact measures that the Committees identified as critical to include at the system level and those are included below and specified as FTF Impact Measures.)</small> |
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| <p>All children have access to high quality preventive and continuous health care, including physical, mental, oral, and nutritional health.</p> | <p>A. Children and families have access to high quality, affordable health care coverage and services, including services that contribute to healthy births.</p> | <p>9. Access to Quality Health Care Coverage and Services - Collaborate with partners to increase access to high quality health care services (including oral health and mental health) and affordable health care coverage for young children and their families.</p> | <p>I. To increase the number of Arizona children birth through five with access to preventive health services, including oral health, behavioral health, and immunizations.</p> <p>II. To increase the number of Arizona children birth through five that are receiving care coordination services and healthcare through a medical and dental home.</p> <p>III. To increase parents and caregivers knowledge and understanding on how to support their child's optimal health and development.</p> <p>Definitions: Social determinants of health: The complex, integrated, and overlapping social structures and economic systems that are responsible for most health inequities. These social structures and economic systems include the social environment, physical environment, health services, and structural and societal factors (CDC). Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Resources that enhance quality of life can have a significant influence on population health outcomes. Examples of these</p> | <ul style="list-style-type: none"> • Continue efforts to improve children's oral health and work to make sure that oral health care is unduplicated and coordinated for children. • Support health insurance outreach, enrollment and increase health insurance literacy. • Collaborate with AHCCCS, managed care plans, and tribal health partners to work on issues affecting children birth through five, including: <ul style="list-style-type: none"> ○ Analysis of data on utilization of healthcare services, including EPSDT and other children's preventive health services. Use data to support work promoting children's access to early and periodic screening, diagnosis and treatment. ○ Support AHCCCS flexibility to provide children's preventive services through home visitation, screening and interventions, and behavioral health services. • Support medical homes (including tribal health partners) providing care coordination services for children with an emphasis on children with complex needs. Support referrals to maternal health services, and screening for social determinants through the medical home. | <p>System Level Measures</p> <ul style="list-style-type: none"> • % of AZ children 0-5 with untreated tooth decay (FTF/AZDHS) • % of AZ children 0-5 with health coverage (Census) • % of children receiving a well child visit (6 visits by 15 months - AHCCCS data/Indian healthcare data) • % of AZ children Age 19-35 months who are immunized (National Immunization Survey, AZDHS) <p>Additional Data:</p> <ul style="list-style-type: none"> • % of AZ children 0-5 who have seen a dentist in the past year (FTF/AZDHS; National Children's Health Survey) • % of AZ children 0-5 with tooth decay experience (FTF/AZDHS) • % of children who families indicated that during the past 12 months, they needed dental care but could not get it at that time (NHANES) • % of AZ children who receive comprehensive, ongoing, and coordinated care within a medical home (National Children's Health Survey) • % of children screened eligible for preschool special education (ADE) • % exemptions for vaccination in early education settings (DHS) • % of uninsured mothers (Census) <p>FTF Impact Measures TBD</p> |



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| | | | <p>resources include safe and affordable housing, access to education, public safety, availability of healthy foods, local emergency/health services, and environments free of life-threatening toxins.(Healthy People 2020) https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</p> <p>Maternal Health Services The continuum of health services that women need across the life course to stay healthy during pregnancy, childbirth and the postpartum period. This includes preconception care, prenatal care, and perinatal health services. These services have the downstream impact of improving children's health.</p> | <ul style="list-style-type: none"> • Explore ways to help rural and tribal children better access services such as community health workers, tele-health, transportation, and workforce capacity building. • Coordination of programs, funding, care delivery for children among state agency partners, managed care plans, tribal health, and other partners working with children birth through five so that services are not duplicated and families receive timely and appropriate care when they need it. • Bring partners together to explore and define what an integrated system of care looks like so that health programs provided in early childhood education settings are aligned with the care provided to children in medical and dental homes. • Partner to help families navigate the impact of health reform on children's health and increase the health literacy of families so they can effectively advocate within the health system for timely, appropriate, and coordinated care for their children. • Support efforts to align and increase coordination of programs addressing maternal health. | |



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| | <p>B. All children are provided access to early periodic screening and diagnosis to identify physical, mental, and developmental health issues and, if necessary, follow-up treatment/services are provided.</p> | <p>10. Early Screening and Intervention- Collaborate with partners to increase awareness of and access to a continuum of information, support, and services for families and their children who have or are at risk of having developmental, physical, and/or mental health issues.</p> | <p>I. To increase the number of Arizona children birth through five receiving appropriate developmental and health screening.</p> <p>II. To create, sustain, and expand the development of coordinated statewide and community based systems to identify and serve children with physical, behavioral, and/or developmental health needs.</p> <p>III. To increase the number of Arizona children birth through five that are receiving appropriate supports and intervention services based on screenings.</p> <p>IV. To increase the number of Arizona pregnant women receiving early and adequate maternal health services, oral health screening, and immunizations.</p> | <ul style="list-style-type: none"> • Support developmental, autism, oral health and sensory screening services. Screenings should include social determinants and toxic stress to better support the child and family. Refer mothers to maternal health services and screenings (Goals 1, 4); and connect families to appropriate services and interventions (Goal 3). <ul style="list-style-type: none"> ○ Partner to ensure children are meeting national standards for appropriate screenings; getting referred for evaluation, and connected to services and treatment. (Goals 1,2,3) ○ Work with partners to reduce duplication of services, coordinate screenings, help families understand the results, and support the appropriate follow up and referrals needed. (Goals 2,3) ○ Work with tribal health partners to improve collaboration with state agencies to increase screening and decrease no show rates. (Goals 1,2,3) ○ Continue to partner with efforts to increase sensory screening including identification of data sources. (Goal 2) • Explore the use of telehealth services to expand capacity, with attention to shortage areas. (Goals 1,3) • Provide and coordinate information for families and organizations working with young children on the importance of screenings, maternal health services, and immunizations and where to access them. (Goals 1,2,3,4) | <ul style="list-style-type: none"> • % of AZ children age 9 months to 5 years who received a standardized screening for developmental or behavioral problems (National Children's Health Survey, AHCCCS) • % Adequacy of Prenatal Care received by pregnant women in Arizona (PRAMS - baseline) <p>Additional Data:</p> <ul style="list-style-type: none"> • % of women who received counseling and support around maternal depression during or after pregnancy (PRAMS) • % of children entering kindergarten exiting preschool special education to regular education (ADE, Tribal Head Start) • % of children screened eligible for AZEIP (DES) • % of children receiving occupational, physical, or speech therapy (AHCCCS) <p>FTF Impact Measures TBD</p> |



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| <p>All families have the information, services, and support they need to help their children achieve their fullest potential.</p> | <p>A. Families receive high quality, diverse, and relevant information and education on the importance of the early years, child development, health, and early education in a variety of formats and from a variety of sources.</p> <p>B. Families have easy access to information on the quality and availability of programs and services.</p> | <p>11. Information and Education for Families - Convene partners, provide leadership, and provide funding for the development and coordinated dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, early education, and related resources for families, providers, partners, and the public.</p> | <p>I. To increase families understanding and use of parenting practices that promote positive child development, health and literacy outcomes for their children.</p> | <ul style="list-style-type: none"> • Increase parent/caregiver awareness with fact-based information and resources that are accessed, and universally, available through web-based, social media, mobile and other technology platforms. • Partner and work with community partners to ensure parents/caregivers have access to information, activities, and available services. • Coordinate across system partners to disseminate information and connect parent/caregivers to information, resources and services. • Support parents/caregivers to be a resource to one another. • Develop a communication strategy aimed at family, friend and neighbor providers, informing them of available supports. • Create universal messages and information for all families and targeted messages for various high risk and target populations. • Focus early childhood messages and information for infants and toddlers. | <p>System Level Measure</p> <ul style="list-style-type: none"> • % of parents/caregivers who report that they are competent and confident about their ability to support their child’s safety, health, literacy and well-being (Family Caregiver Survey)* <ul style="list-style-type: none"> ○ Focus on knowledge of child development and knowledge of/having information about services and supports in their community. ○ Understanding parent/caregiver’s sources of support, informal and formal sources, and how caregivers receive information. <p><small>*This measure of success refers to the % of parents/caregivers that report feeling competent and confident in their ability to support their child’s safety, health, and well-being through knowledge of child development and positive parenting practices.</small></p> <p>FTF Impact Measures TBD</p> |



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| | <p>C. Families have access to a variety of high quality, culturally responsive, and affordable services, supports, and community resources, which promote their child’s development (physical, cognitive, speech and language, and social-emotional) and health.</p> | <p>12. Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p> | <p>I. To increase the availability of and access to high quality family support services for families with young children.</p> <p>II. To continuously improve the quality of family support services.</p> <p>III. To increase coordination of planning, development, funding and delivery of family support services to meet the needs of families and leverage available resources.</p> | <ul style="list-style-type: none"> • Continue to support a continuum of quality family support strategies to meet the needs of families ranging from low intensity and universal reach to all families to high intensity and reach to targeted populations: (Goals 1,2 and 3) <ul style="list-style-type: none"> ○ Expand opportunities for families to reduce isolation and build relationships and social networks to increase resilience; ○ Prioritize families and children most in need (high risk and vulnerable populations) rural, tribal, and underserved areas; ○ Use a multi-generational approach when providing services; ○ Ensure continuum of services is complimentary, not duplicative; ○ Consider the use of innovative technology strategies to increase family engagement; and ○ Expand use of evidence based practice and support innovation with research and evaluation. • Continue to support the strengthening of Arizona’s Home Visitation System: (Goals 1, 2 and 3) <ul style="list-style-type: none"> ○ Support and strengthen coordinated intake and referrals processes at the local level; ○ Leverage Medicaid funding for home visitation ; ○ Continue to support evidence based home visitation focused on reaching high risk and vulnerable target populations and addressing complex needs, e.g. mental health and substance use; and ○ Provide specialized professional training | <p>System Level Measure</p> <ul style="list-style-type: none"> • % of parents/caregivers who report that they are competent and confident about their ability to support their child’s safety, health, literacy and well-being (Family Caregiver Survey)** <ul style="list-style-type: none"> ○ Focus on ability to navigate and access supports and services in their community. ○ Focus on language and literacy: Rich home environment; frequency of reading to their child and storytelling or singing to their child. <p>**This measure of success refers to the % of parents/caregivers that report feeling competent and confident in their ability to navigate and access supports and services in their community to support their child’s safety, health, and well-being.</p> <p>FTF Impact Measures TBD</p> |
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| | | | | <p>and skill development for providers, including how training is integrated in day-to-day practice.</p> <ul style="list-style-type: none"> • Provide specialized professional development for family support providers to increase knowledge and skills to serve and meet the needs of families: (Goal 2) <ul style="list-style-type: none"> ○ Consider delivery and approaches for effective professional development; and ○ Coordinate with partners and leverage resources to provide professional development. • Continue to coordinate with state agencies and partners to ensure resources are maximized, avoid duplication, and concentrate on complementary services: (Goal 3) <ul style="list-style-type: none"> ○ Leverage community partnerships to establish community based service hubs including schools; ○ Leverage and coordinate efforts with hospitals; ○ Create an infrastructure, policies, programs and resources to support families of children with special needs; and ○ Strengthen partnerships with the faith-based communities. • Provide support and technical assistance to employers to develop family-friendly work policies. | |