MEMORANDUM

Date: April 23, 2019

To: The Honorable Chairman and Members
Pima County Board of Supervisors

From: C.H. Huckelberry
County Administrator

Re: **Early Childhood Education and County Funding of the Pima County Preschool Investment Program**

Over the past few weeks, the Board of Supervisors has seen a number of opinion pieces written by various individuals supporting a property tax for an early childhood education program. On April 17, 2019, Tucson, Sunnyside and Amphitheater School Board Members suggested the same and indicated the Board of Supervisors is considering such a plan.

On one occasion, I met with members of the Pima County Preschool Investment Program steering committee and Chairman Elías to discuss the matter. The proposal is to have Pima County fund the program through our primary property tax. Based on the estimates of the program, such would require an annual investment of over $100 million to ensure that all low-income three and four-year-olds receive early childhood education programming. This is a significant tax investment of the Board and requires serious and thoughtful consideration.

My Executive Assistant Nicole Fyffe researched and developed the attached report regarding early childhood education in Arizona and Pima County. Ms. Fyffe's work concludes there is little doubt this investment will pay dividends in the long run, these programs have proven to be effective and beneficial, and there is significant need in Pima County. However, the report also suggests that funding these programs has been a "hot potato" quickly passed by all levels of government. In fact, the State of Arizona claims a significant investment, but further research shows these are largely federal grants, not funds from the State. The State's actual contribution is mainly limited to voter-approved tobacco tax funding for First Things First, which funds a variety of early childhood education and health programs, of which tuition assistance for low-income preschool age children is just one.

In the recent past, an initiative was attempted in the City of Tucson to earmark sales taxes for a related purpose not constrained to low-income children, but this initiative failed at the polls by a vote of 65 percent to 35 percent.

The question now is why have the County pay this cost through the primary property tax? The answers are simple; 1) we have the capacity to do so and, 2) the Southern Arizona Leadership Council, which opposed the City initiative, has rethought their position regarding an improved proposal and concludes the County is the best revenue source to fund this

worthwhile initiative. While this logic could permit the County to fund such a program, the Constitutional funding restrictions placed on the County by both the Arizona Constitution and the Arizona Legislature make it very difficult.

In my meeting with the Pima County Preschool Investment Program proponents, I believed it might be appropriate to consider a reduced request but also request significant private or other institutional funding participation in this request. Such has not materialized at the scale necessary. While School Board members in the most recent editorial pledged classroom space and teachers, my assumption is that they were not offering to pay those teachers, which is one of the largest components of the cost of expanding access to affordable preschool. A more appropriate response would have been "we are funding partners with the County and will provide classrooms, teachers, AND the funding through our school district property tax levies to pay at least some of those teachers, if the County and the State can contribute similarly." The State, through First Things First, could choose to commit a larger share of its funding to this effort by either releasing a small amount of its rainy day fund, or reprioritizing its programing in Pima County. In addition, the State legislature could consider legislation to allow for the establishment of a special district, perhaps like the Joint Technical Education Districts, that could levy a secondary property tax for this purpose. These efforts to identify funding partners have not been fully explored.

After our meeting with the Steering Committee, I asked the County Attorney to determine if the County could fund at least half of an initial component of a startup program by funding the gap between the Department of Economic Security childcare subsidies for low-income preschool age children and the market rate cost, which would have been $4.8 million. At this same meeting, I asked the participants whether they could commit to the other half of this funding. I know there have been commitments to date, but nowhere near what the County may have committed.

In addition, my commitment was directed toward funding this amount through the Library District secondary property tax levy, since the Library District already funds early childhood education programs. The County Attorney has provided a preliminary opinion stating that funding this program through the Library District in the amount requested for the purpose specified would be problematic and could subject the County to legal challenge. Therefore, this option is not viable.

The only option is to fund a portion or the entire program through the County primary property tax. This is also significantly problematic for two reasons: First, the State's Truth in Taxation statute (A.R.S. §42-17107(A)(4)) requires unanimous approval for a primary property tax levy that increases by 15 percent of more from the preceding year's levy when taxes levied on new construction are excluded. Second, the Arizona Legislature has twice attempted in recent years to shift the 1980 Constitutional provision of the One-percent primary property tax exceedance onto the County and/or the school district. The first attempt was fought by the County in court. The County prevailed with the legislation being

declared unconstitutional. The second attempt is now in court and I expect an identical result.

To significantly add to our primary property tax for funding of early childhood education simply fans the flames of the Legislature that is already concerned because of our compliance with 1980 Constitutional requirements. In addition, the Arizona Constitution has an expenditure limitation, which would be exceeded by expending significant funding for this purpose. Because these would be operational expenditures, not capital expenditures, issuing Certificates of Participation to overcome this limitation is not an option. The County would need to cut current expenditure levels in other General Fund departments, most of which is spent in the Justice and Law Enforcement areas, in order to meet this Constitutional expenditure limitation. The only option to overcome this limitation is a budget override approved by the voters. Article 9, Section 20(6) of the Arizona Constitution states:

> "Any political subdivision may adjust the base limit by the affirmative vote of two-thirds of the members of the governing board or by initiative, in the manner provided by law, and in either instance by approval of the proposed adjustment by a majority of the qualified electors voting at a regularly scheduled general election or at a nonpartisan election held for the nomination or election of the members of the governing board. The impact of the modification of the expenditure limitation shall appear on the ballot and in publicity pamphlets as provided by law."

Based on this expenditure limitation, an override election can only be held in 2020. Hence, this becomes the primary constraint on County funding for an early childhood education program.

The concepts of the Pima County Preschool Investment Program are sound, but the execution of the funding concepts are flawed. Because of this, I will not recommend the Board of Supervisors fund these requests. This is a shared responsibility, shared by the State, school districts, the County and others.

CHH/anc

Attachment

c: Jan Lesher, Chief Deputy County Administrator
Tom Burke, Deputy County Administrator for Administration
Carmine DeBonis, Jr., Deputy County Administrator for Public Works
Nicole Fyffe, Executive Assistant to the County Administrator

Preschool System in Arizona and Pima County,
and Local Efforts to Improve Access, Affordability and Quality

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Preschool System in Arizona and Pima County, and
Local Efforts to Improve Access, Affordability and Quality

I. Abstract

Research shows that children who attend preschool are better prepared for kindergarten, and with continued supportive education, these benefits may result in positive longer-term outcomes for those children, their parents, employers and taxpayers. This is particularly the case for economically disadvantaged, minority and dual language children attending high quality preschool. In Pima County, Arizona, only 43 percent of 3rd graders are minimally proficient at reading – a key educational indicator. Preschool enrollment is low, enrollment in quality preschool is even lower, half of all preschool age children are from low-income families and the majority of those are children of color. Preschool throughout Arizona is provided through a mix of providers, the annual cost to parents can rival college tuition, and existing public funding for those who need it is insufficient. There are currently efforts at the local level to improve preschool access, affordability and quality, including Tempe PRE (actively serving students), the LAUNCH Flagstaff proposal and the Pima County Preschool Investment Program proposal.

II. Introduction

The purpose of this white paper is to provide Pima County decision makers with:

1. A summary of research regarding the benefits of a quality preschool education;
2. A basic understanding of the preschool system in Arizona and Pima County, including provider types, funding and quality;
3. Efforts at the local level to expand access, affordability and quality;
4. The demographics of preschool-age children in Pima County and the gap that exists between the number of low-income preschool-age children receiving publically funded tuition and subsidies to attend high quality preschool compared to the number in need; and
5. Pima County's current role in early childhood education, improving kindergarten readiness, and the State's First Things First Quality First program.

The Arizona Daily Star's Editorial Board has been active on this issue. Ms. Sarah Garrecht Gassen, the Star's Opinion Editor, and others recently visited several communities outside of Arizona that have publically funded universal preschool or expanded early childhood education programs, and are currently reporting on these programs. Therefore, summaries of these programs are not included here.

The Pima County Administrator requested this white paper in response to a request that the County contribute funding to a Pima County Preschool Investment Program (PCPIP). In short, PCPIP grew out of the Strong Start Tucson sale tax initiative that failed to get voter support in the November 2017 City of Tucson general election. Backers of that initiative have been working with organizations who expressed opposition to the initiative, including the Southern Arizona Leadership Council, to address the initiative's shortfalls. The purpose of PCPIP is to increase access and affordability of full-day full-year quality preschool for low-income three

and four year olds in Pima County. This program would be administered by the State's First Things First agency through its Quality First scholarship program. This differs from the 2017 initiative as it is not limited to the City of Tucson, it focuses on low-income children only, it does not require a new bureaucracy to administer, and it is based on annual funding commitments (as opposed to a sales tax with no sunset).

For the purposes of this white paper, "preschool" is generally defined as early childhood education targeted at three and four year olds in preparation for kindergarten. This level of education may occur at a center called a preschool, or may be provided as part of child care, early learning centers, or nursery schools that serve children birth through age five. The name of the facility or program is not a good indicator for ages served or quality. Early childhood learning is increasingly viewed as the most important predictor of later success in school.[1] While early child care used to be more focused on providing a safe place for children to be cared for while their parents work, recent developments in neuroscience have shown how important these early years are for cognitive development, which has contributed to a greater focus on intentional learning at earlier ages.

Unsubsidized, market rate tuition for full day, full year preschool for 3-4 year olds can cost between $7,920 and $9,240 a year in Pima County.[2] Market rate describes what providers feel they can charge local families, which can be different than the actual cost. Costs can differ depending on the age of the child, the number of ours covered, location, and the quality of the program. A quality program can cost as much as tuition at the University of Arizona ($12,000 or more).

III. Kindergarten and Arizona Public Schools

For those not regularly involved with the Arizona school system, it is worth noting that Arizona school districts are required to provide free half-day kindergarten. Children must turn five before September 1 of the school year to be eligible for kindergarten. However, school districts have the option of allowing younger children to start kindergarten early, so long as they turn five by January 1 of the school year. Half-day programs typically end around 12 p.m. The State temporarily provided funding to cover the cost of free full-day kindergarten between 2007 and 2010. In Pima County, some schools offer free full-day kindergarten, others offer a tuition-based full-day program. Full-day is generally defined as a 6-hour program, ending about 3 p.m. Some schools then offer after-school care, which is typically tuition based and ends somewhere between 5-6 p.m. Since 2012, the State has mandated a curriculum for kindergarten.

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[1] Arizona Town Hall. (2013). *Highlights of the 103rd Arizona Town Hall: Early Education in Arizona. P.3.* http://www.aztownhall.org/resources/Documents/103%20Early%20Education%20Highlights.pdf Accessed March 14, 2019.

[2] Arizona Department of Economic Security. (2018). *2018 Child Care market Rate Survey.* https://des.az.gov/file/14277/download Accessed on March 18, 2019. Licensed Centers, Full-time, Preschoolers 3-5 years old, assuming 22 days per month.

IV. Preschool Prior to Kindergarten: Outcomes and Return on Investment

A considerable number of studies have taken place with regard to the impacts of preschool and early childhood education on participants' kindergarten readiness and longer-term outcomes. Based on these, it is reasonable to conclude that children who attend preschool are better prepared for kindergarten. The benefits are even greater for low-income, minority and dual language children, and for those attending high-quality preschool. Furthermore, with continued supportive education, these benefits may result in increased high school graduation rates and incomes, better health, lower special education and teen birth rates, and reduced involvement in the criminal justice system. These benefits not only accrue to participants, but also to taxpayers.

In 2014 the Washington State Institute for Public Policy (WSIPP) released a report drafted at the request of the Washington State Legislature, concerning the impacts of early childhood education programs for low-income children and the return on investment for such programs.[3] As part of the analysis, WSIPP reviewed 49 scientifically rigorous studies comparing outcomes of low-income students who attended specific preschool programs to those who did not. The preschool programs included the Federal Head Start program, state and school district pre-kindergarten programs, and smaller model programs. The WSIPP analysis found that all three types of programs had statistically significantly positive impacts on test scores immediately after preschool. The longer-term outcomes have a larger degree of uncertainty, primarily due to a lessor number of studies. That said, the WSIPP analysis still found, on average, that these programs have beneficial effects on increasing high school graduation rates, and decreasing grade retention, the need for special education services, crime and teen births. The report also included an estimate of the return on investment for the Head Start and State/school district preschool programs, which ranged from $2.63-$4.20 for each dollar invested. The monetary benefits included increases in labor market earnings, lower K-12 education and criminal justice system expenditures, and lower healthcare expenditures.

A 2017 report titled The Current State of Scientific Knowledge on Pre-Kindergarten Effects was released by a task force of interdisciplinary scientists that reviewed available evidence and reached consensus on a number of conclusions.[4] They found that children attending publicly-funded pre-kindergarten programs are better prepared for kindergarten than similar children who have not attended pre-kindergarten. Economically disadvantaged children and dual-language learners showed greater improvement at the end of the pre-kindergarten year. The most successful pre-kindergarten programs included key elements of what is often referred to as high quality, including evidence-based curriculum and coaching for teachers. Longer-term academic benefits depend on the quality of learning experiences before, during and after the pre-kindergarten year. Evidence for longer-term impacts on academic outcomes and school progress is sparse, precluding broad conclusions. While not a consensus

[3] Washington State Institute for Public Policy. (2014). *Early Childhood Education for Low-income Students: A Review of the Evident and Benefit-Cost Analysis.* https://www.wsipp.wa.gov/ReportFile/1547/Wsipp_Early-Childhood-Education-for-Low-Income-Students-A-Review-of-the-Evidence-and-Benefit-Cost-Analysis_Full-Report.pdf. Accessed March 6, 2019.

[4] (2017.) *The Current State of Scientific Knowledge on Pre-Kindergarten Effects.* https://d3n8a8pro7vhmx.cloudfront.net/strongstarttucson/pages/17/attachments/original/1525122408/Gormley_Brookings_Study.pdf?1525122408 Accessed on March 8, 2019.

statement, the report did cite consistent, positive effects for Hispanic children, and cited a widely reported study showing significant gains for African American children.

According to findings discussed at Arizona's 103rd Town Hall on early childhood education, intensive preschool interventions targeting disadvantaged children have yielded significant gains that can last well into adulthood. [5] According to the background report prepared by Northern Arizona University and the Arizona K-12 Center, children who attended preschool programs were more likely to stay in the regular classroom and out of special education, go through school without repeating a grade, complete high school without dropping out, be employed as adults and have higher earnings.

One of the benefits promoted by supporters of the Pima County Preschool Development Program is that by providing full-day high quality preschool to low-income children, more parents will be able to enter or remain in the workforce, or enter or remain in postsecondary educational programs, which is a benefit to them, their family, and the economy. Research shows that a lack of access to child care negatively affects the chances of parents staying in the workforce.[6] For non-working, low-income adults with children, 70 percent cite taking care of home/family as the reason they are not in the workforce.[7] For students with children that dropped out of post-secondary educational programs, three-quarters of them said child care would help someone like them in get a college degree.[8] Furthermore, an additional $3,000 of income to a family earning less than $25,000 when their child is young, has been found to boost that future child's earnings by 17 percent.[9]

Research on the impact of Arizona's Quality First program on children's kindergarten readiness is currently underway in conjunction with the City of Tempe's Tempe PRE preschool program. Year 1 outcomes showed that most children went from performing below their expected developmental level to meeting or exceeding developmental expectations in all domains. [10] Quality First is Arizona's early learning Quality Improvement and Rating System for preschool and early childhood education providers. Tobacco tax funding was approved by voters in 2006 for this and related purposes. The Quality First program began as a 2-year pilot in 2009, and was implemented in earnest in 2011. More details on the Quality First program and the Tempe PRE program are included in this report.

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[5] Arizona Town Hall. (2013). *Highlights of the 103rd Arizona Town Hall: Early Education in Arizona.* P.3. http://www.aztownhall.org/resources/Documents/103%20Early%20Education%20Highlights.pdf Accessed March 14, 2019.

[6] Greenburg, M. (2007). *Next Steps for federal child care policy. The Next Generation of Anti-Poverty Policies.* As cited by Pima South Regional Partnership Council 2018 Needs and Assets Report.

[7] US Chamber of Commerce Foundation. (2017.) *Workforce of Today, Workforce of Tomorrow.* https://www.uschamberfoundation.org/reports/workforce-today-workforce-tomorrow. Accessed April 8, 2019.

[8] Ibid.

[9] Duncan, Greg J. and Magnuson, Katherine. (2011). *The Long Reach of Early Childhood Poverty.* P.26 https://inequality.stanford.edu/sites/default/files/media/_media/pdf/pathways/winter_2011/PathwaysWinter11_Duncan.pdf Accessed April 10, 2019

[10] (2018). *Year 1 Progress Report to Tempe City Council, Tempe PRE.* P. 24.

V. Educational Indicators for Pima County Students

Educators define a child's readiness for kindergarten based on five distinct but interconnected areas of development.[11] These include physical well-being and motor development, social and emotional development, approaches to learning, language and literacy development and cognition and general knowledge. Research shows that early childhood education has a positive effect on kindergarten readiness. However, there is currently minimal State or Pima County level child data to assess how students are doing at a kindergarten level, or earlier.

This is not to say that assessments are not occurring, but they have not been standardized across the state. Arizona does have a state-approved assessment tool for preschool called Teaching Strategies Gold (TSG). TSG is used widely by Head Start. It is required to be used for various state and federal grant programs. Tucson Unified School District preschool classes use TSG for all but the tuition-based classes. Tempe PRE uses it in combination with the Kindergarten Development Inventory to provide a pre-post comparison. The Kindergarten Development Inventory is a new formative assessment tool available for school districts this year, but only for a small group of districts that entered into partnership agreements. The United Way of Tucson and Southern Arizona is currently working with 25 Head Start classrooms in Pima County to pilot an assessment tool called the Minnesota Executive Function Scale (MEFS).[12]

While there is currently minimal State or Pima County level child data to assess how students are doing at a kindergarten level or earlier, there is data regarding the reading proficiency of 3rd graders. Assessment of a child's reading proficiency in 3rd-grade is a commonly used indicator for educational benchmarking, and is a key indicator tracked by the United Way of Tucson and Southern Arizona's Cradle to Career partnership initiative. Ensuring children can read at a proficient level by 3rd grade is important to future educational success. In Pima County, 43 percent of 3rd grade students are minimally proficient at reading at grade level, according to the Arizona Department of Education and based on AzMerit Language Arts assessments for 2017 (Table 1).[13] Economically disadvantaged students and minority students, excluding those identifying as Asian, scored even lower. Economically disadvantaged students are defined as students eligible for free or reduced-price lunch.

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[11] National Education Goals Panel. (N.D.). *Reconsidering children's early development and learning: To common views and vocabulary*. Retrieved from http://govinfo.library.unt.edu/negp/reports/child-ea.htm. Accessed March 13, 2019.

[12] Interview with Amanda Brockman, Senior Director of Cradle to Career Partnership, United Way of Tucson and Southern Arizona, March 12, 2019.

[13] *Cradle to Career 2018 Community Impact Report*, United Way of Tucson and Southern Arizona. P.16 https://drive.google.com/file/d/1Hhol3aAE8pDXTMosy4AU7E8GBNDbVN19/view Accessed March 6, 2019

Table 1
Percent of Pima County 3rd Graders Reading at Minimum Proficiency

Population	Percent
All	43%
Asian	69%
White	59%
Native American	18%
African American	34%
Hispanic	35%
Economically Disadvantaged	30%

VI. Pima County's Preschool-Age Population and Enrollment

In Pima County, preschool enrollment is low when compared nationally and enrollment in quality preschool is even lower. Half of all preschool age children are from low-income families. There are 25,020 children between the ages of three and four in Pima County, and 38 percent are enrolled in preschool (Table 2). Nationally, 51 percent of three and four year olds are enrolled in preschool.[14] Over half of three and four year olds in Pima County are from families with incomes below 200 percent of the federal poverty level. For a family of four, an annual income of $50,200 is 200 percent of the federal poverty level.[15] Over 70 percent of children age four and under in Pima County are of minority race or ethnicity.[16]

The United Way of Tucson and Southern Arizona's Cradle to Career partnership initiative tracks the number of three and four year olds in Pima County attending high quality preschool, as opposed to any preschool.[17] For the purposes of this indicator, a high quality preschool is defined as a preschool enrolled in the state's Quality First program with a rating of three star or higher, Head Start centers, and school district preschool classes funded by the Federal Preschool Development Grant. Just 22 percent of three and four year olds in Pima County are enrolled in high quality preschool.

[14] Census Bureau, Current Population Survey (CPS), October 1970 through 2017. Digest of education statistics. Table 202.10.(This table was prepared July 2018.) National Center for Education Statistics. Accessed March 20, 2019. https://nces.ed.gov/programs/coe/indicator_cfa.asp
[15] https://www.healthcare.gov/glossary/federal-poverty-level-FPL/ Accessed on March 15, 2019
[16] Pima South Regional Partnership Council 2018 Needs and Assets report, First Things First, U.S. Census 2010.
[17] United Way of Tucson and Southern Arizona, Cradle to Career 2018 Community Impact Report.

Table 2
Pima County Preschool Age Population and Preschool Enrollment

Pima County Population	# of 3-4 year olds	% of 3-4 year olds
3-4 year olds[18]	25,020	100%
3-4 year olds enrolled in preschool[19]	9,519	38%
3-4 year olds below 200% poverty level[20]	13,210	53%
3-4 year olds in high quality preschool[21]	5,387	22%

VII. The Preschool Landscape in Arizona and Pima County

In Arizona and Pima County preschool is provided through a mixed delivery system, with various funding sources, and of different qualities.

A. Preschool and Child Care Providers: A Mixed-Delivery System

In Pima County, there are almost 900 licensed or regulated early childhood education centers and homes.[22] Note that many of these centers and homes also serve children younger and older than the three to four year old target age for the Pima County Preschool Investment Program. Appendix A includes maps showing the location of these 900 centers and homes across Pima County, and more specifically within the Tucson metropolitan area.

Public school districts, Head Start centers, and private for-profit/non-profit child care providers operate preschool programs. There are also a small number of tribal and military operated programs. Public schools are required to provide free preschool to children with identified special needs who are 2 years and 11 months old or older. Preschool programs range from 2.5 hours a day to full-day and may be from 9 months long to year round.

Preschools and child care facilities can also be categorized as follows:[23]

- Licensed Centers – a child care facility licensed by the Arizona Department of Health Services (ADHS) that provides care to at least five children for periods of less than 24 hours per day
- Approved Homes – a provider certified by the Department of Economic Security to provide child care in a home to a maximum of six children

[18] U.S Census, ACS 1 year estimates 2016
[19] U.S. Census ACS 2012-2016 estimates for 2016
[20] U.S. Census ACS 2012-2016 estimates for 2016
[21] *Cradle to Career 2018 Community Impact Report*, United Way of Tucson and Southern Arizona. P.8 Estimate for 2016. https://drive.google.com/file/d/1Hhol3aAE8pDXTMosy4AU7E8GBNDbVN19/view Accessed March 6, 2019
[22] Harrington, Jessica. Senior Regional Director Southeast Area, First Things First. (2019). Includes any program that has a DHS license (preschools, child care programs, group care homes) or a DES certification (family child care providers) or licensed by tribal authority or by military authority.
[23] Arizona Department of Economic Security 2018 Child Care market Rate Survey. https://des.az.gov/file/14277/download Accessed March 18, 2019.

- Certified Group Homes – a residential facility certified by the Arizona Department of Health Services in which child care is regularly provided for periods of less than twenty-four hours per day for between five and ten children
- Unregulated Homes – noncertified home-based providers that care for no more than four children at a time

Appendix B includes more details on public school district preschool programs, Head Start programs and a perspective from a private child care center operator.

B. Preschool and Child Care Tuition and Subsidies

In Pima County, unsubsidized, market rate tuition for full-day, full-year preschool for 3-4 year olds can cost between $7,920 and $9,240 a year.[24] The cost is even higher for high quality preschool. Federal and State funding for early childhood education and preschool greatly impacts how these programs are delivered, including the quality.

In Arizona, there are generally four types of public funding for preschool and child care tuition assistance, totaling about $342 million in recent years:

- Title 1 & IDEA Part B funding for those with special needs: This is federal funding awarded to the Arizona Department of Education, which is then provided to public school districts and charter schools to provide free preschool to children with identified special needs. Appendix B describes how TUSD uses this funding to provide 2.5 hours a day preschool programs with certified teachers, professional development and assessments.

- Head Start funding primarily for low-income children: This is federal funding allocated directly to Head Start grantees such as Child-Parent Centers, which is the non-profit grantee operating Head Start centers in Pima County. Appendix B describes the Head Start model, which is mostly half-day and moving to full day. Head Start is considered high quality with a strong parent focus.

- DES Subsidies for working low-income families and foster families: This is mostly federal funding awarded to the Arizona Departments of Economic Security and Child Safety through the federal Child Care Development Fund. A majority of preschool and child care providers contract with DES to receive reimbursements for qualifying children. There is a waiting list as there are more low income families applying than funds available. Reimbursement rates are 20 years behind current market rates and appear to only cover about half of the cost of today's market rate care for providers in Pima County. Most DES subsidies require co-pays to providers to partially make up the difference. The low reimbursement rates prevent many low-income families from accessing high quality programs. Appendix B describes these subsidies in more detail, including a proposal for next year to increase reimbursement rates (slightly) and expand the number of subsidies offered.

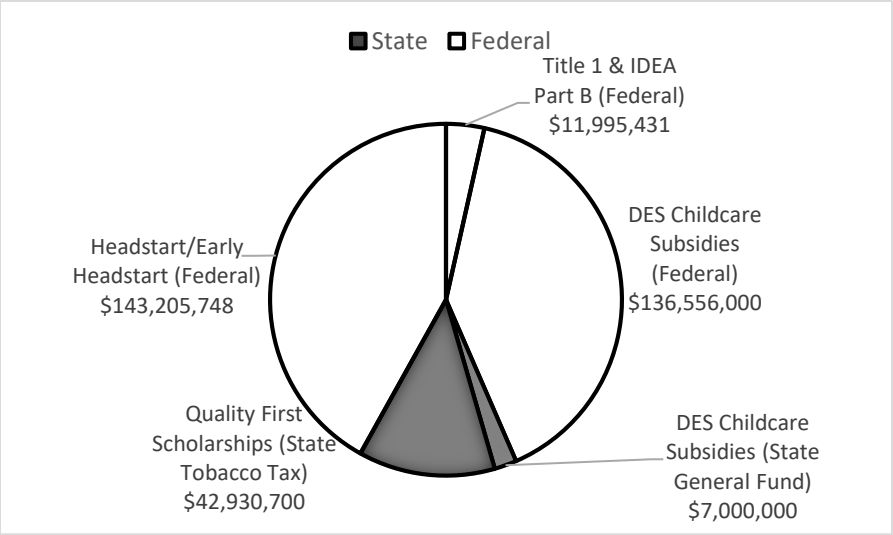
[24] Ibid. Licensed Centers, Full-time, Preschoolers 3-5 years old, assuming 22 days per month.

- Quality First scholarships for low-income children attending Quality First centers rated 3 stars and higher: In 2006, voters approved the creation of First Things First and funding from a tobacco tax. Regional councils comprised of volunteers recommend to a State Board how these funds are spent in their regions. Currently 50 percent is allocated to improving the quality of and access to early education, including 33 percent going to scholarships help low-income infants, toddlers and preschoolers access quality programs. Quality programs are defined as those rated three star or higher in the Quality First program administered by First Things First. These scholarships are limited in number based on limited funding. They are intended to cover most of the cost of market rate tuition and families may be responsible for paying the difference. More information about this program is included in the section on Preschool and Child Care Quality.

In addition to this reoccurring funding, for the past four years, Arizona has been the recipient of a 4-year, $20 million a year, federally funded Preschool Development Grant. School districts and other providers applied and received the grants as sub recipients. The grant provided funding for free preschool for four year olds from low-income families. In Pima County, funding was awarded for 320 children, with three school districts accounting for the majority: Tucson, Sunnyside and Flowing Wells Unified School Districts. This is the last year of this grant. More information is provided in Appendix B.

Figure 1 shows how these funding sources compare over one fiscal year. The far majority is federal funding. The only State funding is $7 million from General Fund, and $43 million in State tobacco tax revenues for Quality First scholarships.[25]

Figure 1
Arizona Preschool and Tuition Assistance in Arizona: 15% State, 85% Federal



[25]Arizona Joint Legislative Budget Council, Child Care DES/DCS/First Things First Program Summary (2018) https://www.azleg.gov/jlbc/psdesdcschildcare.pdf Accessed March 6, 2019. Head Start Annual Report for Arizona (2017) http://azheadstart.org/pdfs/2017_Annual_Report.pdf Accessed March 7, 2019. Data provided by Arizona Department of Education staff for Title 1 and IDEA B funding.

Table 4 shows how these federal and state funds are often combined with other funding, primarily from parents to cover the cost of tuition, to support preschool education by provider type.

Table 4
Preschool and Early Childhood Education by Type and Funding in Arizona

Preschool Providers by Type	Funding
School District Preschools	Majority Federal funding passed through Arizona Dept. of Education: • Title 1 • IDEA B Special Education • Preschool Development 4-year Grant Other: • Tuition covered by parent • DES child care subsidies for low-income and foster families
Head Start and Early Head Start Centers	• Federal Funding awarded directly to Head Start non-profit providers or tribal governments • Minor use of DES child care subsidies to extend to full day programing
Private Child Care Providers (centers and home-based)	• Tuition covered by parent • DES child care subsidies for low-income and foster families • Quality First scholarships for centers with a star rating of 3 or higher and participating in Quality First

Only 30 percent of three and four year olds from families with incomes below 200 percent of the poverty rate are in a "financially sponsored seat" in Pima County (Table 5). This is another term used to describe the number of children receiving free tuition or subsidies.

Next year 320 seats specifically for four year olds in Pima County will be lost with the end of the Preschool Development Grant. The Governor's proposed budget includes additional federal funding that could result in an additional 700 children in Pima County receiving DES child care subsidies. However, these additional DES child care subsidies are for children age birth through five, and therefore not necessarily for preschool age children. The proposal also includes increasing, slightly, reimbursement rates.

Table 5
Low-Income Three and Four year olds in Pima County in a Financially Sponsored Seat

Program*	Number of 3-4 Year Olds[26]
Head Start (Federal)	1,400
Quality First Scholarships (State Tobacco tax)	795
Preschool Development Grant (Federal 4 year grant)	300
DES Child Care Subsidies (primarily Federal)	1,481
Total	**3,976**
3 and 4 year olds below 200% Federal Poverty Level	**13,210**

*Excludes Title 1 and IDEA B Special Education public school district preschool programs as income is not a factor for eligibility

C. Preschool and Child Care Quality

State law defines quality as an accreditation from a national organization or a state-approved quality indicator. "Quality First" is Arizona's early learning Quality Improvement and Rating System and is described in detail below. There are also nationally accredited centers in Arizona. Head Start centers and preschool classes funded by the Preschool Development Grant, expiring this year, are also considered high quality. Table 6 shows the number of centers enrolled in Quality First, and those with a rating of three stars or higher (considered high-quality). It is important to note that there are centers enrolled in the Quality First program that are not yet rated, so the number of "high-quality" is assumed to be higher. Plus, there are centers on the waiting list for the Quality First program and others that have not applied, that could also be of high quality.

According to the 2018 Cradle to Career annual report, 22 percent of three and four year olds in Pima County are enrolled in high quality preschool programs, irrespective of income. [27] These include the high quality programs referenced in Table 6.

Table 6
High Quality Early Child Care Providers in Pima County

Providers	Number[28]
Providers Enrolled in Quality First	222
Providers Enrolled in Quality First with High Quality Rating	134
Head Start Centers (High Quality)	27
Nationally Accredited Centers not enrolled in Quality First (High Quality)	10
Preschool Development Grant Programs enrolled in Quality First with High Quality Rating	12

[26] Numbers from Erin Lyons, CEO Child Parent Centers for Head Start and Michelle Katona, Chief Program Officer, First Things First for Quality First Scholarships, PDG and DES Child Care Subsidies.
[27] *Cradle to Career 2018 Community Impact Report*, United Way of Tucson and Southern Arizona. P.8 Estimate for 2016. https://drive.google.com/file/d/1Hhol3aAE8pDXTMosy4AU7E8GBNDbVN19/view Accessed March 6, 2019 , plus numbers from Erin Lyons, CEO Child Parent Centers for Head Start and Michelle Katona, Chief Program Officer, First Things First for Quality First Scholarships, PDG and DES Child Care Subsidies.
[28] Michelle Katona, Chief Program Officer, First Things First

To determine the number of three and four year old low-income children currently receiving financial assistance to attend a high quality preschool, versus the need, it is assumed that half of the low-income children receiving DES child care subsidies (shown in Table 5) are attending a high quality preschool program. The remainder of the financially assisted programs listed in Table 5 are considered high quality. Therefore, it is estimated that 3,235, or 24 percent, of three and four year old low income children in Pima County are currently receiving financial assistance to attend a high quality preschool.

Table 7
Additional Need for Financial Assistance in Pima County

3-4 Year Olds below 200% Federal Poverty	Currently in Financially Sponsored High Quality Seat	Additional Need
13,210	3,235	9,975

First Things First Quality First[29,30]

In 2006, voters in Arizona approved an initiative that funds high quality early childhood education and health though an 80-cent tax on tobacco products. The initiative also created what is often called the First Things First State Board, which essentially oversees a State agency made up of 28 regions, with each region governed by a volunteer council. Funds are allocated to the regions to fund a variety of programs based on a formula that considers the number of 0-5 year old children, and the number of 0-5 year old children in poverty. Staff at First Things First are State of Arizona employees. Funded partners, including non-profit and government agencies that implement the programs are not State of Arizona employees. The Pima County Health Department (PCHD), for example, is a funded partner implementing the Child Care Health Consultation component of the Quality First program in Pima County. As of March 1, 2019, PCHD provides these services to 197 child care centers and homes throughout Pima County, via a contract with First Things First for $468,160 per year.

Per the voter initiative, 90 percent of the First Things First tobacco funding is to be allocated to programs, and 10 percent to administration. For Fiscal Year 2018, First Things First spent $121 million on programs.[31] First Things First does maintain a significant fund balance because tobacco revenues are forecasted to decline overtime.

[29] https://www.firstthingsfirst.org/ Accessed March 12, 2019
[30] Interviews and emails with Jessica Harrington, First Things First Senior Regional Director, Southeast Area, and other First Things First staff. 2019.
[31] FY2018 Financial Audit of First Things First. https://www.firstthingsfirst.org/wp-content/uploads/2019/02/FY-2018-Financial-Audit.pdf Accessed on April 4, 2019.

Quality First, a state-wide program of First Things First, is Arizona's Quality Improvement and Rating System (1 through 5 stars) for preschool and early childhood education providers. Participating providers voluntarily join the program either by applying to the program for funding provided by First Things First, or by buying into the program for a more limited set of benefits including assessment, rating and coaching. About 50 percent ($64 million out of $121 million) of the First Things First tobacco funding is allocated statewide to the Quality First program.

The full program includes an initial assessment of the center or home, coaching, professional education for teachers and staff with financial incentives, facility improvements, material improvements, health and special education consultations, and a limited number of scholarships for children for programs rated 3 star or higher. Some programs enter Quality First at the three star or higher, others may take multiple years to move along the quality continuum. Programs are assessed every one or two years and receive a new Star Rating with each assessment.

Star Ratings are based on what research shows are the key components of quality early care and education:

- Health and safety practices that promote children's basic well being
- Staff qualifications, including experience working with infants, toddlers and preschoolers as well as training or college coursework in early childhood development and education
- Teacher-child interactions that are positive, consistent and nurture healthy development and learning
- Learning environments, including age-appropriate books, toys and learning materials that promote emotional, social, language and cognitive development
- Lessons that follow state requirements or recommendations for infants, toddlers and preschoolers
- Group sizes that give young children the individual attention they need
- Child assessment and parent communication that keeps families regularly informed of their child's development

In Pima County, there are 222 programs participating in Quality First. Of the 222 participating programs, 132 are at high quality levels, meaning the program has assessed at either a 3, 4 or 5 Star Quality Rating. However, some do not yet have an official rating as they are early in the process. Approximately 52 Quality First programs (25 percent) are located/connected to school districts in Pima County. The remainder are private for-profit and non-profit providers.

Appendix C includes maps showing the locations of the 132 programs participating in Quality First at a high quality rating of 3 to 5 stars.

There is a wait list to participate in the Quality First program in the Pima North region and 22 providers are on the wait list. Due to funding constraints, the program is unable to serve the number of centers interested in joining unless they are able to pursue the buy in option.

The University of Arizona is currently assessing the capacity of existing 3, 4 and 5 star Quality First providers to accept additional children if additional funding was available.

Program guidelines for Quality First Scholarships:

- The amount paid in Quality First scholarships is intended to cover the vast majority of the cost of providing quality care.
- Families are responsible for paying the amount by which a Quality First provider's tuition rate plus fees exceeds all scholarships, subsidies, and discounts paid on the families' behalf, including the Quality First scholarship.
- Regardless of program costs, if the provider charges a co-pay, it should not be more than 10 percent of the family's gross monthly income.

VIII. Local Government Funded Preschool in Arizona

The only example in Arizona of a local government funded preschool is the City of Tempe's Tempe PRE. Launch Flagstaff is an effort convened by the United Way of Northern Arizona and other partners to expand access to high quality preschool in and around Flagstaff, but it has not yet been implemented. The Pima County Preschool Investment Program is an effort being promoted in Pima County, but is also not yet operational. While Pima County does not fund full day, full year preschool, a number of Pima County departments do operate or support programs related to kindergarten readiness and early childhood education.

A. Tempe PRE

The following information is from interviews with Marie Raymond, Human Services Manager for the City of Tempe, and documents provided by Ms. Raymond.[32]

Overview:
Tempe PRE provides free access to high quality, full day, full year preschool for 360 three and four year olds from low-income families, at 20 classrooms located at 12 elementary schools in Tempe's two school districts. The cost to the City is about $3 million a year, or $8,333 per child. The pilot program has been in operation for two years.

History:
The City Council was asked to fund universal preschool during a council meeting in 2015. In response, the Council established a working group that looked at other local government funded programs and secured a grant to fund a feasibility study to determine if the Pay for Success model (private social impact bonds) could be used to fund the program. The feasibility study was useful in understanding the need, targeting a population, and developing a cost model. However, because of the lack of data available regarding the impact of Quality First preschools on Arizona children, Tempe's program was unlikely to meet the terms necessary to persuade investors to fund it thought the Pay for Success model. Instead, Tempe decided to use City funding for a 2- year pilot program, but to include rigorous data

[32] Interview and emails with Marie Raymond, Human Services Manager for Tempe, 2019. Year 1 Implementation Report to Mayor and Council (memorandum and presentation June 21, 2018). Expanding High Quality Preschool in Tempe, Arizona. Results of a Feasibility Study (February 2016.)

collection and evaluation, with the intent of revisiting the Pay for Success funding model in the future.

Target population:
Part of the 2016 feasibility study included identifying the target population and, more specifically, the number of children that should be served by the new program. It was estimated that there were 1,396 children age 3-4 from families with incomes at or below 200 percent of the federal poverty level. Quality First scholarships, Head Start, public school preschool and DES child care subsidies were estimated to fund 278 seats. Of the remaining, non-financially sponsored low-income children, the study assumed that approximately 60 percent of these children would choose to access preschool through this new program. The study cited Denver's experience with preschool expansion for the 60 percent "take-up" rate. This resulted in the need for 671 new financially sponsored seats and 38 classrooms at 18 children per classroom.

Eligible 3- & 4-Year Old Children in Tempe & Guadalupe	Current Financially Sponsored Seats	Children Not Served	Number of New Financially Sponsored Seats Needed (assuming 60% take-up rate)	Classrooms Needed (18 children per room)
1,396	278	1,118	671	38

Cost:
The feasibility study included a cost estimate of almost $6 million for year 1 of the program, dropping to about $5 million for the second year. The table below shows the cost per line item.

Cost of Expansion – 38 New High-Quality Classrooms

	12-Month Program	
	Initial Year	Ongoing Annual Cost
Operational Cost of Classroom	$4,560,000 ($120,000 per room)	$4,560,000
Start Up Cost (incl. structural changes to 19 rooms)	$802,000	$0
Teaching Strategies Gold	$22,000 ($15,200 – training costs $6,800 – child costs)	$6,800
City Free PRE Admin. Staff (3)	$251,176	$251,176
Quality First	$197,500	$197,500
TOTAL	$5,832,676	$5,015,476

Ultimately, the City Council decided to fund 50 percent of the need, or 360 new preschools seats for 3 and 4 year olds below 200 percent of the poverty rate, as a pilot project to collect sufficient data to demonstrate the effectiveness of high-quality preschool on Kindergarten

readiness. This equates to about $8,333 a child per year. It is important to note that this is the average cost per child to the City. The school districts cover most costs associated with facilities, which if added to this, would result in a higher cost per child.

Funding:
The original 2-year pilot program was funded with revenue from the sale and lease of City owned properties. The next two years will likely be funded through City general fund dollars, as well as fee-based tuition generated by a sliding scale fee based on income.

The program also attracted a lot of attention from foundations looking to measure the impact of this type of high-quality preschool. The Virginia G. Piper Charitable Trust awarded Tempe $510,400 to purchase Quality First rating and coaching, and to purchase the HighScope Preschool Curriculum and Training for teachers, as well as the TSG assessment tools. First Things First funds and oversees the evaluation study in partnership with the City and the Arizona Department of Education. The Helios Education Foundation is committing $1.3 million over four years for comprehensive research and evaluation of the Tempe program.

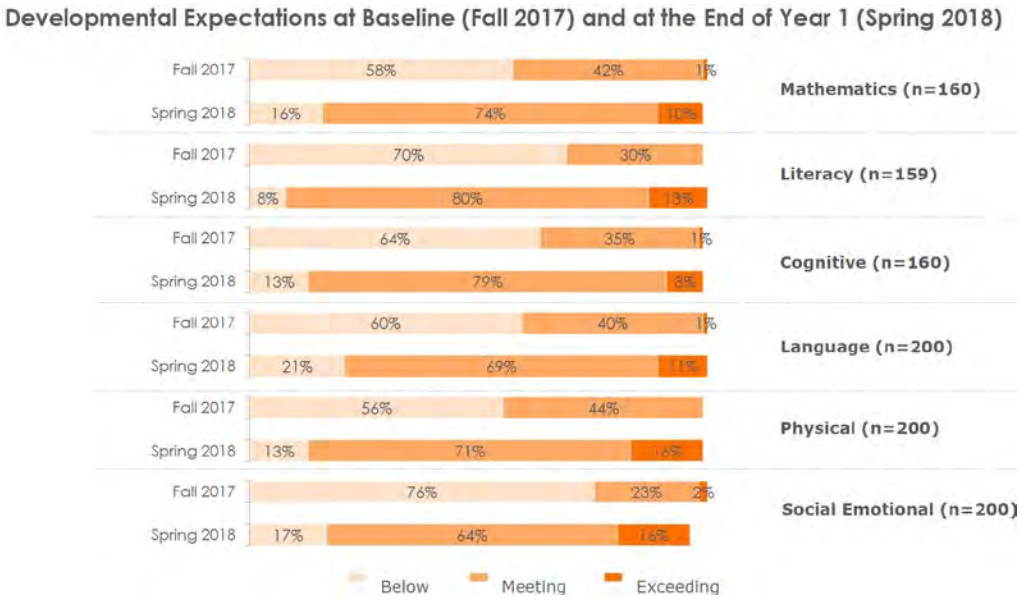
Provision of Services:
The plan included in the feasibility study was to increase capacity by adding classrooms at elementary schools within the Tempe Elementary School District, adding rooms to two City community centers, and expanding the capacity of private Quality First preschools that agreed to additional terms and conditions. However, when it came to designing the program to serve a reduced number of children, Tempe decided to site the classes in elementary schools in the two school districts in Tempe. Classroom space was available that required only minor remodeling. Currently, the City has contracts with the school districts for the operational costs associated with 20 classrooms at 12 elementary schools, and the schools hire and pay the teachers. The contracts specify Tempe's conditions, including the curriculum, assessment tool, and teacher training. Each classroom is required to have a certified lead teacher, or lead teacher working towards certification, and an assistant teacher, with a maximum of 18 children per classroom. The City contracts with Quality First under the buy-in model for rating and coaching. The City also funds three City employees to oversee the program, manage the financial contracts, and provide support to teachers and families. Afterschool, early drop off, summer and school break camps are offered for working parents or parents in school.

Ultimately, this service model provides Tempe with more control over the programs than if delivered at a variety of existing private and public Quality First centers. Since Tempe is still interested in qualifying for a Pay for Success model, being able to have control over the program design, assessments and evaluations, is important. In addition, since the program is funded with City funding, having more control over the program is also of interest to the City, especially in this pilot phase. An added benefit of having the programs at these elementary schools is that many of the preschool students are choosing to stay at the schools for kindergarten, as shown by the higher kindergarten enrollment at those schools over the past two years.

For the first year, 620 applications were received for 360 seats available. In year two (current school year), 381 applications were received for 183 seats available. Applications are

accepted online. Applications are collected, randomized, placed in order of randomization and according to parent preference for location and a waitlist is developed.

Results from Year 1:
Using TSG, children in the program were assessed at the beginning of the school year and the end, in the following areas: math, literacy, cognitive, language, physical and social/emotional. Staff are pleased with the results they are seeing. Parents reported high levels of satisfactions with the programs, as did teachers. The school districts have agreed to assess the children at the kindergarten level, using an assessment tool called Kindergarten Development Inventory, which aligns with TSG.



Changes for Year 3:
While the Council is pleased with the outcomes, they are concerned with the cost of the program going forward and reduced the funding for next year. As a result, the program next year will continue to fully fund the tuition for 3 year olds in the program this year, as well as families with incomes below 200 percent of federal poverty level, but will introduce a sliding scale fee for others. Half tuition cost will be covered for those with family incomes of 200-300%, and no subsidy ($750 a month) tuition to be charged to all other families.

B. LAUNCH Flagstaff

The following information is from an interview with Paul Kulpinski, Partnership Director for LAUNCH Flagstaff and United Way of Northern Arizona, and documents provided by Mr. Kulpinski.[33]

[33] Interview with Paul Kulpinski, Partnership Director for LAUNCH Flagstaff, March 14, 2019. Expanding High Quality Preschool in Flagstaff. A request to support a pilot solutions, LAUNCH Flagstaff, 2019. March 4, 2019 meeting notes for Flagstaff Preschool Expansion Project.

Overview:
The LAUNCH Flagstaff partnership is pursuing a 3-year pilot project to provide free access to high quality, full day, full year preschool for 84 four year olds from low-income families with incomes between 150 percent and 200 percent of the federal poverty level at five classrooms that may be located at elementary schools in the Flagstaff Unified School District and at Head Start centers. It is estimated the cost of the 3-year program is will be $2.1 million, or about $700,000 per year. At 84 children, this equates to $8,333 per child, per year. The intent is to retrofit classrooms between July 1 and December 31, 2019, and begin serving students January 2020.

History:
Partners in the Flagstaff area have been working together to improve educational opportunities for all children, using a cradle to career continuum. Similar to the United Way of Tucson and Southern Arizona, they identified school readiness as one of the earliest benchmarks. This initial effort involved the Vice-Mayor of Flagstaff, from the onset. United Way of Northern Arizona already provides a 4-week kinder readiness program, 5 days a week for 5 hours a day hosted at several public schools during the summer, and improving this program sparked interest in expanding preschool options.

Flagstaff, like other Arizona communities, includes a mixed delivery system for early childhood education, lacking much coordination. The United Way of Northern Arizona is the convener of Launch Flagstaff in partnership with the City and County, educational institutions, foundations, the Chamber, First Things First, Head Start and others. They have consulted extensively with Tempe PRE and produced a report making their case for a 3-year pilot program. The idea is to fund a 3 year pilot that includes effectiveness measurements to better inform how to then scale up to serve more children (not to develop the level of data necessary to pursue pay for success funding like Tempe).

Target population:
The pilot project would target 84 children four years of age from families with incomes that exceed Head Start eligibility, but are below 200 percent of the federal poverty rate. There is a need for three year olds as well, but focusing just on four year olds provided a more manageable number for a pilot project.

4-year-olds below 200% FPL & not in preschool	Financially sponsored seats currently available	4-yr-olds blw 200% FPL seeking preschool - 60%	4-y.o. between 150-200% FPL seeking preschool	Classrooms needed
234	0	140	84	5

Table 1: Analysis of U.S. Census ACS 2012-2016 5-year - FUSD Boundary Area, MapLIT. Retrieved: December 7, 2018. https://geo.azmag.gov/maps/readonaz/ See Appendix B for data table and calculations

Program Design:

We seek to begin a community conversation focused on piloting a collectively-funded project that will:

- Provide high-quality, full-day, year-round preschool as defined by Quality First
  - In preschool sites that are rated at four- or five-stars on the Quality Improvement Rating System
    - To achieve this, each classroom would need at least:
      - One certified lead teacher, or one working toward certification
      - One assistant teacher
      - A maximum of 18 students – allowing for a ratio under 10:1
      - Student progress monitoring using Teaching Strategies-GOLD
- Initially be available to all four-year-old children in the FUSD boundary area who live in households with income between 130 and 200 percent of the federal poverty level (FPL)
- Begin serving students in January, 2020
- Measure improvements in student achievement over time using a continuous improvement model
- Provide family engagement and supports that build positive parenting skills

The program will also leverage partnerships to support the success of the families and parents, and will include early drop off and after care options to facilitate the ability of parents that work or go to school during hours outside of the typical full day preschool hours.

According to LAUNCH Flagstaff Partnership Director, Paul Kulpinski, conversations are still ongoing as to whether the program would include converting existing elementary school classrooms, similar to Tempe PRE, and/or if there are opportunities to physically locate more children at existing centers like Head Start. Head Start in Northern Arizona in mostly a half-day program. It may be possible to consolidate those children already in Head Start that are only seeking half day programing in certain classrooms, making other classrooms available for full day programming. An assessment is underway, led by United Way, and including Head Start, the Flagstaff Unified School District, First Things First, and several other early childhood providers, to explore the capacity for potential classroom sites for this pilot.

When asked about whether this partnership has considered allocating funding to move more centers into the Quality First program as a way of increasing the quality of existing centers, Mr. Kulpinski replied that there appears to be a lack of capacity within the Quality First program to bring on new centers, even for those willing to enter the program by buying in, which is an option Quality First offers.

At the most recent partnership meeting, the partnership reaffirmed the goal to start serving the first group of students by January 2020. United Way agreed to serve as the fiscal agent for the pilot program, and Flagstaff Unified School district as the lead educational organization.

Cost:

It is estimated the cost of the 3-year program is will be $2.1 million, or about $700,000 per year. At 84 children, this equates to $8,333 per child, per year, which matches Tempe's cost.

Expanding High-Quality Preschool Options in Flagstaff–Per Classroom Cost Estimate					
Line Item Costs	FY20		FY21	FY22	
	July-Dec, 2019	Jan-Jun, 2020	Jul 2020-Jun 2021	Jul 2021-Jun 2022	
# of Classrooms in Operation	(start-up phase) 0	2	4	5	
Operational Costs per Classroom					
Preschool Teacher, ECE Certificated		$29,429	$59,847	$62,181	
Preschool Paraprofessional		$16,009	$32,017	$33,266	
Instructional Materials	$4,000	$4,000	$1,800	$1,800	
Furniture & Equipment	$3,500	$3,500	$500	$500	
Technology	$2,400	$2,400	$500	$500	
Start Up Costs per Classroom					
Classroom, Bathroom & Playground Remodel	$40,000	$40,000	$26,000	$6,000	
Professional Development & Assessment per Classroom					
Teacher/Parapro Trainings & Travel		$4,000	$4,000	$4,000	
Teaching Strategies Gold		$198	$198	$198	
Quality First		$10,900	$10,900	$10,900	
DHS Licensing Fee		$2,000	$2,000	$2,000	
TOTAL COSTS per Classroom	$49,900	$112,436	$137,762	$121,345	
Administrative Support					
.5 FTE Program Coordinator	$28,729		$29,878	$31,043	
Teaching Strategies Gold Training	$5,030		$5,030	$5,030	
TOTAL COSTS for Program-wide Support	$33,759		$34,908	$36,073	
Family Engagement and Supports					
Outside of Preschool Childcare Subsidy		$48,600	$194,400	$194,400	
Parent and Family Engagement		$6,938	$13,875	$14,416	
TOTAL COSTS Outside of Preschool Time		$55,538	$208,275	$208,816	
TOTAL INVESTMENT by Time Period	$133,559	$280,410	$794,231	$851,613	
TOTAL ANNUAL INVESTMENTS		$413,969	$794,231	$851,613	
TOTAL 3-YEAR INVESTMENT					$2,059,813

Funding:
The goal is to raise 60 percent of the 3-year estimated cost of $2.1 million, from the local community (city, county, school district, etc.) and to then solicit private and philanthropic funding for the rest. The following funding or in-kind contributions have been committed or are being pursued:

- The City of Flagstaff is considering during the upcoming budget process a contribution of $100,000.
- The Flagstaff Unified School District is identifying potential classrooms space and capital funds for renovation, at about $140,000 in value.
- A request has been made for a contribution from Coconino County.
- Head Start will assist with child recruitment and staffing.
- Coconino Community College submitted a grant request to reinstate their Early Childhood Development certificate training.
- NAU will provide student practicum opportunities.
- First Things First is identifying processes for providing funding for family support.
- The Wharton Foundation is beginning the process to convene private and philanthropic funders.

C. The Pima County Preschool Investment Program

A working group of organizations and individuals outside of Pima County government have been developing a proposal called the Pima County Preschool Investment Program (PCPIP).[34] PCPIP is intended to expand access through scholarships to full day, full year high quality preschool for all three and four year olds in Pima County with incomes below 200 percent of the federal poverty level. PCPIP is intended to work within the existing mixed delivery and subsidy system by expanding the number of Quality First scholarships to preschools and early childhood education centers enrolled in the State's Quality First program (rated 3 star and above), Head Start and nationally accredited preschools. Preliminary information from the PCPIP Steering Committee, in consultation with First Things First management, estimates a cost of $10,000 per scholarship plus administrative costs. Based on the 9,975 children that would be eligible for the scholarships, and are not yet already in a financially sponsored seat, the cost would exceed $100 million.

PCPIP proponents are currently seeking funding for the program. It is unrealistic to assume full implementation in year 1 based on a number of issues, not only the need for funding. It will take time to identify or create new classroom spaces for these children, retain qualified teachers, and enroll additional providers in the Quality First program, among other things.

Based on initial discussion with First Things First management, a smaller first year program could include:

1. Expanding scholarships to existing Quality First providers who already provide scholarships;

2. Providing scholarships to Quality First providers and nationally accredited centers that do not currently offer scholarships; and

3. Providing scholarships to school districts and private centers that had been participating the Preschool Development Grant in order to prevent a loss of capacity in the system.

The scale of the program will likely evolve depending on the amount of funding available, as well as other types of commitments. According to the PCPIP steering committee, the following entities have committed between $5,000-$50,000 each: United Way of Tucson and Southern Arizona, University of Arizona, Southern Arizona Leadership Council, Community Foundation of Southern Arizona, and the Nichols Family Foundation. In addition, school board members from Tucson Unified, Sunnyside Unified and Amphitheater school districts stated that their districts could provide classroom space, teachers and teaching assistants.

It is also worth noting that Tempe PRE based their target population on the assumption that only 60 percent of those eligible for the program would chose to participate. Launch Flagstaff is using the same assumption. Tempe based this 60 percent "take up" rate on the City of Denver's actual experience with expanding access to preschool. The take up rate is an

[34] https://www.strongstarttucson.org/

acknowledgement that parents may continue using other types of preschool programs that don't fit the full-day, full year model, like the free special needs programs offered by public school districts, other preschools that may not be rated high quality, or parents may choose to have child care provided by friends and family. In the case of PCPIP, 60 percent of the eligible 9,975 children is 5,985 children.

D. Pima County's Current Role in Early Childhood Education, Improving Kindergarten Readiness, and the State's First Things First Quality First Program

While Pima County does not fund full day, full year preschool, the Pima County Public Library is beginning an 8-week school readiness program and offers additional early childhood learning opportunities. The Health Department conducts routine facility and food service inspections of child care centers, is paid by First Things First to implement the Child Care Health Consultation Program to Quality First child care centers, and provides a variety of additional support to child care centers. Pima County One-Stop is in partnership with First Things First and others to provide workforce training to eligible parents. The Pima County School Superintendent provides professional training to preschool and elementary school professionals, focused on Science, Technology, Engineering, Arts and Mathematics (STEAM). Natural Resources Parks and Recreation offers a 6-week program for three-five year olds at several community centers. Pima County also provides limited funding to outside agencies for early childhood education and child care for parents working or in school. See Appendix D for more details.

Major Pima County planning documents, including the Economic Development plan, include objectives and action items in support of increasing funding for public education and expanding partnerships to improve early literacy, education, workforce readiness, and professional development for early child care providers.

IX. Summary

In summary:

- There is growing recognition in Pima County, across the State, and beyond that high quality, early childhood education and preschool is effective at increasing a child's readiness for kindergarten, and when combined with continued supportive education, may result in long-term benefits to that child, their parents, employers and taxpayers. These impacts are especially noted for economically disadvantaged, minority and dual language children. A study specifically on the impact of Arizona's Quality First program on children's kindergarten readiness for children enrolled in the City of Tempe's Tempe PRE program is currently underway and initial results are positive.

- Working parents benefit from full day, full year preschool for their children as they are better able to enter and remain in the workforce, or enroll and remain enrolled in postsecondary educational programs.

- In Pima County, only 43 percent of 3rd graders are minimally proficient at reading – a key educational indicator. Preschool enrollment is low, enrollment in quality preschool

is even lower, half of all preschool-age children are from low-income families, and the majority of those are children of color.

- In Arizona and Pima County, preschool is provided through a mixed delivery system of varying quality. In Pima County, there are nearly 900 early child care centers and homes operated by school districts, Head Start and private operators. Of these, 222 are enrolled in the State's First Things First Quality First program, 132 of which are rated high quality (3 star and above). In Pima County, 25 percent of early child care centers enrolled in Quality First are connected to school districts.

- Preschool tuition can rival college tuition, and existing public funding for those who need it is insufficient. Market rates for full day, full year preschool average between $7,920 and $9,240 a year in Pima County. High quality preschools cost even more. The majority of public funding for preschool and child care tuition and subsidies in Arizona is federal funding (85 percent). Voter-approved tobacco tax revenues support a limited number of Quality First scholarships. The State contributes very little from the State General Fund for preschool and child care subsidies. In Pima County, 76 percent of children age three and four from families with incomes below 200 percent of the federal poverty rate do not have access to free or subsidized high quality preschool. This is 9,975 children.

- There are currently efforts at the local level in Arizona to improve preschool access, affordability and quality, including Tempe PRE (actively serving students), the LAUNCH Flagstaff proposal and the Pima County Preschool Investment Program proposal.

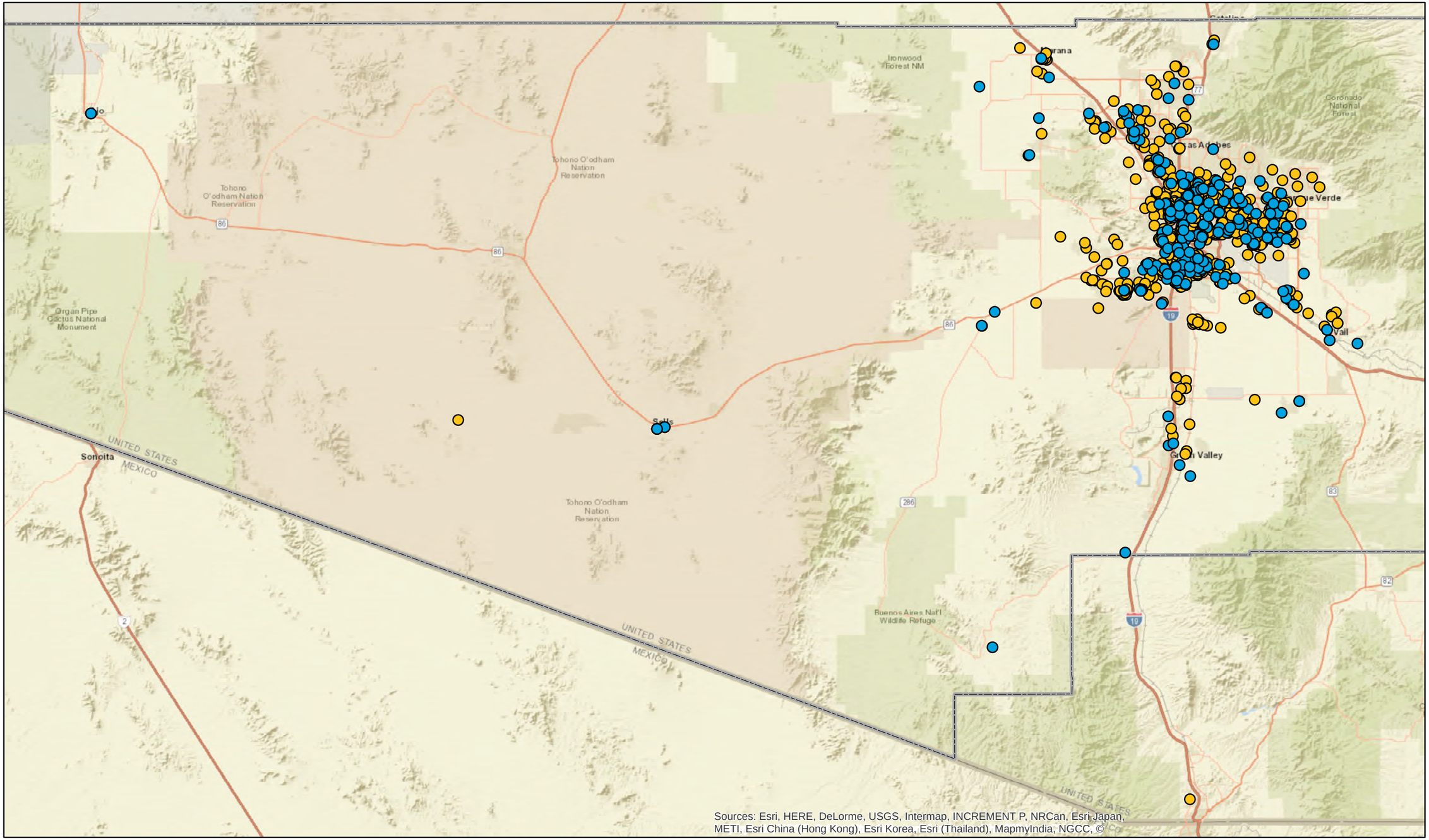
- The Pima County Preschool Investment Program (PCPIP) proposes to provide additional scholarships to increase access to high quality preschools for the 9,975 low-income three and four year old children not currently receiving financial support. PCPIP is intended to work within the existing mixed delivery and subsidy preschool system by increasing the number of Quality First scholarships to preschools and early childhood education centers enrolled in the State's Quality First program (rated 3 star and above), Head Start, nationally accredited preschools, and public school districts, to be managed by the First Things First state agency. The cost to increase access for all these children is estimated at over $100 million, but funding availability and building the infrastructure necessary to serve this additional population will likely result in a smaller program at first.

- While Pima County does not fund full day, full year preschool, the Pima County Public Library is beginning an 8-week school readiness program and offers additional early childhood learning opportunities. Other Pima County departments, including the Health Department, Community Services Employment and Training, Natural Resources Parks and Recreation, and the Pima County School Superintendent, are currently involved in a number of programs and initiatives related to child care centers and early childhood education. Pima County also provides limited funding to outside agencies for early childhood education and child care for the parents working or in school. Major Pima County planning documents, including the Economic Development Plan, include objectives and action items in support of increasing funding for public

education and expanding partnerships to improve early literacy, education, workforce readiness, and professional development for early child care providers.

FIRST THINGS FIRST

APPENDIX A: Pima County (all licensed programs)

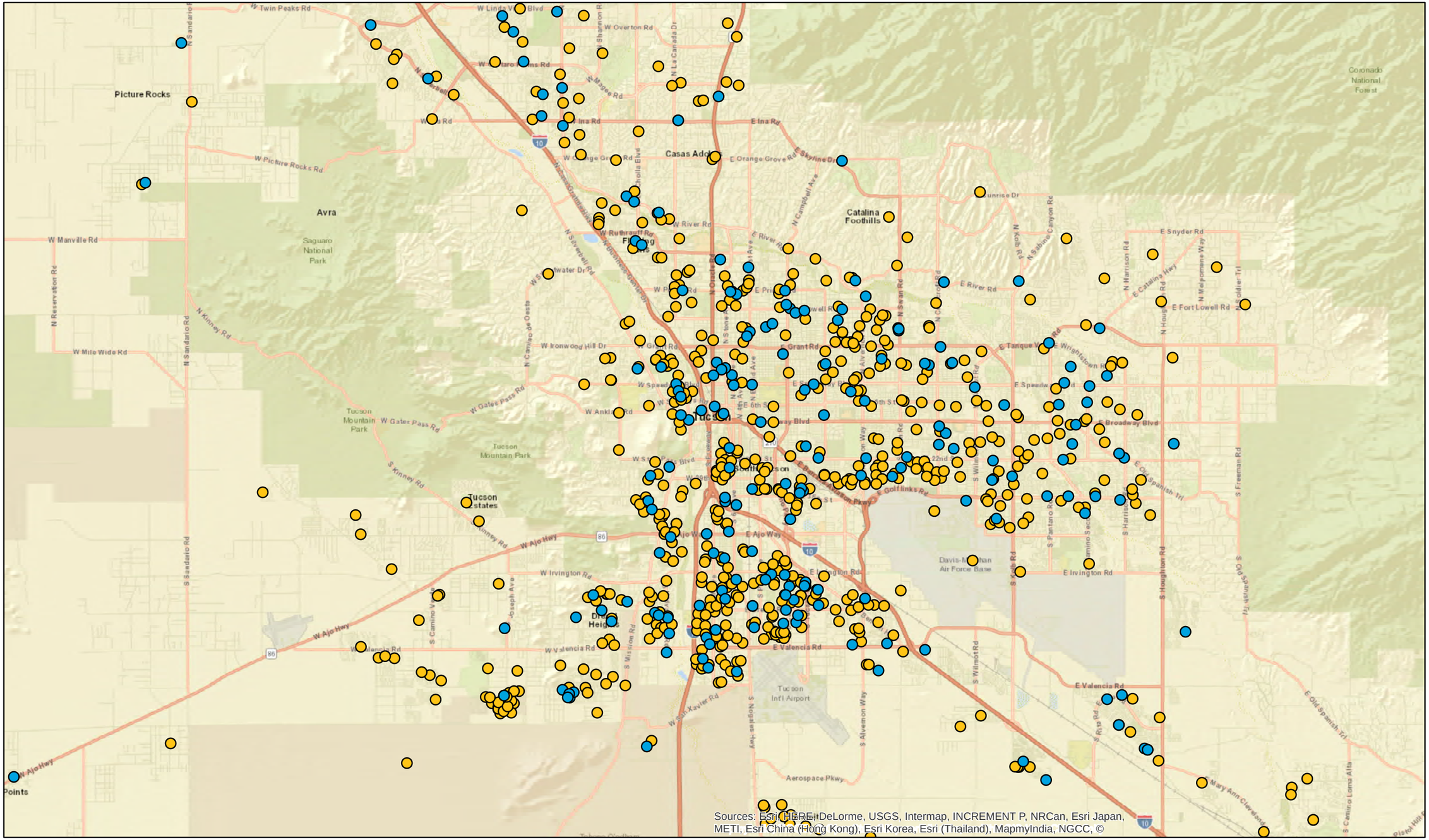


QF
Non-QF

As of March 13, 2019

FIRST THINGS FIRST

APPENDIX A: Tucson Metro Area (all licensed programs)



QF
Non-QF

As of March 13, 2019

Appendix B
Preschool and Early Childhood Education Centers by Operator Type

Public School District Preschools

The following information comes from the Arizona Department of Education and Tucson Unified School District's (TUSD) Preschool Program Director, Reem Kievit. To use TUSD as one example, TUSD has 70 preschool classrooms at 45 schools. Approximately 20 participate in the state's Quality First program. About 25 percent of Quality First programs in Pima County (52 out of 222) are located/connected to schools districts. TUSD has vacant classroom space that could be made available to expand preschool classes if additional funding was available.

School District Provided Inclusive Preschool:

The State legally requires school districts to provide free preschool to children with special needs who are 2 years and 11 months old or older, and the State passes through federal funding. Years ago these classrooms were segregated from other classrooms. Now school districts combine them with Title 1 funded children under the name "Inclusive Preschool". In the case of Tucson Unified School District, Title 1 federal funding is TUSD's primary source of funding for free preschool for children that have extra needs that their peers don't have (academically, socially or emotionally). This is determined through an assessment process. There is a wait list of 900 children for this program. TUSD's inclusive preschools are available to 3 and 4 year olds with special needs, 2.5 hours a day (morning and afternoon options), 4 days a week. Each class is taught by a certified teacher and a teaching assistant who receive professional development. TSG is used as the assessment tool. Next year Title 1 funding is being reduced by 10 percent. Teacher costs are also rising due to the State raising school district teacher salaries.

School District Provided Preschool Development Grant Preschool:

Four years ago, the State applied for and was awarded federal funding through the Preschool Development Grant, totaling $20 million for four years, for a total of $80 million, for free preschool for four year olds from low-income families. School districts and other preschool providers then applied for these funds. In Pima County, three school districts receive funding to provide free preschool for a combined 300 four year olds a year: TUSD, Flowing Wells Unified School District, and Sunnyside School District. These classes include certified teachers (or teachers working towards certification while teaching) and teaching assistants, use TSG as the assessment tool, operate full day, and are considered "high-quality" for the purposes of United Way of Tucson and Southern Arizona's Cradle to Career indicator. This is the last year of this grant. A different version of the grant may be available in future years, but will likely be expanded to cover children ages birth to four, instead of only four year olds.

School District Provided Tuition-based/Parent Fee Preschool:

TUSD offers tuition-based preschool programming at Community Preschools and Early Learning Centers, open 5 days a week, for full or part day programing. These classrooms do

not have certified teachers, the teachers are often paid minimum wage, and the children are not assessed with TSG. Some families pay with DES child care subsidies.

Head Start Centers[1,2,3]

Head Start and Early Head Start are federal programs administered by the Office of Head Start within Department of Health and Human Services. The federal dollars are allocated directly to 22 Arizona Head Start grantees. The grantees may run programs and/or allocate monies to local Head Start program contractors. Head Start programs must adhere to comprehensive standards determined by the federal Office of Head Start. Head Start in Arizona serves almost 22,000 children and 21,000 families through 22 Head Start Grantees. Of the 22 grantees, nine are Regional Head Start Programs; thirteen are Tribal Head Start Programs and one is both a Regional and Migrant Head Start Program. Grantees are further extended by 11 Delegate Programs. All together, Arizona Grantees and Delegates administer comprehensive Head Start services at almost 500 locations throughout the state.

Head Start programs in Pima County are provided by Child-Parent Centers, a non-profit provider with 540 employees also serving Cochise, Graham, Greenlee and Santa Cruz Counties. There are 27 Head Start centers in Pima County, with 1,554 enrolled in Head Start and 250 enrolled in Early Head Start. The Pascua Yaqui Tribe and Tohono O'odham Nation also have Head Start programs in Pima County that serve 356 children.[4,5]

The traditional Head Start model is a free, part-day program (4 hours a day 4 days a week), for children from families with incomes below the poverty rate. But there is a move to offering more full-day programing. Currently, to be considered for full-day, a child must qualify for a DES child care subsidy. As the program moves more towards full-day, the number of children served may be reduced because of limited funding.

Arizona Head Start programs provide high quality early childhood education, nutrition, health, mental health, disabilities, and social services with a strong parent involvement focus. Head Start has a heavy emphasis on parent involvement, education, and family support. Early Head Start serves women who are pregnant and children birth to 3 years old. Head Start serves children 3 to 5 and their families who are at or below the federal poverty level.

Research shows that Head Start children tend to score higher on all domains of cognitive and social-emotional development in comparison to children not enrolled in Head Start. Head start uses the Teaching Strategies Gold as its assessment tool for school readiness.

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[1]Arizona Head Start State Collaboration Office http://www.azed.gov/ece/head-start/ Accessed on March 13, 2019

[2] https://www.childparentcenters.org/images/CPC%20Annual%20Report%20Link/2016-17%20Annual%20Report.pdf Accessed on March 18, 2019.

[3] First Things First Pima South 2018 Needs and Assets report

[4] First Things First Pascua Yaqui Tribe 2018 Needs and Assets Report.

[5] First Things First Tohono O'odham Nation 2016 Needs and Assets Report

Arizona DES Child Care Subsidies[6,7]

The Arizona Department of Economic Security (DES) and Department of Child Safety (DCS), provide childcare subsidies to low-income working families and foster families, almost all of which is funded by the federal Child Care and development Block Grant. DES administers their own programs and those of DCS, and therefore the subsidies are referred to as DES subsidies. In Pima County, it is estimated that about 1,481 children age 3 and 4 years old are receiving a subsidy.[8] In Pima County, the majority of providers have contracts with DES to receive the subsidy as a reimbursement for qualifying children. Depending on the family income, families are required to pay co-payments to providers to that vary from $1 to $10 per day. The DES subsidies, including the co-payments, are not enough to cover market rate costs for childcare, and therefore some providers charge a fee to make up the difference. As a result, many children receiving DES subsidies are unable to afford high quality early childcare. In addition, the number of DES subsides is not enough to cover all of the children that are eligible and there is a waiting list for low-income working families.

The Governor's FY2020 budget for next year does include spending additional federal funding to increase subsidy rates that have not been increased since 2000, and providing new subsidies to 5,100 new children, statewide. [9] However, this increased federal appropriation to Arizona is for two federal fiscal years ($56 million x 2 years = $112 million), and there is no assurance additional appropriations of this amount will continue. The DES subsidy is proposed to increase from $365 a month ($4,380 a year) to $438 a month ($5,256 a year). The subsidy specifically for children in the child welfare system is proposed to increase from $406 a month ($4,872) to $470 a month ($5,640 a year). Based on Pima County's proportion of total state population (15%), is could be estimated that 765 new childcare subsidies could be available next year for children birth to age five.

A variety of private and non-profit childcare providers accept DES child care subsidies. Some school district preschool programs also accept the subsidies, and it appears full day Head Start programs accept the subsidies. DES subsidies are slightly higher for centers rated high quality. As a condition of receiving a Quality First scholarship, families eligible for DES subsidies must apply for DES subsides and must accept the DES subsidy if it is offered.

Perspective from a Private Preschool and Early Childcare Education Provider

The following information is from a conversation with Bill Berk, owner of Outer Limits School in Tucson and Vice President of the Arizona Early Childhood Education Association (representing private for profit and non-profit childcare centers).[10]

Mr. Berk sees value in maintaining the mixed delivery system that currently exists in Arizona, and making sure that additional new funding sources for preschool subsidies work with the

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[6] https://des.az.gov/services/child-and-family/child-care

[7] Arizona Joint Legislative Budget Council, Child Care DES/DCS/First Things First Program Summary (2018) https://www.azleg.gov/jlbc/psdesdcschildcare.pdf Accessed March 6, 2019.

[8] Michelle Katona, Chief Program Officer, First Things First. (2019)

[9] https://azgovernor.gov/governor/news/2019/01/governor-ducey-announces-56-million-increase-child-care-assistance

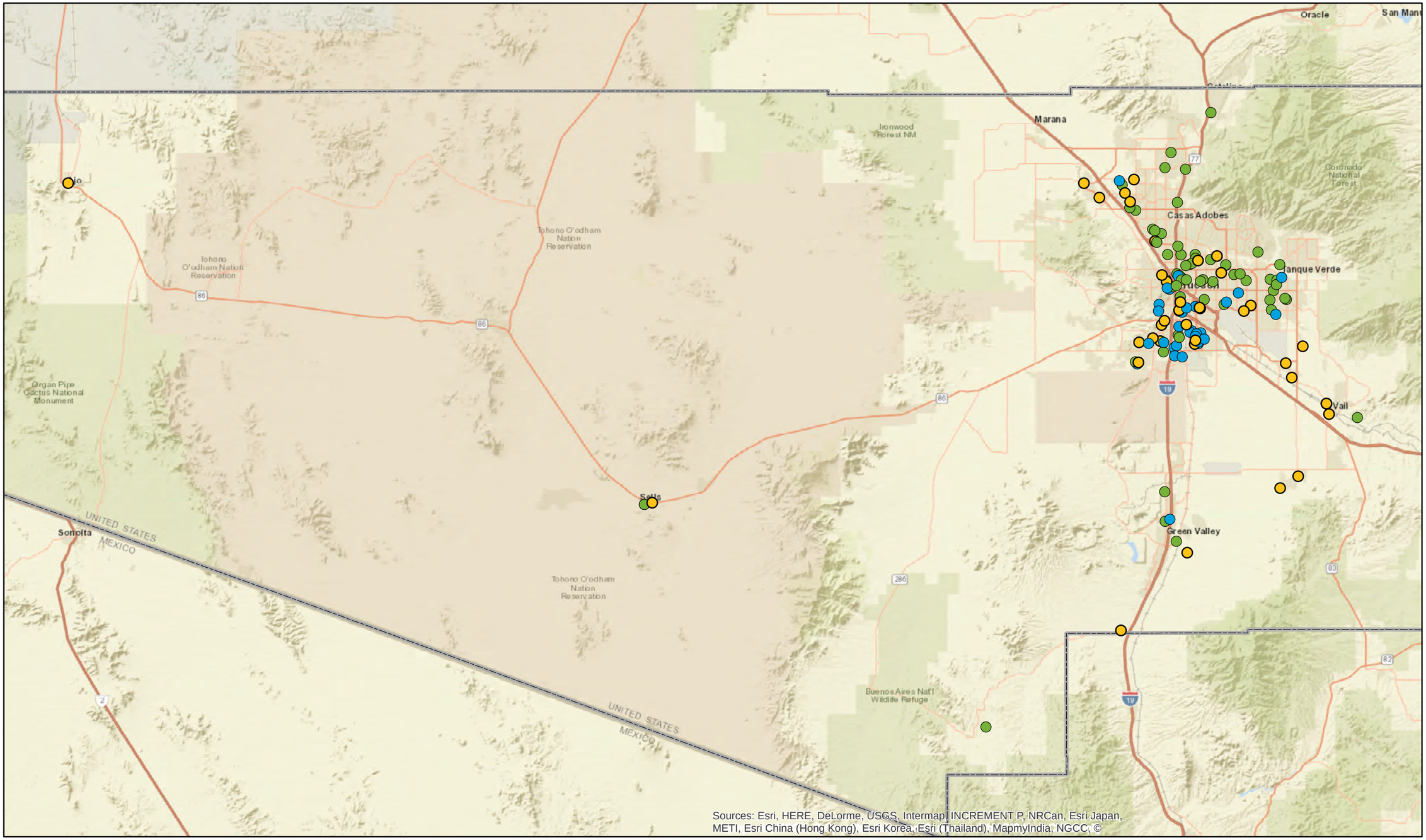
DES subsidies in a way that ensures those eligible for DES subsidies continue to apply for and receive those subsidies. The DES subsidies have been a critical part of funding for childcare in Arizona for many years. While providers are able to charge families in excess of the DES subsides and required co-pays, doing so results in less low-income and at-risk families being able to afford child care, and especially high quality child care.

Mr. Berk supports Quality First programing and Outer Limits School is a 5-star Quality First center. Because of this rating, his center is given a number of Quality First scholarships that he, as a provider, can then offer to families so long as those families meet the income and other guidelines. One concern he raised was that the scholarships are tied to the centers, so if a family prefers to leave that center, they cannot take that scholarship with them. Quality First scholarships pay better than DES subsidies, but still do not totally cover costs. Providers can charge co-pays.

Overall, Mr. Berk emphasized the need to consider the impacts a new funding source would have on both providers and families that rely upon a mixed delivery system and established funding sources.

FIRST THINGS FIRST

APPENDIX C: Pima County (Quality First 3-5 Star providers)

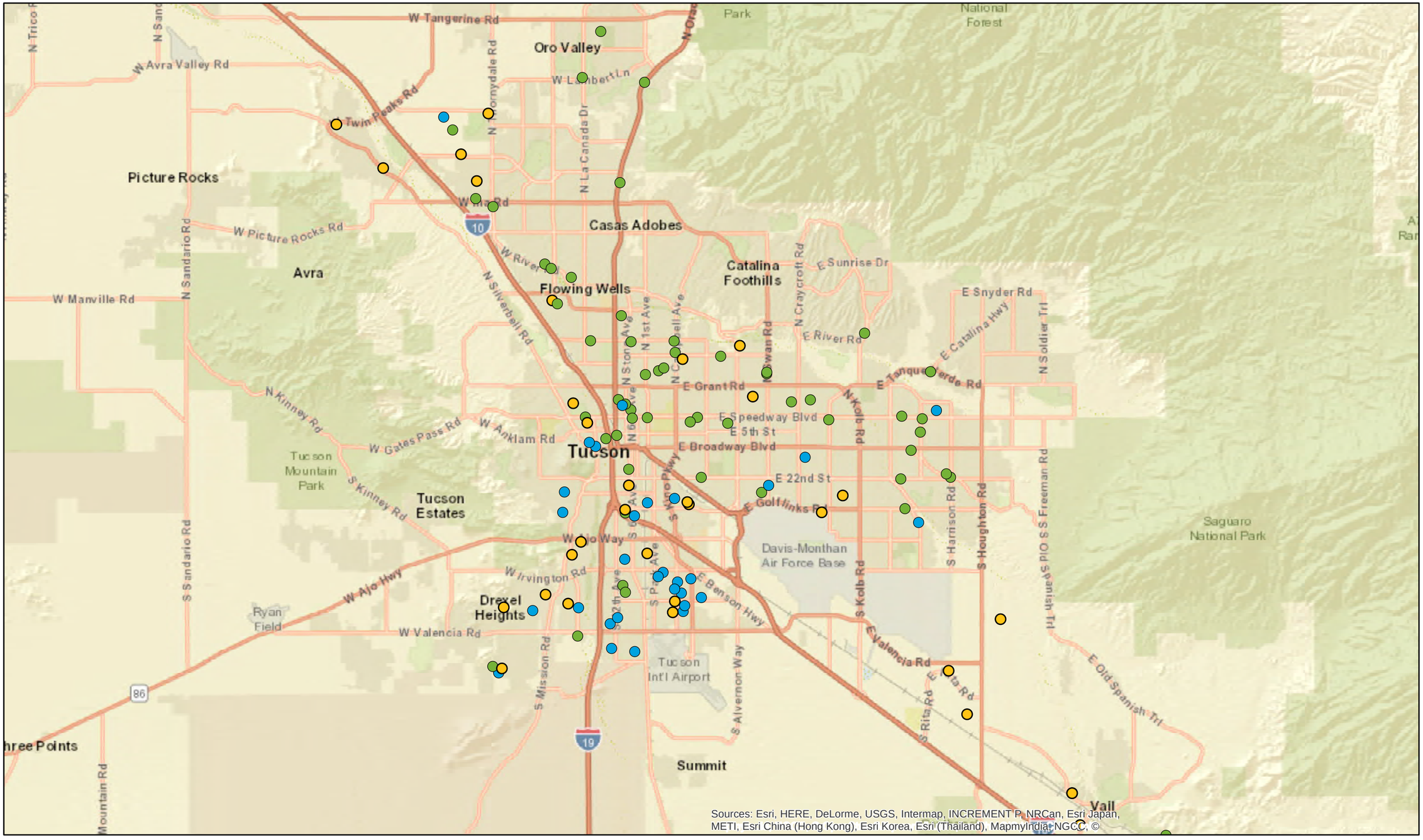


Home
Center
School District

As of March 13, 2019

FIRST THINGS FIRST

APPENDIX C: Tucson Metro Area (Quality First 3-5 Star providers)



- Home
- Center
- School District

As of March 13, 2019

Appendix D
Pima County's Current Role in Early Childhood Education, Improving Kindergarten Readiness, and the State's First Things First Quality First program

Information provided by Pima County Departments and First Things First.

Pima County Health Department

Epidemiology

- Epidemiology provides support as needed to childcare centers, including investigating potential communicable diseases, working with centers to put in place control measures to prevent illness spread, and proving health related education and advice.

Consumer Health and Food Safety (CHFS)

- CHFS conducts routine facility and food service inspections of 114 childcare centers and pre-schools to prevent environmental and food borne illness among the students. CHFS also does permit those schools that provide qualifying food services to their students. Additionally, CHFS staff responds to vector and nuisance complaints at the centers and schools.

Public Health Nursing

- Provides support to public schools and private pre-school programs by offering review of vaccine records, education for staff and families regarding health and safety and interventions for communicable disease outbreaks.
- The Public Health Nurses partner with organizations, coalitions servicing children 3-4 year olds with family incomes below 200% of poverty rate, to provide education, resources to families and/or school. These resources can be related to nutrition, health education, prevention of disease, safety education, and car seat classes.

Child Care Health Consultation Program

- Child Care Health Consultation Program offers specialized training and technical assistance to child care staff, and directors of centers and homes enrolled in Quality First. The role of the CCHC is to promote the health and development of children, families, and to ensure a healthy and safe child care environment.
- The intent of the evidence based Child Care Health Consultation strategy is to provide health and safety consultation specific to early care and education settings for children birth through age 5. The expected results are improved overall quality of care, reduced illness, and increased school readiness by supporting best practices that increase provider knowledge and promote behavior change, policy development and improvements in program environments. In addition to improving health and safety, child care health consultation provides support to children's intellectual, physical, and emotional development, all of which support school readiness.
- As of March 1, 2019, the Pima County Health Department provides these services to 197 child care centers and homes throughout Pima County, via a contact with First Things First for $468,160 per year.

Oral Health

- The First Smiles Matter Program (FSM) provides dental screenings and topical fluoride treatments for children, ages 0-5 years. All screenings and preventive treatments are provided by licensed medical or dental professional in childcare centers, preschools, family/group homes and other places where young children and their families visit.

- Pima County Health Department provides these services via a contract with First Things First for $1,165,000 July 1-June 30.

Pima County School Superintendent

Professional Development for Early Care and Education Professionals
The intent of the evidence informed Professional Development for Early Care and Education Professionals strategy is to provide high quality professional development for those that teach and care for young children birth to age 5 not yet in Kindergarten. Each participant is expected to participate in professional development, technical assistance, and professional advising opportunities. Evidence suggests that training alone will not result in behavior change. Professionals need the addition of technical assistance to support theory to practice. The expected results of the implementation of this strategy include: participants increasing their knowledge base and skills in early childhood education and participants demonstrating behavior change based on new knowledge and skills.

In Pima County, professional development is made available county-wide and is a multi-regional partnership and commitment of the four First Things First regional councils, Pima North, Pima South, Pascua Yaqui Tribe and Tohono O'odham Nation. The lead grantee of the professional development program, Great Expectations for Teachers, Children, Families and Communities is the United Way of Tucson and Southern Arizona in partnership with several partners including the Pima County School Superintendent's Office. Professional development contributed by the Pima County School Superintendent's Office has focused on Science, Technology, Engineering, Arts and Mathematics (STEAM). This Community of Practice is one of our most highly sought after professional development opportunities.

The STEMAZing Project has made a point of focusing on early childhood and elementary school educators. This has been motivated by the research showing children are building their STEM identities much early than previously suspected. Early childhood educators are included in the STEMAZing Teacher Leader Program. The STEMAZing Community of Practice has two cohorts, one that is English-speaking and one that is Spanish-speaking. Making the resources and professional development available in both English and Spanish recognizes some of the diversity of early childhood educators and the importance of empowering all of them to engage our youngest learners with Science, Technology, Engineering, Arts, and Math (STEAM).

The STEMAZing Project is also proud to offer one-day STEMAZing Workshops which are adaptable for early childhood educators. The STEMAZing Institute includes a three day professional development experience during the summer. For the last two years, the Institute has included a strand which empowers early childhood educators to teach our youngest learners how to code, beginning with offline coding and then moving to a programmable robot called Cubetto.

Pima County Community Services, Employment, and Training (CSET)

Project Harnessing Opportunity for Positive, Equitable Early Childhood Development (HOPE)
The HOPE Project is designed to generate real progress toward equitable outcomes for young children (prenatal to age five) and their families. Networks of Opportunity for Child Wellbeing

(NOW) aims to support local communities and coalitions working to promote child wellbeing by using a trauma-informed lens and equity tools to achieve improved early childhood systems alignment by strengthening key dimensions of community capacity.

The Family Engagement Network, is a partnership with First Things First, United Way of Tucson and Southern Arizona, Pima Community College and Pima County One-Stop. Each partner brings their own unique expertise in understanding and supporting families with young children. The partnership will work together to have the greatest impact with the ultimate goal of parents acquiring higher education and a career in a high-demand field, which will raise them out of poverty while their young children simultaneously have access to high-quality early learning and supports in their most formative years. This approach is in support of educating dual generations and attempting to create equitable, sustainable outcomes and breaking the cycle of poverty.

First Things First assists by providing a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth to age five. Pima County One-Stop, which is part of the ARIZONA@WORK statewide network of American Job Centers, provides workforce development and training programs and coordinate access to workforce resources by employers and job seekers. Pima Community College provides career training programs to adults in Pima County with an emphasis on the Health Profession Opportunity Grant (HPOG) program. United Way of Tucson and Southern Arizona provides administrative and fiscal oversight of the funding provided through Project HOPE and NOW.

Pima County Natural Resources Parks and Recreation

Lil' Reckers

Lil' Reckers is a 6-week program offered in 4 different sessions throughout the school year, for children ages 3-5 years who are toilet trained. The current program is offered at five community centers. A variety of classes are offered which include activities such as arts and crafts, music, story time, nutrition education, early learning skills, socialization, sports skills, active games, science, and much more. Parent must accompany the child and remain on premises during the entire program. FY 2017/2018 total participation 2,906.

Pima County Public Library

Early Literacy Storytimes

Early Literacy Storytimes support children ages birth to five in developing the skills they need in order to become successful readers. Storytimes at the library provide engaging, age appropriate songs, stories and activities for children as well as literacy tips for parents and caregivers to support their child's learning at home through reading, singing, talking and playing. Storytimes are provided for babies 0-18 months, toddlers 18 months to 3 years, and preschoolers ages 3-5.

Ready, Set, School!

Ready, Set, School! is a free 8-week program designed to help 4 and 5 year olds and their parents or caregivers get ready for school. Children will build school ready skills while having fun through stories, songs and interactive activities. Parents and caregivers will learn how

to help their child develop literacy skills, social emotional skills and executive brain function skills that will help their child be a successful learner in kindergarten and beyond. Families will receive activities and materials each week to practice these skills together at home. Funding from the Stocker Foundation will make the Library's Kindergarten Ready program possible in 2019.

Library and Head Start

The Pima County Public Library works with several different Head Start centers in different ways. Library staff provide a weekly storytime at a nearby Head Start preschool, some library staff occasionally visit nearby centers and many of the libraries visit once a year during February for a book give away and library visit for a Love of Reading event which is scheduled around Valentine's day.

Make Way For Books-Pima County Library Partnership

First Things First funded partner, Make Way For Books, works in close partnership with the Pima County Library system. This includes integrating library information, services and supports into their First Things First work with early care and education programs, early childhood professionals and families with young children. For example, Make Way For Books implements the evidence-based Raising A Reader family engagement and early literacy program. As part of the curriculum, Make Way For Books informs families of their nearest neighborhood libraries and connects them with a library card. In addition, Make Way For Books has released a new app in which families can access books online and then find the same books to check out at their neighborhood library.

Outside Agency Funding

This fiscal year Pima County is providing funding to at least four outside agencies that provide programming related to early childhood education:

Arivaca Action Center, Inc. – Arivaca Early Learning Center - $15,000 award

The Program preserves the economic welfare of the Pima County residents by providing support to ensure academic success to children. This contract provides job retention for one staff position.

CCS dba Pio Decimo Center – Childcare for the Working Poor - $104,100 award

The Program preserves the economic welfare of Pima County by ensuring that low-to-moderate income parents are able to maintain a job or stay in school or training program.

Tucson Urban League – Project YES - $34,800 award

The Program preserves the economic welfare of the Pima County residents by providing support to ensure academic success to "at-risk" children. This contract provides job retention for four staff positions.

Make Way for Books – The Story Project - $16,600 award

The Make Way for Books "The Story Project" provides comprehensive professional training, skill development and mentoring in language and literacy for early childhood professionals in Pima County serving low-income children in home-based care settings. The skills acquired will result in higher quality literacy and language practices with children and allow access to

literacy-rich environments that foster school readiness and grade-level reading. The Program promotes economic development and education by providing literacy-rich environments to low-income children and fostering school readiness and grade-level reading. This contract provides for the job retention of one employee.

Cradle to Career Partnership

First Things First and Pima County are both members of the Cradle to Career Partnership, with representatives from both organizations serving on the Leadership Council (several representing the County from different facets). The mission of the Cradle to Career Partnership is to prepare every child for success in school and life, ensuring the economic vitality of our community. Cradle to Career brings together resources, leadership and innovation from a variety of sectors within the community to help students achieve key milestones along their pathway, from early childhood to adulthood. There are several goals Cradle To Career has set to achieve, including increasing the number of young children enrolled in quality early learning programs so that by 2020 one in three young children in Pima County are enrolled in a quality early learning program.

Pima County Planning Documents Related to Preschool/Early Childhood Education

The Pima County Public Library Community Impact Plan includes education as one of its top 3 priorities: We are part of a larger group of educators, including community groups, schools and colleges, which improve the quality of life in our community. We offer everyone—regardless of age, background, or means—opportunities to keep learning or to learn something new.

Pima Prospers, Pima County's long range comprehensive plan, includes the following:

- Goal 1 - Support the Library District as a vital community asset for the provision of a variety of services
- Policy 1 - Support the library's vital functions as a destination, place of discovery and an active partner in community building, employment and job training, technological breakthroughs and economic development.
- Policy 2 - Explore the possibility of integrating the library with other community services and functions to create vital activity centers.
- Policy 3 - Provide flexibility in programming to embrace the library's emerging role as educational centers for new technologies and innovation.
- Policy 4 - Support existing library initiatives, programs and collaborative resources; increasing access and educational opportunity, giving children a strong start in learning and providing places where all citizens, young and old can pursue learning in a collaborative, creative environment.
- Implementation Measure - Leverage community partnerships to provide programs and services that address our mission and support the Learn, Create, Connect focus areas.
- Implementation Measure - Provide early literacy development programs for children, parents and early childcare providers.

- Action - Expand partnerships with key community early literacy providers, Support the Cradle to Career collective impact initiative, Provide professional development workshops to early childcare providers.
- Action: Provide early literacy storytimes for children birth to five, develop kindergarten ready program so children entering kindergarten have the skills needed to be successful learners

Pima County's Economic Development Plan includes the following:

- The Library provides services and programs designed to promote educational success and career growth through learning and exploration. These programs span all age groups, and improve the economic outlook for individuals that attend. The library will further support learning within the community by: (1) Evaluating the programming, we offer in order to ensure it has a measurable impact (2) Continue to refine existing and introduce new programming as learning needs within the community change.
- The plan also recommends fostering a collaborative environment in which the private sector, local governments, educational institutions and nonprofit organizations work together to stabilize and expand the local economy. Key areas where such collaboration can reap significant rewards for the community include education/workforce development and combating poverty.
- Action items in the Plan includes:
  - 5.1 Actively support increased State funding for all public education programs, particularly for the university and community college systems.
  - 12.6 Partner with United Way of Tucson and Southern Arizona and other public and private community partners on the Cradle to Career initiative to improve education and workforce readiness.
  - 12.8 Include in the Pima County Legislative Agenda additional public funding for education.

References

The following references are in addition to those cited in the footnotes, and include individuals that were interviewed or provided sources of information.

Nicol Russell, Arizona Department of Education, Preschool Special Education Services

Keith Snyder, Arizona Department of Education, Deputy Associate Superintendent

Elizabeth Dagle, Arizona Joint Legislative Budget Committee Staff

Marie Raymond, Human Services Manager, City of Tempe Oversees Tempe PRE

Reem Kievit, Director of Preschool Programs, TUSD

Jessica Harrington, Senior Regional Director, Southeast Area, First Things First

Erin Lyons, Chief Executive Officer, Child-Parent Centers, Inc. (Headstart)

Penelope Jacks, Pima County Preschool Investment Program Steering Committee

Kelly Griffith, Executive Director, Center for Economic Integrity

Eric Schindler, President/CEO, Child and Family Resources, Inc.

Kendra Davey, Literacy Initiatives Program Manager, Pima County Public Library

Joe Barr and Kelly Cheeseman, Pima County Natural Resources Park and Recreation

Bonnie Bazata, Pima County Ending Poverty Now Program Manager

Paul Kulpinski, Partnership Director, LAUNCH Flagstaff

Amanda Brockman, Senior Director of Cradle to Career Partnership, United Way of Tucson and Southern Arizona

Kassondra Silva, Data Manager, Cradle to Career Partnership, United Way of Tucson and Southern Arizona

Brittany Cleveland, Budget Analysis, Governor's Office of Strategic Planning and Budgeting

Michelle Katona, Chief Program Officer, First Things First

Bill Berk, Owner of Outer Limits School in Tucson and Vice President of the Arizona Early Childhood Education Association (representing private for profit and non-profit childcare centers)

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