

# Flagstaff High Quality Preschool Project

On August 30<sup>th</sup>, 2019, Launch Flagstaff partners held a retreat to begin the next phase of the Flagstaff High Quality Preschool Project, moving from rallying partners around the vision to strategic and operational planning. The following document is a summary of the retreat and discussions from the participants and provides a roadmap for next steps in the planning process. A full list of the participants includes:

Benjamin Behunin  
Jennifer Bucher-Brown  
Frank Garcia  
Carol Haden  
Jennifer Hernandez  
Patrice Horstman  
Sylvia Johnson  
Daniel Kain  
Robert Kelty  
Ramona Mellott  
Michael Penca  
Scott Pettitt

Rene RedDay  
Regina Salas  
Colleen Smith  
Peter Van Wyck  
Jamie Whelan

## Facilitation & Support:

Pearl Chang Esau  
Rebecca Cirzan  
Marie Raymond  
Paul Kulpinski

## Flagstaff High Quality Preschool Project - Participating Organizations:

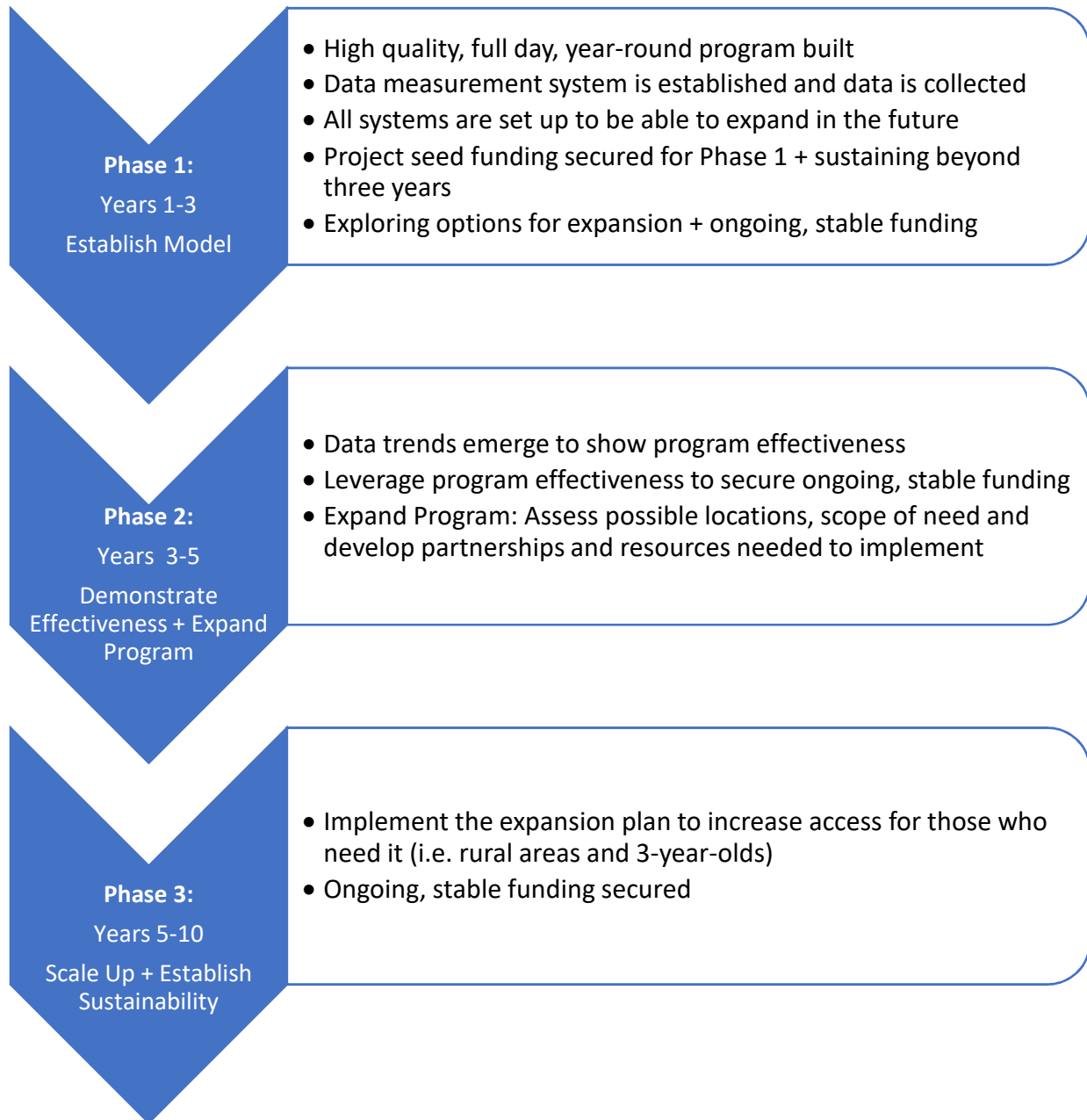
Arizona Community Foundation of Flagstaff  
Association for Supportive Child Care  
City of Flagstaff  
Coconino Community College  
Coconino County  
Coconino County Superintendent of Schools  
Expect More Arizona  
First Things First

Flagstaff Unified School District  
Greater Flagstaff Chamber of Commerce  
NACOG Head Start  
Northern Arizona University  
The NARBHA Institute  
The Wharton Foundation  
United Way of Northern Arizona

# Flagstaff High Quality Preschool Project

***Vision:** Preschool-aged children and their families in the FUSD boundary area can attain high quality, full-day, year-round preschool education that prepares them for school and for life. Arizona cities are working together to achieve universal access to high quality preschool.*

## 10-Year Timeline



### Success 3 years from now

- All families know there is an opportunity for preschool
- There's a sustainable revenue stream that has been identified
- Increased community support for preschool
- 2 pilot classes → 9 classrooms
- Better outcomes for school readiness
- Data on HQ programs
- Increased awareness of value for whole community
- Parent/caregiver support taking place
- Fully operational streamlined system
- More kids in preschool
- Administrative structure is in place, plan is in place

### Success 5-10 years from now

- Sustainability of program achieved
- Expansion achieved to outlying/collaborative areas
- Inclusion of 3 year-olds
- Primary focus still on access
- Positive data trends from kids in extreme poverty

## Intended Impact Statement – Phase 1 “Establish Model” (FY21-FY23)

In the next three years, we will establish a full-day, year-round preschool program that sets the bar for quality in Flagstaff, and effectively prepares children for kindergarten. The program will launch in Fall of 2020 and will:

- Serve 4-year olds between 100-200% FPL OR who do not currently have access to high quality preschool. Serve up to 5 classes of 18 students each by the end of the three-year period; Possible timeline would be:
  - FY21 – Open first two classes
  - FY22 – Open second two classes
  - FY23 – Open 5th class

- Operate within the FUSD boundaries
- Reach a standard for quality that meets or exceeds Quality First and national accreditation requirements
- Measure improvements in student achievement over time using a continuous improvement model
- Train and support teachers using a curriculum and professional development based on student progress
- Be scalable beyond its initial classrooms
- Provide family engagement and supports that build positive parenting skills

## Phase 1 “Establish Model” – Goals (FY 21-FY23)

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### Goal 1: Quality

Establish a high quality, full-day, year-round preschool program that sets a “gold standard” for early education and can be scaled in Flagstaff and beyond.

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Possible metrics include (specific numbers TBD by workgroups):

- Oversight, implementation and evaluation structure and partners are in place; MOU signed
- Classroom sites identified and meeting licensing requirements
- % of children demonstrating academic and social/emotional readiness for Kindergarten
- 100% program alignment to quality standards
- % of seats filled
- 100% teachers + aides hired and trained prior to start of year
- % Teacher satisfaction
- % Family satisfaction
- % increase of family/caregiver taking steps to support child
- 1-2 teacher pipeline partners established

Objectives:

- 1) Develop a gold standard high quality, full-day, year-round preschool program, serving up to 5 classrooms and 80 students
  - a. Define quality (i.e. Quality First, NAEYC, etc.)
  - b. Select a high quality, research-based curriculum
  - c. Select program and establish delivery method for family/caregiver supports
  - d. Select professional development program and provider
  - e. Select student progress assessment tool that allows for continuous improvement
  - f. Develop full-day and year-round programming (before and after care + fall, spring and summer break)
- 2) Establish program oversight, implementation and evaluation structure

- a. Determine owners for oversight, implementation and evaluation and determine each's roles and responsibilities
  - i. Develop an MOU that details roles and responsibilities of each
- b. Put in place infrastructure for oversight
  - i. Establish as the fiduciary, legal and administrative agent
  - ii. Hire a program manager/coordinator and family support coordinator to run the project
- c. Put in place infrastructure for implementation
  - i. Identify initial classroom locations and licensing needs
  - ii. Build a high-quality staff pipeline
    1. Recruit, train, provide ongoing support to staff using evidence-based practices for teacher effectiveness (i.e. certified teachers with CDA support)
    2. Develop partnerships with local education entities to build the future pipeline of teachers and aides
  - iii. Ensure full enrollment of classrooms
    1. Conduct family marketing + outreach
    2. Work with the front door model to direct families to spots
- d. Put in place infrastructure for evaluation:
  - i. Identify an evaluation partner
  - ii. Develop an evaluation and data management plan

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## Goal 2: Access

Develop a streamlined system of supports that increases access to high quality preschool for families in Flagstaff and beyond.

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Possible metrics include (specific numbers TBD by workgroups):

- # of new high-quality spots available
- # of new families in high-quality spots
- # of new scholarships or publicly funded high-quality spots
- % increase in family/caregiver awareness of high-quality preschool
- % increase skills and capacity of family/caregiver support
- % increase in family/caregiver feeling that preschool is affordable
- Streamlined system for enrollment of any family seeking preschool established; front door model established
- # of community partners being leveraged to provide resources to families

Objectives:

- 1) Establish a front door model in Flagstaff and beyond that connects families seeking preschool to available high-quality spots

- a. Conduct research to identify needs, barriers and characteristics of target student population
  - b. Build a streamlined intake & referral process
    - i. Clear, coordinated roles and responsibilities w/ quality controls and value on shared resources
  - c. Coordinate wrap-around services
    - i. Head Start, FTF, fully and partially funded spots
    - ii. Connection to other community systems- tribal, justice, health, economic development
- 2) Develop aligned data systems
- a. Identify needs and address gaps in data needed to support students and families
  - b. Establish alignment between preschool and Kindergarten classes to maximize a smooth transition

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### Goal 3: Sustainability

Develop a sustainable financial model for funding the Phase 1 preschool classes and explore expansion options.

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Possible metrics include (specific numbers TBD by workgroups):

- Raise 50% of Phase 1 budget by December 2019
- Raise second 50% of Phase 1 budget by March 2020
- Develop a plan to raise community awareness and support by April 2020
- Secure funding for sustaining Phase 1 classrooms beyond FY23 (by TBD)

Objectives:

- 1) Finalize budget for Phase 1 (by October 2019)
- 2) Raise funds for Phase 1 (by March 2020)
- 3) Secure funding for Phase 1 classrooms past the 3 years
  - a. Public private partnerships
  - b. Public funding sources
  - c. Tuition/sliding fee scale?
- 4) Build community awareness and support for high quality preschool
  - a. Branding and marketing of Flagstaff's program + successful, measurable outcomes
  - b. Advocacy at local and state level
  - c. Uniting with other AZ cities

## Workgroup Commitments

Goal 1: Quality	Goal 2: Access	Goal 3: Sustainability
<ul style="list-style-type: none"><li>• Rebecca Cirzan</li><li>• Peter Van Wyck</li><li>• Sylvia Johnson</li><li>• Benjamin Behunin</li><li>• Frank Garcia</li></ul>	<ul style="list-style-type: none"><li>• Rene RedDay</li><li>• Rebecca Cirzan</li></ul>	<ul style="list-style-type: none"><li>• Carol Haden</li><li>• Patrice Horstman</li><li>• Regina Salas</li><li>• Jen Hernandez</li><li>• Peter Van Dyke</li><li>• Michael Penca</li><li>• Jamie Whelan</li><li>• Carol Haden</li><li>• Colleen Smith</li></ul>

*Notes: Dan Kain (NAU) will look into the right person from NAU with early childhood expertise*

## 1 Year Timeline

To be revisited and built upon through the planning process; Affiliated goal is in parenthesis

### September 2019

- Establish oversight & implementation owners (1)
- Hire a program coordinator (1)
- Identify program providers (1)
- Establish location of pilot project (1)
- Establish cost for families (sliding fee/free) (1+3)
- Establish workgroups to address goals and objectives (1)
- Define quality (1)
- Identify options for before and after care + year-round (1)

### October 2019

- Finalize Phase 1 Budget (3)
- Establish structure & coordinate responsibilities for oversight and implementation execution (1)
- Establish enrollment process (1)

- Data committee finishes work and establishes measurement systems (1+2)
- Clear roles and responsibilities for positions (1)
- Build plan for communications and marketing for year 1 cohort (1+3)

### December 2019

- First 50% of 3-year budget raised (3)
- Identify family engagement strategy and begin marketing to families (1)

### January 2020

- Identify and purchase curriculum (1)
- House for family intake (2)

### March 2020

- Front door policy open (2)
- Hire first cohort of teachers and aides (1)
- Second 50% of money raised (3)

### April 2020

- Continue marketing to families (1)

### May 20

- Begin enrolling families (1)

### July 20

- Ongoing PD for “other” staff (1)
- Curriculum training (1)
- Training on TSG (1)

### August 20

- 2 full day, year-round high-quality preschool classes start

### December 2020

- Begin developing plan for Year 2 (1)