

Central Pima Regional Partnership Council

Call to Order & Introductions

The Regular Meeting of the First Things First Central Pima Regional Partnership Council was held on November 13, 2013 at City of Tucson Resource Campus Sentinel Building, 320 North Commerce Park Loop, Tucson, Arizona 85745.

Chair Peg Harmon welcomed everyone and called the meeting to order at 4:00 p.m. Chair Harmon called upon Regional Council members and staff to briefly introduce themselves.

Members Present: Peg Harmon, Susan Pitt, Ann Mastergeorge, David Hill, George Rushing and Kelly Burroughs

Members Present Telephonically: Dr. Dorothy Johnson and Teri Meléndez

Members Absent: Bob Hehli

Approval of Meeting Minutes

A motion was made by member Susan Pitt to approve the minutes of the June 12, 2013 Central Pima Regional Council Meeting as presented, seconded by member George Rushing. Motion carried.

A motion was made by member Teri Meléndez to approve the minutes of the May 8, 2013 Central Pima Regional Partnership Council Executive Session. Motion was seconded by member Kelly Burroughs. Member George Rushing abstained due to conflict of interest had when executive session occurred. Motion carried.

Call to the Public

Shannon Warren, Quality First Coordinator, *United Way of Tucson and Southern Arizona*: Ms. Warren introduced herself as the newly hired Quality First Coordinator to the Regional Council.

Heather Friedman, Family Support Alliance Director, *United Way of Tucson and Southern Arizona*: Ms. Friedman introduced herself to the Regional Council in her new role as Director of the Family Support Alliance.

Conflict of Interest

Chair Harmon asked the members to review the conflict of interest chart provided to them and asked for any updates, additions or deletions. Member Rushing stated that he no longer had a conflict with the Family Friend and Neighbor Strategy as he has not been employed with his former place of employment (Community Extension Programs, Inc.) for over a year. No other changes were stated.

Members with a conflict of interest:

David Hill: Due to spouse serving as a sub-grantee with Community Based Professional Development.

Peg Harmon: Due to place of employment benefiting from grant: Quality First, Pre-K Transition.

Teri Meléndez: Due to place of employment benefiting from grant: Quality First, Pre-K Transition, Mental Health Consultation; and due to place of employment serving as a sub-grantee: Community Based Professional Development.

Vice Chair Dorothy Johnson joined the meeting at 4:09 p.m.

Discussion and Possible Action: State Fiscal Year 2015 Funding Plan for the Pima North Region

Chair Harmon passed the Chair to member Kelly Burroughs.

Quality First: A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Quality First Strategy package for Fiscal Year 2015 for 95 centers and 25 homes, with an estimated funding allotment of \$1,607,522. The Quality First package includes the following strategies for enrolled providers: Quality First Academy; Warmline Triage and the Warmlines for Child Care Health Consultation, Inclusion, Mental Health Consultation; Quality First Coaching and Incentives. Further, the Quality First package includes an estimated 746 Quality First Child Care Scholarships for an estimated budget allotment of \$6,025,923. And finally, the Quality First package includes Child Care Health Consultation for a budget allotment of \$279,110. The expectation is that staff will bring the final numbers back to the Regional Council at a later date. Motion was seconded by member Ann Mastergeorge. Members Peg Harmon and Teri Meléndez abstained due to a conflict of interest. Motion carried.

Chair Pro Tempore Kelly Burroughs passed the chair back to Peg Harmon.

TEACH Regional and TEACH BA Pilot: A motion was made by member Kelly Burroughs that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, allot funds to cover 44 TEACH scholars, plus an additional 10 provided to the Pascua Yaqui Tribe Regional Partnership Council, and 1 scholar pursuing a Bachelor's degree, through the TEACH strategy for Fiscal Year 2015 with a funding level of \$180,391 through an amendment to the statewide contract, seconded by member George Rushing. Motion carried.

Community-Based Professional Development: A motion was made by member Ann Mastergeorge that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Community-Based Professional Development strategy in Fiscal Year 2015 in the amount of \$780,000 with the intent to cross-regionally coordinate with the other Regional Partnership Councils in Pima County, with Central Pima supporting 1,641 early childhood professionals through the funding mechanism of a Grant Renewal, seconded by member Susan Pitt. Motion was amended by member Mastergeorge to correct the wording to "Pima North supporting 1,641 professionals," amendment was seconded by member Pitt. Members David Hill and Teri Meléndez abstained due to a conflict of interest. Motion carried.

First Things First Professional REWARD\$: A motion was made by member George Rushing that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve \$359,750 to support a minimum of 265 First Things First Professional REWARD\$ incentives for Fiscal Year 2015, with the intent that up to 50% of funds will be distributed during the first half of the fiscal year and the remaining 50% in the second half of the fiscal year, through an amendment to the statewide contract, seconded by member Ann Mastergeorge. Motion carried.

Scholarships Non-TEACH: A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Scholarships Non-TEACH strategy for Fiscal Year 2015 in the amount of \$45,000 to serve approximately 34 scholars through an amendment to the statewide contract, seconded by member Kelly Burroughs. Motion carried.

Home Visitation: A motion was made by member Kelly Burroughs that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the home visitation strategy for Fiscal Year 2015 in the amount of \$2,160,600 to serve 849 families through the funding mechanism of a Grant Renewal, seconded by Vice Chair Dorothy Johnson. Motion carried by a vote of 7-1.

Parent Education – Community Based Training: A motion was made by member George Rushing that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the parent education – community based training strategy for Fiscal Year 2015 in the amount of \$530,856 to serve 1,012 families through the funding mechanism of a Grant Renewal, seconded by member Ann Mastergeorge. Motion carried.

Expansion and/or Capital Expense: A motion was made by member Ann Mastergeorge that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Expansion strategy for Fiscal Year 2015 with a funding level of \$190,000 to support 10 child care centers and 7 child care homes, creating an additional 177 potential placements for children, through the funding mechanism of a Grant Renewal, seconded by member Kelly Burroughs. Motion carried.

Family, Friend, and Neighbor: A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Family, Friend, and Neighbor strategy for Fiscal Year 2015 with a funding level of \$150,000 to support 60 providers through the funding mechanism of a Grant Renewal, seconded by member David Hill. Motion carried.

Chair Harmon passed the chair to member Kelly Burroughs.

Pre-K Mentoring/Pre-K Transition: A motion was made by member Ann Mastergeorge that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Pre-K Mentoring/Pre-K Transition strategy in Fiscal Year 2015 in the amount of \$46,492 to provide transition mentoring at 7 sites currently participating in the Quality First Rating Only, formerly Pre-Kindergarten Scholarships strategy and 1 Kindergarten Transition Pilot through an amendment to the statewide contract, seconded by member George Rushing. Members Peg Harmon and Teri Meléndez abstained due to a conflict of interest. Motion carried.

Chair Pro Tempore Kelly Burroughs passed the chair back to Peg Harmon.

Mental Health Consultation: A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the mental health consultation strategy for Fiscal Year 2015 in the amount of \$536,280 to serve approximately 25 child care centers and 10 child care homes through an amendment to the statewide contract, seconded by member David Hill. Member Teri Meléndez abstained due to a conflict of interest. Motion carried.

Care Coordination/Medical Home: A motion was made by member Kelly Burroughs that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the Care Coordination Medical Home strategy for Fiscal Year 2015 in the amount of \$100,000 to serve 75 children through the funding mechanism of a Grant Renewal, seconded by member George Rushing. Motion carried.

Recruitment- Loan Forgiveness for Speech Language Pathologists: A motion was made by member Ann Mastergeorge that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, allot funds to continue to support 2 Speech Language Pathologists with loan forgiveness through the Recruitment: Loan Forgiveness strategy for Fiscal Year 2015 with a funding level of \$30,750 through an amendment to the statewide contract, seconded by member Susan Pitt. Motion carried.

Cross-Regional Communications: A motion was made by member David Hill that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the cross-regional communications strategy in Fiscal Year 2015 at the following funding levels: \$12,000 for Community Awareness, \$69,540 for Community Outreach, and \$56,280 for Media, seconded by member George Rushing. Motion carried.

Center-Based Early Literacy: A motion was made by member George Rushing that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve the addition of the Center-Based Early Literacy strategy for Fiscal Year 2015 in the amount of \$28,000 for the 85730 and 85748 zip codes in an effort to maintain continuity of services for approximately 9 currently participating child care providers, seconded by member Ann Mastergeorge. Motion carried.

Statewide Evaluation: A motion was made by member Kelly Burroughs that the Central Pima Regional Partnership Council, on behalf of the newly consolidated Pima North Region, approve \$686,279 for statewide evaluation activities in Fiscal Year 2015, seconded by member Susan Pitt. Motion carried.

Discussion and Possible Action: Benchmarking of School Readiness Indicators 2 and 3 for the Pima Regions

Chair Harmon introduced the agenda item and turned the floor over to Regional Director Jessica Brisson. Ms. Brisson provided background information and provided some clarifications on the Benchmarking decisions being made; namely that today's business is to approve the benchmarks being sent to the community for feedback. Vice Chair Johnson briefly provided an explanation of the difference between the two benchmarks of indicator 2 is the denominator that is used.

A motion was made by member Dorothy Johnson that the Central Pima Regional Council on behalf of the newly consolidated Pima North Region, approve Benchmark A (of School Readiness Indicator 2 to be publically vetted): 80% of children enrolled in a Quality First early care and education program with a Quality First rating of 3-5 stars by 2020, seconded by member Ann Mastergeorge. Motion carried.

A motion was made by member Dorothy Johnson that the Central Pima Regional Council on behalf of the newly consolidated Pima North Region, approve Benchmark B (of School Readiness Indicator 2 to be publically vetted): 36% of children in Pima County are enrolled in a fee-based regulated early care and education program with a Quality First rating of 3-5 stars by 2020, seconded by member Teri Meléndez. Motion carried.

A motion was made by member Dorothy Johnson that the Central Pima Regional Council on behalf of the newly consolidated Pima North Region, approve the following draft benchmark of School Readiness Indicator 3 to be publically vetted: 80% of children with special needs are enrolled in an inclusive early care and education program in Quality First with a Quality First rating of 3-5 stars by 2020, seconded by member Teri Meléndez. Motion carried.

Discussion and Possible Action: State Fiscal Year 2015 Funding Plan for the Pima North Region

Chair Harmon announced that due to a misunderstanding, two placeholder strategies were not approved during the Funding Plan agenda item and might need to be re-addressed. She called on Senior Director Erin Lyons to provide more information. Vice Chair Johnson also provided background on the two strategies, and their importance in the North Pima Region.

Consultation: Language and Communication: A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council maintain the Consultation: Language and Communication strategy for Pima North Region for Fiscal Year 2015, unfunded, seconded by member George Rushing. Motion carried.

Coordination: Community Partnerships: A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council maintain the Coordination: Community Partnerships strategy (for Pima North Region) for Fiscal Year 2015, unfunded, seconded by member Ann Mastergeorge. Motion carried.

Member Teri Meléndez left the meeting at 5:27 p.m.

Discussion and Possible Action: December 11, 2013 and January 8, 2014 Regional Council Meetings

Chair Harmon stated at this time there are no pressing agenda items requiring action in the month of December and the Regional Council may consider canceling the meeting. She added that in January, staff does not foresee any time sensitive business requiring action and therefore, it has been proposed that the regular meeting is converted to a workgroup meeting. She informed the Regional Council that the workgroup meeting would focus on the evaluation studies recently presented at the October workgroup, and an opportunity to discuss and digest them more fully. The Regional Council concurred on converting the January meeting into a workgroup.

A motion was made by member George Rushing to cancel the December 11th meeting, seconded by member Susan Pitt. Motion carried.

Regional Director's Report

Regional Director Jessica Brisson provided a brief update on the recent grantee coordination meeting, October Chairs and Vice Chairs meeting, and upcoming Quality Assurance Visits and State Board Meeting to be held in Tucson. She provided a quick update on the Community-Based Parent Education data, Race to the Top Early Learning Challenge Grant, and a wrap up of numbers from the Summit. Ms. Brisson briefly mentioned the SFY14 expenditure report and stated that everything looked on target. She mentioned the included Community Outreach report and encouraged members to read the story on page two.

General Discussion

Member David Hill announced his resignation from the Regional Council, giving his reasons for resigning and his feelings on the role of First Things First. He ended by thanking members for their time, and Chair Harmon and members of the regional council thanked him for contributions.

Call to the Public

None at this time.

Adjourn

There being no further business, Chair Harmon adjourned the meeting at 5:44 p.m.

Submitted By _____
Siobhan McDonald, Administrative Assistant

Approved By _____
Peg Harmon, Chair

Dated this ____ day of _____, 20 ____.

Placeholder



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United Way of Tucson
and Southern Arizona

Great Expectations for Teachers, Children, and Families: Building a County Wide Professional Development System

Naomi Karp

Director, Early Childhood

Professional Development

United Way of Tucson and Southern AZ

February 12, 2014

BEGINNING OF THE STORY

Funding from First Things First created the Professional Development Alliance that is...

- Building a new EC PD system for Pima County, the Pascua Yaqui Tribe, and the TO Nation
- Resulting in 10 Communities of Practice (CoPs) that strengthen teachers' knowledge and skills and increase systemic capacity of well-prepared center-based, public school pre-k-based, and family-based educators

OUR GREAT EXPECTATIONS

We want to see the day when:

- Arizona has a culture that supports and understands the importance of high quality education for young children **and** their teachers.
- An early childhood education degree is the expectation and NOT the exception.
- It is the expectation that all early childhood teachers will have the opportunities and resources needed to earn a college degree.

VALUES AND PHILOSOPHY

- Research indicates that training does not make a difference in changing practice.
- Education:
 - is long-term, intentional, and sequential
 - provides opportunities for hands-on learning
 - allows time for reflection
 - changes behaviors and practices

Therefore, we only talk about education and/or learning opportunities; training is taboo.



VALUES AND PHILOSOPHY

All education/learning opportunities:

- ensure intentionality in all activities
- create and sustain a culture that supports higher education
- are sequential, developmental, and based on hands-on learning
- respect and value diversity

VALUES AND PHILOSOPHY

- Developmentally Appropriate Practice is the underlying foundation and philosophy of all our work
- Adult learners are taught the principles of DAP in developmentally appropriate ways based on adult learning research
- Adult learners then understand how to implement DAP in their own classrooms

Sue Bredekamp and Carol Copple are lead consultants on DAP

COMMUNITY OF PRACTICE STRUCTURE

Each Community of Practice (CoP):

- Has at least 1 coordinator
- Meets at least 2 times a month
- Has a minimum of 20 members
(per cohort)

COMMUNITY OF PRACTICE STRUCTURE

Each Community of Practice (CoP):

- Has a college credit option that will lead to a degree (Associate's, B.A., Master's, and/or Doctorate)
- Uses a research-based curriculum and/or develops an explicit program of learning
- Meets in an EC environment, on a higher ed campus, and/or at an agency
- Collaborates with other CoPs
- Focuses on building a piece of the system

CONCEPTUAL FRAMEWORKS

- *Mind in the Making: 7 Essential Life Skills*
- CLASS™ with focus on Instructional Support
- AZ Early Learning Standards
- Evidence-Based Coaching
- Systems Thinking
- Evaluation

NATIONAL EXPERTS

National Experts reinforce and connect conceptual frameworks

- **Sue Bredekamp and Carol Copple** – DAP
- **Bryan Nelson** – Gender neutral classrooms
- **Luis Hernandez** – Cultural diversity
- **Susan Ochshorn and Edith Goldenhar** – Families, Communities, & School Readiness
- **Hedda Sharapan** – S.T.E.A.M., Language, and Literacy
- **Clersida Garcia**– Movement and curriculum development
- ***Mind in the Making*** 3-day seminar
- **CLASS™** - 5 different all-day seminars
- **Judy Jablon** – Powerful Interactions

EVIDENCE-BASED COACHING

- Develops strategies for reflection
- Provides teachers with strategies for improving classroom practices
- Supports leadership development

EVALUATION AND DATA

- Trying to capture highly innovative aspects of the work gets complicated
- Dealing with on-going changes in systems, people, behaviors, policies, and practices
- Tracking and storing data is overwhelming = new website and database

EVALUATION AND DATA

New database allows us to:

- Track cohort members' CoP enrollment, FTF Regions, place of employment, current education levels, etc
- Get a quick snapshot of class attendance, coaching sessions, college credit and anticipated graduation dates by Region and CoP
- Organize all members, participants, events and coordinator data in one place

EVALUATION AND DATA

As of December 31st, 2013, there are 552 people enrolled in our CoP database, 328 cohort members and 224 non-enrolled participants, across 5 regions

- Of 166 seminars/classes held since July 1st, 72 were offered a college credit option. 300 members and participants earned college credit
- 465 people attended CoP seminars/classes thus far this grant year, 51 from tribal nations; 159 others were from South Pima, 75 from North Pima, and 170 from Central Pima



Pima County Cross-Regional Benchmarking Process

Indicator 10 – Families Competent and Confident About Their Ability To Support Their Child’s Safety, Health and Well-Being.

The committee met on February 4, 2014 to consider Indicator 10. Dr. Amy Kemp reviewed the data source, survey methodology and calculation of the overall indicator from 9 key measures, and the baseline data for Pima County and each Regional Council.

Indicator 10 is measured by the Family and Community Survey. This survey is conducted every three years by a sub-contractor of First Things First and was designed to provide information for Regional Partnership Councils on parent knowledge, skills, and behaviors related to their young children.

The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*¹. The survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages of development, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

The Family and Community Survey is conducted, for non-tribal Regions, over the phone. Over 3700 parents with children 0-5 responded to the 2012 Family and Community Survey. In Pima County, 503 parents completed the survey. Parents were reached randomly via land-line as well as cell phone. Interviews began with demographic questions and based on information provided by parents on family income, ethnicity, and geography, the sample of parents was carefully balanced to ensure that the respondents reflected the diversity of Arizona and Pima County.

For the purpose of the development of the Indicator 10 composite score, a subset of nine items was selected. These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child’s safety, health and well-being. Five of the items selected are knowledge-based questions that directly assess a parent’s level of knowledge of key developmental areas. Two of the items selected specifically ask parents to rate their level of

¹ CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. What Grown-ups Understand About Child Development: A National Benchmark Survey.



competency and confidence in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about parent behaviors around the key early literacy activities of reading, telling stories and singing songs with their children. Six or more responses (out of nine) meeting the cut point was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

Committee Discussion Points:

The Committee discussed the fact that the Family and Community survey is self-report. They agreed that questions 6 and 7, which ask parents to report their competence and confidence directly, were likely to be positively skewed due to reporting bias. However, they agreed that utilizing a bank of nine survey questions to calculate overall competence and confidence was a good approach to tracking knowledge and skills over time.

The Committee noted the trends across Pima County and asked if there is a relationship between poverty and language and parent knowledge and behavior. Dr. Kemp noted that respondents could take the survey in Spanish or English and that while the full analysis of the 2012 Family and Community Survey data is anticipated for fall 2014, research findings and 2008 Family and Community Survey findings indicate strong differences in knowledge and supports needed as related to income and education.

They discussed the estimated number of parents who would need to be supported to attain competence and confidence by 2020 to attain a benchmark of 54% and 59%: 5,276 and 7,913, respectively. They agreed that the pool of parents in 2020 will be substantially different than in 2012. They agreed that a ten percent gain by 2020 would be attainable but based on the current level of outreach, collaboration and planning, they could be more aspirational. They agreed that large-scale changes will reflect the work of all early childhood partners, not just First Things First.

The Pima County baseline is 44% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being.

The committee discussed benchmark goals of between 54% and 56%. They agreed that based on the current reach of FTF strategies alone (including Quality First, center-based literacy, home visitation, and parent education), they could confidently aspire to a 12 percent change of Families Competent and Confident



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School Readiness Indicators

about Their Ability to Support Their Child's Safety, Health and Well-Being. The Committee agreed on a 56% goal and a 12 percentage point improvement by 2020. This is slightly more aspirational than the state benchmark goal of 10 percent improvement. The Committee agreed that 56% was an attainable and aspirational goal for Pima County as a whole.

Recommendations for Indicator 10:

56% Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020 for public input.

Suggested, Sample Motion

I move the Central Pima Regional Council, on behalf of the newly consolidated Pima North Region, approve the following draft benchmark for School Readiness Indicator 10 to be publically vetted: 56% of families will feel competent and confident about their ability to support their child's safety, health and well-being by 2020.

Next Steps

Should the Regional Council approve moving forward with the School Readiness Indicator 10 benchmark to be vetted, the next step will be to elicit community and public comments at a public vetting session in Tucson on March 5, 2014 and through an online survey, March 13-28.



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Central Pima Regional Partnership Council Activity Timeline for Remainder of SFY2014

February	March	April	May	June
<p>February 4- Three Pima Region workgroup meeting - Identifying Benchmark recommendation of School Readiness Indicator 10</p> <p>February 12- Central Pima Regional Council meeting - SFY2015 contract renewals - McREL data into action continuing discussion - Benchmarking of School Readiness Indicators (Indicators 2, 3, 10 only) - Central Pima legacy discussion</p> <p>February 24- Three Pima region cross-regional grantee meeting</p> <p>Throughout February- -Regional Council member recruitment -Current members and community interested in serving on a Regional Council apply through www.azftf.gov/serve</p>	<p>First Week of March- SFY2015 contract renewal applications sent to lead grantees</p> <p>March 5- Community vetting of the proposed Benchmarks for School Readiness Indicators 2, 3 and 10.</p> <p>March 12 (anticipated)- Central Pima Regional Council meeting</p> <p>Throughout March- - Regional Council member recruitment - Review of applications and Interviews for Regional Council seats</p> <p>March and/or April- - Possible joint workgroup with North Pima to discuss data into action (family support evaluation study). - Possible crafting of joint legacy statement and/or recommendations for family support to Pima North Regional Council</p>	<p>First Week of April- Regional Director, in partnership with Finance and Program teams and Senior Director reviews SFY2015 contract renewal packages submitted by lead grantees (also may include any clarifications as needed)</p> <p>April 7 and 8- FTF State Board meeting, Phoenix</p> <p>April 9 - Central Pima Regional Council Meeting - Central Pima legacy discussion (continued) - Final approval of Benchmarks of School Readiness Indicators 2, 3, 10</p> <p>Throughout April- - Regional Council member recruitment - Review of applications and interviews - Regional Director prepares grant renewal recommendations for Regional Council review and consideration of approval</p>	<p>Throughout First Half of May- - Regional Council member recruitment - Review of applications and interviews -Finalization of Regional Council member recommendations to FTF Board</p> <p>May 14- Central Pima Regional Council Meeting - Review, discussion and possible approval of the SFY2015 contract renewals (on behalf of the Pima North Regional Council) - Finalize legacy recommendations for Pima North</p> <p>May 16- Board materials due to FTF leadership - Regional Council decisions related to contract renewals - Regional Council member recommendations</p>	<p>June 9 and 10- FTF State Board meeting, Phoenix - Approval of SFY15 RFGA and Grant Agreements - Contract renewal recommendations to - Regional Council member appointments</p> <p>June 11- Central Pima Regional Council Meeting (last anticipated convening before the regional boundary consolidation)</p> <p>June 30- Last day of SFY2014*</p> <p><i>*Last day of SFY2014; however grantees have 45 days to close out their contracts. Reconciliation process will begin mid-August 2014.</i></p>



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Central Pima Regional Partnership Council

State Fiscal Year 2014 Data, Quality Assurance and Expenditure Update

- **Pages 2-26: State Fiscal Year 2014 Quarter One Data Report**
 - Grantee reported data from July, August and September 2013.

- **Pages 27-39: State Fiscal Year 2014 Quarters One and Two Program Narrative Reports**
 - Grantee reported program narrative data consisting of the first two quarters of State Fiscal Year 2014 (July through December).

- **Pages 40-41: Quality Assurance Report Update**
 - In December 2013, the United Way of Tucson and Southern Arizona participated in the Quality Assurance process. A summary of the Quality Assurance process of the five region community-based professional development strategy, aka Great Expectations for Teachers, Children and Families program is provided.

- **Pages 42-43: Fiscal Year 2014 Expenditure Report**
 - Updated expenditure report from regional and statewide grantees.



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Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2014

Quarter: One

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.

0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

- No strategy-specific data fields will be displayed for a contract with a “0” Quarterly Data Submission Status
- 1 = 1 month out of 3 months of data for this quarter were submitted
- 2 = 2 months out of 3 months of data for this quarter were submitted
- 3 = 3 months out of 3 months of data for this quarter were submitted

Note:

- A Quarterly Data Submission Status of “0” may be assigned in the following scenarios:
 - (a) The grantee did not set their PGMS data submission status to “complete” or did not submit data via other acceptable file transfer protocols
 - (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
 - (c) The contract’s strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

Contracted Service Units only appear for a contract’s lead strategy

Instructions for reading null and zero as data field values:

- Blank data field = A null data field appears if the grantee selected “NA (Not Applicable)” when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract
- 0 = Grantee selected “No” in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter
- 0 = Grantee reported “0” on their data reporting template indicating the specific data field(s) were not collected for the quarter

Care Coordination/Medical Home

(aka Well-Being Promotion Program)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-12-0341-08-Y3 / International Rescue Committee	Quarterly Data Submission Status*		3				
	Number of children (0-5 yrs) newly referred for care coordination services		40				
	Number of children (0-5yrs) newly received care coordination services		40				
	Number of children served	75	75				75
	Number of children at the end of the quarter (subtracting disenrolled)		75				
	Number of referrals		72				

Community Based Professional Development Early Care and Education Professionals

(aka Great Expectations for Teachers, Children and Families or Communities of Practice)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0389-03-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3				
<i>Professional Development Alliance, led by United Way of Tucson and Southern Arizona in partnership with Child & Family Resources, Easter Seals Blake Foundation, Early Childhood Development Group, Southern Arizona Association for the Education of Young Children, Tucson Unified School District, Tohono O'odham Community College, Pima Community College Center and University of Arizona</i>	Number of professional development sessions conducted		21				
	Number of professionals attended	1444	250				250
	Average attendance per professional development session		11.9				
	Number of professional development sessions offered as college credit		13				

Expansion: Increase Slots and/or Capital Expense (aka Infant and Toddler Expansion)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0386-01-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3				
	Number of center based providers served	10	10				10
	Number of center based providers at the end of the quarter (subtracting disenrolled)		10				
	Number of providers who received Renovation support		0				
	Number of providers who received Capital Investment support		0				
	Number of providers who received support for planning for renovation or capital investment		0				
	Number of providers who received Equipment/materials purchases to support expansion		0				
	Number of providers who received other support services		10				
	Number of increased slots for participating children	144	0*				0*

**For the number of increased slots for participating children, the number will report as 0 for the entire duration of SFY2014. This is because the 144 expanded placements were created in previous state fiscal years. In total, 144 placements have been officially expanded and maintained since SFY2012-SFY2013. For specific information on capacity of these expanded placements, please refer to the program narrative reports. The 10 providers remain the same providers participating since SFY2010. These 10 providers previously received support for renovation, capital investment and materials; however these providers now only receive the Infant and Toddler Sustainability Stipend as a part of the step-down model in implementation.*

Family, Friends & Neighbors (aka Arizona Kith and Kin Project)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-14-0466-01 / Association for Supportive Child Care	Quarterly Data Submission Status*		3				
<i>Arizona Kith and Kin Project is led by the Association for Supportive Child Care in partnership with the United Way of Tucson and Southern Arizona</i>	Number of home based providers newly enrolled during the quarter		0				
	Number of home based providers served	60	0*				0*
	Number of children served		0				
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of professional development sessions conducted in home based settings						
	Number of providers participating in professional development in home based settings						
	Number of professional development sessions conducted in community based settings						
Number of providers participating in professional development in community based settings							

**Strategy began implementation July 1. The Association for Supportive Child Care has spent Quarter 1 hiring local staff, making connections with targeted communities, outreach to FFN caregivers and identifying meeting locations for services. Data is expected to be reported for Quarter 2.*

Home Visitation

A data field is flagged in gray for a State Fiscal Year quarter:

Home visitor caseload for the quarter– when the ratio of home visitors to families served is above 1:20.

Staff turnover for the quarter– when the staff turnover is above 20% (from one quarter to the next).

Client turnover for the quarter- when the client turnover is above 20% (from one quarter to the next).

Clients disenrolled due to moving- when the percent of clients disenrolled due to “moving” is above 20%.

Clients disenrolled due to unable to locate- when the percent of clients disenrolled due to "unable to locate" is above 10%.

If one of the above listed data fields appear gray, FTF staff will continue to monitor the progress or digression of that particular data field by each Fiscal Year Quarter. Important considerations behind the gray box:

- **Varied Reasons for a Gray Box:** When reviewing the data, it is important to look at other data fields in conjunction with a gray box. Because a box is gray, it does not automatically entail an issue. The gray box may, in some instances, reflect additional monitoring needed; however there are also reasons that a gray box may appear that is conducive to the home visitation process. For example, client turnover may show gray; however it may be for positive reasons such as families successfully graduating from the program or the child entering Kindergarten.
- **Client Disenrollment Gray Box:** The data field, *number of families disenrolled during the quarter* goes hand in hand with the following two data fields, *clients disenrolled due to moving* and *clients disenrolled with due to unable to locate*. The percentage for data fields, *clients disenrolled due to moving* or *clients disenrolled with due to unable to locate*, is related to the number above, *number of families disenrolled*. It's important when looking at the gray boxes to remember other data should be considered and there is potential for the data to appear to be skewed. If the box is gray, it may not entail immediate concern.

Caseload Gray Box: Currently, the FTF Standards of Practice state the recommended home visiting caseload is 20 families per visitor; however there are evidence-based programs that allow for caseloads slightly greater 20, including Parents As Teachers and Nurse Family Partnership. Some of the grantee data represents a slightly higher caseload. This is accounts for varying reasons; a slightly higher case load may account for staff in transition and families transitioning or families successfully completing/graduating from the program. Central Pima home visiting programs are all evidence-based models. Each grantee is acutely aware of the caseload per home visitor and it is necessary for them to monitor their caseloads, which is part of maintaining their accreditation/certification status.

Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3				
<div style="border: 1px dashed black; padding: 5px;"> <i>Parents As Teachers Collaborative, led by Sunnyside Unified School District in partnership with Amphitheater School District, Casa de los Niños and Easter Seals Blake Foundation</i> </div>	Number of families newly enrolled during the quarter		27				
	Number of families served	189	233				233
	Number of families at the end of the quarter (subtracting disenrolled)		192				
	Number of families continuing to receive services who have moved out of the region during the quarter		0				
	Number of families disenrolled during the quarter		41				
	Number of full time equivalent (FTE) home visitors at the end of the quarter		9.0				
	Home visitor caseload for the quarter		21.3				
	Staff turnover for the quarter		0				
	Family turnover for the quarter		6.8%				
	Families disenrolled due to moving		48.8%				
	Families disenrolled due to unable to locate		0				
	Number of children newly enrolled during the quarter		35				
	Number of children served		348				
Number of families who received community based referrals		369					

Home Visitation (Continued)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-01-Y2 / Casa de los Ninos, Inc.	Quarterly Data Submission Status*		3				
<div style="border: 1px dashed black; padding: 5px;"> <i>FTF Funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i> </div>	Number of families newly enrolled during the quarter		33				
	Number of families served	389*	181				181
	Number of families at the end of the quarter (subtracting disenrolled)		148				
	Number of families continuing to receive services who have moved out of the region during the quarter		0				
	Number of families disenrolled during the quarter		33				
	Number of full time equivalent (FTE) home visitors at the end of the quarter		8.0				
	Home visitor caseload for the quarter		18.5				
	Staff turnover for the quarter		0				
	Family turnover for the quarter		0				
	Families disenrolled due to moving		3.0%				
	Families disenrolled due to unable to locate		6.1%				
	Number of children newly enrolled during the quarter		22				
	Number of children served		217				
	Number of families who received community based referrals		450				

**Number of families contracted to be served shows 389; however this number accounts for both FTF funded and Maternal Infant Early Childhood Home Visitation (MIECHV) funded families. FTF funds are contracted to serve 200 families. MIECHV funds are contracted to support 189 families.*

Home Visitation (Continued)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-02-Y2 / Casa de los Ninos, Inc.	Quarterly Data Submission Status*		3				
<i>Maternal Infant Early Childhood Home Visitation (MIECHV) funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i>	Number of families newly enrolled during the quarter		26				
	Number of families served	(189*)	184				
	Number of families at the end of the quarter (subtracting disenrolled)		153				
	Number of families continuing to receive services who have moved out of the region during the quarter		0				
	Number of families disenrolled during the quarter		31				
	Number of full time equivalent (FTE) home visitors at the end of the quarter		8.8				
	Home visitor caseload for the quarter		17.5				
	Staff turnover for the quarter		0				
	Family turnover for the quarter		3.2%				
	Families disenrolled due to moving		25.8%				
	Families disenrolled due to unable to locate		45.2%				
	Number of children newly enrolled during the quarter		29				
	Number of children served		108				
	Number of families who received community based referrals		736				

**Number of families contracted to be served shows 389; however this number accounts for both FTF funded and Maternal Infant Early Childhood Home Visitation (MIECHV) funded families. FTF funds are contracted to serve 200 families. MIECHV funds is contracted to support 189 families.*

Developmental and Sensory Screening (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3				
	Number of hearing screenings conducted		36				
	Number of hearing results forwarded to medical home		2				
	Number of families referred and having received an additional evaluation		0				
	Number of children received hearing screening		36				
	Number of vision screenings conducted		11				
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		1				
	Number of families that report being referred and having received an additional evaluation		1				
	Number of children received vision screening		11				
	Number of developmental screenings conducted		103				
	Number of developmental screening results forwarded to AZ Early Intervention Program (AZEIP,) Part B or a medical home		3				
	Number of children referred for developmental delay follow-up		1				
	Number of children received developmental screening		96				

Developmental and Sensory Screening (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3				
	Number of hearing screenings conducted		0				
	Number of hearing results forwarded to medical home		0				
	Number of families referred and having received an additional evaluation		0				
	Number of children received hearing screening		0				
	Number of vision screenings conducted		0				
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0				
	Number of families that report being referred and having received an additional evaluation		0				
	Number of children received vision screening		0				
	Number of developmental screenings conducted		29				
	Number of developmental screening results forwarded to Arizona Early Intervention Program (AZEIP), Part B or a medical home		0				
	Number of children referred for developmental delay follow-up		2				
	Number of children received developmental screening		34				
	Number of children receiving screening (children may have received 1-3 types of screenings)		29				

Developmental and Sensory Screening (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-01-Y2 / Casa de los Ninos, Inc.	Quarterly Data Submission Status*		3				
	Number of hearing screenings conducted		0				
	Number of hearing results forwarded to medical home		0				
	Number of families referred and having received an additional evaluation		0				
	Number of children received hearing screening		0				
	Number of vision screenings conducted		0				
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0				
	Number of families that report being referred and having received an additional evaluation		0				
	Number of children received vision screening		0				
	Number of developmental screenings conducted		46				
	Number of developmental screening results forwarded to Arizona Early Intervention Program (AZEIP), Part B or a medical home		0				
	Number of children referred for developmental delay follow-up		0				
	Number of children received developmental screening		46				
	Number of children receiving screening (children may have received 1-3 types of screenings)		46				

Health Insurance Enrollment (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3				
	Number of families reporting they are un-insured		15				
	Number of families who received enrollment assistance for AZ Health Care Cost Containment System(AHCCCS) and/or Kids Care (new enrollment)		2				
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		2				
	Number of families served		4				
	Number of families served requesting assistance that enrolled into AHCCCS		12				
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		1				
	Number of families not eligible for AHCCCS, KidsCare or IHS- public insurance referred to low-cost health care services		6				

Health Insurance Enrollment (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3				
	Number of families reporting they are un-insured		11				
	Number of families who received enrollment assistance for AZ Health Care Cost Containment System r AHCCCS and/or Kids Care (new enrollment)		102				
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0				
	Number of families served		102				
	Number of families served requesting assistance that enrolled into AHCCCS		82				
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0				
	Number of families not eligible for AHCCCS, KidsCare or IHS- public insurance referred to low-cost health care services		153				

Health Insurance Enrollment (Component of the Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-01-Y2 / Casa de los Ninos, Inc.	Quarterly Data Submission Status*		3				
	Number of families reporting they are un-insured		13				
	Number of families who received enrollment assistance for AZ Health Care Cost Containment System (AHCCCS) and/or Kids Care (new enrollment)		6				
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0				
	Number of families served		6				
	Number of families served requesting assistance that enrolled into AHCCCS		6				
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0				
	Number of families not eligible for AHCCCS, KidsCare or IHS- public insurance referred to low-cost health care services		0				

Community-Based Parent Education

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0409-03-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3				
<i>Southern Arizona Family Support Alliance, led by United Way of Tucson and Southern Arizona in partnership with Parent Aide's Active Parenting; University of Arizona Cooperative Extension's Brain Waves; The Parent Connection's Stay and Plays and Multiple Parenting Class Series; Casa de los Niños' Nurturing Parenting; and Easter Seals Blake Foundation's The Incredible Years</i>	Number of parent education sessions conducted		146				
	Number of adults attended	382	1172*				1172*
	Average attendance per session		8.0				

**Number of adults that attend sessions is reported as duplicated. SFY2014 is a reporting transition year; grantees will begin the process to report unduplicated data and will prepare for mandatory reporting of unduplicated data beginning in SFY2015. Also, please note the Contracted Service Unit of 382 represents the unduplicated number of adults to be served.*

Community-Based Parent Education (Continued)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-12-0341-09-Y3 / Make Way for Books	Quarterly Data Submission Status*		3				
	Number of parent education sessions conducted		7				
	Number of adults attended	100	23*				23
	Average attendance per session		3.3				

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0408-01-Y2 / Teen Outreach Pregnancy Services	Quarterly Data Submission Status*		3				
	Number of parent education sessions conducted		67				
	Number of adults attended	200	318*				318
	Average attendance per session		4.8				

**Number of adults that attend sessions is reported as duplicated. SFY2014 is a reporting transition year; grantees will begin the process to report unduplicated data and will prepare for mandatory reporting of unduplicated data beginning in SFY2015. Also, please note the Contracted Service Units of 100 (Make Way For Books) and 200 (Teen Outreach Pregnancy Services) represents the unduplicated number of adults to be served.*

Quality First Coaching & Incentives

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers (Participating in Quality First Full Participation)	55	54		0	0	
	Number of Homes (Participating in Quality First Full Participation)	24	22		0	0	
	Number of Rating Only Centers (Programs Participating Pre-K Scholarships)	7	7		0	0	

Pre-K Mentoring (Component of Pre-K Scholarships)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-MULTI-13-0487-01-Y2 / Arizona Department of Education	Quarterly Data Submission Status*		3				
	Number of pre-k public sites using FTF funds newly selected in Pre-K Scholarships		5				
	Number of pre-k public sites served	4	5				5
	Number of Public pre-K sites at the end of the quarter (subtracting disenrolled)		5				
	Number of pre-k private sites using FTF funds newly selected in Pre-K Scholarships		3				
	Number of pre-k private sites served	3	3				3
	Number of public pre-K sites at the end of the quarter (subtracting disenrolled)		3				
	Number of professional development sessions conducted		6				
	Number of private pre-k programs staff attending		0				
	Number of public pre-k programs staff attending		89				
	Number of public or private sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0				
	Number of public sites who forward hearing screening results to a medical home for evaluation and services		1				
	Number of private sites who forward hearing screening results to a medical home for evaluation and services		0				
	Number of public sites who forward vision screening results to a medical home for evaluation and services		1				
	Number of private sites who forward vision screening results to a medical home for evaluation and services		0				

Pre-Kindergarten Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-02 / Valley of the Sun United Way	Quarterly Data Submission Status*		3				
	Number of FTF funded pre-k children		382				
	Number of preschoolers with special needs served		3				
	Number of preschooler slots filled at the end of the quarter		116.0				
	Number of FTF funded part time pre k children		331				
	Number of FTF funded full time pre k children		48				
	Number of part time preschoolers with special needs served		0				
	Number of full time preschoolers with special needs served		3				
	Number of part time slots filled at the end of the quarter		78.0				
	Number of full time slots filled at the end of the quarter		38.0				
	Number of slots filled at the end of the quarter	107	116.0				116.0

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3				
	Number of center based providers served		48				
	Number of home based providers served		22				
	Number of children receiving scholarships		519				
	Center based providers: Number of infants receiving scholarships		57				
	Home based providers: Number of infants receiving scholarships		9				
	Center based providers: Number of toddlers receiving scholarships		251				
	Home based providers: Number of toddlers receiving scholarships		25				
	Center based providers: Number of preschool aged children receiving scholarships		350				
	Home based providers: Number of preschool aged children receiving scholarships		42				
	Center based providers: Number of children with special needs receiving scholarships		9				
	Home based providers: Number of children with special needs receiving scholarships		0				
	Number of Infant (0-12 months) slots filled end of the quarter		47.5				
	Number of toddler (13-35 months) slots filled end of the quarter		189.0				
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		195.5				
	Number of slots filled with children (0-5 yrs) end of the quarter	446	432.0				432.0
	Number of FTF slots vacant for children (0-5 yrs)		0				

Recruitment – Stipends/Loan Forgiveness (aka Loan Forgiveness for Speech Language Pathologists)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0518-01-Y2 / Arizona Department of Health Services	Quarterly Data Submission Status*		3				
	Number of therapists receiving loan forgiveness	2	2				2
	Number of therapists newly contracted for loan forgiveness during the quarter		0				
	Number of therapists in first year of loan forgiveness service		0				
	Number of therapists in second year of loan forgiveness service		2				
	Number of therapists in third year of loan forgiveness service		0				
	Number of therapists in fourth year of loan forgiveness service		0				
	Number of therapists receiving stipends	0*	0*				0*
	Number of therapists receiving both a loan forgiveness and stipend		0				

**Note: Central Pima solely funds the Loan Forgiveness component of this strategy.*

Scholarships TEACH (Additional Regionally Funded TEACH and Bachelor’s Degree Pilot)

A data field is flagged in gray for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care <div style="border: 1px dashed gray; padding: 5px;"> <p>Acronyms:</p> <p>AA: Associate’s Degree</p> <p>CDA: Child Development Associate Credential</p> <p>BA: Bachelor’s Degree (Central Pima and South Pima are piloting the TEACH BA through regional funds)</p> </div>	AA Degrees Completed Contract to Date		12					
	CDA Credentials Completed Contract to Date		0					
	BA Degrees Completed Contract to Date		0					
	AA Withdrawn		0					
	AA Contracts Initiated		1					
	AA Scholarships Awarded		23					
	BA Scholarships Awarded		1					
	CDA Scholarships Withdrawn		0					
	CDA Contracts Initiated		0					
	CDA Scholarships Currently Awarded		0					
	Scholars Currently Receiving T.E.A.C.H. Scholarship		55	23				23

Statewide Strategies

Three statewide strategies, TEACH, Birth to Five Helpline and Parent Kits provide various services throughout the entire Central Pima region; however implementation of these strategies are supported through statewide funding and do not utilize regional funds. The data below is specific to the Central Pima region. Note: TEACH is a strategy that is supported and implemented through both statewide and regional funds. Data specific to scholars participating through statewide funding appears below, while data specific to scholars accessing TEACH through regional dollars appears on page 24.

Scholarships TEACH - Statewide Strategy

A data field is flagged in gray for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars

Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care <div style="border: 1px dashed gray; padding: 5px;"> <p>Acronyms:</p> <p>AA: Associate's Degree</p> <p>CDA: Child Development Associate Credential</p> </div>	AA Degrees Completed Contract to Date		2				
	CDA Credentials Completed Contract to Date		0				
	CDA Credentials Completed		0				
	AA Credits Completed		64				
	AA Contracts Completed		8				
	AA Withdrawn		1				
	AA Contracts Initiated		8				
	AA Scholarships Awarded		50				
	CDA Scholarships Withdrawn		0				
	CDA Contracts Initiated		0				
	CDA Scholarships Currently Awarded		1				
	Scholars Currently Receiving T.E.A.C.H. Scholarship		53	51			

Birth to Five Helpline - Statewide Strategy

Helps families with young children get free answers to their toughest parenting questions. The Helpline provides advice and information on child development and behavior to families through a free phone line, which is staffed by child development specialists.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		15				
	Number of repeat callers		1				
	Number of calls received (new and repeat)	0	16				16
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		14				
	Number of new calls from other callers		1				
	Number of callers referred for follow-up service		11				
	Number of callers reporting receiving appropriate follow-up or service		11				

Parent Kits - Statewide Strategy

Parents of every newborn in Arizona are given critical information about healthy parenting practices and how to support their baby's early learning.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y3 / SPF Consulting, LLC	Number of English cases* distributed		88				
	Number of Spanish cases* distributed		29				
	Number of cases* distributed		117				
	Number of parent kits distributed		1638				

*Seven Parent Kits make up one case.

Selected data as reported in the Program Narrative Report by the Grantee, representing the programs and services delivered in Quarters 1&2 (July-December 2013).

PROFESSIONAL DEVELOPMENT PARTNER: UNITED WAY PROFESSIONAL DEVELOPMENT ALLIANCE

SUBGRANTEES: CHILD & FAMILY RESOURCES (CFR), EARLY CHILDHOOD DEVELOPMENT GROUP (ECDG), EASTER SEALS BLAKE FOUNDATION (ESBF), SOUTHERN ARIZONA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (SAzAAYC), PIMA COMMUNITY COLLEGE (PCC) CENTER FOR EARLY CHILDHOOD STUDIES, UNIVERSITY OF ARIZONA (U OF A) COLLEGE OF EDUCATION, TUCSON UNIFIED SCHOOL DISTRICT (TUSD), TOHONO O'ODHAM COMMUNITY COLLEGE (TOCC)

STRATEGY: COMMUNITY-BASED PROFESSIONAL DEVELOPMENT (AKA COMMUNITIES OF PRACTICE-CoP/INNOVATIVE PROFESSIONAL DEVELOPMENT/GREAT EXPECTATIONS)

Collaboration:

Office of the Pima County School Superintendent: The County Superintendent has hired a Science, Technology, Engineering, and Mathematics (STEM) specialist who is working with the Great Expectations grant director and members of the Pima Community College early childhood department to create developmentally appropriate STEM activities. On May 3, 2014, this collaboration will be part of a countywide early childhood STEM seminar for early childhood teachers. The seminar will feature Rebecca Klemm, Ph.D., an internationally known mathematics analyst who is developing materials and curricula for introducing numbers and mathematics concepts in children's earliest years. Dr. Klemm has agreed to stay in Tucson for the week of May 3-10, 2014, in order to work with the Communities of Practice (CoP's) in different venues. She is particularly interested in working with tribal early childhood teachers.

Jeffrey Milem, Ph.D., Professor of Education Leadership, College of Education at the University of Arizona: Professor Milem's area of study is minority access to higher education. He is coauthor of a new report on the education status of minority children and adults in Arizona. He has agreed to work with the director of Great Expectations to host a community forum that will focus on the education status of minority populations in AZ, with an emphasis on people seeking access to higher education and/or degree completion, especially as that affects those seeking early childhood education degrees. We are looking at ways to include Luis Hernandez and Tucson, Tohono O'odham Nation, and Pascua Yaqui Tribe teachers and students as participants in the event. This event will take place in April or May 2014.

United Way's Days of Caring (October 23 & 26, 2013): United Way's *Days of Caring* (DOC) is an annual event that united thousands of volunteers throughout Southern Arizona and allows them to donate their time and skills to local non-profit organizations in need. This year, several Great Expectations for Teachers, Children and Families (GETCF) partners hosted projects for DOC which resulted in cleaner, more organized and upgraded environments. For example, this year volunteers repainted an elementary school playground, planted trees outside a school and even put in a new sandbox for an early childhood care center that didn't have any real playground beforehand.

Barriers and Solutions to Share:

T.E.A.C.H./Pathways Scholarships: In September, many students in the *Inspire Inclusion* CoP ran into a roadblock in getting credit from Pima Community College. These students, who were not enrolled with Pathways, had to review their financial aid or T.E.A.C.H. status because ECE 211 is a year-long course and there are issues with payment and bonuses for year-long terms. *ENLACE* and *Las Familias* CoPs ran into similar barriers.

New Database system: Several coordinators reported the extra time investment required by the new reporting system, and the various methods (better planning, delegating) they were implementing to address the barrier.

Tohono O'odham Community College: Improving transition strategies for Tribal kindergarten children

Serving as an interim consultant while a Co-Coordinator position is created and then filled by Tohono O'odham Community College, Karen McIlroy has tackled entrenched institutional obstacles to students' progress in higher education. Many in the Early Childhood community have become discouraged by their TOCC experiences over the years. However, Karen is establishing education plans for the students in ECE and working with administrators to systematize procedures for students. As a result, a record number of Early Childhood professionals are attending classes.

Successes to Celebrate:

Child & Family Resources, Inc. (Project BEST): Improving the quality of infant and toddler practice

- This year *Project BEST* is proud to announce that 100% of their cohort members are receiving college credit through the Program for Infant Toddler Care (PITC) course. For many members this is their first college course and with the added language barrier this is a huge achievement. When asked why they hadn't taken a college course before, many of them stated they simply didn't know how or what to do to make that happen or they didn't have anything offered at a convenient time or location before. Word about the CoP has been spreading and there is already a membership waitlist for next year.
- After spending the evening talking about responsive caregiving and the "responsive process" of watch, ask, adapt, an assistant director shared a story of successful implementation of the responsive process that happened with one of her teachers. She was working with a teacher that was having a difficult time with a new child in her classroom where there is a significant language barrier. The teacher shared with this assistant director the frustration she was having with not being "in tune" with this child and not knowing how she was ever going to be able to connect and understand him. The assistant director shared with her the responsive process and gave her some chances to use this strategy while she observed her. She was filled with excitement as she watched the teacher be more intentional about observing this child, asking him questions while using a lot of nonverbal communication, and adapting to what she thought his need was. The teacher's whole demeanor changed as she began to connect on a deeper level with this child. The teacher told the assistant director that she can now feel the relationship starting after a few very rough weeks. Not only was the relationship between the teacher and child enhanced, but so was the relationship with the teacher and assistant director as a result of this "coaching." The assistant director couldn't wait to tell the cohort about the success when she got to class and reported feeling very empowered to not only provide better care to the children in her center, but to also provide better support to the teachers she works with.

Easter Seals Blake Foundation (Inspire Inclusion): Creating developmentally appropriate inclusive classrooms

- In September, members of the ECE 211 Class were given a tour of the inclusive child care center at Easter Seals Blake Foundation's Children's Achievement Center and had the opportunity to ask questions, try out materials and get ideas to bring back to their own classrooms. Many of the teachers shared that they had similar materials in their classrooms, but learned a new way to use them. The assistive technology that they were able to explore opened their eyes to how children with special needs can be better included in activities and how some of the technology explored would be great for children who do not have special needs. Many cohort members were excited to have a chance to see other classrooms and schools and be able to bring ideas back to their classrooms. The tours of inclusive environments will continue throughout the semester to provide the hands on learning opportunities to sparks wonderful conversation among students.
- A success this second quarter was the *Conversation on Inclusion* at Pascua Yaqui: "Red Flags in Development". For several months now, *Inspire Inclusion* has worked hard to build a relationship with the Pascua Yaqui community. In December, they were able to provide a successful session for community members, parents and teachers. This was a true conversation with active participation from the participants, sharing their own experiences and information unique to the community. Due much in part to the success of this event, they have already scheduled an additional conversation for next quarter and are working on creating a list of topics of interest with Yaqui home child care providers and educators.

Pima Community College (ENLACE): Creating pathways from associate's to bachelor's early childhood degrees

- *ENLACE* is excited to announce that it experienced its first student member of the math cohort returning to the CoP now as a math coach herself! Esther Leyva-McGee was hired at the Tutor II level to support a cohort of students taking MAT089. Starting September 19, 2013, Ms. Leyva-McGee joined the existing coaches in offering supplemental instructional support, coaching, and tutoring to PCC early childhood students. As a student member of the first ENLACE math cohort, Ms. Leyva-McGee not only successfully completed her Early Childhood Associate's degree, but she completed the entire mathematics course sequence at PCC that is required for a bachelor's degree program in early childhood. The CoP coordinator shares, "Ms. Leyva-McGee is passionate about helping others to complete the mathematics requirements in early childhood associate degrees. She is equally passionate about how that translates into classroom practices, in supporting early educators to connect their mathematics knowledge learned as college students to their work with young children as early educators. Members of the original ENLACE math cohort report that it was the relationships with the instructor, the coaches (tutors,) and each other that contributed to the successful completion rates students experienced in that cohort: MAT 086-100%, MAT 092-100%, MAT 122-75%, MAT 142- 100%. We know that the combination of mathematics knowledge and early childhood educator perspective that Ms. McGee possesses will be a strong support to early childhood students in their mathematics studies at PCC."

SAzAEYC (Las Familias): Implementing developmentally appropriate practice in all classrooms

- This second quarter, Las Familias coaching was offered to a team of teachers within a center-based program who sought assistance addressing the needs of a particular child in the classroom. The child exhibited behaviors that, at first glance, may have appeared to simply be disruptive and unsafe. However, following a close observation of the behaviors, insight into the possible reasons behind the behaviors supported a coaching session in which the teachers could then draw conclusions about the child's needs. This allowed for deeper conversation and reflection about developmentally appropriate practice and how it can support the needs of this individual child. Developmentally appropriate strategies to assist the child in organizing himself were identified

and supported the teachers in making informed decisions on how to organize the environment and be more proactive in addressing this child's needs throughout the day. The sharing of information and resources with the child's family lent itself to strengthening the overall support system for the child as well as the relationship between the teachers and family.

Tohono O'odham Community College: *Improving transition strategies for Tribal kindergarten children*

- The start of the fiscal year proved promising for the Tohono O'odham CoP as session attendance rose from ten participants on May 18, 2013, to 44 participants on August 19, 2013. Thirty-nine members are reported to have signed up which included all six Head Start center coordinators as well as several TO Head Start and child care center staff. The CoP Coordinator notes, "This means the content and experiences from our CoP are likely to reach throughout the community of (early childhood) educators on the Tohono O'odham Nation." The rise in attendance is attributed in part to the increase of accessibility to the scheduled session meetings as well as growing support from administration.
- August's presentation titled "Building Classroom Community" was presented by Karen McIlroy to the CoP. Ms. McIlroy also offers the TOCC ECE 228 course in which at least 25 CoP members are enrolled. The presentation included a literacy activity presented by Head Start Teacher Vivian Lewis as well, which was presented in both O'odham and English. Participants were very engaged and noted to have been both laughing and taking notes during the presentations.

Tucson Unified School District: *Improving instructional support in public preschools*

- The December 2 cross-district collaboration meeting for cohort members was a great success. The first cross-district meeting of the year provided an opportunity for teachers to gather and reflect on ideas and content they have been studying and using in their classrooms. The group was small, which provided more relationship building, a sense of intimacy, and connection among teacher from different school districts. During the session, teachers from South Pima region (Continental School District and Sunnyside School District), Central Pima region (TUSD), and North Pima region (Catalina Foothills School District) shared ideas and strategies related to ongoing child assessment and shared ideas to enhance their assessment processes. One teacher commented, "I've learned instructional strategies that others used to get information for documentation and how I can structure an activity to show me what I need to see (related to a child's development and learning)."
- The CoP Coordinator documents, "After her first coaching session, a cohort member shared with the Coordinator that she felt a renewed passion for her work that she hadn't felt in years. She stated that she was beginning to feel stagnant in her professional growth, but that through coaching she felt supported and a renewed sense of professionalism. One of the topics of coaching was how the teacher might integrate elements of emergent curriculum and use these classroom projects to support children's development and learning across domains. The projects will provide the teacher with a platform to use the teaching strategies that are described in CLASS (instructional support). The teacher also reported sharing the information she is learning with her teaching assistant. The work of GETCF is supporting district teachers who often feel isolated within their K-12 settings and is helping them improve the quality of their instruction."

University of Arizona - College of Education: *Supporting higher education early childhood degree completion*

- UA has an undergraduate in her senior year who has worked her way through three CoPs. She was a preschool teacher and is a single mom. Then she joined Las Familias. Those coordinators encouraged her to take courses at Pima Community College. After completing course work at Pima she enrolled at the University of Arizona. She will graduate in May with a BA and certification in Early Education. The system is working!
- At the 21st International *Reconceptualizing Early Childhood Education (RECE)* Conference in Nairobi, Kenya, Sonya presented "Great Expectations for Teachers, Children and Families": Communities of Practice for Diverse Early Childhood Professionals. Session participants were very interested in this model of professional development and many sought out Sonya throughout the conference interested in how this model could be implemented in their international regions.

United Way of Tucson and Southern Arizona (*First Focus on Kids*): *Building developmentally appropriate professional development systems*

- Judy Jablon *Powerful Interactions* Seminars: Great Expectations sponsored a 2-day seminar presentation by Judy Jablon, co-author of *Powerful Interactions*. Day 1 (November 8, 2013) was geared towards the Coordinators of the CoPs and key staff; Day 2 (November 9, 2013) focused on cohort members and the general early childhood student/teacher community. On day 2, over 75 people attended and the level of enthusiasm was high, despite the fact that we had logistical problems. No one left early, and the presenter realized that the level of enthusiasm needed to be rewarded. Thus, she asked if she could come back in the spring. We are working on finding a date in April when Ms. Jablon will return.

HOME VISITATION PARTNER: CASA DE LOS NIÑOS (CDLN)

SUBGRANTEE: EASTER SEALS BLAKE FOUNDATION (ESBF)

STRATEGY: HOME-BASED VISITATION (NURSE FAMILY PARTNERSHIP OR NFP)

Collaboration: As the Nurse Home Visitors (NHV's) work to support their moms and babies through the first two years of parenthood, many positive connections are made throughout the community regarding the benefits of the Nurse Family Partnership (NFP) Program. The nurses are working closely with the staff at several schools that have teenage pregnancy programs, pregnancy testing sites, various prenatal providers, as well as pediatric providers in the community.

The two new NHV's each have special relationships in the community. One is an OB Nurse Practitioner and has made connections with some of the providers she knows personally resulting in increased referrals to the NFP Program. The other new NHV has special connections in the refugee community increasing the awareness and collaboration between our programs. We have one nurse who just completed the Infant Massage Certification resulting in not only increased awareness of the Nurse-Family Partnership Program in this community, but also, increased diversity and strength in the clinical practice on our team. We have had a consistent number of our moms work through special mental health challenges by engaging in the therapy services available through Great Beginnings and Easter Seals Blake Foundation.

Barriers and Solutions to Share: A significant number of the moms enrolled in the program have very complicated living situations and would greatly benefit from more positive housing opportunities which are very limited in this community. The NHV's continue to collaborate with those housing services currently available and relationships with those organizations. Additionally, it is always a work in progress to educate the moms on the importance of completing or calling to re-schedule the visits with their NHV. This is our consistent theme for this year as we work hard to develop engaging approaches and tools for the different learning style of this population. Because of transportation challenges that regularly impede the client's potential for success; the transportation component is often significant in assisting the moms in completing their goals.

Success to Celebrate: During the first quarter, 100% of the mothers were enrolled with a prenatal care provider and 100% of the infants born were also enrolled with a medical provider. There were 19 infant births and only 2 were preterm, < 37 weeks. The 2 preterm infants spent only a few days each in the NICU and both are growing and developing within normal limits for this point in time. When removing those reasons beyond our control, such as moving out of the service area or miscarriage, the client retention rate for this quarter is 90%.

In the second quarter, we celebrated our 4th semi-annual graduation, we had 17 graduates during this quarter with 25 moms and dads invited to attend with pending or preceding completion dates. The graduation was very well attended with greater than 75% dads participating with the moms and two year olds. Also during the second quarter, 100% of our pregnant clients and children are enrolled with a medical provider, 90.7% of our babies are up to date on their immunizations, 94% of our moms initiated breast feeding at birth, out of the 66 completed Ages and Stages Questionnaire assessments, only 4 were referred for developmental services, and 90% of our clients remained enrolled in the program during this quarter.

We serve many families who have resettled in Tucson. They are often overwhelmed by all of the information they receive in the hospital after having their babies. Having a nurse home visitor with a skilled interpreter has meant so much to families when they return home from the hospital with their babies. NHV's often visit the first day that families return home with their infants, and every week for the first 6 weeks. Not only do the nurses provide emotional support, but they provide hands-on help as well. They help with feeding issues, accessing and navigating pediatric care, and reviewing important information about infant care and self-care. Even before the birth, nurses review safe-sleep, safe formula preparation, and how to read an infant's cues. This information is valuable to all of our participants, but we have seen it be especially useful for families who face so many challenges when they are newly arrived to this country. A parent's confidence in their ability to care for their child is directly linked to their ability to bond with their infants. By helping parents feel confident in their abilities we lay the foundation for strong bonding and improved emotional health for children.

Story:

A recently graduated after being enrolled in the NFP Program for the past two and a half years. When she was referred, she was here on asylum from Burundi Africa and had only been in the United States for a few weeks. She arrived in this country alone, with very little English, no family or friends, and the father of the baby still in Burundi. From the beginning, she was resourceful and committed to making a better life for herself and her son. With the support she received from the Nurse Family Partnership Program and collaboration with the local Refugee Services, A was able to help her mother come from Africa to live with her. This allowed A to begin fulfilling her dreams as she became a Certified Caregiver and was able to work and provide for her new family. Her Nurse Home Visitor was able to support her in a new and foreign culture as she became a mom for the first time. Today, A has a very healthy two year old son and is not only working but also going to school to become a Registered Nurse. They are still working on the process to get the father of the baby here. Her story is truly one of amazing highlights and accomplishments.

HOME VISITATION PARTNER: UNITED WAY OF TUCSON & SOUTHERN ARIZONA FAMILY SUPPORT ALLIANCE

SUBGRANTEE: PARENT AID, THE PARENT CONNECTION, CHILD AND FAMILY RESOURCES HEALTHY FAMILIES, MARANA UNIFIED SCHOOL DISTRICT PARENTS AS TEACHERS

STRATEGY: HOME VISITATION

Collaboration:

United Way of Tucson and Southern Arizona/Southern Arizona Family Support Alliance:

United Way and the other Family Support Alliance partners continue to participate in FTF regional coordination meetings. The Family Support Alliance is represented by Heather Friedman and Brittni Storrs on the Healthy Families Advisory Board, the executive committee of the Pima County Parenting Coalition, the Family Support Conference Planning Committee, and Community Partnership of Southern Arizona's Birth to Five Workgroup. Heather and Brittni continue to represent the Family Support Alliance on the Statewide Strong Families AZ Home Visitation Task Force, the Strong Families AZ Professional Development subcommittee, the Statewide Home Visitation Conference planning committee, and FTF's Family Support and Literacy Task Force.

From Marana Parents As Teachers (PAT) Sub partner (North Pima):

We are happy to report we have received three referrals from the Sunnyside PAT collaboration and two of these referrals have resulted in enrollment into our program. Marana PAT has also attended quarterly PAT collaboration meetings.

Barriers and Solutions to Share:

No barriers at this time.

Success to Celebrate:

From The Parent Aid Sub Partner:

Being a teen mom has been quite a challenge for this particular family. As a brand new mom, she had very little support from her immediate family, she was living in an apartment with the father of baby, and she had no experience with children. She has now been in our program for almost a year. Through the many ups and downs that she has faced, she has learned about child development, how to handle her daughter when she is sick, how to positively interact with her, and more importantly, to trust her motherly instincts. Throughout this past year, she was on the verge of being homeless, made important family and life decisions when it came to her and her daughter, graduated high school, and got a job so that she could be successful on her own. Working with her home visitor, mom has been able to do myriad things, but most importantly, she has learned to be self-sufficient and self-reliant.

From Healthy Families Sub partner:

When Family Support Specialist (FSS) first met Mother of Baby (MOB), she was homeless and living in a motel with her newborn and 2-year-old. Her oldest son was living with the maternal grandmother out of state. MOB had just left a violent relationship and was seeking a way to rebuild her life and regain her independence. Over the last two years, MOB has moved from the motel to homeless shelter housing, then to an apartment supported by Primavera, and now to her own independent apartment. She has maintained employment for over a year and has brought all of her children together under one roof with her. In the midst of all of these changes, MOB often found it hard to refocus on parenting. MOB saw parenting as providing basic needs and not much more. The FSS has spent the last few years encouraging and equipping MOB to provide not only for the basic needs of her children, but also for the physical, social, emotional, and verbal needs of her children. Through the support of curriculum-based activities and information, as well as creative problem solving, the FSS has seen a positive change in MOB's ability to freely connect with her children emotionally, reduce her use of physical discipline and increase her use of empathy, and find creative ways to introduce new skills to her children that will increase their success in school. It has been a joy to use the tools that the Healthy Families program provides to help this family come from a place of frustration to a place of personal strength and confidence.

When FSS received this transfer case, the child was 10 months old and was not crawling and was questionable in his social personal skills. FSS worked on Ages and Stages Questionnaire activities with MOB and family. By the next month, baby was crawling and he is now a year old and he is almost walking on his own. Target child (TC) is also now typical for his ASQ and it appears that the entire family is working with him on activities.

From The Parent Connection Sub Partner:

A dad who had been reluctant to attend home visits, at the October Parents as Teachers (PAT) visit, went from sitting in a chair above mom and child on the floor, to actively playing with his son and asking questions. The following week mom reported that dad came to her with the handouts discussed at the PAT home visit. He proceeded to tell her all he had learned by reading the handouts. He was amazed at how helpful they were and he even went out of his way to buy some appropriate and engaging toys that we had discussed at the meeting. Mom is thrilled that some barriers have been crossed, and her husband is engaging more with their son than ever before.

HOME VISITATION PARTNER: SUNNYSIDE PARENTS AS TEACHERS COLLABORATIVE (PAT)

SUBGRANTEE: AMPHITHEATER SCHOOL DISTRICT (AMPHI), EASTER SEALS BLAKE FOUNDATION (ESBF), CASA DE LOS NIÑOS (CDLN)

STRATEGY: HOME VISITATION

Collaboration:

Parents as Teachers (PAT) is continuing to build collaboration with the Tucson Unified School District Parent and Child Education Program (PACE) to ease the transition to school for our refugee families and their children. Interagency collaboration with programs such as Smart Support Mental Health Consultation, which provides services in childcare facilities continues to increase.

Sunnyside PAT Collaborative has developed a new collaboration with Amistades Coalition which is referring families to our program since their program has ended. Worked with the House of Neighborly Services in the city of South Tucson to hold Stay and Plays and provide outreach in that area. New partnership with Emerge! Center against Domestic Abuse has resulted in 4 new referrals from women in shelter and community based services. The partnership with Our Family Services' Common Unity Program continues to grow with one new referral from their transitional living program this quarter.

A new collaboration is with Reachout, Dr. Sifontes and the White Elephant store. During this quarter Dr. Sifontes asked one of his patients (PAT participant) to contact her parent educator to conduct a presentation. The doctor mentioned he was amazed on the growth of the child's development. A new collaboration with the White Elephant Store supports families in need by providing vouchers for the store.

Cecilia Mendoza with the Tucson Fire Department will conduct safety classes for families as part of our Group Connection activities. Collaboration with the Pima County Health Department and their Parent Support Referral System will result in Amphi PAT listed as a recommended program for parents interested in receiving home visitation services.

One teen parent was referred to the Tohono O'odham Department of Health and Human Services.

Barriers and Solutions to Share:

Working with large families with multiple children under the age of 5 has been challenging when conducting assessments and meeting deadlines. The team is working on this challenge by teaming up and supporting each other. We also plan on using our intern and volunteer in supporting personal visits with multiple children. A language barrier continues to be a challenge. Support from their families and modeling has been used and an increase in parent child interaction has been observed.

Success to Celebrate:

Due to the support of one of our PAT parent educators who speaks Nepali, 7 children who are refugees were able to start preschool this quarter. The PAT parent educator translated for the families, increasing their understanding of the importance of a preschool experience and easing the transition process.

Pearl has two of her children enrolled in our Amphi PAT Program. During our home visit in August, she mentioned that Dylan her three year old son was having a problem with biting and had bitten his cousin. I mentioned to her that this type of behavior is common among young children but that I would provide her with information that would assist her in correcting this behavior. My supervisor suggested that I take her the handout, "Helping Children Express Themselves Appropriately" and the book "Teeth are not for biting" then discuss some of the suggestions given. To my delight, in our September visit Pearl said, "Dylan is no longer biting. He loved the book so much that he had me read it over and over again." She called Dylan over to her side and asked him, "What are teeth for?" Dylan replied, "Teeth are not for biting".

Two years ago J and M, grandparents of triplets (two boys and a girl), began attending our Group Connection. They were seeking things in the community to do with their grandchildren as they cared for them throughout the day while the parents were at work. They came across our free and open to the community monthly groups for parents/caregivers and their children age 0-5. Grandma M shared with us right away that they had their hands full with the triplets and needed any guidance they could get. Each month Grandma and Grandpa regularly attended group connections, allowing the very shy triplets to socialize and have an opportunity to participate in activities that would prepare them for kindergarten. Grandma and Grandpa also enjoyed the information they were learning about early childhood development. They participated during parent discussion time by giving their own examples of difficult situations, asked questions on how to best parent during those difficult situations and offered advice when they became more confident that their parenting behaviors were valuable. In August, Grandma M called the Amphi PAT supervisor to let her know they would no longer be coming to group connections. The triplets, now four years old, are enrolled in preschool and are attending full time. M also shared with me her thoughts about Amphi PAT. She said, "You all made us feel welcome. You never once pointed out the things we were doing wrong. The staff you have is fantastic. We tried other play groups and ended up leaving the group early each time because we couldn't control the kids and felt uncomfortable. We were not asked at other groups if we needed help, we were just allowed to leave. We have learned so much during our time with you. It made taking care of the grandkids much easier. Thank you for being so willing to help

anyone and never once making us feel uncomfortable. You helped us relax and realize parenting is still about taking time from your schedule and slowing down to the child's level of learning."

COMMUNITY-BASED PARENT EDUCATION PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA

SUBGRANTEE: PARENT AID, UNIVERSITY OF ARIZONA COUNTY COOPERATIVE EXTENSION, PARENT CONNECTION, CASA DE LOS NIÑOS (CDLN), EASTER SEALS BLAKE FOUNDATION (ESBF)

STRATEGY: COMMUNITY-BASED PARENT EDUCATION

Collaboration:

From Casa de Los Niños (CDLN) Sub Partner:

A meeting took place in October with staff at the Jewish Community Center (JCC). Specifics were discussed about the JCC hosting a Nurturing Parenting Series of ten classes starting in January 2014. The schedule and arrangements for child care and food were discussed and decided upon. Pio Decimo Center hosted a Nurturing Parenting Series this quarter and wants to continue our collaboration next year as well.

Casa de los Niños began a relationship with Kid's Center, a store in Tucson, specializing in educational toys, games and books for young children. Gift cards from Kid's Center are used as program incentives and given to adults who attend five or more classes in a Nurturing Parenting Series. The owner of Kid's Center has been so appreciative of the business and so impressed with the focus and goals of the parent education program at Casa de los Niños that he now donates brand new, high quality, age appropriate, hard back children books on a regular basis. So far the program has received close to 100 free children's books that are given out to the parents at the parenting classes. Books are provided to the adults based on the ages of their children.

From Easter Seals Blake Foundation (ESBF) Sub Partner:

ESBF met with United Way and the other agencies participating in Community Based Parent Education in order to ensure collaboration between agencies and to ensure no duplication of services. Collaboration was done with Pima County Natural Resources, Parks & Recreation in order to hold a parenting group in the Flowing Wells area. ESBF collaborated with the recreation center to recruit parents through their early childhood program (Kids And Parents Playtime).

Barriers and Solutions to Share:

From Easter Seals Blake Foundation Sub Partner:

There was a large migration in the Nepali community of families leaving Arizona. It is hoped that once a new community is established another group can be offered to this community in their common language.

A group was scheduled at Davis Monthan Family Readiness Center during the period of time that the government shut down occurred. Response to the scheduled group was zero. Plans are set to attempt to recruit fathers after the first of the year.

After initial in-person contact with staff member at Catalina Community Services, there were multiple barriers including the location of the staff member's program moving to another building. ESBF was requested to follow up in January.

From Casa de Los Niños Sub Partner:

The required Being a Parent Pre and Post Survey has not been a meaningful way to track program effectiveness. This survey does not reflect program outcomes and is not a relevant assessment of participant learning or skills acquired. The questions on this survey were originally developed for the Healthy Families Home Visiting Program and ask how the parent feels about parenting. The survey is not a good fit for community based parent education. The discussion of this issue has begun among the CBPE partners and United Way staff.

From Pima County Cooperative Extension Sub Partner:

One continuing challenge is that participants to our workshops come from ZIP Codes covering all Pima Regions. Having to report on a workshop based on the location of delivery does not reflect where participants are from. For instance, two participants at one of our Central Region classes in the past quarter were from North Region ZIP Codes.

Successes to Celebrate:

From Easter Seals Blake Foundation Sub Partner:

A new group of parents successfully completed programming at Ellie Towne Flowing Wells Community Center.

A group was completed at Easter Seals Blake Foundation providing a location for families in East Tucson to attend. A single father attending this group reported to the instructors multiple times that he loved the group and that he learned many new skills that contributed to his ability to parent his young daughter.

From Pima County Cooperative Extension Sub Partner:

We can show statistical growth, but it is very powerful when a parent describes in their own words what it meant to them to learn about specific topics covered during the Brain Waves workshop. For instance a serviceman at Davis-Monthan commented, "What didn't I like? I enjoyed being offered new perspectives. Thank you for talking about how we can be cruel when labeling children. I will try to be more mindful." Another serviceman wrote, "[I] will work on being more involved with my children's activities and stay more calm when

things go wrong (don't react extremely). I am really glad I attended this class. I feel I have a better understanding of what is going on with my children and I can react more appropriately." A parent from the University Medical Center said, "The information was amazing and lends itself to a treasure trove of appreciating things in a different direction. [I will] pay attention to when a lot of "running" occurs and pay attention to how plasticity levels change."

From The Parent Connection Sub Partner:

Parents that had taken Parenting the Young Child class two years prior when their triplets were two years old, found that they needed to re-visit their parenting skills as the children were now very active preschoolers and the techniques they were using were either done in haste with no forethought or were punishing (yelling, sending them to time out or their rooms, taking things away) and thus, not working for anyone. When the topic of temperament came around, and the parents revisited their own temperament styles, (both wanted immediate response from others, things done their way, and no 'wasted' time) and then examined the temperament styles of each of the triplets, they found were reminded of the diversity of each of their offspring and themselves. Taking this information to heart, they reported several weeks later that their ability to put themselves in the shoes of each of their children had grown a great deal, and that they were again remembering to see each child individually and not just part of a triad. Their patience had risen and they were reporting that they were again feeling better about their parenting skills. They also committed to staying on top of their skills and would be back in another two years because they realize that responsive parenting changes with a child's growth and development as do their temperament needs.

A mother came to our Baby & Me group because her daughter had a lot of energy and she was looking to engage her in more activity. Being from another country, with a thick accent, she was happy to stick close to her daughter and limit the amount of interaction she had with others. Over time, though, she came to the understanding that there were many other parents who were in similar situations. She found ways to relate to other parents, including moms who were also from other countries, as well as, to parents who have high-energy children who were able to give her tips on keeping her daughter busy. She has built relationships that have extended outside of the playgroup, which has given her and her daughter more opportunities to grow and interact with others. She found that attending Baby & Me was not only a highlight of her daughter's day but was something she also looked forward to.

From Casa de Los Niños Sub Partner:

The *Arizona Daily Star* reported on the parenting classes at Casa de los Niños in an article on December 10, 2013. A parent who attended the Nurturing Parenting Series and two parent educators were interviewed and quoted in the article. A news photographer took pictures during one of the Nurturing Parenting classes. Two pictures appeared in the news article. The Program Coordinator was interviewed and asked to address how detrimental spanking is for young children and how different parenting strategies are taught in the classes.

Dr. Stephen Bavolek, principal author of the Nurturing Parenting Curriculum, was hosted by Casa de los Niños for a second year in a row. He facilitated three-day training on the Nurturing Parenting Curriculum for trainers. Over 30 persons attended the three-day training from several different states.

From Make Way for Books Sub Partner:

Make Way for Books provided the professional development workshop Book MAGIC for Babies, to educators at Teenage Parent High School on October 25 and October 30, and Book MAGIC at The Parent Connection on November 19. Additionally, Make Way for Books provided 200 books for families to take home to keep at Marana Parents as Teachers.

From United Way/Family Support Alliance:

The Family Support Alliance continues to facilitate free professional development workshops for those serving families in Southern Arizona. The Family Support Alliance is partnering with Pima County Parenting Coalition to continue to offer once a month professional development workshops. The following workshops were presented in the second quarter:

- October 2, 2013: Responding to Domestic Violence
- November 1, 2013: Reflective Supervision
- November 12, 2013: Affordable Care Act Info Session for Home Visitors & Family Support Workers
- December 3, 2013: Parenting for a Peaceful World

The December workshop was a particular success which exemplifies the nature of collaboration within the Family Support Alliance. When Teresa Brett with Families for Conscious Living, reached out to Kim Metz, Director of the Parent Connection and FSA member, Kim connected United Way and the Family Support Alliance to Teresa right away. Teresa was bringing Robin Grille from Australia to conduct workshops across the U.S. and let us know that he would be in Tucson and would be available to provide a free workshop to FSA. Robin Grille is a psychologist in private practice and a parenting educator with 20 years of experience. His articles on parenting and child development have been widely published in Australia; in the U.S., Robin has published two books. His expertise usually comes with a substantial speaking fee, but through the connection that Kim made, we were able to have this truly unique professional development opportunity gratis. We had a successful workshop for family support professionals on December 3 with overwhelmingly positive feedback from attendees.

COMMUNITY-BASED PARENT EDUCATION PARTNER: TEEN OUTREACH PREGNANCY SERVICES (TOPS)

STRATEGY: COMMUNITY-BASED PARENT EDUCATION-PREGNANT AND PARENTING TEENS SPECIFIC

Collaboration: During the month of August we began a new collaboration with Mark Montijo and Brian Denning, Family Law Attorneys. We had seen an increased need for legal advice for our clients and reached for assistance. Both Mark and Brian have agreed to host a law night at the Central TOPS office once a month to provide 15 minute sessions with clients where they can ask any legal questions they may have. The attorneys are not providing legal representation, but it has been very helpful for clients to have a safe place to ask their questions about the legal process and procedure. Since August we have had 2 sessions and have been able to supply 8 clients with a 15 minute session. We have a Law Night scheduled for the next 6 months and plan to provide the service as long as it is needed.

We have continued the collaboration, initiated in August, with family law attorneys Mark Montijo and Brian Denning in which we offer Law Clinic to our clients once a month. In December, we also solidified collaboration with Tucson Unified School District (TUSD) Teenage Parent Program (TAPP) to begin offering Proactive Parenting classes starting on January 15th. The principal at TAPP reached out to us after noticing that many of the students were in need of increasing their parenting skills. Our parenting case managers will be teaching Proactive Parenting classes at TAPP once a week through May of 2014.

Barriers and Solutions to Share: None at this time.

Successes to Celebrate:

For this first quarter of the 2014 Fiscal Year, Teen Outreach has served 36 pregnant and parenting teens in the Central Pima County Region.

Because of the education and supportive services received, teens participating with Teen Outreach in Central Pima County this quarter completed our classes with an average 86% mastery of knowledge concerning the immediate health and safety needs of their unborn baby and the early development of their child. These young parents also improved health practices during their pregnancy and increased physical and emotional well-being as they prepare to deliver and parent their child.

From July through September of 2013, we have had 25 births in the Central Pima Region:

- Average gestational age was 39 weeks (37 weeks or greater is considered full term)
- Average birth weight was 7lbs 5oz (5.5 lbs is considered full weight)
- 95% were breastfeeding at the time of their discharge from the hospital

During the first quarter we had an increase in enrollment of Fathers into the new TOPS Fatherhood Program. We enrolled and provided services to 7 fathers.

For the second quarter of the 2014 Fiscal Year, Teen Outreach enrolled 41 teens into our services.

Because of the education and supportive services received, teens participating with Teen Outreach in Central Pima County this quarter completed our classes with an average 91% mastery of knowledge concerning the immediate health and safety needs of their unborn baby and the early development of their child. These young parents also improved health practices during their pregnancy and increased physical and emotional well-being as they prepared to deliver and parent their child.

From October through December of 2013, we had 18 deliveries in the Central Pima Region:

- Average gestational age was 39.4 weeks (37 weeks or greater is considered full term)
- Average birth weight was 8lbs (5.5 lbs is considered full weight)
- 83% were breastfeeding at the time of their discharge from the hospital

We also taught 15 hours of education classes at TUSD's TAPP High School during October through December serving 9 teens. This information was not included in the numbers submitted in the Data Collection Report within the PGMS Extranet.

In addition to the Healthy Pregnancy, Childbirth Education and Proactive Parenting classes held this quarter, which are included in the data report, we also held 11 Support Groups in which 30 adults attended and 6 playgroups in which 13 adults attended. Furthermore, in October we held our annual Trick-or-Treat in Winterhaven, attended by 9 clients (17 people total including guests and children). In November we held a Car Seat Safety special event attended by 8 clients (16 people total including guests and children). In December we held our annual holiday party which was attended by 76 clients (196 people total including guests and children).

Since being invited to attend the TUSD TAPP school registration in August, we have continued to build a strong relationship with them. The Health Pregnancy Classes and Childbirth Education classes held there have been successful and we have since been asked to start our Proactive Parenting classes as well. The Proactive Parenting classes, however, will not start until January 2014 and will therefore be included on the next quarterly report.

COMMUNITY-BASED PARENT EDUCATION PARTNER: MAKE WAY FOR BOOKS (MWFB)

STRATEGY: COMMUNITY-BASED PARENT EDUCATION-LITERACY SPECIFIC (AKA RAISING A READER)

Collaboration: MWFB has continued to partner with Good Neighbor Ventures to identify potential apartment communities in the 85705, 85711, and 85713 zip codes. Additionally, MWFB is working with the South Park Literacy Council (85713) to promote MWFB Raising A Reader to residents of this neighborhood. MWFB has recently partnered with the Pima County Health Department's Oral Health Coordinator to bring much needed information and resources regarding oral health for families with very young children (ages birth to 5).

Make Way for Books partners with the Pima County Public Library to ensure that families make the transition from attending the Raising A Reader series to visiting the public library on a regular basis. The children's librarian from the nearest branch of the public library is invited to the last workshop to distribute library cards and discuss other library resources available to families. Families participating in future Raising A Reader implementations will receive a library card and information on children's programming during the first workshop, in addition to the librarian's visit at the end of the program. This will ensure that families have knowledge of this important public resource as soon as possible. Throughout the implementation, families will be encouraged to attend events and programs held at the public library. Family Literacy Specialists can address any questions or barriers to accessing the public library during the implementation of Raising A Reader, so that families are familiar and comfortable with this resource when the program ends.

Barriers and Solutions to Share: Each implementation of MWFB Raising A Reader is 12 weeks long. The majority of families enroll in the program before the first workshop; however, families are welcome to begin attending at any time. Often, parents who have been in the class from the beginning will recruit their neighbors to come as well and MWFB provides incentives to participants who enroll additional families. One issue that has arisen is that many families do not regularly attend RAR workshops in the beginning weeks. Program attendance is more consistent toward the end of the series, when families have developed relationships with one another and the Family Literacy Specialists. Another challenge is that in one apartment community, additional families have not joined the program throughout the implementation, and the families who do attend, come sporadically. MWFB is committed to continuing to serve this community, although the expectation was that more families would enroll at this site. To address this issue, Family Literacy Specialists call families to remind them of each session and conduct weekly "walkabouts" to enroll more participants.

An ongoing challenge to successful implementation of MWFB Raising A Reader has been with families returning the Raising A Reader materials. After each Family Literacy Workshop, each child receives a Raising A Reader bag containing four books, which they exchange the following week for another bag. Families often forget to return their bags, or children leave the bag at the home of another family member. Family Literacy Specialists will still assign a RAR bag to a child who has not returned their previous bag, in order to ensure that the family will have books to read during the following week. In some cases, the missing bags are never returned. Another issue is that returned books are sometimes damaged beyond repair. To address this issue, Family Literacy Specialists discuss book handling at each workshop, and call families to remind them to bring in missing bags.

Successes to Celebrate One successful approach to recruiting families has been to place a large basket of books and art supplies in the lobby of participating apartment communities with a sign reading, "Ask how you can win this basket of books!" When families come to the lobby to pay rent or for other business, parents and children immediately notice the basket. Families complete the availability survey and program application on the spot. This approach is far more successful than having apartment staff distribute program applications without any kind of incentive and the book basket introduces the family literacy program in a fun way.

The data reporting does not reflect the extent to which families are being exposed to books and early literacy related activities each week of the program. At each MWFB Raising A Reader workshop, each child takes home a Red RAR bag containing 4 books, and receives a book to add to their home library. Thus far, 18 children have added 108 age-appropriate, culturally meaningful books of the highest quality to their home libraries and have checked out 428 books. In between workshop sessions, families have engaged in early literacy activities including book making, making musical instruments out of common household materials, and documenting favorite nursery rhymes and songs. Families are eager to discuss their weekly activities at workshops and look forward to receiving more "homework" assignments.

MWFB first implemented the Raising A Reader program at the Mission Creek Apartments (85713) in February 2012. As apartment staff was eager to host the program a second time, and many new families have moved into the community, MWFB began implementing the revised program in September 2013. One family who had participated in the first implementation with their 1-year old daughter C, were excited to join the program a second time, with C, now 2, and E, their newborn daughter. C's mother shared that they had continued reading to C every day, and had kept the giveaway books she had received the previous year. C herself expressed her love of books and sharing them with her sister E. Mom stated that she had begun to read to E at birth. The family has established a culture of literacy and is continuing to maintain it over a year later.

The Make Way for Books Raising A Reader program has had tremendous success educating parents and caregivers of infants and toddlers, a population which is especially important to inform about early literacy. Many families do not understand how reading,

singing, talking, and playing with their infant is connected to their language and literacy development. Some families have misinformation on what books are appropriate for infants and toddlers. Other parents complain that books are not appropriate for infants, as they only rip the pages or put them in their mouths. At one Raising A Reader apartment community in particular, several participants are parents of infants and toddlers. Before the series began, these families were reluctant to join the program, stating that their child was still too young. During the first few workshops, these parents did not participate as actively, or ask as many questions as the families of older children. However, these families have begun to engage with their infant more during the workshops and have expressed amazement with their child's interest in books. One mother stated, "She lets me read the whole book now. I didn't think she likes it, but she does." Parents of children of all ages, and infants in particular, have reported an increase in the frequency with which they read to their child, and an increase in the length of time spent reading to their child.

Many parents who attend MWFB Raising A Reader have taken it upon themselves to ensure the success and smooth implementation of the program. For example, in one apartment community, there is not a common room or clubhouse in which to hold the Family Literacy Workshops. When the weather was warm enough, the workshops were held in the courtyard of the apartment community. However, when it began to get colder, the property manager permitted MWFB staff to hold the workshops in an unrented unit. The space did not have any light, furniture, or kitchen utensils. Participating families brought in lamps, cushions, and kitchen supplies from their own homes to facilitate the workshop. If a family is unable to attend a workshop because of illness or other circumstances, other participating parents deliver the book bags to their neighbor, ensuring they will have reading materials for the next week.

Another promising outcome is that many families with school-age children (6 and up) have reported that the older siblings have begun to share books with their younger brothers and sisters. P (age six) stated "I read the books to N (age 3) and R (age 1) and my mommy reads them with all of us." Another mother shared that her older son (age 8) enjoys listening to the stories as well, which motivates the younger sister (age 4) and brother (age 3) to listen to stories for a longer amount of time.

ACCESS TO HEALTH SERVICES PARTNER: INTERNATIONAL RESCUE COMMITTEE (IRC)
STRATEGY: CARE COORDINATION (AKA WELL-BEING PROMOTION PROGRAM OR WBP)

Collaboration: IRC Tucson started a Nutrition Education Program in January to serve all incoming refugees within the first week to three months of arrival in the United States. We spent one of our professional development sessions with the promoters orienting them to this program. The curriculum to teach new clients how to access the grocery store was shared with the promoters and added to their home visit topics. This will be a new activity for the promoters and will be expanded to include specific nutrition education regarding healthy choices, health conditions related to nutrition, WIC voucher assistance and infant/child nutrition.

We have begun collaboration with University of Arizona Health Network in Family Medicine. One resident shadowed a home visit completed by our promoters and we hope to continue this partnership. This will allow new residents, who are many times the Primary Care Physician for our clients, to see the community and environment of newly arrived refugees in Tucson. We are hoping that this partnership will build better awareness and cultural competency at the Family Medicine Clinics and will allow for increased care coordination in the future. We are partnering with the Alvernon Clinic (part of UAHN) in February to begin another prenatal care group targeting Somali women as this population has been growing. Kadija Ali, our Somali promoter, has expressed the need for this group and our contacts at the clinic are very interested in partnering with us again.

Barriers and Solutions to Share: We have been unable to identify and hire a Sudanese and Cuban promoter despite our best efforts. These populations are heavily represented in our recent arrivals and we will continue to look for the correct people for these positions. We currently are still receiving minimal Nepali/Bhutanese arrivals and will need to reconsider our current promoters in order to reach eligible clients effectively. Our Iraqi promoters have done an excellent job serving many of the Sudanese Arabic speaking clients and that has been very helpful in serving this population.

Success to Celebrate: Thirty-four mothers, 3 who are currently pregnant and forty-seven children received 121 home visits following the prenatal and well-child curriculum. During the promoter visits, pregnant mothers received education and skill building on: health pregnancy goals, how to advocate for yourself with your prenatal provider, tobacco and alcohol use, prenatal nutrition, labor and delivery, breast feeding, family planning, and the use of WIC vouchers. Mothers with children 0-5 years old received education and skill building on well baby and well child health screenings, how to follow up with doctor's instructions, developmental milestones, immunizations and nutritional resources.

All participants received additional home visitation topics covering: accessing healthcare and navigating the system, public transportation, AHCCCS and DES renewal procedures and resources for assistance, personal and home safety, financial literacy, grocery shopping and healthy food choices.

We also established open enrollment days for WIC at the Abram's Public Health building in order to be more efficient in assisting our clients in WIC enrollment. Nine mothers in quarter 1, and seven mothers in quarter 2 were enrolled with the help of IRC case management and follow up education will be completed through the promoters.

Continued success this quarter includes almost complete compliance and attendance of prenatal and well child appointments for all of our clients who received promoter-led visits. Follow up care has become independent for many of our mothers through appointment making, attendance, and medication follow through.

We have continued to reestablish our relationship with WIC, but have found that our open enrollment days had very little success. We are working to expand the promoter curriculum to include scheduling and attending WIC appointments, how to use vouchers, and transportation to follow up appointments. We have partnered with WIC and Pima County Public Libraries to begin a series of classes at various library branches surrounding the use of WIC vouchers and follow up. This partnership was facilitated by the Refugee Primary Workgroup in Tucson and we hope to have the involvement of the promoters in the class curriculum and delivery.

One of our Iraqi mother's gave birth during this quarter and with the assistance of her promoter, successfully attended all of her prenatal visits and well child checks since her pregnancy began. The role of the promoter in this woman's life has directly impacted her health and the health of her newborn as she was a newly arriving refugee with many barriers related to accessing care.

QUALITY AND ACCESS PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA

STRATEGY: INFANT AND TODDLER EXPANSION

Collaboration: We collaborate with participating site directors around quality improvement by providing coaching/mentoring, training and technical assistance in the standards of high quality care and education. We connect sites to relevant resources and opportunities and help them with marketing and recruitment in an effort to fill newly created slots which will ultimately result in meeting the program goal of sustainability. We also collaborate with the Great Expectations professional development grant, another FTF program, to include Expansion sites in additional professional development opportunities. We have partnered with the Arizona Department of Education to provide training on the revised Arizona Early Learning Standards specifically for infants and toddlers. This session is scheduled to take place in Spring 2014.

Barriers and Solutions to Share: During the first quarter, the owners of one of our sites sold the business. The new owner/director is committed to providing quality care and to continuing with this project. The Senior Program Manager is working with this site on marketing strategies to increase enrollment and on professional development to increase staff knowledge of quality infant and toddler care.

Success to Celebrate: One of the requirements that our participating sites must meet is active participation in or having applied to Quality First. Seven of our ten sites are actively participating while the other three are currently on the waiting list. Participating sites are assessed and given a rating of 1-5 stars, 5 being the highest. We are proud to report that one of our sites, which serves infant and toddlers, has received a five star rating.

Through this project, we are currently supporting ten sites and 143 slots for quality infant and toddler care. Of these 143 slots, 128 are currently filled. We continue to see a steady increase in enrollment with four of out of six toddler sites and four of five infant sites operating at capacity. Of our ten current sites, two serving infants and four serving toddlers have waiting lists for their programs. It is exciting to note that the two sites that serve both infants and toddlers continue to operate at capacity in both classrooms by transitioning their infants to the one year old room and in return filling that vacated slot from their waiting lists. Of our 49 newly created infant slots, 48 are currently filled. Four of our five infant sites are full, the other has only one vacancy and two have waiting lists for their infant room. For toddlers, we support 94 newly created slots, 80 of which are filled. Four of our seven toddler sites are at capacity and have waiting lists for these classrooms. Although there was a slight decrease in filled toddler slots, our infant numbers are up and these slots are harder fill.

QUALITY AND ACCESS PARTNER: ASSOCIATION FOR SUPPORTIVE CHILD CARE

STRATEGY: FAMILY, FRIEND AND NEIGHBORS (AKA ARIZONA KITH AND KITH PROJECT)

Collaboration: The program is working on the identification of partners of implementation of the first four professional development-support group sessions during this quarter. Conversations with House of Neighborly Service, Eckstrom-Columbus Library, Summit View Elementary School and Northwest Baptist Church have continued and implementation plans were finalized during this quarter. During these conversations, staff presented information about the Arizona Kith and Kin Project, shared details regarding the partnership and discussed the space that is needed for use for the weekly training-support group and on-site child care environment. Outreach for upcoming training-support groups has included visiting elementary schools, community centers, libraries and churches in the nearby communities. Through this process, specific partners were identified for the implementation of professional development-support group sessions. Other specific partners were identified for outreach purposes based on the connection and link to potential program participants.

During the month of December program staff presented at several different meetings which included Family Support Alliance, Professional Development Alliance, First Focus on Kids Coalition, Quality Improvement and South Pima Coordination of Services. These meetings were hosted by the United Way of Tucson and Southern Arizona (UWTSA). These “mini” presentations gave the Arizona Kith and Kin Project an opportunity to talk about the services that will be delivered in Central Pima and South Pima Regions beginning in January of 2014.

Barriers and Solutions to Share: The Arizona Kith and Kin Project faced a challenge identifying qualified candidates for the vacant Child Care Provider position. Although the program hopes the position will be filled at the beginning of the 3rd Quarter, the Arizona Kith and Kin Project has a plan in place should this not be the case. In the event that a qualified candidate is not identified for Central Pima and South Pima, the Arizona Kith and Kin Project will utilize existing program staff and staff from the United Way of Tucson and Southern Arizona (UWTSA) office to provide child care as needed. The Arizona Kith and Kin Project continues to conduct interviews to identify potential candidates for the currently vacant position. This process will continue until the vacancy is filled.

Success to Celebrate: During this quarter, the Arizona Kith and Kin Project focused on the targeted communities and action steps for implementation of the first training-support group sessions in this region. Initial contact has been made with several different organizations which include House of Neighborly Service, Eckstrom-Columbus Library, Summit View Elementary School, Northwest Baptist Church, Community Food Bank of Southern Arizona, Casa de los Niños, Homer Davis Elementary School, John Valenzuela Youth Center, Gabrielle Giffords Family Assistance Center, Dr. Nelba Child and Family Center, Gospel Rescue Mission, Southside Presbyterian Church, Archer Neighborhood Center, Santa Rosa and Quincie Douglas Neighborhood Centers, Hollinger Elementary School, Cavett Elementary School, Mission View Elementary School, Southside Community Charter School, and Prince Elementary School. The program contacted these organizations as potential partnering sites as well as, outreach for Family, Friend and Neighbor providers.

The Arizona Kith and Kin Project has identified and confirmed the four sites where delivery of the Kith and Kin 14 week training-support group will take place. The program will partner with House of Neighborly Service, Eckstrom-Columbus Library, Summit View Elementary School and Northwest Baptist Church. During this quarter, staff and partnering sites were working on confirming the schedule for the session, planning for outreach, developing outreach materials and related tasks. The 14 week training-support group sessions are scheduled to begin in the 3rd Quarter.

Currently scheduled start dates at each location are as follow:

January 10, 2014-House of Neighborly Service

January 27, 2014-Eckstrom-Columbus Library

January 28, 2014-Summit View Elementary School

February 5, 2014-Northwest Baptist Church

Outreach efforts have started to recruit potential program participants for the group(s) that will begin in mid-January. Efforts include the distribution of flyers with information specific to each location, presentations to parent groups at a variety of schools, community outreach events, recruitment posters placed at a variety of locations and meetings with individuals that are embedded in the identified communities. These individuals include school personnel, social workers, parent liaisons, faith based representatives, public library staff and others in the community.

Although professional development-support groups are not yet in session and success stories have not yet developed, the Arizona Kith and Kin Project staff are excited to see first-hand how receptive communities are to the services the program will be implementing in the targeted communities and their recognition for the need to serve the Family, Friend and Neighbor child care provider population. The community is interested in seeing that children in these settings have access to services to ensure they gain knowledge and skills that will help them succeed when they arrive to kindergarten.



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Quality Assurance Site Visit Report Summary

United Way of Tucson and Southern Arizona - Great Expectations for Teachers, Children and Families

Contract Number: FTF-MULTI-13-0389-03

Central Pima, North Pima, South Pima, Tohono O'odham Nation and Pascua Yaqui Tribe Regional Partnership Councils

Date of Site Visit: December 2-6, 2013

The United Way of Tucson and Southern Arizona's (UWTSA) Great Expectations for Teachers, Children and Families program meets the First Things First Standard of Practice (SOP) for Community Based Professional Development Early Care and Education Professionals with the exceptions of: the consistent use of professional development plans for all members receiving coaching; the consistency of quality coaching techniques in one Community of Practice (CoP); and subject matter experts being used in all CoPs. Overall the program is of extremely high quality and is addressing a significant need for sustained professional development in the Tucson area.

There are several significant strengths of the program that were made evident during the site visit:

1. The first strength is the number of innovative strategies reduce members' barriers to success. In the University of Arizona (UA) CoP, the coordinator holds the CoP meetings in her home to reduce the perception of a power differential between UA staff and the cohort members. Easter Seals Blake Foundation (ESBF) maintains a lending library of adaptive materials that members can check out and use in their programs. During the coaching observation completed with ESBF, the coach was observed sharing a variety of adaptive devices with a teacher and explaining their use. There is a significant cost investment in creating an inclusive environment for children and ESBF's resource library helps programs work with adaptive materials before they consider purchasing anything. The Pima Community College (PCC) math tutor program has had a significant impact on the number of Early Childhood Education (ECE) students that have been able to successfully complete the math requirements in their degree program. In the 2012-2013 year, 83% of the PCC students receiving math coaching successfully passed their math course while the college wide successful math completion rate was only 55%.
2. The UWTSA created database is also a strength of the program. The database has external quality assurance of data and will allow UWTSA to track movement across CoPs and degree completion. The database was also created flexibly enough that as the program evolves, UWTSA will be able to make changes to the database.
3. The need for individualized topics to be addressed by each CoP was evident throughout the site visit. Cohort members are able to learn and discuss the content deeply and thoroughly and hone in on a need or interest that they have as professionals.
4. Throughout the observations, there were frequent opportunities for the cohort members to reflect on their practice and reflect on the content that they were learning and discussing. One example that stood out was the reflection document that the Southern Arizona Association for the Education of Young Children (SAzAEYC) CoP uses. During a program observation, the CoP coordinators take notes on their reflections, the CoP members that attend the event share their observations, and a host teacher shares their observations which are then compiled into one reflection document that is shared with all the CoP members. Not only are members who are participating in the observation reflecting on their experience, but their reflections are shared with the whole group.
5. There is a significant amount of cohesion within each CoP and across CoPs. The CoP members greeted each other with a sense of camaraderie and warmth and it was evident that each group was connected to and supportive of each other. There was also a significant amount of cohesion across CoPs. Coordinators often rely on each other to help support their members or provide them access to resources that another CoP has.
6. There is emerging evidence that the work done in this program is changing practice in the community. The data around increased successful math completion and overall ECE degree completion support the continued use of math tutors for ECE

students. Child and Family Resources (CFR) shared a story of a local Tucson childcare program that has made significant changes in their program in response to the PITC program being offered by CFR. The director of a local program attended the CFR program in 2012-2013 and now requires her new staff members complete the program as part of their new employee orientation. She also decreased the ratios of children to teachers in her program after having a conversation with the parents in the program about raising the cost of tuition to support the increased staff requirement and ultimately the level of quality care that the children would experience. During the CFR observation, the coordinator mentioned that the owner is now exploring the option of opening an infant/toddler program in Tucson that will be based on the PITC essential policies.

There were three areas with room for development that are included in this report:

1. The first one is the consistent use of professional development (PD) plans. The SOP requires that all program participants that receive coaching have a PD plan that guides their education and documents their goals. There is inconsistent use of PD plans within CoPs and across all CoPs is an item that is addressed on the action plan. The end goal of the plan of action for this item is to have every CoP member that is receiving coaching also have a PD plan.

2. The second development area addressed is the consistent quality of the coaching provided by one partnering organization. During a coaching observation, three coaches were observed. The first coach was working with a teacher 1:1. The coach was reflecting with the teacher and responding to her questions and requests for clarification with respect and a sense of caring. She helped the teacher link the coach's interaction with her to how she should interact with the children she cares for. The second coach was working in a classroom with one teacher and a group of children. The coach was modeling adult-child interactions for the teacher using materials that she had brought with her. The materials the coach used (and suggested the teacher use in the future) included playdough with aquarium marbles, and several materials intended to support transitions including a large walking puppet on strings. The ages of the children in the classroom were two and three with one school-age visitor so the choice of materials and approach to coaching should be rethought. Using materials that pose a choking hazard (the aquarium marbles) and materials that are breakable and cannot be fully explored by the children (the large puppet on strings) are not appropriate for a classroom that includes two year olds. The children often demonstrated a desire to do something different with the materials the coach was presenting (for example, putting some marbles into a small container and shaking it to experience the noise) and there was a missed opportunity to demonstrate to the teacher how to follow children's interests and extend their learning. The third coach was working the director assembling materials into an accreditation portfolio. The coach shared that she had been supporting the director with the portfolio a few times a week for several months. During the observation, the coach was asking the director to print a playground checklist to include in the portfolio, but the sparse playground this center had was a missed opportunity for the coach to complete the checklist with the director. By balancing working in the center to increase the quality of the environment and assisting the director in creating the portfolio, the coach's skill and ability to be an agent of change are increased dramatically.

3. The final SOP standard that was addressed as a development area is the consistent use of subject matter experts in each CoP. Each CoP either submitted documentation to support or verbally shared that they use subject matter experts in their CoP meetings with the exception of one CoP. The coordinator is the only person who leads the meetings and is indeed a subject matter expert in instructional support (which is the focus of the CoP), but there are opportunities to bring in experts in other content areas that can help support the important messages that the CoP coordinator is giving to the members. The CoP meeting observed focused on instructional support and appropriate child assessment. Bringing in an outside expert on Teaching Strategies Gold or on child assessment in public school settings would have enhanced the session.

Overall, the UWTSA program is of high quality and is responsively addressing gaps in the early childhood education system in Pima County. They have taken complex needs and put programs in place to address those needs while engaging community partners in the work. The coordinators frequently referred to their CoPs as a caring community of learners and that was found to be true.



FIRST THINGS FIRST

Ready for School. Set for Life.

Central Pima Expenditure Report State Fiscal Year 2014: July 1, 2013 - June 30, 2014

	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
							Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness	\$10,000	\$10,000	\$5,890	\$4,110	58.9%		
	Community Outreach	\$70,000	\$70,000	\$34,234	\$35,766	48.9%		
	Media	\$67,000	\$67,000	\$26,524	\$40,476	39.6%		
	Goal Area Subtotal:	\$147,000	\$147,000	\$66,648	\$80,352	45.3%		
Evaluation	Needs and Assets (Addtl Work)	\$20,000	\$20,000	\$9,000	\$11,000	45.0%		
	Regional Evaluation: PD/Workforce	\$62,500	\$62,500	\$62,487	\$13	100.0%		
	Regional Evaluation: Family Support	\$45,000	\$45,000	\$22,500	\$22,500	50.0%		
	Statewide Evaluation	\$565,467	\$565,467	\$565,467	-	100.0%		
	Goal Area Subtotal:	\$692,967	\$692,967	\$659,454	\$33,513	95.2%		
Family Support	Home Visitation	\$2,215,000	\$2,213,513	\$942,765	\$1,270,748	42.6%		\$242,692
	AZ Department of Economic Security		\$12,601	\$6,445	\$6,156	51.1%		\$3,295
	Casa de los Ninos, Inc.				(\$1,915)	0.0%		
	<i>Note: The \$1,915 is cleanup from SFY13 closeout.</i>		\$1,163,503	\$509,343	\$654,160	43.8%		\$161,520
	Sunnyside School District		\$528,857	\$226,279	\$302,578	42.8%		\$38,434
	United Way of Tucson and Southern AZ		\$508,552	\$202,613	\$305,939	39.8%		\$39,443
	Community-Based Parent Education	\$494,220	\$494,216	\$221,132	\$273,084	44.7%		\$40,143
	Make Way for Books		\$98,216	\$40,817	\$57,400	41.6%		\$6,776
	Teen Outreach Pregnancy Services		\$233,200	\$113,722	\$119,478	48.8%		\$21,065
	United Way of Tucson and Southern AZ		\$162,800	\$66,594	\$96,206	40.9%		\$12,302
	Goal Area Subtotal:	\$2,709,220	\$2,707,730	\$1,163,897	\$1,543,832	43.0%		\$282,835
Health	Care Coordination/Medical Home	\$100,000	\$100,000	\$34,041	\$65,959	34.0%		\$4,801
	International Rescue Committee		\$100,000	\$34,041	\$65,959	34.0%		\$4,801
	QF Child Care Health Consultation	\$195,176	\$195,176	\$99,698	\$95,479	51.1%		\$844
	First Things First (FTF-Directed)		\$11,984	\$11,984	-	100.0%		
	Maricopa County Dept. of Public Health		\$4,109	-	\$4,109	0.0%		
	Pima County Health Dept.		\$171,611	\$84,168	\$87,444	49.0%		
			\$7,472	\$3,546	\$3,926	47.5%		\$844
	Mental Health Consultation	\$492,000	\$492,000	\$233,250	\$258,750	47.4%		\$114,115
	Southwest Human Development		\$492,000	\$233,250	\$258,750	47.4%		\$114,115

Central Pima SFY2014 Expenditure Report Continued

Health (continued)	Recruitment –Loan Forgiveness	\$61,500	\$30,750	\$24,008	\$6,742	78.1%	\$8,625
	AZ Department of Health Services		\$30,750	\$24,008	\$6,742	78.1%	\$8,625
	Goal Area Subtotal:	\$848,676	\$817,926	\$390,997	\$426,930	47.8%	\$128,386
Professional Development	Community Based Prof. Dev./CoP	\$750,000	\$750,000	\$268,665	\$481,335	35.8%	\$128,076
	United Way of Tucson and Southern Arizona		\$750,000	\$268,665	\$481,335	35.8%	\$128,076
	FTF Professional REWARD\$	\$303,750	\$303,750	\$229,600	\$74,150	75.6%	\$76,830
	Valley of the Sun United Way		\$303,750	\$229,600	\$74,150	75.6%	\$76,830
	Scholarships non-TEACH (PCPP)	\$45,000	\$45,000	\$19,360	\$25,640	43.0%	
	Central Arizona College		\$45,000	\$19,360	\$25,640	43.0%	
	Scholarships TEACH	\$212,500	\$212,500	\$38,848	\$173,652	18.3%	\$15,852
	Association for Supportive Child Care		\$212,500	\$38,848	\$173,652	18.3%	\$15,852
Goal Area Subtotal:	\$1,311,250	\$1,311,250	\$556,473	\$754,777	42.4%	\$220,758	
Quality and Access	Expansion: Increase Slots and/or Capital Expense (I/T Expansion)	\$231,000	\$231,000	\$102,287	\$128,713	44.3%	\$14,306
	United Way of Tucson and Southern AZ		\$231,000	\$102,287	\$128,713	44.3%	\$14,306
	Family, Friends & Neighbors	\$150,000	\$150,000	\$24,316	\$125,684	16.2%	\$7,380
	Association for Supportive Child Care		\$150,000	\$24,316	\$125,684	16.2%	\$7,380
	QF Academy	\$71,111	\$59,077	\$20,023	\$39,054	33.9%	\$4,921
	Southwest Human Development		\$59,077	\$20,023	\$39,054	33.9%	\$4,921
	QF CCHC Warmline	\$3,736	\$3,736	\$106	\$3,630	2.8%	\$1,096
	University of AZ Cooperative Extension		\$3,736	\$106	\$3,630	2.8%	\$1,096
	QFt Coaching & Incentives	\$1,062,844	\$1,062,844	\$531,746	\$531,098	50.0%	
	Valley of the Sun United Way		\$1,062,844	\$531,746	\$531,098	50.0%	
	QF Inclusion Warmline	\$15,814	\$15,814	\$5,487	\$10,327	34.7%	\$923
	Southwest Human Development		\$15,814	\$5,487	\$10,327	34.7%	\$923
	QF MHC Warmline	\$16,266	\$16,266	\$8,168	\$8,098	50.2%	\$1,378
	Southwest Human Development		\$16,266	\$8,168	\$8,098	50.2%	\$1,378
	Pre-K Mentoring	\$46,492	\$46,492	\$34,879	\$11,613	75.0%	\$11,626
	Arizona Department of Education		\$46,492	\$34,879	\$11,613	75.0%	\$11,626
	Pre-K Scholarships	\$723,886	\$723,886	\$361,809	\$362,077	50.0%	
	Valley of the Sun United Way		\$723,886	\$361,809	\$362,077	50.0%	
	Quality First Scholarships	\$2,637,514	\$2,637,514	\$1,319,170	\$1,318,344	50.0%	-
	Valley of the Sun United Way		\$2,637,514	\$1,319,170	\$1,318,344	50.0%	-
QF Warmline Triage	\$6,326	\$6,326	\$3,169	\$3,156	50.1%	\$542	
Southwest Human Development		\$6,326	\$3,169	\$3,156	50.1%	\$542	
Goal Area Subtotal:	\$4,964,988	\$4,952,954	\$2,411,160	\$2,541,794	48.7%	\$1,096	\$41,076
Overall Total:	\$10,674,101	\$10,629,827	\$5,248,629	\$5,381,198	49.4%	\$1,096	\$673,055

Regional Director's Report February 12, 2014

Regional Updates

Contract Renewals for State Fiscal Year 2015 (July 1, 2014-June 30, 2015)

- ❖ The Fiscal Year 2015 Contract Renewal process will begin in mid-February.
- ❖ Renewal packets will be sent out by the Finance team to eligible grant partners the first week of March and will be due back early April.
- ❖ In April, the Regional Director, in partnership with Finance and Program teams and the Senior Director, reviews contract renewal packages, which may include a clarification process.
- ❖ A summary of renewal recommendations will be presented to the Central Pima Regional Council members at the May 14 regularly scheduled meeting.
- ❖ Please note maintaining quorum will be imperative for May 14. Due to the varying conflicts of members, all members will be required to be present to ensure all renewal contracts are reviewed, discussed and acted upon.

Quality First Update

- ❖ The chart below depicts the most recent Quality First information. Note: At this time, the Central Pima region has the second largest Quality First wait list in the state.

Regional Partnership Council	Wait List	Full Participation	Rating Only	Infants	Toddlers	2 Yr Olds	3Yr Olds	4 Yr Olds	5 Yr Olds	Total Enrollment 0 - 5
Central Pima	66	76	7	256	469	675	776	922	286	3384
Center	48	54	7	233	440	641	753	896	282	3245
Home	18	22		23	29	34	23	26	4	139

- ❖ Update on Quality First Preliminary Star Ratings (as of early February)

Regional Partnership Council	1 Star	2 Star	3 Star	4 Star	5 Star	Total
Central Pima	1	54	18	7	3	83

Harder + Company Family Support Targeted Evaluation Study Update

- ❖ The five-region report was finalized in January 2014. Due to the report representing data for five regions, the full report is extensive (over 400 pages). Currently, regional staff is identifying the best method in providing Regional Council members and community the report.
- ❖ Regional staff and the Research and Evaluation team are working together to determine the best method in disseminating the report. In addition, the teams will be discussing approaches in hosting a data action meeting, such as a cross-regional meeting with the Regional Councils that participated in the study. Likely, there will be a workgroup meeting for members to further vet the report in the spring.

Statewide Updates

First Things First January State Board Meeting

- ❖ The January State Board meeting was held in Phoenix on January 22. Due to the regional consolidation of some regions, 28 regional funding plans were presented before the State Board, including the Pima North Regional Funding Plan, presented on behalf of the Central Pima and North Pima regions.
- ❖ Some of the other topics on the January 22 agenda included:
 - Presentation on partnering in prevention and early intervention
 - Financial update
 - Presentation on systems approach framework for First Things First priorities
 - Cultural Responsivity Sub-Committee recommendations

Finance Committee Update Regarding State Fiscal Year 2016-2018 Regional Allocations

- ❖ The Discretionary Budget Committee (appointed by the State Board) made the following recommendations to the State Board during the December Board Meeting held in Tucson:
 - First, that the current method for distributing discretionary funding be maintained
 - And second, that the State Board reconsider its frontier definition to determine if additional regions meet that definition.
- ❖ In setting regional allocations, the Board has consistently combined base revenue with a draw down from the organizational fund balance. Since State Fiscal Year 2011, the State Board has augmented total regional allocations with a fund balance draw down of approximately \$15 million a year.
- ❖ When reviewing the State Fiscal Year 2015 funding plans (last year of the current three year funding plan cycle), regions have committed \$44.5 million more in spending than what was initially allocated as a base level of funding. This additional spending is being supported entirely from regional carry forward.
- ❖ If programmatic spending continues as planned in State Fiscal Year 2015, it is fair to assume the regional fund balance may be eliminated by the end of State Fiscal Year 2016.
- ❖ The Pima North region will be in the position of having eliminated the entire regional fund balance by the end of State Fiscal Year 2015. Pima North will likely be the first region to fully expend their respective regional fund balance.
- ❖ The Finance Committee is considering several options in determining where to set the budgets and maintaining balanced budgets, in preparation for the new three year funding cycle, State Fiscal Year 2016 through State Fiscal Year 2018. Those options include:
 - Continue with the current policy and set budgets based on revenue coming in and have regional councils spend down their fund balances. Several regional councils will not be able to maintain service levels (strategies) across the three years because they will spend down their fund balance and need to make adjustments accordingly in order to provide balanced budgets.
 - Increase the amount of revenue made available by the Board to the Program Budget which maintains the current spending/budgets proposed in the State Fiscal Year 2015 funding plans through Fiscal Year 2018. At which point all fund balances would be gone and spending adjustments would likely need to be made.
 - Set the budget at a lower level, below revenue, which essentially resets the regional allocations so regional councils know the funding level available across the three years and can appropriately plan for service delivery that can be sustained over three years.

Upcoming Events and Important Dates

- ❖ **Ongoing-** Members and community are encouraged to apply for a Regional Council seat on the Pima North Regional Partnership Council: www.azftf.gov/serve.
- ❖ **February 24-** Three Pima region grantee meeting, focusing on the regional boundary transitions.
- ❖ **February 25-** United Way of Tucson and Southern Arizona Annual Business Leaders Breakfast, Doubletree Reid Park.
- ❖ **March 5-** Community forum to provide public input on proposed Benchmarks of School Readiness Indicators 2, 3 and 10, City of Tucson Resource Center, Rillito and Sabino Rooms.
- ❖ **March 13-28-** Online survey open for community and public comments on proposed Benchmarks.
- ❖ **March 15-16-** Tucson Festival of Books, University of Arizona.
- ❖ **Throughout March and April-** Senior Director Erin Lyons will lead the interview process for Regional Council seats.
- ❖ **April 9-** Central Pima Regional Council Meeting, final approval of the Benchmarks for School Readiness Indicators 2, 3 and 10.
- ❖ **May 14-** Central Pima Regional Council Meeting, consideration and possible approval of contract renewals.