

Selected data as reported in the Program Narrative Report by the Grantee, representing programs and services delivered within Fiscal Year 2013, Quarter 2 (October, November & December 2012).

PROFESSIONAL DEVELOPMENT PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA), LEADING THE PROFESSIONAL DEVELOPMENT ALLIANCE IN PARTNERSHIP WITH THE FOLLOWING SUBGRANTEES WHO OFFER A COMMUNITY OF PRACTICE (CoP): CHILD & FAMILY RESOURCES, EARLY CHILDHOOD DEVELOPMENT GROUP, EASTER SEALS BLAKE FOUNDATION, SOUTHERN ARIZONA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, PIMA COMMUNITY COLLEGE CENTER FOR EARLY CHILDHOOD STUDIES, UNIVERSITY OF ARIZONA COLLEGE OF EDUCATION, TUCSON UNIFIED SCHOOL DISTRICT, TOHONO O'ODHAM COMMUNITY COLLEGE

STRATEGY: COMMUNITY-BASED PROFESSIONAL DEVELOPMENT (aka Innovative Professional Development-Communities of Practice/Great Expectations Program)

Note: Communities of Practice is frequently referred to as CoP throughout the report.

Collaboration:

✓ Collaboration between Communities of Practice and other FTF funded programs:

Quality First:

- Staff from UWTSA have established formal strategies for collaboration between Great Expectations and Quality First, including information sharing and special professional development opportunities designed for coaches and Quality First participants to attend together. The anticipated result of this collaboration is effective coordination of programs, maximized resources and reduced duplication of efforts.

TEACH and REWARD\$:

- Coordinators worked together to provide information to new cohort members and connect them to TEACH and REWARD\$ (UWTSA CoP and Pima Community College CoP).
- The Early Childhood Professional Development Director meets regularly with the United Way director of "Read On, Tucson" to make sure that Instructional Support activities and early childhood school readiness are linked.

✓ Collaboration with the Arizona Department of Education:

- The grant director met with Amy Corriveau of the Arizona Department of Education (ADE) to arrange for an ADE staff person offer workshops in Tucson on the Arizona Early Learning Standards. Since November of 2012, ADE has held two seminars for Pima County's early childhood teachers, administrators, and grant staff. ADE is not charging for these seminars.

✓ Collaboration with early childhood education community and stakeholders:

- The 100+ Pima County agencies, school districts, social service organizations, and institutions of higher education that belong to United Way's First Focus on Kids Impact Council remain as secondary partners and continue to support our work by attending workshops and encouraging their staff to join CoP as cohort members. First Focus on Kids has a Professional Development subcommittee, and some of the Great Expectations grant coordinators attend the meetings, depending on their time commitments. The anticipated result of this collaboration is that the input of community stakeholders is considered in the implementation of this work and that the early childhood education (ECE) community is kept up to date on the results of the work of this grant.

Barriers and Solutions to Share:

In November 2012, 44 students in four different grant-related classes (each student participating in a CoP) did not know if the applications they had submitted in August had been approved for funding. Thus, they did not know if they had received financial aid for the semester via Professional Career Pathways Program (Pathways) scholarships. The following summarizes the crux of the problem:

- The Pathways office at Pima Community College (PCC) tries calling applicants one time, with no follow up attempts if the call is not answered or returned;
- Applications go through multiple-step screening processes, starting with PCC, going next to Central AZ College in Coolidge, and then going back to PCC, and then back to Central AZ College. Students have not been told all of the steps involved, and final results are not known until after the semester has started or has almost ended; and
- PCC now requires that students take assessment tests before college credit can be awarded, resulting in many students being afraid of the assessment tests and/or not doing well on them.

The grant director and the Senior Vice-President of United Way of Tucson and Southern AZ met with the Pathways staff person at PCC, the head of the Department that houses Early Childhood Studies, and the head of Early Childhood Studies.

Based upon a lengthy problem-solving conversation, the following changes have been carried out by Pima College:

- Students will be contacted upon submitting applications and multiple attempts will be made to contact them; CoP Coordinators will also be contacted and will assist students in filling out applications (Previously the Coordinators have received different pieces of information and have not had the full picture of the multiple processes);
- PCC will produce and distribute a brochure that explains the Pathways Scholarship Program and distribute it to all Early Childhood Studies students at PCC and the Great Expectations Coordinators; and
- United Way will host a Pathways Fair for potential applicants and PCC staff and Great Expectations Coordinators will attend in order to make sure that applications are completed correctly.

Successes to Celebrate:

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

- The CoP Coordinator reported several successes and professional development milestones among her cohort members, including: a deeper understanding of temperaments, a shift in mental models, becoming more intentional about creating high quality interactions with children as well as making high quality learning environments, and an increased level of confidence and professionalism about their field.

Early Childhood Development Group (*Linking Leaders*): *Raising the quality in early childhood environments*

- Over the course of this reporting period, the CoP Coordinator reported several instances of teachers displaying an enthusiastically swift response to implementing Developmentally Appropriate Practice (DAP) in their classrooms. As a result of both new and seasoned teachers embracing and applying DAP, several schools noticed an increase in:
 - Productivity and attitudes among teachers
 - Teacher willingness to use DAP activities in place of traditional worksheets with children
 - Children's behaviors as a result of creating center-base environments
 - Parent engagement in discussions about DAP and multiple intelligences

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

- The CoP successfully implemented the "Conversations on Inclusion" session for 10 childcare providers representing the Pascua Yaqui Tribe. The session focused on building social-emotional skills and access to quality care for all children as some Yaqui children had been excluded from childcare due to behavioral issues.
- Throughout the past three months, cohort members have become increasingly interested in gaining more information about creating an inclusive environment for the children they serve.

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

- This quarter brought about several success stories associated with the approval of a new developmental math course and the academic matriculation and program completion within the Early Childhood Education (ECE) Studies department. Approval was announced for the proposed year-long offering of the Math-089 course to begin in the Fall of 2012. This course provides specialized tutoring support, supplemental instruction and increased flexibility to cohort members enrolled in Early Childhood Education courses to fulfill their math education requirements for ECE certification.
- Among the students enrolled in the Early Childhood Studies certificate program, six students have earned a basic certificate and 30 have earned an advanced certificate. Among the students pursuing degree programs, three students have earned an Associate of Arts in Early Childhood Education. One Associates of Arts transfer program

student slated for graduation in May of 2013 plans to enroll in the University of Arizona – College of Education Bachelor of Arts pilot program for ECE with certification.

Southern Arizona Association for the Education of Young Children (Las Familias): Implementing developmentally appropriate practice in all classrooms

- Cohort members were asked to discuss instructional support, especially in the area of improving teacher questioning and feedback. The following lists a selection of quotes from cohort member appreciative reviews:
 - “I think more about the question I’m asking and I listen more.”
 - “I am more aware of the importance of open-ended and reflective questions. I am trying to increase the questions and loops for children.”
 - “I am expanding questions and language with children.”
 - “I am developing more meaningful conversations and activities for children.”

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

- Participants came together for their first CoP meeting in October and participated in writing skills activities that focused on the development of observational poems. The outcome yielded several poems and a general consensus among CoP members about replicating this activity in the form of a family writing event. Students received an assignment to design a family event to be conducted later in the year.
- The following includes a poem written by two cohort members that integrates both English and O’odham words to describe their observations in nature:

*Small black butterfly looks like night.
The fire smells like cemit in the air.
The soft wind hits my back and face like swimming in water.
I heard one bird chirping close to me like it was talking in my ear.*

*Note: “cemit” is the O’odham word for tortillas

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

- Success this quarter was demonstrated by the announcement of the December 2012 graduation of the first Early Childhood Education Master’s student. Faculty continues to support cohort members’ successes as evidenced by the development of a website by Dr. Sonya Gaches that offers step-by-step guidance in the program enrollment and degree completion process. This website is available by visiting: www.uaecema.weebly.com

HOME VISITATION PARTNER: CASA DE LOS NIÑOS

SUBGRANTEE: EASTER SEALS BLAKE FOUNDATION

STRATEGY: HOME-BASED VISITATION (aka Nurse Family Partnership or NFP)

Collaboration: As a result of increased outreach, Indian Health Services and Intermountain Services are referring more families to the NFP Program. International Rescue Committee has collaborated with Easter Seals Blake Foundation to provide qualifying refugee families a community health promoter that collaborate visits with the nurse home visitor. Family Support Alliance meets monthly and staff attends monthly Family Support Alliance and First Focus on Kids meetings to promote NFP program, collaborate with other home visitation programs, and network with other community providers serving the same population. Collaboration continues with the Parents as Teachers Program when expecting moms do not meet first time pregnancy criteria or too far along (greater than 28 weeks.) Collaboration also continues with community services including postpartum depression coalition, Lutheran social services, Mothers Oasis center for pregnant and postpartum mothers, and the United Way of Southern Arizona.

Collaboration continues in South Pima region by attending quarterly meetings and making the connections needed to expand into the south zip codes with the Maternal Infant Early Childhood Home Visitation (MIECHV) funding. Some of the potential partners are WIC, El Pueblo Clinic, EL Rio Clinic, Primeros Pasos Clinic, Lazos de Familias Clinic, SunnySide High School, and the

Women's Pregnancy Center. The anticipated results include more visibility with providers and community members and more recognition to improve the accuracy and efficiency of the referrals made to the NFP program.

Make Way for Books has provided their service to provide age and developmentally appropriate books for families. This collaboration will make it easier and more efficient to get books in the hands of families while home visitors support the family in promoting early literacy. The goal for Easter Seals Blake Foundation is to provide extensive literacy resources to families in addition to 10 books per family over the course of the program (2 1/2 years).

Barriers and Solutions to Share: One of the full-time bilingual Registered Nurses (RN's) was on maternity leave and returned in October, this resulted in some families dropping out and some attrition with the families on her caseload. November 1, she elected to go part-time and we are in the process of recruiting a part time BSN prepared bilingual RN to serve the other half of the allotted case load. Recruiting bilingual nurses who are Bachelor of Science in Nursing (BSN) prepared has historically proven to be challenging.

Success to Celebrate: A time magazine article was published in Dec 2012, which mentioned the Program Supervisor/Nurse Home Visitor at Easter Seals Blake Foundation. Link: <http://business.time.com/2012/12/10/how-nonprofits-can-use-data-to-solve-the-worlds-problems/>

The outreach efforts have been extensive and have generated a significant increase in community awareness and a significant increase in referrals to the program.

We had the second NFP graduation in October of 2012 and graduated 28 families. The holiday parties were well attended and enjoyed by all. Make Way for Books provided a developmentally appropriate book donated by Make Way for Books.

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

SUBGRANTEES: PARENT AID (SAFE CARE), THE PARENT CONNECTION (PARENTS AS TEACHERS), CHILD AND FAMILY RESOURCES (HEALTHY FAMILIES), MARANA SCHOOL DISTRICT (PARENTS AS TEACHERS) AND MAKE WAY FOR BOOKS (EARLY LITERACY)

STRATEGY: HOME VISITATION (Multiple Home Visitation Programs Listed Above with the Partnering Agency)

Collaboration:

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

Ally has continued to keep in touch with the My Child's Ready Coalition from Child Crisis Center Mesa. Ally continues to represent the Family Support Alliance on the Statewide Strong Families AZ Home Visitation Task Force and FTF's Family Support and Literacy Task Force. Ally is also attending the quarterly local PAT collaboration meetings.

The Family Support Alliance has still continues to grow, in addition to the new partners we reported in quarter 1, we now have Mealtime Connections attending the meetings. During the October, November, and December meetings we had presentations from the PAT Collaborative and Mealtime Connections.

From The Parent Connection Sub Partner:

Our participation with the PAT Collaboration (Sunnyside School District and sub partners) has increased communication and referrals to best serve families.

Barriers and Solutions to Share:

From Marana School District (North) and The Parent Connection (Central & South) Parents As Teachers Sub Partners:

We have recently learned that Parents As Teachers (PAT) will charge new fees for existing affiliates beginning July 2013. We have not had to pay Affiliate fees before only PAT Educator renewal fees at \$75.00 per educator. The new fees are \$1500.00 (brand new) for existing affiliates and \$225.00/Model Certified individual renewal fees (a \$150.00 per educator increase). We will be looking at a total \$2400.00 to maintain our current program. We will have to look closely at our budget and make necessary adjustments where possible. Additional funding may be needed to continue as an affiliate PAT program.

Success to Celebrate:

From The Parent Connection Parents As Teachers Sub Partner:

Staff recommended that 25% of clients see a trained professional about a concern with their child's health, vision, hearing, or development. Of those: 68% took the child to a professional, 5% called for advice or to make an appointment, 11% plan to take action, 0% do not plan to take action; they do not feel it necessary and 16% did not indicate their plans.

From Parent Aid Safe Care Sub Partner:

When Parent Aid first started working with a family, mutual respect and family expectations were almost non-existent; mom was being questioned as to why she felt she needed help from somebody outside of her family to help raise her children, and the communication between mom and her daughters and between the daughters themselves consisted mainly of yelling and accusations. After five months of working with their Family Support Specialists, mom and the girls have learned to use "I message," mom has learned the importance of having expectations of all of her children, even her youngest daughter, and how to create an environment of mutual respect and love. Mom has definitely had some difficulty with the program, at first stating that she has "tried everything," to now being open to change and challenges. Since mom has started adopting the rules, her daughters are now using the rules, often calling each other out and saying ... "but the rules are ..."

Mom has struggled to get her oldest daughter back into school and with the help of her family support specialist, she was able to do some research and get her daughter back in school, she has also learned some important developmental milestones to expect of her youngest daughter as she is entering school age. She has worked with her Family Support Specialist to ensure her school readiness and worked with her on preparing her to go to school, working with mom on setting rules for school and what her expectations of her daughter would be.

Mom is still working very hard on communication and creating expectations as her daughters are growing and maturing, she has worked through our health and home safety modules and she has involved her older daughters to help and to teach them responsibility.

From Child & Family Resources Healthy Families Sub partner:

Roxanne, a Family Support Specialist (FSS) shared a story about one of the mothers enrolled in the Healthy Families program. The mom recently discussed with the Family Support Specialist that the program has really helped her understand not only her young baby but her other three kids better as well. Mom stated that she finds visits to be very helpful in learning about ways she can support her children's development and ways to help make her family stronger. Mom has completed one of her goals written with the FSS, which consisted of graduating from Pima Medical Institute. She graduated this November with her Medical Assistant Certification and is now working full time. She just recently received a promotion to Back Office Manager for a doctor's office and is looking forward to starting the front office certification program at PMI online soon. Mom states that she has noticed that her baby has improved greatly with her physical development and is proud of her progress. Mom also stated that the older sibling that was having behavior troubles at enrollment has improved greatly and is easier to manage.

On a technology-related note, beginning 2013, Maritza Noriega will begin to update a web portal with information relevant to Healthy Families. The web portal will contain information such as forms that may be downloaded, trainings information, useful resources, and much more. This web portal will be available to all Child & Family Resources/Healthy Families staff around the state.

From Make Way for Books Early Literacy Sub Partner:

MWFB for Babies provides Early Literacy Kits for Infants to parents participating in home visitation programs provided by The Parent Connection, Parent Aid, Marana Parents As Teachers, and Healthy Families. During the second quarter of fiscal year 2012-13, 14 home visitation specialists attended "Reading With Your Baby," a one hour professional development workshop that teaches effective strategies for promoting early literacy in the home, key signs that indicate a home is "literacy rich," and an overview of the resources available in the early literacy kits provided by MWFB. These workshops were offered on November 13th and November 15th, 2013. During the second quarter, 208 Early Literacy Kits for Infants in English were distributed, and 133 Early Literacy Kits for Infants in Spanish were distributed.

HOME VISITATION PARTNER: SUNNYSIDE UNIFIED SCHOOL DISTRICT

SUBGRANTEES: AMPHITHEATER SCHOOL DISTRICT, EASTER SEALS BLAKE FOUNDATION AND CASA DE LOS NIÑOS

STRATEGY: HOME VISITATION (aka Parents As Teachers Collaborative or PAT)

Collaboration:

- ✓ Continued referrals from Nurse Family Partnership.
- ✓ Quarterly meetings with United Way, Parent Connection and Marana School District, FTF funded partners to discuss alignment of PAT program model for all parents receiving PAT services.
- ✓ Parents as Teachers Collaborative (PATC)- Collaboration between Parents as Teachers Affiliates through Sunnyside School District, Amphitheater School District, Easter Seals Blake Foundation and Casa de los Niños. This has resulted in a more widespread community referral base as well as increase collaboration and coordination of services within and among Casa de los Niños, Easter Seals Blake Foundation, Amphi and Sunnyside. Parents from PAT program are taking advantage of group connections offered at all sites. 27 PAT parents attended Casa de los Niños Group Connections at Sunnyside.
- ✓ Make Way for Books- The Book Magic (early literacy program) curriculum and supplies will continue to be used by Amphi PAT and Sunnyside PAT in the 2012-2013 school year. Currently, groups are being held at an apartment complex where several family refugees live within Amphitheater school district. Sunnyside PAT uses this curriculum and books for their bimonthly library/story hour.
- ✓ Collaboration with Sahuarita, Green Valley and Continental school district community and administrators.
- ✓ Coronado Elementary- Collaboration between the Amphi PAT North Pima educator and the school principal has resulted in a classroom designated for our use to provide regular family Group Connections that are available to any family with children ages 0-5.
- ✓ Catalina Community Services (CCS)- An office and storage area is provided for our North Pima Amphi PAT educators. Monthly literacy events are held by CCS and the Amphi PAT educator along with the Amphi Family Resource and Wellness Site Coordinator take part in coordinating information, activities and books for the families who attend.
- ✓ Early Childhood Partnership of North Pima County- Collaboration with this Partnership for professional development, updates and information on resources available for families who reside in North Pima County and a network for organizations in North Pima to regularly stay up to date on current issues and celebrations.
- ✓ PAT worked with St. Nicholas Adoption Agency in collaboration with Child Protective services to help initiate the adoption process for a nonrelative placement.
- ✓ PAT programs work closely with Arizona Early Intervention Program (AZEIP) and preschool special education programs as a result of the screening process.
- ✓ Sunnyside PAT collaborates with the University of Arizona Speech and Hearing clinic.

Barriers and Solutions to Share:

- ✓ Transportation to group connections for families in rural areas such as Summit View, Altar Valley and some areas in North Pima. We are working to get families to carpool.
- ✓ Making home visitation available to refugee families who speak Arabic, Karen, and Kareni. Collaboration with the Amphitheater Language Acquisition Department will continue in hopes that funding can be made available for translation services.
- ✓ Recruitment in Altar Valley and Vail areas continues to be a challenge. The referral process is slow but we are continuing to do heavy recruitment in these areas. We are connecting with more school district personnel for help.
- ✓ In early December one parent educator resigned. Her replacement will start in January. Most of the caseload was distributed amongst the existing team. Family retention is always an issue when an educator resigns. The new educator won't be certified to start until January 22, 2013.

Success to Celebrate:

- ✓ Native American Fall Celebration- In November Amphi PAT had the pleasure of attending this celebration along with several other community agencies and artists. The day began with a well-attended Run/Walk 5k event then booths began to open at 9:00 a.m. Amphi PAT was the only early childhood education program represented so this gave us a wonderful opportunity to share information not only about Amphi Parents as Teachers but also about First Things First (handed out FTF water bottles), and Southern AZ Family Support Alliance. We were well received and quite busy throughout the day dispersing informational brochures and collecting names of 15 families within and outside of the Amphitheater district boundaries who want to enroll in a home visitation program. Those families that we were unable to enroll with Amphi Parents as Teachers were referred to other home visitation programs for enrollment.
- ✓ Outreach has resulted in several Nepali families enrolling.
- ✓ Group connections and library/story hours continue bring in new referrals.
- ✓ Literacy Day/Book Magic groups at Oasis Apartments once a month is attracting more members of the refugee community from Amphi area.
- ✓ One of our newly relocated families- Father, mother and four children. One of the children severely developmentally delayed age 10 years. The family struggled with making ends meet despite the father working hard at his job. The mother did not speak any English, but was trying to learn through classes. The father became so distraught that he committed suicide by hanging himself inside the family home. The parent educator was able to continue supporting the family through the tragedy and was able to advocate for Social Security Disability for the 10 year old, which had been denied in the past, the result was the child being eligible for disability benefits. The mother would now be able to survive on the income while attending English as a Second Language classes and job training.
- ✓ - S and his family have been enrolled in Parents as Teachers for 3 years and will be entering Kindergarten in August. S also attends a special needs preschool. Mom is very pleased with his progress and is interested in doing everything she can to help him at home. She asked whether her educator if she would help schedule a meeting with his teacher to get her input on his progress and suggestions on what the family can do at home. She wants the educator to attend the meeting and translate for her. Mom is always attending school meetings, but this one she initiated.
- ✓ A young single mom was referred to PAT and her infant was in CPS custody due to being born drug exposed. Mother has now been actively attending social groups and is drug free, mother's knowledge of developmental needs of her child has increased to the point that she is able to identify milestones and seems to enjoy her visits with the parent educator. Due to mother's continued progress, her child was recently returned home to her care.
- ✓ 217 families enrolled (target number 189).

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

SUBGRANTEES: PARENT AID (ACTIVE PARENTING), UNIVERSITY OF ARIZONA PIMA COUNTY COOPERATIVE EXTENSION (BRAIN WAVES), PARENT CONNECTION (STAY AND PLAYS & MULTIPLE PARENTING CLASS SERIES), CASA DE LOS NIÑOS (NURTURING PARENTING), EASTER SEALS BLAKE FOUNDATION (THE INCREDIBLE YEARS)

STRATEGY: COMMUNITY-BASED PARENT EDUCATION (Multiple Community-Based Parent Education Programs Listed Above with the Partnering Agency)

Collaboration:

From University of Arizona Pima County Cooperative Extension Brain Waves Sub Partner:

We are working closely with Davis Monthan Air Force Base to deliver Brain Waves for Fathers. We have met with Women and Children's Services at University of Arizona Medical Center to deliver Brain Waves for Fathers on a regular basis at the hospital. We have made connections with the KARE Family Center to offer Brain Waves for Grandparents Raising Grandchildren at their center.

From Easter Seals Blake Foundation Incredible Years Sub Partner:

Collaboration continues to be done with Davis Monthan Air Force Base Airman and Family Readiness Center, Emily Meschter Early Learning Center, and Easter Seals Blake Foundation Parents as Teachers. The Davis Monthan group will begin in January. Collaboration with Easter Seals Blake Foundation's Parents as Teachers is providing a link to the Nepali Refugee Community as well as other communities where Parents as Teachers have established relationships.

Barriers and Solutions to Share:

From University of Arizona Pima County Cooperative Extension Brain Waves Sub Partner:

Our unit has a new business manager learning the hiring system at the University which caused delays in getting person hired.

From Casa de Los Niños Nurturing Parenting Sub Partner:

Registration continues to be encouraged and calls and emails come in regularly for these classes. Unfortunately, some people register themselves and their child and then do not show up. We plan to over book some classes to see what happens, but still be mindful of how many child care workers need to be present.

Successes to Celebrate:

From Easter Seals Blake Foundation Incredible Years Sub Partner:

Planning is being done and a location has been identified to house a Nepali Refugee group. Six parents successfully completed the Infant Curriculum at the Easter Seals Blake Foundation site.

From The Parent Connection Sub Partner:

Comment from Community Based Stay & Play, Baby & Me

"It has been so nice to come because I am not as worried." This mom has a 10 week old daughter, and has come to Baby & Me groups for the last month. She expressed how frightened she was when her doctor said her daughter was not gaining enough weight, and that she needed to wake her every two hours to nurse her. They weren't getting much rest. Several parents mentioned that their babies had also been small at first, and shared tips for getting through this situation. Seeing that their babies were several months older and quite healthy helped her a lot.

Parent Remark from Parenting Classes:

"I told him to just go in with an open mind. It's motivating," a dad shared with his classmates in a "Parenting the Young Child" class recently. He went on to report that his friend was dreading having to take a parenting class, "So I told him that it's helped me know that I don't have to be the father for my kids that my dad was with me: the yelling, the beatings, the spankings I received IN CASE I misbehaved." He went on to say, "Everyone can learn something new. I'm not finished yet. I'll be back for at least two more classes."

From University of Arizona Pima County Cooperative Extension Brain Waves Sub Partner:

The web site with resource information for Grandparents Raising Grandchildren (especially those with children birth through age five) has been updated—this site had been taken down previously for lack of funding.
<http://extension.arizona.edu/pima/grandparents-raising-granchildren>.

From Casa de Los Niños Nurturing Parenting Sub Partner:

We were pleased with a steady, regular group of 14 parents, who attended the English series in its entirety- all 10 classes. Six of these were three couples, husband and wife, who attended together. One female parent, who attended the entire series, spoke to the trainer about what a great opportunity the series was. She said it was well presented, contained useful information, changed her style of parenting and improved her interactions with her child(ren). She said family members and friends had commented to her about the improvement they noticed in how she spoke and interacted with her children. She stated her home was more joyful now and she felt more confident about her parenting skills. She was very appreciative that the series of classes did not have a cost or fee. She felt it was an environment where she could learn, but not be judged. She wanted to show her appreciation and "give something back" and she presented Casa de los Niños with a check for \$100.

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

STRATEGY: COMMUNITY-BASED PARENT EDUCATION & VISITATION (aka Community-based Parent Education for Pregnant and Parenting Teens)

Collaboration: Currently we are working with Tucson Unified School District (TUSD) Teenage Parent Program (TAPP) to incorporate a Father component to our program. We have been teaching our pregnancy program in TUSD TAPP for many years and have spoken to the principle, counselor and nurse about the Father's needs. They feel it would be best for us to provide an on-campus group each week for the Fathers. Meetings in January will take place to finalize the collaboration and the details of the weekly Father group. We expect that we will serve about 15 fathers through the spring semester at TAPP.

Barriers and Solutions to Share: We have begun to launch our new Fatherhood program, but have had a slow start at enrollment. We are working with a number of outside agencies, including TUSD TAPP to try and recruit more Fathers. We will also be receiving training and support from Neil Tift to ensure that our program practices are most effective.

Success to Celebrate: TOPS staff called clients to personally invite them to the holiday open house, so the turnout was excellent. Highlights of the evening included pictures with Santa, new books and toys, raffle prizes, refreshments and the opportunity to make connections with other teen parents for greater peer support. Client response was very positive, and staff enjoyed getting to know clients in a more relaxed environment. TOPS hold two big events for clients each year, ensuring continued participation and to express our appreciation.

For this second quarter of the 2013 Fiscal Year, TOPS has served 32 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 87% 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.

TOPS babies historically have positive birth and early childhood outcomes. From October through December of 2012, we have had 28 births in the Central Pima Region:

- Average gestational age was 38 weeks (37 weeks or greater is considered full term)
- Average birth weight was 6lbs 14oz (5.5 lbs is considered full weight)
- 93% were breastfeeding at the time of their discharge from the hospital

"16 year old client enrolled and attended all meetings and classes scheduled with TOPS, her boyfriend attended classes and meetings as much as he could and her mom offered support the entire time. As this client got further along in her pregnancy she stated that she did not want to breastfeed. Her mom asked the Nurse Educator about pumping before one of the childbirth classes. After client attended the breastfeeding class and said maybe she would breastfeed the first few days so her baby would get the colostrum. As client's due date approached and passed she kept in touch with her nurse educator and was patient and knowledgeable about letting her baby come on her own time. A few days later she had a spontaneous labor and after her baby girl was born she did very well with breastfeeding. The Client stated "I didn't realize how easy it [breastfeeding] could be, I'm glad I decided to give it a try". Client has continued to breastfeed as of two weeks after delivery and plans to pump upon her return to school. Client feels very supported and family refers back to information they learned from classes."

EARLY LITERACY PARTNER: MAKE WAY FOR BOOKS (MWFB)

STRATEGY: Community Based Parent Education-Literacy (aka Raising A Reader Program or RAR)

Collaboration: MWFB continues to partner with the Arizona Multi-housing Association (AMA) to secure sites for the program. As previously mentioned, the AMA Community Affairs Coordinator has had difficulty recruiting qualifying apartment communities. As the AMA Community Affairs Coordinator is based in Phoenix, her communication with property managers in Tucson is sporadic. MWFB staff and the AMA Community Affairs Coordinator have met in person and developed strategies to address this issue. These include MWFB staff attending AMA events in Tucson and the AMA Community Affairs Coordinator personally contacting all qualifying apartment communities in 85705, 85711, 85713.

MWFB has established a relationship with Good Neighbor Ventures, an organization that unites stakeholders in neighborhoods to create action plans for increasing social and economic development. A program manager from Good Neighbor Ventures has visited MWFB to discuss using their network and resources to promote MWFB Raising A Reader in qualifying neighborhoods. A benefit of this collaboration is that families who live in apartment communities that are too small to have their own session of the program, are notified of sessions taking place in neighboring complexes. In this way, more families in each of the three zip codes are able to attend MWFB Raising A Reader.

MWFB has continued to collaborate with "Resource of the Week" organizations to educate families on other available community resources. The most fruitful of these collaborations has been with Healthy Families, in which a home visitor comes to a RAR session and discusses the benefits of home visitation and answers questions regarding who is eligible. Families who were previously enrolled in Healthy Families but lost contact with their visitor have been able to reenroll, and several new families have enrolled as well. Another successful "Resource of the Week" organization has been the Pima County Health Department, which educates families on the importance of immunizing children and the immunization clinics located throughout Tucson.

Barriers and Solutions to Share: One barrier to successful implementation has been identifying qualifying apartment communities in a timely manner. MWFB partners with the AMA to recruit potential implementation sites in 85705, 85711, and 85713. Due to AMA's delay in identifying apartment communities, MWFB was unable to implement the program at five apartment communities before the end of the 2nd quarter. MWFB staff has met with the AMA Community Affairs Coordinator to discuss strategies for recruiting and securing potential sites. The AMA Community Affairs Coordinator agreed to personally contact property managers in the qualifying zip codes to promote the program. Additionally, a MWFB Family Literacy Specialist attended a meeting of AMA property managers in Tucson, and made a presentation about MWFB Raising A Reader.

In order to resolve this challenge, MWFB has also reached out to the Amphi Community Action group, which is supported by Good Neighbor Ventures. Amphi Community Action Group has identified three qualifying apartment communities to participate in MWFB Raising A Reader. Additionally, Good Neighbor Ventures is working with the Myers Community Action Group to secure properties in 85711. We have found that the community action groups and neighborhood associations are eager to bring MWFB Raising A Reader to their communities, citing that the program's focus on family literacy and community building are a perfect fit. This new relationship will ensure that MWFB Raising A Reader is implemented in the remaining seven apartment communities before the end of fiscal year 2013.

Success to Celebrate: Our data does not reflect the extent to which participating families are incorporating literacy into their daily activities, in addition to sharing books. For example, after the RAR session that focuses on print awareness, parents shared that they have begun pointing out print on traffic signs and food labels to their young children, and were delighted when their children were able to recognize common words. After learning that singing songs and saying rhymes helps foster phonological (sound) awareness, parents have reported singing to their children more often, listening to music in the car, and making up silly rhymes. After looking at examples of homemade books made from paper plates, magazine clippings, and scrap paper, parents have returned to sessions with their own creations, and discovered new ways to make books from household items. These reports indicate that parents are learning that literacy is more than reading stories before bedtime, and are empowered to cultivate these skills throughout the day.

Furthermore, during the 2nd quarter, MWFB RAR has distributed over 450 new books to participating families. Each child receives a free take-home book to keep after each session, and five on the final session. Additionally, books are given as prizes and are offered throughout the sessions.

Post surveys indicate that families have increased the frequency and length of time spent reading to their children. Post surveys also demonstrated that more families perceived reading to and sharing books with their child as "absolutely important."

A mother and daughter who attended MWFB Raising A Reader at the Somerset Apartment Community in 85711, later attended the Story Town Family Literacy Festival, after their session had ended. The mother and daughter stated that when the program ended, they began to attend story time at the Murphy-Wilmot branch of the Pima County Public Library. When they learned about the Story Town Family Literacy Festival, they were eager to come to another MWFB event. The mother stated, "We're still reading every night!"

This is one example of how families who participate in MWFB Raising A Reader continue the habit of reading books together every day and incorporating literacy into their daily routines. Upon reaching kindergarten, these children will associate books and reading with positive family experiences

ACCESS TO HEALTH SERVICES PARTNER: INTERNATIONAL RESCUE COMMITTEE (IRC)

STRATEGY: CARE COORDINATION (aka Well-Being Promotion or WBP)

Collaboration: This grant allowed for a stronger partnership with Easter Seals Blake Foundation's Nurse Family Partnership Program (NFP). Prior to the grant, Well-Being Promotion would refer their first time mothers to NFP and that's where the relationship ended between the two programs. Now, NFP nurses make referrals to WBP creating a referral loop. Additionally, the Promoters as cultural experts and liaisons accompany nurses on one pre- and one post-natal home visit to their shared clients – we currently have 10 shared clients. Beyond the two shared visits the mother receives consistent yet separate visits by both programs, and when necessary nurse and Promoters are able to keep in communication to have a feedback loop about the overall wellness of mother and baby. Despite coordinating challenges, all 10 mothers are fully participating in and receiving services from each program. I will be providing a 'Refugee 101' for NFP's newly hired nurses next quarter. This partnership is ongoing.

WIC services have expanded beyond enrollment to include follow-up appointments thus preventing attrition and a lapse in WIC benefits. Mothers and babies continue to receive nutrition counseling and food.

The Program Coordinator continues to participate in the Family Support Alliance, refugee working groups, and retain close contacts within the University of Arizona. I have taken on the role of co-chair for the Refugee Primary Care Working Group, an alliance of refugee service providers and primary care medical providers.

Undertaken collaborations: A new collaboration between University of Arizona Medical Center's Family Medicine Clinic, Well-Being Promotion Program, and a University of Arizona Public Health graduate student has finalized logistics and will launch a centering group pregnancy program for Bhutanese women in January. The group meets once a month for three hours and includes an education topic facilitated by the doctors, myself, and the Promoters, plus an individual visit with the nurse for vitals and a prenatal visit with the doctor. We're very excited about the new program.

Barriers and Solutions to Share: One of our two Arabic speaking Promoters resigned in December to move forward in her career. While this is wonderful for her, she was an asset to the program and is missed. The Somali Promoter had to be let go in November due to lack of performance. Recruitment efforts are ongoing to fill these positions. The Arabic speaking mothers and children have been transitioned to our other Promoter. Until a Somali Promoter is hired and able to resume home visits, the 3 Somali mothers and children are being monitored by the Program Coordinator to ensure there are no lapses in benefits or well-child attendance.

The most pressing challenge is replacing the two Promoters. Recruitment began in January and there are a number of qualified applicants. The goal is to have the positions filled by the end of January to begin training in February.

There have been some challenges coordinating the NFP visits with the Promoters. As refugees themselves the Promoters still struggle with consistent email usage and cell phone service. In response to the challenge the nurses are working with me, the program coordinator, to help coordinate the service. The referral loop between the two programs is still working very well. Each program has received new mothers as a result of the partnership.

Success to Celebrate: Forty-eight mothers, 10 of them currently pregnant and 63 children under 5 years of age received 270 home visits following the prenatal and well-child curriculums. During the Promoter lead home visits, pregnant mothers received education and skill building on: health pregnancy goals, how to ask questions to your prenatal provider, tobacco and alcohol use, prenatal nutrition, labor and delivery, breast feeding, and family planning. Mothers with children 0-5 years old received education and skill building on: well-baby and well-child schedule, how to follow up on doctor's recommendations, developmental milestones, immunizations, and proper feeding.

All participants received additional home visitation topics covering: systems navigation (health, financial, public transportation, public benefits and education), AHCCCS and Department of Economic Security renewal procedures, financial literacy and banking, personal and home safety, personal and home hygiene, healthy food choices and grocery shopping on food stamps, stress reduction, and community resources.

The Promoters completed 19 family referrals to Pima County Health Department's WIC program which performs enrollments at the IRC office; allowing 19 mothers (2 of them pregnant) and 25 children to receive and/or continue WIC benefits. The expansion of WIC services at the IRC to include all follow-up appointments prevented attrition and lapses in WIC benefits for 9 of the mothers and 12 of the children.

Similar to last quarter, as a result of program activities, specifically Promoter lead home visits: 100% of pregnant refugee women attended 100% of their prenatal appointments; 100% of children under 5 have attended 100% of their age appropriate well-child checks and received 100% of recommended immunizations. Mothers are now able to schedule and attend appointments on their own or with minor assistance from English speaking family members, friends or neighbors.

Feedback from mothers this quarter included:

- "Before I did not know that I can ask questions to the doctor about my baby's health and she will answer them for me, thanks to your visits I now know."
- "I received the knowledge not just about my child health but also information which are very useful in my day to day life. After home visit I am able to use my food stamp, AHCCCS, bus passes so I am now able to find job and work."

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

STRATEGY: EXPANSION: INCREASE SLOTS/CAPITAL EXPENSE (aka Infant and Toddler Expansion)

Collaboration: We continue to 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 project, another FTF program, to include Expansion sites in professional development opportunities.

Barriers and Solutions to Share: As reported last quarter, one of our participating sites has been disqualified from participating in Quality First due to licensing issues. This resulted in disqualification from the Expansion program and supplement ineligibility until such time that issues are resolved and the site can reapply to Quality First. This site should be eligible to re-apply for Quality First in mid-February and will again be eligible for participation in this program and to receive the quality supplement. We continue to provide coaching and technical assistance at this site in order to help bring it back to high quality status.

Success to Celebrate: Through this project, we are currently supporting nine sites and 114 slots for quality infant and toddler care. Of these 114 slots, 92 are currently filled. Since last quarter, we have seen an increase in toddler enrollment with four of out of six toddler sites operating at capacity and the other two at 75% capacity. Our infant enrollment has seen a slight increase with an average of 70% capacity. Of our 9 current sites, one serving infants and four serving toddlers have waiting lists for their programs.

Of our 49 newly created infant slots, 34 are currently filled. One of our infant sites is full and has a waiting list for their infant room. For toddlers, we support 64 newly created slots, 58 of which are filled. Four of our toddler sites are at capacity and have waiting lists for these classrooms.

*These numbers are not inclusive of the one currently ineligible site or the 28 toddler slots associated with it.