

Selected data as reported in the Program Narrative Report by the Grantee for 2nd Quarter (October 2012-December 2012).

EARLY LITERACY: MAKE WAY FOR BOOKS (MWFB)

STRATEGY: Early Literacy (Read Early and Daily Program or READ)

Program Implementation: In the second quarter, MWFB staff worked intensely with 21 centers and 14 home providers; helping centers select books, develop and maintain lending libraries, and create appropriate spaces for children to explore books. The lending libraries are highlighted through family literacy events. The ELC assisted the center staff in providing a story performance and providing literacy tips for parents. These events were attended by 184 parents and 215 children. In addition to providing books for the centers and homes, the Early Literacy Consultant (ELC) helped the children develop book handling skills. The ELC helped centers create art/writing centers and incorporate literacy supplies such as paper, pencils, markers, rulers, clipboard, and scissors in the classroom. ELC provided mentoring using puppets and felt boards in conjunction with books.

Coaching was also provided for child-care providers through professional development opportunities. Through these workshops, 42 professionals received information on sharing books with children and incorporating literacy activities in their classrooms. Professional development opportunities were also tailored to home care providers. Three bilingual workshops provided home providers with the opportunity to receive coaching, hands-on literacy activities, books, and literacy supplies. Quality First coaches were invited to attend these events as well.

MWFB is working with new sites to provide services. At Altar Valley, coaching was provided to individual classrooms to select thematic based books and to improve accessibility and organization of books. A preliminary book order has been placed in anticipation of future support for Ajo Elementary. In addition, three new home providers received support from ELC and a collection of new books.

Barriers and Solutions to Share: MWFB has employed Constant Contact to assess the retrieval rate of emails to Quality First coaches. With only a thirty percent retrieval rate, MWFB has decided to increase communication to coaches. During the third quarter, QF coaches will receive more updates from MWFB and face-to-face communication to address programmatic updates and services to providers.

Collaborations: MWFB continues to collaborate with the Pima County Public Library to provide workshops titled Every Child Ready to Read designed for parents. Parents learned about the importance of playing, talking, singing, writing, reading, to their children. Children who attended the workshop received a book to add to their home library. MWFB is in communication with Quality First coaches. Coaches received the MWFB Preschool Program quarterly newsletter with programmatic updates, including information on workshops and reading challenges. Additionally, coaches that serve home providers were invited to two workshops. MWFB staff also communicated with coaches to discuss the needs of providers, including Ajo Elementary preschool and select home providers.

Through coaching, the MWFB Early Literacy Consultant provides child-care providers with support pertaining to classroom interactions that promote language and literacy development. The ELC encourages providers to use different forms of child-centered documentation activities to facilitate conversations and critical thinking. Teachers are coached on how to use language stimulation and language facilitation to ask open ended questions. To assist in such consulting, MWFB has adopted strategies from the CLASS assessment. MWFB's Early Literacy Consultant has received training in using the CLASS assessment and provides support to child-care providers.

Successes to Celebrate: During the second quarter, the number of books checked out from lending libraries more than doubled. The number increased from 1,400 during the first quarter to 3,800 in the fall. MWFB is currently serving 2,229 children at 31 centers and 36 homes through the Center-Based Literacy strategy.

The *Fall into Books Reading Challenge* serves as an excellent retention activity for the South Pima Region centers. Centers are challenged to read five books a day to their children for five days. For both new and returning centers, the activity has been found to spark enthusiasm in reading that continues beyond the challenge.

PROFESSIONAL DEVELOPMENT: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)

STRATEGY: Community Based Professional Development – Communities of Practice

Program Implementation:

Classroom Assessment Scoring System (CLASS)

- 28 Coordinators and key Community of Practice staff attended CLASS seminars in September to learn how to observe in and rate the classrooms of teachers who are enrolled in Great Expectations for Teachers, Children, and Families
- This will allow 19 Community of Practice coordinators and key staff to assess classroom climate, classroom management, and Instructional Support; they can provide in-depth coaching and Instructional Support to their cohort members; Instructional Support is a key to building and strengthening young children’s cognitive development, critical thinking skills, and other essential skills needed for successful school trajectories

Expert Consultants

- Sue Bredekamp, Ph.D., and Carol Copple, Ph.D., the authors of Developmentally Appropriate Practice and the lead consultants on the Great Expectations grant, were in Tucson for 3 days to discuss a framework on which to build and tie together all Community of Practice adult learning activities. They will return to Tucson 3 more times this year to hold focus groups, to talk with each Community of Practice Coordinator, and to review ideas with the grant director in order to draft the learning framework. The framework will be a tool that teachers can use to develop and/or implement high quality, evidence-based learning programs for young children.

Community of Practice Coordinators

- Pima Community College has hired the Coordinator of the Community of Practice that focuses on Creating Pathways from Associate’s to Bachelor’s Degrees.
- Tucson Unified School District has hired the Coordinator of the Improving public school Pre-k teachers’ skills and knowledge about Instructional Support Community of Practice.
- The Tohono O’odham Community College has hired the Coordinator of the Improving Tribal Children’s Transitions from Preschool to Kindergarten Community of Practice.
- Now all 10 Communities of Practice have a Coordinator in place.

Barriers and Solutions to Share: There has been a problem since late October with Pima Community College’s Early Childhood Education students being able to access Pathways scholarships. The problem seems to be caused by a major communication breakdown between the Pathways office at Pima College and the students applying for scholarships. The grant director and the Senior Vice-President of United Way of Tucson and Southern AZ met with the Pathways staff person at Pima Community College, the head of the Department that houses Early Childhood Studies, and the head of Early Childhood Studies and three main barriers were identified. Based upon a lengthy problem-solving conversation, changes to address these barriers are now in place. A related Pima Community College issue is that the deadlines for applications for Pathways Scholarships are unrealistic given the timing of the grants’ funding cycles. Thus, UWTSA has been asking Pima College to make all grant-related college credit courses full year rather than 1 semester each.

Collaboration:

Communities of Practice and other FTF funded programs:

Quality First:

- UWTSA staff has 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 REWARDS:

- Coordinators worked together to provide information to new cohort members and connect them to TEACH and REWARDS (UWTSA CoP and PCC).
- 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.

Arizona Department of Education:

- The grant director met with Amy Corriveau of the AZ Department of Education to arrange for an ADE staff person to 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.

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 UWTSA's work by attending workshops and encouraging their staff to join Communities of Practice as cohort members. First Focus of 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 ECE community is kept up to date on the results of the work of this grant.

Successes to Celebrate:

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

- The CoP Coordinator of Project BEST 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 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 (6) students have earned a basic certificate and 30 have earned an advanced certificate. Among the students pursuing degree programs, three (3) students have earned an Associate of Arts (AA) in Early Childhood Education. One AA transfer program student slated for graduation in May of 2013 plans to enroll in the University of Arizona – College of Education (UA-COE) Bachelor of Arts (BA) 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.

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

United Way of Tucson and Southern Arizona (¡Muévete, Muévete!): *Developing high quality family child care homes*

- CoP meetings across all four regions were well attended this quarter. This was especially encouraging for the new cohort in South Pima who had their first meeting during this quarter. Many of the providers in this cohort were familiar with each other as they had been meeting for social gatherings at one of the provider's home. This home setting was offered for the first meeting which presented an interesting challenge for the CoP Coordinator to maintain a balance with established group norms while transitioning into a setting that would focus on professional development.

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

- The Great Expectations Professional Development grant staff has been able to offer an enriching selection of professional development education opportunities for the grant and community partners, which are frequently led by nationally recognized experts in ECE, Systems Thinking, and/or evidence-based coaching. In addition, Great Expectations has been able to collaborate with partners through the Arizona Department of Education to offer a seven-part series on the Arizona Early Learning Standards. CoP Coordinators and cohort members participate in these professional development education opportunities at no additional cost.

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

SUBGRANTEES: PARENT AID, PARENT CONNECTION, HEALTHY FAMILIES, MARANA PAT (North)

STRATEGY: HOME VISITATION

Program Implementation

United Way/Family Support Alliance – The Family Support Director at United Way, with support and help from North Pima Regional Director Michelle McDonald, put together information about zip codes served. UW/FSA took all of the home visitation data for all three regions for the last 2 years and compared that to data reported in the most recent FTF needs and assets reports for North, Central, and South Pima regions. The information, along with feedback from the regional directors, was discussed to see if UW/FSA is serving families in the highest need zip codes. For the most part, UW/FSA are serving families in all of the highest need zip codes, but there is still a gap in serving families in the most rural areas of Pima County. The Family Support Alliance will continue the conversation and continue to address these gaps.

Healthy Families - Yvonne De La Rosa (Healthy Families Family Assessment Worker) conducted outreach on behalf of the Healthy Families program by speaking with, and providing literature to 21 pregnant teenage girls in different programs within Pima County. Between November and December, Yvonne visited the Pima Co. Juvenile Detention Center, the Open Inn Inc. program (a shelter serving youth ages 8-17 who have runaway, are homeless or are unable to remain home due to a crisis situation) and the Sin Puertas Girls Program, which served girls with a history of substance abuse.

During the October through December quarter, Healthy Families staff was able to achieve an 81% home visiting rate, which exceeded the performance standard of 75%. More news worth mentioning is that of the Healthy Families' screening rates for this quarter. Healthy Families staff was able to achieve an impressive 90% screen rate from October through December. The screening rate state performance standard is 75%, which indicates that Healthy Families consistently exceeds the standard.

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.

The Parent Connection – The Parent Connection has been receiving referrals from the Home Visitation Parents As Teachers Collaboration which is collaboration with the Sunnyside Unified School District Parents As Teachers grantee. Many of the families referred are from the Sunnyside area in the South region.

Marana Parents as Teachers (PAT) – Marana PAT’s biggest success is the recruitment of 5 families from Stay and Plays into the PAT Home Visitation program.

MAKE WAY FOR BOOKS for Babies - 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, 208 Early Literacy Kits for Infants in English were distributed, and 133 Early Literacy Kits for Infants in Spanish were distributed.

Barriers and Solutions to Share

Marana PAT (North) and The Parent Connection (Central & South) Sub partners –Marana PAT has recently learned that Parents As Teachers will charge new fees for existing affiliates beginning July 2013. Previously only PAT Educator renewal fees at \$75.00 per educator were paid. 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). PAT staff will have to look closely at budgets and make necessary adjustments where possible. The Marana PAT program noted that additional funding may be needed to continue as an affiliate PAT program.

Collaboration:

United Way/Southern Arizona Family Support Alliance - The Family Support Alliance continues to grow. In addition to the new partners UW/FSA reported in quarter 1, UW/FSA now have Mealtime Connections attending the meetings. During the October, November, and December meetings UW/FSA had presentations from the PAT Collaborative and Mealtime Connections.

Marana PAT - This quarter MPAT received a referral from the PAT Collaboration and enrolled the interested family. MPAT looks forward to this continued partnership and collaboration.

The Parent Connection - The participation in the PAT Collaboration has increased communication and referrals across programs and grantees to best serve families.

Successes to Celebrate:

Healthy Families - Irena (a Family Support Specialist) shared a story about a young mother that entered the Healthy Families program stressed about finances, her relationship with her husband, disciplining her older daughter, employment, and experiencing depression. Healthy Families became involved and instantly added to her support network. Home visits began with this mother on a weekly basis and included the Growing Great Kids and Growing Great Families curriculum. The curriculum reviewed various stages of child development and parenting techniques, in addition to having conversations that allowed mom to explore her own strengths and family lifestyle. The Family Support specialist provided mom with many resources, such as Healthy Families therapy, utilities assistance, and early childhood education class schedules. Today, mom has returned to work while taking early childhood education courses to enhance her professional development and is able to contribute to the family financially. She has been using newly discovered techniques to communicate with her husband and they are spending time together when the children go to sleep. Mom has started using more positive ways to discipline her daughter, no longer using spanking as a first response and getting discouraged when there are no results. Mom has become a more confident parent and is now optimistic about her future.

Parent Aid – (this story is from the Central region) When Parent Aid first started working with this family, mutual respect and family expectations were almost non-existent. The communication between mom and her daughters and between the daughters themselves consisted mainly of yelling and accusations. After 5 months of working with their Family Support Specialists: mom and the girls have learned to use “I messages;” mom has learned the importance of having expectations of all of her children, even her youngest daughter; and she has learned how to create an environment of mutual respect and love. Mom has definitely progressed with the program, at first stating that she has “tried everything,” to now being open to change and challenges. Mom is still working very hard on communication and creating expectations as her daughters are growing and maturing, she has worked through the health and home safety modules and she has involved her older daughters to help and to teach them responsibility. In addition to the mom being 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, setting rules for school and what her expectations of her daughter would be.

HOME-BASED VISITATION: SUNNYSIDE PARENTS AS TEACHERS (PAT)

STRATEGY: HOME VISITATION

Program Implementation:

- Regular monthly meetings with Sunnyside Teen Parent staff resulted in 5 teen referrals. This collaboration has also been very helpful in retaining teens
- Recruitment efforts in the Altar Valley School District and in the community of Three Points area resulted in three families enrolling in the program.
- Three new families enrolled from Sahuarita
- Several referrals this quarter have been for medically fragile children. Parents say their children don't qualify for special services but parents are requesting support from home visitation programs like PAT.
- 60 children in the South Pima region received hearing screenings. 9 children were referred for further testing.
- Based on end of the month data, the PAT collaboration is serving 45 families in North Pima (51 targeted), 217 families in Central Pima (189 targeted), and 137 families in South Pima (210 targeted.)
- Staff recruitment and retention activities have included: weekly individual meetings with supervisor using reflective supervision strategies provide the opportunity to focus on the individual needs of the parent educators and their families.

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 is a barrier. PAT staff is working to get families to carpool
- Recruitment in the Altar Valley and Vail areas continues to be a challenge. The referral process is slow but PAT staff is continuing to do heavy recruitment in these areas. PAT staff is connecting with more school district personnel for help.

Collaboration:

- Continued referrals from the Nurse Family Partnership program.
- Quarterly meetings with United Way, Parent Connection and Marana 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 Niño's. This has resulted in a much more widespread community referral base as well as increase collaboration and coordination of services within and among Casa de los Niño's, Easter Seals Blake, Amphi and Sunnyside. Parents from PAT program are taking advantage of group connections offered at all sites. 27 PAT parents attended Casa group connections at Sunnyside.
- Collaboration with Altar Valley School district, Summit View Elementary School and Vail preschool administrators and community will be ongoing.
- Collaboration with Sahuarita, Green Valley and Continental School District community and administrators
- PAT programs work closely with 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.

Successes to Celebrate:

- 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. The mother's knowledge of the 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 mom's continued progress, her child was recently returned home to her care.
- A young mother living in Three Points who has experienced involvement with open Child Protective Services cases in the past, contacted the PAT Parent Educator from reading one of the program flyers and wanted more information. She shared not really trusting too many people in the past, but wanted to give this program a try since she wants what is best for her child. The visits have been going well and the mother seems to enjoy visits from the Parent Educator. The mother shared she appreciated the option of being able to meet in her home or at the Community Center or Elementary School

HOME-BASED VISITATION: DESERT SENITA COMMUNITY HEALTH CENTER (DSCHC)

STRATEGY: HOME VISITATION (AJO)

Program Implementation: DSCHC has been actively recruiting a nurse home visitor. In addition, DSCHC has been promoting the coming of the program to the community.

Barriers and Solutions to Share: DSCHC continues to advertise the position and is currently in the process of setting up interviews.

Collaboration: DSCHC has promoted the program to many community partners and plan on full collaboration when the program is staffed.

Successes to Celebrate: DSCHC has successfully interviewed two prospects and did offer one the position however the person declined the offer. In order to get the program running, DSCHC is now in the process of setting up interviews for a part-time position in which more interest was expressed.

HEALTH: PIMA COUNTY PUBLIC HEALTH DEPARTMENT (PCHD)

SUBGRANTEES: PCHD Oral Health Program, Desert Senita Community Health Center (Ajo); El Rio Community Health Center (El Rio); University of Arizona, Mobile Health Program (MHP)

STRATEGY: ORAL HEALTH (First Smiles Matter-FSM)

Program Implementation: The FSM program successfully provided dental screenings/fluoride applications to 183 children in Head Start centers in the course of one month. After receiving a presentation and appropriate handouts on early childhood oral health from the First Smiles Matter staff, Grand Canyon University Nursing students had the opportunity to participate in these clinics. They learned how the program operates and witnessed the unmet oral health needs of many children. With the help of the Head Start's staff, PCHD's hygienists, and Grand Canyon University Nursing students, FSM was able to provide preventive services to these children and their families. In the month of December, FSM staff attended Head Start's Advisory Meeting. FSM staff gave feedback to the coordinator on ways to improve their tooth brushing program. FSM staff will be following up with participating Head Start to set up a time where FSM can provide the necessary resources, tooth brushing program training, and holders.

FSM's updated database has been operating more effectively and efficiently. The advantages of this database include: when the children's information is entered into the FSM system, staff can gather statistical information per center; and reports may be printed of those needing help finding a dentist and/or applying for AHCCCS. FSM were able to contact 25 families of children needing help finding a dental home. Follow-up calls will be made in January to make sure the families were able to connect with a dental home.

The FSM Program received feedback on the First Quarterly Narrative Report from First Things First. A few areas were identified that needed to be reevaluated or required attention. FSM shared this feedback with the grant partners and strategized on possible ways to improve certain areas. Desert Senita was asked to identify marketing tools may help during their participations in community events. Desert Senita will have a new dental assistant taking over the previous dental assistant's duties which included reporting for FSM. FSM staff will connect with the new dental assistant, review, and answer questions she may have about reporting.

FSM program partners have asked for marketing tools to help with their participations in community events. At the end of last quarter, program brochures were created, printed and then provided to all FSM Partners for distribution at community events for program promotion.

Ajo (Desert Senita Community Health Center, DSCHC) – There have been more opportunities to collaborate with neighboring organizations including Head Start, Christian Academy, and the TOTS Program. DSCHC staff were able to reach out to more families this month by visiting Head Start.

El Rio – The weekly pediatric caries prevention program sessions that are held in all 3 grant funded zip code areas showed a small increase of 5%. Due to the dental provider's ability to speak both English and Spanish, they were able to reach out to more families and provide pertinent oral health and nutritional counseling to families who primarily speak Spanish. This created a comfortable dental setting for families to gather information and ask important questions.

Barriers and Solutions to Share: The First Smiles Matter database is in the process of being updated by the PCHD computer analyst. FSM is making huge improvements to the internal reports that are used to follow up with case management. In the month of

December, FSM had scheduled services to home care providers. Due to the holidays and schedules of the home care providers, the FSM program was unable to coordinate these visits. Staff let the providers know that they would reschedule screening dates sometime in January. During this time, FSM will also get to follow up with the tooth brushing programs they have implemented since the last visit.

MHP – Parents have not been signing the consent forms on time. MHP’s plan is to call the childcare center one week in advance to remind them about the consent forms.

Ajo – Ajo has struggled to identify new patients and they are working with WIC to help identify and work with young mothers so they might take advantage of the First Smiles Matter Program.

El Rio – The biggest barrier El Rio has faced is recruiting enough children that fit both the age and zip code criteria as well as the ability to reach out to pregnant women. In addition to attending to patients in pediatric clinics, staff will begin visiting the OB clinic within El Rio in hopes of providing oral health and nutritional counseling for pregnant woman.

Collaboration: In the month of October, FSM collaborated with Grand Canyon University’s nursing students. The nursing students rotated weekly at FSM clinics and assisted the dental hygienist during the screenings. This has been a great learning experience for the pre nursing students on the importance of oral health. FSM also collaborated with United Way and participated at the Parent Literacy Conference. FSM staff had set up a vendor table with program information and a variety of brochures. This event had a good turnout, approximately 200 parents showed up to the conference. Most of these parents wanted information about the FSM program and staff hopes they take this information back to their center to share.

The FSM program collaborates with Pima County Health Department’s Tu Salud Program. Since the FSM data base is in production staff can more efficiently and effectively identify families needing help applying for government insurance. The dental assistant enters all the necessary data into the FSM system, and once a center has been entered, various reports can be printed. The report to identify families who have requested assistance enrolling in state insurance programs report is generated and then securely emailed to Tu Salud’s contact person. They follow up with the families and begin their application process or direct them to the appropriate resources. After the families have been contacted, Tu Salud’s contact person emails FSM the list the families who were reached for FSM’s records.

MHP – Staff have been collaborating with the neighborhood committees. They are currently in the process of promoting MHP services to the children that can take advantage of the screening and fluoride applications.

AJO – The program is continuing collaboration with WIC, doing outreach and eligibility, and collaborating with medical staff for referrals. Additionally, collaboration with the local Head Start Program, Christian Academy, and TOTS Program has helped increase the number of participants in each reporting period. The goal every month is to try to contact a school or organization to add patients to the contact list. The current goal is to find more expectant mothers. DSCHC are communicating with the public schools in the area and with WIC outreach, and medical staff.

El Rio – The dental providers remained focused on presenting educational information as a major component of the varnish sessions for all children as well as pregnant women. El Rio’s services also included reaching out to new mothers with essential education regarding the oral health care of their newborn. In order to provide services beyond community members in need, El Rio has extended volunteer opportunities to University of Arizona Public Health students who aspire to become dental providers. Through collaboration with these students, new ideas and opportunities have been cultivated that benefit both the students and community members serviced by First Smiles Matter and El Rio.

Successes to Celebrate:

MHP – With the help of the current mobile clinic sites, MHP was able to do some outreach within the assigned locations and distributed consent forms. MHP has provided oral health screenings and fluoride varnish to approximately 21 children that had never been to the dentist.

El Rio – Throughout the month of September, 7 children fitting FSM protocol were identified as having severe oral health problems. They all received referrals and follow up treatment and will now be receiving regular dental care from El Rio.

Ajo – There was no progression of tooth decay on patients from previous reporting periods. Staff was able to reach out to more families this month and efforts will continue in January.

COORDINATION: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)

STRATEGY: COORDINATION OF SERVICES

Program Implementation: In October at the request of key community stakeholders, the following was created: Family Lending Libraries for targeted community of Sasabe: United Way secured donated materials from community partners of the Early Childhood Partnership of Southern Pima County and the United Way’s First Focus on Kids Coalition to create the family lending library. Per the Community Connectors, the need for a lending library exists in Sasabe, Amado, Arivaca, Three Points, and Summit View. Ongoing efforts exist to add to the Sasabe library and to create the libraries in the other targeted communities. The Family Resource Lending Libraries including DVDs, CDs and parenting books, available to be checked out by the community. Other activities include: expansion to Sahuarita of the Dolly Parton Imagination Library Early literacy program (currently serving 182 children birth to 4 years old in Amado, Arivaca, Sasabe, Three Points, and Sahuarita); Establishment & Maintenance of a Communications & Information Network (including a Facebook presence); Coordination of Services Quarterly Community Partner meetings; Community School Action Advisory Council in Three points and a Three Points/Robles Junction community Facebook page; and Community Outreach Presentations via 6 Community Connectors and the United Way. In addition to the blog and Facebook presence, UWTSA has a YouTube channel entitled “uwtsagreenvally” which is where the “Community Perspectives’ Series” videos are uploaded. You will find videos from various parents and key stakeholders in South Pima County who share their perspectives about the availability and access to early childcare programs in their community.

Barriers and Solutions to Share: Convening all six Community Connectors to deliver consistent/uniform TA (technical assistance) is a challenge because they are spread out geographically too far from one another. UWTSA wants them to have equal skillsets and have been currently delivering TA on a case by case. To resolve the issue, UWTSA purchased for each Connector the following book, *The Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources*, by James F. Krile. The Regional Director will visit monthly one on one with each Connector in their community to work through the concepts outlined in the book. The leadership skills learned, with reference to the Handbook, are self-sustaining for each Community Connector.

Collaboration: Continued collaboration with key community stakeholders for all communications including survey distributions/collections. In addition, the Dolly Parton Imagination Library registration forms include cooperation with: the Community Connectors in Sunnyside, Summit View, Sasabe, Amado, Arivaca and Three Points; the Community Food Bank in Amado; Serenity Baptist Church in Three Points, the Robles Junction Community Center; Altar Valley School District; Summit View Elementary School; United Community Health Center Clinics in Amado, Arivaca, and Three Points; the AZ Rural Human Service Network; the staff at the San Fernando Elementary School in Sasabe; the Sopori Elementary School in Amado; the Pima County Health Department; and United Way’s First Focus on Kids Coalition.

Successes to Celebrate: There were 24 community partners at the December 18th Coordination of Services Meeting held in Amado at Sopori Elementary School. UWTSA had 4 new participants attend the “First Timer’s Orientation Meeting” immediately prior to the Coordination Meeting. Participants continued to express their valued and increased knowledge about the communities in South Pima County, resources, contacts (e.g., meeting new people), specific programs, and some new details such as Department of the Interior is a good source for information. The December meeting’s focus was on how to open the doors to collaboration and resources by inviting people into the conversation (“You’re Invited”). The Community Connectors from Three Points, Summit View, Amado, and Sunnyside were present. Feedback included the comments: “As always, I feel that I’m leaving this meeting with ideas to increase collaboration and coordination in my work,” and “Excellent, folks of like mind in one room!”

COMMUNITY-BASED PARENTING EDUCATION: UNITED WAY OF TUCSON & SOUTHERN ARIZONA FAMILY SUPPORT ALLIANCE

SUBGRANTEES: PARENT CONNECTION, PIMA COUNTY COOPERATIVE EXTENSION, CASA DE LOS NINOS, EASTER SEALS BLAKE FOUNDATION, SOPORI SCHOOL, MAKE WAY FOR BOOKS

STRATEGY: COMMUNITY-BASED PARENT EDUCATION

Program Implementation

United Way of Tucson and Southern Arizona – Green Valley - Two moms have completed 5 continuing sessions to fully complete one series. One mom in particular has grown in ability to ask questions and share ideas during parent meetings. She has successfully

implemented a positive approach to potty issues with her typical 3 year-old child who exhibits atypical behavior. She has joined the leadership core for the Sensory Play Group and has invited the Program Manager to other parent groups to assist in dissemination of materials and outreach.

United Way/ Family Support Alliance - The Family Support Alliance continues to facilitate free professional development workshops for those serving families in Southern Arizona. The workshops provided in this quarter included the following: Oral Health – Pima County Health Department; and in collaboration with the Pima County Parenting Coalition – Internet Safety, presented by the Arizona Attorney General’s Office. The Family Support Alliance continues to utilize a Word Press blog and Facebook page for communicating to UW/FSA’s partners and Family Support Alliance members. The Family Support Alliance also went through a process to review accomplishments for 2012. Accomplishments included: identifying geographically isolated areas of Pima County and continuing to focus programs on enrolling families in these areas when possible; and the maintenance of The FSA Partner Guide and Screening Tool, which continue to be a good source for agencies to refer families to each other.

Pima County Cooperative Extension - Workshops have been scheduled for January 25 in Ajo to deliver Brain Waves for Fathers. Workshops for kin care families are scheduled at the Valencia Library in January and in Three Points in February.

Casa de los Niños - Below are some comments that appeared on the training evaluations this quarter:
When asked: *Will you do anything differently as a result of what you learned in this presentation?* Please explain:
“Listen to my child, be calm;” “Express feelings more often;” “Be a better listener with my child;” “Try a more peaceful approach.”

Easter Seals Blake Foundation - This time period has focused primarily on recruitment of families and host sites. Groups are scheduled to begin in October and January.

Sopori - Attendance at Stay and Play is considered when enrolling new families from the long waiting list for the preschool full day program. Parent commitment is a required component and reflected by the families who make the effort to attend.

Barriers and Solutions to Share

United Way of Tucson and Southern Arizona – Green Valley - There is an ongoing challenge to engage families with children between the ages of 3 – 5 years old with special needs. The plan to resolve this issue involves more face to face outreach at a local group known as MOPS (Mothers of Preschoolers). Additionally, UWTSA-GV will increase print media to be shared with the local faith community where there is strong involvement between families and children with special needs.

Casa de los Niños - Attendance in Sahuarita has been very low, but the same small group of parents has returned for the classes and their feedback has been very positive. This series will end in early January 2013. The Coordinator is looking for a different location for the spring series of classes to be held due to some challenges with the current location at the school district.

Easter Seals Blake Foundation - Additional staff will be needed to meet the expected demand for groups in South Pima County as various schools and centers continue to show interest. Currently ESBF are looking at adding 3-4 additional locations in South Pima.

The Parent Connection - Though recruitment remains challenging for the 3 Points Stay & Play, attendance has gone from one to three families. Feedback from the participants had us examine the time of the group and where it is located. Therefore, TPC adjusted the start time to a half hour later and staff is looking for another location.

Collaboration

Casa de los Niños - The Sunnyside and Vail School Districts continue their excellent collaboration with us to implement this parenting curriculum. The key personnel in both of these districts continue to keep communication open. Spring series/classes are being planned in advance. The marketing fliers are displayed in school buildings and sent home to parents/families. The classes took place at Ocotillo Early Learning Center in Sunnyside and Cottonwood Elementary School in Vail. They also provided their staff for childcare during the parenting classes. Classes in these two districts have been well advertised and registration was steady. CDLN staff was happy to see so many parents and children return for each class. CDLN anticipate this collaboration to continue to be successful.

The Parent Connection (TPC) - TPC met with staff dedicated to FTF programming in the Three Points community from Easter Seals Blake Foundation to brainstorm recruitment strategies for the TPC Stay & Play and their PAT program in Three Points. Staff from both programs agreed to continue to support one another’s efforts and program benefits as each reaches out to the community.

Successes to Celebrate

Easter Seals Blake Foundation - As information spread regarding the ability of Easter Seals Blake Foundation to provide these groups in the community, multiple schools/centers etc. have requested information regarding hosting groups in their locations. These potential partners include two southern Pima County childcare centers and one additional Sunnyside School District School.

The Littletown Community Center Group successfully completed Part One of the Incredible Years Basic Preschool Curriculum. The mothers in the group reported that they are spending more time in play with their children and are finding themselves working harder to be patient with their children in situations they would have described as frustrating.

The Parent Connection - An older first time mom, an elementary school teacher by profession, recently enrolled in the Stay & Play at Golf Links-Miller Library with her 28 month old son because she wanted her son to develop some socialization skills. After a couple of times attending the group she started asking the Parent Educator questions about development and autonomy for young children. Mom was concerned that her son wasn't really talking. The educator noticed that the mom was getting everything the child wanted or needed before giving him an opportunity to use his words, or she would give him the words he needed; therefore, the child had no need to talk. As a result the child would get frustrated easily when his need/want was not met. The Parent Educator had observed the soothing technique the mom was using of inserting the pacifier when the child became upset if the mom could not guess what the need/want was right away. A teaching opportunity arose when the child started crying because a toy was taken away from him. After asking the mom for permission, The Parent Educator said "Pete, would you like to go over and tell Aidan that you were not finished playing with the car?" The toddler looked up and nodded. The Parent Educator and Pete walked over to where Aidan was. Pete looked up at the Parent Educator as if expecting her to ask for him. The Parent Educator stood there silently for a minute. He then said, "That's mine." Mom was observing and then approached and said to the Parent Educator, "Thank you, I just realized that I am doing all the talking for my son and not giving him the opportunities for his language to develop!"

The Parent Connection issues surveys at the start and completion of programs. One highlight from the second quarter was that the "strongly agree" response to "I currently share a book with my child at least once a day" rose from 55% to 92%.

Sopori - The program has begun to receive calls from parents who have children that will start Kindergarten next year and they do not know how to get their kids prepared. They are looking for part time preschool which is not available in our community. Offering the Stay and Play once a week is a step in the right direction where these families can attend to get good information about how to support their child's social, emotional, language, physical, and cognitive domains to be better prepared for the school age years.

Parent Aid - Sometimes parents come to the workshops thinking they already know all that there is to know about parenting, or hoping that they will find an answer to a difficult behavior that is occurring with their children right then. In the end, they come away with so much more knowledge than what they had expected to get, learning a new way of interacting, talking, and parenting their children. At the end of one particular parenting class, as it was wrapping up and discussions were being held as to what the parents had learned and how they were going to start implementing the new strategies they have learned, a grandmother came up to the parent educator and said "Thank you, I wish that I had this when I was raising my own children. I can see how my mistakes have impacted them and I wish I had this class when I first became a parent. Now I'm raising my granddaughter and I am looking at parenting in a whole new way."

Pima County Cooperative Extension - The web site with resource information for Grandparents Raising Grandchildren (especially those with children birth through age five) has been updated. <http://extension.arizona.edu/pima/grandparents-raising-granchildren>

Casa de los Niños - While conducting a parenting class at Ocotillo Early Learning Center (Sunnyside School District), a father and mother shared their story with the trainer regarding having a child that might be delayed and problems with behavior. The trainer facilitated a referral, with the parents, for the child to be evaluated by Ocotillo staff, Sunnyside preschool evaluators. The trainer also provided information about the Parents as Teachers Program at Casa de los Niños. The parents enrolled in the PAT program.