

Pima South Regional Partnership Council

Call to Order & Introductions

A Regular Meeting of the First Things First Pima South Regional Partnership Council was held on January 8, 2015 at Desert Senita Community Health Center, 410 N Malacate Street, Ajo, Arizona, 85321.

Chair Connie Espinoza called the meeting to order at approximately 10:14 a.m. welcomed everyone to Ajo, and invited Eleanor to provide some background on Ajo for the new members.

Members Present: Connie Espinoza, Debbie Palmer, Susan Pace, Cyndi Barningham, Virginia Juettner, Sagrario Ramirez, Linda Kubiak, Tony Bruno, and Fran Driver

Members Absent: Paul Ohm and Nyki Harrington

Call to the Public

Martha Portilla, ASCC, Arizona Kith & Kin program- Ms. Portilla introduced herself to the regional council and gave an in-depth overview of the program's recent accomplishments. She spoke about the topics covered in the sessions, including: ages and stages, nutrition, environment arrangement, language and literacy and positive discipline, sharing a testimonial from one of the participants in regards to discipline. The Chair thanked her and asked her to share one more highlight, and recommended she be added to a future agenda for a full presentation if it is the will of the regional council.

Jessica Borbon, Casa de Los Niños- Ms. Borbon thanked members for having her. She spoke briefly about the services to rural areas that Nurse Family Partnership program provides, and the connections they help families make to local resources.

Consent Agenda

A motion was made by member Bruno that the Pima South Regional Partnership Council approve the Consent Agenda, seconded by member Barningham. Motion carried.

Presentation on Chandler Early Literacy Initiative

Chair Espinoza introduced the agenda item and the presenters, East Maricopa Regional Director Conrad Lindo and Frank Narducci, Assistant Superintendent of Chandler Public Schools. Mr. Lindo began the presentation, explaining the beginning of the collaborative and outreach work. Mr. Narducci spoke about the Chandler Education Coalition, its mission and structure. Both gentleman took questions from the members and provided follow up information about the population and demographics of the young children of Chandler, lessons learned, the partners currently at the table, and next steps. Members thanked them for their presentation.

Conflict of Interest Webinar

Chair Espinoza stated that a series of webinars have been prepared as part of Regional Council Orientation and that Conflict of Interest is one of the topics addressed through this webinar series. Newly appointed regional council members have already watched this webinar, but after watching it, Regional Director Eleanor Droegemeier felt that it would be helpful as a refresher for all members prior to embarking on the Request For Grant Application review and approval process as there is some updated information. She added that the Conflict of Interest webinar is approximately 30 minutes long and is broken into two parts, and that members have copies of the PowerPoint that is referred to in the webinar as a handout with their materials. Members watched both parts and asked a question regarding public versus private work in different departments, which Ms. Droegemeier clarified.

Community Outreach Update and Discussion

Lisette DeMars, Community Outreach Coordinator, went over her report and shared highlights. She invited members to contact her with any questions, and encouraged them to attend the upcoming site visit with Sunshine School.

Discussion and First Read on South Pima Regional Governance Policy

Chair Espinoza introduced the agenda item and turned the floor over to Regional Director Eleanor Droegemeier. Ms. Droegemeier informed the members that most changes were related to reformatting the document and asked them to review the policy for the next meeting.

Discussion and Possible Action: Election of Chair and Vice-Chair

Chair Espinoza stated that the Governance Policy states that the Council will name a chair and vice-chair in the last quarter of each fiscal year. Last May, the Regional Council voted to postpone elections until January, 2015 to allow for newly appointed members to have the opportunity to weigh in on selecting a chair and vice-chair. She added that at this time, both Fran Driver and she have expressed an interest in continuing to serve in these leadership positions through the remainder of this fiscal year. She asked for any other Regional Council member who wished to put their name forward to serve as Chair or Vice-Chair. No other members wished to put their names forward.

A motion was made by member Pace that the South Pima Regional Partnership Council approve the election of Connie Espinoza as Chair and Fran Driver as Vice Chair for the remainder of the fiscal year February 1, 2015 through June 30, 2015, seconded by member Palmer. Motion carried.

Member Bruno left the meeting at 12:46

Regional Director’s Report

Ms. Droegemeier informed the members that the Funding Plan was ready for board approval and that this year Connie Espinoza and Fran Driver would be giving the presentation to the state board. She went over the expenditure and data reports, highlighting areas and stating they appear to be in good shape. Ms. Droegemeier went over the Quality Assurance reports.

Chair Espinoza stepped out briefly, Vice Chair Fran Driver became Chair pro-temporae.

Recommended Future Agenda Items

Chair Pro-Temporae asked for any future agenda items. Ms. Droegemeier affirmed that the regional council would like a presentation from Martha Portilla on the Arizona Kith & Kin program, and recommended a presentation on the STRIVE initiative. Member Juettner would like a conversation about better literacy tests for young kinds than DIBELS, which is a fluency test. Ms. Droegemeier shared about the Kindergarten Developmental Inventory that is in the works.

Vice Chair Fran Driver turned the chair back over to Connie Espinoza.

Council Announcements

Chair Espinoza shared information about and encouraged everyone to attend a showing of the documentary “Raising America” in Mesa Jan 29th. Administrative Assistant Siobhan McDonald thanked members for their work on completing the mandated trainings and informed the new members she would be contacting them regarding a short “bio” for the website. Vice Chair Driver shared information about three upcoming events in Ajo, the Annual Health Fair January 31st, the 5k/10K trail run February 21st, and the Authentically Ajo Food Festival March 14th. Chair Espinoza announced that Sopori Preschool and recently been notified it received a 5 star rating in Quality First. Additionally, Cottonwood Pre School in Vail maintained a 5 star rating.

Call to the Public

None at this time.

Next Meeting – February 10, 2015 - Arivaca Action Center, 15925 Universal Ranch Road, Arivaca, Arizona 85601

Adjourn

Chair Espinoza adjourned the meeting at approximately 1:21 p.m.

Submitted By _____
Siobhan McDonald, Administrative Assistant

Approved By _____
Connie Espinoza, Chair

Dated this ____ day of _____, 20____.



FIRST THINGS FIRST

Ready for School. Set for Life.

Pima South Regional Partnership Council

Meeting Minutes

I. Call to Order & Introductions

The Special Meeting of the First Things First Pima South Regional Partnership Council was held on March 3, 2015 at United Way Green Valley Office, 210 West Continental Road, Suite 248 Green Valley, Arizona, 85622.

Chair Connie Espinoza welcomed everybody and called the meeting to order at approximately 10:19 a.m. Senior Regional Director Jessica Brisson asked that everyone briefly introduce themselves. She recognized Regional Director Eleanor Droegemeier for her 7 year First Things First anniversary.

Members Present:

Connie Espinoza, Cyndi Barningham, Virginia Juettner, Tony Bruno, Linda Kubiak, and Debbie Palmer

Members Absent: Paul Ohm, Nyki Harrington, Fran Driver, Susan Pace, and Sagrario Ramirez

II. Discussion: Early Childhood Everyday

Regional Director Eleanor Droegemeier and Community Outreach Coordinators Lisette DeMars and Aggie Hart provided information and direction on moving from awareness to engagement. The coordinators did exercises with the members and invited them to share a story of the impact of their work or the work of the councils. Members Palmer and Bruno shared stories of Early Childhood Education and their experience with First Things First, respectively.

III. First Things First Statewide & Legislative Update

Chief Executive Officer Sam Leyvas provided an update. He spoke about conversations in the legislature regarding the K-12 lawsuit, the Governor’s Budget emphasis on classroom versus non-classroom dollars. Mr. Leyvas encouraged members to read the legislative updates being provided in emails from Ben Altender, the new Senior Director of Government Affairs. Members asked questions on possible alternate funding sources and shared insights and experience. Mr. Leyvas then spoke about the Quality First task force and upcoming validation study. He spoke at length regarding the Kindergarten Readiness Inventory and the plans to roll out in Fiscal Year 2017. Mr. Leyvas provided updates about State Board membership, and handed out pins for one year of service to Member Kubiak and Pima North members present.

Member Bruno had to leave the meeting, resulting in loss of quorum and meeting adjourned at approximately 11:30 a.m.

Submitted By _____
Vanessa Verduzco, Administrative Assistant

Approved By _____
Connie Espinoza, Chair

Dated this ___ day of _____, 20__.

COMMUNITY OUTREACH REPORT

February 2015 Pima Regions



FIRST THINGS FIRST

Ready for School. Set for Life.

Attachment #3

December and January Outreach Activities

PLEASE NOTE:

Asterisks indicate Referrals or Engagement Actions by supporters or champions. Community Outreach Coordinators work to increase awareness of ECE and to move supporters of the ECE movement to **Take Action** on behalf of ECE.

*Referral

**Action Taken by a Supporter or Champion

Presentation: UofA Education Students– ECE and Elementary*

December 3: Ocotillo Early Learning Center, 85706

Event: Legislative Forum on Education*

December 3: Jewish Community Center, 85718

Event: Parents as Teachers Holiday Party***

December 6: Casa de los Niños, 85705

One on One: Karla Avalos, Health and Human Services Advisor, Office of Mayor Jonathan Rothschild

December 8: Mayor's Office, 85701

Site Tour: Outer Limits Preschool**

December 9: 85716

Networking: Early Intervention Therapists**

December 9: Child and Family Resources, 85716

Networking: Kiwanis Young Children's Council

December 10: Child and Family Resources, 85716

Networking: United Way's First Focus on Kids and Early Childhood Awareness Subcommittee (Champion groups)**

December 10: City of Tucson Sentinel Building, 85709

One on One: Beth H Scott, Ed.D, Arizona Virtual Academy

December 29: 85718

One on One: Mary Cliff M.ED ECSE*

Early Childhood Special Education, Donaldson Elementary, AMPHI

December 30: 85718

Presentation: Tori Morris, International Rescue Committee

January 6: 85719

One on One: Renee Bidy, Child and Family Resources

January 7: 85719

Networking: Local First AZ

January 7: Poppy Kitchen, 85718

Networking: United Way's Family Support Alliance and First Focus on Kids (Champion groups)**

January 14: City of Tucson Sentinel Building, 85709

Networking: Early Intervention Therapists**

January 20: Mealtime Connections, 85716

Site Tour: Sunshine School and Oro Valley Chamber of Commerce **

January 23: 85704

Attended by Oro Valley business community and Mayor Hiremath.

Networking: JTED Early Education Advisory Committee **

January 26: 85704

One on One: Xavier Teso, Amistades, Inc.*

January 27: Razalogia Family Engagement Project, 85705

WHAT CAN YOU DO?

March 14th and 15th:

Come visit our booth at the Tucson Festival of Books!

Together with our partners we will be sharing information about early literacy, health and education with families.

Engagement Support:**

- 12/6: Books and Literacy Guides: Parents as Teachers Holiday Party, Casa de los Niños
- 12/8: Early Literacy Guides and Parent Kits: Parents AS Teachers (AMPHI, Marana, Sunnyside, ESBF, Parent Connection)
- 12/9: Grocery Store Activity Pads: Sunnyside Teenage Parent Program
- 12/9: Parent Kits: ESBF Home Visitation
- 12/ 19: ERI's and Parent Kits for ESBF New Visions Program
- 1/29: Books and Literacy Guides for Reachout Women's Center

BENCHMARKS :

2 Events
12 Networking or 1:1 Meetings
1 Site Tour
6 Presentations
13 Referrals
15 Actions Taken by Supporters or Champions

Enhanced communication helps family's youngest member thrive

Story written by Lourdes Medrano

Looking at Maddox Valenzuela deeply concentrated on his math homework, it's hard to imagine that he once struggled to focus on any task for more than a few seconds. When he's finished adding numbers at home one afternoon, the 6-year-old banter with his three older sisters and plays with a favorite toy.

"I like dinosaurs," he says, clutching a plastic stegosaurus in his tiny hands.

His parents, Lucia Torres and Miguel Valenzuela, still marvel at the words they hear him speak. That's because not so long ago, he had trouble communicating, sitting still, and getting along with other children. His behavioral challenges made his anxious mother hesitate about taking him and his sisters to public events, including the local library's weekly story time that her daughters, Michelle, Michaela and Megan, enjoyed so much.

"It was frustrating at times because this was something that was affecting the whole family," says Lucia, who enrolled Maddox in Parents as Teachers program at Amphitheater Public Schools hoping to get help for her son.

Lucia credits the program, which works to strengthen the parent-child relationship through a grant from First Things First, for her son's remarkable progress.

"He didn't speak, he couldn't express himself," the mother recalls. "But the program educators were very patient."

Before the program, Maddox mostly relied on hand signals to communicate with his mother. "I learned that I had to give him options and encourage him to name objects rather than just point at them," she says.

Gradually, as mother and son learned and practiced new ways to communicate with each other, Maddox's behavior began to change. He took pride in his newfound ability to focus and control his behavior. Meanwhile, Lucia's anxiety diminished as her understanding of his development deepened, and she learned to care for him in ways that encouraged his growth.

She was excited as Maddox started to socialize with other children at story time. His listening skills improved, and he sang and danced along with everyone else. In addition to the help Parents as Teachers provided in identifying Maddox's delays early on, the program also helped Lucia get Maddox signed up for AzEIP and enrolled in Head Start.

Maddox has completed the program and is now in kindergarten, where he receives speech therapy. At home, he and his mother continue to nurture their relationship through techniques that Parents as Teachers taught them. Lucia often urges other parents to get involved in the program, which she says proved crucial in restoring balance to her family.

"I always say my boy can talk because of this program," Lucia explains. "It has made such a difference in our life."



Lucia supports Maddox as he does his school work.

First Things First
Pima South Regional Partnership Council

Governance Policy Manual

PREFACE

This document, initially adopted by the Pima South Regional Partnership Council on June 12, 2008, and updated periodically thereafter, constitutes the complete and official body of policies for the governance and operation of the Pima South Regional Partnership Council.

DISCLAIMER

All policies found in this Governance Policy Manual are subject to change from time to time as approved by the Regional Partnership Council. Copies of the Manual are available from the First Things First regional office and online at <http://www.azftf.gov>. Prior to acting in reliance upon a specific policy as it appears in any copy of the Manual, please check to make sure that the Council has not recently approved any additions or revisions to that specific policy.

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Table of Contents

- 1-101 Organization, Authority and Location
- 1-102 Council Officers and Their Duties
- 1-103 Meetings of the Council
- 1-104 Meeting Procedures
- 1-105 Call to the Public Procedures
- 1-106 Meeting Minutes
- 1-107 Committees and Subcommittees
- 1-108 Conflicts of Interest
- 1-109 Communications from the Council
- 1-110 Lobbying & Campaigning
- 1-111 Attendance
- 1-112 Code of Conduct
- 1-113 Departure from Council Policy
- 1-114 Amendments

1-101 Organization, Authority and Location

In November 2006, Arizona voters passed Proposition 203, a ballot initiative that established A.R.S. Title 8, Chapter 13 and created First Things First. Subsequently, the First Things First Arizona Early Childhood Development and Health Board (“the Board”) designated Pima South region and created the Pima South Regional Partnership Council (“the Council”) effective April 11, 2008 pursuant to A.R.S. Title 8, Chapter 13, Article 2. The Council’s purpose, authority, powers and duties are included in A.R.S. Title 8, Chapter 13 as well as in other statutes and laws of the State of Arizona. The Council members are appointed by the Board and assisted in the performance of their duties by First Things First staff. The Pima South Regional Office is located in Tucson, Arizona and is maintained by First Things First regional staff.

XXXX, 2014

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1-102 Council Officers and Their Duties

In the last quarter of each fiscal year, the Council shall elect a Chairperson and Vice-Chairperson from among the appointed members to serve for the ensuing fiscal year beginning July 1, who shall hold office for twelve months and until successors are duly elected.

The Council may nominate any appointed member for its Chairperson and Vice-Chairperson. A majority vote of the appointed members of the Council shall be required to elect.

It shall be the duty of the Chairperson to preside over the meetings of the Council, to call meetings as herein provided and to perform such other duties as are set forth in these policies or as shall be vested in the Chairperson. It shall be the duty of the Vice-Chairperson to assume the duties of the Chairperson in the absence of the Chairperson.

The Chairperson or the Vice Chairperson may be removed from office by a majority vote of the appointed members of the Council upon motion by a Council member alleging the violation of a specific provision of this Governance Policy Manual or alleging specific actions which bring into public disrepute the Council, the Board or First Things First as an organization. If a Chairperson or Vice Chairperson is removed, a replacement shall be elected as soon as is practicable.

1-103 Meetings of the Council

The Council shall adopt a calendar of regular meetings of the Council prior to the beginning of each fiscal year. The Chairperson or any four members of the Council may call a special meeting of the Council at any time.

Six members of the Council shall constitute a quorum for the transaction of business at any Council meeting. It is the policy of First Things First to adjourn a meeting when quorum is lost. Council members may participate at any meeting in person, by teleconference and/or by videoconference provided that all members may hear one another and the public can attend and listen to all members.

Written notice of any regular meeting of the Council, plus the agenda and all material relating to agenda items, shall be transmitted to each Council member at least five calendar days prior to the date of such meeting. Amendments to the agenda and additional supporting materials, not previously available, shall be transmitted at least 24 hours prior to the scheduled meeting. All notices, agendas and other materials may be transmitted to Council members by email or by any other quick and reliable method to each member's last known place of residence or other designated address. A Council member may request in writing at least 10 days prior to a meeting to receive a copy of the documents by mail instead of email. Except with the approval of three-fourths of the Council members in attendance at a meeting, and if permitted by law, no action shall be taken by the Council on any matter where the supporting materials were not timely transmitted in accordance with this policy.

Special meetings may be held upon such notice to Council members and the public as is required by law. All material relating to special meeting agenda items shall be transmitted to each Council member as far in advance of the meeting as possible.

1-104 Meeting Procedures

Council meetings shall be conducted by the Chairperson, the Vice Chairperson or designee acting as Chairperson of the Council. The Chairperson is responsible for maintaining order in each Council meeting and giving each Council member a fair opportunity to participate in the discussion and resolution of issues that come before the Council. The Chairperson is also responsible for determining the manner of any public participation and for maintaining order during public participation in any Council meetings. All motions shall be directed to the Chairperson.

All Council committee meetings shall be conducted by the chairperson of the committee or the committee chairperson's designee. The chairperson of each committee has the same responsibilities for each committee meeting that the Chairperson has for Council meetings.

In determining what procedures to use to conduct meetings and resolve issues, the Council Chairperson and committee chairpersons may refer to Robert's Rules of Order (available online at <http://www.rulesonline.com>) for guidance.

The agenda for any regular meeting of the Council shall provide at least for the following:

1. Call to order
2. Call to the public
3. Approval of minutes of prior regular or special meetings, if not included on the consent agenda
4. Adoption of all consent agenda items
5. Matters of Council business for discussion and approval
6. Reports, if any, from committees appointed by the Council
7. Matters presented by the First Things First Regional Director
8. Announcements and adjournment

Routine matters may be grouped together and decided by the Council without discussion or debate. Such matters shall be designated as "Consent Agenda Items." Any member of the Council may request discussion or debate on any individual item listed as a Consent Agenda Item, and the matter shall be considered and decided separately at such time in the meeting as may be directed by the Chairperson.

The Chairperson may delegate to the chair of each respective committee the responsibility for chairing discussion of items presented to the Council by that chairperson. Whenever a matter before the Council is deferred for further discussion, the Chairperson may assign the matter to an appropriate committee, schedule the matter for further consideration at a future meeting of the Council, direct regional staff with respect to the matter or take other appropriate action.

1-105 Call to the Public Procedures

During each regular Council meeting, the Council conducts a “Call to the Public” when members of the public may address the Council. The Council may conduct a “Call to the Public” at special meetings as well. Speakers who wish to address the Council:

- A. Should turn in a signed request (using the form provided at the Council meeting) to the Regional Director along with any written materials for the Council.
- B. May have five minutes to make their remarks.

The Chairperson may allow speakers who have not turned in a request form, and the Council may change, in accordance with Governance Policy 1-113, the amount of time allowed for speakers at a particular meeting.

The following priority may be given to speakers during the “Call to the Public” when the Council may not have enough time to hear from all who wish to speak:

- A. People who have submitted signed request to speak forms.
- B. Matters scheduled on the same meeting’s agenda.
- C. Off-agenda matters: presenters who haven’t addressed the Council in the previous two months.
- D. Off-agenda matters: presenters who have addressed the Council in the previous two months.

The Council retains its prerogative to:

- A. Refuse to hear comments on a specific issue if a public comment session has been held on the issue.
- B. Limit the time or the number of speakers on the same issue.
- C. Refuse to have letters read *on behalf of other individuals*.

If speakers have comments that are too long for the time allowed or if members of the public would like materials distributed to the Council, written materials may be provided to the Regional Director or Administrative Assistant. Regional staff shall distribute those written materials to the Council members.

Council members may not discuss or take action on matters raised during the Call to the Public that are not on the agenda. For such non-agenda matters, the Council may respond to criticism, ask staff to review the matter or ask for the matter to be placed on a future agenda. Staff shall later inform the Council of staff efforts to respond to a speaker’s concerns.

1-106 Meeting Minutes

Minutes of all Council meetings shall be created and maintained in accordance with the requirements of law. The Council may incorporate by reference into its minutes lists of staff changes, reports, lists of budget information, formal written resolutions and other material of similar import, and such material shall be maintained in a permanent file to be designated as the "Pima South Regional Partnership Council's Documents File," which shall be kept in the custody of First Things First staff and available for ready reference.

Each Council member shall be furnished with copies of the minutes of the open session portion of each Council meeting. Council members without a conflict of interest shall be furnished with copies of the minutes of the executive session portion of any meeting of the Council for the purpose of approving those minutes, after which all copies shall be returned to the Regional Director.

All minutes of the open session portion of any Council meeting shall be open to public inspection at the First Things First Regional Office located in Tucson, AZ. Minutes of executive sessions shall be kept confidential except from members of the Council or as otherwise allowed by law. Copies of minutes or excerpts from any minutes of the open session portion of any Council meeting or from any executive session if the law permits such disclosure may be furnished by the Regional Director. If such minutes have not yet been approved by the Council, they shall be marked "Draft."

1-107 Committees and Subcommittees

The Council may establish and maintain committees composed of members of the Council and/or other individuals appointed by the Chairperson. The Chairperson may designate that the Chairperson of the Council shall serve as an ex officio member of a committee.

The Chairperson of the Council shall designate the matters to be considered by the committees. All committees shall act as advisory bodies to the Council and report their recommendations to the Council. Unless one is designated by the Chairperson of the Council, a committee chairperson shall be elected by the committee members.

Committees may establish and maintain their own subcommittees. The relationship between a committee and its subcommittee shall be the same as the relationship described in this policy between the Council and a committee.

Committees and subcommittees shall comply with the Open Meeting Law. See A.R.S. § 38-431(1),(6).

1-108 Conflicts of Interest

Council members shall comply with the conflict of interest provisions of A.R.S. Title 38, Chapter 3, Article 8. These statutes set the minimum standards expected of public officers and employees who, in their official capacities, are faced with a decision or contract that might affect their direct or indirect pecuniary or proprietary interests or those of a relative. Section 38-503 provides in part:

Any public officer or employee of a public agency who has, or whose relative has, a substantial interest in any contract, sale, purchase or service to such public agency shall make known that interest in the official records of such public agency and shall refrain from voting upon or otherwise participating in any manner as an officer or employee in such contract, sale, purchase or service.

Any public officer or employee who has, or whose relative has, a substantial interest in any decision of a public agency shall make known such interest in the official records of such public agency and shall refrain from participating in any manner as an officer or employee in such decision.

Under this law, a Council member who has a conflict of interest must disclose the interest and refrain from participating in the matter. Council members may find guidance on this subject in the Arizona Agency Handbook, which is available on the Attorney General's website at <http://www.azag.gov/agency-handbook>. Council members should review conflicts of interest matters not specifically addressed in the Handbook with the Regional Director or legal counsel.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, no Council member shall vote on, or participate in the discussion of, any grant proposal in which any entity by which they are employed or on whose board they serve has a substantial interest, as defined by Section 38-502. See A.R.S. § 8-1173(C).

Council members shall complete a Conflict of Interest Acknowledgement and State Service Disclosure Statement at the beginning of their term and annually update the State Service Disclosure Statement. Additionally, Council members shall complete a Conflict of Interest Disclosure form whenever they declare a conflict at a Council meeting. All completed forms shall be given to First Things First staff for recordkeeping.

1-109 Communications from the Council

Communications from the Council concerning matters relating to the policies and actions of the Council to members of the Legislature, any other governing body, the press or the public should be made by the Chairperson, the Chairperson's designee or someone authorized by the Council.

Any member of the Council who expresses an opinion concerning matters upon which the Council has taken a position should support the position taken by the Council or make it clear that he or she is expressing a personal opinion that has not been approved by the Council.

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1-110 Lobbying & Campaigning

Lobbying occurs under Arizona law when a person attempts to influence the passage or defeat of any legislation by directly communicating with any State Legislator. By contrast, campaigning refers to attempts to influence an election. In other words, lobbying relates to matters a Legislator will vote on, while campaigning relates to matters the general public will vote on.

Lobbying

The Council recognizes and appreciates the privilege each individual in this State and Nation has to express his or her opinion and to seek to make that opinion known to members of the State Legislature and Congress. The Council also recognizes the responsibilities with which it has been entrusted in connection with the Board and the advancement of early childhood development and health programs in the State of Arizona and recognizes that on occasion the interests of the Board and Council will not coincide with the interests of individual Council members.

Only the Chairperson of the Council or his or her designee shall speak for the Council to members of the State Legislature or Congress in matters relating to policy. When speaking for the Council to Legislators or their staff, the Chairperson or designee shall make every effort to accurately communicate official Council positions, while refraining from speaking on behalf of the Board or First Things First unless specifically authorized to do so by the Board or Board Chairperson or First Things First's Chief Executive Officer respectively. A Chairperson or member designee lobbying in his or her official capacity on matters pertaining to the Council is exempt from the lobbying laws requiring registration and expenditure reporting.

Any Council member may speak to members of the State Legislature or Congress in an individual capacity. For matters in which the Council has not taken an official position, any Council member communicating with a member of the State Legislature or Congress shall make every effort to indicate clearly that the position that he or she is taking is an individual position or is the position of a group other than the Council. In instances in which First Things First, the Board or the Council has taken an official position, a Council member endorsing a differing position shall make it clear that First Things First, the Board and/or the Council has endorsed a different or contrary position. Council members who, on their own behalf, appear before a legislative committee or communicate with a State Legislator in person, by phone or by letter to lobby in support of or in opposition to legislation are also exempt from the lobbying laws requiring registration and expenditure reporting.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual Council members, but is an attempt only to separate the views of individual members from positions which First Things First, the Board and/or the Council may take in attempting to discharge their responsibilities under the statutes of the State of Arizona.

* Council members who only engage in exempt lobbying are not considered lobbyists. See A.R.S. §§ 41-1231 & 41-1232.04. Additionally, Council members should be aware that the Council cannot make any expenditure for entertainment for a state officer or employee (including Legislators) and Council members cannot accept an expenditure for entertainment from a lobbyist or someone acting on behalf of a lobbyist. Entertainment refers to admission to or participation in a sporting event or a cultural event or activity. See A.R.S. §§ 41-1231(5)-(6) & 41-1232.08.

Campaigning

The Council shall not spend or use public resources to influence an election. See A.R.S. § 16-192. This prohibition includes the use or expenditure of monies, materials, equipment, buildings, postage, telecommunications, computers, web pages and any other thing of value of First Things First to support or oppose a candidate or ballot measure.

Individual Council members may express their personal views and even advocate for or against a candidate, initiative or other ballot measure, as long as they do not use public resources to do so. In these activities, Council members may identify themselves as Council members, but should not state or imply that they speak for the Council.

1-111 Attendance

The Council's governing statutes recognize the importance of consistent attendance by Regional Council members with the following statement:

Members of the Regional Partnership Council who miss more than three meetings without excuse or resign their membership shall be replaced by the Board after a public application process and with the input of the Regional Partnership Council.

See A.R.S. § 8-1162(D).

Attendance Expectations. Council members are expected to attend all Council meetings. It is understood that there will be times when Council members will need to miss a meeting. The Regional Director shall maintain an attendance roster that documents each member's attendance at scheduled meetings.

Excused Absence. An excused absence occurs when a Council member is unable to attend a meeting due to an emergency, illness, injury or previously scheduled travel, work, tribal ceremony or family obligation that prevents participation at a meeting either in person or by phone.

Notification of a previously planned obligation should be provided to the Regional Director at least two weeks in advance of the scheduled meeting. A Council member who misses a meeting other than for a previously planned obligation shall contact the Regional Director as soon as possible to provide an explanation for missing a meeting. An emergency is a situation that cannot reasonably be planned for in advance, such as car trouble, weather conditions, family illness and obligation to tribal ceremonies.

Unexcused Absence. An unexcused absence occurs when a Council member is absent from a scheduled meeting without providing sufficient notice or an explanation of the reasons for the member's absence consistent with the excused absence definition above.

Determination of Excused Absence. Regional staff shall assist the Chairperson in keeping track of excused absences. If there is a question about whether an absence meets the definition of an excused absence, the Chairperson or Vice Chairperson may consult with the Regional Director for a determination. If necessary, the matter can be presented to the Council.

Attendance Problems. An attendance problem means:

- A. Two consecutive unexcused absences.
- B. Three consecutive absences, excused or unexcused.
- C. Three unexcused absences in a 12-month period.
- D. More than five excused and unexcused absences in a 12 month period.

Addressing an Attendance Problem. Upon identification of an attendance problem, the Chairperson or Vice Chairperson shall call the Council member to discuss the member's attendance record and remind the member of the attendance expectations. If the Council member's difficulties are resolvable, then the Chairperson or Vice Chairperson shall attempt to help resolve them with assistance of staff.

If a member reaches a level of non-attendance under "d" above, of which no more than three are unexcused, the Chairperson may ask the member to resign his or her position in order to ensure the Council has sufficient participation to timely and appropriately complete its work. If the member wishes to continue on the Council, the matter shall be put to the Council at its next meeting. The Council member shall be entitled to speak to this item. The Regional Council shall then decide whether to refer the matter to the Board for possible removal of the member from the Council.

If a member misses more than three meetings in a 12 month period without excuse, the Chairperson or Vice Chairperson shall ask that the member resign his or her position on the Council. If, upon request, the member does not resign, the matter shall be forwarded to the Board for appropriate action.

1-112 Code of Conduct

Council members shall abide by the following code of conduct:

- A. Listen carefully to fellow Council members.
- B. Respect the opinions of fellow Council members.
- C. Respect and support the majority decisions of the Council.
- D. Recognize that all authority is vested in the full Council only when it meets in a legal public session.
- E. Keep well informed about the issues which could come before the Council.
- F. Participate actively in Council meetings and actions.
- G. Bring to the attention of the Council any issues that could have an adverse effect on the Council, the Board or First Things First.
- H. Refer complaints concerning Council related matters and members to the proper level, specifically the Chairperson or Vice Chairperson.
- I. Represent all the people the Council serves and not primarily a particular issue, personal agenda or interest group.
- J. Abide by the Conflicts of Interest policy and laws.

If there is a violation of this code of conduct, the member(s) suspected of the violation shall meet with the Chairperson or Vice Chairperson to discuss the matter. The Chairperson or Vice Chairperson shall attempt to resolve the matter and if necessary refer it to the Council for action.

The Council by a majority vote of the appointed members of the Council may recommend to the Board that a member be removed as a Council member upon motion by a Council member alleging the violation of a specific provision of this Manual or alleging specific actions which bring into public disrepute this Council, the Board or First Things First as an organization.

1-113 Departure from Council Policy

The Council may approve a temporary departure from a policy in this Governance Manual provided the departure would not violate the law. No departure from Council policy shall be permitted without the approval of the Council.

DRAFT

1-114 Amendments

These policies shall not be added to, amended or repealed except at a Council meeting and by majority vote of all appointed Council members. Any proposed addition, deletion or amendment shall be filed with the Regional Director, in writing, at least 10 days before such meeting, and it shall be the duty of the Regional Director to promptly distribute a copy of the proposal to each Council member.

Amendments to Council policy require a two-step process to adopt: (i) the draft policy change shall receive a *first reading* at a public meeting, during which Council members may discuss the draft amendment and request that staff make changes as deemed appropriate (a vote to adopt is not taken at this stage) and (ii) the draft policy change shall receive a *second reading* at a subsequent public meeting during which the Council may direct staff to make further changes or may vote its adoption.

DRAFT



FIRST THINGS FIRST

Key Points Regarding the RFGA Process for Regional Partnership Councils

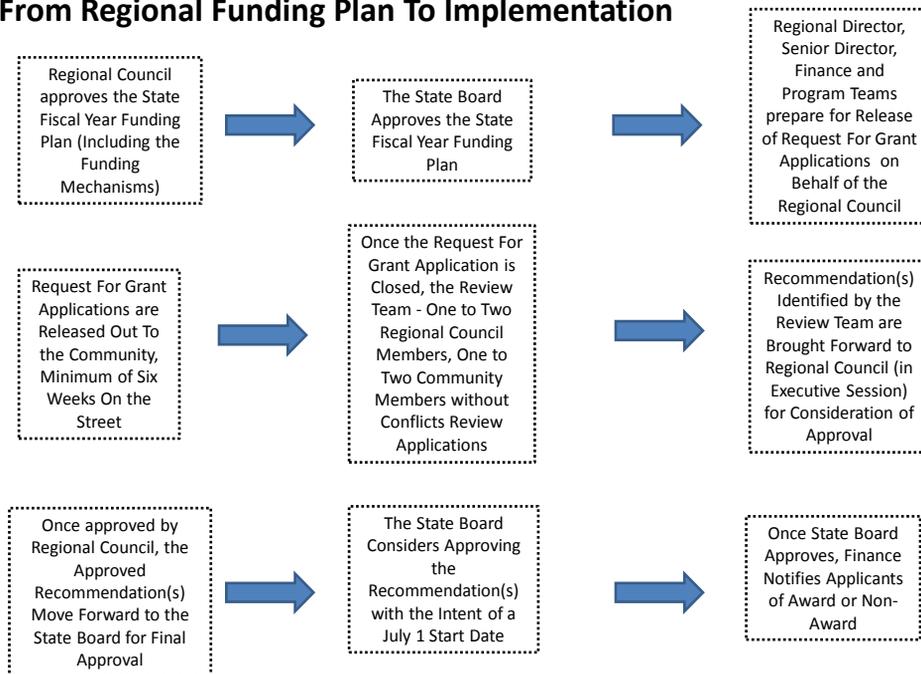
Pima South Regional Partnership Council
March 12, 2015

Attachment #5

Regional Life Cycle



From Regional Funding Plan To Implementation



Arizona Grant Statute

- Since First Things First is a state agency, the organization complies with the Arizona Grant Statute, which is A.R.S. 41-2702.
- To operationalize the funding plan, the strategies prioritized by Regional Partnership Councils in most cases, evolve into competitive bids, Request For Grant Applications, which are released out to the community.
- There are some circumstances where a Government agreement with a government entity (i.e. school district, government agency, etc.) is developed; however for Pima South, all State Fiscal Year 2016 regional strategies will be released for competitive bid through the Request For Grant Application process.



Statewide and Regional Grants

The Pima South Regional Council allotted over \$6.1 million in strategies for State Fiscal Year 2016. As noted in the Regional Funding Plan, strategies are identified by either as a Statewide, FTF Directed or Regional strategy. Below, the Pima South strategies are grouped by each type of strategy.

<u>Regional Strategies</u>	<u>Statewide Strategies</u>	<u>FTF Directed Strategies</u>
Home Visitation	Quality First and Related Components	Community Outreach
Parenting Education	Quality First Scholarships	Media
Parent Outreach & Awareness	FTF Professional REWARD\$	Community Awareness
Oral Health	College Scholarships for Early Childhood Professionals	Statewide Evaluation
Professional Development for Early Childhood Professionals	Mental Health Consultation	
Family, Friends and Neighbors		
Language, Communication and Literacy in Early Childhood Education Settings		
Service Coordination		

The majority of these strategies, regardless if they are statewide or regional, are released through a competitive bid process, called a Request For Grant Application. First Things First Directed Strategies are administered through First Things First staff.

Key Points About Request For Grant Applications

- Request For Grant Applications include information such as the organizations eligible to apply, the scope of work, any applicable Standards of Practice or guidelines for best practice. There is a series of questions for the Applicant to answer that relate to the Applicant's capacity, the proposed program, how the program will be implemented, financial questions and evaluation questions. All Request For Grant Applications are posted on the First Things First website.
- Request For Grant Applications are on the street for a minimum of six weeks.
- No conversation can be held regarding an open RFGA (during application period, prior to final board approval) beyond the simple facts. Examples of information which is fine to share when asked:
 - Request For Grant Application timeline: Release and due dates.
 - Strategy name or short purpose. Example: Fund additional child care slots, literacy programs for children and families, oral health screening for children, etc.
- A Pre-Application Conference is held for each Request For Grant Application, which is an opportunity for the Regional Director and Finance to review with the community the Request For Grant Application. Once the Pre-Application Conference ends, questions are to be addressed in writing to grants@azfff.gov. All First Things First staff or Regional Council members should direct inquiries to the grants@azfff.gov email address.
- **The Request For Grant Application process is confidential** and competitive. Until the State Board approves the awards for all the grants, all grant applications and the information in the applications, as well as any information on the review of those applications, must remain confidential. This includes the time between Regional Council approval of a grant award and the next State Board meeting in which the Board considers approving the award.
- The only public information is the list of organizations which have submitted applications in response to any Request For Grant Application. The organizations are announced at the closing of each Request For Grant Application. Any member of the public may request the names of the organizations that have applied.

Request For Grant Application Review Team

- A Review Team is identified for each Request For Grant Application.
- The Review Team typically consists of 1-2 Regional Council members and 1-2 Community members. All participants must be free of any conflict of interest.
- Any one reviewing must disclose conflicts of interest using the *Disclosure Statement Concerning Conflicts of Interest* form prior to reviewing a Request For Grant Application.
- The Review Team attends a training led by Finance and the Regional Director prior to the Review Team meeting in which the Request For Grant Applications are discussed. This training helps the Review Team prepare for the review process and what to expect the day of the review.
- The Review Team has time to review the applications, take notes, identify questions and initially score the Request For Grant Applications. Simultaneously, the Regional Director, Senior Director, Finance, Program and Evaluation Teams conduct a Technical Review of the Request For Grant Applications.
- Once the Review Team has individually reviewed the Request For Grant Applications, the Review Team gathers. Finance and the Regional Director (and at times the Senior Director) are present to assist in facilitating the process; however it is the Review Team who reaches consensus in determining the recommendation(s). Any discussion and recommendation(s) is kept confidential. Discussions and recommendations regarding the review are confidential until board approval.
- Regional Council members who were part of the Review Team may assist the Regional Director in presenting the findings and recommendation(s) to the Regional Council during a Regional Council meeting in Executive Session.

Regional Council Members Reviewing the Recommendations of the Review Team

- Any discussion of applications by a Regional Council or the State Board is covered under the grant statute and is conducted in Executive Session so that the applications remain confidential.
- The Request For Grant Applications cannot be discussed or reviewed in an open meeting. Therefore, when a Request For Grant Application is being considered by a Regional Council, members will enter Executive Session to discuss any findings and recommendations.
- The motion and vote must occur in open public meeting. Once the Regional Council has completed their discussion of any findings and recommendations, the Executive Session is closed and a motion and vote is held in the open meeting.

Conflict of Interest and Request For Grant Applications



- If a Regional Council member declares a conflict of interest with a strategy, a Request For Grant Application or with an Applicant, the member will refrain from any discussion, participation, and action, including the member excusing him/herself from Executive Session.
- Regional Council members with a conflict of interest will not receive any documentation, including the Executive Session documents and the recommendations from the Review Team.
- At the Regional Council meeting, a conflicted member will make a statement disclosing their conflict of interest, which is noted for the record and the conflict of interest disclosure form is completed indicating the nature of the conflict.



FIRST THINGS FIRST

Regional Director's Report ***March 12, 2015***

Regional Updates

State Fiscal Year 2016 Request of Grant Applications (RFGA):

- ❖ Four regional RFGA's were released February 2, 2015. Two will close March 16 and two will close March 30. RFGA's released during this round are for Home Visitation (specific to the community of Ajo), Language, Communication and Literacy in Early Childhood Settings, Parenting Education and Oral Health strategies.
- ❖ Five regional RFGA's were released March 2, 2015. These will close on April 13. RFGA's were released for Home Visitation, Service Coordination, Parenting Outreach and Awareness, Community Based Professional Development for Early Childhood Professionals and Family, Friends and Neighbor strategies.

State Fiscal Year 2015 Pima South Expenditure Report (Attachment #7)

- ❖ Attached as part of the Regional Director's report is the Pima South expenditure report that is showing financial activities for State Fiscal Year 2015 (SFY2015), which began on July 1, 2014.

State Fiscal Year 2015 Pima South Quarter 2 Data Report (Attachment #8)

- ❖ Attached as part of the Regional Director's report is the Pima South Quarter 2 Data Report

State Fiscal Year 2015 Pima South Quarter 1 & 2 Narrative Report Summary (Attachment #9)

- ❖ Attached as part of the Regional Director's report is the Pima South combined Quarter 1 & 2 Narrative Report Summary

Southeast Area Transition

- ❖ Please join me in congratulating Jessica Brisson in her new permanent role as Senior Director of the First Things First Southeast Area.
- ❖ The Pima North Regional Director position has been posted and we hope to soon have that position filled. In the meantime, Jessica continues to support the Pima North Regional Partnership Council.

Regional Needs and Assets Reports

- ❖ FTF Statute requires that Regional Needs and Assets reports be done at a minimum every two years. These reports have been occurring on even numbered years but the alignment of these reports with regional council strategic planning has not been ideal in supporting that process.
- ❖ In order to better align the next set of Regional Needs and Assets reports, some changes in the timeline will be implemented.
- ❖ A condensed 2015 Regional Needs and Assets Report will be completed for all regions by the University of Arizona Norton School. The 2015 Regional Needs and Assets Report will not include any additional work.
- ❖ FTF will work on revising the scope of work for the 2017 Needs and Assets Request for Proposal to be completed summer of 2015.
- ❖ The goal is to have the 2017 Needs and Assets Reports completed a year in advance in time to align with the next three year funding cycle (2019-2021).

Statewide Updates

First Things First State Board Meeting Held January 20-21 in Phoenix

- ❖ Pima South Regional Council Chair Connie Espinoza and Vice Chair Fran Driver presented the Pima South 2016 Regional Funding Plan for approval by the Board.
- ❖ A summary of the Board Meeting was emailed to regional council members on February 13 along with a joint report outlining collaborative efforts between First Things First and the Department of Child Safety that was presented to the Joint Legislative Budget Committee.

Faith Representatives Forum

- ❖ A group of FTF faith representatives from a cross-section of regional councils, met to review a draft document that details general job description for regional council members and specific guidance for members serving in the faith representative seat.
- ❖ Members heard from a panel of fellow faith representatives who shared examples of successful faith-based partnerships in their respective communities.
- ❖ Chuck Fitzgerald of the Governor's Office of Faith and Community Partnerships presented on Engaging Communities of Faith and shared information about the make-up of communities of faith in Arizona, and tools and resources available through his office.
- ❖ Peg Harmon of the Pima North Regional Partnership council and Fr. Patrick Maitrejean of the Santa Cruz Regional Partnership Council attended.

First Things First Early Childhood Summit 2015

- ❖ First Things First Early Childhood Summit 2015 is confirmed for August 24-25 in Phoenix. Additional information will be sent out as it is finalized, but please mark your calendars for these dates.

FY 2015 Pima South Contract Detail

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy	Strategy Subtotal:	\$10,000	\$10,000	\$10,021	(\$21)	100.2%		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$10,000	\$10,021	(\$21)	100.2%		
	Community Outreach Strategy	Strategy Subtotal:	\$57,960	\$57,960	\$30,749	\$27,211	53.1%		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$57,960	\$30,749	\$27,211	53.1%		
	Media Strategy	Strategy Subtotal:	\$65,000	\$65,000	\$30,983	\$34,017	47.7%		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$65,000	\$30,983	\$34,017	47.7%		
	Goal Area Subtotal:		\$132,960	\$132,960	\$71,754	\$61,206	54.0%		
Coordination	Service Coordination Strategy	Strategy Subtotal:	\$100,000	\$100,000	\$37,553	\$62,447	37.6%	\$10,737	\$7,566
	United Way of Tucson and Southern Arizona	07/01/2014-06/30/2015		\$100,000	\$37,553	\$62,447	37.6%	\$10,737	\$7,566
	Goal Area Subtotal:		\$100,000	\$100,000	\$37,553	\$62,447	37.6%	\$10,737	\$7,566
Evaluation	Statewide Evaluation Strategy	Strategy Subtotal:	\$429,032	\$429,032	\$429,032	-	100.0%		
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$429,032	\$429,032	-	100.0%		
	Goal Area Subtotal:		\$429,032	\$429,032	\$429,075	(\$43)	100.0%		
Family Support	Home Visitation Strategy	Strategy Subtotal:	\$1,804,400	\$1,801,124	\$776,702	\$1,024,422	43.1%	\$137,839	\$146,183
	Ajo Community Health Center dba Desert Senita Community Health Center	07/01/2014-06/30/2015		\$117,131	\$53,764	\$63,367	45.9%	\$8,820	\$8,530
	Arizona Department of Economic Security	07/01/2014-06/30/2015		\$18,011	\$9,022	\$8,990	50.1%		
	Casa de los Ninos, Inc.	07/01/2014-06/30/2015		\$186,160	\$81,052	\$105,108	43.5%	\$16,400	\$27,556
	Sunnyside School District	07/01/2014-06/30/2015		\$753,290	\$335,723	\$417,567	44.6%	\$61,022	\$62,538
	United Way of Tucson and Southern Arizona	07/01/2014-06/30/2015		\$726,532	\$297,142	\$429,390	40.9%	\$51,597	\$47,558
	Parent Education Community-Based Training Strategy	Strategy Subtotal:	\$463,360	\$489,408	\$196,248	\$293,160	40.1%	\$1,705	\$38,740
	Teen Outreach Pregnancy Services	07/01/2014-06/30/2015		\$37,312	\$18,885	\$18,427	50.6%		\$3,231
	United Way of Tucson and Southern Arizona	07/01/2014-06/30/2015		\$26,048	\$10,482	\$15,566	40.2%	\$1,705	\$2,179
		07/01/2014-06/30/2015		\$426,048	\$166,881	\$259,167	39.2%		\$33,330
	Goal Area Subtotal:		\$2,267,760	\$2,290,532	\$972,950	\$1,317,582	42.5%	\$139,544	\$184,923
Health	Child Care Health Consultation	Strategy Subtotal:	\$255,420	\$255,419	\$109,872	\$145,547	43.0%		\$58
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$13,251	\$13,251	-	100.0%		
	Maricopa County Department of Public Health	07/01/2014-06/30/2015		\$4,543	\$638	\$3,905	14.0%		\$58
	Pima County Health Department	07/01/2014-06/30/2015		\$229,364	\$92,567	\$136,797	40.4%		
		07/01/2014-06/30/2015		\$8,261	\$3,415	\$4,846	41.3%		
	Mental Health Consultation Strategy	Strategy Subtotal:	\$78,720	\$78,720	\$28,594	\$50,126	36.3%		\$5,427
	Southwest Human Development	07/01/2014-06/30/2015		\$78,720	\$28,594	\$50,126	36.3%		\$5,427
	Oral Health Strategy	Strategy Subtotal:	\$247,500	\$247,500	\$87,868	\$159,632	35.5%		\$25,884
	Pima County Health Department	07/01/2014-06/30/2015		\$247,500	\$87,868	\$159,632	35.5%		\$25,884
	Goal Area Subtotal:		\$581,640	\$581,639	\$226,634	\$355,005	39.0%		\$31,369

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
Professional Development	Community Based Professional Development Early Care and Education Professionals Strategy	Strategy Subtotal:		\$320,000	\$320,000	\$100,295	\$219,705	31.3%	\$22,636
	United Way of Tucson and Southern Arizona	07/01/2014-06/30/2015		\$320,000	\$100,295	\$219,705	31.3%	\$22,636	
	FTF Professional REWARD\$ Strategy	Strategy Subtotal:		\$259,200	\$259,200	\$196,595	\$62,605	75.8%	
	Valley of the Sun United Way	07/01/2014-06/30/2015		\$259,200	\$194,303	\$64,897	75.0%		
	Scholarships non-TEACH Strategy	Strategy Subtotal:		\$17,200	\$17,200	-	\$17,200	0.0%	
	Central Arizona College	07/01/2014-06/30/2015		\$17,200	-	\$17,200	0.0%		
	Scholarships TEACH Strategy	Strategy Subtotal:		\$12,500	\$12,500	\$6,336	\$6,164	50.7%	
	Association for Supportive Child Care	07/01/2014-06/30/2015		\$12,500	\$6,336	\$6,164	50.7%		
		Goal Area Subtotal:		\$608,900	\$608,900	\$303,225	\$305,675	49.8%	\$22,636
Quality and Access	Center-based Literacy Strategy	Strategy Subtotal:		\$112,090	\$112,090	\$58,602	\$53,488	52.3%	\$8,569
	Make Way for Books	07/01/2014-06/30/2015		\$112,090	\$58,602	\$53,488	52.3%	\$8,569	
	Family, Friends & Neighbors Strategy	Strategy Subtotal:		\$50,000	\$50,000	\$20,058	\$29,942	40.1%	\$3,343
	Association for Supportive Child Care	07/01/2014-06/30/2015		\$50,000	\$20,058	\$29,942	40.1%	\$3,343	
	Kindergarten Transition Strategy	Strategy Subtotal:		\$30,888	\$30,888	\$23,153	\$7,735	75.0%	
	Arizona Department of Education	07/01/2014-06/30/2015		\$30,888	\$23,153	\$7,735	75.0%		
	Quality First Academy Strategy	Strategy Subtotal:		\$80,840	\$80,840	\$30,595	\$50,245	37.8%	\$7,566
	Southwest Human Development	07/01/2014-06/30/2015		\$80,840	\$30,595	\$50,245	37.8%	\$7,566	
	Quality First Child Care Health Consultation Warmline Strategy	Strategy Subtotal:		\$4,042	\$2,891	\$1,088	\$1,803	37.6%	
	University of Arizona Cooperative Extension	07/01/2014-06/30/2015		\$2,891	\$1,088	\$1,803	37.6%		
	Quality First Coaching & Incentives	Strategy Subtotal:		\$982,247	\$928,784	\$696,643	\$232,141	75.0%	\$232,214
	Valley of the Sun United Way	07/01/2014-06/30/2015		\$928,784	\$696,643	\$232,141	75.0%	\$232,214	
	Quality First Inclusion Warmline	Strategy Subtotal:		\$18,060	\$15,932	\$6,518	\$9,413	40.9%	
	Southwest Human Development	07/01/2014-06/30/2015		\$15,932	\$6,518	\$9,413	40.9%		
	Quality First Mental Health Consultation Warmline Strategy	Strategy Subtotal:		\$18,576	\$18,576	\$8,793	\$9,783	47.3%	
	Southwest Human Development	07/01/2014-06/30/2015		\$18,576	\$8,793	\$9,783	47.3%		
	Quality First Scholarships Strategy	Strategy Subtotal:		\$2,979,372	\$2,979,372	\$2,241,640	\$737,732	75.2%	-
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$26,729	\$26,729	-	100.0%		
	Valley of the Sun United Way	07/01/2014-06/30/2015		\$2,952,643	\$2,214,911	\$737,732	75.0%	-	
	Quality First Warmline Triage	Strategy Subtotal:		\$6,536	\$6,536	\$3,239	\$3,297	49.6%	
Southwest Human Development	07/01/2014-06/30/2015		\$6,536	\$3,239	\$3,297	49.6%			
	Goal Area Subtotal:		\$4,282,651	\$4,225,909	\$3,090,329	\$1,135,580	73.1%	\$3,343	
	Overall Total:		\$8,402,943	\$8,368,972	\$5,131,521	\$3,237,451	61.3%	\$153,624	
								\$990,192	

Council: Pima South

Fiscal Year: 2015

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

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

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

Note:

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

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

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

Blank data field = A null data field appears if the grantee selected "NA (Not Applicable)" when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract

0 = Grantee selected "No" in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter

0 = Grantee reported "0" on their data reporting template indicating the specific data field(s) were not collected for the quarter

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Home Visitation

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

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

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

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

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y3 / Sunnyside School District	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		28	18			
	Number of families served	192	360	378			378
	Number of families at the end of the quarter (subtracting disenrolled)		338	337			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	3			
	Number of families disenrolled during the quarter		22	19			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		12.0	10.5			
	Homevisitor caseload for the quarter		28.2	32.1			
	Staff turnover for the quarter		0	12.5%			
	Family turnover for the quarter		0	0.3%			
	Families disenrolled due to moving		4.5%	26.3%			
	Families disenrolled due to unable to locate		0	21.1%			
	Number of children newly enrolled during the quarter		38	21			
	Number of children served		646	667			
	Number of families who received community based referrals		46	119			

The homevisitor caseload exceeds the FTF recommendation. Staff will follow-up with grantee

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal 2015

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y3 / Sunnyside School District	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		4	84			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		1	0			
	Number of children received hearing screening		3	83			
	Number of vision screenings conducted		2	83			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0			
	Number of families that report being referred and having received an additional evaluation		0	0			
	Number of children received vision screening		2	81			
	Number of developmental screenings conducted		22	123			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	4			
	Number of children referred for developmental delay follow-up		0	0			
	Number of children received developmental screening		21	115			
	Number of children receiving screening (children may have received 1-3 types of screenings)			21	120		

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		0	0			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		0	0			
	Number of children received hearing screening		0	0			
	Number of vision screenings conducted		0	0			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0			
	Number of families that report being referred and having received an additional evaluation		0	0			
	Number of children received vision screening		0	0			
	Number of developmental screenings conducted		43	46			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		3	0			
	Number of children referred for developmental delay follow-up		0	0			
	Number of children received developmental screening		43	46			
	Number of children receiving screening (children may have received 1-3 types of screenings)		43	46			

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0423-01-Y3 / Ajo Community Health Center dba Desert Senita Community Health Center	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		0	0			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		0	0			
	Number of children received hearing screening		0	0			
	Number of vision screenings conducted		0	0			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0			
	Number of families that report being referred and having received an additional evaluation		0	0			
	Number of children received vision screening		0	0			
	Number of developmental screenings conducted		3	2			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		1	0			
	Number of children referred for developmental delay follow-up		1	0			
	Number of children received developmental screening		3	2			
	Number of children receiving screening (children may have received 1-3 types of screenings)		3	2			

Health Insurance Enrollment

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y3 / Sunnyside School District	Quarterly Data Submission Status*		3	3			
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid						
	Number of families provided New Enrollment Assistance to private health insurance						
	Number of families provided Renewal Assistance to AHCCCS/Medicaid						
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services						
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid		0				
	Number of families referred for new enrollment assistance to private health insurance		0				
	Number of families referred for renewal assistance to AHCCCS/Medicaid		0				
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		2				
	Number of families served		0	0			

Health Insurance Enrollment

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid						
	Number of families provided New Enrollment Assistance to private health insurance						
	Number of families provided Renewal Assistance to AHCCCS/Medicaid						
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services						
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid		11	11			
	Number of families referred for new enrollment assistance to private health insurance		0	0			
	Number of families referred for renewal assistance to AHCCCS/Medicaid		13	11			
FTF-RC018-13-0423-01-Y3 / Ajo Community Health Center dba Desert Senita Community Health Center	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		17	11			
	Number of families served		24	22			
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid						
	Number of families provided New Enrollment Assistance to private health insurance						

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0423-01-Y3 / Ajo Community Health Center dba Desert Senita Community Health Center	Quarterly Data Submission Status*		3	3			
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid						
	Number of families provided New Enrollment Assistance to private health insurance						
	Number of families provided Renewal Assistance to AHCCCS/Medicaid						
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services						
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid						
	Number of families referred for new enrollment assistance to private health insurance						
	Number of families referred for renewal assistance to AHCCCS/Medicaid						
FTF-RC018-13-0423-01-Y3 / Ajo Community Health Center dba Desert Senita Community Health Center	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services						
	Number of families served		0	0			

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Parent Education Community-Based Training

A blank for a quarter indicates that the grantee answered “no” on the data template to “Did any Program Models complete a series during the month?” which means that no program model series were completed during this quarter.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0413-04-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*			3			
	Total number of program model completing a series during this reporting period			16			
	Total number of adults enrolled in program models across all completed series during this reporting period (duplicated)			92			
	Number of adults who completed 100% of the sessions in the completed program models			21			
	Number of adults who completed between 75% and 99% of the sessions in the completed program models			18			
	Total number of adults who completed a program model series		307		39		39
	Total number of adults who did not complete the program model series			53			

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-14-0466-01-Y2 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3			
	Number of home based providers newly enrolled during the quarter		20	2			
	Number of home based providers served	20	20	22			22
	Number of home based providers at the end of the quarter (subtracting disenrolled)		19	0			
	Number of children served		32	107			
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings		0	0			
	Number of providers trained in home based settings		0	0			
	Number of trainings conducted in community based settings		4	10			
	Number of providers trained in community based settings		56	162			

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	36	30	31			31
	Number of Homes	50	37	39			39
	Number of Rating Only Centers	0	0	0			0

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-STATE-15-0484-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3				
	Number of center based providers served		29	31				
	Number of home based providers served		33	36				
	Number of home based providers at the end of the quarter (subtracting disenrolled)		31	33				
	Center based providers: Number of infants receiving scholarships		28	36				
	Home based providers: Number of infants receiving scholarships		14	20				
	Center based providers: Number of toddlers receiving scholarships		79	100				
	Home based providers: Number of toddlers receiving scholarships		45	68				
	Center based providers: Number of preschool aged children receiving scholarships		321	365				
	Home based providers: Number of preschool aged children receiving scholarships		48	63				
	Center based providers: Number of children with special needs receiving scholarships		15	17				
	Home based providers: Number of children with special needs receiving scholarships		0	0				
	Number of Infant (0-12 months) slots filled end of the quarter			26.0	26.0			
	Number of toddler (13-35 months) slots filled end of the quarter			89.5	91.5			
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter			240.0	254.0			
Number of slots filled with children (0-5 yrs) end of the quarter		406	355.5	371.5			371.5	

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Center-based Literacy

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0366-01-Y3 / Make Way for Books	Quarterly Data Submission Status*		3	3			
	Number of center based child care providers newly enrolled		0	0			
	Number of center based providers served		34	34			
	Number of center based providers served at the end of the quarter (subtracting disenrolled)		33	33			
	Number of home based child care providers newly enrolled		0	0			
	Number of home based providers served		37	37			
	Number of home based providers served at the end of the quarter (subtracting disenrolled)		35	35			
	Number of home and/or center based providers	87	68	68			68
	Number of children served in centers at the end of the quarter		1941	2022			
	Number of children served in homes at the end of the quarter		201	204			
	Number of center based child care providers who added new lending libraries during the quarter		15	30			
	Number of home based child care providers who added new lending libraries during the quarter		9	6			
	Number of families with 0-5 yr old children who checked out books during the quarter		1368	1433			
	Number of books checked out during the quarter		4453	4918			
	Number of trainings conducted		11	4			
	Number of center based child care providers attended		26	8			
	Number of home based providers attended		33	13			
	Number of center based child care professionals attended		146	19			
	Number of home based child care professionals attended		35	15			
	Number of professionals attended		150	181	34		

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Community Based Professional Development Early Care and Education Professionals

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0389-03-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
	Number of training sessions conducted		44	64			
	Number of professionals attended	906	532	201			733
	Average attendance per training session		12.1	3.1			
	Number of trainings offered as college credit		25	61			

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

FTF Professional REWARD\$

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0346-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3			
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content;"> This grantee reports data twice a year - during quarter 2 and quarter 4. </div>	Total Number of Applicants			149			
	Total number of Approved Scholars			111			
	Number of NEW Scholars			15			
	Number of Renewed Scholars			96			
	Number of Incentive awards distributed	192		111			111
	Total Number of Scholars by REWARD Tiers:			111			
	Tier 1			36			
	Tier 2			14			
	Tier 3			13			
	Tier 4			26			
	Tier 5			26			
	Tier 6			14			
	Tier 7			4			
Tier 8			10				
Tier 9			4				

Scholarships TEACH - Regional

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y3 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		4	5			
	CDA Credentials Completed Contract to Date		2	2			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	1			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		16	16			
	AA Scholarships Awarded		4	3			
	BA Credits Completed		11	11			
	BA Contracts Completed		1	1			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		1	1			
	Scholars Currently Receiving T.E.A.C.H. Scholarship	1	4	3			3

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Scholarships TEACH - Statewide

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y3 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		5	6			
	CDA Credentials Completed Contract to Date		2	2			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		3	4			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		366	468			
	AA Scholarships Awarded		79	61			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			
	Scholars Currently Receiving T.E.A.C.H. Scholarship		1	77	69		

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Oral Health

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC018-13-0523-01-Y3 / Pima County Health Department	Quarterly Data Submission Status*		3	3			
	Number of oral health screenings given to expectant mothers	66	29	18			47
	Number of oral health screenings given to children (0-5yrs)	2530	498	821			1319
	Number of fluoride varnish applied to children (0-5yrs)	2530	496	817			1313
	Number of expectant mothers receiving oral health kits		28	18			
	Number of children (0-5 yrs) receiving oral health kits		229	821			
	Number of group trainings conducted		7	10			
	Number of adults who attended group trainings	220	86	64			150
	Number of children who attended group trainings		52	0			
	Number of adults who participated in individualized educational sessions		244	130			
	Number of expectant mothers referred to treatment providers		28	12			
	Number of expectant mothers receiving services		10	7			
	Number of children (0-5yrs) referred to treatment providers		55	191			
Number of children (0-5yrs) receiving services		44	62				

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y3 / Southwest Human Development	Number of new callers		7	4			
	Number of repeat callers		0	11			
	Number of calls received (new and repeat)	0	7	15			22
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		7	9			
	Number of new calls from other callers		0	0			
	Number of callers referred for follow-up service		10	9			
	Number of callers reporting receiving appropriate follow-up or service		10	9			

Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2015

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y4 / SPF Consulting, LLC	Number of English cases distributed			3			
	Number of Spanish cases distributed			1			
	Number of cases distributed			4			
	Number of parent kits distributed			56			

Selected data as reported by the Grantees in the Program Narrative Reports for Quarters 1 & 2 (July 2014-December 2014).

EARLY LITERACY: MAKE WAY FOR BOOKS (MWFB)

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

Program Implementation: MWFB is currently serving 2,142 children at 33 centers and 34 homes through the Center-based Literacy strategy. Over 756 cloth, board, and hardcover books were provided to sites during the first quarter, and more than 500 cloth, board, and hardcover books were provided in the second quarter. Books were selected in conjunction with sites' curriculum, to replace damaged books, and to be implemented with information that was shared at workshops, etc. Based on sites' requests, more sophisticated stories were selected, and books were selected to reflect the diverse cultures of the children, including Navajo, Tohono O'odham, and Hopi. MWFB continues to look for new titles to fit the diverse needs of the sites.

During the first quarter, 11 workshops were provided region-wide and on-site. One on-site professional development workshop was provided to the five classes of Sunnyside High School students enrolled in the early childhood development course that provides students the opportunity to be educators at Up With Children preschool. Make Way for Books (MWFB) Early Literacy Consultants (ELCs) provided a hands-on workshop to these students related to supporting early literacy through sharing stories. These young educators were given information and support in engaging preschoolers through books, developing comprehension skills by acting out stories, and using props, such as felt boards, to build vocabulary. Throughout the year, the students will receive consulting in implementing literacy throughout the classroom.

During quarter 2, four workshops were offered by MWFB on-site and region-wide to meet educators' needs in supporting children's development and to complement Quality First assessments. The workshops addressed language modeling, strategies for extending stories to foster comprehension, and supporting emergent writing. The workshop for home-based providers focused on using books and book extensions to support positive self-identity. Home-care professionals received books for their sites and the opportunity to check out literacy kits.

During the second quarter, five family literacy events were provided in the Pima South region. These events introduced families to the lending libraries at preschools and child care centers. Children personalized lending library bags provided by MWFB and families had the opportunity to check out books.

At Up With Children, the MWFB Early Literacy Consultant worked with the educators (high school students) to provide a Family Literacy Event for families. With support from the high school students, families worked together to create a book box to store their home book collection and received a book to add to their collection. Additionally, the students facilitated extension activities, including sharing the felt board for *Dog's Colorful Day* by Emma Dodd and acting out *A Cat and a Dog* by Claire Masurel.

Barriers and Solutions to Share: Serving frontier communities is a priority of MWFB, however, travel expenses limit Early Literacy Consultants' visits.

In an effort to increase engagement with parents, MWFB will begin hosting storytimes on Saturdays. MWFB is excited about the opportunity to invite families of the Preschool Program to MWFB.

Throughout both quarters, the ELC provided many sites with board books for both infant and toddler classrooms. The ELC works diligently to identify high-quality, age-appropriate books for each site. In conjunction with supplying books, the ELC provides support to educators in fostering book handling skills. Sites receive book hospitals with resources to care for their books. Additionally, the ELC supports educators in organizing books in the classrooms in inviting ways for children. The lifespan of board books, however, can be short due to intensive use by infants and toddlers. Due to the consumable quality of these books, it can be difficult for MWFB to provide replacement books for sites. To support centers in sustaining their books collections, the ELC serves as a resource to directors, especially those at "tier 4" sites. Directors and Quality First Coaches receive booklists created by MWFB and catalogs to purchase books to replenish site collections. Educators have found these resources helpful in augmenting their book collections.

Collaborations: The Early Literacy Consultant collaborated with educators/coaches, referred to as Assessores, from throughout Mexico, to provide the second quarter professional development workshop (cafecito) for home providers. During the workshop, the Assessores assisted the Early Literacy Consultant in sharing ways that books can be used to support positive self-identity. Through collaboration with the Mexican Consulate, Pima County Public Library, and the office of Tucson City Council Member Regina Romero, MWFB participated in the Feria de la Lectura. This annual, back-to-school event located at the El Pueblo Activity Center, provided families with resources and information. MWFB provided nearly 600 children with books and introduced families to the MWFB Early Literacy App. This bilingual resource provides families with book suggestions and tips on sharing books, ideas that parents can use to incorporate literacy activities throughout the day, and access to children's music. Additionally, the app connects families to the Pima County Public Library catalog where they can find books featured on the app as well as upcoming programming.

The ELC partnered with the staff at the Ajo-Salazar Library to provide programming for families. The ELC shared books with parents/caregivers and children related to feelings and family. Throughout the stories, the ELC incorporated sign language to support sharing the story. MWFB provided extension activities for families, which focused on ways to foster children's curiosity, emergent writing, and literacy skills. Additionally, families received information on the MWFB Early Literacy App and books to keep.

Early Literacy Consultants work with sites to increase children's access to books by providing inviting ways of storing and displaying books. Volunteers assisted MWFB in this effort by making waterfall bookshelves. Volunteers, including those from United Way's Days of Caring event, gathered supplies, cut the wood, and assembled the bookshelves. The support of volunteers enabled MWFB to provide bookshelves, in addition to bins and baskets, to sites.

Successes to Celebrate: MWFB continues to support sites in the introduction and implementation of their lending libraries. Through on-site mentoring, Family Literacy Events, and the addition of new books, sites have received guidance and support in providing this early literacy resource to families. Educators have reported recent success with the implementation of lending library check out at their sites. One center in a frontier community reported that their families, "love and appreciate MWFB. The children love reading at home!" Similarly, another educator reported, "families are loving the lending library, they love checking out books with their child." During the second quarter, more than 5,000 books were checked out and MWFB looks forward to continuing to support families with this resource.

A reading challenge was held during quarter 2. Reading challenges are held twice a year, and serve to encourage both educators and children to share books throughout the days. Classrooms and home providers are challenged to share five books together each day for five days. During this challenge, 116 classrooms and home providers participated in the challenge, sharing more 2,900 books together. Reflecting on the challenge, one educator stated, "children loved storytime and looked forward to reading. Children all wanted to pick the books needed for the challenge. Absolutely loved it!" MWFB looks forward to having even more participation in the next reading challenge, which is scheduled for mid-February. To promote the challenge, information will be distributed to centers and home-providers via MWFB Early Literacy Consultants and MWFB Storytime Volunteers, the MWFB Preschool Program Newsletter, and Quality First coaches.

In the second quarter, the MWFB workshop, Emergent Writing: Invitations to Nurture Children's Expression was offered for the first time for educators at Children's Learning Adventure. The workshop, aligned with the Arizona Early Literacy Standards, focuses on exploring how educators can use books to nurture young children's emergent writing, providing invitations for children to create their own messages through drawing and writing, and supporting educators in understanding the developing writing process. The workshop was very well received by the educators. We look forward to offering it again as well as offering other workshops related to emergent writing.

A professional development workshop was provided for about 100 high school students enrolled in the Up With Children Early Childhood Development program at Sunnyside High School in the first quarter. This workshop focused on providing these young educators with information on how they could share books with preschoolers and integrate books into their lesson plans. The educators were introduced to felt board stories and story performances they could share with children as well as science and art activities that were paired with both narrative and informational texts. The workshop included many opportunities for the student-educators to gain hands-on practice with their materials.

Following the workshop, the ELC visited the Up with Children preschool multiple times to further address topics discussed during the workshop. The ELC supported students in designing lesson plans that incorporated literacy in the classroom. And, in preparation for the preschoolers, students gained familiarity with the books in the classroom and focused on ensuring that books were accessible and inviting to the children.

PROFESSIONAL DEVELOPMENT: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)-Great Expectations (GE)

STRATEGY: Community Based Professional Development – Communities of Practice

Program Implementation:

Doing the Right Thing for Children – Maurice Sykes: Maurice Sykes, author of Doing the Right Thing for Children: Eight Qualities of Leadership, visited Tucson in December and met with principals, teachers, directors and members of the 10 Communities of Practice that are part of Great Expectations for Teachers, Children, and Families. Sykes is the director of the Early Childhood Leadership Institute at the University of the District of Columbia's National Center for Urban Education and is a top national advocate for high quality early education. Forty-one principals, superintendents and school administrators representing seven school districts across Pima County came together in the morning to discuss the importance of public school pre-kindergarten classes and how communities across the US are creating exemplary programs. In the evening, Maurice joined a group of over 50 early childhood teachers to talk about what Doing the Right Thing for Children means for them. The diversity of early educators varying from public preschool, to center-based and in-home education settings gave the group a variety of perspectives and ideas.

Great Expectations Highlighted in the Arizona Daily Star: Great Expectations for Teachers, Children and Families was highlighted on the front page of the *Arizona Daily Star* on December 7, 2014. The article by, Patty Machelor talks about the work being done through the grant and the systemic changes that have occurred over time. It also touches on areas such as advocacy, child care subsidies and the needed pay raises for early childhood educators. The author spent hours in conversation with the grant director as well as national experts such as Maurice Sykes to gather information. The author commented it was the longest article in the paper that day. http://tucson.com/news/local/program-help-preschool-teachers-go-back-to-school/article_a9061814-b32a-5f02-a5d4-5f5a908dd4e4.html

Barriers and Solutions to Share:

Staffing: In August 2014, Monica Brinkerhoff resigned as the Coordinator of the Pre-k Instructional Support Community of Practice. This CoP is housed within Tucson Unified School District (TUSD), thus giving TUSD the responsibility for announcing the vacancy, interviewing applicants, and hiring a new Coordinator. On October 30, 2014, Patricia (Ticia) Brewington was hired as the Coordinator of the CoP. Ms. Brewington was a Quality First Coach, working with Child and Family Resources. She has adjusted well and has had a great deal of support from TUSD and from United Way as she learns about Great Expectations, how to recruit members of the CoP, budgeting and reporting requirements, and other details.

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

One of the CoP sessions this quarter coincided with a full day of activities of the staff at the Head Start the night before, affecting attendance the next day. Community of Practice Coordinator continues to strengthen the lines of communication with Head Start administration to avoid overlapping of events and sessions.

Collaboration:

Office of the Pima County School Superintendent: Great Expectations has been collaborating with the early childhood and Science, Technology, Engineering, and Mathematics (STEM) staff in the Office of the Pima County School Superintendent to plan and carry out different types of developmentally appropriate STEM events. The first one will be held in January in Sells for the Tohono O'odham Nation's Community of Practice. The second event will also be January and will be a small conference for Pima County EC teachers. Great Expectations will provide scholarships for conference attendees and supply materials needed for the conference. The third event will be held for members of the Pascua Yaqui Community of Practice who are learning about high quality inclusive family child care homes.

University of Arizona Cooperative Extension: The Great Expectations grant director was asked by Daniel McDonald, Ph.D., to participate in a new project. The University of Arizona Cooperative Extension was recently invited to participate in a national training project for early childhood professionals. The University of Nebraska and Penn State are the lead institutions. The purpose is to provide training on curricula to childcare providers in four counties in Arizona: Maricopa, Pima, Pinal, and Yuma. The project is funded jointly by the U.S. Department of Defense and the United States Department of Agriculture. The project is targeting locations where there are a high number of Reserve and National Guard families living off-base and sending their children to local childcare centers or home-based childcare providers.

Bank Street College New York: Faith Lamb Parker, Ph.D., the director of the Head Start National Center on Cultural and Linguistic Responsiveness at Bank Street College in New York, attended a conference in Tucson and contacted the grant director in order to learn more about the Great Expectations grant. The program director introduced Dr. Parker to Erin Lyons, the new CEO of the Child

and Parent Centers (Head Start) and to Sussette Torres, the Coordinator of the Tohono O'odham Community of Practice. Much potential collaboration was discussed, and the intent is to explore ways to implement one or two of the ideas.

Successes to Celebrate:

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

- This year, Project BEST decided to include a special guest series as part of the curriculum. Infant/toddler is such a specialized field, and there are few professional development opportunities that are particularly focused on infant/toddler development. This CoP is making efforts to research and find local experts that can come and expand their thinking beyond the Program Infant Toddler Care (PITC) curriculum. This month Project BEST invited Connie Espinoza, Director of the Arizona Infant Toddler Institute, to present as part of the special guest series. Connie presented on Ages of Infancy, which is used by (PITC) to categorize major developmental stages in the first years of life.

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

- Maggie McKiernan previously facilitated a professional development session to a child care center on process art in the classroom. The director recognized the positive impact this session had on her staff and the way they implemented their learning into the classroom, so she shared the experience with the center's corporate owners. The owners also recognized this as a valuable opportunity and asked Ms. McKiernan to return and offer the session to all their teachers from their five centers. Ms. McKiernan successfully led three sessions on process versus product art in early childhood for the entire staff, including staff from two of their Phoenix centers, for a total of over 100 teachers and directors in attendance. The experience allowed for the teachers to experience exploring creative art materials such as sensory tubs, flubber, home-made play-dough, plungers, and fly swatters. They engaged in discussion about why facilitating this type of open-ended activity for young children is important to their growth and development and left with practical ideas about how to implement this approach in their classrooms.

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

- Members are expressing more and more confidence in engaging with their communities. A member faced a crippling fear of public speaking to address the Pima North Council in a call to the public. She plans to speak up at future events and meetings. Another member, a home childcare provider and returning ENLACE member, has expanded her involvement in a gardening project to providing outreach and support to the Pascua Yaqui population in spreading the impact of home grown gardening, cooking, and eating. During the Community Forum with Southern Arizona Legislators this quarter, Pima Community College students were asked to stand as a class and given a round of applause by the legislators and attendees for their commitment to high quality early education for the state's young children. Several of PCC's ENLACE community of practice members were also present and addressed the legislators on issues including the importance of college degrees for early educators, and the barriers to attending college while working full time in a low paying profession.

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

- The Southern Arizona Association for the Education of Young Children (SAzAEYC) held their annual conference on October 18, 2014. The conference welcomed over 500 participants and over 30 exhibitors. The theme for the conference was Celebrating Connections: Linking Social Emotional and Academic Learning. The conference was a great opportunity for CoP members to expand their knowledge and meet others who also work in the field of early childhood education. There were a number of members from a myriad of communities of practice. There were 19 University of Arizona students from the College of Education CoP, 11 members from Linking Leaders, 5 members from the Tohono O'odham Community of Practice and 13 Pima Community College ENLACE members. Overall, the conference was a success and the over-energetic and interactive keynote speech by Ellen Booth Church was outstanding. The keynote speaker was funded by Great Expectations for Teachers, Children and Families and a couple words were said about the work being done and the importance of education by the grant Program Manager moments before the keynote address.

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

- Jeanne Leon is officially the new Early Childhood Education Adjunct Faculty at TOCC. She will be teaching ECE 110 – Communication and Language: Early Literacy for Children, to the Tohono O'odham Community of Practice cohort in the spring of 2015. This is very exciting because she will be able to teach out of the San Simon Elementary School, facilitating travel for the CoP during the evening.
- In December, the TOCC Community of Practice cohort members had the opportunity to visit the Tucson Reid Park Zoo. The focus of the field trip was for the members to have the chance to identify and evaluate the accessibility of the facilities in a special needs lens. They then had a debrief meeting where they discussed some of the adaptations they were able to notice and discussed the different challenges that could be present when planning a field trip. A cohort member noticed that not all the

restrooms were fully adapted for someone in a wheel chair. Another member pointed out that some of the exhibits, like where the ducks are, could present a safety challenge of children with behavioral issues because it doesn't have a physical barrier. A cohort member also shared her observations at the elephant exhibit. She was noticing that some of the young elephant's behavior is similar to what a young child would do. *"The curiosity and wonder was very obvious"* she added.

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

- During September/October students were invited to apply for the scholarships available through Great Expectations for Teachers, Children and Families. Applications were then reviewed by College of Education, Department of Teaching, Learning, and Sociocultural Studies faculty volunteers using the same predetermined rubrics as were used last year. On October 27th the following amounts were distributed: Six graduate students were awarded amounts of \$750 or \$1000, and 5 undergraduates were awarded amounts between \$300-\$500 dollars.
- Graduate Cohort Member Success Story: "I am a first year graduate student and I did not really know what to expect from the CoP meeting. I attended and found that it was very helpful to learn about the other classes that people are taking as well as similar struggles. It also gave me a perspective on what to expect during my program. It feels like a safe environment to ask about different aspects of academia such as policies and procedures. I have gained quite a bit of knowledge from the meeting and am looking forward to the next one!"

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

- Curriculum Project – Update: Excitement and focus increased around the curriculum/learning activities framework development project this quarter. The Coaching Coordinator, Shannon Warren, met with each CoP Coordinator and their team to further their understanding of the intentions behind the project and continue building connections to the work they are currently doing with their cohort members. A model developed by Ms. Warren that presents a visual reference and maps each of the GETCF's conceptual frameworks onto the early childhood classroom was also made available as a resource and served as a tool to guide thinking and discussion. Coordinators were very receptive to the model and commented on how it assisted their own thinking and ability to see connections between the frameworks and application in the classroom. They anticipated it would also support the teachers they work with in that it takes a very complex network of frameworks and shows how they apply to classroom instruction. The curriculum project itself was also something many of the coordinators saw as a great opportunity and would meet a need for the teachers and in their planning for future CoP facilitation and coaching.

This quarter the task Coordinators took on was developing two examples of specific learning opportunities that teachers could offer children in their classroom. These examples would communicate the links to each of the frameworks, Systems Thinking, DAP, 7 Essential Skills, and Instructional Support, and provide guidance for implementation in the classroom. Ongoing communication and feedback has been provided during this development by the Coaching Coordinator. In addition to the CoP developing examples, continued conversations and work on developing the context piece for this project has been led by the Early Childhood Professional Development Director. Carol Copple, the lead consultant on the project, has joined these conversations via conference call multiple times during the quarter. Ms. Copple has drafted text that supports the use for curriculum frameworks based on research and will continue to work with the UWTSa CoP on further developing this text as well as reviewing submitted CoP examples.

- Judy Jablon, author of [Powerful Interactions](#) conducted three days of workshops in December. She worked with the Home Visitation Community of Practice, and cohort members learned about powerful interactions and how it can be used in adult-to-adult interactions. She then spent the next morning visiting public preschool classrooms, in both a Tucson Unified School District's Parent And Child Education (PACE) program and an early learning center setting. The teachers at both school settings were able to learn from Judy, receive her feedback and then return in the evening for a session to extend their learning. This interactive workshop was a success, as Judy focused on the teachers' successes and strengths. One of the teachers commented, "I appreciated Judy drawing from the group's expertise. She validated their intentionality with children."

On the third day, Judy conducted an all-day session for early childhood educators, building on material presented during Judy's last visit. The group had the opportunity to work in small groups for more in-depth conversation. At the end of the session, a CoP member commented, "We were able to participate all day, we were not just spoon fed the information, we were asked to think, contribute, and reflect on our own practices and environments." Judy will be returning in April and continuing her work on Powerful Interactions.

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

SUBGRANTEES: PARENT AID, PARENT CONNECTION, HEALTHY FAMILIES, MARANA Parents As Teachers (North)

STRATEGY: HOME VISITATION

Program Implementation

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

- July 10- Where Pink Meets Blue: Understanding & Supporting Gender Development & Identity
- July 24- Sex Trafficking: Modern Day Slavery
- August 14- Baby Brain Waves
- August 28- Search Engine Optimization Workshop
- September 25- Emergent Literacy at Home: Strategies for Home Visitors
- October 23- Baby Brain Waves: Part 2
- October 29- Poverty Simulation: A Day in Their Shoes
- November 10- Affordable Care Act: 101
- November 17- The Write Way
- December 3- Stewards of Children: Darkness to Light

The Family Support Alliance continues to use a Word Press blog and Facebook page for communicating to partners and Family Support Alliance members about professional development opportunities in the community, resources for families, and information about meetings, etc. From July to September, the blog received 3,525 views, From October to December, the blog received 2,799 views. The Facebook page currently has 216 “likes.”

Since last fiscal year, United Way has worked with the Pima County Health Department to implement a centralized referral system for family support services in Pima County; the implementation of a web-based referral form and warm phone line began in January 2014. Staff has continued promoting the referral system and has received 143 referrals to date.

The Parent Connection - In the second quarter The Parent Connection PAT Program served 23 families totaling 82 home visits. Two families received more than one monthly visit. At the end of the quarter zero families had exited the program and eight children received Ages and Stages Questionnaire (ASQ) screenings. At this time, The Parent Connection’s PAT program is at full capacity with 23 active families.

Parent Aid - Parent Aid connected with the communities around their office, creating renewed support for the organization. The families that went to the Fall Fiesta were educated about the SafeCare program and the benefits it brings to families. Many participants took fliers to share with people they worked with and for themselves. These new connections helped Parent Aid gain new referral sources and community leaders.

Barriers and Solutions to Share

No barriers at this time.

Collaboration:

Marana Parents As Teachers (MPAT) Sub partner (Pima North) - Marana PAT is happy to be collaborating with the Arizona Lions Vision Center (Tucson Downtown Lions Club). Twenty children received vision screenings in December. Two children were referred for further evaluation. The Tucson Downtown Lions Club facilitated the screening to children ages two to five years of age. Two vision screening machines were used, the SPOT machine and the Plus Optic machine. The vision screening detects acuity and refraction, near and far vision, astigmatism, muscle strength, gaze, lazy eye, and unequal pupil size. Marana PAT is working on setting a date for another screening event in either March or April for the program’s families.

Successes to Celebrate:

United Way/Family Support Alliance –During the second quarter, Heather Friedman has been able to implement a community of practice (CoP) for home visitors in Pima County thanks to funding provided by the Arizona Department of Health Services (ADHS).

This Community of Practice is a professional development program which provides an opportunity to explore the Program for Infant/Toddler Care (PITC) philosophy, curriculum, and recommended practices through professional development sessions along with coaching that is specific to the needs of the home visitor.

Healthy Families – (Stories from two Family Support Specialists (FSS)) A father requested the Healthy Families program when his son was three months old and he realized that he could use support in raising his son. This was dad’s first parenting experience and he knew that he could benefit from a family support specialist offering parenting and developmental support for his child. Through working with the family, the family support specialist saw the father learning to navigate being a single father and finding the support that his family and community provided to help him and his child be successful. Through that process, the family support specialist was able to help the father build a home of security and trust with his son and helped him discover how he could encourage his son’s development through activities and interactions with him. This father completed the program in December of 2014 and has stated that he is excited to continue to prepare his son for preschool and involve him in social programs so that his son can continue to build positive relationships.

The family support specialist (FSS) was going over an ASQ with a mom and mom mentioned that she was concerned with her child’s speech progression. The educator went over how using DD’s such as Play by Play, Four Steps to Success and the activity of pointing and naming could help her child with word development. The FSS modeled how to say “ball” to the child while looking excited, making eye contact and praising the child’s efforts. As this was happening the child started to say “bah” with a surprised look on her face and mom clapped and became excited. Mom stated that she would start working on simple words with her child. She hadn’t realized how simple it was to help her child’s language development.

The Parent Connection - A mom and her 15-month-old son attended Stay & Play group in Vail several months ago. The parent educator who facilitated the group noticed that the toddler had no verbal communication aside from his screams to try and communicate. He also displayed hyper active behavior by always wanting to climb on chairs and touch and tear down everything in the classroom. The parent educator spoke with mom about the Parents as Teachers (PAT) program, and mom decided to enroll. During her first PAT visit, an ASQ was done. The toddler demonstrated delay by not saying any words or mimicking the sounds to words. Mom was given information on Arizona Early Intervention Program AzEIP and was asked to call and make an appointment to get her son evaluated. Recently, mom shared that AzEIP conducted an evaluation and her son was enrolled in their services. He is delayed in speech at this time; AzEIP will see the toddler at least twice a month to provide services. Meanwhile, the parent educator continues to give mom information on how to enhance language development to assist with this issue. The toddler is now 22 months and is starting to make sounds, which is a positive development. Mom also helps her son with his socialization skills by continuing to attend Stay & Play.

A mom who has participated in the Parents as Teachers program with her first child, delivered her second baby in July. Experiencing postpartum depression and feeling overwhelmed with caring for two children, she reached out to her PAT educator for support. Together, they came up with possible solutions to lessen the feelings of isolation and depression, starting with advising her doctor of her depression. From that brainstorming, mom hired a postpartum doula to help with simple tasks at home and give daily support. She also asked her husband for help when he gets home from work. She also began attending the Vail Stay & Play group again that helped reduce the overwhelming feeling of isolation. Mom continues to participate in the monthly PAT visits and the weekly Vail Stay & Play group with both children; even inviting one of her neighbors to attend. Mom has shared that she is feeling less isolated and talks about getting out with both children more during the week which helps her with emotional well-being.

Parent Aid - The last couple of weeks have marked a new change in Merry Placer’s (parent educator) home visits with one family. The visits consist of labeling and identifying common household hazards that families often fail to recognize as dangerous for their children. In the last visit, the parents and Merry were discussing the ten categories of household hazards. As they went through the safety information, both parents realized that they had been neglectful of a potentially fatal hazard left in the living room; their rifle. Upon realizing their mistake, the parents immediately moved the firearm so that it was not within sight or reach of their son. They were incredibly appreciative to Merry for bringing this dangerous hazard to their attention

HOME-BASED VISITATION: SUNNYSIDE PARENTS AS TEACHERS (PAT)**SUBGRANTEES:** AMPHITHEATER PUBLIC SCHOOLS, CASA DE LOS NINOS, EASTER SEALS BLAKE FOUNDATION**STRATEGY: HOME VISITATION****Program Implementation:**

Sunnyside PAT has started an evening library/story hour at Mission Manor Elementary School and Los Niños Elementary School to help PAT parents and their children transition to kindergarten. At these events reading logs are given to PAT families to record the number of books read to their children. This aligns with the elementary school homework requirement for K-5 children and families.

During the first quarter Easter Seals Blake Foundation gave 92 new books to families and read 151 books with families. ESBF held 3 family group connections with 51 people and 10 dads in attendance. Staff conducted 52 developmental screenings and connected three families with early intervention services for concerns or delays.

Casa de los Niños (CDLN) held a group connection at the park with Mr. Nature's Music Hour. Twenty-one adults and twenty-two children participated in the activity. Parents said they liked the fact that the parents were involved and that the children interacted with each other. During the second quarter, Casa de los Niños gave 391 books during Personal Home Visits. During the Winter Event, First Things First supported the program by supplying 100 new books for Santa Claus to hand out. Staff had 43 families, 65 adults and 97 children who attended the Winter Event.

During the second quarter, Amphi Parents as Teachers gave 177 books during Personal Home Visits and the Winter Celebration that were donated through United Way from Pima County Health Department and Strong Families AZ. Staff had 200 people attend and take pictures with Santa Claus. Santa was one of the governing board members. Staff gave out over 240 books this quarter.

Meeting with Refugee and Immigrant community organizations has allowed Amphi Parents as Teachers (PAT) to increase early childhood home visitation program awareness with their staff and receive direct referrals from each agency. The above organizations have discussed future collaborative efforts for sharing language and literacy resources, benefiting their families served.

Easter Seals Blake Foundation: During the second quarter, home visitors read 290 books with families and provided 130 books to families. ESBF held 6 Group Connections with 33 adults and 40 children in attendance.

Barriers and Solutions to Share: None at this time.

Collaboration: Sunnyside will begin collaborating with the Friends of Deed and the University of Arizona to conduct group connections in the Pima South region. The program is collaborating with Literacy Connects and Stories that Soar to provide a continuum of language and literacy events to help PAT families transition to kindergarten and to align prekindergarten through grade three literacy goals.

Amphi PAT has continued to collaborate with Southern AZ Diaper Bank as a diaper pantry. As a result 4 families have enrolled in the Amphi PAT program this 1st quarter. Various clubs, councils and organizations in Amphitheater schools collaborated with Amphi PAT and donated a monetary gift and/or non-perishable food. Twenty PAT families received a food box in September that was put together by their educator. Amphi will begin a monthly story hour at Impact in the Village of Catalina and continue monthly group connection events at Coronado K-8. Curricula from Make Way for Books (Book Magic) will be used in this effort.

Continued collaboration with the Nurse Family Partnership has resulted in 4 referrals this quarter. CDLN encourage a continuum of services and a smooth transition by attending a home visit with a nurse in the program prior to the family exiting the Nurse Family Partnership Program. In addition, continued collaboration with the Bhutanese Mutual Assistance Association of Tucson, Somali Bantu Association and Tucson International Alliance for refugee communities resulted in regular referrals. Continued support of and collaboration with the Community Prevention Coalition, Diverse Voices in Prevention and the Amistades Coalition allows the program to remind community service providers about home visitation, provide them with more brochures and encourage them to refer the families to Parents as Teachers.

Sunnyside has been collaborating with the Mobile Dental Health staff in Sahuarita. This is a good contact for us as they provide resources and information to pregnant moms. Working with the teens in Sunnyside has increased the number of teens served through personal visits. Sunnyside had two of the governing board members accompany parent educators on home visits, and they witnessed the challenge of working with multiple children and family members. One member of Pima North Council came to a library/story hour and heard a presentation about SUSD PAT. Thank you for your continued support. Sunnyside continues to

collaborate with Arizona Early Intervention program and the child find programs in TUSD and Sunnyside to get children evaluated. Sunnyside also collaborates with the United Way, Healthy Families, Nurse Family Partnership and El Rio.

Easter Seals Blake Foundation collaborated with Make Way for Books to hold a very successful Group Connection. ESBF also continue to collaborate with the ESBF Nurse Family Partnership and Smart Support Programs as well as the Haven and Emerge. Staff has begun to collaborate with the Bhutanese and Nepalese Mutual Aid Society to provide diapers for our families who are Bhutanese Refugees.

Successes to Celebrate: Sunnyside continues to follow PAT graduates. Two years ago, Sunnyside had quadruplets complete the program cycle. They are now in first grade at one of the magnet schools. One of the children is reading at a third grade level, another is reading at a second grade level, and two are reading at grade level. These children were premature and had chronic middle ear problems, so the family considers this a big success.

After working last month to get her son Raymond enrolled in Head Start, Ines took steps to begin working on goals she has established for herself. She wants to work part-time this school year to pay off bills and then she will enroll in a program to learn English followed by a vocational program. This month Ines applied for positions within her children's school in the Food Service Department. Ines is determined to see her plan through. She said, "I have to do this for the future of my children, and for my future too." Ines's story is even more compelling when one realizes that it has only been 14 months since she lost her husband. .

Alicia enrolled with the Amphi PAT Program in September 2012. Twins Ashley and William were 36 months old at the time and neither was using very much language. They were evaluated by Amphi Child Find and were determined eligible for Special Education services based on delays in language and social -emotional development. When the children began using language in the spring of 2013, the Parent Educator noticed that both children had extensive dental decay. The topic was discussed with mom Alicia. She was aware of the problem and had been advised by the children's dentist to arrange to have the problems corrected. Mom shared that she did not want the procedures done because of her fear of the anesthesia that needed to be administered to the children. She had heard of other families whose children had adverse reactions and did not readily wake up from the procedures. The Parent Educator listened to mom's concerns, provided her with information in Spanish for her to read about the importance of dental health, and asked her to reconsider her options. At the visit this month, William met the Parent Educator at the car and the first thing he said was "Mira mis dientes." (Look at my teeth) as he smiled broadly. Alicia said that she had to manage her fear for the sake of the children. She realized that the children's teeth were decaying further and that the situation could really become serious.

Belem is the mother of four children ages 18 months to 7 years old. She has been a strong advocate for her children especially because her two eldest children have been diagnosed with speech delays. They currently attend elementary school and are in 1st grade and Kindergarten. Belem and her educator have arranged for the two youngest children to attend Head Start preschool and daycare at the same location where she is taking English and GED classes. As busy as Belem is, she has found the time to volunteer her time to advocate for Immigrant Rights. She was honored in November with an award by the grassroots organization Coalición de Derechos Humanos (Coalition for Human Rights) at the 10th Corazon de Justicia Awards Dinner. The event recognized the efforts of twelve Tucson activists in different areas of social justice.

Carmen was referred to the Amphi Parents as Teachers program by Amanda, a friend who has had experience with the program. Amanda had grown concerned about Carmen's mental health because Carmen had recently lost a 4 month old baby. According to Amanda, Carmen appeared to be having a difficult time coping with her loss and was not interested in grief counseling. Amanda and the parent educator, who she confided in, visited Carmen in her home to explain the components of the Parents as Teachers Program. Carmen stated that she was interested in the program because she has a two year old son. Carmen has been in the program for four months and regularly attends the Group Connections with her son. She is very focused on his needs and is currently awaiting an appointment for an evaluation through Child Find for him because she and her educator are concerned about his speech development. Although Carmen hasn't shared her story about her loss, she is continuing to move forward and is focusing her time and effort on getting her son the help he needs.

Family Parra has a three year old boy Alexander with Down syndrome. The family has been in the program for three years. Parents as Teachers has given the Parra family tools to focus on the child's strengths, rather than his disabilities. Alexander loves when his parents read to him and enjoys all the educational activities from Parents as Teachers. His communication skills have improved greatly as a result of the program.

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

STRATEGY: HOME VISITATION (AJO)

Program Implementation: DSCHC staff is continuing to see growth in participation of Storytime, there are 5 families who have been consistent in attending Storytime this quarter. Pima County's KAPP (Kids and Parents Playtime) families attended Storytime at least once per month this quarter. Staff continues to mail a monthly calendar to all families enrolled in Healthy Steps and has started posting this calendar to the Desert Senita Facebook page. It is unknown how many enrolled families follow the Desert Senita Facebook page at this time. Staff collaborated with Make Way for Books again this quarter for a one time Storytime in September. There were stations set up for the children to do hands on activities as well as an interactive story time. There were 11 children total that attended this event.

In the second quarter, families who have not attended any events prior and who have not been introduced to the Healthy Steps program were able to attend Storytime through the distribution of the calendar via the newspaper and flyers given to the library. Additionally, the families that were receiving home visits quarter one continued to receive home visits this quarter on a bi-weekly basis.

The Healthy Steps Specialist (HSS) traveled to Payson in September to receive follow up training on the Newborn Behavioral Observation (NBO). This follow-up training was completed in collaboration with Healthy Steps in Gila County. As a result, Cecilia was able to complete 2 out of the 5 NBO's needed to complete her certification requirements. She had been unable to get families in Ajo to commit and complete NBOs with her and staff found that this was a great opportunity to help her move toward the completion of her NBO certification. As a reminder, last September, the HSS received her initial NBO training at the Brazelton Institute in Boston. Part of the certification requirements of this training is to complete 5 NBO's within a year of training. Cecilia reached out to the Brazelton Institute to explain the barriers she experienced in Ajo to get NBO's completed and she was granted an extension in order to complete the required NBO's

Barriers and Solutions to Share: DSCHC saw a drop in scheduled well child visits at the clinic this quarter as well as a drop in overall attendance to community events such as Storytime. Many families leave Ajo during the holiday season and this may have been a factor in some of the decline. Staff will be running reports and reaching out to families who have overdue well child visits in hopes to increase the amount of children receiving timely well child visits, this will also allow the Healthy Steps Specialist to meet with the families and schedule home visits as a follow up to their well child visit. DSCHC hopes to market the follow up appointment as an expansion of the child development information they receive at the well child visit that includes an interactive, engaging developmental screen.

Collaboration: Staff continues ongoing collaborations with organizations including: the local library, Head Start, Ajo School District Pre-K, Pima County Parks & Recreation KAPP program, and Make Way for Books. The Head Start was able to implement their parent meetings again this past quarter and invited the Healthy Steps Specialist to present early childhood topics to the parents. Staff has completed one parent meeting and has scheduled a few more for the upcoming quarter.

Healthy Steps collaborated with UA Cooperative Extension to offer a Baby Brain Waves workshop. Healthy Steps Staff invited families, community members, school staff and the high school's early childhood education classes to attend. Of the attendees, two were parents, four were high school students, one was the ECE Teacher and one was a community member. This opened the door for future interactions and presentations that the Healthy Steps Specialist can do with the high school students as they and their instructor were very engaged and interested in learning more about the field of home visitation.

Successes to Celebrate: Home visits increased this quarter with a total of 5 home visits being completed. Staff was able to complete three ASQ screenings and two follow up visits with families. These follow up visits focused on activities families can do with their children to develop areas that may have been low on the ASQ chart.

Each of the families that completed home visits this quarter were given activity bags for their participation. Each family was very excited to have new items in their home to be able to offer their child. Staff and families were able to discuss why each item in the activity bag is important to their child's development and talked about how to use these items with their children.

HEALTH: PIMA COUNTY PUBLIC HEALTH DEPARTMENT (PCHD)

SUBGRANTEES: Pima County Health Dept, Oral Health Program (PCHD); 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: First Smiles Matter participated in an Early Child Care Conference in Green Valley. Several contacts were made, new and old, with childcare providers in southern Arizona. A raffle was held and FSM provided a popular item, an electric toothbrush. This is just another way to reinforce the importance of oral health for everyone! Program and informational oral health brochures were available for the child care center and home providers. FSM's dental assistant was able to participate in various sessions on how to educate young children to better understand their way of learning.

With the addition of new zip codes, several Tucson Unified School District Parent and Child Education (TUSD PACE) programs are now included in the service area. During the summer, FSM's program coordinator, attended several meetings with the PACE Director, United Way of Tucson and Southern Arizona's Director of Nutrition and TUSD's Registered Dental Hygienists (RDH) to determine the best way to reach the children and families in the new sites. Due to funding, PACE program recently lost their preschool nurses. They were primarily responsible for educating children and families on general health issues and facilitating care as needed. The PACE Director was very happy to have the FSM program in the Pima South sites. The TUSD RDHs are not able to make it to all the schools so FSM is now able to assist them by offering FTF funded services.

Mobile Health Program (MHP) – MHP reports an increase in the number of children receiving screening and fluoride varnish. MHP provided screenings and fluoride varnishes to 20 children in quarter one and 108 children in quarter two. MHP provided screenings and fluoride varnishes to 19 pregnant women in the first quarter and 7 pregnant women in the second quarter.

El Rio – El Rio dental teams completed outreach sessions to children and families that are located in the pediatric lobby at four El Rio clinic sites. The majority of the parents/guardians FSM spoke with indicated that their child had received an oral health screening, fluoride varnish, OHI and nutritional counseling from continuing outreach sessions. FSM continues to see the rotation of children that have received oral health care services in a variation of ways that include private practice, Indian Health Programs, or other outreach services in community.

Due to WIC services housed in the same building at the Congress site and literally next door to the fluoride working area there have been a positive increase in patient participation and number of encounters with established El Rio patients. FSM has also had an increase in establishing dental homes for new patients who were only prior WIC participants. The dental team has created a great rapport and continues to work closely with the WIC department housed in the main pediatric lobby. The staff from WIC is doing a great job informing their clients of the services El Rio is providing. They are escorting the client right to us after their appointments. El Rio also are informing and providing brochures relating to oral health and pregnancy for the client to read while they wait to be seen by WIC. El Rio is also seeing an increase in screenings for infant oral health care. Many new mothers are unaware of the need for oral hygiene at this stage of the child's life.

Desert Senita – Desert Senita reports that Tooth Fairy in Park was a very successful event. In the second quarter, they report that Desert Senita dental staff established a program with the Pima County Parks & Recreation KAPP Pre-School Program. They will visit once a quarter.

Barriers and Solutions to Share: El Rio states that increasing the number of pregnant women to be screened is still the fore front of challenges; staff is working closely with the WIC department to ensure all scheduled clients coming to El Rio will have the opportunity to participate for services offered. It has been a gradual and slow moving process in increasing pregnant women to participate in oral health screening process. El Rio continues to work closely with the WIC department to ensure all scheduled clients coming to El Rio will have the opportunity to participate for services offered. Staff has created a direct referral process from the WIC department to dental. The goal is to offer services to children who do not have a dental home in addition to educate and screen pregnant women immediately right after their appointment. With the increase of patient flow many women continue to be somewhat reluctant to stop for services, specifically when small children are with them.

One of FSM's areas targeted for improvement is the educational sessions provided directly to the preschoolers in a classroom setting. With the inclusion of PACE programs and ADHS Empower Program there have been requests to provide classroom instruction. Another FTF funded program in Cochise County has developed age appropriate classroom education with the assistance of certified teacher. FSM will be contacting them to see if staff could visit and observe the child education presentation to get more ideas on what FSM could improve / change.

Collaboration: FSM staff continues to collaborate with programs within Pima County Health Department, Health Start, Family Nurse Partnership, and Library Nurse Program, to assure the early childhood oral health messages are being integrated. FSM also expanded collaborations with TUSD PACE program.

By the end of October, staff traveled to Sasabe and Arivaca, AZ. It was the program's first time visiting Arivaca and it was very successful. FSM had two Grand Canyon Nursing students with them that provided the children with education about eating vegetables, fruits, etc. and that the healthy foods won't stick to their teeth like candy will. The kids played with dental puzzles, and looked at some dental books about visiting the dentist while they were waiting to be seen for the screening and fluoride treatment.

Ajo – Placed ad in the local newspaper and will continue to place an ad in newspaper every month. Dental staff have been coordinating with medical staff during well child visits on Mondays and Tuesdays in the clinic. Staff also met with new teachers and principal of the school and Head Start staff. The Christian preschool has our application and staff will visit them later in September. Staff is glad for the new relationship with Pima County Parks and Recreation KAPP pre-school program.

MHP – Collaboration with the administrators at Imago Dei MS allows the MHP the opportunity to return to capture and provide services to those children who did not attend the health fair. Early in the first quarter, staff began exploring the possibility of collaborating with Sunnyside School District who is requesting the MHP become the districts medical home. A meeting was scheduled with the SUSD Director of Nursing; and a collaboration effort with Sunnyside School District has begun. During the month of September staff will be adding two clinic sites within the school district, the first at Summit View Elementary School, the second at Los Ranchitos Elementary School. Both sites are located within FSM designated zip code regions.

El Rio – EL Rio's planning process of integrated health and dental services for the patients of El Rio brought together pediatric dentists and the pediatric medical team in three major outreach sessions. Staff set up at the Boys & Girls Club on the East, Central, and South sides of Tucson. Staff also constructed a distinctive screening and fluoride area at the Congress site.

Successes to Celebrate:

Ajo – Recently, I was at a school for my grandson's Halloween party. The children did not call me "Manny's Grandma". They called me the tooth lady and even had several hygiene questions. They recognize us and remember the importance of fluoride and cleaning treatments. Ajo's youth is actually helping their parents start routine dental appointments. Several 4 and 5 year old children would not let us apply fluoride in the past. They are now comfortable with us and for the first time allowed us to check their teeth. New mothers understand the importance of bringing in their babies as soon as new teeth erupt.

PCHD – At one of the PACE classrooms, FSM provided both bilingual parent education and child education. Staff was able to answer any questions for parents and give them an advice for their young child on oral care. The PACE teacher was very impressed at the number of parents that attended, the best she has ever seen! Parents were very interested, asked great questions and a couple of them told the teacher that they learned a lot of new things.

El Rio – In 2010 El Rio started a pediatric dental residency program in conjunction with Lutheran Medical Center in Brooklyn, NY. The program has grown from four pediatric dental residents to the current 12 in 2014. The residency period is two years and this expertise has helped increase the program's ability to serve children.

During the summer outreach special event, El Rio encountered a single parent with a family of 6 children. What was interesting was that each child had a different version of what good oral health is. The eldest had the most accurate answer but was a bit unsure. The youngest which was 3, did not know what was meant by good oral health. Staff defined it in language they could understand. At the end of the mini session with this family, they were happy to receive their goodie-bag; and even better was that they all were on the same page in the ability to define good oral health and good nutritional healthy habits.

This holiday season staff participated in a Christmas Party/ Health Fair with Chicanos Por La Causa. Despite the rainy cold weather that day, there was a better turn out than expected. El Rio met a family (single parent household) from Cuba who recently moved to Tucson. The pediatric dentist evaluated her six year old child, which was the first dental encounter for her. With a little bit of coaching staff quickly had this shy little girl smiling. Staff provided the parent with additional information to establish a medical and dental home with El Rio.

MHP – Currently staff have 20+ women enrolled in the OB program. Staff is excited to see the OB program continuously growing and it is our hope that the oral health care education the MHP provides to the women will be applied to their children and family. The Mobile Health OB Program continues to grow and as a result of FSM funding staff are happy to be able to offer pregnant patients oral health screenings, oral health education, and dental products.

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

STRATEGY: COORDINATION OF SERVICES

Program Implementation:

Amado: The new Community Connector, Debby Acuña, from the Amado Community Food Bank hosted the December quarterly meeting at the Amado Youth Center. Debby facilitated a tour of the Amado Food Bank after the quarterly meeting for those interested. As host, she provided a wealth of information regarding the community of Amado and statistical data on the families served by the Food Bank. Debby has distributed more than 100 Financial Literacy Guides, Reading to Our Kids: Literacy Guide booklets, and in collaboration with United Way, has done a book drive to provide free books for their clients. Debby is very aware of the challenges and assets of the Amado community and never hesitates to request First Things First materials or information. As a hub of the community, the Amado Food Bank is a prime fountain of resources for its community.

Arivaca: Linda Van Fossen works tirelessly to bring information to her community as a Community Connector. She is a nurse at the Arivaca Clinic and it is there that she interacts on a daily basis with her community. She continues to assist young parents with their children's developmental needs by referring them to the appropriate agencies and coordinating any meetings between them. Linda also actively continues to coordinate with UCHC to bring the mobile dental van to her community.

Sasabe: The Community Connector, Christina Hughes, is a tireless champion for her small, rural community. Most recently, she coordinated a clothing, food and toy drive for all the families in need by collaborating with the Buenos Aires Fire Department, the Unitarian Church, United Way and the Arivaca Human Resources. She has also been working with the Pima County Health Department to facilitate oral screenings for children 0 to 5, and administer flu shots to the general public. She continues to provide nutrition and healthy meal preparation classes for the families in Sasabe as she is an accomplished chef. She spends countless hours going through the First Things First website and the United Way of Tucson website to find resources and events that would benefit those who need it most.

Summit View: United Way staff is industriously searching for a connector in this area. Staff have interviewed possible candidates and are hopeful that they will find the suitable person.

Sunnyside: Ana is a vocal advocate of early childhood education and as a bilingual champion she puts those skills to good use by helping monolingual Spanish speaking families become aware of the resources available to them as well as helping them navigate the First Things First website to mine for those resources. She continues her work at Elvira Elementary School through Teach a Parent Reach a Child.

Three Points: The Three Points Community Connector has also collaborated with her local fire department to coordinate a toy and gift drive during the holidays. Because of her line of work in the child care center, Vanessa is continuously interacting with parents and is a big proponent of First Things First programs. In October she coordinated parenting classes as well as promoted Make Way for Books in her childcare center.

Barriers and Solutions to Share: None at this time.

Collaboration: Staff continue to collaborate in sharing information about events, programs, and foster cross-system opportunities between community partners which serve families with young children in the South Pima region. A highlight from Sasabe: "Connecting with the retired teachers from the Tucson area, for the purpose of them coming to Sasabe to help families with small children to read and write, with arts and crafts – so far we have 7 people and believe me what a difference (big improvements for the smaller children) it makes with the outreach in the community – especially the younger single mothers – they are so pleased to have these folks come down once a week to help with children and taking directions and instruction for a better life. Thank you all!" –Christina Hughes, Community Connector in Sasabe

Successes to Celebrate:

Linda Van Fossen, Arivaca Community Connector: "I feel that we (Community Connectors) are needed to help outlining (sic) areas. We have helped a few with speech therapy and also with parenting classes. We have 3 new babies in the community. Also helping with dental and vision screening. And one child with home visits, which helped very much"

Ana, Sunnyside Community Connector: "I met a single mom, with a 3 and a 5 year old, who was totally lost regarding early child care programs. She said nobody had talked to her about this and she didn't think it was important for her kids. I let her know about the programs that First Things First offered and now she's very curious about what she can do to improve her kids education."

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

SUBGRANTEES: PARENT CONNECTION, PIMA COUNTY COOPERATIVE EXTENSION, CASA DE LOS NIÑOS, 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 - The Young Athletes Program has experienced so much success in Sahuarita that two community agencies in South Pima are pursuing a sustainable practice of this program in their community. The Rancho Sahuarita Health program manager is securing a professional development and space to offer the program as a component of Rancho Sahuarita and the surrounding community for multiple age groups. The Arivaca Action Center is interested in pursuing Young Athletes Program as a way to incorporate parent involvement with children's play in the community. The growth of this program is due in part to the collaborative environment facilitated by the Coordination of Services South Pima work and the Early Childhood Partnership of Southern Pima County.

Many of the parents have continued to meet at a local restaurant after the parenting session to play and bond as a group. This practice has continued throughout the winter holiday break period. Parents communicate through Facebook and have also started to share parenting tools for sensory play using Pinterest.

The Parent Connection - During the second quarter The Parent Connection provided a total of 21 Stay & Play's (Parent/Child Play-based Learning Groups) at the following locations: Amado, Arivaca, Sahuarita, Three Points, and Vail areas. Total participants served during the second quarter were 159 adults and 215 children under the age of five. Unduplicated Stay & Play numbers for second quarter were 29 adults and 38 children under the age of five.

Easter Seals Blake Foundation - Easter Seals Blake Foundation(ESBF) is holding a group at Children's Success Academy(CSA). Littleton has expressed interest in holding a group in January or March, in partnership with Easter Seals Blake Foundation. ESBF is beginning a group at Sunnyside High School working with new parents in February 2015. CSA has agreed to host another group working with English speaking families and will be sending out the survey developed by ESBF in early 2015. ESBF has plans to meet with staff from Los Ranchitos Community Resource Center in early 2015. ESBF also asked Sunnyside Parents as Teachers and the Parent Engagement Director for the district to be involved in the meeting. ESBF is excited to be forming this partnership with Sunnyside and believes new groups will come out of this and hopefully reach more of the Sunnyside community.

University of Arizona Cooperative Extension - Independent evaluators, LeCroy and Milligan, provided results pertaining to parenting satisfaction and efficacy. Both areas showed statistically significant increases for participants in last year's programming.

Casa de los Niños - During this quarter there were three Nurturing Parenting Series scheduled. One was in Amado at Sopori Elementary School in the preschool program. The director requested this series be in English, but at the first class it was obvious that staff needed to switch the series to Spanish. Starting with the second session, the series was presented in Spanish. The second series took place at the Santa Clara Head Start in the Sunnyside School District. The director requested this series to be presented in English and asked for a second series to be scheduled for the winter in Spanish. The third series took place in Green Valley in the Continental School District for their preschool families.

Make Way For Books - On August 26th, Make Way for Books offered the Book MAGIC professional development workshop to the staff at Parent Aid. Participants learned how to implement the Book MAGIC program, which contains a supplemental curriculum that can be added to other parent education programs. The Book MAGIC curriculum offers ways that parents/caregivers can help support their child's emergent literacy and language acquisition. Parent Aid also received a Book MAGIC Kit, which contains all of the books and resources needed to share Book MAGIC with families. The workshop was attended by five participants.

Barriers and Solutions to Share

Easter Seals Blake Foundation - ESBF continues to make contact with new locations in South Pima in order to reach new populations. ESBF is excited to have recently made new connections in the Sunnyside School District, including the possibility to engage with the parent involvement director for the district.

The Parent Connection - The Three Points Stay & Play remains on hold. TPC has held groups at a variety of sites; the latest, at the centrally located community center. TPC scheduled groups on different days and have offered a variety of times at the suggestion of the community, yet attendance has been unpredictable and only a few families attended.

Parent Aid - Parent Aid transitioned Nicole Perez from Family Support Specialist to Manager of Family Programs then worked to find her replacement. After interviewing two remarkable candidates, both were hired. Deana Lopez and Flor Hernandez can provide community based parenting services in both English and Spanish.

Collaboration

United Way of Tucson and Southern Arizona – Green Valley - Sahuarita Town Parks and Recreation provided classroom space for weekly parent education classes and play groups, free of charge. Rancho Sahuarita, Inc. provided facility space for the Young Athletes Program. Arivaca Action Center and the Early Childcare program are interested in bringing the Young Athletes Program to the Arivaca community. They took steps to meet with the Special Olympics coordinator for South Pima. United Community Health Centers is in regular contact with the program manager about the needs for family support in the rural region. New Directions Institute met with the program manager to discuss needs for parent education support to increase kindergarten transition success with families.

Pima County Cooperative Extension- UA Cooperative Extension worked closely with Cecelia Fernandez at Desert Senita in Ajo to arrange a class for residents in that community. Ana Bae, the instructor, wrote an article for the local paper about the class and Cecelia Fernandez helped recruit participants, resulting in a good turnout. There were even some high school students that participated as part of a child development class. Participants were pleased that the program made the trip out to their remote community. This was the most successful Brain Waves workshop held in Ajo under this funding source.

Easter Seals Blake Foundation - ESBF has been able to collaborate with educators at Sunnyside High School and is in discussion with staff at Sunnyside's new Community Resource Center. ESBF hopes to collaborate with Parents as Teachers and the Parent Involvement Director for Sunnyside as well. ESBF continues to work with agency partners such as Parents as Teachers to participate in outreach events and identify areas of need. ESBF collaborates with system partners in endeavors such as the development of the Fatherhood Coalition and reducing the stigmas associated with parent education in the community through an initiative with Pima County Parenting Coalition.

Sopori - The parenting class provided by Casa de los Niños was very successful. The families that enrolled in parenting classes are now signed up to attend the Stay & Play. Another partner, Make Way for Books, has provided Blue Book House books for all of the children who attend Stay & Plays each week. The Blue Book Houses make it possible for kids to take home a gently used book to add to their home libraries. Additionally, Dental fluoride checks, provided by the First Smiles Matter Program, are scheduled at the Sopori Preschool for November. The goal of these dental checks is to serve children in this area, including those who attend Stay & Play. Notices will be sent out to parents to invite them to take advantage of this opportunity.

Successes to Celebrate

Easter Seals Blake Foundation - A mother at a charter school in South Pima has a daughter who was being raised by her grandmother in Mexico, but recently came back to live with her in Tucson. Mom stated early on in the program that she was having difficulties with misbehaviors and was concerned about over-disciplining the child, given that she had been away for so long. Mom also felt guilty for keeping her away for so long. Recently, the mother shared that she has seen much improvement in her relationship with her daughter and has seen her child's behaviors develop. Mom said that the "child directed approach", "social-emotional coaching" and "praising the child often" concepts have changed the way she interacts with her daughter. She has noticed that she does not have to discipline as much since her daughter seems to feel like she is getting the attention she needs. Additionally, she has been able to teach her English through the "academic coaching" model.

Pima County Cooperative Extension - Two foster parents in the Green Valley area heard about the Baby Brain Waves workshops and sought out the instructor to request a class. Cassie Burruel at Cooperative Extension's Green Valley office quickly arranged a workshop for the two. After the training these participants reported nearly a two-fold increase in their knowledge of child brain development as a result of participating in the class. Foster parents and kin care families are often thrust into the role of parenting due to family circumstances. These parents were desperate for help. Comments from participants collected after the workshop indicated that the participants learned to "listen" more and "interact more in a positive way with my kids."

The Parent Connection – A mother attended the Calming the Family Storm parenting class for six weeks. She shared that she has four children from two to eleven years of age. She shared that she felt all she did was yell at them and that she feels frustrated most of the time. In the class participants and the parent educator discussed what anger does to our relationships with our families and to us. The parent educator discussed the different styles of anger and what each looks like. They also discussed the different steps to lessen anger in their lives. The parent educator discussed better ways to communicate and express how they are feeling, how to listen to their children, and to problem solve. As a result mom reported every week how much better she was doing with her

children. She was paying more attention to her reactions to her children's behavior. She started to respond by expressing her feelings and identifying their feelings. She expressed the benefits of her being more patient and working with her children instead of punishing them. She worked on new ways to get her children involved and to get them to participate. In the last class mom shared that she is feeling better and is enjoying being a mom.

(CPBE Parenting Class in Vail) Recently, a family with an older toddler was transferred to Tucson with the Air National Guard. Looking to meet other families in their new community, mom discovered on-line the weekly Stay & Play in Vail where they reside. As she was enrolling, she shared that she was feeling a little nervous as this was her son's first time in a group setting and that he had not had any experience playing in a group of other children. She felt reassured to learn that one of the goals of Stay & Play is to expose young children to group norms and expectations while having fun. Just a few weeks later, this toddler had settled in and was learning to wait his turn, participate fully in circle time activities, and anticipate the routine. Mom, seeing his progress, enrolled him in the preschool program at the church where Stay & Play is held two days a week to ensure that when he goes to school he will be ready.

Casa de los Niños - Dr. Stephen Bavolek, principal author of the Nurturing Parenting Curriculum, was hosted by Casa de los Niños for a third year in a row. He facilitated a three day training in December on the Nurturing Parenting Curriculum for trainers. Over 30 participants attended the three day training from several different states. Locally, three Pima County Superior Court judges attended the first day of the training to learn more about the Nurturing Parenting Programs for the families they work with in the court system.

Sopori - A mom of three young children attended her first Stay & Play session with her one year old child. Mom was not aware that her daughter could sort shapes in a shape sorter and that she enjoyed this activity. The parent shared the information with her husband at home and they bought this developmentally appropriate educational toy for a Christmas gift for their daughter. The Stay & Play materials are rich and very different from the commercial toys advertised on TV that many of these children typically request for gifts. As this family continues to attend Stay & Play they will consistently receive new developmental information during these sessions that may continue to affect choices made for their children.

One of the families attending Stay & Play was able to have a Vision Screening with the Lions Club of Green Valley for their four year old daughter when Sopori School children were screened. This child was diagnosed as blind in one eye with deprivation amblyopia. The parents received immediate treatment for their daughter while there was still a chance for the brain to turn the eye back on. The child now wears glasses and uses an eye patch for five hours a day. The parent had suspected something was not right but routine pediatric checkups failed to identify the condition. Fortunately, the child is now getting appropriate treatment

United Way of Tucson & Southern Arizona-Green Valley - Recent comments on the evaluation forms that are given after completion of a series have been overwhelmingly positive. Such comments include: "I learned to set positive consequences for the rules we have as a family." "Learning about the impact of TV hours on a child's brain development was really eye opening. I have really been trying to focus on other activities that don't involve television." "Even though the information is geared towards my young child, the strategies also really help me with my more defiant, older child."

A family on their fourth and final series of completing the Nurturing Parents curriculum, reports that their child, a young girl of three, has transitioned successfully into the public preschool Special Education program. Dad reports that he is able to drop her off with little emotional turmoil and that the child seems happy to go to school and be with all the other children. She comes to P.A.L.S classes and is able to participate fully in circle time. She has shown tremendous growth in social development over the past year in P.A.L.S. She is starting to vocalize one word commands to dad. She can state all letters A-Z and can recognize most numerals 1-10. At this time last year she was unable to express any needs. She now communicates successfully through sign and speech.

For the past two years a youth with Autism has been in communication with the program manager about incorporating more sensory play objects to the local children's play area. He wished to make the playground more inclusive and took this on as an Eagle Scout Project. He completed the project on December 6, 2015. The program manager was invited to the opening ceremony and spoke to the crowd. The project is permanently housed at Anamax Park in Sahuarita, AZ in collaboration with the Sahuarita Parks and Recreation Department. The children in the parent education classes love the addition to the playground and the program manager uses it during outdoor play time.

QUALITY AND ACCESS: ASSOCIATION FOR SUPPORTIVE CHILD CARE

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

Program Implementation: The Arizona Kith and Kin Project includes an injury prevention component that is embedded into every 14 week training-support group session that is delivered in every community served. This component is delivered after the seventh week of training is completed. This ensures that participants are committed to the training-support group session, understand the expectations and goals identified for these trainings and are committed to the implementation of the subject matter. During this quarter, the Arizona Kith and Kin Project delivered the Injury Prevention components at all sites in the Pima North and Pima South Regions. This includes three (3) topics focused on reducing unintended injuries to children in family, friend and neighbor child care homes. The following were delivered through this component:

- Home and Environment Safety training and distribution of home safety equipment including smoke alarms, outlet covers and fire extinguishers.
- Child Passenger Safety training and distribution of car seats.
- Pediatric First Aid, CPR and AED certification and distribution of first aid kits.

As part of the Language and Literacy component, the program included “Reading is Fundamental (RIF)” events at each training-support group. All training-support groups participated in these events during this quarter. During this class participants gained knowledge on the importance of early reading and language development with the children in their care. Participants had the opportunity to model and interact with children in activities focused around language and literacy. At the end of this training, participants and children had the opportunity to select age appropriate books for every child in their care to continue utilizing in their home.

Collaboration: Ana Bae, Program Coordinator for Early Childhood and Brain Development in Cochise County, from the Cooperative Extension at the University of Arizona, will collaborate again with the program by presenting the topic of Brain Development at both sites. Dates have already been identified for Ana to deliver her presentation.

The program also collaborates with other organizations to connect participants with resources. These partners include the University of Arizona Mobile Health Program, the Easter Seals Blake Foundation Early Head Start, Delta Dental of Arizona Foundation, the Community Food Bank of Southern Arizona, the Garden Kitchen, Safe Kids Pima County, the Early Childhood Education Program at Pima Community College, Child & Family Resources programs including the Child and Adult Care Food Program, the DES Certification Program, Child Care Resource and Referral, the Arizona Infant Toddler Institute and AzEIP, the University of Arizona Cooperative Extension and the Fatherhood Program at Teen Outreach Pregnancy Services. As a result of these partnerships, program participants have benefited by receiving resources to access low cost health care services, information to enroll in Early Head Start services and a variety of resources to expand their knowledge of quality child care. In addition, program participants have received information about Phone Friend, a before and after school warm line that can be utilized by some of the children in their care.

Barriers and Solutions to Share: Assistant Program Coordinator: As mentioned in previous reports, the program has one (1) Assistant Program Coordinator position vacant. The program continues to experience challenges in identifying qualified candidates for this position. Currently, the Program Coordinator and the Lead Child Care Specialist continue to oversee the day-to-day needs of the child care component of the program.

Success to Celebrate: The Arizona Kith and Kin Project completed the delivery of two (2) training-support group sessions in Pima North and Pima South Regions. Each training-support group had an average of 20 unduplicated participants. Through the training-support group sessions, participating family, friend and neighbor child care providers received education on early childhood topics, which included Guidance and Discipline, Nutrition, Brain Development, Parent-Caregiver Relationships, Business Practices, Language and Literacy and others. Each week, participants and the children in their care engaged in activities based on ASU’s Leaps and Bounds Kindergarten Readiness Curriculum. As a result, all participants and children received related materials including sidewalk chalk, musical instruments and CD’s, magnet letters, science related and other material to incorporate into their child care environments. The program distributed more than 400 items to program participants and the children in their care. Transportation and on-site child care were provided at every location to eliminate barriers for participation in the program. During the Fall 2014 session, the Arizona Kith and Kin Project provided on-site child care to 119 (aggregate)/61 (unduplicated) children in the Pima North and Pima South Regions and transportation to 18 participants and children attending the weekly trainings.

Cynthia is a participant at House of Neighborly Service. She cares for four (4) girls in her home that are all under four (4) years of age. Cynthia states that she is pretty organized at home and these classes have reinforced what she is already doing in her home with the children she cares for. She credits the Parent-Caregiver Relationships topic with helping her strengthen her relationship with the

mother of the children she cares for. Cynthia also states that she feels more confident now that she has implemented a parent/caregiver contract between herself and the mother of the children in her care. The Ages and Stages of Development class has helped her gain new insight on activities she can do to support the development of the children in her care.

Herlinda provides care in her home for two (2) children ages four (4) and one (1) years. Herlinda states that through the Nutrition training, she learned the importance of reading food labels. This has helped Herlinda change the way she shops for food for her family and children she cares for. Herlinda appreciates a program like the Arizona Kith and Kin Project for providing resources and trainings to child care providers like her. She now feels more confident in providing care to the children in her home.

Mirna is a participant at Santa Clara United Methodist Church. She takes care of two (2) brothers ages one (1) and two (2) years old, in addition to her own two (2) children. Mirna shared with the group that she did not know any other way to discipline children besides yelling and spanking. Mirna expressed her appreciation for the training-support group session for helping her understand the difference between positive discipline and punishment. Mirna now understands that when the children in her care act out they are not being “bad kids,” they are simply being children and it is her role to redirect and guide them in a positive manner. Mirna admits that it has been a struggle for her to implement the strategies learned, but sees the negative impact on the children from what she was doing before. She recognizes that change is not easy but is willing to commit to positive discipline now because she wants the best for the children in her care.