



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

### Pima North Regional Partnership Council

#### Meeting Minutes

##### **I. Call to Order & Introductions**

The Regular Meeting of the First Things First Pima North Regional Partnership Council was held on February 11, 2015 at Emily Meschter Early Learning Center, 4605 North La Cholla Boulevard Tucson, Arizona 85705.

Chair Peg Harmon welcomed everybody and called the meeting to order at approximately 4:01 p.m.

Members Present:

Peg Harmon, Scott Ingram, Dorothy Johnson, Amber Jones, Susan Shinn, Annabel Ratley, Sharon Taddeo, Jil Feldhausen and Marcia Klipsch

Members Not Present:

Wade McLean and Ann Mastergeorge

##### **II. Consent Agenda**

Chair Peg Harmon stated that all items on the agenda that are in italics, underlined, and marked with an asterisk are consent matters that will be considered by a single motion with no discussion (unless a member wished to pull an item off of consent agenda for further discussion, which did not occur).

A motion was made by member Dorothy Johnson that the Pima North Regional Partnership Council approve the consent agenda, seconded by member Susan Shinn. Motion carried.

##### **III. Tour of the Emily Meschter Early Learning Center**

Sue Shinn, Director of Emily Meschter Early Learning Center, shared that the preschool was in their 5<sup>th</sup> year in the current building. The school holds an accreditation by the National Association for the Education of Young Children. Ms. Shinn invited the Pima North Regional Partnership Council and members of the public to tour the building.

##### **IV. Call to the Public**

*Fania Bevill, Casa de los Niños*

Ms. Bevill shared a new parent-child interaction assessment tool that Nurse Family Partnership is using with the families they serve. It requires an extensive training and provides parents with additional resources once assessed.

Shanna Kukla, Pima Community College

Ms. Kukla spoke about TEACH scholars currently enrolled in Pima Community College. She is supporting current TEACH scholars during the transition to the new scholarship model. Ms. Kukla informed the Regional Council that there would be a TEACH informational meeting on Thursday February 19, 2015 from 6:00 pm to 8:00 pm.

**V. Update: State Fiscal Year 2016 Pima North Funding Plan Presentation**

Chair Peg Harmon informed the Regional Council and members of the public that Vice Chair Scott Ingram presented the Fiscal Year 2016 Pima North Funding Plan to the First Things First State Board on January 21, 2015. Vice Chair Scott Ingram mentioned some highlights from his presentation.

**VI. Update and Discussion: Community Outreach**

Lisette DeMars, Parent Awareness and Community Outreach Coordinator, referred to Attachment #2-December and January Community Outreach Report. She highlighted some events and target audiences that she has been able to make connections with.

**VII. Presentation: Request For Grant Application Process**

Ms. Brisson presented Attachment #3-Request for Grant Application Process and outlined the role of the Regional Partnership Council members in the process. Ms. Brisson also provided Attachment #4-State Fiscal Year 2015 Activity Timeline for members to review.

**VIII. Update and Discussion: State Fiscal Year 2016 Unfunded Approaches**

Chair Peg Harmon reviewed the unfunded approach, in which the Regional Council will work with Pima South Regional Council in connecting families with First Things First funded services and supports, that was included in the Fiscal Year 2016 Funding Plan. She mentioned that members also talked about two additional possibilities of unfunded approaches, including how to maximize public-private partnership efforts as a Regional Council and disseminated universal child development and parenting information. Ms. Brisson provided Attachment #5-Public Private Partnership as a resource for members. Member Dorothy Johnson mentioned a website, <http://eceinformation.weebly.com/> that is a resource currently available in our community.

**IX. Regional Director's Report**

Ms. Brisson shared regional and state updates, as well as provided Attachment #6-Expenditure Report for SFY2015.

**X. Discussion and Possible Action: Next Regional Partnership Council Meeting**

The next scheduled meeting is Wednesday, March 11, 2015 at 4:00 pm. The location is yet to be determined.

**XI. Adjournment**

A motion was made by member Amber Jones to adjourn the meeting, seconded by member Jil Feldhausen. Motion carried. There being no further business, Chair Peg Harmon adjourned the meeting at approximately 5:26 p.m.

Submitted By \_\_\_\_\_

Approved By \_\_\_\_\_

Dated this \_\_\_ day of \_\_\_\_\_, 20\_\_.



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

### Pima North Regional Partnership Council

#### Meeting Minutes

##### **I. Call to Order & Introductions**

The Special Meeting of the First Things First Pima North 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 Peg Harmon welcomed everybody and called the meeting to order at approximately 10:16 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:

Peg Harmon, Scott Ingram, Jil Feldhausen, Dorothy Johnson, Marcia Klipsch, Sue Shinn, and Sharon Taddeo

##### Members Absent:

Amber Jones, Ann Mastergeorge, Wade McLean, and Annabel Ratley

##### **II. Discussion: Early Childhood Everyday**

Pima South 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.

##### **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. 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 (as of July 2015) to the following Pima North members: Jil Feldhausen, Marcia Klipsch and Sharon Taddeo.

##### **III. Presentation: Cradle to Career Collective Impact Model**

LaVonne Douville, United Way of Tucson and Southern Arizona Vice President, presented on the Cradle to Career Collective Impact Model currently happening in Pima County. The methodology is about developing the infrastructure in our community to collect, share, and use data to design strategies and interventions that get results for all children and youth. Ms. Douville explained the definition of collective impact, elements that are required for collective impact, role of partnership, and proposed outcomes and indicators. She listed the current

members of the Leadership Council and discussed how the role First Things First and the council members could play in the model.

**IV. Discussion and Possible Action: Next Regional Partnership Council Meeting**

Members expressed interest in having 3 to 4 cross regional meetings per year, including a cross regional meeting during the annual First Things First Summit.

**V. Adjournment**

A motion was made by Vice Chair Scott Ingram to adjourn the meeting, seconded by member Marcia Klipsch. Motion carried. There being no further business, Chair Peg Harmon adjourned the meeting at approximately 12:09 p.m.

Submitted By \_\_\_\_\_

Approved By \_\_\_\_\_

Dated this \_\_\_ day of \_\_\_\_\_, 20\_\_.

DRAFT



FIRST THINGS FIRST

*Ready for School. Set for Life.*

# Placeholder



FIRST THINGS FIRST

*Ready for School. Set for Life.*

# Placeholder



	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
							Pending	Paid (Last 30 Days)
<b>Community Awareness</b>	Community Awareness	\$12,000	\$12,000	\$11,222	\$778	93.5%		
	Community Outreach	\$69,540	\$69,540	\$32,551	\$36,989	46.8%		
	Media	\$56,280	\$56,280	\$26,930	\$29,350	47.9%		
	<b>Goal Area Subtotal:</b>	<b>\$137,820</b>	<b>\$137,820</b>	<b>\$70,703</b>	<b>\$67,117</b>	<b>51.3%</b>		
<b>Evaluation</b>	Statewide Evaluation	\$686,279	\$686,279	\$686,279	-	100.0%		
	<b>Goal Area Subtotal:</b>	<b>\$686,279</b>	<b>\$686,279</b>	<b>\$686,279</b>	<b>-</b>	<b>100.0%</b>		
<b>Family Support</b>	<b>Home Visitation</b>	<b>\$2,160,600</b>	<b>\$2,157,839</b>	<b>\$1,106,311</b>	<b>\$1,051,528</b>	<b>51.3%</b>	<b>\$91,008</b>	<b>\$174,877</b>
	Arizona Department of Economic Security		\$14,152	\$7,093	\$7,058	50.1%		
	Casa de los Ninos, Inc.		\$977,343	\$511,624	\$465,719	52.3%		\$86,102
	Sunnyside School District		\$596,551	\$314,140	\$282,411	52.7%	\$44,307	\$48,317
	United Way of Tucson and Southern Arizona		\$569,793	\$273,454	\$296,339	48.0%	\$46,701	\$40,458
	<b>Parenting Education</b>	<b>\$530,856</b>	<b>\$530,856</b>	<b>\$283,218</b>	<b>\$247,639</b>	<b>53.4%</b>	<b>\$18,928</b>	<b>\$38,794</b>
	Make Way for Books		\$98,216	\$57,040	\$41,177	58.1%		\$7,052
	Teen Outreach Pregnancy Services		\$195,888	\$115,386	\$80,502	58.9%		\$16,242
	United Way of Tucson and Southern Arizona		\$236,752	\$110,792	\$125,960	46.8%	\$18,928	\$15,501
	<b>Goal Area Subtotal:</b>	<b>\$2,691,456</b>	<b>\$2,688,695</b>	<b>\$1,389,528</b>	<b>\$1,299,167</b>	<b>51.7%</b>	<b>\$109,936</b>	<b>\$213,671</b>
<b>Health</b>	<b>Care Coordination/Medical Home</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$42,312</b>	<b>\$57,688</b>	<b>42.3%</b>	<b>\$9,677</b>	<b>\$7,173</b>
	International Rescue Committee		\$100,000	\$42,312	\$57,688	42.3%	\$9,677	\$7,173
	<b>Child Care Health Consultation (QF)</b>	<b>\$279,110</b>	<b>\$279,109</b>	<b>\$154,658</b>	<b>\$124,451</b>	<b>55.4%</b>		<b>\$15,639</b>
	First Things First (FTF-Directed)		\$17,411	\$17,411	-	100.0%		
	Maricopa County Department of Public Health		\$5,970	\$838	\$5,132	14.0%		
	Pima County Health Department		\$244,873	\$131,071	\$113,802	53.5%		\$15,235
			\$10,855	\$5,338	\$5,517	49.2%		\$405
	<b>Mental Health Consultation</b>	<b>\$536,280</b>	<b>\$536,280</b>	<b>\$252,793</b>	<b>\$283,487</b>	<b>47.1%</b>		<b>\$57,995</b>
	Southwest Human Development		\$536,280	\$252,793	\$283,487	47.1%		\$57,995
	<b>Recruitment – Loan Forgiveness</b>	<b>\$30,750</b>	<b>\$30,750</b>	<b>\$32,324</b>	<b>(\$1,574)</b>	<b>105.1%</b>		
Arizona Department of Health Services		-	\$1,574	(\$1,574)	0.0%			
		\$30,750	\$30,750	-	100.0%			
<b>Goal Area Subtotal:</b>	<b>\$946,140</b>	<b>\$946,139</b>	<b>\$482,088</b>	<b>\$464,052</b>	<b>51.0%</b>	<b>\$9,677</b>	<b>\$80,807</b>	

<b>Professional Development</b>	<b>Prof.Dev. for ECE Professionals</b>	<b>\$780,000</b>	<b>\$780,000</b>	<b>\$300,523</b>	<b>\$479,477</b>	<b>38.5%</b>		<b>\$56,095</b>
	United Way of Tucson and Southern Arizona		\$780,000	\$300,523	\$479,477	38.5%		\$56,095
	<b>FTF Professional REWARD\$</b>	<b>\$359,750</b>	<b>\$359,750</b>	<b>\$272,429</b>	<b>\$87,321</b>	<b>75.7%</b>		
	Valley of the Sun United Way		-	\$2,734	(\$2,734)	0.0%		
			\$359,750	\$269,695	\$90,055	75.0%		
	<b>Scholarships non-TEACH (PCPP)</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$22,220</b>	<b>\$22,780</b>	<b>49.4%</b>		
	Central Arizona College		\$45,000	\$22,220	\$22,780	49.4%		
	<b>Scholarships TEACH</b>	<b>\$360,782</b>	<b>\$180,391</b>	<b>\$9,595</b>	<b>\$170,796</b>	<b>5.3%</b>		<b>\$7,411</b>
	Association for Supportive Child Care		\$180,391	\$9,595	\$170,796	5.3%		\$7,411
	<b>Goal Area Subtotal:</b>	<b>\$1,545,532</b>	<b>\$1,365,141</b>	<b>\$604,767</b>	<b>\$760,374</b>	<b>44.3%</b>		
<b>Quality and Access</b>	<b>Center-based Literacy</b>	<b>\$28,000</b>	<b>\$28,000</b>	<b>\$17,298</b>	<b>\$10,702</b>	<b>61.8%</b>		<b>\$2,657</b>
	Make Way for Books		\$28,000	\$17,298	\$10,702	61.8%		\$2,657
	<b>Expansion: Increase Slots and/or Capital Expense</b>	<b>\$190,000</b>	<b>\$190,000</b>	<b>\$95,061</b>	<b>\$94,939</b>	<b>50.0%</b>	<b>\$16,345</b>	<b>\$14,933</b>
	Child and Family Resources Inc.		\$75,000	\$40,894	\$34,106	54.5%	\$7,104	\$7,118
	United Way of Tucson and Southern Arizona		\$115,000	\$54,166	\$60,834	47.1%	\$9,240	\$7,814
	<b>Family, Friends &amp; Neighbors</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$70,202</b>	<b>\$79,798</b>	<b>46.8%</b>	<b>\$9,758</b>	<b>\$10,028</b>
	Association for Supportive Child Care		\$150,000	\$70,202	\$79,798	46.8%	\$9,758	\$10,028
	<b>Kindergarten Transition</b>	<b>\$46,492</b>	<b>\$46,492</b>	<b>\$46,492</b>	<b>-</b>	<b>100.0%</b>		
	Arizona Department of Education		\$46,492	\$46,492	-	100.0%		
	<b>Quality First Academy</b>	<b>\$112,800</b>	<b>\$112,800</b>	<b>\$50,939</b>	<b>\$61,861</b>	<b>45.2%</b>		<b>\$3,970</b>
	Southwest Human Development		\$112,800	\$50,939	\$61,861	45.2%		\$3,970
	<b>Quality First CCHC Warmline</b>	<b>\$5,311</b>	<b>\$3,798</b>	<b>\$1,429</b>	<b>\$2,368</b>	<b>37.6%</b>		
	University of Arizona Cooperative Extension		\$3,798	\$1,429	\$2,368	37.6%		
	<b>Quality First Coaching &amp; Incentives</b>	<b>\$1,439,201</b>	<b>\$1,371,871</b>	<b>\$1,028,902</b>	<b>\$342,969</b>	<b>75.0%</b>		
	Valley of the Sun United Way		\$1,371,871	\$1,028,902	\$342,969	75.0%		
	<b>Quality First Inclusion Warmline</b>	<b>\$23,730</b>	<b>\$20,933</b>	<b>\$11,412</b>	<b>\$9,522</b>	<b>54.5%</b>		<b>\$1,340</b>
	Southwest Human Development		\$20,933	\$11,412	\$9,522	54.5%		\$1,340
	<b>Quality First MHC Warmline</b>	<b>\$24,408</b>	<b>\$24,408</b>	<b>\$14,954</b>	<b>\$9,454</b>	<b>61.3%</b>		<b>\$1,620</b>
	Southwest Human Development		\$24,408	\$14,954	\$9,454	61.3%		\$1,620
	<b>Quality First Scholarships</b>	<b>\$5,925,160</b>	<b>\$5,925,160</b>	<b>\$4,456,627</b>	<b>\$1,468,533</b>	<b>75.2%</b>		<b>-</b>
First Things First (FTF-Directed)		\$53,156	\$53,156	-	100.0%			
Valley of the Sun United Way		\$5,872,004	\$4,403,471	\$1,468,533	75.0%		-	
<b>Quality First Warmline Triage</b>	<b>\$8,588</b>	<b>\$8,588</b>	<b>\$5,581</b>	<b>\$3,007</b>	<b>65.0%</b>		<b>\$653</b>	
Southwest Human Development		\$8,588	\$5,581	\$3,007	65.0%		\$653	
<b>Goal Area Subtotal:</b>	<b>\$7,953,690</b>	<b>\$7,882,050</b>	<b>\$5,798,897</b>	<b>\$2,083,153</b>	<b>73.6%</b>	<b>\$26,103</b>	<b>\$35,200</b>	
<b>Overall Total:</b>	<b>\$13,960,917</b>	<b>\$13,706,124</b>	<b>\$9,032,262</b>	<b>\$4,673,863</b>	<b>65.9%</b>	<b>\$145,716</b>	<b>\$393,184</b>	

**Council:** Pima North

**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

**Note:**

A Quarterly Data Submission Status of "0" may be assigned in the following scenarios:

(a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols

(b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter

(c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

### \*\*Contracted Service Units

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

### Instructions for reading null and zero as data field values:

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

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

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

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Care Coordination/Medical Home aka Well-Being Promotion Program

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-12-0341-08-Y4 / International Rescue Committee	Quarterly Data Submission Status*		3	3			
	Number of children (0-5 yrs) newly referred for care coordination services		22	8			
	Number of children (0-5yrs) newly received care coordination services		22	8			
	Number of children served	75	22	30			30
	Number of children at the end of the quarter (subtracting disenrolled)		4	5			
	Number of referrals		28	20			

## Community Based Professional Development Early Care and Education Professionals aka Great Expectations for Teachers, Children and Families or Communities of Practice

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0389-03-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
<i>Professional Development Alliance, led by United Way of Tucson and Southern Arizona in partnership with Child &amp; Family Resources, Easter Seals Blake Foundation, Early Childhood Development Group, Southern Arizona Association for the Education of Young Children, Tucson Unified School District, Tohono O’odham Community College, Pima Community College Center and University of Arizona</i>	Number of training sessions conducted		103	51			
	Number of professionals attended	2113	739	465			1204
	Average attendance per training session		7.2	9.1			
	Number of trainings offered as college credit		22	39			

### Expansion: Increase Slots and/or Capital Expense aka Project MORE (previously a North Pima regional strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC016-13-0411-01-Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3			
	Number of home based providers served	7	4	8			8
	Number of home based providers at the end of the quarter (subtracting disenrolled)		4	6			
	Number of providers who received supports to be regulated		2	3			
	Number of providers who received other support services		3	0			
	Number of home based providers that received a new license during the quarter		2	2			
	Number of infant slots added in home based providers		4	2			
	Number of toddler slots added in home based providers		4	2			
	Number of preschooler slots added in home based providers		6	4			
	Number of increased slots for participating children	35	14	22			22

**Expansion: Increase Slots and/or Capital Expense  
 aka Infant and Toddler Expansion (previously a Central Pima regional strategy)**

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0386-01-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
	Number of center based providers served	10	0	0			0
	Number of providers who received Equipment/materials purchases to support expansion		0	0			
	Number of providers who received other support services		10	10			
	Number of infant slots added in center based providers		0	8			
	Number of toddler slots added in center based providers		0	0			
	Number of preschooler slots added in center based providers		0	0			
	Number of increased slots for participating children	143*	0*	8*			8*

*\*For the number of increased slots for participating children, the number will report as 0 for the entire duration of SFY2015 with the exception of any newly added slots in addition to the contracted 143. In Quarter 2, one participating program expanded to serve more infants, which accounts for the 8. Note that the contracted number of 143 expanded placements were created in previous state fiscal years and continue to be maintained into SFY2015. For specific information on capacity of these expanded placements, please refer to the program narrative reports. The 10 providers remain the same providers participating since SFY2010. These 10 providers previously received support for renovation, capital investment and materials; however these providers now only receive the Infant and Toddler Sustainability Stipend as a part of the step-down model in implementation, with SFY2015 being the last year of implementation.*

## Family, Friends & Neighbors aka Arizona Kith and Kin Program

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-14-0466-01-Y2 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3			
<div style="border: 1px dashed black; padding: 5px;"> <i>Arizona Kith and Kin Project is led by the Association for Supportive Child Care in partnership with the United Way of Tucson and Southern Arizona</i> </div>	Number of home based providers newly enrolled during the quarter		22	0			
	Number of home based providers served	60	22	22			22
	Number of home based providers at the end of the quarter (subtracting disenrolled)		22	0			
	Number of children served		51	79			
	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		5	9			
	Number of providers trained in community based settings		65	139			

*\*Some Family, Friend and Neighbor strategies implemented in other regions provide services and supports within the homes of participating Family, Friend and Neighbor caregivers. For the Pima North strategy, in-home visitation and in-home professional development are not components of implementation, which shows a zero for those applicable data fields.*

## Data Reports by Regional Partnership Council

Council: Pima North

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			
	Total Number of Applicants			227			
	Total number of Approved Scholars			155			
	Number of NEW Scholars			35			
	Number of Renewed Scholars			120			
	Number of Incentive awards distributed	266		155			155
	Total Number of Scholars by REWARD Tiers:			155			
	Tier 1			70			
	Tier 2			13			
	Tier 3			11			
	Tier 4			28			
	Tier 6			27			
	Tier 7			8			
	Tier 8			24			
	Tier 9			6			
	Tier 5			28			

*Tiers 1-9 represent the graduated levels of higher education and experience. Tier 1 represents the lowest, minimum Tier of requirements for participating in the program. Tier 9 represents the highest level of education and the highest Tier possible. Data for this strategy is collected in the second and fourth fiscal year quarters only, which is the time the REWARD\$ program is open for early childhood educators to submit their applications.*

## Home Visitation

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

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

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

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

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

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

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

- **Varied Reasons for a Gray Box:** When reviewing the data, it is important to look at other data fields in conjunction with a gray box. Because a box is gray, it does not automatically entail an issue. The gray box may, in some instances, reflect additional monitoring needed; however there are also reasons that a gray box may appear that is conducive to the home visitation process. For example, client turnover may show gray; however it may be for positive reasons such as families successfully graduating from the program or the child entering Kindergarten.
- **Client Disenrollment Gray Box:** The data field, *number of families disenrolled during the quarter* goes hand in hand with the following two data fields, *clients disenrolled due to moving* and *clients disenrolled with due to unable to locate*. The percentage for data fields, *clients disenrolled due to moving* or *clients disenrolled with due to unable to locate*, is related to the number above, *number of families disenrolled*. It's important when looking at the gray boxes to remember other data should be considered and there is potential for the data to appear to be skewed. If the box is gray, it may not entail immediate concern.
- **Caseload Gray Box:** Currently, the FTF Standards of Practice state the recommended home visiting caseload is 20 families per visitor; however there are evidence-based programs that allow for caseloads slightly greater 20, including Parents As Teachers and Nurse Family Partnership. Some of the grantee data represents a slightly higher caseload. This is accounts for varying reasons; a slightly higher case load may account for staff in transition and families transitioning or families successfully completing/graduating from the program. Central Pima home visiting programs are all evidence-based models. Each grantee is acutely aware of the caseload per home visitor and it is necessary for them to monitor their caseloads, which is part of maintaining their accreditation/certification status.

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y3 / Sunnyside School District	Quarterly Data Submission Status*		3	3			
<i>Parents As Teachers Collaborative, led by Sunnyside Unified School District in partnership with Amphitheater School District, Casa de los Niños and Easter Seals Blake Foundation</i>	Number of families newly enrolled during the quarter		25	38			
	Number of families served (non-duplicated)	240	25	63			63
	Number of families at the end of the quarter (subtracting disenrolled)		1	16			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0			
	Number of families disenrolled during the quarter		24	23			
	Number of full time equivalent (FTE) home visitors at the end of the quarter			10.0	10.5		
	Staff turnover for the quarter			0	0		
	Family turnover for the quarter			0	0		
	Families disenrolled due to moving			16.7%	8.7%		
	Families disenrolled due to unable to locate			33.3%	17.4%		
	Number of children newly enrolled during the quarter			31	53		
	Number of children served			31	84		
	Number of families who received community based referrals (duplicated)			266	508		

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
<i>Southern Arizona Family Support Alliance, led by United Way of Tucson and Southern Arizona in partnership with Child &amp; Family Resources' Healthy Families; Parent Aide's Safe Care; Marana School District's Parents As Teachers; The Parent Connection's Parents As Teachers</i>	Number of families newly enrolled during the quarter		24	25			
	Number of families served	234	24	49			49
	Number of families at the end of the quarter (subtracting disenrolled)		0	0			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0			
	Number of families disenrolled during the quarter		41	21			
	Number of full time equivalent (FTE) home visitors at the end of the quarter			18.8	11.4		
	Staff turnover for the quarter			0	39.4%		
	Family turnover for the quarter			0	0		
	Families disenrolled due to moving			17.1%	4.8%		
	Families disenrolled due to unable to locate			14.6%	28.6%		
	Number of children newly enrolled during the quarter			27	34		
	Number of children served			27	61		
	Number of families who received community based referrals			305	492		

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
<i>FTF Funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i>	Number of families served	208	137	137			137
	Number of families at the end of the quarter (subtracting disenrolled)		137	137			
	Family turnover for the quarter						
	Number of children served		269	269			

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y3 / Sunnyside School District	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		5	46			
	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		5	46			
	Number of vision screenings conducted		12	50			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	1			
	Number of families that report being referred and having received an additional evaluation		0	0			
	Number of children received vision screening		12	46			

## Data Reports by Regional Partnership Council

**Council:** Pima North

**Fiscal Year:** 2015

	Number of developmental screenings conducted		55	112			
	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		53	106			
	Number of children receiving screening (children may have received 1-3 types of screenings)		58	142			
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		59	47			
	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		0	0			
	Number of children received developmental screening		59	47			

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

Number of children receiving screening (children may have received 1-3 types of screenings)	59	47			
---	----	----	--	--	--

### Health Insurance Enrollment (Component of Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-01-Y3 / Casa de los Ninos, Inc.	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		83	79			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		7	1			
	Number of children referred for developmental delay follow-up		4	0			
	Number of children received developmental screening		79	79			
	Number of children receiving screening (children may have received 1-3 types of screenings)		79	79			

## Health Insurance Enrollment (Component of Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-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		2	2			
	Number of families referred for new enrollment assistance to private health insurance		0	0			
	Number of families referred for renewal assistance to AHCCCS/Medicaid		0	2			
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		7	3			
	Number of families served		2	4			

### Health Insurance Enrollment (Component of Home Visitation Strategy)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-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		19	26			
	Number of families referred for new enrollment assistance to private health insurance		0	0			
	Number of families referred for renewal assistance to AHCCCS/Medicaid		21	19			
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		20	33			
	Number of families served		40	45			

## Parenting Education

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-MULTI-13-0409-03-Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3			
<i>Southern Arizona Family Support Alliance, led by United Way of Tucson and Southern Arizona in partnership with Parent Aide’s Active Parenting; University of Arizona Cooperative Extension’s Brain Waves; The Parent Connection’s Stay and Plays and Multiple Parenting Class Series; Casa de los Niños’ Nurturing Parenting; and Easter Seals Blake Foundation’s The Incredible Years</i>	Total number of program model completing a series during this reporting period		9	16			
	Total number of adults enrolled in program models across all completed series during this reporting period (duplicated)		55	184			
	Number of adults who completed 100% of the sessions in the completed program models		17	56			
	Number of adults who completed between 75% and 99% of the sessions in the completed program models		15	51			
	Total number of adults who completed a program model series	712	32	107			139
	Total number of adults who did not complete the program model series		23	77			

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Parenting Education aka Raising A Reader

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-12-0341-09-Y4 / Make Way for Books	Quarterly Data Submission Status*		3	3			
	Total number of program model completing a series during this reporting period			1			
	Total number of adults enrolled in program models across all completed series during this reporting period (duplicated)			30			
	Number of adults who completed 100% of the sessions in the completed program models			3			
	Number of adults who completed between 75% and 99% of the sessions in the completed program models			4			
	Total number of adults who completed a program model series	100		7			7
	Total number of adults who did not complete the program model series			23			

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Parenting Education

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0408-01-Y3 / Teen Outreach Pregnancy Services	Quarterly Data Submission Status*		3	3			
	Total number of program model completing a series during this reporting period		14	14			
	Total number of adults enrolled in program models across all completed series during this reporting period (duplicated)		67	69			
	Number of adults who completed 100% of the sessions in the completed program models		22	12			
	Number of adults who completed between 75% and 99% of the sessions in the completed program models		13	18			
	Total number of adults who completed a program model series	200	35	30			65
	Total number of adults who did not complete the program model series		32	39			

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Quality First

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	88	83	83			83
	Number of Homes	25	20	21			21
	Number of Rating Only Centers	7	7	7			7

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Quality First Child Care 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		86	94			
	Number of center based providers at the end of the quarter (subtracting disenrolled)		79	85			
	Number of home based providers served		19	19			
	Number of home based providers at the end of the quarter (subtracting disenrolled)		17	17			
	Number of children receiving scholarships at the end of the quarter		862	984			
	Center based providers: Number of infants receiving scholarships		88	107			
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		54	53			
	Home based providers: Number of infants receiving scholarships		13	16			
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		7	7			
	Center based providers: Number of toddlers receiving scholarships		364	447			
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		219	243			
	Home based providers: Number of toddlers receiving scholarships		22	29			
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		12	17			
	Center based providers: Number of preschool aged children receiving scholarships		919	1104			
	Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		476	591			

## Data Reports by Regional Partnership Council

**Council:** Pima North

**Fiscal Year:** 2015

Home based providers: Number of preschool aged children receiving scholarships		22	25			
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		10	11			
Center based providers: Number of children with special needs receiving scholarships		26	29			
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		13	16			
Home based providers: Number of children with special needs receiving scholarships		0	0			
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
Number of Infant (0-12 months) slots filled end of the quarter		61.0	50.0			
Number of toddler (13-35 months) slots filled end of the quarter		206.0	223.0			
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		388.5	467.5			
Number of slots filled with children (0-5 yrs) end of the quarter	741	655.5	740.5			740.5
Number of FTF slots vacant for children (0-5 yrs)		98.5	90.5			

### Recruitment – Loan Forgiveness for Speech Language Pathologists

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0518-01-Y3 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3			
	Number of therapists receiving loan forgiveness	2	0	0			0
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0			
	Number of therapists in first year of loan forgiveness service		2	1			
	Number of therapists in second year of loan forgiveness service		0	1			
	Number of therapists in third year of loan forgiveness service		0	0			
	Number of therapists in fourth year of loan forgiveness service		0	0			
	Number of therapists receiving stipends*	0*	0*	0*			0*
	Number of therapists receiving both a loan forgiveness and stipend		0*	0*			

*\*Note: Central Pima solely funds the Loan Forgiveness component of this multi-year strategy. This strategy is in the last year of implementation and no additional SLP's have been recruited to participate after SFY2015.*

### Scholarships Non-TEACH, aka Professional Career Pathways Project (PCPP)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0527-01-Y3 / Central Arizona College	Quarterly Data Submission Status*			1			
<p><b>Acronyms:</b></p> <p><b>AAS:</b> Associates of Applied Science Degree</p> <p><b>CDA:</b> Child Development Associate Credential</p> <p><b>COC:</b> Certificate of Completion</p>	Total number of applications received for CDA, Certificate of Completion (COC), Associate Degree			75			
	Number of approved applications for participants who chose a CDA Pathway			18			
	Number of participants who completed a CDA Pathway	34		1			1
	Number of ECE units (credits) completed towards a CDA certification/credentialing			27			
	Number of participants approved during this reporting period, with a CDA Pathway, who did not participate in the previous reporting period			18			
	Number of applications received for a COC			25			
	Number of approved participants taking ECE coursework leading to a COC			24			
	Number of participants awarded a COC			0			
	Number of participants who had a COC Pathway and changed to another Pathway			9			
	Number of ECE units (credits) completed towards a COC			54			
	Number of participants approved during this reporting period, with a COC Pathway, who did not participate in the previous reporting period			24			
	Number of applications received for an Associate of Applied Science (AAS) Degree			31			
	Number of approved participants taking ECE coursework leading to an Associate degree			28			
	Number of participants awarded an Associate degree			0			

## Data Reports by Regional Partnership Council

**Council:** Pima North

**Fiscal Year:** 2015

Number of participants who had an AAS Pathway and changed to another Pathway			2		
Number of ECE units completed towards an Associate degree			83		
Number of participants approved during this reporting period, with an AAS Pathway, who did not participate in the previous reporting period			28		
Total number of center-based programs (unduplicated)			15		
Total number of family child/group home care programs (unduplicated)			0		
Number of center-based programs who are in Quality First (FTF)			8		
Number of family child/group home care programs who are in Quality First			0		
Number of CDA participants in Quality First programs			7		
Number of COC participants in Quality First programs			7		
Number of AAS participants in Quality First programs			5		

*\*Note: Data is reported and collected twice yearly, similar to capturing data by college semesters. The fall semester is represented in the second fiscal quarter while the spring semester is represented in the fourth fiscal quarter.*

### Scholarships TEACH (Regionally Funded Component)

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  <div style="border: 1px dashed black; padding: 5px;"> <p><b>Acronyms:</b></p> <p><b>AA:</b> Associate's Degree</p> <p><b>CDA:</b> Child Development Associate Credential</p> <p><b>BA:</b> Bachelor's Degree (Pima North and Pima South are piloting the TEACH BA through regional funds)</p> </div>	AA Degrees Completed Contract to Date		11	12			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		55	55			
	AA Contracts Completed		7	8			
	AA Withdrawn		4	4			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		8	7			
	BA Credits Completed		24	24			
	BA Contracts Completed		1	1			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		1	1			
	CDA Scholarships Currently Awarded		0	0			
	Scholars Currently Receiving T.E.A.C.H. Scholarship		55	9	8		

## Data Reports by Regional Partnership Council

Council: Pima North

Fiscal Year: 2015

### Scholarships TEACH (Statewide Funded Component)

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		9	9			
	CDA Credentials Completed Contract to Date		0	0			
	AA Degrees Completed		4	4			
	CDA Credentials Completed		0	0			
	AA Credits Completed		397	528			
	AA Contracts Completed		27	38			
	AA Withdrawn		17	22			
	AA Contracts Initiated		14	2			
	AA Scholarships Awarded		108	92			
	CDA Contracts Initiated		0	0			
	CDA Scholarships Currently Awarded		0	0			
	Scholars Currently Receiving T.E.A.C.H. Scholarship		55	103	106		

### Birth to Five Helpline (Statewide-Funded Strategy)

*Provides resources and information on child development and behavior to families through a phone line, staffed by child development specialists.*

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y3 / Southwest Human Development	Number of new callers		26	15			
	Number of repeat callers		0	9			
	Number of calls received (new and repeat)	0	26	24			50
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		26	14			
	Number of new calls from other callers		0	4			
	Number of callers referred for follow-up service			22	18		
	Number of callers reporting receiving appropriate follow-up or service			18	16		

### Parent Kits (Statewide-Funded Strategy)

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y4 / SPF Consulting, LLC	Number of English cases distributed (7 Parent Kits make up a case)		208	147			
	Number of Spanish cases distributed (7 Parent Kits make up a case)		35	20			
	Number of cases distributed (7 Parent Kits make up a case)		243	167			
	Number of Parent Kits distributed		3402	2338			

## Data Reports by Regional Partnership Council

**Council:** Pima North

**Fiscal Year:** 2015



**FIRST THINGS FIRST**

## Program Data Summary

(Source: Partner Grant Management System  
Data Narrative Report)

*Selected data as reported by the Grantees in the Program Narrative Reports: Quarter 1 (July 2014-September 2014)*

**GRANTEE: INTERNATIONAL RESCUE COMMITTEE**

**STRATEGY: Care Coordination/Medical Home**

### Program Implementation:

#### SPECIFIC OUTCOMES:

33 refugee mothers, 7 of them currently pregnant and 49 children under 5 years of age received 97 home visits following the prenatal and well-child curriculums. During the Promoter home visits, pregnant mothers received education and skill building on: health pregnancy goals, how to advocate for yourself with your prenatal provider, tobacco and alcohol use, prenatal nutrition, labor and delivery, breast feeding and family planning. Mothers with children 0-5y/o received education and skill building on well baby and well child health screenings, how to follow up with doctor's instructions, developmental milestones, immunizations and nutritional resources.

The promoters have continued to be actively involved in implementing further food security and nutrition education to their clients using our internal IRC nutrition curriculum. This nutrition education includes specific education related to healthy choices, health conditions related to nutrition, WIC voucher assistance and infant/child nutrition. Activities include taking their clients to the grocery store to learn how to navigate their food stamp benefits and budgeting including meal planning.

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

Ten children and one pregnant woman have been enrolled in the WIC program during this quarter. The promoters have continued to deliver the curriculum piece that was developed to teach how to use WIC vouchers and about follow-up visits to WIC.

The Somali Prenatal group did not meet during this quarter, due to Ramadan and logistical issues with lack of babysitting, as well as changing availability of the Somali promoter. Our Somali promoter, Kadija Ali, has been instrumental in contacting and transporting clients as well as interpreting for the group, and the women are prepared to resume meetings as long as childcare will be provided. This group is held at the UAHN Family Medicine Clinic at 707 N Alvernon and is led by Dr Cagno and Dr Khalife, who are aware of the childcare need and have prepared to offer an incentive for a babysitter next month. The prenatal group will reconvene in November, and be held on the second Friday of every month going forward.

A new support group for Swahili-speaking women, led by the Program Supervisor, has been held weekly. Seven participants have attended and received clothing donations – maternity and infant/toddler, as well as baby care items. Topics covered at this group include, but are not limited to: post-traumatic stress disorder (PTSD), childbirth education, parenting and conflict resolution, accessing pharmacies and OTC medications, domestic violence and nutrition. Women report feeling very happy to have this group, as it provides them with knowledge, encouragement, and much-needed supplies for their household.

#### BARRIERS:

We are still considering hiring an additional Congolese promoter (who speaks Kinyarwanda as well as Swahili) to meet our incoming arrivals. We have a candidate in mind that is well-qualified, and are awaiting approval from Human Resources at IRC to move forward. Our Iraqi promoters continue to do an excellent job serving many of the Sudanese Arabic speaking clients and have been very helpful in serving this population, and as such, we no longer plan to hire a Sudanese Promoter.

### Collaboration and Communication:

#### COLLABORATION EFFORTS:

---

The Well Being Program is part of the Family Support Alliance, refugee working groups, and retains close contacts within the University of Arizona. The Program Coordinator, Josie Hein, is co-chair for the Refugee Primary Care Working Group, an alliance of refugee service providers and primary care medical providers. This group has had two meetings during this quarter and has ongoing projects in the areas of language appropriate pharmacy education as well as collecting resources for providers regarding different refugee populations.

There is ongoing collaboration between UAHN's Family Medicine Clinic and Well-Being Promotion Program. The Somali Prenatal Group is serving pregnant Somali mothers as well as those who have had children within the past six months. Though the group was on hold during the summer due to the Ramadan holiday, Kadija Ali, our Somali Promoter, has been an excellent resource and organizer of this prenatal group and we look forward to further collaboration with this clinic.

We have also coordinated with the resident rotation coordinator at the Family Medicine Department at the Alvernon clinic to shadow promoter home visits. This allows new residents, who many times are the PCP's for our clients, to see the environment and community of newly arrived refugees. We are hoping that this partnership will build better awareness and cultural competency at the family medicine clinics and will allow for increased care coordination in the future. One such shadowing visit took place during this quarter.

#### SUCSESSES:

According to data collected by the Well Being Promoters, three of the current pregnant refugee women attended 100% of their prenatal appointments; 100% of children under 5 have attended their age appropriate well-child checks and received all of recommended immunizations. Many mothers are now able to schedule and attend appointments on their own or with less assistance from English speaking family members or friends. Through continued partnership with Dr Melissa Moore at UAHN Pediatrics, we are able to follow up with clients more efficiently and connect these families to care.

#### **GRANTEE: MAKE WAY FOR BOOKS**

##### **STRATEGY: Center-based Literacy**

##### **Program Implementation:**

##### **SPECIFIC OUTCOMES:**

**Classroom Books:** During the first quarter, over 756 cloth, board, and hardcover books were provided to sites. These books were individually selected based on the needs of the sites. Books were selected in conjunction with sites' curriculum, to replace damaged books, to be implemented with information that was shared at workshops, etc.

**Professional Development Workshops:** 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.

**Family Literacy Events:** During the first quarter, four family literacy events were provided in frontier communities as well as urban areas of the Pima South region. These events served to introduce new families to the lending libraries at preschools and child care centers. At the Family Literacy Events, children personalized lending library bags provided by MWFb and families had the opportunity to check out books. According to one teacher, "the book bags were a great activity for our parent meeting." During the events, the ELC also demonstrated engaging ways that parents could share books with their children.

##### **BARRIERS:**

Throughout the quarter, 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.

### **Collaboration and Communication:**

#### **COLLABORATION EFFORTS:**

The ELC collaborated with educators/coaches, referred to as Assessores, from throughout Mexico, to provide the first quarter professional development workshop (cafecito) for home providers. The Assessores received an orientation related to MWFB, and together the Assessores and ELCs planned the hands-on workshop. Through literacy related activities, the Assessores provided a glimpse into their learning environment in Mexico, educational background, and resourcefulness to engage their children in language and literacy. Using materials such as clay and paint, these Assessores shared with our educators ways to encourage family engagement and promote conversations.

This professional development workshop was well received by home care professionals. In addition to presentations and hands-on opportunities, the educators received books for the sites and an opportunity to rotate their Early Literacy Kits. In response to the workshop, an educator commented, "it was perfect; I loved the workshop and the interaction with the entire group. A thousand thanks!" According to another, "I loved the activities. Please continue putting on these workshops. Thank you so much!"

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.

The Preschool Program Manager met with the Quality First Coaches of Child and Family Resources to provide an update on the Preschool Program. This meeting provided MWFB with an opportunity to share upcoming events, including the Fall into Books Reading Challenge, and to address coaches' questions pertaining to the program. The coaches will continue to receive updates from MWFB via email throughout the year.

#### **SUCCESES:**

Consulting: Throughout the quarter, ELCs provided on-site consulting to educators in the Pima South region. ELCs assisted professionals in reintroducing their lending libraries to families, selecting books for both lending library and classroom collections, modeling ways to share books with children, helping to ensure that children have access to books, etc. The ELCs serve as valuable resources for both new and experienced educators in implementing literacy in their classrooms and fostering language development. Books were selected and introduced to sites in intentional ways based on the individual needs of the sites.

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. 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.

The workshop, A Curious World: Exploring and Discovering through Books, was provided by the ELCs in Spanish. The workshop focused on the use of both narrative and informational texts to support language development, child-centered learning, and co-exploring. An attendee responded, "I love it; all the classes that Julie presents are very interesting." Another responded, "I loved it; I'll put into practice the activities with the mortar and pestle (molcajete) and the little animals."

Classroom Books/Lending Library Books: The ELC worked intensely with the educators at Sunnyside Infant Center to provide books for the classroom collection and lending library. These new books coincide with topics (play, nutrition, reading, singing, etc.) that the educators share with the teenage mothers at Sunnyside Infant Center. Mothers will have the opportunity to check out these books and share them with their children at home. In connection with the curriculum, these books are an important resource that supports mothers in interacting with their young children through reading, singing, and playing.

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."

Professional Development Workshops: A professional development workshop was held for Storytime Volunteers. This gathering facilitated conversations surrounding best practices and gave volunteers new strategies for sharing stories and movement activities with children at their sites. There was a great response to this gathering, including, "I enjoyed the meeting on Tuesday. I always come away with some ideas to try." MWFB staff shared new additions to the Storytime Volunteer Library and demonstrated ways to share the books with the children. The gathering helped to strengthen the community of both long-term and new volunteers. Based on the success of the gathering, MWFB looks forward to facilitating another gathering during the second quarter.

**GRANTEE: CHILD & FAMILY RESOURCES, INC.**

**STRATEGY: Expansion: Increase slots and/or capital expense**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

This first quarter has been one of the busiest to date with five active providers, three of which are new to Project M.O.R.E. (all three have signed up to become DES certified from zip codes 85742, 85743, and 85653), and the other two being DHS small group home prospective licensees and former Project M.O.R.E. DES certified providers (from zip codes 85749 and 85704) who are expanding their programs due to waiting lists. One of the two DHS provider signees is the provider mentioned in the last report who was unable to schedule her inspection until after July 1, 2014 and subsequently became licensed on September 18, 2014.

**BARRIERS:**

There are no current challenges or barriers to report.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

As in the past, I work closely with the D.E.S. support specialist, Margie Lopez, who is assigned to my providers going through the DES certification process and the D.H.S. surveyors that are assigned to my providers going through the DHS small group home licensing process to prepare each provider with as much information and knowledge as possible to ensure a successful transition to a certified or licensed home. I continue to meet monthly with the D.E.S. staff, CACFP (food program), and CCR&R (referral service) at Child and

---

Family Resources to ensure open communication and understanding of our programs, our clients' ongoing progress and needs, and the scheduling of simultaneous visits including pre-inspection and final inspection/certification/licensing.

**SUCCESES:**

This first quarter has been exciting to see so many providers signing up with Project M.O.R.E. either to start a home child care business for the first time or to expand their existing business due to a waiting list! Each of the five providers from this quarter all reside in different zip codes which is encouraging to see that Project M.O.R.E. is reaching out into the many different rural areas of North Pima County. One of the DHS small group home signees is a provider who signed up with Project M.O.R.E. in February 2014 to become a DES certified provider, became certified in May 2014, and is now working towards her DHS license due to a waiting list! This is becoming a more frequent pattern as providers notice their business takes off once they are certified and they need the DHS small group home license in order to grow and accommodate more children.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**STRATEGY: Expansion: Increase slots and/or capital expense**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

Of our 49 newly created infant slots, all are currently filled. All five of our infant sites are full. Two of our infant sites consistently have waiting lists for their infant room. For toddlers, we support 95 newly created slots, 85 of which are filled. Six of our seven toddler sites are at capacity and have waiting lists for these classrooms.

**BARRIERS:**

One of our sites is experiencing an incredibly high demand for infant care. This site currently has the capacity to serve 8 infants. We are in discussions as to how we can accommodate the needs of this specific community. Our site that increased toddler sites by opening 28 slots continues to struggle in filling these slots. Currently, they are at 60% capacity, which is an increase from last quarter, where as our other toddler sites are operating at full capacity. This site recently came under new ownership/management and we are working together to establish a presence and positive relationship within the community, as well as creating effective marketing strategies.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

We collaborate with participating site directors around quality improvement by providing coaching/mentoring, training and technical assistance in the standards of high quality care and education. We connect sites to relevant resources and opportunities and help them with marketing and recruitment in an effort to fill newly created slots which will ultimately result in meeting the program goal of sustainability. We also collaborate with the Great Expectations project, another FTF program, to include Expansion sites in professional development opportunities.

**SUCCESES:**

Through this project, we are currently supporting ten sites and 144 slots for quality infant and toddler care. Of these 144 slots, 135 are currently filled. We continue to see a steady increase in enrollment with six of out of seven toddler sites and four of five infant sites operating at capacity. Of our ten current sites, two serving infants and four serving toddlers have waiting lists for their programs. It is exciting to note that the two sites that serve both infants and toddlers continue to operate at capacity in both classrooms by transitioning their infants to the one year old room and in return filling that vacated slot from their waiting lists. Several of these sites have reported that, through the quality supplement, they are able to lower the teacher-child ratio by using the supplement funding to hire additional staff for their classrooms.

**GRANTEE: ASSOCIATION FOR SUPPORTIVE CHILD CARE**

**STRATEGY: Family, Friends & Neighbors**

---

### **Program Implementation:**

#### **SPECIFIC OUTCOMES:**

Outreach to family, friend and neighbor care providers began in early August 2014. These efforts were conducted to recruit potential program participants for the groups that started in September 2014. Outreach efforts included the distribution of flyers with information specific to each location, presentations to parent groups at a variety of schools, community outreach events, and meetings with individuals that are embedded into the identified communities. These individuals include school personnel, social workers, parent liaisons and others in the community.

The Arizona Kith and Kin Project is excited to report that groups implemented in the Pima Region have an average of 21 participants. The training-support group at House of Neighborly Service began with 12 participants. By the end of September, the number of participants increased to 22. At Santa Clara United Methodist Church, the group began with 11 participants. By the end of September, we had 20 participants registered in the program. The program normally only accepts up to 20 participants per group. However, due to limited services being available to this population in this region, the program has allowed groups to register more than the maximum number. Due to both sites being at more than full capacity, the Arizona Kith and Kin Project has implemented a wait list of interested potential participants. The Arizona Kith and Kin Project will contact participants from the wait list once the 2015 Spring sessions have been identified.

Once participants are identified and brought together, staff lead the group in a support group format while at the same time providing activities, education and leading conversations that lead to a gain in early childhood knowledge. During this quarter, the established training-support group covered topics including Positive Guidance and Discipline, Brain Development and Nutrition. During the last 20 minutes of each weekly meeting, participants and the children spend time working on kindergarten readiness activities from ASU's Leaps and Bounds curriculum. Activities provided this quarter included Sidewalk Chalk and Talk, Magnetic Letters and Observation Walk. Children get to keep materials from these activities as their own.

#### **BARRIERS:**

The Arizona Kith and Kin Project has received requests to implement groups in several elementary schools in the Pima Region. These include: Robert-Naylor Head Start (85711), Vesey Elementary (85757), John B. Wright Elementary (85712), Bonillas Elementary (85711), Sam Lena Public Library (85713). Due to our current funding limitations, the program is unable to expand services at this time. These organizations will remain on the program's wait list until additional funds are secured or shifts in current partnerships take place.

As FTF considers strategies for upcoming years, the Arizona Kith and Kin Project would like to have the opportunity to present information to the Council regarding the FFN strategy in the Pima Regions. It is our opinion that even though services have been implemented for FFN providers, services are still very limited. Based on the number of children in FFN settings, these children and their FFN providers could greatly benefit from additional groups.

### **Collaboration and Communication:**

#### **COLLABORATION EFFORTS:**

The Arizona Kith and Kin Project in Pima North and Pima South continues to collaborate with the House of Neighborly Service and now with the Santa Clara United Methodist Church for recruitment and implementation of group sessions. The program also collaborates with other organizations to provide a continuum of care to the participants. These partners include Delta Dental of Arizona Foundation, the Community Food Bank of Southern Arizona, the Garden Kitchen, the Early Childhood Education Program at Pima Community College, Child Family Resources programs including Child and Adult Care Food Program, and the DES Certification Program. As a result of these partnerships, program participants have benefited by receiving free oral health kits for the children in their care, free cooking and gardening classes and resources to expand their knowledge of quality child care.

The Arizona Kith and Kin Project implemented two (2) training-support groups in the Pima North and South Region during this quarter. The partnerships (listed on page 2) are where the Arizona Kith and Kin Project is currently delivering the training-support groups to family, friend and neighbor care providers. Community partners provide the program with space for the weekly meetings, space for on-site child care and assistance with outreach efforts. In addition, locations often provide the program with a co-facilitator that will assist during the weekly training delivery and provide assistance with outreach efforts. Outreach for training-

---

support groups has included visiting Elementary Schools, community centers, libraries and faith based organizations in the nearby communities.

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.

#### SUCSESSES:

Although not a success story of a specific participant, program participants collectively report their ability to participate in the training-support group is due to the program's on-site child care. The on-site child care provides children with an opportunity to experience an environment similar to a preschool and/or pre-kindergarten setting. As children and their caregivers become confident in the transitions involved in being part of a classroom environment for the first time, the children in care begin to flourish socially, become confident in the environment and create opportunities to demonstrate how much they have gained and grown in a short period of time.

The story below is about the on-site child care at a Kith and Kin Project training-support group in the Pima Region during this Fall 2014 session.

Santa Clara site in Tucson started off with a very low number of children. Four (4) children were in care. As weeks passed, we received two (2) more children. We are into the fifth week and have received two (2) more children. It is great to have more children involved in our program and take advantage of the services we offer. Children in the program have the opportunity to be in a social environment with other children and interact with each other as well as, gain education and confidence in their ability to make transitions such as being away from their primary caregiver.

#### **GRANTEE: CASA DE LOS NIÑOS**

#### **STRATEGY: Home Visitation**

#### **Program Implementation:**

#### **SPECIFIC OUTCOMES:**

Our retention rate this quarter for both ESBF and CDLN was 88% for FTF. We are very proud of this number; the number reflects our hard work and our strategies to keep clients engaged. The national average for NFP is 66%. 100% of our prenatal clients were enrolled in prenatal care, and 100% of our infants were enrolled with a healthcare provider. None of our infants were hospitalized for injuries. 93% of FTF mothers initiated breastfeeding. Finally we continue to receive excellent client satisfaction surveys, helping us to understand that we are providing an important program that benefits our clients. 98% of CDLN infants were up to date on vaccines and 94% of ESBF were up to date on vaccines.

#### **BARRIERS:**

Our client population lives in poverty, and has a high incidence of trauma experience. Our nurses often experience vicarious trauma from being witness to a population that has been victimized in many different ways. Both ESBF and CDLN have addressed the nurses' need to reflect and debrief regarding the trauma that they witness. Some examples of therapeutic practices that are utilized; get-togethers to collaborate and share successful strategies with one another, refueling activities, education about caring for people with history of trauma, and one-on-one supervisions to discuss the challenges that nurses face.

A new challenge ESBF faces results from their office relocation. They are no longer centrally located and are now on the East side of Tucson. It has been a challenge for the nursing staff because few of the clients live on the East side. The nurses have made changes regarding time management and the necessity to drive more. They are working hard to be prepared many days ahead of time and therefore reduce unnecessary driving.

#### **Collaboration and Communication:**

#### **COLLABORATION EFFORTS:**

---

CDLN collaborated with NW Fire/Rescue Life Safety to offer a car seat class for our clients. The class was given to 17 clients at the Fire department and detailed safe car seat regulations for age and weight, in addition safe installation and placement in vehicles. The Firefighters who taught the class were able to reinforce that children should remain rear facing until 2 years of age. In addition future classes were planned to target clients who are only available to attend the class on weekends. Finally each of the 17 clients received a free car seat that will accommodate their child from 5 to 80lbs. An anticipated result of this effort is a ripple effect of our clients sharing their new understanding of the most recent car seat recommendations and the law. We expect that an increasing amount of young mothers will secure their infants and toddler in the best practice way, which the department of highway and safety recommends.

ESBF worked very hard this quarter to collaborate with clients, and other service providers to ensure that infants with Failure to Thrive diagnosis were able to access the foods, therapies, education and medical care that they needed to thrive. ESBF was very proud of their nurses' efforts. The ongoing collaboration and diligence was rewarded by infants that no longer have the diagnosis.

#### SUCSESSES:

There are many success stories to share for both ESBF and CDLN. Both teams attended the child abuse prevention conference in July. The information gained is being applied in the care of our clients. CDLN attended Healthy Families AZ conference in Phoenix and had the opportunity to network and collaborate with other NFP nurses and service providers. Both ESBF and CDLN continue to work with many community partners such as Make Way for Books, TAPP programs at the school districts, TOPS, medical providers, The University of Arizona, Food Bank, The Haven, local Charities, The Diaper Bank, The Caridad Community Kitchen, Saint Vincent de Paul, The United Way, and Youth on Their Own. Referrals come in to the program weekly. Our referral sources have become more competent at referring new mom's that not only qualify based on the model, but also want the program. This is a huge success as it has become easier to enroll, as less time is spent trying to eliminate referrals that do not qualify or are uninterested.

#### **GRANTEE: SUNNYSIDE UNIFIED SCHOOL DISTRICT**

#### **STRATEGY: Home Visitation**

#### **Program Implementation:**

#### **SPECIFIC OUTCOMES:**

At the Sunnyside PAT library/story hour one of the three year olds read a book to the group. Three FTF staff and one FTF board member attended this event. Thank you all for your time and interest.

Hearing screenings of Sunnyside PAT children resulted in 25% of total children screened having to be rescreened. Vision screenings resulted in two children referred for further testing.

Sixty-five families and 70 children attended the Sunnyside Stay and Play at Ocotillo Learning Center

Sunnyside PAT has started an evening library/story hour at Mission Manor Elementary School and Los Ninos 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 we gave 92 new books to families and read 151 books with families. We held 3 family group connections with 51 people and 10 dads in attendance. We conducted 52 developmental screenings and connected three families with early intervention services for concerns or delays.

Amphi Parents as Teachers is under Amphitheater State and Federal Programs Department. July 1st Darlene Mansouri began as our new State and Federal Programs Director. She attended 2 of our group connections on Healthy Lifestyles and will be attending home visits during the 2nd quarter to become more familiar with the program.

Casa de los Niños 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 first quarter Sunnyside Unified School District Parents as Teachers gave 88 books to families in the South Region.

**BARRIERS:**

None at this time.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

We are collaborating with Literacy Connects and Stories that Soar to provide a continuum of language and literacy events to help our PAT families transition to kindergarten and to align prekindergarten through grade three literacy goals.

We have 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.

We will begin a monthly story hour at Impact in the Village of Catalina and continue our 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. We 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 us to remind community service providers about home visitation, provide them with more brochures and encourage them to refer the families to Parents as Teachers.

**SUCCESES:**

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 and the children lost their father.

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 our 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. Alicia said, "Ya se que tenemos que cuidar los dientes permanentes porque estos son por vida." (I know we have to take care of permanent teeth because these are for life).

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.

11 children graduated the program this quarter with an average of 24 months of participation each. Each graduating child received 5 books and a bag with information related to school readiness and parent child interaction.

We are collaborating with providers of a family who is also receiving behavioral health services to ensure that effective strategies are being reinforced during home visits and ensure consistency for the child. The reinforcement provided by Parents as Teachers has helped the family to make behavioral changes.

A mother who had been having a difficult pregnancy worked with her Parents as Teachers home visitor to understand her baby's growth and development, help her older child adjust to the new baby, advocate for proper prenatal care and connect with community resources. Mom expressed to Easter Seals Blake Foundation that she could not have had such a successful outcome without the help of the Parents as Teachers program.

Due to financial instability, one family temporarily had their electricity turned off. Their Parents as Teachers educator was able to connect them with community resources for budgeting, emergency services and financial assistance as well as set and achieve goals around temporary housing while they worked to improve their financial situation.

After viewing the Keys to Interactive Parenting assessment family video, one mother and her Parents as Teachers educator reflected on opportunities to increase language exposure as well as how the tool can be used to plan for future visits and set goals. The home visitor worked with mom to set attainable goals around expanding language during mealtimes. One strategy that has worked very well for the family is to utilize the Recipes for Learning book that was provided by FTF during mealtimes and family outings. A simple strategy that mom reports enthusiastically using is to name ingredients, cooking styles and flavors while mom and child cook together.

Three children scored low on their Developmental Screenings. The families were referred to Child Find through their Parents as Teachers educator. The family was also provided with assistance in navigating their insurance and talking with their pediatrician to obtain further assessment. This resulted in the child receiving speech therapy.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**STRATEGY: Home Visitation**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

**Family Support Alliance- United Way of Tucson and Southern Arizona**

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 quarter:

- 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

The Family Support Alliance continues to use a Word Press blog and Facebook page for communicating to our partners and Family Support Alliance members about professional development opportunities in the community, resources for families, information about meetings, etc. From July to September, the blog received 3,525 views, while the Facebook page currently has 214 "likes." The Family Support Alliance continues to use the Pima County Parenting Coalition website as an additional resource for parents and to advertise parenting classes and home visitation services in Pima County. The website is updated weekly, as needed, with new information on classes and services available. The website is [www.pimaparenting.org](http://www.pimaparenting.org).

---

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. We have continued promoting the referral system and have currently received 96 referrals to date.

#### Child and Family Resources

During the first quarter the CFR team achieved a 76% on the performance standard for the Home Visitation rate. This will continue to be monitored because this is a required element for accreditation.

Healthy Families assessment workers have really connected to the community and they were able to achieve an impressive 96% screen rate in the first quarter.

The Healthy Families assessment workers have also been working hard to enroll more families that would greatly benefit from this program. During the first quarter, they were able to achieve an average assessment rate of 89%, which is over the best practice standard of 80%. They really have exceeded all expectations.

#### The Parent Connection

In the first quarter, The Parent Connection PAT Program served 29 families, totaling 71 home visits within the quarter. At the end of the quarter, three families had been exited. At this time The Parent Connection's PAT program is at full capacity with 26 active

#### Marana Unified School District

Marana PAT has successfully transitioned 14 students into Kindergarten this school year. As part of the department services, Marana PAT will track the progress of these students over the course of their academic enrollment within the district.

#### **BARRIERS:**

#### Marana Unified School District

The challenge Marana faced was pulling together the funding to send their new parent educator to the PAT training in October. They had to make some adjustments to their budget, but are confidently moving forward and embracing this challenge.

#### **Collaboration and Communication:**

#### **COLLABORATION EFFORTS:**

#### Family Support Alliance- United Way of Tucson and Southern Arizona

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

#### Marana Unified School District

Marana recently had a father and his 2 ½-year-old son attend two separate Stay & Plays. He expressed interest in joining the PAT program; however he lives outside of the Marana service area. Marana was able to connect this father to the Amphi PAT program and they will begin serving him in October. This is great example of collaboration and partnering with a neighboring PAT program.

Marana is currently working with their Preschool Education and Enrichment of Children (PEEC) program to further evaluate children at least 34 months old for possible delays. They have identified indicators of possible delays and their PEEC program is able to take the next steps to assist and support families. Families have expressed gratitude for our program's assistance.

Marana has also been in contact with the Arizona Lions Vision Center and they will bring vision screenings to their enrolled families. Marana is very excited for this new partnership.

#### The Parent Connection

---

The Parent Connection has not been able to receive referrals this quarter from the Pima County Family Support Referral System for the PAT program because TPC is at maximum capacity. This collaborative effort has added value to community awareness and responsiveness from other community agencies.

#### Parent Aid

Parent Aid partnered with new schools by conducting one-time workshops and building rapport with families and school staff. The collaborations brought in new referral sources, as well as new locations to facilitate the six week Active Parenting series.

Parent Aid continued their collaboration with Strong Families Arizona and the family resource line. The referred parents now utilize home visiting services through Parent Aid.

#### SUCSESSES:

#### Family Support Alliance- United Way of Tucson and Southern Arizona

During the first quarter United Way had the opportunity to attend an outreach event at the 25th Annual Baby Fair in Tucson, Arizona on August 9, 2014. At this event United Way hosted a table with the Pima County Health Department to promote the Pima County Family Support Referral System. This referral system gives families the opportunity to gain access to parenting support through home visiting services and/or parent education classes. At this event, the referral system received 20 family referrals and collected information from over 50 families who indicated that they were interested in finding out more about parenting services in Pima County.

#### Child and Family Resources

The Healthy Families Star Committee, which is a staff-run committee that highlights a family every quarter for success/growth, wants to shine some light on a few families for this quarter.

A mom in the program was having a problem with figuring out what her baby wanted and she didn't know exactly how to calm him down when he was being fussy. The educator talked about cues and then introduced the 5's to her and explained that some babies are still adjusting to their new environment and maybe the baby is being under stimulated. Mom tried the 5's shortly after she learned them and said it has worked since day one and she will continue using them. Mom was very happy to learn these new skills. The educator has noticed that mom doesn't seem to be as insecure with calming down baby because she now knows what baby is wanting/needing.

Another mom in the program states that she is really happy to be involved in Healthy Families because, not only, has it helped her with her new baby, it has also helped her with her older children as well. She says that she has been practicing the daily dos with all her children and has seen a difference in them. She has also seen a change in her son's behavior since she started doing the activities from GGK. Mom says her son is now behaving better and is doing better in school due to the skills she's learned from the program.

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.

#### Marana Unified School District

With the many difficulties that come with losing a staff member and hiring a replacement, Marana has seen how supportive their PAT families are. Several of the families have expressed their understanding of the situation and showed patience while Marana looked for a parent educator replacement. Marana continued the communication process with the PAT families while they were trying to hire a new person, and gave updates as needed. Unfortunately Marana did lose a few families during this transition, but have maintained nine families that are looking forward to home visitation services continuing. Kimberly, the new parent educator, has already scheduled home visits with these families in the coming weeks.

#### The Parent Connection

---

A mom with two daughters has been in Parents as Teachers since March 2013. She originally called The Parent Connection because she needed help with her toddler and didn't know what to do about her toddler's temper tantrums. During one of the monthly visits, mom and the PAT parent educator came up with some skills and set some goals for mom and the toddler. Now that mom has another child she is having different issues. Baby is waking up crying during the night and stays up for a couple of hours. Mom shares that she is not getting enough sleep. Her older daughter is now three and is demanding more time with mom. The toddler started hitting the baby, crying and having temper tantrums to get mom's attention. Mom was losing her patience and was yelling at her toddler and putting her in time out. During the visits, the PAT parent educator talked about setting routines with both the girls. This involved giving the toddler choices, identifying the feelings of the toddler, ignoring the temper tantrums when possible and involving her toddler with caring for the baby. The educator discussed the importance for her toddler to know that she is still loved and cared for by mom. As a result, mom reported that her child is now having less temper-tantrums, she is giving her choices, identifying how both the girls are feeling, and baby is going back to sleep within 45 minutes or less. She also said that she is not yelling as much now that she has more patience and stated that being able to identify the children's feelings calms her down.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**STRATEGY: Professional Development**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

Continuing to Break Language Barriers: During this quarter, the Professional Development Plan developed by Cheryl Foster was fully translated to Spanish. This will enable all Community of Practice members who are primarily Spanish speakers to use the document to plan their career pathway. It will assist every individual who speaks Spanish and guide them into remaining focused on their professional goals, outlining the knowledge and skills they desire to obtain and the opportunity to set timely goals.

Legendary Teacher Day – September 25<sup>th</sup>: On September 22<sup>nd</sup>, Dr. Nicolas Clement along with Mr. Tony Penn and Mayor Rothschild introduced a proclamation acclaiming September 25<sup>th</sup> as Legendary Teacher Day. The idea is to on this day encourage everyone to reflect on their educational experiences and contact those legendary teachers who made an impact in their life, and let them know they have made a difference. This proclamation was presented to the entire Tucson community and the CoP coordinators attended to celebrate this day. Dr. Clement was also celebrating the publication of his book “How to Catch a Swamp Frog, a collection of legendary teacher stories”. During this year, Nic Clement will be working with our Community of Practice members and coordinators through a number of seminars, about what makes a legendary teacher and how to use these skills to increase the quality of children's education. In October, Great Expectations will be hosting a book signing party for all CoP members to meet Dr. Clement and have their book autographed.

*Curriculum Project*

Maintaining focus on integrating the conceptual frameworks that guide the work in the GETCF Communities of Practice continues to be key in our work. To allow for the coordinators to reflect on those pieces that are particularly unique in their work with teachers, they were invited to participate in a charting activity. Color-coded notepads were used to correspond to each of the components (Mind in the Making, Systems Thinking, Instructional Support, and DAP) and two categories of activities were presented. The first, “Applying to Our Work” was intended to capture ways in which the coordinators themselves were implementing aspects of these frameworks into how they think, lead, or interact in their work environments. The second, “Helping Teachers Apply to Their Work” was used for indicating ways that they were guiding teachers to apply the concepts in their work with children and in their systems.

Each CoP worked together to reflect and recall activities drawing on these key frameworks through the previous fiscal year and then chart them using the materials given. Once all CoPs completed their own chart and documented it by photo, the activities were then transferred to a larger chart where the entire work of the grant could be captured collectively. A few of the observations shared during the activity were (1) many activities required use of multiple color-coded pads indicating that many activities occurring did in fact integrate more than one (and in some cases, all) of the frameworks maximizing the impact; (2) a great deal of intentional support is being provided to ECE teachers using these concepts and supports; and (3) engaging in the activity itself caused coordinators to consider areas that they may want to be more intentional about applying moving forward in this fiscal year. This conversation and processing will continue throughout the fiscal year during Coordinator Meetings as well as during meetings with the Coaching Coordinator. One aspect of this continued focus is discussed in Question 8.

Great Expectations for Teachers, Children and Families presentation at First Things First Summit

---

During this quarter, the Great Expectations team traveled to Phoenix, Arizona to present a session at the First Things First Summit. The team comprised of Naomi Karp, Jessica Brisson, Maricruz Ruiz (Muevete, Muevete Coordinator), Amber Jones (Project BEST Coordinator) and Kathy Steele (Linking Leaders Coordinator). The diversity in the group gave the audience a detailed look at the system being built and how each community of practice is unique. Jessica Brisson, began by giving a history about program, how the strategy of a regional partnership council grew to a county-wide priority and the background behind the need to develop a professional development system in Pima County. Naomi Karp continued the presentation by giving the audience an overview of Great Expectations for Teachers, Children and Families and the Communities of Practice. She also described the values and philosophies and what we are working to change, giving examples of the systemic changes that have already occurred in Pima County.

The presentation continued as Amber Jones described to the group how Project BEST uses the conceptual frameworks while working to improve the quality of infant and toddler care. She talked about systems thinking and Mind in the Making, and how she uses these tools in her CoP. Kathy Steele, coordinator for the Linking Leaders Community of Practice, discussed the work she does by coaching center directors and teachers in order to raise the quality of early education environments. Kathy led an activity for the audience to understand adult learning and how it is different to child learning. As Maricruz Ruiz began her presentation on the Muevete, Muevete Community of Practice the audience was suddenly surprised. Maricruz was presenting completely in Spanish, and the audience moved forward in their seats. As she began discussing the barriers her members face she began speaking in English, expressing to the audience the enormous barrier her members face being primarily Spanish speaking. This was an eye opener for most of the people in the audience and it was interesting to see the reactions in people.

During question and answer, a number of participants asked why this program was not available in Nogales and Santa Cruz County, expressing their interest in this project. Pima North Regional Partnership Council Member, Scott Ingram was also present and had positive feedback about the session.

#### BARRIERS:

##### Child and Family Resources (Project BEST): Expanding high quality infant and toddler care and education

There is a continuous barrier between Pima Community College and Rio Salado Community College regarding the transfer of credits from Rio Salado to Pima. Because the course is offered as a credit by evaluation course (pass/fail course), Pima is having a difficult time accepting the credits without an actual letter grade. Collaboration efforts with these institutions are also described in this report.

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

The number of children in Linking Leaders schools is very different in August from summer months. The fact that owners often struggle to make payroll consumes their attention and are not always open to drastic change during these months. It is important to be patient and as it is often a time of stress for teachers and directors it is difficult to spend quality time working with them. In order to overcome these barriers, directors may need our help with marketing suggestions to attract new customers. We may also need to help those teachers who are with a different age group adjust their strategies. Showing the directors and teachers that we are willing to wait while they deal with the needs of their staff and children often allows us to complete coaching sessions and are often able to use these interruptions as coaching scenarios that require their immediate intervention and attention.

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

- This quarter the Inspire Inclusion Community of Practice faced some challenges when it came to the scholarship process. The deadline for submitting the application for Pathways Scholarships, which is the primary scholarship used by our cohort members, is before the first day of classes for both ECE 211 Inclusion series and the CDA 161 Preschool Social Emotional series. Many members decided after the scholarship deadline that they wanted to receive credit for the class but had missed the opportunity to receive funding. In addition, many members did not find out until after the first class that they were denied funding due to holds at Pima College. This was frustrating for many who would like to take the class for college credit but to not have the money to pay out of pocket.
- Another barrier Inspire Inclusion faced was that because the ECE 211 Inclusion series is not a required class for degree completion and is considered an elective, the advisors at Pima have told several Inclusion Members they do not need to take the class because they have fulfilled their elective requirement. The information that the series provided is extremely valuable and is the foundation for how to include all children in early childhood programs. Many members have decided to not participate in the class because it will not count as a credit for graduation. Although it is understandable that the priority for

---

many is degree completion, it should be noted that the content provided will be valuable in their work and this should be taken into consideration.

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

This CoP recognizes a great need for translation of written information and materials into Spanish for ENLACE members. While materials in English have successfully been reworked at a reading level to increase accessibility for English speakers, materials in Spanish are not as easily obtained and the cost can be high.

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

- Delays from the Human Resources Department at TOCC in conducting the search and hire for the new coordinator hindered progress. The department's delays in responding to the candidate's application, in scheduling her interview, and in processing her hire have contributed to a delay in commencing her work. This process required close monitoring and sometimes prodding at TOCC. The delays also jeopardized pairing of CoP events with a TOCC course. This pairing of college course content with CoP events will be an ongoing challenge for the new Coordinator, as most of our cohort have taken all the available ECE classes offered at TOCC.
- Delays have also been experienced by T.E.A.C.H. scholarships. Some of the cohort members were still waiting in September for response in regards to their funding eligibility. The new Coordinator, Sussette Torres, and Karen McIlroy have coordinated a meeting for the month of October with T.E.A.C.H. to clarify some of the requirements and minimize some of the time delays in the future. Registration at TOCC proves difficult as well due to lack of communication and clarity among some of the departments causing time delays for members to successfully register for classes. Ms. Torres and Ms. McIlroy are working with TOCC to develop an electronic student degree plan that would allow the students to follow a clear path towards degree completion, as well as offering individualized support to members.

Tucson Unified School District (TUSD): Improving public preschool teachers' understanding and competence in providing sustained and intensive instructional support to all children

- In July, the Coordinator resigned to pursue another employment opportunity. TUSD is working to fill the position to ensure seamless service delivery. The Coordinator communicated the plan for transitioning the work to a new Coordinator once hired and the job was posted on September 26.
- In addition, many cohort members decided to drop their enrollment as cohort members due to various reasons: time constraints, joining a different Community of Practice, changing jobs, and moving. To address the barrier of decline in enrollment, the Coordinator will continue to try to recruit cohort members via relationships with school districts.

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

A continued primary barrier is access to funding to start the scholarship application process in the beginning of the year. Scholarship status is an important component as it determines activities provided and helps students pay for tuition and books. The coordinator takes time to support the process by monitoring it closely and even attempting to push the funding through each step in the system. Each step at the university takes three weeks (as stated in an email to the university staff) and this is precious time lost.

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

- The Pascua Yaqui *iMuévete, Muévete!* Cohort is offering members an opportunity to receive college credit at Pima Community College (PCC). However, it has been difficult for home childcare providers to enroll in PCC for a number of reasons, one being their lack of transportation. The closest PCC is the Desert Vista campus which is 7 miles from the reservation. If an individual or family does not have a car, but needs to go somewhere they must use an outside resource. Tucson's public transportation system (Sun Tran) will reach the reservation but bus passes cost money. Transportation is expensive and one of the policies of the Pascua Yaqui tribe is that, higher education students who receive full funding for the current semester will not be eligible for bus passes. Meaning, if school is being paid for in full, or receiving federal student aid they will not receive the tribal discount for the Sun Tran.
- Another barrier is the cost of enrolling in a university. A handful of homecare providers who would like to receive college credit do not have a high school diploma or a General Educational Development (GED) certificate. PCC will accept students who do not have the above requirements but they will not be eligible for financial aid, which is difficult when families cannot afford the cost of applications, courses, school materials, books, or transportation. Lack of funds is one of the top three reasons why people do not apply for college which may be discouraging for individuals who want to continue their education but cannot pay for it. Lastly, a person will not receive federal financial aid until they repay any debt they have in their name. A member of the Pascua

---

Yaqui tribe said that she was unable to receive financial aid because she had lost a library book and owed \$40. These are tough barriers to overcome for anybody especially for those who want to continue their education but feel there is no way.

### **Collaboration and Communication:**

#### **COLLABORATION EFFORTS:**

#### Child and Family Resources (Project BEST): Expanding high quality infant and toddler care and education

- Project BEST has been collaborating with Rio Salado Community College and TEACH to try to lift some unexpected barriers. TEACH has never covered a "credit for prior learning" course before (which is how we deliver our credit) and had agreed to cover the courses last September, however, the way they submitted for the credits to be paid was not in a way that Rio Salado could work with. Amber Jones scheduled a time to speak with TEACH directly to figure out a way to cover the classes in a way that works with Rio Salado. TEACH seems open to the idea, so we are hopeful it will work. It is clear, however, that it's the time and effort put forth along the way to build relationships with not only TEACH, but also Pathways, have made it possible for our students to get the cost of their courses covered. Proof that we not only have "Great Expectations" for our members, but also for other institutions/agencies working on behalf of ECE teachers.
- Our collaboration with PITC (WestEd) continues to flourish! We recently shared with them the great success's we've been having in our CoP and our grant as a whole. We shared with them our website and some of the sustainable changes we are seeing. PITC was thrilled to hear about our great work! Through our collaboration, we were also able to purchase the newly updated course readers for our classes that look incredible. We've started taking a deeper dive in to them and are very excited with the new additions and look forward to an even more successful year with our members.

#### Easter Seals Blake Foundation (Inspire Inclusion): Creating developmentally appropriate inclusive classrooms & United Way of Tucson and Southern Arizona (¡Muévete, Muévete!): Developing high quality family child care homes

- Erin Aguilar, coordinator of Inspire Inclusion and Joey Trimble, Muévete, Muévete Coordinator, will be working together during this quarter. The intention of this collaboration is to introduce inclusion and physical activity to childcare providers on the Pascua Yaqui reservation. Combining inclusion and physical activity is a new concept for the Muévete, Muévete members and both parties hope to bring these courses to all ¡Muévete, Muévete! Cohorts.

During this quarter classes began, bringing together the Inspire Inclusion cohort and the Muévete, Muévete Pascua Yaqui Cohort. Coordinators expressed the importance of collaboration and the joys that it can bring. Each person that participates in a session of Inspire Inclusion brings his or her own unique perspective and understanding to the session. Through discussions, each member of the Inspire Inclusion Community of Practice and the Muévete, Muévete Community of Practice, provides valuable insight, ideas, and experience to the group. This straightening learning and reinforces the principles of inclusion. As we prepare for work this year, it is important to remember that each teacher that we work with goes out into the community and touches individual children's lives through their own work as a teacher or home child care provider and members of the community.

#### Pima Community College (ENLACE): Creating pathways from associate's to bachelor's early childhood degrees & Early Childhood Development Group (Linking Leaders): Raising the quality in early childhood environments

- Shanna Kukla (PCC) and Maggie McKiernan (LL) met with members of *Linking Leaders* in September at PCC's Downtown Campus. The members of *Linking Leaders* intend to take ECE 115 as part of the membership in the *Linking Leaders* CoP. ECE 115 requires that registered students have taken Compass math assessment prior to registering for the course. The group met for half an hour prior to taking the assessments. The ice breaker was "Say one word that shows what you think about math." The ten members' responses included "overwhelming," \*face palm\*, "argh," "scary," "draining," "frustrating" and "anxiety." Afterwards, Maggie McKiernan from *Linking Leaders* said this in an email:

*Shanna, many thanks for today. My students are feeling so much more comfortable with the idea of college after getting to know you a little. They all left with big smiles. My one lady didn't come out of the assessment room until it was almost time to close. She was beaming from ear to ear as [another student] and I applauded. ~Maggie*

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

- This CoP provided a small conference with Lisa Murphy with funding from FTF, United Way, and the City of Tucson that enabled members of the general ECE community and members of *Linking Leaders* to come together for an exciting morning of hands-on

---

activities that connected activities to DAP and intentional teaching. Many groups/schools intermingled and communicated about their experiences. There were 96 *Linking Leaders* members and 150 others from the ECE community that attended the conference.

Tucson Unified School District (TUSD): Improving public preschool teachers' understanding and competence in providing sustained and intensive instructional support to all children

- This quarter, the TUSD Community of Practice collaborated with the Pima County Office of the School Superintendent and the administrator for the TUSD PACE to increase competence in STEM and to increase capacity in some teachers to facilitate professional development opportunities. The goal was, that over the course of three to four sessions, teachers would learn skills related to providing high quality STEM learning opportunities.

The first STEM workshop provided to PACE teachers and teaching assistants on August 5 and enhanced educators' ability to provide high quality Instructional Support learning experiences in their classrooms. Scientific inquiry, problem solving, and use of science and engineering vocabulary directly support teachers ability to prompt children's thought process. In addition, the content of this professional development supports the deepening of all of the staff's skills relative to the Concept Development dimension of the CLASS. Through participation teachers are developing stronger skills in: encouraging use of analysis and reasoning skills, promoting exploration of concepts, applying concepts to the real world, and encouraging children's creativity. Teachers are reviewing their lesson planning process to see how they might encourage children to think deeply and understand concepts more fully.

Home Visitation Community of Practice

- United Way recently received funding through Strong Families Arizona to implement a Community of Practice, *Improving the Quality of Home Visitation*, targeting Home Visitors and modeled after Great Expectations. Enrollment for this CoP began in September, currently 20 home visitors are enrolled.

*Improving the Quality of Home Visitation* will provide an opportunity for home visitors 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. This Community of Practice will collaborate with and follow the model of the Great Expectations, including using the conceptual frameworks such as DAP, Mind in the Making and Systems Thinking. The members of this CoP will also be given the opportunity to participate in a number professional development sessions that will be provided through the work of Great Expectations.

SUCCESES:

Child and Family Resources (Project BEST): Expanding high quality infant and toddler care and education

- For two years now we have been working closely with a center in improving their quality of care for infants and toddlers. In a struggling area, where many centers are closing due to low enrollment, this center was able to open a second site. The director has had her entire staff, including herself, the administrative staff, and the co-owner all attend Project BEST as a requirement for employment. This year, the staff of the second site will be participating in Project BEST. What is more exciting, is that staff who had previously taken the course but had not received college credit are returning to do so this year. And staff who were members of this CoP have expressed interest in participating in other CoPs, recognizing the value of staying with the Great Expectations grant and "family" (as they see it)
- While attending the Rural Provider Conference in Sahuarita, Stephanie Castillo-Leon ran in to a handful of Project BEST graduates. She had the opportunity to hear from the recent graduates about how much they enjoyed the program and how much they learned and grew as a result of participating in Project BEST. One participant stayed after to share how grateful she was to have formed such strong and lasting relationships with other ECE professionals. She said she still meets regularly with past BEST members from her cohort and continues to keep in touch via text, in person, and email. She loves that she now has a strong network of like-minded people that understand what high quality is and the struggles that come along with caring for children all day in different settings where they may or may not have control over management decisions. She said it's nice to know you have someone you can talk to, share your successes with, and bounce ideas back and forth with. She never expected to walk away with so many meaningful friendships and for that she is very grateful!

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

- Linking Leaders held a conference on Saturday, August 23rd. Lisa Murphy was the only speaker. The morning topic was Developmentally Appropriate Practices and Kindergarten readiness. This was for everyone. There were 100 participants from Linking Leaders and 150 more from the greater ECE community. In the afternoon, Linking Leaders Directors and Assistant Directors met with Lisa in a small group session. They were asked to think about the small specific changes they could make right now to improve the learning environment at each of their schools and, going forward to think about the larger educational goals they wished to achieve. Both sessions were wonderfully received and it was amazing to see how energized the participants were after the event. The Linking Leaders coaches are excited to begin work with a renewed vision amongst all our members.
- *I met with a director that is struggling with the concept of the absence of worksheets and rote learning in the classroom. After attending the Lisa Murphy kickoff conference and small group event, she is open to trying a DAP approach again. She has committed to restructuring her writing center so that the children will have a different approach to writing and is looking forward to restructuring more of her centers.*

*Participant feedback to the conference:*

- *Thank you for the encouraging ideas and thoughts you made me feel more energized to start the year. Also made me feel ECE is more important than I ever realized.*
- *Thank you for all the ideas, resources, handouts, and language that I can immediately use and for sharing the reasons behind all you do. I feel affirmed.*
- *Be intentional. Reminding them where does this fit with our school philosophy? Help them get back to DAP.*
- *Be more consistent in the expectations of the staff and have more follow through in the expectations of the program goals.*

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

- This quarter the Inspire Inclusion Community of Practice supported a past member with creating an inclusion plan for a child in their center. They looked at “red flags” in development and different developmental screenings available. As their center prepared for their Quality First assessment, they wanted more information on developmental screenings and ideas for creating individual goals for children. Inspire Inclusion shares the Cara’s Kit: Creating Adaptations for Routines and Activities manual, a guide that provides information about creating adaptation to daily activities and routines so that children ages 3–6 with disabilities and other special needs can successfully participate in all classroom activities. The kit guided this center through the adaptation hierarchy of least intrusive to most intrusive adaptations and provided ideas for specific changes in the early childhood classroom. It is exciting when past members continue on the path of inclusion and request information and support from the CoP.
- Also this quarter, this CoP continued work with both the Including Young Children with Special Needs cohort and the Preschool Social Emotional Development Cohort. All members had an opportunity to share how their learning from each session translates into the work they do in the classroom or with the children they care for in their home. Many of the Inclusion cohort members shared how creating an inclusion policy statement has helped them think more inclusively about their practices. Using person first language and being aware of inclusion strategies has changed many of the member’s perspective on what is best for all children. This is one of the main goals of the Inspire Inclusion Community of Practice as we focus on children’s access, participation and support in the classroom. The Preschool Social Emotional Cohort at Pascua Yaqui focused on Promoting Children’s Success: Building Relationships and Creating Supportive Environments. Cohort members reflected on how creating schedules and routines can help prevent challenging behavior and help support children’s learning.

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

- One ENLACE member (a Head Start center director) who has met nearly all the requirements for her BA ECE degree at NAU (except math) was told she must complete a Pima College AA in ECE and those credits would fulfill her final needs for her BA. Unfortunately, Pima did not accept her NAU ECE credits, and she was faced with completing a degree essentially from scratch. ENLACE advisors encouraged and supported her in being persistent in exploring other avenues. She was able to come to an agreement with NAU that an Associate’s of General Studies would suffice. This was fantastic news because when she finishes the math requirement, she will be awarded her BA in ECE degree. She is now in her second year with ENLACE having completed the ENLACE Leadership and Math classes last year, and continuing with ENLACE math this year. We are so proud of her professional accomplishments, growth, and progress!
- Originally, the ENLACE CSA100 Computer Literacy (1 credit) course being offered this fall was capped at 25 students. Due to an AMAZING demand, we’ve decided to open more slots to accommodate more EC learners! As of today, there are 27 enrolled. 4 of those were previously in an ENLACE cohort class.

- 
- An ENLACE member who'd already completed her Associate's degree was able to transfer to a university program that offers online programs to fit her scheduling needs. She was enrolled in the ENLACE MAT089 cohort class for this year, and was able to overcome her mathematics barrier to completion by pursuing her continuing education through this online university.

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

- This CoP has enough interest this year in Pima South and Pima North that they could have filled two full CoPs! Currently there are 30 enrolled members who are committed to attending all of the events.
- A large, organized library of resources has been developed for members and past members of Las Familias. Currently there are 20 books loaned to members.

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

- At a joint Prescott College-Head Start presentation in Sells, focused on the updating of the Tohono O'odham cultural curriculum, presenters and participants explored age-appropriate activities to incorporate traditional language and culture into daily classroom routines. It's gratifying to see the TO Head Start's inclusive policies for staff in action; the cook and the bus driver at Vaya Chin Head Start each contributed a song for the children. TO Head Start practices the belief that all staff are educators.
- September 15 was the kickoff event for our Community of Practice ECE 111 course. This semester our focus will be on Disabilities. We started our course with an introduction to the Handwriting without Tears tool. The cohort members readily became engaged and began to brainstorm ways to incorporate the tool into their classroom. Kit delivered cameras to some of the centers and taught everyone how to properly use them as a documentation tool.

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

- During the first meeting of the Spanish-speaking cohort, T, a COP member, stood up to address the group about losing her fear of public speaking since she started with Muevete, Muevete! She explained to the group how she was shy and introverted before coming to the Muevete sessions but was encouraged to speak up. Her confidence grew as her knowledge grew and she began to push herself to be more vocal. She told the group that she is glad she pushed herself because now she feels more confident and prepared. T has been instrumental in creating cohesion among the group by calling members of the community of practice and reminding them to come to the sessions. She is a natural leader and the members seem to love following her lead!

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

- Great Expectations for Teachers, Children and Families Year 3 Kick-off  
Excitement, great conversation and a wave of positivity filled the rooms as 112 early childcare educators, administrators and advocates gathered to kick off year three of Great Expectations for Teachers, Children and Families. Great Expectations has focused on building a system based on philosophies such as Developmentally Appropriate Practice, Systems Thinking, *Mind in the Making* and instructional support. These philosophies overarch every one of the Communities of Practice and the educational experiences they provide.  
New members had the opportunity to speak to coordinators about the opportunities available such as earning college credit, professional development workshops, and attending seminars conducted by local, state and national experts in Early Childhood Education. Attendees were also able submit an online interest form to begin the membership process. The recruitment event was a huge success and everyone was excited to share their own great expectations to learn and be successful.

*Leadership*

One of the main goals of the Great Expectations grant has been to grow new leaders. The director has put a lot of time and energy in identifying staff and CoP members who exhibit leadership potential and encouraging them to continue with their education by going to graduate school.

Some of the people have taken steps to continue on the higher education highway. For example, one staff member has taken the Graduate Record Exam and plans to enter a Master's Degree program in child and family studies in the fall. Another will be taking the Graduate Record exam in October and will enter a Master's Degree program in non-profit management in January 2015. In addition, two people who work for CoPs are in graduate school now. One is working towards a Ph.D. in early childhood education and is now teaching a class on the Foundations of Early Childhood Education at the University Of AZ College Of Education. Another is working on a Master's Degree in early childhood education.

---

Lastly, a staff member of the Pima Community College Community of Practice is in the second year of a Master's Degree program at Lesley College. She commutes to Massachusetts for meetings with the faculty and coursework.

The grant director serves as a mentor to a person who is working on a Ph.D. in child and family studies. She attends some of our meetings and gives brief presentations on "what the research says about..." She has presented twice about research related to child-teacher relationships and will continue presenting on related topics for the rest of the grant year.

#### **GRANTEE: MAKE WAY FOR BOOKS**

#### **STRATEGY: Parent Education Community-based Training**

#### **Program Implementation:**

#### **SPECIFIC OUTCOMES:**

The objective of MWFB RAR is to support families as they establish a daily reading routine, and to empower parents/caregivers to actively foster their young child's (birth through 5) emergent literacy and language acquisition. However, many parents have reported that the reading skills of their older children (6+) have greatly improved as a result of the MWFB RAR program. A mother shared that her eldest daughter was struggling to read for her homework assignments and refused to read at all in circumstances where she could help it. While the child enjoyed coming to the RAR workshops and acting as a "helper," she did not participate in any reading activities and declined to share books with her siblings. The mother explained that at home, she involved her oldest daughter in the nightly RAR book sharing. She shared that her daughter has recently begun to read the RAR library books with her siblings and has requested chapter books for herself. She claimed that her confidence in reading has increased notably. Another father reported that prior to RAR, his oldest children did not spend time sharing books with their younger children. As the program has progressed, he has observed that his one year old son will bring a book to his older sister or brother and ask to them to share it with him. This leads his 4 year old daughter to join in, and soon all of his children, including his infant son, are engaged in a book together. He commented that his oldest son and daughter have begun to read on their own on a daily basis and the practice has helped them become stronger, more enthusiastic readers.

Another very exciting outcome that has been achieved is that a number of the parents/caregivers who themselves have low literacy skills, have shared that the MWFB RAR program has helped them to improve their own reading abilities. MWFB does not collect data on the individual literacy levels of participating parents/caregivers. Pre and Post surveys do ask parents to rate their level of comfort in their tools to help their child succeed in school. However, the only way for MWFB staff to learn if the program is impacting the literacy abilities of the parent, is for those individuals to share their experience with Family Literacy Specialists or program volunteers. The MWFB RAR curriculum emphasizes that parents can share books with their children in many ways other than reading the text word for word, such as using the illustrations to interpret the sequence of events. All parents are encouraged to use wordless books as a tool to develop comprehension skills and spark language-rich conversations. These strategies are especially empowering for parents who do not have a habit of sharing books with their children because they are uncomfortable with their own reading abilities. While parents generally speak about the positive effects the program has on their children, they seldom speak about its effects on their own literacy levels. One participating mother commented that the program had "helped my daughter learn how to talk and learn. It expanded her mind and helped her become more imaginative." She went on to explain that reading the books in the RAR bag with her daughter every night helped her to become a better reader herself. Before RAR, she did not read to her daughter or on her own for fun. Now, she regularly visits the public library and makes a point to share books with her daughter every day.

#### **BARRIERS:**

One continuing barrier to successful implementation has been that certain apartment communities do not generate the same family participation and turnout as others. In some instances, while many families may register to participate in MWFB RAR, very few actually attend the weekly workshops. Family Literacy Specialists offer incentives to families who recruit new participants, such as books, educational toys, or gift cards to Starbucks, or other fast-food restaurants that do not serve alcoholic beverages. MWFB has also started to offer incentives to property managers who are able to recruit a high volume of families. Unfortunately, some communities continue to have very low attendance at each weekly workshop. In the past, MWFB has completed each series offered at apartment communities, even if attendance has been very low. This year, MWFB staff made the decision to end a series that has attendance below four families for four consecutive workshops. This occurred in an apartment community during the first quarter of this fiscal year. In order to ensure these families had continuing access to early literacy resources, MWFB staff provided parents with

---

information on other MWFB programs, including the MWFB Early Literacy App and Cover to Cover program, the MWFB website, and information on branches of the Pima County Public Library. In addition to the giveaway books provided at previous workshops, each child attending the final session received five books to add to their home library and a blue RAR library bag for use at the public library. MWFB staff will focus on implementing the RAR series at apartment communities that generate high family attendance, so that the maximum amount of parents and children may be impacted.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

From the inception of the MWFB RAR program, MWFB staff has closely collaborated with Southwest Human Development (SWHD) throughout program implementation. Although MWFB has increased the duration of the series to twelve, from the original eight, both organizations implement RAR in apartment communities in many similar ways. The MWFB Family Literacy Program Manager regularly corresponds with the SWHD Literacy Program Manager to discuss best practices, ongoing challenges, evaluation practices, and emerging research.

**SUCCESES:**

The greatest success Family Literacy Specialists have had with RAR has been to help families truly establish a culture of literacy in their homes, with a print-rich environment and daily habit of reading together. The MWFB Family Literacy Program Manager and a Family Literacy Specialist had the opportunity to visit a participating family in their home to talk about their experience with MWFB RAR. The mother and father pointed out to MWFB staff that they have a designated area in the living room for their RAR bags. MWFB staff observed that children's books were stored on the lowest shelf, accessible to the family's toddler. Their collection included giveaway books from RAR workshops as well as books from the Pima County Public Library. The parents also had a substantial amount of their own books as well. The walls were covered with the artwork and writings of the family's children, as well as those of other children living in the apartment community. Paper, pencils, crayons, and other writing materials were available at multiple places in the living room. The parents shared that the majority of the families they know spend time together by watching television, and that both the parents and children prefer watching television to sharing books. They stated that after attending the RAR workshops, they have begun to read books together every night as a family, and that they prefer this to any other activity, including watching television. The mother shared that the RAR program had helped her children to "grow intellectually, have a better attitude toward reading, and it teaches them to be kind to things." She also spoke about her own confidence in her ability to share books with her children. She shared that with her youngest children, she allows them to turn the pages and they mostly talk about the illustrations. She said that she enjoys being silly while reading to her four and five year olds, stating, "I make voices come out of those books!"

**GRANTEE: TEEN OUTREACH PREGNANCY SERVICES**

**STRATEGY: Parent Education Community-based Training**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

For the first quarter of the 2014-2015 Fiscal Year, Teen Outreach enrolled 41 clients into our services. 28 enrolled as pregnant clients, 12 enrolled as parenting clients and 1 client enrolled as pregnant and parenting.

Because of the education and supportive services received, teens participating with Teen Outreach in Central Pima County this quarter completed our classes with an average 87% mastery of knowledge after taking our Pregnancy classes. These young parents improved health practices during their pregnancy and increased physical and emotional well-being as they prepared to deliver and parent their child.

TOPS babies historically have positive birth and early childhood outcomes. From July 1<sup>st</sup> through September 30<sup>th</sup> 2014, we had 23 deliveries in the Pima North Region:

- Average gestational age was 39 weeks (37 weeks or greater is considered full term)
- Average birth weight was 7.3 lbs. (5.5 lbs. is considered full weight)

- 
- 14 were breastfeeding at the time of their discharge from the hospital and 5 were both breastfeeding and bottle feeding and 3 were only bottle feeding at the time of discharge from the hospital. One clients feeding status at discharge was unknown.

We also taught 4 hours of Healthy Pregnancy and Childbirth Education classes at TUSD’s Teenage Pregnancy Program (TAP) High School during July through September serving 6 pregnant teens, and 16 hours of 24/7 Dad classes at TUSD and Sunnyside TAP serving 9 teens, 2 which enrolled as our clients. Enrolled clients are included in the data reports, but TAP students who are not enrolled at TOPS clients are mentioned in the narrative only.

In addition to the Healthy Pregnancy, Childbirth Education and Proactive Parenting classes held this quarter, which are included in the data report, we also held 8 Support Groups in which 48 clients attended. Furthermore, we had 4 special events in which 29 clients attend.

**BARRIERS:**

No barriers to report at this time.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

During this quarter we have started teaching the “24/7 Dads curriculum,” which is designated as a promising practices curriculum. We have offered this curriculum at TUSD TAP, a long standing partner of ours, and we have also started offering it at Sunnyside TAP, a new partnership. This is an important service as there is a dearth of resources dedicated solely to fathers. Although we are still working on increasing attendance at Sunnyside TAP, the administration has requested more services from TOPS. During this quarter we have also moved closer to a start date for our pregnancy and parenting classes at Pueblo High School, with an anticipated start date of Oct 16<sup>th</sup>. In addition, we began a partnership with the Diaper Bank of southern Arizona and are supplying clients with 40 diapers at each class they attend. We also give 10% of the diapers donated to us by the Diaper Bank out to the greater community.

Lastly, in this quarter we reached out to the Director of Fellowships & Community Engagement at The University of Arizona Graduate College who invited us to table at an Internship Fair and we were able to find a Masters of Public Health student to intern at TOPS as our TOPS Scholars Program Coordinator.

**SUCCESES:**

Our greatest success stories this quarter were having a proposal accepted for the National Healthy Teen Network (HTN) Conference and starting a Breastfeeding Club for our clients. Allan Stockellburg, our Fatherhood Facilitator, and myself will be co-presenting on the importance of father involvement in teen pregnancy and parenting programs at HTN. Additionally, we initiated a Breastfeeding Club to offer breastfeeding support to pregnant and parenting clients. The Breastfeeding Club is facilitated by one of our Nurse Educators, Noreen Carver, who is an International Board Certified Lactation Consultant (IBCLC). At the first meeting we had three moms attend, 2 breastfeeding and one pregnant. They had lots of great questions and suggestions for one another on how to be successful at breastfeeding. We hope that each meeting of the Breastfeeding Club grows in attendance and that the teens share their stories and lessons learned with each other. Our goal is to increase the number of teens moms who are breastfeeding at 3, 6, and 12 months and to normalize and encourage breastfeeding by providing a safe, supportive, positive environment for these teen to discuss any issues they are experiencing.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (FAMILY SUPPORT ALLIANCE)**

**STRATEGY: Parent Education Community-based Training**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

Family Support Alliance- United Way of Tucson and Southern Arizona

---

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 quarter:

- 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

The Family Support Alliance continues to use a Word Press blog and Facebook page for communicating to our partners and Family Support Alliance members about professional development opportunities in the community, resources for families, information about meetings, etc. From July to September, the blog received 3,525 views, while the Facebook page currently has 214 “likes.” The Family Support Alliance continues to use the Pima County Parenting Coalition website as an additional resource for parents and to advertise parenting classes and home visitation services in Pima County. The website is updated weekly, as needed, with new information on classes and services available. The website is [www.pimaparenting.org](http://www.pimaparenting.org).

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. We have continued promoting the referral system and have currently received 96 referrals to date.

#### Casa de los Niños

During this quarter two Nurturing Parenting Series began in September. One series was presented in English and one in Spanish. Both series took place at Casa de los Niños and were well attended. The English series had an average of 20 parents with 8 children in child care and the Spanish series had 13 parents with 8 children in child care.

100% of the training evaluations scored with Strongly Agree or Agree for questions about the training content and instructor.

#### The Parent Connection

During the 1st Quarter, The Parent Connection provided a total of 97 Stay & Plays at the following Public Branch Library locations: Columbus, Kirk-Bear Canyon, Martha Cooper, Miller, Nanini, Woods, and at Davis Monthan AFB. The total participants served during the 1<sup>st</sup> Quarter were 1,266 adults and 1,574 children under the age of five. The unduplicated Stay & Play numbers for the 1<sup>st</sup> Quarter were 302 adults and 387 children under the age of five.

#### Marana Unified School District

Marana is very happy to be back on track with their regular schedule of events. Marana also has a newly trained staff member which will assist in getting the program up and running.

#### Easter Seals Blake Foundation

A group has been successfully started in Catalina and will be reported on once the series is complete.

#### 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.

#### Make Way for Books

Book MAGIC:

On August 26, 2014 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:

---

### Casa de los Niños

Casa de los Niños was presenting/offering a series of ten classes. It was challenging for parents to commit to all ten classes or be expected to attend the series in its entirety. They encouraged parents to attend all ten classes by having childcare available, providing light, healthy meals for adults and children, providing a comfortable learning environment, and having gift card incentives for attendance.

Some participants in the classes were foster parents. Unfortunately, they didn't plan to attend all ten classes due to the fact that they attended a class or two to complete required hours for foster care certification. The trainer encouraged them to consider attending all classes in the series and reminded them of the value of all the class topics and the incentives for attendance.

Some people registered for the classes and then did not show up. Space, childcare and food had been arranged and prepared. All people who registered in advance were given a reminder call or email in advance. Follow-up calls were also made to people who attended one class, but not the next class. They were encouraged to attend upcoming classes.

To resolve this issue, we allowed people to attend who have not registered in advance. This was more challenging at times if they showed up with multiple children for child care.

Trainers were reminded to announce at the classes that registration was required to help ensure a high quality experience for adults and children. All of the program flyers also indicated that registration was required. We reminded participants about the value in attending the entire series and reviewed the incentives for attendance.

### Easter Seals Blake Foundation

ESBF continues to see a decrease in attendance at Davis Monthan AFB. In order to resolve this issue the group has been temporarily placed on hold while it is evaluated if the program continues to meet the needs of the airmen at Davis Monthan AFB. ESBF has sought out system partners such as the University of Arizona Cooperative Extension in order to determine if this is reflected in the services they are offering to this population as well. ESBF will meet with staff from the Airman Family and Readiness center in order to put in place appropriate programming for the future.

### Marana Unified School District

Marana has successfully overcome the challenge of filling their vacant Parent Educator position. They do not foresee any staffing issues in their future.

### **Collaboration and Communication:**

#### **COLLABORATIVE EFFORTS:**

#### Family Support Alliance- United Way of Tucson and Southern Arizona

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

### Casa de los Niños

We have continued our collaborations with the Pio Decimo Center (85701) and the Jewish Community Center (85718). Both organizations want a Nurturing Parenting series in English to begin in early 2015. Planning has begun for dates and times.

### Parent Aid

Parent Aid continued involvement with the Family Support Alliance and the Pima County Parenting Coalition. Parent Aid also went to two open houses, one at Thornydale Elementary and one at Santa Clara Elementary. Santa Clara Elementary and Parent Aid arranged a Spanish Active Parenting series for the fall and planned for an English Active Parenting series to take place in the spring. The Thornydale collaboration has not generated a workshop during the quarter, but there are ongoing discussions to hold a parenting class series in the future.

---

### The Parent Connection

The Parent Connection program continues to have remarkable partnerships with the individual Pima County Public Library branches where Stay & Plays are hosted.

### Marana Unified School District

Marana has maintained their presence at both Geasa and Wheeler Taft Abbett libraries. Both locations are happy to have the program return this school year and have expressed how positive their collaboration is.

### Easter Seals Blake Foundation

ESBF has developed a new partnership with the Picture Rocks Community Center and will be holding a group in their facility. ESBF continues to collaborate with multiple agencies within Catalina including Impact of Southern Arizona and Vista de la Montana United Methodist Church. ESBF communicates within the agency to other programs such as Parents as Teachers and Project Me Too to recruit parents to join the community group held at the ESBF office. ESBF communicates regularly with Davis Monthan AFB to work to maintain quality programming to meet the needs of those on base.

### University of Arizona Cooperative Extension

Ana Bae and Dan McDonald met with TUSD child care and preschool personnel and with a representative of the Nourish program. They are also currently working with Border Patrol to offer programs to agents (specifically trying to reach fathers).

### SUCCESES:

#### Family Support Alliance- United Way of Tucson and Southern Arizona

During the first quarter United Way had the opportunity to attend an outreach event at the 25<sup>th</sup> Annual Baby Fair in Tucson, Arizona on August 9, 2014. At this event United Way hosted a table with the Pima County Health Department to promote the Pima County Family Support Referral System. This referral system gives families the opportunity to gain access to parenting support through home visiting services and/or parent education classes. At this event, the referral system received 20 family referrals and collected information from over 50 families who indicated that they were interested in finding out more about parenting services in Pima County.

#### Casa de los Niños

One mother of a toddler aged child, who took the ten classes in the series last fall, returned with her husband to complete the series again. She told the coordinator that she enjoyed the classes so much and learned many new parenting skills, and she thought it would be most effective and important for her husband to attend as well. This mother also told a friend, who has an infant child, about the classes and the friend has attended the current series and plans to complete all ten classes.

#### The Parent Connection

CBPE How to Talk so Kids will Listen & Listen so Kids will Talk Parenting Class:

One set of parents that attended this class have three children; a 4-year-old girl, a 2 ½-year-old boy with some delays and a baby. Mom has deep-seated anxieties about raising her children right. Her supportive husband sometimes gets angry that she has such low self-esteem when it comes to her parenting skills. Mom also doesn't drive because she is afraid. One thing that has come out of their participation in the "How to Talk" classes is that mom is beginning to identify with her children due to some of the class examples. She has also been able to experience some new feelings that she had not let herself feel before now. Her whole appearance has changed since starting the class. She now holds her head up and has improved her eye contact with others. She reports that her and her husband have been delighted that suggestions from the curriculum actually work in their home. Mom has set a goal to be a confident driver by the time her 4-year-old goes to school next year. Dad has learned that the authoritarian methods that are used in his job are actually punishment and not appropriate for the home. Dad was in the class when he had a moment that brought tears to his eyes. They both are excited about using these new tools with their children. They also shared that they want to take the "Parenting the Young Child" as their next parenting class.

CBPE Nanini Stay & Play:

A Mom and her three-year-old son first came to Nanini Stay & Play about two months ago. First time at Stay & Play, the son would take toys away from others, push kids away, and scream very loud at his mom. He did not listen to mom when she tried to redirect him. As a result, during circle time the son crashed into another child in the group while running in the middle of the circle. Mom

---

was very embarrassed and grabbed her son's hand and ran out of the room. After group, the parent educator called mom but there was no answer so she left a message. The parent educator also talked with The Parent Connection's (TPC) Director and discussed the situation that occurred at the Stay & Play that morning. TPC's Director had already talked to mom earlier because mom had called and wanted to apologize for her son's behavior. TPC invited her back to Stay & Play the following week and made a plan to have the parent educator work directly with her and her son. The parent educator gave mom techniques on how to help her son socialize with the other children and how to talk to her son and let him know when it is time to go. The following week she came to Stay & Play and the parent educator talked with her and she followed through with ways to help her son during group. This family has been consistently attending the weekly Stay & Play at Nanini. Mom and son now both work as a team. Mom stays close by and directly interacts with him and redirects him when needed. Each time they attend Stay & Play, they end up staying until the end. Mom continues to work with her son in redirecting his behavior and activities. They really enjoy Stay & Play!

#### Marana Unified School District

Myrna, the new PAT educator, has been amazed by the positive responses she hears at both the Stay & Play groups and the Teen Parent groups. Parents have expressed their gratitude to see Stay & Plays return to both library locations.

#### Easter Seals Blake Foundation

ESBF started this particular community group with discussing goals the parents had for their children and themselves. Some of the goals mentioned were to "not have him get kicked out of another school," "get more ideas on how to raise my kids," and "to be a good father." With each week, they learned and talked about how they've implemented techniques at home. They shared their struggles, successes, and new goals. During one of the sessions, a mother spoke about how the group and techniques were helping her to become a better person. She talked about how she felt more connected to her daughter when she learned the importance of engaging in her world of imaginary play. When discussing the topic of emotion regulation skills, a father explained how he never learned this as a child and would use it not only for himself, but also with his 4-year-old son. Another father discussed how he learned to adjust his expectations when getting feedback from the group about developmental expectations. The parents saw one another as support and encouragement. The parents explained they felt more equipped with the skills needed to establish healthy discipline in their home.

In Catalina one parent shared that she has come to understand how important it is to be intentional about the time spent with her child and making this time as meaningful as possible. She found this to be difficult before and left it up to dad because of the type of play they engage in (rough and tumble). She has made more of an effort to find ways to engage her son on his terms, and provide "coaching" without having to sound like a teacher all the time. Another parent in Catalina has found that, although the skills learned in this group are meant to enhance her relationship with her toddler, she has incorporated some of them in her interactions with her adolescents and according to her "they really work". She shared that she isn't always the most patient person, but has found it easier and has been able to relax when she interacts with her toddler.

#### Parent Aid

For the past month, Merry Placer – one of Parent Aid's Family Support Specialists/Parent Educators – has been teaching classes at Amity Tree Foundation. Amity is a substance abuse rehabilitation program located in north Tucson. The majority of participants that attend come from tribes throughout the United States. One of the greatest successes of this class has been the ability for the participants to reflect on their own childhood in order to make positive changes with their children. The group regularly analyzes how they were raised and then deliberates on how they can offer a more supportive, secure environment for their children.

#### University of Arizona Cooperative Extension

A parent participating in the Brain Waves workshop at Davis-Monthan Air Force Base commented, "I will focus on modeling good emotional self-regulation instead of reacting to my children's behavior so much."



**FIRST THINGS FIRST**

## Program Data Summary

(Source: Partner Grant Management System  
Data Narrative Report)

*Selected data as reported by the Grantees in the Program Narrative Reports: Quarter 2 (October 2014-December 2014)*

**GRANTEE: INTERNATIONAL RESCUE COMMITTEE**

**STRATEGY: Care Coordination/Medical Home**

### Program Implementation:

#### SPECIFIC OUTCOMES:

31 refugee mothers, 9 of them pregnant and 49 children under 5 years of age received 93 home visits following the prenatal and well-child curriculums. During the Promoter home visits, pregnant mothers received education and skill building on: health pregnancy goals, how to advocate for yourself with your prenatal provider, tobacco and alcohol use, prenatal nutrition, labor and delivery, breast feeding and family planning. Mothers with children 0-5y/o received education and skill building on well baby and well child health screenings, how to follow up with doctor's instructions, developmental milestones, immunizations and nutritional resources.

The promoters have continued to be actively involved in implementing further food security and nutrition education to their clients using our internal IRC nutrition curriculum. This nutrition education includes specific education related to healthy choices, health conditions related to nutrition, WIC voucher assistance and infant/child nutrition. Activities include taking their clients to the grocery store to learn how to navigate their food stamp benefits and budgeting including meal planning.

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

Ten children and three pregnant woman have been enrolled in the WIC program during this quarter. The promoters have continued to deliver the curriculum piece that was developed to teach how to use WIC vouchers and about follow-up visits to WIC.

The Somali Prenatal group met twice during this quarter, skipping October due to logistical issues with lack of babysitting and unavailability of the Somali promoter. Our Somali promoter, Kadija Ali, has been instrumental in contacting and transporting clients as well as interpreting for the group. This group is held at the UAHN Family Medicine Clinic at 707 N Alvernon and is led by Dr Cagno and Dr Khalife. The prenatal group reconvened in November, and is held once every month. In November 6 women attended, and 7 women attended the group in December.

A support group for Congolese women, led by the Program Supervisor, has been held weekly. Ten participants have attended and received clothing donations – maternity and infant/toddler, as well as baby care items. Topics covered during group this quarter included, but were not limited to: parenting and conflict resolution, household cleanliness, personal hygiene, car seat safety, housing/tenant rights, bed bug & cockroach prevention and elimination, job readiness skills, and nutrition for women and children. Women report feeling very happy to have this group, as it provides them with knowledge, encouragement, and much-needed supplies for their household.

#### BARRIERS:

Having to hire 2 new promoters in 2 months has proven to be very time consuming. There will be approximately 3-4 weeks during the beginning of the next quarter during which Swahili-speaking participants will largely not be visited, due to the training period for the new hire. However, the one Swahili-speaking client who is pregnant will be seen by the Kinyarwanda-speaking promoter, as she speaks Swahili as well.

### Collaboration and Communication:

#### COLLABORATION EFFORTS:

---

There is ongoing collaboration between UAHN's Family Medicine Clinic and Well-Being Promotion Program. The Somali Prenatal Group is serving pregnant Somali mothers as well as those who have had children within the past six months. Kadija Ali, our Somali Promoter, has been an excellent resource and organizer of this prenatal group and we look forward to further collaboration with this clinic. IRC and UAHN's Family Medicine Clinic are partnering on a grant project to evaluate the Somali Prenatal Group and capacity build for future groups.

We have also coordinated with the resident rotation coordinator at the Family Medicine Department at the Alvernon clinic to shadow promoter home visits. This allows new residents, who many times are the PCP's for our clients, to see the environment and community of newly arrived refugees. We are hoping that this partnership will build better awareness and cultural competency at the family medicine clinics and will allow for increased care coordination in the future. One such shadowing visit took place during this quarter.

#### SUCSESSES:

According to data collected by the Well Being Promoters, four of the current pregnant refugee women attended 100% of their prenatal appointments; 100% of children under 5 have attended their age appropriate well-child checks and received all of recommended immunizations. Many mothers are now able to schedule and attend appointments on their own or with less assistance from English speaking family members or friends. Through continued partnership with Dr Melissa Moore at UAHN Pediatrics, we are able to follow up with clients more efficiently and connect these families to care.

#### **GRANTEE: MAKE WAY FOR BOOKS**

##### **STRATEGY: Center-based Literacy**

##### **Program Implementation:**

##### **SPECIFIC OUTCOMES:**

**Classroom Books:** During this quarter, Make Way for Books (MWFB) provided more than 500 cloth, board, and hardcover books to sites. These books were individually selected based on the needs of the sites. Books were selected in conjunction with sites' curriculum, to replace damaged books, 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.

**Professional Development Workshops:** This quarter, 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.

**Early literacy support** was provided to the Storytime Volunteers. The quarterly gathering provided guidance to Storytime Volunteers in selecting and sharing books with children at their assigned sites. During this quarter's gathering, the Early Literacy Consultants focused on strategies for repeated readings. The Early Literacy Consultants highlighted different ways to share books, including picture walks, felt boards, and puppets. Such repeated readings are strategies to support the development of children's vocabulary and comprehension skills.

**Family Literacy Events/Consulting:** 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.

---

At Sunnyside Infant Center, the MWFB Early Literacy Consultant collaborated with the Teenage Parent Program (TAPP) Teacher/Coordinator, to plan and implement a Family Literacy Event to support the TAPP curriculum. The parents of the children attending this site are predominately high school students who attend Sunnyside High School. MWFB calendars were introduced and provided in both English and Spanish, allowing the parents to use the English version at school during their class time and the Spanish version at home with their Spanish-dominant parents (the grandparents).

As a part of the TAPP curriculum, the teenage parents learn about child development and document their children's milestones and other anecdotal information, such as favorite songs, books, and fingerplays. The TAPP coordinator was excited to receive these calendars, which can be personalized for each baby. For each month, the calendar includes an illustration from a children's book, a rhyme or song, and information regarding how to engage infants in fun language and literacy practices.

At Erickson PACE's Family Literacy Event, the Early Literacy Consultant read the book *Sleep Little Alphabet* by Judy Sierra with families. The Early Literacy Consultant shared developmentally appropriate ways parents can foster children's letter knowledge and provided information on Make Way for Books' Early Literacy App. This resource provides book suggestions, downloadable music, and suggestions on ways to support early literacy development throughout the child's day.

#### **BARRIERS:**

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.

#### **Collaboration and Communication:**

##### **COLLABORATION EFFORTS:**

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.

MWFB continues to participate in United Way's Early Childhood Partnership of South Pima County. The partnership is attended by multiple Pima South professionals. During partnership meetings, the Early Literacy Consultant is able to connect with site directors, Quality first coaches, and other professionals to provide materials and share programmatic information.

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.

#### **SUCCESES:**

Consulting: During the quarter, five family literacy events were held for families. As part of the events, lending libraries are introduced or showcased to families to support book check out on a regular basis. This quarter, more than 5,000 books were checked out and MWFB looks forward to continuing to support families with this resource.

Feedback regarding this resource continues to be positive. Comments regarding this resource include:

- "Thank you so much for our lending library. It is a wonderful resource for our children, parents and staff."
- "This program is fantastic for our children!"
- "Children and parents love the idea of getting new books to read together."

Educators report that through the lending library, sharing books continues to be incorporated into the families' routines at home as well as at the sites. With the lending library, reading together is becoming an evening routine for families of Los Niños del Valle Child Care Center. At Senita valley Enrichment Program, parents stay in the morning to share books from the lending library with their children. The children then select books to share with their families at home. At Golflinks Kindercare, the school-age children are

---

sharing books from the lending library with the preschoolers. The preschoolers are now more familiar with the books and excitement surrounding the lending library has grown.

The lending library can also serve to comfort children. A child was having difficulty saying goodbye to his father. In an effort to help, the educator took the child over to the lending library, where he could select a book to share with his father at home. After selecting a book, "he joined his classmates for breakfast and continued on having a wonderful day."

During on-site consulting and at professional development workshops, MWFB Early Literacy Consultants provide educators access to the MWFB professional development library. Educators can check out books on a variety of early literacy topics for an extensive period of time. Educators have checked out books to complement material addressed at workshops and to incorporate into the classroom.

Reading Challenge: A reading challenge was held during the quarter. 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.

Professional Development Workshops: 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.

**GRANTEE: CHILD & FAMILY RESOURCES, INC.**

**STRATEGY: Expansion: Increase slots and/or capital expense**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

This quarter has been busy with several providers interested in expanding their programs to become DHS small group homes. One of the providers is enrolled in the Pima CC Early Childhood 60 hour course and will sign up upon completion next month.

**BARRIERS:**

There are no current challenges or barriers to report.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

As in the past, I work closely with the D.E.S. support specialist, Margie Lopez, who is assigned to my providers going through the DES certification process and the D.H.S. surveyors that are assigned to my providers going through the DHS small group home licensing process to prepare each provider with as much information and knowledge as possible to ensure a successful transition to a certified or licensed home. I continue to meet monthly with the D.E.S. staff, CACFP (food program), and CCR&R (referral service) at Child and Family Resources to ensure open communication and understanding of our programs, our clients' ongoing progress and needs, and the scheduling of simultaneous visits including pre-inspection and final inspection/certification/licensing.

**SUCCESES:**

---

This quarter has been busy with four new provider sign ups (two disenrolled this quarter- one due to scheduling conflicts and the other to a move). Zip codes of this quarter's signees are 85658, 85742, 85741, and 85749.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**STRATEGY: Expansion: Increase slots and/or capital expense**

**Program Implementation:**

SPECIFIC OUTCOMES:

One of our sites created 8 additional infant slots by converting the FTF program funded toddler classroom into an infant room. This site still maintains a full capacity toddler room, but where we were supporting 8 infant and 12 toddler slots, we now support 16 infants. This gives us a total of 57 infant slots, all of which are currently filled, which means that all five of our infant sites are at capacity, with two sites consistently maintaining waiting lists. For toddlers, we now support 83 newly created slots, 78 of which are filled. Six of our seven toddler sites are at capacity and have waiting lists for their classrooms. Our toddler site which was facing challenges as far as recruitment, has increased its enrollment from 60% reported last quarter to 80% this quarter.

BARRIERS:

Previously reported challenges have been addressed.

**Collaboration and Communication:**

COLLABORATION EFFORTS:

We collaborate with participating site directors around quality improvement by providing coaching/mentoring, training and technical assistance in the standards of high quality care and education. We connect sites to relevant resources and opportunities and help them with marketing and recruitment in an effort to fill newly created slots which will ultimately result in meeting the program goal of sustainability. We also collaborate with the Great Expectations project, another FTF program, to include Expansion sites in professional development opportunities.

SUCCESES:

Through this project, we are currently supporting ten sites and 140 slots for quality infant and toddler care. Of these 140 slots, 135 are currently filled. We continue to see a steady increase in enrollment with six of out of seven toddler sites and all five infant sites operating at capacity. Of our ten current sites, two serving infants and four serving toddlers have waiting lists for their programs. It is exciting to note that the two sites that serve both infants and toddlers continue to operate at capacity in both classrooms by transitioning their infants to the one year old room and in return filling that vacated slot from their waiting lists. Several of these sites have reported that, through the quality supplement, they are able to lower the teacher-child ratio by using the supplement funding to hire additional staff for their classrooms.

**GRANTEE: ASSOCIATION FOR SUPPORTIVE CHILD CARE**

**STRATEGY: Family, Friends & Neighbors**

**Program Implementation:**

SPECIFIC OUTCOMES:

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.

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.

#### **BARRIERS:**

The Arizona Kith and Kin Project continues to have a wait list for potential partners to deliver the training-support group sessions. Current potential partners include: Robert’s Head Start (85711), Vesey Elementary (85757), John B. Wright Elementary (85712) and Bonillas Elementary (85711). There are also requests from Sam Lena Public Library (85713) and Summit View Head Start (85756).

#### **Collaboration and Communication:**

##### **COLLABORATION EFFORTS:**

The partnerships made the delivery of training and support to family, friend and neighbor care providers possible. Community partners provide the program with space for the weekly meetings, space for on-site child care and assistance with outreach efforts. In addition, locations often provide the program with a co-facilitator that will assist during the weekly training delivery and provide assistance with outreach efforts. The co-facilitator contributes by setting up before the beginning of each training-support group and helps with any assistance that may be needed by the facilitator and with on-site child care. In addition, co-facilitators are a crucial element to the effective outreach and recruitment of program participants.

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.

##### **SUCCESES:**

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 our 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.

**GRANTEE: CASA DE LOS NIÑOS**

**STRATEGY: Home Visitation**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

Casa de los Niños (CDLN) FTF Supervisor, Sarah Kerr, attended the Maternal Child Health Conference in Denver. Dr. Davis Olds presented along with many other Nurse-Family Partnership National Service Office professionals. The training was valuable, and the opportunity to establish professional connections was important.

CDLN initiated a program for the organization to foster “Trauma informed care”. It began with a committee, research, and sharing of information to the staff. The idea is that the staff be supported and given tools to work with a population of people who experienced or are experiencing trauma. Another outcome this quarter for CDLN was, the FTF Supervisor attended the “Darkness to Light Facilitator Training”. The Training is part of a movement to recognize and intervene in sexual abuse. Finally, in December, the relationship between CDLN and UAMC Alvernon Clinic was finalized with a contract. The Residents at UA will attend two 4 hour ride-longs with a CDLN nurse home visitor to foster learning about our client population.

Easter Seals Blake Foundation (ESBF) Nurses also continued an important relationship with the U of A. The ESBF NHVs provide lectures at health and social services classes. This important service is not only outreach, but it helps our community to understand the important work NFP is doing. ESBF also hosted a winter crafts party at a Pima County library. Both NFP clients and participant families attended. The party provided healthy snacks, toothbrushes and books provided by community partners. All of the activities supported executive function and fine motor skills.

Nurse- Family Partnership celebrated their 5th FTF graduation in October with 17 FTF funded graduates attending with their families. The key speaker was a MIECHV funded NFP graduate. This graduation was the first for MIECHV funded clients.

**BARRIERS:**

An ongoing barrier to program implementation is maintaining contact with our higher acuity clients. This type of client may be homeless, couch surfing, living in a shelter, or domestic violence environment. The CDLN nurses have begun a training series called “Children of Trauma”. The series addresses how to deal with a client who needs support because of trauma circumstances. Both CDLN and ESBF have worked hard and collaborated regarding the types of challenges in this population. Some specific barriers are lack of affordable housing, shelters, lack of employment and lack of an employable skill set. The NHV works very hard to life coach, initiate goal setting, and utilize case management to link clients to services. Both CDLN and ESBF network in the community and utilize partners for assistance. A couple of specific interventions that are available to FTF Clients are; Suntran Bus Passes, transportation with the NFP transporter, and donations of food from the CDLN thrift store. Our Community partner “Common

---

Unity” has provided housing and case management to two of CDLN’s FTF clients. The NHV collaborates with client permission, to foster an optimum care plan.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

- Collaboration between Nurse-Family Partnership and Great Beginnings Behavioral Health. The goal of the collaboration is to foster therapeutic progress toward optimum mental health and behavioral function.
- The goal of the collaboration between the U of A and both, CDLN and ESBF, is community education, Social Service education, physician awareness and Nursing education.
- ESBF and CDLN contracts with Make Way for Books. The goal of this relationship is early literacy, and life enrichment.
- NFP State of Arizona annual meeting. The goal of the collaboration is networking, idea sharing, and training.

**SUCSESSES:**

CDLN’s Lactation program is thriving. The Lactation NHV has a full schedule. She provides pregnancy visits to include teaching the mom about lactation and answering questions. She visits again at birth to initiate breastfeeding if that is the client’s desire. After breast feeding initiation the lactation nurse is available for additional visits or consultation calls. Finally, the CDLN Lactation NHV is available for planned weaning after successful breastfeeding. CDLN ordered 3 professional multi use pumps for clients to borrow. They are currently in use and a waiting list has been initiated. CDLN is exploring the idea of purchasing additional pumps. The NHV’s are skilled at helping the client ask for insurance to purchase breastfeeding pumps for personal use.

ESBF joined in a collaborative effort with Parents as Teachers, and Early Head Start to host a booth at the “Let’s Get Fit Wellness Fair”. The event reached hundreds of community members. Additionally, many community partners attended included; AZ Public Media, Ben’s Bells Project, Cardiology Outreach Organization, CareMore Health Plan, Community Partnership of Southern Arizona, Every Kids Dentist and Orthodontics, Fast Med, Jewish Community Center, Las Puertas Charter School, Maracana Indoor Sports Arena, Move to Health with Steve, New York Life, Pima County health Department, Pima County Public Library, Playformance, REACT Group - Resuscitation Education And CPR Training Group of the U of A Sarver Heart Center, Safeway, Therapy Animals of Southern Arizona, Tucson Fire Department, Tucson Medical Center, Walgreens, Wellness Council of Arizona, University of Arizona - Biomedical Engineering, and the University of Arizona Medical Center. This was an invaluable networking opportunity and outreach opportunity for NFP.

**GRANTEE: SUNNYSIDE UNIFIED SCHOOL DISTRICT**

**STRATEGY: Home Visitation**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

During this quarter, Casa de los Niños gave 391 books during Personal Home Visits. During the Winter Event, First Things First supported us by supplying 100 new books for Santa Claus to hand out. We had 43 families, 65 adults and 97 children who attended our Winter Event.

During this quarter, Amphi Parents as Teachers gave 177 books during Personal Home Visits and our Winter Celebration that were donated through United Way from Pima County Health Department and Strong Families AZ.

We had 200 people attend and take pictures with Santa Claus. Our Santa was one of the governing board members. We gave out over 240 books this quarter.

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

**BARRIERS:**

No issues.

---

## **Collaboration and Communication:**

### **COLLABORATION EFFORTS:**

Casa de los Niños continues collaborating with the Nurse Family Partnership. Families who have completed the Nurse Family Partnership program and are in need of additional support are being referred to our program. We also continue to collaborate with the Healthy Families Program. Within our agency, we continue to collaborate with the Shelter and the Behavior Health Services.

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. We had two of our 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. We also continue to collaborate with the ESBF Nurse Family Partnership and Smart Support Programs as well as the Haven and Emerge. We have begun to collaborate with the Bhutanese and Nepalese Mutual Aid Society to provide diapers for our families who are Bhutanese Refugees.

### **SUCCESES:**

Sunnyside continues to follow PAT graduates. Two years ago, we had quadruplets complete the program cycle. They are now in first grade at one of our 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.

Easter Seals Blake Foundation with the help of their Parent Educator one family was able to initiate behavioral health services. The Parent Educator worked with the family to not stigmatize mental and behavioral health services, as well as increase comfort with accessing services and planned for the phone call over multiple visits to ensure that the family would be able to advocate for their needs.

The Parent Educator also helped with transportation to the intake appointment. Now that family is participating in counseling and parenting education in addition to the Parents as Teachers program, and reports an increase in the level of peace in the home.

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.

## **GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

### **STRATEGY: Home Visitation**

---

## **Program Implementation:**

### **SPECIFIC OUTCOMES:**

#### **Family Support Alliance- United Way of Tucson and Southern Arizona**

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

- October 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 our partners and Family Support Alliance members about professional development opportunities in the community, resources for families, information about meetings, etc. From October to December, the blog received 2,799 views, while the Facebook page currently has 216 “likes.” The Family Support Alliance continues to use the Pima County Parenting Coalition website as an additional resource for parents and to advertise parenting classes and home visitation services in Pima County. The website is updated weekly, as needed, with new information on classes and services available. The website is [www.pimaparenting.org](http://www.pimaparenting.org).

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. We have continued promoting the referral system and have currently received 47 referrals in the second quarter.

#### **Child and Family Resources**

During the second quarter the team achieved 76% which exceeded the performance standard for HV rate for the quarter. This will continue to be monitored because this is a required element for accreditation.

Healthy Families assessment workers have really connected to the community and they were able to achieve an impressive 94% screen rate during the second quarter.

During the second quarter, they were able to achieve an average assessment rate of 98%, which is over the best practice standard of 80%.

#### **The Parent Connection**

In the second quarter The Parent Connection PAT Program served 27 families totaling 78 home visits. At the end of the quarter two families had left the program and ten children were provided with ASQ's. At this time, The Parent Connection's PAT program is at full capacity with 25 active families. A full outcome report is attached at the end of this report.

#### **Marana Unified School District**

The OAE Screening activity benefited 24 children. One child was referred to his primary care physician for further evaluation. The MUSD Health Service's staff trains our PAT Parent Educators to use the OAE machines. We are fortunate to have this support within our district.

### **BARRIERS:**

#### **Marana Unified School District**

This school year began with two of our staff leaving the program. Staff turnover is always a challenge, especially when one of the parent educators specifically worked with the home visitation component of our program. Marana PAT has been fortunate to overcome this turnover and are trying to make up for the slow start this school year.

---

## **Collaboration and Communication:**

### **COLLABORATION EFFORTS:**

#### **Family Support Alliance- United Way of Tucson and Southern Arizona**

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

#### **Marana Unified School District**

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, as their screening showed signs of astigmatism in both children's right eyes. 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. The families that chose to participate in the vision screening event were very pleased to have had this opportunity. Marana PAT is working on setting a date for another screening event in either March or April for our families.

#### **The Parent Connection**

A meeting during the second quarter took place with Yvette Corral, Pima County Family Support Referral, to aid her with comprehensive knowledge of The Parent Connection's PAT Program and CBPE Programs. The Parent Connection has not been able to receive referrals from the Pima County Home Visiting Referral System for Parents as Teachers HV program because the program is at maximum capacity.

#### **Parent Aid**

Parent Aid partnered with TUSD schools in order to help replace the lost funding for parent education classes. These one-time workshops aided parents in receiving the assistance they were looking for. It was also a new source of home visiting referrals.

### **SUCCESES:**

#### **Family Support Alliance- United Way of Tucson and Southern Arizona**

During the second quarter, Heather Friedman and Kylee Blue had the opportunity to travel to Washington D.C. for the 2nd Annual JuST Conference on juvenile sex trafficking. This was a two day conference that had over 40 workshops and 3 keynote speakers that spoke on today's hottest issues facing anti-trafficking advocates and professionals. There were also over 60 representatives from Arizona in attendance at this conference.

Also 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.

#### **Child and Family Resources**

Mom was used to always having a job, but after giving birth to her second child, she didn't have a stable job or income anymore. Mom and her family support specialist set a goal to find work and reach financial stability. Mom was very persistent about filling out applications & job hunting and after about 7 months, she finally found a job at a restaurant. Mom was so happy and relieved to finally get one! Since then, mom has focused on becoming more efficient in this job so she can take the skills she has learned to apply for a better position.

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.

#### Marana Unified School District

The biggest success story is our new collaboration with the Arizona Lions Center. Marana PAT met a Lions Center representative at the FTF Summit in August and contacted the local chapter in Tucson. Thank you FTF for this opportunity.

#### The Parent Connection

Mom came from a good and happy home but her family of support is far away in their native Japan. Dad had an unhappy childhood in a dysfunctional family and there are no close or extended family available for support on his side either. Therefore, the job of parenting their own children was a challenge for them because they had no access to positive role models. They signed up to participate in the Parents as Teachers (PAT) program through The Parent Connection shortly after moving to Tucson. Through their home visits and participation in a weekly Stay & Play group, they have learned the difference between discipline and punishment. They have also met other parents with a desire to parent their children in a positive and meaningful way who have become parenting support role models for them.

Mom and Dad report that they use the parenting tools learned through their participation in PAT to understand their young children's behaviors and needs. They feel that The Parent Connection and the Parents as Teachers program has met their parenting needs in a way that was very helpful and supportive.

#### **GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

#### **STRATEGY: Professional Development**

#### **Program Implementation:**

#### **SPECIFIC OUTCOMES:**

#### *Nic Clement Book Signing Party – Mini Grant Opportunity*

Dr. Nic Clement published his book *How to Catch a Swamp Frog, a Collection of Legendary Teacher Stories*, earlier this year as the Tucson community celebrated the proclamation by Mayor Rothschild acclaiming September 25th as Legendary Teacher Day. In celebration of his book, Great Expectations for Teachers, Children and Families hosted a book signing party for Community of Practice members to attend, network, and receive an autographed copy of Dr. Clement's book. The book sale itself has a very interesting twist to it: every dollar that is earned through book sales returns to the teachers!

The Teachers Change Brains Micro-Grant Fund was established to provide teachers (preschool – college) small grants to support projects and their classrooms. As more and more books are sold, teachers are able to apply for the mini-grant through a short application process to fund a project that supports brain fitness. The funds from the mini-grants can be used for classroom materials, field trips, and other areas. ([www.legendaryteacher.com/mini-grant-program/](http://www.legendaryteacher.com/mini-grant-program/)) The most exciting part about the book signing party, was that CoP members were able to apply for these mini-grants. Not only that, Dr. Clement awarded the very first mini-grants to two of our members! It was a very exciting moment for everyone present, especially for both of the winners.

CoP Members were very excited about the mini-grant opportunity!

*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.

Bright and early on a Tuesday morning, 41 principals, superintendents and school administrators representing seven school districts across Pima County came together to discuss the importance of public school pre-kindergarten classes and how communities across the US are creating exemplary programs. The principals present, represented elementary schools who house a public preschool classroom. The level of engagement and interest was visible as the group discussed topics like leadership and intentionality.

---

One of the participants commented, “One thing I appreciated most about today’s workshop was Mr. Sykes’ depth of knowledge and his fun, interesting way of presenting”. Principals are very excited and are looking forward to his return in April when he will be visiting public school preschool classrooms and sharing his expertise with principals and teachers. This group of principals really appreciated the information presented to them, and are interested in continuing professional development on Early Childhood Education. The interest is so high there have been conversations about possibly creating a Community of Practice that will support elementary school principals who have public preschool classrooms in their schools.

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. The group of teachers appreciated Maurice’s honesty and “the way he challenged us to think” as one teacher commented.

On Wednesday, Maurice spent the entire day with the Coordinators of the Communities of Practice as they learned about the Eight Qualities of Leadership. The Coordinators had the opportunity to spend the day learning and discussing about Theory of Change and how it can be used to improve early childhood professional development. More specifically, how to improve their work through Great Expectations for Teachers, Children and Families. Maurice will be returning to Tucson in April 2015.

(This story also applies to Question #6).

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.

The online link to the article is: [http://tucson.com/news/local/program-help-preschool-teachers-go-back-to-school/article\\_a9061814-b32a-5f02-a5d4-5f5a908dd4e4.html](http://tucson.com/news/local/program-help-preschool-teachers-go-back-to-school/article_a9061814-b32a-5f02-a5d4-5f5a908dd4e4.html). (This story also applies to Question #6)

#### **BARRIERS:**

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

Linking Leaders reported one of their barriers during this quarter in particular, seemed to be new additions or replacements to teaching staff in their schools. As a result, it is often necessary to revisit many of the concepts and philosophies covered in the past. CoP Coordinator noted: “When new staff arrive, we often work with them with the more experienced teachers present. This enables everyone to sustain their level of development and understanding. We also strive to have our more experienced teachers mentor the newer ones. We meet with all our directors regularly, and keep them informed of our progress coaching in their classrooms. Detailed notes are usually written so that everyone involved knows what is happening and what is expected in the future.”

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

During this quarter, the Inspire Inclusion Community of Practice faced a challenge as coaching visits were cancelled. Many CoP members took time off for the holidays and visits were difficult to reschedule. Knowing that December is a busy month for many people, the CoP Coordinator took this into consideration when scheduling and provided a myriad of options for members. Coaching is scheduled to begin in January to make up for missed visits in December.

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

The ENLACE Coordinator reported a barrier for the CoP as coaching attendance has been sparse on Monday and Wednesday nights. The ENLACE-supported classes are held on Saturdays, Tuesdays, and Thursdays. In order to overcome this barrier, conversations to address the low attendance and best utilization of coaches have begun among program coordinator, program manager, department chair, and coaches. Scheduling of a collaborative meeting with ENLACE instructor, Robert Duran, is in the works. Outcomes of these discussions will inform programmatic improvements for spring 2015 and beyond as funding permits.

##### Tucson Unified School District (TUSD): Improving public preschool teachers’ understanding and competence in providing sustained and intensive instructional support to all children

As the new TUSD Community of Practice Coordinator began her new role, she came upon some barriers and developed solutions to overcome these barriers. The complex nature and the size of the TUSD Early Childhood Education Department made the first month

---

challenging. The geographical location of the sites as well as the number of sites, classrooms, and teachers is another barrier that she encountered this month. Both of these barriers impacted her ability to begin the relationship building necessary for the recruitment of new COP members. As a solution to the problem, the CoP Coordinator developed a schedule that will allow her to visit all locations/classrooms in order to introduce herself, explain the COP, and answer any questions that potential COP members may have. She spent the month of November familiarizing herself with the TUSD Early Childhood Education Department.

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 and Communication:**

**COLLABORATION EFFORTS:**

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

During the PCC class ECE 115 Administration and Supervision, Linking Leaders members have the opportunity to collaborate and work with others in the classroom who are in Quality First schools. Some have worked on projects together and have been able to learn from each other. There was much discussion about the various agencies in the area, and teachers learned about aspects of the profession that others knew more about. The Linking Leaders shared their experiences with the Quality First schools and vice versa. One of the members of the class has her own home child care, so she was able to bring yet another perspective to us. This collaboration should continue into the next semester as many of the same people are planning to take classes together again.

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

Inspire Inclusion and Muévete, Muévete continue their collaboration, through the joint cohort focusing on Social Emotional Development with home child care providers at Pascua Yaqui. December was the last class they had together that focused on Preschool Social Emotional Development. January they will begin classes that cover working with Infants and Toddlers. This joint cohort is comprised of 15 members and 9 of them are earning college credit.

The Inspire Inclusion Community of Practice Coordinator collaborated with the new T.U.S.D. Public Preschool Instructional Support Community of Practice Coordinator. They shared program information and discussed details of what the Inspire Inclusion Community of Practice does throughout the year.

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

The Tohono O'odham Community of Practice Coordinator had the opportunity to meet with John Cregg from the T.E.A.C.H. Program to get an update on the application of out cohort members. They were able to sort some difficulties that raised earlier in the semester to avoid any delays in the future in regards to the students' funding.

TO Coordinator also met with Aggie Hart, the FTF Community Outreach Coordinator for the Pascua Yaqui Tribe and Tohono O'odham Nation. They are planning on future collaboration to support the families our cohort Educators serve, and to continue to bring awareness of the different programs that FTF makes available to the people in the Nation. In December, they began working together to put in to action an outreach visit to the local High Schools. Their goal is to create awareness of the CoP program in the nation and expand recruiting to include High School Seniors interested in the Early Childhood Field. This would provide opportunities to experience quality professional development that could be translated into them joining the Tohono O'odham College to pursue a degree in ECE.

United Way of Tucson and Southern Arizona (¡Muévete, Muévete!): Developing high quality family child care homes and The Waters Foundation - Systems Thinking

Systems Thinking expert, Julie Guerrero, has spent a large amount of time with the Muevete instructors. It has been extremely helpful for the Muevete Coordinators when working to understand the relationship between Mind in the Making, Developmentally Appropriate Practices, and Instructional Support and learning how to incorporate all three into their sessions. Not only has Julie been attending the Spanish speaking sessions but she has spent one-on-one time with each of the instructors and is helping us comprehend each habit. She provides the Spanish cohort with materials and discussions in Spanish to better serve the population. Muevete will continue to work with Julie and the rest of the "Systems Thinking team."

---

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

The grant director was asked by Daniel McDonald, Ph.D., to participate in a University of AZ College of Agriculture project, as described below in the invitation to take part:

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.

I am asking you to be part of a committee that will select the curricula to be offered to childcare professionals. There are a number of curricula offered. Cynthia Pollich from Penn State conducts the Training-of-Trainer (TOT) workshops, which can take two to three days for each curriculum. This is an 18-month grant, so we can schedule several TOT workshops if we wish. Ana Bae will be our lead person trained through Cooperative Extension and will conduct the majority of the training workshops in the four counties, but we can invite a few others to participate as well. According to our scope of work anyone trained during the TOT workshops must agree to hold at least two training sessions in the targeted counties with at least ten participants at each.

I am thankful that Arizona has the First Things First funding to support professional development for childcare professionals, but given the budget constraints anticipated in the future for FTF, I welcomed other funding sources to help provide training.

If you are willing to serve on the curriculum selection committee, please let me know. If so, I will send you a list of the trainings offered and ask that you rank your selections and return those rankings to me. I will then schedule a conference call to finalize the selections and discuss possible training sites, dates, and advertising of the workshops.

Sincerely,

Dan McDonald

The first meeting of the selection committee will be in late January or early February 2015.

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 Susette Torres, the Coordinator of the Tohono O'odham Community of Practice. Many potential collaborations were discussed, and later this winter we will talk again to see how we might implement one or two of the ideas.

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.

SUCCESES:

Child and Family Resources (Project BEST): Expanding high quality infant and toddler care and education

This year, Project BEST decided to include a special guest series as part of our curriculum. Infant/toddler is such a specified 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 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 the Program Infant Toddler Care (PITC) to categorize major developmental stages in the first years of life.

---

This is the first year of Project BEST's directors-only cohort. In the past, the need for directors of infant/toddler programs to also participate in Great Expectations Communities of Practice was highlighted, especially in programs that have had a significant amount of their staff enrolled. The challenge in offering this was finding time that fell within the directors' availability given their typically long working days and very limited time away from sites. The scheduling strategy for this group is to hold meetings every 3 to 4 weeks on a Saturday to best accommodate leadership staff schedules. Project BEST is excited to see the impact this opportunity will have on sites and systems.

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.

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

In December, the ECE 211 cohort was able to tour the Easter Seals Blake Foundation Children's Achievement Center, an inclusive preschool here in Tucson. During the tour, Inspire Inclusion CoP members were able to see a variety of adaptive materials both purchased and homemade, see how environments can be adapted and modified to meet individual needs and ask questions about specific materials they saw and how they are used with children. Each cohort member was inspired by the visit and took home ideas for their own classrooms. This was truly a success for cohort members to be able to have this experience.

This quarter, the Inspire Inclusion Coordinator received a lot of positive feedback from her members about the national speakers. The Inspire Inclusion Community of Practice had members that attended the session with Judy Jablon and the session with Maurice Sykes. When members returned to class after attending, they shared their experience with the group and encouraged others to attend. The feedback was very positive and in addition to great information learned at the sessions, the cohort members share their renewed commitment to professionalism and to pursuing degrees in the early childhood field. For the members of our Pascua Yaqui cohort, the positive feedback from attending the national speaker session helped other members make the decision to attend future sessions.

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

Four previous ENLACE members reunited at Nic Clement's book signing party on 10/29/14. The moment was captured in a photo (below). The meeting highlights a moment of systems building through networks, and individuals finding belonging in not only the ENLACE community, but also in the greater GETCF and ECE communities in Tucson. The photo also captures the evolution of ENLACE and the systems building characteristic of past members returning to strengthen the program and provide a new foundation for current and future members.

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.

---

During this fall 2014 semester, of the 29 ENLACE students in the CSA 100 class, 97% of them were successful in the class (earned a grade of C or better). This course meets the computer information/literacy requirement of the Early Childhood Studies Associate of Applied Science degree.

During this fall 2014 semester, of nine ENLACE students in the MAT 106 class, 100% of them were successful in the class (they earned a grade of C or better). This course meets the math requirement of the Early Childhood Studies Associate of Applied Science degree.

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

The Southern Arizona Association for the Education of Young Children (SAzAEEYC) 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 U of A 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

The Tohono O'odham Community of Practice was able to sponsor five of their members to attend the SAzAEEYC annual conference. After the conference they expressed that this was a wonderful opportunity to have direct conversations with others in the same field of work. They also expressed an interest in learning more about ways to continue to foster Social Emotional development in the classrooms while providing children with academically rich content crucial for school readiness and future success.

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 our 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 count with 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.

The TOCC Community of Practice cohort members visited Reid Park Zoo.

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

The Muevete, Muevete Community of Practice, has decided to take member leadership to the next level and offer a special opportunity for members who show exemplary leadership skills. Each of the cohorts will be selecting a member who will be the cohort leader. This leader will be responsible for working alongside the coordinator and will work on encouraging members to participate and attend sessions as well as other professional development opportunities such as national expert seminars. Cohort leaders will also be receiving a stipend each month for their work. The cohorts are very excited about this new opportunity, as it will give them an opportunity to improve their leadership skills, build relationships and create a greater sense of cohesiveness among the group.

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:

---

Undergraduates  
1 award of \$300  
1 award of \$350  
2 awards of \$400  
1 award of \$500

Graduate students  
4 awards of \$750  
2 awards of \$1000

Graduate Cohort Member Success Stories:

"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!"

"I am a first year grad student and the 2014 SAzAEYC was my first conference. I really enjoyed myself and it was great to see all of the early childhood professionals. The morning and afternoon workshops/presentations that I went to were excellent with fantastic information. It is also an opportunity to get a read on what is happening in the profession. The funding I received gave me the chance to go and I am very grateful, as I am looking forward to attending next year!"

United Way of Tucson and 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. (This answer also relates to Question #11)

*Judy Jablon – Powerful Interactions in Pima County*

Judy Jablon, author of *Powerful Interactions* conducted three days of workshops in December. She worked with the Home Visitation Community of Practice, and learn 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 PACE and early learning center settings. 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*.

---

CoP Members learning about Powerful Interactions

*Systems Thinking*

Systems thinking experts Sheri Marlin and Julie Guerrero conducted an introductory session for CoP members who were new to the subject, or for anyone who was interested in learning more about systems thinking. The session was very interactive and hands-on, they also provided handouts and Habits of a Systems Thinker cards for all participants. There were 35 CoP members present, one CoP member commented, "The activities presented made the content clear and practical!" Marlin and Guerrero will be presenting a follow-up session in January that will go more in-depth into systems thinking, focusing on feedback loops and finding leverage to solve problems.

**GRANTEE: MAKE WAY FOR BOOKS**

**STRATEGY: Parent Education Community-based Training**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

Many participating parents have shared that the access to books in the MWFB Raising A Reader program has had a significant impact on their lives. A participating father shared that reading books together was "fundamentally important" for his family. He shared that his family was able to read every night because of the books in the RAR bags and giveaway books for his children to keep. Between October and December, MWFB distributed 443 books to children to keep, in addition to the 4 books included in each RAR bag.

**BARRIERS:**

Recruiting apartment communities to participate in MWFB Raising A Reader has been a barrier to successful implementation. Often, property managers are concerned that hosting the program will require more work for their staff in terms of cleaning, staying late to close the office, and recruiting families. Some property managers are reluctant to try to recruit families because past efforts at community building have not been successful. Another reason property managers have been hesitant to host the program is that some charge families a fee for using the clubhouse for birthday parties or other events. Property managers have expressed concern that scheduling the series in the clubhouse will result in a loss of revenue. In order to emphasize the benefits of the program, MWFB staff share quotes and stories from other property managers on the success of Raising A Reader and its positive impact on communities. Participating property managers have commented that the program has encouraged families to attend other apartment wide events such as Trick-or-Treat parties or game nights, and has created a sense of community among residents. MWFB staff also attempt to aid apartment staff as much as possible in family recruitment. Efforts include printing fliers, hanging posters in both English and Spanish throughout the complex, placing a large raffle basket of books in the office to draw attention to the program, and visiting the office on the first of the month to speak with any families who may be dropping off rent. MWFB also continues to offer incentive to apartment managers for recruiting families, including giftcards to Starbucks and other restaurants that do not serve alcoholic beverages. A combination of these strategies has helped convince property managers of qualifying communities to host the program.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

MWFB has begun to collaborate with neighboring elementary schools to ensure that families are prepared for and comfortable with their child's transition to kindergarten. While many participating families have a school-age child, many have never visited the elementary school that their child will attend when they enter kindergarten. Additionally, many participating children are not enrolled in a formal preschool or childcare center. MWFB staff is currently working with elementary schools in 85705, 85711, and 85713 to find ways to make families feel welcome at elementary schools, comfortable asking questions and advocating for their child, as well as getting to know elementary school staff. MWFB and neighboring elementary schools are working to incorporate a school staff member or parent leader to visit a RAR session as a Resource of the Week.

**SUCCESES:**

---

MWFB has had success increasing program attendance by offering more incentives to parents. Each week, parents are entered into a raffle to win a giftcard to McDonalds and are also offered periodicals to take home for free to model reading with their young children. At the Village at Romero Apartments, parent retention and participation were high. Three adults completed 100% of the 12-week series, and 4 adults completed 75% or more. Other adults that joined the series at a later session continued coming to subsequent workshops. Participating families stated that they did not want the series to end: "This is what we do on Thursday nights! We read!"

Additionally, parents actively participated in the implementation of the program. Each week, MWFB staff invited a parent to volunteer to read one of the workshop's featured stories. During the first few weeks, parents were reluctant to read aloud to the group. However, as the series progressed, parents became more comfortable and took turns reading aloud. This allowed parents to practice their read aloud skills in a safe environment, and gain confidence sharing stories with their young children.

**GRANTEE: TEEN OUTREACH PREGNANCY SERVICES**

**STRATEGY: Parent Education Community-based Training**

**Program Implementation:**

**SPECIFIC OUTCOMES:**

For the second quarter of the 2014-2015 Fiscal Year, Teen Outreach enrolled 27 clients into our services. 11 enrolled as pregnant clients and 16 enrolled as parenting clients.

Because of the education and supportive services received, teens participating with Teen Outreach in the Pima North region this quarter completed our classes with an average 88% mastery of knowledge after taking our Pregnancy classes. They completed our classes with an 80% mastery of knowledge after taking our Parenting classes using the evidence based Nurturing Parents curriculum for teen parents. These young parents improved health practices during their pregnancy and increased physical and emotional well-being as they prepared to deliver and parent their child.

TOPS babies historically have positive birth and early childhood outcomes. From October 1st through December 31st 2014, we had 11 deliveries in the Pima North:

- Average gestational age was 38 weeks (37 weeks or greater is considered full term)
- Average birth weight was 7 lbs. (5.5 lbs. is considered full weight)
- 7 were breastfeeding at the time of their discharge from the hospital and 3 were both breastfeeding and bottle feeding and 1 was bottle feeding only at the time of discharge from the hospital.

We also taught 3 hours of Healthy Pregnancy and Childbirth Education classes at TUSD's Teenage Pregnancy Program (TAP) High School during October through December serving 10 pregnant teens. We also taught 11 hours of 24/7 Dad classes at TUSD and Sunnyside TAP serving 11 teen fathers.

In addition to the Healthy Pregnancy, Childbirth Education, 24/7 Dad classes and Parenting classes held this quarter, which are included in the data report, we also held 10 Support Groups in which 88 adults attended as well as 52 children. Another new type of support we started offering this month is a Breastfeeding Support Group. This is facilitated by our nurse who is an International Board Certified Lactation Consultant. Breastfeeding Support Group is a place for clients who are currently breastfeeding and those who are anticipating breastfeeding to come and learn more about it and get support if they are experiencing difficulties. Furthermore, we had 5 special events in which 176 adults attended and 93 children attend. These numbers are higher than usual this quarter because of our December Holiday Party which always draws a big crowd. Lastly, we had our first Boot Camp for New Dads in this quarter. Boot Camp for New Dads uses a promising practices curriculum and is a one day event so it is therefore not recognized as a series and is not included in the data report. It is also open to Dads in the community who are not necessarily enrolled as TOPS clients.

We also administered 3 Ages and Stages Questionnaires (ASQs) for a 2 month old, 6 month old and 12 month old. All scores were in the normal range so no referral was given, but the case managers will continue to follow up closely with the families.

**BARRIERS:**

---

No barriers to report at this time.

**Collaboration and Communication:**

**COLLABORATION EFFORTS:**

During this quarter we started facilitating our pregnancy classes at Pueblo High School (PHS). Due to space constraints at our original southwest location, Lazos de Familia Clinic, we were no longer able to continue holding classes there. We are delighted that PHS has welcomed us with open arms. In addition to pregnancy classes we are also facilitating parenting classes at PHS. Previously, we were only able to hold parenting classes at our central location and now we are able to offer parenting classes at a more convenient location for our clients who live on the south side of the Pima North region.

This quarter we also collaborated with many local agencies in order to expose our clients to other services within the community. We had guest speakers from Baby Wear International and Mealtime Connections present at two of our special events. These events were very successful and well attended so we have made plans to collaborate with them next quarter as well. We also collaborated with Pima County Public Library (PCPL), Pima County Health Department and Catalina United Methodist Church for our annual Holiday Party. PCPL read stories to the children, the health department brought their mobile STI clinic, public health nurses and tobacco prevention in order to provide outreach and education to clients and their families. And of course, the church hosted the event and provided volunteers to help us set up and serve food. It was a very successful event and our clients really enjoyed having a variety of services available. We are, therefore, going to continue to collaborate with community organizations at our larger events (one in winter and one in spring) to ensure that our clients and their families are exposed to a variety of services that are available to them throughout their community.

Lastly, our collaboration with the Diaper Bank of Southern Arizona is thriving and we are so grateful to be able to offer our clients, as well as the greater community, the diapers that they are so in need of.

**SUCCESES:**

In this quarterly report I want to take the time to tell you about a young woman whose story exemplifies First Things First core message of promoting health child growth and development for infants. Her name has been changed to protect her identity.

Mary was discouraged, afraid for her future, and had no family support when she enrolled at Teen Outreach Pregnancy Services at 16 weeks. She was, however, determined to have a healthy pregnancy and be a good mother. She became extremely active within TOPS and completed all of her healthy pregnancy and childbirth classes. Mary also spent a lot of time discussing the benefits of breastfeeding with her TOPS Case Manager and TOPS Nurse/Lactation Consultant. She had a lot of questions and was eager to learn more about how breastfeeding could give her child a healthy start to life.

When Mary delivered she was having difficulties with breastfeeding but she advocated for herself and refused infant formula when it was suggested. She had set a breastfeeding goal for herself and turned to TOPS staff for support in reaching that goal. Mary's TOPS staff visited her at home and consulted with Mary by phone and text whenever Mary needed their help.

When Mary returned to work she continued to advocate for herself and her rights as a breastfeeding mother, which she learned about at TOPS. When her employer forced her to pump in the dirty public bathroom, refused to permit sufficient breaks in order for her to pump her breast milk and complained about her need to pump, she presented her employer with documentation of Arizona state legislation supporting pumping at work and her employer has not interfered with her pumping routine since.

In one short year, Mary had a baby, earned a high school diploma while working full time, saved enough money to move into a stable, healthy living environment and she has continued to exclusively breastfeed her son.

By funding programs like TOPS, First Things First is ensuring that teens like Mary have support, and are therefore able to provide for their children the nutrition needed to develop a healthy brain and body in the early stages of life.

**GRANTEE: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (FAMILY SUPPORT ALLIANCE)**

**STRATEGY: Parent Education Community-based Training**

---

## **Program Implementation:**

### **SPECIFIC OUTCOMES:**

#### **Family Support Alliance- United Way of Tucson and Southern Arizona**

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

- October 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 our partners and Family Support Alliance members about professional development opportunities in the community, resources for families, information about meetings, etc. From October to December, the blog received 2,799 views, while the Facebook page currently has 216 “likes.” The Family Support Alliance continues to use the Pima County Parenting Coalition website as an additional resource for parents and to advertise parenting classes and home visitation services in Pima County. The website is updated weekly, as needed, with new information on classes and services available. The website is [www.pimaparenting.org](http://www.pimaparenting.org).

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. We have continued promoting the referral system and have currently received 47 referrals in the second quarter.

#### **Casa de los Niños**

During this quarter, two Nurturing Parenting Series continued and concluded. One series was presented in English during the day and one in Spanish during the evening. Both series took place at Casa de los Niños and were well attended. The English series had 18 newly enrolled participants and the Spanish series had 31 newly enrolled participants. Combined, both series had 49 participants and 21 children in childcare.

100% of training evaluations were scored with “Strongly Agree” or “Agree” for all questions regarding training content and the instructor.

#### **The Parent Connection**

During the second quarter, The Parent Connection provided a total of 89 Stay & Play’s (Parent/Child Play-based Learning Groups) at the following Public Branch Library locations: Columbus, Kirk-Bear Canyon, Martha Cooper, Miller, Nanini, Woods, and at DMAFB.

- Total participants served during the second quarter- 923 adults and 1,114 children under the age of five.
- Unduplicated Stay & Play numbers for the second quarter- 83 adults and 98 children under the age of five.

#### **Marana Unified School District**

Though the participant numbers are low with the teen groups, participating parents have shown a strong commitment by their consistent attendance and demonstration of positive two way communication during their group meetings. The teenage parent coordinator at Marana High School has expressed her appreciation for the support of the Parents as Teachers program for her teen parents.

#### **University of Arizona Cooperative Extension**

Internal evaluation of knowledge gain from pre-test to post-test showed an 82% gain in knowledge about brain development. In addition, participants rated their own knowledge before and after their class, reporting a 78% increase in early childhood development knowledge.

### **BARRIERS:**

---

### Casa de los Niños

CDLN offered a series of 10 classes. It was challenging for parents to commit to all 10 classes or be expected to attend the series in its entirety. Parents were encouraged to attend all 10 classes by having child care available, providing light, healthy meals for adults and children, providing a comfortable learning environment, and having gift card incentives for attendance. Many participants did not complete the series of 10 classes and attended only specific topics. This is permitted, since the program does not require participants to attend all of the classes. Some participants in the classes were foster parents. Unfortunately, the foster parents did not plan to attend all 10 classes. Instead they completed only the required hours for foster care certification. The trainer encouraged them to consider attending all classes in the series and reminded them of the value of all the class topics and the incentives for attendance.

CDLN also experienced a number of parents that registered for the classes and then did not attend. Unfortunately, location, child care and food had been arranged and prepared for all that had registered. Reminder calls were made to all participants in advance. Follow-up calls were also made to people who attended one class, but not the next class. They were encouraged to attend upcoming classes. To resolve this issue, CDLN allowed people to attend who have not registered in advance. At times, this circumstance was more challenging if the parent attended needing child care for multiple children.

Trainers were reminded to announce at each class that registration was required to help ensure a high quality experience for adults and children. All of the program fliers also indicated that registration was required. Participants were reminded of the value in attending the entire series and the incentives for attendance were reviewed.

Gift cards were provided to all participants who completed five consecutive classes. All participants also received a new children's book, a new educational toy for their child(ren) and a twenty five percent off voucher to the Casa de los Niños Thrift Store. The free educational toys and children books were donated by Kid's Center, a local store in Tucson, which collaborates with the parent education program at Casa de los Niños. We purchased gift cards for incentives from this business for the program participants. In gratitude for this business, the owner of Kid's Center has donated hundreds of free children's books and toys to the program.

### Easter Seals Blake Foundation

ESBF implemented its first group in Picture Rocks with much support from the staff at Picture Rocks Community Center. Upon implementation, ESBF learned that the parents attending the first two sessions felt that they would prefer being able to participate in outdoor activities rather than attend an indoor parenting group. The parents suggested that they would enjoy a summer session of the parent group once the temperature rises outside. ESBF will follow up at the time suggested by the parents during the community center's summer session.

### **Collaboration and Communication:**

#### **COLLABORATIVE EFFORTS:**

#### **Family Support Alliance- United Way of Tucson and Southern Arizona**

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

### Casa de los Niños

CDLN has continued collaboration with the Jewish Community Center (85718). A series will begin in January 2015.

### Parent Aid

Parent Aid continued their involvement with the Family Support Alliance and the community based programs.

Parent Aid reached out to a shelter in town and offered workshops for the women to get to know the facilitators and to start the Active Parenting Curriculum in 2015.

---

Parent Aid continued their collaboration efforts with Head Start facilities throughout Pima County offering the Active Parenting workshops and home visiting services.

#### The Parent Connection

The Parent Connection program continues to have remarkable partnerships with the individual Pima County Public Libraries branches where Stay & Plays are hosted. A meeting during the second quarter took place with Yvette Corral, Pima County Family Support Referral Outreach Coordinator, to aid her with comprehensive knowledge of The Parent Connection's PAT Program and community based parenting programs.

#### Marana Unified School District

MUSD has seen success collaborating with both Wheeler Taft Abbett and Marana Geasa Library. They have welcomed the PAT Stay & Play program and requested that Marana Unified School District continue to provide this successful community service to families with young children. MUSD couldn't ask for a better relationship with staff at both locations. They have been welcoming and supportive in every way. The library staff posts updated Stay & Play information on their website, in monthly newsletters and on information boards for parents to see regularly. This support has aided the Stay & Play success rate as parents are informed of the services available.

#### Easter Seals Blake Foundation

ESBF continues to strengthen collaboration with the community of Catalina through Impact of Southern Arizona and Vista de la Montana United Methodist Church. ESBF has hope for building a stronger relationship in the Picture Rocks Community by listening to the parents' requests and following through. 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 the Pima County Parenting Coalition.

#### University of Arizona Cooperative Extension

University of Arizona Cooperative Extension has begun to work closely with the House of Neighborly Services in South Tucson. HNS has a grant to work with families with young children in the area and invited UA Cooperative Extension to provide their workshop, Brain Waves: The Mechanics of Child Development, to their program participants.

#### SUCCESES:

#### Family Support Alliance- United Way of Tucson and Southern Arizona

During the second quarter, Heather Friedman and Kylee Blue had the opportunity to travel to Washington D.C. for the 2<sup>nd</sup> Annual JuST Conference on juvenile sex trafficking. This was a two day conference that had over 40 workshops and 3 keynote speakers that spoke on today's hottest issues facing anti-trafficking advocates and professionals. There were also over 60 representatives from Arizona in attendance at this conference.

Also 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.

#### 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.

#### The Parent Connection

CBPE Parenting Young Children Parenting Class:

An older dad attempting to get visits with his youngest child, who is two years old and lives out of state, enrolled in the *Parenting*

---

*the Young Child* series. At the first class, it was apparent that he was upset about having to take a parenting class. He was also sure that no one else in the class knew how unfair his life was. He challenged everything that was said, including the ground rules and information about the topics we would be addressing over the next 6 weeks. He was argumentative about how the different parenting styles presented in class were totally opposite from how he was parented and how he had been raising his children. He was also very clear that his older kids didn't listen to him and it was their own fault that they had many problems. It became obvious from the beginning that this dad was making class participation difficult for the rest of the participants, so the educator spoke to him after class to discuss whether this was the best class fit for him and that there was no need for a power struggle. He would need to choose to be there or not.

To the educator's surprise, this dad attended class the next week and attempted to participate. He transitioned in and out of appropriate behavior and language, but it was evident he was attempting to make an attitude change.

By the third week, a lot of concepts were presented on the white board and this dad began actively participating. His demonstrated the effect of feeling included. After class, he reported that information on the board was the best way for him to understand concepts and new information.

During the rest of the classes this dad participated appropriately, let others speak without interrupting and generally contributed positively to the group. After the last class, he expressed how much he appreciated the educator's willingness to work with him and that he had learned things about parenting that he never had imagined.

#### CBPE Multiples Stay & Play at Martha Cooper Library Branch:

A mother of pre-school twins, a boy and a girl, began attending the Stay & Play for multiples in the late summer. At first, she appeared uncomfortable in a group setting and anxious about the way her children might behave. With regular attendance over a five month period, the mom has become more comfortable and confident; addressing concerns she has about the social and intellectual behaviors of her twins. She shared that, since implementing the parenting tips presented in group each week, both children are able to spend longer periods at group each week and join in at circle time. She also reported that she has learned to rephrase negative messages such as, "Don't do that, stop, and get away" and, instead, tell her children what she would like to see them do. Over the weeks and months, mom has watched how other parents of multiples interact with their children and she has begun engaging with each of her children in various activities. She has also begun to have conversations with the other moms about the challenges of parenting multiples. Recently, mom asked where she might go to have her children tested for learning concerns. Provided with several resources, mom has followed up with her pediatrician and set an appointment with Child Find for her son to be assessed. Mom reports being relieved that she has found help for her and her twins before they start school.

#### CBPE Stay & Play at Kirk Bear-Canyon Library Branch:

A Mom and her 18 month old son have been attending Kirk Bear Library Stay & Play group for about a year. Mom's husband is in the military, she is from Australia and has no family in Tucson. Mom feels very isolated here in Tucson because she doesn't have close friends or family to be her support system. Mom loves the Stay & Play group because she has connected with some moms there and they have been getting together for playdates. Her son benefits from the Stay & Play group because he has learned to take turns with toys, dance and sing with other toddlers, and play with other toddlers. Mom and son come to Stay & Play group every week, only missing when they are on vacation or are ill. They enjoy the interaction with other families and children. They now tell other families about the group and have brought in several new families to the group.

#### Marana Unified School District

Marana Unified School District's new parent educator, Myrna Chavez, has consistently expressed her excitement for the opportunity to provide teen group meetings at both high schools and community based Stay & Plays. In just a few short months the program has nearly caught up to anticipated goals, based on last year's data. Parents are expressing their appreciation of the Stay & Play activities, toys, education and resources. Parents also express the excitement their children communicate in anticipation prior to the Stay & Play events. Marana Unified School District looks forward to a continuation of the program's success.

#### Easter Seals Blake Foundation

A mother in Catalina, who shared custody with the child's biological father, had expressed difficulty in maintaining a routine from one home to the other, as the child went back and forth for visitation. This mother reported that until she received the Incredible Years Curriculum, she had been unable to explain to the child's father the importance of having a consistent routine. Incredible Years gave the mother the content she needed to help explain this need to the father. The two now have similar routines between homes, allowing for a smoother transition for the child and less stress for the family.

---

### University of Arizona Cooperative Extension

When conducting the Baby Brain Waves: The Mechanics of Child Development at the University of Arizona Medical Center, UA Cooperative Extension encountered several parents expecting their first child. Often these parents are tentative about their capacity to be engaged parents and contributing towards their child's healthy development. After participation in our workshop, they comment about the importance of:

- "Learning about how critical very early development/learning is"
- "Overall fundamentals of early child development and how and what I do and environment influences them"
- "Enforcing good behavior by offering a solution to bad behavior"
- "Offering solutions rather than saying 'No!'"
- "Planning for appropriate stimulation during early stages"

### Make Way for Books

On November 18th, Make Way for Books offered the *Book MAGIC* professional development workshop to the staff at Marana Parents As Teachers. 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. Marana Parents As Teachers 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 three participants.