

Pascua Yaqui Tribe Grantee Renewal

May 8, 2013

Dear Pascua Yaqui Tribe Regional Partnership Council Members,

As the Regional Partnership Council moves forward with implementation of the strategies approved in the State Fiscal Year 2013 (SFY13) Pascua Yaqui Tribe Regional Funding Plan, there is one grant agreement in place and eligible for renewal, to continue service delivery into Fiscal Year 2014 (SFY2014).

Generally, a one year agreement with option to renew may be extended unless there is appropriate justification for the action to not renew. Regional Councils should examine grant performance in considering whether or not to recommend renewal of a grant agreement. If a Regional Council determines that grant performance does not meet the Regional Council's needs based upon factual evidence under the provisions of the grant, the Regional Council may decide to not renew.

If grantee performance is satisfactory under the grant agreement, and if no other changes occur to the scope of work or financial value of the grant that would require rebid or renegotiation, the Regional Council should renew the grant. Regional Councils may also renew programs based on findings that there are reasonable causes for delays in implementation, or other issues that have been or will be overcome by the grantee in the coming year.

Below you will find the Pascua Yaqui Tribe Renewal Report Summary document. This document is intended to provide information to the Regional Council for consideration of renewal as a complement to other sources of information, including the full quarterly data reports, narrative reports, and the grant renewal application. For this grant agreement eligible for renewal, Russell Spencer, Fiscal Operations Director and I are conducted a thorough review of financial, programmatic and data performance and can provide further information to the Regional Council as needed or as requested. In addition, Senior Director Erin Lyons has been involved in the review process as well as the other Pima Regional Directors for this multi-regional contract. In the summary, there is a recommendation for the grant agreement.

Once the Regional Council has made the decision, the report will serve as a summary of the Regional Partnership Council's recommendation on renewal of SFY13 agreement for SFY14. The recommendation approved by the Regional Council will be forwarded for consideration of approval at the First Things First Board meeting June 10 and 11, 2013.

You may find the following highlights helpful as you review the document and information:

- The grant award is listed by name and contract number. You will also notice the contract period and number of contract months. This information will be helpful in assessing the grantee progress this year.
- Financial information is provided and includes the dollar amount of the award, the amount expended to date*, and percentage expended. You will see that there is a "range of 30- 60%" expended to date, indicated by yes or no, and percentage for amounts outside of this range. The range alone does not indicate strong or poor performance, but may be considered in context of the whole of the grantee reporting. The final item in the finance section is the proposed award amount for SFY14 for your consideration. *Please make note that the expenses are current as of date printed on the report, whereas the service units reported are for quarters one (7/1- 9/30) and two (10/1- 12/31). These are not corresponding time periods so must be considered in that perspective.
- A synthesized program narrative is provided to describe the work of the grant agreement for the SFY13.
- You will also see a section on the report with a short representation of the grantee performance. The SFY13 contracted service units are followed by the data for quarters one (7/1- 9/30) and two (10/1- 12/31)*. *Please make note that the expenses are current as of date printed on the report, whereas the service units reported are for quarters one (7/1- 9/30) and two (10/1- 12/31). These are not corresponding time periods so must be considered in that perspective. The service units presented are the "basic service units" for the strategy. And as the name indicates, these basic units provide only an indicator of progress and performance.

You will also see a "year-to-date total" of the actual service number presented as a cumulative or duplicative total as appropriate. A targeted range of 30-60% of the contracted number of units is presented with indication on meeting or exceeding that range.

The SFY14 Proposed Contract Units are the closing point of consideration in the data section and this number reflects what the organization has proposed to serve.

- Also provided is a narrative with renewal consideration information. You will see a yes/no indicating the staff's recommendation to the Regional Council for renewal and a blank "yes/no" area for the Regional Council recommendation for renewal, once decided. This staff recommendation was made based upon a review of all the information which includes quarterly reports, financials, and the renewal application.

The staff recommendation to the Regional Partnership Council is that the agreement be renewed.

Should you have any questions or need additional information please let me know,

Tiburcia Yocupicio-Chambers, Regional Director
First Things First Pascua Yaqui Tribe Regional Partnership Council

Pascua Yaqui Tribe Grantee Renewal

Community Based Professional Development Early Care and Education Professionals Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	FY 2013 Award	FY 2013 Expenditures YTD	FY 2013 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	FY 2014 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
											Renewal Considerations	

FTF-MULTI-13-0389-03	United Way of Tucson and Southern Arizona	07/01/2012-06/30/2013	12	\$9,093.00	\$3,416.09	37.6%	Yes	0.0%	\$9,093.00			
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The United Way of Tucson and Southern Arizona's (UWTSA) Great Expectations for Teachers, Children, and Families (Great Expectations) proposes to deliver a comprehensive professional development continuum in Pima County for 1,960 early education providers, students, and early education, business, and community leaders. Great Expectations, through UWTSA's Professional Development Alliance, will advance opportunities for all members of the early childhood workforce. Developmentally Appropriate Practice (DAP) will be an organizing theme and a special focus will be on improving teacher's ability to provide sustained and intensive instructional support for children's learning. Great Expectations will offer ten Communities of Practice (CoP) that work together to create an ideal regional professional development system. The UWTSA will provide overall leadership and coordination, and will operate a CoP on developmentally appropriate systems building with all partners and members of the UWTSA First Focus on Kids Collaboration. Partners operating CoPs with a variety of learning cohorts include two Communities of Practice, the University of Arizona and Pima Community College that offer support and services to CoP members from all regions. Great Expectations CoPs also include: Tucson Unified School District, UWTSA's Muevete, Muevete, Southern Arizona Association for the Education of Young Children, Tohono O'odham Community College, Early Childhood Development Group, Child & Family Resources, and Easter Seals Blake Foundation. The Office of the Pima County School Superintendent will serve as a resource on Systems Thinking.

Brief Overview of Program- United Way of Tucson and Southern Arizona (UWTSA) in partnership with their partners will reinforce, expand and enrich an array of educational opportunities for 1,960 Pima County early childhood education teachers, family child care providers, students seeking early childhood education degrees, business people and community leaders who are concerned about the future of young children. UWTSA serves as the lead grantee and partners with Child and Family Resources, Easter Seals Blake Foundation, Southern Arizona Association for the Education of Young Children, Tucson Unified School District, Early Childhood Development Group, Tohono O'odham Community College, Pima Community College Center for Early Childhood Studies and the University of Arizona College of Education. Through this vast partnership, professional development is offered through 10 Communities of Practice (CoP). The CoPs represent a cohort or learning community of early childhood professionals who gather multiple times throughout the year to gain comprehensive professional development, including specialized professional development from a subject matter expert and the opportunity to gain college credit. The 10 CoPs reflect the diversity and address varying needs of early childhood professionals in Pima County and address the following learning topics: Building a Developmentally Appropriate Professional Development system; Improving the quality of infant and toddler practices; Creating developmentally appropriate inclusive early childhood education settings; Implementing Developmentally Appropriate Practice in classrooms; Improving understanding and competence in providing intensive and sustained instructional support to preschool teachers in public schools; Linking center directors, owners and teachers with raising the quality of children's environments; Developing family child care home providers' skills and knowledge; Improving smooth Kindergarten transitions for Tribal preschool children; Facilitation of degree completion and seamless transitions from Pima Community College to the University of Arizona; Reducing barriers and promoting alternatives leading to graduation from the University of Arizona College of Education Bachelor's Degree and the Early Childhood Education Master's Degree programs.

In the second year of Great Expectations for Teachers, Children and Families, UWTSA is not proposing any modifications to the original goals and implementation activities. The grant partners, including key staff members from each participating partner will continue contributing to the grant into SFY2014. In Year Two, UWTSA and their partners will focus with greater intentionality on extending and honing in on participant knowledge and skills related to four areas outlined below.

The first focus relates to building leadership and advocacy skills of CoP participants, which includes offering a one credit course at Pima Community College that will invite local early childhood leaders to serve as guest lecturers. Further, the Tohono O'odham Community College Coordinator will provide funds to support CoP members' attendance at additional seminars featuring national experts. CoP members will take notes on the presentation and will have the opportunity to report on the content to their co-workers, families and community leaders. Another example of increasing leadership opportunities is the Pima Community College CoP working in partnership with the Southern Arizona Association for the Education of Young Children CoP to offer an Early Childhood Student Club, which will be housed at the Desert Vista campus.

Secondly, UWTSA and their partners are proposing to continue to strengthen collaborative ties. Some examples include the Easter Seals Blake Foundation CoP will work closely with the Child and Family Resources CoP to ensure the professional development aligns with both inclusive early childhood best practices and infant and toddler best practices. Another example of collaboration is UWTSA working

Professional Development

Pascua Yaqui Tribe Grantee Renewal



with the Quality First staff to create separate yet aligned pathways for Quality First coaches to access professional development by the same subject matter experts working with the CoPs. Quality First will be responsible for the costs of hosting a separate professional development session specific to the needs of Quality First coaches. Although these are separately funded and targeted professional development opportunities, they represent an opportunity for Great Expectations to coordinate with Quality First to ensure every professional has access to high quality professional development that reflects universal messaging around early childhood best practices and further builds the early childhood system.

Another focus of the collaborative is increasing awareness related to setting a strong language and literacy foundation, how children develop critical thinking skills and the importance of executive function skills in children. Examples include working closely with national experts that concentrate on these specific areas; Providing increased opportunities on the Classroom Assessment Scoring System (CLASS); Incorporating Instructional Support Fellows who are known in the community for their deep understanding in instructional support and other key concepts are integrated into classroom practice and lastly; incorporating with greater intention subject matter experts on early literacy and language and working with Read On Tucson to improve school readiness.

Lastly, UWTSA and their partners desire to focus on improving communication. This includes investing a small portion of funds to work with a writer who has extensive experience in helping education programs convey the complex yet innovative work, such as the activities occurring through this grant. This person would work closely with the project director, Senior Vice-President for Community Development and the evaluator to ensure the work, including evidence of changes, is documented clearly.

Outreach and Recruitment of Early Childhood Professionals- Each CoP Coordinator is aware of the need to reach or exceed the target service number designated in each region. Thus, some staff from the Community Development team at UWTSA also works with the Great Expectations program to ensure the most appropriate contacts within the community are reached in the respective regions. Working together, particularly in the tribal and rural areas, provides greater outreach opportunities and an opportunity to connect with neighborhood leaders who can assist with recruiting and encourage ongoing attendance. Another strategy for recruiting in tribal communities includes working with the Tohono O'odham Community College Coordinator and the First Things First Pascua Yaqui Regional Director in more intentional, targeted activities.

Service Unit	2013 Contracted Units	2013 Q1 Actuals**	2013 Q2 Actuals**	2013 Q3 Actuals**	2013 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2014 Proposed Contracted Units
Number of participating professionals	32	8	36			44	137.5%	No	77.5%	32

**Quarterly Data Submission Value (Double Asterisk)