

## Tohono O’odham Nation Grantee Renewal - Unrestricted

**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	\$50,000.00	\$18,836.67	37.7%	Yes	0.0%	\$50,000.00	Yes		
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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

Professional Development

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practices and infant and toddler best practices. Another example of collaboration is UW TSA working 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, UW TSA 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 UW TSA 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	40		18			18	45.0%	Yes	0.0%	40

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**Parent Education Community-Based Training 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		

GRA-RC026-13-0539-01 Tohono O’odham Nation 07/01/2012-06/30/2013 12 \$70,000.00 \$0.00 0.0% No -30.0%

Parent education community based training will be offered at times and locations convenient to families of young children. Using a family-centered and strengths-based approach these programs will offer families a series of classes that provide information and support in each of the core areas: child development, parenting skills and resource and referral. A parent education program that has an evidence base and a proven track record with the target population will be utilized and implemented.

The proposal provided by the Tohono O’odham Nation to the Parent Education Community-Based Training will continue to support the adaptation and implementation of a culturally relevant and responsive parent education curriculum through community based training delivered by the Child and Maternal Health Advocates for parents and families of children ages birth through 5 of the Tohono O’odham Nation. The community based training program provides information, resources and high-quality social support .The purpose of this strategy is to strengthen parents and families so that children have nurturing and stable relationships and enter Kindergarten ready to succeed. Research shows that differential concepts of family structure and identity exist between various ethnic groups and mainstream America. This is especially true in the case of Native American Tribes. For example, ways of providing child care on some Native American reservations may be based on a traditional sense of community responsibility, rather than individual family responsibility for children. Family support programs that may not be familiar with Native cultures may readily apply their own assumptions about family structure and responsibility and, in so doing, may fail to recognize the strengths of a broader assumption of community responsibility for children and other cultural perspectives. Evidence demonstrates programs that have designed an education curriculum within the context of Native American values. Examples of these programs include: Tohono O’odham Community Action or T.O.C.A., the Healthy O’odham Promotion Program or H.O.P.P., Helping America’s Youth: Native American Prevention Project Against AIDS and Substance Abuse, Institute on Community Integration’s Expanding the Circle, and the Native American Advocacy Program: Knowing Your Place in the Circle Community Prevention. The program has identified an evidence based models that best match the needs of the community, and continues adapting them to ensure its cultural relevance, and delivering the training and education program. The program will continue to work with the New Direction Institute to offer training programs which include but is not limited to: Wired for Success®, S.T.E.P.S® Plus, ABC’s of Early Learning®, Nurturing Parenting®, Brain Time and Kinder Prep A and B. In addition, the San Lucy District is part of the Family Support meetings and is taking advantage of Brain Time training and user of the Brain Boxes in order to enhance the District’s T.O.T.S. Program.

Family Support

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 adults	20		143			143	715.0%	No	655.0%	

## Tohono O'odham Nation Grantee Renewal - Unrestricted

**Parent Outreach and Awareness 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		

GRA-RC026-13-0532-01 Tohono O'odham Nation 07/01/2012-06/30/2013 12 \$200,000.00 \$0.00 0.0% No -30.0%

With the established Maternal and Child Health Advocate home visitation positions the advocates will support parents and caregivers in their ability to promote and support their children's optimal development. The Advocates will assist in understanding the elements of high quality care, development and health. The Advocates will connect parents and caregivers to existing programs and services. The Advocated will empower parents and caregivers to advocate for the needs of their children. The target population of this program is parents and caregivers of children between the ages of zero and five years of age who love on the Tohono O'odham Nation.

The proposal provided by the Tohono O'odham Nation to the Parent Outreach and Awareness renewal will continue to support the work of the Child and Maternal Health Advocates positions. Under this strategy, Advocates educate families, the community, businesses, and government about the importance of early childhood development and health. They utilize home visits to educate parents and families about early childhood development and health, support families in advocating for their children's needs, and disseminate resource information available to the members of Tohono O'odham Nation.

Activities include:

- Media
- Resource distribution (e.g. children's books, resource guide, child development and child health fact sheets or parenting tip sheets)
- Parent/ Family Workshop (one time session)

Parents and Families benefit from more, better, and readily accessible information about child development, including:

- Clear and specific information on the importance of frequent and attentive interaction with their child with specific examples and guides
- Parent tips and resources on how to use TV and other educational items should be clear about intention of use: to enrich interactions with their child not substitute interactions
- Research based knowledge about what to expect from their child at each age to help parents guide their child and set appropriate rules and boundaries
- Targeted outreach for parents of lower income and education related to current research in brain development, enrichment resources, and developmental milestones
- Targeted outreach for parents with children in poor health or children who have developmental delays related to available services and eligibility
- Targeted outreach for parents of lower income and education related to available services and eligibility

This strategy continues to be a hub for the investments made by the Regional Partnership Council. The Advocates are the primary providers of services related to the Community Based Training- Parent Education, linkage to other opportunities available in the region and conveners of the Family Support Coordination Workgroup on the Tohono O'odham Nation.

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 books distributed	0					0				
Number of workshops held	60	0	109			109	181.7%	No	121.7%	
Number of resource guides distributed	0					0				
Number of events held	6	0	6			6	100.0%	No	40.0%	

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**\*\*Quarterly Data Submission Value (Double Asterisk)**

Null (empty box) = Grantee reported that this is not part of the grantee's contract and did not provide data. Any other numeric entry (zero or greater) indicates a number reported by grantee.