

## Central Pima Regional Partnership Council

### **Call to Order & Introductions**

The Regular Meeting of the First Things First Central Pima Regional Partnership Council was held on May 8, 2013 at City of Tucson Resource Campus Sentinel Building, 320 North Commerce Park Loop, Tucson, Arizona, 85745.

Chair Peg Harmon welcomed everyone and called the meeting to order at 4:06 p.m. Chair Harmon called upon Regional Council members and staff to briefly introduce themselves.

Members Present: Peg Harmon, Dr. Dorothy Johnson, David Hill, Bob Hehli, Dr. Ann Mastergeorge, Susan Pitt, Teri Meléndez, and Kelly Burroughs

Members Absent: George Rushing

Others Present: Jessica Brisson, Central Pima Regional Director, Erin Lyons, Senior Director of the Southeast Area, Russell Spencer, Director of Fiscal Operations, Marla Dedrick, Senior Program Specialist, and Siobhan McDonald, Administrative Assistant

### **Approval of Meeting Minutes**

A motion was made by member Susan Pitt to approve the minutes of the February 13, 2013 Central Pima Regional Council Meeting, seconded by Vice Chair Dorothy Johnson. Member David Hill asked to change laboratories to lab school, as he believes it was misheard. Member Pitt and Vice Chair Johnson approved the amendment of that change. Motion carried.

### **Call to the Public**

Kathleen Ford, *Pima County Health Department, First Things First*: Ms. Ford presented a copy of a report overview on Child Care Health Consultation (CCHC) activities to the Regional Council. She responded to a question that the percentages reflect interventions, not visits.

Diane Hiratsuka, *Pima County Health Department, Child Care Health Consultant*: Ms. Hiratsuka introduced herself to the Regional Council. She provided a several updates about CCHC program in Central Pima, including information on the Body Mass Index project, an upcoming national conference she is attending and a partnership with the Empower project. Members had many questions, and Chair Harmon thanked Ms. Hiratsuka and suggested that if the Regional Council wishes that they invite her back to speak with time on a future agenda.

Joanne Karolzak, *Casa de Los Niños, Nurse Family Partnership*: Ms. Karolzak greeted the Regional Council and shared a story of a mother, baby and nurse home visitor in the program.

### **Conflict of Interest**

Chair Peg Harmon asked members to review the agenda and declare any conflicts they may have. Members Teri Meléndez and David Hill declared a conflict with 5A for Community Based Professional Development, for employment with sub grantee and spouse employment with a sub grantee, respectively.

### **Discussion and Possible Approval: Renewal Recommendations for Fiscal Year 2014**

Chair Harmon gave an overview and turned the floor over to Regional Director Jessica Brisson. Ms. Brisson took the members through the contract renewal document, providing highlights, any challenges grantees are encountering and providing clarifications about expenditures, and data for each of the grantees.

A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council renew the Community-Based Professional Development grant award with United Way of Tucson and Southern Arizona, First Things First contract FTF-MULTI-13-0389-03, for the period of July 1, 2013 – June 30, 2014, in the amount of \$750,000, seconded by member Kelly Burroughs. Motion carried, with Vice Chair Dorothy Johnson abstaining.

A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council renew the Home Visitation grant award with Sunnyside Unified School District, First Things First contract FTF-MULTI-13-0390-04, for the period of July 1, 2013 – June 30, 2014, in the amount of \$528,857, seconded by member Bob Hehli. Discussion was had around cost per unit, evidence based programming and use of funds. Motion carried.

A motion was made by member Bob Hehli that the Central Pima Regional Partnership Council renew the Home Visitation grant award with United Way of Tucson and Southern Arizona, First Things First contract FTF-MULTI-13-0390-05, for the period of July 1, 2013 – June 30, 2014, in the amount of \$521,153, seconded by member Teri Meléndez. Motion carried.

A motion was made by member Teri Meléndez that the Central Pima Regional Partnership Council renew the Home Visitation grant award with Casa de los Niños, First Things First contract FTF-RC017-13-0392-01, for the period of July 1, 2013 – June 30, 2014, in the amount of \$1,163,503, seconded by Vice Chair Dorothy Johnson. Discussion was had around cost per unit, the spectrum approach of the strategic planning, and the different programs needed or wanted by different families. Motion carried.

A motion was made by member Teri Meléndez that the Central Pima Regional Partnership Council renew the Home Visitation grant award with Casa de los Niños, First Things First contract FTF-RC017-13-0392-02, in partnership with Arizona Department of Health Services, for the period of July 1, 2013 – June 30, 2014, in the amount of \$1,167,947, seconded by Vice Chair Dorothy Johnson. Motion carried.

A motion was made by member Susan Pitt that the Central Pima Regional Partnership Council renew the Community-Based Parent Education grant award with United Way of Tucson and Southern Arizona, First Things First contract FTF-MULTI-13-0409-03, for the period of July 1, 2013 – June 30, 2014, in the amount of \$162,800, seconded by member Teri Meléndez. Motion carried.

A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council renew the Community-Based Parent Education-Early Literacy grant award with Make Way for Books, First Things First contract FTF-RC017-12-0341-09-Y2, for the period of July 1, 2013 – June 30, 2014, in the amount of \$98,216, seconded by member Ann Mastergeorge. Motion carried.

A motion was made by member Teri Meléndez that the Central Pima Regional Partnership Council renew the Community-Based Parent Education grant award with Teen Outreach Pregnancy Services, First Things First contract FTF-RC017-13-0408-01, for the period of July 1, 2013 – June 30, 2014, in the amount of \$233,200, seconded by member Vice Chair Dorothy Johnson. Discussion was had around cost per unit and programming. Motion carried.

A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council renew the Care Coordination grant award with International Rescue Committee, First Things First contract FTF-RC017-12-0341-08-Y2, for the period of July 1, 2013 – June 30, 2014, in the amount of \$100,000, seconded by member Teri Meléndez. Motion carried.

A motion was made by member Ann Mastergeorge that the Central Pima Regional Partnership Council renew the Infant Toddler Expansion grant award with United Way of Tucson and Southern Arizona, First Things First contract FTF-RC017-13-0386-01, for the period of July 1, 2013 – June 30, 2014, in the amount of \$231,000, seconded by member Susan Pitt. Motion carried.

\*Five minute break from 5:42-5:48 p.m.\*

**Discussion and Possible Approval: Review Committee Recommendations of the Family, Friend and Neighbors Request For Grant Application FTF-MULTI-14-0466-00**

Chair Peg Harmon Stated “Pursuant to A.R.S. § 38-431.03(A) (2), the Council may vote to go into Executive Session, which will not be open to the general public, to discuss records exempt from public inspection. Pursuant to A.R.S. §41-2702 (E), all information in the grant application is confidential during the process of evaluation. I would like to remind the Regional Council and the public that only those non-regional council members reasonably necessary to the executive session may attend the executive session. The Regional Director, Senior Director and Director of Fiscal Operations may participate for the purpose of providing technical assistance for the process. All others please leave the room after the motion and vote and take your belongings with you. In addition, I remind all Regional Council members and staff that matters discussed in executive session must be kept confidential by those attending pursuant to ARS 38-431.03 (C), except in some very limited circumstances, such as in the course of an Open Meeting Law investigation by the Attorney General or County Attorney. Further, executive session is subject to the provision of the Open Meeting Law.”

A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council move into Executive Session pursuant to ARS 38-431.03 (A) (2), for the purpose of Agenda Item #6 – Discussion and Possible Approval: Review Committee Recommendations of the Family, Friend and Neighbors Request For Grant Application FTF-MULTI-14-0466-00, seconded by member Susan Pitt. Motion carried.

Executive Session began at 5:58 p.m.

A motion was made by member Teri Meléndez to close Executive Session for the Central Pima Regional Partnership Council, seconded by Vice Chair Dorothy Johnson. Motion carried.

Executive session closed at 6:40 p.m.

Chair Harmon stated: “During Executive Session, the Central Pima Regional Partnership Council discussed the Review Committee’s recommendation for the Family, Friend and Neighbor Joint RFGA with South Pima, FTF-MULTI-14-0466-00. There were two applications submitted. The Review Committee met on April 29 and May 6 and conducted a confidential review of the Request for Grant Applications. The Review Committee submitted a recommendation for one grant award for the Family, Friend and Neighbor RFGA, which the Council discussed during Executive Session”

A motion was made by Vice Chair Dorothy Johnson that the Central Pima Regional Partnership Council approve the Review Committee recommendation of the Central Pima Family, Friend & Neighbor Joint Request for Grant Application with South Pima FTF-MULTI-14-0466-00 and present it for consideration of award to the First Things First Board, seconded by member Susan Pitt. Motion carried with a vote of 7 in favor and 1 against.

\*Member Burroughs left the meeting at approximately 6:41 p.m.\*

#### **Discussion and Possible Action: Reschedule or Cancellation of the July and August 2013 Central Pima Regional Council Meetings**

Chair Harmon introduced the agenda item and stated that the Regional Council does not have much business for the Summer meetings. Ms. Brisson added that they had the option to cancel either or both meetings. Vice Chair Johnson expressed her belief that they may have much to discuss for strategic planning, and so maybe should cancel only one meeting. Another member suggested they cancel August for now and determine the necessity of a July meeting in June.

A motion was made by member Teri Melendez to cancel the August meeting and discuss the cancellation of the July meeting when the Regional Council meets in June, seconded by member Susan Pitt. Motion carried.

#### **Regional Director’s Report**

Ms. Brisson provided verbal updates regarding: the Regional Boundary Taskforce, Chief Executive Officer Rhian Evans Allvin’s resignation, the Early Childhood Summit, the Tucson Regional Office Open House and TUSD systems building discussions-those will continue in June. She touched on the expenditure report and informed them the Community Outreach Report was attached as well.

#### **General Discussion**

Vice Chair Dorothy Johnson shared a document she had created with the Regional Council and stated it was regarding looking forward to the future of strategic planning. She made the graphs to provide a visual and thought the Regional Council should continue to look at their intentionality with spending and the aligning of what is spent to benchmarks. Member David Hill shared his concerns on evaluation, namely that he does not believe the Regional Council will be able to know what is happening until we (sic) are able to follow a child through the system. Chair Peg Harmon stated that she thinks the next chapter on the Regional Boundary Taskforce recommendations will be written but not tonight and details will be forthcoming. Administrative Assistant Siobhan McDonald reminded the Regional Council of their outstanding member paperwork and invited them to contact her with any questions.

#### **Call to the Public**

None at this time.

#### **Adjourn**

Chair Peg Harmon adjourned the meeting at approximately 6:56 p.m.

Submitted By \_\_\_\_\_  
Siobhan McDonald, Administrative Assistant

Approved By \_\_\_\_\_  
Peg Harmon, Chair

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

DRAFT

**Proposed Scope of Work for 2014 First Things First Needs and Assets Report**  
**Central Pima Regional Partnership Council**  
**Donelson Consulting LLC**

**Introduction**

The Donelson Consulting team is responding to your request for the 2014 Needs and Assets Report. We understand that you desire a full base report and Fact Boxes to meet the regional council members' planning and decision-making requirements.

**Description of Items for Inclusion in 2014 Needs and Assets Report**

Description of tasks to complete for the report:

1. **State Data Request.** (*base report*) Receive the data for all zip codes for the entire state for all indicators. Extract the appropriate data for regional zip codes. Review data for quality issues. Create regional, county and state indicator totals. Indicators include: TANF, WIC, food stamps, child immunizations, DDD, AzEIP, child safety and security, DES child care subsidies.
2. **State Birth Data from ADHS (Arizona Department of Health Services).** (*additional work*) Download the most recent birth year data available by 2010 Census tract from the ADHS website and map it to 2010 zip codes for each region. Create zip code, regional, county and state level indicator totals. Indicators include: number of births, births to teen mothers, percent of mothers with prenatal care in first trimester, percent of mothers with no prenatal care, publicly funded births, number/percent of low birth weight newborns, percent of unwed mothers, number of infant deaths.
3. **CCR&R (Child Care Resource & Referral) Data Preparation and Tables.** (*additional work*) Create and submit request for data from Child and Family Resources. Clean county level data set. Create indicator totals and data tables. Indicators include: Child care providers by type, (Licensed, Certified, etc.) and by Contract Status with DES, CACFP Food Program, Head Start, Quality First, Accreditation, Maximum Capacity. Two additional tables that provide the number of early childhood education and care providers on the CCR&R list serving each age group with the average full-time cost per age group per week and the estimated yearly cost of full-time early childhood education and care.
4. **Fact Box Data Preparation and Formatting.** (*additional work*) Update Fact Boxes with zip code level data. Format each zip code fact box to include new column of updated data. Indicators include: TANF, WIC, Food stamp, Birth data (# of Births; Births to Teen Mothers; Prenatal Care in the First Trimester; No Prenatal Care; Publicly Funded Births; Low Birth weight; Unwed Mothers; # of Infant Deaths), Child immunizations, DDD, AzEIP, Child safety & security, DES child care subsidies, CCR&R, Quality First Providers.
5. **Additional data.** (*base report*) Obtain the following types of data for the report from various sources: Head Start, Oral Health, Unemployment, ACS: Employment Status of Parents Living With Own Children Under Age 6; Adult Educational Attainment by Gender; Educational Attainment of New Mothers, AIMS scores, Free & Reduced Lunch, DES Market Rate Study, Health insurance coverage, ACCCHS enrollments, KidsCare enrollments, Well Child checks, Substance Abuse and Behavioral Health services, 2012 Family and Community Survey. The Coordination and Collaboration, Cross-Regional Coordination and Collaboration, and Regional Strategies sections will be included as Appendices using information provided by the regional director. The foreclosure data will not be updated because we cannot calculate a percentage of homeowners in pre-foreclosure, due to lack of availability of a current denominator from the Census.

6. **Graphs.** (*additional work*) Create new graphs to show key trends and patterns in data. Prepare graphics from key tables in Excel. Export graphics and insert into report. Write text describing graphics. Suggested graphics include:
  - Table 4 from 2012 report (bar graph of Census 2010 total population; children 0-5; families with children 0-5; single parent families with children 0-5; single parent families with children 0-5 mother only)
  - Table 6 (bar graph of Census 2010 children 0-5 by zip code)
  - Table 21 (trend graph from 2009-2012 of Central Pima region number of children 0-5 receiving TANF)
  - Table 22 (trend graph from 2009-2012 of Central Pima region children 0-5 receiving food stamps; families with children 0-5 receiving food stamps)
  - Table 35 (bar graph comparing 2011 to 2012 number of early childhood education providers in CCR&R)
  - Table 42 (trend graph of monthly snapshots of children receiving DES childcare subsidies, 2009-2012)
  - Table 54 (bar graph of percentages of Central Pima births to teen mothers, prenatal care in 1<sup>st</sup> trimester, no prenatal care, publicly funded births, low birth weight newborns, unwed mothers)
  - New table (based on Table 76 of 2012 report) – bar graph of publicly funded births by zip code
7. **Data Analysis, Interpretation and Report Writing.** (*50% base report, 50% additional work*) Prepare regional level totals for all indicators. Create CCR&R tables. Include regional strategies in report text. Write and edit report. Write executive summary and report conclusions. Format report.
8. **Report Production (TOC, List of Tables, References, Introductory Content Provided by FTF).** (*50% base report, 50% additional work*) Develop and format a Table of Contents (TOC), List of Tables, References and insert and format the introductory material provided by FTF for the 2014 report , e.g., Letter from Chair, Acknowledgements.
9. **Monthly Report Submission.** (*base report*) FTF requires that vendors submit a monthly report to Regional Directors about the activities conducted and progress made on the Needs and Assets report in the past month.
10. **Team Communications.** (*base report*) Regular meetings and communications of the Donelson team to plan, coordinate and conduct report activities as described above.
11. **Meeting with Councils and FTF Staff.** (*base report*) Meetings and communications with Regional Directors to receive feedback about report drafts and presentation of report draft to Regional Council members.
12. **Report Submission and Review.** (*base report*) Prepare and submit final report to councils.
13. **FTF Vendor Meetings.** (*base report*) Attendance at quarterly vendor meetings held by FTF (by phone). These meetings are conducted by FTF to inform vendors about contract requirements and updates, and to trouble-shoot vendor issues.

# COMMUNITY OUTREACH REPORT

June 2013 Pima Regions

## May Outreach Activities

### Sunnyside PAT receives an Excellence Tour Spotlight Award from Expect More Arizona!

- April 25: (see back of report)

### [Impromptu] Presentation to members of Faith Organizations, Elders and 55+, Business Leaders, and Public policy influencers

- May 5: Kentucky Derby Event

### Kiwanis Young Children's Council

- May 8: Child and Family Resources

### First Focus on Kids/ Early Childhood Awareness Subcommittee (Champion) Meetings

- May 8: City of Tucson Sentinel Building

### [Impromptu] Presentation to members of Faith Organizations, Elders and 55+, and Business Leaders

- May 12: University of Arizona Graduation Event

### Southeast Regional Area Story Collecting

- May 20: Nurse Family Partnership, Central Pima

### Networking Meeting with Pima County Health Department, Children's Action Alliance, TUSD, Tucson Indian Center

- May 24: Social House

### Speakers Training/ Presentation: Meghan Cigrand, NFP

- May 31: SE Regional Office

### Distribution of Educational Reinforcement Items

- May 20: SE Regional Office

Over **1300** individual items were distributed to 16 community partners from 11 different organizations. These items will be distributed to families, staff and providers throughout all six Southeast Regions.



Community Partners visited the new SE Office and picked up Educational Reinforcement Items to use with staff, parents and providers in their programs.

Thank you all for helping to get this information out into the community!

#### BENCHMARKS REACHED

**4 Presentations**  
**1 Speaker Training**  
**3 Networking Meetings**  
**1 Media**

## What can you do this month ?

### Share what's happening: In South Pima...

Gloria Williams has been teaching family literacy and adult education since 1990, and has been teaching preschool in Sahuarita since 2005, but in the past two years she has seen some exciting changes.

"Before the [First Things First funding] support, we had to go out and recruit 3 and 4 year olds to build a preschool class, and our family literacy programs were not as inclusive," she shares. Now, less than two years later, the Stay and Plays provided at the Sopori Elementary School in Amado by the Parent Connection through First Things First South Pima Regional funding seem to be doing the recruiting for them. "Families know it's here and know it's a quality program." The Stay and Play introduces families to the preschool and has led to full preschool classes as well as fully enrolled parenting classes.. "We are starting to see stronger parent networks as well. There is an increasing interest in learning about brain development and it's incredible to see friendships being built and neighbors helping each other," says Gloria.

"The increase in opportunities for parents, and *anyone*, has created more parent engagement in our community."

## EXPECT MORE EXCELLENCE TOUR VISITS TUCSON: 2ND SET OF SPOTLIGHT AWARDS ANNOUNCED

Posted on [April 25, 2013](#) by [Expect More Arizona](#)

In January, Expect More Arizona launched the [Expect More Excellence Tour](#) to spotlight what Arizonans are doing today to make progress toward world-class education and celebrate the kind of excellence we expect and believe must be available to all students. We asked people throughout the state to submit their examples of excellence on our website. We had nearly 200 submissions and invited people to view, vote and share the excellence. We split the state up into 4 geographic areas with the goal of presenting Spotlight Awards in each area. Yesterday, we made our second Tour stop, in Tucson, to celebrate excellence in education in the Southern Arizona region.

A local selection committee reviewed the submissions to identify the top three that most align with Expect More Arizona's building blocks for a world-class education. We presented the three identified by the committee with Excellence Tour Spotlight Awards. These are the second group of Spotlight Awards we will be presenting throughout the state.

[The Parents as Teachers program](#), in the Sunnyside Unified School District, focuses on encouraging families of young children to be engaged in their child's education. The free program provides current information on neuroscience and child development during the first 5 years of life when the brain is developing most rapidly. Through a variety of strategies and programs, The Parents as Teachers program helps parents understand the critical role that early literacy plays in child development.



*Pictured to the left: Paul Luna, President and CEO, Helios Education Foundation & Expect More Arizona Board Chair; Colleen Niccum, Expect More Arizona Board of Directors; Joan Katz, Parents as Teachers Coordinator, Sunnyside Unified School District; Pearl Chang Esau, President and CEO, Expect More Arizona*

For the full article including video links and information about the other award recipients please visit:

<http://www.expectmorearizona.org/blog/2013/04/25/expect-more-excellence-tour-visits-tucson-2nd-set-of-spotlight-awards-announced/>

## 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 was 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

## 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-Y2 / International Rescue Committee	Quarterly Data Submission Status*		0	3	3		
	Number of children (0-5 yrs) newly referred for care coordination services			19	6		
	Number of children (0-5yrs) newly received care coordination services			19	6		
	Number of children served	75	63*	19	25		
	Number of children at the end of the quarter (subtracting disenrolled)			19	20		
	Number of new intake assessments completed during the quarter			19	3		
	Number of new written care plans developed			0	3		
	Number of new written care plans completed			0	3		
	Number of referrals			25	7		

*\*Note: Data for the First Fiscal Quarter is self-reported. In Quarter 1, FTF requested the Grantee to change the data collection template during the First Quarter. From the First Fiscal Quarter Program Narrative Report, the grantee reported serving 48 mothers, including 10 currently pregnant and 63 children less than 5 years of age.*

## Community-Based Professional Development Early Care and Education Professionals (aka Innovative Professional Development Communities of Practice/Great Expectations)

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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	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 professional development sessions conducted		54	70	77		
	Number of professionals attended	1444	576	715	687		1978*
	Average attendance per professional development session		10.7	10.2	8.9		
	Number of professional development sessions offered as college credit		48	65	71		

*\*Note: The FTF data collection template for this strategy does not account for the uniqueness of the Communities of Practice. Because of the way the template has been created, the number of professionals attending professional development is duplicated. In preparation for Fiscal Year 2014, the grantee has taken the initiative to reduce duplicative reporting. Further, FTF staff is proposing some adjustments to the data collection template for consideration and in preparation for Fiscal Year 2014.*

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Expansion: Increase Slots and/or Capital Expense (aka Expansion of Infant and Toddler Care)

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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	2		
	Number of center based providers served	10	10	10	11		11
	Number of center based providers at the end of the quarter (subtracting disenrolled)		9	8	9		
	Number of providers who received Renovation support		1	0	0		
	Number of providers who received Capital Investment support		0	0	0		
	Number of providers who received support for planning for renovation or capital investment		0	0	0		
	Number of providers who received Equipment/materials purchases to support expansion		1	0	0		
	Number of providers who received other support services		10	10	10		
	Number of center based providers that received a new license during the quarter		0	0	0		
	Number of infant slots added in center based providers		0	0	0		
	Number of toddler slots added in center based providers		12	0	0		
	Number of preschooler slots added in center based providers		0	0	0		
	Number of increased slots for participating children	142	12	12	12		12

*Note: No home-based providers participate in this strategy. For the number of increased slots, the number appears to be significantly lagging with 12 placements denoted in the data. Please note that in total, across a total of three and one half fiscal years, a total of 144 slots have been expanded. Participating programs are averaging 80-85% enrollment as of early March 2013. The 12 figure accounts for the number expanded solely within this fiscal year.*

## FTF Professional REWARD\$\*

\* At the time of report download, data for Quarter 3 not showing.

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 / Valley of the Sun United Way	Quarterly Data Submission Status*		2	2			
	Total Number of Applicants		43	124			
	Total number of Approved Scholars			106			
	Number of Renewed Scholars			9			
	Number of Incentive awards distributed	225	6	115			121
	Total Number of Scholars by REWARD Tiers:		6	115			
	Tier 1		2	11			
	Tier 2			7			
	Tier 3			13			
	Tier 4		1	20			
	Tier 5		2	19			
	Tier 6		1	18			
	Tier 7			6			
	Tier 8			17			
	Tier 9			4			

*\*Note: 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. The data reflects the REWARD\$ issued for the first of the two issuances. For the second issuance, spring applications were accepted between March 1st and April 30th. Data on the second issuance of REWARD\$ will be available for Quarter 4.*

## Home Visitation

### A Data Field is Flagged in Gray for a 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%.

**New for Fiscal Year 2013 Data Reports:** 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*. To clearly demonstrate how the *moving* and *unable to locate* data fields relate to the client disenrollment, refer to page 10 of the report, Nurse Family Partnership MIECHV funded data. As you will see, there were 3 families who disenrolled. Of the 3 total families that disenrolled from the program in Quarter 3, it is noted 33.3% (or likely 1 family) is flagged as a gray box. One family disenrolling due to unable to locate is not necessarily a red flag. 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, as demonstrated by the NFP MIECHV data. Just because the box is gray, it does not mean there is immediate concern.
- **Caseload Gray Box:** Typically, the home visiting caseload is 20 families per visitor. Some of the grantee data represents a slightly higher caseload such as 24.6 and 20.8. This accounts for varying reasons such as staff in transition and families transitioning. In addition, the Parents As Teachers program also recognizes a slightly higher than 20 caseload for our region. First Things First Central Pima home visiting programs are all evidence-based. 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: Central Pima

Fiscal Year: 2013

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 / Sunnyside School District	Quarterly Data Submission Status*		3	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		239	42	24		
	Number of families served	189	239	281	305		305
	Number of families at the end of the quarter (subtracting disenrolled)		203	219	221		
	Client turnover for the quarter		0	0	0		
	Number of families disenrolled during the quarter		36	26	22		
	Clients disenrolled due to moving		11.1%	46.2%	59.1%		
	Clients disenrolled due to unable to locate		13.9%	7.7%	4.5%		
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		11.5	12.5	9.0		
	Home visitor caseload for the quarter		17.7	17.5	24.6		
	Staff turnover for the quarter		0	0	28.0%		
	Number of children newly enrolled during the quarter		207	45	29		
	Number of children served		207	252	281		
	Number of children eligible for developmental screening		84	127	162		
	Number of children receiving developmental screening		44	83	69		
	Number of children referred for follow-up		0	<25	<25		
	Number of families who received community based referrals		84	151	341		
	Number of families reporting they are under or uninsured		28	63	67		
	Number of families receiving enrollment assistance to obtain insurance		1	9	8		

# Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
<div style="border: 1px dashed black; padding: 5px;"> <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> </div>	Number of families newly enrolled during the quarter		148	18	20		
	Number of families served	151	148	166	186		186
	Number of families at the end of the quarter (subtracting disenrolled)		112	110	99		
	Client turnover for the quarter		0	1.8%	10.0%		
	Number of families disenrolled during the quarter		36	20	31		
	Clients disenrolled due to moving		2.8%	0	9.7%		
	Clients disenrolled due to unable to locate		27.8%	45.0%	22.6%		
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		6.1	5.3	5.4		
	Home visitor caseload for the quarter		18.5	20.9	18.4		
	Staff turnover for the quarter		0	13.2%	0		
	Number of children newly enrolled during the quarter		206	25	25		
	Number of children served		206	231	256		
	Number of children eligible for developmental screening		175	43	52		
	Number of children receiving developmental screening		75	31	26		
	Number of children referred for follow-up		<25	<25	<25		
	Number of families who received community based referrals		292	209	306		
	Number of families reporting they are under or uninsured		52	68	81		
	Number of families receiving enrollment assistance to obtain insurance		95	31	58		

# Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

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 / Casa de los Niños, Inc.	Quarterly Data Submission Status*		3	3	3		
	Number of families newly enrolled during the quarter		178	17	27		
	Number of families served	375*	178	195	222		222
	Number of families at the end of the quarter (subtracting disenrolled)		175	158	166		
	Client turnover for the quarter		0	9.7%	0		
	Number of families disenrolled during the quarter		3	34	19		
	Clients disenrolled due to moving		66.7%	8.8%	0		
	Clients disenrolled due to unable to locate		0	23.5%	21.1%		
	Number of families continuing to receive services who have moved out of the region during the quarter		1	0	0		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		8.0	7.5	8.0		
	Home visitor caseload for the quarter		21.9	21.1	20.8		
	Staff turnover for the quarter		0	6.3%	0		
	Number of children newly enrolled during the quarter		150	24	8		
	Number of children served		150	174	182		
	Number of children eligible for developmental screening		13	47	48		
	Number of children receiving developmental screening		11	43	40		
	Number of children referred for follow-up		<25	0	0		
	Number of families who received community based referrals		221	330	512		
	Number of families reporting they are under or uninsured		99	20	29		
	Number of families receiving enrollment assistance to obtain insurance		52	5	2		

*FTF Funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation*

*\*Note: Contracted Service Units for number of families served is 375. The 375 represents both the FTF funding and MIECHV funding combined service units. FTF funding is contracted to serve 200 families and MIECHV funding is contracted to serve 175 families.*

# Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

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-RC017-13-0392-02 / Casa de los Niños, Inc.	Quarterly Data Submission Status*		3	3	3			
<p><i>Maternal Infant Early Childhood Home Visitation (MIECHV) funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i></p>	Number of families newly enrolled during the quarter		31	57	55			
	Number of families served		31	88	143		143	
	Number of families at the end of the quarter (subtracting disenrolled)		31	86	138			
	Client turnover for the quarter		0	0	0			
	Number of families disenrolled during the quarter		0	2	3			
	Clients disenrolled due to moving		0	50.0%	0			
	Clients disenrolled due to unable to locate		0	50.0%	33.3%			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	1	1			
	Number of full time equivalent (FTE) home visitors at the end of the quarter			9.0	9.0	9.0		
	Home visitor caseload for the quarter			3.4	9.6	15.3		
	Staff turnover for the quarter			0	0	0		
	Number of children newly enrolled during the quarter			0	22	24		
	Number of children served			0	22	46		
	Number of children eligible for developmental screening			0	0	0		
	Number of children receiving developmental screening			0	0	0		
	Number of children referred for follow-up			0	0	0		
	Number of families who received community based referrals			86	282	605		
Number of families reporting they are under or uninsured			23	16	1			
Number of families receiving enrollment assistance to obtain insurance			11	5	0			

*Note: Number of families served is contracted and shows in the above FTF funded data. For the MIECHV portion of NFP, 175 families have been contracted to be served through MIECHV funds.*

## Parent Education: Community-Based

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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		2	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>	Number of parent education sessions conducted		63	96	141		
	Number of adults attended	380	549	874	988		2411
	Average attendance per session		8.7	9.1	7.0		

*Note: Number of adults that attend sessions is duplicated. FTF is working on addressing the complexities of collecting data for community-based parent education sessions. Currently, all community-based parent education sessions reflects a duplicated count of families served.*

## Parent Education: Community-Based (continued)

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-Y2 / Make Way for Books	Quarterly Data Submission Status*		3	3	3		
	Number of parent education sessions conducted		9	14	24		
	Number of adults attended	100	146	172	137		455
	Average attendance per session		16.2	12.3	5.7		

*Note: Number of adults that attend sessions is duplicated. FTF is working on addressing the complexities of collecting data for community-based parent education sessions. Currently, all community-based parent education sessions reflects a duplicated count of families served.*

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 / Teen Outreach Pregnancy Services	Quarterly Data Submission Status*		2	3	3		
	Number of parent education sessions conducted		47	75	63		
	Number of adults attended	200	257	414	382		1053
	Average attendance per session		5.5	5.5	6.1		

## Pre-Kindergarten Scholarships: Mentoring Component through Arizona Department of 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
ISA-MULTI-13-0487-01 / Arizona Department of Education	Quarterly Data Submission Status*		3	3	3		
	Number of pre-k public sites using FTF funds newly selected in Pre-K Scholarships		3	0	0		
	Number of pre-k public sites served		3	3	3		
	Number of Public pre-K sites at the end of the quarter (subtracting disenrolled)		3	3	3		
	Number of pre-k private sites using FTF funds newly selected in Pre-K Scholarships		1	0	0		
	Number of pre-k private sites served		1	1	1		
	Number of Public pre-K sites at the end of the quarter (subtracting disenrolled)		1	1	1		
	Number of professional development sessions conducted		7	9	14		
	Number of private pre-k programs staff attending		2	7	19		
	Number of public pre-k programs staff attending		64	37	53		
	Number of public sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0	1	0		
	Number of private sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0	7	0		
	Number of public sites who forward hearing screening results to a medical home for evaluation and services		0	9	0		
	Number of private sites who forward hearing screening results to a medical home for evaluation and services		0	3	0		
	Number of public sites who forward vision screening results to a medical home for evaluation and services		0	7	0		
	Number of private sites who forward vision screening results to a medical home for evaluation and services		0	9	0		

## Pre-Kindergarten Scholarships: Pre-Kindergarten Scholarships Component

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-11-0302-01-Y4 / Valley of the Sun United Way	Quarterly Data Submission Status*		2	3	3		
	Number of FTF funded pre-k children at the end of the quarter (subtracting disenrolled)	180*	119	174	172		
	Number of part time pre k children at the end of the quarter (subtracting disenrolled)		103	152	150		
	Number of full time pre k children at the end of the quarter (subtracting disenrolled)		16	22	22		
	Number of preschoolers with special needs at the end of the quarter (subtracting disenrolled)		0	0	0		
	Number of preschool slots filled at the end of the quarter		79.0	100.5	97.5		
	Number of part time slots filled at the end of the quarter		63.0	78.5	75.5		
	Number of full time slots filled at the end of the quarter		16.0	22.0	22.0		

\*The Fiscal Year 2013 **Target Service Unit** for Pre-Kindergarten Scholarships was approximately 180 part time slots.

*Note: It is known that Central Pima Pre-K Scholarships are serving children within inclusive pre-k programs, with the assumption that some children with Pre-K Scholarships exhibit special needs. Staff will follow-up with grantee and FTF Research and Evaluation to determine the root cause of no data showing.*

# Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

## Quality First (Coaching, Incentives, Assessments, Licensure and Warmline/Technical Assistance Support Components)

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-12-0336-02-Y2 / United Way of Tucson and Southern Arizona <i>Coaching Support/ Incentives</i>	Number of center based providers served	55	54	54	54	0	
	Number of home based providers served	24	23	21	21	0	
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-13-0344-02 / Southwest Human Development <i>Mental Health Warmline</i>	Number of center based providers served		54	54	54	0	
	Number of home based providers served		23	21	21	0	
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-13-0351-02 / Southwest Human Development <i>Technical Assistance Support and Warmline</i>	Number of center based providers served		54	54	54	0	
	Number of home based providers served		23	21	21	0	

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Quality First (continued- Coaching, Incentives, Assessments, Licensure and Warmline/Technical Assistance Support Components)

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-13-0426-01 / Southwest Human Development <i>Inclusion Support and Warmline</i>	Number of center based providers served		0	54	54	0	
	Number of home based providers served		0	21	21	0	
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
ISA-STATE-12-0410-01-Y2 / Arizona Department of Health Services <i>Licensing Support</i>	Number of center based providers served		54	54	54	0	
	Number of home based providers served		23	21	21	0	

## 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-MULTI-11-0302-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3	3		
	Number of center based providers served			65	69*		
	Number of center based providers at the end of the quarter (subtracting disenrolled)			57	60		
	Number of home based providers served			20	20*		
	Number of home based providers at the end of the quarter (subtracting disenrolled)			18	18		
	Number of children receiving scholarships			786	1168		
	Center based providers: Number of infants receiving scholarships			75	129		
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			31	47		
	Home based providers: Number of infants receiving scholarships			6	11		
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			3	7		
	Center based providers: Number of toddlers receiving scholarships			301	433		
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			141	211		
	Home based providers: Number of toddlers receiving scholarships			16	28		
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			8	17		
	Center based providers: Number of preschool aged children receiving scholarships			433	636		
	Center based providers: Number of preschool aged children receiving			260	389		

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

scholarships at the end of the quarter (subtracting disenrolled)					
Home based providers: Number of preschool aged children receiving scholarships			23	35	
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)			18	28	
Center based providers: Number of children with special needs receiving scholarships			7	14	
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			4	5	
Home based providers: Number of children with special needs receiving scholarships			1	1	
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			0	1	
Number of Infant (0-12 months) slots filled end of the quarter			40.5	62.0	
Number of toddler (13-35 months) slots filled end of the quarter			163.0	225.0	
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter			273.0	395.0	
Number of slots filled with children (0-5 yrs) end of the quarter	553		476.5	682.0	682.0
Number of FTF slots vacant for children (0-5 yrs)			1.5	0	

*\*Note: For Fiscal Year 2013, the number of center based and home based providers accounts for Quality First enrolled programs receiving child care scholarships and Quality First waitlisted providers receiving child care scholarships. Effective July 1 (Fiscal Year 2014): Quality First child care scholarships will be available to Quality First enrolled participating programs only.*

## Recruitment – Stipends/Loan Forgiveness (aka 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 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3	3		
	Number of therapists receiving loan forgiveness	2	2	2	2		2
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0	0		
	Number of therapists in first year of loan forgiveness service		2	1	0		
	Number of therapists in second year of loan forgiveness service		0	1	2*		
	Number of therapists in third year of loan forgiveness service		0	0	0		
	Number of therapists in fourth year of loan forgiveness service		0	0	0		
	Number of therapists receiving both a loan forgiveness and stipend		0	0	0		

*\*Note: Central Pima participates only in the Loan Forgiveness component of this strategy.*

*Two SLP's in the Central Pima region are currently receiving loan forgiveness. Participation will cease for one SLP on 9/30/13 with the other SLP ending on 12/31/13. Note that both SLP contracts will end the last days of Quarter 1 and Quarter 3 of Fiscal Year 2014. Recruitment for the future vacant spots is underway.*

## Scholarships TEACH - Regional (Additional TEACH; Regionally Funded; Bachelor's Degree Pilot)

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 / 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 (remember Central Pima and South Pima are piloting the TEACH BA through regional funds)</p> </div>	AA Degrees Completed Contract to Date		7	10	11		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	1		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		50	96	173		
	AA Contracts Completed		7	11	14		
	AA Withdrawn		1	5	7		
	AA Contracts Initiated		1	2	1		
	AA Scholarships Awarded		59	49	43		
	BA Scholarships Awarded		0	1	1		
	CDA Scholarships Withdrawn		0	0	0		
	CDA Contracts Initiated		0	0	0		
	CDA Scholarships Currently Awarded		0	0	0		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		100	59	49	44	44
	T.E.A.C.H. Scholar Turnover			15.9%			

## Scholarships TEACH - Statewide (TEACH for Professionals Participating in a Quality First Program; Statewide Funded)

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 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		3	0	1			
	CDA Credentials Completed Contract to Date		0	0	0			
	BA Degrees Completed Contract to Date		0	0	0			
	AA Degrees Completed		0	0	1			
	CDA Credentials Completed		0	0	0			
	BA Degrees Completed		0	0	0			
	AA Credits Completed		33	56	136			
	AA Contracts Completed		4	6	11			
	AA Withdrawn		1	3	5			
	AA Contracts Initiated		1	8	7			
	AA Scholarships Awarded		29	42	47			
	BA Scholarships Awarded		0	0	0			
	CDA Scholarships Withdrawn		0	0	0			
	CDA Contracts Initiated		0	1	1			
	CDA Scholarships Currently Awarded		0	0	0			
	Scholars Currently Receiving T.E.A.C.H. Scholarship			29	41	46		
	T.E.A.C.H. Scholar Turnover			10.9%				

**Acronyms:**

**AA:** Associate's Degree

**CDA:** Child Development Associate Credential

**BA:** Bachelor's Degree (remember Central Pima and South Pima are piloting the TEACH BA through regional funds)

## Additional Statewide Strategies

The following statewide strategies provide various services within the Central Pima region; however implementation of these strategies are supported through statewide funding and do not utilize regional funds. The data below is specific to the Central Pima region.

### Birth to Five Helpline - Statewide Strategy

*Helps families with young children get free answers to their toughest parenting questions. The Helpline provides advice and information on child development and behavior to families through a free phone line, which is staffed by child development specialists.*

Note about data availability: The Birth to Five Helpline Statewide strategy data is currently unavailable. The grantee, Southwest Human Development recently changed their data system to optimize reporting. As a result, the grantee is experiencing some data related glitches, specifically having to do with the prior reporting of Quarters 1 and 2 of data reporting. FTF Research and Evaluation staff is working with the grantee to clarify reporting and data for all Quarters will be available for the Quarter 4 report.

### Parent Kits - Statewide Strategy

*Parents of every newborn in Arizona are given critical information about healthy parenting practices and how to support their baby's early learning. The Arizona Parent Kit is given to families of every newborn leaving the hospital. Each kit includes six DVDs about good parenting practices, a resource guide and a book to encourage early literacy.*

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y2 / SPF Consulting, LLC	Number of English cases distributed		181	133	98		
	Number of Spanish cases distributed		23	8	12		
	Number of cases distributed (7 kits make up 1 case)		204	141	110		
	Number of parent kits distributed		2856	1974	1540		

## Physician Education & Outreach - Statewide Strategy

*Ensures young children are receiving the required preventive health care from a consistent medical provider, including more consistent developmental screenings and referrals. Provides consultation and facilitate a self-assessment process for physician practices in order to provide preventive health care for young children using a medical home model and including necessary developmental screenings and referrals.*

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-13-0345-01 / American Academy of Pediatrics - AZ Chapter	Quarterly Data Submission Status*		3	3	3		
	Number of new practices where outreach occurred		1	0	0		
	Number of existing practices with continued outreach		18	2	3		
	Number of practices newly enrolled		0	0	0		
	Number of practices enrolled		9	9	9		
	Number of new practices with a completed assessment		4	0	0		
	Number of participating practices		10	10	10		
	Number of practices moving on to practice improvement Activities		2	2	2		
	Number of practices participating in a self study		1	1	1		
	Number of practices participating in a learning collaborative		1	1	1		
	Number of practices participating in the preventative services learning collaborative		1	1	1		
	Number of practices newly participating in learning collaborative during the month		1	0	0		
	Number of practices newly participating in the preventative services learning collaborative during the month		1	0	0		
	Number of new practices participating in the family centered medical home learning collaborative during the month		0	0	0		

**Central Pima Regional Partnership Council  
Quarter 3 Program Data Summary***Reporting as of period ending March, 2013**(Source: Partner Grant Management System Data Narrative Report)*

**Selected data** as reported in the Program Narrative Report by the Grantee, representing the programs and services delivered in Quarter 3 (January, February & March 2013).

**PROFESSIONAL DEVELOPMENT PARTNER: UNITED WAY PROFESSIONAL DEVELOPMENT ALLIANCE**

**SUBGRANTEES:** CHILD & FAMILY RESOURCES, EARLY CHILDHOOD DEVELOPMENT GROUP, EASTER SEALS BLAKE FOUNDATION, SOUTHERN ARIZONA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, PIMA COMMUNITY COLLEGE CENTER FOR EARLY CHILDHOOD STUDIES, UNIVERSITY OF ARIZONA COLLEGE OF EDUCATION, TUCSON UNIFIED SCHOOL DISTRICT, TOHONO O'ODHAM COMMUNITY COLLEGE

**STRATEGY: COMMUNITY-BASED PROFESSIONAL DEVELOPMENT (AKA COMMUNITIES OF PRACTICE/INNOVATIVE PROFESSIONAL DEVELOPMENT/GREAT EXPECTATIONS)**

**Collaboration:**

- ✓ Collaboration between Communities of Practice and other FTF funded programs:
  - a. **The Quality First coaching team in Southern AZ** has asked if some of the national experts who are working with Great Expectations could present special sessions for the Quality First coaches in Pima County. Quality First funds would pay for those sessions. Three more sessions have been arranged for the remainder of this current grant year.
  - b. **PD Work Group** – The Project Director is a co-chair of the Competencies subcommittee of the Statewide First Things First Professional Development Work Group. By being part of this Work Group there are multiple opportunities to put concepts and findings from Great Expectations before the entire group. For example, some of the members were not aware of the fact that college credit can be earned in flexible, creative ways.
  - c. **Kindergarten Developmental Inventory** – The Project Director also is a member of the Kindergarten Developmental Inventory Work Group led by First Things First and the Arizona Department of Education. This Work Group will make recommendation to the research committee about things to keep in mind when developing the Inventory assessment questions/strategies and things to keep in mind when implementing the Inventory. Examples would include: Providing ECE/Pre-k teachers with multiple opportunities for learning about the Common Core Standards so that they know what knowledge, opportunities and experiences children need before going to kindergarten; and including sufficient time and resources to thoroughly involve families of young children so that they understand what is happening and how they can reinforce young children's learning.
- ✓ Collaboration with the Arizona Department of Education:

In the fall of 2012, the Project Director asked Amy Corriveau in the Arizona Department of Education (ADE) if ADE and Great Expectations could develop a strategy that would make it possible for Great Expectations staff and cohort members to have seminars on the AZ Early Learning Standards. The result was that from December through March, Nicol Russell, ADE early childhood staff member, has come to Tucson to present a series of 3 hour seminars on the AZ Early Learning Standards. The response in Tucson has been most positive. In addition, Ms. Russell has called United Way to help schedule many of her other early childhood education seminars. She asked if she could meet with our grant staff to get their feedback on the not-yet-released Infant and Toddler Guidelines and to vet the not-yet-released Pre-k Early Learning Standards. These sessions have been well-attended by Communities of Practice Coordinators, Communities of Practice cohort members, and other early childhood community teachers, directors, and early childhood education students. This is an incredible partnership, and does not cost the grant any funds. Ms. Russell has been an excellent partner in this collaboration.
- ✓ Collaboration with early childhood education community and stakeholders:
  - a. **Pima Community College** – The Project Director was asked to serve on the PCC committee that is developing a Conceptual Framework that is required for National Association for the Education of Young Children (NAEYC) Associate's Degree Accreditation. The framework will be unveiled to students, faculty, and the community in April and May 2013.
  - b. **Pima County School Superintendent, SAZAEYC and Read On, Tucson**-please see full report for more details with these three.

**Barriers and Solutions to Share:**

Pathways Scholarships – The Project Director, Great Expectations Coordinators, and the Pathways staff at Pima Community College have been in communication to make sure Pathways funding deadlines are clear to everyone in order to avoid any glitches in applications for the fall semester. The relationship between and among parties is much more positive, and several Coordinators have begun the application process. However, given the many administrative rules and the amount of red tape that exists, United Way and First Things First need to be extra vigilant to make sure that no one who needs Pathways funding winds up without it because of bureaucratic barriers.

## **Successes to Celebrate:**

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

- This CoP reported several success stories over this quarter that all seems to stem from cohort members who are intrinsically motivated to capitalize on leadership and professional development opportunities. The CoP Coordinator shared an example of success stemming from the transformation among her cohort members from accepting the populace-preconceived generalization of their role as “babysitters” to professionals who are vital in the role of early childhood development. An example is the enrollment of three providers who will begin their bachelor’s program in the fall of 2013. One of these providers was quoted saying, “getting a bachelor’s degree is necessary. This is how people will see us as professionals, not as babysitters...we are *not* babysitters.”

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

- A highlight shared by the CoP Coordinator involved the cohort’s collective experience of a presentation by Jose Luis Orozoco, a national speaker, on the benefits to children with special needs when music is integrated into early childhood classrooms. Following the presentation, the CoP Coordinator facilitated conversations about the connections to serving children with speech and language delays. The cohort members were also asked to read the article, “*Music as a preventative intervention for language delays in toddlers of low socioeconomic status*” & complete an assigned task. The task involved the development of a Behavior-Over-Time-Graph (BOTG) from March to May to see whether they are incorporating more musical experiences in their daily interactions with children as a result of their professional development with Mr. Orozoco. The outcomes of the graphs will be presented in May and reported in the fourth quarter report.

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

- The CoP Coordinator was excited to announce the acceptance of their proposal for the NAEYC Professional Development Institute Conference to be held in June in San Francisco. This conference also serves as a platform for cohort members to obtain additional professional development experience through their planning, preparation and presentation at a national conference. Through the availability of additional funding, the CoP is able to support the cost of attendance for three PCC ECE tutors who will co-present alongside the CoP Coordinator, PCC ECS program manager and the PCC math department chair.

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

- Among the many successes experienced by this CoP during this quarter, the most notable includes the leadership initiated by a cohort member who coordinated and facilitated a family literacy event for home based O’odham families. This event and the preparation involved engaged the cohort member in various professional development skills building opportunities in addition to public speaking skills. Two additional presentations were offered by three cohort members on the topic of culture and curriculum and the integration of conversations about healthy foods through the book, *The Hungry Caterpillar* by Eric Karl. The speakers provided information to help cohort members identify linkages between traditional O’odham foods, O’odham language and the goals and values of the Tohono O’odham Head Start cultural curriculum.

### Tucson Unified School District: Improving instructional support in public preschools

- The following includes several quotes that capture the sentiments expressed by cohort members and strategies they have used when working with children.
  - “I’m developing positive relationships with students, and feeling more calm and better energy.”
  - “Children are having and enjoying more one-on-one time with us. We are more intentional with our conversations and ask more open-ended questions.”
  - “I have been inspired by the Powerful Interactions series offered through my school district. It has been fun, interactive, and appeals to all learning styles and personality types... In the events I have attended so far, I have felt more rejuvenated and challenged that I have in a long time.”

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

- The highlight provided by the CoP Coordinator was a visit from national subject matter expert, Luis Hernandez. Luis presented on the diversity of today’s children and the importance of the providers’ work. Luis’ presentation was highly engaging in culturally appropriate ways and the providers all participated with much enthusiasm and energy. The providers shared that they had many new strategies about communication that they want to try with the parents and families that they work with and expressed that they feel valued in Luis’ presentations and that they are more committed to being professionals in their work. Prior to the presentation Luis visited three home childcare providers homes. The providers were from different regions including North Pima, Central Pima, and the Pascua Yaqui Tribe. During the home visit Luis discussed the importance of leadership and peer mentorship. The providers greatly enjoyed Luis’ visit and the opportunity to meet him on a more personal level. They expressed honor in receiving Luis as a guest.

**HOME VISITATION PARTNER: CASA DE LOS NIÑOS (CDLN)**

**SUBGRANTEE:** EASTER SEALS BLAKE FOUNDATION (ESBF)

**STRATEGY: HOME-BASED VISITATION FOR HIGH-RISK FAMILIES (aka Nurse Family Partnership (NFP))**

**Collaboration:** We are partnering with the International Rescue Committee to help bridge the gaps with language and culture differences for our refugee clients. Mental Health Consultants assist the NHV with clients by providing individual therapy, assisting with individual care plans for clients, and provide support in our Case Conferences and Team Meetings. The acuity of the moms enrolled in the program seems to be increasing, a significant number of our clients have mental health issues and even history of previous suicide attempts. With the mental health service included on the grant, our families have quicker access to needed services and the NHV is able to provide sensitive and timely care.

In addition, the NHV are staffing information and outreach tables in 10 major prenatal clinics in the community covered in the grant funded areas. These collaborations are specifically reflected in the outreach table in the quarterly report and have resulted in increased awareness of the benefit of the NFP Program for their clients. We also just secured a Business Agreement with the University of Arizona Health Network for clients enrolled in their Health Plan that meet the NFP criteria to receive information and if desired be referred for Nurse Home Visiting.

**Barriers and Solutions to Share:** There are no special challenges with the FTF grant.

With the MIECHV grant, an additional challenge is the low population density and long drive times for one of our rural zip codes with only two people per square mile, as opposed to our more urban zip codes with 4,600 people per square mile. We are looking at adjusting caseloads and clustering visits to help meet this challenge.

**Success to Celebrate:** Of the FTF babies born this quarter, the pre-term labor rate was 6.25%, below the national average of 12%. Of the mothers of infants born this quarter, 100% initiated breastfeeding in comparison to the national average of 75% and well above the Healthy People 2020 target of 81.9%. None of the babies born this quarter were low birth weight.

The transportation support provided under the grant has been critical in assisting many of our clients in getting timely and consistent health care. One special example is a mom that is in kidney failure and is on dialysis three times per week along with numerous doctors' appointments; the transportation has been an essential part of her ability to make all these appointments. This client has also greatly benefited by having a nurse home visitor to assist with understanding the medical care involved. In spite of all these challenges, mom and dad are doing very well with their baby who is thriving and is on target developmentally.

Of the MIECHV babies born in this quarter, the pre-term rate 6.6%, below the national average of 12%. Of the mothers of infants born this quarter, 95% initiated breastfeeding in comparison to the national average of 75% and well above the Healthy People 2020 target of 81.9%. Two of the 23 babies born this quarter spent time in the NICU.

We have young mom who is living with her father who is terminally ill but is also very supportive. In spite of enormous personal challenges, this young mom has completed high school and is now employed. She has been able to continue breast feeding and her baby is growing and thriving and is developmentally on target for age.

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

**SUBGRANTEE:** PARENT AID, THE PARENT CONNECTION, CFR HEALTHY FAMILIES, MARANA PAT (NORTH)

**STRATEGY: HOME VISITATION**

**Collaboration:**

*United Way of Tucson and Southern Arizona/Southern Arizona Family Support Alliance:*

The Family Support Alliance (FSA) still continues to grow; in addition to the new partners we reported in previous quarters, Project Amor now has representation in the meetings. During the January, February, and March meetings FSA had partner presentations from Brain Waves through Pima County Cooperative Extension, Incredible Years through Easter Seals Blake Foundation, and Arizona Early Intervention Program through Easter Seals Blake Foundation.

Additionally, through the Strong Families AZ collaboration with Arizona Department of Health Services (ADHS), United Way has been able to secure additional support for Pima County's home visitation efforts. ADHS will be funding a fulltime Outreach Coordinator to be housed at Pima County Health Department and a halftime Home Visitation Coordinator to be house at United Way.

*From Healthy Families Sub partner:*

Healthy Families (HF) is very glad to underscore that the issue with St. Joseph's Hospital and the loss of our Memorandum of Understanding (MOU) has been resolved. HF received the signed contract in March and HF will initiate screening at the hospital immediately after intake staff has gone through the necessary steps (e.g., TB testing, hospital renewal training). Several people helped in resolving the issue including Ally Baehr from United Way.

**Barriers and Solutions to Share:**

*From The Parent Connection Sub Partner:*

Our HV numbers are lower this quarter. A number of our kids have aged out at the same time. In order to increase enrollment, we have developed and implemented a recruitment plan.

**Success to Celebrate:**

*From The Parent Connection Sub Partner:*

A mom and her almost three year old daughter have participated in Parents as Teachers (PAT). The mom has shared that she needed assistance in positive parenting and in understanding child development. Since participating in PAT, they have utilized positive and effective parenting skills including communicating with their toddler at her developmental level, having reasonable expectations, and following through. She reports that PAT has provided them with knowledge and support that they would not receive otherwise. The family is soon due to have their second child and they are looking forward to enrolling the new baby in the program as well.

*From Healthy Families Sub partner:*

Sandra, Healthy Families Support Specialist: A goal of one Mother of Baby (MOB) when first starting Healthy Families was to go back to school to earn her nursing degree – she is now enrolled in school at Pima Community College and realizing her goal. Father of Baby (FOB) was an alcoholic and has now been sober for 2 years. He was also able to obtain his U.S. residency and is now able to work legally. FOB applied for a new job and was hired – he has been working for 2 months at this job and was even promoted to supervisor! Both MOB and FOB have had a hard time with parenting their 4 year old son, but with the Healthy Families' home visitor going to visit weekly, their parenting skills have greatly improved. The home visitor has worked with this family for only 6 months.

Roxanne, Healthy Families Support Specialist: I have a family that started the program in February 2013. MOB was disconnected from baby, suffered from depression and was much stressed with having a newborn to care for. Baby is now 2 months old and MOB told me that she is so grateful for starting the program because she feels completely different from where she was before. MOB continues to bond with baby and feels confident in her role as a mother. She knows so much about baby's needs and how to meet her own needs so that she is happy with her life as a mother. MOB is always excited to have our weekly visits and said she is open to keep learning about what she can do as a parent to give her baby the best start to life possible.

Alicia, Healthy Families Support Specialist: A family I work with has two children and one baby. During our Healthy Families visits, FSS (Family Support Specialist) and MOB discussed reasons why baby needed to participate in tummy time. MOB and FSS also discussed safety precautions to take while baby was crawling on floor. One of those safety precautions revolved around exposure to lead. Via problem talk, MOB and FSS agreed that since the floor was peeling, it would create an opportunity for baby to be exposed to lead and suffer from lead poisoning. MOB and FOB worked together after that conversation to replace the floor throughout the house, so that baby can have more time on the floor to develop crawling skills. This baby is now almost 10 months old and has lots of opportunities for tummy time and quickly crawls along floor. MOB shared she felt this was a great development and agreed that changing the floor helped baby develop gross motor skills and develop confidence in self. To put this milestone into perspective, her other two children rarely did tummy time and none of them ever crawled. The steps these parents took showed they realized the benefits of tummy time for all aspects of development and wanted to take appropriate steps to help baby be a healthy, happy baby.

**HOME VISITATION PARTNER: Sunnyside Unified School District Parents as Teachers Collaborative (PAT)**

**SUBGRANTEE:** AMPHI PARENTS AS TEACHERS, EASTER SEALS BLAKE FOUNDATION AND CASA DE LOS NIÑOS

**Collaboration:**

In addition to the ongoing collaborations shared in previous quarters:

- ✓ Parents as Teachers Collaborative (PATC)- Collaboration between Parents as Teachers (PAT) Affiliates through Sunnyside School District (SUSD), Amphitheater School District, Easter Seals Blake Foundation and Casa de los Niños. This has resulted in a much more widespread community referral base as well as increase collaboration and coordination of services within and among Casa de los Niños, Easter Seals Blake Foundation, Amphitheater and Sunnyside. SUSD PAT has given 256 referrals to the other agencies in the collaboration and 5 to The Parent Connection.
- ✓ Scheduled presentation to Healthy Families Assessment Team
- ✓ Collaboration with Altar Valley School district personnel, Summit View Elementary School , Vail preschool administrators and the Vail community will be ongoing.
- ✓ Quarterly meetings with United Way, Parent Connection and Marana FTF funded partners to discuss alignment of PAT program model for all parents receiving PAT services.

**Barriers and Solutions to Share:**

- ✓ Parent educator staffing issues for North Pima has been a barrier to successful implementation. Educators funded by FTF have remained staffed, other district funds are available for parent educators but retaining qualified staff has been an issue. All staff who have left the position in Amphitheater Early Childhood stay in the field but often find positions that offer higher salaries. Amphi's PAT Program Supervisor has submitted a request to district senior staff for a review of the current job description.

**Success to Celebrate:**

- ✓ SUSD parents (4 moms and 4 dads) spoke to board members at 4 consecutive board meetings, advocating for their children and for the PAT program. As a result, the board voted for no budget reductions to SUSD PAT for next year.
- ✓ Two parents at the SUSD PAT story hour volunteered to lead the program by reading to the children and parents and teaching songs to the group.
- ✓ 9 teen parents are writing a newsletter for other teen parents in the SUSD district, expressing their feelings on being a teen parent, offering tips and insight.
- ✓ One parent reported "the Parents As Teachers program has helped me after not having a baby for 10 years. My daughter has developed skills using her fingers; she can distinguish colors, shapes and textures. The changes I have implemented with my daughter are that I have established rules and a routine such as reading to her daily. "
- ✓ One parent educator reported that she was on a home visit, doing a lesson from the PAT curriculum on Social emotional development. She brought the book *All About Me* for the parent to read to her child. The grandma was at the visit and she began to cry when she heard the story. She said that she had been made fun of and bullied when she was growing up. She thanked the parent educator for sharing information about liking oneself, building self-esteem and cultural diversity. The grandma said she would talk to her granddaughter about what had happened to her as a child, about cultural diversity and accepting people for who they are in hopes that it would not happen to her.
- ✓ Written by Diana Pitney, Amphi PAT Parent Educator -A family that I've been working with since October 2011, enrolled because they wanted their daughter to be ready for Kindergarten. Although the mom was a 2nd grade school teacher before enrolling, she'd left teaching for a while to stay at home with her daughter. She said that she wanted to learn ways to help her daughter learn, and have fun while doing it. She has returned to teaching; but they are still enrolled in PAT. When I asked her what she has come away with from being enrolled in PAT she said: "PAT has taught me that reading to your children every day is important even when they are very young babies. They need to hear new words, enjoy looking at the pictures, and realize that the books are a fun way to get information. I think PAT is a great way to stay updated with current parenting information, meet and talk to many people about the issues we face as parents, and learn what is expected at the different ages (with fun activities that match each age range in order to enhance their skills)". Mom just informed me at our last visit that she is pregnant again; she intends to stay at home once the baby is born and wants to stay enrolled in PAT.

**COMMUNITY-BASED PARENT EDUCATION PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**SUBGRANTEE:** PARENT AID, U of A PIMA COUNTY COOPERATIVE EXTENSION, PARENT CONNECTION, CASA DE LOS NIÑOS, EASTER SEALS BLAKE FOUNDATION

**Collaboration:**

**From U of A Pima County Cooperative Extension Sub Partner:**

We also met with Laurie Stephens from the Women and Children's Services at the University Medical Center and have now developed collaboration with UMC to deliver Brain Waves for Fathers on a regular basis at UMC to young couples. We have established a relationship with the KARE family center and offered several Brain Waves for kinship families at their center. We collaborated with a local child care center, Wings on Words, and were able to reach 14 fathers through two workshops there.

**From Easter Seals Blake Foundation Sub Partner:**

Collaboration with Davis Monthan Airman & Family Readiness Center continues to be successful with the completion of the group and the request for an additional group. Easter Seals Blake Foundation (ESBF) has also been able to collaborate with U of A Cooperative Extension in order to ensure that duplication of curriculum is not done between groups. ESBF and U of A Cooperative Extension have worked together to encourage families to seek out as much information as possible encouraging attendance at all groups due to the difference in covered materials. Plans for the Nepali refugee group are in their final stages with a group scheduled to begin in early April. ESBF is partnering with the Boys & Girls Club and the Eckstrom- Columbus Library in order to provide a location to serve these families. Translation will be provided by an ESBF staff member who is from Nepal, and has a well-established rapport with the families.

**Barriers and Solutions to Share:**

**From Easter Seals Blake Foundation Sub Partner:**

The Community Based Parent Education group held at Emily Meschter Early Learning Center was canceled due to lack of attendance. This was done after multiple attempts to ask the school for assistance in recruiting additional parents. The parents that had been attending the group prior each dropped out for personal reasons. Although it was a great disappointment, it is a success that a replacement group was able to quickly begin at nearby at the Ellie Towne Recreation center serving the same community.

**From Casa de Los Niños Sub Partner:**

Registration for the entire series of 10 classes continues to be encouraged and calls and emails come in regularly for these classes. Unfortunately, some people register themselves and their child(ren) and then do not show up. It seems to be difficult for parents to commit to a 10 week series of classes. We have offered this series at different times, once, in the fall, in the evening and this current series in the morning, to give parents more options and flexibility with their schedules. We did over book the classes this quarter and also permitted adults to stay for the class who showed up without registering. We are pleased with the steady group of about 16 adults each week for the first 4 weeks of this series.

**Successes to Celebrate:**

**From Easter Seals Blake Foundation Sub Partner:**

A success story from Davis Monthan: A father attended who wanted to acquire new ways to interact with his son. The father expressed concern regarding the child's diagnosis of ADHD and admitted that he and his wife would often yell at the child out of lack of knowledge on how to handle behaviors. The emotional responses to young children, taught in the Focus on Fathering Curriculum, were very valuable for this father. After a few weeks in the group, the father came in one day confessing that he had raised his voice to his son the previous night. He went on to share that because of the training he received in the group he was able to apologize and tell his son he was learning new ways of interacting. He shared that his son responded, "Don't worry dad, I'm learning too."

**From The Parent Connection Sub Partner:**

A mom started bringing her 34 month old to Stay & Play, he was completely unable to make the transition from play to clean up, and circle time was not an option because of his wailing. He has some learning challenges and is not verbal at this time. He would cling to a truck and refuse to put it down. The next time he came to play, mom and Parent Educator talked about her son's transition problem. The Parent Educator suggested that mom allow him to bring the big yellow truck to circle time, and when she did, the child sat through almost all the way. The Parent Educator found out that he is getting services for his delay. Gradually over the next several visits the child started to help put things away (mostly the trucks) and to come to circle without the truck. He is making better eye contact with me (Parent Educator) and has allowed a minimal amount of touch - milestones for him. And, while not speaking, he is attentive and alert in circle. And best of all, mom feels better about taking him to social outings because of his greater degree of socialization.

**From Casa de Los Niños Sub Partner:**

A mother who attended the first class of the series was interested in learning about other programs for parents at Casa de los Niños. She spoke with the child care worker who was providing child care during the training. This staff member was a home visitor with the Parents as Teachers program at the agency. The mother qualified for the PAT program and a referral was completed the same day. The mother and her two children ages, 3 years and 6 months will be starting the PAT program soon.

## **COMMUNITY-BASED PARENT EDUCATION PARTNER: TEEN OUTREACH PREGNANCY SERVICES (TOPS)**

### **STRATEGY: COMMUNITY-BASED PARENT EDUCATION & VISITATION**

**Collaboration:** During the third quarter we strengthened and increased the collaboration with Tucson Unified School District Teenage Parent Program (TAPP). We began providing a bi-weekly support group for the fathers enrolled at TAPP. This bi-weekly support group is 1.5 hours in length and gives the fathers an opportunity to discuss parenting related issues in a non-judgmental and safe environment. We provided 4 sessions during the third quarter and have found that the fathers appreciate having a safe place where they can relate to dads that are in similar situations. We had 6 dads attend each of the 4 sessions that have already been conducted. We plan to conduct bi-weekly sessions for the remainder of the school year and expect that we will have at least 6 dads attend each session.

During the fourth quarter we have plans to collaborate with the Southern Arizona Girl Scouts. We are scheduled to attend and assist in facilitation of parenting classes during the Baby Camp. We hope to provide the education to about 25 teen moms and hope that each of them will engage and enroll in the full TOPS program for additional support and education.

**Barriers and Solutions to Share:** None at this time.

**Successes to Celebrate:** TOPS babies historically have positive birth and early childhood outcomes. From January through March of 2013, we have had 24 births in the Central Pima Region:

- Average gestational age was 37.35 weeks (37 weeks or greater is considered full term)
- Average birth weight was 6lbs. 13oz. (5.5 lbs is considered full weight)
- 95% were breastfeeding at the time of their discharge from the hospital

During the third quarter we had an increase in enrollment of Fathers into the new TOPS Fatherhood Program. We enrolled and provided services to 8 fathers. We also began providing a bi-weekly support group at TUSD TAPP for the fathers enrolled. During the third quarter we provided 4 sessions with 6 dads in attendance at each session.

During the month of March, TOPS was selected by Journal Broadcast Group as the Community Partner. This was an amazing opportunity for TOPS to increase community awareness of our program. During the month of March we received radio and television commercial advertising. We also secured an interview on Good Morning Tucson as well as The Morning Blend. We were so grateful for this opportunity and hope that this media exposure will increase awareness and client enrollment during the fourth quarter.

Mom A has been a very active client with TOPS since she enrolled 24 weeks into her pregnancy. When Mom A enrolled, she was very unsure of what her future would look like and if she would be able to care and provide for her baby. During her pregnancy, Mom A was living in an unsafe apartment and was not working. Her apartment was dilapidated, with plumbing problems that were causing the roof to cave in. At the time this apartment was all she and the father of the baby were able to afford. During our initial meeting Mom A talked extensively about how she planned to care for her baby, and that she would be willing to do anything to provide a safe and loving environment for her child. Mom A and the Father of the child attended 100% of their Pregnancy and Childbirth classes. Throughout her pregnancy it was very clear that Mom A planned to breastfeed her baby, even though that would be challenging on the days that she had to go to work. With the commitment to breastfeeding from her and her family, Mom A breastfed her baby girl until she was 11 months old- despite her busy schedule! Mom A worked hard to secure a full time job for herself during her pregnancy, so that she could begin to save up to move into a safe apartment. The father of the baby has continued to work over-time and now has plans to start his own business. Mom A, the father of the baby and their daughter now live in a safe and clean apartment! Mom A proudly showed off her apartment at our home visits, and her daughter is able to sleep in a beautiful nursery every night! Mom A has now graduated from the TOPS Pregnancy Program, but she plans to continue her involvement with TOPS through Parenting Classes and Special events.

Mom B has a unique story. When she first came to Teen Outreach Pregnancy Services, she was lost. She was living in an unstable environment; she had no income, no insurance, no doctor, and no support from her family. Worst of all, she was terrified that the father of the baby would find her. Mom B has been a victim of sex trafficking since she was 16, when she was introduced to her boyfriend who later became her abductor and the father of her baby. Mom B was kidnapped and coerced into prostitution in Tucson, California, Dallas, and New Orleans; she was forced to drink alcohol, take drugs, and was beaten daily. When she discovered she was five weeks pregnant, Mom B decided she was going to find a way to escape her destructive lifestyle and start a new life for her and her baby. She left New Orleans, with help from one of her customers, and came back to Tucson. When Mom B came into TOPS for her Initial Needs Assessment, she had never told anyone about what had happened to her, including her mother who had not seen her in three years.

Mom B started classes right away and took the bus alone to make sure she was on time. She said, "When I came to class I didn't feel lonely anymore, they taught me how to except my pregnancy." Mom B never missed a class; she participated, and even befriended other teen mothers. She said that with the support from TOPS she has accepted her past and knows that what happened to her is not her fault. She said that, "Her baby is going to have an amazing mother even if his dad is not involved."

On December 17, 2012, she gave birth to a healthy baby boy named Jeremiah and she is still breastfeeding. With help from TOPS Mom B had the strength to share her past with her mother and with our guidance she received counseling from the Southern Arizona Center

for Sexual Abuse, Emerge, and Streetlight, organizations that help women who have experienced sexual and domestic abuse, and victims of sex-trafficking. Mom B says that TOPS saved her life. She is happy, healthy, and is still engaged with the TOPS program.

Mom C enrolled at TOPS in July of 2012. She was a sophomore at the University of Arizona, studying to become a nurse, and in full pursuit of her dreams. In the thick of overcoming several family hardships (including the sudden death of her 37 year old uncle), Mom C found out she was pregnant. She immediately knew the father of her baby would not be a good influence on her child, so she made the extraordinarily difficult decision to become a single parent.

Mom C has taken advantage of all that TOPS has to offer. Not only did Mom C attend all of her Healthy Pregnancy and Childbirth Education classes, she devoted her spare time to doing her own research about pregnancy and childbirth. After taking her TOPS classes, reading, and working with her TOPS Nurse and Health Educators, Mom C devised a birth preference plan that would optimize her chances of having an extremely positive birth outcome.

Mom C grew to be quite passionate about her desire to have a natural birth, as she came to understand the risks of interventions such as receiving Pitocin, too many cervical exams during labor, internal or constant monitoring, and pain medications. She became increasingly aware of the negative effects interventions can have on the baby's ability to breastfeed within the first hour of life, and since breastfeeding was another "no-brainer" desire of hers, Mom C made certain she made decisions that would promote breastfeeding.

Mom C went into labor with peace of mind, knowing she was making informed decisions about her delivery experience. Her birth preference plan was written clearly, and her support people were there to advocate for her at times of need. Mom C had a fantastic nursing staff at the hospital, that did all they could to follow her plan. As a result, Mom C had a calm, peaceful delivery, and a beautiful, natural birth.

Two and a half months later, Mom C is still exclusively breastfeeding, and her research continues! She is in contact with her TOPS Nurse and Health Educators several times per month, and has even started attending weekly breastfeeding support groups. When Mom C was experiencing some difficulty with breastfeeding without a nipple shield, her TOPS Health Educator attended her first breastfeeding support group with her. Although she was soon breastfeeding without her nipple shield, Mom C continued attending the support groups on her own. At each support group, she learns something new, and is able to connect with other moms at the same time. She has now encouraged several pregnant and parenting friends to attend with her, and it has become part of her weekly routine.

Pregnancy, childbirth and parenting are, without a doubt, ongoing learning experiences. Mom C is an example of one young lady who went to great lengths to empower herself with knowledge. As a result, she got the birth experience she had hoped for, and she is conquering each new day as a parent with abounding success.

## **COMMUNITY-BASED PARENT EDUCATION PARTNER: MAKE WAY FOR BOOKS (MWFB)**

### **STRATEGY: Community Based Parent Education-Literacy (aka Raising A Reader Program or RAR)**

**Collaboration:** MWFB has partnered with the Arizona Multihousing Association (AMA) to implement MWFB RAR since the program began in January 2012. However, due to the AMA's inability to identify eligible apartment communities in a timely manner, MWFB has decided not to continue this formal collaboration. MWFB has continued to partner with Good Neighbor Ventures, which has been a positive collaboration. Good Neighbor Ventures successfully helps to identify eligible apartment communities, recruit families, and advertise the MWFB RAR program throughout the neighborhoods in 85705, 85711, and 85713.

**Barriers and Solutions to Share:** One challenge that occurs with many families, is that the parents/caregivers are initially hesitant to participate in the literacy activities with their children. While they understand the importance of early literacy in their child's development, they do not yet feel prepared to take a leading role. Early literacy is viewed as a highly-structured and academic activity that some parents find intimidating. These parents/caregivers will sometimes sit on the perimeter of the group and encourage their child to explore the books and materials without them. As the object of MWFB RAR is to empower these families to take a "hands-on" approach to their child's early literacy development, the Family Literacy Specialists must work to overcome this reluctance on the part of the parents/caregivers. In many cases, we have found that the parents/caregivers are uncomfortable with their own literacy skills, and are unsure how to share a book or play games with their children. Many of the adults have also expressed a belief that developing early literacy is the role of the school.

In order to overcome this barrier, MWFB Family Literacy Specialists work to create an environment where the families feel safe and comfortable. It can take as many as three or four workshops for parents/caregivers to begin to ask questions, share stories about their own experiences with books and reading, and join in on the activities and games. MWFB Family Literacy Specialists continually emphasize that parents are a child's first best teacher, and that time spent sharing books, singing songs, and speaking with their child is invaluable in preparing them to learn to read. After families feel more secure in their ability to provide their child with early literacy experiences, they begin to take an active role in MWFB RAR. Because it takes a few weeks for many parents/caregivers to understand their role in fostering early literacy and to take an active role in the program, MWFB has proposed to lengthen the time of each MWFB RAR session. In the renewal application for Fiscal Year 2013-14, MWFB requested to implement the program for an additional four workshops, lengthening each session from eight weeks to twelve. These additional weeks will allow the Family Literacy Specialists and participating families to establish a rapport and develop trust.

**Successes to Celebrate:** During the 3rd quarter, MWFB has distributed 540 new books to families participating in the MWFB RAR program. Each child receives one free new book to keep at each session, and on the last workshop, each child receives five new books to keep as well. Throughout the eight week session, each child is exposed to 28 books in the RAR bags, receives a total of 12 books to build their home library, and is exposed to dozens of titles in the Family Literacy workshops. Pre and Post parent surveys indicate that families read to their children more often, have increased the length of time spent reading with their children, and that the children enjoy the time spent reading more.

MWFB is successfully involving fathers in the MWFB RAR program. In many of the apartment communities, mothers or grandmothers are the adult who bring the children to the program and share the book bags at home. When fathers do attend, they have often observed without participating and have been reluctant to answer questions and play games. Family Literacy Specialists have made it a priority to engage all members of a child's family who come to the session. We have learned that fathers are responsive to books that feature fathers and their children. Additionally, many fathers have responded positively to the idea that early literacy can be incorporated throughout the day. One father expressed that he enjoyed changing the lyrics in songs and nursery rhymes to other rhyming words with his sons, and was impressed when they were able to fill in a rhyme on their own: "We like making up our own version of songs. We change the words to *Twinkle Twinkle Little Star*. Robert's really good at it." Other fathers have reported that they enjoy having a reading routine with their child. One father noted, "When we come home, she runs to get the book bag."

Stephanie, a mother who attends RAR sessions with her two year old daughter C, has described how they have begun to bring books with them wherever they go: "We went to the laundromat and brought the little mouse book. C was "reading" it to me and some of the other people, and then she started asking a lady to read it to her. The woman did. It was a lot of fun." Other families have told similar stories about how much fun they have sharing books, and how their children view reading as a joyful experience.

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## **ACCESS TO HEALTH SERVICES PARTNER: INTERNATIONAL RESCUE COMMITTEE (IRC)**

### **STRATEGY: Care Coordination (aka Well-Being Promotion or WBP)**

**Collaboration:** In addition to a continued collaboration with the Nurse Family Partnership Program (NFP), WIC and The Family Support Alliance, WBP reports: Our new collaboration between University of Arizona Medical Center's (UAMC) Family Medicine Clinic, Well-Being Promotion Program, and a University of Arizona Public Health graduate student launched a centering group pregnancy program for Bhutanese women in January. The group meets once a month for three hours and includes an education topic facilitated by the doctors, myself, and the Promoters, plus an individual visit with the nurse for vitals and a prenatal visit with the doctor. We're very excited about the new program and are receiving great feedback from the participants, doctors, nurses, residents and Promoters. This partnership is ongoing as long as we have enough Bhutanese mothers. We're looking into expanding the program to other ethnic groups but may need additional funding.

**Barriers and Solutions to Share:** There continue to be challenges coordinating the NFP visits with the Promoters, for those families who require more intensive in-home visitation services. As refugees themselves the Promoters still struggle with consistent email usage and cell phone service. Additionally, the Promoter position is partial time and a majority of the Promoters have two, even three other jobs. The new coordinator at NFP and I have met, she is eager to work together to try to assist with coordination. Fortunately, the referral loop between the two programs is still working very well. Each program has received new mothers as a result of the partnership.

**Success to Celebrate:** Continued success this quarter; as a result of program activities, specifically Promoter lead home visits: 100% of the current pregnant refugee women attended 100% of their prenatal appointments; 100% of children under 5 have attended 100% of their age appropriate well-child checks and received 100% of recommended immunizations. Mothers are now able to schedule and attend appointments on their own or with minor assistance from English speaking family members, friends or neighbors.

In the Bhutanese group prenatal classes the moms have asked to continue attending the class after they have given birth. They report enjoying the group setting, camaraderie, extra time with the doctors, and information on breast feeding, safe child topics, and nutrition lessons and do not want to stop attending. We have allowed the mothers and babies to attend as long as we have room; they are a wonderful asset and are able to share what the motherhood experience is like with our new moms.

## **QUALITY AND ACCESS PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

### **STRATEGY: INFANT AND TODDLER EXPANSION**

**Collaboration:** 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 additional professional development opportunities.

**Barriers and Solutions to Share:** Any barriers from last reporting period have been resolved and we are once again on track for successful implementation.

**Success to Celebrate:** We are proud to report that through coaching and mentoring support, we helped our once ineligible site regain positive licensing status and, in turn, regain eligibility for this project. We have also provided technical assistance in marketing strategies for two of our sites which resulted in increased enrollment.

Through this project, we are currently supporting ten sites and 142 slots for quality infant and toddler care. Of these 143 slots, 115 are currently filled. We continue to see a steady increase in enrollment with four of out of six toddler sites and two 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 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.

Of our 49 newly created infant slots, 37 are currently filled. Two of our four infant sites are full and have waiting lists for their infant room. For toddlers, we support 94 newly created slots, 78 of which are filled. Four of our six toddler sites are at capacity and have waiting lists for these classrooms.

## **Statewide Updates**

### **FTF State Board Meeting**

- ❖ The FTF State Board met on June 10<sup>th</sup> (anticipated) in Phoenix.
- ❖ Board decisions pending action/approval that relate to the Central Pima Regional Partnership Council:
  - Discussion and possible action on changes to the regional council boundaries. In May the Task Force approved one recommendation to the Board to consolidate North and Central Pima Regional Partnership Councils, effective July 1, 2014 .
  - Approval of the Fiscal Year 2014 Contract Renewals, approved by the Regional Council during the May 8<sup>th</sup> Regional Council meeting.
  - Approval of the Regional Council's May 8<sup>th</sup> recommendation of the Family, Friend and Neighbor joint Request For Grant Application (RFGA) with South Pima.
  - Approval of a refinance of one of the properties participating in the Central Pima Infant/Toddler Expansion program. The Owner/Director of one of the ten participating programs qualified for refinancing at a fixed, lower interest rate and eliminates a scheduled balloon payment. Special thanks to Anna Steiner, Project Coordinator with the City of Tucson Housing and Community Development Department who served as our liaison. Ms. Steiner was instrumental in ensuring the necessary documentation was submitted to First Things First. Approval was required from FTF since FTF has a lien on the property until March 24, 2017.
- ❖ A summary of highlights and decisions made by the State Board are anticipated to be sent to members by the FTF Communications Team in the near future.

### **Intervening Early Learning Assessment Presentation**

- ❖ FTF and St. Luke's Health Initiatives have been conducting the Intervening Early Opportunity Assessment study, which was commissioned last fall.
- ❖ On May 9<sup>th</sup> Dr. Charles Bruner presented his findings through the report, *Recommendations for Improving Early Identification and Response to Young Children's Developmental Needs in the State of Arizona*.
- ❖ Highlights include:
  - The intent was to gather information on Arizona's early intervention system. This data will further support leaders and advocates in improving young children's developmental outcomes in Arizona.
  - Arizona demographics tell us the state is "an epicenter of change." For example, demographics tell us there is faster child growth rate of children birth up to 17 from 1990-2010; greater percentage of young children in population; higher percentage of young children in low income when compared to national averages (using Census data).
  - Dr. Bruner also provided information on the health care makeup of Arizona; developmental and family support services that are instrumental to child and health development, including a strong early intervention system; and how the Affordable Care Act will affect system change.
- ❖ Slides from the presentation he conducted in May and an Executive Summary of the report are currently available. See Jessica or Siobhan if you members would like a hard copy. Once the full report is released, a copy of the report will be provided to members.

### **Quality First Launch**

- ❖ A reminder that the Quality First official launch will occur in August.
- ❖ This includes the release of Star Ratings and resourceful information for families and caregivers.

### **Save the Date for the First Things First Early Childhood Summit August 25-27**

- ❖ A friendly reminder that Regional Council members must register for the Summit through Siobhan as soon as possible.
- ❖ Link to the FTF Summit details and community member registration (check often as the site updates frequently):  
<http://www.azftfsummit.com/>

## ***Regional Updates***

### **School Readiness Indicators Benchmarking Workgroup**

- ❖ At the Chairs meeting in October 2012, the Pima County Chairs and Vice Chairs agreed to convening an ongoing workgroup to initiate discussion and brainstorming on how to benchmark the selected Indicators, particularly those Indicators in which the three Pima Regional Councils have collectively prioritized.
- ❖ In addition to the three Pima Regional Councils, the three Regional Councils that make up the Southeast Area, Tohono O'odham Nation, Pascua Yaqui Tribe and Santa Cruz also agreed to work together in the Benchmarking process.
- ❖ The workgroup met for the second time with a meeting facilitated by Dr. Amy Kemp on June 3<sup>rd</sup>.
- ❖ The workgroup was introduced to the concept of how Regional Councils will determine what would constitute an aspirational yet attainable benchmark.
- ❖ Several data considerations important for decision making include:
  - Benchmarks are used to monitor progress on the School Readiness Indicators.
  - Benchmarks are meant to be simple; not specific to strategies or programs.
  - Indicators and benchmarks measure changes in the early childhood system globally; they can't be used to draw conclusions about FTF impact or specific program impact.
  - Use for planning and guiding FTF work at a state/regional level, which includes work that is funded and unfunded with partners on system and community development.
  - Benchmarks are one way to track FTF system outcomes, along with evaluation and research studies.
  - Benchmarking is aligned with National Panel Research and Evaluation recommendations.
- ❖ Data sources are critically important and criteria for selection was determined by addressing the following questions:
  - Is the data source a good measure of the Indicator? Is the data source measuring what we intend to change?
  - Are baseline data for the data source available in 2012 at the statewide level and at the regional level for 2013?
  - Are data collected regularly and recently?
  - What is the lowest geographic level for which data are available? For example, is it available at the community or Council level?
  - Does the data source align with the overall direction of the FTF Evaluation Plan and National Panel recommendations?
  - There are pros and cons to any data source. It's important to remember that all data sources have limits, some error and some flaw- there is no perfect data source.
  - Knowing the limitation of the data source is important but it shouldn't limit the setting of a benchmark.
- ❖ Once fact sheets are available on a particular School Readiness Indicator, a worksheet will also be provided. This worksheet will assist members and staff determine which community stakeholders (funded and unfunded) to engage in system conversations and ultimately, determine a recommendation for an aspirational and ideal benchmark. Questions and considerations include the following to help provoke thought (and are included as part of the worksheet):
  - What is the Indicator and what is the intent?
  - What is the current situation and what is the baseline?
  - What is the trend?
  - What factors might influence changes in the Indicator?
  - Are there policies, activities, programs, collaborations, partnerships, etc. that are currently in place or anticipated to impact this Indicator?
  - What is the timeframe to observe the impact of the above mentioned?
  - What is the scope of each policy, activity program, etc.? is it likely to impact the entire population or a sub-group?
  - Is there collective accountability? Do all partners involved agree to the benchmark and feel invested in the improvement efforts?
- ❖ At this time, data for Indicator #7, *number/percentage of children 2-4 at a healthy weight (Body Mass Index-BMI)* has been released. Dr. Kemp guided the workgroup through the Indicator #7 data at the meeting and how it could be possibly used in determining a benchmark.
- ❖ Next steps: The three Pima Regional Council representatives will continue to meet while the Pascua Yaqui Tribe, Tohono O'odham Nation and Santa Cruz Regional Councils will now begin working individually.
- ❖ The next meeting for the three Pima Regional Council representatives is anticipated to be held in September, when data will be available for School Readiness Indicator #10. In the meantime, staff and members will brainstorm possible community stakeholders.

**Fiscal Year 2013 Central Pima Expenditure Report**  
**July 1, 2012 - June 30, 2013**

	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	\$10,000	\$10,000	\$7,369	\$2,631	73.7%		
	Community Outreach	\$70,000	\$70,000	\$55,850	\$14,150	79.8%		
	Media	\$67,000	\$67,000	\$47,019	\$19,981	70.2%		
	<b>Goal Area Subtotal:</b>	<b>\$147,000</b>	<b>\$147,000</b>	<b>\$110,238</b>	<b>\$36,762</b>	<b>75.0%</b>		
<b>Evaluation</b>	Needs and Assets (2012 Report Rollover)	\$6,000	\$6,000	\$6,000	-	100.0%		
	Regional Evaluation: Early Childhood Workforce Development	\$93,750	\$93,750	\$62,500	\$31,250	66.7%		
	Regional Evaluation: Family Support	\$45,000	\$45,000	\$45,000	-	100.0%		
	Statewide Evaluation	\$299,274	\$299,274	\$299,274	\$0	100.0%		
	<b>Goal Area Subtotal:</b>	<b>\$444,024</b>	<b>\$444,024</b>	<b>\$412,774</b>	<b>\$31,250</b>	<b>93.0%</b>		
<b>Family Support</b>	<b>Home Visitation</b>	<b>\$2,250,000</b>	<b>\$2,214,286</b>	<b>\$1,500,744</b>	<b>\$713,542</b>	<b>67.8%</b>	<b>\$46,702</b>	<b>\$226,093</b>
	AZ Department of Economic Security		\$11,665	\$2,916	\$8,749	25.0%		
	Casa de los Ninos, Inc.		\$1,163,503	\$774,174	\$389,329	66.5%		\$96,636
	Sunnyside School District		\$528,857	\$375,606	\$153,251	71.0%		\$89,534
	United Way of Tucson and Southern AZ		\$510,261	\$348,047	\$162,214	68.2%	\$46,702	\$39,924
	<b>Community-Based Parent Education</b>	<b>\$494,981</b>	<b>\$494,982</b>	<b>\$342,893</b>	<b>\$152,088</b>	<b>69.3%</b>	<b>\$26,609</b>	<b>\$75,181</b>
	Make Way for Books		\$98,216	\$76,957	\$21,259	78.4%	\$14,314	\$8,852
	Teen Outreach Pregnancy Services		\$233,200	\$174,616	\$58,584	74.9%		\$32,512
	United Way of Tucson and Southern AZ		\$162,800	\$90,555	\$72,245	55.6%	\$12,295	\$33,817
			\$765	\$765	-	100.0%		
	<b>Goal Area Subtotal:</b>	<b>\$2,744,981</b>	<b>\$2,709,268</b>	<b>\$1,843,637</b>	<b>\$865,631</b>	<b>68.0%</b>	<b>\$73,310</b>	<b>\$301,275</b>
<b>Health</b>	<b>Care Coordination/Medical Home</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$80,246</b>	<b>\$19,754</b>	<b>80.2%</b>		<b>\$15,831</b>
	International Rescue Committee		\$100,000	\$80,246	\$19,754	80.2%		\$15,831
	<b>Child Care Health Consultation</b>	<b>\$199,080</b>	<b>\$198,598</b>	<b>\$154,013</b>	<b>\$44,585</b>	<b>77.6%</b>	<b>\$860</b>	<b>\$40,367</b>
	First Things First (FTF-Directed)		\$9,285	\$9,285	-	100.0%		
	Pima County Health Department		\$167,085	\$128,712	\$38,373	77.0%		\$36,329
	University of AZ Cooperative Extension		\$18,584	\$13,584	\$5,000	73.1%		\$4,039
		\$3,644	\$2,432	\$1,211	66.8%	\$860		

### Fiscal Year 2013 Central Pima Expenditure Report (continued)

	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
							Pending	Paid (Last 30 Days)
<b>Health (continued)</b>	<b>Mental Health Consultation</b>	<b>\$492,000</b>	<b>\$492,000</b>	<b>\$299,042</b>	<b>\$192,958</b>	<b>60.8%</b>		
	Southwest Human Development		\$492,000	\$299,042	\$192,958	60.8%		
	<b>Recruitment – Stipends/Loan Forgiveness</b>	<b>\$11,500</b>	<b>\$11,500</b>	<b>\$11,500</b>	<b>-</b>	<b>100.0%</b>		<b>\$2,404</b>
	Arizona Department of Health Services		\$11,500	\$11,500	-	100.0%		\$2,404
	<b>Goal Area Subtotal:</b>	<b>\$802,580</b>	<b>\$802,098</b>	<b>\$544,802</b>	<b>\$257,296</b>	<b>67.9%</b>	<b>\$860</b>	<b>\$58,602</b>
<b>Professional Development</b>	<b>Community Based Professional Development (Innovative PD)</b>	<b>\$750,000</b>	<b>\$750,000</b>	<b>\$414,442</b>	<b>\$335,558</b>	<b>55.3%</b>	<b>\$56,737</b>	<b>\$131,752</b>
	United Way of Tucson and Southern Arizona		\$750,000	\$414,442	\$335,558	55.3%	\$56,737	\$131,752
	<b>FTF Professional REWARD\$</b>	<b>\$303,750</b>	<b>\$303,750</b>	<b>\$227,721</b>	<b>\$76,029</b>	<b>75.0%</b>		
	Valley of the Sun United Way		\$303,750	\$227,721	\$76,029	75.0%		
	<b>Scholarships Non-TEACH (Professional Career Pathways Project)</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$21,026</b>	<b>\$23,974</b>	<b>46.7%</b>		<b>\$8,406</b>
	Central Arizona College		\$45,000	\$21,026	\$23,974	46.7%		\$8,406
	<b>Scholarships TEACH</b>	<b>\$336,227</b>	<b>\$336,227</b>	<b>\$88,415</b>	<b>\$247,812</b>	<b>26.3%</b>	<b>\$20,262</b>	
Association for Supportive Child Care		\$336,227	\$88,415	\$247,812	26.3%	\$20,262		
	<b>Goal Area Subtotal:</b>	<b>\$1,434,977</b>	<b>\$1,434,977</b>	<b>\$751,605</b>	<b>\$683,372</b>	<b>52.4%</b>	<b>\$76,998</b>	<b>\$140,158</b>
<b>Quality and Access</b>	<b>Expansion: Increase Slots and/or Capital Expense (I/T Expansion)</b>	<b>\$462,000</b>	<b>\$462,000</b>	<b>\$274,183</b>	<b>\$187,817</b>	<b>59.3%</b>	<b>\$21,170</b>	
	United Way of Tucson and Southern AZ		\$462,000	\$274,183	\$187,817	59.3%	\$21,170	
	<b>Pre-Kindergarten Scholarships</b>	<b>\$723,899</b>	<b>\$713,508</b>	<b>\$713,508</b>	<b>-</b>	<b>100.0%</b>		<b>\$206,821</b>
	AZ Department of Education		\$47,740	\$47,740	-	100.0%		
	Valley of the Sun United Way		\$665,768	\$665,768	-	100.0%		\$206,821
	<b>Quality First</b>	<b>\$1,420,125</b>	<b>\$1,292,859</b>	<b>\$781,727</b>	<b>\$511,132</b>	<b>60.5%</b>	<b>\$8,727</b>	<b>\$137,321</b>
	AZ Department of Health Services		\$44,347	\$24,364	\$19,982	54.9%	\$1,696	
	Southwest Human Development		\$20,945	\$15,299	\$5,646	73.0%	\$3,726	
			\$6,733	\$5,266	\$1,466	78.2%	\$944	
			\$12,927	\$6,311	\$6,615	48.8%	\$2,361	
	United Way of Tucson and Southern AZ		\$1,207,908	\$730,486	\$477,422	60.5%		\$137,321
<b>Quality First Child Care Scholarships</b>	<b>\$3,333,511</b>	<b>\$3,333,511</b>	<b>\$3,333,511</b>	<b>-</b>	<b>100.0%</b>	<b>\$994,264</b>		
Valley of the Sun United Way		\$3,333,511	\$3,333,511	-	100.0%	\$994,264		
	<b>Goal Area Subtotal:</b>	<b>\$5,939,535</b>	<b>\$5,801,878</b>	<b>\$5,102,929</b>	<b>\$698,949</b>	<b>88.0%</b>	<b>\$1,024,161</b>	<b>\$344,142</b>
	<b>Overall Total:</b>	<b>\$11,513,097</b>	<b>\$11,339,244</b>	<b>\$8,765,984</b>	<b>\$2,573,260</b>	<b>77.3%</b>	<b>\$1,175,330</b>	<b>\$844,176</b>