

## **South Pima Regional Partnership Council**

### **Call to Order/Welcome and Council Introductions**

A Regular Meeting of the First Things First South Pima Regional Partnership Council was held on May 15, 2015 at Ocotillo Early Learning Center Library, 5702 South Campbell Avenue, Tucson, Arizona 85706.

Chair Connie Espinoza called the meeting to order at approximately 9:40 a.m.

Members Present: Connie Espinoza, Nyki Harrington, Debbie Palmer, Susan Pace, Cyndi Barningham, Tony Bruno, Nathan McCann, Fran Driver

Members Absent: Cheryl McGlothlen, Paul Ohm

### **Call to Public**

*Adriana Huerta, Sunnyside Unified School District*- Ms. Huerta thanked the council for the 2015 grant increase and provided a brief update on data collected for the third quarter on capacity and enrollment for each region. She also read a thank-you letter from a family in the Parents as Teachers program.

**\*\*9:45 a.m. - Vice Chair Driver joined the meeting\*\***

*Shanna Kukla, Pima Community College Center for Early Childhood Studies*- Ms. Kukla provided an update on TEACH scholars. She also let the council know that the Pima Community College Early Childhood Program's provisional accreditation had been confirmed and they are now accredited with National Association for the Education of Young Children .

*Julie Friberg, Make Way for Books*- Ms. Friberg gave an overview of recent professional development and family literacy events in Ajo, which she said were well attended.

### **Approval of Meeting Minutes**

A motion was made by member Bruno that the South Pima Regional Partnership Council approve the minutes of the April 17, 2014 South Pima Regional Partnership Council meeting with a correction, seconded by member Barningham. Motion carried.

### **Community Outreach Report**

Chair Espinoza turned the floor over to Community Outreach and Parent Awareness Coordinator, Lisette DeMars, who reviewed her outreach report with the council. Member Bruno asked if it would be possible to include upcoming events on the outreach report so that council members could attend events. Ms. DeMars replied that she is currently working on ideas to get more council involvement in upcoming events.

### **Update and Discussion on Chair and Vice Chair Leadership Forum**

Chair Espinoza let the council know that she and Vice Chair Driver had attended the First Things First Chairs and Vice Chairs Leadership Forum on May 1<sup>st</sup>. At this meeting, Chairs and Vice Chairs had the opportunity to provide feedback to the Board members and program staff related to the fiscal policy recommendations and program and policy implications for regions. There was also discussion related to strategic planning and public/private partnerships.

### **Discussion and Possible Action: Election of the Chair and Vice Chair**

Chair Espinoza explained that the chair and vice chair appointments are typically held during the May meeting; however, several members had reapplied for their positions on the council and their appointments would not be approved by the First Things First board until June. Ms. Espinoza mentioned that the council may wish to postpone their elections until the appointments are official. Some discussion was had about also giving new council members an opportunity to get familiar with First Things First so that they could participate in the election process and/or be nominated for the positions. Discussion was had about various strategies for timing of the elections.

Member Bruno moved that the South Pima Regional Partnership Council postpone the election of officers for fiscal year 2015 until the January 2015 meeting, seconded by member McCann. Motion carried.

Member Bruno moved that the South Pima Regional Partnership Council continue with Connie Espinoza as the Chair Representative and Fran Driver as the Vice Chair Representative until the elections are held at the January 2015 meeting, seconded by member Barningham. Motion carried.

**Discussion and Possible Approval: Fiscal Year 2015 Meeting Calendar**

Chair Espinoza asked the council to view the draft meeting calendar based on the current schedule of meeting on the third Thursday of each month that was presented in the meeting packet. She let the council know that several members had indicated an interest in changing the meeting date for fiscal year 2015. Discussion was had about individual members scheduling constraints. It was also discussed that it would be prudent to wait until any new members were in place and allow them to participate in discussion regarding establishing meeting dates.

Member Palmer moved that the South Pima Regional Partnership Council postpone the approval of the fiscal year 2015 calendar until the September meeting. Motion withdrawn.

Member Pace moved that the South Pima Regional Partnership Council continue the schedule as printed from July 31, 2014 to December 11, 2014, and that at the September 18th meeting, the council discuss the calendar for 2015; seconded by member Palmer. Motion carried.

**Regional Director’s Report**

Member Bruno and Ms. Droegemeier gave an overview of the Smart Start Conference they had recently attended in North Carolina. They found it to be a good opportunity to learn from other states.

\*\*10:56- Member Bruno left the meeting\*\*

\*\*11:00-11:08- break\*\*

Ms. Droegemeier briefly reviewed the expenditure report presented in the meeting packet. She also reminded the council of the First Things First Early Childhood Summit which would be taking place in August. She mentioned that Senior Director Erin Lyons would like to plan a cross-regional group to meet before the Summit, as a kick-off for strategic planning moving in to the fall.

**Recommended Future Agenda Items**

Chair Espinoza let the council know that May 15 was the last day for early bird registration for the Child and Family Resources Early Childhood Conference, which would be held June 28<sup>th</sup> at the Hilton El Conquistador.

**Regional Council Member Recognition**

Ms. Droegemeier let the members know that the council would be losing two members, Cheryl McGlothlen, who was unable to attend that day, and Nathan McCann. She gave the council a brief report of member McCann’s history with First Things First and let him know that the council wished him the best. Member McCann thanked both the council and First Things First, acknowledging that they have done amazing things for the Altar Valley School District, and that he hopes that the district has continued success in his absence.

**Call to the Public**

None at this time.

**Next Meeting – June 19, 2014 – San Fernando Elementary School, 1 School House Road, Sasabe, Arizona 85633**

Chair Connie Espinoza reminded the council members of the next meeting in Sasabe.

**Adjourn**

There being no further business, Chair Connie Espinoza adjourned the meeting at approximately 11:30 a.m.

Submitted By \_\_\_\_\_  
Emily McDuffie, Administrative Assistant

Approved By \_\_\_\_\_  
Connie Espinoza, Chair

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

# Placeholder



**Quality Assurance Site Visit Report Summary  
Pima County Health Department – First Smiles Matter  
GRA-RC018-13-0523-01-Y2  
May 6, 2014**

The highlights of the site visit include:

First Smiles Matter is an Oral Health program serving the South Pima region. The Pima County Health Department's (PCHD) Oral Health Program has been in existence since 2002. It was evident during the assessment of the First Smiles Matter Program that they have been dedicated to improving and impacting the oral health care of the children in their community. PCHD has demonstrated great leadership in the oral health strategy by not only growing their program but also through their active role in the oral health community. With the First Smiles Matters collaboration and networking in the community they have created amazing opportunities for promotion and expansion of services.

PCHD shared that "The 'First Smiles Matter' (FSM) program has built upon and enhanced efforts to improve oral health outcomes for children and expectant mothers. The expanded capacity, through the support of First Things First (FTF), has increased the availability of preventive oral health education and services to underserved populations in Pima County. To date, more than 11,500 children, ages 0-5 years, have received oral health screenings, referrals and fluoride varnish applications. More than 60 pregnant women have received an oral health screening and education about the importance of their oral health during pregnancy and how they can affect their baby's oral health. We will continue to be successful in supporting First Things First's goal of improving children's oral health outcomes to get them ready for school, set for life." PCHD reviewed that their focus has been to improve the oral health of children at risk for dental decay. During the Quality Assurance observation it was possible to observe their collaboration first hand. The Dental Hygienist and Program Coordinator worked together to meet the children's needs by engaging them with interactive conversations regarding their teeth. Additionally each child with a consent form was given an age appropriate toothbrush, sticker, and disclosure packet. The professionalism and passion of the program staff during the assessment was never questioned, and it was easy to see how they have gained the respect of others within their community.

During the assessment PCHD communicated that their top three successes have been:

- 1) Collaboration between their community partners, El Rio Community Health Center, Desert Senita Community Health Center, University of Arizona's Mobile Health Program and Pima County Health Department.
- 2) Pima County Health Department's commitment to ensuring a competent public health workforce. The FSM program has developed very successful collaborations with several post-secondary educational institutions.
- 3) Through the collaborative efforts, they have been successful in raising awareness of the importance of early childhood oral health in the preschool community, including directors, teachers, volunteers and parents and also among nurses, health assistants and health providers.

While there have been many successes, the PCHD shared some of the barriers they have gone through and are currently working on including:

- 1) Obtaining signed consent forms returned by parents in order to provide preventive services at licensed childcare centers.
- 2) A continued barrier for FSM, and other FTF oral health grantees across the state, is the identification of pregnant women to receive education and an oral health screening. Desert Senita Community Health Center also reports it has been difficult to reach pregnant women in the Ajo region in part because there is minimal number of

pregnant women in that community. Additionally, there are not any obstetric services in Ajo, so pregnant women must travel to Gila Bend, Casa Grande, Phoenix or Tucson for services.

- 3) Case management is an ongoing challenge for First Smiles Matter. The greatest barrier is being able to reach the parents or guardians.

Identified areas of growth:

- 1) Continue to find ways to improve rates of return of signed Parent Consent Form
- 2) Expand collaboration with other Oral Health Grantees.
- 3) This is the final year of the current three year renewable grant. PCHD will continue to go to the council to find how they can best meet the region's needs. They would like to be able to expand services into Pima North.
- 4) Continue to expand prenatal outreach.



**Quality Assurance Site Visit Report Summary**  
**United Way of Tucson and Southern Arizona Family Support Alliance**  
**Parent Education Community Based Training**  
**FTF-RC018-13-0413-04-Y2 and FTF-MULTI-13-0409-03-Y2**  
**May 19-21, 2014**

The highlights of the site visit include:

The United Way of Tucson and Southern Arizona's grant partners are providing parent education community-based training programs in line with the First Things First standard of practice, reaching throughout the regions of North, Central, and South Pima. There are nine partners providing services through these grants which allow for a combination of parenting education series and Stay and Plays (social group connections) to be offered for families with children 0-5. The site visit consisted of discussion and conversation with representatives from each partner agency, as well as two parent class observations and two Stay and Play observations. UWTSA partners are providing parent education series which meet the needs of the respective communities using curriculum such as Nurturing Parenting, Active Parenting, Incredible Years, Baby Brain Waves, Bringing Up Baby, and Raising a Healthy Eater. With the exception of U of A Cooperative Extension and Sopori (South Pima), all partners are providing parent education series in the community. U of A, in working closely and responsively with the community, has modified their parent education curriculum to be a weekly, one time four-hour workshop which better meets the needs of the military families they serve in providing accessible services to families, specifically military fathers. Make Way for Books is the only partner not offering parenting education but instead are working with the other partners, offering supplemental curriculum using a train the trainer model, to support education and integration of early literacy in UWTSA's parent education programs as a whole.

The site visit process revealed many strengths of UWTSA and partner agencies:

- 1) The support provided by UWTSA and the connection with the Family Support Alliance and Pima County Parenting Coalition creates an extensive network of partners providing family support services. The connections and overlap of parent education and home visiting programs promote enhancement, not duplication, of services and create a comprehensive referral network. The partnerships allow for ongoing knowledge and access to other programs throughout the region and the ability to refer families based on their unique needs. The collaboration within the community libraries and schools reflect parent education services are provided in family-friendly and accessible locations. By creating and supporting a large network of partners, this program is able to expand its reach to include rural and large geographic communities, providing resources and supports to the partners within these areas. This program can meet the needs of multiple families with the ability to offer parenting education class series, one-time workshops, and Stay and Play socialization groups across the area.
- 2) Partner agencies are knowledgeable of and connected to their populations, allowing for selection of program model curricula and service delivery best meeting the needs of the community and that are culturally appropriate. Through the partnerships under this grant, multiple populations of caregivers are offered parent education programs, including grandparents, children with special needs, multiples, teen parents, and refugee communities. Services are also offered in English and Spanish. The staff providing the direct services are members of the community and are knowledgeable and experienced in supporting the needs of families with children 0-5.
- 3) UWTSA supports its grant partners through extensive and relevant professional development opportunities. They facilitate at least twelve professional development events each year and engage in ongoing development of community partnerships, also allowing for ongoing opportunities to share information and resources. All staff engage in initial and ongoing training to increase their knowledge and impact on families.

- 4) The focus on early literacy is evident throughout this program, offering ongoing information and resources about the importance of reading and talking with your child, including singing and playing. Through the collaboration with Make Way for Books, parent education classes are provided with books to offer to the participants, as well as literature and information on the importance of literacy.
- 5) Partnering with agencies offering Stay and Plays throughout the community creates an opportunity for parents to interact and play with their young children, engage with other parents, and build connections to community supports, while also receiving information, resources, and referral information on a variety of topics through the facilitator and handouts as well as a book to take home. The Stay and Plays also provide a forum for reaching parents to inform them of parent education programs. Sopori, in addition to Marana and The Parent Connection, offers frequent Stay and Plays in local libraries and schools within the community.

Identified areas of growth:

This comprehensive program is meeting the Standards of Practice for the provision of Parenting Education Community Based Training; however UWTSa identified some internal areas for improvement:

- 1) Providing additional support and training to partner agencies in developing skills for comprehensive data reporting. Currently, there is not a universal way partners are reporting information that accurately reflects community impact and the successes each partner experiences within their programs.
- 2) Continue to work with their evaluators to develop a comprehensive evaluation tool in the form of a parent survey to accurately report and collect outcome data that is relevant and beneficial for all partners. The development of this tool will also reflect impact data for the parent education program as a whole.

Overall, the partners of UWTSa are providing comprehensive, quality services to the parents of children 0-5 in Tucson and Southern Arizona, continuing to use family feedback and data to tailor services that work for the larger and smaller communities. UWTSa continues to support the growth and development of programs within the community and support staff in experiencing professional success and pride in the work they do to support families. The partners continue to work to increase class participation, retention, and completion of parent education series and increase knowledge of and support for the families across southern Arizona.

## Proposed changes to the Pima South Regional Partnership Governance Policy

### 1-110 Council Officers and Their Duties

At the first regular meeting of the Council following ~~May-January~~ 1 of each ~~fiscal-calendar~~ year beginning in ~~2008~~2015, the Council shall elect a Chairperson and Vice-Chairperson from among the appointed members to serve for the ensuing ~~fiscal-calendar~~ year beginning ~~July-February~~ 1, who shall hold office for twelve months and until successors are duly elected. The election shall be by ballot unless only one member has been nominated for each position.

In the absence of good reason to the contrary, it shall be the Policy of the Council, in nominating members to serve as its Chairperson and Vice Chairperson, to nominate members who have previously served as a member of the executive committee to help ensure greater past experience on the Council. Notwithstanding the previously stated preference for experience, the Council may nominate any appointed member for its Chairperson and Vice-Chairperson. A majority vote of the appointed members of the Council shall be required to elect.

It shall be the duty of the Chairperson to preside over the meetings of the Council, to call meetings as herein provided, to serve as an ex officio member of all committees of the Council, and to perform such other duties as are set forth in these policies or as shall be vested in the Chairperson.

It shall be the duty of the Vice-Chairperson to assume the duties of the Chairperson in the absence of the Chairperson. The Vice-Chairperson does not automatically succeed the Chairperson. Both the Chairperson and the Vice-Chairperson are eligible for reelection.

Adopted June 12, 2008

Amended July 21, 2011

Additionally all references to South Pima will be changed to Pima South to reflect name change.



## FY 2014 Pima South Contract Detail

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
<b>Community Awareness</b>	<b>Community Awareness Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$2,916</b>	<b>\$2,084</b>	<b>58.3%</b>		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$5,000	\$2,916	\$2,084	58.3%		
	<b>Community Outreach Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$47,000</b>	<b>\$47,000</b>	<b>\$8,520</b>	<b>\$38,480</b>	<b>18.1%</b>		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$47,000	\$8,520	\$38,480	18.1%		
	<b>Media Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$20,199</b>	<b>\$29,801</b>	<b>40.4%</b>		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$50,000	\$20,199	\$29,801	40.4%		
	<b>Goal Area Subtotal:</b>		<b>\$102,000</b>	<b>\$102,000</b>	<b>\$31,635</b>	<b>\$70,365</b>	<b>31.0%</b>		
<b>Coordination</b>	<b>Service Coordination Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$82,973</b>	<b>\$17,027</b>	<b>83.0%</b>		<b>\$9,498</b>
	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014		\$100,000	\$82,973	\$17,027	83.0%		\$9,498
	<b>Goal Area Subtotal:</b>		<b>\$100,000</b>	<b>\$100,000</b>	<b>\$82,973</b>	<b>\$17,027</b>	<b>83.0%</b>		<b>\$9,498</b>
<b>Evaluation</b>	<b>Statewide Evaluation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$271,547</b>	<b>\$271,547</b>	<b>\$271,547</b>	<b>-</b>	<b>100.0%</b>		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$271,547	\$271,547	-	100.0%		
	<b>Goal Area Subtotal:</b>		<b>\$271,547</b>	<b>\$271,547</b>	<b>\$271,547</b>	<b>-</b>	<b>100.0%</b>		
<b>Family Support</b>	<b>Home Visitation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$1,450,000</b>	<b>\$1,447,167</b>	<b>\$1,046,106</b>	<b>\$401,060</b>	<b>72.3%</b>		<b>\$126,789</b>
	Ajo Community Health Center dba Desert	07/01/2013-06/30/2014		\$117,131	\$81,842	\$35,290	69.9%		\$7,533
	Arizona Department of Economic Security	07/01/2013-06/30/2014		\$15,963	\$12,155	\$3,808	76.1%		
	Sunnyside School District	07/01/2013-06/30/2014		\$669,882	\$486,862	\$183,020	72.7%		\$48,217
	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014		\$644,191	\$465,248	\$178,943	72.2%		\$71,039
	<b>Parent Education Community-Based</b>	<b>Strategy Subtotal:</b>	<b>\$400,000</b>	<b>\$400,000</b>	<b>\$287,213</b>	<b>\$112,787</b>	<b>71.8%</b>		<b>\$47,965</b>
	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014		\$400,000	\$287,213	\$112,787	71.8%		\$47,965
	<b>Goal Area Subtotal:</b>		<b>\$1,850,000</b>	<b>\$1,847,167</b>	<b>\$1,333,320</b>	<b>\$513,847</b>	<b>72.2%</b>		<b>\$174,754</b>
<b>Health</b>	<b>Child Care Health Consultation</b>	<b>Strategy Subtotal:</b>	<b>\$213,914</b>	<b>\$213,914</b>	<b>\$163,934</b>	<b>\$49,980</b>	<b>76.6%</b>		<b>\$13,291</b>
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$13,135	\$13,135	-	100.0%		
	Maricopa County Department of Public Health	07/01/2013-06/30/2014		\$4,504	\$830	\$3,674	18.4%		
	Pima County Health Department	07/01/2013-06/30/2014		\$188,086	\$143,394	\$44,692	76.2%		\$12,552
		07/01/2013-06/30/2014		\$8,189	\$6,575	\$1,614	80.3%		\$739
	<b>Oral Health Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$225,000</b>	<b>\$224,981</b>	<b>\$142,956</b>	<b>\$82,025</b>	<b>63.5%</b>		<b>\$31,626</b>
	Pima County Health Department	07/01/2013-06/30/2014		\$224,981	\$142,956	\$82,025	63.5%		\$31,626
		<b>Goal Area Subtotal:</b>		<b>\$438,914</b>	<b>\$438,895</b>	<b>\$306,890</b>	<b>\$132,005</b>	<b>69.9%</b>	

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
Professional Development	<b>Community Based Professional</b>	<b>Strategy Subtotal:</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$134,975</b>	<b>\$65,025</b>	<b>67.5%</b>		<b>\$22,567</b>
	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014		\$200,000	\$134,975	\$65,025	67.5%		\$22,567
	<b>FTF Professional REWARD\$ Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$210,600</b>	<b>\$210,600</b>	<b>\$210,600</b>	<b>-</b>	<b>100.0%</b>		
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$210,600	\$210,600	-	100.0%		
	<b>Scholarships non-TEACH Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$9,634</b>	<b>\$366</b>	<b>96.3%</b>		<b>\$504</b>
	Central Arizona College	07/01/2013-06/30/2014		\$10,000	\$9,634	\$366	96.3%		\$504
	<b>Scholarships TEACH Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$12,500</b>	<b>\$12,500</b>	<b>\$10,781</b>	<b>\$1,719</b>	<b>86.2%</b>		<b>\$275</b>
Association for Supportive Child Care	07/01/2013-06/30/2014		\$12,500	\$10,781	\$1,719	86.2%		\$275	
	<b>Goal Area Subtotal:</b>		<b>\$433,100</b>	<b>\$433,100</b>	<b>\$365,990</b>	<b>\$67,110</b>	<b>84.5%</b>		<b>\$23,346</b>
Quality and Access	<b>Center-based Literacy Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$112,090</b>	<b>\$112,090</b>	<b>\$97,393</b>	<b>\$14,698</b>	<b>86.9%</b>		<b>\$8,003</b>
	Make Way for Books	07/01/2013-06/30/2014		\$112,090	\$97,393	\$14,698	86.9%		\$8,003
	<b>Family, Friends &amp; Neighbors Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$26,146</b>	<b>\$23,855</b>	<b>52.3%</b>		<b>\$6,193</b>
	Association for Supportive Child Care	07/01/2013-06/30/2014		\$50,000	\$26,146	\$23,855	52.3%		\$6,193
	<b>Quality First Academy Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$72,035</b>	<b>\$59,845</b>	<b>\$36,685</b>	<b>\$23,160</b>	<b>61.3%</b>		<b>\$7,757</b>
	Southwest Human Development	07/01/2013-06/30/2014		\$59,845	\$36,685	\$23,160	61.3%		\$7,757
	<b>Quality First Child Care Health</b>	<b>Strategy Subtotal:</b>	<b>\$4,094</b>	<b>\$4,094</b>	<b>\$1,973</b>	<b>\$2,122</b>	<b>48.2%</b>		
	University of Arizona Cooperative Extension	07/01/2013-06/30/2014		\$4,094	\$1,973	\$2,122	48.2%		
	<b>Quality First Coaching &amp; Incentives</b>	<b>Strategy Subtotal:</b>	<b>\$1,076,659</b>	<b>\$1,076,659</b>	<b>\$807,845</b>	<b>\$268,814</b>	<b>75.0%</b>		
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$1,076,659	\$807,845	\$268,814	75.0%		
	<b>Quality First Inclusion Warmline</b>	<b>Strategy Subtotal:</b>	<b>\$16,020</b>	<b>\$16,020</b>	<b>\$9,394</b>	<b>\$6,625</b>	<b>58.6%</b>		<b>\$1,081</b>
	Southwest Human Development	07/01/2013-06/30/2014		\$16,020	\$9,394	\$6,625	58.6%		\$1,081
	<b>Quality First Mental Health</b>	<b>Strategy Subtotal:</b>	<b>\$16,477</b>	<b>\$16,477</b>	<b>\$12,104</b>	<b>\$4,373</b>	<b>73.5%</b>		
	Southwest Human Development	07/01/2013-06/30/2014		\$16,477	\$12,104	\$4,373	73.5%		
	<b>Quality First Pre-K Mentoring</b>	<b>Strategy Subtotal:</b>	<b>\$30,888</b>	<b>\$30,888</b>	<b>\$30,888</b>	<b>-</b>	<b>100.0%</b>		
	Arizona Department of Education	07/01/2013-06/30/2014		\$30,888	\$30,888	-	100.0%		
	<b>Quality First Pre-K Scholarships</b>	<b>Strategy Subtotal:</b>	<b>\$489,931</b>	<b>\$489,931</b>	<b>\$489,931</b>	<b>-</b>	<b>100.0%</b>		
Valley of the Sun United Way	07/01/2013-06/30/2014		\$489,931	\$489,931	-	100.0%			
<b>Quality First Scholarships Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$2,223,684</b>	<b>\$2,223,684</b>	<b>\$2,223,684</b>	<b>-</b>	<b>100.0%</b>			
Valley of the Sun United Way	07/01/2013-06/30/2014		\$2,223,684	\$2,223,684	-	100.0%			
Southwest Human Development	07/01/2013-06/30/2014		\$6,408	\$4,821	\$1,587	75.2%			
	<b>Goal Area Subtotal:</b>		<b>\$4,098,286</b>	<b>\$4,086,096</b>	<b>\$3,740,864</b>	<b>\$345,232</b>	<b>91.6%</b>	-	<b>\$23,034</b>
	<b>Overall Total:</b>		<b>\$7,293,847</b>	<b>\$7,278,804</b>	<b>\$6,133,218</b>	<b>\$1,145,586</b>	<b>84.3%</b>	-	<b>\$275,550</b>

**Council:** Pima South

**Fiscal Year:** 2014

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### Instructions for interpreting data report fields:

#### \*Quarterly Data Submission Status

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

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

**Note:**

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

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

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

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

#### \*\*Contracted Service Units

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

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

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

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

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

### Home Visitation

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

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

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

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

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-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3	3	3		
Case load appears high because grantee was not counting 8 part time home visitors whose time equates to 1 FTE but has been reporting the families to whom they have been providing services. A correction will be	Number of families newly enrolled during the quarter		44	18	30		
	Number of families served	192	376	394	424		424
	Number of families at the end of the quarter (subtracting disenrolled)		323	326	335		
	Number of families continuing to receive services who have moved out of the region during the quarter		1	0	0		
	Number of families disenrolled during the quarter		53	15	21		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		9.5	9.5	9.5		
	Homevisitor caseload for the quarter		34.0	34.3	35.3		
	Staff turnover for the quarter		42.4%	0	0		
	Family turnover for the quarter		2.7%	0	0		
	Families disenrolled due to moving		7.5%	40.0%	9.5%		
	Families disenrolled due to unable to locate		0	0	0		
	Number of children newly enrolled during the quarter		56	23	38		
	Number of children served		534	557	595		
	Number of families who received community based referrals		197	365	385		

## Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of families newly enrolled during the quarter		11	12	15		
	Number of families served	162	121	133	148		148
	Number of families at the end of the quarter (subtracting disenrolled)		106	98	100		
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0		
	Number of families disenrolled during the quarter		15	20	13		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		8.1	8.1	13.4		
	Homevisitor caseload for the quarter		13.1	12.1	7.5		
	Staff turnover for the quarter		0	0	0		
	Family turnover for the quarter		3.6%	7.5%	0		
	Families disenrolled due to moving		6.7%	5.0%	23.1%		
	Families disenrolled due to unable to locate		13.3%	20.0%	15.4%		
	Number of children newly enrolled during the quarter		17	15	18		
	Number of children served		252	267	285		
	Number of families who received community based referrals		210	266	177		

## Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-RC018-13-0423-01-Y2 / Ajo Community Health Center dba Desert	Quarterly Data Submission Status*		3	3	3			
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Case load appears high because home visitor accompanies families to well child checks and reports them as enrolled, but is not yet providing home visitation services to all of these families.</p> </div>	Number of families newly enrolled during the quarter		16	6	10			
	Number of families served	20	18	24	34		34	
	Number of families at the end of the quarter (subtracting disenrolled)		18	24	34			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0			
	Number of families disenrolled during the quarter		0	0	0			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		1.0	1.0	1.0			
	Homevisitor caseload for the quarter		18.0	24.0	34.0			
	Staff turnover for the quarter		0	0	0			
	Family turnover for the quarter		0	0	0			
	Families disenrolled due to moving		0	0	0			
	Families disenrolled due to unable to locate		0	0	0			
	Number of children newly enrolled during the quarter			16	10	12		
	Number of children served			18	28	40		
	Number of families who received community based referrals			17	8	52		

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Developmental and Sensory Screening - A Component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3	3	3		
	Number of hearing screenings conducted		10	67	19		
	Number of hearing results forwarded to medical home		0	0	0		
	Number of families referred and having received an additional evaluation		0	0	0		
	Number of children received hearing screening		10	67	19		
	Number of vision screenings conducted		5	65	17		
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	1	0		
	Number of families that report being referred and having received an additional evaluation		0	0	0		
	Number of children received vision screening		5	65	17		
	Number of developmental screenings conducted		49	93	46		
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	2	1		
	Number of children referred for developmental delay follow-up		2	2	1		
	Number of children received developmental screening		47	87	45		
	Number of children receiving screening (children may have received 1-3 types of screenings)		69	165	47		

## Developmental and Sensory Screening - A Component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of hearing screenings conducted		0	0	0		
	Number of hearing results forwarded to medical home		0	0	0		
	Number of families referred and having received an additional evaluation		0	0	0		
	Number of children received hearing screening		0	0	0		
	Number of vision screenings conducted		0	0	0		
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0		
	Number of families that report being referred and having received an additional evaluation		0	0	0		
	Number of children received vision screening		0	0	0		
	Number of developmental screenings conducted		47	38	36		
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	1		
	Number of children referred for developmental delay follow-up		1	1	0		
	Number of children received developmental screening		47	38	36		
	Number of children receiving screening (children may have received 1-3 types of screenings)		47	38	12		

## Developmental and Sensory Screening - A component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0423-01-Y2 / Ajo Community Health Center dba Desert	Quarterly Data Submission Status*		3	3	3		
	Number of hearing screenings conducted		0	0	0		
	Number of hearing results forwarded to medical home		0	0	0		
	Number of families referred and having received an additional evaluation		0	0	0		
	Number of children received hearing screening		0	0	0		
	Number of vision screenings conducted		0	0	0		
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0		
	Number of families that report being referred and having received an additional evaluation		0	0	0		
	Number of children received vision screening		0	0	0		
	Number of developmental screenings conducted		0	2	1		
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	1		
	Number of children referred for developmental delay follow-up		0	0	0		
	Number of children received developmental screening		0	2	1		
	Number of children receiving screening (children may have received 1-3 types of screenings)		0	2	1		

## Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2014

### Health Insurance Enrollment - A Component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04-Y2 / Sunnyside School District	Quarterly Data Submission Status*		3	3	3		
	Number of families reporting they are un-insured		3	3	7		
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		2	3	1		
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	1	0		
	Number of families served		2	4	1		
	Number of families served requesting assistance that enrolled into AHCCCS		3	1	2		
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	1	0		
	Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		1	0	2		

## Health Insurance Enrollment - A Component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of families reporting they are un-insured		3	6	5		
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		83	93	21		
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	0	27		
	Number of families served		83	93	48		
	Number of families served requesting assistance that enrolled into AHCCCS		41	53	20		
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0	20		
	Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		161	233	21		

## Health Insurance Enrollment - A Component of Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0423-01-Y2 / Ajo Community Health Center dba Desert	Quarterly Data Submission Status*		3	3	3		
	Number of families reporting they are un-insured		0	0	0		
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		0	0	0		
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	0	0		
	Number of families served		0	0	0		
	Number of families served requesting assistance that enrolled into AHCCCS		0	0	0		
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0	0		
	Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		0	0	0		

## Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2014

### Parent Education Community-Based Training

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0413-04-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of trainings conducted		119	135	96		
	Number of adults attended	572	781	911	704		2396
	Average attendance per training session		6.6	6.8	7.3		

### Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-14-0466-01 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3	3		
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;">                     14 week session has been well attended. On-site child care is provided. Transportation is also provided. Number of providers trained is an aggregate.                 </div>	Number of home based providers newly enrolled during the quarter		0	0	22		
	Number of home based providers served	20	0	0	22		22
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0	20		
	Number of children served		0	0	121		
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings				0		
	Number of providers trained in home based settings				0		
	Number of trainings conducted in community based settings				9		
	Number of providers trained in community based settings				165		

## Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2014

### Quality First Coaching & Incentives - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	36	33	33	34	0	
	Number of Homes	48	39	42	38	0	
	Number of Rating Only Centers	0	0	0	0	0	

## Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2014

### Quality First Pre-K Mentoring

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-Y2 / 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		6	0	0		
	Number of pre-k public sites served	3	6	6	6		6
	Number of Public pre-K sites at the end of the quarter (subtracting disenrolled)		4	4	4		
	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	1		1
	Number of Private pre-K sites at the end of the quarter (subtracting disenrolled)		1	1	1		
	Number of Transition Plans developed during the quarter		0	0	0		
	Number of transition activities occurring during the quarter		0	0	0		
	Number of collaboration meetings between public schools and private providers during the quarter		0	0	0		
	Number of professional development sessions conducted		5	2	2		
	Number of private pre-k programs staff attending		8	0	0		
	Number of public pre-k programs staff attending		10	57	46		

## Data Reports by Regional Partnership Council

Council: Pima South

Fiscal Year: 2014

### Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-STATE-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3	3			
	Number of children receiving scholarships		298	336	439			
	Center based providers: Number of infants receiving scholarships		20	26	48			
	Home based providers: Number of infants receiving scholarships		12	17	20			
	Center based providers: Number of toddlers receiving scholarships		72	116	171			
	Home based providers: Number of toddlers receiving scholarships		41	53	65			
	Center based providers: Number of preschool aged children receiving scholarships		237	295	388			
	Home based providers: Number of preschool aged children receiving scholarships		27	38	51			
	Center based providers: Number of children with special needs receiving scholarships		10	15	16			
	Home based providers: Number of children with special needs receiving scholarships		0	0	0			
	Number of Infant (0-12 months) slots filled end of the quarter			24.5	17.0	30.0		
	Number of toddler (13-35 months) slots filled end of the quarter			87.5	111.0	127.0		
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter			155.0	184.0	249.5		
	Number of slots filled with children (0-5 yrs) end of the quarter		377	267.0	312.0	406.5		406.5
	Number of FTF slots vacant for children (0-5 yrs)			6.0	0	0		

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Quality First Pre-K Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-02 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3	3		
	Number of FTF funded pre-k children		137	149	157		
	Number of FTF funded pre-k children at the end of the quarter (subtracting disenrolled)		68	69	66		
	Number of preschoolers with special needs served		4	4	4		
	Number of preschoolers with special needs at the end of the quarter (subtracting disenrolled)		2	2	2		
	Number of FTF funded full time pre k children		80	89	92		
	Number of FTF funded full time pre k children at the end of the quarter (subtracting disenrolled)		66	67	64		
	Number of part time preschoolers with special needs served		2	2	2		
	Number of part time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		0	0	0		
	Number of full time preschoolers with special needs served		2	2	2		
	Number of full time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		2	2	2		
	Number of slots filled at the end of the quarter	72	68.0	69.5	67.5		67.5

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		5	5			
	Number of repeat callers		0	0			
	Number of calls received (new and repeat)	0	5	5			10
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		3	5			
	Number of new calls from other callers		2	0			
	Number of callers referred for follow-up service		5	4			
	Number of callers reporting receiving appropriate follow-up or service		5	4			

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Center-based Literacy

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC018-13-0366-01-Y2 / Make Way for Books	Quarterly Data Submission Status*		3	3	3		
	Number of center based child care providers newly enrolled		0	1	1		
	Number of center based providers served		32	33	34		
	Number of home based child care providers newly enrolled		5	3	3		
	Number of home based providers served		38	41	44		
	Number of home and/or center based providers	87	70	73	74		74
	Number of children served in centers at the end of the quarter		2212	2269	2314		
	Number of children served in homes at the end of the quarter		197	217	229		
	Number of center based child care providers who added new lending libraries during the quarter		12	19	21		
	Number of home based child care providers who added new lending libraries during the quarter		8	37	7		
	Number of families with 0-5 yr old children who checked out books during the quarter		2376	1944	1792		
	Number of books checked out during the quarter		4493	5906	7922		
	Number of trainings conducted		10	10	10		
	Number of professionals attended	150	60	108	93		261

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Community Based Professional Development Early Care and Education Professionals

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0389-03-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of professional development sessions conducted		23	17	15		
	Number of professionals attended	247	275	403	342		1020
	Average attendance per professional development session		12.0	23.7	22.8		
	Number of professional development sessions offered as college credit		15	2	2		

### Scholarships TEACH - Regional

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		3	3	3		
	CDA Credentials Completed Contract to Date		2	2	2		
	BA Degrees Completed Contract to Date			0	0		
	AA Degrees Completed			0	0		
	CDA Credentials Completed			0	0		
	BA Degrees Completed				0	0	
	BA Credits Completed				6	6	
	BA Contracts Completed				1	1	
	BA Withdrawn				0	0	
	BA Scholarships Awarded			1	1	1	
	Scholars Currently Receiving T.E.A.C.H. Scholarship		1	1	1	1	1

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Scholarships TEACH - Statewide

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		3	3	3		
	CDA Credentials Completed Contract to Date		2	2	2		
	BA Degrees Completed Contract to Date			0	0		
	AA Degrees Completed		1	1	1		
	CDA Credentials Completed			0	0		
	BA Degrees Completed			0	0		
	AA Credits Completed		93	113	305		
	AA Contracts Completed		3	4	22		
	AA Withdrawn		2	4	4		
	AA Scholarships Awarded		58	67	61		
	CDA Scholarships Currently Awarded		1	1	1		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		56	58	58	60	60

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### FTF Professional REWARD\$\*

\* Source data issues, please contact grantee over discrepancies

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-Y2 / Valley of the Sun United Way	Quarterly Data Submission Status*			1			
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content;">                     Incentives are awarded twice a year so data is only reflected in the second and fourth quarters                 </div>	Total Number of Applicants			103			
	Total number of Approved Scholars			103			
	Number of Incentive awards distributed	184		103			103
	Total Number of Scholars by REWARD Tiers:			103			
	Tier 1			18			
	Tier 2			19			
	Tier 3			5			
	Tier 4			17			
	Tier 5			8			
	Tier 6			14			
	Tier 7			2			
Tier 8			12				
Tier 9			8				

## Data Reports by Regional Partnership Council

**Council:** Pima South

**Fiscal Year:** 2014

### Oral Health

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC018-13-0523-01-Y2 / Pima County Health Department	Quarterly Data Submission Status*		3	3	3		
	Number of oral health screenings given to expectant mothers	60	5	8	31		44
	Number of oral health screenings given to children (0-5yrs)	2300	356	679	756		1791
	Number of fluoride varnish applied to children (0-5yrs)	2300	354	679	756		1789
	Number of expectant mothers receiving oral health kits		5	8	31		
	Number of children (0-5 yrs) receiving oral health kits		356	679	756		
	Number of trainings conducted		6	32	12		
	Number of adults attended	200	68	44	278		390
	Number of children attended		0	79	0		
	Number of expectant mothers referred to treatment providers		4	0	22		
	Number of expectant mothers receiving services		3	1	6		
	Number of children (0-5yrs) referred to treatment providers		143	156	103		
	Number of children (0-5yrs) receiving services		29	9	54		

**Selected data** as reported in the Program Narrative Report by the Grantee for Quarter 3 (January-March 2014).

**EARLY LITERACY: MAKE WAY FOR BOOKS (MWFB)**

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

**Program Implementation:** MWFB is currently serving 2,539 children at 34 centers and 38 homes through the Center-based Literacy strategy.

*Classroom/Lending Library Books:* During the third quarter, the Early Literacy Consultant (ELC) assisted early childhood professionals in selecting books for their classrooms and lending libraries. Thirty-one sites received books that were both aligned with the Infant/Toddler Environment Rating Scale or the Early Childhood Environment Rating Scale and were engaging for children. After receiving books for their lending library, a director reported, “We are so grateful for the lending library and love the children’s faces when they read (look at) the new books.” The children truly enjoyed personalizing the lending library bags they received.

*Workshops:* Eleven workshops were provided for early childhood professionals during the quarter. Workshops for parents, home-based providers, and center-based professionals were provided on-site and region-wide. A Curious World: Exploring and Discovering through Books was provided both for Ajo Elementary and region wide. This workshop, which focuses on sharing informational text, supports critical thinking and conversations between children and their educators. Comments from attendees of the workshops, include, “great instructors & the information was outstanding,” and “I loved the selection of books & activities that I can actually use! Thanks for the list of pairing narrative & informational texts.”

*Writing Center:* The Early Literacy Consultant provided mentoring related to fostering emergent literacy skills through writing/art centers. Writing centers allow children the opportunity to explore making meaning through marks. This hands-on exploration provides an additional method for children to develop alphabet knowledge and their understanding of print concepts. At Tricia’s Learning Center, the writing center was created to look like an office space, with keyboards, phones, forms, pens, and sign-in sheets. This space provides children the opportunity to write their names in their own sign-in book and materials are available to create their own books.

*Family Literacy Events:* Two family literacy events were held during the third quarter. At Robles Elementary Preschool, the early childhood professionals helped facilitate the event. Families rotated among different stations, providing parents with examples of different strategies for fostering language/vocabulary and comprehension skills. At Acacia Enrichment Program, the family literacy event focused on creating lending library bags. With use of the bags, the director reported seeing the children exhibiting greater care and ownership of the books they borrowed.

**Barriers and Solutions to Share:** MWFB has found it difficult to recruit parents to attend the quarterly parent workshops held at Pima County Public Library branches within the South Pima Region. Despite recruitment through the MWFB Early Literacy Newsletter, hand-delivered flyers, emails, and communication with Quality First coaches, attendance has been low. Due to time constraints and/or transportation limitations of families, MWFB feels it is best to focus parent engagement at the sites.

**Collaborations:** Collaboration continues with Quality First coaches. The Early Literacy Consultant is working with a Quality First coach to facilitate a language modeling workshop during the fourth quarter. The workshop will focus on strategies to scaffold children’s language development through self-talk, mirror-talk, and expansion (CLASS strategies). Communication also continues with Quality First coaches multiple times throughout the quarter. Coaches receive the quarterly MWFB Early Literacy Newsletter and updates on region-wide workshops and cafecitos via email.

Additionally, MWFB is collaborating with professionals at Ajo Elementary, Healthy Steps, and the Salazar-Ajo Branch Library to provide parent engagement in the frontier community of Ajo. During the third quarter, the Promoting Peace through Picture Books workshop was provided to professionals at Ajo Elementary. As an extension to this workshop, two events will be provided to families that also relate to the Arizona Early Learning Social Emotional Standard and the Arizona’s Infant and Toddler Developmental Guidelines Social & Emotional Development. In the fourth quarter, a peace themed storytime will be provided at the Salazar-Ajo Branch Library. And, in the evening, as part of a community event, felt board stories related to emotions will be shared with families.

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**Successes to Celebrate:**

*Storytime volunteers:* During the third quarter, a volunteer appreciation event was held for Storytime Volunteers. During this event new storytime books and movement activities were shared with volunteers. Volunteers were recognized for their commitment to sharing books with children on a weekly basis. Some volunteers in the program have been reading to children for five, ten, and even fifteen years. In response to having a Storytime Volunteer, a director reported that the Storytime Volunteer, “has been wonderful. She has made our storytime with her one of the best times of the week. We just love her!” According to another director, “We have been so lucky to have excellent volunteer readers. This is a wonderful program.”

*Lending libraries:* During the third quarter, nearly 8,000 books were checked out by families. A director reported, “The children have become really excited about taking books home from the MWFB school library – which was made possible by MWFB. Thank you!” MWFB continues to facilitate family check out through family literacy events and support from both the Early Literacy Consultant and the Family Literacy Specialist, an intern position. Each quarter, stories are shared about the importance of this resource for families. This quarter a director shared, “We have many military families in our program; this one little girl has just recently been reunited with her mother. One of the ways they have been reconnecting is by checking out books from our literacy library, sharing stories, enjoying their time together, and creating memories. Thank you!” At another site, the lending library bags have been instrumental in supporting lending library check out, “Since putting up our ‘WALL OF BOOK BAGS’ the parents and children have been excitedly checking out books on a regular basis!”

*Reading Challenges:* The Love of Reading Challenge was held in mid-February. Centers and home-based providers were challenged to read five books a day for five days. This challenge encouraged educators to share books with their children throughout the day. Over the course of the week more than 140 educators participated in the challenge, sharing 3,550 books with their children. One site reported, “We read together everywhere! When people come to our room we ask them to read also.” Another reported, “The children were excited about story time! They enjoyed the books we read. Getting to hear new stories everyday was a great experience for them.”

*Workshops:* MWFB continues to strengthen its connection with home-based providers by phone, home visits, and at the quarterly cafecito. This quarter seven home-based providers received books for their sites. Books continue to be provided to sites through the literacy kits. Each quarter these Spanish, English, and bilingual kits are rotated among the home providers at the cafecitos.

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**PROFESSIONAL DEVELOPMENT: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTA)-Great Expectations (GE)****STRATEGY: Community Based Professional Development – Communities of Practice****Program Implementation:**

*Central Pima Regional Partnership Council Working Group Presentation:* In February, 2014, the Grant Director provided a Central Council Working Group with an overview and update of *Great Expectations* progress and successes. Following the presentation, there was a discussion with Lisa Colling, Ph.D., FTF Evaluation, and the Grant Director re: findings of the McREL Professional Development Strategies evaluation that was completed in 2013.

*University of AZ College of Education Advisory Board Presentation:* In February 2014, the Grant Director spoke to the University of AZ's College of Education Advisory Board about the work of *Great Expectations*. The Grant Director focused on the growing need for scholarships for students who are completing Associate Degrees at Pima Community College and wanting to enter the Bachelor's Degree EC program at the U of A.

*Cochise County Regional Partnership Council Presentation:* In February 2014, Jessica Brisson, FTF Central Pima Regional Director, and the Grant Director spoke to the Cochise County Regional Partnership Council about *Great Expectations*. We covered the history of the work, the philosophy and values of the grant, and successes and challenges. The discussion lasted one hour and 20 minutes. The Council and the Regional Director of Cochise County are very interested in becoming part of *Great Expectations*.

*AZ Town Hall Tucson Forum Presentation:* In March the Grant Director was one of the speakers at the AZ Town Hall Forum on Early Childhood Education that was held in Tucson. The focus was on providing local people who did not attend the Town Hall at the Grand Canyon in November 2013 with an overview of the discussions, the recommendations, and possible next steps that resulted from the November meeting.

**Barriers and Solutions to Share:**

Child & Family Resources, Inc. (Project BEST): Improving the quality of infant and toddler practice- A large barrier this quarter has been the lack of understanding of infant/toddler care that center directors seem to be struggling with. One center specifically is experiencing frustration from lack of leadership with their director and, as a result, many have starting seeking out new jobs. Two members have now left the center, one of which decided to take a job at Burger King for better pay and less frustration. Another teacher from a different center who had put in her two weeks agreed to continue participating with the CoP and has plans to work at a family childcare home. She has agreed to change her final project to be focused around how she is going to pursue her education, despite feeling like she is "too old" to go back to school. The coordinator is extremely excited to see this teacher begin her path of higher education. She is a very good teacher, has strong leadership skills, a lot of experience, has been a foster parent of children with special needs for years, and finally came to the realization that pursuing an education is important to her. Project Best continues to support members to be advocates for themselves and children with their directors. Next year, staff plans to offer a director series. It will meet once a month so that directors that can't commit to the full participation with Project BEST can be a part of this series that will help them understand what their staff are learning, the science behind why it's developmentally appropriate, and how they can better support their staff to implement these practices.

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

As of January, Memo Vance is no longer a math coach under the ENLACE sub-grant. He is, however, still in the classroom and funded by the math department. Additionally, Esther Leyva-McGee will no longer be available to sustain a regular schedule after the spring semester. ENLACE is currently looking for new coaches (not tutors) to join the team as part of the ENLACE community of learners. Members are requesting additional hours of math coaching. The cohort does not have the budget to provide these services this year, but will make a point of putting greater funding into it in the next grant year.

**Collaboration:**

STEMAZING - Early Childhood STEM (Science, Technology, Engineering and Math) Conference

Work on planning this conference began in October 2013. "STEMAZING Early Childhood" will be held on May 3, 2014. It is a collaborative effort among the Office of the Pima County School Superintendent, the University of Arizona's College of Education, College of Science, and the STEM Center, Pima Community College – Desert Vista Campus, and other education groups and STEM groups in Tucson. There will be 120 attendees taking part in the all-day event, which will be held at the University of AZ's Math and Science Center and the Interplanetary Center. There also will be follow-up activities for keeping the attendees engaged in STEM and deepening their knowledge of how children learn. *Great Expectations* will provide scholarship packages for the attendees. In addition, *Great Expectations* will pay the travel and related costs for the keynote speaker, Rebecca Klemm, Ph.D., often known as the Numbers Lady. Dr. Klemm will stay in Tucson after the conference from May 4-10. She will provide focused presentations

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designed for each Community of Practice on how young children learn mathematics. She also will give Community of Practice members books and materials with strategies and activities for teaching mathematics to young children.

#### Partners in Learning: AZ Early Learning Standards

In January 2014, First Things First and the AZ Department of Education held a “statewide professional development day,” however, it was only held in Phoenix. The purpose of the day was to acquaint early childhood teachers with the AZ Early Learning Standards, the new Infant-Toddler Guidelines, and the Quality Early Childhood Program Standards. The Grant Director called First Things First and offered to host a similar meeting in Tucson of members of Great Expectations, and FTF and ADE accepted the offer. The staff of the Family Support Alliance said that they wanted to co-sponsor the event. That started the Partners in Learning series of presentations by local, state, and national experts. On February 11, 2014, Lauren Zbyszinski from the AZ Department of Education conducted a day long discussion of the standards and guidelines. Data for this event are in the data report. GE staff are hopeful that the Family Support Alliance also will co-sponsor a Great Expectations’ seminar with Judy Jablon in June.

#### **Successes to Celebrate:**

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

The following story is an example of how *Project BEST* is making an impact on the child care providers served – thus resulting in improving quality care for infants and toddlers in Pima County:

*“One night after class ended, the child care providers from Catalina Methodist were very happy to get their Discovery of Infancy posters back. They asked their director if they could put them up on the walls outside of their classrooms so parents could see what types of activities are being done in the classroom and what learning is tied to those activities. M said, “It’s good for parents to see that what looks like just an art activity is really a science experiment and the kids are learning a lot more than the parents think.” Fast forward in the conversation, R mentioned that they love Project BEST, mostly because it makes their jobs easier when they are better, but also because it feels good. She said their director is very proud of them for taking the class and they like it when she brags to parents and people outside of the center—including the church—that her staff is committed to quality care by continuing their education, and she shares with parents the work they’ve done for homework assignments and some of the changes they’ve made as a result, for example M working on implementing small groups in her classroom (which she said started off difficult, but now the teachers are starting to see why it’s better).”*

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

Students of the ENLACE MAT089 course are showing great strides in confidence and math agency. One such story from a student talked about her experience in not meeting the required 80% to master a test (a normal and low stakes experience for this mastery-based course). She was distraught and fighting tears. Adam, one of ENLACE’s experienced coaches, told her, “This math test does not define you.” His words were laced with such encouragement and understanding that her entire perception of the class, math, and herself were altered for the stronger. She continues to work hard and succeed in her goals for the course. Coaching by involved, committed coaches really works!

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

Tohono O’odham coordinator Kit McIlroy was observing a Head Start classroom in Sells along with Verna Enos, who was beginning her first day as a Tohono O’odham language and culture instructor for the Community of Practice. The lead classroom teacher, young, hired as an aide, had been thrust into her new role several weeks before, and at first there were reports that the classroom was chaotic. On this day we observed large group time on the rug, and the class seemed to be in good order. The teacher ran through the usual drills on colors, shapes, numbers, etc., including O’odham language versions. But she also did something different, rare in Kit’s experience of the HS classrooms: after running through the shapes she asked the children to find examples around them in the classroom. They became very excited, involved, and perceptively creative, identifying a conjunction of metal bars as a triangle, for instance. Then the teacher asked them to count the number of legs on their “pet” stuffed animal for the day. It has been rare to see this teaching of basic concepts applied in a natural context, in spontaneous, creative ways, and I commended the teacher for it. “Karen told me to do it,” she said, evidence of the effectiveness of coaching, and the receptiveness of this young member of the next generation of early childhood educators on the Tohono O’odham Nation.

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

The cohort meeting on March 24th was a great example of how the professional development system is forming a cohesive network of professional development for early childhood professionals as well as developing leadership capacity in cohort members. At the meeting, the group engaged in a lengthy discussion about how our values as educators support our intentional and meaningful math instruction in early childhood classrooms- including specific examples of how that is implemented. The purpose of this discussion was to provide input to Rebecca Klemm, who will be presenting at the STEMazing Conference on May 3, about how math is

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integrated into school district preschool teachers' classrooms in Pima County. This discussion provided an opportunity for district teachers to provide input about their teaching practice, and to strengthen their perceptions of themselves as leaders and experts in what they do. The meeting was also an example of the fabric of professional development that is being woven by this work, and the connections among Communities of Practice and other FTF funded programs that work to ensure that teachers are well-prepared to provide high quality experiences for young children.

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

This semester, the UA Community of Practice is supporting seven undergraduate students and three graduate students. Cohort member Adrian Weaver was awarded the Terri Lynne Lakoff National Teacher Award. It is a \$5,000 prize. She received an expense paid trip to Philadelphia to receive her award.

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

The *¡Muévete, Muévete!* Spanish-speaking group has consistently implemented a "recipe of the month" with great success. Each month a recipe featuring a fruit or vegetable in season is distributed to members. All members are encouraged to prepare the dish at home to serve to children. The meeting facilitator asks one member to volunteer to prepare the featured recipe to then share at the following meeting potluck. This activity is not only to build community through sharing food, but also for the member who prepared the recipe to share if the children liked it and whether it was a feasible recipe to make. The members identified which recipes were successful and which ones needed modification. Members reported to have tried new fruits and vegetables that they wouldn't have tried or prepared otherwise. Children greatly benefit from this activity because members are more likely to prepare these new foods in their program and therefore introduce children to a greater variety of healthy foods. Additionally, this activity has encouraged leadership within the group. The members present back to the group their experiences. This brief presentation builds members' confidence when speaking in public. The success of this activity inspired a "movement activity of the month" that began in March and has been equally successful. The first volunteer member selected a movement activity, implemented it with children, and demonstrated to the other members how to do the activity in their own homes. The volunteer member greatly appreciated the opportunity to test out the activity and then share with her colleagues the success she had with the children. Leading the recipe and movement activities of the month has built members sense of professionalism and appreciation for their fellow members.

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

**SUBGRANTEES:** PARENT AID, PARENT CONNECTION, HEALTHY FAMILIES, MARANA PAT (North)

**STRATEGY:** HOME VISITATION

### **Program Implementation**

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

- January 22- Positive Parenting Support
- February 11- ADE Introduction Trainings
- February 19- Early Childhood Oral Health
- March 5- Early Warning Signs of Mental Illness
- March 26- Parenting Practices and Their Effect on the Behavior of Children

The February workshop with the Arizona Department of Education was a particular success which exemplifies the nature of collaboration between the Family Support Alliance and First Focus on Kids Early Childhood System. This full day education covered the Early Learning Standards, Infant and Toddler Guidelines and Program Guidelines. It was coordinated through a partnership between the Family Support Alliance Subcommittee and the Professional Development Subcommittee of First Focus on Kids. The training was available to Family Support Specialists as well as Early Childhood Educators. FSM had over 40 participants complete this training. Due to the overwhelming positive feedback staff received, FSM plans to partner for education opportunities in the future. The Family Support Alliance continues to use a Word Press blog and Facebook page for communicating to partners and Family Support Alliance members about professional development opportunities in the community, resources for families, meeting information, etc. From January to March, the blog received 2,713 views, while the Facebook page currently has 207 “likes.” The Family Support Alliance continues to use the Pima County Parenting Coalition website as an additional resource for parents and to advertise parenting classes and home visitation services in Pima County. The website is updated twice a month with new information on classes and services available. The website is [www.pimaparenting.org](http://www.pimaparenting.org). During this quarter the Family Support Alliance received additional funding through the Pima County Health Department to increase coordination of services. During this quarter United Way worked with PCHD to implement a centralized referral system for family support services in Pima County; the implementation of a web-based referral form and warm phone line began in January and has received 19 referrals to date.

**Healthy Families (HF)** - Outreach day: This event happens twice a year. Reaching out to families to increase engagement is an important aspect of the Healthy Families model. Twice a year the program sets aside time for the staff to make items to assist with engagement, such as a homemade card. Setting aside this time highlights the importance of outreach and also allows staff to have time to work on these activities. It is also a great team building activity as they get to share ideas and have time together. Additionally, Yvonne De La Rosa visited Sin Puertas on 2/11/14, a girls trauma center. She conducted an activity with the girls, shared information about the program, and discussed career opportunities.

**From Marana Parents As Teachers (MPAT) Sub partner (North Pima)** - After attending a Stay & Play, a new parent decided to enroll in the home visit component of PAT and has referred four new families to the program. This Mom wanted more personal involvement in her child’s development and parenting support. She has become an important advocate for the PAT program.

### **Barriers and Solutions to Share**

**From Marana Parents As Teachers (MPAT) Sub partner (North Pima)** - Currently the MPAT program is school year only; MPAT is beginning to communicate to the district a wish to expand to a 12-month program.

**Healthy Families** -During the January-March quarter the team was below the standard home visit rate each month and below overall for the quarter. This is an area of concern as it is a required element for accreditation. There have been several new staff hired during this time period and that may account for some of the decrease. As they learn about the program, become trained, and build their caseloads it is difficult to achieve the 75% goal.

### **Collaboration:**

**United Way of Tucson and Southern Arizona/Southern Arizona Family Support Alliance**- United Way and the Family Support Alliance partners continue to participate in FTF regional coordination meetings. The Family Support Alliance is represented by Heather Friedman on the Healthy Families Advisory Board, the executive committee of the Pima County Parenting Coalition, the Family Support Conference Planning Committee, and CPSA’s Birth to Five Workgroup. Heather and Kylee continue to represent the Family Support Alliance on the Statewide Strong Families AZ Home Visitation Task Force, the Strong Families AZ Professional

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Development subcommittee, the Statewide Home Visitation Conference planning committee, and FTF's Family Support and Literacy Task Force.

**From Marana Parents As Teachers (MPAT) Sub partner (North Pima)** - PAT staff recently met with a school district Reading Specialist and received an overview of early learning reading skills, kindergarten readiness and reading testing that is given to students in primary grades. She was impressed with the PAT curriculum and saw the value of the program. This opportunity has given the staff a clearer reference of reading development when children are school age and how the program best supports this development.

**Successes to Celebrate:**

**Parent Aid** – (Story from South Pima) “Oh it’s so much better! I love being around my children and they love being around me! It’s so nice to be at home!” After working with Mom for several months, this was the raving review that the home visitor received. When Mom first started with Parent Aid and enrolled in the SafeCare Program, she was really struggling. Her home was chaotic, both emotionally and physically. Mom had recently been laid off from her job, and she was really trying to obtain a stable job. She was alone and had very little support from the community, mainly because she did not know where to get support or how to get it. Her children were no longer in child care for a number of reasons, but mainly because Mom no longer had the money to send them. The first thing that the home visitor did when she came to work with the family was help Mom implement a schedule. She explained the reasons why it was important for her children to go to bed at a reasonable hour and wake up at a reasonable time, have a general time for meals, and set up times for play and learning Moments. They also worked on implementing rules, talked about the difference of development in both of her children and their ability to do certain chores (why her 2-year-old should not help with dishes and why her 5-year-old should not be responsible for dusting). They spoke about reading and the importance of reading, and allowing her children to make up stories, color and scribble, and working on simple math skills (counting rocks, leaves, etc.). Mom now has a clear understanding of how important it is for her to make a conscious effort to read daily with her children and allow them to scribble and color and use their imagination. The next thing that the home visitor and Mom worked on was making her home a safe place for her children to learn and grow in. Although there were no immediate dangers, Mom’s home was very cluttered. They reviewed the importance of cleaning and the dangers of dust and growth of mold if plates and dishes were left out too long. They also worked on clearing a space for her children to play and learn.

After a few months of working with Parent Aid, Mom started noticing an immediate change in her children. They were not as sluggish, they started listening, and the best part, laughter started taking over the house, not yelling. Mom said that she started having Friday dance nights, and Friday movie and picnic-in-the-living-room days. Now that their home environment was a cleaner place and there was a schedule in place, the girls had a clear understanding of what Mom was expecting of them. The girls are starting to really love being at home and no longer ask to go to their “friend’s house,” which was the child care facility. Mom is working on enrolling her oldest daughter in school next year and has connected with community resources to help alleviate some of the financial needs of the family. Although Mom is still looking for a steady income/job, she loves how her little family has come together.

**The Parent Connection** - This family has been participating in Parents as Teachers (PAT) since May of 2013. Mom found out about PAT and made the call. Her son was 23 months old at the time. He is now 34 months. About four months into the program, Dad listened at a distance and did not want to get involved with the interactions with the child or the discussion part; it was only Mom. Mom had and continues to have many questions about the child's development and his behavior. Both Mom and Dad believe in spanking, time out, and making their son share. In the visits staff discuss the physical, social/emotional, intellectual and language development of the child. Staff also discuss the child's behavior and problem-solve together. Dad joins in the discussions, and he also has a lot of questions especially about the child's behavior. He was raised very strictly, and he could not understand TPC's theory. I encouraged him and his wife to take parenting classes, which they did. Both began to practice some of the skills that were discussed in the home visits. A lot of modeling was done by the educator. Dad wanted to schedule the visits when he would be home. He and his wife have made many changes since. They still have many changes they want to make, and they both work on them together. As a result, Dad and Mom are very involved with their child and with Parents as Teachers program. They are not spanking anymore; instead they are giving choices, identifying feelings, helping their son solve problems, allowing him to be creative and to use his imagination. They shared this story about their son. One day their son was getting very frustrated with putting the door of his little school bus back on. The door was broken, and their son threw the door. Dad identified his feeling by saying, "You are frustrated because the door won't stay on." He took his son by the hand and picked up the door and sat down on the floor. "Let's see if there is another way you might get it to stay on." The child took the door and tried putting it on from the inside of the bus and it worked. "You figured it out. How are the people getting in?" The little boy put the people in the same way he got the door in and sat them down. "Looks like you got creative," Dad said. They shared that if it wasn't for Parents as Teachers program, Dad and Mom would not be taking the time to guide their son. They both share how sad they are that the time is getting closer to when their child will age out of the program.

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## **HOME-BASED VISITATION: SUNNYSIDE PARENTS AS TEACHERS (PAT)**

### **STRATEGY: HOME VISITATION**

#### **Program Implementation:**

Sunnyside PAT evening program for fathers and their children has resulted in many more fathers becoming actively involved in the home visits, reading more to their children and taking a more active role in their child's education. Over 100 dads and 120 children have participated in this event this year.

Casa de los Niños PAT has connected with the event coordinator in Sahuarita, the Green Valley Food Bank and the Green Valley Library staff. Staff have conducted a few community events and obtained a few referrals.

Sunnyside PAT had media coverage at the Dad and Me evening program in February. One dad was interviewed by the TV station. He spoke about the brain research and how important it was for dads to take an active role in their child's education, participating in programs like PAT.

Hearing screenings for Sunnyside PAT children continue to result in about 20% of children screened each time needing further screenings and/or comprehensive audiological evaluation.

Casa de los Niños staff attended the Infant/Toddler Developmental Guidelines, Introduction to the Early Childhood Standards and Introduction to the Program Guidelines. Staff mentioned that the training provided a better understanding of the Early Learning Standards. PAT educators are now able to help families integrate these standards into daily activities, thus supporting school readiness.

#### *Easter Seals Blake Foundation*

Participation in the Amado rummage sale increased awareness about Parents as Teachers in the Amado area and strengthened ESBF's relationship with the Community Prevention Coalition who works with youth and families in the Amado area.

Easter Seals Blake Foundation began a walking group for program participants that meet on a monthly basis at parks in different regions of Pima County. The walking group has grown in size each meeting. Enrolled families have brought other family members or friends to learn more about the program. During the walk staff have a sign and a table set up to increase visibility of the program. This has become a favorite activity for families and a great outreach opportunity.

**Barriers and Solutions to Share:** Casa de los Niños continues to conduct outreach in the South Region. A connection was made with the Sahuarita School District and PAT educators will be attending Kindergarten Round Up and school events next quarter.

PAT has had a low attendance at Amphi PAT Catalina Parent Group Connections. An additional educator will be hired which will enable Amphi PAT to increase outreach efforts, program enrollment and possibly the frequency of group connections offered in the area.

#### **Collaboration:** In addition to ongoing collaborations:

Sunnyside PAT educators are collaborating with Literacy Connects to do an evening Stay and Play program for families at Mission Manor Elementary School. This is to help with the transition process between preschool and kindergarten for families. Collaboration with Strong Families Arizona and the United Way has resulted in new referrals coming into the Sunnyside PAT referral system. Casa de los Niños has begun collaboration with the Division of Child Safety and Family Services in order to support high risk families. A presentation to the Broadway division team about the PAT program has been scheduled for April 17, 2014. Collaboration has been established with the Sahuarita Unified School District Assistant Superintendent. PAT has been invited to participate in the Kindergarten Round Up in April 2014 and other school events.

#### *Easter Seals Blake Foundation*

ESBF has begun working with the University of Arizona College of Agriculture and Life Sciences and the Pima County Cooperative Extension's Garden Kitchen in the City of South Tucson to increase education around home gardening, local and nutritious foods. This new partnership has resulted in a group connection of 20 Parents as Teacher participants being held at the Garden Kitchen.

Friends of the Pima County Library has been identified as a community resource with whom ESBF can work to increase literacy exposure for families and expand PAT's own Spanish language library for visits. An educator at Easter Seals Blake Foundation is building a relationship with a local yoga studio around mother's health after pregnancy and trying to coordinate a Baby & Me yoga class for the program's families. Efforts are ongoing to establish regular baby & parent classes in future. This yoga studio has also become a donation resource for fundraising and family incentives.

#### **Successes to Celebrate (South):**

During one of the library/story hours, Daniel, a 4 year old child who loves to participate during the reading time, wanted to read a book for the entire group. He chose the book *The Aquarium*. He held the book in an appropriate manner. He read with good fluency

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and pitch. He used the new vocabulary embedded in the book and shared with his peers new information about an aquarium. He seemed very confident and secure while interacting with the rest of the children. Mom and child were so proud.

Sunnyside PAT 2013 data was shared by Parents As Teachers National Center CEO with the Department of Education in Washington.

One of the newly enrolled families wrote on the PAT recruitment and enrollment record stated that the reason they enrolled was that they noticed the difference between children who don't have a PAT parent educator and those who have this service and the progress is amazing.

Casa de los Niños has been working with a family since January 2014. Mom has expressed that the child has no insurance and is requesting services due to his sensory sensitivity. The toddler received occupational therapy and other services when the family was living in New Zealand. The parent educator guided the mother as she applied for AHCCCS and referred her to Arizona Early Intervention Services. The child now has AHCCCS and is in the process of being evaluated by Arizona Early Intervention Program.

*Easter Seals Blake Foundation*

During intake with a new family, staff identified the need for child to have his first dentist visit. Mom expressed trouble with letting go of the idea that he is still her baby, so the educator talked through those feelings with her. Mom agreed to make his dentist appointment a priority. By the next visit, mom reported proudly, that she had taken her child to the dentist and that she felt very excited about providing appropriate health care for his changing needs. Additionally, a 14 month old, who the parent educator referred to AzEIP during the last quarter because of a gross motor delay, has been receiving physical therapy services and it now standing on his own and beginning to take steps.

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

### **STRATEGY: HOME VISITATION (AJO)**

**Program Implementation:** Healthy Steps launched group activities in February 2014 which included a weekly Storytime at Salazar-Ajo Library, a two-part Infant Massage workshop and a monthly Playgroup. During the month of February, there were no attendees to any of the activities.

In March, the first week of Storytime was delivered to a group of adults in the Portable Practical Educational Preparation Encompass (PPEP) program who happened upon the Storytime during their weekly visit to the library. The following week's staff saw an increase in attendance with a total of 6 families (12 children) who participated in Storytime. Of those families, 2 were passing through Ajo on vacation or business and one was a grandfather whose granddaughter was visiting for spring break. One family, new to Ajo, attended Storytime twice and also attended the monthly Playgroup. The feedback (oral) from participants was positive and parents mentioned they would be returning. This has been a tremendous success given the history of non-participation by the community. Presently, there has not been attendance to the Infant Massage Workshop, however, parents have expressed interest in individual sessions but have yet to schedule an appointment with the Healthy Steps Specialist.

DSCHC also participated in a community event called "Under the Arches" in March. This event is held monthly in the Ajo Plaza and all organizations that hold office space in the plaza are asked to attend. One aspect of this event is a Plaza game which requires participants to visit each office in the Plaza to get a game piece or get their game sheet marked off. There were 15-20 community members who visited the Healthy Steps office as a result of this event. This event was a great way to get community visibility of the Healthy Steps office and education about the program's goals and population served. Many visitors expressed their support of "a program like this in Ajo" and stated they would tell friends and family who had children under the age of 5 about the program.

**Barriers and Solutions to Share:** During this quarter staff saw increasing successes with DSCHC group activity programs that were launched in February. DSCHC are still experiencing the challenge of completing home visits due to the resistance of families not feeling comfortable or not having a desire to complete home visits. Prior to March, there were 29 families enrolled in the Healthy Steps program, it is important to note that the 6 families that participated in Storytime or Playgroup were newly enrolled into the Healthy Steps program. This means that DSCHC is still not reaching enrolled families in terms of participation in the program activities outside of the well child visit.

To increase participation in Storytime, the library and the specialist have agreed that staff will display the crafts that participants have completed during that week's Storytime in hopes that that will increase interest and visibility of an outcome of Storytime. The Healthy Steps Specialist will continue to support families on an individual basis during well child visits and during that time will market the group activities as well as continue to request home visits using the ASQ as a tool to increase parent interest. DSCHC are looking into age appropriate incentives for families who complete a home visit. These incentives could be activity bags that include tools used in the ASQ. For example, a 24-30 month old activity bag would include an activity suggestion sheet (ASQ Intervention Activities), a nursery rhyme book, string and beads, construction paper, crayons and a ball.

**Collaboration:** Healthy Steps has continued collaborating with the Ajo Library in offering a weekly Storytime. This has been a great partnership and the library staff have agreed to facilitate Storytime when the Healthy Steps Specialist is unable to attend (i.e. out sick, at a conference, etc.). The Healthy Steps Specialist has met with Kim Metz at the Parent Connection in regards to offering the Stay & Play at the Healthy Steps Office. After observing a Stay & Play, Healthy Steps and Desert Senita have agreed to take on the Stay & Play and will begin offering the activity in May 2014. Healthy Steps has also collaborated with Make Way for Books to offer a storytime in conjunction with their Promoting Peace through books program. The Healthy Steps Specialist met with Julie Friberg and they were able to plan for Julie to come in April and offer a morning and evening storytime and book give away.

**Successes to Celebrate:** This quarter, a mother who had previously expressed concern about her daughter's speech development asked for an evaluation to be completed. This mother had grown more concerned as she and family members had not seen a change in her daughter's vocabulary or communication and they were seeing increasing behavior challenges including biting and hitting. An ASQ was completed and the scores resulted in a referral to AZEIP. The family has expressed relief and gratitude for the assistance and advice that they have been receiving from Healthy Steps to help increase communication and decrease the challenging behaviors while waiting to receive a determination of eligibility for AZEIP services.

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## **HEALTH: PIMA COUNTY PUBLIC HEALTH DEPARTMENT (PCHD)**

**SUBGRANTEES:** Pima County Health Dept, Oral Health Program (PCHD); Desert Senita Community Health Center (Ajo); El Rio Community Health Center (El Rio); University of Arizona, Mobile Health Program (MHP)

### **STRATEGY: ORAL HEALTH (First Smiles Matter-FSM)**

**Program Implementation: (PCHD)** The 3rd quarter was very full of various educational opportunities. The First Smiles Matter staff provided education to medical and dental providers, pre-professional students, childcare providers, teachers, home visitors, pregnant teens, and parents. More than 278 adults participated in the trainings (English/Spanish), to increase the awareness of early childhood oral health issues and simple preventive strategies. Each participant received oral hygiene supplies for themselves or for their clients.

Increased efforts to reach pregnant women have been very successful. The MHP has implemented a process that includes the consent and screening form into their registration paperwork. As a result, many more women received an oral health screening, referral and education on their oral health and their new baby. FSM Staff provided education and oral health screening services to the Sunnyside Teen Age Parent Program and will return in the fall for the new class of teen parents.

**Mobile Health Program (MHP)** – Increased efforts to include oral health screenings in the MHP OB program have been very effective. MHP provided screenings and fluoride varnishes to 22 pregnant women this quarter. (*Note: This is an increase of over 400 percent*). Additionally, MHP was asked to participate in a UA Sorority sponsored health fair held at Imago Dei Middle School.

**El Rio** – As a dental team, staff were able to reach out to children and families this month waiting in the pediatric medical area or in the obstetrics department. Many of the parents/guardians staff spoke with indicated that their child had received a comprehensive oral exam and varnish treatment, oral hygiene instructions, and nutritional counseling from the outreach event. While staff did not reach as many children as staff intended to, the responses from parents/guardians indicate that children are receiving preventive dental care from a variety of sources. Additionally, El Rio is currently under construction in the pediatric lobby that will provide 2 additional operatories. This will allow for additional DDS & RDH providers to screen and treat children. The WIC department will also be part of this expansion bringing in additional families in contact with El Rio services

**AJO** – The program numbers are small, but child and parent awareness about the importance of oral health is growing.

**Barriers and Solutions to Share:** All of the partners have had difficulty meeting their goals of service for children and some for pregnant women for various reasons. FSM has offered support to the Mobile Health Program, in the form of providing FSM contractors to assist them with providing services in the unfortunate absence of their Family Nurse Practitioner.

El Rio CHC's Administration has implemented some new policy that has limited the number of providers that were available to recruit and provide services in the community health center's various sites. FSM provided information on the Arizona Rules & Regulations for dental hygienists and "affiliated practice" dental hygienists to assist them with determining who can provide the services outside of a dental office. In a public health setting, a registered dental hygienist does not need to be an "affiliated practice" dental hygienist. FSM staff have been notified that the Administration has lifted the "ban" which should enable El Rio to meet their contract numbers for the year.

**Collaboration:** Several new programs in Pima County's Public Health Nursing Division offer great opportunity for collaboration and outreach for oral health services. The Parent Support and Home Visitation & Referral system is collaborative program with United Way of Tucson and Southern Arizona and Strong Families. A health educator was hired to conduct outreach and identify programs to support home visitors and assist families with referrals to model programs offered in our community. All of the programs are at no cost to the families, based on the family and child's needs, income eligibility, home zip code and age of child(ren) or weeks of pregnancy. This particular health educator has a background in dentistry and understands the status and the importance of oral health in south Pima. She has advocated for and assisted with providing education sessions in Spanish for FSM and continues to promote preventive and early dental visits in her work.

The second new program is the Nurse-Family Partnership (NFP), a national evidence based program that serves low-income, first time mothers who are at the greatest risk of suffering health, education and economic disparities. The nurse manager of NFP and the program coordinator of FSM had an informal meeting to discuss the integration of oral health into existing services. NFP services are scheduled to begin in May and will target the Vail, Continental, Arivaca, and Amado communities as well as south Tucson. When the program is fully staffed, there will be five nurses with a caseload potential of 25 pregnant women for each nurse. Both programs will benefit from the collaboration and will assist each other in identifying children and families in need of services. FSM will provide education about early childhood oral health and oral health during pregnancy to the program's nurses. Oral health screenings will be conducted and oral hygiene supplies for mother and baby will be provided to the nurses for distribution during their home visits.

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**AJO** – Collaborating with Healthy Steps Specialist, Schools, and WIC.

**MHP** – The MHP collaborated with the FSM Staff and the University of Arizona Health Network resident physicians. FSM staff conducted a training to certify physician resident in oral health screening and fluoride applications. The MHP clinicians also attended for recalibration

**Successes to Celebrate:**

**AJO** – In January, staff saw 400 students for the annual Health Safari at the school. Very few children need urgent care. Children’s oral health awareness is impressive. In February, a five-year-old boy explained to staff the importance of flossing and regular fluoride treatments.

**PCHD** – At each presentation, staff ask the participants “how many of you have heard for Frist Things First?” When staff began the FSM program in 2009, not many people raised their hand to acknowledge they knew about FTF. Each year, more and more hands go up when the question is posed. The message as grown from “have you heard” to “do you know all the great things FTF does for early childhood education?” Several hands go up to show people are aware of the impact FTF has made for the young children and families in their communities.

**El Rio** – El Rio’s outreach and visibility allow many of the parents to inquire about dental services for themselves and their children. Staff have had several families change their dental home to El Rio so that the entire family receives care at El Rio.

**MHP** – In addition to the large increase in services to pregnant mothers, MHP has two successes to share. In January, when educating the children on the oral health services they are about to receive, it appeared that most children are becoming accustomed to receiving fluoride applications in school and day care(sic) programs, and consider it a routine part of school health care. In February, children were welcoming and actually excited to receive the oral health service.

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**COORDINATION: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)****STRATEGY: COORDINATION OF SERVICES****Program Implementation:**

<b>Collaboration Group</b>	<b>Stage/Level of Collaboration</b>
1. <u>Amado</u> : Staff have worked with the Sopori Elementary Administration to coordinate a Scholastic Book Fair that will take place in May. All graduating pre-k, kindergartners, 1 <sup>st</sup> and 2 <sup>nd</sup> graders will receive 12 books they will keep as part of the Read On statewide initiative, a My Summer Library program. Funding is made possible by Freeport-McMoRan Copper & Gold Foundation.	Coordination and Collaboration
2. <u>Arivaca</u> : Connector has been making referrals to community partners for services such as Speech Therapy and Early Literacy.	Coordination
3. <u>Sasabe</u> : Connector in Sasabe has been referring families with small children to family support services in Tucson. She organized a community clothing and food drive for a homeless student attending San Fernando school, pulling resources	Coordination
4. <u>Summit View</u> : Connector provided support and assistance to a family in need of help enrolling their child in Head Start. She connected the family to Maria Bravo with AZEIP.	Cooperation & Coordination
5. <u>Three Points</u> : United Way held its quarterly South Pima Coordination of Services at the Serenity Baptist Church on March 11, 2014. UW had 13 Community Partners present, representing 8 different organizations. Participants participated in a World Café to learn about the six targeted communities. The new Three Points Connector Vanessa Nanez was there to answer questions and provide resource information to the participants.	Networking & Coordination
6. <u>Sunnyside</u> : Connector is connecting family to literacy resources in the area. Delivered outreach materials to community members regarding available early childhood support programs.	Cooperation & Coordination

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

**Changes that impact project implementation:** UW has a new Connector in Three Points, Vanessa Nanez, who works at Altar Valley Early Learning Center (formerly Three Points Child Care Center).

**Successes to Celebrate:** The success stories shared from community partners at the conclusion of the March meeting include:

- “Coming to my first meeting has allowed me to learn about the communities of South Pima that I have not yet connected with. It has also connected me to potential scholars for the scholarship program I work for.”
- “Having Cooperative Extension help 3 points child care start a garden for the children and learn about growing food, nutrition, and the importance of healthy foods.”

The following information is from various Community Connectors’ monthly reports:

From the Sasabe Community Connector's March report:

“Parents were very happy that First Things First Dental technicians (Pima County Health Department) were here in Sasabe, working on getting the Dental Mobile down here -families expressed much gratitude -helped in identifying some serious health issues - thanks to you First Things First”

From the Summit View Community Connector’s February report:

“One of the parents in our school was having trouble enrolling her three year old son into Head Start because of misrepresentation of income in their taxes. Ms. Bravo has been working with the mom to fix the income tax issue as well as getting the son involved in preschool. This was a memorable moment because the parent felt supported and encouraged by the assistance she was receiving. In our community, it's the relationships that matter.”

From the Three Point’s Connector’s March Report:

“A new family with a toddler who will soon be three wanted their child to attend the center. We got them started on the scholarship! But as we spoke I started to realize how far behind their child (was) developmentally, things that they didn't think were important like reading, potty training and open cups. When the teacher and I started talking to them they were so excited about all the programs we had to offer and the knowledge they gained in just so little time; they were impressed. This also helps us look so nice as PROFESSIONALS!”

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

**SUBGRANTEES:** PARENT CONNECTION, PIMA COUNTY COOPERATIVE EXTENSION, CASA DE LOS NIÑOS, EASTER SEALS BLAKE FOUNDATION, SOPORI SCHOOL, MAKE WAY FOR BOOKS

**STRATEGY:** COMMUNITY-BASED PARENT EDUCATION

### **Program Implementation**

**United Way of Tucson and Southern Arizona – Green Valley** - Over the past 18 months of program implementation, the Sensory Play Group activities have been co-coordinated by the program manager and a volunteer group of leadership parents. These activities have manifested into a growing number of community business partners and have increased awareness in the community for inclusive focused events and programming. In an effort to grow a sustainable and empowered group that can work beyond the bounds of FTF grant guidelines, the leadership parents and the program manager have mutually decided that the community would benefit from the Sensory Play Group activities being solely sustained by the Leadership Parents. In the future there will be mutual cooperation in efforts to increase the number and variety of inclusive events and programming in the local community. Referrals are frequently made to other organizations that provide individual, parent, and family support. During the third quarter of FY 2014 the following referrals were made: Two Families Referred to Raising Special Kids; Two Children Referred to Local School Districts; and One Family Referred to Parents as Teachers.

**Pima County Cooperative Extension** - Ana Bae is bilingual and is always willing to conduct classes in Spanish. PCCE staff were pleased to be able to attract so many parents to the class at Summit View.

**Sopori** - One mother who brings her daughter to Stay & Play is now volunteering in her older daughter's classroom on the same day. She gets to spend time with both of her children and is becoming very comfortable in the elementary school setting.

**Casa de los Niños** - Below are some comments that appeared on the training evaluations this quarter:

When asked: Will you do anything differently as a result of what you learned in this presentation?

- Be more patient
- Find out the "why" of the children's feelings
- Be more nurturing
- Help my children express themselves better
- Make rules together as a family
- Teach my children right from wrong before I expect it.
- Be a positive role model
- Have simple but specific rules
- More praise and build self confidence in my child
- I will try to let my toddler explain herself more
- Keep realistic expectations at the forefront of my mind
- Keep my expectations real and appropriate
- Communicate with my kids more and pay attention to their needs
- Be more patient with my toddler
- No more yelling at my child- be more patient
- More patience and no more spanking!
- Speak about feelings with my children.
- Ask more questions/improve communication-be a better listener
- Have more age appropriate expectations; remember my kids age and development,
- Try to remember the science behind kids brains and their emotions and adjust my expectations
- Read, play and communicate more with my kids

### **Barriers and Solutions to Share**

**United Way of Tucson and Southern Arizona – Green Valley** - One of the challenges the program faces is facilitating open and honest dialogue of parent concerns in a group setting. To resolve this challenge, two home visits have been added to complement the family's involvement in a session series. Another challenge has been to make the program more available to working parents in the community. The program manager will be conducting a survey in the community to assess whether or not evening or weekend sessions would be of interest to the local community.

**The Parent Connection** - Last quarter The Parent Connection noticed that retention in many of the classes was not what TPC had expected to see. Staff decided to make personal calls to "no shows" to figure out why TPC was experiencing low attendance rates.

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Though there didn't seem to be a common reason or pattern, the personal contact seemed to have made a difference. Since the phone calls were made, retention has greatly improved. Also, last quarter TPC shared that staff were looking for a new venue for the Stay & Play group in Ajo since the library could no longer host the group. Happily, TPC has found a new location with the health clinic office around the corner from the library. The Stay & Play groups will be starting up again in April.

**Sopori** - A new school security protocol has been implemented in the school district. All families entering the campus must check in at the office, leave identification for a school pass, then exit out of the office and drop off the pass and pick up their identification. This has been a huge obstacle for Stay & Play families and has affected attendance. After meeting with the principal, staff devised a way for the facilitator to check parents in while still allowing access to the Stay & Play classroom through a more convenient gate. There has been wonderful support and problem-solving from the school principal to address this issue.

### **Collaboration**

**United Way of Tucson and Southern Arizona – Green Valley** - Linda Van Fossen, Gloria Williams, and the director of the Arivaca Preschool are collaborative partners in an effort to bring Community-Based Parent Education to the Arivaca region on a regular basis. The program manager has facilitated two previous sessions in the region over the past year and there is interest from the parents in the community. Anticipated results of this collaboration should lead to an increased presence of family support in this rural region.

**Pima County Cooperative Extension-PCCE** is pleased that the relationship with a child care provider in Robles Junction has continued and enabled us to offer classes on a regular basis. Staff are working on relationships in Arivaca and Ajo as well.

**Easter Seals Blake Foundation** - ESBF met with United Way of Tucson and Southern Arizona and the other agencies participating in Community-Based Parent Education in order to ensure collaboration between agencies and to ensure no duplication of services. Collaboration was done between ESBF and the Vail School District in order to hold the group at Sycamore Elementary School. ESBF is also working to collaborate with Kindercare, hoping that presence in one center could allow for additional presence in other centers.

**The Parent Connection** - In the past, recruitment of participants for parenting classes within the Three Points community had always been low. However, this will not be the case for the fourth quarter because the up-coming parenting class has reached full capacity! Recently, The Parent Connection reached out to the superintendent of the Altar Valley School District, Nathan McCann, and to the Three Points Community online newsletter. These two new collaborations have supported TPC's drive to provide parent education in the Three Points Community.

**Sopori** - Both the Sopori Preschool and the Arivaca Action Early Learning Center staff are making plans to hold registration for the upcoming year during Stay & Play hours. This will give families an opportunity to meet other new families, engage their children in Stay & Plays, and be encouraged to attend throughout the summer so their children will be more comfortable starting the new school year. Staff hope to increase Stay & Play participation and invite parents to take initial steps in participating in their child's education.

**Casa de los Niños** - The new collaboration with Santa Clara Head Start, which began in February, has been very successful. The staff at Head Start are very supportive of the parenting classes being offered. They do a good job of letting their families know the dates and times for the series. They are providing child care for the children and have brought in adult sized chairs for the parents to sit on since the classes are being held in the preschool classroom. CDLN have had regular attendance of about 19 adults each week. Below is a comment from an email sent from the Santa Clara staff:

"The parents are grateful for having the opportunity to participate in the workshops. The staff here at Santa Clara and the families would like to thank all of the personnel from Casa de Los Niños for working with us, bringing in the food, and everything you guys have done! We hope we can offer the workshops next fall and spring. Thanks for making a difference!"

Casa de los Niños program staff was contacted by Make Way for Books to offer the Book Magic program throughout the CBPE program. A meeting took place in March to discuss the implementation of this program within the parenting classes.

The Program Coordinator was contacted by staff from a faith based organization in Sahuarita. They are very interested in hosting a Nurturing Parenting series for their families with young children. Discussion and planning took place for the fall. They learned of the classes from a parent who attended the Nurturing Parenting series.

### **Successes to Celebrate**

**Easter Seals Blake Foundation** - A group was led using the Attentive Parenting curriculum, which is comprised of a total of six sessions. One of the participants, a mom of a four-year-old, shared at the start of the group that she was having a number of difficulties managing her child's behaviors. Although she and her husband always try to work as a team, they were at a loss as to

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what to try next. Throughout the program, mom expressed her excitement about incorporating many of the techniques/skills learned into her child's daily routines. She even duplicated some of the charts on large poster boards and bought puppets to enhance interactions with her child. She also expressed that she liked the handouts provided because they helped her explain what she was learning to her husband (who was unable to complete the group due to his work schedule). At the end of the program mom stated that she wished it had gone for a longer period of time because she felt she had benefitted from it. She expressed that she would like to be notified if another class is offered.

#### **The Parent Connection –**

##### **CBPE Stay & Play at Miller Library:**

Recently a young boy who is trachea-dependent attended the Stay & Play group. Mom was a little hesitant, but as soon as her son entered the room he was ready to play. He didn't seem to understand that his condition was not typical (which is a testament to mom) and was excited for this new adventure. Mom spent the beginning of group following him around, assuring he was safe, but as time went on she backed away allowing him some freedom to play with the other children. He played happily alongside the other children, taking turns with desired toys, without the conversation of his "disability" ever arising. Mom has obviously spent a lot of time interacting with her son, giving him the freedom to explore and engage with other children. She may have been hesitant to bring him to a non-exclusive parent/child play-based learning group, but she saw an opportunity for her child to grow and she took it. Some parents may feel overwhelmed to bring their child around other children who do not have the same disability, but when given the opportunity, children show us that they are much more resilient and understanding than adults could ever imagine.

##### **CBPE Parenting Young Children Class at Valencia Library:**

A mom introduced herself in parenting class and revealed that this was not her first time taking a class. She keeps attending classes because she wants to gain skills to help her discipline her three-year-old son. She wants to be positive with him but ends up yelling, threatening, putting him in time out, and/or giving in to his demands. In the various parenting classes she's attended, this mom has learned many new skills and has put them in to practice. When Parenting Styles was presented in class, she saw herself as a permissive parent. With that in mind, she worked on what she did that made her a permissive parent and what changes she needed to make so she didn't end up giving in to her son's demands. She learned that giving choices worked, and listening and identifying her son's feelings calmed him down. She learned to notice his efforts by letting him know exactly what he did that was acceptable, which encouraged him to do better. She also learned that giving him consequences was better than punishing him, and that it helped him make better choices. As a result, this mom has found the skills that she was looking for to help her son. She is not yelling, threatening, or using time out; instead she is giving him more choices and more consequences. She is being more positive when she gives him encouragement and showing him that she is listening when she identifies his feelings. Mom said, "When I made some changes I saw better results. My son and I are now connecting!"

**Sopori** - Romeo started attending Stay & Play with his grandmother last year as a three-year-old. He was quite shy and his language was unintelligible. For a few weeks he rarely ventured far from grandma or selected his own toys to play with. As Romeo warmed up to the group he demonstrated an interest in our wagon of toys. Now he arrives happy and goes out with an adult to the shed and takes on his role of wagon puller/helper delivering the toys to the classroom. This is not a small task! Romeo has to carefully get the wagon out of the shed without tipping the boxes, turn the wagon around to face the right direction, and then negotiate wide turns to allow the wagon to roll into the classroom without getting caught on the door jams. Romeo is ready now to easily transition into the preschool classroom next year, and he's talking about it clearly.

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## **QUALITY AND ACCESS: ASSOCIATION FOR SUPPORTIVE CHILD CARE**

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

**Program Implementation:** Outreach to family, friend and neighbor care providers began in late December and continued into January. These efforts were conducted to recruit potential program participants for the groups that started in January and February. Outreach efforts included the distribution of flyers with information specific to each location, presentations to parent groups at a variety of schools, community outreach events, recruitments posters placed at a variety of locations and meetings with individuals that are embedded into the identified communities. These individuals include school personnel, social workers, parent liaisons and others in the community. During the month of January, the Arizona Kith and Kin Project Specialist in Pima County met with the following to conduct outreach: First Focus on Kids (FFK), Valencia Public Library, Casa de los Niños, Flowing Wells School District, Gospel Rescue Mission, Central Church of the Nazarene, Rosemont Community Church, Academy del Sol Charter School, Cardem Charter School, and the following Public Elementary Schools: Sewell, Lineweaver, Walter Douglas, Roberts-Naylor, Drachman, Elvira, Santa Clara, Drexel, Prince, Bonillas, Myers/Ganoung, Nash, Keeling, Lulu Walker, Laguna, Manzo, Wright and Vesey.

Each training-support group had between ten to 21 unduplicated participants per training. Transportation and on-site child care were provided at every location to eliminate barriers for participation in the program.

As part of the session, the program delivered a Car Seat Safety Training to participants. Upon completion of the class, a car-seat distribution event was held in the parking lot of three (3) of the sites. At the House of Neighborly Service, due to lack of necessary parking space, the distribution event was held at a different location. ASCC sought and received permission from the City of South Tucson to use the Sam Lena Library parking lot. Due to the high number of car seat requests at that site, two separate events on separate dates were held. At all events, participants were given an appointment time to receive and demonstrate appropriate installation of the car seats in their vehicles. Participants who use transportation were given special consideration due to the fact that they had to coordinate with their relatives to bring a vehicle on that day. For each of these car-seat events, several certified technicians from the Tempe office traveled to Tucson. There were 163 seats distributed at the four sites to 55 program participants.

**Barriers and Solutions to Share:** The Arizona Kith and Kin Project encountered challenges in identifying the Child Care Provider position in January for the South and Central Pima Region. In February, the Arizona Kith and Kin Project was able to fill the Child Care Provider position. Maria Jimenez was identified as the Child Care Provider for Central and South Pima County Region. Maria started her position on February 10, 2014. During the period of time when the child care position was vacant, child care staff from the Tempe office traveled to provide child care. This enabled the program to maintain appropriate adult to child ratios until the child care provider position was filled.

Based on the number of children attending each week, the Arizona Kith and Kin Project has had to temporarily hire additional part-time child care providers. This has become an ongoing challenge because most individuals are looking for a full-time position. At times, individuals hired find full-time employment and leave the program. The Program is then placed in the position of again looking for another part-time child care provider.

**Collaboration:** The Arizona Kith and Kin Project implemented four training-support groups in the Central and South Pima Region during this quarter. The partnerships (listed on page 2) are where the Arizona Kith and Kin Project is currently delivering the training-support groups to family, friend and neighbor care providers. Community partners provide the program with space for the weekly meetings, space for on-site child care and assistance with outreach efforts. In addition, locations often provide the program with a co-facilitator that will assist during the weekly training delivery and provide assistance with outreach efforts. Outreach for training-support groups has included visiting Elementary Schools, community centers, libraries and faith based organizations in the nearby communities.

As a result of the outreach efforts made in the beginning of the quarter, the Arizona Kith and Kin Project has implemented a wait list for partner organizations wanting to host training-support group sessions. These include: Robert-Naylor Head Start (85711), Vesey Elementary (85757), John B. Wright Elementary (85712), Bonillas Elementary (85711), and Sam Lena Public Library (85713). These organizations will remain on the wait list until additional funding is secured or openings become available for sessions currently funded.

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**Success to Celebrate:** The stories below are about providers who are participating in a Kith and Kin Project training-support group in the Central and South Pima County Region during this spring 2014 session.

Verónica is a participant at the House of Neighborly Service site. She is married and has one child of her own. She also cares for three other children: Melanie eight months, Raziel four years and Beniah six years. Verónica shared with the group that she was having problems with her son going to bed at night. She thought that she was eating healthy at home, but after the Nutrition class, she began reading labels every time she goes grocery shopping. She has stopped buying several items and is introducing more fruits and vegetables at home. Veronica states that she has noticed that the environment at home is calmer and her son now has fewer problems going to bed at night. Verónica states: “The Arizona Kith and Kin Program has helped me a lot because everything I have learned I have also implemented with my family and the children under my care; especially the part related to Home Safety and how to prevent accidents from happening. I try to share what I have learned with my relatives and friends because I think that all parents and child care providers should be well informed. At the beginning, I was mainly interested in the CPR and First Aid classes, but as I attended the other classes, I realized that all the topics presented are very important. Thanks so much.”

Elvia is another program participant. She is married and has five children: Julian eight years, Jazlynn four years, Jaylena and Jaylynn three years and Jolette one year. She also cares for two other children: Omar seven years and Audrina two years. Elvia shared with the group that she has realized the importance of having one-on-one time with the children and now has created and implemented a routine in which she spends 15 minutes each day with every child under her care, listening to what they want to talk about. She sets the timer so they know when their time is up and that it is somebody else’s turn next. She says they really look forward to those 15 minutes with her and, even if it is loud outside the room, the child spending the time with her is not aware of that because it seems that nothing else matters during those 15 minutes that they have her whole attention. They are happier just from that change in their daily routine! Elvia says: “The Arizona Kith and Kin Program has helped me a lot with different things, but specifically, the safety in my home. Also, how easy it is to plan fun games for the children that are also educational. The Brain Development class helped me understand children better and what I can do to help with their development. I am very thankful!”

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

Jesus is three years old and attends the group at Northwest Baptist Church. Jesus had a difficult time for about four weeks. Jesus was being separated from his mom for the first time. This was very hard on him. Jesus would not play with others nor play outdoors or participate in activities. Jesus would also kick and hit the Child Care Specialist when they would try to comfort him. The Child Care Specialist always remained calm and redirected him. They worked with Jesus trying different techniques to make him comfortable. This included showing him where mom was without seeing her and also being able to hear her next door. It was a challenge but he continued to come to class and mom continued helping him by letting him know she would return, accepting he was going to cry, and allowing the Child Care Specialist to work with him in reaching his comfort zone and being in class consistently. Jesus is now in the sixth week of the session and doing great! He comes in with a smile and tells his mom he is going to play with his friends and listen to music, which is his favorite thing to do. He has his moments where he asks the class if they can “shhh” so he can listen to his mom next door. It sure brightens his face to know his mommy is still close by. Then he goes back to interacting with his friends. He does this about twice throughout the class. Jesus is also becoming comfortable with himself and others. Jesus’ mom and program staff worked together to help Jesus succeed in this first transition. The staff looks forward to continuing to see Jesus grow and know that as a result, the transition into kindergarten will be much more positive.