

## **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 16, 2013 at Vail Education Center, District Office Board Room, 13801 E Benson Highway, Vail, Arizona 85641.

Chair Fran Driver called the meeting to order at approximately 9:01 a.m. and called upon members to briefly introduce themselves.

Members Present: Cyndi Barningham, Tony Bruno, Nathan McCann, Cheryl McGlothlen, Paul Ohm, Fran Driver, Debbie Palmer and Susan Pace

Members Present telephonically: Connie Espinoza

Others Present: Eleanor Droegemeier, South Pima Regional Director; Erin Lyons, Senior Regional Director; Michael Strawther, Fiscal Specialist; Marla Dedrick, Senior Program Specialist; Travis Le Duc, Tohono O'odham Nation Regional Director; Jessica Brisson, Central Pima Regional Director; and Siobhan McDonald, Administrative Assistant

### **Call to the Public**

Cecilia Fernandez, *Desert Senita Health Clinic*: Ms. Fernandez introduced herself to the Regional Council as the newly hired Healthy Steps Specialist in Ajo. She informed the members that they were currently performing trainings and doing outreach to eligible families.

Lisette DeMars, Community Outreach Coordinator, *First Things First*: Ms. DeMars provided information to the Regional Council about events and connections made in the last two months. She reminded members to contact her with any questions.

### **Approval of Meeting Minutes**

A motion was made by member Debbie Palmer that the South Pima Regional Partnership Council approve the minutes of the April 18, 2013 South Pima Regional Partnership Council meeting as presented, seconded by member Cyndi Barningham. Motion carried.

A motion was made by member Susan Pace that the South Pima Regional Partnership Council approve the minutes of the April 18, 2013 South Pima Regional Partnership Council Executive Session, seconded by member Tony Bruno. Motion carried.

### **Conflict of Interest**

Chair Fran Driver asked members to look at the agenda and declare any conflicts they may have.

Members Susan Pace, Cyndi Barningham, Cheryl McGlothlen and Debbie Palmer had no conflicts with today's agenda.

Chair Driver declared a conflict with Home Visitation (5D) because of employment with the grantee, and member Tony Bruno declared a conflict with Home Visitation (5D) due to contracting work on grants with the same grantee (Desert Senita Health Clinic.)

Member Paul Ohm declared a conflict with Home Visitation (5B) because of employment with the grantee, Sunnyside Unified School District.

Member Nathan McCann declared a conflict with Home Visitation (5C) because his school has utilized the services of the program (place of employment Altar Valley School District.)

Vice Chair Connie Espinoza declared a conflict with Community Based Professional Development and Home Visitation (5A and 5C) because her place of employment (Child & Family Resources) is a sub grantee with both grants.

### **Discussion and Possible Action on Renewal Recommendations for Fiscal Year 2014**

Chair Fran Driver introduced the Agenda item and turned the floor over to Regional Director Eleanor Droegemeier. Ms. Droegemeier briefly went over the Renewal document, giving an overview for each contract prior to each motion.

A motion was made by member Tony Bruno that the South Pima Regional Partnership Council renew the Community Based Professional Development Early Care and Education Professionals (Communities of Practice) grant award with United Way of Tucson and Southern Arizona, First Things First contract #FTF-MULTI-13-0389-03, for the period of July 1, 2013 – June 30,

2014, in the amount of \$200,000, seconded by member Cheryl McGlothlen. Brief discussion was had around duplication of data. Motion carried with Vice Chair Connie Espinoza not participating due to conflict of interest.

Chair Fran Driver then stated: "At this time it appears that it is necessary to invoke the Rule of Impossibility which states: "Because 5 out of 9 members have declared a conflict of interest, we are unable to proceed with this agenda item. As a result we may invoke the Rule of Impossibility. The Rule 8.8 of the Open Meeting Law handbook states, that in the unlikely situation that a public agency cannot act because most of its members have a conflict of interest in the agency's official records A.R.S. 38-508, we may now have the rule of impossibility."

A motion was made by member Cheryl McGlothlen South Pima Regional Partnership Council renew the Home Visitation grant award with Sunnyside School District, First Things First contract #FTF-MULTI-13-0390-04, for the period of July 1, 2013 – June 30, 2014, in the amount of \$669,881.58, seconded by member Cyndi Barningham. Motion carried with member Paul Ohm not participating due to conflict of interest.

A motion was made by member Cyndi Barningham that the South Pima Regional Partnership Council renew the Home Visitation grant award with United Way of Tucson and Southern Arizona, First Things First contract #FTF-MULTI-13-0390-05, for the period of July 1, 2013 – June 30, 2014, in the amount of \$660,153.94, seconded by member Susan Pace. Brief discussion was had around modification of numbers of literacy kits. Motion carried.

Chair Fran Driver turned the chair over to Vice Chair Connie Espinoza.

A motion was made by member Debbie Palmer South Pima Regional Partnership Council renew the Home Visitation grant award with Ajo Community Health Center dba Desert Senita Community Health Center, First Things First contract #FTF-RC018-13-0423-01, for the period of July 1, 2013 – June 30, 2014, in the amount of \$117,131.15, seconded by member Cyndi Barningham. Motion carried, with members Tony Bruno and Fran Driver not participating due to conflicts of interest.

Vice Chair Connie Espinoza turned the Chair back over to Chair Fran Driver.

A motion was made by member Susan Pace South Pima Regional Partnership Council renew the Parent Education Community Based Training grant award with United Way of Tucson and Southern Arizona, First Things First contract #FTF-RC018-13-0413-04, for the period of July 1, 2013 – June 30, 2014, in the amount of \$400,000, seconded by Cheryl McGlothlen. Motion carried.

**Family, Friends and Neighbors RFGA FTF-MULTI-14-0466-00: Discussion & Possible Approval of Review Committee Recommendations**

Chair Fran Driver introduced the Agenda item and then stated:

"I would like to remind the Regional Council and the public that only those non-regional council members reasonably necessary to the executive session may attend the executive session. The Senior Regional Director and Grants and Contract Specialists may participate for the purpose of providing technical assistance for the process. All others please leave the room after the motion and vote. Please take your belongings with you. In addition, I remind all Regional Council members and staff that matters discussed in executive session must be kept confidential by those attending pursuant to ARS 38-431.03 (C), except in some very limited circumstances, such as in the course of an Open Meeting Law investigation by the Attorney General or County Attorney. Further, executive session is subject to the provision of the Open Meeting Law."

A motion was made by member Tony Bruno that the South Pima Regional Partnership Council move into Executive Session pursuant to ARS 38-431.03 (A) (2), for the purpose of Agenda Item #6 –Discussion and Possible Approval of Family, Friend and Neighbor RFGA #FTF-MULTI-14-0466-00 per Review Committee recommendations, seconded by Vice Chair Connie Espinoza. Motion carried.

Executive Session began at 9:42 a.m.

A motion was made by member Cyndi Barningham to close executive session for the South Pima Regional Partnership Council, seconded by member Cheryl McGlothlen. Motion carried.

Executive Session ended at 10:14 a.m.

Chair Fran Driver summarized the executive session: "During executive session, the South Pima Regional Partnership Council discussed the Review Committee's recommendation for the South Pima Family, Friend and Neighbor RFGA FTF-MULTI-14-0466-00. There were two applications submitted. The review committee met on April 29, 2013 and conducted a confidential review of the Request for Grant Application. The Review Committee submitted a recommendation which the Regional Council discussed during Executive Session."

A motion was made by member Cheryl McGlothlen that the South Pima Regional Partnership Council approve the Review Committee recommendation of the Central Pima and South Pima Family, Friend and Neighbor RFGA #FTF-MULTI-14-0466-00 and present it for consideration to the First Things First Board, seconded by member Susan Pace. Motion carried.

**Regional Director's Report**

Ms. Droegemeier began by highlighting the expenditure report and provided the members with updates about the taskforce recommendations and upcoming Summit. She informed the members they have the option to cancel a meeting in August due to the summit and members concurred. Ms. Droegemeier then provided updates on C.E.O. Rhian Evans Allvin leaving First Things First and the benchmarking meeting, as well as a calendar for the next year of Council meetings that will be drafted by the Administrative Assistant.

**Announcements and General Discussion**

Member Tony Bruno provided information on new education based grants available from the Green Valley Foundation. He announced that Saturday April 18<sup>th</sup> there is an open house at the Arivaca Clinic and Action Center and invited them to join. He also offered onions from his garden to anyone who wanted them. Administrative Assistant Siobhan McDonald reminded members to complete their required trainings, and to see her after the meeting for Summit information.

**Call to the Public**

None.

**Next Meeting**

Chair Fran Driver reminded the Regional Council of the date and time of the next meeting, and that the location was to be determined.

**Adjourn**

A motion was made by member Cyndi Barningham to adjourn the meeting, seconded by member Susan Pace. Motion carried, and the meeting was adjourned at approximately 10:35 a.m.

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

Approved By \_\_\_\_\_  
Fran Driver, Chair

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



# First Things First

## Data Considerations and Decision-Making Background for Setting Regional Benchmarks

March 2013



### Timeline for Regional Benchmarks

Timeline	Activity
August – December 2012	Knowledge and Understanding of Available Data
January – March 2013	Compile Data by Region
February-March 2013	Preparation by Regional Councils to set Benchmarks (Webinar series)
April – October 2013	Decisions on Benchmark Recommendation based on Phases of Work <small>*Note: Some indicators extend beyond October 2013</small>
November 2013 – February 2014	Solicit Public Feedback
February – March 2014	Finalize Recommendations
April 2014	Recommendations to Board



## Glossary

- **School Readiness Indicator** – a measure of progress toward the system outcome at the state and regional levels
- **Benchmark** – targeted number and percentage for an indicator
- **Baseline Data** – initial data used to establish benchmark
- **Trend Data** – a view of data changes over time that is used to establish the benchmark
- **Key Measures** – provides sub-measures and context for benchmark, or an interim measure of progress



## Using Benchmarks for Planning

- Benchmarks are used to monitor progress on the School Readiness Indicators
- Indicators and benchmarks measure changes in the early childhood system globally, they can't be used to draw conclusions about FTF impact or specific program impact
- Use for planning and guiding FTF work at state and regional level (including work that is funded as well as unfunded work with partners on system and community development)
- Is one way to track FTF system outcomes, along with evaluation and research studies
- Aligned with National Advisory Panel research and evaluation recommendations



## Background on Data Sources

### Indicators – IN DEVELOPMENT

**Indicator 1:** #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical

**Indicator 5:** % of children with newly identified developmental delays during the kindergarten year



## Background on Data Sources

Most Indicators are measured through already-existing, partner data or administrative data

### Administrative Data Pros

- Data collection is ongoing as part of programmatic effort
- Data are often at the client level, as utilized for program management
- Data are often available at a local level, based on program participation
- Data collection and management are generally ongoing, as part of programmatic efforts
- Data exchange can lead to meaningful collaboration with partners



## Background on Data Sources

### Administrative Data Cons

- Data can have errors or be incomplete
- Data report on program participants, this is seldom all members of the entire population
- Data exchange can be dependent on meaningful collaboration with partners



## Background on Data Sources

Some Indicators are measured through regular surveys

### Survey Data Pros

- Data collection is often specifically designed to answer measurement questions
- Survey questions can be tailored to local needs and modified or added to over time
- Data can be collected to specifically sample the overall population – all children or families



## Background on Data Sources

### Survey Data Cons

- Data collection is often expensive, especially when large sample sizes are needed to obtain local data
- Without specific focus on collection of local data samples, only statewide, county, or other levels of aggregated data are available
- All samples and surveys have error



## Being a Good Consumer of Data

- Know the limitations of the data source
  - Is it administrative or survey data?
  - If administrative, what is the population measured?
  - If survey, what is the confidence interval?
- Stay focused on the indicator and intent



## Setting Benchmarks

- What is the indicator and intent?
- What is the current situation and baseline?
- What has been the trend?
- What factors might influence changes in the indicator?



## Setting Benchmarks

Factors to consider when setting aspirational and attainable benchmarks:

- What policies, activities, or programs are anticipated to impact this indicator?
- What policies, activities, or programs are in place now or projected?
- What collaborations or coordination is in place or projected?





FIRST THINGS FIRST

Ready for School. Set for Life.

School Readiness Indicators
2020 South Pima Regional Benchmark Summary

Table with 2 columns: Indicator #7: Number/Percentage of children age 2-4 at a healthy weight (Body Mass Index-BMI); Intent: Increase the number of children who maintain a healthy body weight

Key Definitions: Body mass index (BMI) is a measure used to determine childhood overweight and obesity. It is calculated using a child's weight and height. BMI does not measure body fat directly, but it is a reasonable indicator of body fatness for most children and teens.

A BMI is not usually calculated for children under the age of 2 years. Healthy weight at 2-4 years of age is a standard measure for the WIC program to report to the CDC. A child's weight status is determined using an age- and sex-specific percentile for BMI rather than the BMI categories used for adults because children's body composition varies as they age and varies between boys and girls.

For children and adolescents (aged 2—19 years):

- Underweight is defined as a BMI less than 5th percentile for children at the same age and sex- an underweight child can have many different reasons that include feeding disorders to lack of food resources or being food insecure.
Healthy weight is defined as a BMI at 5th to 85th percentile.
Overweight is defined as a BMI at or above the 85th percentile and lower than the 95th percentile for children of the same age and sex.
Obesity is defined as a BMI at or above the 95th percentile for children of the same age and sex.

Benchmark Data Source:

Body Mass Index (BMI) is a measure used to determine childhood overweight and obesity. It is calculated using a child's weight and height. Two primary sources of Body Mass Index (BMI) data were considered for this indicator:

- Arizona Department of Health Services, Women, Infants, and Children (WIC) Nutrition Program data: WIC is a federally funded program providing residents with nutritious foods, nutrition education, and referrals. WIC serves pregnant, breastfeeding, and postpartum women, and infants and children under age five who are at nutritional risk and who are at or below 185 percent of the federal poverty guidelines. Around 62% of newborns in the state are eligible for the WIC program whereas around 25-30% are eligible between the ages of 2-4 years of age. This program measures BMI of all enrolled 2-4 year old participants for all regions of the state. WIC data is available for non-tribal regions and the Navajo Nation Regional Council (with tribal permissions) through the Arizona Department of Health Services (DHS). Data for tribal

1 Centers for Disease Control and Prevention (CDC): http://www.cdc.gov/healthyweight/assessing/bmi/childrens\_bmi/about\_childrens\_bmi.html

2 Barlow SE and the Expert Committee. Expert committee recommendations regarding the prevention, assessment, and treatment of child and adolescent overweight and obesity: summary report. Pediatrics 2007;120 Supplement December 2007:S164—S192.

3 Arizona Women, Infants & Children (WIC) Program: http://azdhs.gov/azwic/

regions is available (pending tribal permissions) through the Intertribal Council of Arizona (ITCA) or tribal authorities. WIC serves a very large number of low-income 2-4 year olds and their families in Arizona; however, it does not measure the BMI of all Arizona children, only those enrolled in the WIC program. Some regions may be better represented by WIC data than others. Specifically, those communities with large percentages of the population at or below 185 percent of the federal poverty guidelines will have better measurement with the WIC data.

- Arizona Health Care Cost Containment System (AHCCCS): The Arizona Health Care Cost Containment System (AHCCCS) is Arizona's Medicaid agency that offers health care programs to serve Arizona residents. Individuals must meet certain income and other requirements to obtain services. Data is collected through AHCCCS for all participants, but this data is not currently available in a standardized report, and access to the data requires permission from AHCCCS.

#### **Data source selected:**

There currently is no data source that measures the BMI of all Arizona children. However, WIC data from DHS and ITCA (pending tribal permissions) were identified as best data sources for this indicator because consistent data are available for all regions and the WIC program serves a large number of Arizona 2-4 year-olds (105,968 in the initial data pull).

#### **Baseline (Region and State):**

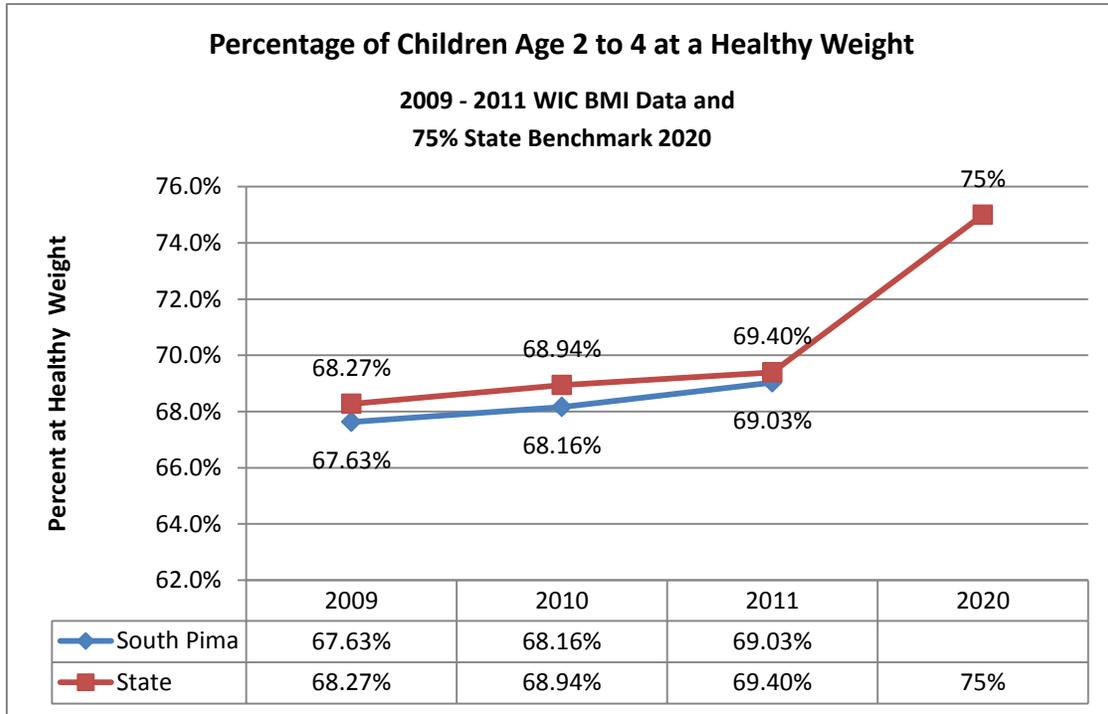
- 2010: In South Pima, **68%** (2,794) of children age 2-4 were at a healthy body weight
- 2010: In Arizona, **69%** (72,521)<sup>4</sup> of children age 2-4 were at a healthy body weight

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<sup>4</sup> Statewide baseline presented here (69%) is based on data from the Arizona Department of Health WIC program; no data from tribal WIC programs are included. The regional benchmarking statewide baseline data vary from those utilized in statewide benchmarking. Statewide benchmarking was informed by WIC data from the Centers for Disease Control which included tribal data and duplicated child counts. It was calculated with a slightly different methodology from that employed in Arizona. FTF is working with data partners to identify the best approach to methodology and will present any variations to baseline statewide number to the FTF Board and Councils for review.

**Trend Line (Region and State):**

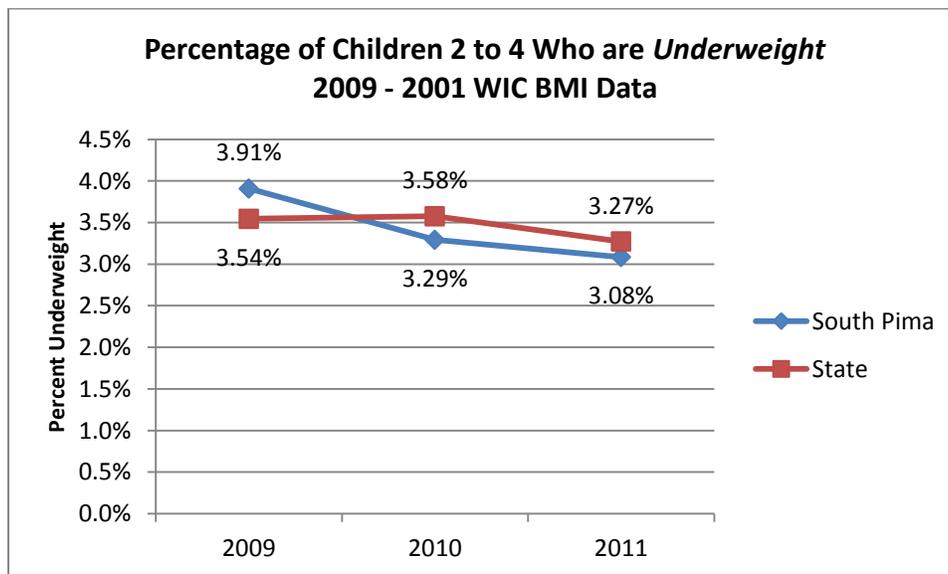
**Graph 1: Percentage of children age 2 to 4 who are at a healthy weight (based on body mass index- BMI).** Data displayed is presented for both the region (identified with diamonds) and state (identified with blocks) for years 2009 through 2011. The state benchmark for 2020 (75%) is also presented in this graph.



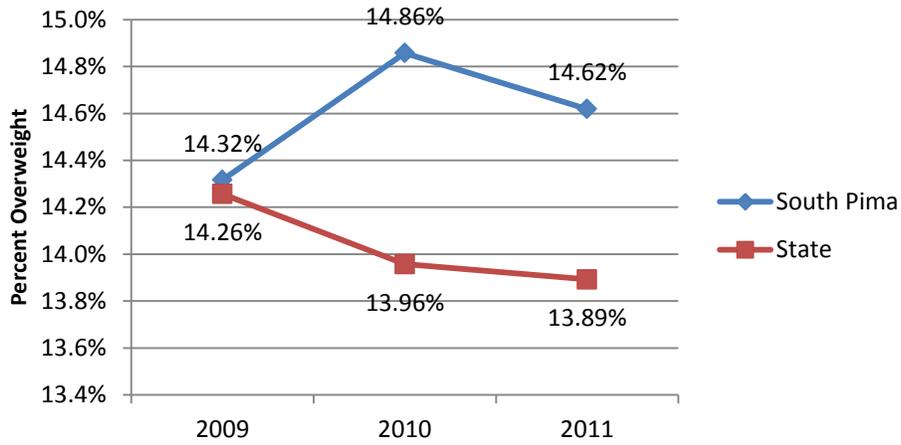
**Benchmark (Region and State):**

- 2020: In South Pima, **XX** % of children age 2-4 at a healthy weight (BMI)
- 2020: In Arizona, 75% of children age 2-4 at a healthy weight (BMI)

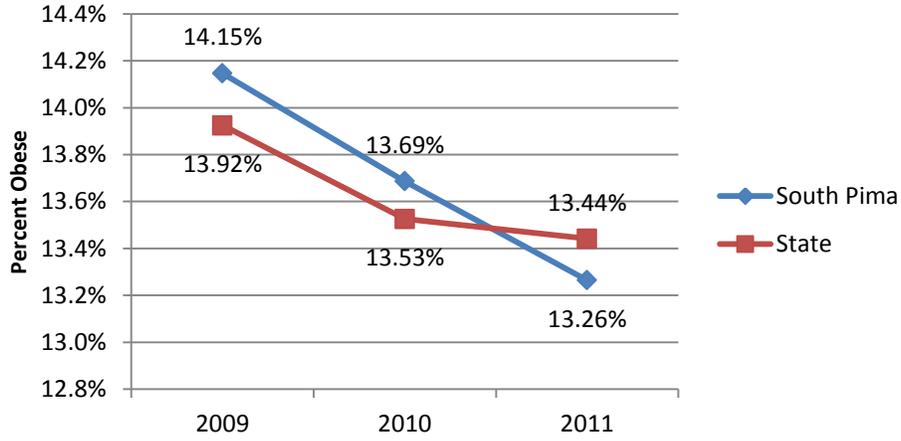
**Graphs 2 - 4: Percentage of children age 2 to 4 who are Underweight, Overweight or Obese (based on body mass index- BMI).** Data displayed is presented for both the region and state for years 2009 through 2011.



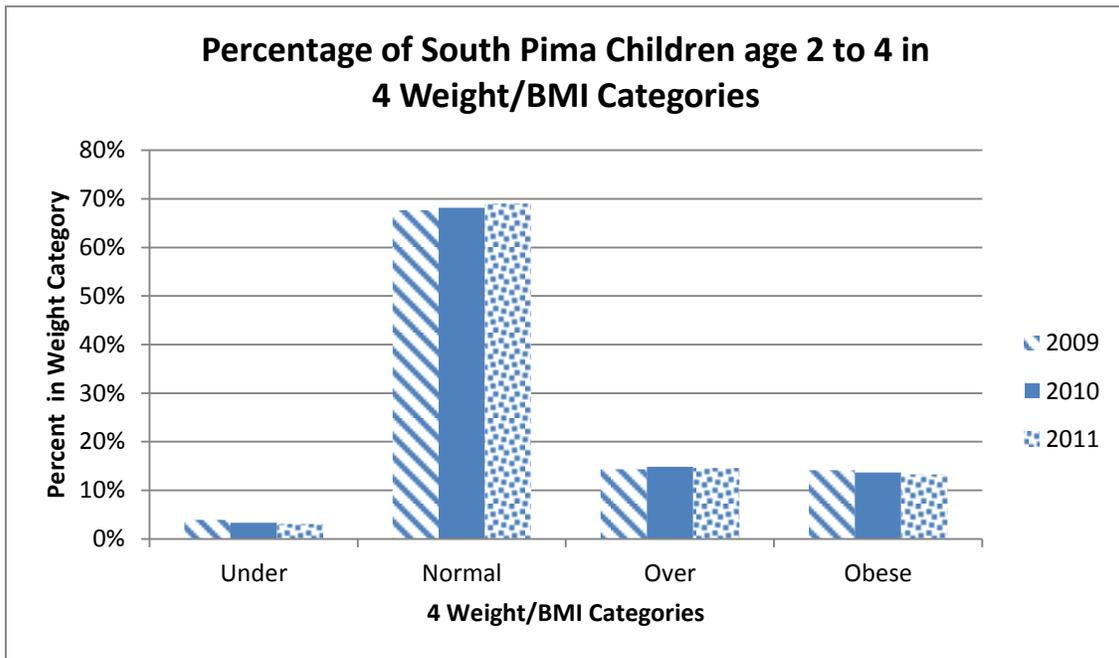
**Percentage of Children who are *Overweight***  
**2009 - 2011 WIC BMI Data**



**Percentage of Children 2 to 4 Who Are *Obese***  
**2009 - 2011 WIC BMI Data**



**Graph 5: South Pima children age 2 to 4 presented in four weight categories (based on body mass index-BMI).**  
 Data displayed compares percentages for years 2009 through 2011.



South Pima: Percent and number of children in each weight category for years 2009-2011				
Year	Under	Normal	Over	Obese
2009	3.91% (N=160)	67.63% (N=2768)	14.32% (N=586)	14.15% (N=579)
2010	3.29% (N=135)	68.16% (N=2794)	14.86% (N=609)	13.69% (N=561)
2011	3.08% (N=123)	69.03% (N=2753)	14.62% (N=583)	13.26% (N=529)

First Things First  
South Pima Regional Partnership Council

Governance Policy Manual

P R E F A C E

This document, initially adopted by the South Pima Regional Partnership Council on June 12, 2008, and updated periodically thereafter, constitutes the complete and official body of policies for the governance and operation of the South Pima Regional Partnership Council.

DISCLAIMER

ALL POLICIES FOUND IN THIS GOVERNANCE POLICY MANUAL ARE SUBJECT TO CHANGE FROM TIME TO TIME AS APPROVED BY THE REGIONAL PARTNERSHIP COUNCIL. THE FIRST THINGS FIRST REGIONAL OFFICE DISSEMINATES HARD COPIES OF ADDITIONS/REVISIONS NOT MORE THAN TWICE EACH YEAR. THE WEB COPY, LOCATED AT [HTTP://WWW.AZFTF.GOV](http://www.azftf.gov) IS UPDATED AS NEEDED FOLLOWING APPROVAL BY THE REGIONAL PARTNERSHIP COUNCIL. PRIOR TO ACTING IN RELIANCE UPON A SPECIFIC COUNCIL POLICY AS IT APPEARS IN ANY COPY OF THE GOVERNANCE POLICY MANUAL, PLEASE CHECK TO MAKE SURE THAT THE COUNCIL HAS NOT RECENTLY APPROVED ANY ADDITIONS OR REVISIONS TO THAT SPECIFIC POLICY.

Contact: Eleanor Droegemeier, at 520-628-6689 or email [edroegemeier@azftf.gov](mailto:edroegemeier@azftf.gov)

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## 1-101 Organization, Authority and Location

The South Pima Regional Partnership Council (herein “the Council”) is established as a result of a ballot initiative, Proposition 203, which was approved by voters in November 2006. The purpose, authority, powers and duties of the Council are included in A.R.S. Title 8, Chapter 13 as well as in other statutes and laws of the State of Arizona. The Council is appointed by the Arizona Early Childhood Development and Health Board and assisted in the performance of its duties by staff employees known as the First Things First Staff. The South Pima Regional Office is located in Tucson, Arizona. The office is maintained by the Regional Staff.

Adopted June 12, 2008

1-102 Departure from Council Policy

- A. Persons desiring to depart from the policies adopted by the Council shall submit a request in writing to the Chairperson of the Council
- B. No departure from Council policy shall be permitted without the approval of the Council

Adopted June 12, 2008

## 1-103 Meetings of the Council

The Council shall adopt a calendar of regular meetings of the Council at the beginning of each fiscal year. The Chairperson or any four members of the Council may at any time call a special meeting of the Council.

A majority of the membership of the Council shall constitute a quorum for the transaction of business at any meeting of the Council, but a number less than a quorum may adjourn from time to time. Council members may participate at any meeting in person, by teleconference and/or by videoconference provided that all members may hear one another.

Public notice of all meetings of the Council shall be provided in accordance with the requirements of law. In addition, written notice shall be provided to each member of the Council. All notices required by this policy shall at least specify the time, date and place of the meeting.

Written notice of any regular meeting of the Council, plus the agenda and all material relating to agenda items, shall be transmitted to each member of the Council [by electronic mail, or if preferred,](#) at each member's last known place of residence or other designated address by the quickest and most reliable method at least ~~seven-five~~ days prior to the date of such meeting. Amendments to the agenda and additional supporting materials, not previously available, shall be transmitted at least two days prior to the scheduled meeting. Except with the approval of three-fourths of the voting members in attendance at a meeting, and if permitted by law, no action shall be taken by the Council on any matter where material is not timely submitted in accordance with this policy.

**Comment [SM1]:** Due to posting rules, documents occasionally take an extra day or two to be made public. Changing this to 5 days would be helpful in making sure staff are complying with the governance policies.

Special meetings may be held upon such notice to the members of the Council as is appropriate to the circumstances and upon such public notice as is required by law. Special meetings may be held by teleconference and/or videoconference. All material relating to special meeting agenda items shall be transmitted to each member of the Council as far in advance of the meeting as possible.

Adopted June 12, 2008

Amended July 21, 2011

Amended August 16, 2012

1-104 Code of Ethics

Voting members and staff shall agree to the following code of ethics:

1. Listen carefully to fellow Council members.
2. Respect the opinions of fellow Council members.
3. Respect and support the majority decisions of the Council.
4. Recognize that all authority is vested in the full Council only when it meets in a legal public session.
5. Keep well informed about the issues which could come before the Council.
6. Participate actively in Council meetings and actions.
7. Bring to the attention of the Council any issues that could have an adverse effect on the South Pima Regional Partnership Council, First Things First, and the Arizona Early Childhood Development and Health Board.
8. Refer complaints concerning Council related matters and members to the proper level, specifically the chair or vice chair of the Council.
9. Represent all the people the South Pima Regional Partnership Council serves and not primarily a particular issue, personal agenda, or interest group.
10. If there is a violation of this code the individual(s) suspected of said violation shall meet with the chair or vice chair of the Council to discuss the matter. The appropriate chair shall attempt to resolve the matter and if necessary refer it to the Council for action.

Adopted June 12, 2008

1-105 Attendance

**Comment [SM2]:** Friendly reminder, we cannot edit this section per state board policy.

This policy is intended to support the full contribution of all Council members. A Council attendance problem shall be defined as:

- A member having two un-notified absences in a row (un-notified means that the member did not call or email the Council chair or director prior to the meeting.)
- A member has three notified absences in a row.
- A member who misses more than three meetings without excuse in a twelve-month period.

In the event of a Council attendance problem, the chair will contact the member to discuss the problem. The member's response will be shared by the chair with the entire Council at the next Council meeting. At that meeting, the Council will decide what action to take regarding the member's future membership.

A member who misses more than three meetings without excuse or resigns their membership shall be replaced by the Arizona Early Childhood Development and Health Board after a public application process and with the input of the South Pima Regional Partnership Council in accordance with A.R. S. Section 8-1162(D).

Adopted June 12, 2008

## 1-106 Meeting Procedures

The rules contained in the current edition of Robert's Rules of Order Newly Revised (available online at <http://www.rulesonline.com/>) shall govern the deliberations of the Council in all cases to which they are applicable and in which they are not inconsistent with these Council policies and special rules of order the Council may adopt, and with any applicable statutes.

The order of business for any regular meeting of the Council shall be in accordance with the written agenda prepared for the meeting. Such agenda shall provide for both an executive session and open session in accordance with requirements of law. The open session portion of the agenda shall provide at least for the following:

1. Call to order
2. Call to the public
3. Approval of minutes of prior regular or special meetings if not included on consent agenda
4. Adoption of all consent agenda items
5. Matters presented by the chairs of standing committees of the Council
6. Reports, if any, from ad hoc or special committees appointed by the Council
7. Matters presented by the First Things First Regional Director
8. Announcements and adjournment

Routine matters listed in the open session portion of the agenda for a regular meeting of the Council may be grouped together and decided by the Council without discussion or debate. Such matters shall be designated as "Consent Agenda Items." Any member of the Council may request discussion or debate on any individual item listed as a Consent Agenda Item, and the matter shall be considered and decided separately at such time in the meeting as may be directed by the Chairperson.

During the course of any regular meeting of the Council, the Chairperson shall act as presiding officer and all motions shall be directed to the Chairperson. However, the Chairperson may delegate to the chair of each respective standing committee the responsibility for chairing discussion of items presented to the Council by that chairperson. Whenever a matter before the Council is deferred for further discussion, the Chairperson may assign the matter to an appropriate committee, schedule the matter for further consideration at a future meeting of the Council, or take other appropriate action, and may otherwise direct the Regional Staff with respect to the matter.

All meetings of the Council are open to the public except for executive sessions. The Council reserves the right, however, to maintain order to prevent interference by any member or members of the public with the conduct of its meetings.

Adopted June 12, 2008

## 1-107 Call to the Public Procedure

During each Council meeting, the Council conducts a “Call to the Public” when members of the public may address the Council. Speakers who wish to address the Council:

- Must turn in a signed request (using the form provided at the Council meeting) to the Regional Director. Any written materials for the Council should be included with this request.
- Are given up to five minutes to make their remarks.

The following priority will be given to speakers during “Call to the Public”:

1. Matters scheduled on the same meeting’s agenda.
2. Other matters; presenters who haven’t address the Council in the previous two months.
3. Other matters; presenters who have addressed the Council in the previous two months.

The Council retains its prerogative to:

- Refuse to hear comments on a specific issue if a public comment session has been held on the issue.
- Limit the time or the number of speakers on the same issue.
- Refuse to have letters read *on behalf of other individuals*.

If speakers have comments that are too long for the time allowed, or if members of the public would like materials distributed to the Council, written materials may be provided to the Regional Director. All written materials are distributed to and given consideration by the Council.

Because of the diversity of issues presented during “Call to the Public,” Council members generally do not respond to speakers during this comment period. The speaker’s concerns are recorded and may be referred to the appropriate staff for follow-up. The Council is informed of the outcomes of the staff efforts to respond to the speaker’s concerns.

Adopted June 12, 2008

#### 1-108 Minutes of Meetings of the Council

Minutes of all meetings of the Council shall be created and maintained in accordance with the requirements of law. The Council may incorporate by reference into its minutes lists of staff changes, reports, lists of budget information, formal written resolutions and other material of similar import, and such material shall be maintained in a permanent file to be designated as the "South Pima Regional Partnership Council's Documents File," which shall be kept in the custody of the Regional Director and available for ready reference.

Each member of the Council shall be furnished with copies of the minutes of the open session portion of each regular and special meeting of the Council. Members of the Council who were in attendance of an executive session shall be furnished with copies of the minutes of the executive session portion of any meeting of the Council for the purpose of approving those minutes, after which all copies shall be returned to the Regional Director.

All minutes of the open session portion of any meeting of the Council shall be open to public inspection during regular business hours at the First Things First Regional Office located in Tucson, AZ. Minutes of executive sessions shall be kept confidential except from members of the Council or as otherwise required by law. Copies of minutes or excerpts from any minutes of the open session portion of any Council meeting or from any executive session, if the law permits such disclosure, may be furnished by the Regional Director. If such minutes have not yet been approved by the Council, they shall be marked "Draft."

Adopted June 12, 2008

Amended July 21, 2011

## 1-109 Committees and Subcommittees

The Council may establish and maintain standing committees composed of members of the Council appointed by the Chairperson. The Chairperson will serve as an ex officio member of all standing committees.

Standing Committees may meet either apart from regular meetings of the Council and provide a report to the Council of business conducted, or may meet as a committee of the whole during the course of a regular Council meeting. All members of the Council attending a standing committee meeting are eligible for voting on standing committee matters.

The Chairperson of the Council may establish such other ad hoc or special committees as the Chairperson deems necessary or advisable. The Chairperson shall appoint the membership of such committees, which may, but need not, include members of the Council, and shall designate the matters to be considered by said committees. All such committees shall act as advisory bodies to the Council and report their recommendations to the Council.

All such standing, ad hoc or special committees shall hold and conduct their meetings in accordance with requirements of law. The chair of each such committee shall be its presiding officer and shall set the time, date and place of the meetings.

The Executive Committee shall be a standing committee of the Council. Its members shall include the Chairperson, Vice-Chairperson and the chairs of any other Standing Committees established by the Council. Unless otherwise directed by the Chairperson, the Chairperson will preside over the Executive Committee. If the law permits, the Council may delegate a specific decision-making authority to the Executive Committee from time to time. In addition, if a matter is deemed to be urgent by the Chairperson, the Executive Committee may be convened for specific decision-making, subject to adoption at a subsequent regular meeting of the Council.

The Nominating Committee shall be a standing committee of the Council. The purpose of this committee is to:

- Review applications for membership on the regional council and review eligibility for membership
- Interview applicants deemed eligible for membership
- Nominate prospective members to the First Things First Board for appointment

The nominating committee will consist of, at minimum, two members, including one community representative who is not currently serving on the Regional Council.

Regional Senior Directors and/or designated staff will assist the nominating committee by reviewing and screening applications, providing interview questions and providing logistical support to the committee.

Adopted June 12, 2008

Amended September 16, 2010

#### 1-110 Council Officers and Their Duties

At the first regular meeting of the Council following May 1 of each fiscal year beginning in 2008, the Council shall elect a Chairperson and Vice-Chairperson from among the appointed members to serve for the ensuing fiscal year beginning July 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

#### 1-111 Communications To or From the Council

Communications from the Council to members of the legislature, the press and the public should, whenever possible, be transmitted by and through the Chairperson of the Council. Inquiries in regard to matters upon which the Council has taken, or probably will take a position, should be referred to the Chairperson.

There will be cases when an individual member of the Council will feel obligated to answer inquiries. In these cases, the member of the Council expressing an opinion as to matters upon which the Council has taken a position should support the position taken by the Council or make it perfectly clear that he or she is expressing an opinion that has not been approved by the Council.

Adopted June 12, 2008

## 1-112 Lobbying

The Council recognizes and appreciates the privilege each individual in this State and nation has to express his or her opinion and to seek to make that opinion known to members of Congress, and State legislature. The Council also recognizes the responsibilities with which it has been entrusted in connection with the operation of the early childhood development and health system and the advancement of early childhood development and health programs in the State of Arizona and recognizes that on occasion the interests of the Council will not coincide with the interests of individual members of the Council.

In approaching members of the State legislature or members of Congress, members of the Council shall make every effort to indicate clearly that the position they take is an individual position or is the position of a group other than the Council. In instances in which the Council has taken an official position, the member endorsing a differing position shall make it clear to the legislative body that the Council has endorsed a different or contrary position.

The members responsible for the disbursement or allocation of State funds shall determine prior to disbursement or allocation that such funds will not be used for purposes of influencing legislation unless such use receives specific authorization by the Council.

Only the Chairperson of the Council or his or her designated delegate shall speak for the Council to members of the legislature in matters relating to policy. In responding to members of Congress or State legislators, Council members shall make every effort to accurately communicate official Council positions. In matters for which the Council hasn't taken an official position, Council members should indicate clearly that the position they take is an individual position or is the position of a group other than the Council.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual employees or Council members but is an attempt only to separate the views of those individuals from positions which the Council may take in attempting to discharge its responsibilities under the statutes of the State of Arizona.

Adopted June 12, 2008

## 1-113 Conflict Of Interest

Council members and employees shall comply with the conflict of interest provisions of A.R.S. Title 38, Chapter 3, Article 8. These statutes set the minimum standards expected of public officers and employees who, in their official capacities, are faced with a decision or contract that might affect their direct or indirect pecuniary or proprietary interests or those of a relative. Section 38-503 provides in part:

Any public officer or employee of a public agency who has, or whose relative has, a substantial interest in any contract, sale, purchase or service to such public agency shall make known that interest in the official records of such public agency and shall refrain from voting upon or otherwise participating in any manner as an officer or employee in such contract, sale, purchase or service.

Any public officer or employee who has, or whose relative has, a substantial interest in any decision of a public agency shall make known such interest in the official records of such public agency and shall refrain from participating in any manner as an officer or employee in such decision.

Under this law, a Council member or employee who has a conflict of interest must disclose the interest and refrain from participating in the matter. Council members and employees may find guidance on this subject in the Arizona Agency Handbook, which is available on the Attorney General's website at [http://www.azag.gov/Agency\\_Handbook/Agency\\_Handbook.html](http://www.azag.gov/Agency_Handbook/Agency_Handbook.html). Public officers and employees should review conflicts of interest matters not specifically addressed in the Handbook with their supervisors or legal counsel.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, no Regional Partnership Council member shall vote on, or participate in the discussion of, any grant proposal in which any entity by which they are employed or on whose Council they serve has a substantial interest, as defined by Section 38-502.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, all Council members and employees shall complete a Conflict of Interest Statement upon adoption of this policy and annually thereafter on a form to be provided by the central office staff. These forms will be reviewed by the First Things First Regional Director and legal counsel for resolution or mitigation of potential conflicts of interest. Any potential conflicts of interest that cannot be resolved or mitigated satisfactorily will be placed on the Early Childhood Development and Health Board's upcoming agenda for disclosure purposes and to help ensure compliance with the conflict of interest laws. In addition, the Regional Director will prepare a summary report of the Conflict of Interest Statements filed each year for Council review.

The Conflict of Interest Statement prepared annually by the Regional Director will be reviewed by the Council.

Adopted June 12, 2008

#### 1-114 Amendments

These policies shall not be added to, amended, or repealed except at a meeting of the Council and by public vote of a majority of all voting members of the Council. Any proposed addition, deletion, or amendment shall be filed with the Regional Director, in writing, at least ten days before such meeting, and it shall be the duty of the Regional Director to promptly distribute a copy to each member of the Council.

Amendments to Council policy will require a two-step process to adopt: 1) the draft policy change will receive a *first reading* at a public meeting, during which Council members may discuss the draft amendment and request that staff make changes as deemed appropriate (a vote to adopt is not taken at this stage) and 2) the draft policy change will receive a *second reading* at a subsequent public meeting during which the Council may direct staff to make further changes or may vote its adoption.

Adopted June 12, 2008



Attachment #5

### FY2014 Meeting Dates and Locations

Meetings fall on the 3<sup>rd</sup> Thursday, unless noted\*  
Meeting Time 9:00 a.m. unless noted†

July 18, 2013	TBD-Working on a location as of 6/10/13
August 15, 2013	Meeting Cancelled
September 19, 2013	Ocotillo EC Center, Library 5702 S Campbell, Tucson, AZ 85706
October 17, 2013	Robles Elementary School, Library 10105 S Sasabe Rd, Tucson, Arizona 85736 (Three Points)
November 21, 2013	Town of Sahuarita Council Chambers 375 W Sahuarita Center Way, Sahuarita, AZ 85629
*December 12, 2013 (Holidays)	TBD
January 16, 2014	Arivaca Action Center 15925 Universal Ranch Road, Arivaca, AZ 85601
*February 13, 2014 (Rodeo Days)	Sasabe-San Fernando School?
†March 20, 2014	Desert Senita Community Health Center, Conference Room 410 North Malacate Street, Ajo, AZ 85321 (10:00 a.m. optional)
April 17, 2014	Vail Education Center, District Office (Board Room) 13801 E. Benson Highway, Vail AZ 85641
May 15, 2014	Sunnyside Unified School District, Governing Board Room, 2238 E. Ginter, Tucson, AZ 85706
June 19, 2014	Pima Community College-Desert Vista Campus, Ocotillo Room 5901 S. Calle Santa Cruz, Tucson AZ 85709

All locations are currently tentative.

**Comment [SM1]:** This is still being explored. If they were able to host us, it might need to be on rodeo days (if they break for Rodeo Days) as they have limited space when school is in session.

**Comment [SM2]:** We need to be mindful of Spring Breaks ☺

## ***Regional Director's Report***

### ***June 20, 2013***

#### ***Regional Updates***

- ❖ **Fiscal Year 2013 Expenditure Report (Attachment 7)**
- ❖ **Quarter 3 Regional Data Report (Attachment 8)**
- ❖ **Quarter 3 Narrative Summary Report (Attachment 9)**
- ❖ **Regional Needs and Assets Report (Attachment 10)**
- ❖ **Child Care Demand Study**

#### ***Statewide Updates***

##### **FTF State Board Meeting**

- ❖ The FTF State Board met on June 10<sup>th</sup> in Phoenix.
- ❖ Board decisions pending action/approval that relate to the South Pima Regional Partnership Council:
  - Approval of the recommendation to the Board to consolidate North and Central Pima Regional Partnership Councils, effective July 1, 2014. In addition to the consolidation recommendation, moving the 85730 and 85748 zip codes currently assigned to South Pima into Central Pima and moving the 85746 and 85757 zip codes currently in Central Pima into South Pima. Details related to transitioning services currently provided to families in these zip codes are not known at this time.
  - Approval of the Fiscal Year 2014 Contract Renewals, approved by the Regional Council during the May 16<sup>th</sup> Regional Council meeting.
  - Approval of the Regional Council's recommendations of the Family, Friend and Neighbor joint Request For Grant Application (RFGA) with Central Pima and the South Pima Coordination of Services RFGA.
- ❖ A summary of highlights and decisions made by the State Board are anticipated to be sent to members by the FTF Communications Team in the near future.

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

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

##### **Quality First Launch**

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

## FY 2013 South Pima 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>\$2,369</b>	<b>\$2,631</b>	<b>47.4%</b>		
	First Things First (FTF-Directed)	07/01/2012-06/30/2013		\$5,000	\$2,369	\$2,631	47.4%		
	<b>Community Outreach Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$47,000</b>	<b>\$47,000</b>	<b>\$41,063</b>	<b>\$5,937</b>	<b>87.4%</b>		
	First Things First (FTF-Directed)	07/01/2012-06/30/2013		\$47,000	\$41,063	\$5,937	87.4%		
	<b>Media Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$70,174</b>	<b>\$29,826</b>	<b>70.2%</b>		
	First Things First (FTF-Directed)	07/01/2012-06/30/2013		\$100,000	\$70,174	\$29,826	70.2%		
		<b>Goal Area Subtotal:</b>	<b>\$152,000</b>	<b>\$152,000</b>	<b>\$113,606</b>	<b>\$38,394</b>	<b>74.7%</b>		
<b>Coordination</b>	<b>Service Coordination Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$111,298</b>	<b>\$38,702</b>	<b>74.2%</b>		<b>\$9,318</b>
	United Way of Tucson and Southern	07/01/2012-06/30/2013		\$150,000	\$111,298	\$38,702	74.2%		\$9,318
		<b>Goal Area Subtotal:</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$111,298</b>	<b>\$38,702</b>	<b>74.2%</b>		<b>\$9,318</b>
<b>Evaluation</b>	<b>Needs and Assets Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>-</b>	<b>100.0%</b>		
	First Things First (FTF-Directed)	07/01/2012-11/30/2012		\$6,000	\$6,000	-	100.0%		
	<b>Statewide Evaluation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$148,355</b>	<b>\$148,355</b>	<b>\$148,355</b>	<b>(\$0)</b>	<b>100.0%</b>		
	First Things First (FTF-Directed)	07/01/2012-06/30/2013		\$148,355	\$148,355	(\$0)	100.0%		
		<b>Goal Area Subtotal:</b>	<b>\$154,355</b>	<b>\$154,355</b>	<b>\$154,355</b>	<b>(\$0)</b>	<b>100.0%</b>		
<b>Family Support</b>	<b>Home Visitation Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$1,421,138</b>	<b>\$1,418,357</b>	<b>\$989,910</b>	<b>\$428,447</b>	<b>69.8%</b>		<b>\$173,972</b>
	Ajo Community Health Center dba	10/01/2012-06/30/2013		\$87,958	\$9,686	\$78,272	11.0%		\$1,400
	Arizona Department of Economic Security	07/01/2012-06/30/2013		\$13,054	\$3,263	\$9,790	25.0%		
	Sunnyside School District	07/01/2012-06/30/2013		\$669,882	\$475,787	\$194,095	71.0%		\$113,415
	United Way of Tucson and Southern	07/01/2012-06/30/2013		\$646,326	\$500,036	\$146,290	77.4%		\$59,158
		07/01/2012-07/31/2012		\$1,138	\$1,138	-	100.0%		
	<b>Parent Education Community-</b>	<b>Strategy Subtotal:</b>	<b>\$400,000</b>	<b>\$400,000</b>	<b>\$226,140</b>	<b>\$173,861</b>	<b>56.5%</b>		<b>\$34,001</b>
	United Way of Tucson and Southern	08/01/2012-06/30/2013		\$400,000	\$226,140	\$173,861	56.5%		\$34,001
		<b>Goal Area Subtotal:</b>	<b>\$1,821,138</b>	<b>\$1,818,357</b>	<b>\$1,216,050</b>	<b>\$602,308</b>	<b>66.9%</b>	<b>\$34,001</b>	<b>\$173,972</b>
<b>Health</b>	<b>Child Care Health Consultation</b>	<b>Strategy Subtotal:</b>	<b>\$216,720</b>	<b>\$216,195</b>	<b>\$167,640</b>	<b>\$48,555</b>	<b>77.5%</b>		<b>\$44,882</b>
	First Things First (FTF-Directed)	07/01/2012-06/30/2013		\$10,107	\$10,107	-	100.0%		
	Pima County Health Department	07/01/2012-06/30/2013		\$181,890	\$140,111	\$41,779	77.0%		\$39,554
		07/01/2012-06/30/2013		\$20,231	\$14,776	\$5,455	73.0%		\$4,393
	University of Arizona Cooperative	07/01/2012-06/30/2013		\$3,967	\$2,646	\$1,321	66.7%		\$936
	<b>Oral Health Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$225,000</b>	<b>\$225,000</b>	<b>\$124,104</b>	<b>\$100,896</b>	<b>55.2%</b>		<b>\$17,469</b>
	Pima County Health Department	07/01/2012-06/30/2013		\$225,000	\$124,104	\$100,896	55.2%		\$17,469
		<b>Goal Area Subtotal:</b>	<b>\$441,720</b>	<b>\$441,195</b>	<b>\$291,744</b>	<b>\$149,451</b>	<b>66.1%</b>		<b>\$62,352</b>

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Reimbursement Activity	
								Pending	Paid (Last 30 Days)
<b>Professional Development</b>	<b>Community Based Professional</b>	<b>Strategy Subtotal:</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$125,615</b>	<b>\$74,385</b>	<b>62.8%</b>		<b>\$50,250</b>
	United Way of Tucson and Southern	07/01/2012-06/30/2013		\$200,000	\$125,615	\$74,385	62.8%		\$50,250
	<b>FTF Professional REWARD\$</b>	<b>Strategy Subtotal:</b>	<b>\$210,600</b>	<b>\$210,600</b>	<b>\$210,084</b>	<b>\$516</b>	<b>99.8%</b>	<b>\$52,153</b>	
	Valley of the Sun United Way	07/01/2012-06/30/2013		\$210,600	\$210,084	\$516	99.8%	\$52,153	
	<b>Scholarships non-TEACH</b>	<b>Strategy Subtotal:</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$12,999</b>	<b>\$37,001</b>	<b>26.0%</b>		
	Central Arizona College	07/01/2012-06/30/2013		\$50,000	\$12,999	\$37,001	26.0%		
	<b>Scholarships TEACH Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$39,250</b>	<b>\$39,250</b>	<b>\$11,009</b>	<b>\$28,241</b>	<b>28.0%</b>		<b>\$1,614</b>
Association for Supportive Child Care	07/01/2012-06/30/2013		\$39,250	\$11,009	\$28,241	28.0%		\$1,614	
	<b>Goal Area Subtotal:</b>		<b>\$499,850</b>	<b>\$499,850</b>	<b>\$359,707</b>	<b>\$140,143</b>	<b>72.0%</b>	<b>\$52,153</b>	<b>\$51,864</b>
<b>Quality and Access</b>	<b>Center-based Literacy Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$112,090</b>	<b>\$112,090</b>	<b>\$96,657</b>	<b>\$15,433</b>	<b>86.2%</b>		<b>\$9,113</b>
	Make Way for Books	07/01/2012-06/30/2013		\$112,090	\$96,657	\$15,433	86.2%		\$9,113
	<b>Pre-Kindergarten Scholarships</b>	<b>Strategy Subtotal:</b>	<b>\$472,720</b>	<b>\$472,636</b>	<b>\$464,417</b>	<b>\$8,219</b>	<b>98.3%</b>		<b>\$136,845</b>
	Arizona Department of Education	To Be Determined		-	(\$8,219)	\$8,219	0.0%		
		07/01/2012-06/30/2013		\$31,623	\$31,623	-	100.0%		
	Valley of the Sun United Way	07/01/2012-06/30/2013		\$441,013	\$441,013	-	100.0%		\$136,845
	<b>Quality First Strategy</b>	<b>Strategy Subtotal:</b>	<b>\$1,218,468</b>	<b>\$1,218,401</b>	<b>\$734,165</b>	<b>\$484,237</b>	<b>60.3%</b>		<b>\$136,365</b>
	Arizona Department of Health Services	07/01/2012-06/30/2013		\$41,606	\$22,855	\$18,752	54.9%		\$1,591
	Southwest Human Development	07/01/2012-06/30/2013		\$6,317	\$4,939	\$1,377	78.2%		\$885
		10/01/2012-06/30/2013		\$12,128	\$5,920	\$6,207	48.8%		\$2,214
	United Way of Tucson and Southern	07/01/2012-06/30/2013		\$1,158,351	\$700,451	\$457,900	60.5%		\$131,674
	<b>Quality First Child Care</b>	<b>Strategy Subtotal:</b>	<b>\$1,700,906</b>	<b>\$1,700,906</b>	<b>\$1,700,906</b>	<b>-</b>	<b>100.0%</b>		<b>\$523,047</b>
	Valley of the Sun United Way	07/01/2012-06/30/2013		\$1,700,906	\$1,700,906	-	100.0%		\$523,047
	<b>Goal Area Subtotal:</b>		<b>\$3,504,184</b>	<b>\$3,504,034</b>	<b>\$2,996,145</b>	<b>\$507,889</b>	<b>85.5%</b>		<b>\$805,370</b>
	<b>Overall Total:</b>		<b>\$6,723,247</b>	<b>\$6,719,791</b>	<b>\$5,242,905</b>	<b>\$1,476,886</b>	<b>78.0%</b>	<b>\$86,154</b>	<b>\$1,102,876</b>

Council: South Pima

Fiscal Year: 2013

## Instructions for interpreting data report fields:

### \*Quarterly Data Submission Status

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

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

**Note:**

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

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

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

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

**Note:**

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

- (a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols
- (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
- (c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

### \*\*Contracted Service Units

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

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

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

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

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

# Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

**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 / Make Way for Books	Quarterly Data Submission Status*		3	3	3		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     All providers currently enrolled in Quality First are being served.                 </div> <div style="border: 1px solid black; padding: 5px;">                     Number of books checked out has increased incrementally each quarter                 </div>	Number of center based child care providers newly enrolled		32	0	0		
	Number of center based providers served at the end of the quarter (subtracting disenrolled)		31	31	30		
	Number of home based child care providers newly enrolled		37	2	0		
	Number of home based providers served at the end of the quarter (subtracting disenrolled)		35	35	34		
	Number of home and/or center based providers	87	66	66	64		64
	Number of children served in centers at the end of the quarter		2045	2055	2256		
	Number of children served in homes at the end of the quarter		161	174	192		
	Number of center based child care providers who added new lending libraries during the quarter		3	10	25		
	Number of home based child care providers who added new lending libraries during the quarter		2	14	18		
	Number of families with 0-5 yr old children who checked out books during the quarter		579	1765	1916		
	Number of books checked out during the quarter		1358	3853	5624		
	Number of trainings conducted		9	6	4		
	Number of center based child care professionals attended		166	36	73		
	Number of home based child care professionals attended		47	25	38		
	Number of professionals attended		150	213	61	111	385

### 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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of training sessions conducted		38	23	16		
	Number of professionals attended	247	164	309	340		813
	Average attendance per training session		4.3	13.4	21.3		
	Number of trainings offered as college credit		34	21	14		

This number includes participants in conferences and seminars as well as professionals enrolled in a Community of Practice.

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

### 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 / Valley of the Sun United Way	Quarterly Data Submission Status*		2	2			
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Data is reported twice a year. This data reflects only Quarter 1 and 2.                 </div> <div style="border: 1px solid black; padding: 5px;">                     Majority of scholars are falling into Tier levels 4-9                 </div>	Total Number of Applicants		29	99			
	Total number of Approved Scholars			83			
	Number of Renewed Scholars			4			
	Number of Incentive awards distributed	156	9	94			103
	Total Number of Scholars by REWARD Tiers:		9	94			
	Tier 1		1	5			
	Tier 2		2	16			
	Tier 3		1	4			
	Tier 4		4	22			
	Tier 5		1	10			
	Tier 6			10			
	Tier 7			2			
	Tier 8			13			
	Tier 9			12			

## 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).

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04 / Sunnyside School District	Quarterly Data Submission Status*		3	3	3		
<div style="border: 2px solid black; padding: 5px; width: fit-content;">                     Home visitor caseload has gone done as additional home visitors have been added this quarter.                 </div>	Number of families newly enrolled during the quarter		162	14	14		
	Number of families served	192	162	176	190		190
	Number of families at the end of the quarter (subtracting disenrolled)		156	153	156		
	Client turnover for the quarter		0	1.9%	0		
	Number of families disenrolled during the quarter		6	17	11		
	Clients disenrolled due to moving		0	70.6%	63.6%		
	Clients disenrolled due to unable to locate			33.3%	11.8%	0	
	Number of families continuing to receive services who have moved out of the region during the quarter			0	0	0	
	Number of full time equivalent (FTE) home visitors at the end of the quarter			6.0	6.0	9.5	
	Homevisitor caseload for the quarter			26.0	25.5	16.4	
	Staff turnover for the quarter			0	0	0	
	Number of children newly enrolled during the quarter			175	18	19	

## Data Reports by Regional Partnership Council

**Council:** South Pima

**Fiscal Year:** 2013

	Number of children served		175	193	212		
	Number of children eligible for developmental screening		11	140	114		
	Number of children receiving developmental screening		10	105	81		
	Number of children referred for follow-up		0	<25	<25		
	Number of families who received community based referrals		169	210	349		
	Number of families reporting they are under or uninsured		61	133	133		
	Number of families receiving enrollment assistance to obtain insurance		0	3	0		
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of families newly enrolled during the quarter		130	21	15		
	Number of families served	162	130	151	166		166
	Number of families at the end of the quarter (subtracting disenrolled)		95	108	102		
	Client turnover for the quarter		0	0	5.6%		
	Number of families disenrolled during the quarter		35	8	21		
	Clients disenrolled due to moving		8.6%	0	14.3%		
	Clients disenrolled due to unable to locate		34.3%	37.5%	14.3%		
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	1		
	Number of full time equivalent (FTE) home visitors at the end of the quarter		6.1	6.1	6.2		
	Homevisitor caseload for the quarter		15.6	17.8	16.5		
	Staff turnover for the quarter		0	0	0		
	Number of children newly enrolled during the quarter		165	26	18		

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

Number of children served		165	191	209		
Number of children eligible for developmental screening		91	47	59		
Number of children receiving developmental screening		41	39	47		
Number of children referred for follow-up		<25	<25	<25		
Number of families who received community based referrals		255	200	227		
Number of families reporting they are under or uninsured		74	72	77		
Number of families receiving enrollment assistance to obtain insurance		72	10	35		

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 / Ajo Community Health Center dba Desert Senita Community Health Center	Quarterly Data Submission Status*			3	3		

Healthy Steps home visitor was hired May 6 and outreach for enrollment into the program is underway. It is anticipated that grantee will report newly enrolled families in Quarter 4 Data report.

Number of families newly enrolled during the quarter			0	0		
Number of families served	20		0	0		0
Number of full time equivalent (FTE) home visitors at the end of the quarter			0.0	0.0		
Homevisitor caseload for the quarter			0.0	0.0		
Staff turnover for the quarter			0	0		
Number of children newly enrolled during the quarter			0	0		
Number of children served			0	0		
Number of children eligible for developmental screening			0	0		
Number of children receiving developmental screening			0	0		
Number of children referred for follow-up			0	0		
Number of families who received community based referrals			0	0		

# Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

## 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 / Pima County Health Department	Quarterly Data Submission Status*		3	3	3		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>There was an improvement from Q2 in the number of pregnant women screened</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Anticipate that grantee will meet the contracted service unit for children receiving oral health screening and fluoride varnish application by end of contract year</p> </div>	Number of expectant mothers receiving oral health screening	60	6	2	12		20
	Number of children (0-5 yrs) receiving oral health screening	2300	452	871	588		1911
	Number of children (0-5 yrs) receiving fluoride varnish application	2300	452	871	588		1911
	Number of expectant mothers receiving oral health kits		6	2	12		
	Number of children (0-5 yrs) receiving oral health kits		452	871	588		
	Number of trainings conducted		6	34	75		
	Number of professionals (oral health providers) attended	40	68	97	130		295
	Number of adults attended	200	292	12	60		364
	Number of children attended		144	56	68		
	Number of expectant mothers referred to treatment providers		23	2	10		
	Number of expectant mothers receiving services		23	2	10		
	Number of children (0-5yrs) referred to treatment providers		325	281	202		
	Number of children (0-5yrs) receiving services		40	46	82		

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

### 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 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		2	3	3		
	Number of trainings conducted		53	123	133		
	Number of adults attended	572	453	625	875		1953
	Average attendance per training session		8.6	5.1	6.6		

# Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

## 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 / Arizona Department of Education	Quarterly Data Submission Status*		3	3	3		
	Number of pre-k public sites served		3	3	3		
	Number of pre-k private sites served		1	1	1		
	Number of collaboration meetings between public schools and private providers during the quarter		0	0	0		
	Number of professional development session conducted		4	3	2		
	Number of private pre-k programs staff attending		0	1	2		
	Number of public pre-k programs staff attending		5	5	1		
	Number of public sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0	0	1		
	Number of private sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0	1	0		
	Number of public sites who forward hearing screening results to a medical home for evaluation and services		1	3	0		
	Number of private sites who forward hearing screening results to a medical home for evaluation and services		0	0	0		
	Number of public sites who forward vision screening results to a medical home for evaluation and services		0	1	0		
	Number of private sites who forward vision screening results to a medical home for evaluation and services		0	0	0		

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0336-02-Y2 / United Way of Tucson and Southern Arizona Quality First Coaching	Number of center based providers served	35	31	31	30	0	
	Number of home based providers served	51	35	36	33	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-02 / Southwest Human Development Specialized Technical Assistance Warmline	Number of center based providers served		0	0	30	0	
	Number of home based providers served		0	0	33	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0426-01 / Southwest Human Development Inclusion Warmline	Number of center based providers served		0	0	30	0	
	Number of home based providers served		0	0	33	0	

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-STATE-12-0410-01-Y2 / Arizona Department of Health Services Licensure Fee Discount	Number of center based providers served		0	0	30	0	
	Number of home based providers served		0	0	33	0	

There are currently 3 center based providers and 8 home based providers pending enrollment for a total of 33 centers and 41 homes.

### Quality First Child Care Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-11-0302-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3	3		
	Number of center based <b>providers</b> served			20	20		
	Number of center based <b>providers</b> at the end of the quarter (subtracting disenrolled)			20	19		
	Number of home based <b>providers</b> served			26	31		
	Number of home based <b>providers</b> at the end of the quarter (subtracting disenrolled)			23	27		
	Number of <b>children</b> receiving scholarships			255	430		
	Center based providers: Number of infants receiving scholarships			24	38		
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			10	12		
	Home based providers: Number of infants receiving scholarships			9	19		
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			4	9		
	Center based providers: Number of toddlers receiving scholarships			61	103		
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			35	49		
	Home based providers: Number of toddlers receiving scholarships			20	40		
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			9	20		

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

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
Center based providers: Number of preschool aged <b>children</b> receiving scholarships			137	223		
Center based providers: Number of preschool aged <b>children</b> receiving scholarships at the end of the quarter (subtracting disenrolled)			95	153		
Home based providers: Number of preschool aged <b>children</b> receiving scholarships			16	31		
Home based providers: Number of preschool aged <b>children</b> receiving scholarships at the end of the quarter (subtracting disenrolled)			5	18		
Center based providers: Number of <b>children</b> with special needs receiving scholarships			10	13		
Center based providers: Number of <b>children</b> with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			8	11		
Home based providers: Number of <b>children</b> with special needs receiving scholarships			0	0		
Home based providers: Number of <b>children</b> with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			0	0		
Number of Infant (0-12 months) <b>slots</b> filled end of the quarter			15.5	32.0		
Number of toddler (13-35 months) <b>slots</b> filled end of the quarter			63.5	94.0		
Number of preschooler (36 months - 5 yrs) <b>slots</b> filled end of the quarter			121.5	193.5		
Number of <b>slots</b> filled with children (0-5 yrs) end of the quarter	286		200.5	319.5		319.5
Number of FTF <b>slots</b> vacant for children (0-5 yrs)			39.5	0		

## 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 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		1	3	3		
	CDA Credentials Completed Contract to Date		2	2	2		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Credits Completed		7	3	0		
	AA Contracts Completed		2	2	0		
	AA Withdrawn		0	0	0		
	AA Scholarships Awarded			0	0		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Scholarships Awarded		0	1	1		
	CDA Scholarships Withdrawn		0	0	0		
	CDA Scholarships Currently Awarded		0	0	0		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		11	0	1	1	1
	T.E.A.C.H. Scholar Turnover			0.0%			

Scholarships for TON are reported on TON Data Report. Currently there are 2 TON scholars awarded AA Scholarships.

## Data Reports by Regional Partnership Council

Council: South Pima

Fiscal Year: 2013

### 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 / Association for Supportive Child Care  <div style="border: 2px solid black; padding: 5px; width: fit-content;">             These TEACH Scholarships are funded as part of participation in Quality First           </div>	AA Degrees Completed Contract to Date		2	1	2			
	CDA Credentials Completed Contract to Date		2	2	2			
	BA Degrees Completed Contract to Date		0	0	0			
	CDA Credentials Completed		1	1	1			
	AA Credits Completed		55	133	202			
	AA Contracts Completed		4	13	17			
	AA Withdrawn				1	3		
	AA Scholarships Awarded			38	36	41		
	CDA Scholarships Withdrawn			0	0	0		
	CDA Scholarships Currently Awarded			0	0	0		
	Scholars Currently Receiving T.E.A.C.H. Scholarship			38	35	39		
	T.E.A.C.H. Scholar Turnover			10.3%				

## VSUW Pre-Kindergarten Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-11-0302-01-Y4 / Valley of the Sun United Way	Quarterly Data Submission Status*		2	3	3		
<div style="border: 2px solid black; padding: 5px; width: fit-content;">           South Pima funds 72 full time pre k slots         </div>	Number of FTF funded pre-k <b>children</b> at the end of the quarter (subtracting disenrolled)		50	64	68		
	Number of FTF funded full time pre k <b>children</b> at the end of the quarter (subtracting disenrolled)		49	63	67		
	Number of FTF funded part time pre k <b>children</b> at the end of the quarter (subtracting disenrolled)		1	0	0		
	Number of FTF funded pre K <b>children</b> with special needs at the end of the quarter (subtracting disenrolled)		0	1	1		
	Number of FTF funded pre K <b>slots</b> filled at the end of the quarter		52.0	69.5	69.5		
	Number of FTF funded part time pre k <b>slots</b> filled at the end of the quarter		2.0	2.5	1.5		
	Number of FTF funded full time pre k <b>slots</b> filled at the end of the quarter		50.0	67.0	68.0		

**Selected data** as reported in the Program Narrative Report by the Grantee for 3rd Quarter (January 2013-March 2013).

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

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

**Program Implementation:** MWFB is currently serving 2,448 children at 30 centers and 33 homes through the Center-Based Literacy strategy. Intensive consulting was provided at Tricia's Learning Center, Los Niños del Valle, Altar Valley, and Ajo Elementary. The Early Literacy Consultant (ELC) visited Altar Valley to provide thematic ally based classroom books and to follow-up on improving the accessibility and organization of books. At Ajo Elementary, the ELC conducted the initial site visit, assessed the needs of the site, and established mentoring goals. The site received 140 books that will be used for their lending library. The director is planning to open the library on April 25<sup>th</sup>. At Tricia's Learning Center and Los Niños del Valle Child Care Center, the ELC is providing on-going mentoring related to improving accessibility to books, creating space to encourage book use, and supporting implementation of the lending libraries. To assist Three Points Child Care Center in obtaining books that are representative of their community, MWFB provided the center with fabric photo albums. In collaboration with the cultural center, the child-care center used the albums to create books with pictures of community members, both past and present. These books provide children with greatly needed portrayals of their community. MWFB has struggled to find developmentally appropriate books that portray this local Native American community.

During the third quarter, four centers received a literacy event. The ELC assisted the center staff in providing a story performance and providing literacy tips for parents. These events were attended by 109 parents and 188 children and 130 books were distributed to children to add to their home library. At one site, the director reported that multi-generations (preschoolers to great grandparents) attended the event and they "look forward to the book dramatizations and talk about them for weeks afterwards." The story performances encourage rich discussions as children compare books with the story performances.

MWFB also presented a new workshop, *Healthy Brains, Healthy Bodies: Using Children's Literature throughout the Day* at a home-care provider conference. MWFB introduced over 40 books to early childhood educators related to movement, fruits and vegetables, eating together, and daily routines. Such books provided educators with an opportunity to integrate books into different areas of the classroom, from the story time rug to the dramatic play, block, art and cooking areas. Educators received instruction on how to incorporate healthy play throughout the day using children's literature and theme-based activities. Two "cafecitos" (informal gatherings) for home-care providers were provided as well. During this time, home providers exchanged kits of books for new sets of books. The program allows home providers with a convenient and effective method of introducing new books to the providers' homes. Due to the success of this program, and in preparation of future home provider enrollment, MWFB is developing additional kits. Bilingual kits pertaining to art, music, peace, vehicles, and food are being created. MWFB looks forward to distributing these kits next fiscal year.

**Barriers and Solutions to Share:** MWFB continues to facilitate communication between the ELC and Quality First coaches. During the third quarter, Quality First coaches received email s, including the Preschool Program newsletter, invitations to workshops, and consulting updates, about twice a month. During the fourth quarter, Quality First coaches will be invited to a professional development workshop for home providers. During the workshop there will an opportunity for home providers, coaches, and MWFB to share updates and discuss consulting issues.

**Collaborations:** MWFB continues to attend Sunnyside Literacy Council meetings on a monthly basis. As a result of this collaboration, MWFB participated in the Literacy Connects Coalition Literacy Zones celebration. Many literacy agencies came together to celebrate their work in improving literacy in the Sunnyside and South Park Literacy Zones over the past three years.

During the Quality Assurance process, MWFB staff discussed methods with the Quality Assurance Specialist to enhance collaboration with the Quality First coaches. Efforts will be made to share the coaches' implementation plans with the ELC to supplement the assessments the ELC receives from the coaches.

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**Successes to Celebrate:** During the third quarter 5,600 books were checked out by families from lending libraries. The ELC has worked intensely with sites to help facilitate the lending libraries. During the course of the year 3,400 new books have been added to lending libraries. Also this quarter, MWFB provided a reading incentive through the Love of Reading Challenge. Centers were challenged to read five books a day to their children for five days. For both new and returning centers, the activity has been found to spark enthusiasm in reading that continues beyond the challenge. The challenge even inspires centers to create their own challenges. During the Love of Reading Challenge, 2,150 books were shared at twenty-seven centers during the week of February 11<sup>th</sup>-15<sup>th</sup>. The director at Sopori Elementary in Amado reported that the challenge was a family affair, “each morning when the children arrived, the parents stayed for 10 minutes and sat down with their child reading a book together.” Due to the success of the reading challenge, an additional reading challenge will be provided during the fourth quarter. Each challenge, MWFB provides outreach to encourage participation by more South Pima centers and homes.

MWFB was selected to participate in First Things First’s pilot quality assurance program. This program allowed MWFB to thoroughly review the status of the preschool program and assess areas of improvement. MWFB is proud of how the program was received, including receiving exemplary practice pertaining to “barriers to or supports for recruitment and outreach of the targeted population” and “client/program data is used to assess progress in achieving desired outcomes of the strategy.”

**PROFESSIONAL DEVELOPMENT: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)**

**STRATEGY: Community Based Professional Development – Communities of Practice**

**Program Implementation:**

- In February, all the key staff of Great Expectations for Teachers, Children, and Families attended a 3-day seminar to learn about the research behind Ellen Galinsky’s Mind in the Making: Seven Essential Life Skills for Children and to learn and practice strategies for building these skills in young children. In addition, the Coordinators and staff worked in small groups to map out ways in which they will link Developmentally Appropriate Practice, systems thinking, and the AZ Early Learning Standards with the seven essential skills in more intentional ways.
- In addition, the presenters of this 3-day seminar, who are from the University of New Mexico’s College of Education, shared with United Way a framework that they have developed and are using to build leadership and advocacy skills in adults in Albuquerque. The framework and leadership skills are based on the *Seven Essential Life Skills*. UWTSA is working on plans to bring the Albuquerque team to Tucson to teach the Coordinators and early childhood community leaders how to translate the seven essential skills to building leadership skills in adults.
- As a result of Luis Hernandez’ January visits with Pascua Yaqui and other family home care educators with limited English proficiency, he has asked if he could come back in June in order to present a 2-day workshop focused on how to engage adult learners. Mr. Hernandez has developed close working relationships with several Coordinators and many of the family educators, and he sincerely wants to strengthen their knowledge and skills about best ECE practices.
- The Master’s Degree in ECE program at the University of AZ’s College of Education has had 5 students enrolled. In December 2012, one student graduated with a Master’s Degree in ECE. In May, the remaining four students will graduate with Master’s Degrees. In addition, two of those five recently learned that they have been accepted into the Doctoral Program in ECE. This is a huge milestone.

**Barriers and Solutions to Share:**

- Professional Career Pathways Project (Pathways) scholarships – The Project Director, Great Expectations Coordinators, and the Pathways staff at Pima Community College have been in communication to make sure Pathways funding deadlines are clear to everyone in order to avoid any glitches in applications for the fall semester. The relationship between and among parties is much more positive, and several Coordinators have begun the application process. However, given the many administrative rules and the amount of red tape that exists, United Way and First Things First need to be extra vigilant to make sure that no one who needs Pathways funding winds up without it because of bureaucratic barriers.
- Large bureaucracies – United Way of Tucson and Southern AZ has eight partners in this grant, and four of them are “large bureaucracies” ( the University of AZ College of Education, Pima Community College, Tohono O’odham Community College, and Tucson Unified School District). While this fact is not a barrier to successful implementation of the grant, the bureaucratic structures and processes do delay invoices being submitted in a timely way because of the number of people who handle financial data before the paperwork arrives at United Way. UWTSA are working on developing a process that will remind key financial staff in those offices that invoices are needed in a timely manner. As the end of the fiscal year nears, UWTSA has begun

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reminding those partners that the June 30<sup>th</sup> deadline for invoices and receipts is a critical, fixed date. UWTSA will send reminders every 3-4 weeks. Hopefully, this will relieve the end of the year stress that recurs.

**Collaboration:**

Communities of Practice and other FTF funded programs:

Quality First:

- The Quality First coaching team in Southern AZ has asked if some of the national experts who are working with Great Expectations could present special sessions for the Quality First coaches in Pima County. Quality First funds would pay for those sessions. The following schedule has been arranged for the remainder of this current grant year:
  - Sue Bredekamp – April 25<sup>th</sup> – 3 hour workshop on Developmentally Appropriate Assessments in EC Classrooms
  - Hedda Sharapan – May 3<sup>rd</sup> – 3 hour workshop on Science, Technology, Engineering, the Arts, and Math (STEAM) in Early Childhood Classrooms
  - Bryan Nelson – June 14<sup>th</sup> – 3 hour workshop on “Boisterous Boys (and Girls): Building a Program that is Great for Boys and Greater for Girls.”

FTF Workgroups:

- Professional Development Work Group – The Project Director is a co-chair of the Competencies subcommittee of the Professional Development Work Group. By being part of this Work Group there are multiple opportunities to put concepts and findings from Great Expectations before the entire group. For example, some of the members were not aware of the fact that college credit can be earned in flexible, creative ways.  
Kindergarten Developmental Inventory – The Project Director also is a member of the Kindergarten Developmental Inventory work group. This work group will make recommendation to the research committee about things to keep in mind when developing the inventory assessment questions/strategies and things to keep in mind when implementing the inventory. Examples would include: providing ECE/Pre-k teachers with multiple opportunities for learning about the Common Core Standards so that they know what knowledge, opportunities and experiences children need before going to kindergarten; and including sufficient time and resources to thoroughly involve families of young children so that they understand what is happening and how they can reinforce young children’s learning.

Arizona Department of Education:

- In the fall of 2012, the Project Director asked Amy Corriveau, AZ Department of Education (ADE) if ADE and Great Expectations could develop a strategy that would make it possible for Great Expectations staff and cohort members to have workshops on the AZ Early Learning Standards. The result was that from December through March, Nicol Russell, ADE early childhood staff member, has come to Tucson to present a series of 3 hour workshops on the AZ Early Learning Standards. The response in Tucson has been most positive. In addition, Ms. Russell has called United Way to help schedule many of her other early childhood education workshops. She asked if she could meet with UWTSA grant staff to get their feedback on the not-yet-released Infant and Toddler Guidelines and to vet the not-yet-released Pre-k Early Learning Standards. These sessions have been well-attended by Coordinators, cohort members, and other early childhood community teachers, directors, and early childhood education students. This is an incredible partnership, and does not cost the grant any funds. Ms Russell has been an excellent partner in this collaboration.

Early childhood education community and stakeholders:

- See full report for additional information on recent and ongoing collaborations with Pima Community College, Pima County School Superintendent’s office, SAzAEC and Read On, Tucson.

**Successes to Celebrate:**

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

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

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

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

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

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

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

- The CoP Coordinator provided success stories in the form of reflections and responses from cohort members as well as center directors. From the stories provided, cohort members valued the feedback from observational site visits and the encouragement and funding support enabling them to attend professional development conferences. The following provides an example of responses from cohort members:
  - "Thank you once again for our visit to school today! I was really impressed with how the parents just seemed to filter in and everyone (including the children and staff) seemed comfortable and welcomed. They didn't appear to be rushed and things flowed smoothly while we were there for Free Choice (open) Play. :) Children need the freedom and time to play. Play is not a luxury. Play is a necessity."

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

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

Tucson Unified School District: Improving instructional support in public preschools

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

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

- The highlight provided by the CoP Coordinator was the José Luis Orozco event with the SAzAEYC membership meeting. About 15 Spanish-speaking providers attended from the Central Pima and South Pima regions. José Luis was an engaging speaker focusing on music and complementary DAP activities for children. Providers discussed why music and movement are important to a child's social-emotional, cognitive, and physical development.

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

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

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## 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 workshops provided in this quarter included the following:

- Raising Healthy Eaters
- Baby's First Tastes
- Supporting Children Through Grief and Trauma (in collaboration with the Pima County Parenting Coalition)

The Family Support Alliance continued planning for the 3rd Annual Family Support Conference. The conference will be held May 10th in Tucson at the Sheraton Hotel. Ally Baehr was able to secure funding to ensure UWTSA would be able to offer the conference for free to 250 attendees.

The Family Support Alliance continues to utilize 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, information about meetings, etc. From January to March the blog received 697 views.

**Healthy Families** - During the January through March quarter, Healthy Families (HF) staff was able to achieve an outstanding 78% home visiting rate, which exceeded the performance standard of 75%. More news worth mentioning is that of the Healthy Families' screening rates for this quarter. Healthy Families staff was able to achieve an impressive 98% screen rate from January through March. The screening rate state performance standard is 75%, which indicates that Healthy Families consistently exceeds the standard.

On February 19th, at an Ajo, Arizona Department of Health Services & Maternal, Infant and Early Childhood Home Visiting Program (MIECHV/DHS) Community Outreach Meeting, HF staff members were able to provide information about the program to the Ajo community. The purpose of the meeting was for community members to inform themselves about the home visitation programs available to them; Healthy Families and Nurse Family Partnership. There were about 15-20 community members present and Elizabeth Jimenez (HF Child & Family Resources Statewide Program Director), Zoe Lemme (HF Pima County Program Director), and Lupe Ricardez (HF Family Assessment Worker Supervisor) provided them with more in-depth information about Healthy Families and answered questions.

**The Parent Connection** – The Parent Connection (TPC) is receiving referrals from the Home Visitation PAT Collaboration; especially Sunnyside in the South region.

### Barriers and Solutions to Share

**Healthy Families** - Healthy Families(HF) is very glad to underscore that the Memorandum of Understanding (MOU) with St. Joseph's Hospital has been finalized. HF received the signed contract in March and HF will initiate screening at the hospital immediately after intake staff has gone through the necessary steps (e.g., TB testing, hospital renewal training). HF had not been able to screen at the hospital for almost two years, although HF has received ongoing referrals from social workers. The contract ensures that HF may systematically screen potential families. Several people helped in resolving the issue, but just to mention one – Ally Baehr from United Way – she coordinated United Way to support HF in the collaboration with Carondelet.

**The Parent Connection** - Home Visitation numbers are lower this quarter. A number of children in the program have all aged out at the same time. In order to increase enrollment, TPC has developed and implemented a recruitment plan.

### Collaboration:

**United Way/Southern Arizona Family Support Alliance** - The Family Support Alliance continues to grow; in addition to the new partners UWTSA reported in previous quarters, Project Amor now has representation in the meetings. During the January, February, and March meetings FSA had partner presentations from Brain Waves through Pima Cooperative Extension, Incredible Years through Easter Seals Blake Foundation, and Arizona Early Intervention Program through Easter Seals Blake Foundation. Additionally, through the Strong Families AZ collaboration with Arizona Department of Health Services (ADHS), United Way has been able to secure additional support for Pima County's home visitation efforts. ADHS will be funding a fulltime Outreach Coordinator to be housed at Pima County Health Department and a half time Home Visitation Coordinator to be house at United Way.

**Healthy Families** - Another proud collaboration Healthy Families would like to mention is with Project Linus, which is a volunteer non-profit national organization with a twofold mission: (1) to provide a sense of security, warmth and comfort to children who are

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seriously ill, traumatized, or otherwise in need, through the gifts of new handmade blankets and afghans that are lovingly created by volunteer "blanketeers"; (2) to provide a rewarding and fun service opportunity for interested individuals and groups in local communities for the benefit of children. HF periodically receives blanket donations from Project Linus and HF offers each newly enrolled family a special blanket for the newborn baby. Project Linus has been supporting the HF program for many years and thousands of babies have received these lovely blankets through the HF program.

### **Successes to Celebrate:**

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

Erin: I had the pleasure of working with a 19 year old woman who is a mother, daughter, sister, girlfriend and successful college student. She graduated high school after having a daughter and went on to Pima Community College on an academic scholarship. She just completed her first semester as a full time student and earned a 4.0 GPA. She participates in the HF program and is a wonderful example of an attentive, engaged mother whose daughter is thriving in her loving care.

**Parent Aid –** (this story is from the South region) "I got it!" "It's working!" These were the first phrases that staff heard when they walked in the door for weekly home visit. Mom has been working diligently, with her home visitor, to improve her parenting skills and communication with her children and husband for a few months. When Parent Aid staff first was introduced to this family, mom and dad were on opposite schedules, mom worked nights and dad worked days, weekends, and sometimes out of state. Their children were starting to spiral out of control, their oldest son is in first grade and was starting to get in trouble at school, talking back to teachers, getting into fights, and not doing his work; his younger brother, who is in preschool was starting to imitate his behaviors. Mom called in a frantic state, wanting help, but not knowing if they could get it because of the hectic schedule that their family had. With various parenting tools, skills, a consistent home visiting schedule, and a supportive home visitor, mom was able to use the Parent Activities Training checklist throughout her day. She learned how to set limits, give choices, and follow through with consequences (good and bad). She learned to take little victories with her children, praising them for listening and paying attention and picking up their toys. She has also learned the power of choices; first, she would ask "what do you want for lunch?" Now, she gives specific choices, "would you like a peanut butter sandwich or a quesadilla for lunch?" also giving choices of rules, "would you rather eat your string cheese at the table or watch your television show? You know the rule is no food in the living room, only in the kitchen at the table." Slowly she is seeing the behaviors of her children change and the tension at home is less daunting. She is also working with her husband on understanding the skills; she knows that unless they are both working towards the same goal, her children will not change their behaviors and will only be confused. She has asked for any and all information in both English and Spanish so that everyone in her family can work on the skills she is learning from the SafeCare Program. Although things are not "perfect," mom is still open to more information, has not been discouraged by the hard work, and what changes she wants to see. With the help of SafeCare and her home visitor, mom is working hard to create an environment where her children will feel safe to express their emotions.

**The Parent Connection -** A mom whom enrolled in Parents As Teachers a little over two years ago when her daughter was only 10 months old shared that she was concerned about her now two year old daughter who had a very limited vocabulary. The little girl was using less than 10 words. Both the mom and daughter were using sign language because it was the only way to communicate. The PAT Parent Educator informed mom about the Arizona Early Intervention Program; which provides services for children with developmental delays. Mom followed through. She called and made an appointment for her daughter to be evaluated. The evaluation indicated that her daughter could benefit from speech therapy. She now sees the therapist twice a month. Her daughter is now doing remarkably well. Mom reported that her daughter is "talking up a storm". Her daughter is now saying seven word sentences and as mom said "she is not even three years old." Mom is very pleased now with her daughter's language progress.

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

### **STRATEGY: HOME VISITATION**

#### **Program Implementation:**

- Teen meetings at Sunnyside High School with staff and with pregnant and parenting teens has been essential for recruiting and retaining teen parents
- Kindergarten round-up at the elementary schools has also been a great referral source
- Evening program for fathers has resulted in more dads being present during home visits
- Sahuarita Community Events have been a successful venue for obtaining referrals and informing the community about Parents as Teachers. Staff has also obtained some referrals from current participants and the WIC and San Xavier Medical Clinic.
- Field trips in the community have been very successful in recruiting and retaining families
- PAT collaboration made 11 prenatal visits, one of the FTF target population. PAT collaboration made home visits to 31 teens this quarter.
- Sunnyside Unified School District (SUSD) PAT gave away 152 books this quarter as part of their "Reading Incentive Program".
- PAT parents with children going to kindergarten next year attended a transition meeting at Los Amigos Elementary School with the principal and the kindergarten teachers, learning about the common core and kindergarten expectations.
- Thirty-seven children had hearing screenings done by audiologist and 11 were referred for rescreen/evaluation.

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

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

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

- Scheduled presentation to Healthy Families Assessment Team
- Quarterly meetings with United Way, Parent Connection and Marana FTF funded partners to discuss alignment of PAT program model for all parents receiving PAT services.
- Continue communicating with Sahuarita's Rancho Sahuarita Neighborhood Coordinator to attend more community events.
- Collaboration with Altavalle School District, Summit View Elementary School and Vail preschool administrators and community will be ongoing.
- Collaboration with Sahuarita, Green Valley and Continental School District community and administrators
- PAT programs work closely with AZEIP and preschool special education programs as a result of the screening process.
- Sunnyside PAT collaborates with the University of Arizona Speech and Hearing clinic.

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

- SUSD parents (four moms and four dads) spoke to school board members at four consecutive board meetings, advocating for their children and for the PAT program. As a result, the board voted for no budget reductions to SUSD PAT for next year.
- Two parents at the SUSD PAT story hour volunteered to lead the program by reading to the children and parents and teaching songs to the group.
- Nine teen parents are writing a newsletter for other teen parents in the SUSD district, expressing their feelings on being a teen parent, offering tips and insight.
- One parent reported "the Parents As Teachers program has helped me after not having a baby for 10 years. My daughter has developed skills using her fingers; she can distinguish colors, shapes and textures. The changes I have implemented with my daughter are that I have established rules and a routine such as reading to her daily. "
- One parent educator reported that she was on a home visit, doing a lesson from the PAT curriculum on social emotional development. She brought the book All About Me for the parent to read to her child. The grandma was at the visit and she began to cry when she heard the story. She said that she had been made fun of and bullied when she was growing up. She thanked the parent educator for sharing information about liking oneself, building self-esteem and cultural diversity. The grandma said she would talk to her granddaughter about what had happened to her as a child, about cultural diversity and accepting people for who they are in hopes that it would not happen to her.

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

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

**Program Implementation:** Desert Senita Community Health Center (DSCHC) has hired a home visitation specialist and are promoting her arrival through Ajo WIC and DSCHC.

**Barriers and Solutions to Share:** Barriers to successful hiring of a home visitation specialist included finding an individual with the appropriate education to meet the requirements of the program and secondly, finding an individual willing to live in Ajo.

**Collaboration:** DSCHC has promoted the program with many community partners and has developed a plan for full collaboration when the newly hired specialist has completed her training .

**Successes to Celebrate:** DSCHC successfully interviewed four more candidates and found a great match, finally!

## **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:** The First Smiles Matter (FSM) program participated in United Way's South Pima Rural Childcare Provider's Conference. During this conference, FSM were able to provide program information to 50 childcare providers. There were childcare providers that wanted us to provide services to the children at their group homes. A dental assistant gathered their contact information and gave them consent forms to hand out to the children's parents. FSM will follow up with these childcare providers this month to schedule a screening date. FSM also participated in the Festival of Books in March with First Things First and handed out program information to families. The program coordinator had the opportunity to answer any questions related to oral health. This event was very successful; FSM look forward to participating in next year's event.

In the month of February, the dental assistant scheduled dates to read to Ocotillo Preschool's children. The children were very interactive with FSM staff. A dental assistant read a book on oral health to each class and sang the tooth brushing song while one child was brushing the tooth model with a toothbrush. The FSM program also visited current and new group homes in the South Pima region. Multiple homes near one another are scheduled on the same day. FSM have seen many group homes with an increase in their enrollment, which has also increased the number of children FSM screen during visits. FSM were able to ask participating home providers about their experiences with the tooth brushing program and how it has been working for them. They replied with positive responses, especially that the children loved to brush and that they will continue to participate in the program. The new group homes have also agreed to participate and FSM will follow back with them in a few weeks. All homes were also provided with the new "Reflo cups" which are anti-sippy cups. Instead of the children drinking by continuing to suck, the Reflo cups are designed to encourage the children to grasp the cup, tilt it to get the liquid in their mouth and swallow normally.

**Ajo (Desert Senita Community Health Center, DSCHC)** – provided screenings and fluoride varnishes to 32 children 0-5 this quarter.

**El Rio** –El Rio provided screenings, varnishes, and hygiene and nutrition instruction to 68 children 0-5 this quarter. Screenings and instructions were also provided to four pregnant women.

**Barriers and Solutions to Share:** A barrier FSM have experienced in the past was getting in contact with childcare providers and providing services to the children in their homes. After participating in United Way's Conference, it has opened many opportunities for us. Being able to interact with these providers one on one seemed to help them become more comfortable. A list was also obtained from Child and Family Resources director and this month the dental assistant has begun contacting childcare providers within the designated zip codes. FSM have been able to schedule some group homes in the beginning of February. Most of the families contacted were interested in participating. Another barrier FSM are currently facing is reaching the goal for dental screenings for pregnant woman. Two of the partner agencies, Mobile Health and El Rio had proposed to see the majority of pregnant women. The U of A Mobile Health's primary focus has been prenatal care of pregnant women in outlying areas of Pima County. El Rio has created a program within their community health center to reach out to the OB/GYNs and the pregnant women to help address oral needs. Both unfortunately have had some difficulties. FSM staff has recently had a meeting to discuss ways to collaborate with other organizations to fulfill the pregnant woman requirements. FSM have made contact with several organizations and hope to reach the others within the next couple of weeks.

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**MHP** – Due to earlier staff turnover, current Mobile Health Program (MHP) Unit staff was not clear on case management. After meeting with the FSM staff now the Mobile Unit staff understands the dental case management and case management is moving forward to follow up with all children. MHP is working to make sure communication and processes are in place to ensure that all data and financial reporting are provided in as timely a manner as possible.

**Ajo** – There has been a lack of new patients. Staff will contact the Head Start program staff & the Pima County Parks and Recreation Tots Program to set up appointments as well as continue contacting current patients to set up appointments.

**El Rio** – The biggest barriers staff have faced are recruiting enough children that fit both the age and zip code criteria, as well as the ability to reach out to pregnant woman. El Rio have been visiting the OB clinic at EL Rio to talk with pregnant women, but the efforts have not resulted in an increased number of pregnant women that both accept El Rio services and fit the zip code criteria. In order to remedy the situation, El Rio will be increasing the advertising efforts for this program in three departments at three EL Rio clinic locations. There will be fliers posted in the WIC office, Midwife clinic, and the registration department.

**Collaboration:** For several years, FSM has had the honor to collaborate with Pima Community College(PCC) Dental Programs. These efforts help build infrastructure and capacity to meet the future needs of the community. A presentation was conducted in January for the Pima Community College Dental Assisting Program and to the Dental Hygiene Program. The dental assistants and dental hygiene students will be participating in FSM clinics on Thursdays throughout the semester. FSM has also collaborated with Grand Canyon University's (GCU) Nursing program since FSM began the First Smiles Matter Program. As part of their Community Health course, they attended an oral health presentation, with emphasis on early childhood oral health and have rotation in the FSM program during their spring semester. These partnerships and clinical rotations have been a great learning experience for both PCC and GCU students.

**MHP** – MHP applied for and received a Delta Dental Foundation to obtain a second grant that can be utilized to offer varnishing to all aged children. At Sopori Preschool, MHP staff were able to collaborate with the United Community Health Clinics Mobile Dental Clinic for preschool referrals because they happened to be working there the same day as the MHP clinic. MHP staff felt this really strengthened the success of MHP referrals.

**AJO** – Continuing collaboration with WIC, outreach, and eligibility, and medical staff. Desert Senita Dental collaborated with the outreach staff at Desert Senita Community Health Center to sponsor the clinic's annual Health Fair. The dental staff catered to a full house providing oral hygiene instruction and applying fluoride varnish. Other fun family activities included face painting in collaboration with the Ajo Saguaro Scout Troop, painting ladybugs on rocks, and chalk drawings on the sidewalk to promote a fundraiser for the Ajo Unified School District classroom gardens.

**El Rio** – In order to provide services to community members in need El Rio staff have extended volunteer opportunities to University Public Health students who aspire to become dental providers. Through collaboration with these students, new ideas and opportunities have been cultivated that benefit both the students and community members services by First Smiles Matter and El Rio.

**Successes to Celebrate:**

**PCHD** – During South Pima's Childcare Provider Conference, Tricia's Learning Center director approached the PCHD table and thanked us for providing FSM services to the children. She also said she was looking forward to the second screening, which was scheduled in the next few weeks. Continental's preschool director also mentioned to staff how she received FSM's summary report and how helpful it is to see the summary information that was provided.

**MHP** – MHP is grateful that First Smiles Matter is allowing staff to modify the forms used for additional outreach. This support strengthened the MHP proposal to the Delta Dental Foundation which was funded successfully. MHP also began to implement the Delta Dental grant program.

**El Rio** – In the month of January, seven children, between 0-5 years received referrals to have additional dental work done. Out of these seven children, staff know that four of them now have an established dental home at El Rio and will be receiving regular oral health screenings and cleanings. In addition, El Rio staff has been able to provide many families with oral health instruction and nutritional counseling. The greatest success El Rio staff has had for this reporting period is the collaborations established with community agencies, the El Rio Ob/GYN Clinic, and the El Rio Midwives Clinic. El Rio staff conducted a pilot program on April 1st with positive results and look forward to these promising collaborations.

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## **COORDINATION: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA (UWTSA)**

### **STRATEGY: COORDINATION OF SERVICES**

**Program Implementation:** United Way continues to secure donated materials from community partners of the Early Childhood Partnership of Southern Pima County and the United Way's First Focus on Kids Coalition to support existing Family Resource Lending Libraries in Sasabe, Amado, and Arivaca. The Family Resource Lending Libraries include parenting DVDs & CDs, parenting books, magazines, and other relevant information on parenting young children available to be checked out by the community and maintained by the Community Connectors. Results from the Community Partner Assessment conducted at the March 12 Quarterly Community Partner Coordination of Services Meeting which took place in Three Points at Serenity Baptist Church were favorable.

**Communications & Information Exchange Network:** UWTSA has a website that promotes the South Pima partners and contacts in the targeted communities at <http://unitedwaygreenvalley.com>. The purpose of the website is to share information about community events and services available to families with young children. UWTSA also has a Facebook page that is called "*United Way in Green Valley*" in which all of the posts get automatically fed to the Facebook page. UWTSA utilizes social media methods as a means to stay informed of events and programs for families with young children in South Pima County. The blog and Facebook pages are simultaneously updated on a daily/weekly basis with over 325 community partners. The **South Pima Family Resource Directory** is updated on a monthly basis.

Additionally, UWTSA have a YouTube channel entitled "uwtsagreenvalley" which is where UWTSA is continuing to upload the "Community Perspectives' Series." You will find videos from various parents and key stakeholders in South Pima County who share their perspectives about the availability and access to early childcare programs in their community. There are now 39 "Likes" on the Facebook page United Way manages for the Three Points/Robles Junction Community, which can be visited at: <https://www.facebook.com/RoblesJunctionThreePointsCommunity?ref=hl>

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

**Collaboration:** UWTSA continues to collaborate in sharing information about events, programs, and foster cross-system opportunities between community partners which serve families with young children in the South Pima region. The quarterly Coordination of Services meetings have a steady group of active and returning participants.

Continued collaborations with key community stakeholders for all communications including survey distributions/collections, and Dolly Parton Imagination Library registration forms include cooperation by: the Community Connectors in Sunnyside, Summit View, Sasabe, Amado, Arivaca and Three Points; the Community Food Bank in Amado; Serenity Baptist Church in Three Points, the Robles Junction Community Center; Altar Valley School District; Summit View Elementary School; United Community Health Center Clinics in Amado, Arivaca, and Three Points; the AZ Rural Human Service Network; the staff at the San Fernando Elementary School in Sasabe; the Sopori Elementary School in Amado; the Pima County Health Department; and United Way's First Focus on Kids Coalition.

**Successes to Celebrate:** There were 27 community partners in attendance at the March 12 Coordination of Services Meeting held in Three Points at Serenity Baptist Church. UWTSA had six new participants attend the "First Timer's Orientation Meeting" immediately prior to the Coordination Meeting commencing. Participants continued to express their valued and increased knowledge about the communities in south Pima, resources, contacts (e.g., meeting new people), specific programs, and some new details such as Department of the Interior is a good source for information. The March meeting's focus was about utilizing the tool of "Open Space Technology," which is a self-organizing practice of inner discipline and collective activity which releases the inherent creativity and leadership in people. UWTSA had the Community Connectors from Three Points, Amado, Arivaca and Sunnyside present.

UWTSA collected \_\_ "Commitment Cards" which will be followed up with at the June 18 meeting. The purpose of the "Commitment Cards" is to help encourage connections and relationships established at the meetings to move along the continuum towards increased service coordination efforts: Networking>Cooperation>Coordination> to Collaboration.

The feedback shared from community partners includes the following comments at the conclusion of the March 12 meeting include:

- "Great meeting! Enjoyed travelling to Three Points; was a different atmosphere."
- "Make it all day. Bring own lunch and/or 4 hours."

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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 NINOS, 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** - The Early Childhood Conference raised community awareness that there was ongoing parent education in the community for children with special needs and their families. Four educators in the community registered to be an “interested educator” in the community. These educators have volunteered to assist in updating and reaching out to families and assisting with program events.

The Monthly Sensory Playgroup Activities has enjoyed a steady increase in participation, resulting in the largest turnout for a Sensory Playgroup Event (the Egg Hunt) since its inception. Trader Joes and Wal-Mart donated candy and craft materials for the Easter Egg Hunt. Over 200 eggs were hidden in a safe and appropriate environment for children with health challenges and special needs. Brandon Sosa, an Eagle Scout building new sensory objects for the Imagination Playground at Anamax Park, Sahuarita AZ 85629, has become a regular volunteer. A child with autism himself, he works well with younger students and wishes to assist the Sensory Playgroup as well as promote inclusion in his community.

**Pima County Cooperative Extension** - Web site resources have been updated and connections made with kin care family support agency.

**Easter Seals Blake Foundation** – Parenting education groups were successfully completed at Littletown Recreation Center and Mulcahy City YMCA. New groups are scheduled to begin with Kidcare and in the Valle Del Sur Community. A new group was started at Summit View Elementary.

**Sopori** - Fifteen parents are enrolled in the Nurturing Parenting class and have made a commitment to practice new parenting skills and bring their children to the Stay and Play sessions.

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

**United Way of Tucson and Southern Arizona – Green Valley** - The SpecialQuest curriculum outlined in the grant proposal is a curriculum meant to be implemented as a family/school partnership. Because the focus of the grant is on parent education community-wide, the curriculum was modified to fit the expectations and needs of the parent population. This modification impacts the evidence-based model. The program manager, in agreement with the grant supervisor and regional council member has requested that a modification to the curriculum be made. The proposed curriculum shall be Nurturing Parents for Families with Special Needs and Health Challenges. The program manager hopes to attend training on this curriculum in June 2013 so she is fully ready to implement the program in the next fiscal year.

**Pima County Cooperative Extension (PCCE)** - The most difficult challenge for reaching fathers and kinship families in the Southern region is getting participants to show up. PCCE have had to cancel several workshops at local libraries for lack of participation. The workshop in Ajo had several more people enrolled than showed up on the day of the workshop. However, PCCE are reaching residents of Pima South. PCCE asks for zip codes at each workshop. In addition to the two kinship parents that attended the PCCE workshop in Ajo, PCCE have also reached ten other individuals who live in Pima South according to the zip codes they provided. However, they attended workshops in the Pima Central regions (perhaps because that is where they work, or it is more convenient for them to attend workshops at the locations offered in the Pima Central region).

**The Parent Connection (TPC)** - Efforts to recruit families for the Ajo Stay & Play continue to challenge us. In a recent brainstorming session, it was decided to contact former participants for their feedback and insight into why there is resistance. Staff also decided to make a site visit to the local newspaper to ask for story to help raise awareness and interest in the group.

### **Collaboration**

**United Way of Tucson and Southern Arizona – Green Valley** - The Program Manager and the parents of the Sensory Playgroup who have children with autism have successfully negotiated a partnership with the Sahuarita Police Department. The Department is partnering on the writing of a grant to bring first responder training to the area. In addition the department has taken first steps in writing a larger grant to bring Project Lifesaver to the area. Project Lifesaver is a program which assists first responders in locating lost or wandering persons with disabilities.

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**Casa de los Niños** - The Coordinator was also contacted by the Parent Engagement Coordinator for the Sunnyside Unified School District. The parent engagement coordinator knew about the success of the series of parenting classes at Ocotillo Early Learning Center and requested to meet with the Program Coordinator to discuss other school locations in the SUSD for the next school year. This meeting is scheduled to take place in early April 2013. In addition, contact was made by the Coordinator and the Director of the Women's Health Coalition of Arizona. The director and coordinator discussed plans for a series of 10 classes to take place at an apartment complex in zip code 85706, during the next year. This class would be for mothers who live in the complex and have a connection with the Women's Health Coalition. The apartment complex has a community room available during the day with tables and chairs. The director requested the classes take place during the day, when the children would be in school. She did not believe child care would be needed. The Coordinator will stay in touch with the director for planning a series for 2013-14.

**Easter Seals Blake Foundation** - Collaboration has been done with other sub-grantees in order to ensure that services are not duplicated in different regions. This includes areas such as Arivaca, Three Points/Robles Junction, and Ajo. Staff has worked with Parent Aid in discussing if additional needs are in Arivaca and are willing to fill any needs that may be identified. Staff will work with those agencies that provide stay and Plays in Three Points/Robles Junction Area in order to ensure that families' needs are met appropriately.

### **Successes to Celebrate**

**Easter Seals Blake Foundation** - A Success story from a family at Mulcahy City YMCA: At group start mom was visibly frazzled when dealing with her three year old daughter whom she considered defiant. By the third session mom was able to share with the group that her husband- the child's main caretaker- moved out of state just prior to the group's beginning. Mom shared her struggle with understanding the child's tantrum behavior and confessed she would usually cave in to her daughter's demands out of frustration. Mom also shared she was having difficulty expressing affection toward the child or spending time in play with the child. As time went on, mom's attitude became visibly different. Mom shared with the group that she was very excited about the changes in her relationship with her daughter. "Parenting is more enjoyable than I expected!" mom stated. Mom was diligent not only in reading the Incredible Years book and accompanying lesson materials, but also in applying the techniques at home causing a, "huge difference" in her interactions with her daughter. Dad returned from out of state surprised to see the change in his daughter who had always been a, "headstrong child." Impressed with what he saw, dad started reading the Incredible Years book on his own. A second book had to be sent home for Dad, who was unable to join the group, so that the two did not have to wait their turn for an opportunity to read. At the last session of the group mom shared that her home environment changed tremendously. She gave thanks to the concepts learned in the group, not only did she learn new parenting techniques, but she and dad were able to finally be on the same page. Before the group parenting was a source of conflict and competitiveness. Now, it is teamwork.

**The Parent Connection** - For the past two years a grandmother has been attending Stay & Play at the Miller Library with her now 34 month old grandson. When they first started attending, the grandmother had little patience and understood very little about developmental stages. Because of her lack of knowledge, her statements to the toddler were at times a bit sharp. This grandmother is now displaying adequate parallel talk to her grandson, using reflective listening, and now has a realistic understanding of appropriate child development. She has often told the Parent Educator who facilitates the group how much she has learned through the parenting discussions that happen at Stay & Play week after week and how much her grandson has blossomed!

**Sopori** - The program has begun to receive calls from parents who have children that will start kindergarten next year and they do not know how to get their kids prepared. They are looking for part time preschool which is not available in our community. Offering the Stay and Play once a week is a step in the right direction where these families can attend to get good information about how to support their child's social, emotional, language, physical, and cognitive domains to be better prepared for the school age years.

**Parent Aid** - "I was doing it all wrong ... I did it all wrong. I'm so glad that you taught me something else." Mom was constantly threatening to drop her son off at Casa de los Niños or to kick him out if he did not change. Mom stated that his father was in jail, and she was afraid that if she was too easy on him, he would end up like his father, so she would threaten to put him in a similar place so he would start respecting her and others. After taking the Parent Aid parenting class, she learned about family values, traditions, and meetings, she understood the importance of having a democratic home and creating an environment in which her son would feel safe to come to her with tough questions and decisions without feeling like he was going to get into trouble. After the first class, learning about parenting styles she said that she learned she was too much of a dictator parent, and did not want to have her son rebelling because she did not give him a safe environment in which he could "fail," or telling him how to do things because that is how she thought it should be done; she was not giving him a voice to express himself. She was grateful for the information PA shared and skills that were taught. She is excited to try out some new communication skills and start rebuilding her relationship with her son

**For South Pima Regional Director**  
**Proposed Scope of Work for 2014 First Things First Needs and Assets Report**  
**Donelson Consulting LLC**

**Introduction**

The Donelson Consulting team is responding to your request for the 2014 Needs and Assets Report. We understand your desire to retain the comprehensive set of zip-code level data that was in the 2012 report within the constraints of your budget. We propose a modified data report that will meet the requirements for: 1) FTF's scope of work and 2) regional council members' planning and decision-making.

We propose to include data tables updated with the most current data available from the State of Arizona agencies (through the request made from FTF), the American Community Survey, and a special data request to the Child and Family Resources of Southern Arizona for the CCR&R data. The tables with 2010 Decennial Census population data will not be updated.

**Description of Items to be Updated in 2014 Report**

We will update the data tables for your 2014 report that address each of the major areas contained within the FTF Needs and Assets Report required Scope of Work.

The data we will update for the FTF 2014 Needs and Assets report are:

- The Zip Code Fact Boxes, which will contain the most recent year of data and up to four years of trend data, where available.
- A table of all Regional, County and State totals for indicators that originate from the state data request for the most recent year available only (TANF, WIC, food stamps, child immunizations, DDD, AzEIP, child safety and security, DES child care subsidies).
- A table of Regional, County and State totals for the ADHS birth characteristics data for the most recent year available only (number of births, births to teen mothers, percent of mothers with prenatal care in first trimester, percent of mothers with no prenatal care, publicly funded births, number/percent of low birth weight newborns, percent of unwed mothers, number of infant deaths).

The following table shows how the data we will update for the 2014 report aligns with the required FTF Scope of Work.

<b>FTF Scope of Work Area</b>	<b>Sub-areas</b>	<b>Content and/or Data to be Updated in 2014</b>
Introductory Content	Letter from Chair and Acknowledgements	To be provided by Regional Director
	Table of Contents and List of Tables	Created by Donelson team
	Report Introduction	Developed by Donelson team to describe 2014 report approach
I. Regional Overview Area	A. General population data	Economic Characteristics: Number of Parents in the Workforce, TANF, Food Assistance Recipients (SNAP, and WIC)
	B. Additional Population Characteristics	
	C. Economic Characteristics	Number of Parents in the Workforce,

<b>FTF Scope of Work Area</b>	<b>Sub-areas</b>	<b>Content and/or Data to be Updated in 2014</b>
		TANF, Food Assistance Recipients (SNAP, and WIC)
	D. Educational Attainment	New Mothers' Educational Attainment
II. The Early Childhood System	A. Early Childhood Education and Childcare in the Region	Capacity and Additional Information from the CCR&R database, Providers Serving Specific Age Groups and Costs, DES Childcare Subsidies
	B. Health	Healthy Births (number of births, births to teen mothers, percent of mothers with prenatal care in first trimester, percent of mothers with no prenatal care, publicly funded births, number/percent of low birth weight newborns, percent of unwed mothers, number of infant deaths). Immunizations, Development Screenings and Services
	C. Supporting Families	Child safety and Security (CPS child removals); Material submitted by Regional Director to be included in Appendix
	D. Public Awareness and Collaboration	Materials submitted by Regional Director to be included in Appendix
III. Zip Code Fact Boxes	Families and Children Receiving Public Assistance (2009 – 2012)	TANF, WIC, Food stamp
	Health (Births, Child Immunizations, DDD Recipients, AzEIP Cases/Services, Child Safety and Security	Birth data (# of Births; Births to Teen Mothers; Prenatal Care in the First Trimester; No Prenatal Care; Publicly Funded Births; Low Birth weight; Unwed Mothers; # of Infant Deaths), Child immunizations, DDD, AzEIP, CPS Removals
	Early Education and Child Care	DES child care subsidies, CCR&R, Quality First Providers.
Appendix	Regional Funding Strategy Plan	To be provided by Regional Director
	Family Support Services/Assets	To be provided by Regional Director
	Public Awareness and Collaboration and System Building	To be provided by Regional Director

The total cost to prepare the South 2014 Reports is \$17,967 which exceeds the \$17,000 FTF will pay for each report. We feel it is important to inform you of the market cost of each report and provide understanding and transparency of the steps, work, and materials required to complete a data report like this.

Below, we describe in detail the major tasks to be accomplished to complete your 2014 report. The tasks below correspond to the numbered tasks on the spreadsheet that itemizes the report costs.

1. **State Data Request.** Receive the data for all zip codes for the entire state for all indicators. Extract the appropriate data for regional zip codes. Review data for quality issues. Create regional, county and state indicator totals. Indicators include: TANF, WIC, food stamps, child immunizations, DDD, AzEIP, child safety and security, DES child care subsidies.
2. **State Birth Data from ADHS (Arizona Department of Health Services).** Download the most recent birth year data available by 2010 Census tract from the ADHS website and map it to 2010 zip codes for each region. Create zip code, regional, county and state level indicator totals. Indicators include: number of births, births to teen mothers, percent of mothers with prenatal care in first trimester, percent of mothers with no prenatal care, publicly funded births, number/percent of low birth weight newborns, percent of unwed mothers, number of infant deaths.
3. **CCR&R (Child Care Resource & Referral) Data Preparation and Tables.** Create and submit request for data from Child and Family Resources. Clean county level data set. Create indicator totals and data tables. Indicators include: Child care providers by type, (Licensed, Certified, etc.) and by Contract Status with DES, CACFP Food Program, Head Start, Quality First, Accreditation, Maximum Capacity. Two additional tables that provide the number of early childhood education and care providers on the CCR&R list serving each age group with the average full-time cost per age group per week and the estimated yearly cost of full-time early childhood education and care.
4. **Fact Box Data Preparation and Formatting.** Update Fact Boxes with zip code level data. Format each zip code fact box to include new column of updated data. Indicators include: TANF, WIC, Food stamp, Birth data (# of Births; Births to Teen Mothers; Prenatal Care in the First Trimester; No Prenatal Care; Publicly Funded Births; Low Birth weight; Unwed Mothers; # of Infant Deaths), Child immunizations, DDD, AzEIP, Child safety & security, DES child care subsidies, CCR&R, Quality First Providers.
5. **One Table of Regional, County and State totals for all indicators from state request; One Table of Regional, County and State totals for ADHS birth characteristic data.** For the state data request data, a large table will be created and formatted that will have the total for each indicator by region, county and state. This table will be useful for comparing the region's indicators to county and state totals and fulfills the FTF scope of work requirements to include these geographical comparisons. Indicators include: TANF, WIC, Food stamp, Child immunizations, DDD, AzEIP, Child safety, DES child care subsidies. Similarly, one large table will be created with indicator totals by region, county and state for the ADHS birth characteristic data. These include: number of births, births to teen mothers, percent of mothers with prenatal care in first trimester, percent of mothers with no prenatal care, publicly funded births, number/percent of low birth weight newborns, percent of unwed mothers, number of infant deaths. After each of the two tables, a one paragraph summary will follow to describe the most recent year of data available.
6. **One Table of ACS Data Updating Employment Status of Parents Living with Own Children 0-5; One Table of ACS Data Updating Educational Attainment of New Mothers.** Although the 2010 Decennial Census population data will not be updated, the American Community Survey (ACS) data can be updates because estimates are released every year and at three- and five-year intervals. The employment status of parents living with own children 0-5, and educational attainment of new

mothers are considered to be important indicators for determining regional needs of families. The most current and valid estimates for reporting will be determined (e.g. 3-year cumulative estimates from 2009-2011). Data estimates will be downloaded from the U.S. Census Bureau website and the indicators will be created at the city (if available), county, and state level. The two data tables will be updated and formatted. After each of the two tables, a one paragraph summary will follow to describe the most recent year of data available.

7. **Report Production (TOC, List of Tables, References, Introductory Content Provided by FTF, Report Introduction, and Appendix).** Develop and format a Table of Contents (TOC), List of Tables, References and insert and format the introductory material provided by FTF for the 2014 report e.g., Letter from Chair, Acknowledgements. Write a report introduction that describes the report's approach for 2014. Compile Appendices that contain materials provided by Regional Director that address RPC's funding strategies, family support assets, public awareness and communication, coordination and collaboration, and system-building efforts.
8. **Monthly Report Submission.** FTF requires that vendors submit a monthly report to Regional Directors about the activities conducted and progress made on the Needs and Assets report in the past month.
9. **Team Communications.** Regular meetings and communications of the Donelson team to plan, coordinate and conduct report activities as described above.
10. **Meeting with Councils and FTF Staff.** Meetings and communications with Regional Director to receive feedback about report drafts and presentation of report draft to Regional Council members.
11. **Report Submission and Review.** Prepare and submit final report to councils.
12. **FTF Vendor Meetings.** Attendance at quarterly vendor meetings held by FTF (by phone). These meetings are conducted by FTF to inform vendors about contract requirements and updates, and to trouble-shoot vendor issues.