



# FIRST THINGS FIRST

*Ready for School. Set for Life.*

## North Pima Regional Partnership Council

### Meeting Minutes

#### **I. Call to Order**

The Special Meeting of the First Things First North Pima Regional Partnership Council was held on June 6, 2013 at First Things First Regional Office, 3610 North Prince Village Place, Suite 100 Tucson, Arizona 85719.

Chair Scott Ingram welcomed everybody and called the meeting to order at approximately 11:36 a.m.

Members Present (telephonic):

Gillian Needham , Scott Ingram, Sherri Rosalik, Eliza Holland, Angie Hitt, and Jill Rosenzweig

Members Absent:

Naomi Karp, Annabel Ratley, and Amber Jones

#### **II. Approval of the Minutes of the May 17, 2013 North Pima Regional Partnership Council Meeting**

A motion was made by member Jill Rosenzweig that the North Pima Regional Partnership Council accept the meeting minutes, seconded by Vice Chair Gillian Needham. Motion carried.

#### **III. Discussion and Possible Approval: Renewal Recommendations For Fiscal Year 2014**

The following conflicts of interests have been declared:

Member Amber Jones declared a conflict of interest with Expansion: Increase Slots/Capital Expense, Community-Based Professional Development Early Care and Education Professionals, and Home Visitation grant award with United Way of Tucson and Southern Arizona due to her employment at Child & Family Resources.

Member Naomi Karp declared a conflict of interest with Expansion: Increase Slots/Capital Expense, Community-Based Professional Development Early Care and Education Professionals, Home Visitation grant award with United Way of Tucson and Southern Arizona, and Community-Based Parent Education due to her employment with United Way of Tucson and Southern Arizona.

Member Annabel Ratley declared a conflict of interest with Community-Based Professional Development Early Care and Education Professionals, Home Visitation, and Community-Based Parent Education due to her employment with Easter Seals Blake Foundation.

Michelle MacDonald, North Pima Regional Director, briefly reviewed the recommendations, clarifications, and proposed modifications.

A motion was made by Vice Chair Gillian Needham that the North Pima Regional Partnership Council renew the Community-Based Professional Development Early Care and Education Professionals 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 \$150,000, seconded by member Jill Rosenzweig. Motion carried.

A motion was made by Vice Chair Gillian Needham that the North 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 \$148,843.90, seconded by member Eliza Holland. Motion carried.

**V. Announcement of Next Meeting**

The next regular North Pima Regional Partnership Council meeting will be on Friday, June 21, 2013 at 11:00 a.m. at a location to be determined.

**VI. Adjournment**

A motion was made by Vice Chair Gillian Needham to adjourn the meeting, seconded by member Jill Rosenzweig. Motion carried. There being no further business, Chair Scott Ingram adjourned the meeting at approximately 11:45 a.m.

Submitted By \_\_\_\_\_

Approved By \_\_\_\_\_

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

DRAFT



**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*

**North Pima  
 Regional Director's Report  
 June 21, 2013**

### **Statewide Updates**

- ❖ The **State Board met on June 10<sup>th</sup>** and decisions impacting the North Pima Regional Council:
  - In May, the Regional Boundary Task Force approved a recommendation to the Board to consolidate North and Central Pima Regional Councils, effective July 1, 2014. This recommendation was approved by the State Board and in coming months, consolidation plans are slated to be developed and unveiled. Next steps include meeting between State Board Chair and the Chairs and Vice Chairs of impacted regional councils.
  - Approval of the Fiscal Year 2014 Contract Renewals, approved by the Regional Council during the May meeting.
- ❖ A summary of highlights of **Statewide Contract Renewals** is anticipated to be developed by FTF Communications Team and sent to Regional Council soon.
- ❖ A reminder that **Quality First's** long anticipated **launch** will occur in August. This will include unveiling of star ratings for those programs that are in public rating phase at that time and will also make available additional resources to aid families in selecting a high quality child care setting for their young children.

### **Regional Updates**

- ❖ The **Cross-regional Benchmarking Group** met for the second time on June 3<sup>rd</sup> and were introduced to concepts that would aid in their work to determine attainable benchmarks. The next meeting will take place in September when data related to Indicator #10 will be available.
  - A regional fact sheet outlining Indicator #7 has been provided for your reference. A document such as this will be prepared for each indicator to aid in the benchmark-setting process.
  - In light of the regional boundary changes, the group will want to consider that benchmarks set will apply to newly-combined Regional Council. In addition, school readiness indicators of the two regional councils do not entirely align, so this is a point to consider during this process as well.
- ❖ **Quarter 3 Data and Narrative Summary Reports** are attached to the packet for your reference.
- ❖ **Fiscal Year 2013 Expenditure Report** is attached to the packet for your reference.
- ❖ **Community Outreach Report** is attached to the packet for your reference.

### **Upcoming Events**

- **July 19:** North Pima Regional Council Meeting, Location TBD, 11am
- **August 26 and 27:** First Things First Early Childhood Summit, Phoenix Convention Center

	Population	Discretionary	Other	Carry Forward	Total
<b>Total Allocation:</b>	<b>\$1,425,927</b>	<b>\$173,380</b>	<b>\$274,858</b>	<b>\$1,241,940</b>	<b>\$3,116,105</b>

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Expansion: Increase slots and/or capital expense	\$75,000	\$75,000	-	-	-	\$75,000	\$75,000	-	\$50,322	\$24,678
Quality First	-	\$499,876	\$55,541	-	-	\$555,417	\$516,077	\$39,340	\$311,482	\$204,595
Quality First Child Care Scholarships	\$812,408	\$1,083,040	\$120,337	-	-	\$1,203,377	\$1,203,377	-	\$1,203,377	-
Community Based Professional Development Early Care and Education Professionals	\$150,000	\$150,000	-	-	-	\$150,000	\$150,000	-	\$94,233	\$55,767
Consultation: Language and Communication	\$135,000	\$135,000	-	-	-	\$135,000	\$135,000	-	\$81,373	\$53,627
FTF Professional REWARD\$	\$56,000	\$50,400	\$5,600	-	-	\$56,000	\$54,000	\$2,000	\$53,849	\$151
Scholarships TEACH	\$75,900	\$68,310	\$7,590	-	-	\$75,900	\$75,900	-	\$21,283	\$54,617
Child Care Health Consultation	\$57,960	\$72,576	\$8,064	-	-	\$80,640	\$80,640	-	\$50,727	\$29,912
Mental Health Consultation	\$123,000	\$110,700	\$12,300	-	-	\$123,000	\$123,000	-	\$98,949	\$24,051
Recruitment – Stipends/Loan Forgiveness	\$10,500	\$9,450	\$1,050	-	\$2,610	\$13,110	\$13,110	-	\$13,065	\$45
Home Visitation	\$300,000	\$300,000	-	-	-	\$300,000	\$299,947	\$53	\$220,781	\$79,166
Parent Education Community-Based Training	\$100,000	\$100,000	-	-	\$8,148	\$108,148	\$108,148	-	\$71,318	\$36,829
Needs and Assets	-	\$16,000	-	-	-	\$16,000	\$16,000	-	\$16,000	-
Regional Family Support Strategies	-	\$30,000	-	-	-	\$30,000	\$30,000	-	\$30,000	-
Statewide Evaluation	\$69,515	\$69,515	-	-	-	\$69,515	\$69,515	-	\$69,515	-
Community Partnerships	\$39,600	-	-	-	-	-	-	-	-	-
Community Awareness	\$2,000	\$2,000	-	-	-	\$2,000	\$2,000	-	\$812	\$1,188
Community Outreach	\$13,000	\$13,000	-	-	-	\$13,000	\$13,000	-	\$9,085	\$3,915
<b>Total Allotment:</b>	<b>\$2,019,883</b>	<b>\$2,784,867</b>	<b>\$210,482</b>	<b>-</b>	<b>\$10,758</b>	<b>\$3,006,107</b>	<b>\$2,964,713</b>	<b>\$41,394</b>	<b>\$2,396,171</b>	<b>\$568,543</b>
<b>Total Unallotted:</b>	<b>(\$1,358,940)</b>	<b>(\$37,102)</b>	<b>\$274,858</b>	<b>\$1,231,182</b>	<b>\$109,998</b>					



## **FY 2013 North Pima Funding Plan Summary**

**Council:** North 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

\*\*\*A narrative report—a written summary of grantee activities—is available to compliment the data reported in this document.\*\*\*

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### 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		37	13	12		
	Number of professionals attended	197	115	264	225		604
	Average attendance per training session		3.1	20.3	18.8		
	Number of trainings offered as college credit		31	13	8		

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Consultation: Language and Communication

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-RC016-13-0524-01 / Arizona Board of Regents for and on behalf of University of Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of center based child care providers newly enrolled		15	0	0		
	Number of center based providers served	6	15	15	15		15
	Number of center based providers at the end of the quarter (subtracting disenrolled)		15	15	15		
	Number of home based child care providers newly enrolled		8	0	0		
	Number of home based providers served	4	8	8	8		8
	Number of home based providers at the end of the quarter (subtracting disenrolled)		8	8	8		
	Number of center-based children newly identified for a child focus team observation during the quarter		0	36	2		
	Number of home-based children newly identified for a child focus team observation during the quarter		0	2	0		
	Number of center-based children referred for outside screening		0	15	2		
	Number of home-based children referred for outside screening		0	0	0		
	Number of training sessions conducted		5	51	99		
	Number of center based child care professionals attended		91	94	169		
	Number of home based child care professionals attended		0	9	6		
	Number of parent training sessions conducted		0	0	4		
	Number of adults attended		0	0	38		

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Expansion: Increase slots and/or capital expense

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-RC016-13-0411-01 / Child and Family Resources Inc.	Quarterly Data Submission Status*		2	3	3		
	Number of home based providers served	7	5	9	10		10
	Number of home based providers at the end of the quarter (subtracting disenrolled)		5	7	7		
	Number of providers who received Renovation support		0	1	2		
	Number of providers who received Capital Investment support		0	0	0		
	Number of providers who received supports to be regulated		3	5	2		
	Number of providers who received support for planning for renovation or capital investment		0	0	0		
	Number of providers who received Equipment/materials purchases to support expansion		0	0	1		
	Number of providers who received other support services		0	0	0		
	Number of home based providers that received a new license during the quarter		0	2	1		
	Number of infant slots added in home based providers		0	2	1		
	Number of toddler slots added in home based providers		0	2	3		
	Number of preschooler slots added in home based providers		0	4	3		
	Number of increased slots for participating children	35	0	8	15		15

## Data Reports by Regional Partnership Council

Council: North 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	1			
	Total Number of Applicants		19	23			
	Total number of Approved Scholars			23			
	Number of NEW Scholars			1			
	Number of Renewed Scholars			13			
	Number of Incentive awards distributed	40	11	23			34
	Total Number of Scholars by REWARD Tiers:		11	23			
	Tier 1		1				
	Tier 2		3	1			
	Tier 3		1	2			
	Tier 5		1	2			
	Tier 6			3			
	Tier 7		1	2			
	Tier 8		4	10			
	Tier 9			3			

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### 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		
	Number of families newly enrolled during the quarter		44	4	6		
	Number of families served	51	44	48	54		54
	Number of families at the end of the quarter (subtracting disenrolled)		31	35	37		
	Client turnover for the quarter		0	0	0		
	Number of families disenrolled during the quarter		13	0	4		
	Clients disenrolled due to moving		0	0	75.0%		
	Clients disenrolled due to unable to locate		23.1%	0	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		2.5	2.5	2.5		
	Homevisitor caseload for the quarter		12.4	14.0	14.8		
	Staff turnover for the quarter		0	0	0		
	Number of children newly enrolled during the quarter		61	5	7		
	Number of children served		61	66	73		

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

	Number of children eligible for developmental screening		33	49	71		
	Number of children receiving developmental screening		12	25	10		
	Number of children referred for follow-up		0	<25	0		
	Number of families who received community based referrals		13	27	72		
	Number of families reporting they are under or uninsured		2	8	13		
	Number of families receiving enrollment assistance to obtain insurance		1	1	1		
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		82	14	17		
	Number of families served	83	82	96	113		113
	Number of families at the end of the quarter (subtracting disenrolled)		59	67	72		
	Client turnover for the quarter		0	0	0		
	Number of families disenrolled during the quarter		23	6	12		
	Clients disenrolled due to moving		8.7%	0	33.3%		
	Clients disenrolled due to unable to locate		13.0%	16.7%	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		3.5	2.7	2.7		
	Homevisitor caseload for the quarter		17.1	25.3	26.7		
	Staff turnover for the quarter		0	23.2%	0		
	Number of children newly enrolled during the quarter		109	18	24		
	Number of children served		109	127	151		

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

Number of children eligible for developmental screening		62	26	36		
Number of children receiving developmental screening		24	13	15		
Number of children referred for follow-up		<25	<25	<25		
Number of families who received community based referrals		285	240	332		
Number of families reporting they are under or uninsured		7	8	17		
Number of families receiving enrollment assistance to obtain insurance		14	9	21		

## Data Reports by Regional Partnership Council

Council: North 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-MULTI-13-0409-03 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		2	3	3		
	Number of trainings conducted		30	57	70		
	Number of adults attended	332	290	408	558		1256
	Average attendance per training session		9.7	7.2	8.0		

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Quality First - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0336-02-Y2 / United Way of Tucson and Southern Arizona	Number of center based providers served	27	25	25	25	0	
	Number of home based providers served	5	4	4	4	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0344-02 / Southwest Human Development	Number of center based providers served		0	0	25	0	
	Number of home based providers served		0	0	4	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	Number of center based providers served		0	0	25	0	
	Number of home based providers served		0	0	4	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

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

FTF-STATE-13-0426-01 / Southwest Human Development	Number of center based providers served		0	0	25	0	
	Number of home based providers served		0	0	4	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-STATE-12-0410-01-Y2 / Arizona Department of Health Services	Number of center based providers served		0	0	25	0	
	Number of home based providers served		0	0	4	0	

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Quality First - Statewide Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0344-02 / Southwest Human Development	Number of center based providers served		25	25	0	0	
	Number of home based providers served		4	4	0	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	Number of center based providers served		25	25	0	0	
	Number of home based providers served		4	4	0	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	Number of center based providers served		0	25	0	0	
	Number of home based providers served		0	4	0	0	
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-STATE-12-0410-01-Y2 / Arizona	Number of center based providers served		25	25	0	0	

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

Department of Health Services							
	Number of home based providers served		4	4	0	0	

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Quality First Child Care Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-11-0302-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3	3		
	Number of center based providers served			27	30		
	Number of center based providers at the end of the quarter (subtracting disenrolled)			22	22		
	Number of home based providers served			5	5		
	Number of home based providers at the end of the quarter (subtracting disenrolled)			4	4		
	Number of children receiving scholarships			205	335		
	Center based providers: Number of infants receiving scholarships			22	34		
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			12	12		
	Home based providers: Number of infants receiving scholarships			1	1		
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			0	0		
	Center based providers: Number of toddlers receiving scholarships			56	95		
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			25	43		
	Home based providers: Number of toddlers receiving scholarships			0	1		
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			0	1		
	Center based providers: Number of preschool aged children receiving scholarships			132	218		

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)			94	144		
Home based providers: Number of preschool aged children receiving scholarships			4	6		
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)			3	4		
Center based providers: Number of children with special needs receiving scholarships			1	1		
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			0	0		
Home based providers: Number of children with special needs receiving scholarships			0	0		
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			0	0		
Number of Infant (0-12 months) slots filled end of the quarter			14.0	16.5		
Number of toddler (13-35 months) slots filled end of the quarter			29.0	53.5		
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter			96.5	152.0		
Number of slots filled with children (0-5 yrs) end of the quarter	191		139.5	222.0		222.0
Number of FTF slots vacant for children (0-5 yrs)			25.5	0		

## Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

### Recruitment – Stipends/Loan Forgiveness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0518-01 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3	3		
	Number of therapists receiving loan forgiveness	0	0	0	0		0
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0	0		
	Number of therapists in first year of loan forgiveness service		0	0	0		
	Number of therapists in second year of loan forgiveness service		0	0	0		
	Number of therapists in third year of loan forgiveness service		0	0	0		
	Number of therapists in fourth year of loan forgiveness service		0	0	0		
	Number of therapists receiving stipends	3	3	3	3		3
	Number of therapists newly contracted for a stipend during the quarter		0	0	0		
	Number of therapists in first year of stipends		3	3	1		
	Number of therapists in second year of stipends		0	0	2		
	Number of therapists in third year of stipends		0	0	0		
	Number of therapists in fourth year of stipends		0	0	0		
	Number of therapists receiving both a loan forgiveness and stipend		0	0	0		

# Data Reports by Regional Partnership Council

Council: North Pima

Fiscal Year: 2013

## 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		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	0		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		10	27	56		
	AA Contracts Completed		1	3	4		
	AA Withdrawn		0	1	2		
	AA Contracts Initiated		1	0	1		
	AA Scholarships Awarded		12	9	8		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Contracts Initiated		0	0	0		
	BA Scholarships Awarded		0	0	0		
	CDA Scholarships Withdrawn		0	0	0		

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

CDA Contracts Initiated		0	0	0		
CDA Scholarships Currently Awarded		0	0	0		
Scholars Currently Receiving T.E.A.C.H. Scholarship	23	11	9	8		8
T.E.A.C.H. Scholar Turnover		25.0%				

## Data Reports by Regional Partnership Council

Council: North 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	AA Degrees Completed Contract to Date		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	0		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		19	50	67		
	AA Contracts Completed		0	2	5		
	AA Withdrawn		1	2	4		
	AA Contracts Initiated		0	3	2		
	AA Scholarships Awarded		17	15	20		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Contracts Initiated		0	0	0		
	BA Scholarships Awarded		0	0	0		
CDA Scholarships Withdrawn		0	0	0			

## Data Reports by Regional Partnership Council

**Council:** North Pima

**Fiscal Year:** 2013

CDA Contracts Initiated		0	0	0		
CDA Scholarships Currently Awarded		0	0	0		
Scholars Currently Receiving T.E.A.C.H. Scholarship		17	15	20		
T.E.A.C.H. Scholar Turnover		20.0%				



**North Pima Grantee  
Narrative Report Highlights –  
FY 2013 Quarter 3**

**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*

**United Way of Tucson and Southern AZ — Great Expectations Professional Development**

**Successes:**

*Child & Family Resources, Inc. (Project BEST): Improving the quality of infant and toddler practice:* This Community of Practice 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 ECE tutors who will co-present alongside the CoP Coordinator, PCC ECS program manager and the PCC math department chair.

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

Tucson Unified School District: Improving instructional support in public preschools: The following includes several quotes that capture the sentiments expressed by cohort members and strategies they have used when working with children.

- *"I'm developing positive relationships with students, and feeling more calm and better energy."*
- *"Children are having and enjoying more one-on-one time with us. We are more intentional with our conversations and ask more open-ended questions."*
- *"I have been inspired by the Powerful Interactions series offered through my school district. It has been fun, interactive, and appeals to all learning styles and personality types... In the events I have attended so far, I have felt more rejuvenated and challenged 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 a visit from national consultant, Luis Hernandez. Luis presented on the diversity of today's children and the importance of the providers' work. Luis' presentation was highly engaging in culturally appropriate ways and the providers all participated with much enthusiasm and energy. The providers shared that they had many new strategies about communication that they want to try with the parents and families that they work with and expressed that they feel valued in Luis' presentations and that they are more committed to being professionals in their work. Prior to the presentation Luis visited three home childcare providers homes. The providers were from different regions including North Pima, Central Pima, and the Pascua Yaqui Tribe. During the home visit Luis discussed the importance of leadership and peer mentorship. The providers greatly enjoyed Luis' visit and the opportunity to meet him on a more personal level. They expressed honor in receiving Luis as a guest.

#### **Collaborative Efforts:**

- The Quality First coaching team in Southern AZ has asked if some of the national experts who are working with Great Expectations could present special sessions for the Quality First coaches in Pima County. Quality First funds would pay for those sessions. Three more sessions have been arranged for the remainder of this current grant year.
- The Project Director of Great Expectations 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.
- 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.
- In the fall of 2012, the Project Director asked Amy Corriveau at the 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 our grant staff to get their feedback on the not-yet-released Infant and Toddler Guidelines and to vet the not-yet-released Pre-k Early Learning Standards. These sessions have been well-attended by 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.

- The Project Director was asked to serve on the Pima Community College committee that is developing a Conceptual Framework that is required for NAEYC Associate's Degree Accreditation. The framework will be unveiled to students, faculty, and the community in April and May 2013.

#### **Barriers and Solutions:**

- United Way of Tucson and Southern AZ has 8 partners in this grant, and 4 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. We 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, at the end of March we began reminding those partners that the June 30<sup>th</sup> deadline for invoices and receipts is a critical, fixed date. We will send reminders every 3-4 weeks. Hopefully, this will relieve the end of the year stress that recurs.

#### **University of Arizona – Language and Communication Development**

##### **Successes:**

- Activities in Quarter 3 revolved principally around mentoring teachers in their classrooms, helping them to implement strategies that a) support instruction and b) facilitate successful language development of children in their care. These strategies are also those that help teachers improve their ratings on the Instructional Support component of the CLASS. As most children had already been screened for speech and language problems, with referrals made to outside agencies in Q2, a reduced amount of time was spent in Child Focus Team meetings. There were, however, two children who were new to the centers and began that process in March. Both were ultimately referred for outside evaluation in that same month.
- Q3 had focused intensely on individual mentoring in the classroom. It is our experience that this is the most successful way for teachers to transfer knowledge gained in workshops and put it into practice with children. Even then, it is often difficult for busy teachers to remember to interact with children in a way that sustains and optimizes individualized interaction (as opposed to a teacher directed management of the group). It takes time to develop sustained and scaffolded conversations and provide rich feedback loops that support concept development, new vocabulary, and higher level thinking skills. Teachers are good at learning what to do, but they do not always put that into practice. CLASS observers frequently note in their reports that teachers demonstrate facilitating strategies once in a while during the time they are being observed, but do not use them frequently or consistently throughout the interaction. In isolation, the impact of an occasional facilitating

strategy is minimal. However, with the help of mentors in the classroom, teachers begin to appreciate that quality interaction is not only good for the child, but assists with instruction and classroom management as well. It is the presence of ongoing training and mentored learning within each teacher's own educational facilities, and with children seen daily, that contributes to the long-lasting effectiveness of this type of interaction and teaching.

#### **Collaborative Efforts:**

- We continue our collaboration with the United Way of Southern Arizona's Muévete, Muévete program, a Community of Practice designed to help home care providers in NPC develop optimal programming in the area of health, nutrition, and recreation. Because language can easily be woven into these topics, we are currently planning a joint effort in Q4 to provide a workshop entitled "Everything Moving – including language!" Through hands-on activities that can be used in their settings, home care providers will be able to incorporate all of the facilitating strategies explored in earlier trainings into movement and recreational activities to enhance the language experience of their children. We also coordinated our efforts in joint meetings with QF coaches assigned to our participating Centers to support consistency of coaching. In these meetings, we explored ways that QF coaches and our Mentors can support mutual goals in each setting. In addition, we partnered with Make Way for Books to offer a community seminar for teachers, directors, and home-care providers that focused on using dialogic reading techniques to achieve Instructional Support goals for the CLASS. Similarly, we partnered with United Way of Tucson and So. Arizona's Early Childhood Partnership of North Pima County to utilize cooking activities with children to achieve Instructional Support goals for the CLASS. Finally, we continue our very fruitful collaboration with The Parent Connection to provide Parent Roundtables at participating centers and run focus groups to provide stakeholder feedback on our Parent Video website to be launched in Q4 (see #6 for additional information about Parent Video project).
- Throughout this quarter, the Talking Matters Team has worked with UA students and faculty to develop and run focus groups on the Parent Video Modules found on our newly completed webpage for parents. These five videos relate to 1) normal language acquisition, 2) speech and language disorders, 3) bilingual language development, 4) strategies to facilitate speech, language, and communication, and 5) frequently asked questions (FAQ). Contributors to these videos were experts in the University of Arizona's Department of Speech, Language, and Hearing Sciences. The modules were filmed in collaboration with KUAT (Arizona Public Media). In preparation for the focus groups, parents in participating programs previewed videos, supporting material, and website access and navigation. They also answered preliminary survey questions about that experience. Soon thereafter, they met in focus groups to discuss strengths, concerns, and suggestions about the videos and webpage. These focus groups have been very informative, helping us to refine the webpage and make the information as relevant and accessible to busy parents as possible. Three focus groups were held this quarter. Two additional grants were written in January for continued funding for this effort. In February of 2013, The Fund for Civility awarded a \$4,000 grant that will add two additional videos about facilitating conflict resolution by preschoolers at school and home. The grant will begin in July of 2013. The second grant was written for approximately \$10,000 to the University of Arizona Foundation and, if funded, will further expand the video content of the webpage to include Talking with infants, Dialogic reading, and the Ways language can bolster science and math (and vice versa). Announcement of that award will be forthcoming in June of 2013.

### **Barriers and Solutions:**

- We are grateful to FTF for extending the Talking Matters program into this 4<sup>th</sup> year. Unfortunately, outside of the grants described above for Parent Videos, we have not identified extramural sources of funding for its continuation into the future. We are in contact with agencies applying for the QF Academy grant and may be able to bring the resources of this Team to that effort in 2014. We do hope, however, that FTF and the NPC appreciate how important it has been to centers and home care providers alike to be able to contact speech-language pathologists (SLP) about children for whom they have concern. To this day, centers that we have worked with over the past 3 years continue to contact us about individual children. It is our hope that at a future time, FTF Councils will revisit the need to help teachers recognize and refer children with the most common (and remediable) developmental disability: speech and language difficulties. Without early help, these children will very likely not be ready for school and have difficulty with reading, learning, and positive social interaction. Perhaps the consultative model that now exists for behavioral challenges and mental health issues will provide future access to SLP resources in the community.

### **United Way – Community Based Parent Education**

#### **Successes:**

United Way/Southern Arizona Family Support Alliance:

University of Arizona Cooperative Extension: The manuals for kinship care families have been completed and distributed to local libraries and the web site with resource information for kinship families (especially those with children birth through age five) has been updated.

One major success was reaching so many men through our Brain Waves for Fathers workshops. While we encourage mothers to attend as well, we are specifically targeting fathers. 60% of those attending have been fathers. Having 13 fathers show up at a single workshop was a tremendous success.

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

We are pleased with the high number of returning parents for the series of 10 classes that began in March. This series had 4 classes in March and by Lesson 4 there was only one new person in attendance, although not all of the attendees had attended all 4 classes. There are 2 sets of couples, husband and wife, who are attending the classes together. By class 5, five parents had earned an incentive/gift card for attending the first 5 classes.

Marana Parents as Teachers: During Stay and Plays, we are observing that parents seem to be excited to play and converse with their young children. They talk about the toys and activities they

are involved with they encourage their children to share with other children, many times inviting children to sit and play with them. Parents ask questions when the parent educator shares developmental milestone stages and rationale for play and activities. Parents have also asked their educator what activities they can do at home that will enhance their child's development. It is not uncommon to observe parents openly discuss experiences, concerns and joys with other parents. A big success is to see parents share phone numbers and remove some of the isolation that may be occurring in some of the pocket areas, by meeting together outside of Stay and Play opportunities. Parents express interest in learning more about age appropriate toys and other community resources. These Stay and Play events have opened up an avenue for successful relationship building on an individual interpersonal level as well as developing strong partnerships within the community.

**Collaborative Efforts:**

United Way/Southern Arizona Family Support Alliance: The Family Support Alliance still continues to grow; in addition to the new partners we reported in previous quarters, Project Amor now has representation in the meetings. During the January, February, and March meetings FSA had partner presentations from Brain Waves through Pima 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, United Way has been able to secure additional support for Pima County's home visitation efforts. ADHS will be funding a fulltime Outreach Coordinator to be housed at Pima County Health Department and a halftime Home Visitation Coordinator to be house at United Way.

Pima County Cooperative Extension: Collaboration with the Community Provider of Enrichment Services has resulted in 18 participants in the Brain Waves workshops.

Casa de los Niños: The Coordinator was contacted by staff from the Jewish Community Center. They are interested in hosting a series for 2013-14 and are able to provide child care.

Marana PAT: A new collaboration that has come into play is with the local Tucson Mom's group, they have 115 members and over 80% of their membership is located in the North Region, with a high concentration in Marana. Several of their members have attended our library Stay and Plays and they expressed a great interest in Parents As Teachers. We have a meeting scheduled to discuss a new partnership in the early part of April. We look forward to this new possibility of outreach and recruitment. Families from the local Head Start programs have been attending Stay and Plays at both Library locations, 4 families to Geasa Marana Library and 2 families to Wheeler Taft Abbett Library. We appreciate the support and partnership with the local area Head Start programs.

**Barriers and Solutions:**

Pima County Cooperative Extension: Several attempts were made to offer workshops at local libraries. Flyers were distributed to community centers and child care providers in the area. These workshops were not successful due to a lack of participation. We shifted our focus to other entities and were successful in recruiting 18 participants through the Community Provider of Enrichment Services in Sabino Canyon.

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

Easter Seals Blake Foundation: Although multiple contacts were made in Catalina, securing a location continues to be an obstacle. The fire department will not allow for food to be served and has very limited availability for two classroom spaces. Catalina Community Services and the Catalina Library do not have sufficient space for a parent group and child care. Schools will soon be dismissing for summer break, making them unavailable for us. The Catalina Recreation Center is under renovation. Contact has been made with a church that is a good possibility and will continue to be pursued into quarter 4. Looking into the future, possible partnership can be held with Catalina Head Start in the fall.

### **United Way – Home Visitation**

#### **Successes:**

##### Marana PAT (North Pima):

The Tucson Festival of Books was a successful event. Three parent educators met with and spoke to hundreds of families expressing interest in learning more about early childhood parenting education and support. We received 8 referrals from families interested in joining the Parents As Teachers program. Four of those families live in the Marana School District and we are currently enrolling 3 of those 4 interested families, we are still trying to reach the 4th family. The remaining referrals have been shared with a partner Parents As Teachers program.

##### Healthy Families:

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

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

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

#### **Collaborative Efforts:**

##### United Way/Southern Arizona Family Support Alliance:

The Family Support Alliance still continues to grow; in addition to the new partners we reported in previous quarters, Project Amor now has representation in the meetings. During the January, February, and March meetings FSA had partner presentations from Brain Waves through Pima 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, United Way has been able to secure additional support for Pima County's home visitation efforts. ADHS will be funding a fulltime Outreach Coordinator to be housed at Pima County Health Department and a halftime Home Visitation Coordinator to be house at United Way.

##### Healthy Families:

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

##### Marana PAT (North Pima):

We have recently learned about the Tucson Mom's group that has a large membership within the Marana district. The Tucson Mom's group targets, mainly moms (a few fathers are involved) with children from birth to 5 or just before they attend kindergarten. We have scheduled a meeting in April

to further explore how we can support one another and reach more families with young children. I anticipate reporting positive results from this new developed partnership in the next quarterly report.

**Barriers:**

Healthy Families:

Healthy Families has a current challenge with the collaboration we've had in place for many years with Tucson Medical Center (TMC). HF has been screening potential families at TMC for years by our intake assessment team, but was recently advised not to continue doing so by TMC staff due to the Memorandum of Understanding expiring. Although the MOU with TMC is pending, HF has never had a lapse in screening at the hospital before. Nurses and social workers at TMC are still sending HF referrals, but there is a major gap of families being missed that would benefit greatly from the program.

Marana PAT (North):

The challenge we face currently is the addition of a PAT Affiliate Program fee of \$1500.00 per year and an increase in the educator renewal fees for a total of \$150.00 per educator. These fees will be adjusted accordingly within the constraints of our budget.

The Parent Connection:

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

**Sunnyside School District – Home Visitation**

**Successes:**

- SUSD parents (4 moms and 4 dads) spoke to board members at 4 consecutive board meetings, advocating for their children and for the PAT program. As a result, the board voted for no budget reductions to SUSD PAT for next year.
- Two parents at the SUSD PAT story hour volunteered to lead the program by reading to the children and parents and teaching songs to the group.
- 9 teen parents are writing a newsletter for other teen parents in the SUSD district, expressing their feelings on being a teen parent, offering tips and insight.
- One parent reported "the Parents As Teachers program has helped me after not having a baby for 10 years. My daughter has developed skills using her fingers; she can distinguish colors, shapes and textures. The changes I have implemented with my daughter are that I have established rules and a routine such as reading to her daily. "
- One parent educator reported that she was on a home visit, doing a lesson from the PAT curriculum on Social emotional development. She brought the book All About Me for the parent to read to her child. The grandma was at the visit and she began to cry when she heard the story. She said that she had been made fun of and bullied when she was growing up. She thanked the parent educator for sharing information about liking oneself, building self-esteem and cultural diversity. The grandma said she would talk to her granddaughter about what had happened to her as a child, about cultural diversity and accepting people for who they are in hopes that it would not happen to her.
- Written by Diana Pitney, Amphi PAT Parent Educator -A family that I've been working with since October 2011, enrolled because they wanted their daughter to be ready for Kindergarten. Although the mom was a 2nd grade school teacher before enrolling, she'd left teaching for a while to stay at

home with her daughter. She said that she wanted to learn ways to help her daughter learn, and have fun while doing it. She has returned to teaching; but they are still enrolled in PAT. When I asked her what she has come away with from being enrolled in PAT she said: "PAT has taught me that reading to your children every day is important even when they are very young babies. They need to hear new words, enjoy looking at the pictures, and realize that the books are a fun way to get information. I think PAT is a great way to stay updated with current parenting information, meet and talk to many people about the issues we face as parents, and learn what is expected at the different ages (with fun activities that match each age range in order to enhance their skills)". Mom just informed me at our last visit that she is pregnant again; she intends to stay at home once the baby is born and wants to stay enrolled in PAT.

#### **Collaborative Efforts:**

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

#### **Barriers and Solutions:**

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

#### **Child and Family Resources — Project MORE-Expansion**

##### **Successes:**

- I have continued to work closely with my two DES certified providers, both of which were new in the child care business with no children enrolled before signing up with Project M.O.R.E. and becoming certified. They are now both enrolling children and their businesses are thriving! On another positive note, the provider that became DHS regulated this quarter was a former participant with Project M.O.R.E. last year when we assisted her through the DES certification process and she signed up with us again for assistance with the DHS regulation process when her business took off and she developed a waiting list!
- As stated earlier, my DHS provider became regulated in March 2013 (currently for seven child slots, but she will be increasing that to ten slots as her enrollment increases) and has started enrolling those children that she had placed on a waiting list. I have also signed up a new provider this quarter that is also beginning the DHS regulation process and is planning on becoming regulated for

ten child slots. Although the original goal stated for this grant was to sign up seven providers, currently there have been eleven providers that have signed up with Project M.O.R.E. since July 2012, with eight continuing with the process. To date, two providers have become certified, one has become regulated, and five are currently active and in various stages of the certification (DES) and regulation (DHS) process.

- All of the providers I am currently assisting continue to express their gratitude for the financial and technical support they are receiving. I believe that the assistance that Project M.O.R.E. is able to offer these home child care providers is making a significant impact on our rural home child care population. Many of the improvements have been safety issues that were present in homes of providers that were already caring for children in their uncertified or unregulated homes. Safety-wise, Project M.O.R.E. has assisted in a swimming pool barrier, a fall zone under playground equipment, cabinet latches, electrical outlet covers, removal of dangerous debris from several yards, barriers erected to protect children from cactus, replacing non-compliant cribs with federally regulated models, and updating animal vaccinations to name a few areas. In most of these cases, the providers contributed matching funds, as well as their own hard work to make these improvements possible and affordable. Our funds also improve the learning environments with a variety of furnishings and items for academic success, as well as outside equipment for exercise and gross motor development.

#### **Collaborative Efforts:**

- I continue to work closely with Quality First as part of our Project M.O.R.E. application process requires that all applicants agree to apply to Quality First when applying to our program. Once one of our applicants is selected to Quality First and accepts, we work closely with the QF coach, not only with items purchased, but to achieve regulation/certification, as well as the highest assessment ratings possible. This quarter, I am pleased to announce that my newly regulated DHS provider, Busy Bees Child Care, accepted an invitation to become a Quality First participant! I will continue to work with her and her newly assigned QF coach as she transitions into their program. In addition to that collaboration, I work closely with D.E.S. and D.H.S. to prepare our providers with as much information and knowledge as possible to insure a successful transition to a certified or regulated home. I meet monthly with the D.E.S. staff at Child and Family Resources to ensure open communication and understanding of our programs, our clients' ongoing progress, and the scheduling of simultaneous visits; including pre-inspection and final inspection/certification. Our United Way Contractee continues to hold monthly community meetings with interested providers in North Pima County and reports regularly to the Program Coordinator with her meeting agenda/topic, guest speakers and attendance report. This past quarter, notable topics were "Caring for the Caregiver," and "Preparing Sushi (child friendly)."

#### **Barriers and Solutions:**

- I appreciate the support that the FTF staff continues to provide to Project M.O.R.E. With the goal set by FTF attained, two certifications and one DHS regulation completed, and the remaining five continuing to progress, I would still welcome the opportunity to support additional providers if

funding from the North Pima Regional Council becomes available. Based on the inquiries, responses, and waiting list we continue to compile, expanding our program would allow us to positively impact more home-based early childhood programs in the North Pima County region if additional funding became available.

### **Southwest Human Development – Mental Health Consultation/Smart Support**

#### **Successes:**

- The North Pima region saw one new referral this quarter, and due to closures of longstanding centers the consultant was able to take on the centers from the waitlist. This region does not currently have a waitlist for the first time, and the consultant currently has a full caseload. Evaluations gathered from community trainings have been exceedingly positive, as has the feedback from providers about the region's consultant.
- At a North Pima Center, a MHC has been working in a classroom with a child who has been most challenging for her teacher for the last two years. Last school year this child was exhibiting very frequent moments of dysregulation. She would hit other children, avoid interacting with peers, and play mostly by herself. Through ongoing work with a consultant, the child's teacher has supported this child through not only her challenges, but also her growth and development. The teacher has also grown and developed along with this child. Two years ago this teacher, while being warm and nurturing, had difficulty setting limits in the classroom. As a result, this child continued to fall apart during both activities and during transitions.
- The MHC worked with this teacher long-term to help her see the value of clear, consistent rules, limits, and consequences with respect to this child's need for a safe, predictable environment. As a result, this teacher has become very proactive about explaining the rules and limits to all her children as well as quickly and consistently responding to behaviors that are outside those that are expected in the classroom. She does this by alerting the child that the behavior that just occurred is not expected, and then explaining what behavior is expected. If this explanation is not clear to the child, then the teacher moves to demonstrating the expected behavior, or role-playing it with the child. Over the course of the last two school years, this child has become very good at remaining regulated during occurrences that in the past would have resulted in harming others or having to be removed from the classroom. Instead, she remains present and attentive, and very consistently responds positively to her teacher's requests and demonstrations. Their relationship has become one of much more pleasure, excitement, discovery, and learning. The struggle has markedly diminished.
- Most recently, a meeting was held to discuss the child's transition to kindergarten in the fall. This child's teacher, with the help of her consultant, was able to help inform the parents as to what she believed would best help this child next fall and what could be done to help make her transition as smooth as possible. Both parents have voiced their appreciation for the school's and teacher's role in helping their child, whom they acknowledge has made great strides with her social-emotional competency in the last two years.

#### **A story that highlights a Success from the Waitlist Support Specialist**

- The wait listed support specialist (WLSS) began phone support for a center in the North Pima Region in November of 2012. The ongoing MHC already had a full caseload. The child care director identified that a child in the center was having feeding issues. It appeared through the conversations that the child had some sensory or medical issues. He was vomiting each time he ate. The WLSS supported the director in how to talk to parents about this issue as well as referred to inclusion and their CCHC who was able to work with teacher and director to help get resources for this family. Resources included an occupational therapy referral, a developmental pediatrician referral as well as ongoing help for the teachers through the CHHC and inclusion helpline. The director felt much supported as this was such an important and at times scary issue this child had. She and the WLSS were able to discuss ways to help talk to parent as parent wanted the teacher to firmly say "No, you cannot throw up!" and she felt she shouldn't do that. The WLSS supported the director with many conversations about helping the parent to understand the child and the difficulties and frustrations. The director was very insightful and sensitive. This WLSS transitioned this center in March 2013 to the ongoing MHC. The ongoing MHC and the WLSS talked several times during the switch to ongoing services to ensure a smooth transition. MHC reports that he is continuing to help the center work with this family. The CCHC is also playing an active role to help this child, family and center.
- Smart Support is running exceedingly well at this time. We have a very strong, sophisticated workforce. We have a structure that supports continued professional development through reflective supervision and an exceptionally thoughtful and thorough training department. We have myriad checks and balances in place to assure quality and fidelity to our model. We are always appreciative of the support from FTF and always open to opportunities to describe and clarify this complex system of mental health consultation which we have so carefully constructed over the past nearly three years.
- As reported in the executive summary, we are hoping to send corrected target service data to all funded regions. Errors that occurred early on, created the cumulative effect of our target service numbers being reported lower than is actual. We appreciate FTF's data team's responsiveness in meeting with us and assisting us with correcting this error.
- Smart Support continues to enjoy considerable success in its service delivery outcomes as well as increasing national recognition. During this quarter, Smart Support's leadership team contributed to three articles for a special issue of Zero to Three's Journal. The articles describe how mental health consultation can support teachers working with children in foster care, how reflective supervision enhances the work of mental health consultation, and the ongoing process of developing core competencies for mental health consultants in early childhood settings. These articles, as well as several others about early childhood mental health consultation, can be found in the May issue of the Zero to Three journal.
- We are looking forward to the second annual meeting of early childhood mental health leaders from across the nation gathering with Smart Support in late June. This meeting provides leaders in the field an opportunity to reflect and move the field forward with an exchange of ideas and research findings.

**Collaborative Efforts:**

- The North Pima region continues to engage in effective and consistent collaboration with other QIP specialists, particularly QF coaches. There is ongoing dialogue with QF coaches regarding goals, concerns, and progress at centers and the mental health consultant reports good relationships with these providers. In addition, the collaboration provides support for other members of the team to cope with shared challenges in effecting change at some centers. At Easter Seals Blake Foundation, program managers and staff from Smart Support, Quality First, Inclusion, etc., meet quarterly to identify common goals and engage in education about program characteristics, goals, and successes. As a result of this on-going collaboration, QIP partners frequently plan and facilitate joint trainings when working together on common goals. Future collaboration meetings will also contain a staff development component with a focus common to the needs of these programs.
- At SWHD, program managers and supervisors from Smart Support, Quality First, Inclusion, etc., meet monthly to identify common goals and areas of need. We also regularly invite QIP partners from outside SWHD to further increase collaboration efforts in the community (e.g., Quality First supervisors from ASCC or Child Healthcare Nurses). We are confident that these meetings will continue to not only be helpful in producing opportunities for enhanced service delivery, communication and relationships among all FTF leadership, but also among direct service QIP as we collectively support them through the challenges and successes occurring at their centers. Presently we are working on the creation of one cohesive quality plan for each center that all QIP partners will develop as a team. Smart Support's senior program managers meet with quality improvement managers from across the state on quarterly basis. The goal of these meetings is to increase understanding between programs and improve collaboration and communication between providers and quality improvement partners.

**Barriers and Solutions:**

- The North Pima region is not experiencing barriers to service delivery at this time.

# COMMUNITY OUTREACH REPORT

June 2013 Pima Regions

## May Outreach Activities

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

- April 25: (see back of report)

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

- May 5: Kentucky Derby Event

### Kiwanis Young Children's Council

- May 8: Child and Family Resources

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

- May 8: City of Tucson Sentinel Building

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

- May 12: University of Arizona Graduation Event

### Southeast Regional Area Story Collecting

- May 20: Nurse Family Partnership, Central Pima

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

- May 24: Social House

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

- May 31: SE Regional Office

### Distribution of Educational Reinforcement Items

- May 20: SE Regional Office

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



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

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

#### BENCHMARKS REACHED

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

## What can you do this month ?

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

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

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

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

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

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

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

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

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



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

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

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