



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board

Yuma Regional Partnership Council Meeting

Meeting Minutes

Welcome/Introductions/Call to Order

The regular meeting of the First Things First – Yuma Regional Partnership Council was held on March 20, 2014, 4:30 p.m. at the Yuma County Public Health Services District, 2200 W. 28th Street, Yuma, Arizona 85364.

Chair Hawkins called the meeting to order at 4:40 p.m.

Members Present:

Chair Darren Hawkins
Member Judy Watkinson
Member Kim Fanning
Member Dr. Mario Ybarra
Member Mary Beth Turner
Member Rebecca Ramirez
Member Ricardo Perez (joined the meeting at approximately 4:45 p.m.)

Members Present Via Conference Call:

Member Laurie Gail Senko (left the meeting at approximately 5:15 p.m.)

Members Absent:

Vice Chair Irene Garza
Member Gloria Cisneros
Member Pilar Moreno

Conflict of Interest

Member Turner declared a conflict of interest with agenda item #7 in reference to Therapist Recruitment due to present employer possible hiring of a speech therapist that could have benefited from these funds and recused herself from participation in the discussion and voting process for this portion of the discussion.

Consent Agenda

The items on the consent agenda included the minutes of the February 20, 2014, Yuma Regional Partnership Council regular meeting. A motion was made by Member Watkinson to approve the consent agenda, seconded by Member Dr. Ybarra, and the motion carried by a unanimous vote by all members present.

Discussion and Possible Action on Therapist Recruitment

Regional Director Rudy J. Ortiz engaged the Regional Council in a discussion of Therapist Recruitment efforts by the Arizona Department of Health Services. A motion was made by Member Dr. Ybarra to approve the amendment to the FY2015 funding plan to include an additional allocation of \$27,060 for the Therapist recruitment – Stipends and Loan Forgiveness with the Arizona Department of Health Services, seconded by Member Watkinson, and the motion carried by a unanimous vote by all members present.

Regional Director’s Report

The Report included a brief update on System Building, 1:1 meetings with Regional Council Members, accomplishments, priorities and future goals, strategic planning for FY2016-18, and a status update on the 2014 Needs & Assets Report.

Update and Discussion on FY2014 Financial Expenditures Report and Quarter 2 Data Report

The Regional Council was provided with a copy of the financial expenditure report for FY2014 for review.

FY2014 Update

The FY2014 update included a status report of the various programs funded by the Regional Council.

Presentation by Arizona Community Foundation

Janell Johnson, Western Regional Manager for the Arizona Community Foundation provided a brief introduction of the Foundation, its’ mission and purpose. Ms. Johnson looks forward to collaborating with First Things First in future endeavors.

Community Outreach Update

Upcoming Events:

- a. Site Tour (WACOG Head Start) –March 26, 2014
- b. Early Childhood Education Conference –April 26, 2014
- c. Week of The Young Child – April 12, 2014

Call to the Public

There was no request to address the Regional Council at this time.

Announcements

Sierra Vista Presbyterian Church will be collaborating with Reach Out & Read Arizona on a book drive on Wednesday, March 26, 2014. The books will be donated to the Reach Out & Read sites in the Yuma Region.

Next Meeting

The next regular meeting of the Yuma Regional Partnership Council is scheduled on April 17, 2014, 4:30 p.m., Somerton Public Library, 240 W. Canal Street, Somerton, Arizona 85350.

Adjourn

There being no further business the meeting adjourned at 6:10 p.m.

SUBMITTED BY:

Marie Megui, Administrative Assistant III

APPROVED BY:

Irene Garza, Yuma Regional Partnership Council Vice Chair

April 17th, 2014



Yuma Regional Partnership Council

Overview

In January of 2012, the Arizona Early Childhood Development and Health Board approved the Yuma Regional Partnership Council's selection of the following six School Readiness Indicators (SRIs) as their top priorities:

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

Indicator #3 - Quality Early Education – Special Needs - #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

Indicator #7 - Healthy Weight - #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)

Indicator #8 - Well-Child Visits - #/% of children receiving at least six well child visits within the first 15 months of life

Indicator #9 - Dental Health - #/% of children age 5 with untreated tooth decay

Indicator #10 – Confident Families - % of families who report they are competent and confident about their ability to support their child's safety, health and well being

In Phase 1 School Readiness Indicator benchmarking 2013-2014, the Yuma Regional Partnership Council set benchmarks for the following three SRIs:

Indicator #3 - Quality Early Education – Special Needs

- #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

Indicator #7 - Healthy Weight

- #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)



Indicator #10 - Confident Families

- % of families who report they are competent and confident about their ability to support their child's safety, health and well being

To discuss, set, and finalize benchmarks for their three chosen Indicators of Quality Early Education – Special Needs, Healthy Weight, and Confident Families, the Regional Partnership Council met in June 2013, July 2013, October 2013 and January 2014, and conducted a public input forum in March 2014. First, the Regional Partnership Council discussed and set benchmarks for the three SRIs. Input was then gathered through an in-person public forum, as well as an online survey. After compilation of public comments, the Regional Partnership Council again met to finalize the recommended benchmarks.

Quality Early Education – Special Needs Indicator Regional Council Benchmarking Discussion and Decision

Initial Discussion 10/17/13

The Regional Partnership Council met on 10/17/13 to consider the Quality Early Education – Special Needs Indicator.

For Quality Early Education – Special Needs, the baseline calculation was provided. The baseline is the number of children with special needs/rights enrolled in an early care and education program with a Quality First rating of 3-5 stars divided by the number of children with special needs/rights enrolled in an early care and education program with a Quality First rating of 1-5 stars; this baseline is essentially the percent of children with special needs/rights in Quality First who are enrolled in 3-5 star care.

Discussion and Decision - Quality Early Education – Special Needs 10/17/13

The Regional Partnership Council discussed the expected progress of providers in Quality First (expected progress is to move from 1 to 2 stars in 2 years and 2 to 3 stars in 2 - 4 years) and upcoming model changes in Quality First such as phasing out of scholarships at the 1 and 2 star levels.

The Regional Partnership Council also discussed their strong support for the inclusion strategy as a method for improving quality in early care and education for children with special needs/rights. Also discussed was the future phase-in of an infant/toddler Classroom Assessment Scoring System (CLASS) assessment tool and its potential impact on Quality First ratings in their region. Current ratings reflect Environmental Rating Scale (ERS) and CLASS assessments for preschoolers and ERS only for infants/toddlers.



They discussed potential factors that might increase the total pool of providers in Quality First between now and 2020, including quality providers moving to a rating only status, opening slots for full participation, and community collaboration to increase or support the overall pool of Quality First providers.

The Regional Partnership Council agreed that all providers who remain in Quality First should attain at least a 3 star rating by 2020, however, they discussed attrition and the time needed and challenges associated with moving from a 1-2 and 2-3 star rating.

Based on anticipated improvements in Quality First providers and their continued support for inclusion, the Regional Council agreed on a Quality Early Education – Special Needs Indicator Benchmark of 75% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020. This represents a 20% increase from their 55% baseline.

Supporting materials can be found in the Yuma appendix.

Proposed Benchmark for Quality Early Education – Special Needs Indicator

75% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020.

Overview of School Readiness Indicators and Healthy Weight

Initial Discussion 6/20/13

On June 20, 2013, the Yuma Regional Partnership Council met for an overview of benchmarking. The intent of the SRIs and benchmark data sources as well as an initial review of the baseline data for the Healthy Weight Indicator were provided.

Supporting materials can be found in the Yuma appendix.

Healthy Weight Indicator Regional Council Benchmarking Discussion and Decision

Initial Discussion 7/18/13

The data source, limitations of utilizing WIC data to measure progress for all children, trends in obesity, overweight, and underweight for the region was reviewed with the Regional Council.



Discussion and Decision – Healthy Weight 7/18/13

The Regional Council discussed the limitations of First Things First efforts to impact children’s healthy weight. They agreed that the Regional Council is not able to control all the efforts, factors, and costs related to BMI and their real contribution and success will be in community buy-in and leading the conversation for collaboration efforts.

The Regional Council discussed historical, generational poverty and cultural factors that will make changes in the Healthy Weight Indicator Benchmark challenging. Therefore, they agreed the benchmark should be below a 10% improvement to be attainable.

They also considered the positive trajectory of their current trend data that includes increases of 2% in each of the past few years.

Based on this recent encouraging trend of increased healthy weight, and ongoing community efforts, the Regional Council discussed a Healthy Weight Indicator Benchmark of 73% children 2-4 at a healthy weight. This is a 6% increase from the Yuma baseline of 67% of children at a healthy weight by 2020.

Supporting materials can be found in the Yuma appendix.

Proposed Benchmark for Healthy Weight Indicator

73% of 2-4 year olds in Yuma Regional Partnership Council area at a healthy weight by 2020.

Confident Families Indicator Regional Council Benchmarking Discussion and Decision

Initial Discussion 1/16/14

The data source, survey methodology and calculation of the overall Indicator from nine key measures, and the baseline data for the region was reviewed with the Regional Council.

The Confident Families Indicator is measured by the Family and Community Survey. This survey is conducted every three years by a sub-contractor of First Things First and designed to provide information for Regional Partnership Councils on parent knowledge, skills, and behaviors related to their young children.



The Family and Community Survey is conducted, for non-tribal Regions, over the phone. Over 3700 Arizona parents with children 0-5 participated in the 2012 Family and Community Survey. In the Yuma region, 150 parents completed the survey. Parents were reached randomly via land-line as well as cell phone. Interviews began with demographic questions and based on information provided by parents on family income, ethnicity, and geography, the sample of parents was carefully balanced to ensure that the respondents reflected the diversity of Arizona and the Yuma region in particular.

The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*¹. Survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

For the Confident Families Indicator composite score, a sub-set of nine items from the survey were selected. The nine items encompass include parent knowledge, parent self-report of competency and confidence in the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child's safety, health and well-being. Five of the items selected are knowledge-based questions that directly assess a parent's level of knowledge of key developmental areas. Two of the items selected specifically ask parents to rate their level of competency and confidence in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about parent behaviors around the key early literacy activities of reading, telling stories and singing songs with their children. Six or more responses (out of nine) meeting the cut point comprised the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

Discussion and Decision – Confident Families 1/16/14

The Regional Council discussed the fact that the Family and Community survey is self-report. They agreed that questions 6 and 7, which ask parents to report their competence and confidence directly, were likely to be positively skewed due to reporting bias. However, they agreed that utilizing a bank of nine survey questions to calculate overall competence and confidence was a good approach to tracking knowledge and skills over time.

¹ CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. What Grown-ups Understand About Child Development: A National Benchmark Survey.



The Regional Council discussed the estimated number of parents who would need to be supported to attain competence and confidence by 2020 to attain a benchmark of 58% and 61%: 907 and 1296, respectively. They agreed that there will be a great deal of turn-over in the Yuma region population between 2012 and 2020 due to mobility, and that the Yuma region serves many families with diverse risk factors and high needs.

The Regional Council discussed at length the rates in the Yuma region of parents reading with their children and the level of parental knowledge about the importance of speaking with their children. Yuma data for many of the nine key measures related to Confident Families Indicator were on par with or exceeded statewide percentages, however, rates of parents reading to their children were substantially lower. The Council discussed using this information as an opportunity to provide supports related to knowledge about reading and information and programming to increase parent confidence to read with their children. They agreed that large-scale changes will reflect the work of all early childhood partners, not just First Things First. They discussed the ability to build on community efforts such as: Read on Yuma, home visitation, Reach Out and Read, quality early care and education programs, literacy workshops for parents, and community outreach efforts.

They discussed that the Confident Families Indicator is of critical importance in Yuma, however, they also agreed that their benchmark goal should be less than a 10 percent increase. They agreed that based on the high needs of many families in their community and the longer timeline for supporting change in behavior (such as reading with children) their target must be attainable.

The Yuma baseline is 51% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. The Council discussed a benchmark goal of 58% Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. This is a 58% goal and represents a 7 percentage point improvement by 2020. The Council agreed that 58% was an attainable goal for the Yuma regional area.

Supporting materials can be found in the Yuma appendix.

Proposed Benchmark for Confident Families Indicator

58% Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.

Supporting materials can be found in the Yuma appendix.



Public Input on Initial Benchmark Targets for Indicators

Public comment was solicited in two ways: in-person community forums and an online survey.

Public Input Forum

On 3/10/14, an SRI benchmark public input forum was held in Yuma to gather community input on initial benchmark targets set by the Yuma Regional Council. The agenda was as follows:

1. Welcome and Introductions
2. Overview of Process to Recommend Regional Benchmarks
3. How and Why Benchmarks Are Used
4. Review and Discuss Proposed Regional Benchmarks for Priority School Readiness Indicators
5. Process and Timeline for Finalizing Recommended Regional Level Benchmarks
6. Questions

There were 30 attendees: 23 members of the public (Elena McShane, Madeline Coil, Diana Maldonado, Gabriela Quinteros, Maria E. Rodriguez, Alex Valenzuela, Maria Jose Almazan, Ines Pampara (also representing the Cocopah Tribe Regional Partnership Council), Deb Hanney, Nohemi Ortega, Kelly Purcell, Teri Koenig, Raquel Muñoz, Lyn Thompson, Mary Jo Smith, Jennifer Mquqwana, Russ Clark, Anita Maude, Ana Bribiesca, Esgardo Cuen, Patricia Garcia, Reyna Romero, Yanira Martinez), three members of the Yuma Regional Partnership Council (Gloria Cisneros, Irene Garza, and Judy Watkinson), the Yuma regional director, Rudy Ortiz, West Area Senior Director, Gary Arnold, Administrative Assistant, Marie Megui, and the facilitator, Amy Kemp.

After introductions, the forum began with an overview of the purpose of SRIs and the statewide and regional processes of setting benchmarks, including the 9 priority roles of First Things First and their relation to the 10 SRIs. There was discussion on the SRI process and additional clarification that SRIs are tools to monitor changes in statewide and regional populations of children and not evaluation tools. Attendees were informed that SRIs are used to measure progress in the early childhood system overall and help identify priorities.

There was a brief review of the status of all Indicators, identification of the six Indicators prioritized by the Yuma Regional Council as well as the three benchmarks



that the Council had set. Utilizing the baseline and benchmark data for the Yuma Regional Council, the group reviewed the considerations, discussions and decisions of the Yuma Council on the following prioritized Indicators:

Indicator #3 - Quality Early Education – Special Needs

- #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

Indicator #7 - Healthy Weight

- #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)

Indicator #10 - Confident Families

- % of families who report they are competent and confident about their ability to support their child's safety, health and well being

There was group discussion about the limitations of using WIC data to measure healthy weight for all children and the availability of local data sets.

Also discussed was the hope that more early care and education providers will be able to enter into the Quality First system. The balance between ensuring that providers that have attained quality have adequate financial supports to maintain quality, and the desire to open slots for new providers was noted.

The group discussed the challenges in meeting the needs and attaining benchmarks in a region where families and children are highly mobile. All agreed that the work of First Things First – or any partner alone – will not achieve our goals for children. Rather, all ten of the School Readiness Indicators are a tool for strategic collaborative planning.

After review of the Yuma Regional Council's discussion and decisions, no changes were suggested.

Online Survey:

An online survey for the Yuma Regional Partnership Council was launched on March 3rd and was open for 21 days. Utilizing email contact lists for Yuma region, the survey was sent to community and Regional Council members. The survey



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School Readiness Indicators

provided Yuma regional benchmark targets for Indicators 3, 7 and 10. Respondents were asked two questions related to each benchmark:

How much do you agree that the proposed benchmark for this priority School Readiness Indicator in your community/region is ambitious enough to positively impact outcomes for children in Arizona?

How much do you agree that the proposed benchmark for this priority School Readiness Indicator is realistic and achievable?

There was also the option to provide additional comments for each benchmark.

For the Yuma regional online survey:

- 10 respondents viewed the survey
- 8 respondents started the survey
- 6 respondents completed the survey

For Quality Early Education– Special Needs Benchmark: 75% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020.

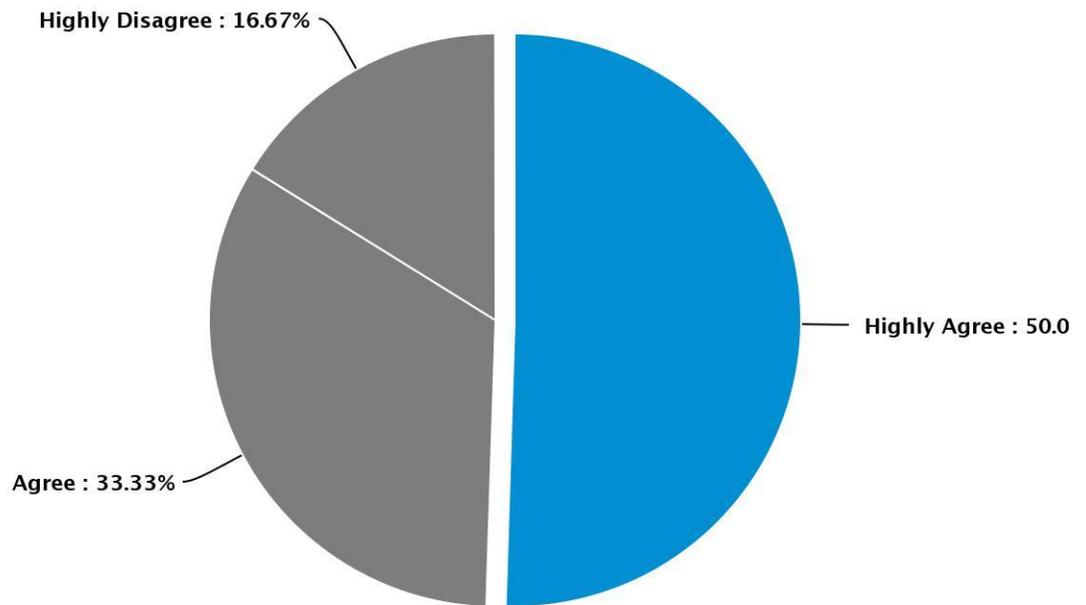
- 83% of respondents (5 of 6) highly agreed or agreed that the benchmark is ambitious enough.
- 17% of respondents (1 of 6) highly disagreed that the benchmark is ambitious enough.



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School Readiness Indicators



- 83% of respondents (5 of 6) agreed that the benchmark is realistic and achievable.
- 17% of respondents (1 of 6) neither agreed or disagreed that the benchmark is realistic and achievable.

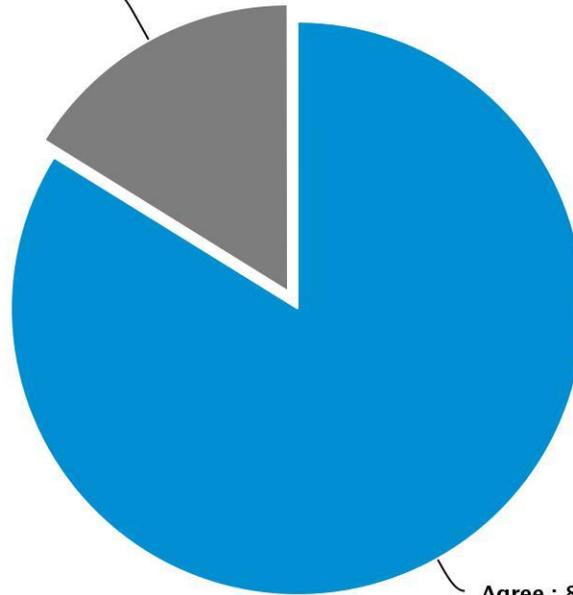


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School Readiness Indicators

Neither Agree or Disagree : 16.67%



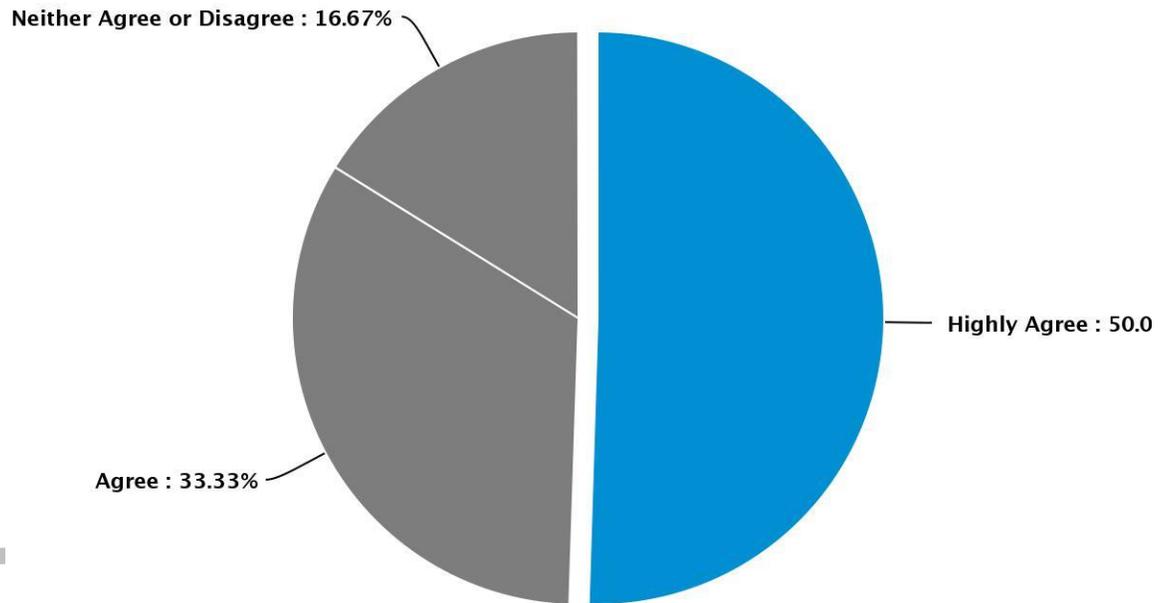
Agree : 83.33%

There were four additional comments for this benchmark. Three comments noted this is an ambitious goal that may be unachievable given: the large number of children are who are undiagnosed until kindergarten; the limited capacity of early care and education to serve the potential number of children with special needs, especially if they have severe delays; and a concern that there are not enough resources to meet the needs.

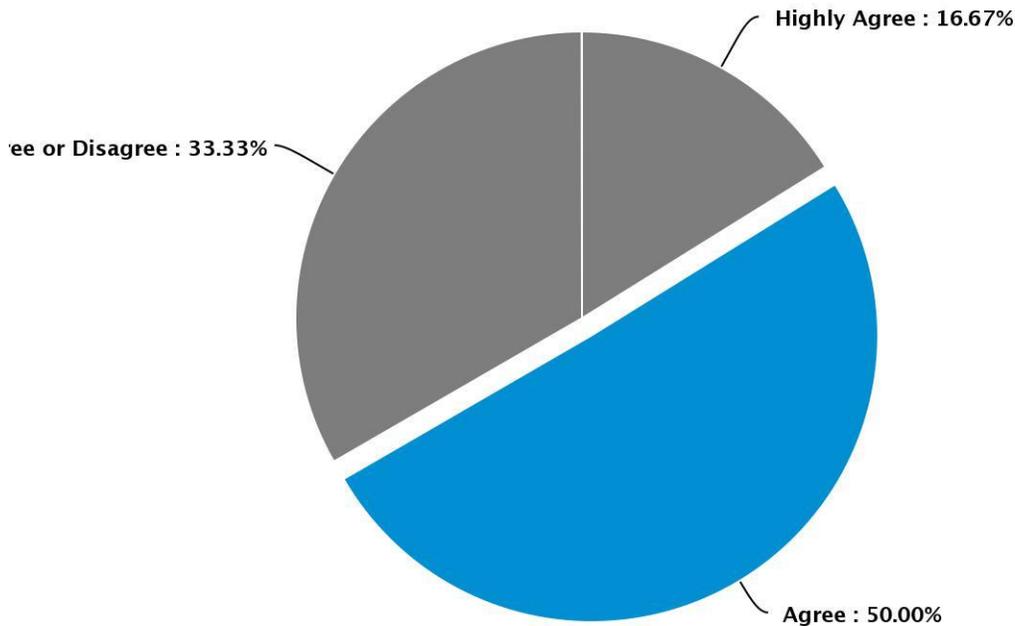
The final comment noted that children with special needs are a small portion of all children in Yuma County. Additionally, that all children with special needs are served by local school districts or by Head Start through agreements with school districts.

For Healthy Weight Benchmark: 73% of 2-4 year olds at a healthy weight by 2020.

- 83% of respondents (5 of 6) highly agreed or agreed that the benchmark is ambitious enough.
- 17% of respondents (1 of 6) neither agreed nor disagreed that the benchmark is ambitious enough.



- 67% of respondents (4 of 6) highly agreed or agreed that the benchmark is realistic and achievable.
- 33% of respondents (2 of 6) neither disagreed nor agreed that the benchmark is realistic and achievable.



There were three additional comments for this benchmark. Two comments noted the challenges inherent in achieving this benchmark, specifically: parents and grandparents need lots of training and information since eating is such a central part of many cultural activities and there are many families and children who are obese in the community.

The final comment noted that BMI is not a measurement of weight alone, but many other factors, including proper nutrition and healthy lifestyle. It was noted that children who will be 2 to 4 years of age in 2020 are not yet born and change must start now.

For Confident Benchmark: 58% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.

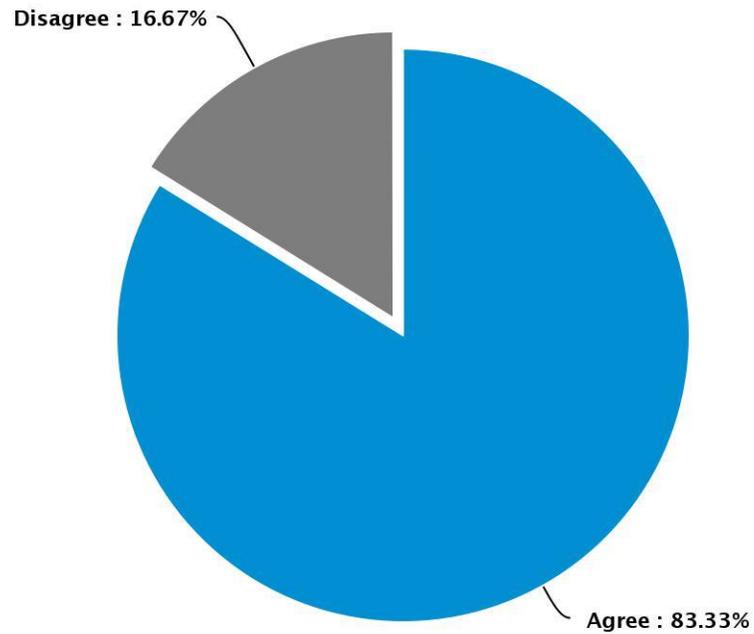
- 83% of respondents (5 of 6) agreed that the benchmark is ambitious enough.
- 17% of respondents (1 of 6) disagreed that the benchmark is ambitious enough.



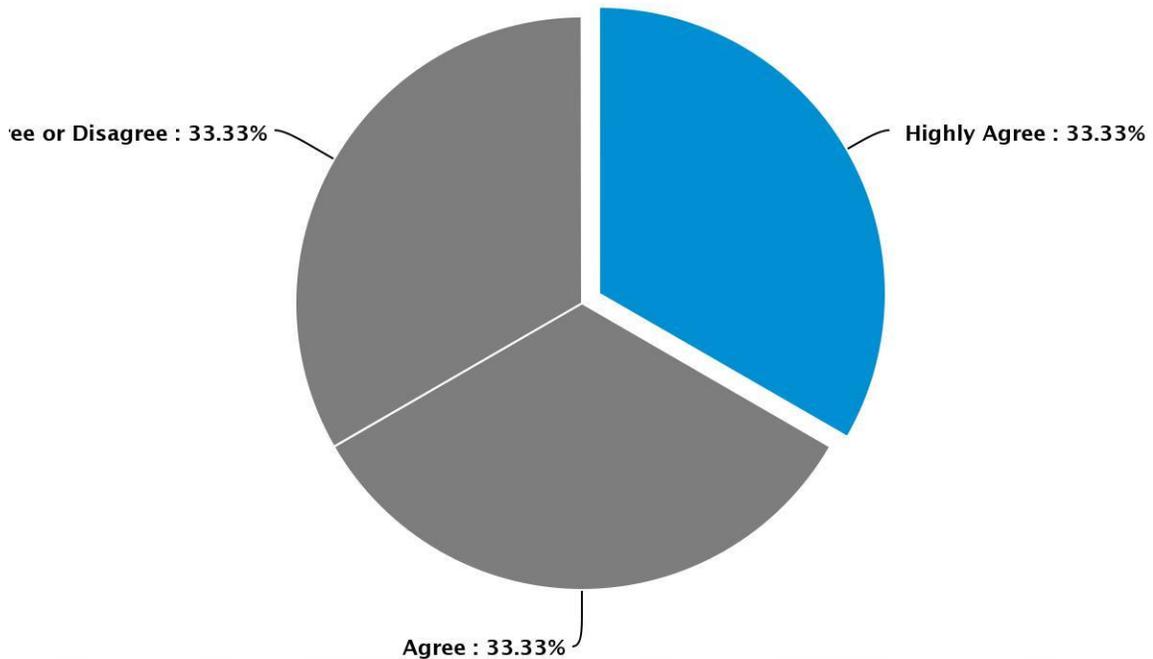
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School Readiness Indicators



- 67% of respondents (4 of 6) highly agreed or agreed that the benchmark is realistic and achievable.
- 33% of respondents (2 of 6) neither agreed nor disagreed that the benchmark is realistic and achievable.



There were four additional comments for this benchmark. Two comments potential challenges in meeting the benchmark, including: the challenge of meeting the needs of a highly mobile and changing population and the limitations of community resources to meet parent needs. The other two comments reinforced the importance of this Indicator and the intense supports needed by parents to be their child's best and first teacher. One of those comments noted that the benchmark should be higher.



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**2014 First Things First Update
Yuma Regional Partnership Council**

March 20, 2014

April 17, 2014

Updates

Staff Update:

- Community Outreach

Early Learning

- Quality First
- Scholarship-non T.E.A.C.H (Pathways)
- Community Based Professional Development Early Care and Education Professionals
- Expansion: Increase slots and /or capitol expense (DES Home Recruitment)
- Inclusion of Children with Special Needs
- Family, Friends and Neighbors (The Arizona Kith and Kin Project)
- Scholarships/Preschools

Family Support

- Home Visitation
 - Building Bright Futures for Teen Parents
 - Healthy Families
 - Family Support-Children with Special Needs (YPAT-Special Needs)
 - Yuma Parents as Teachers Program (YPAT2)
- Food Security
- Parents Education Community Based Training (Yuma Early Literacy Program)
- Reach Out and Read
- Literacy Stations

Health

- Child care Health Consultant
- Oral Health (First Smile)
- Mental Health Consultation (Smart Support)
- Recruitment Stipends/Loan Forgiveness



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Yuma Regional Partnership Council

2014 First Things First Staff Update Yuma Regional Partnership Council Due: 3/12/14 at 12:00pm

Submitted by: Nena Garcia

1). Please share any specific outcomes that have been achieved during this fiscal year.

- Between July 2013 – Feb 2014 a total of 418 community members have been provided with EC awareness, equaling to an average of 52 per month
- Early Childhood Everyday trainings have been provided to supporters to continue spreading the word and the consistent messaging of the importance of early childhood, a total of 6, (4 English) (2 Spanish) trainings with 58 participants. The expectations are that once trained, these supporters have other opportunities to engage in efforts such as: helping to host an FTF information table at a community event, attend the FTF advanced training, The Write Way, share their success story through their own testimony (social media, personal blogs), etc.
- Elected officials and key community leaders have attended 3 Site Tours and witnessed key components of the QF program that are designed to provide a quality learning environment for young children outcomes of the Quality First program at Desert Mesa Preschool and the collaboration of PBS and Yuma County Libraries in the purchase of 11 early learning stations. Both events were covered by the Yuma Sun Newspaper and KYMA TV station. Due the earned media FTF was able to successfully able to continue spreading the EC message to viewer and we also recruited supporters from those attending the event. Another site tour was held during a RPC meeting on, the Family Support strategy was highlighted during the meeting, 2 grantees, Easter Seals Blake Foundation, Child and Family Resources presented.

2.) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

Community Outreach Coordinator has worked closely with Regional Director during the Yuma Early Childhood Systems Collaboration Meetings, inviting key leaders of the community to join the group. One anticipated result is that this may generate a group of champions that will lead outreach efforts or create a smaller informal network group that assist/support outreach efforts to engage more supporters and champions. In addition, there are other networking events that will support the EC message to be disseminated throughout Yuma County, such as these supporter listed below.

- Community Outreach Coordinator has joined the Yuma AEYC Chapter and together the group is working on the Week of The Young Child event that is held annually in Yuma.
- Community Outreach Coordinator is a member of the Advisory Board for Easter Seals Blake Foundation and Cenpatico, to offer support and be a voice of the EC community.
- Collaborated with the City of Yuma in the Back to School Rodeo to include preschool in the event, reaching young children of Yuma County.
- Collaborated with Campesinos Sin Fronteras during the Dia Del Campesino, reaching the farmworker population and their families residing in South Yuma County.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

A barrier to reaching the Spanish speaking community has been the lack of materials available to effectively spread the EC message. The plan is to research educational materials from accredited organizations and seek support for dissemination. I plan to continue utilizing the Born Learning materials in Spanish and link to resources such as the QF website that is now available in Spanish and the BL website is Spanish also. The Promotoras have been trained in Early Childhood Everyday, they will be key to reaching the Hispanic population in South County.

This month’s core message tip on simple ways to spread the word about Early Childhood and First Things First (FTF) in our community.

Quality First Core Message of the Month:

90% of a child’s brain develops before age 5. The positive, nurturing relationships young kids have with adults – from parents to child care and early learning professionals – shape their learning now and throughout their lives.

The 2014-2017 Strategic Communications Plan is a comprehensive multi-year effort to build awareness and knowledge of early childhood, and then motivate people to act on behalf of our youngest children.

GOAL 1:
Raise awareness of, and build public support for, the importance of early childhood.

GOAL 2:
Position First Things First as a recognized and trusted voice in early childhood.

GOAL 3:
Build awareness of early childhood programs and services, particularly First Things First

Updates

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Family Support

- Home Visitation
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 - Healthy Families
 - Family Support-Children with Special Needs (YPAT-Special Needs)
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Health

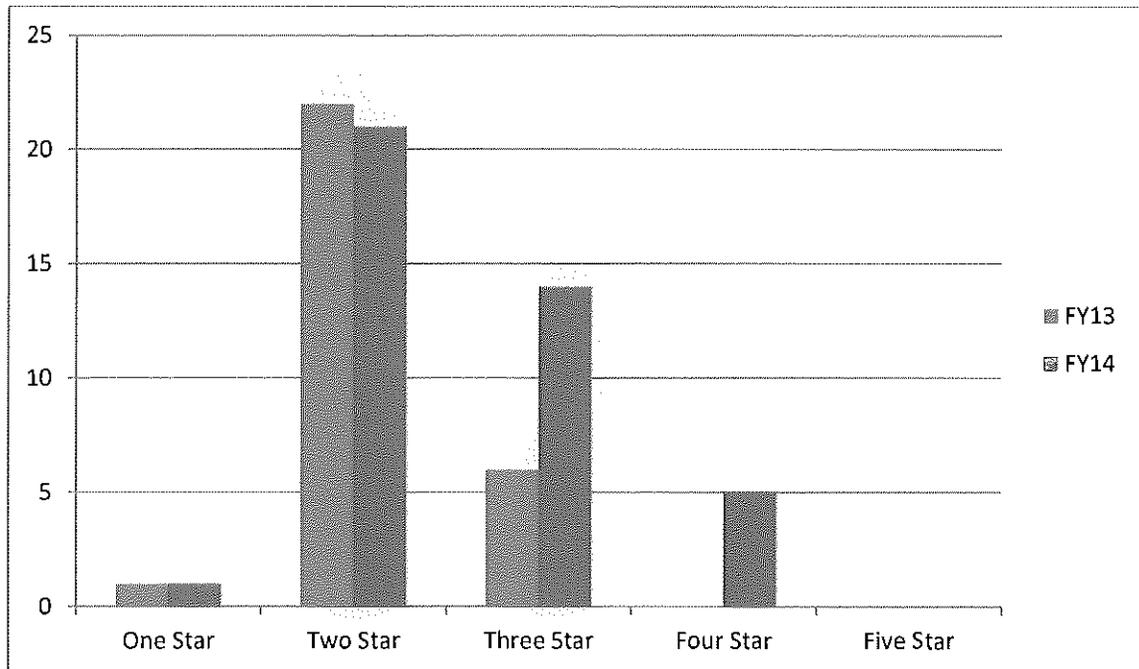
- Child care Health Consultant
- Oral Health (First Smile)
- Mental Health Consultation (Smart Support)
- Recruitment Stipends/Loan Forgiveness

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Quality First

Submitted by: Erica Jimenez

1)Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.



Comparison from March FY14 to March FY13:

FY14: QF team supported 36 fulltime participation programs and 5 Rating Only. Data in burgundy on chart above reflects success the QF team as accomplished.

- One Star – 1 Center
- Two Stars – 21 Districts, Centers and Family Childcare Homes
- Three Stars – 14 Districts, Centers and Family Childcare Homes
- Four Stars – 5 Districts, Centers and Family Childcare Homes
- Total of 41 QF sites as of 3/14

FY13: QF team supported twenty 29 fulltime participation programs and seven rating only sites. Data in blue reflects full time participation sites. FY13 data in blue does not include Rating Only Sites due to QF program not having Assessment data at the time of update presented to region.

- One Star = 1 Center
- Two Stars = 22 Centers and Family Childcare Homes
- Three Stars = 6 Centers and Family Childcare Homes
- Seven Rating Only Sites are not reflected on the Chart due to not having assessment results in March of 3/13.
- TOTAL of 36 sites in Quality First as of 3/13

QF team is committed and dedicated to support all QF participants to reach the goals that are established at every particular site for Quality Improvement. Every site is at a different level in the QF process. Coaches meet every individual sites level to provide specific coaching to support provider's efforts to enhance quality improvement within each individual site by using the ERS/CLASS and supporting providers in the point scale process. QF staff also provides trainings every month for providers. These specific trainings are conducted by Coaches or other professionals in the community to enhance professional development, to provide information focusing on the need that we as coaches observe and discuss as team with our participants. Trainings provided to our participants are also geared by what providers have expressed they would want trainings on. Trainings we have offered and have been very positive.

2)Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

- Quality First currently collaborates with ECEI+, CCHC, CPLC, TEACH, Smart Support, Az Self Study ADE as a group on a Quarterly basis. Due to Collaboration Binder's being establish at shared sites the collaboration binder occur on a quarterly basis. Participate in collaboration meeting. Collaboration team, has shared program training calendars and have made a point to attend each other's trainings so that the community can view this collaboration group as a TEAM in our community.
- Quality First and ECEI+ collaborate by conducting a minimum of two onsite joint visits a year with shared sites to review goals, get on the same page and how we can most support each other to obtain maximum positive impact with participant's future goals for success.
- Quality First and ADE collaborate by conducting joint visits with shared sites to review participant goals and how we can most support each other to obtain maximum positive impact. Collaborate with training requirements that are required in the point scale.

- Quality First and CCHC collaborate by conducting various onsite joint visits onsite or office meeting in regards shared sites to review goals and how we can most support each other to obtain maximum positive impact in Health and Safety. CCHC and Coach meet face to face on a Quarterly basis to discuss shared site to provide as much support to each other as a team.
- Quality First and Mental Health collaborate by meeting in person and discuss goals and individualized support provided to specific sites.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

- We need more time in our day. As coaches we have many requirements within our program to comply with.
- CHALLENGE: We have yet to have a 5 Star in Yuma. What does a 5 star look like? What are the how to be a 5 star site?

ACTION: AS a QF team we have challenged ourselves to go deep into the CLASS tool. Provide CLASS Trainings to our participants that go deep into WHAT is CLASS and HOW it looks in the classroom. Learn the concepts of the CLASS Tool, Discuss the concepts of the CLASS Tool, Practice concepts of the CLASS Tool, and Implement the concepts of the CLASS tool that were learned. Lear/Discuss/Practice/Apply/Consistency/ and follow-up on implementation of learning to an individual sites on a one-on-one personal coaching visits of knowledge being gained on positive interactions is what we focusing on to overcome the challenges.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Professional Career Pathway Project

Submitted by: Linda Williams-Tuenge, Outreach Program Specialist

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The utilization of Professional Career Pathway Project Scholarship in Yuma since July 1, 2013 has been:

73 students enrolled in Early Childhood Education (ECE) classes

457 credits of tuition have been approved

At this time, no candidates have applied for the Child Development Associate (CDA) Credential or CDA mentoring services.

We continue to market the PCPP scholarship in a variety of ways such as through conferences and workshops, early childhood publications, DES specialists and with community colleges; specifically AWC.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**
- As part of the First Thing First Summit, PCPP is able to connect with Quality First providers and coaches to spread the word about the scholarship and CDA funding options available.
 - Besides our collaborative relationships mentioned above we also work with T.E.A.C.H. to meet unique needs of some students and to refer students who are interested in working on an Associate of Applied Science Degree in ECE. T.E.A.C.H. is able to pick up where PCPP leaves off by funding the general education classes and additional textbook stipends necessary for an AAS.
 - We work closely with AZ Western College to assist them as they advise students and promote PCPP and also to keep us informed of happenings in the community where PCPP can have a presence physically or provide materials and brochures for the AWC staff to market their program.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

Professional Career Pathway staff continually seek additional ideas and strategies for spreading the word about PCPP to all professionals who could benefit from the program. We rely especially on the RPC community and other grantees to assist us in our goal of educating our ECE providers in order to improve out care of young children in the Yuma RPC area and throughout Arizona. Our best recruiters are students who have participated in the program and speak very highly of it. We hear often from ECE professionals that they could not have afforded to attend college without the funding provided by the PCPP Scholarship funds which the Yuma RPC has supported; thank you.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Community Based Professional Development

Submitted by: Mark Becker

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

Add narrative... We have held a professional development Saturday event once per month for September, October, November, January, February and March. We are planning a full day conference for April 26th, and will have another professional development Saturday in May.

All sessions are based around Developmentally Appropriate Practice. Not only are participants learning why they should be doing certain things (best practices), they are learning how to do them. The participants are walking away from each Saturday with strategies they can implement immediately.

Our attendance has increased at each of our events. We have gone from a beginning of 52 participants to almost 90 participants at our latest event. 66% of our participants have attended 2 or more professional development Saturday events.

We have gone beyond expectations in small ways and large ways. One small thing we have been doing is making a phone call to every participant who has registered for a professional development event. We have hired a Spanish speaker to make the follow up calls for us. We also offer sessions during our professional development events that are Spanish only. This allows those who do not speak English well to feel very comfortable in the learning environment. One other item we are doing that is above and beyond is our online environment. At this time we have a Facebook page for the group. It can be found at www.facebook.com/pbsyumapd. It is more than an info page. We also use this page for reflection and follow-up.

A large thing we are doing to go beyond expectations is the planning of a full day Yuma County FTF Early Childhood Conference. We will host a conference on April 26th. There will be up to 30 breakout sessions and at least 20 community partners as exhibitors. We are planning for at least 150 participants. This event will be held at Arizona Western College.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Add narrative... We have not missed a collaboration meeting, but beyond that, we have invited community partners to speak at or have an exhibit/information table at each of our professional development Saturday events. We have even had First Smiles give treatments to the children in child care during 3 different Saturday PD events.

Partners we have collaborated with, or will be working with:

- FTF
- Brite Smiles
- Child and Family Resources
- Yuma School District
- AzAEYC
- Read On Yuma
- T.E.A.C.H Early Childhood Arizona

The result of this collaboration is that the Early Childhood community is learning about various services in the Yuma area. Many of the participants of the Community Based Professional Development are home care providers and non-English speakers. These folks don't always know what services are available. Our collaboration efforts are helping to spread the work to those in need.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

Add narrative... We really do not have any barriers to successful implementation. One challenge is the amount of professional development that occurs in Yuma County. I've learned that we are not the only "show in town". Our participants have many choices and many Saturday events that take up their time. To combat this, we do compare our schedules with other agencies that also train and conduct PD. We try not to offer workshops on the same day. Many times we are successful with this.

One other challenge is the amount of people that register electronically, but do not show up to the event. To facilitate better attendance, we have hired someone to make a phone call to each and every one who has registered.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: DES Home Recruitment

Submitted by: Ana Hernandez

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The outcomes achieved during this funding period, are the training that certified providers have received prior to getting certified. Providers receive funding for their business child care insurance for one year in order to help them with start-up costs, training in CPR/FA, Developmental Appropriate Practices, Indoor and outdoor Health and Safety , Business and Billing training. These trainings have helped providers offer quality care to children 0-5 years old. Providers are now small business owners providing quality care to our young community members and providing activities that will help their social, emotional and cognitive development instead of just having children sitting in front of the TV and getting fed..

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Our collaboration efforts continue throughout the fiscal year in order to recruit for caregivers who want to be trained to become DES child care home providers for children who are eligible for child care aide, and for children who do not receive assistance. Home Recruitment collaborates with schools and local agencies in Yuma County who also provide services for children such as Easter Blake Foundation, Head Start, Back to School Rodeo, Children's Art Festival, Week of the Young Child, Goodwill and YPIC among others. During these events we offer free activities for children and information to potential child care givers.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

Our barriers are the lack of DES funding for child care aide and the lack of money for providers start-up costs. Home Recruitment's action plan is to recruit more potential child care providers , train them and certify them to provide quality care for children in need of child care.

2014 First Things First Grantee Update Yuma Regional Partnership Council

Program Name: Early Care and Education Inclusion Plus (ECEI+)
Easter Seals Blake Foundation

Submitted by: Raquel Munoz, ECEI+ Program Supervisor/Senior Coach

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

ECEI+ Individualized Intensive Option continues to be fully enrolled with 5 centers and 10 homes since the beginning of the program year. ECEI+ Targeted Technical Assistance (TTA) has served 9 child care providers in supporting teachers with individual children's development/special needs. ECEI+ has already served a total of 24 child care providers.

ECEI+ has served 24 children with special needs with diagnoses that include cerebral palsy, cleft palate, speech/language delay, developmental delay, downs syndrome, visual impairment, and orthopedic impairment.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

ECEI+ Inclusion Coaches and Quality First (QF) Coaches are working more closely to promote the services of each other's programs. Inclusion Coaches help recruit home care providers into the Quality First program by informing them of the program benefits and assisting them with the application process. QF Coaches are referring child care providers to ECEI+ for technical assistance and encouraging providers to take advantage of ECEI+ support services for teachers and their children with special needs. A total of 5 child care providers were referred by QF to ECEI+. QF and Inclusion Coaches make time to meet with each other during provider visits or separate meetings to discuss goals, successes, and challenges of mutually shared child care providers.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

Challenges for some child care centers have been high turnover in staff, lack of consistency with teachers in classrooms, minimal education/experience of teaching staff, and need for supervisor training for center directors. These barriers have made it challenging for Inclusion Coaches to assist staff in providing quality care and education for all children especially children with differing needs and abilities. Inclusion Coaches have had to go back to the basics with some centers/classrooms in teaching and modeling simple strategies to promote classroom management and developmentally appropriate practices.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Organization: Association for Supportive Child Care

Program Name: The Arizona Kith and Kin Project

Submitted by: Rosy Taylor, Program Specialist

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The Arizona Kith and Kin Project is the only program providing services to family, friend and neighbor (FFN) child care providers in the Yuma County Region. During the Fall 2013 session the program successfully implemented groups in San Luis, Somerton and Yuma. The program's target service number for Fiscal Year 2013-2014 is 90 FFN child care providers. The program has provided services to 62 FFN providers as of Fall 2013. With group sessions currently in place for Spring 2014 and 41 participants being served this session, the program expects to continue to exceed our target service units for the fiscal year.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

The Arizona Kith and Kin Project collaborates with various agencies, both FTF grantees and non-grantees to continue providing services for families in the Yuma Region. Presentations from First Smile, Child and Family Resources Inc., Child and Adult Care Food Program and FTF community representatives have been implemented in our 14 week training-support group sessions. Other agencies the program has collaborated with this year have been the City of Yuma Housing Department, Yuma United Way, WACOG Head Start, Yuma County Health Department, Cenpatico of Arizona, Easter Seals Blake Foundation, Cross Roads Mission and Yuma Community Food Bank.

The Arizona Kith and Kin Project understands that it is important to have close working relationships with local organizations to help with the success of the program. These partnerships are essential to the success of the program by helping us identify program participants, barriers and challenges that the community faces, existing resources for these families as well as, provide support with the use of a facility where weekly trainings are held.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

The Arizona Kith and Kin Project has not experienced any barriers to successful implementation for this current Fall-Spring 2013-2014 session.

The Arizona Kith and Kin Project has been contacted by two (2) Western Arizona Council of Governments (WACOG) locations in the east county requesting the program at their sites. Community members from the town of Wellton have also contacted our Program Specialist in Yuma, expressing a need for services to FFN providers in that area. However, the program is currently restricted from taking on additional training-support group locations based on available funding.

Although the Arizona Kith and Kin Project would like to refer FFN providers from the areas not currently being served to attend groups in San Luis, Somerton and Yuma, unfortunately, some of these groups are unable to take on more participants because they are currently full. The Arizona Kith and Kin Project's ideal group size is 15 participants, however, due to the high need in some communities the program allows for a maximum of 20 participants.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Valle del Encanto Learning Center, Somerton School District #11

Submitted by: Mia Armenta, Program Coordinator

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

For FY13-14, our program has been working very hard to go through the star rating process. This year all our PK staff has been able to receive more intensive and continued mentoring and training in the area of instructional support. Having the support of a Quality First coach for an entire school year has made a significant difference. This has allowed each teacher to have more one-on-one coaching and mentoring sessions with the coach. Monthly observation data has shown incremental improvement in the areas of quality of feedback and language scaffolding particularly.

For FY13-14, the First Things First classroom made the transition from being a half-day preschool to a full-day preschool. We have been able to implement more activities, napping time, and family-style breakfast and lunch in the classroom. This change has significantly boosted our children's language and social skills by providing opportunities for conversations that go beyond what happens in the classroom. The teacher and instructional assistant are also spending more time on developing topics and learning units that truly reflect children's interest. Overall, we have achieved a greater level of confidence and knowledge of what teaching/learning practices need to occur both in the classroom and outside.

Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

Collaboration efforts have been done mostly in the area of professional learning activities with other Yuma County districts and Head Start WACOG and Chicanos por la Causa Head Start programs. In addition to FTF sponsored collaboration meetings, there are additional meetings that take place to discuss professional learning needs, co-enrollment of children with IEPs, transition processes to Kindergarten and from home to preschool as well. Positive outcomes of those collaborative efforts have been the optimization of resources available for each agency/program.

- 2) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

For our program, a significant barrier this year has been the significant reduction of funding. Being an ADE PK scholarship grantee allowed us to provide preschool services to children 4-5 years old without any additional cost to the families. However, due to a significant reduction in our funding (38%), our program has had to start charging monthly tuition fees to participating families to partly supplement the drastic reduction of funding. In addition to parents paying tuition, the program has conducted additional fundraising activities under the sponsorship of the PTO association at our home school. These efforts have allowed the program to continue to offer services, but some important educational activities such as field trips have been eliminated due to the lack of funding to pay for them. Although our program has tripled the efforts during this fiscal year to try to supplement the loss of funding, such an effort cannot be maintained on an ongoing basis without having a significant number of staff that could sustain the level of effort needed to keep fundraisers effective in generating some kind of additional funding sources.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Yuma School District One Prekindergarten Program

Submitted by: Jennifer Mquqwana

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.

The YESD1 Prekindergarten program has 70 students enrolled in the QF Grant program. We are striving to help families and children prepare for kindergarten.

We have had two internal goals for this school year:

- Increase inclusion within the FTF classrooms and the YESD1 programs.

Last year, the Desert Mesa Program had 3 students with special needs in one class session and the North end classroom had 1 student with an IEP.

We now have students with special needs in all sessions in all classes at both sites. There are currently 4 students with IEPs at North End and 6 students with IEPs at Desert Mesa. This has been a huge adjustment and shift. Teachers and assistants have taken extra classes and undergone extra training to handle the new challenges and have risen to meet these challenges beautifully. The collaboration between general education teachers and special education teachers has increased to the benefit of all students.

We plan to continue this in future years and expand our capacity for meeting the needs students in inclusive settings.

- 90% of students meeting/exceeding the expected growth range within TSG for all domains. The chart to the side shows the growth rate of the 65 students (including special education students) who have been in the program

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	65	0	0%	65	100%
Physical	65	5	8%	60	92%
Language	65	4	6%	61	94%
Cognitive	65	2	3%	63	97%
Literacy	65	1	2%	64	98%
Mathematics	65	1	2%	64	98%

for two checkpoints and their rate of growth. The percentage of children meeting or exceeding the expected growth rate is above 90%.

- 75% of children meet or exceed widely held expectations for 4/5 year olds entering kindergarten in identified TSG GOLD Areas of Development and Learning:

Out of 71 possible children, 71 children have enough GOLD data in Winter 2013/2014 to be included in this report. The 71 children included in this report are in 4 classes in the two FTF 2 sites and include

children with developmental delays. It is not yet the end of the school year, but this snapshot gives an idea of our progress toward the goal. In many areas we have met or exceeded the goal. In other areas, the students seem to be on target to meet by the end of the year. In a few targeted areas, the teachers are using this and other data to increase their focus and the children's development by the end of the year.

Table 1: Social-Emotional by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	33	46%	38	54%

Table 2: Physical - Gross Motor by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	7	10%	64	90%

Table 3: Physical - Fine Motor by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	15	21%	56	78%

Table 4: Language by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	22	31%	49	69%

Table 5: Cognitive by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	26	37%	44	63%

Table 6: Literacy by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	21	30%	50	70%

Table 7: Mathematics by Program

Program Name	Below		Meeting/Exceeding	
	Count	%	Count	%
Yuma School District 1	48	65%	25	35%

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

The YESD1 preschool program has collaborated with several FTF organizations: First Smiles, Easter Seals Blake Foundation YPAT and Early Inclusion Program, as well as other QF Scholarship grantees, Preschool Express and to a lesser Degree Kelland's Kiddie College.

Additionally we have been able to successfully collaborate with other early childhood agencies in Yuma such as CPLC and WACOG Head Starts to serve children in a dual program model.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

Serving the most needy families without having the funding to provide transportation as always is a challenge. We have had 4 families pull their children out of the program while citing struggles with transporting to the program as the main reason. We continue to creatively look for ways to meet this need, including providing this preschool opportunity at more sites in the future so that classroom sites are closer to neighborhoods where students live, providing transportation for some migrant families through other funding sources.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Yuma YMCA Preschool

Submitted by: Libby Wilson-Childcare Coordinator

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The First Things First grant has been an asset to the YMCA. It is a great opportunity to have for low income families that are unable to enroll their child into a full priced preschool. Many families seek out the YMCA, because we offer the First Things First grant, allowing the YMCA to be a first choice. It is an amazing opportunity for our teachers to watch these students grow throughout the year. Many of our students that are enrolled with the First Things First grant have been in our preschool from the age of 3 years to 5 years old. We are able to see these students blossom each year. Although it is sad to see these students graduate and move onto kindergarten and will no longer be with us, we as the YMCA know we have provided a successful opportunity for these students and families.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

I have worked with Mary Jo Smith, Early Childhood coordinator who works at the Crane School District. I have been in contact with her if I have any questions or concerns about advice and guidance. She has been a great resource for early childhood education for the YMCA. Mary Jo has provided the YMCA Preschool with age appropriate lunch/breakfast tables. This is a great help in providing future increased scores for assessments.

Lisa Southern, the YMCA Quality First coach, has also helped in regards to the YMCA Preschool. She is a great contact to have, and as the new Childcare Coordinator I have learned a great deal of knowledge on what is expected and how to improve the preschool as a whole.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

Barriers that the YMCA Preschool faces each year are one; we have few slots available to our future/present students. Our facility has a maximum capacity to hold 24 students, but the YMCA is only able to accommodate 18 students due to limited space in the room. Also, the YMCA Preschool is located

at an Elementary school which also limits us opportunity for success, for example, putting in a playground area that is age appropriate for our students.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Kelland's Kiddie College, LLC

Submitted by: Julie Gogol

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

There have been so many things that we have achieved over this last year. We have received a much higher ECCRS score with the combined efforts of our coaches, grant money and our staff. There has been a substantial improvement in teacher moral, confidence and retention due to the support and instruction we receive from our coaches. Communication with parents about the individual needs of their children is becoming easier with the knowledge that is shared with us from our coaches. Our teachers have also increased their ability to work with all children's individual need.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

I believe our biggest collaboration effort is through ECEI+, Quality First and Smart Support without their continued support, education and training provided with would not have achieved as much as we did this year.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

During this last year our biggest barrier has been with in our own facility. Going through a huge transition of ownership and then our Director becoming ill we have had many obstacles to overcome but we did with the help of ECEI+, Quality First and Smart Support. Another problem that we come across is staff needs (supplies and fair compensation); incoming funding to cover all costs for early child care is becoming increasingly difficult during the current economy. Most families looking for care are looking for lower cost, fewer days and any other way to save money on their child care. Even our fulltime families are asking to reduce the numbers of days they attend to reduce costs.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Preschool Express, LLC

Submitted by: Kimberly Fanning

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

Our program has served 49 Pre-K children and 21 toddlers this fiscal year, who would not have had access to high quality childcare without the First Things First funded scholarships. Of these 70 children, 49 have participated in vision and hearing screenings. All 70 children have participated in developmental screenings, with one child being referred to the local school district for a speech evaluation. Of the 49 Pre-K children, 32 will promote to kindergarten ready and able to learn. These children have been prepared to enter kindergarten and have been given the opportunity to take risks in a safe and loving environment and as a result have fostered a love of learning that will last them a lifetime.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Collaboration efforts that we have undertaken this fiscal year include First Smiles, Yuma District One, TEACH, Smart Support, Quality First, and the Arizona Self-Study Project.

First Smiles provides dental screenings and varnishes free of charge to our students in the safety of their classrooms on a quarterly basis. This prevents tooth decay and develops a healthy relationship between the child and the dentist.

Yuma District One has provided vision and hearing screenings for all of our Pre-K students for the last several years. The Yuma District One preschool has provided trained volunteers and the equipment necessary to complete all of the screenings free of charge. Without this collaboration, we would not be able to meet our obligation to complete screenings on all children enrolled in the Pre-k scholarships.

TEACH provides scholarships to two of our teachers to assist them in obtaining their Associates Degree in Early Childhood Education. This schooling directly benefits the children in our care because the teachers implement all of the strategies that they are learning in class.

Smart Support provides our program with assistance with behavioral issues in the classroom. This support gives us strategies to use to help alter behaviors that would otherwise have resulted in expulsion. This support is extremely beneficial to the children in order for them to receive consistent care and improve their outcomes.

Quality First provides our program with training, coaching, and incentives that improve the overall quality of the program. Through personalized coaching, we are able to provide high quality care to the children we serve. Through participation in Quality First, our program has achieved a star rating of 4, exceeds quality standards.

The Arizona Self-Study Project provides our program with coaching and incentives to help us attain accreditation through a nationally recognized program. This program helps us to identify areas in which more attention is needed to improve the quality of service that we provide. Through this collaboration, our program will become accredited through the National Accreditation Commission for Early Care and Education Program.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

Barriers that we have encountered include consistency in the program for the next fiscal year. First Things First requires that we use all of the funding during the fiscal year and not have any carry over for the following year. This has become a barrier for our program in that our scholarship award includes the majority of our enrollment. Therefore, we do not have any funding to carry forward to ensure that the program remains consistent from year to year. Uncertainty in the scholarship award for the next fiscal year adds to the concern for consistency as well. In an effort to retain staff, our program has paid teachers with education incentives, bonuses, and training compensation this fiscal year instead of providing higher hourly wages. Because we are unsure of the award for next fiscal year, it is difficult to raise wages for teachers that we may not be able to sustain in the future.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Harvest Preschool-Yuma

Submitted by: Araceli Gamez

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

Throughout the year we have worked on spreading the word about the scholarships we have to offer to the community. We continued to inform the community about FTF and Quality first and how it has enhanced our program. We are currently receiving many calls and visits from families interested in our program. We have a long waiting list of families anxious to enroll their children. Many families can't afford quality care for their children; it's great to be able to provide families with the quality care they deserve.

- 2 Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

We will be collaborating with Harvest Prep Academy in developing a kindergarten transition plan. The majority of our pre-k children going to kindergarten next year will be attending Harvest Prep. We will set up meetings, school tours, etc, with Harvest Prep to help the children transition into kindergarten.

- 3 Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

As of yet we haven't had any barriers. We have had a good year. 😊

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Crane Great Beginnings Pre-school

Submitted by: Mary Jo Smith

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

Goals for Great Beginnings preschool this year: Improve scores on ECERS and CLASS. We had an area outside our classrooms fenced to create a new playground. We located cafeteria tables that could be cut down to the appropriate size for our preschool classes to use when they ate lunch. We ordered classroom materials that represent disabilities and cultural diversity, such as puzzles, books, posters, play figures and props. The results have been a playground that meets the needs of the preschool in the areas of safety, supervision, and being able to offer outdoor centers that offer curiosity, interest and imagination. The appropriate size cafeteria tables have offered a comfortable table for children. Cultural diversity and disabilities have become part of the children's environment.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

ECQUIP meetings provide collaboration for Great Beginnings with WACOG Head Start, CPLC Head Start, Private Preschool programs, district Kindergarten teachers and district administration. Over the last year the focus of our communication has been sharing information regarding TSG, (Teaching Strategies Gold). We have discussed lessons, that can provide the maximum amount of objectives, and evaluating data, both whole class and individual data. Our goal this year has been to determine the most effective way to pass data information concerning behavior issues and learning disabilities to the kindergarten teacher.

It is the recommendation of this group that kindergarten teachers have access to TSG data on the web.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

The second phase of our playground development will be getting permanent playground structures, develop a water wall, and a cement track around the perimeter of the playground.

The plan will be to consider this for the budget next year.

Implementation: Adjusting the schedule for CLASS assessment to demonstrate concept development, quality of feedback and language modeling.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: San Luis Preschool

Submitted by: ESPARZA, LIZETTE

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

San Luis preschool has implemented a procedure in which teachers look at Gold data on a weekly basis. Teachers are looking at Gold data on a weekly basis in order create small intervention groups. The teachers are noticing the difference with the growth in every student within the first two weeks of implementation.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

We are currently working very closely with the Elementary School principals. At the beginning of the school year we established a plan that facilitates the transition process for both students and parents. Our plan for facilitating transition includes inviting preschool parents to the Elementary Schools' monthly PTO's as well as inviting elementary school principals to the preschool's monthly PTO meetings. We have also scheduled fieldtrips in which preschool students visit their kinder classroom. During the visit, students spend one hour in a kindergarten classroom, tour the school, and have lunch in the cafeteria. The plan also includes a parent night for future preschool parents.

The kindergarten teachers have also been invited to the preschool classrooms. Teacher visit the preschool classrooms in order to observe how the preschool teachers work with the preschoolers and to observe how preschool classroom procedures and routines help with managing student behavior. The principals are also given a list of the preschoolers who will be attending their school as well as their assessment data from GOLD for teachers to review before school begins.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

San Luis preschool would like to increase our collaboration with outside agencies. We would like to be able to provide outside services to parents in order to assist them with challenges they might be facing.

Our barrier is that we don't have someone to coordinate and we are unaware of the many outside resources that are offered for free.

Updates

Staff Update:

- Community Outreach

Early Learning

- Quality First
- Scholarship-non T.E.A.C.H (Pathways)
- Community Based Professional Development Early Care and Education Professionals
- Expansion: Increase slots and /or capitol expense (DES Home Recruitment)
- Inclusion of Children with Special Needs
- Family, Friends and Neighbors (The Arizona Kith and Kin Project)
- Scholarships/Preschools

Family Support

- Home Visitation
 - Building Bright Futures for Teen Parents
 - Healthy Families
 - Family Support-Children with Special Needs (YPAT-Special Needs)
 - Yuma Parents as Teachers Program (YPAT2)
- Food Security
- Parents Education Community Based Training (Yuma Early Literacy Program)
- Reach Out and Read
- Literacy Stations

Health

- Child care Health Consultant
- Oral Health (First Smile)
- Mental Health Consultation (Smart Support)
- Recruitment Stipends/Loan Forgiveness

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Building Bright Futures for Teen Parents

Submitted by: Dede Wolf, Program Supervisor and Holly King, Senior Program Director

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

At this time 32 families are currently receiving home visits. Forty-two families have been served since July 2013 (84% of target.) There have been 81% of participating youth that have graduated, earned their GED or been maintained in a school setting. Ninety-nine percent of the youth have had no repeat unplanned pregnancies. Also, 99% of children of the teen parents are developmentally on track, and those with concerns have been referred to AzEIP. Of all juvenile court referred youth, 100% have successfully gone off probation. During this past fiscal year, 30% of youth have been enrolled in the program for 1 year or longer and 33% of all closed clients completed the program as designed or had an appropriate transition to another program.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Other than attending many collaboration meetings throughout the community, we were able to present our program to new youth coming into the YPIC Youth Services Program, and we attended health fairs, career fairs, Baby Shower event, Family Fun Day, etc. We presented to the Chicanos Por la Causa Family Service Workers, to students at AZTEC High School, to the WACOG Head Start parents meeting in San Luis as well as to the office of the Family Readiness Center on the Marine Corps Air Station. We strengthened our relationship with Charter High School as well as Ppep Tec High School staff. We have recently received a referral from the GOOD Program at Yuma High School. Women's Health Associates continues to include our rack card with their informational folders and we have begun a promising collaboration with Cyndy Hale from Family Planning located at the Health Department. We have also met with Blake Foundation to share thoughts and ideas on recruitment. We recently submitted our program information to Sarah Womer from the Yuma Sun and will soon be featured in our local newspaper. We expect that through continued partnership with all of these community organizations, that we will continue to see program referrals.

In addition, we have multiple partnerships in place to provide needed services to teens through community referrals. We partner with Saguaro Transportation, the Maternal Child Health at YRMC, Child Care Resource and Referral, YPIC Charter High School and Youth Services, AzEIP, WACOG Head Start, the Family Planning Clinic at the health department, United Way and New Life. All of the partnerships support the needs of teen parents in accessing resources such as transportation, job training, adult education, basic needs for the family, early childhood education and child care, tax advice and preparation, and children's books. Many of the clients we serve would not be able to access these services otherwise, or they would be cost-prohibitive.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

The greatest barriers we are facing right now are in finding the most appropriate places to recruit new teen parents to join the program, and in retaining our teen clients who struggle with home life instability. We recently listed all of our current outreach and recruitment avenues to continue to maintain relationships with, and have created an outreach log to document outreach activities. We have also identified several new avenues for outreach, including the military base, the Family Planning Clinic, and potential outreach partners in the medical community and in San Luis and surrounding South County areas. We have met with Healthy Families staff and Easter Seals Blake Foundation staff to discuss referral of teen parents to our program when they receive those referrals first, as well as how we can continue to refer to those programs when they are the best fit for families. We have brainstormed outreach ideas with Blake Foundation staff to see what else we can be doing, or where we can partner with them on existing outreach strategies they are using.

To retain clients, we know that families stay when they receive consistent visits on a weekly basis early on in the program and see the value of the program. We also know that families who attend the group connections are more likely to stay in the program. We focus on delivering high-quality services that meet the individual needs of the teen parents on these initial visits, and in overcoming barriers such as transportation for them to attend the group connections. For those teens who have unstable living situations and tend to move a lot or become unable to locate, our staff make every effort to find them and re-engage them in services. They will call all phone numbers of the client and other family members that are on file, visit the last known address, visit the school or other places where the teen also receives services or attends classes to track the client down. We also work with these teens during home visits to help them achieve more stability in their living situation through family goal setting and community resource sharing.

Comments from a couple of the teen parents about the program:

"One of the most helpful parts of me being in BBF has to be the learning activities that they offer, their advise (sic) they share with us and how we can apply it to our life & children is

outstanding. I love the great communication there is between the parent educator & us parents. The information they share w/ us (sic) in the changing development of our child. The early stages of activities we can do to promote healthy proper development. It's a personal connection they bring their friendliness (sic), and on top of that complete support all round. I'm extremely thankful to be part of BBF." –YM

"I feel better as a father. Everyone is so nice here. They have helped me do what I had to, to get this far as a father. Every last Thursday of every month is the best [the Group Connection]. Seeing everyone's smiling faces makes this guiding, informational, wonderful group the best for starting out teen parents. If your (sic) starting out or if you already have a child. All teen parents have this program to help out. I am grateful (sic) to everyone that works in this program. Thank you all for everything." --anonymous

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Healthy Families – Yuma County

Submitted by: Patricia Garcia and Danielle Gagnier

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**
 - The team had an averaged home visit rate of 97% for the 2013 calendar year.
 - Between July 1, 2013 and February 28, 2014, the team has served 108 families, exceeding the contracted service population of 90 families.
 - The supervisor, Patty Garcia, completed 100% of the required supervisory sessions with her team during the 2013 calendar year.
 - At the end of 2013, 98% of the children enrolled in the program had a primary medical provider and 90% of the children were current with their immunizations.
 - In 2013, 100% of the required Ages and Stages Developmental Questionnaires had been completed for all children, 36 months of age or younger.
 - On January 15th and 16th. Of 2014, the program received its annual Quality Assurance Site Visit conducted by the Healthy Families Central Administration through The Department of Economic Security. The team exceeded the threshold set on 5 of the 8 performance measure-outcome goals, and met or exceeded all quality assurance and training requirements. No follow up was needed in any area.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**
 - The supervisor, Patty Garcia has been an active member of the Family Support Home Visitation Collaboration Committee in Yuma.
 - The program director, Danielle Gagnier, continues to be a member of the FTF statewide Home Visitation and Literacy Advisory Committee.
 - The program continues to collaborate with the Obstetrics Department at Yuma Regional Medical Center which provides over 95% of the referrals for new program enrollees.
 - The program has an ongoing collaboration with the Child Protective Services SENSE program and works closely with them to support new moms with substance exposed newborns who are trying to maintain custody of their children.

- The program is collaborating with the FTF 1st Smile program that is providing baggies filled with oral health items. This is distributed to all families at the time of the completion of the 4 month ASQ with each target child
- Healthy Families has established an Advisory Board Sub-Committee. This group is a collaboration between Healthy Families and other CFR programs and other community members in order to continue to improve program services. Representatives include 2 to 3 active program participants (who have shared about their positive experience of being in the program and provided input) as well as Bobbi Firebush, a program specialist with the WACOG Head Start Program, Rosie Taylor from the Kith and Kin program. Lupe Rojas from Cocopah Reservation, Lourdes Encinas from the Smiles program, Cynthia Shale, from the Healthy Department and Yolanda Dixon, a community representative. The group is meeting on a quarterly basis.
- The program has collaborated with the Yuma Food Bank, assisting needy families with obtaining a monthly food box, dependent upon funding and voucher availability. The Food Bank continues to provide space for the program's quarterly parent events without charging a fee.
- The program also enrolls all newly enrolled families in the United Way Dolly Parton's Imagination Library so that they can obtain a new age-appropriate book for their child every month and as a means of supporting early literacy.
- The program's newest collaboration is with The Yuma Treatment Center (Methadone Clinic). Program staff members have met with the director and we will now be part of the prenatal classes offered at the center in order to do a presentation, complete an activity, provide the mom's with a gift (baby blanket and book) and complete the initial screening process.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

- The program would like to increase the enrollment of new mothers during their prenatal period. Agency staff members have met with the WIC program through the Health Department and with other clinics in the area but have not yet identified a collaborator for these referrals. The program will continue to reach out to other entities and agencies as a means of identifying other possible referral sources.
- The program is in the initiation process of establishing a collaboration relationship with Planned Parenthood in order to obtain prenatal and post-natal referrals. A representative from Planned Parenthood will be attending a meeting with all team members on 3/28/14.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Yuma Parents as Teachers Program – Children With Special Needs

Submitted by: Nohemi Ortega

1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.

- 64 families have been served during this fiscal year.
- 86 children have been served during this fiscal year.
- 774 home visits completed
- The following delays have been identified: 14 children with developmental delays, 8 children with hearing delays, 4 children with vision delays. Children identified with delays have been referred to appropriate services including AZEIP, DDD, School District, and specialist for further evaluation.
- 64 ASQ-3 and 55 ASQ-SE were completed. Score increases of 5 to 10 points are demonstrated after 6 month to a year of service.
- 12 Hearing screenings and 10 Vision screenings have been completed.
- 35 Keys to Interactive Parenting Assessments have been completed. Parents are demonstrating an increase of 2 to 3 points on the scale after a year of service. This increase has led to improved parenting skills in the promotion of language development, engaging with child, supporting emotions, promoting curiosity, having appropriate expectations, setting appropriate limits and consequences, allowing for child selected activities, and adapting and extending child activities.
- 63 Life Skills Progression Assessments have been completed. During initial assessment, approximately 35% of families scored between 0-2.5 on the scale. After one year of service only about 10% of families scored in the lower end of the scale.
- 104 Referrals were made this year to Early Intervention Programs, food assistance, medical services, adult education, employment services, dental services, emergency crisis intervention, family planning, health insurance, housing resources, literacy activities, legal services, mental health services and transportation. 49 of these services have been obtained, the rest are still in progress or family did not qualify for the services.
- 243 goals in the areas of Relationship with Children, Child Development, Education, Employment, and Basic Needs were established. 73 of these have been attained, the remaining are still in progress or have been abandoned and new goals have been set.
- 24 Group Connections have been offered to families enrolled in the program. Presentations and activities provided during the meetings include: First Smiles program, Financial

Management, Water Safety, Communication, Holiday Celebration, Nutrition, Physical Activity, Music and Dance, Health Care Act.

- 2) **Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Collaboration efforts continue with Department of Economic Security (DES) to promote YPAT at all DES offices throughout the county each month. A table is set up and families may register on the spot for services.

Collaboration with Sunset Community Health Center also continues on a monthly basis throughout the county. As of January 2014, YPAT Parent Educators complete ASQ-3 screenings during outreach times at the clinics.

Collaboration with AZEIP continues with referrals to and from this program. Approximately 5-8 referrals are received from AZEIP per month and 3-5 referrals are made from YPAT to AZEIP each month.

Easter Seals Blake Foundation, YPAT program collaborated with multiple Early Education Service Agencies including WACOG, Chicanos por la Causa, Crane School District, Yuma School District 1, Yuma Community Food Bank, and DES-Department of Developmental Disabilities, in the 2014 Yuma Child Find Event. The goal of the event was to identify children with delays and refer them to appropriate services. YPAT staff conducted ASQ-3 screening, vision screenings and hearing screenings. This event will be replicated in the future in East and South Counties, E5BF will also be participating.

YPAT Program Supervisor has collaborated with other FTF Home Visitation funded programs including Building Bright Futures, and the Cocopah Early Steps programs to assist in their challenges and barriers. Experience regarding PAT implementation, recruitment and connection to community agencies for collaboration has been shared.

- 3) **Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

YPAT Special Needs Program continues to encounter families who solicit services when their child is past age three. Many families wait to seek services believing their child will get better with time, which in most cases does not happen. YPAT Special Needs will enroll children even past the age of three with the purpose of assisting the family to obtain any necessary evaluations for diagnosis, and/or to obtain School District services when they qualify. Also YPAT continues to promote program throughout the community including medical offices, pediatricians, dental offices, early childhood programs and agencies, school districts, community

groups, churches, and other locations where children can be reached. YPAT is also completing ASQ-3 Screenings at Sunset Clinics throughout the county every month to provide opportunity for parent education as well as early identification of children with delays.

Recent changes to Parents as Teachers requirements including additional screenings and new quality guidelines have presented new challenges for Parent Educators. To address these changes, Program Supervisor and Team Lead have provided continuous support and reflective supervision to staff to ensure guidelines are being met, while still continuing to provide quality service to families.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Yuma Parents as Teachers Program – YPAT2

Submitted by: Nohemi Ortega

1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.

- 145 families have been served during this fiscal year.
- 205 children have been served during this fiscal year.
- 1303 home visits completed.
- The following delays have been identified: 42 children with developmental delays, 5 children with hearing delays, 3 children with vision delays. Children identified with delays have been referred to appropriate services including AZEIP, DDD, School District, and specialist for further evaluation.
- 135 ASQ-3 and 72 ASQ-SE were completed. Score increases of 10 to 15 points are demonstrated after 6 month to a year of service.
- 18 Hearing screenings and 18 Vision screenings have been completed.
- 49 Keys to Interactive Parenting Assessments have been completed. Parents are demonstrating an increase of 2 to 3 points on the scale after a year of service. This increase has led to improved parenting skills in the promotion of language development, engaging with child, supporting emotions, promoting curiosity, having appropriate expectations, setting appropriate limits and consequences, allowing for child selected activities, and adapting and extending child activities.
- 103 Life Skills Progression Assessments have been completed. During initial assessment, approximately 35% of families scored between 0-2.5 on the scale. After one year of service only about 10% of families scored in the lower end of the scale.
- 169 Referrals were made this year to Early Intervention Programs, food assistance, medical services, adult education, employment services, dental services, emergency crisis intervention, family planning, health insurance, housing resources, literacy activities, legal services, mental health services and transportation. 58 of these services have been obtained, the rest are still in progress or family did not qualify for the services.
- 446 goals in the areas of Relationship with Children, Child Development, Education, Employment, and Basic Needs were established. 113 of these have been attained, the remaining are still in progress or have been abandoned and new goals have been set.
- 56 Group Connections have been offered to families enrolled in the program. Presentations and activities provided during the meetings include: First Smiles program, Financial

Management, Water Safety, Communication, Holiday Celebration, Nutrition, Physical Activity, Music and Dance, Health Care Act.

- 2) **Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Collaboration efforts continue with Department of Economic Security (DES) to promote YPAT at all DES offices throughout the county each month. A table is set up and families may register on the spot for services.

Collaboration with Sunset Community Health Center also continues on a monthly basis throughout the county. As of January 2014, YPAT Parent Educators complete ASQ-3 screenings during outreach times at the clinics.

Collaboration with AZEIP continues with referrals to and from this program. Approximately 5-8 referrals are received from AZEIP per month and 3-5 referrals are made from YPAT to AZEIP each month.

Easter Seals Blake Foundation, YPAT program collaborated with multiple Early Education Service Agencies including WACOG, Chicanos por la Causa, Crane School District, Yuma School District 1, Yuma Community Food Bank, and DES-Department of Developmental Disabilities, in the 2014 Yuma Child Find Event. The goal of the event was to identify children with delays and refer them to appropriate services. YPAT staff conducted ASQ-3 screening, vision screenings and hearing screenings. This event will be replicated in the future in East and South Counties, ESBF will also be participating.

YPAT Program Supervisor has collaborated with other FTF Home Visitation funded programs including Building Bright Futures, and the Cocopah Early Steps programs to assist in their challenges and barriers. Experience regarding PAT implementation, recruitment and connection to community agencies for collaboration has been shared.

- 3) **Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

The YPAT-2 program has been providing services to approximately 20 farmworker families, out of these half of them migrate to California during the months of April-September. This is a challenging population to provide services to, but at the same time one of the ones that need the service the most. To best serve this families, they are placed on an inactive status on the data system to ensure when they come back to Yuma, they can remain in the program and receive visits from the same educator. Contact has been made with First Five California Parents

as Teachers Program to establish a relationship between both program and transition families appropriately.

Recent changes to Parents as Teachers requirements including additional screenings and new quality guidelines have presented new challenges for Parent Educators. To address these changes, Program Supervisor and Team Lead have provided continuous support and reflective supervision to staff to ensure guidelines are being met, while still continuing to provide quality service to families.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Yuma Community Food Bank

Submitted by: Veronica Melendez

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

During the fiscal year we've enhanced our ability to help children who are food insecure by using funds allocated by FTF to distribute food boxes and back packs consistently. Since July 2013 we provided 815 food boxes and 3078 backpacks. With the amendment that we were awarded in November 2013, we have a projection of being able to distribute an additional 516 food boxes.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

During this fiscal year we have collaborated with the FTF family support strategies. With the backpacks being new this fiscal year we had to take the time to establish successful collaborations with the different schools to ensure successful distribution. We also participated in the Child find event on March 1st and provided 100 vouchers onsite. We are in process of collaborating with other agencies that support food insecure children. We are also in the process of consulting with Yuma County's nutritionist to provide information on healthy eating habits supporting BMI.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

One of the challenges we face with snack pack distribution is the cyclical return of the distribution bags. We are working on a system that works best for individual schools to meet their needs. YCFB has experienced a high volume of staff over. This in turn had created the challenge of training and program implementation. With the collaborative support of FTF staff, agency and program relations are developing best practices to serve those who are food insecure in Yuma and La Paz counties. Which in turn is helping to building a support network for YCFB.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Yuma Early Literacy Project – Eight, Arizona PBS

Submitted by: Kimberly Flack & Barbara Baum

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The Yuma Early Literacy Program has provided service to 488 individuals as of March 12, 2014. Our model continued to work with community hubs to offer the series of 6 workshops a schedule of their choosing (date, time, frequency of workshop) and provide childcare along with a meal or snacks. A new delivery model was also created providing school districts to deliver our workshop series through a train the trainer effort. Considerable marketing, outreach, and individual meeting time have been spent working with school and district leadership on the possibility of rolling this out. Crane Elementary Schools are the first to participate and train 17 early childhood elementary educators from seven (7) schools. Yuma Elementary Schools and WACOG Head Start are now coordinating with us to participate in this program also.

Additional data Eight-AZ PBS would like to share with the First Things First Yuma Regional Partnership Council is attached to this brief report. ASU College of Public Programs, School of Community Resources and Development Professor, Dr. Ariel Rodriguez, reviewed all the pre/post participant surveys conducted throughout the 6 workshops over previous 2 years, 2011-2012 and 2012-2013. The summary attached from Dr. Rodriguez tells the story of a sampling from each year with participant surveys that were identified as completing the entire series. We look forward to his evaluation results in 2013-2014.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

In addition to providing the series of 6 workshops, Eight has collaborated with numerous community partners and other Yuma First Things First Grantees within the workshop setting to offer additional resources to the families, care providers, educators, and children attending. These include: First Smiles screenings and varnishes, Yuma First Things First presentations, Yuma Food Bank voucher distribution, and Reach Out and Read book distribution. Locations for workshop series have also been embedded within community

locations, offering participants familiar settings and easy access with minimal transportation barriers: Yuma County Libraries – Yuma Main Library, Easter Seals Blake Foundation, Arizona Western College, Chicanos Por La Causa Head Start Center – Yuma Migrant, Somerton, San Luis, Salida del Sol School, Desert View Elementary School, Gila Ridge High School, Yuma Housing Authority, Yuma Civic Center, San Luis Cultural Center and Fernando Padilla Community Center. Yuma event participation includes the Yuma KYMA Back to School Fair, upcoming Sunset Health Fairs in Wellton and Dateland, Angeles Del Barrio, National Adoption Day, Yuma Festival of the Arts, Week of the Young Child, Lettuce Days at Quartermaster Park, U.S. Marine Corps Air Show, Somerton Days, and Cocopah Head Start.

The Mayor of San Luis and his wife have and the Regional Center for Border Health are promoting the upcoming series that is scheduled at the San Luis Library. Yuma Parks and Recreation Department at the Yuma Readiness and Community Center was successful in the Fall and agreed to host a second series in the Spring months. The Learning Pad jumped on early this fall to offer a series in partnership with their Parent Council meetings. Yuma Girl Scouts also came on board this year as a new partner offering a series in the spring. The Cesar Chavez Foundation is currently arranging a series at their location in Somerton. Stay at home moms, YumaMom and Stroller Moms groups have all been influential promotional partners.

Eight is providing PBS KIDS Reading Corners to 4 libraries in the Yuma County Library system: Yuma Main, San Luis, Foothills, and Somerton. They include a play/ story time rug, colorful pull up banners, and dozens of literacy activities tied to the early literacy standards to use in the library or for parents and early childhood care providers to take home. Eight stores the activities digitally on the <http://azpbs.org/workshops> website for the libraries and periodically sends them additional resources. In February 2014, Eight submitted a national grant to the Corporation for Public Broadcasting/ National PBS for Ready to Learn Funds in partnership with the Yuma County Public Libraries and the Phoenix Public Libraries focused on STEM and literacy for preschoolers and primary grade students. Notification is anticipated late Spring/early summer.

Finally, KWAC provided a wonderful promotion opportunity for Mark Becker to share First Things First Yuma Professional Development and Early Literacy programs in February on the radio when Eight's chief engineer was interviewed about the tower update for Channel 8.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

Some of the barriers we face on a continual basis revolve around promotion and retention.

We have made a more concentrated campaign for promotion through continually posting to community calendars in the Yuma region: Event Setter, Yuma Calendar, Events in Yuma, Meet Up, Yuma Sun, City of Yuma, KSBW, and KSWT (News 11). We are trying to get on the morning

calendar on KYMA (News Channel 11). We have sent information to the Mayor and Deputy Mayor of Yuma and San Luis, along with each of the Council. We have also sent information to the Chamber of Commerce in Yuma and San Luis. We have also sent series information to Yuma Girl Scouts, the Yuma Military Community, Yuma Moms & Tots Play Group, Fit 4 Mom Yuma, Regional Center for Border Health in San Luis, and the Cesar Chavez Foundation. Face to face referrals and direct work with the host site for workshops still are the best way for participants to hear about workshop series.

We have created a concise plan to be focused and consistent in our promotion of the workshop series, and target outreach to individual groups. Our bilingual assistant records everything she does so the strategies can be repeated and/or revised in terms of successful outcomes.

To retain participants in workshop series, we follow up continually through emails, personal phone calls, and texts. This is done by our bilingual assistant and the workshop trainer.

We have found it imperative to meet with the site, encourage the trainer to go to the site ahead of time and also provide flyers, posters, newsletter drop ins specifically targeted to their center/facility. Social media strategies including photos from events have spurred interest and excitement with the help of tagging local Yuma Mom.

The Eight – AZ PBS
Early Literacy Project:
2012 and 2013 Results
Yuma, Arizona
January 2014

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Executive Summary

In 2012 and 2013, The Eight – AZ PBS Early Literacy Project was implemented in Yuma, Arizona. The Program provides an innovative and creative way of helping parents and caregivers understand the importance of early childhood (i.e., 0-5 years old) literacy along with providing tools and tips on how they can encourage their children to read. During the six weeks in which it is held, participants engage with six major literacy focal areas during 2 hour sessions. They include 1) understanding a child's brain development, 2) the importance of reading, 3) literacy around the house, 4) activities to promote healthy habits, language development, and parent advocacy, 5) discovering literacy using media, and 6) increasing literacy through the web.

Pretest and posttest survey questionnaires were used to evaluate the program. Overall, The Eight – AZ PBS Early Literacy Project was successful in four primary areas. **First**, the number of participants increased from 50 participants in 2012 to 99 participants in 2013. The **second** primary outcome found through this report was that there were increases in library card attainment in 2013 which is an important indicator of early literacy development. Additionally, there were increases in the percentage of participants who had internet access in both 2012 and 2013. The **third** primary outcome was that a greater percentage of participants read every day to their child from the pretest to the posttest in both 2012 and 2013. The **fourth** primary outcome revealed participants significantly increased between the pretest and posttest in the amount they encouraged their child to narrate when looking at pictures in both 2012 and 2013. In 2012, participants further increased from the pretest to posttest the amount they talked to their child about how they spent their day and the amount they answered their child's questions and offered explanations, even when they repeated the questions many times.

Introduction

In 2012 and 2013, The Eight – AZ PBS Early Literacy Project was implemented in Yuma, Arizona. The Program provides an innovative and creative way of helping parents and caregivers understand the importance of early childhood (i.e., 0-5 years old) literacy along with providing tools and tips on how they can encourage their children to read. The Program has been held in English with a Spanish translator for non-native English speakers. It is held over 6 weeks, each week providing participants with a unique workshop which is not only informative, but engaging.

The Program is composed of six major literacy focal areas. They include 1) understanding a child's brain development, 2) the importance of reading, 3) literacy around the house, 4) activities to promote healthy habits, language development, and parent advocacy, 5) discovering literacy using media, and 6) increasing literacy through the web. Each workshop lasts 2 hours.

1. In the **first workshop**, "What are they thinking? Understanding a child's brain development," participants learn about various changes that take place in a child's brain from the moment they are born throughout their childhood years along with the importance of early attachment in brain development. Participants also learn how to stimulate the brain through various activities.
2. In the **second workshop**, "A picture is worth a thousand words," participants learn about the importance of reading and the role parents play in enhancing a child's literacy skills and language development. Additionally, parents learn about resources they can use to enhance a child's reading interest and comprehension.
3. In the **third workshop**, "I spy through Elmo's eyes...literacy around the house!", participants learn about how the environment is filled with opportunities to help enhance literacy skills during early childhood. Participants will also learn about how PBS characters can help parents and children enhance their literacy skills.
4. In the **fourth workshop**, "Unlock the PBS literacy treasure chest – Activities to promote healthy habits, language development and parent advocacy," participants learn how poetry and music encourage language development skills through rhyming, beats, and other artistic expressions. Participants also learn about skills critical to children's literacy and physical growth.

5. In the **fifth workshop**, “Discovering literacy using media,” participants explore ways to make television and other media a healthy part of early childhood. Valuable resources concerning the media will be available.
6. In the **sixth workshop**, “Traveling the world-wide web – Seatbelt buckled but no passport required!”, participants learn how to make children’s experience on the web a safe experience. Online literacy resources are also explored.

Methods

As part of The Eight – AZ PBS Early Literacy Project, program evaluations were conducted for both 2012 and 2013 in Yuma, Arizona. Pretest (see Appendix A) and posttest (see Appendix B) survey questionnaires were developed specifically for the program and were available in English and Spanish. Pretest survey questionnaires were provided to participants before their first workshop. Posttest survey questionnaires were given at the culmination of the workshop series or after the sixth workshop. This information was then analyzed and results are found in this report.

The pretest and posttest survey questionnaires contained questions regarding demographics (e.g., race/ethnicity, primary language spoken, number of children caring for, and formal education level), internet access, library card attainment, and various indicators of literacy promotion in early childhood.

Results

Demographics

The following provides a brief summary of the demographic distribution of survey respondents. For complete results, see Table 1. In 2012, 50 participants completed pretest or posttest questionnaires. The number increased to 99 participants in 2013. The majority of participants for both 2012 and 2013 were of a Latino/Hispanic ethnic background (81.6% in both years). Additionally, parents made up the primary participants for both workshops (69.6 in both years). Regarding primary language spoken at home, in 2012, the majority (63.3%) of participants selected English. In 2013, the majority (61.5%) of participants selected Spanish as the primary language spoken at home. Lastly, in 2012, the

majority of participants (72.4%) had some college education, college degrees, or a graduate degree. In 2013, half of participants had some college education, college degrees, or a graduate degree.

Table 1: 2012 and 2013 sample demographics

	2012 (n=50)	2013 (n=99)
Race/Ethnicity/Culture		
Latino/Hispanic	81.6	81.6
Caucasian	18.4	12.2
African American	0	0
Native American	0	2
Asian American	0	1
Other	0	3.1
Relation to Child		
Parent	69.6	69.6
Relative	6.5	11.4
Preschool Teacher	0	11.4
Licensed Family Child Care Home Provider	6.5	0
Other	17.4	7.6
Primary Language Spoken at Home		
English	63.3	38.5
Spanish	36.7	61.5
Other	0	0
Last Grade Completed		
Less than High School	10.6	27.1
High School Diploma	17.0	22.9
Some College	25.5	39.6
College Degree	42.6	8.3
Graduate School	4.3	2.1

Library Card and Internet Access

Workshop participants were asked to indicate if they had a library card or internet access in the 2012 and 2013 survey questionnaires. The tables below contain percentages of participants who indicated they had either a library card or internet access during the pretest and posttest in 2012 (Table 2) and 2013 (Table 3) respectively. Results suggest increases in library card attainment and internet access during the 2013 program, but only increases in library card attainment during the 2012 program.

Table 2: Pretest and posttest library card attainment and internet access for 2012 participants

	Pretest (n=50)	Posttest (n=50)
Library Card	79.1	86.0
Internet Access	81.0	79.6

Table 3: Pretest and posttest library card attainment and internet access for 2013 participants

	Pretest (n=99)	Posttest (n=99)
Library Card	76.0	89.6
Internet Access	77.3	89.6

Literacy Indicators

Program participants were asked to indicate the extent to which they interacted with their children regarding eight indicators of literacy development. The indicators included frequency of reading to children, talking to children about their day, answering children's questions and offering explanations in a consistent manner, encouraging children to narrate when looking at pictures, naming and describing different objects and toys when reading to children, playing with children for at least half an hour a day, watching television with children, and talking to children about what they had seen on television.

Overall, there were a greater percentage of participants that read every day to their child from the pretest to the posttest in both 2012 (Table 4) and 2013 (Table 5).

Table 4: Pretest and posttest primary outcomes for 2012 participants

How often do you read to your children?	Pretest (n=50)	Posttest (n=50)
Never	7.9	2.4
A couple of times a month	15.8	9.5
A couple of times a week	34.2	35.7
Everyday	42.1	52.4

Table 5: Pretest and posttest primary outcomes for 2013 participants

How often do you read to your children?	Pretest (n=99)	Posttest (n=99)
Never	4.2	1.5
A couple of times a month	13.9	19.4
A couple of times a week	41.7	34.3
Everyday	40.3	44.8

A paired samples t-test was implemented to assess mean differences of participants in 2012 from their pretest and posttest. Overall, participants (n=37) noted significant ($p < .05$) improvements in their knowledge of early literacy development in three key areas:

- I talk to my child about how he/she has spent his/her day ($t=2.41$; $p < .05$),
- I answer my child's questions and offer explanations, even if he/she repeats a question many times ($t=3.03$; $p < .05$), and
- I encourage my child to narrate when looking at pictures ($t=2.27$; $p < .05$).

The same statistical procedure was used to assess mean differences of participants from their pretest and posttest in 2013. Overall, participants (n=40) noted significant ($p < .05$) improvements in their knowledge of early literacy development in one key area:

- I encourage my child to narrate when looking at pictures ($t=2.43$; $p < .05$).

Discussion and Conclusion

Overall, The Eight – AZ PBS Early Literacy Project was successful in four primary areas. **First**, the number of sample participants increased from 50 participants in 2012 to 99 participants in 2013. This suggests a concerted effort was made to promote the program and that the program has been gaining esteem throughout the Yuma area.

The **second** primary outcome found through this report was that there were increases in library card attainment in 2013 which is an important indicator of early literacy development. Additionally, there were increases in the percentage of participants who had internet access in both 2012 and 2013.

The **third** primary outcome was that a greater percentage of participants read every day to their child from the pretest to the posttest in both 2012 and 2013.

The **fourth** primary outcome revealed through the analysis was there were increases in other early literacy development indicators. Namely, participants significantly increased between the pretest and posttest the amount they encouraged their child to narrate when looking at pictures in both 2012 and 2013. In 2012, participants further increased from the pretest to posttest the amount they talked to their child about how they spent their day and the amount they answered their child's questions and offered explanations, even when they repeated the questions many times.

In spite of the various successes of the program, there are a few areas that may need additional attention as the program is implemented. Primarily, where there were many early literacy indicators that did improve, there were other indicators that did not improve among participants. A more in-depth review of the curriculum and experiences of workshop participants may provide some insight into how to modify workshops to improve these outcomes.

Appendix A



**Yuma
Early Literacy Project**

**Pre Workshop
Participant Child Language Development Survey**

Thank you for being part of the Yuma Early Literacy Project. We are very excited about sharing ideas to reinforce all the literacy activities that are currently taking place in your home. Please provide us with information regarding your literacy practices with your family. The information provided on this survey will be kept anonymous.

Workshop Title: _____ Date: _____
 First Name: _____ Last Name: _____
 Mailing Address: _____
 City: _____ State: _____ Zip Code: _____
 Phone Number: _____ Email: _____
 Location: _____ Trainer: _____

I am:
 African American Caucasian Latino/Hispanic
 Asian American Native American Other: _____

Person completing this survey.... Please indicate your relationship to child that is 0-5
 Parent Licensed Family Child Care Home Provider
 Relative Preschool Teacher Other: _____

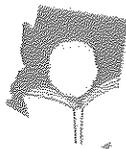
What primary language(s) are spoken in the home(s) of your children?

How many children age 0-5 do you directly care for on a regular basis? _____
 How many of the children you care for are 0-2 yrs? _____
 How many of the children you care for are 3 yrs? _____
 How many of the children you care for are 4 yrs? _____
 How many of the children you care for are 5 yrs? _____

Do you care for children with special needs/disabilities? Yes No

Please check the last grade you completed:
 Less than High School High School Diploma Some College
 College Degree Graduate School

Over



Yuma Early Literacy Project

Antes del taller Cuestionario acerca del desarrollo de lenguaje en hijos menores

Gracias por formar parte del Yuma Early Literacy Project. Estamos muy emocionados por tener la oportunidad de compartir con usted nuevas ideas que refuerzan las actividades de alfabetización que actualmente ocurren en su hogar. Para aprender más acerca de las actividades que ocurren dentro de su hogar, necesitamos que conteste el siguiente cuestionario. La información que presente dentro de este cuestionario será completamente confidencial.

Título de taller: _____ Fecha: _____
Nombre: _____ Apellido: _____
Dirección Postal: _____
Ciudad: _____ Estado: _____ Código Postal: _____
Teléfono: _____ Correo Electrónico: _____
Sitio: _____ Entrenador: _____

Yo soy:

- Afro-americano Anglo-americano Latino/Hispano
 Asiático-americano Americano nativo Otro: _____

Favor de indicar su parentesco con el menor de 0-5 años de edad:

- Padre Proveedor de cuidado en el hogar, certificado
 Pariente Maestro(a) de preescolar Otro: _____

¿Qué lenguaje(s) usa(n) sus hijos principalmente cuando dentro del hogar?

¿Cuántos menores de 0-5 años de edad cuida usted por lo regular? _____

¿Cuántos de ellos tienen de 0-2 años de edad? _____

¿Cuántos de ellos tienen 3 años de edad? _____

¿Cuántos de ellos tienen 4 años de edad? _____

¿Cuántos de ellos tienen 5 años de edad? _____

¿Cuida usted a menores con necesidades especiales o a menores discapacitados? Sí No

Favor de indicar el nivel escolar más alto que haya completado:

- Antes de la preparatoria Preparatoria completa Un poco de universidad ó colegio
 Universidad ó colegio completo Postgrado

[Voltear página]

Antes del taller
Cuestionario acerca del desarrollo de lenguaje en hijos menores

¿Tiene tarjeta de membresía para la biblioteca? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿Tiene acceso a Internet en su hogar? <input type="checkbox"/> Sí <input type="checkbox"/> No
¿Con cuanta frecuencia le lee usted a sus hijos? <input type="checkbox"/> Todos los días <input type="checkbox"/> Par de veces por semana <input type="checkbox"/> Par de veces por mes <input type="checkbox"/> Nunca	Hablo con mi(s) hijo(s) acerca de su día: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente
Contesto las preguntas de mi(s) hijo(s) con explicación detallada, aún si ellos la repiten continuamente: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente	Animo a mis hijos a que narren lo que están viendo en las fotografías: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente
Cuando juego con mi(s) hijo(s), nombro y describo los diferentes juguetes y objetos que estamos usando: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente	Juego con mi(s) hijo(s) por lo menos durante media hora todos los días: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente
Veo la televisión con mi(s) hijo(s): 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente	Hablo con mi(s) hijo(s) acerca de lo que están viendo en la televisión: 1 2 3 4 5 Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente



First Things First (FTF), approved by Arizona voters, works to ensure that our youngest children have access to quality early childhood experiences so they will start school healthy and ready to succeed.
 Partnering Organization



Appendix B



Yuma Early Literacy Project

Post Workshop Participant Child Language Development Survey

Thank you for being part of the Yuma Early Literacy Project. We are very excited about sharing ideas to reinforce all the literacy activities that are currently taking place in your home. Please provide us with information regarding your literacy practices with your family. The information provided on this survey will be kept anonymous.

Workshop Title: _____ Date: _____
 First Name: _____ Last Name: _____
 Mailing Address: _____
 City: _____ State: _____ Zip Code: _____
 Phone Number: _____ Email: _____
 Location: _____ Trainer: _____

Do you have a Library Card? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you have internet access in your home? <input type="checkbox"/> Yes <input type="checkbox"/> No
How often do you read to your children? <input type="checkbox"/> Everyday <input type="checkbox"/> A Couple of Times a Week <input type="checkbox"/> A Couple of Times a Month <input type="checkbox"/> Never	I talk to my child about how he/she has spent his/her day. 1 2 3 4 5 Seldom <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Daily
I answer my child's questions and offer explanations, even if he/she repeats a question many times. 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always	I encourage my child to narrate when looking at pictures 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always
When I play with my child, I name and describe different objects and toys. 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always	I play with my child at least half an hour a day. 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always
I watch TV with my child 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always	I talk to my child about what he/she has seen on TV. 1 2 3 4 5 Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always



FIRST THINGS FIRST

First Things First (FTF) is a national organization that provides information and resources to help parents and educators improve the lives of young children with disabilities and their families.

Partnering Organization:





Yuma Early Literacy Project

Después del taller Cuestionario acerca del desarrollo de lenguaje en hijos menores

Gracias por formar parte del Yuma Early Literacy Project. Estamos muy emocionados por tener la oportunidad de compartir con usted nuevas ideas que refuerzan las actividades de alfabetización que actualmente ocurren en su hogar. Para aprender más acerca de las actividades que ocurren dentro de su hogar, necesitamos que conteste el siguiente cuestionario. La información que presente dentro de este cuestionario será completamente confidencial.

Título del taller: _____ Fecha: _____

Nombre: _____ Apellido: _____

Dirección Postal: _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono: _____ Correo Electrónico: _____

Sitio: _____ Entrenador: _____

<p>¿Tiene tarjeta de membresía para la biblioteca?</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No</p>	<p>¿Tiene acceso a Internet en su hogar?</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No</p>
<p>¿Con cuanta frecuencia le lee usted a sus hijos?</p> <p><input type="checkbox"/> Todos los días <input type="checkbox"/> Par de veces por semana</p> <p><input type="checkbox"/> Par de veces por mes <input type="checkbox"/> Nunca</p>	<p>Hablo con mi(s) hijo(s) acerca de su día:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>
<p>Contesto las preguntas de mi(s) hijo(s) con explicación detallada, aún si ellos la repiten continuamente:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>	<p>Animo a mis hijos a que narren lo que están viendo en las fotografías:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>
<p>Cuando juego con mi(s) hijo(s), nombro y describo los diferentes juguetes y objetos que estamos usando:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>	<p>Juego con mi(s) hijo(s) por lo menos durante media hora todos los días:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>
<p>Veo la televisión con mi(s) hijo(s):</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>	<p>Hablo con mi(s) hijo(s) acerca de lo que están viendo en la televisión:</p> <p>1 2 3 4 5</p> <p>Raramente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Diariamente</p>



FIRST THINGS FIRST

First Things First (FTF), approved by Arizona voters, works to ensure that our youngest children have access to quality early childhood experiences so they will start school healthy and ready to succeed.

Partnering Organization



2014 First Things First Grantee Update Yuma Regional Partnership Council

Program Name: Yuma Reach Out and Read/Reach Out and Read Arizona

Submitted by: Sharon J. Brady, Ph.D., Program Manager, Reach Out and Read Arizona

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.

At the beginning of the current FY (7/1/13), there were 11 existing Reach Out and Read clinics/sites in the region and Irene Garza, the Yuma ROR Regional Coordinator, was to recruit 3 additional sites for program participation. To date, we have fifteen (15) Reach Out and Read clinics/sites in the Yuma First Things First region, *surpassing* the assigned target service units (3 new clinics/sites) for the current contract year. These 15 clinics and their pediatric healthcare providers provide the ROR intervention to about 7,000 children a year in Yuma, Somerton, Wellton, and San Luis communities. Please see **Table 1** for a complete listing of the "active" Yuma Reach Out and Read sites (as of 3/6/14).

Table 1. Active Reach Out and Read Clinics/Sites: YUMA REGION

Site ID#	Location	Site Name	Number of Children Receiving the ROR Intervention (<i>annually</i>)
5496	San Luis	San Luis Walk-In Clinic	140
5496A	Somerton	San Luis Walk-In Clinic	200
5743	Yuma	Karen Watts, NP	256
5860	Yuma	Yuma Kids Clinic	380
6612	Yuma	Yuma Children's Clinic	1600
7040	Somerton	Sunset Community Health Center	1000
7040A	Wellton	Sunset Community Health Center	200
7040B	San Luis	Sunset Community Health Center	400
7692	Yuma	Yuma Valley Family Medical Center	420
7777	Yuma	Tuscany Children's Clinic	800
7949	San Luis	Camillus Health Care Center	130
8138	Yuma	Advance Pediatrics	340
8170	San Luis	5-Minute Walk-In Clinic	250
8365	Yuma	Community Health Associates	400
8371	Yuma	Yuma Regional Medical Center	400
TOTAL		15 Clinics/Sites	6,916

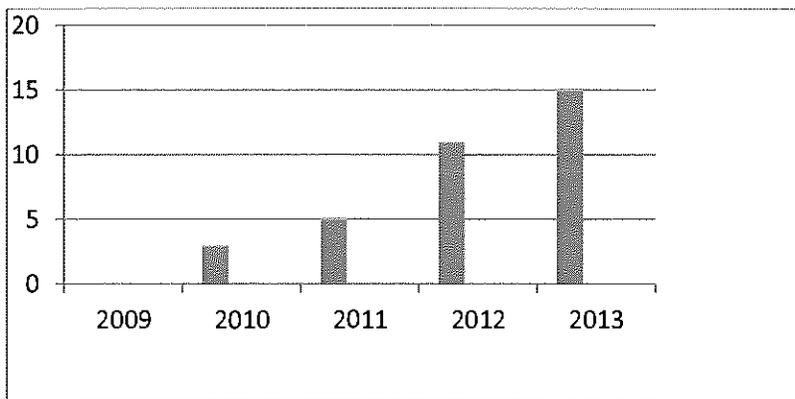
In addition, there are two (2) clinics in the application and approval process: (a) the San Jose Health Clinic, San Luis – their program information has been submitted and we are awaiting their letter of support so the National Reach Out and Read Center can approve the clinic’s providers for training; and, (b) the Sunset Community Health Center, Yuma – the clinic’s application has been approved by the National Reach Out and Read Center and we are waiting for the pediatric healthcare providers to complete the required, on-line CME accredited training so the site can become “active.” **Table 2** contains information about the “pending” clinics in the in the application and approval process.

Table 2. Pending Reach Out and Read Clinics/Sites: YUMA REGION

Site ID#	Location	Site Name	Number of Children Receiving the ROR Intervention <i>(annually)</i>
8150	San Luis	San Jose Health Clinic	250
8661	Yuma	Sunset Community Health Center	1078
TOTAL		2 Clinics/Sites	1,328

The consistent growth of Reach Out and Read clinics in the Yuma region has been made possible by the fiscal support of the Yuma First Things First Regional Council, the collaborative partnerships facilitated by the Council, the dedication and commitment of the Yuma ROR Regional Coordinator, and the desire of regional pediatric healthcare providers to advance the early literacy development of their young patients. While the growth of the Reach Out and Read Yuma Program is impressive (see **Figure 1**), of greater importance is the adherence to the ROR intervention model. As an evidence-based program, Reach Out and Read Arizona must ensure the degree to which a site’s delivery of the intervention adheres to the program model originally developed, if the site is to yield the same positive outcomes as demonstrated in the research. Suboptimal implementation of the ROR intervention is likely to reduce effectiveness in achieving these outcomes.

Figure 1. Growth of the Reach Out and Read Yuma Program



On an annual basis, the Yuma ROR Regional Coordinator conducts an on-site visit to administer the Site Observation Scale (SOS), a standardized 26-item rating scale developed by the National Reach Out and Read Center to examine clinic and provider adherence to the model. If sites do not obtain acceptable scores on the SOS, the Regional Coordinator will meet with clinic staff and develop either an informal “action plan/agreement” (for minimal deficiencies) or a more formal “quality improvement plan” (for maximum deficiencies) to enhance quality. **Table 3** (SOS 2013 Results: Yuma Region) depicts several scale items pertaining to the fidelity of the Yuma ROR clinics/sites to the three (3) components of the ROR intervention – literacy-rich pediatric waiting areas, anticipatory guidance, and new, developmentally-appropriate children’s books. Other rating scale items, not depicted below, include clinics’ successful and timely completion of required reports, the presence/absence of volunteers modeling dialogic reading in pediatric waiting areas (optional), and the distribution of gently used books to siblings and/or during sick visits (optional).

Table 3. Site Observation Scale 2013 Results: YUMA REGION

Component	Consistently	Usually	Sometimes	Rarely
Literacy-Rich Pediatric Waiting Areas				
Gently used books in waiting area	90%	10%	0%	0%
Local library information posted	0%	0%	0%	100%*
Adult literacy/ESL information available	0%	0%	0%	100%*
ROR/ literacy themed posters displayed	100%	0%	0%	0%
Anticipatory Guidance (Early Literacy Advice) Given to Parents/Families				
ROR pediatric provider(s) “champion” on-site	100%	0%	0%	0%
Providers give a book at every well child visit	75%	25%	0%	0%
Book is given/referenced at the beginning of the well child visit	12%	88%	0%	0%
Book is used as a tool during developmental surveillance	12%	88%	0%	0%
New, Developmentally-Appropriate Books				
Clearly reliable system for tracking book distribution	38%	63%	0%	0%
Adequate supply of age-appropriate books	100%	0%	0%	0%
Adequate supply of language-appropriate books	13%	87%	0%	0%
Books are stored/categorized by age and language	100%	0%	0%	0%
Books are easily accessible to providers	100%	0%	0%	0%
Children leave well child visits with age-appropriate books	75%	25%	0%	0%

SOS 2013 data indicates overall the Yuma Reach Out and Read clinics/sites are functioning well; however, there are needs for improvement related to making public library and adult literacy/ESL information available in pediatric waiting areas. In addition, there continues to be the need to keep pediatric waiting areas well-stocked with gently used books for young patients and their

parents/families to peruse while waiting for appointments. The used books in waiting areas often leave the clinics in the hands of children (*which is fine by us*).

- 2) **Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

The *primary* regional collaborative partners involve the following organizations:

AZ PBS Kids: The Yuma Reach Out and Read Program often works in collaboration with AZ PBS Kids in community/parent outreach events (e.g. Red Ribbon Trick and Trunk, Yuma Marine Base Air Show, Read Across American Day, etc.) sharing vendor tables, co-conducting hands-on parent/child literacy activities, distributing parent educational materials, conducting “read alouds,” and/or distributing over 1,000 new children’s books. In addition, we are currently working with AZ PBS Kids in the development of “prescription pads” for Yuma ROR pediatric providers to “prescribe attendance at the regional AZ PBS Kids early literacy workshops.”

Easter Seals/Blake Foundation: The Yuma ROR Regional Coordinator routinely conducts parent presentations for Easter Seals to increase parent/family awareness of the critical nature of early literacy. In FY14 Q2, three (3) presentations were conducted reaching approximately 53 parents. The Yuma ROR Regional Coordinator has conducted these presentations, each time requested, over the course of several years.

Dolly Parton Imagination Library Program: The Yuma ROR Regional Coordinator distributed over 400 Imagination Library brochures during site visits to ROR clinics and encouraged the pediatric providers to distribute them to the parents/family members of their young patients while conducting the well child visit/ROR intervention and/or leave them in the pediatric waiting areas for perusal.

Read on Yuma: As an active member of the Read on Yuma stakeholder’s group, the Yuma ROR Regional Coordinator participates in the annual National Family Reading Day and the Read Across American Day, conducting “read alouds” at designated locations and distributing new books to children.

- 3) **Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

Presently, there are no *major* barriers to the successful implementation to the Yuma Reach Out and Read program. As previously mentioned (question #2), there is an on-going need to keep pediatric waiting areas well-stocked with gently used books for young patients and their parents/families to peruse while waiting for appointments. The used books in waiting areas often leave the clinics in the hands of children, so clinics face challenges in keeping adequate supplies on hand. The Yuma ROR Regional Coordinator is preparing to conduct gently used book drives and necessary materials (e.g. flyers and bookmarks describing the book drives) and supplies (e.g. heavy-duty cardboard book bins) have been developed/purchased.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: AWE Learning Stations

Submitted by: Emily Scherrer, Youth Services Manager

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The learning stations have been very popular in every branch! At the Main Library each stations is used about 300 times per month—roughly ten times per day! They are very popular with the 3-5 age group and the bilingual is a grand touch, especially in our South County branches. They've been more popular than anticipated—we've already purchased two more stations on our own for the Roll and Dateland branch libraries.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

This was collaboration with PBS Eight. Because of the success of that program, and they're interest in our Digital Science Station, we are hoping to team up again this year for a grant to introduce a Digital Math Station at the San Luis Branch Library. We hope to enhance Yuma County's STEAM experience outside the classroom.

- 3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.**

We've had little to no barriers with this program. A few broken pieces here and there that we replace as necessary; thanks!

Updates

Staff Update:

- Community Outreach

Early Learning

- Quality First
- Scholarship-non T.E.A.C.H (Pathways)
- Community Based Professional Development Early Care and Education Professionals
- Expansion: Increase slots and /or capitol expense (DES Home Recruitment)
- Inclusion of Children with Special Needs
- Family, Friends and Neighbors (The Arizona Kith and Kin Project)
- Scholarships/Preschools

Family Support

- Home Visitation
 - Building Bright Futures for Teen Parents
 - Healthy Families
 - Family Support-Children with Special Needs (YPAT-Special Needs)
 - Yuma Parents as Teachers Program (YPAT2)
- Food Security
- Parents Education Community Based Training (Yuma Early Literacy Program)
- Reach Out and Read
- Literacy Stations

Health

- Child care Health Consultant
- Oral Health (First Smile)
- Mental Health Consultation (Smart Support)
- Recruitment Stipends/Loan Forgiveness

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: Health District CCHC Program

Submitted by: Mayra Montaña

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

CCHC currently has 22 active cases whose progress is guided and monitored by our part-time CCHC staff. During this fiscal year our program assisted 11 sites reach 3 and 4 rating stars. These efforts were recognized by the Yuma Regional Council in the month of November 2013. The breakdowns of star rating are as follows: 2 Family Home and 1 Center with 4 Star rating and 3 Group Homes, 1 Center and 4 Family Home with a 3 Star rating. In addition, there were two more sites that received 3 and 4 star ratings on the first initial assessment. It is worth mentioning that these two providers had been with FTF as non-quality first CCHC Program previously.

Aside from the ongoing site visits our CCHC staff has conducted two update meetings to inform providers about the latest changes impacting childcare practices. Topics included health and safety issues, diapering procedure, and the change in bleach concentration. A total of 27 participants attended including Quality First coaches. The workshops were done in English and Spanish to better serve the needs of the providers.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

CCHC staff Sandra meets quarterly with the QF coaches to discuss provider's cases individually. The purpose of these meetings is to discuss provider's progress and identify areas of need. These meetings serve as an opportunity to coordinate visits and allocate resources for providers to succeed. Sandra also continues to attend the quarterly collaboration meetings along with QF coaches, inclusion, mental health, AZ self study Project Program, TEACH, CPLC. These collaboration meetings are fruitful for everyone involved as ideas are shared to help the

providers' gain better understanding of what to expect during their assessments and give them feedback to continue to provide a high quality service.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

A barrier with this program is transitioning providers in and out of program services thus allowing new providers to enroll. Our action plan is to reassess the current caseload and identify those providers that do not need individualized support and those who have not made progress. A transition plan will be developed and put in practice in order to identify available slots for those on the waiting list. This would allow the CCHC staff to concentrate on new providers wanting to obtain star rating rank.

**2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm**

Program Name: First Smiles

Submitted by: Megan Pliska

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

As of March 11, 2014 First Smiles has provided 3,104 fluoride varnishes. The same time last year, First Smiles had provided 1,882 fluoride varnishes. The growth we have seen in a short time is amazing. Even though the success of our program can easily be measured in the number of fluoride varnishes provided, it is also important to point out that we have been focusing on education. This year we have provided training to over 800 adults and 2,500 children.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

First Smiles collaborates with a number of preschools, organizations, and other grantees to try and reach a diverse population. Just this month, we have finalized dates with Regional Center for Board Health to set up oral health screenings during days they have a pediatrician. Not only will we be able to provide screenings and fluoride to children, but we can also reach parents with newborns to focus on prevention even before the teeth are present.

Current Collaborations

- Easter Seals
- Child and Family Resources
- Arizona Eight PBS
- Regional Center for Border Health
- Crossroads Mission
- Yuma County Libraries
- Sunset Community Health Center
- 17 Home providers
- 36 Preschools including:
 - Valle del Encanto
 - AWC Child Development Learning Lab
 - Great Beginnings
 - WACOG Head Start
 - Harvest Preparatory Academy

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

We still face the challenge of not every preschool wanting to participate in our program. Chicanos por la Causa is not able to participate with our program fully because they currently have a Delta Dental grant. CPLC wanted First Smiles to charge them for our services so they could use up their grant money, which was not possible. CPLC has approximately 400 children that can be screened 2-4 times per year. Just CPLC alone could increase our number by at least 800 (400 children x 2 visits). We still provide education to the families during their parent meetings, even though screenings cannot be done.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: Smart Support

Submitted by: Albie Abrahams, LMSW (Program Supervisor)

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

One outcome that is not reflected in the data report yet we find to be a success is that of a trend in teachers reporting that the consultation process and especially our evaluation procedures, have been very helpful in assisting teachers think more in depth about the child as a whole and not just the behaviors per say. They have expressed having a better understanding of the true significance of their relationship to the children and also their own frustrations and biases with the job. This better understanding has assisted the teachers being better able to identify which areas they need to work on personally while also working to support the children in their care. As a result, many are expressing a decrease in stress due to their better ability to understand and address the influencing factors in the relationships with the children.

A number of center directors have also expressed great anxiety communicating with center owners regarding issues at the center and/or with parents regarding challenges with their children while at the center. Through our work with directors, we have been able to see improvement in their confidence level and communication skills when addressing challenging conversations with both groups.

We have also included three specific success stories to illustrate the work that is being done in Yuma through the Smart Support Program. The first is about a teacher who was experiencing challenges with a specific child in her care. When our work began, the teacher seemed to be quite qualified to work with children who had histories of trauma or neglect as she was very knowledgeable about the subject. The teacher seemed to understand the importance of building positive relationships with the children but struggled with the focus child. The teacher was very proud about the progress the focus child had made from when she came to her a year earlier, but could still not find a way to help her build her empathy towards others. The child had difficulty not only with

being empathetic but also with regulating her emotions and also expressing them appropriately. The teacher has worked very hard with the Mental Health Consultant on learning ways to integrate social skills and emotional literacy in her everyday lesson plans (while continuing to work on building their relationship). Through playing games, singing songs and reading books that have to do with emotions, the teacher has accomplished a lot of growth with the child. The child is now able to label some of her emotions and identify when she needs time to herself to calm down. The child is also able to use words instead of acting out her emotions and lastly, the child is now better able to understand her classmates' feelings and this has reflected on the classroom atmosphere.

The second success story, involves a teacher with whom the Mental Health Consultant has been working with for a little over a year. When their work began, the teacher seemed to be a little hesitant to receiving mental health consultation but agreed because she desperately needed help with one child in her classroom. Since then, there has been a lot of growth in the teacher and this has reflected positively on the focus child. She identifies that the greatest insight she has acquired through the consultation process, is understanding the importance of building positive relationships with the children. Although she struggled with building a positive relationship with the focus child due to her aggressiveness, the teacher worked very hard to establish that connection via various ways. The teacher was able to finally make the connection with the child when she started focusing more on the positive behaviors the child exhibited than on the negative. The child is now more open to sharing things about her, for example, what stress her or upsets her. She is also much more respectful and affectionate toward the teacher and her classmates. The teacher has said that building the relationship with that specific child has changed the way she views teaching. She has mentioned various times during visits that her goals with the children in her classroom have changed in the past year. She now places more importance on building strong relationships with them and teaching them how to build relationships with others instead of focusing so much on specific curriculum. She has identified that she feels a child must be more prepared socially and emotionally before kindergarten than academically. She feels they will not succeed in academics if they cannot express themselves appropriately and get along with others. The teacher has had such a huge success with the focus child and in her whole classroom that she has begun to eagerly share what she has learned with the other teachers in the center.

The last success story is about a very new focus teacher. Although the Mental Health Consultant has only been working with her for about 2 months, there has been a noticeable change in the way she sees challenging behavior in the classroom. The

teacher has begun to look beyond the behavior and truly try to understand what could be contributing to it or causing it. The teacher has also been making the effort to build rapport with the children's families in order to understand their background a little more. She has become much more inquisitive and also more understanding since beginning her work with the consultant. For example, the focus child she has been working with extensively has difficulty with his food intake. The teacher not only has been willing to get to know his family and the dynamics of the family system, but is willing to work with the parents on helping the child control the intake of food. Since the change in the way she has seen the challenging behavior, the child has made improvements, he is more engaged and social because he is not focusing solely on obtaining food. The child has also been able to learn more self control and is doing better overall.

- 2) **Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

Beyond scheduled collaboration meetings, most of the work that has been done has been in collaboration with Quality First. The Mental Health Consultant has met with the QF coaches and supervisors various times during the year to discuss their work with the centers and how they can support each other without duplicating services. The Mental Health Consultant has also met with Inclusion coaches, again in an effort to better support the providers and children participating in both programs. We look forward towards continued collaboration in the future. Included you will find an example of a success that was possible via the collaboration of the QF supervisor and the Smart Support program.

One provider that had been in our program for about six months continued experiencing difficulties building positive relationships personally and professionally. These difficulties were mostly due to her poor communication skills. The consultant worked hard for months with the provider to assist her in this area. The provider was able to recognize the need for work on building relationships and mending some that had been damaged (for example her relationship with the QF supervisor with whom she had a conflict in the past). The MHC assisted the provider in learning about the components of building strong relationships as well as improving communication skills. Although communication was definitely a challenge for this provider, she was able to

begin with identifying her thoughts and emotions to writing them down to finally being able to speak about them. After some time, the provider expressed she was ready to mend her relationship with the QF supervisor and took the initiative to called her and set up an appointment to speak with her. The provider requested for the Mental Health Consultant to be present for support. The meeting was more than successful because the QF supervisor and provider cleared up misunderstanding and past instances of miscommunication. The provider was able to express herself appropriately and was able to discuss her feelings and need for her to continue to be supported by the QF team. The QF supervisor and provider were also able to discuss their plan to continue working together and how they would implement them. Most importantly, the provider had learned to express her emotions appropriately and this could now be modeled for the children in her care.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

A continued challenge in this region is with the fact that there is only one Mental Health Consultant. Balancing a full case load (of 4 centers and 3 home providers) while also trying to participate in the numerous meetings/trainings associated with the work can be a juggling act and thus it isn't always possible for the consultant to attend all the meetings offered by FTF. In order to assist with this challenge, the supervisor continues to participate in some meetings by phone (due to the distance). Another challenge is that of providers not always being consistent with appointments due to holidays, events at the centers, and other personal issues. The Mental Health Consultant continues to work with directors, teachers and home providers in encouraging consistency of visit while being supportive of their challenges.

2014 First Things First Grantee Update
Yuma Regional Partnership Council
Due: 3/12/14 at 12:00pm

Program Name: First Things First Early Childhood Therapists Incentives Program

Submitted by: Ana Roscetti, Workforce Section Manager, Arizona Department of Health Services

- 1) Please share any specific outcomes that have been achieved during this fiscal year. Feel free to add data, how you're meeting the expectations of your grant agreement or how you're going beyond those expectations.**

The FTF Incentives Program currently has four (4) active Speech Language Pathology (SLP) contracts to provide early childhood developmental services to children birth through five in Yuma. Two (2) of those therapists will complete their contracts in FY 14 and two (2) will finish in FY15. There is 1 slot remaining to be filled for Yuma for a pediatric Occupational Therapist. ADHS was able to identify a candidate who was very interested to serve the Yuma region and was referred to several potential employers. The pediatric OT reported that she was not successful in securing a job placement in Yuma in order to qualify for the FTF Incentives Program; therefore, decided to not pursue the loan repayment/stipend contract.

- 2) Beyond collaboration meetings please describe collaboration efforts that have been undertaken or are continuing during this fiscal year. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

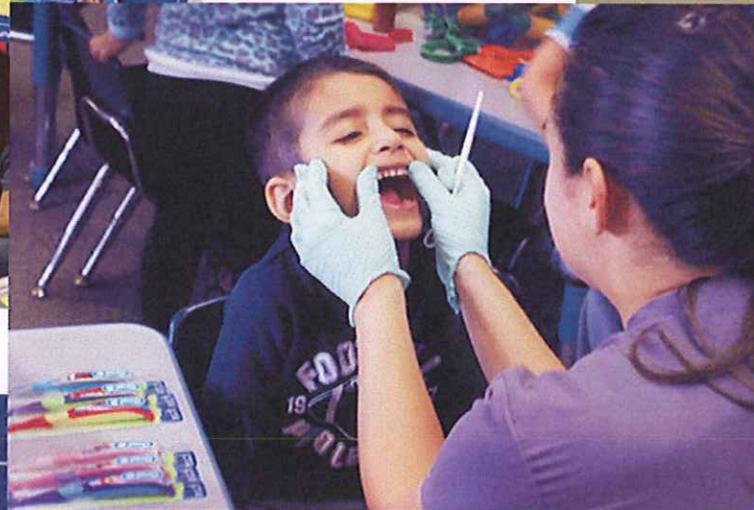
ADHS is committed to recruit an eligible priority occupational therapist for Yuma. ADHS has collaborated directly with the Yuma Regional Council Director to ensure that he is aware of the recruitment efforts being undertaken and the challenges that the therapist had with finding employment. ADHS has collaborated with a previous OT contractor to gather information of other places where the OT candidate can find eligible jobs. Two places were identified as potential employment for this candidate. One as an Arizona Early Intervention Program contractor through Child and Family Resources and the other as an OT working directly in a pediatric OT clinic. The OT candidate was interested in an employee status rather than as a contractor in order to receive health insurance and other benefits. While the OT candidate was persistent to find a good match employer, she was not able to get timely response from the AzEIP agency and was discouraged to pursue that opportunity. She also did not consider the other employment opportunity working for the clinic given that the clinic is only interested in subcontracting with the therapist. All of the technical assistance given by ADHS while important did not lead to successfully recruiting the therapist to Yuma due to reasons beyond ADHS' control.

3) Describe any barriers to successful implementation or other challenges. Please include your action plan that will support your program to overcome those challenges.

As previously mentioned, ADHS was successful in identifying an eligible candidate to fill the remaining slot for Yuma. The challenges as previously stated had been those that ADHS has no control of.

Yuma is not funding this strategy in FY15; therefore, will not be recruiting new therapists to the region. ADHS will continue to oversee and manage nineteen (19)contracts that will remain active beyond FY 2014 including two (2) contracts for Yuma therapists ending sometime in FY 2015.

Regional Director Update



April
2014



System Building and Updates

System Building

- The process has STARTED: 2016-2018 funding plan

- All Assets

1:1 meetings

- Quarterly Reports
- Needs and Assets
- Resource Guide
- Community Leadership and Forums**
 - Town Hall Arizona**
- Work Group



Strategic Planning for SFY16-18

Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>School Readiness – Limited pre-school opportunities, parents need education about preparing children for school</p> <p>Children w/Disabilities – lack of therapy services, early identification of special needs</p> <p>Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care</p> <p>Parent’s awareness of the needs of young children.</p>	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</p> <p>#/% of children receiving well child visits</p> <p>#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)</p> <p>#/% of children age 5with untreated tooth decay</p> <p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health)and affordable health care coverage for young children and their families</p> <p>Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.</p> <p>Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<p>Quality First (including CCHC, TEACH and Scholarships)</p> <p>Scholarship-non TEACH</p> <p>Inclusion of Children with Special Need</p> <p>Family Support–Children with Special Needs</p> <p>Recruitment Stipends/Loan Forgiveness (SFY13, SFY14)</p> <p>Community Based Professional Development Early Care and Education Professionals</p> <p>Oral Health</p> <p>Family, Friends and Neighbors</p> <p>Mental Health Consultation</p> <p>Home Visitation</p> <p>Parent Outreach and Awareness</p> <p>Food Security</p> <p>Parent Education Community Based Training</p> <p>Expansion: Increase slots and/or capitol expense</p> <p>Reach Out and Read Needs and Assets (SFY14)</p> <p>Community Awareness</p> <p>Community Outreach</p> <p>Media</p> <p>Statewide Evaluation</p>

Common Priorities

Goal: Yuma Children Ready To Succeed In Their Academic Career

Key Words/Phrases: School Readiness, Executive Function, Quality, Access, Professional Development, Collaboration, Early Literacy

Aligned to:

Regional Priority:

School Readiness – Limited pre-school opportunities, parents need education about preparing children for school

Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care

School Readiness Indicator:

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

#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

FTF Priority Roles:

Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.

Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.

Common Priorities

Goal: Healthy Children

Key Words/Phrases: BMI, Maternal Health, Oral Health, Health Insurance, Special Needs, Collaboration, Early Literacy

Aligned to:

Regional Priority:

Children w/Disabilities – lack of therapy services, early identification of special needs

Parent's awareness of the needs of young children

School Readiness Indicator:

#/% of children receiving well child visits

#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)

#/% of children age 5 with untreated tooth decay

% of families who report they are competent and confident about their ability to support their child's safety, health and well being

#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

FTF Priority Roles:

Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health) and affordable health care coverage for young children and their families

Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

Common Priorities

Goal: Strong Families

Key Words/Phrases: Family Support, Resource Guide, Referral Form, Collaboration, Early Literacy

Aligned to:

Regional Priority:

Parent's awareness of the needs of young children

School Readiness – Limited pre-school opportunities, parents need education about preparing children for school

School Readiness Indicator:

% of families who report they are competent and confident about their ability to support their child's safety, health and well being

FTF Priority Roles:

Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

Next Steps

- Input the Goals into the Strategic Planning Process
- Listen to our community, Include community voice in our strategic planning process.
- Needs and Assets, include the report in our strategic planning process.
- Wait for Allocation of Funds From State Board (Late Spring / Early Summer).

Foundation: Collective Impact!

COMMUNITY DISCUSSION SUMMARY STATEMENTS
From Community Outreach Programs following the 103rd Arizona Town Hall

YUMA (March 19, 2014)

"Quality early education has a direct impact on our economy and our quality of life. Because of its critical importance to all aspects of our community's future, we need to support it with a variety of actions. First, it is critical to have active and involved parents.

"We should all support parents, especially those in challenging economic situations who may not have the resources to provide quality early education to their children. In addition to educating parents about the importance of early education, we should provide resources and programs at convenient times – perhaps after working hours.

"Doctors and others who interface directly with parents of young children can also be advocates to the parents, teaching them about the importance of early education and connecting them to available resources.

"While the role of parents is essential, a lot of parents are simply not able to provide the support necessary for early education, often because of economics. The business community can help. They employ the parents and have an impact on them, which will eventually have a broader impact on the community. They can help to educate the parents on the importance of early education, and they can support parents by being flexible when necessary for the parents to access education resources, or to attend a parent-teacher conference.

"Businesses and other organizations can also help by providing sustainable funding for effective programs. Money is one of the biggest stumbling blocks for many of the actions necessary to improve early education.

"However, Yuma is a strong and connected community that can make a big difference with its children if it continues the momentum that has been started, partners and collaborates on effective programs, and finds a way to garner the funding necessary to support early education as part of our school system. Funding methods could include cost sharing, in-kind donations and other creative methods to accomplish the goal of supporting early education and the funding of full-day kindergarten.

"Finally, we all have a role to play as advocates for the importance of early education. Early education is not a fad, it is the foundation of our future."



Discussion and Reflection

- What are your thoughts?
- What are the most important/significant ideas or elements of this summary statement?
- What parts of this summary statement are similar and or different than our goals?
- How can this summary statement be combined with our goals to create a more comprehensive statement (“big idea”) to be integrated with our strategic planning?



COMMUNITY DISCUSSION SUMMARY STATEMENTS
From Community Outreach Programs following the 103rd Arizona Town Hall

YUMA (March 19, 2014)

"Quality early education has a direct impact on our economy and our quality of life. Because of its critical importance to all aspects of our community's future, we need to support it with a variety of actions. First, it is critical to have active and involved parents.

"We should all support parents, especially those in challenging economic situations who may not have the resources to provide quality early education to their children. In addition to educating parents about the importance of early education, we should provide resources and programs at convenient times – perhaps after working hours.

"Doctors and others who interface directly with parents of young children can also be advocates to the parents, teaching them about the importance of early education and connecting them to available resources.

"While the role of parents is essential, a lot of parents are simply not able to provide the support necessary for early education, often because of economics. The business community can help. They employ the parents and have an impact on them, which will eventually have a broader impact on the community. They can help to educate the parents on the importance of early education, and they can support parents by being flexible when necessary for the parents to access education resources, or to attend a parent-teacher conference.

"Businesses and other organizations can also help by providing sustainable funding for effective programs. Money is one of the biggest stumbling blocks for many of the actions necessary to improve early education.

"However, Yuma is a strong and connected community that can make a big difference with its children if it continues the momentum that has been started, partners and collaborates on effective programs, and finds a way to garner the funding necessary to support early education as part of our school system. Funding methods could include cost sharing, in-kind donations and other creative methods to accomplish the goal of supporting early education and the funding of full-day kindergarten.

"Finally, we all have a role to play as advocates for the importance of early education. Early education is not a fad, it is the foundation of our future."