



FIRST THINGS FIRST

Ready for School. Set for Life.

**North Pima Grantee
Narrative Report Highlights –
FY 2013 Quarter 2**

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

Successes:

Classroom Assessment Scoring System (CLASS)

- 28 Coordinators and key Community of Practice staff attended CLASS seminars in September to learn how to observe in and rate the classrooms of teachers who are enrolled in Great Expectations for Teachers, Children, and Families.
- 19 attendees elected to take the on-line reliability rating test from October through December; all 19 passed the test, which will allow 19 Community of Practice coordinators and key staff to assess classroom climate, classroom management, and Instructional Support; they can provide in-depth coaching and Instructional Support to their cohort members; Instructional Support is a key to building and strengthening young children's cognitive development, critical thinking skills, and other essential skills needed for successful school trajectories.

Expert Consultants

- Sue Bredekamp, Ph.D., and Carol Copple, Ph.D., the authors of Developmentally Appropriate Practice (DAP) and the lead consultants on the Great Expectations grant, were in Tucson for 3 days to discuss a framework on which to build and tie together all Community of Practice adult learning activities. They will return to Tucson 3 more times this year to hold focus groups, to talk with each Community of Practice Coordinator, and to review ideas with the grant director in order to draft the learning framework. The framework will be a tool that teachers can use to develop and/or implement high quality, evidence-based learning programs for young children.

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

- The CoP Coordinator reported several successes and professional development milestones among her cohort members, including: a deeper understanding of temperaments, a shift in mental models, becoming more intentional about creating high quality interactions with children as well as making high quality learning environments, and an increased level of confidence and professionalism about their field.
- Cohort members experienced an “ah-ha” moment after discussions and exercises on child temperaments; the turning point was experienced during a charting exercise that provided cohort members with a visual representation of what was happening in their classrooms.
- The same outcome was reported for sessions on creating high quality environments for young children. In the week following the sessions, the CoP Coordinator was delighted to see the application of several physical and attitudinal environmental changes identified during the meeting.
- One cohort member took this information one step further by addressing a major barrier to her work, which is the owner of the center where she works, through the use of a temperament assessment tool. She has convinced her center's owner to join her in her learning journey in an effort to address challenges resulting from the owner's decision making style. They also have identified their different temperament types and how their behaviors impact the interactions with other staff, the children, and the parents. The outcome was positive and the cohort member reported an increase in the owner's modeling of appropriate behaviors, engagement within the classroom, and encouragement to teachers to be more intentional about their interactions with the infants and toddlers.
- The CoP Coordinator witnessed a shift in mental models about early child care that resulted from sessions addressing Continuity of Care and misperceptions of working with special needs children.

The cohort members worked together to identify challenges to the Continuity of Care unique to their centers and developed tailored solutions to address their program needs. The cohort members actively engaged in a candid discussion on relationship-based care. One visually impaired cohort member provided insight on shifting our mental models about working with children with special needs. She shared her experience in being mislabeled, receiving unsupportive and stigmatizing individualized child care, and isolated from engaging with other children to prevent injury due to her caregivers' misperceptions of her abilities. As a provider, she has learned to use her impairment as a tool for empowerment of the children she serves.

Early Childhood Development Group (Linking Leaders): Raising the quality in early childhood environments

- Over the course of this reporting period, the CoP Coordinator reported several instances of teachers displaying an enthusiastically swift response to implementing DAP in their classrooms. As a result of both new and seasoned teachers embracing and applying DAP, several schools noticed an increase in:
 - Productivity and attitudes among teachers
 - Teacher willingness to use DAP activities in place of traditional worksheets with children
 - Children's behaviors as a result of creating center-base environments
 - Parent engagement in discussions about DAP and multiple intelligences
 - Positive responses from parents to the changes in the classroom environment
 - Successful facilitation strategies through the use of tools acquired in Systems Thinking seminars designed for the Coordinators

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

- At the beginning of the reporting period, the CoP successfully implemented the "Conversations on Inclusion" session for 10 childcare providers representing the Pascua Yaqui Tribe. The session focused on building social-emotional skills and access to quality care for all children, as some Yaqui children had been excluded from childcare due to behavioral issues. Following the session, the CoP Coordinator received a call from a distressed parent advocating for services to address some concerning signs of development in her son. The coordinator connected the parent to services through the Arizona Early Intervention Program (AzEIP) and received a positive response from the parent about her experience with AzEIP services thus far.
- Throughout the past three months, cohort members have become increasingly interested in gaining more information about creating an inclusive environment for the children they serve. In addition to CoP meetings, sessions and journaling exercises, cohort members gained considerable knowledge in "family panels," which allow them to hear from and discuss with groups of parents who have concerns about their children's development. One cohort member had the opportunity to share the new strategies she learned as a result of sharing with families during her speaking engagement as a presenter at the Arizona Head Start Association - 6th Annual Birth to Five Mental Health Symposium: Building Social Emotional Foundations for School Readiness.

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

- Cohort meetings have been stalled pending the recent hiring of a CoP Coordinator. Despite this barrier, this quarter brought about several success stories associated with the approval of a new developmental math course and the academic matriculation and program completion within the Early Childhood Education (ECE) Studies department. Approval was announced for the proposed year-long offering of the Math-089 course to begin in the Fall of 2012. This course provides specialized tutoring support, supplemental instruction and increased flexibility to cohort members

enrolled in Early Childhood Education courses to fulfill their math education requirements for ECE certification. Furthermore, leadership and motivation appear to be strong among the current ECE students who completed the necessary procedures and received approval from Student Life for the formation of an ECE club. The students, under the advisement of the new CoP Coordinator, are now in the process of planning their first club meeting.

- In keeping with their objective of helping create pathways for the advancement of students pursuing certifications and degrees in early childhood education, the CoP Coordinator provided information and updates on the progress of their ECE students and graduates. Among the students enrolled in the Early Childhood Studies certificate program, six students have earned a basic certificate and 30 have earned an advanced certificate. Among the students pursuing degree programs, three students have earned an Associate of Arts (AA) in Early Childhood Education. One AA transfer program student slated for graduation in May of 2013 plans to enroll in the University of Arizona – College of Education (UA-COE) Bachelor of Arts (BA) pilot program for ECE with certification. The BA pilot program at the UA-COE announced the acceptance of admission for two TEACH scholars. Given the diligence and ambition shown by the new CoP Coordinator within her first month in this role, we anticipate continued success of the efforts of this Community of Practice.

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

- In the word of this CoP Coordinator, “it is difficult to choose the biggest success story each month as the nature of the work is that those involved in the CoP continue to fine tune their practice and reflect upon how they might improve.” Given the wealth of information provided to and collected from cohort members, in addition to cohort member quotes, emails, and reflective stories and poems, the following offers a snapshot of success stories over this reporting period.
- The CoP coordinator highlights several areas where cohort members engaged in opportunities for self-reflection and practiced setting goals. Through their willingness to make small changes to their teaching strategies, they have become more cognizant of the impact seen in their classrooms. One teacher created an opportunity to encourage literacy and self-regulation among her children by encouraging them to write their names to sign-up for activities offered each day. Another teacher set a goal to focus on improving open-ended questioning and language modeling (Instructional Support strategies). During a separate occasion, cohort members were asked to discuss instructional support, especially in the area of improving teacher questioning and feedback. The following lists a selection of quotes from cohort member appreciative reviews:
 - “I think more about the question I’m asking and I listen more.”
 - “I am more aware of the importance of open-ended and reflective questions. I am trying to increase the questions and loops for children.”
 - “I am expanding questions and language with children.”
 - “I am developing more meaningful conversations and activities for children.”
- In addition to quotes collected from cohort members, the CoP Coordinator provided a poem written by a cohort member entitled: “In the thick of it: A reflection on instructional support”

Children at play –

What do they say?

What do they know?

What do they imagine?

A Comment,

A question,

A response,

Then, wait...
Silence
As a thought, ready to erupt
Is formed.
Then the how,
And the why,
And the wonder.
I wonder...

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

- Participants came together for their first CoP meeting in October and participated in writing skills activities that focused on the development of observational poems. The outcome yielded several poems and a general consensus among CoP members about replicating this activity in the form of a family writing event. Students received an assignment to design a family event to be conducted later in the year.
- The following includes a poem written by two cohort members that integrates both English and O'odham words to describe their observations in nature:

*Small black butterfly looks like night.
The fire smells like cemait in the air.
The soft wind hits my back and face like swimming in water.
I heard one bird chirping close to me like it was talking in my ear.*

*Note: "cemait" is the O'odham word for tortillas

Tucson Unified School District: Improving instructional support in public preschools

- Hired in December, this new CoP Coordinator wasted no time in organizing a collaborative planning process for the development of a three-part curriculum based on the book, *Powerful Interactions* that will be delivered to pre-K staff in the following spring. Through the joint effort of two Quality First coaches and the Helios funded *Read On*, Tucson Instructional Coordinator, this curriculum will provide pre-k staff with effective strategies for teacher-child interactions and teaching practices measured by the Classroom Assessment Scoring System (CLASS).

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

- Success this quarter was demonstrated by the announcement of the December 2012 graduation of the first Early Childhood Education Master's student. Faculty continues to support cohort members' successes as evidenced by the development of a website by Dr. Sonya Gaches that offers step-by-step guidance in the program enrollment and degree completion process. This website is available by visiting: www.uaecema.weebly.com

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

- CoP meetings across all four regions were well attended this quarter. This was especially encouraging for the new cohort in South Pima who had their first meeting during this quarter. Many of the providers in this cohort were familiar with each other as they had been meeting for social gatherings at one of the provider's home. This home setting was offered for the first meeting which presented an interesting challenge for the CoP Coordinator to maintain a balance with established

group norms while transitioning into a setting that would focus on professional development. Through their willingness and efforts to transform this intimate social setting into a community of practice, the CoP Coordinator felt encouraged about this cohort's ability to maintain a safe learning environment to meet the goals and objectives of this CoP.

- The Healthy Posada Celebration marked another success experienced during this reporting period. The event brought together cohort members across all four regions to promote wellness through a potluck selection of healthy dishes and Zumba movement activities. The event also featured a presentation by Christy Wilson, R.D. on making healthier food choices during the holiday and continuing to model healthy eating with the children they serve. Cohort members in attendance shared positive feedback about the event and expressed their interest in practicing more proactive approaches to their own and their children's healthy behaviors.

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

- The Great Expectations Professional Development grant staff has been able to offer an enriching selection of professional development education opportunities for our grant and community partners, which are frequently led by nationally recognized experts in ECE, Systems Thinking, and/or evidence-based coaching. In addition, we have been able to collaborate with partners through the Arizona Department of Education to offer a seven-part series on the Arizona Early Learning Standards (AZELS). CoP Coordinators and cohort members participate in these professional development education opportunities at no additional cost.

Collaborative Efforts:

AZ Department of Education:

- The grant director met with Amy Corriveau of the AZ Department of Education (ADE) to arrange for an ADE staff person offer workshops in Tucson on the Arizona Early Learning Standards. Since November of 2012, ADE has held two seminars for Pima County's early childhood teachers, administrators, and grant staff. ADE is not charging for these seminars.

Quality First Coaches:

- The directors of the Quality First grants at the Valley of the Sun United Way and United Way of Tucson and Southern AZ contacted the Great Expectations project director to discuss ways in which National Experts who consult with Great Expectations might present special full-day seminars for Quality First coaches in Southern AZ. Three National Experts have been contacted by the Great Expectations project director, and dates and topics are in the planning process. Details will be available in the next Quarterly Report.

Collaboration with early childhood education community and stakeholders:

- The 100+ Pima County agencies, school districts, social service organizations, and institutions of higher education that belong to United Way's First Focus on Kids Impact Council remain as secondary partners and continue to support our work by attending workshops and encouraging their staff to join Communities of Practice as cohort members. First Focus of Kids has a Professional Development subcommittee, and some of the Great Expectations grant coordinators attend the meetings, depending on their time commitments. The anticipated result of this collaboration is that the input of community stakeholders is considered in the implementation of this work and that the ECE community is kept up to date on the results of the work of this grant.

Collaboration between/among Communities of Practice and other FTF funded programs:

- The Grant Director convenes regular meetings with CoP Coordinators and UWTSA Great Expectations staff to promote effective collaboration among grant partners and to provide intentional opportunities to reflect on the work and plan for continuous quality improvement that

will lead towards better systems building efforts and efficient methods of documenting evidence of changes.

- Also, the Community of Practice at Pima Community College has established a close working relationship with faculty in the Mathematics Department at the College because the Department supports the efforts of the embedded tutors program that is part of this grant. The Early Childhood faculty and staff and the head of the Mathematics Department have submitted a proposal describing the embedded tutors program to the NAEYC Professional Development Institute to be held this summer in San Francisco.

In addition, the Coordinators of the Communities of Practice and United Way grant staff concentrate on interacting with staff from the following First Things First-funded strategies and programs:

Quality First:

- Several of the Community of Practice Coordinators have made efforts to connect with staff from other FTF funded efforts. For example, some Coordinators have communicated with Quality First coaches to identify possible strategies for collaboration. These include working together to support specific providers and inviting coaches to participate in Communities of Practice. In addition, staff from UWTSA has established formal strategies for collaboration between Great Expectations and Quality First, including information sharing and special professional development opportunities designed for coaches and Quality First participants to attend together. The anticipated result of this collaboration is effective coordination of programs, maximized resources and reduced duplication of efforts.

TEACH and REWARDS:

- Coordinators worked together to provide information to new cohort members and connect them to TEACH and REWARDS (UWTSA CoP and PCC).
- The Family Support and Home Visitation Director at United Way of Tucson and Southern AZ works with the Early Childhood Professional Development Director to make sure the partners in the former group attend events at which national experts speak and/or local consultants conduct special sessions on coaching or systems thinking.
- The Early Childhood Professional Development Director meets regularly with the United Way director of *Read On, Tucson* to make sure that Instructional Support activities and early childhood school readiness are linked.

Barriers and Solutions:

Pathways Scholarships:

- There has been a problem since late October with Pima Community College's Early Childhood Education students being able to access Pathways scholarships. The problem seems to be caused by a major communication breakdown between the Pathways office at Pima College and the students applying for scholarships.

In November 2012, 44 students in 4 different grant-related classes did not know if the applications they had submitted in August had been approved for funding. Thus, they did not know if they had received financial aid for the semester via Pathways scholarships. The following summarizes the crux of the problem:

- The Pathways office at Pima College only tries calling applicants one time, with no follow up attempts if the call is not answered or returned;
- Applications go through multiple-step screening processes, starting with Pima, going next to Central AZ College in Coolidge, and then going back to Pima, and then back to Central AZ College. Students have not been told all of the steps involved, and final results are not known until after the semester has started or has almost ended; and

- Pima Community College now requires that students take assessment tests before college credit can be awarded, resulting in many students being afraid of the assessment tests and/or not doing well on them.

The Grant Director and the Senior Vice-President of United Way of Tucson and Southern AZ met with the Pathways staff person at Pima Community College, the head of the Department that houses Early Childhood Studies, and the head of Early Childhood Studies. Based upon a lengthy problem-solving conversation, the following changes have been carried out by Pima College:

- Students will be contacted upon submitting applications and multiple attempts will be made to contact them; Community of Practice Coordinators will also be contacted and will assist students in filling out applications (Previously the Coordinators have received different pieces of information and have not had the full picture of the multiple processes);
- Pima will produce and distribute a brochure that explains the Pathways Scholarship Program and distribute it to all Early Childhood Studies students at Pima and the Great Expectations Coordinators; and
- United Way will host a Pathways Fair for potential applicants and Pima College staff and Great Expectations Coordinators will attend in order to make sure that applications are completed correctly.

A related Pima Community College issue is that the deadlines for applications for Pathways Scholarships are unrealistic given the timing of the grant's funding cycles. Thus, we have been asking Pima College to make all grant-related college credit courses full year rather than 1 semester each. We believe if the courses had open entry and open end dates, some of the issues we are encountering with Pathways would be reduced.

University of Arizona – Language and Communication Development

Successes:

- Activities in Quarter 2 revolved principally around the initiation of mentoring and the formation of Child Focus Teams in participating programs. The goal is to spot as many children with problems early in the academic year so they can be referred for evaluation and receive early intervention if needed. If children are not referred until after the new year has started, it is very likely that the school districts will not be able to provide an evaluation in time for early intervention to happen – and for the gains that a child might have received to be achieved. It is truly unfortunate to see a child enroll in kindergarten and only then have the professionals around him realize that there is a problem. He is already in school and not ready to succeed. This is also an important period of “bonding” with new programs and gaining their trust. Thus, the emphasis on mentoring of their teachers and staff and reach out to parents and families. As in previous years, we have been very pleased with the success of these efforts and look forward to building on this foundation in Q3.
- Mentoring activities focused on a) helping teachers spot children for whom they were concerned, b) making appropriate referrals when needed, and c) implementing teacher-interaction strategies with these children to facilitate successful communication.
- This year, we have also coordinated our efforts with the QF coaches at the centers. That collaboration is working well so far although there have been changes in the QF coaches assigned.
- As in the past, we have been impressed this year with how good teachers are at spotting children who have problems. Their experience shows. And now, armed with objective measures that allow them to describe what a child is doing in a very systematic way, they are able to talk with speech-pathologists, doctors, receiving teachers, and parents more knowledgeably about their concerns.
- Not surprisingly, parents do not always agree with these concerns and do not always make a referral when first suggested. However, we were very pleased to hear that one such parent told the director

the week after the parent meeting that she would like to come into the classroom and learn some of the facilitating strategies the mentor was helping teachers to use. The director's feeling was that the parent had been listening, and was beginning to observe her child in a new way. Eventually, when she saw him in the class with others, struggling to stay engaged and communicate, she realized that her home experience had not prepared her for the difficulties that her son was experiencing in school. It was the mentor's impression that she would likely follow through on the referral at the end of the year. It isn't always easy to share concerns, and a parent's action may take time, but the results of such sharing have a much better chance of helping a child overcome early obstacles than by doing nothing – and not rocking the boat!

Collaborative Efforts:

- One of our most exciting collaborations was with the United Way of Southern Arizona's Muévete, Muévete program. This is a Community of Practice designed to help home care providers in North Pima develop optimal programs in the area of health, nutrition, and recreation. Because language can easily be woven into these topics, we partnered with them in November by providing an exciting training entitled "Cooking with children – and throwing language into the mix! Through hands-on activities, home care providers found they could use all of the facilitating strategies explored in earlier trainings to use cooking and healthy food to enhance the language experience of children in their settings – and have delicious fun in the process. Following this training, several of these home care providers called our TALKline with questions and asked for advice regarding children in their care. The partnership was so productive that we are going back in the spring to do several group trainings for them. We also partnered with Southwest Human Development to complete five 2-hour CLASS observations/assessments in this year's participating preschool classrooms. Three toddler assessments were also done by UA Speech-language pathologists. These data will provide the baseline against which improvement in scores on the CLASS and the UA Toddler Measure can be measured at the end of this year.

Barriers and Solutions:

- There is one barrier/challenge this year that is unique to Year 4. It is the large number of children and teachers in one of our centers, and a correspondingly large number of children referred to the Child Focus Team with concerns for their speech and language development. Unfortunately, the directors in this center have been reluctant to refer some children to outside agencies for evaluation. After a few parents were unwilling to consider that option, the directors requested instead that teachers help the child in the school itself. Although this is certainly something our mentors are doing indirectly through the professional development aspect of the grant, there is a certain level of frustration by teachers and mentors that a child who really needs help may not get the benefit of early services by a professional. To address this, we are working on ways to at least advise the parents by letter of these concerns in the hope that they will have the information and referral information if they choose to avail themselves of it down the road. Although we hope directors will distribute this letter to all parents, they have indicated that they may not be forwarding it to those parents who have indicated no interest or a denial about concerns. In the meantime, we have assigned more hours to a mentor so she can actively work with the teachers of those children to help them be more successful in the classroom.
- In addition, this same center has a large number of families whose children were learning English as a second language. Not surprisingly, these children bring special considerations to bear on their language-learning experience. Fortunately, we have bilingual specialists who have been able to help.

United Way – Community Based Parent Education

Successes:

United Way/Family Support Alliance: The Family Support Alliance continues to facilitate free professional development workshops for those serving families in Southern Arizona. The workshops provided in this quarter included the following:

- Oral Health – Pima County Health Department
- In collaboration with the Pima County Parenting Coalition – Internet Safety presented by the Arizona Attorney General's Office

In December, the Family Support Alliance began planning for the 3rd Annual Family Support Alliance Conference. More details will be available soon, the conference will likely be held in May 2013.

The Family Support Alliance also continues a bi-monthly opportunity for alliance members to network during a lunch hour hosted by a different agency each time. In October, the Alliance met at Casa de los Niños.

The Family Support Alliance continues to utilize a listserv, Word Press blog, and Facebook page for communicating to partners and Family Support Alliance members about professional development opportunities in the community, resources for families, information about meetings, etc. From October to December the blog received 877 views.

The Family Support Alliance also went through a process to review accomplishments and status on goals for 2012. The main goals of the Family Support Alliance for 2012 were:

1. Ensure that more families in Pima County have the opportunity to access high quality services.
2. Collaborate among community resources to provide professional development for staff.
3. Create more intentional and effective connections within the First Focus on Kids Early Childhood Education system and among Family Support Alliance members.
4. Explore diverse funding streams.

Accomplishments Included:

1. United Way and FSA partner agencies attending many community outreach events and sharing information about services available to families.
2. The FSA had a spotlight at the larger FFK meeting.
3. The FSA listserv, blog, and Facebook page are being used on a regular basis.
4. Attendance at the FSA meetings is steady and representative of all home visitation programs in Tucson and includes many non-FTF funded programs as well.
5. Established relationship with Davis Monthan and a meeting was held to get more services on base. There are now three FSA agencies providing services on base.
6. The FSA continues to have new agencies attend FSA meetings.

7. Geographically isolated areas of Pima County have been identified and programs will continue to focus on enrolling families in these areas when possible.
8. The FSA Partner Guide and Screening Tool continue to be a good source for agencies to refer families to each other.
9. The 2nd Annual Family Support Conference was held with about 200 people in attendance and with high satisfaction ratings for the conference overall and the workshops.
10. Professional development opportunities were organized throughout the year.
11. Input was collected from home visitors regarding topics for professional development needed. Input will be used for 2013 workshops and conference.
12. The FSA continues to have cross-committee collaboration with other FFK sub-committees. The FSA has members who also serve on the Professional Development, Health, and Early Childhood Awareness sub-committees.
13. The FFK liaison on the FSA provided several updates and education about the larger FFK system.

Casa de los Niños: Below are some comments that appeared on the training evaluations this quarter: When asked, *“Will you do anything differently as a result of what you learned in this presentation? Please explain:*

- I really enjoyed this training and will use these strategies at home.
- I will use more praise and offer choices to my child.
- I will not yell so much.
- I will try not being accusatory.
- No more YOU statements to my child.
- I want to try to express my feelings more often to my child.
- I will be more respectful when I’m angry.
- I learned how to use I statements to communicate.
- I will be more aware of the tone of my voice when disciplining my child.
- I will use what I learned to help the families I work with.
- To follow the formula on how to speak with respect.
- Respect my children more and get them to trust me.
- Improve the communication with my children and to understand their feelings more.
- To use words and statements to express our feelings.
- Practice being more respectful to my children.

Trainers consistently received a rank of 90% or better that participants are satisfied with the training, gained valuable knowledge, and will better support their children.

Easter Seals Blake Foundation: Continued effort was done to arrange for groups in Catalina, Davis Monthan, and with Nepali Refugee Population. As these groups will begin in quarter three no data has been collected.

The Parent Connection: The JCC Early Childhood Program hosted a six week parenting series at their site for the parents of their infants, toddlers, and preschooler who attend their center and welcomed any interested communities members to join their families.

Marana PAT (North): We are happy to report that we have served 142 families (unduplicated) over the course of this school year. Several of our Stay and Plays occur directly after Story Time at the 2 County library locations within the district. Many families come only for Stay and Play activities completely bypassing Story Time.

Last quarter, this report mentioned adding Baby Stay and Plays after Story times at both library locations. We have seen steady progress in terms of attendance and regularity. We believe this to be a continual success throughout the remainder of the year.

Two families that are enrolled in the home visitation portion of PAT have switched their children's preschool days in order to attend CB Stay and Plays. These parents have expressed the importance of opportunities to interact with their children in group settings.

Parent Aid: The ability to meet with a number of parents and staff from all over Pima County is always a great opportunity for Parent Aid. These events allow Parent Aid to educate parents about our program and the benefits it would have for them and their family. In addition, we continue making connections with organizations throughout Pima County, where we establish partnerships and create awareness of the various resources available to the many families that we work with.

Make Way for Books: MWFB has implemented Book MAGIC with The Parent Connection and Marana Parents As Teachers. For North Pima, MWFB provided Marana PAT with two sets of Book MAGIC. Each Book MAGIC set includes the Book MAGIC Parent Educator curricula and the MAGIC box. Additionally, MWFB provided Marana PAT with 240 giveaway books for participating families, and The Parent Connection with 600 giveaway books for participating families. On October 29th, MWFB held the Book MAGIC professional development workshop, in which parent educators learned how to integrate the Book MAGIC curricula into their programs.

Collaborative Efforts:

United Way/Southern Arizona Family Support Alliance: United Way and the Family Support Alliance partners continue to participate in FTF regional coordination meetings. Ally Baehr continues to serve on the Healthy Families Advisory Board, the Nurse Family Partnership Advisory Board, co-chairs the Pima County Parent Coalition, chairs the Family Support Conference Planning Committee, is on the board of the Tucson Post Partum Depression Coalition, and oversees the Family Support Alliance. Ally has continued to keep in touch with the My Child's Ready Coalition from Child Crisis Center Mesa. Ally continues to represent the Family Support

Alliance on the Statewide Strong Families AZ Home Visitation Task Force and FTF's Family Support and Literacy Task Force.

The Family Support Alliance has still continues to grow, in addition to the new partners reported in quarter 1, Mealtime Connections is now attending meetings. During the October, November, and December meetings presentations were provided by the PAT Collaborative and Mealtime Connections.

Pima County Cooperative Extension: Has been in contact with faith-based organization and school district in Oro Valley and Marana and expect to be able to offer programming there in the next quarter.

Easter Seals Blake Foundation: Collaboration is being done with First Baptist Church in Catalina to begin a group in February in the Catalina Community.

Marana PAT: Families from the local Head Start programs have been attending Stay and Plays at both Library locations. Marana PAT staff is very happy about this partnership and encourage this involvement to continue and grow.

Barriers and Solutions:

Pima County Cooperative Extension: The unit at the University Cooperative Extension responsible for hiring has a new business manager learning the hiring system at the University which caused delays in getting person hired.

Casa de los Niños: Registration continues to be encouraged and calls and emails come in regularly for these classes. Unfortunately, some people register themselves and their child and then do not show up. A plan to overbook some classes was implemented to see what happens, but still be mindful of how many child care workers need to be present.

Easter Seals Blake Foundation: Catalina has been an ongoing challenge. After making multiple attempts to contact the Community Center Director with no response a different source was sought out and a group was planned only to find out that the Church staff did not support the group being held in their location. A new location has been identified and will be pursued. It is hoped that the partnership with the church can continue in recruitment of families.

Over the October-December quarter it was observed that some parents would not be able to attend groups due to sickness, either themselves or their children, bringing down attendance and sometimes causing groups to be cancelled. The holiday season also caused difficulties in this area as locations were closed or families reported that they were "too busy with the stress of the season" to come to the groups. Because of this several groups were cancelled and rescheduled.

Marana PAT (North) and The Parent Connection (North and Central): Parents As Teachers will be increasing the Annual Renewal fees at an increase of \$150.00 per educator. There will also be a new Program Affiliate fee of \$1500.00 charged per year, beginning July 2013. These new and increased fees are important in terms of budgeting for the next funding cycle, as the program staff was not aware of these new fees when budgeting for the current year.

The Parent Connection: The Stay & Play at the Kirk-Bear Canyon Library has had a successful start so they will be looking at the possibility of adding another Stay & Play in this part of the region since families have noted that the far Northeast is underserved.

United Way – Home Visitation

Successes:

United Way Family Support Alliance: The Family Support Director at United Way, Ally Baehr, with support and help from Michelle MacDonald, Regional Director with the First Things First North Pima Regional Council, put together information about zip codes served. They compiled all of the home visitation data for all three regions for the last 2 years and compared that to data reported in the most recent FTF Needs and Assets Reports for North, Central, and South Pima regions. The information, along with feedback from the regional directors, was discussed to see if the Family Support Alliance is serving families in the highest need zip codes. For the most part, this was the case, but there is still a gap in serving families in the most rural areas of Pima County. The Family Support Alliance will continue the conversation and continue to address these gaps as able.

Healthy Families: During the October through December quarter, Healthy Families staff was able to achieve an outstanding 81% home visiting rate, which exceeded the performance standard of 75%. The staff is truly committed to the program, and most importantly, to the children and their families.

More news worth mentioning is that of the Healthy Families' screening rates for this quarter. Healthy Families staff was able to achieve an impressive 90% screen rate from October through December. The screening rate state performance standard is 75%, which indicates that Healthy Families consistently exceeds the standard.

The Healthy Families Star Committee, which is a staff-run committee that highlights a family every quarter for success/growth, also wants to shine some light on a few families for the quarter.

Irena (an FSS) shared a story about a young mother that entered the Healthy Families program stressed about finances, her relationship with her husband, disciplining her older daughter, employment, and depression. Healthy Families became involved and instantly added to her support network. Home visits began with this mother on a weekly basis and included the *Growing Great Kids* and *Growing Great Families* curriculum. The curriculum reviewed various stages of child

development and parenting techniques, in addition to having conversations that allowed mom to explore her own strengths and family lifestyle. The Family Support Specialist provided mom with many resources, such as Healthy Families therapy, utilities assistance, and early childhood education class schedules. Today, mom has returned to work while taking early childhood education courses to enhance her professional development and is able to contribute to the family financially. She has been using newly discovered techniques to communicate with her husband and they are spending time together when the children go to sleep. Mom has started using more positive ways to discipline her daughter, no longer using spanking as a first response and getting discouraged when there are no results. Mom has become a more confident parent and is now optimistic about her future.

Marana PAT (North Pima): Recently, a parent commented to their home visitor on the comprehensive nature of the Ages and Stages Questionnaire (ASQ) and expressed appreciation of the opportunity to have this completed with their child. This parent also appreciated the Kindergarten readiness piece to the PAT curriculum and the ASQ. Another parent also expressed excitement that her newborn will be able to be screened at 4 months to avoid any possible delays. This family has an older child that was screened and referred to *Wings On Words* for a speech delay. This family is very pleased with the support that PAT has offered them so far and they look forward to this continued service.

This quarter Marana PAT staff is happy to report that a family with a child that had been given multiple ASQ's and had shown red flags finally agreed to further evaluation by the Special Education Preschool department and is now receiving services for a speech delay.

A child that was unable to complete an ASQ last year was able to sit and complete the entire assessment uninterrupted and undistracted. The child appeared to express a level of accomplishment and esteem.

It is often observed by staff that many focus on instant gratification and results but many times staff and families need to maintain a steady course of action, and be patient. The change both parties hope to see is around the corner or over the hill for children and families.

The Parent Connection: Staff is receiving referrals from the Home Visitation PAT Collaboration; especially Sunnyside in the South region.

MAKE WAY FOR BOOKS for Babies: MWFB for Babies provides Early Literacy Kits for Infants to parents participating in home visitation programs provided by The Parent Connection, Parent Aid, Marana Parents As Teachers, and Healthy Families. During the second quarter of fiscal year 2012-2013, 14 home visitation specialists attended "Reading With Your Baby," a one hour professional development workshop that teaches effective strategies for promoting early literacy in the home, key signs that indicate a home is "literacy rich," and an overview of the resources available in the early literacy kits provided by MWFB. These workshops were offered on November 13th and

November 15th, 2013. During the second quarter, 208 Early Literacy Kits for Infants in English were distributed, and 133 Early Literacy Kits for Infants in Spanish were distributed.

Collaborative Efforts:

Marana PAT (North Pima): This quarter, staff received a referral from the PAT Collaboration and enrolled the interested family. They look forward to this continued partnership and collaboration.

The Parent Connection: Participation with the PAT Collaboration has increased communication and referrals to best serve families.

Barriers:

Healthy Families: On a technology-related note, beginning 2013, Maritza Noriega will begin to update a web portal with information relevant to Healthy Families. The web portal will contain information such as forms that may be downloaded, trainings information, useful resources, and much more. This web portal will be available to all Child & Family Resources/Healthy Families staff around the state.

Marana PAT (North) and The Parent Connection (Central and South): The programs have recently learned that Parents As Teachers will charge new fees for existing affiliates beginning July 2013. They have not had to pay Affiliate fees before, only PAT Educator renewal fees at \$75.00 per educator. The new fees are \$1500.00 (brand new) for existing affiliates and \$225.00/Model Certified individual renewal fees (a \$150.00 per educator increase). They will be looking at a total \$2400.00 to maintain our current program. They will have to look closely at budgets and make necessary adjustments where possible. Additional funding may be needed to continue as an affiliate PAT program.

Sunnyside School District – Home Visitation

Successes:

- A leader and father in the Burmese Community that has been enrolled in the Amphi PAT program for a year told his home visit educator of other Burmese families who were showing interest in enrolling in the PAT program. The program staff contacted a volunteer and ESL tutor with Korenni Connect, Paula, to discuss Amphi PAT's initiative of recruiting Burmese families into the program and eventually doing literacy groups at their apartment complex. It was well received by her and she was extremely helpful. With the parents' permission, Paula provided names, birthdates, and addresses of 5 families that would qualify for the program. A time was set up with Nga, a leader in the community and father enrolled in Amphi PAT, to visit families and tell them about the program. His help was instrumental because he translated and the educator went door to door to collect additional information. There are a total of 7 children who would qualify for the program including family who is awaiting the birth of their child.
- Site Coordinator for Amphi Family Resource and Wellness Center is housed at Catalina Community Services. This person will be a PAT educator and offer more services to that area.

- Several referrals this quarter have been for medically fragile children. Parents say their children don't qualify for special services but parents are requesting support from home visitation programs like PAT.
- Literacy Day/Book magic groups at Oasis Apartments once a month is attracting more members of the refugee community from Amphi area.

Collaborative Efforts:

- Quarterly meetings with United Way, Parent Connection, and Marana FTF funded partners to discuss alignment of PAT program model for all parents receiving PAT services.
- Parents as Teachers Collaborative (PATC)- Collaboration between Parents as Teachers Affiliates through Sunnyside School District, Amphitheater School District, Easter Seals Blake Foundation, and Casa de los Niños. This has resulted in a much more widespread community referral base as well as increase collaboration and coordination of services within and among Casa de los Niños, Easter Seals Blake, Amphi, and Sunnyside. Parents from PAT program are taking advantage of group connections offered at all sites. 27 PAT parents attended Casa group connections at Sunnyside.
- Family Support Alliance- Continued collaboration with the Alliance and its partners for professional development, updates, and information on resources available in Arizona for families, a network for organizations in Southern AZ to regularly stay up to date on current issues and celebrations.
- Make Way for Books- Book Magic (early literacy program) curriculum and supplies will continue to be used by Amphi PAT and Sunnyside PAT in the 2012-2013 school year. Currently groups are being held at an apartment complex where several of Amphitheaters refugees live. Sunnyside PAT uses this curriculum and books for their bimonthly library/story hour.
- Coronado Elementary- Collaboration between the Amphi PAT North Pima educator and the school principal has resulted in a classroom designated for use by PAT staff to provide regular family group connections that are available to any family with children ages 0-5.
- Catalina Community Services (CCS)- An office and storage area is provided for the North Pima Amphi PAT educators. Monthly literacy events are held by CCS and the Amphi PAT educator along with the Amphi Family Resource and Wellness Site Coordinator take part in coordinating information, activities and books for the families who attend.
- Early Childhood Partnership of North Pima County- Collaboration with this partnership for professional development, updates, and information on resources available for families who reside in North Pima County and a network for organizations in North Pima to regularly stay up to date on current issues and celebrations.

Barriers and Solutions:

- Transportation to group connections for families in rural areas such as Summit View, Altar Valley, and some areas in North Pima. Staff is working to get families to carpool.
- Making home visitation available to refugee families who speak Arabic, Karen, and Kareni. Collaboration with the Amphitheater Language Acquisition Department will continue in hopes that funding can be made available for translation services.

Child and Family Resources — Project MORE-Expansion

Successes:

- Program Coordinator saw the first two providers successfully complete their DES certification and signed up a provider who received assistance from Project M.O.R.E. last year for her DES certification, and is now ready to become DHS (small group home) regulated.
- All of the providers currently being assisted continue to express their gratitude for the financial and technical support they are receiving. The assistance that Project M.O.R.E. is able to offer these home child care providers are making a significant impact on the rural home child care population.

Collaborative Efforts:

- The program continues to work closely with Quality First as part of the Project M.O.R.E. application process requires that all applicants agree to apply to Quality First when applying to the program. Once one of the applicants is selected to Quality First and accepts, program staff work closely with the QF coach, not only with items purchased, but to achieve regulation/certification, as well as the highest assessment ratings possible.
- In addition to that collaboration, the program works closely with D.E.S. and D.H.S. to prepare providers with as much information and knowledge as possible to ensure a successful transition to a certified or regulated home. The program coordinator meets monthly with the D.E.S. staff at Child and Family Resources to ensure open communication and understanding of programs and clients. The United Way Contractee holds monthly community meetings with interested providers in North Pima County and reports regularly to the program coordinator.

Barriers and Solutions:

- The program coordinator has had two providers drop out of the program, as they both chose to work outside of the home, as opposed to starting a child care program, but two providers from the waiting list were signed up and the program coordinator has begun to work closely with them to take them through the DES certification process.

Southwest Human Development – Mental Health Consultation/Smart Support

Successes:

- Target service units for center-based providers are currently exceeded in this region. Evaluations gathered from community trainings have been exceedingly positive, as has the feedback from providers about the region's consultant. The North Pima region saw two new referrals this quarter, bringing the waitlist up to four centers total. The consultant in this region is currently serving more than a full caseload with nine total child care programs, two of which are home-based providers.
- While it is often difficult for preschool teachers to consistently factor in the impact of trauma on children's development and behavior, mental health consultation can greatly support this important understanding of the children they serve who have had significant adverse experiences. Such is the case in the three-year-old classroom at a center. A child in foster care enrolled in the program. He had challenging behaviors that included hitting and kicking other children; taking their toys; and running from the teacher. This teacher, with her Smart Support consultant, explored the potential motivations this child had for his challenging behaviors. Through teaming with the foster parents and the CPS worker, the teacher learned about the traumatic early experiences the child had endured. She was then inclined toward more empathy and patience towards him and a desire to provide him with a feeling of security, which she now understood would be hard won. Her

persistence, which was supported exquisitely by the mental health consultant, ultimately did result in the development of a trusting, more secure relationship with this child. The teacher has reported feeling much closer to him, not only because his difficult behaviors had greatly reduced, but because she had invested so much in developing an understanding of him and an approach to fostering a relationship with him, which paid off. She is delighted now that she can spend time teaching him and helping him explore, rather than having to respond primarily to his challenging behavior.

Collaborative Efforts:

- The North Pima region continues to engage in effective and consistent collaboration with other quality improvement program specialists, particularly QF coaches. There is ongoing dialogue with QF coaches regarding goals, concerns, and progress at centers and the mental health consultant reports having good relationships with these providers. In addition, the collaboration provides support for other members of the team to cope with shared challenges in affecting change at some centers.

Barriers and Solutions:

- The North Pima region is not experiencing barriers to service delivery at this time, other than the lone consultant's inability to serve all providers in the region that are requesting Smart Support services.

Quality First

Successes:

- Weekly coach meetings are held individually in Tucson and Sierra Vista. These meetings are conducted to provide opportunities for coaches to work with their peers on issues and to share ideas. These meetings also serve to define and clarify program expectations. One monthly meeting with our entire team is used to ensure consistent practices in coaching and implementation of QF. The time is often used for professional development by inviting presenters that have specialized expertise in areas of interest to the team, such as: Nancy Ortiz, who provided information on family style dining, and Wholonomy Consulting, which provided focused technical assistance on specific components of the Coaching for Change strategy.
- UWTSA is collaborating with VSUW, SWHD, ASCC, CFR, ESBF, and Judy Jablon, one of the authors of *Powerful Interactions*, to plan a three day training on the Powerful Interactions model for the coaches, supervisors, and administrators in February 2013. UWTSA is confident Powerful Interactions will assist coaches in supporting providers to advance instructional support practices.
- The program is seeing a consistent rise in assessment scores, number of Points Scale assessments, and increases in star ratings. When the program staff conducts program reviews of coaching agency partners, they receive very positive feedback from providers in regard to their satisfaction of coaching services.
- Staff continue to achieve an increased level of collaboration and progress on statewide consistency. The collaboration around policies, procedures, coach training, and orientation has deepened the relationship of the statewide partners and has enabled the program to be more effective. The entire coaching partnership engages in "parallel process" as staff continues to use aspects of coaching pedagogy at all levels of the partnership.

Collaborative Efforts:

- **Nutrition:** Multiple special education and service projects in nutrition and physical activity to improve health outcomes for children. Partners include CFR, Pima County Health Department (PCHD), UWTSA–FFK, Arizona Nutrition Network, and United States Department of Agriculture (USDA). The anticipated results are improvements in knowledge for staff, parents and children receiving nutrition education and training, improvements in nutrition and physical activity environments for children, and increases in the development and implementation of center and home wellness policies.
- **Great Expectations for Teachers, Children and Families Community Based Professional Development Early Care and Education Professionals:** Supports the professional development of early education providers, students, business, and community leaders. This strategy offers 10 Communities of Practice to specific target populations and creates an early education career ladders pathway. The anticipated results are that over 1,400 early education professionals will improve their early education knowledge or skills through specialized training and on-site coaching support. Staff has identified multiple Quality First sites and several coaches that participate in this strategy. Staff from the Professional Development Alliance and QF continues to meet to identify specific strategies to increase collaboration between the two programs.
- **Early Education Partnerships – Early Childhood Partnerships of South Pima & North Pima County:** Coaches in both North and South Pima County participate in the Early Childhood Partnership meetings. They support and encourage QF providers who attend. Both of these partnerships seek to provide professional development and to connect the community to information and resources about high quality early child care programs. The anticipated result is for the community in these areas to become connected and to improve the quality of early childhood-related services. In addition, the coaching team works collaboratively with Project MORE (More Opportunities for Rural Educators), recruiting more providers in the North and South Pima regions, and Project BEST (Believing in Education through Support and Training), which provides training and support for early child care centers on high quality infant/toddler care.
- **Child Care Health Consultants (CCHC):** Coaches are working collaboratively with CCHCs in their region(s). In addition, coaches are acting as a liaison between CCHC and the QF site. Coaches have attended site visits with the CCHC for those sites where the CCHC is not well-known. Anticipated result is to develop a good working relationship between CCHC, QF Coach, and the QF Provider.
- **Southern Arizona Association for the Education of Young Children (SAZAEYC):** One of the QF coaches serves on the SAZAEYC board, and several others from the coaching team are active members. Anticipated results for this collaboration is to advocate for young children, promote high quality early care and education, and provide professional development and networking opportunities.
- **RPC Meetings:** UWTSA staff regularly attends RPC meetings to stay informed on the needs, discussions, and opinions of the FTF Regional Councils. This information assists UWTSA in providing information that may be helpful to the council when needed. In addition, UWTSA staff communicates with Regional Directors as needed to ensure effective service delivery.
- Coaches worked collaboratively with Community of Practice instructors from Inclusion and Project Best in order to better support teachers who are participating in COPs.
- Two sites in North Pima have been working with Talking Matters, a FTF North Pima RPC strategy, to improve interactions with children, and increase Instructional Support scores on the CLASS tool. Coaches are invited to attend trainings alongside staff members.
- Coaches collaborated with Arizona Infant Toddler Institute (AITI) to support one of the primarily Spanish-speaking sites in understanding best practice in caring for infants and toddlers.

Barriers:

- One continuing challenge for agencies is not having the QF Implementation Guide and other forms available in Spanish. Though the Implementation Guide in Spanish is available on the Extranet, many child care providers do not have ready-access to it, are not comfortable using it as a resource in its electronic form, and/or are unable to print the entire document. This limits the provider's ability to fully engage the resource and understand the program, which increases her reliance on the coach for this basic knowledge. Each coach has a printed copy of the Implementation Guide in English and Spanish that they have available on coaching visits. They attempt to answer any program questions by modeling the use of the Implementation Guide, so that providers can become accustomed to doing so as well. Spanish-speaking coaches have translated documents into Spanish for their providers as they are needed.
- It has proven difficult to share the Implementation Guide and Quality First Assessment results in Spanish for Spanish-speaking homecare providers, as they are dense and lengthy. The coach must translate these results into Spanish and it is very time-consuming. It would be helpful if this extra work were taken into account for coaching intensity requirements. In order to improve this issue, the grantee is giving coaches with Spanish speaking providers lower caseloads so they have more time to translate materials.
- Directors and teachers at many corporate sites are finding participation difficult. Staff is allotted specific time constraints and there is usually little or no time left for meaningful coaching. While Directors and Teachers may see the value of Quality First, they have too many other responsibilities to make coaching visits a priority. In order to minimize this barrier to fully engaged participation, meetings are scheduled with corporate directors and management who would like to meet so we can explain the program and expectations of the Director and staff.

TEACH**Successes:**

- This quarter, TEACH collaborated with FTF to develop policy around the deferment of Quality First TEACH Scholarships. TEACH has developed and is implementing the new deferment policies and procedures. Two hundred and forty eight sites across the state have been contacted and have deferred a total of 441 scholarships. Of the 441 deferred scholarships, 111 have been assigned to other candidates. As a result of the new deferment process, TEACH has seen an influx of scholarship applications. Two hundred and eighteen new applications have been received for Associate's Degree scholarships and 12 applications for Child Development Associate (CDA) scholarships. Many of these scholars will begin courses during the spring 2013 semester, while others will begin in either the summer or fall semesters. TEACH has issued 264 contracts this quarter and authorized 1449 college credits. TEACH has three confirmed Associate's Degree graduates and seven scholars have earned their CDA Credential this quarter.

Collaborative Efforts:

- TEACH is currently in communication with each of the community colleges to schedule classroom presentations for the spring semester early childhood courses.

Barriers and Solutions:

- TEACH continues to follow up on the deferment letters that have been issued to Quality First programs that have not yet utilized the TEACH slots. TEACH has discovered the many of these

programs are not responding to the request, therefore are requiring multiple follow-ups by TEACH Program Specialists before falling into the auto-defer process, which allows TEACH to defer the scholarships by default. If a program is auto-deferred, they are notified by mail and are provided with the information on how to reacquire the scholarships if they wish to utilize them in the future.