

**MINUTES**  
**Regional Partnership Council Meeting**  
**January 14, 2014**

**Welcome and Call to Order**

The regular meeting of the First Things First Northeast Maricopa Regional Partnership Council was held on January 14, 2014 at the St. Patrick's Catholic Community Administration Building, 10815 North 84<sup>th</sup> Street, Scottsdale, Arizona 85260.

Chair VanMaanen called the meeting to order at 4:02 p.m., and welcomed everyone in attendance.

**Members Present**

Chair Patricia VanMaanen, Vice Chair Marie Raymond and Council Members Joanne Meehan, Bill Myhr, Mary Permoda, Jenny Stahl, Stu Turgel and Dana Vela.

**Approval of Regular Meeting Minutes of November 12, 2013**

Council Member Permoda moved to approve the November 12, 2013 regular meeting minutes. Council Member Stahl seconded the motion, and it was approved unanimously 6-0, Council Members Meehan and Vela not yet being present.

**SFY 2015 East Maricopa Funding Plan**

Senior Director Wendy Sabatini reviewed the funding plan with the Council members.

Council Members Meehan and Vela arrived at 4:04 p.m.

Senior Director Sabatini continued to review the funding plan with the Council members. She noted that with the final numbers for Quality Frist, the overall difference in the plan was a net increase of \$18,851. Senior Director Sabatini encouraged Council members to attend the funding plan presentations to the First Things First Board on January 22.

**Quarter 1 Grantee Data/Narrative Reports**

Senior Director Sabatini informed the Council that all contracts are up for renewal for one year, with the exception of the City of Scottsdale which will be a one-year extension through a government-to-government agreement. The Council will only be voting on regional-specific grants. Renewal packets will be sent to grantees in March. She asked the Council to let her know as they review the data and narrative reports if there are any specific questions they wish to be asked of the grantees. Responses are due back from the grantees by April 1, reviews are then completed, with votes by the Council in May, and then recommendations going to the State Board in June.

Senior Director Sabatini reviewed the reports with the Council members and noted that there are many collaboratives. She noted that Ft. McDowell will be presenting at the March Council meeting. Chair VanMaanen said she would like to know how long families participate in the program with Ft. McDowell. As to Family Support Children with Special Needs, Chair VanMaanen stated that she would like to know if the meeting which was held has been beneficial with the grantee receiving additional referrals. Council Member Meehan stated that McDowell Mountain in Fountain Hills have made it a requirement for parents to obtain scholarships that they attend the

Parent University. Chair VanMaanen asked for a Quality First report for the next quarter with a regional breakdown.

#### **Financial Report**

Senior Director Sabatini reviewed the report with the Council members.

#### **Presentation by City of Scottsdale**

Ann Lynn DiDomenico, Lead Early Literacy Program Specialist with the City of Scottsdale, provided information about their Knowing and Growing University which includes Books Can, Brain Times, Get Ready to Read, Stay and Play, Common Sense Parenting, and Fun with Math and Science. She stated that their programs are literacy based. She further stated that the programs can be adapted to the specific demographics at different locations. Families also take a book home with them. In response to a question from Council Member Turgel, she stated that they will be at or above their contract service level. She stated that they track families by programs and in that way, they can see what classes parents are taking and where they are taking the classes. She noted that a challenge is that the programs have been so successful, they cannot add any more classes at this time. Council Member Turgel asked to see the survey results to see how effective the programs are. Chair VanMaanen asked that the information be included in the next data reports. Ms. DiDomenico shared success stories with the Council Members. Chair VanMaanen thanked Ms. DiDomenico for their services and stated that they have exceeded the Council's expectations for this strategy.

#### **Presentation by Maricopa County Department of Public Health**

Kimberly Richards, Program Coordinator with First Teeth First, gave a PowerPoint presentation about their services. She stated that all services are provided by registered dental hygienists and bilingual site assistants. She stated that they go to child care centers and libraries and participate in multiple events with January through March being the busiest, to include the Ultimate Play Date. They also go to all of the elementary schools. She said that numbers have been lower because they had lost a health educator, as well as the first and second quarters being the slowest time of the year. She noted that they return to schools and child care centers every six months. Challenges have been finding a permanent location within the region. Additionally, they have a challenge with parents following through with referrals for dental care. She said that they follow the families until they either set up appointments for dental care or are being served by an agency that will coordinate dental services. In response to a question from Senior Director Sabatini, Ms. Richards explained that a very small space would be needed in order provide a permanent location; essentially two tables and two chairs, with screens between the two stations.

#### **Community Outreach Report**

Community Outreach Coordinator Tina Oluyi reviewed her Community Outreach summary report for the months of July through December, 2013.

#### **Senior Director Updates**

- Senior Director Sabatini referred the Council members to the annual report and asked Council members to let her know if they would like copies. Council Member Turgel asked for the report to be emailed as well as an electronic link for the report if available.
- Senior Director Sabatini and Chair VanMaanen asked Council members to let First Things Staff know if they had any questions about the present legislative proposal or receive questions from the public they would like assistance with in answering.
- Senior Director Sabatini stated that the new Council member applications are on the website and encouraged present Council members to apply as well as to help recruit for the positions. Council members were presented with recruitment cards. Council Member Turgel asked that they be sent out

electronically. Senior Director Sabatini said that she intends to interview in late March through mid-April, with recommendations going to the Board in June.

- Senior Director Sabatini stated that on February 11 from 3:00 – 4:30 p.m., a grantee meeting will be held at the Granite Reef Senior Center and invited Council members to attend. The invitation email will be forwarded to the Council members.
- Senior Director Sabatini stated that a First Things First Board and Council Member regional area forum will be held on February 20 with a time and location yet to be determined. She asked them to start thinking about topics they would like to discuss with the Board members.
- Senior Director Sabatini stated that the benchmarking recommendations will be brought back to the Council at the March meeting for review, with final approval in May. Additionally, public forums will be held on the evening of March 19 and during the day on March 20. A survey will also be sent out to garner additional public input.

**Regional Council Member Updates**

- Council Member Stahl stated that two indicators were agreed upon for all of Maricopa County.
- Council Member Permoda stated that two email blasts have been sent out to the faith-based community.

**Call to the Public**

No forms were submitted.

**Adjournment**

There being no further business, Chair VanMaanen adjourned the meeting at 5:39 p.m.

Submitted by:

\_\_\_\_\_  
Caitlyn Hollins, Administrative Assistant III  
Maricopa Region

Approved by:

\_\_\_\_\_  
Patricia VanMaanen, Chair  
Northeast Maricopa Regional Partnership Council

**Maricopa/Phoenix Cross-Regional Benchmarking Process  
and Committee Recommendations to Councils  
February 2014**

**Indicator 2 – Children in Quality Early Care and Education**

**Benchmark A** is the number of children enrolled in an early care and education program with Quality First rating of 3-5 stars divided by the number of children enrolled in an early care and education program with Quality First rating of 1-5 stars. This indicates percent (or ratio) of children in Quality First 3-5 star settings, in comparison to the total number of children in Quality First programs.

**Benchmark B** is the number of children enrolled in an early care and education program with Quality First rating of 3-5 stars divided by the number of children enrolled in all regulated early care and education. This indicates percent (or ratio) of children in Quality First 3-5 star settings, in comparison to the total number of children in regulated child care or preschool settings.

**The committee's recommendations to councils and to public vetting.**

**Benchmark A:**

**72% of children enrolled in an early care and education program (enrolled in Quality First) with a Quality First rating of 3-5 stars by 2020.**

**21,500 children enrolled in early care and education program with a Quality First rating of 3-5 stars out of 29,921 participating in Quality First overall.**

**Benchmark B:**

**29% of children enrolled in an early care and education program (of all regulated programs) with a Quality First rating of 3-5 stars by 2020.**

**Indicator 10 – Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being.**

**The committee's recommendation to councils and to public vetting.**

**50% of Families Report They are Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.**



## School Readiness Indicators

### **Cross-Regional Planning: Maricopa/Phoenix Regional Councils**

For the Maricopa and Phoenix Regional Councils<sup>1</sup>, many (4 of 8) councils selected Indicator Number 2: “Children enrolled in an early care and education program with a Quality First rating of 3-5 stars” and all regions have selected Indicator Number 10: “Families competent and confident about their ability to support their child’s safety, health and well-being” as priorities for their regional areas<sup>2</sup>. Because of certain commonalities and the nature of the communities across Maricopa County (i.e. shared/ county-wide data, families who access services across regional areas), cross-regional decision making was determined to be appropriate and is an opportunity for the regions to think and work together toward our common vision.

The work of the Maricopa/Phoenix Cross-Regional Benchmark Committee was to determine recommendations to take back to the Regional Councils on countywide benchmarks that the councils will work collaboratively to achieve by 2020. Each Regional Council will review all benchmarks set by the Committee, but will vote to support or reject only those indicators selected by that individual Council as priorities.

North and South Phoenix, Northeast and Northwest Maricopa have selected Indicator 2. And all Councils (North, South and Central Phoenix; and Central, Northeast, Northwest, Southeast and Southwest Maricopa) have selected Indicator 10.

The South Phoenix Council participated in the joint planning process with the other Maricopa and Phoenix regions. But additionally, South Phoenix will independently set benchmarks for Indicators 6 and 7, as no other councils have prioritized these indicators.

*<sup>1</sup> note: For this particular cross-regional work, Salt River Pima Maricopa Indian Community and Gila River Indian Community regions are not included. They will work separately to set benchmarks.)*

*<sup>2</sup> note: As the data are made available, the cross-regional committee will make also make recommendations for Indicators 1: Children demonstrating school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive and motor/physical; and 8: Children receiving timely well child visits; and 9: Children age five with untreated tooth decay.*

### **Overview of Benchmarking**

The first Maricopa Cross-Regional meeting was an overview of benchmarking. Dr. Amy Kemp reviewed the intent of the School Readiness Indicators and benchmark data sources as well as the approach to setting benchmarks in Maricopa regions. At the conclusion of the meeting, staff and committee members were comfortable with the approach and a goal of making a benchmark recommendation at the next meeting.

Supporting materials can be found in the Maricopa appendix.



**Indicator 2 – Children in Quality Early Care and Education**

The committee met to consider Indicator 2 on 9/9/13. Amy Kemp reviewed the data sources, differences in benchmark A and B, and the baseline data for Maricopa and each council.

**Benchmark A** is the number of children enrolled in an early care and education program with Quality First rating of 3-5 stars divided by the number of children enrolled in an early care and education program with Quality First rating of 1-5 stars. This indicates percent (or ratio) of children in Quality First 3-5 star settings, in comparison to the total number of children in Quality First programs.

**Benchmark B** is the number of children enrolled in an early care and education program with Quality First rating of 3-5 stars divided by the number of children enrolled in all regulated early care and education. This indicates percent (or ratio) of children in Quality First 3-5 star settings, in comparison to the total number of children in regulated child care or preschool settings.

**Committee Discussion Points:**

The Committee was concerned about measuring the total pool of quality care, without access to data on Accredited and other providers that may be providing quality care, outside of the Quality First enrolled sites. There was also discussion on whether Quality First providers, still at a 2, but on the cusp of 3, are currently providing quality care- and therefore, that the movement from the current rating of 2, to a rating of 3, may not truly reflect a shift of the number of children newly receiving quality care.

The Committee discussed the expected progress of providers in Quality First (1 to 2 star in two years and 2 to 3 star in four years) and upcoming model changes in Quality First such as phasing out of scholarships at the 1 and 2 star levels.

They agreed that Quality First is the primary intervention related to quality early care and education in the region between now and 2020, but also were concerned about increasing the quality of the entire pool of child care - beyond Quality First.

They discussed potential factors that might increase the total pool of providers in Quality First between now and 2020, including filling open slots, potential program adjustments (i.e. options for “rating only” for higher quality programs, thus opening slots for full participation), and efforts to be taken to encourage the filling of the currently underutilized slots for children in current Quality First providers in the region. They agreed that funding considerations make it challenging to anticipate how many additional Quality First slots could be added by 2020.

The Committee agreed to set out the number of children they aspire to be in quality care by 2020, as it offers a concrete record of their discussion, in addition to the percent goal.



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## School Readiness Indicators

For the Maricopa regions, the baseline for A is 22% of children enrolled in Quality First at 3-5 star and baseline for B is 9% of children in regulated care in 3-5 star.

The committee discussed that a benchmark A goal of 72% and a benchmark B goal of 29% by 2020 is similar to the FTF state benchmark.

While these benchmarks are, respectively, 50% and 20% increases, there was discussion and concern that this benchmark left more than a quarter of children in Quality First not in quality care by 2020. The Committee agreed that due to variation between regions within the county, the anticipation of turnover and new enrollees, and the complexity of the Quality First system, 72% is attainable yet aspirational.

Supporting materials can be found in the Maricopa appendix.

### **Recommendations, Indicator 2** **Children in Quality Early Care and Education**

**Below are the committee's recommendations to councils and to public vetting.**

#### **Benchmark A:**

**72% of children enrolled in an early care and education program (enrolled in Quality First) with a Quality First rating of 3-5 stars by 2020.**

**21,500 children enrolled in early care and education program with a Quality First rating of 3-5 stars out of 29,921 participating in Quality First overall.**

#### **Benchmark B:**

**29% of children enrolled in an early care and education program (of all regulated programs) with a Quality First rating of 3-5 stars by 2020.**



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## School Readiness Indicators

### **Indicator 10 – Families Competent and Confident about Their Ability to Support Their Child’s Safety, Health and Well-Being.**

The committee met to consider Indicator 10 on 1/16/14. Amy Kemp reviewed the data source, survey methodology and calculation of the overall indicator from 9 key measures, and the baseline data for Maricopa and each Council.

Indicator 10 is measured by the Family and Community Survey. This survey is conducted every three years by a sub-contractor of First Things First and the survey was designed to provide information for Regional Partnership Councils on parent knowledge, skills, and behaviors related to their young children.

The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*<sup>1</sup>. 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.

The Family and Community Survey is conducted, for non-tribal Regions, over the phone. Over 3,700 parents with children 0-5 responded to the 2012 Family and Community Survey. In Maricopa County 1,500 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 Maricopa County.

For the purpose of the development of Indicator 10 composite score, a sub-set of nine items was selected. These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around 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 was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

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



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## School Readiness Indicators

### **Committee Discussion Points:**

The Committee 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.

The Committee discussed the limitations of indicator 10 for measuring the impact of Council funding and evaluating the outcomes of Council efforts. There was agreement that the School Readiness Indicators are high-level dashboard measurements. They do not provide evaluation or research findings which link funding or specific programmatic efforts to outcomes. The purpose of Indicator 10 is to track overall changes in parent knowledge and behavior in the early childhood system as a whole.

The Committee discussed how the state committee reviewed and recommended the state goal of 52% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020. It was agreed that the approach and considerations were similar for Maricopa County, especially focusing on multiple areas of parent competence and confidence to meet the needs of the whole child and setting an aspirational yet attainable goal which reflects the efforts of all early childhood partners rather than First Things First alone.

The Committee noted the trends across Maricopa County and asked if there is a relationship between poverty and parent knowledge and behavior. Amy noted that the full analysis of the 2012 Family and Community Survey data is anticipated for fall 2014, however, research findings and 2008 Family and Community Survey findings indicate strong differences in knowledge and supports needed as related to income and education. The Committee agreed that communities in Maricopa County have different levels of need for supports and the overall goal for Maricopa County for 2020 should reflect that diversity.

They discussed the estimated number of parents who would need to be supported to attain competence and confidence by 2020 to attain a benchmark of 50%: 23,833. They agreed that the pool of parents in 2020 will be substantially different than in 2012. They agreed that a five percent gain by 2020 would be attainable but not aspirational. They also agreed that change in behaviors and reaching all groups of parents with need for services is challenging, making a 15 or 20 percent gain unattainable. They agreed that these large-scale changes will reflect the work of all early childhood partners, not just First Things First.



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## School Readiness Indicators

The Maricopa baseline is:

40% of Families Report They are Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being.

The committee discussed a benchmark goal of 50% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. This 50% goal and 10 percentage point improvement by 2020 is similar to the state benchmark. The Committee agreed that 50% was an attainable and aspirational goal for Maricopa County as a whole.

Supporting materials can be found in the Maricopa appendix.

### **Recommendation, Indicator 10**

**Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being**

**Below is the committee's recommendation to councils and to public vetting.**

**50% of Families Report They are Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.**

Indicators 6 and 7

**South Phoenix Regional Partnership Council**

Overview

The South Phoenix Council participated in the joint planning process with the other Maricopa and Phoenix regions. But additionally, South Phoenix will independently set benchmarks for Indicators 6 and 7, as no other councils have prioritized these indicators.

**Indicator 7 – Healthy Weight**

The Committee met to discuss School Readiness Indicator 7 – children age 2-4 at a healthy weight on 8/14/13. That day, South Phoenix Committee representatives had already participated in joint planning to overview the benchmarking process. Immediately following that meeting, they came to consensus on a benchmark to recommend to their Council related to children’s healthy weight. Supporting materials can be found in the South Phoenix Appendix.

**Committee Discussion Points:**

The committee discussed that historical, generational poverty will make changes in healthy weight a challenge; however, the wealth of efforts in the community gave confidence in setting an aspirational goal.

There was also discussion of the potential problems of utilizing the WIC data for population estimates of weight. WIC is not a representative sample and the Council discussed whether they could be sure as to whether WIC is a good estimate and measurement for their entire population.

The committee considered that there are many new and expanding initiatives (from FTF and partners) in the community such as: SNAP education, family resource centers, KidsCafe, and many more, that will likely impact healthy weight through direct funding and collaboration.

The committee also discussed that there may be under-utilization of services in their community. Convening parents to understand their specific needs, to ensure they are aware of services and that services are appropriate to the unique and primarily Hispanic community were seen as important steps.

**In setting an aspirational and attainable goal to recommend to the council, the committee decided on 75% by 2020. This is a similar change to the state goal and a 7% increase from the South Phoenix baseline of 68% of children at a healthy weight by 2020.**

**Recommendation, Indicator 7**  
**Healthy Weight**

**Below is the committee’s recommendation to councils and to public vetting.**

**75% of 2-4 year olds in South Phoenix Council Area at a healthy weight by 2020.**

**Indicator 6 – Children Entering Kindergarten Exiting Preschool Special Education to Regular Education**

The Committee met to discuss School Readiness Indicator 6 – children entering kindergarten exiting preschool special education to regular education on 2/10/14. Supporting materials can be found in the South Phoenix Appendix.

This indicator is calculated using data from the Arizona Department of Education, specifically related to IDEA Part B. Data for children with an IEP under IDEA Part B are tracked to see if, in the subsequent school year, they have entered kindergarten without an IEP. The indicator is intended to track progress in the screening, identification and delivery of effective intervention services. The intent is to increase the percent of children transitioning to kindergarten without an identified special need due to timely screening, identification and delivery of services.

**Committee Discussion Points:**

The committee asked if data were available on anticipated population rates of IEPs and special needs in preschool and early elementary school. Amy Kemp and Chief Program Officer Karen Woodhouse identified that estimates of how many children would be anticipated to have a delay are not available. Other states have differing assessment processes and severity of delay required for an IEP. Also, the focus of this indicator is on preschool services and their effectiveness, rather than services offered in kindergarten and beyond.

The committee discussed the five different delay categories for preschool special education: Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment. There was extensive discussion about what an appropriate benchmark should be. The committee discussed the consideration that some children with early delays - even with excellent screening, identification and services - will have an IEP throughout their educational career and life. It was agreed that 100%, or no children needing special services in kindergarten, is not an attainable or reasonable goal but that South Phoenix's baseline rates are currently too low.

There was extensive discussion about the current trend in Arizona and South Phoenix of declining rates of entry into kindergarten without an IEP after preschool special education - the opposite of the intended trend. The committee reviewed trends for Developmental Delay, Speech-Language Impairment, Preschool Severe Delay, Hearing Impairment, and Visual Impairment and noted that Speech Language Impairment rates have decreased dramatically in the South Phoenix trend data available.

CPO Woodhouse noted a reported trend of school districts waiting to re-assess children for an IEP after the transition from preschool special education. She noted that we do not know how widespread this trend is but it could affect (increase) how many children have an IEP in kindergarten.

The committee had extensive discussion about the complexity of this situation and indicator. Overall, they aspire to increased levels of awareness and screening on the part of all who support young children, especially parents. They also want assessment to lead to quality identification and timely and optimal services. They noted that each of these steps is a complex calculation of its own and must all be taken into account in setting a benchmark goal.

The committee noted that improvement in this indicator can not be the work of First Things First or the South Phoenix Council alone. They noted South Phoenix efforts, including: supporting speech language pathologist education, care coordination, family resource centers, Quality First, and home



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## School Readiness Indicators

visitation. However, even with these notable efforts, they agreed that system-level and overall coordination efforts will lead to real changes for children.

**In setting an aspirational and attainable goal to recommend to the council, the committee decided on 27% by 2020. This is a similar change to the state goal and a 7.4% increase from the South Phoenix baseline of 19.6% of children entering kindergarten exiting preschool special education to regular education by 2020.**

### **Recommendation, Indicator 6**

**Children entering kindergarten exiting preschool special education to regular education**

**Below is the committee's recommendation to the South Phoenix Council and to public vetting.**

**27% of children entering kindergarten exiting preschool special education to regular education by 2020.**



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**School Readiness Indicators**  
**2020 Phoenix/Maricopa Benchmark Summary – Indicator #2**

<b>Indicator 2</b>	<b>Number/Percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</b>
<b>Intent:</b>	Increase the number of children with access to affordable high quality early learning programs

**Key Definitions:**

**Quality First Star Rating 1- 5 stars** (*see attachment- QF Rating Scale*)

**Quality First Child Enrollment:** Number of children birth to age 5 enrolled in Quality First programs. Includes part time, and full time children

**Benchmark Data Source:**

Data sources considered for this indicator include:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2012 (Department of Economic Security)

**Data source selected:**

- A. First Things First Quality First Rating data is collected annually. This data was identified as the best data source for this indicator because consistent data are available for all regions.
  - B. Market Rate Survey 2012 (Department of Economic Security)
- **Numerator:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 3-5 Stars
  - **Denominator A:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 1-5 stars
  - **Denominator B:** Number of Arizona children in regulated early care and education centers and homes

**Baseline (State and Region):**

**Baseline A (based on Denominator A)**

- **2013:** In Arizona, **23% (10,559)** of all children (birth-5 years) enrolled in Quality First (*N* = 45,967) are in an early care and education program with a Quality First rating of 3-5 stars
- **2013:** In Phoenix/Maricopa County-based regions, **22% (6,668)** of all children (birth-5 years) enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars

**Baseline B (based on Denominator B)**

- **2013:** In Arizona, **9% (10,559)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars
- **2013:** In Phoenix/Maricopa County-based regions, **9% (6,668)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars

**Benchmark 2020 (State and Region):**

**Benchmark A (based on Denominator A)**

- **State Year 2020:** *In progress*

Region Benchmark A for 2020: Increase by █ % over baseline

- **Region Year 2020:** In Phoenix/Maricopa County-based regions, **XX% (XX)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

**Benchmark B (based on Denominator B)**

State Benchmark B for 2020: Increase by 20% over baseline

- **State Year 2020:** In Arizona, **29% (33,462)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Region Benchmark for 2020: Increase by █ % over baseline

- **Region Year 2020:** In Phoenix/Maricopa County-based regions, **XX% (XX)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

**Key Measures to Monitor (sub-measures):**

Recommended:

1. Number of regulated homes/centers at each rating level
2. Number of programs enrolled in Quality First
3. Number of children in regulated homes/centers at each rating level
4. Number of slots in Quality First homes/centers

Phoenix/Maricopa Regions (excluding tribal regions)	2013
<b>Percentage in relation to QF child enrollment (Baseline A)</b>	
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	6668 (123 providers)
Number of children (0-5yrs) enrolled in 1-5 star rated Quality First providers	29921(459 providers)
<b>Percentage of children in 3-5 star rated Quality First providers against all Quality First provider 1-5 star rating</b>	<b>22%</b>
Number of children in 1-2 star rated Quality First Providers	23253 (336 providers- 18 at 1 star and 318 at 2 star)
<b>Percentage in relation to children in regulated early care and education programs (Baseline B)</b>	
Number of children (0-5yrs) in regulated care (DES Market Rate Survey 2012)	75,628
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	6668
Percentage of children in 3-5 star rated Quality First providers against children in regulated care	9%



## School Readiness Indicators 2020 Phoenix/Maricopa Regional Level Benchmark Summary

<b>Indicator #10:</b>	<b>Percentage of families who report they are competent and confident about their ability to support their child’s safety, health and well-being.</b>
<b>Intent:</b>	<b>Increase the number of families who report they are competent and confident to support their child’s safety, health and well-being.</b>

**Data sources considered:**

First Things First 2012 Family and Community Survey

**Data sources recommended for Benchmark:**

First Things First Family and Community Survey data is collected every three years. The Family and Community Survey is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*<sup>1</sup>. 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 purpose of the development of Indicator 10 composite score, a sub-set of nine items was selected (see table 1 below for Indicator 10 measure). These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around 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. The table below (2) presents the cut points used for each of the 9 items. Six or more responses (out of nine) meeting the cut point was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

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

Table 1: Indicator 10 Measure		
Knowledge-based questions	Parent's self-rating of competency and confidence	Parent behaviors
(01) When do you think a parent can begin to significantly impact a child's brain development?	(06) I am competent and confident about my ability to support my child's safety, health, and well-being.	(08) During the past week, how many days did you or other family members read stories to your child/children?
(02) At what age do you think an infant or young child begins to really take in and react to the world around them?	(07) I am competent and confident about my ability to support my child's learning and cognitive development.	(09) During the past week, how many days did you or other family members tell stories or sing songs to your child/children?
(03) At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by his parent's mood?		
(04) Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how the parents interact with them.		
(05) In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them.		

Table 2: Data Summary											
		Knowledge-based questions					Parent's self-rating of competency and confidence		Parent behaviors		
	Sample size	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Baseline: Percentage competent and confident
Cut Points		Prenatal	Right from birth	Up to 1 month	Definitely False	Definitely False	Strongly agree	Strongly agree	6 or 7 days	6 or 7 days	6 of 9 met
Statewide	3707	32%	35%	51%	63%	44%	93%	90%	51%	51%	42%
Maricopa County*	1500	31%	32%	50%	64%	41%	92%	88%	47%	52%	40%
Central Maricopa	200	30%	34%	59%	77%	59%	89%	86%	50%	61%	44%
Northeast Maricopa	151	35%	30%	38%	84%	59%	94%	85%	67%	59%	52%
Northwest Maricopa	197	27%	32%	56%	68%	45%	90%	79%	54%	53%	44%
Southeast Maricopa	200	34%	45%	49%	67%	50%	95%	87%	57%	57%	49%
Southwest Maricopa	150	31%	36%	46%	50%	28%	99%	85%	44%	47%	31%
Central Phoenix	202	32%	30%	46%	53%	30%	91%	92%	42%	52%	30%
North Phoenix	200	26%	30%	59%	64%	42%	94%	91%	39%	43%	34%
South Phoenix	200	35%	29%	42%	45%	17%	90%	89%	28%	42%	28%

**Baseline (2012 Family and Community Survey):**

**State:** 42%<sup>2</sup> of families report they are competent and confident about their ability to support their child's safety, health and well-being.

**Maricopa County\*:** 40% of families report they are competent and confident about their ability to support their child's safety, health and well-being.

**Benchmark 2020:**

**State:** 52%<sup>2</sup> of families report they are competent and confident about their ability to support their child's safety, health and well-being. (A 10% increase from statewide baseline of 42%).

**Maricopa County\*:** XX% of families' report they are competent and confident about their ability to support their child's safety, health and well-being. Specifically, a XX% increase across Maricopa County, moving from the baseline of 40% of families in (2012) to YY% of families in 2020 across Maricopa County report they are competent and confident about their ability to support their child's safety, health and well-being.

**\* Maricopa/Phoenix Data and Benchmarking is for the areas represented by the FTF regions listed, and does not include data for Gila River Indian Community or Salt River Pima Maricopa Indian Community.**

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<sup>2</sup> State baseline for Indicator 10 was 63% and benchmark was set at 73% (10 % increase) initially; however after correcting for data skewness (including weighting) the new baseline for state is 42%. We are in the process of working with state advisory committee and FTF board to reset the benchmark. The 52% state benchmark presented here is based on the 10% increase that was set as target.

## Maricopa/Phoenix Cross Regional School Readiness Benchmarking Timeline

Targeted Date/Deadline	Action
August 14, 2013	COMMITTEE MEETING
8:30 – 10:30 am – Cross-Regional	Overview of Process Cross Regional Approach
September 9, 2013	COMMITTEE MEETING
8:30 – 10:30 am – Cross-Regional	Set Benchmark for Indicator #2
January 16, 2014	COMMITTEE MEETING
8:30 – 10:30 am – Cross-Regional	Rio Salado Community College, Conference Center Set Benchmark for Indicator #10
February – March	Councils review/approve recommendations on Benchmarks
March 13 <sup>th</sup> – 28 <sup>th</sup>	Community Comment Opportunity On-line Survey regarding Benchmarks
March 19 <sup>th</sup>	Community Forum – Evening
March 20 <sup>th</sup>	Community Forum – Day
April 9 <sup>th</sup>	COMMITTEE MEETING – Review Public
8:30 – 10:30 am – Cross-Regional	Feedback/Input
10:30 am – 12:20 am - SPhx	
April – May	Council Review Committee Report Including considerations of Public Feedback
Jun-14	FTF State Board Reviews/possible approval of Regional Benchmarks

**NORTHEAST MARICOPA REGIONAL PARTNERSHIP COUNCIL**

**SFY2014 NARRATIVE REPORTS SUMMARIES**

**QUARTER 2 – October – December, 2013**

City of Scottsdale– Parent Education Community-Based Training

TOTAL AWARD: \$165,000	YEAR TO DATE EXPENDED (AS OF 3/5/14): \$72,523 (44%)
TARGET SERVICE NUMBER	3000 adults (duplicated)
TOTAL NUMBER OF PARTICIPATING ADULTS	Q1 – 675 Q2 - 1336 YTD: 2011

Successes

1. Written comment from a parent at an Arabian Library Books Can...© class:

This is the first session of Books Can...© that my daughter and I attended. My daughter is just over 2 years old and has a real short attention span. Books Can...© has helped her with sitting and following directions. She has enjoyed the books so much and loves making crafts each week. I love watching her grow each week and become more engaged in multiple children’s settings. We will for sure be attending more of these programs. We look forward to each week.

2. Story from Parent Educator, Leslie Matus, about an interaction in an Appaloosa Library Stay and Play class:

During one of the last Stay and Plays at Appaloosa Library I had the opportunity to begin a discussion with one of the parent participants, Nar. As we completed the surveys for the program she wanted to verbally share with me one of her experiences during Stay and Play. Earlier the previous year Nar and her daughters had started attending the Stay and Play programs provided through the First Things First grant. She had been attending for a few weeks before she learned some devastating news about her daughter Olivia. Olivia had been diagnosed as having Retinoblastoma, a cancer found in her eyes. Olivia’s diagnosis came through a medical screening but the family soon learned that you could early identify this diagnosis based on a white glow when a regular picture is taken. After Olivia’s treatment went well, she was able to return to activities with the public and the family soon returned to the Stay and Play program. Nar then made a connection with a new Arizona resident and mom, Katie. Stay and Play offered an opportunity for these valley moms to connect and for Nar to share with Katie the different programs available at the library. As their friendship grew Nar shared her story about Olivia’s diagnosis and Katie asked if she could share her story further. Katie is a reporter for ABC 15 and was able to run a story about Olivia and bring awareness to families about detecting Retinoblastomas based on a

white eye glow in pictures. Here is a link to the story on Channel

15: [http://www.abc15.com/dpp/news/region\\_phoenix\\_metro/north\\_phoenix/White-glow-in-childs-eyes-could-be-indicator-of-cancer](http://www.abc15.com/dpp/news/region_phoenix_metro/north_phoenix/White-glow-in-childs-eyes-could-be-indicator-of-cancer)

### Barriers/Challenges

We are currently struggling with the new emphasis on reporting the number of adults who complete a program series. Since we offer such a variety of classes in a large number of locations, we have many families who appreciate this flexibility and may attend classes from a series at multiple locations. Because we also have over 700 unique adult participants in our programs, tracking each adult across 7 different programs and across 9+ locations is quite the challenge! We are working with the City of Scottsdale's IT Department to develop a database to better handle the data collection required for this task.

### Collaboration

We have a great number of collaborative partners who help to make our programs successful. Our Stay and Play programs have weekly Community Experts who talk to parents about a variety of topics. Some of our resource professionals include staff from Association for Supportive Child Care, Southwest Human Development, Maricopa County First Teeth First program, City of Scottsdale Youth and Family Services, City of Scottsdale Fire Department, and Scottsdale Healthcare. Our collaborations with Desert Foothills Library in Cave Creek, Ft McDowell Elementary School in Fountain Hills, Ft McDowell Early Childhood Center, Vista del Camino, and Paiute Neighborhood Center allow us to bring programming into all areas of the Northeast Maricopa region. We also attend and are actively involved in the Northeast Maricopa Collaboration Group meetings. In addition, we have a strong partnership with the Title I schools in Scottsdale that house preschool programs and continue to offer classes for those families as well.

### Additional Information

We solidified discussions with Vista del Camino and will begin presenting programs at that site in January 2014. We also began discussions with Ft McDowell Elementary School in Fountain Hills and will begin classes with their preschool families in January 2014.

We have begun discussions with Arizona State University's School of Social and Family Dynamics to embark on a study of our Books Can...©, Get Ready to Read, and Fun with Math and Science programs. We hope to establish an evidence base for these programs and to use the information collected to refine and improve our classes as needed. We are also co-writing an IMLS grant to do an extensive three-year longitudinal study. In the interim, ASU will conduct a pilot study of our Books Can...© class offered at Civic Center Library in Spring 2014.

## Ft. McDowell Yavapai Nation–Home Visitation

TOTAL AWARD: \$165,809	YEAR TO DATE EXPENDED (AS OF 3/5/14):\$74,600 (45%)		
TARGET SERVICE NUMBER	40 families served		
TOTAL NUMBER OF FAMILIES SERVED	Q1 –22	Q2 - 20	YTD: 20

### Successes

The Site Supervisor for the Early Steps to School Success Program was in a meeting and a guardian for one of the enrolled participants in the program made the following statement, “My Granddaughter participates in the First Things First Program to help her with her baby and they referred her to another program (TOPs) and both have been helpful for my Granddaughter.”

### Barriers/Challenges

We continue to have low attendance at our monthly parent groups. Efforts are being made to involve the families in scheduling the monthly groups as well as bring in different speakers. This is something that is seen Community wide so we are speaking with other Departments to get ideas on how they handle this challenge.

### Collaboration

We continue to work with the ‘Hman ‘shawa Early Childhood Development Center with children who transition out of the Early Steps to School Success program. We also go into the classroom and read to the class as part of the Raising a Reader Program for ages 3 to 5.

We hosted Scottsdale Public Library’s Knowing & Growing Learning Series, “Get Ready to Read” during this quarter. This collaboration reinforces the messages/strategies we communicate to the families about early brain development and school readiness.

We continue to collaborate with the various Departments in the Tribal Government during their events. One example is the collaboration with Wassaja Family Services during their promotion of Domestic Violence Awareness Month. We were able to do Community Outreach at one of their events and host a Lunch and Learn on Adverse Childhood Experiences during this promotional month. The collaboration with Wassaja Family Services has allowed the opportunity to educate the Ft. McDowell Yavapai Nation Community further about the importance of working early with families.

### Additional Information

There are currently 43 children ages 3 to 5 at the ‘Hman ‘shawa Early Childhood Center who are participating in the Book Exchange Program. There were 148 home visits conducted during this reporting period.

## Maricopa County Department of Public Health – Oral Health

TOTAL AWARD: \$151,484	YEAR TO DATE EXPENDED (AS OF 3/5/14): \$71,661 (47.3%)		
TARGET SERVICE NUMBER	1250 Screenings/ 1250 Varnishes		
CHILDREN RECEIVING SCREENINGS	Q1 – 128	Q2 - 121	YTD: 249
CHILDREN RECEIVING VARNISH	Q1 – 125	Q2- 94	YTD: 219

### Successes

At the Mustang Stay and Play event, most of the parents were very interested in having a free oral health screening and fluoride varnish for their children. One couple in particular had concerns about their child's oral health. The couple explained that their child was born premature and struggled to gain weight. The pediatrician recommended PediaSure to supplement their child's caloric needs; however, supplements like PediaSure can lead to Early Childhood Caries due to the high carbohydrate intake. The hygienist recommended whole foods like fruits, vegetables, and cheeses instead and if he drinks a PediaSure to brush his teeth afterwards to prevent cavities. This young couple was enlightened and learned something very valuable that day.

This is a great email from a parent that sees a difference in what our services do for her daughter. We look forward to seeing Gabrielle again in the future when we provide services at the site.

*Dear First Teeth First Staff,  
I apologize for not sending this earlier. I have been extremely busy with the return of our Customer's from vacation.  
I just wanted to send you this email to let you know my daughter Gabrielle attends Tutor Time day care on Thompson Peak and Scottsdale road. This is the second time she participates in the Dental Program there. She is so thrilled with it. Uses her power glass and brushes her teeth religiously every day, twice a day.  
I am very happy to have met you when you stopped at the McCormick Bank of America branch the other day and thank you for the program.*

### Challenges/Barriers

A recurring barrier is providing referrals to our children with identified urgent needs, including deep decay, pain and infection due to abscess. Many children that require an urgent referral have disconnected phone numbers, sometimes even only within one week after their visit to our sites. We do follow up with our sites on whether they have working phone numbers for these referrals. Another challenge is the number of phone calls/messages often required before making successful contact with the parents. We work through this challenge by following through until we confirm there is no viable contact phone number or until we reach a parent and confirm the child has started and/or completed dental treatment. We also obtain their physical address and follow up with a certified letter if necessary.

Another issue that also arises regardless of region is transportation. When we find an urgent needs child and get them into one of our partners for services most of the time the parent will no show or cancel due to lack of transportation to the site. We work with those parents that have AHCCCS to inform them of the free transportation option that is provided by AHCCCS for them; many do not know about this and are appreciative when we assist.

An issue that we have come to find within all the regions we provide a service is patient advocacy. We find that the main issue that is affecting these children is not that they have poor oral health, which they do, but the social determinants they are facing. Some examples we find that highlight the issue is we see a child who has a parent incarcerated or is being raised by a grandparent, they struggle to put food on the table let alone nutritional food, they don't have the tools they need to take care of the children.

An example of this within our program is we had a grandmother who is raising her four grandchildren because her daughter was incarcerated. They had a grandchild that had urgent dental needs but they were having to work with AHCCCS to get the child coverage and didn't know the severity of the dental need. In addition to this issue, they did not have a car and would need to take a taxi to receive dental services once approved by AHCCCS but they didn't have car seats for the children. Fortunately, our program was able to connect them to our car seat program with the county and they were able to get the necessary items to take the child to the dentist. This process took a large amount of time on our staff's part to get the necessary items needed to get this child to the dentist.

First Things First needs to make patient advocacy a strategy so that a family can be given the proper education and understanding that is needed to ensure that the youngest children arrive to kindergarten prepared for success.

### Collaboration

Our AHCCCS partnership has become more consistent regarding communication with AHCCCS and the respective health plans. Our program is making bi-monthly requests from each AHCCCS health plan to provide any follow up on urgent dental children. Although this takes extra time and coordination on both our program and health plans, it plays a very important piece to ensure children are seen by a dentist for treatment.

Our First Teeth First Staff are very always willing to collaborate with other First Things First Grantees. We are making an extra effort to reach as many collaboration meetings, council meetings, and other event planning meetings.

The Scottsdale Public Libraries have always been a great venue to approach families on good oral health practices. In October, we visited three Stay and Play programs and always enjoy the questions parents have for us. In November, we visited two Stay and Play programs.

We are planning the Scottsdale Unified School District Dental Day. Thus far, we have scheduled 10 preschools to visit for the month of January. We are sensitive to also include PANDA (special needs)

preschool students as well. This collaborative effort will increase the importance of good oral health habits like brushing teeth twice a day; avoid sharing spoons, cups, and foods due to bacterial transmission, and visiting a dentist by a child's first birthday.

#### Additional Information

In the 2<sup>nd</sup> quarter of 2013-2014, we were able to provide basic oral screenings to 121 children in the Northeast Maricopa region, 65 children were given fluoride varnish application and we provided 57 1:1 educational sessions with parents during services. The 1:1 educational sessions were provided to the parent during the time of service and the program finds this to be the most effect form of education to parents regarding their children's oral health since we can actually show the parent the issues we see in the mouth. During the 2<sup>nd</sup> Quarter, we found 0 children with urgent dental needs which is wonderful to see. We hope as we continue to provide services that the urgent needs are minimal.

The program coordinator had the opportunity to present to the Best Care for Kids program that is managed out of the American Academy of Pediatrics Arizona Chapter. She was able to provide information regarding why children's teeth are important, what the First Teeth First program is all about, and ways that we can partner in the future. It was a great opportunity to introduce and inform a team that did not know about our program and what we do in the community.

We had lost a health educator so we were short staffed in our outreach efforts, but a new health educator/outreach specialist was hired in Oct. We have spent the last couple of months training the new team member to achieve our community outreach goals.

## Southwest Human Development– Family Support Children With Special Needs

TOTAL AWARD: \$199,352	YEAR TO DATE EXPENDED AS OF 3/5/14: \$106,104 (53.2%)	
TARGET SERVICE NUMBER	83 families served	
TOTAL NUMBER OF FAMILIES SERVED	Q1 – 30    Q2 - 35	YTD: 35

### Successes

#1. E. was referred to the PCSS program in October 2013 by Smart Support after being observed in his 3 year old preschool classroom. E. was screened by the Scottsdale Unified School District’s PANDA program and he was not eligible for their program.

Parents were concerned about E.’s eating habits. According to his parents, E. is a picky eater and is tuned into the color of foods. He only likes small pieces of food and will not eat anything with sauces. His food has to look the same with variation from the last time he ate the same thing. Parents feel that he is too distracted to sit and finish a meal and he will at times, wake up hungry in the middle of the night. Parents are also concerned about E.’s behavior. They describe E. as having difficulty with listening and doesn’t like when his parents tell him “no.” He will act out and call his parents names. They are concerned about E.’s activity level as he “always seems to be on the go.”

At school, his teacher and the Smart Support staff were concerned about E.’s ability to attend to activities and his interactions with peers. The director of the preschool called the Birth to Five Helpline Technical Assistance Line to consult with them on how to help E. have a positive preschool experience. With permission from E.’s parents, the Smart Support staff, Parent Coach and the Birth to Five Helpline Technical Assistance Staff, met to discuss the parent’s and teacher’s concerns and the best ways to support E. and his parents at home and in the classroom. The Specialized Technical Assistance Team’s (STAT) Occupational and Speech Therapists met with the Parent Coach and E.’s parents.

The collaboration between Smart Support, the Birth to Five Helpline Technical Assistance Staff, the Specialized Technical Assistance Team (STAT) and the Parent Coach created a line of communication and consistency that supports E. and his parents.

#2. The PCSS program received a letter written by one of the Spanish speaking parents. It has been translated and is as follows:

To Whom It May Concern,

Through this letter I would like to share my testimony about the positive changes that I had with my son from the first day that I requested support from this program and they sent me the teacher AA.

My comments could not be more positive for all her attention and I would like to mention that both my husband and I are completely satisfied with the knowledge we have acquired through your staff. Since

the implementation of all the activities and tips shared by the teacher, we have noticed a greater daily performance in our son.

I would like to thank you for this excellent help on your part. Teacher AA, who we think is excellent, with a very broad knowledge in the material which allowed us to realize the mistakes that we as parents we usually have. And sometimes with something so simple that we have in our home we can assist in the development of our children, contributing in a significant way in the achievements and progress in their development.

Without further comment at the moment and thanking you for all your attention, I'm at your service.

Cordial Greetings

### Challenges/Barriers

Recruitment of families continues to be our biggest challenge. Despite all the outreach efforts that have been made, we are still receiving a low number of referrals to the program. We have continued to focus on developing our relationships with the local school districts, AzEIP providers, child care centers, community programs, hospitals, community pediatricians, Southwest Human Development programs, parent groups and many more. We are also revisiting programs we targeted in the past as a follow-up.

Another challenge has been the low number of family attendance at the playgroups and parent forums. Playgroups have been offered at multiple locations and times in hopes to better accommodate the families we serve. Some of the obstacles include lack of transportation, preschool schedules and family work schedules. However, the PCSS program did experience success in increasing the number of families who attended the December parent-child playgroup when it was held at the Phoenix Zoo. Because of this success, we are planning on holding the February parent-child playgroup at the Children's Museum.

### Collaboration

The PCSS program has been successful in collaborations with the Scottsdale School District's Early Childhood programs. A few members of the PCSS staff attended the Child Find screenings in October. We invited the Title I families to attend our parent forum in November, however none of these families were in attendance. Nadine Alfonso and Lorraine Ciavola presented at the Parent University and Nadine Alfonso did a presentation for the PANDA program staff. These presentations included information about the PCSS program, referral process and eligibility. The Scottsdale School District also allowed the PCSS program to send home fliers with the children attending their programs.

Collaborations with other school districts within the region have also increased. Nadine Alfonso has been asked to do a presentation of the PCSS program for the Fountain Hills Parent University in January 2014. Collaborations have been established with child care centers, Smart Support, Smooth Way Home

and the JCC. These programs use our program as a referral source for families who have questions or concerns regarding their child's development, but have been found ineligible for other programs.

Ongoing collaboration meetings that range from monthly to quarterly take place when there are multiple FTF programs involved. Attendees give updates on their programs; discuss common themes in their programs, successes, challenges and upcoming events.

### Additional Information

Outreach continues to be a priority for our program and due to our outreach efforts; we have had referrals from multiple referral sources including child care centers, school districts, Smart Support, Smooth Way Home, community programs and the Birth to Five Helpline.

The PCSS program has served a total of 35 families and 38 children this grant year. The parent coaches held five playgroups this quarter and one of these was a field trip to the Phoenix Zoo. Participation in the playgroups has been low. Two families attended the October playgroup and no families attended the November playgroup. However, families did participate in the zoo field trip in December. Many of the families we serve lack the financial resources to enjoy cultural events around the cities they live in and as we know, these experiences are important for the development of young children. These experiences expose them to new vocabulary that encourages language development as well as sensory experiences that enhance learning. Many families expressed gratitude for an experience they would not usually be able to provide their young child. Some of the families stayed to enjoy the zoo for the entire day. The topic for the parent forum this quarter was fine motor development and one family attended the forum.

Satisfaction surveys are given to the families at the third visit and the last visit. All of the surveys we have received have been very positive. However, some of the families did report that they had difficulty finding out about and locating our program.

On October 29, 2013 the FTF Regional Directors for Northeast Maricopa and Central Phoenix convened a meeting with Family Support Children with Special Needs grantee (Southwest Human Development) and staff from Arizona Division of Developmental Disabilities (D.D.D), AzEIP providers, and school districts to discuss ways to address the low number of families being served by this strategy in Central Phoenix and Northeast Maricopa regions. Nadine Alfonso, the program manager, presented a program overview and then opened up the discussion to the group to discuss ideas for increasing the number of referrals to the PCSS program. It was decided that Nadine Alfonso would revise the referral form based on the suggestions discussed during the meeting. This was done and a copy of the revised form was sent to the staff who were invited to this meeting for their review. Nadine Alfonso did not receive comments back relating to the revised form, so it has been adopted as proposed. The form has been translated into Spanish and both forms were sent to staff from the Arizona Division of Developmental Disabilities, AzEIP providers, and school districts.

Some of the children in our program have significant sensory/regulation needs and due to these needs have not been successful in group settings such as child care or preschool. It is important for young children to learn how to self-regulate and manage their own behavior so that they are able to handle stress later in life. The parent coaches have been able to access the STAT Occupational Therapist as needed for suggestions and resources for these families. Families report that they are better equipped to handle their child's emotional outbursts due to the suggestions they have received through our program.

A mental health consultant was added to the staff this year and has been very helpful in assisting the coaches with challenging families. Due to the nature of the population we are serving, we have some families who are at-risk or have a history of domestic violence, substance abuse and trauma. Domestic violence, substance abuse and trauma have a significant impact on a child's development. The mental health consultant has regular meetings with the coaches to staff families the coaches are concerned about. The coach is then better able to assist the family in locating community resources when necessary and to give appropriate strategies to the family.

## Southwest Human Development– Mental Health Consultation

TOTAL AWARD: \$307,500	YEAR TO DATE EXPENDED AS OF 3/5/14: \$139,917 (45.5%)		
TARGET SERVICE NUMBER	18 CENTER BASED PROVIDERS SERVED		
TOTAL NUMBER OF PROVIDERS SERVED	Q1 -22	Q2 - 27	YTD: 27

### Successes

#### Administrative Home Leadership:

The leadership determined that Smart Support’s consultation model would be enhanced by incorporating the key aspects of the Fussy Baby model (referred to as the “FAN approach” because of the shape of the image which depicts the model) into the work of early childhood mental health consultation. The generalizability of the FAN approach beyond problems of infant colic, sleep and feeding is now widely appreciated, and Dr. Gilkerson has been funded to help infuse it into home visitation programs and other setting. Smart Support, however, is the first mental health consultation program to integrate this approach.... Through their individual and group supervisions, the MHCs in Smart Support are being guided through the process of becoming certified in the FAN model. A second day of training with Dr. Gilkerson is planned for April. We look forward to reporting more about our progress with this exciting and innovative project.

Additionally, last quarter we inadvertently neglected to highlight an important meeting which took place on September 18<sup>th</sup>. Ginger Ward, Southwest’s CEO, has been working closely with the Arizona Child Care Alliance (ACCA) to identify and support child care centers who are serving a large population of children who are in foster care. The September meeting included ACCA, SWHD and fourteen child care managers or owners of sites serving high populations of children in foster care. The providers described their challenges as well as their hopes for change in order to better meet the needs of these children. Smart Support is particularly invested in supporting these children through their child care and preschool caregiving relationships. We are often asked to provide consultation around the behavioral challenges of individual foster care children in classrooms and thus are able to influence caregivers to better understand the emotional experience of these children and the challenges to development that are presented by both the events that led to removal and the circumstance of removal. Through the September meeting, we heard numerous specific situations that providers are dealing with, and we were able to communicate how Smart Support can help. We are continuing to develop interventions for early care and education providers that specifically meet the needs of children in foster care.

#### Success Story:

The director of a small child care program contacted Smart Support. She was concerned about a child in the four’s room. The MHC began the consultation process by making classroom observations and meeting with the two co-teachers who shared the classroom throughout the day. Initially, the focus of

consultation was the challenging behaviors of the identified child. Both teachers agreed that the rest of the children in their classroom were also developing behavior patterns that included physical aggression, whining and complaining about one another. The consultant observed that the children were also speaking unkindly to each other, and not listening to their teachers' instructions. The class was increasingly out of control.

As the MHC observed the classroom, she noted the two teachers used very different interaction styles while working with the children. One of the teachers was more flexible and relaxed about the day's schedule, while the other was very focused on completing tasks and activities in the most efficient manner possible. The MHC also noted the relationship between the two was overtly civil, but it was definitely not amicable. The tension between the teachers was apparent to the MHC and appeared to be having a negative effect on the focus child and the other children in the classroom.

Over the next several sessions, the MHC met with the teachers individually and explored their expectations for how behaviors should be managed and how a class should run. She also explored the teachers' thoughts about child development and the teacher/child relationship. As the teachers came to trust the MHC, she held joint meetings with both of them to work to create a sense of order and safety in the classroom. Together, they worked on an action plan to address the focus child's difficulties and to respond to him in a consistent predictable manner whenever the behaviors occurred. Working as a team, the teachers helped the focus child learn to regulate his emotions and use language to express his feelings, rather than physical aggression.

Recently, the MHC reports she has seen a breakthrough in the relationship between the two teachers. During joint meetings, the consultant and teachers have continued discussions around the ways the teachers can support one another in their work. Over time and with the scaffolding of the MHC, both teachers were willing to discuss their individual teaching styles became open to considering ways they could be more consistent in their approach. The consultant has helped the more "efficient" teacher understand that "just being" with a child can have significant and long-lasting positive results. The MHC has considered with the "more flexible" teacher about how being consistent and following through helps create an environment of trust and safety for the children. The more calm and positive relationship between the teachers has had a noticeable effect on the children in their classroom. The challenging behavior of the focus child has mostly diminished.

Recently, the MHC observed the focus child interacting with a classmate who was taunting him -- telling him "I won the race and you didn't!" Instead of hitting her, which had been his default response, he said, "We're all winners." Later that same day, a large group of children worked together for a long time creating huge block structure. The focus child was included and happily interacted with the others. This child, whose behaviors other children had both imitated and feared, is learning emotional regulation and friendship skills which make him feel safe and cherished in his classroom. Through consistent consultation and support, along with the openness of the teachers to consider new ideas the classroom's climate is now a positive and healthy one

### Challenges/Barriers

We continue to work with providers to help them understand the negative effects transitioning children from their primary classroom to another classroom has on the children's sense of safety and security in school. Providers move children from one class to another in order to comply with state ratio requirements. While no one finds transitioning ideal, providers increasingly recognize the need to address the affects this practice has on children. Smart Support consultants work with providers to develop rituals and strategies to help mitigate the negative effects of this frequently used approach.

### Collaboration

Smart Support MHCs continue to maintain good relationships with their quality improvement partners. In the Northeast Maricopa region, the relationships between Quality First and Smart Support are strong. Consultants and coaches communicate regularly and discuss successes and well as barriers they encounter with providers. The dialogue between them remains open and positive and we look forward to continued growth in our collaborative relationship in the future.

### Additional Information

During the 4<sup>th</sup> Quarter, Northeast Maricopa consultants met their target service goals of 20 centers region-wide by providing service to 20 of these centers. At present, there is only one center on the waitlist. This center is supported by an experienced mental health consultant who consults with the center director telephonically on a weekly basis. This form of support will continue until a consultant can work with them directly.

The evaluation team is continuing to finalize data collection and analysis on the first three years of Smart Support. We have collected data from teachers and directors at three six-month intervals. We have a large sample of 6-month data, and we are continuing to collect 12-month data as well as 18-month data points with some sites. We anticipate releasing our second major research and evaluation report in the Fall of 2014. This report will tell the story of how providers who have participated in Smart Support have gained skills in supporting the social and emotional development of all the children in their care as well as helping individual children who are demonstrating difficult to manage behaviors. Smart Support also is in the process of adding an evaluation component to our Wait List service. These findings will also be included in the 2014 report.

Program implementation is going well. We are particularly proud of our updated service delivery plan. This plan ensures fidelity to the model by providing all staff with guidance on all levels of program implementation and policy.



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## Data Reports by Regional Partnership Council

Council: Northeast Maricopa

Fiscal Year: 2014

### Instructions for interpreting data report fields:

#### \*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.  
0 = 0 months out of 3 months of data for this quarter were submitted.

**Note:**

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status  
1 = 1 month out of 3 months of data for this quarter were submitted  
2 = 2 months out of 3 months of data for this quarter were submitted  
3 = 3 months out of 3 months of data for this quarter were submitted

**Note:**

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

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

#### \*\*Contracted Service Units

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

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

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

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

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



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## Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

### Family Support – Children with Special Needs

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC009-13-0357-01-Y2 / Southwest Human Development	Quarterly Data Submission Status*		3	3			
	Total number of families newly enrolled during the quarter		8	5			
	Number of families served	83	30	35			35
	Number of families at the end of the quarter (subtracting disenrolled)		16	13			
	Number of children newly enrolled during the quarter		8	7			
	Number of children served		44	51			
	Number of full time equivalent (FTE) staff at the end of the quarter		2	2			
	Number of families who received community based referrals		36	31			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

## Home Visitation

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

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

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

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

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC009-13-0513-01-V2 / Ft. McDowell Yavapai Nation	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		2	5			
	Number of families served	40	22	20			20
	Number of families at the end of the quarter (subtracting disenrolled)		15	20			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0			
	Number of families disenrolled during the quarter		7	0			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		2.0	2.0			
	Homevisitor caseload for the quarter		7.5	10.0			
	Staff turnover for the quarter		0	0			
	Family turnover for the quarter		25.0%	0			
	Families disenrolled due to moving		28.6%	0			

## Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Families disenrolled due to unable to locate		42.9%	0			
	Number of children newly enrolled during the quarter		2	5			
	Number of children served		42	47			
	Number of families who received community based referrals		2	3			



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## Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

### Mental Health Consultation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0344-01-Y2 / Southwest Human Development	Quarterly Data Submission Status*		3	3			
	Number of Center based providers served	18	22	27			27
	Number of center based providers at the end of the quarter (subtracting disenrolled)		15	17			
	Number of home based providers served	0	0	0			0
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0			
	Center Based Providers: Number of focus teachers		31	35			
	Center Based Providers: Number of focus children with a positive behavior support plan		38	50			
	Center based providers: Number of children referred to Mental Health Services/Clinical Assessment Services		6	0			
	Center based providers: Number of families referred to Mental Health Services/Clinical Assessment Services		4	3			
	Center based providers: Number of directors referred to other services		26	9			
	Center based providers: Number of teachers referred to other services		15	1			
	Home Based Providers: Number of focus teachers		0	0			
	Home Based Providers: Number of focus children with a positive behavior support plan		0	0			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Home based providers: Number of children referred to Mental Health Services/Clinical Assessment Services		0	0			
	Home based providers: Number of families referred to Mental Health Services/Clinical Assessment Services		0	0			
	Home based providers: Number of directors referred to other services		0	0			
	Home based providers: Number of teachers referred to other services		0	0			
	Number of smart support consultants (serving center and homes) participating in continuing education		2	2			
	Number of mental health consultants employed		3	3			
	Number of tuition reimbursements distributed across the state		1	1			
	Number of recipients receiving scholarships across the state		1	1			
	Number of training sessions conducted		20	0			
	Number of participants attended		122	0			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

## Oral Health

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-11-0077-01-Y4 / Maricopa County Department of Public Health	Quarterly Data Submission Status*	3	3	3			
	Number of oral health screenings given to expectant mothers	220	0	0			0
	Number of oral health screenings given to children (0-5yrs)	1250	128	121			249
	Number of fluoride varnish applied to children (0-5yrs)	1250	125	94			219
	Number of expectant mothers receiving oral health kits		0	0			
	Number of children (0-5 yrs) receiving oral health kits		136	121			
	Number of trainings conducted		125	1			
	Number of adults attended	220	105	23			128
	Number of children attended		128	0			
	Number of expectant mothers referred to treatment providers			0			
	Number of expectant mothers receiving services			0			
	Number of children (0-5yrs) referred to treatment providers			0			
	Number of children (0-5yrs) receiving services			0			



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# Data Reports by Regional Partnership Council

Council: Northeast Maricopa

Fiscal Year: 2014

## Parent Education Community-Based Training

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC009-12-0324-03-Y3 / City of Scottsdale	Quarterly Data Submission Status*		3	3			
	Number of trainings conducted		67	175			
	Number of adults attended	3000	675	1336			2011
	Average attendance per training session		10.1	7.6			



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# Data Reports by Regional Partnership Council

Council: Northeast Maricopa

Fiscal Year: 2014

## Quality First Coaching & Incentives - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	20	18	18	0	0	0
	Number of Homes	0	0	0	0	0	0
	Number of Rating Only Centers	0	3	3	0	0	0



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

## Quality First Pre-K Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-02 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3			
	Number of FTF funded pre-k children		96	131			
	Number of FTF funded pre-k children at the end of the quarter (subtracting disenrolled)		68	77			
	Number of preschoolers with special needs served		1	1			
	Number of preschoolers with special needs at the end of the quarter (subtracting disenrolled)		1	1			
	Number of preschooler slots filled at the end of the quarter		67.5	75.0			
	Number of FTF funded part time pre k children		5	8			
	Number of FTF funded part time pre k children at the end of the quarter (subtracting disenrolled)		4	4			
	Number of FTF funded full time pre k children		90	122			
	Number of FTF funded full time pre k children at the end of the quarter (subtracting disenrolled)		63	72			
	Number of part time preschoolers with special needs served		1	1			
	Number of part time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		1	1			
	Number of full time preschoolers with special needs served		0	0			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of full time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		0	0			
	Number of part time slots filled at the end of the quarter		2.5	3.0			
	Number of full time slots filled at the end of the quarter		65.0	72.0			
	Number of slots filled at the end of the quarter	72	67.5	75.0			75.0



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

## Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3			
	Number of center based providers served		18	19			
	Number of center based providers at the end of the quarter (subtracting disenrolled)		16	16			
	Number of home based providers served		0	0			
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0			
	Number of children receiving scholarships		143	305			
	Center based providers: Number of infants receiving scholarships		27	39			
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		22	24			
	Home based providers: Number of infants receiving scholarships		0	0			
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
	Center based providers: Number of toddlers receiving scholarships		56	83			
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		38	45			
	Home based providers: Number of toddlers receiving scholarships		0	0			



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## Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
	Center based providers: Number of preschool aged children receiving scholarships		101	130			
	Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		66	82			
	Home based providers: Number of preschool aged children receiving scholarships		0	0			
	Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
	Center based providers: Number of children with special needs receiving scholarships		8	8			
	Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		5	5			
	Home based providers: Number of children with special needs receiving scholarships		0	0			
	Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
	Number of Infant (0-12 months) slots filled end of the quarter		22.0	23.0			
	Number of toddler (13-35 months) slots filled end of the quarter		46.5	52.5			
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		64.5	76.0			
	Number of slots filled with children (0-5 yrs) end of the quarter	164	133.0	151.5			151.5
	Number of FTF slots vacant for children (0-5 yrs)		0	0			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

## Scholarships TEACH - Regional

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0			
	CDA Credentials Completed Contract to Date		1	1			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		4	13			
	AA Contracts Completed		0	3			
	AA Withdrawn		0	1			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		12	8			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			



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# Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			
	CDA Scholarships Withdrawn		0	0			
	CDA Contracts Initiated		0	0			
	CDA Scholarships Currently Awarded		1	1			
	Scholars Currently Receiving T.E.A. C.H. Scholarship	20	11	7			7



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## Data Reports by Regional Partnership Council

Council: Northeast Maricopa Fiscal Year: 2014

### Scholarships TEACH - Statewide

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		1	1			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		17	38			
	AA Contracts Completed		1	2			
	AA Withdrawn		0	0			
	AA Contracts Initiated		2	4			
	AA Scholarships Awarded		18	20			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			



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## Data Reports by Regional Partnership Council

**Council:** Northeast Maricopa

**Fiscal Year:** 2014

Contract Number/ Grantee Name	Data Field	Contracted Service Units.**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			
	CDA Scholarships Withdrawn		0	0			
	CDA Contracts Initiated		0	0			
	CDA Scholarships Currently Awarded		1	1			
	Scholars Currently Receiving T.E.A.C.H. Scholarship	13	19	20			20



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Northeast Maricopa Regional Partnership Council

## Monthly Community Outreach Report March 2014

Month Activities January-February Audience	Outcome
Towanda Allen, Blog Talk Radio	Appeared on talk show to discuss the importance of early literacy and First Things First.
Palomino Interfaith Group	Shared information about First Things First and council member recruitment.
Collaboration Group	Conducted Write Way training with community members and grantees.
Rhonda Linder, director of Scottsdale United Methodist Church Daycare	Met with Rhonda and Pastor Cindy Krispopeit to discuss site visit in March.
Sheila Williams, Scottsdale Teen Employment Program	Shared information about First Things First and funded programs.
Eloina Meade, SUSD School Community Specialist and Translator/Interpreter	Shared information about First Things First and funded programs.
Gitika Pawar, Outreach and Enrollment Specialist at Asian Pacific Community in Action	Conducted Early Childhood Every Day and the Write Way trainings with Gitika. She has offered to volunteer at events and spread the word about First Things First.
Fountain Hills Unified School District Parent University	Presented along with First Teeth First and Parent Coaching and Support Services at Fountain Hills Unified School District Parent University.
Ranae Kauffman, Shelly Pappas, Sarah Stammegna of Scottsdale Unified School District Early Learning Program	Held an informal networking meeting with Ranae, Shelly and Sarah about early childhood and Scottsdale Unified School District.
Debra Williams, event coordinator at Living Word Bible Church	Shared information about First Things First and funded programs.
Lisa Cartagine, preschool Scholarship Administrator	Provided updated information about First Things First. Has agreed to share brochures with families.
Stephanie Brown, Paradise Valley United Parent Council, past vice president	Discussed possibly presenting to the Paradise Valley United Parent Council in the spring.
United Parent Council LINC Parent Group Program/Vendor Showcase	Hosted table at event. Shared information about First Things First and funded programs.
Southwest Human Development	Conducted Early Childhood Every Day and the Write Way trainings with Parent Coaching and Support Services staff.

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Northeast Maricopa Regional Partnership Council

## Monthly Community Outreach Report March 2014

Month Activities January-February	
Audience	Outcome
Ada Tessler, Scottsdale Unified School District Coordinator of Career & Technical Education School	Shared information about First Things First and funded programs.
Dr. Maureen Anderson, pastor at Living Word Bible Church	Presented to Dr. Anderson and staff about First Things First and funded programs.
Friends of the Scottsdale Public Library	Presented along with Marie Raymond to the Friends of the Scottsdale Public Library
<b>Upcoming:</b>	
Ultimate Play Date	Will host table at the event and share information about First Things First.
East Valley Mayor's Breakfast	Will attend event and share information about First Things First.
Scottsdale Unified School District Annual Mental Health in the Schools Networking Event	Will host table at the event and share information about First Things First.
Association for Supportive Child Care	Will attend networking meeting to share information about First Things First.

### Community Members' Comments during the Month:

1. Families in North Scottsdale are sharing housing.
2. Additional multiple family housing units may be built in Scottsdale.
3. Besides law enforcement, the Scottsdale Police Crisis Unit is a resource for families.

### Cumulative Report of Outreach Activities (FY2014):

- 76 Presentations, meetings, events
- 7 Article or Mentions in Print or Online
- 11 Speakers Series Trainings
- 312 Friends

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