

Central Pima Regional Partnership Council

Call to Order & Introductions

The Regular Meeting of the First Things First Central Pima Regional Partnership Council was held on February 12, 2014 at City of Tucson Resource Campus Sentinel Building, 320 North Commerce Park Loop, Tucson, Arizona 85745.

Vice Chair Dorothy Johnson welcomed everyone and called the meeting to order at 5:23 p.m.

Members Present: Susan Pitt, Dr. Ann Mastergeorge, Dr. Dorothy Johnson, Bob Hehli, Teri Meléndez and Kelly Burroughs

Approval of Meeting Minutes

A motion was made by member Teri Meléndez to approve the minutes of the November 13, 2013 Central Pima Regional Council Meeting as presented, seconded by member Ann Mastergeorge. Motion carried.

Vice Chair Dorothy Johnson announced that due to potential quorum issues and unless a member had an objection, the regional council would move items 6 and 10 up on the agenda prior to the call to the public. She stated that also due to a conflicting community event, item 4 would follow those two time-sensitive business items. No members had any objection.

Discussion and Possible Action: Benchmarking of School Readiness Indicator 10 for the Pima Regions

Vice Chair Dorothy Johnson introduced the agenda item by stating that representatives from the three Pima Regional Partnership Councils met on February 4, 2014 to continue discussion on benchmarking of prioritized School Readiness Indicators. The primary focus of this meeting was to discuss and recommend to the three Pima Regional Councils benchmarks for School Readiness Indicator 10. The Workgroup reached consensus on benchmarking recommendations Indicator 10 and is summarized as part of Attachment four. Ms. Brisson briefly provided the Workgroup's recommendations and next steps in the benchmarking process and stated that members could consider moving forward with the Workgroup's benchmark recommendations, which will be further vetted by the greater community, which will take place in early March as well as an online survey.

A motion was made by member Susan Pitt that the Central Pima Regional Council on behalf of the newly consolidated Pima North Region, approve Benchmark 10 to be publically vetted: 56% of families will feel competent and confident about their ability to support their child's safety, health and well-being by 2020, seconded by member Ann Mastergeorge. Motion carried.

Discussion and Possible Action: Cancellation of the March 12, 2014 Central Pima Regional Council Meeting

Vice Chair Dorothy Johnson stated that at this time, there are no pressing or time-sensitive actions required to be taken in the month of March. The Regional Council may elect to cancel the March 12, 2014 Regional Council meeting.

A motion was made by member Teri Meléndez to cancel the March 12th meeting, seconded by member Ann Mastergeorge. Motion carried.

Update: Community Outreach and Awareness

Vice Chair Dorothy Johnson introduced the agenda item and turned the floor over to Community Outreach Coordinator Lisette DeMars. Ms. DeMars provided a few updates and asked the members to share a quote on why early childhood education matters in their community.

Member Teri Meléndez left the meeting at approximately 5:33 p.m. Quorum was lost and meeting ended at 5:33 p.m.

Submitted By _____
Siobhan McDonald, Administrative Assistant

Approved By _____
Dorothy Johnson, Vice Chair

Dated this ____ day of _____, 20____.



FIRST THINGS FIRST
Ready for School. Set for Life.

Central Pima Regional Partnership Council

Attachment #2

Conflict of Interest Chart

Declared Conflicts of Interest by Regional Council Members*

Rule†	Strategies	Teri Melendez	Peg Harmon
	Increase Slots/Capital Expense (Expansion)		
	Family Friend and Neighbor		
	Community-Based Professional Development	X	
	Care Coordination		
	Home Visitation (3 grantees, conflict would be <i>with strategy</i>)		
	Community-Based Parenting Education (3 grantees, conflict would be <i>with strategy</i>)		

† The Rule 8.8 of the Open Meeting Law handbook states, that in the unlikely situation that a public agency cannot act because most of its members (___ of 10) have a conflict of interest in the agency's official records A.R.S. 38-508, we may now have the rule of impossibility.

***Updated as of 11/13/2013 meeting**

***Updated as of 10/04/2013**

April 23, 2014

Dear Central Pima Regional Partnership Council Members,

There are several grantee agreements currently in place that are eligible for renewal, to continue service delivery into Fiscal Year 2015 (SFY2015), which begins July 1, 2014. SFY2015 marks the final year of a three year funding cycle.

Generally, a one year agreement with option to renew may be extended unless there is appropriate justification for the action to not renew. Each agreement should be reviewed individually to determine what steps should be taken regarding possible renewal. Regional Councils should examine grant performance in considering whether or not to recommend renewal of a grant agreement. If a Regional Council determines that grant performance does not meet the Regional Council's needs based upon factual evidence under the provisions of the grant, the Regional Council may decide to not renew.

If grantee performance is satisfactory under the grant agreement, and if no other changes occur to the scope of work or financial value of the grant that would require rebid or renegotiation, the Regional Council should renew the grant. Regional Councils may also renew programs based on findings that there are reasonable causes for delays in implementation, or other issues that have been or will be overcome by the grantee in the coming year.

Below you will find the Central Pima Renewal Report Summary document. This document is intended to provide information to the Regional Council for consideration of renewal as a complement to other sources of information, including the full quarterly data reports, narrative reports, and the grant renewal application. For each grant agreement eligible for renewal, Russell Spencer, Director of Fiscal Operations and I conducted a thorough review of financial, programmatic and data performance and can provide further information to the Regional Council as needed or as requested. In addition, Senior Director Erin Lyons has been involved in the review process as well as the other Pima Regional Directors for the multi-regional contracts. In the summary, I have highlighted points for your consideration and a recommendation for each grant agreement.

Once the Regional Council has made the decisions, the report will serve as a summary of the Regional Partnership Council's recommendations on renewals to continue programming into SFY2015. All recommendations approved by the Regional Council will be forwarded for consideration of approval at the First Things First Board meeting June 9 and 10, 2014.

You may find the following highlights helpful as you review the documents and information:

- Each grant award is individually listed by name and contract number. You will also notice the contract period and number of contract months. Note that the Nurse Family Partnership has both the FTF and MIECHV Nurse Family Partnership contracts listed (both contracts require action).
- Financial information is provided and includes the dollar amount of the award, the amount expended to date*, and percentage expended. You will see that there is a "range of 30- 60%" expended to date, indicated by yes or no, and percentage for amounts outside of this range. The range alone does not indicate strong or poor performance, but may be considered in context of the whole of the grantee reporting. The final item in the finance section is the proposed award amount for SFY2015 for your consideration. **Please make note that the expenses are current as of date printed on the report, whereas the data reported are for quarters one (7/1- 9/30) and two (10/1- 12/31). These are not corresponding time periods so must be considered in that perspective.*
- You will also see a section on the report you will see a short representation of the grantee performance. The SFY2014 contracted service units are followed by the data for quarters one (7/1- 9/30) and two (10/1- 12/31)*. **Please make note that the expenses are current as of date printed on the report, whereas the service units reported are for quarters one (7/1- 9/30) and two (10/1- 12/31). These are not corresponding time periods so must be considered in that perspective.*
 - The service units presented are the "basic service units" for the strategy. And as the name indicates, these basic units provide only an indicator of progress and performance. More information is provided in the Quarterly Data Reports and the quarterly narrative reporting.
 - You will also see a "year-to-date total" of the actual service number presented as a cumulative or duplicative total as appropriate. A targeted range of 30-60% of the contracted number of units is presented with indication on meeting or exceeding that range. An important note: There are some contracts that appear to fall short of the range. Please see the *Renewal Considerations* box for additional details.
 - The SFY2015 Proposed Contract Units are the closing point of consideration in the data section and this number reflects what the organization has proposed to serve in the coming fiscal year.
 - For the community-based parent education contracts, note the Target Service Unit is shifting from *number of adults attending a session* to *number of adults completing a series*. Because completion of a series differs from attendance of the duplicative number of adults attending a session, grantees had the opportunity to modify their target service number to best align with the new data point.
- Also provided is a narrative with renewal consideration information. You will see a yes/no indicating the staff's recommendation to the Regional Council for renewal and a blank "yes/no" area for the Regional Council recommendation for renewal, once decided. This staff recommendation was made based upon a review of all the information which includes quarterly reports, financials, and the renewal application.

The staff recommendation to the Regional Partnership Council is approving all 11 agreements to be renewed for SFY2015.

Should you have any questions or need additional information please let me know,

Jessica

Jessica Brisson, Regional Director
First Things First Central Pima Regional Partnership Council

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Expansion: Increase Slots and/or Capital Expense Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
											Renewal Considerations	

FTF-RC017-13-0386-01-Y2 United Way of Tucson and Southern Arizona 07/01/2013-06/30/2014 12 \$231,000.00 \$143,655.24 62.2% No 2.2% **\$115,000.00**

The proposed program is a continuation of the Infant and Toddler Expansion strategy which has been implemented since 2009. United Way of Tucson and Southern Arizona (UWTSA) proposes to support 10 participating centers through the Infant and Toddler Sustainability Supplement phase. UWTSA will conduct quarterly site visits to ensure compliance with quality standards for continued supplement eligibility. UWTSA will provide will offer ongoing technical assistance, coaching, and follow-up professional development as needed. Invoices for Sustainability supplements will be submitted by eligible centers and processed for payment on a monthly basis.

The United Way of Tucson and Southern Arizona (UWTSA) proposes to continue managing the Infant and Toddler Expansion strategy to support 10 center based early care and education programs that have previously expanded their capacity to care for infants and toddlers. These 10 early care and education programs have successfully completed multiple phases of the Infant and Toddler Expansion strategy, which included an extensive planning process and ultimately, a construction/renovation project. In turn, the construction/renovation projects have resulted in the expansion of quality infant and toddler care by 143 placements throughout the Central Pima region. All 10 programs have participated in the Infant and Toddler Expansion strategy since SFY2010 and remain eligible to participate in the final year and phase of this strategy in SFY2015.

UWTSA will continue to administer and oversee this final phase, which mainly accounts for the issuance of an Infant and Toddler Sustainability Stipend for each expanded and filled placement. In SFY2015, participating programs will receive an Infant and Toddler Sustainability Stipend, which will be approximately \$2.63 per expanded and filled placement. To ensure the 10 participating programs maintain their quality standards and retain eligibility for the Infant and Toddler Stipend, UWTSA staff will continue to offer technical assistance and ongoing coaching provided by a Program for Infant Toddler Care (PITC) certified instructor.

Proposed changes for SFY2015- Note this strategy utilizes a step down model in the Infant and Toddler Sustainability Stipend and level of technical and professional development support provided to participating early care and education programs. The step down model, as intended and crafted by the Regional Council, allows for an intentional and gradual reduction in slot supplements. The step down model includes the issuance of Sustainability Stipends, which began in SFY2013 and funding gradually steps down through SFY2015. Also, staff time dedicated to the grant will decrease. Beginning in SFY2015, staff time with this contract will be reduced from .30 FTE to .20 FTE. Technical assistance and professional development will focus on supporting early care and education programs in achieving and maintaining full enrollment. In SFY2014 (and also in SFY2013) participating early care and education programs averaged 85-90% enrollment; however the goal for SFY2015 will be achieving 100% capacity in enrollment with a robust waiting list to ensure sustainability beyond the Infant and Toddler Sustainability Stipend.

Quality and Access

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of center based providers served	10	10	10			10	100.0%	No	100.0%	10
Number of increased slots for participating children	144	144	144			144	100.0%	No	100.0%	144

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Family, Friends & Neighbors Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-MULTI-14-0466-01 Association for Supportive Child Care 07/01/2013-06/30/2014 12 \$150,000.00 \$29,024.70 19.3% No -10.7% **\$150,000.00**

The Arizona Kith and Kin Project of the Association for Supportive Child Care (ASCC) provides support to Family, Friend and Neighbor caregivers through weekly training/support group meetings. An average of 15 participants, per group, meet weekly for 14 weeks for a series of trainings on child development, health and safety, positive guidance and discipline, nutrition, early brain development, language and literacy, car seat safety and much more. Organized with the help of a community collaborative partner, group meeting locations are selected within the communities where family, friend and neighbor care providers live, work and play. The weekly gatherings are held in a supportive, workshop format where participants gain emotional sustenance from the other participants while learning about early childhood development, school readiness and safety. Providers receive concrete instruction and training, along with the distribution of related safety equipment. Upon completion of a 14 week training-support group session, participants are invited to attend a Health and Safety Conference each summer. Where applicable and as funding permits, transportation and on-site child care is provided, free of charge, to minimize barriers to participation.

The Association for Supportive Child Care in partnership with the United Way of Tucson and Southern Arizona implements the Arizona Kith and Kin Project, which provides networking, professional development and support to Family, Friend and Neighbor (FFN) Caregivers. The Central Pima and South Pima Regional Councils targeted approximately 20 FFN Caregivers in the targeted zip codes 85756 (South Pima) and 85705, 85711 and 85713 (Central Pima). Groups meet for a minimum of two hours each week for a total of 14 meetings. The weekly sessions are held in a support group format where participants are able to share and discuss experiences and information in a safe, supportive environment with other FFN Caregivers from their community. This format supports a sense of connectedness for the participants, many of whom feel isolated within their communities. To eliminate barriers to participation, the program provides on-site child care at all locations and transportation to and from the weekly meetings. In addition, an annual health and safety conference is provided at the end of the fiscal year for FFN Caregivers.

In SFY2014 Quarter 2, the Arizona Kith and Kin Project hired a Program Specialist, who is housed locally at the United Way of Tucson and Southern Arizona. The newly hired Program Specialist made significant progress in achieving full implementation of the program within a short time of being hired. Progress included the development of relationships with key community stakeholders, identifying and partnering with community hubs and relationship building and grass roots outreach to FFN Caregivers. Four community hubs were solidified for the 14 week training-support groups at the following locations: House of Neighborly Service (Central Pima), Eckstrom-Columbus Library (Central Pima), Northwest Baptist Church (Central Pima) and Summit View Elementary School (South Pima). In the beginning of Quarter 3, the groups began full implementation in each targeted zip code, with enrollment operating at near or full capacity.

The program has no significant modifications planned for SFY2015; however while going through the Quality Assurance process in SFY2014, opportunities for strengthening the program were identified that were initiated in SFY2014 and will continue into SFY2015: Provide resources to assist program staff with their comprehensive understanding of child abuse and regulation related topics; Develop a written plan for how mandated reporter information is shared with participants outside of the typical inclusion of this topic in the regular training sessions; Update the Leaps and Bounds activity instructions to include participation expectations from participants; Update the program's policy handbook to include First Things First adult to child ratios included in the Scope of Work for on-site child care; Provide First Things First with additional information regarding the assessment of children younger than three within the on-site child care setting; Submit a sample lesson plan for on-site child care to First Things First

The Arizona Kith and Kin Project is implementing the necessary tools and making updates as needed to ensure the developmental areas identified have been completely addressed as outlined by First Things First. In addition, program leadership staff will continue to conduct observations of on-site child care environments and training-support groups to ensure compliance with the above listed items and identify new areas of training and support needed for program staff.

Note: The SFY2015 proposed contract units below show 80, which accounts for 20 FFN providers in the South Pima/Pima South region and 60 providers in the Central Pima/Pima North region.

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of home based providers served	60	0	0	0	0	0	0.0%	No	-30.0%	80

Quality and Access

Community Based Professional Development Early Care and Education Professionals Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-MULTI-13-0389-03-Y2 United Way of Tucson and Southern Arizona 07/01/2013-06/30/2014 12 \$750,000.00 \$384,853.24 51.3% Yes 0.0% **\$780,000.00***

The United Way of Tucson and Southern Arizona's (UWTSA) Great Expectations for Teachers, Children, and Families (Great Expectations) proposes to deliver a comprehensive professional development continuum in Pima County for early education providers, students, and early education, business, and community leaders. Great Expectations, through UWTSA's Professional Development Alliance, will advance opportunities for all members of the early childhood workforce. Developmentally Appropriate Practice (DAP) will be an organizing theme and a special focus will be on improving teacher's ability to provide sustained and intensive instructional support for children's learning. Great Expectations will offer ten Communities of Practice (CoP) that work together to create an ideal regional professional development system. The UWTSA will provide overall leadership and coordination, and will operate a CoP on developmentally appropriate systems building with all partners and members of the UWTSA First Focus on Kids Collaboration. Partners operating CoPs with a variety of learning cohorts include two Communities of Practice, the University of Arizona and Pima Community College that offer support and services to CoP members from all regions. Great Expectations CoPs also include: Tucson Unified School District, UWTSA's Muevete, Muevete, Southern Arizona Association for the Education of Young Children, Tohono O'odham Community College, Early Childhood Development Group, Child & Family Resources, and Easter Seals Blake Foundation. The Office of the Pima County School Superintendent will serve as a resource on Systems Thinking.

*Note: The amount proposed for SFY2015 reflects the combined amounts of Central Pima and North Pima funds.

In SFY2015, the Southern Arizona Professional Development Alliance, comprised of the United Way of Tucson and Southern Arizona, serving as the lead grantee, will continue to work in coordinated partnership with the following eight subgrantees who facilitate multiple Communities of Practice (CoP): Child and Family Resources, Easter Seals Blake Foundation, Southern Arizona Association for the Education of Young Children, Tucson Unified School District, Early Childhood Development Group, Tohono O'odham Community College, University of Arizona College of Education and Pima Community College Center for Early Childhood Studies.

During the third year of Great Expectations for Teachers, Children, and Families, the original goals and objectives will remain intact as outlined for SFY2014. The Professional Development Alliance will continue to build and strengthen the comprehensive professional development learning and education continuum that we have been building across Pima County. The Professional Development Alliance will continue to reinforce, expand, and enrich an array of educational opportunities for early childhood education teachers, family child care providers, students seeking early childhood education undergraduate and graduate degrees, business people, and community leaders who are concerned about young children's futures.

- In SFY2015, the same 10 CoPs will continue to serve Pima County early childhood professionals:
- Building a Developmentally Appropriate Professional Development System (United Way of Tucson and Southern Arizona, First Focus on Kids)
 - Improving and expanding the quality of infant and toddler practice (Child & Family Resources, Project BEST)
 - Creating Developmentally Appropriate inclusive early childhood education settings (Easter Seals Blake Foundation, Inspire Inclusion)
 - Implementing Developmentally Appropriate Practice (DAP) in classrooms by deepening teachers' understanding of DAP (Southern Arizona Association for the Education of Young Children, Las Familias)
 - Improving public preschool teachers' understanding and competence in providing sustained and intensive instructional support to all children (Tucson Unified School District)
 - Linking center owners, directors and teachers who serve the most vulnerable children to resources and information that will raise the quality of the children's environments (Early Childhood Development Group, Linking Leaders)
 - Developing family child care home providers' skills and knowledge about how developmentally appropriate physical activities and quality nutrition help to prepare healthy young children for school (UWTSA, ¡Muévete, Muévete!)
 - Improving teachers' strategies for smooth Kindergarten transitions for Tribal preschool children (Tohono O'odham Community College)
 - Facilitating completion of Early Childhood Associate's degrees at Pima Community College (PCC) and smooth transitions to Early Childhood Bachelor's degree programs, with a special focus on using Department supports at PCC and the University of Arizona College of Education (Pima Community College, ENLACE)
 - Increasing the number of students completing the Early Childhood Education Bachelor's Degree program or the Early Childhood Education Master's Degree program by reducing barriers and promoting alternatives that will lead to graduation (University of Arizona – College of Education)

The 10 CoPs will continue to recruit new cohort members in intentional ways, using multiple outreach strategies and a single, uniform registration form. UWTSA with partners will sponsor a Great Expectations recruiting event, which is now an annual event that takes place at the beginning of each fiscal year.

Professional Development

**Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)**

In SFY2015, the target service number will increase to 3,344 early childhood professionals across the 10 Communities of Practice, which is a significant increase from the originally proposed 1,960 early childhood professionals. Great Expectations attributes its success in increasing its service units this year to both better data tracking through the newly implemented database and better member stewardship. The Great Expectations database was officially launched in SFY2014, which allows CoP Coordinators to accurately track attendance, region and college credit and in turn, easier for the lead grantee UW TSA to compile the data for quarterly reports. The UW TSA is also confident in the cleanliness of the data, as only members and participants who have filled out interest forms and signed consent forms are included in the database.

The anticipated number of professionals served within each region in SFY2015:

- Central Pima: 1337
- North Pima: 776
- South Pima: 906
- Tohono O'odham Nation: 180
- Pascua Yaqui Tribe: 145
- Note: The SFY2015 proposed contract units below show the total number of professionals to be served.

Another benefit of the database is the ability to track member commitment. For example, the data base has the ability to track committed member participation (i.e. those members that commit to be at all sessions within their Community of Practice, barring any emergency), members who commit to attend regular scheduled events, as well as early childhood professionals who participate in the form of one-time drop-ins. As such, the 3,344 number reflects total participation from all members and participants across all five regions. Of those 3,344, 2,684 are members committed to at least one Community of Practice and 622 are participants who regularly attend CoP events.

Besides the database, Great Expectations has also launched a website this year which helps spread the word about upcoming events and allows people to register for these events directly through the website. Broader outreach combined with the cultural relevance and diversity offered through the various CoPs has increased interest and participation significantly in SFY2014 and it is anticipated that there will be the same level of interest and participation for SFY2015. Great Expectations will also continue to strive to create materials that are accessible to a wide-range of grade levels and experience.

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of participating professionals	1,444	250	643			893	61.8%	No	1.8%	3,344

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Care Coordination/Medical Home Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-RC017-12-0341-08-Y3 International Rescue Committee 07/01/2013-06/30/2014 12 \$100,000.00 \$49,125.07 49.1% Yes 0.0% \$100,000.00

The Well-Being Promotion program is an education, referral and advocacy program employing refugee women who have successfully resettled and integrated in to the Tucson community to work with refugee families and their young children. Using the principles of the community health worker (CHW) model, Well-Being Promoters share information in a way that is culturally appropriate and in the participant's native language. The WBP program supports families in gaining access to prenatal services, well-child checks and immunizations; self-advocacy and parenting education; and coordinating with other organizations to link and refer families to additional services and supports in the community.

In SFY2015, the Well-Being Promotion (WBP) program will continue to support refugee pregnant women and mothers with young children birth through five. Continuing into SFY2015, the Well Being Promoter staff will continue to support families, mainly working with families where they are at, such as in their homes. There are two curriculums used for families; prenatal and well-child, which have been tailored to help refugee mothers understand, access and utilize resources to increase health wellness outcomes. Both curriculums are extensive in providing information, services and supports related to pregnancy, child health and development. In addition to these two curriculums, a self-advocacy curriculum has been created for families, which helps increase awareness and understanding of the importance of receiving health care, navigating the many systems within society such as the Department of Economic Security, AHCCCS/health care, public transportation, schools, etc. Each curriculum is accompanied by discussion questions, role playing and activities, which have been all designed to encourage the mother to practice self-advocacy for her and her child's health and well-being. Each activity is aligned with the knowledge and skills taught at the applicable visit to help apply newly learned theories into practice.

Coordination activities with community organizations will continue into SFY2015 to best support pregnant and parenting refugee families. IRC has established ties with a number of organizations within the Central Pima community. A sample of organizations include: Nurse Family Partnership home visitation program, Pima County Health Department WIC, Early Head Start, United Way of Tucson and Southern Arizona's Family Support Alliance, Refugee Integration Service Providers' Network and the Family Medicine Clinic through the University of Arizona Medical Center. Relationships have been forged with University of Arizona programs in the public health, nursing and pharmacy fields, which have helped cultivate partnerships, develop a strong coordination of services, and an increase of awareness of the refugee population. These partnerships have helped ensure access to health and support services is more culturally and linguistically appropriate, which helps increase clear communication and positive outcomes in the health and well-being of young children and pregnant refugee women. Also continuing into SFY2015 is the group-centered peri-natal sessions for refugee women, which has previously been a successful addition to the grant. Somali mothers will attend a three hour long group once monthly with various peri-natal topics discussed and facilitated by doctors, residents and Well Being Promoters, including a Promoter who is Somali. The group sessions are interactive and patient centered and includes a prenatal or well-baby appointment with a nurse and doctor.

At this time, no significant program implementation changes are anticipated for SFY2015. IRC does closely analyze refugee arrival data to determine if a new Well Being Promoter is needed to support an influx of families arriving to the community who derive from a particular ethnicity or language. For example, IRC has seen an increase in Cuban and Sudanese refugees. In response, IRC is searching for Well Being Promoters who could best serve these families in the most culturally and linguistically appropriate approach. Also, the WBP program frequently analyzes the demographic data to study visible trends of mothers and their specific ethnic group so targeted program adjustments can be made. For example, the data shows an increase of Congolese single mothers and IRC is considering creating a parenting and support group tailored for these mothers with young children.

Health

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of children served	75	75	93			93	124.0%	No	64.0%	75

Home Visitation Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
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FTF-MULTI-13-0390-04-Y2	Sunnyside School District	07/01/2013-06/30/2014	12	\$528,857.10	\$346,284.74	65.5%	No	5.5%	\$596,550.92*	Yes		
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Sunnyside Unified School District, alongside partner organizations Amphitheater Public Schools (APS), Easter Seals Blake Foundation (ESBF), and Casa de los Niños will provide the evidence-based, nationally-recognized Parents as Teachers program for at-risk populations across all three First Things First Pima Regions. This collaborative will utilize the extensive experience and expertise of four well-known Pima County family support organizations to develop a coordinated system of high quality home visitation services throughout these communities to annually serve 583 families with children prenatal to age five.

*Note: The amount proposed for SFY2015 reflects the combined amounts of Central Pima and North Pima funds.

The Sunnyside Unified School District will continue to partner with Amphitheater Public Schools (APS), Easter Seals Blake Foundation (ESBF), and Casa de los Niños (CDLN) to provide the evidence-based, nationally-recognized Parents as Teachers program across the Central Pima, North Pima and South Pima regions. This collaborative will utilize the extensive experience and expertise of four well-known Pima County family support organizations to develop a coordinated system of high quality home visitation services throughout the First Things First Pima regions to serve 432 families (189 families in Central Pima; 192 families in South Pima; 51 families in North Pima) with children prenatal to age five. Because research shows that younger children receive the most benefit from home visitation services, enrolling families of children in the prenatal, infant and toddler states will be prioritized. Another enrollment priority group will be teen parents. Over the course of this grant, the Sunnyside Unified School District established the Parents as Teacher Collaborative (PATC) with seven identified goals. They are: (1) Develop and carry out a coordinated community outreach plan to identify and serve families who exhibit higher risk factors throughout the Pima regions; (2) Provide comprehensive home visitation services, assisting families in accessing prenatal care and ongoing health care services, strengthening parent-child relationships, and improving parent's skills to be their child's first teacher; (3) Provide information and education on developmentally appropriate learning opportunities that support all areas of development with a focus on early language and literacy development; (4) Provide early and regular health, mental health, developmental, hearing and vision screenings; (5) Provide regular group meetings and learning opportunities for families to learn new skills and build support networks; (6) Coordinate service delivery with other home visitation programs, family support services, and resources offered in the regions; and (7) Implement the program in accordance with the National Center for Parents as Teachers model requirements, First Things First Home Visitation Standards of Practice, Sensory Screening Standards of Practice, and the Child Protective Services Policy.

Modifications proposed for SFY2015 include: (1) The addition of eight parent educators to work late afternoons, evenings and week-ends to better serve working parents, dads and teen parents; (2) The use of the Protective Factors Survey, a strengths-based family assessment tool that will help educators have a better understanding of the family dynamics, parent child interaction and family resiliency rather than the Life Skills Progression as proposed in the SFY2014 grant renewal; (3) The use of Visit Tracker along with the PAT data system designed by Sunnyside Unified School District PAT data specialist to provide the data for multiple data reports.

The PATC will continue to serve the same number of families throughout the newly consolidated Pima North and Pima South Regions ensuring continuity of services for families throughout all Pima regions. Recruitment efforts will continue to focus on the more rural or underserved areas of the regions, on families with refugee status, and teen parents.

Note: The proposed contracted units shown below for SFY2015 reflects the combined amount of both Pima North and Pima South region families anticipated to be served. A total of 240 families in the Pima North region will be served, with the target of 287 children screened and 287 children receiving a hearing/and or vision screening in SFY2015.

Family Support

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of families served	189	233	265			265	140.2%	No	80.2%	432

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Home Visitation Strategy										Staff Recommendation to Council	Council Recommendation	Recommendation to Board	
Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Renewal Considerations			
FTF-MULTI-13-0390-05-Y2	United Way of Tucson and Southern Arizona	07/01/2013-06/30/2014	12	\$508,551.70	\$300,759.35	59.1%	Yes	0.0%	\$586,706.08*	Yes			
<p>The Family Support Alliance (FSA) of the United Way of Tucson and Southern Arizona is a group of organizations who are working together to provide a continuum of home visitation and community-based parent education services to families in Pima County. Healthy Families, Parent Aid, The Parent connection's Parents As Teachers and Marana Unified School District Parents As Teachers programs are providing home visitation services to meet the needs of families in Pima County. Additionally, Make Way for Books is providing early literacy support to all FSA programs through early literacy workshops for educators and family support specialists, as well as providing early literacy/baby and toddler bags for families they work with.</p> <p>The Family Support Alliance works collaboratively with funded and non-funded partners to address issues in the field of family support. FSA creates systems for referring and triaging families so they receive timely and appropriate services. The FSA offers professional development opportunities for all partners and continues looking closely at gaps in services for families and young children to find solutions and fill gaps.</p> <p>*Note: The amount proposed for SFY2015 reflects the combined amounts of Central Pima and North Pima funds.</p>										<p>The United Way of Tucson and Southern Arizona (UWTSA) Family Support Alliance will continue to implement home visitation services through a multi-region contract in the Central, North and South Pima regions (aka Pima North and Pima South regions) serving a total of 396 families (234 families in the new Pima North region; 162 families in Pima South) utilizing the following evidence based home visitation models: Healthy Families, Parents as Teachers, and SafeCare. The UWTSA serves as the lead agency with Child and Family Resources delivering the Healthy Families program, Marana Unified School District and the Parent Connection delivering the Parents as Teachers program and Parent Aid delivering the SafeCare program. This grant also includes a partnership with Make Way for Books to provide early literacy kits for all the families in the home visitation programs provided by the other partners. Additionally, the Family Support Alliance will continue to organize monthly professional development opportunities for family educators including the annual Family Support Conference, focus on special populations, identify areas that need more services, work with other groups to ensure families are receiving the most appropriate services, and represent the home visiting community on various local and statewide family support, literacy, and home visitation committees and collaborations.</p> <p>Three minor modifications for SFY2015 are proposed. Make Way for Books (MWFB) proposes to change the MWFB for Babies Program in response to home visitor and participant feedback. In order to provide more comprehensive professional development on language development and emergent literacy for home visitation staff, MWFB will increase the number of professional development workshops offered to participating home visitors. For SFY2015 MWFB will offer professional development for home visitors on a quarterly basis to provide a more in-depth understanding of language development and emergent literacy in infants. A second modification to the services provided by MWFB includes the discontinuation of the Baby's First Year Calendar in the early literacy kits. Instead, MWFB will offer a free mobile app for families featuring age appropriate culturally meaningful books, music and activities for families with infants, toddlers, and preschoolers. The app will be available in both English and Spanish and will be updated on a quarterly basis. A third modification is proposed for The Parent Connection. The Parent Connection plans to reduce the number of families being served by 40. These families will now be served through the Healthy Families and SafeCare programs.</p> <p>Note: The proposed contracted units shown below for SFY2015 reflects the combined amount of both Pima North and Pima South region families anticipated to be served. A total of 234 families in the Pima North region will be served, with the target of all children screened and 175 children receiving a hearing/and or vision screening in SFY2015.</p>			
Service Unit				2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of families served (FTF)				151	131	145			145	96.0%	No	36.0%	396

Central Pima Regional Partnership Council

SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Home Visitation Strategy										Staff Recommendation to Council	Council Recommendation	Recommendation to Board	
Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Renewal Considerations			
FTF-RC017-13-0392-01-Y2	Casa de los Niños	07/01/2013-	12	\$1,163,503.00	\$679,904.97	58.4%	Yes	0.0%	\$1,163,503.00	Yes			
FTF-RC017-13-0392-02-Y2		06/30/2014	12	\$1,167,947.00	\$740,311.88	63.4%	No	3.4%	\$1,167,947.00				
<p>Casa de los Niños is certified by the national Nurse-Family Partnership (NFP) office to implement the NFP model that provides comprehensive home visitation services for mothers who exhibit higher risk factors; assisting them with prenatal care and ongoing health care services, strengthening their parent-child relationships and improving their parenting skills to be their child's first teacher.</p> <p>Casa de los Niños and Easter Seals Blake Foundation, two community-based organizations with a rich history in providing quality prevention and early intervention services to families with young children, are proposing to provide the Nurse Family Home Visiting Program (NFHVP) in Central Pima County. Both organizations share an extensive history serving victims of child abuse, domestic violence, children with developmental delays, special health care needs and early childhood mental health concerns. Together, they will build a strong evidence-based model to provide a continuum of services to at-risk families including teen parents, pregnant women, children with special needs, low-income families, low birth weight babies, families with lack of health insurance and pre-natal care, history of child abuse and social isolation.</p>										<p>In SFY2015, Casa de los Niños (CDLN) in partnership with Easter Seals Blake Foundation (ESBF) will continue to implement the Nurse Family Partnership (NFP) home visitation model to support at-risk, first time mothers. This approach utilizes health-based home visitation, which is conducted by Registered Nurses. Support to pregnant mothers and their families will begin within the first trimester and will continue to the child's second birthday. CDLN and ESBF will continue to ensure a continuum of services and supports, including the development of goals, resources, referrals, child development information and education, health training, parenting skills, developmental screenings, parenting kits and transportation services to and from medical appointments.</p> <p>CDLN and ESBF will continue to build upon their partnership by maintaining the capacity to provide NFP services, which includes developing a coordinated recruitment plan between agencies to ensure outreach activities are strategic, coordinated and take place throughout the entire service delivery area, share training resources and coordinate access to professional development for staff and drawing upon the expertise of each agency (i.e. infant mental health, literacy, nutrition, early education, special needs, effects of trauma) and maintain the NFP Advisory Council.</p> <p>In SFY2014, NFP will exceed the targeted service numbers for both First Things First funded and Maternal Infant and Early Childhood Visitation funded grants. The First Things First supported NFP program held two graduations this fiscal year with 64 moms, dads and babies completing the full two year program. In SFY2014, 213 mothers have been served, exceeding the 200 targeted for the entire fiscal year. The Maternal Infant Early Childhood Visitation funded has supported 214 moms, also greater than the original target of 189 for the current fiscal year.</p> <p>Proposed changes for SFY2015- The targeted number for each grant will slightly increase to serving 208 families, for a total of 416 families served. In addition, the NFP team is proposing to add 10 hours per week of lactation consultation to support mothers who are interested in learning more about breastfeeding or needing additional assistance with current breast feeding challenges. This area of needed support surfaces on a regular basis and timely attention is essential to the success of breastfeeding especially in the early days and weeks after birth. Successful breastfeeding is the optimal source of nutrition for babies, promotes the bond between mom and baby and in some situations, serves as significant cost-saving to the community using less publically funded resources. One of the Nurse Home Visitors currently on staff has become certified in lactation consulting.</p> <p>A total of 416 families in the Pima North region will be served through both FTF and MIECHV funded NFP programs, with the target of all children screened and 416 children receiving a hearing/and or vision screening in SFY2015.</p>			
Service Unit				2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of families served (FTF)				200	181	203			203	52.2%	Yes	0.0%	208
Number of families served (MIECHV)				189	184	206			206	108.9%	No		208

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Parent Education Community-Based Training Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-MULTI-13-0409-03-Y2 United Way of Tucson and Southern Arizona 07/01/2013-06/30/2014 12 \$162,800.00 \$92,344.06 56.7% Yes 0.0% **\$236,752.00***

The Southern Arizona Family Support Alliance (FSA), an important subcommittee of the First Focus on Kids Coalition at United Way of Tucson and Southern Arizona (UWTSa), provides a continuum of evidence-based community-based parenting education services for families in the North and Central Pima First Things First (FTF) regions. Together with seven highly qualified, experienced community partner agencies, we will offer a wide variety of parenting education choices for families with young children in all parts of the two regions. The FSA has been successfully implementing community-based parenting education services for the past three years. Families can choose from weekly Stay and Plays (play-based learning opportunities for parent and child) and parenting classes of varying lengths and topics.

*Note: The amount proposed for SFY2015 reflects the combined amounts of Central Pima and North Pima funds.

The Community-Based Parent Education strategy is currently implemented throughout the North and Central Pima Regions by the Family Support Alliance, a subcommittee of First Focus on Kids, which is United Way of Tucson and Southern Arizona's initiative to ensure children have the tools they need to succeed. The Family Support Alliance's partners and subgrantees provide a continuum of evidence based parent education programs offered in community settings. Subgrantees funded through this strategy include: Casa de los Niños, providing *Nurturing Parenting* class series; Easter Seals Blake Foundation, providing *The Incredible Years* class series; Parent Aid, providing *Active Parenting* class series; The Parent Connection providing *Parents as Teachers* curriculum class series, as well as *Stay and Plays*; Make Way for Books, providing *Book MAGIC* early literacy parent curriculum; Marana School District Parents as Teachers, offering *Parents as Teachers Stay and Plays*, as well as the *Teenage Parent Program* within the school district; and The University of Arizona Cooperative Extension, offering *Brain Waves* curriculum.

The series of classes are intended to increase parent capacity and confidence in raising healthy children. The array of parent education series focus on topics related to child social and emotional development, health, building developmentally appropriate parenting skills, and educating families on available community resources. Class sessions also include nutrition and physical activity components that promote healthy eating and lifestyle.

As challenges are often presented when attempting to provide services to families who reside in rural and outlying areas, the Family Support Alliance is proposing a number of strategies to increase family awareness of and service delivery to these areas. Strategies include distributing information through social and traditional media, at community events, and through other social services.

The grantee proposed only minor modifications. Make Way for Books plans to offer reading material that will better align with the Arizona Early Learning Standards and the Infant and Toddler Guidelines, which will better prepare young children to succeed when they arrive at kindergarten.

In this, the last year of the three year grant cycle, the unit of service for this strategy has been modified. Rather than number of adults served, the unit of measure will be adults completing a series and the grantee will report an unduplicated count of participants, rather than the duplicated count that has been collected in data reports thus far. Grantees in this strategy have been engaging in trial collection of this data in the current fiscal year with the assistance of First Things First program and evaluation staff to prepare them for formal implementation of the new data collection procedure in the coming fiscal year. Proposed target service numbers have been modified to reflect this shift.

Family Support

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of participating adults	382	1,172	1,004			2,176	569.6%	No	509.6%	
Number of adults completing a series										244

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Parent Education Community-Based Training Strategy										Staff Recommendation to Council	Council Recommendation	Recommendation to Board
Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Renewal Considerations		

FTF-RC017-12-0341-09-Y3 Make Way for Books 07/01/2013-06/30/2014 12 \$98,216.40 \$55,907.92 56.9% Yes 0.0% **\$98,216.40**

The MAKE WAY FOR BOOKS Raising A Reader (RAR) Program provides early literacy services to hard to reach families with children birth through five who live in apartment communities in under-resourced areas of Tucson.

Yes

The Make Way For Books (MWFB) Raising A Reader (RAR) community-based parent education program provides emergent literacy education, resources and support to families in the current Central Pima region. This evidence-based family literacy program has 20 independent evaluations proving the program has a lasting impact on the literacy habits of families. The 12 week series incorporates the Arizona Department of Education's Arizona Early Learning Standards and the Arizona Infant and Toddler Developmental Guidelines. MWFB RAR specifically targets families living in apartment communities in 85705, 85711 and 85713 zip codes. The program consists of weekly family literacy workshops featuring high-quality, culturally meaningful books to introduce emergent literacy and language development for children ages birth through five. Workshop activities are designed to engage both parents and children and empower families to foster emergent literacy throughout their day. After each workshop, each child receives a RAR book bag containing four books and a parent video on the importance of reading aloud. The following week the RAR book bag is exchanged for another containing four new and different books. In addition, each child receives books to take home to keep as an incentive for attending workshops. Various representatives of community resources are invited to attend and discuss their programs and services available to families, with the intention of connecting families with additional community services. Community partner presentations in SFY2014 included the Community Food Bank, Healthy Families, Pima County Health Department Public Health Nurses and the Pima County Oral Health program. At the final workshop, a librarian from the nearest branch of the Pima County Public Library visits to distribute library cards and discuss the various programs and activities offered. Each child receives a blue book bag to keep and is encouraged to be used when they visit their neighborhood public library.

Proposed changes in SFY2015- The intent of this strategy was to engage hard to reach families. MWFB staff has found it takes several workshops for families to begin participating in RAR on a regular basis. The first and second workshops generally have low attendance; however after a few weeks, families begin to develop the habit of attending and also being to refer families and friends. In order to ensure that families will be exposed to the entire RAR curriculum, staff will begin to conduct RAR recruitment events at each targeted apartment community approximately two week prior to program implementation. Recruitment events will be scheduled on the same day of the week and time the regular series will take place at that particular apartment community. At these events, staff will share books, answer questions about the program, enroll families and discuss the importance of emergent literacy. This will account for more families recruited prior to the program beginning, develop relationships between staff and families and families will fully understand the program.

In SFY2014, MWFB staff met with First Things First regional and finance staff to discuss the implementation of one series within a mobile home community in place of one of 10 apartment communities in the oncoming fiscal year. This is due to the exhausted efforts of outreach conducted coupled with limited apartment communities available within some parts of the region. MWFB and First Things First staff agreed there are similar characteristics of apartment communities and mobile home communities. Should a mobile home community be targeted, a central clubhouse or common area building will be utilized as the gathering place, similar to the apartment community gathering. MWFB staff acknowledges the importance of recruitment strategies tailored specific to the chosen mobile home community.

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of participating adults	100	23	81			104	104.0%	No	44.0%	
Number of adults completing a series										100

Central Pima Regional Partnership Council
SFY2015 Grantee Renewals (July 1, 2014 - June 30, 2015)

Parent Education Community-Based Training Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	SFY 2014 Award	SFY 2014 Expenditures YTD	SFY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	SFY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-RC017-13-0408-01-Y2 Teen Outreach Pregnancy Services 07/01/2013-06/30/2014 12 \$233,200.00 \$149,433.01 64.1% No 4.1% \$233,200.00

Teen Outreach Pregnancy Services (TOPS) parenting and pregnancy support program model combines six inter-related research supported strategies to enable pregnant and parenting adolescents ages 12-12 and their families to build on their own strengths and capacities to promote healthy development of their children ages birth to five. The core services that will be addressed include: all domains of child development, Natural Support for families/peer support; Health related; and Child/Family literacy.

While providing these core services through the implementation of the six strategies, teen parents will improve health practices during pregnancy; increase physical and emotional well-being as parents prepare to deliver and care for their child; and increase their knowledge concerning the immediate health and safety needs of their unborn baby and during the early development of their child. As a result of these six strategies the teen's baby will have a high probability of being born full term, weigh greater than 5.5 pounds at delivery, appropriately achieve developmental milestones and receive timely well baby care including scheduled immunizations.

Yes

Teen Outreach Pregnancy Services (TOPS) will continue to provide community-based health education and family support to pregnant and parenting adolescents aged 12-21. TOPS will continue to focus on improving birth outcomes for newborns and will improve the physical, emotional, intellectual growth and development in addition to a special fatherhood component, supporting parenting young dads. In SFY2015, TOPS will provide 200 pregnant and parenting teens education that focuses on healthy pregnancies, child birth and parenting support.

For SFY2015, no proposed modifications have been identified. TOPS will continue to use the same six, interrelated, research-support strategies as part of their community-based parent education programming: teen-specific prenatal health education, teen-specific parenting education, case management support, peer and group support, father involvement and visitation. Working with these approaches, the goal is to empower the underserved, high-risk population of pregnant and parent teens and young adults so they can become the best parents they can be. Pregnant and parenting teens attend a series of prenatal classes, a series of child birth classes and a series of proactive parenting education classes. TOPS will continue to work closely with community partners to issue community referrals and resources, which include AHCCCS, WIC, Quality First child care and child care scholarships, behavioral health needs, continuing education and employment opportunities.

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of participating adults	200	318	130			448	224.0%	No	164.0%	
Number of adults completing a series										200

**First Things First
2014 Needs and Assets Report
Central Pima Regional Partnership Council**

ATTACHMENT #4

DRAFT Report
April 10, 2014

Donelson Consulting, LLC.
Tucson, Arizona
Claire Brown, Ed.D.
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PART ONE

I. Regional Overview: Central Pima Region

The Central Pima region encompasses the central portion of the City of Tucson and the entire City of South Tucson. The region is approximately 60 miles north of the United States–Mexico border and 118 miles southeast of Phoenix. Because it includes a significant portion of Tucson (the second largest city in Arizona) and the City of South Tucson, the region is urban and more densely populated than the contiguous North and South Pima Regions of First Things First. South Tucson is a mile-square community just south of downtown Tucson that is completely surrounded by the City of Tucson.

The Central Pima region is known for its history, arts, diverse cultures, and beautiful desert and mountain surroundings. These regional features attract thousands of visitors each year and prompts retirees to take up residence in the area. The City of Tucson has a long and rich history that includes native peoples, Spanish conquerors, and the United States settlement of the southwest. South Tucson is widely known for its architectural styles, restaurants and colorful outdoor murals celebrating its Mexican heritage.

The region is rich in educational and economic assets and resources. Employment is available in various economic sectors: defense, high optics technology, government, education and research, healthcare, tourism and other services. Examples of some major employers in the region are: Davis-Monthan Air Force Base, Raytheon Company, the University of Arizona, and the Veterans Administration. The City of Tucson is the county seat, which make city and county governments significant contributors to the economic base.

The regional map shows the location of the inhabited zip codes within the region. There are fifteen inhabited zip codes: 85701, 85705, 85707, 85708, 85710, 85711, 85712, 85713, 85714, 85715, 85716, 85719, 85730, 85745, 85748. This list reflects the swapping of two zip codes with the South Pima region in 2013. Central Pima region assimilated zip codes 85730 and 85748 from the South Pima region; South Pima in turn assimilated zip codes 85746 and 85757 from the Central Pima region. This change impacts the number of families and children birth through age five in in the region as well as service providers. Table 1 lists the region’s municipalities and neighborhoods clustered by zip code and geographic location.

Table 1: Municipalities, Neighborhoods and Zip Codes in the Central Pima Region

Zip Code ^a	Towns, Neighborhoods and/or Cross Streets
85701	Downtown Tucson
85705	Flowing Wells
85707 ^b	Davis-Monthan Air Force Base P.O. Box
85708 ^c	Craycroft & Ironwood
85710	Pantano & Broadway
85711	Craycroft & Broadway
85712	Grant & Swan
85713	South Tucson
85714	Irvington between I-19 & I-10
85715	E. Tanque Verde & N. Pantano
85716	Country Club, 22 nd to Prince
85719	N. Campbell, 22 nd to Limberlost
85730	Southeast Tucson, E. Escalante Rd.
85745	N. Silverbell & W. Ironwood Hill Dr.
85746	Drexel Heights & S. Mission Rd.
85748	Southeast Tucson, S. Freeman Rd.

^a The list includes 15 populated zip codes of the 35 zip codes listed for the Central Pima region. Twenty of the 35 zip codes are post office boxes or unique zip codes with no inhabitants.

^b Zip code 85707 (Davis-Monthan) is listed as a post office box zip code in the 2010 Census, but was not included in Census 2000. Several sources providing information for this report supplied data about its residents (or users of that post office box) so it is included in selected data tables.

^c Zip code 85708 geography for the 2010 Census does not clearly correspond to Census 2000 geography.

Selected demographic updates (others will be included)

Table 2. Population and Poverty Statistics for Arizona, Census 2000 and ACS 2008-2012

Arizona		
	Census 2000	ACS 2008-2012
Population	5,130,632	6,392,017
Population in Poverty	698,669	933,113
Percent of Population in Poverty	13.6%	14.6%
Population 0-5	459,141	546,609
Population 0-5 in Poverty	94,187	132,517
Percent Population 0-5 in Poverty	20.5%	24.2%

Source: Census 2000; ACS 2008-2012 obtained by FTF; see Appendix XX for table references.

Table 3. Population and Poverty Statistics for Pima County, Census 2000 and ACS 2008-2012

Pima County		
	Census 2000	ACS 2008-2012
Population	841,969	983,273
Population in Poverty	118,014	152,182
Percent of Population in Poverty	14.0%	15.5%
Population 0-5	66,426	74,202
Population 0-5 in Poverty	14,108	18,649
Percent Population 0-5 in Poverty	21.2%	25.1%

Source: Census 2000; ACS 2008-2012 obtained by FTF; see Appendix XX for table references.

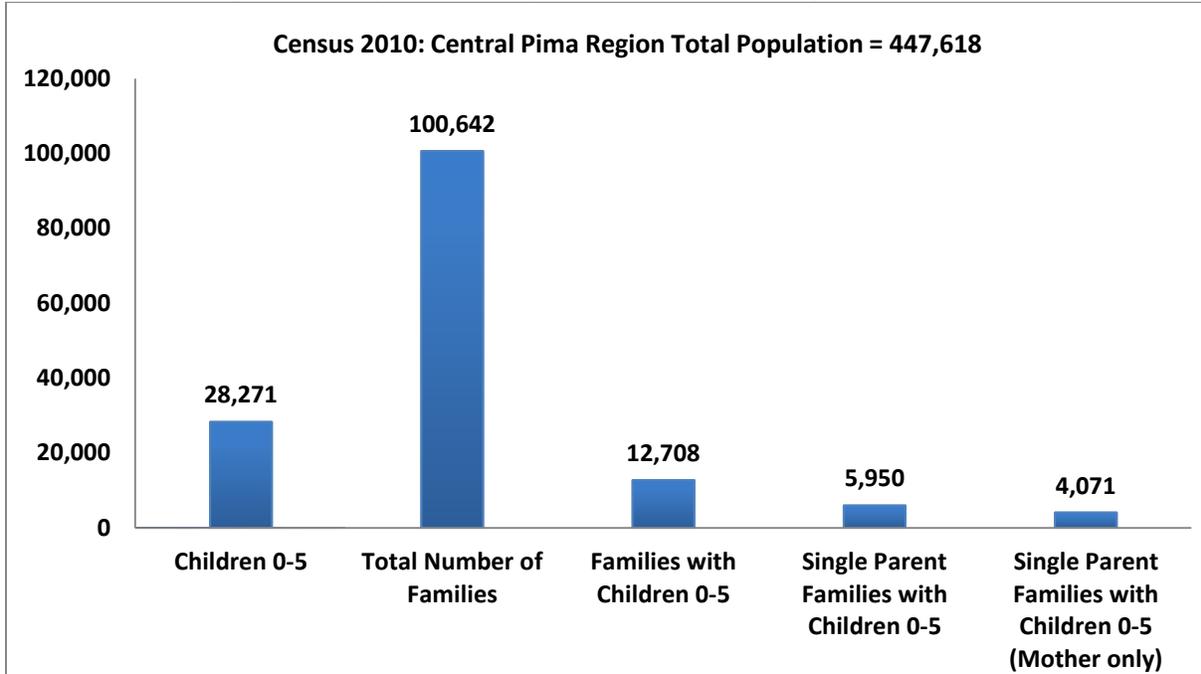
Table 4. Population and Poverty Statistics for Central Pima Region, Census 2000 and ACS 2008-2012

Central Pima Region		
	Census 2000	ACS 2008-2012
Population	437,535	447,022
Population in Poverty	76,406	92,459
Percent of Population in Poverty	17.5%	20.7%
Population 0-5	35,148	33,424
Population 0-5 in Poverty	8,812	10,538
Percent Population 0-5 in Poverty	25.1%	31.5%

Source: Census 2000; ACS 2008-2012 obtained by FTF; see Appendix XX for table references.

The population numbers from the 2010 Census in Figure 1 represent the new Central Pima region resulting from the zip code swap with the South Pima region.

Figure 1. Family and Child Population, Central Pima Region, Census 2010



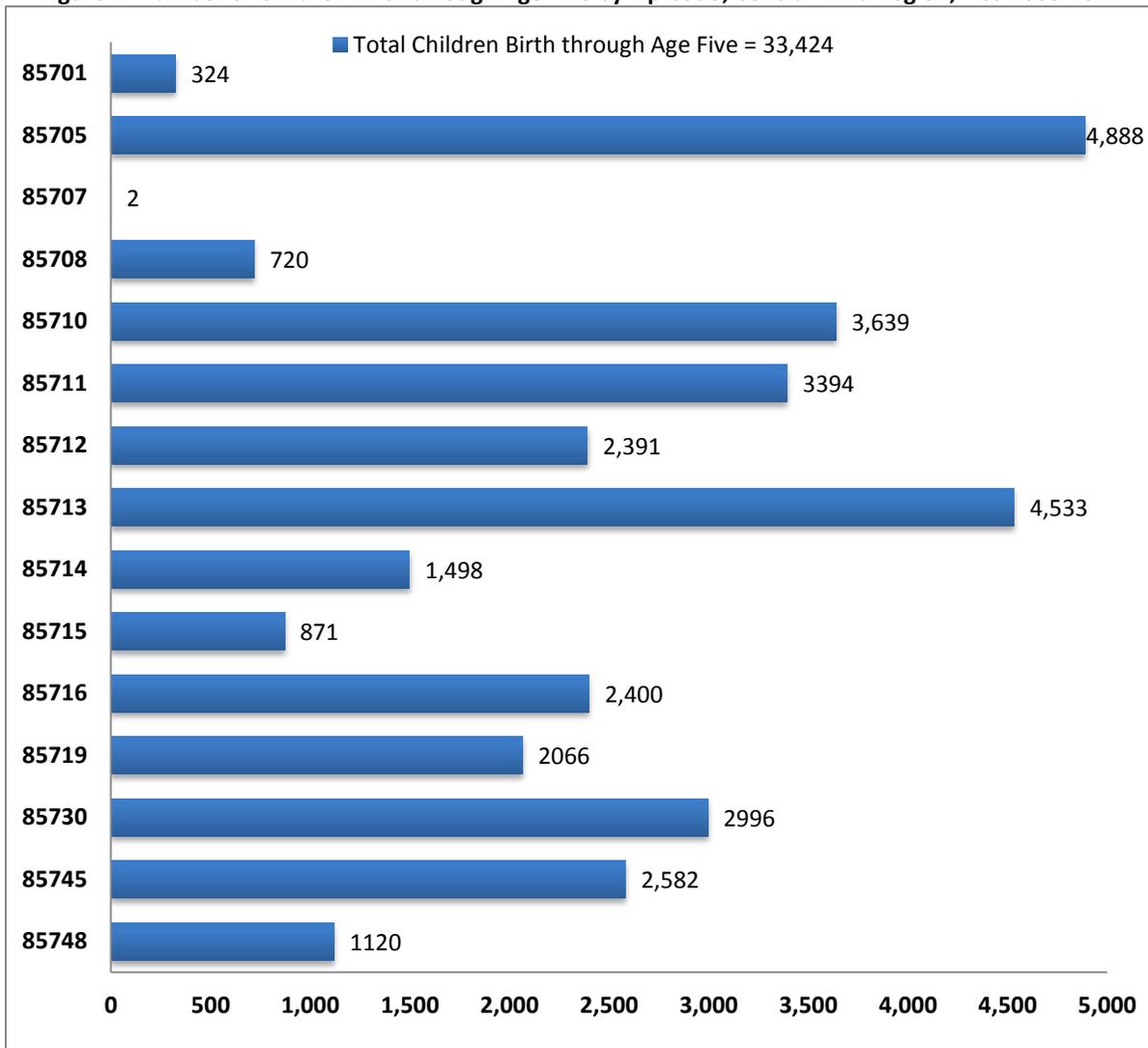
Source: 2010 Census

Table 5 and Figures 2 and 3 below present the ACS 2008-2012 population estimates of children birth through age five by zip code calculated by the FTF evaluation unit staff. The total number of children birth through age five presented here is 33,424 in contrast to the 28,271 reported in the 2010 Census. The difference in the two numbers reflects different methodologies used in gathering data and calculating totals, i.e. the direct count method used by the 2010 Census and the sampling method used by the ACS. We present the ACS population numbers in Figure 2 and the poverty ratios in Figure 3.

**Table 5. Population and Poverty Statistics for Children Birth through Age Five
By Zip Code, Central Pima Region, ACS 2008-2012**

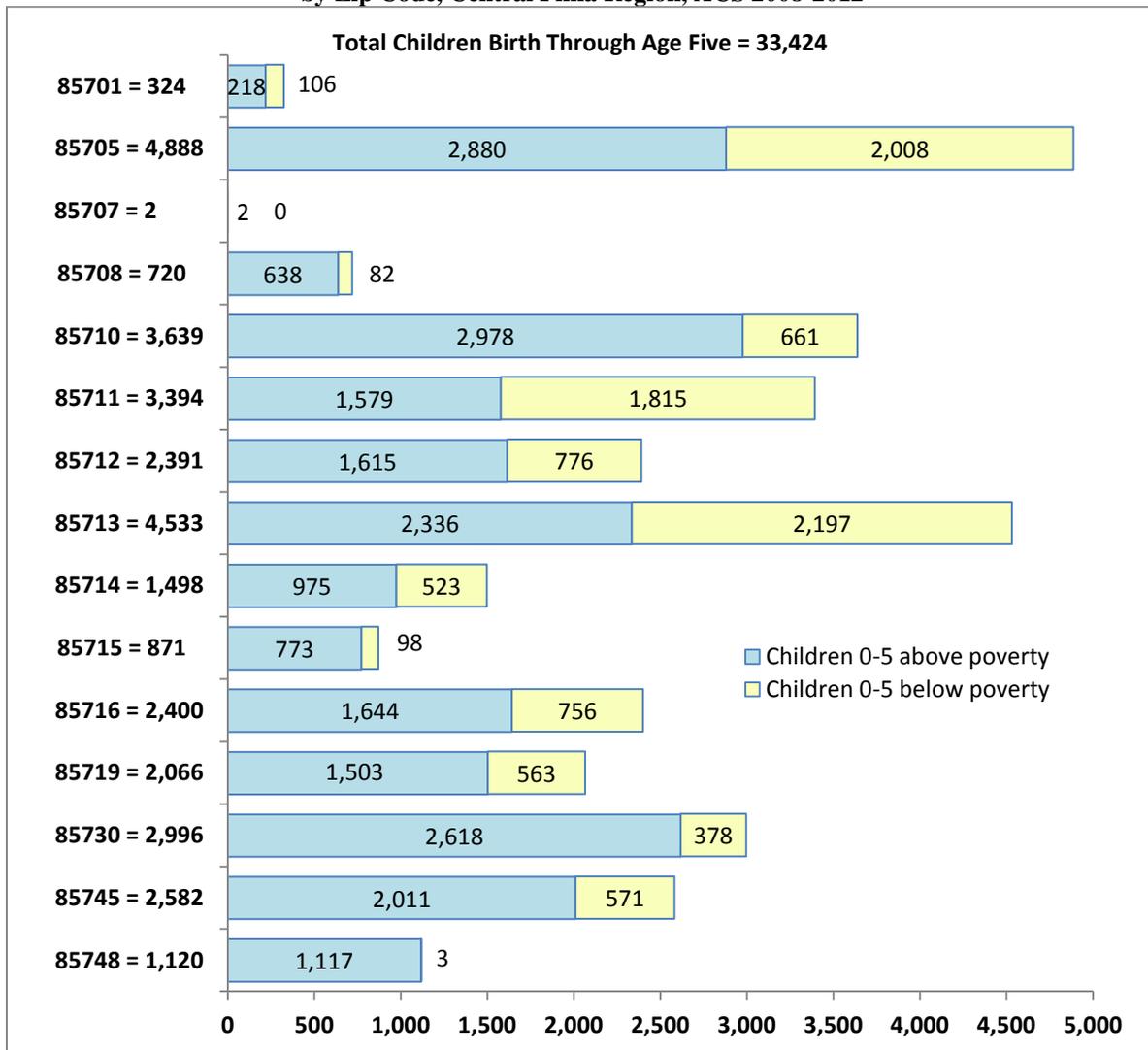
Zip Code	Number of Children 0-5	Number of Children 0-5 below Poverty Threshold	Percent of Children 0-5 below Poverty Threshold
85748	1,120	3	0.3%
85745	2,582	571	22.1%
85730	2,996	378	12.6%
85719	2,066	563	27.3%
85716	2,400	756	31.5%
85715	871	98	11.2%
85714	1,498	523	34.9%
85713	4,533	2,197	48.5%
85712	2,391	776	32.4%
85711	3,394	1,815	53.5%
85710	3,639	661	18.2%
85708	720	82	11.3%
85707	2	0	0.0%
85705	4,888	2,008	41.1%
85701	324	106	32.6%
Total	33,424	10,538	31.5%

Figure 2. Number of Children Birth through Age Five by Zip Code, Central Pima Region, ACS 2008-2012



Source: ACS 2008-2012 obtained by FTF

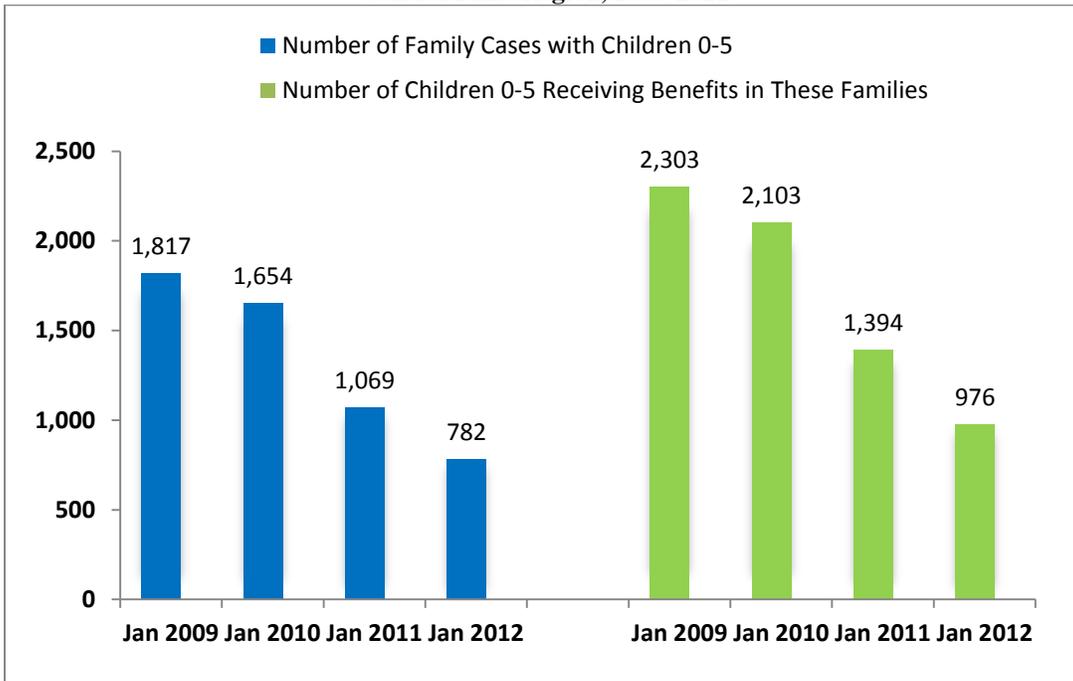
Figure 3. Number of Children Birth through Age Five Above and Below Poverty by Zip Code, Central Pima Region, ACS 2008-2012



Source: ACS 2008-2012; obtained by FTF

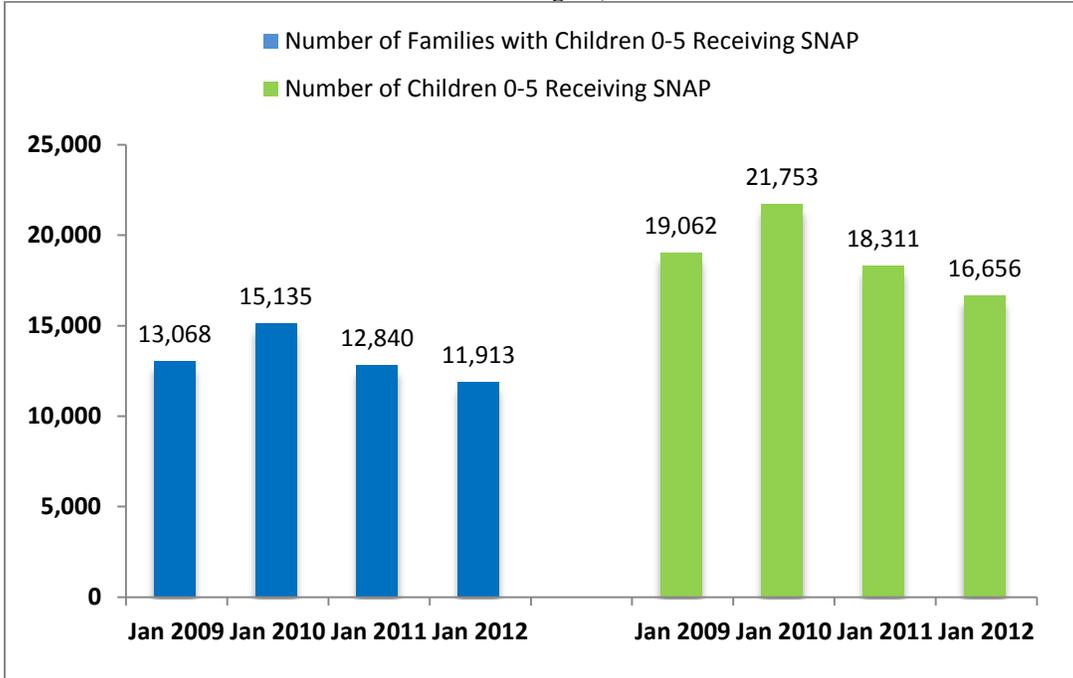
Figures for TANF and SNAP

Figure 4. Number of Family Cases and Children Birth through Age Five Receiving TANF, Central Pima Region, 2009-2012



Source: DES, obtained for FTF

Figure 5. Number of Family Cases and Children Birth through Age Five Receiving SNAP, Central Pima Region, 2009-2012



Source: DES, obtained for FTF

II. The Early Childhood System

II.A. Early Childhood Education and Child Care in the Central Pima Region

Families with young children face critical decisions about the care and education of their young ones. For several decades, robust research has demonstrated that the nature and quality of the care and educational programs young children experience have an immediate impact on their well-being and development as well as a long-term impact on their learning and later success in life. However, parents are compelled to consider many factors when making decisions about their children's care and early education. Cost and location are two of the most critical factors. Parents seeking out-of-home care and education for their children weigh the convenience, affordability and quality of regulated centers and homes compared to kith and kin care.

The extent of the use of kith and kin care compared to the more formal care and education settings is one of the main questions decision makers have. This issue is fundamental to supply and demand in early childhood care and education. It is a difficult issue to assess because there is no existing source of data regarding the number of children cared for by family, friends and neighbors. Nor are there comprehensive, systematic, or up-to-date numbers on enrollments in the regulated settings that assist in estimating the proportion of children attending them. Therefore, one way to think about supply and demand is to look at the number of children birth through age five and compare that number to a reasonable estimate of the number of formal child care/education slots available in a given geographic area. Capacity is often used rather than enrollments since the latter are not available. Various communities around the country have used this approach.¹ Information about the cost of care is systematically available for regulated care settings only. Looking at the cost of different types of regulated care for different age groups provides insight into the opportunities and barriers for parents in varying income brackets. No comprehensive information exists on the cost of kith and kin care in the Central Pima region but the cost of formal care is available and is discussed below.

1. Access: Central Pima Region's Regulated Early Childhood Education and Care Providers

An assessment of the number of children birth through age five in the region compared to an estimate of the number of formal care slots available illustrates the current system's capacity to provide formal care and education. This section looks at the care and education centers in the Central Pima region that are included in the Department of Economic Security Child Care Administration's Child Care Resource and Referral list, a database that includes most, if not all, of the licensed and certified providers in the region. The Child Care Resource and Referral, a program of Child and Family Resources, Inc., maintains the database for the southern region of Arizona and acts as a referral center for parents looking for child care. The database emphasizes licensed and certified child care providers but some unregulated care providers may also be listed. Unregulated providers that are listed must meet a prescribed set of requirements (See Table 34). The database is available online and parents can search for providers on the internet by zip code. The Child Care Resource and Referral (CCR&R) program updates the database on a regular basis to maintain current information. The table that follows describes the categories of providers on the list and their characteristics.

¹ IL Department of Human Services: Ounce of Prevention Fund, Chicago Early Childhood Care and Education Needs Assessment, Illinois Facilities Fund, Chicago, Illinois, 1999.

Table 34. Categories of Early Childhood Education and Care Providers in Arizona

Categories	Setting and Number of Children Allowed	Relationship with DES child care subsidy	Adult per child ratio
ADHS Licensed Child Care Centers (includes licensed providers on military bases)	Provide care in non-residential settings for five or more children	May contract with DES to serve families that receive assistance to pay for child care	Infants - 1:5 or 2:11 Age 1 – 1:6 or 2:13 Age 2 – 1:18 Age 3 – 1:13 Age 4 – 1:15 Age 5 and up – 1:20
ADHS Certified Group Homes	Provide care in residential setting for up to 10 children for compensation; 15 including provider's children	May contract with DES to serve families that receive assistance to pay for child care	1:5
DES Certified Home	Provide care in residential setting for up to 4 children for compensation; up to 6 including provider's children	May care for children whose families receive DES child care assistance	1:6
CCR&R Listed Family Child Care Homes – Not Certified or Monitored by Any State Agency but must meet some requirements	Provide care in residential setting for no more than four children at one time for compensation	Are not eligible to care for children whose families receive DES child care assistance	1:4

Source: Child & Family Resources: Child Care Resource and Referral Brochure and Reference Guide

Table 35 presents a summary of the early childhood education and care providers listed in the Child Care Resource and Referral (CCR&R) database in the Central Pima region in December 2013. For each category of provider listed in the table above, the table includes additional characteristics:

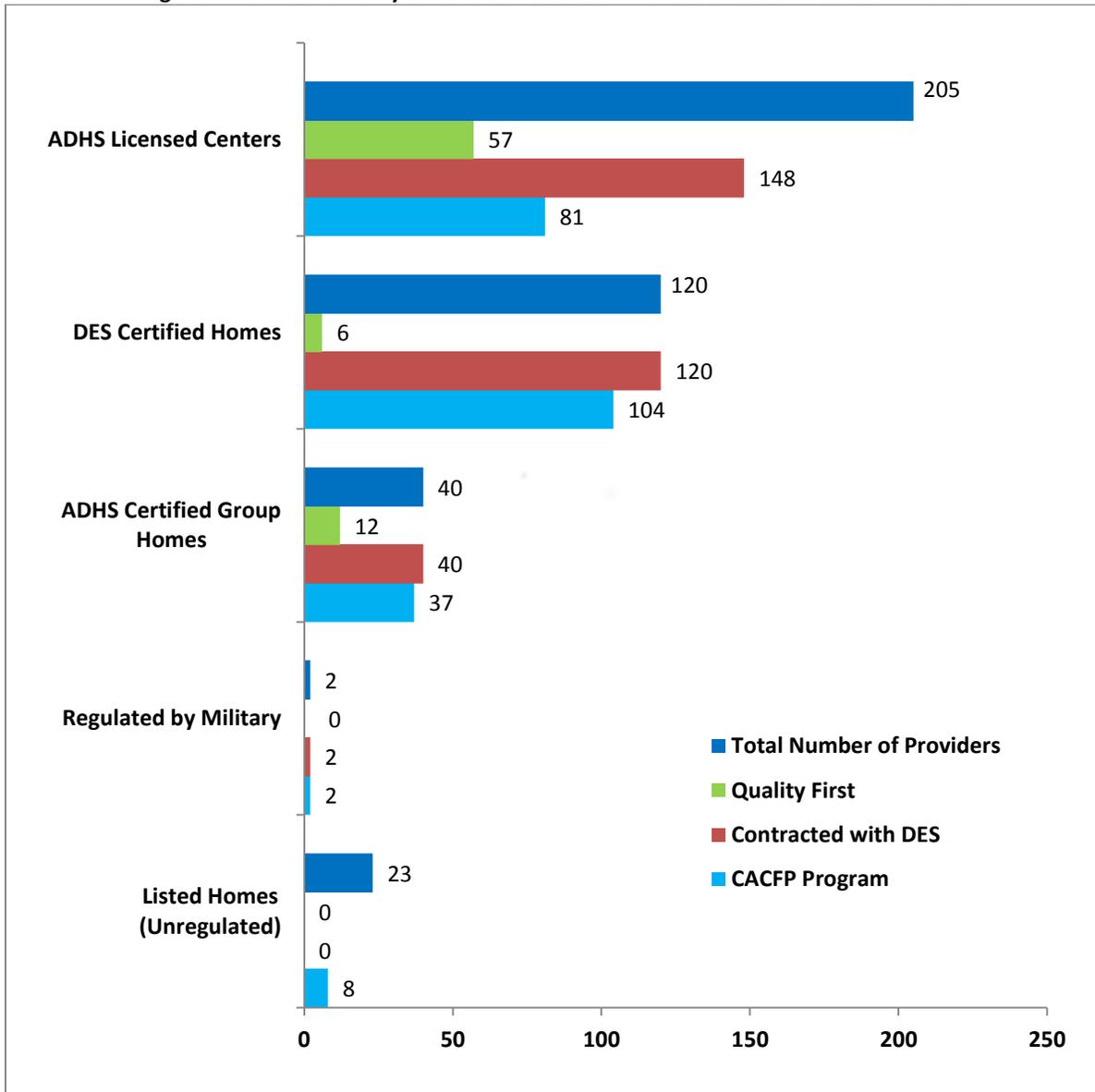
- 1) the number of providers contracted with DES to provide care to children whose families are eligible to receive child care subsidies
- 2) the number of providers that participate in the CACFP program, a federal program that provides reimbursement for meals
- 3) the number of Head Start programs (federally funded and free for eligible families)
- 4) the number of Quality First programs (discussed below)
- 5) the number of programs that are accredited
- 6) the maximum number of slots the provider is authorized for (discussed in the next section).
- 7) the desired capacity providers reported as opposed to their authorized capacity.

**Table 35. Central Pima Region Early Childhood Education and Care Providers Listed
in AZ DES Child Care Resource and Referral Database, December 2013**

	Number	Contracted with DES	CACFP Food Program	Head Start	Quality First	Accred- ited	Maximum Reported Capacity by Regulatory Status	Desired Capacity
ADHS Licensed Centers	205	148	81	16	57	20	18,225	17,247
ADHS Licensed Centers on Military Base	2	2	2			2	556	556
ADHS Certified Group Homes	40	36	37		12	1	398	391
DES Certified Homes	120	120	104		6		472	472
Listed Homes (Unregulated)	23		8				92	89
Total	390	306	232	16	75	23		
Maximum Reported Capacity by Program Characteristic (not mutually exclusive)		15,330	8,978	961	5,514	2,157	19,743	18,755
Children 0-5 2010 Population							33,424	
2008-2012 ACS Estimate of Children 0-5 in Poverty							10,538	

Source: Child & Family Resources DES CCR&R, December 2013

Figure 7. Number of Early Childhood Education Providers Listed in CCR&R in 2013



Source: Child & Family Resources DES CCR&R, December 2013

The number of providers in the Central Pima region changed in 2013 as a result of swapping two zip codes with the South Pima region (in addition to potential changes due to demand factors). When comparing the number of providers listed on the CCR&R in December 2011 to those listed in December 2013, the number of ADHS licensed centers changed from 182 to 120; ADHS certified group homes changed from 67 to 40; DES certified homes changed from 163 to 156; listed unregulated homes changed from 34 to 23. The total number of providers listed in December 2013 was 390 compared to 457 in December 2011, a difference of 67.

Table 35 also shows that in December 2013 approximately 78 percent of all regulated care centers were authorized to provide care for families receiving DES child care (cost issues and the subsidy are discussed below). About 59 percent of providers reported being enrolled in the food subsidy program Child and Adult Care Food Program (CACFP). The region has 16 Head Start centers. Information related to quality issues is discussed in a separate section below.

1.a. Capacity

Enrollment numbers are not systematically reported, so there is no reliable information on the number of children receiving care from licensed or certified early care and education providers. An alternative to enrollment numbers is to assess the system's capacity to provide care. Several points are important to consider in understanding the capacity of child care providers. The first point is that although the capacity of providers is important, the primary goal and priority of First Things First is to provide quality early child care and education. Given this priority, a provider may purposely not meet their maximum authorized capacity in order to maintain a desirable ratio of staff to children that meets quality standards of quality care. This would result in providers enrolling fewer children than they are authorized for by the state in order to maintain quality care and/or to provide adequate part-time care to certain age groups. This is reflected in the providers "desired capacity" that appears in Table 35 above.

The second point to consider is that the maximum capacity that licensed and certified providers report is an imperfect way to count available slots but it is the only indicator that is systematically available. The maximum authorized capacity for most providers includes slots for 5- to 12-year-olds. The number of slots for each age group is not specified, which means that the slots for 5- to 12-year-olds cannot be subtracted from the total. The total number of slots that providers were authorized for in the Central Pima region in December 2013 was 19,743, including 5-to 12- year-olds. If one makes the assumption that 80 percent of the current slots are for children birth through age five, the Central Pima region would have about 15,794 places for these children. The estimated number of children in the region in this age group from the 2008-2012 ACS is 33,424. Therefore, licensed and certified providers have the capacity to provide care for about 47 percent of the 0-5 age group in the region. (If we base this calculation on the 2010 Census number of children birth through age five, 28,271, then licensed and certified providers would be able to accommodate about 56 percent of this age group in the region.)

Table 36 presents information about average enrollments in licensed centers across Arizona. Data from the 2012 DES Child Care Market Rate Survey confirm that licensed centers are authorized to provide care for more children than they normally have in their center. In the sample of centers and homes interviewed for that study, the number of children attending on a typical day was 56.3 percent of authorized capacity for all providers, including 54.8 percent for licensed centers, 81.9 percent for group homes and 83.2 percent for certified homes. The survey includes slots for school-aged children five to twelve years old.

Applying the state average percent of capacity used by all providers on an average day to Central Pima region’s providers, enrollments would be approximately 11,115 on a given day, and that includes 5- to 12-year-olds. If we assume that 80 percent of the average daily enrollments are children birth through age five, there would be 8,892 children in this age group enrolled on a typical day in the Central Pima region. Based on these numbers, it is reasonable to conclude that a significant number of children birth through age five are being cared for in the home and in unregulated kith and kin care.

Table 36. Available Slots Versus Demand for Slots in Arizona in 2012 DES Market Rate Survey

	Number of Providers Interviewed	Approved Number of Children to Care For	Number of Children Cared For on an Average Day	Percent of Total Capacity Used on an Average Day
Centers	1,787	193,886	106,222	54.8%
Certified Group Homes	306	3,003	2,460	81.9%
Approved Homes	1,676	8,057	6,707	83.2%
Total	3,769	204,946	115,389	56.3%

Source: 2012 DES Market Rate Survey

1.b. Providers Serving Specific Age Groups and Costs

Table 37 presents a breakdown of the information provided in the CCR&R database on the ages served by each type of provider and the average cost per age group. The costs reported are for full-time care per week. The majority of providers, 68 percent, reported costs. Service provision and costs for 5- to 12-year-olds are included even though they do not fall under the mandate of First Things First. It is important to be aware of the presence of school-aged children in settings that provide services to children birth through age five.

As expected, of the ADHS licensed centers that reported costs, the fees were the highest on average across younger age groups, ranging from \$163.54 per week for infants to \$134.67 for 4- to 5-year-olds. Their fees were higher than those of other regulated providers for all age groups. The ADHS certified group homes reported an average costs of \$129.13 for infants and \$127.31 for 4- to 5-year-olds. DES certified homes fell slightly below that with average costs ranging from \$120.62 for infants to \$118.09 for 4- to 5-year-olds. Unregulated homes reported an average cost of \$115.00 for infants and 4- to 5-year-olds. Average costs were fairly stable compared to information reported in 2012.

Table 37. Central Pima Region Number of Early Childhood Education and Care Providers on CCR&R List Serving Each Age Group and the Average Full-Time Cost per Age Group per Week, December 2013

	Total	Under 1 Year Old	1 Year Old	2 Years Old	3 Years Old	4 - 5 Years Old	5 - 12 Years Old
ADHS Licensed Centers	189	63	88	102	147	110	140
Number of Centers Reporting Costs	95	59	81	86	95	95	94
Centers Average Full Time Cost by Age Per Week	\$139.23	\$163.54	\$147.60	\$142.52	\$135.24	\$134.67	\$111.79
ADHS Licensed Centers on Military Base	2	-	-	-	-	-	-
ADHS Certified Group Homes	40	40	40	40	40	40	40
Number of Group Homes Reporting Costs	39	39	39	39	39	39	36
Group Homes Average Full Time Cost by Age Per Week	\$127.65	\$129.13	\$127.85	\$128.90	\$127.31	\$127.31	\$125.42
DES Certified Homes	120	120	120	120	120	120	120
Number of Group Homes Costs	115	104	115	115	115	113	108
Homes Average Full Time Cost by Age Per Week	\$118.98	\$120.62	\$119.21	\$119.12	\$118.82	\$118.09	\$118.00
Listed Homes (Unregulated)	23	23	23	23	23	23	23
Listed Homes (Unregulated) Full Time Cost by Age Per Week	19	15	18	18	19	19	15
Homes Average Full Time Cost by Age Per Week	\$114.66	\$115.00	\$115.28	\$115.28	\$115.26	\$115.26	\$111.88
Total Providers by Age Group		246	271	285	330	293	323
Average Full Time Weekly Cost Across All Providers	\$125.13	\$132.07	\$127.49	\$126.46	\$124.16	\$123.83	\$116.77
Subset: Head Start (Licensed No Cost)	16						

Source: Child & Family Resources DES CCR&R, December 2013

The cost of child care is one of the primary factors that influence parental decisions about the type of child care they choose. If we assume that for working families full-time child care involves paying for 50 weeks per year, it is possible to compare the yearly cost of childcare to yearly family income. The estimated median family income from the 2008-2012 ACS was \$58,473 for Pima County and \$47,201 for Tucson (it was not possible to compute a figure for the Central Pima region). Table 38 presents estimates of the average yearly cost of child care, which ranged from \$6,585 for infants to \$6,212 for 4- to 5-year-olds across all types of providers in December 2013, and an average across all age ranges of \$6,259. This represents about 11 percent of gross median family income at the county level and about 14 percent of gross median family income for Tucsonans. It represents a much higher proportion of after-tax income. For any family earning the median income or below, paying for child care in a regulated setting is a major expense and in many cases unaffordable. For the families of the estimated 31.5% of children birth through age five who were reported to live below 100 percent of the poverty level in the 2008-2012 ACS (n=10,538), placing their children in a formal setting is not feasible without a subsidy. Full-time early childhood care and education in a regulated setting continues to be out of range for many middle class families and all low-income families that do not receive a subsidy. The next section addresses the DES subsidy for family child care.

Table 38. Central Pima Region Estimated Yearly Cost of Full-Time Early Childhood Education from CCR&R December 2013, (based on 50 weeks per year)

	Total	Under 1 Year Old	1 Year Old	2 Years Old	3 Years Old	4 - 5 Years Old	5 - 12 Years Old
ADHS Licensed Centers Reporting Costs	95	59	81	86	95	95	94
Estimated Average Full Time Cost by Age	\$6,961.33	\$8,177.00	\$7,380.00	\$7,126.00	\$6,762.00	\$6,733.50	\$5,589.50
ADHS Certified Group Homes Reporting Costs	39	39	39	39	39	39	36
Estimated Average Full Time Cost by Age	\$6,382.67	\$6,382.67	\$6,382.67	\$6,382.67	\$6,382.67	\$6,382.67	\$6,382.67
DES Certified Homes Reporting Costs	115	104	115	115	115	113	108
Estimated Average Full Time Cost by Age	\$5,948.83	\$6,031.00	\$5,960.50	\$5,956.00	\$5,941.00	\$5,904.50	\$5,900.00
Number of Listed Homes Reporting Costs	19	15	18	18	19	19	15
Estimated Average Full Time Cost by Age	\$5,744.50	\$5,750.00	\$5,764.00	\$8,333.50	\$5,763.00	\$5,763.00	\$5,594.00
Total Providers Reporting Costs	268	217	253	258	268	266	253
Estimated Average Cost Across All Providers	\$6,259.33	\$6,585.17	\$6,371.79	\$6,949.54	\$6,212.17	\$6,195.92	\$5,866.54

Source: Child & Family Resources DES CCR&R, December 2013

1.c. Arizona Department of Economic Security (DES) Child Care Subsidy

To assist families in the lowest income brackets with child care costs, DES provides subsidies to families meeting specific eligibility criteria (see Appendix H for the criteria for 2012). One of the pillars of national welfare reform in the 1990s was to provide child care subsidies to low income families to enable them to enter and remain in the workforce. Due to the recent downturn in the economy and in state revenues, legislative decisions about spending priorities have resulted in the reduction of a number of family support programs, including the child care subsidies. As a result, the number of families and children eligible for and receiving DES child care subsidies has decreased dramatically. The Arizona Department of Economic Security provided data for this report on the number of families and children eligible for and receiving benefits at the state, county and zip code levels. State, county and zip code level data were provided for January 2010, 2011 and 2012. Table 39 presents the numbers for Arizona, and Table 40 presents the numbers for Pima County and the Central Pima region. Figure 7 presents trend data for the Central Pima region in a chart.

In Arizona the number of eligible families decreased by 17 percent whereas the number of families receiving the paid benefits decreased by 1 percent only during the 3-year period. The number of children birth through age five eligible for benefits decreased by 15 percent during the 3-year period. In contrast, the number of children receiving the paid benefits increased by 7 percent during this time period.

In Pima County, the number of eligible families decreased by 17 percent and the number of families receiving the paid benefits increased by 0.1 percent during the 3-year time period. The number of children eligible decreased by nearly 19% whereas the number receiving the paid benefits increased by 6 percent.

In the Central Pima region, applying the current regional boundaries for all three years, the number of eligible families decreased by 20.0% and the number of families receiving the paid benefits decreased by 9.2%. The number of children eligible for benefits decreased by 23.1 percent and the number of children receiving the paid benefits decreased by 4.3 percent during the 3-year period. About 92 percent of the families and children who qualified for the benefits in January 2012 received the paid benefits, numbering 1,776 and 2,526 respectively.

The reduction in child care subsidies has a number of implications for families and providers in the Central Pima region. The impact of the cuts on many working families is that parents must stay home to care for their children, foregoing earned income, or must find more affordable informal or unregulated care to keep their jobs. The quality of care for many children is therefore jeopardized. In response to the cuts, the Central Pima Regional Partnership Council is expending funds on providing scholarships to children through Quality First enrolled providers.

Table 39. DES Child Care Subsidies: Monthly Snapshots of Families and Children 0-5 Eligible and Receiving in January 2010, 2011 and 2012 in Arizona

	Arizona			
	January 2010	January 11	January 12	% change January 2010 to January 2012
No. of Families Eligible	15,842	14,708	13,187	-17%
No. of Families Receiving	13,014	11,924	12,820	-1%
Percent Receiving	82%	81%	97%	
No. of Children Eligible	23,183	21,510	19,665	-15%
No. of Children Receiving	17,856	17,596	19,036	7%
Percent Receiving	77%	82%	97%	

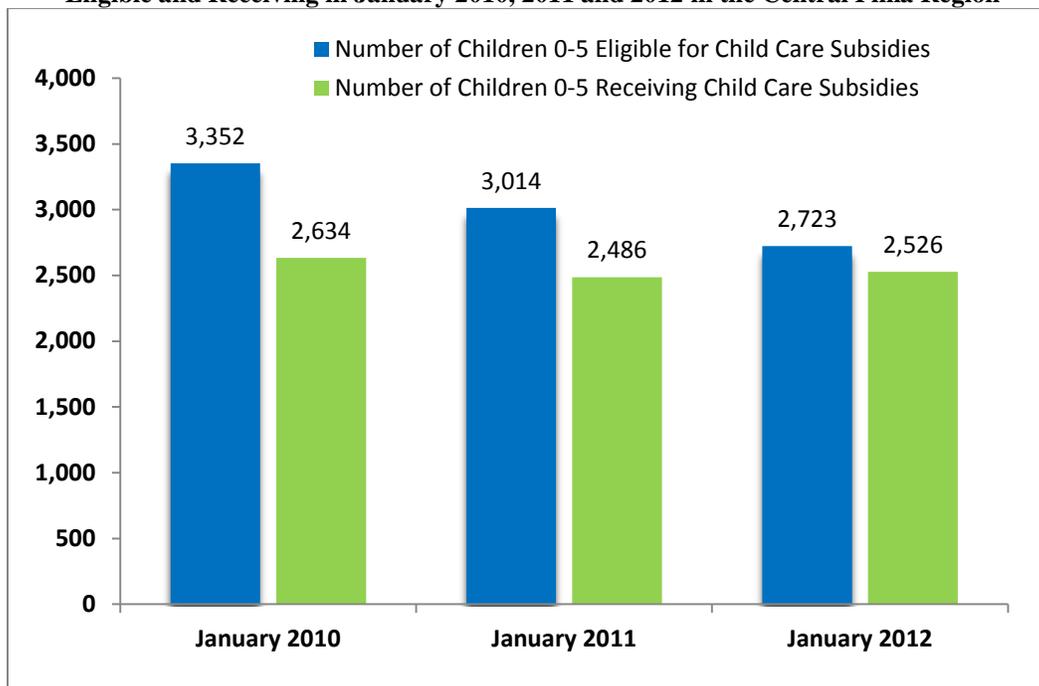
Source: DES, obtained for FTF, January 2014

Table 40. DES Child Care Subsidies: Monthly Snapshots of Families and Children 0-5 Eligible and Receiving in January 2010, 2011 and 2012 in Pima County and Central Pima Region

	Pima County				Central Pima Region			
	Jan. 10	Jan. 11	Jan. 12	% change Jan. 10 to Jan. 12	Jan. 10	Jan. 11	Jan. 12	% change Jan. 10 to Jan. 12
No. of Families Eligible	3,952	3,714	3,379	-17.0%	2,314	2,127	1,928	-20.0%
No. of Families Receiving	3,300	3,007	3,304	0.1%	1,940	1,737	1,776	-9.2%
Percent Receiving	83.5%	81.0%	97.8%		83.8%	81.7%	92.1%	
No. of Children Eligible	5,725	5,274	4,817	-18.8%	3,352	3,014	2,723	-23.1%
No. of Children Receiving	4,467	4,315	4,752	6.0%	2,634	2,486	2,526	-4.3%
Percent Receiving	78.0%	81.8%	98.7%		78.6%	82.5%	92.8%	

Source: DES, obtained for FTF, January 2014

Figure 7. DES Childcare Subsidies: Monthly Snapshots of Families and Children Birth through Age Five Eligible and Receiving in January 2010, 2011 and 2012 in the Central Pima Region



Source: DES, obtained for FTF, January 2014

2. Quality

Given the number of parents in the workforce, high quality early childhood education programs are critical. For low income parents, access to quality providers is highly dependent on cost, as discussed above.

2.a. Licensing and Certification

High quality programs must demonstrate certain characteristics and meet specific standards. Licensed and accredited centers are typically associated with higher quality. In Arizona, the Department of Health Services operates the Office of Child Care Licensing and is charged with enforcing state regulations for licensed centers. Being a licensed facility is a costly and complex process, which involves managing a complicated paperwork bureaucracy in addition to understanding and meeting requirements that are described in long, detailed licensing regulations. Among the areas overseen are: citizenship or resident status, personnel qualifications and records, equipment standards, safety, indoor and outdoor facilities, food safety and nutrition, transportation including for special needs children, discipline, sleeping materials, diaper changing, cleaning and sanitation, pets and animals, accident and emergency procedures, illness and infestation, medications, field trips, outdoor activities and equipment,

liability insurance and regulations, and much more. Public schools as well as private entities can operate licensed facilities. ADHS also certifies (licenses) and supervises family child care group homes, which adhere to a different set of application and regulation criteria but cover similar categories as those described above.

The Department of Economic Security is charged with certifying and supervising providers in a residential setting for up to four children at one time for compensation. Among the requirements are citizenship/residence status; an approved backup provider; tuberculosis testing and fingerprint clearance of all family members, personnel, and backup providers; CPR and first aid certification, six hours of training per year; indoor and outdoor regulations for square footage, locks, fences, sanitation, swimming pools and spas, fire safety exits, pets, equipment, and much more. Many in-home providers do not seek certification even though it affords them the opportunity to provide care to families receiving DES subsidies. The decrease in DES subsidies may be impacting the quality of care in the region because providers operating in an environment of economic uncertainty may be discouraged from seeking formal licensure, resulting in lack of oversight and access to quality enhancements.

More.....

II.B. Health

4. Births

Birth data are available for the state, county and region. Birth data will no longer be available at the zip code level, according the ADHS. We include trend data for the past three years for Arizona, Pima County, and the Central Pima region.

Table 41. Birth Characteristics in Arizona in 2010, 2011 and 2012

Arizona						
	2010 Births	% Births	2011 Births	% Births	2012 Births	% Births
Total number of births	86,838		84,810		85,652	
Births to teen mothers (<=19 years old)	9,280 ¹	10.7%	8,320	9.8%	8,070	9.4%
Births to unwed Mothers	38,203	44.0%	37,257	43.9%	38,543	45.0%
Publicly-funded births	46,284	53.3%	44,857	52.9%	45,453	53.1%
Race/ethnicity						
White, non-Hispanic	39,590	45.6%	39,110	46.1%	38,760	45.3%
Hispanic or Latino	34,070	39.2%	32,230	38.0%	33,050	38.6%
Black or African American	4,240	4.9%	4,300	5.1%	4,680	5.5%
American Indian or Alaska Native	5,660	6.5%	5,680	6.7%	5,529	6.5%
Asian or other Pacific Islander	3,280	3.8%	3,490	4.1%	3,620	4.2%
Prenatal care in the 1st trimester	71,250	82.0%	69,466	81.9%	70,782	82.6%
No prenatal care	1,370	1.6%	1,340	1.6%	1,050	1.2%
Low birth weight newborns (<2,500 grams at birth)	6,130	7.1%	5,920	7.0%	5,940	6.9%
Infant Deaths	530	0.6%	510	0.6%	510	0.6%
Length of gestation						
<37 weeks	8,340	9.6%	7,880	9.3%	7,890	9.2%
37-41 weeks	78,137	90.0%	76,574	90.3%	77,455	90.4%
42+ weeks	340	0.4%	320	0.4%	270	0.3%
Mother's substance abuse						
Drinker, nonsmoker	260	0.3%	300	0.4%	250	0.3%
Smoker, nondrinker	3,830	4.4%	3,470	4.1%	3,450	4.0%
Smoker and drinker	190	0.2%	130	0.2%	150	0.2%

Source: ADHS Vital Statistics, obtained for FTF, January 2014.

¹ Sums rounded to nearest tens by ADHS.

Table 42. Birth Characteristics in Pima County in 2010, 2011 and 2012

Pima County						
	2010 Births	% Births	2011 Births	% Births	2012 Births	% Births
Total number of births	11,850 ¹		11,590		11,620	
Births to teen mothers (<=19 years old)	1,265	10.7%	1,115	9.6%	1,054	9.1%
Births to unwed Mothers	5,121	43.2%	5,082	43.8%	5,140	44.2%
Publicly-funded births	6,167	52.0%	5,932	51.2%	6,005	51.7%
Race/ethnicity						
White, non-Hispanic	5,194	43.8%	5,062	43.7%	5,025	43.2%
Hispanic or Latino	5,362	45.2%	5,165	44.6%	5,206	44.8%
Black or African American	532	4.5%	543	4.7%	563	4.8%
American Indian or Alaska Native	305	2.6%	355	3.1%	363	3.1%
Asian or other Pacific Islander	454	3.8%	468	4.0%	461	4.0%
Prenatal care in the 1st trimester	8,948	75.5%	8,671	74.8%	8,727	75.1%
No prenatal care	202	1.7%	180	1.6%	151	1.3%
Low birth weight newborns (<2,500 grams at birth)	822	6.9%	813	7.0%	827	7.1%
Infant deaths	63	0.5%	53	0.5%	57	0.5%
Length of gestation						
<37 weeks	1,061	9.0%	1,020	8.8%	1,035	8.9%
37-41 weeks	10,753	90.7%	10,529	90.8%	10,551	90.8%
42+ weeks	29	0.2%	40	0.3%	23	0.2%
Mother's substance abuse						
Drinker, nonsmoker	27	0.2%	17	0.1%	17	0.1%
Smoker, nondrinker	500	4.2%	424	3.7%	406	3.5%
Smoker and drinker	30	0.3%	9	0.1%	19	0.2%

Source: ADHS Vital Statistics, obtained for FTF, January 2014

¹ Sums rounded to nearest tens by ADHS.

Table 43. Birth Characteristics in Central Pima Region in 2010, 2011 and 2012

Central Pima Region						
	2010 Births	% Births	2011 Births	% Births	2012 Births	% Births
Total number of births	5,950 ¹		5,720		5,750	
Births to teen mothers (<=19 years old)	775	13.0%	668	11.7%	618	10.7%
Births to unwed Mothers	3,048	51.2%	2,943	51.5%	3,040	52.9%
Publicly-funded births	3,721	62.5%	3,497	61.1%	3,561	61.9%
Race/ethnicity						
White, non-Hispanic	2,090	35.1%	2,018	35.3%	2,041	35.5%
Hispanic or Latino	3,049	51.2%	2,882	50.4%	2,894	50.3%
Black or African American	379	6.4%	364	6.4%	389	6.8%
American Indian or Alaska Native	209	3.5%	222	3.9%	234	4.1%
Asian or other Pacific Islander	225	3.8%	234	4.1%	191	3.3%
Prenatal care in the 1st trimester	4,340	72.9%	4,158	72.7%	4,161	72.4%
No prenatal care	133	2.2%	99	1.7%	98	1.7%
Low birth weight newborns (<2,500 grams at birth)	457	7.7%	416	7.3%	433	7.5%
Infant deaths	43	0.7%	31	0.5%	31	0.5%
Length of gestation						
<37 weeks	552	9.3%	494	8.6%	538	9.4%
37-41 weeks	5,381	90.4%	5,198	90.9%	5,193	90.3%
42+ weeks	18	0.3%	24	0.4%	16	0.3%
Mother's substance abuse						
Drinker, nonsmoker	13	0.2%	10	0.2%	11	0.2%
Smoker, nondrinker	297	5.0%	241	4.2%	245	4.3%
Smoker and drinker	23	0.4%	9	0.2%	13	0.2%

Source: ADHS Vital Statistics, obtained for FTF, January 2014.

¹ Sums rounded to nearest tens by ADHS.

Part Two

I. Zip Code Maps and Fact Box Resource Guide

This part of the report provides a map of each zip code in the FTF Central Pima Region along with demographic, health, and economic data pertaining to the children birth through age five and their families. The following section provides guidance for understanding the data presented in the zip code fact boxes.

I.A. Fact Box Legend

Each zip code has a table like the one below. The table presents a geographical analysis of the change in the zip code boundary between 2000 and 2010. The original zip code from 2000 is compared with the zip code as it existed in 2010. In the example above, in 2010, what was 85713 now spills into zip codes 85745 and 85735. The reason for including these changes is that Census 2000 data listed in the fact boxes correspond to the 2000 zip code, but more recent data from the 2010 Census and the 2008-2012 ACS as well as data regarding TANF, Food Stamps, WIC, new births, immunizations, DES child care subsidies, etc., are from more recent years and correspond to the 2010 zip code geography. Any town or census designated place (population of 20,000 or more) that falls in the zip code is listed in the box, in this case, the City of South Tucson. Occasionally, towns and places spill into adjacent zip codes.

85713	Zip Code Boundaries	85713	85745	85735
	2000 zip code	100%		
	2010 zip code	80%	15%	5%
	City of South Tucson	100%		

Data presented in the fact boxes come from numerous agencies. Often, addresses are not current, which means that a child care center may be listed under an old address or have a business address that is different from the physical location. Therefore, any anomalies should be noted.

I.B. Population Statistics in the Fact Boxes

- The source for each number in the fact boxes is included, such as Census 2000, the 2010 Census, and the 2008-2012 American Community Survey (ACS). Population statistics are reported from these sources as a basis for comparison over time.
- Race & Ethnicity: It is not possible to compare the change from 2000 to 2010 for the racial and ethnic composition of the general population or children under age six. This is because the 2012 fact boxes were modified to conform to the standard practice of

reporting race and ethnicity as separate categories. Therefore, White, African-American, American Indian, and Asian are reported under race and Hispanic is reported separately under ethnicity. The race and ethnicity of children birth through age five were calculated from the 2010 Census data reported in single years of age and aggregated for this report. Please see Appendix E for the definition of the “Other race alone” and “Multiple races” categories.

- The data in each column refer to a year, be it 2000, 2009, 2010, 2011, 2012 or 2013. The percent of families receiving TANF and Food Stamps in the 2010 data column uses the 2010 Census population numbers as the denominator. For some zip codes, these percentages are over 100 percent because of inconsistencies in the way that DES counts families compared to the numbers that appear in the 2010 Census. For example, families may list their addresses in these zip codes to DES although they were not counted there in the census, or DES may be counting families more than once if they reapply for benefits.
- Some zip codes do not have any data in certain categories, and are marked with a dash in such cases. This is not equivalent to the number 0.
- Data at the zip code level pertaining to TANF, SNAP, WIC, DDD, CPS, and child immunizations reporting cases of fewer than 25 families or children birth through age five are reported as “<25” due to requests to maintain confidentiality. Percentages are also excluded for cases with fewer than 25 families or children.

I.C. Pima County Community Development Target Areas

The maps include areas known as Pima County Community Development Target Areas. As shown in the figure below, the Pima County Community Development and Neighborhood Conservation Department has identified 19 Pima County Community Development Target areas as low-income areas eligible for community development assistance.² Approximately 7 percent of the Pima County population – approximately 59,000 residents at the time of Census 2000 -- lives within these target areas. Updated numbers of residents living in these areas from the 2010 Census are not available.

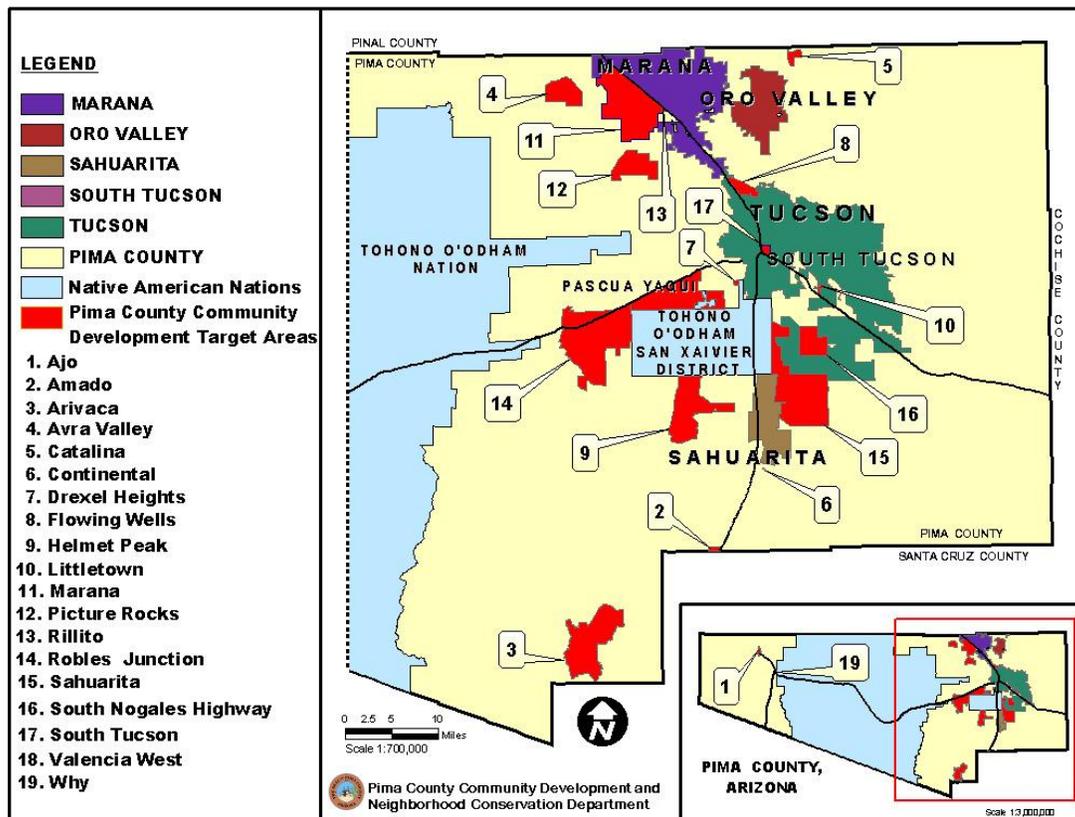
As Community Development Target areas, these places are eligible to receive funding through the federal Community Development Block Grant Program (CDBG), administered by Pima County. Funding is intended to revitalize lower-income neighborhoods through housing rehabilitation, public facilities, infrastructure improvements and public services.

Pima County Community Development Target Areas are relevant to the work of the FTF Pima County Regional Councils, especially when these services benefit children. The Resource

² To be eligible for funding, the target area must have more than 51 percent of the households below 80 percent of the median income as determined by HUD based on the U.S. Decennial Census. Pima County delineates target areas each ten years based on the U. S. Department of Housing and Urban Development (HUD) Low- and Moderate-Income Estimates which are derived from the decennial census and the American Community Survey.

Guide includes the locations of these target areas so the FTF Councils can better coordinate their investments with the Pima County Community Services department.

PIMA COUNTY COMMUNITY DEVELOPMENT TARGET AREAS



Source: Pima County Community Services Department, accessed 2014

I.D. Federally Subsidized Multi-Family Housing Facilities

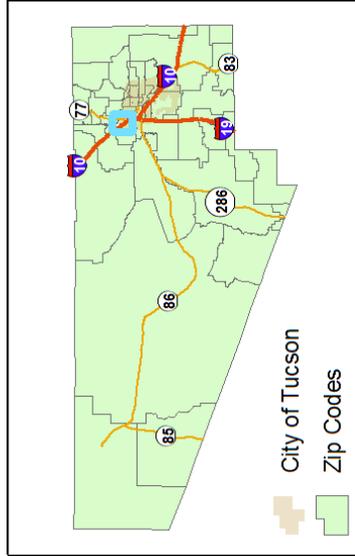
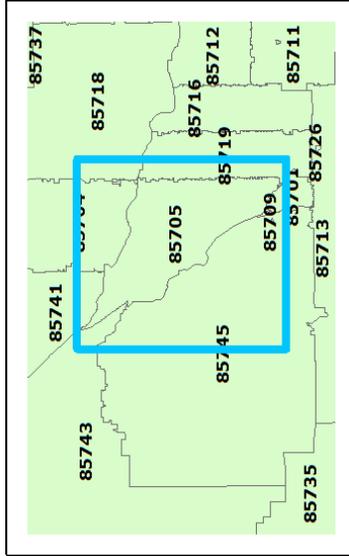
The maps show the locations of federally subsidized multi-family housing facilities. Their locations come from the HUD geographic information system (GIS) "A Picture of Subsidized Households: 2008." This geospatial database is the most current source for publicly-subsidized multi-family housing facilities in the United States. Facilities that are mapped here include facilities whose tenants receive federal housing assistance. These include public housing units, apartments accepting Section 8 housing vouchers, and multi-family units that are part of the Low Income Housing Tax Credit program. Senior housing units are excluded from the mapping for this report.

I.E. Health Facilities, Parks, Public Libraries and Schools

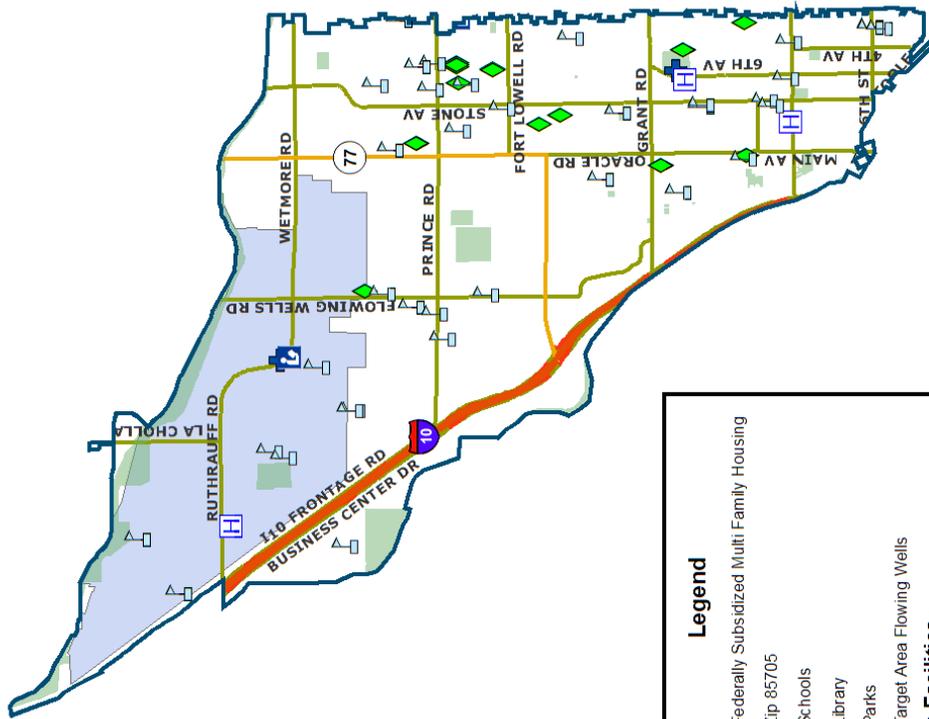
The maps show the location of hospitals, clinics and public health department facilities as well as parks, public libraries and schools. A list of all health facilities, clinics, subsidized multi-family housing facilities, and public libraries is presented by zip code in Appendix L. A list of schools by zip code with the percent of students receiving free and reduced lunches is provided in Appendix F. A list of schools by zip code with third grade AIMS scores is provided in Appendix G.

SAMPLE OF MAP AND FACT BOX

A map and fact box will be provided for each Central Pima zip code.



85705 Zip Code



Legend

- Federally Subsidized Multi Family Housing
- Zip 85705
- Schools
- Library
- Parks
- Target Area Flowing Wells

Health Facilities

- Clinic
- Federally Qualified Health Center
- Hospital
- Pima County Health Department



85705	Zip Code Boundaries	85705
	2000 zip code	100%
	2010 zip code	100%
	Flowing Wells	100%

<u>Population and Poverty, Census 2000 and 2010</u>				
	2000 Total	2000 Percent	ACS 08-12 Total	ACS 08-12 Percent
Total Population	55,199		57,582	
Population below Poverty (where economic status is reported)	13,939	25.3%	17,773	30.9%
Children 0-5	4,911		4,888	
Children 0-5 below Poverty (where economic status is reported)	1632	32.2%	2,008	41.1%
Total Number of Families	12,367	100.0%	12,107	100.0%
Families with Children 0-5	1,871	15.1%	1,720	14.2%
Single Parent Families with Children 0-5	952	7.7%	967	8.0%
Single Parent Families with Children 0-5 (Mother only)	653	5.3%	622	5.1%
Race, the 2010 Census			All Ages	Children 0- 5
White			68.2%	54.6%
African American			4.2%	5.4%
American Indian			4.0%	4.7%
Asian			2.7%	1.8%
Other Race Alone and Multiple Races			20.9%	33.5%
Ethnicity, the 2010 Census:				
Hispanic			43.0%	65.4%
<u>Families with Children Receiving Public Assistance</u>				
	January 2009	January 2010	January 2011	January 2012
TANF Family Recipients with Children 0-5	346	333 (19.4%)	187	153
TANF Children 0-5 Recipients	440	427 (8.7%)	241	184
Food Stamp Recipients – Families with Children 0-5	2072	2970 (172%) ^a	2,211	2,384
Food Stamp Recipients - Children 0-5	3013	3284 (67.0%)	3,160	3,344
WIC Certified Women		778	684	664
WIC Recipients Women		635	561	533
WIC Certified Children 0-4		2,294	2,110	2,050
WIC Recipients Children 0-4		1,812	1,718	1,697

^a See Introduction to Part II for an explanation for why percentages might exceed 100%.



School Readiness Indicators

Pima County Cross-Regional Benchmarking: Final Recommendations for School Readiness Indicators 2, 3 and 10

The following report summarizes the benchmarking process of some of the prioritized School Readiness Indicators in Pima County. The Central, North and South Pima Regional Partnership Councils worked in partnership to discuss, identify and recommend benchmarks for School Readiness Indicators 2, 3 and 10.

The Final Recommendation of the Proposed Benchmarks for Prioritized Indicators 2, 3 and 10 for the Three Pima Regions are as follows:

Indicator #2 - Quality Early Education - #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars

Quality Early Education Benchmark A: 80% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

Quality Early Education Benchmark B: 36% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

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

80% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020.

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

56% feel families competent and confident about their ability to support their child's safety, health and well-being by 2020.

Pima County Cross-Regional Benchmarking Process

Cross-Regional Planning

For the School Readiness Indicator (SRI) process, the Pima and Maricopa County Regional Councils formed Cross-Regional Benchmarking committees in their respective regional communities. Committees were formed based on each Regional Partnership Council's commitment to cross-regional collaboration and the recognition of common County-wide priorities.

North, South, and Central Pima Regional Councils each designated Subcommittee members from their Regional Partnership Council to represent their Regional Council in a cross-regional benchmarking process. Each Regional Partnership Council considered and voted on their prioritized cross-regional benchmarks as recommended by the Subcommittee.

To begin the process, all Southeast Area Regional Councils (South, Central, and North Pima, Tohono O'odham Nation, Pascua Yaqui Tribe, and Santa Cruz Regional Partnership Councils) met on two occasions to prepare for the SRI Benchmarking process. After the initial southeast regional discussion, each Regional Council prepared to review and set its own benchmarks with the exception of the three Pima County Regional Councils. Pima County-wide benchmarks will be set for the following five prioritized Indicators through a Subcommittee of representatives from each of the three Pima County Regional Councils:

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

Indicator #2 - Quality Early Education - #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars

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

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

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

In Phase 1 School Readiness Indicator benchmarking 2013-2014, the Pima Cross-Regional Subcommittee recommended benchmarks to the North, South and Central Pima Regional Partnership Councils for the following three SRIs:

Indicator #2 - Quality Early Education

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

Indicator #3 - Quality Early Education – Special Needs

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

Indicator #10 - Confident Families

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

To begin the SRI process, the Southeast Area Regional Partnership Council Committee met in April and June of 2013 with regional area partners from Santa Cruz, Tohono O'odham Nation, and the Pascua Yaqui Tribe Regional Partnership Councils to review the overall process for SRIs. In September 2013 and February 2014, representatives of the Pima County Regional Partnership Councils formed a Subcommittee and met to discuss, set, and finalize the Quality Early Education, Quality Early Education – Special Needs, and Confident Families benchmarks. Finally, a public input forum was conducted in March 2014. After compilation of the public input comments, the Pima County Regional Partnership Councils met individually to finalize the recommended benchmarks.

Overview of School Readiness Indicators and Cross-Regional Benchmarking

Initial Discussions 4/4/13 and 6/3/13

The first two meetings of the Southeast Area Regional Committee were held on April 4, 2013 and June 3, 2013. The purpose was an overview of benchmarking. The intent of the SRIs and benchmark data sources as well as the approach to setting cross-regional benchmarks was discussed.

Supporting materials can be found in the Pima appendix.

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

Initial Discussion 9/27/13

The Pima Cross-Regional Subcommittee met on 9/27/13 to consider the Quality Early Education and Quality Early Education – Special Needs Indicators.

The data sources and baseline data were reviewed with the Subcommittee. Two baseline calculations were provided to the Subcommittee for the Quality Early Education Indicator:

Quality Early Education Baseline A is the number of children enrolled in an early care and education program with a Quality First rating of 3-5 stars divided by the number of children enrolled in an early care and education program with a Quality First rating of 1-5 stars; this baseline is essentially the percent of children in Quality First who are enrolled in 3-5 star care.

Quality Early Education Baseline B is the number of children enrolled in an early care and education program with a Quality First rating of 3-5 stars divided by the number of children enrolled in regulated early care and education; this baseline is essentially the percent of children in regulated care who are enrolled in 3-5 star Quality First care.

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

Discussion and Decision - Quality Early Education 9/27/13

The Pima County Subcommittee had extensive discussion about the limitations of utilizing a data source that measured quality of early care and education in Quality First only as a measure of quality in their region as a whole. Members were concerned about measuring the total pool of quality early education without access to data on unregulated, accredited, and other providers that are of undetermined quality. There was consensus that all discussions related to Quality Early Education and Quality Early Education – Special Needs Indicators should be clear about limitations of the SRIs and they cautioned to not overstate the dramatic improvements in Quality First providers as improvements in early care and education overall.

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

They discussed potential factors that might increase the total pool of providers in Quality First between now and 2020, including quality providers moving to a rating only status, opening slots for full participation, and efforts to be taken to encourage the filling of currently underutilized slots for children in current Quality First providers in the regions. They also discussed factors that might decrease the total pool of providers in Quality First, most importantly, the large financial commitment to Quality First on the part of the Regional Partnership Councils. Members agreed that careful planning will be necessary in order to avoid a decrease in Quality First slots in coming years.

The Pima County Subcommittee further agreed that setting an aspirational goal for Pima County is a vote of confidence in the Quality First model.

Pima County Subcommittee members discussed Quality Early Education Indicator benchmark A of 80% and a benchmark B goal of 36% children enrolled in an early care and education program with a Quality First rating of 3-5 stars. These benchmarks were based on the understanding of expected progress in Quality First. Quality Early Education Benchmark B was estimated utilizing the denominator provided for the number of children in Pima County in regulated care (18,722) with the numerator of the targeted number of children in Quality First 3-5 star education by 2020 (6,674).

The Pima County Subcommittee discussed the Quality Early Education Indicator benchmark A as about a 55% increase from their 24% baseline A and a 25% increase in their 11% baseline B. It was agreed that given the progress in Quality First to this point, 80% and 36% are attainable yet aspirational.

Supporting materials can be found in the Pima appendix.

Proposed Benchmark for Quality Early Education Indicator

Quality Early Education Benchmark A: 80% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

Quality Early Education Benchmark B: 36% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

6,674 children enrolled in early care and education program with a Quality First rating of 3-5 stars out of 8,342 participating in Quality First overall.

Discussion and Decision - Quality Early Education – Special Needs 9/27/13

The discussion of the Quality Early Education – Special Needs Indicator Benchmark immediately followed the Quality Early Education Indicator Benchmark discussion. The Subcommittee agreed that the main discussion points of the Quality Early Education – Special Needs Indicator Benchmark were similar to those for the Quality Early Education Indicator Benchmark.

The Pima County Subcommittee discussed the challenge that child care providers are unlikely to know about all the special health care or individual education plans that children in their care may have. They noted this is an area for improved practice: to improve the coordination of care provided to children with special needs with their regular child care day/activities. They also discussed knowledge related to assessment and referrals as areas in which Quality First coaches may lack optimal skills to support child care providers.

They agreed that the number of children requiring special needs early education will likely increase and that these children are some of the children most in need of quality early care and education and they are committed to ensuring that Quality First providers in Pima County are able to meet those needs.

The Regional Council agreed on a Quality Early Education – Special Needs Indicator Benchmark of 80% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020. This represents slightly more than a 40% increase from their 39% baseline.

Supporting materials can be found in the Pima appendix.

Proposed Benchmark for Quality Early Education – Special Needs Indicator

80% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020.

602 children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars out of 753 participating in Quality First overall.

Confident Families Indicator Regional Council Benchmarking Discussion and Decision

Initial Discussion 2/4/14

The data source, survey methodology and calculation of the overall indicator from 9 key measures, and the baseline data for the region was reviewed with the Subcommittee for Pima County overall and each Regional Council area.

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

The Family and Community Survey is conducted, for non-tribal Regions, over the phone. Over 3700 parents with children 0-5 responded to the 2012 Family and Community Survey. In Pima County, 503 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 Pima County.

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

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

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.

Discussion and Decision – Confident Families 2/4/14

The Pima County Cross-Regional Subcommittee 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 Subcommittee discussed the data trends across Pima County and asked if there is a relationship between poverty and primary language spoken and parent knowledge and behavior. It was noted that respondents could take the survey in Spanish or English and that while the full analysis of the 2012 Family and Community Survey data is anticipated for fall 2014, research findings and 2008 Family and Community Survey findings indicate strong differences in knowledge and supports needed as related to income and education.

The Pima County baseline is 44% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. The Subcommittee discussed the estimated number of parents who would need to be supported to attain competence and confidence by 2020 to attain a benchmark of 54% and 59%: 5,276 and 7,913, respectively.

The Pima County Subcommittee discussed benchmark goals of between 54% and 56%. They agreed that based on the current reach of FTF strategies alone (including Quality First, center-based literacy, home visitation, and parent education), they could confidently aspire to a 12 percent change of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being. Members agreed on a 56% goal and a 12 percentage point improvement by 2020. The Subcommittee agreed that 56% was an attainable and aspirational goal for Pima County as a whole. They agreed that large-scale changes will reflect the work of all early childhood partners, not just First Things First.

Supporting materials can be found in the Pima appendix.

Proposed Benchmark for Confident Families Indicator

56% Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.

Public Input on Initial Benchmark Targets for Indicators

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

Public Input Forum:

On 3/5/14, a public SRI benchmark public input forum was held in Tucson to gather community input on initial benchmark targets set by the Pima County Cross-Regional Council Subcommittee (North, South and Central Pima Regional Partnership Councils). The agenda was as follows:

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

There were 17 attendees: 12 members of the public (Irma Marquez, Pattie Montijo, Kim Metz, Joanne Karolzak, Alicia Engelstad, Shannon Warren, Diana Hill, Dina Gutierrez, Natalia Hoffman, Shanna Kukla, Pat Delaney, and Allison Titcomb); the North, South, and Central Pima Regional Directors: Michelle MacDonald, Eleanor Droegemeier, and Jessica Brisson; the Southeast Regional Senior Director, Erin Lyons; and the Facilitator, Amy Kemp.

After introductions, the forum began with an overview of the purpose of SRIs and the statewide and regional processes of setting benchmarks, including the 9 priority roles of First Things First and their relation to the 10 SRIs. There was discussion on the SRI process and additional clarification that SRIs are tools to monitor changes in statewide and regional populations of children and not evaluation tools. Attendees were informed that SRIs are used to measure progress in the early childhood system overall and help identify priorities. Many participants noted the importance of guarding against SRIs becoming a tool that Regional Partnership Councils or other decision-makers use to cut funding to individual program providers or grantees. They heartily agreed that SRIs are an important asset to strategic planning and collaboration efforts and are not an evaluation effort of individual programs or strategies.

There was group discussion about the timeline for the School Readiness Indicator, and its critical nature as the ultimate outcome of the other nine indicators. There was discussion that SRIs need to relate to benchmarks set by the Arizona Department of Education.

There was also the discussion of the potential for modifying the SRIs over time as the Early Childhood System changes, especially the Quality First system. Many noted that 7 years (2012 to 2020) is a long time period in which to plan for such rapidly changing efforts for young children.

There was a brief review of the status of all Indicators, identification of the five Indicators prioritized by the Pima Cross-Regional Councils as well as the three benchmarks that had been set. Utilizing the baseline and benchmark data for Pima County, the group reviewed the considerations, discussions and decisions of the Pima Cross-Regional Councils on the following prioritized Indicators:

Quality Early Education (Indicator #2):

- 90% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars

Indicator #3 - Quality Early Education – Special Needs

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

Confident Families (Indicator #10):

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

There was extensive discussion related to the Quality Early Education and Quality Early Education Indicator - Special Needs Indicators. The majority of the discussion centered on the limitations of utilizing a data source that measured quality of early care and education in Quality First ONLY as a measure of quality in their county as a whole. Similar to the Cross-Regional Benchmarking Subcommittee, members of the public were concerned about measuring the total pool of quality early education without access to data on unregulated, accredited, and other providers that are of undetermined quality. There was consensus that all discussions related to Quality Early Education and Quality Early Education – Special Needs Indicators should be clear about limitations of the SRIs and they cautioned to not overstate the dramatic improvements in Quality First providers as improvements in early care and education overall.

Specifically related to the Quality Early Education Indicator - Special Needs Indicator, participants noted challenges of determining how many children with special needs are being served outside of Quality First system. It was noted that the Tucson Unified School District is in discussion about the potential for children with identified special needs to access their early education in regulated early care and education settings rather than unregulated providers. It was noted this potential policy change could impact the number of children with special needs seeking early care and education in future years.

Some members of the public noted their concern that utilizing 3 stars as the cut-off for quality care is too low, especially as the overall quality in the early care and education system improves. Many recommended the potential to modify SRIs over time, such as utilizing 4 or 5 stars as the cut-off for the Quality Early Learning Indicator.

Overall, members of the public were positive towards Quality First, understood that the intensive supports provided by Quality First call for extensive efforts and changes on the part of participating providers, and were clearly committed to improvements in quality early care and education. They noted that Quality First providers often do not feel included in Quality First model changes and decisions. Some members of the public pointed out that closer communication is likely to lead to more buy-in and collaboration improvements.

Related to the Confident Families Indicator, there was group discussion about the limitations of utilizing a self-report survey as a measure of the Confident Families Indicator, specifically, there were concerns about the validity of questions 6 and 7. It was agreed that these questions most certainly include reporting bias, however, utilization of seven other questions in the calculation of the Confident Families Indicator decrease the potential for negative impact of methodological problems with any one or two questions.

After review of the Pima County Cross-Regional benchmarks, no changes were suggested.

Online Survey:

An online survey for the Pima County Cross-Regional Partnership Councils was launched on March 3rd and was open for 16 days. Utilizing email contact lists for Pima County, the survey was sent to community and Regional Council members. The survey provided Pima County-wide benchmark targets for Indicators 2, 3 and 10. Respondents were asked two questions related to each benchmark:

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

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

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

For the Pima County online survey:

- 28 respondents viewed the survey
- 21 respondents started the survey
- 8 respondents completed the survey

For Quality Early Education Benchmark B: 36% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars by 2020.

- 87.5% of respondents (7 of 8) highly agreed or agreed that the benchmark is ambitious enough.
- 12.5% of respondents (1 of 8) disagreed that the benchmark is ambitious enough.
- 87.5% of respondents (7 of 8) highly agreed or agreed that the benchmark is realistic and achievable.
- 12.5% of respondents (1 of 8) neither agreed nor disagreed that the benchmark is realistic and achievable.

There was one additional comment for this benchmark. The remark related to the hope that Quality First participation becomes a requirement for child care licensure and when that is attained, there should be a dramatic increase in quality of early education.

For Quality Early Education – Special Needs Benchmark: 80% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars by 2020.

- 87.5% of respondents (7 of 8) highly agreed or agreed that the benchmark is ambitious enough.
- 12.5% of respondents (1 of 8) disagreed that the benchmark is ambitious enough.
- 50% of respondents (4 of 8) highly agreed or agreed that the benchmark is realistic and achievable.
- 25% of respondents (2 of 8) neither agreed nor disagreed that the benchmark is realistic and achievable.
- 25% of respondents (2 of 8) disagreed that the benchmark is realistic and achievable.

There were three additional comments for this benchmark. All comments focused on the feasibility of serving children with special needs/rights. There were concerns about high quality education providers' capacity to serve these children based on:

- The need for more teachers to have professional development and training focused on educating children with special needs.
- The need for more consistency in screening and services in early care and education environments for children.
- The prohibitive cost of adequate numbers of staff to serve children with special needs.
- The consideration that Quality First providers will be filled and not make slots available for children with special needs.
- The likelihood that parents - especially those whose children have a potential delay, but are not eligible for early intervention services – will have not the financial means to pay for early care and education of the quality their child needs.

For Confident Benchmark: 56% of Families Competent and Confident about Their Ability to Support Their Child's Safety, Health and Well-Being by 2020.

- 71% of respondents (5 of 7) highly agreed or agreed that the benchmark is ambitious enough.
- 29% of respondents (2 of 7) disagreed that the benchmark is ambitious enough.
- 75% of respondents (6 of 8) highly agreed or agreed that the benchmark is realistic and achievable.
- 25% of respondents (2 of 8) disagreed that the benchmark is realistic and achievable.

There were three additional comments for this benchmark. All comments reinforced the importance of this Indicator and the intense supports needed by parents to be their child's best and first teacher. Two comments noted the hope that the benchmark would be higher based on this importance. One comment identified that parent self-report may be misleading because even parents without important knowledge and skills may identify themselves to be confident.

COMMUNITY OUTREACH REPORT

April 2014 Pima Regions

Attachment #6



FIRST THINGS FIRST

Ready for School. Set for Life.

February Outreach Activities

City of South Tucson's Healthy Habits Fair

- February 1: John C. Valenzuela Youth Center
Represented by Easter Seals Blake and Pima County Health Department

United Way First Focus on Kids and Early Childhood Awareness Subcommittee (Champion) Networking Meetings

- February 12: City of Tucson Sentinel Building
Greater Tucson Leadership's Education Day
- February 14: Tucson Association of Realtors
Presentation of FTF and ECE by Sam Leyvas
Site Visit to Khalsa Montessori Early Learning Center

Vail Pride Day

- February 15: Pima County Fair Grounds
Represented by Travis LeDuc

Mental Health Training

- February 24: Tucson Children's Museum

United Way Business Breakfast

- February 25: Doubletree Hotel

Speakers Training: Early Childhood Everyday

- February 27: PB&J Early Learning Center

Peace Corps Fair

- February 27: University of Arizona

Educational Reinforcement Items distribution:

- February 28: Hope Tipton, PB&J Early Learning Center

BENCHMARKS

**4 Events (2 staffed by
Champion representatives)**

3 Networking Meetings

2 Speakers Trainings

1 Presentation

1 Site Visit

30 Friends

12 Supporters

1 Champion

What can you do?

Share a story or a quote:

"Let your children play and play with them, this is how children learn!"

-Shirley Haswell, Director, Bright Star Learning Center

Shirley has spent 42 years in child-care, she has been a part of Quality First for the last 5 and shares that it has given her a way to get involved in the Early Childhood Education community. She has seen incredible changes at her school:

We are developmentally appropriate now, we have the materials we need and the staff [through workshops and assessments] have become empowered and knowledgeable about how children learn and how we can support that.

"This is the most exciting thing that's happened in preschool in a long time. Things are changing and I can SEE new things happening!"

After being so inspired by her new education in early learning, and seeing the effect on the children in her center, Shirley has supported four of her coworkers in continuing their education in early learning as well, two are currently enrolled in T.E.A.C.H., and two more begin in August.

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COMMUNITY OUTREACH REPORT

April 2014 Pima Regions



FIRST THINGS FIRST

Ready for School. Set for Life.

March Outreach Activities

100 Champions for Children Conference

- March 1: Desert Lutheran Church, Green Valley

United Way First Focus on Kids and Early Childhood Awareness Subcommittee (ECAS) Champion Networking Meetings

- March 12: City of Tucson Sentinel Building

Media: "Early K'garten May End in TUSD"

- March 12: AZ Daily Star

Tucson Festival of Books

- March 15-16: University of Arizona

Special thanks to partners: Pima County Health Department, the Parent Connection, UA Cooperative Extension Program, Parent Aide, Casa de los Niños, and Easter Seals Blake Foundation for tabling throughout the weekend!

Networking Meeting

- March 21: ECAS follow-up with Jill Morgan and Will Creamer

AZ Town Hall Follow-up

- March 26: Pima Community College

Educational Reinforcement Items distribution:

- March 11: Sue Doyle, Easter Seals Blake Foundation.
- March 20: Dan McDonald, UA Cooperative Extension: Brain Waves

BENCHMARKS REACHED

3 Networking Meetings

1 Speakers Training

2 Events (1 staffed by Champion representatives)

1 Earned Media

42 Friends

16 Supporters

What can you do?

Help us celebrate The Week of the Young Child in April by sharing information about early literacy:

Did you know that **more than 40% of Arizona's 4th graders are not reading at grade level?** The best way to reverse this trend is to help children develop language and expose them to books before they enter kindergarten.

Vocabulary, attention, and general knowledge at ages 3 and 4 strongly correlate with reading comprehension at grades 3 and 4. Quality early learning experiences make a lasting impact!



Super Readers explore literacy at the Tucson Festival of Books March 15-16th

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