

## 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 June 12, 2013 at City of Tucson Resource Campus Sentinel Building, 320 North Commerce Park Loop, Tucson, Arizona 85745.

Chair Peg Harmon welcomed everyone and called the meeting to order at 4:07 p.m. Chair Harmon called upon Regional Council members and staff to briefly introduce themselves.

Members Present: Peg Harmon, Dr. Dorothy Johnson, David Hill, George Rushing and Teri Meléndez

Members Present Telephonically: Susan Pitt

Members Absent: Bob Hehli, Ann Mastergeorge and Kelly Burroughs

### **Approval of Meeting Minutes**

A motion was made by Vice Chair Dorothy Johnson to approve the minutes of the May 13, 2013 Central Pima Regional Council Meeting as presented, seconded by member George Rushing. Motion carried.

Chair Harmon announced that the Regional Council would have to table approval of the Executive Session minutes due to lack of quorum.

### **Call to the Public**

Joan Katz, *Parents as Teachers, Sunnyside Unified School District*: Ms. Katz presented a copy of progress made by Parents As Teachers in the Sunnyside District over the last 17 years and the numbers of families impacted. She answered a question regarding the ability to track children by their student matriculation number over their school career.

Heather Friedman, *Teen Outreach Pregnancy Services*: Ms. Friedman provided information about her program with some preliminary data they have collected from a five year evaluation their program is participating in. Ms. Friedman stated they are hoping to become an evidence-based program as a result of the study.

### **Update and Discussion: Systems Building A. Tucson Unified School District School Closures**

Chair Peg Harmon introduced the agenda item and introduced Maggie Schafer, Tucson Unified School District (TUSD) Assistant Superintendent of K-8 Schools. Ms. Schafer thanked the Regional Council and provided a brief overview of their intent today before introducing Bryant Nodine, TUSD Director of Facilities. Mr. Nodine took the Regional Council through a map presentation of closed and soon to be closed schools, as well as the next steps required to occupy one of the buildings. Members had clarifying questions on the readiness of schools, what purposes the Regional Council and School District representatives had explored so far, etc. Members further discussed original idea with Regional Director Jessica Brisson providing a brief history of discussions thus far, with the reminder that this was an idea to have the Regional Council serve as facilitator and convener role for potentially interested community partners, and that no funds are available for a new strategy at this time. Members thanked the representatives for attending and the information they had provided, and determined they wanted a workgroup to further explore the possibility of partnering with TUSD.

### **Update, Discussion & Possible Approval: 2014 Central Pima Needs and Assets Report Additional Work**

Chair Harmon opened the agenda item by introducing Dr. Claire Brown and Dr. Joanne Basta of Donelson Consulting. Dr. Basta thanked the Regional Council and turned the floor over to Dr. Brown. Dr. Brown gave an overview of the items that were part of the base report and the pieces suggested as additional work for the Regional Council, highlighting the proposal of a section of specific tables represented as graphs, in response to past conversations stating the help of visual aid.

A motion was made by member Teri Meléndez that (the Central Pima Regional Partnership Council) approve the additional work as presented for the 2014 Needs & Assets report, seconded by member Susan Pitt. Motion carried.

### **Update: Community Outreach & Awareness**

Lisette DeMars, Parent Awareness & Community Outreach Coordinator, presented a copy of the monthly outreach report and highlighted portions of the report. She offered congratulations to funded family support partner, Sunnyside Parents as Teachers

for recognition they received from the Expect More Arizona organization. She encouraged the Regional Council to share any ideas for further outreach opportunities with her.

**Discussion and Possible Action: Cancellation of the July 10, 2013 Central Pima Regional Council Meeting**

Chair Harmon introduced the agenda item and stated that as there is no necessary business in the July meeting other than the election of officers, which can be moved up to today or addressed in September, the Regional Council has the option to cancel the regular July meeting. Member Teri Meléndez inquired if the current Chair and Vice Chair would consider continuing in their positions, to which they responded in the affirmative.

A motion was made by member Teri Meléndez to cancel the July meeting, seconded by member George Rushing. Motion carried.

**Discussion and Possible Action: Election of the Chair and Vice Chair for Fiscal Year 2014**

Chair Harmon introduced the agenda item and stated that at this time she and Vice Chair Johnson are willing to continue to serve of no one else desires the positions. No other members expressed interest in holding a position.

A motion was made by member David Hill to re-elect member Harmon as Chair and member Johnson as Vice Chair (for the next fiscal year), seconded by member Teri Meléndez. Motion carried.

**Fiscal Year 2013 Quarter Three Data and Program Narrative Reports**

Chair Harmon introduced the agenda item and turned the floor over to Ms. Brisson. Ms. Brisson took the Regional Council through the quarter three data report, providing context for a few areas and answering questions from the members. She informed the members about numbers that are duplicated and steps First Things First is taking to track data so that duplicated numbers occur less often. She encouraged the members to read the Narrative report for excellent information of services being provided and stories of impact to the community.

**Regional Director's Report**

Ms. Brisson began with the boundary revisions that were approved by the board. She informed the members of the information that is available at this time, and emphasized that as more became available it would be shared. She also informed the members that all renewals and the Family, Friend and Neighbor Request For Grant Application were approved. Ms. Brisson then took some time providing an overview of the progress made and meetings had regarding regional benchmarks, as well as sharing next steps. She gave the regional council comprehensive information on the School Readiness Indicator #7, taking them through the fact sheet and data provided, with key considerations discussed at benchmarking meetings and how the data factsheets can be utilized as a resource for future planning.

Members George Rushing and Susan Pitt needed to leave the meeting, resulting in a loss of quorum. Chair Harmon announced the meeting adjourned at approximately 6:05 p.m.

Submitted By \_\_\_\_\_  
Siobhan McDonald, Administrative Assistant

Approved By \_\_\_\_\_  
Peg Harmon, Chair

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

# PLACE HOLDER



## State Fiscal Year 2013 Year End Report

**Purpose of the Report:** State Fiscal Year 2013 (SFY2013) marked the first of the three year funding cycle, SFY2013-SFY2015. Regional Councils are working within multiple aspects of the funding cycle simultaneously. For example, SFY2013 activities and funding are in the process of reconciled. On July 1, 2013, the new fiscal year, SFY2014 began and we are now currently in the strategic planning phase for SFY2015. A year in review report has been created to help connect financial data, program narrative reports and quarterly data together to help provide a fuller and more robust picture of SFY2013.

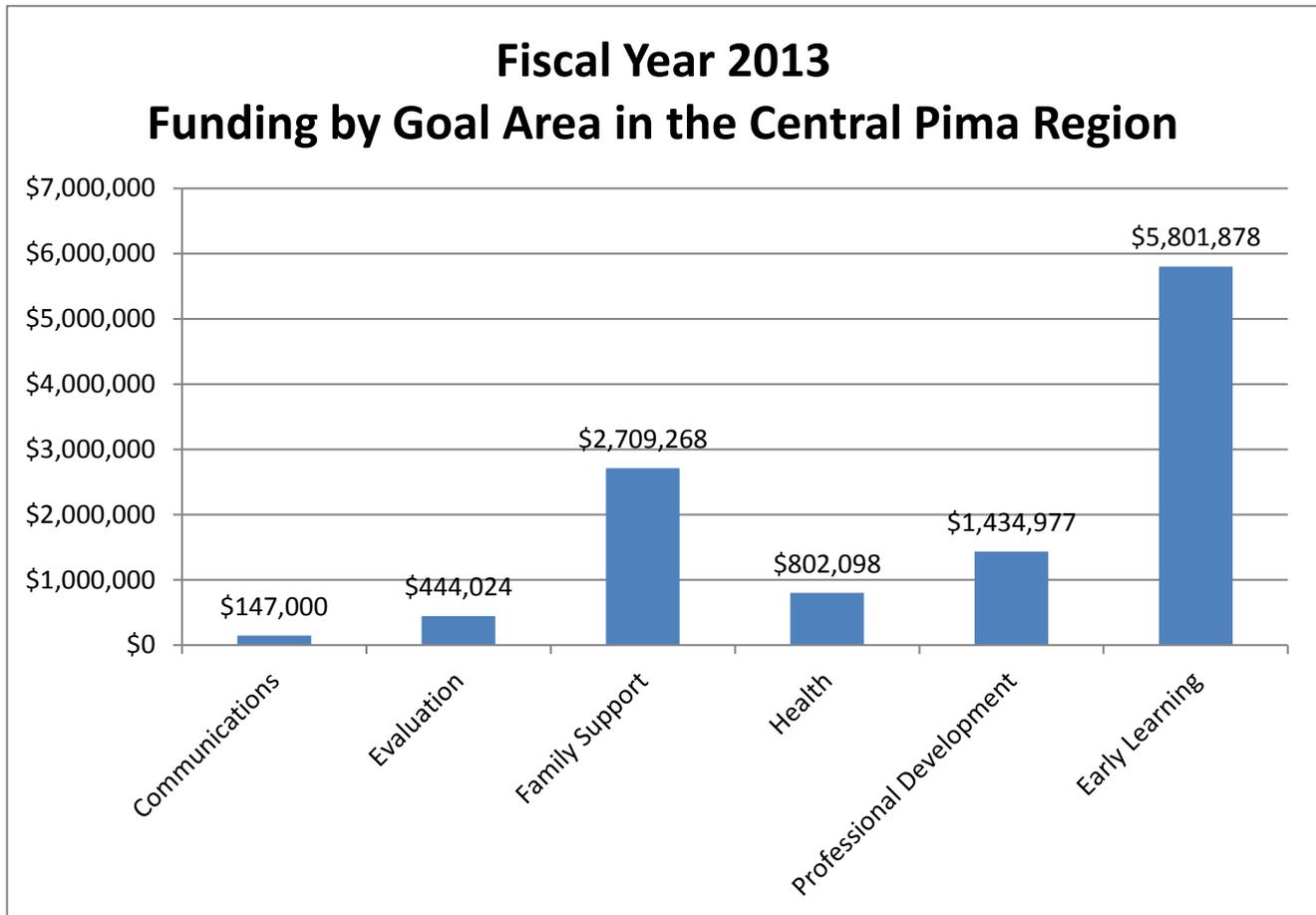
### **Content of the Report:**

- **Financial:** SFY2013 Regional Council priorities by goal area, SFY2013 expenditures and how spending in SFY2013 compares to prior fiscal years.
- **Impact:** Breakdown of data from selected strategies to demonstrate progress and impact in SFY2013. The following strategies have been featured in this report: Quality First, Infant and Toddler Expansion and Home Visitation.
- **Data Reporting:** Quarterly data report reflective of all four SFY2013 quarters and program narrative data from SFY2013 Quarter 4

## Year in Review: Financial Snapshot

### Prioritized Goal Areas and Funding

Family support and early learning goal areas were identified by the Regional Council as the central priorities for the three year funding cycle, State Fiscal Years 2013-2015 (SFY2013-2015). Recognizing the importance of supporting young children to enter kindergarten healthy and prepared, the Regional Council identified 18 strategies within six FTF goal areas for SFY2013 (as well as SFY2014).



**Year in Review: Financial Snapshot**

**SFY2013 Central Pima Expenditure Report Closeout of SFY2013 (Note: Report Continues to Next Page)**

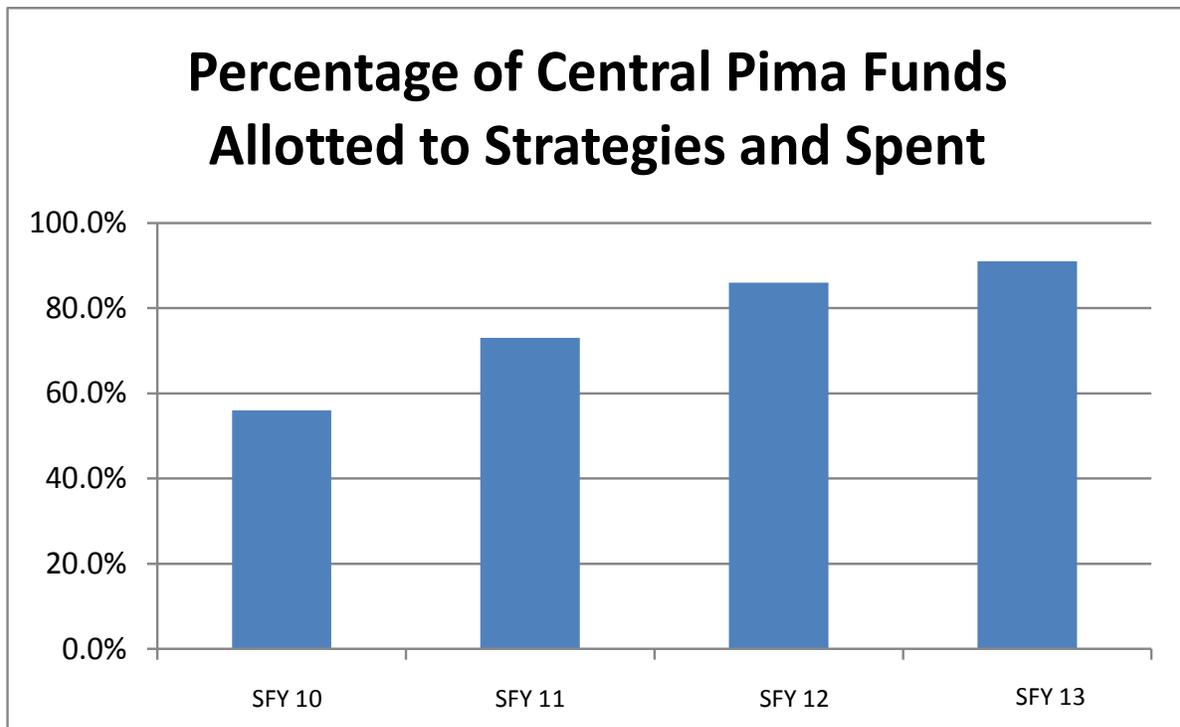
	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended
<b>Community Awareness</b>	<b>Community Awareness</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$8,527</b>	<b>\$1,473</b>	<b>85.3%</b>
	First Things First (FTF-Directed)		\$10,000	\$8,527	\$1,473	85.3%
	<b>Community Outreach</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$55,955</b>	<b>\$14,045</b>	<b>79.9%</b>
	First Things First (FTF-Directed)		\$70,000	\$55,955	\$14,045	79.9%
	<b>Media</b>	<b>\$67,000</b>	<b>\$67,000</b>	<b>\$66,857</b>	<b>\$143</b>	<b>99.8%</b>
	First Things First (FTF-Directed)		\$67,000	\$66,857	\$143	99.8%
	<b>Goal Area Subtotal:</b>	<b>\$147,000</b>	<b>\$147,000</b>	<b>\$131,340</b>	<b>\$15,660</b>	<b>89.3%</b>
<b>Evaluation</b>	<b>Needs and Assets</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>-</b>	<b>100.0%</b>
	First Things First (FTF-Directed)		\$6,000	\$6,000	-	100.0%
	<b>Regional Evaluation: Workforce Dev./Professional Dev.</b>	<b>\$93,750</b>	<b>\$93,750</b>	<b>\$62,500</b>	<b>\$31,250</b>	<b>66.7%</b>
	First Things First (FTF-Directed)		\$93,750	\$62,500	\$31,250	66.7%
	<b>Regional Evaluation: Family Support</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>-</b>	<b>100.0%</b>
	First Things First (FTF-Directed)		\$45,000	\$45,000	-	100.0%
	<b>Statewide Evaluation</b>	<b>\$299,274</b>	<b>\$299,274</b>	<b>\$299,274</b>	<b>\$0</b>	<b>100.0%</b>
First Things First (FTF-Directed)		\$299,274	\$299,274	\$0	100.0%	
	<b>Goal Area Subtotal:</b>	<b>\$444,024</b>	<b>\$444,024</b>	<b>\$412,774</b>	<b>\$31,250</b>	<b>93.0%</b>
<b>Family Support</b>	<b>Home Visitation</b>	<b>\$2,250,000</b>	<b>\$2,214,286</b>	<b>\$2,020,061</b>	<b>\$194,225</b>	<b>91.2%</b>
	AZ Department of Economic Security		\$11,665	\$11,665	-	100.0%
	Casa de los Ninos, Inc.		\$1,163,503	\$1,076,415	\$87,088	92.5%
	Sunnyside School District		\$528,857	\$422,951	\$105,906	80.0%
	United Way of Tucson and Southern AZ		\$510,261	\$509,030	\$1,231	99.8%
	<b>Community-Based Parent Ed.</b>	<b>\$494,981</b>	<b>\$494,982</b>	<b>\$494,121</b>	<b>\$861</b>	<b>99.8%</b>
	Make Way for Books		\$98,216	\$97,519	\$697	99.3%
	Teen Outreach Pregnancy Services		\$233,200	\$233,036	\$164	99.9%
	United Way of Tucson and Southern AZ		\$162,800	\$162,800	-	100.0%
			\$765	\$765	-	100.0%
		<b>Goal Area Subtotal:</b>	<b>\$2,744,981</b>	<b>\$2,709,268</b>	<b>\$2,514,182</b>	<b>\$195,086</b>

Health	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended
	<b>Care Coordination/Medical Home</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$95,791</b>	<b>\$4,209</b>	<b>95.8%</b>
	International Rescue Committee		\$100,000	\$95,791	\$4,209	95.8%
	<b>QF Child Care Health Consultation</b>	<b>\$199,080</b>	<b>\$198,598</b>	<b>\$196,884</b>	<b>\$1,713</b>	<b>99.1%</b>
	First Things First (FTF-Directed)		\$9,285	\$9,285	-	100.0%
	Pima County Health Department		\$167,085	\$166,684	\$401	99.8%
			\$18,584	\$17,488	\$1,096	94.1%
	University of AZ Cooperative Extension		\$3,644	\$3,428	\$216	94.1%
	<b>Mental Health Consultation</b>	<b>\$492,000</b>	<b>\$492,000</b>	<b>\$442,485</b>	<b>\$49,515</b>	<b>89.9%</b>
	Southwest Human Development		\$492,000	\$442,485	\$49,515	89.9%
	<b>Recruitment –Loan Forgiveness</b>	<b>\$11,500</b>	<b>\$11,500</b>	<b>\$11,500</b>	<b>-</b>	<b>100.0%</b>
	AZ Department of Health Services		\$11,500	\$11,500	-	100.0%
	<b>Goal Area Subtotal:</b>	<b>\$802,580</b>	<b>\$802,098</b>	<b>\$746,661</b>	<b>\$55,436</b>	<b>93.1%</b>
<b>Professional Development</b>	<b>Community Based Professional Dev.</b>	<b>\$750,000</b>	<b>\$750,000</b>	<b>\$729,740</b>	<b>\$20,260</b>	<b>97.3%</b>
	United Way of Tucson and Southern Arizona		\$750,000	\$729,740	\$20,260	97.3%
	<b>FTF Professional REWARD\$</b>	<b>\$303,750</b>	<b>\$303,750</b>	<b>\$302,959</b>	<b>\$791</b>	<b>99.7%</b>
	Valley of the Sun United Way		\$303,750	\$302,959	\$791	99.7%
	<b>Scholarships non-TEACH (PCPP)</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$33,786</b>	<b>\$11,214</b>	<b>75.1%</b>
	Central Arizona College		\$45,000	\$33,786	\$11,214	75.1%
	<b>Scholarships TEACH</b>	<b>\$336,227</b>	<b>\$336,227</b>	<b>\$108,312</b>	<b>\$227,915</b>	<b>32.2%</b>
	Association for Supportive Child Care		\$336,227	\$108,312	\$227,915	32.2%
	<b>Goal Area Subtotal:</b>	<b>\$1,434,977</b>	<b>\$1,434,977</b>	<b>\$1,174,797</b>	<b>\$260,180</b>	<b>81.9%</b>
<b>Quality and Access</b>	<b>Expansion: Increase Slots and/or Capital Expense</b>	<b>\$462,000</b>	<b>\$462,000</b>	<b>\$360,490</b>	<b>\$101,510</b>	<b>78.0%</b>
	United Way of Tucson and Southern AZ		\$462,000	\$360,490	\$101,510	78.0%
	<b>Quality First</b>	<b>\$1,420,125</b>	<b>\$1,292,859</b>	<b>\$965,306</b>	<b>\$327,553</b>	<b>74.7%</b>
	Arizona Department of Health Services		\$44,347	\$24,364	\$19,982	54.9%
	Southwest Human Development		\$20,945	\$17,547	\$3,398	83.8%
			\$6,733	\$5,871	\$862	87.2%
			\$12,927	\$9,234	\$3,693	71.4%
	United Way of Tucson and Southern AZ		\$1,207,908	\$908,290	\$299,618	75.2%
	<b>Pre-Kindergarten Scholarships</b>	<b>\$723,899</b>	<b>\$713,508</b>	<b>\$713,508</b>	<b>-</b>	<b>100.0%</b>
	AZ Department of Education <i>(mentoring)</i>		\$47,740	\$47,740	-	100.0%
	Valley of the Sun United Way <i>(scholarships)</i>		\$665,768	\$665,768	-	100.0%
	<b>Quality First Scholarships</b>	<b>\$3,333,511</b>	<b>\$3,333,511</b>	<b>\$3,333,511</b>	<b>-</b>	<b>100.0%</b>
	Valley of the Sun United Way		\$3,333,511	\$3,333,511	-	100.0%
	<b>Goal Area Subtotal:</b>	<b>\$5,939,535</b>	<b>\$5,801,878</b>	<b>\$5,372,814</b>	<b>\$429,063</b>	<b>92.6%</b>
	<b>Overall Total:</b>	<b>\$11,513,097</b>	<b>\$11,339,244</b>	<b>\$10,352,567</b>	<b>\$986,677</b>	<b>91.3%</b>

## ***Year in Review: Financial Snapshot***

### **Review of Central Pima Expenditures: How Fiscal Year 2013 Compares to Previous Fiscal Year Spending**

Every fiscal year, the Regional Council allots funds to operationalize strategies. Any funds that are not spent by the 30<sup>th</sup> of June of each year, the funds are reconciled and return to the Regional Council as carry forward to be used in a future fiscal year. The graph below shows the percentage of total funds allotted to strategies expended by the end of each fiscal year. As the graph demonstrates, the funding allotted to strategies has consistently been expended, with Fiscal Year 2013 marking the strongest year of expending. At the time of this report was published, 91.3% of funds allocated to strategies were expended in the Central Pima region. In comparison, in Fiscal Year 2010, 56% of funds were expended while in Fiscal Years 2011 and 2012, the percentage of expenditures was 73% and 86%, respectively.

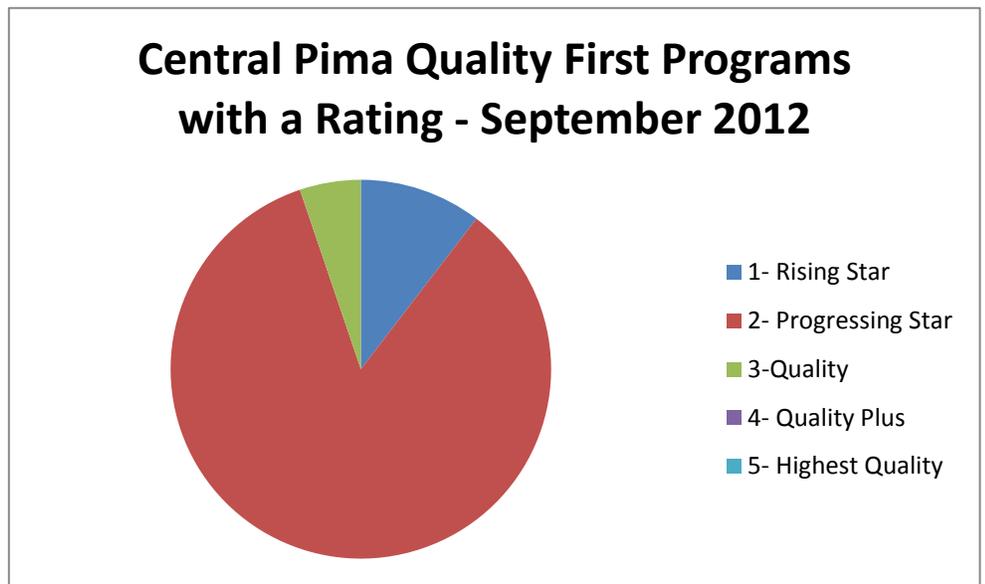


**Year in Review: Data Snapshot**

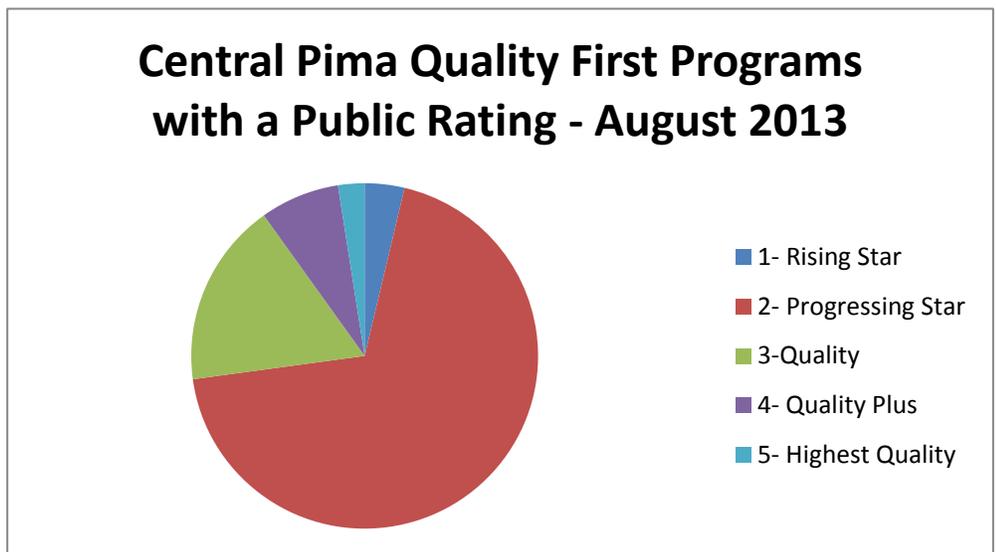
**Comparison of Quality First Rated Programs Past vs. Present in the Central Pima Region**

Quality First is recognized as a signature statewide program of First Things First and is a prioritized strategy of the Central Pima Regional Council. To demonstrate the progress made from one year ago, a graph below depicts a comparison of star ratings from September 2012 (77 programs) and from August 2013 (81 programs). The most recent Quality First rating report denotes a total of 81 programs in the Central Pima region currently have a public rating. Overall, the number of programs rating at a 3 star or higher is increasing and is expected to continue to increase.

Star Rating	Number of Programs in the Region
1- Rising Star	8
2- Progressing Star	65
3-Quality	4
4- Quality Plus	0
5- Highest Quality	0



Star Rating	Number of Programs in the Region
1- Rising Star	3
2- Progressing Star	56
3-Quality	14
4- Quality Plus	6
5- Highest Quality	2



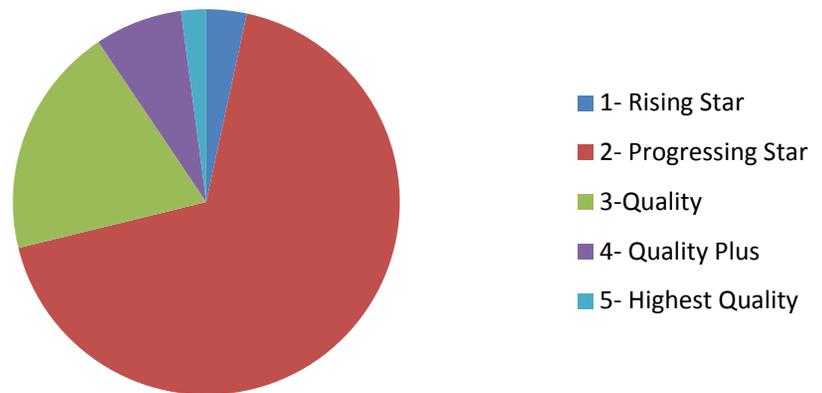
## Year in Review: Data Snapshot

### Comparison of Quality First Rated Programs in the Central Pima Region vs. Statewide Snapshot

How does the Central Pima Quality First sites compare to the statewide outlook? Approximately 860 programs are enrolled in the Quality First program on a statewide level. The statewide snapshot reflects similar rating trends as the Central Pima region. Both from a regional and statewide perspective, significant improvements have been attained in a short timeframe.

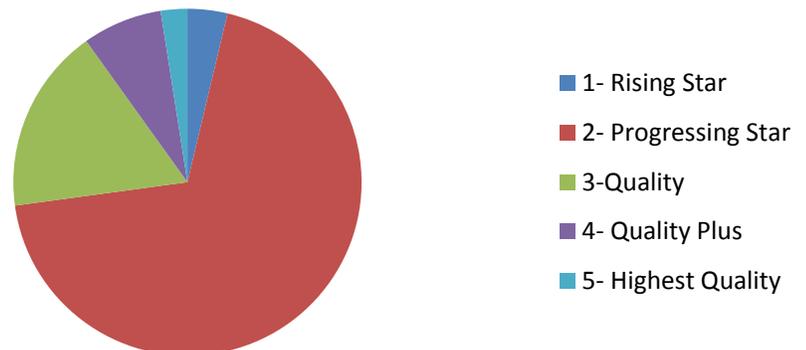
Star Rating	Number of Programs in the State
1- Rising Star	29
2- Progressing Star	583
3-Quality	167
4- Quality Plus	63
5- Highest Quality	18

### Statewide Snapshot of Quality First Programs with a Public Rating



Star Rating	Number of Programs in the Region
1- Rising Star	3
2- Progressing Star	56
3-Quality	14
4- Quality Plus	6
5- Highest Quality	2

### Central Pima Quality First Programs with a Public Rating - August 2013

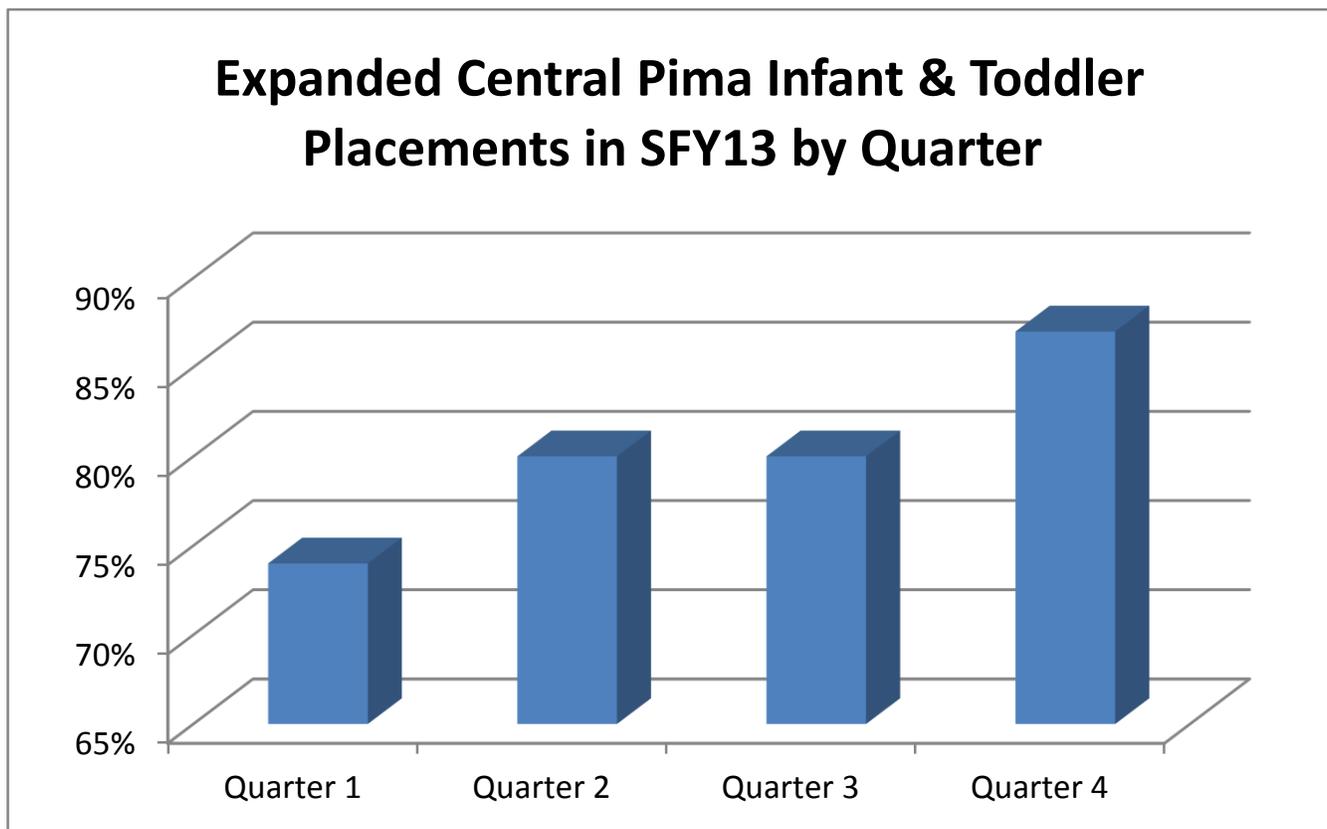


## ***Year in Review: Data Snapshot***

### **Infant and Toddler Expansion Strategy: Snapshot of Expanded Placements**

From SFY2010-SFY2012, the Infant and Toddler Expansion strategy supported 10 licensed early care and education programs to complete a construction/renovation project following an in depth series of business professional development. The original intent of the strategy was to support participating programs with a sustainability stipend once the construction/renovation project was complete; however the construction/renovation projects took longer than expected and a vast majority of programs were unable to benefit from the sustainability stipend. SFY2013 marked the new year of the three year funding cycle and the first year in which the Regional Council offered the sustainability stipend and intended to utilize a step down funding model.

In total, 144 infant and toddler placements were created through the strategy. The graph below depicts the infant and toddler placements filled throughout SFY2013. In Quarter 1, approximately 74% of placements were filled while Quarters 2 and 3, respectively saw 80% of placements filled. However, in Quarter 4, there is a significant increase with 87% of expanded infant and toddler placements filled.

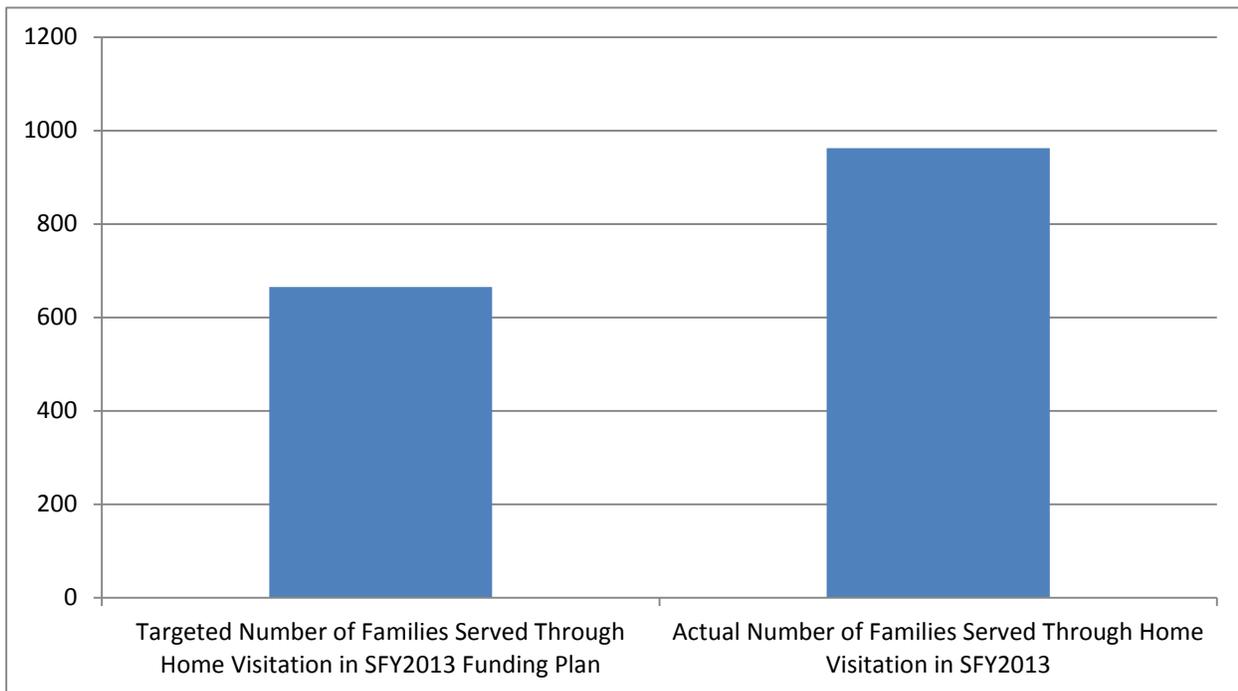


## Year in Review: Data Snapshot

### Family Support: Targeted vs. Actual Served and Impacts Made in SFY2013

At the time of strategic planning for SFY2013-2015, the 2010 Central Pima Needs and Assets report denoted approximately 16,600 families in the region have a young child birth through five. Considering the home visitation strategy targeting families with infants and toddlers, the approximate number of families with infants and toddlers was estimated to be 6,640. The Central Pima Regional Council identified 665 families or approximately 10% of the population of families with infants and toddlers, to be recruited for participation throughout the Central Pima region.

The Regional Council intentionally created a continuum of family support services. Included on this continuum is the more intensive home visitation programming targeting approximately 10% of families who may exhibit extenuating needs. According to the SFY2013 data report, the partners who carry out home visitation have collectively supported 962 families. Using the estimated population of families with infants and toddlers in the region of 6,640 as the denominator, it can be deduced that Central Pima home visitation partners have reached 14.5% of families, exceeding the targeted numbers.



**Council:** Central Pima

**Fiscal Year:** 2013

## Instructions for interpreting data report fields:

### \*Quarterly Data Submission Status

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

0 = 0 months out of 3 months of data for this quarter were submitted.

**Note:**

No strategy-specific data fields will be displayed for a contract with a “0” Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

3 = 3 months out of 3 months of data for this quarter were submitted

**Note:**

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

(a) The grantee did not set their PGMS data submission status to “complete” or did not submit data via other acceptable file transfer protocols

(b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following

quarter

(c) The contract’s strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

### \*\*Contracted Service Units

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

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

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

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

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

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Care Coordination/Medical Home (Well Being Promotion Program)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
FTF-RC017-12-0341-08-Y2 / International Rescue Committee	Quarterly Data Submission Status*		0	3	3	3
	Number of children (0-5 yrs) newly referred for care coordination services			19	6	17
	Number of children (0-5yrs) newly received care coordination services			19	6	17
	Number of children served	75	63*	19	25	42
	Number of children at the end of the quarter (subtracting disenrolled)			19	20	35
	Number of new intake assessments completed during the quarter			19	3	17
	Number of new written care plans developed			0	3	17
	Number of new written care plans completed			0	3	17
	Number of referrals			25	7	49

*\*Note: Data for the First Fiscal Quarter is self-reported. In Quarter 1, FTF requested the Grantee to change the data collection template during the First Quarter. From the First Fiscal Quarter Program Narrative Report, the grantee reported serving 48 mothers, including 10 currently pregnant and 63 children less than 5 years of age.*

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Community Based Professional Development Early Care and Education Professionals (Great Expectations Innovative Professional Development)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0389-03 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3	0	
<i>Professional Development Alliance, led by United Way of Tucson and Southern Arizona in partnership with Child &amp; Family Resources, Easter Seals Blake Foundation, Early Childhood Development Group, Southern Arizona Association for the Education of Young Children, Tucson Unified School District, Tohono O'odham Community College, Pima Community College Center and University of Arizona</i>	Number of professional development sessions conducted		54	70	77		
	Number of professionals attended	1444	576	715	687	*	1978**
	Average attendance per professional development session		10.7	10.2	8.9		
	Number of professional development sessions offered as college credit		48	65	71		

*\*Note: The FTF partner was granted an extension in submitting the Quarter 4 data. With the data submission slightly delayed to FTF, there has been a further delay in analyzing and preparing the data for the Regional Partnership Council. Please see the Program Narrative Data report for specific activities and progress made within this grant in Quarter 4.*

*\*\*Note: The FTF data collection template for this strategy does not account for the uniqueness of the Communities of Practice. Because of the way the template has been created, the number of professionals attending professional development is duplicated. In preparation for Fiscal Year 2014, the grantee has taken the initiative to reduce duplicative reporting. Further, FTF staff is proposing some adjustments to the data collection template for consideration and in preparation for future fiscal years.*

## Expansion: Increase slots and/or Capital Expense (Infant Toddler Expansion)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0386-01 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3	3	
	Number of center based providers served	10	10	10	10	10	10
	Number of center based providers at the end of the quarter (subtracting disenrolled)		9	8	9	10	
	Number of providers who received Renovation support		1	0	0	0	
	Number of providers who received Capital Investment support		0	0	0	0	
	Number of providers who received support for planning for renovation or capital investment		0	0	0	0	
	Number of providers who received Equipment/materials purchases to support expansion		1	0	0	0	
	Number of providers who received other support services		10	10	10	10	
	Number of infant slots added in center based providers		0	0	0	0	
	Number of toddler slots added in center based providers		12	0	0	0	
	Number of preschooler slots added in center based providers		0	0	0	0	
	Number of increased slots for participating children	142	12	12	12	12	12*

*Note: Only center-based providers participate in this strategy. For the number of increased slots, the number appears to be significantly lagging with 12 placements denoted in the data. Please note that in total, across a total of three and one half fiscal years, approximately 144 slots have been expanded. According to the Quarter 4 Program Narrative Report, 84% of infant placements and almost 90% toddler placements are filled. The 12 figure accounts for the number expanded solely within Fiscal Year 2013.*

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### FTF Professional REWARD\$\*

\* Source data issues, please contact grantee over discrepancies

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0346-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		2	2		1	
	Total Number of Applicants		43	124		136	
	Total number of Approved Scholars			106		136	
	Number of Renewed Scholars			9			
	Number of Incentive awards distributed	225	6	115		136	257
	Total Number of Scholars by REWARD Tiers:		6	115		136	
	Tier 1		2	11		21	
	Tier 2			7		7	
	Tier 3			13		11	
	Tier 4		1	20		26	
	Tier 5		2	19		20	
	Tier 6		1	18		20	
	Tier 7			6		5	
	Tier 8			17		22	
	Tier 9			4		4	

*Tiers 1-9 represent the graduated levels of higher education and experience. Tier 1 represents the lowest, minimum Tier of requirements for participating in the program. Tier 9 represents the highest level of education and the highest Tier possible.*

### Home Visitation

A data field is flagged in grey for a State Fiscal Year quarter:

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

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

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

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

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

**New for Fiscal Year 2013 Data Reports:** If one of the above listed data fields appear gray, FTF staff will continue to monitor the progress or digression of that particular data field by each Fiscal Year Quarter. Important considerations behind the gray box:

- **Varied Reasons for a Gray Box:** When reviewing the data, it is important to look at other data fields in conjunction with a gray box. Because a box is gray, it does not automatically entail an issue. The gray box may, in some instances, reflect additional monitoring needed; however there are also reasons that a gray box may appear that is conducive to the home visitation process. For example, client turnover may show gray; however it may be for positive reasons such as families successfully graduating from the program or the child entering Kindergarten. **Client Disenrollment Gray Box:** The data field, *number of families disenrolled during the quarter* goes hand in hand with the following two data fields, *clients disenrolled due to moving* and *clients disenrolled with due to unable to locate*. The percentage for data fields, *clients disenrolled due to moving* or *clients disenrolled with due to unable to locate*, is related to the number above, *number of families disenrolled*. To clearly demonstrate how the *moving* and *unable to locate* data fields relate to the client disenrollment, refer to page 10 of the report, Nurse Family Partnership MIECHV funded data, Third Fiscal Quarter column. As you will see, there were 3 families who disenrolled. Of the 3 total families that disenrolled from the program in Quarter 3, it is noted 33.3% (or likely 1 family) is flagged as a gray box. One family disenrolling due to unable to locate is not necessarily a red flag. It's important when looking at the gray boxes to remember other data should be considered and there is potential for the data to appear to be skewed, as demonstrated by the NFP MIECHV data. Just because the box is gray, it does not mean there is immediate concern.
- **Caseload Gray Box:** Currently, the FTF Standards of Practice state the recommended home visiting caseload is 20 families per visitor; however there are evidence-based programs that allow for caseloads slightly greater 20, including Parents As Teachers and Nurse Family Partnership. Some of the grantee data represents a slightly higher caseload. This is accounts for varying reasons such as the approval to carry a slightly higher case load in this region. In addition, a slightly higher case load may account for staff in transition and families transitioning or successfully completing/graduating from the program. FTF Central Pima home visiting programs are all evidence-based. Each grantee is acutely aware of the caseload per home visitor and it is necessary for them to monitor their caseloads, which is part of maintaining their accreditation/certification status.

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-04 / Sunnyside School District	Quarterly Data Submission Status*		3	3	3	3	
<i>Parents As Teachers Collaborative, led by Sunnyside Unified School District in partnership with Amphitheater School District, Casa de los Niños and Easter Seals Blake Foundation</i>	Number of families newly enrolled during the quarter		239	42	24	26	
	Number of families served	189	239	281	305	331	331
	Number of families at the end of the quarter (subtracting disenrolled)		203	219	221	206	
	Client turnover for the quarter		0	0	0	6.8%	
	Number of families disenrolled during the quarter		36	26	22	41	
	Clients disenrolled due to moving		11.1%	46.2%	59.1%	24.4%	
	Clients disenrolled due to unable to locate		13.9%	7.7%	4.5%	12.2%	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0	0	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		11.5	12.5	9.0	9.0	
	Home visitor caseload for the quarter		17.7	17.5	24.6	22.9	
	Staff turnover for the quarter		0	0	28.0%	0	
	Number of children newly enrolled during the quarter		207	45	29	32	
	Number of children served		207	252	281	313	
	Number of children eligible for developmental screening		84	127	162	149	
	Number of children receiving developmental screening		44	83	69	87	
	Number of children referred for follow-up		0	<25	<25	<25	
	Number of families who received community based referrals		84	151	341	267	
	Number of families reporting they are under or uninsured		28	63	67	91	
	Number of families receiving enrollment assistance to obtain insurance		1	9	8	14	

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0390-05 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3	3	
<i>Southern Arizona Family Support Alliance, led by United Way of Tucson and Southern Arizona in partnership with Child &amp; Family Resources' Healthy Families; Parent Aide's Safe Care; Marana School District's Parents As Teachers; The Parent Connection's Parents As Teachers</i>	Number of families newly enrolled during the quarter		148	18	20	28	
	Number of families served	151	148	166	186	214	214
	Number of families at the end of the quarter (subtracting disenrolled)		112	110	99	110	
	Client turnover for the quarter		0	1.8%	10.0%	0	
	Number of families disenrolled during the quarter		36	20	31	17	
	Clients disenrolled due to moving		2.8%	0	9.7%	5.9%	
	Clients disenrolled due to unable to locate		27.8%	45.0%	22.6%	5.9%	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0	0	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		6.1	5.3	5.4	4.9	
	Home visitor caseload for the quarter		18.5	20.9	18.4	22.7	
	Staff turnover for the quarter		0	13.2%	0	9.7%	
	Number of children newly enrolled during the quarter		206	25	25	37	
	Number of children served		206	231	256	293	
	Number of children eligible for developmental screening		175	43	52	57	
	Number of children receiving developmental screening		75	31	26	49	
	Number of children referred for follow-up		<25	<25	<25	<25	
	Number of families who received community based referrals		292	209	306	388	
	Number of families reporting they are under or uninsured		52	68	81	112	
	Number of families receiving enrollment assistance to obtain insurance		95	31	58	80	

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-01 / Casa de los Niños, Inc.	Quarterly Data Submission Status*		3	3	3	3	
<p><i>FTF Funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i></p> <p><i>*Note: Contracted Service Units for number of families served is 375. The 375 represents both the FTF funding and MIECHV funding combined service units. FTF funding is contracted to serve 200 families and MIECHV funding is contracted to serve 175 families.</i></p>	Number of families newly enrolled during the quarter		178	17	27	16	
	Number of families served	375	178	195	222	238	238
	Number of families at the end of the quarter (subtracting disenrolled)		175	158	166	148	
	Client turnover for the quarter		0	9.7%	0	10.8%	
	Number of families disenrolled during the quarter		3	34	19	34	
	Clients disenrolled due to moving		66.7%	8.8%	0	20.6%	
	Clients disenrolled due to unable to locate		0	23.5%	21.1%	14.7%	
	Number of families continuing to receive services who have moved out of the region during the quarter		1	0	0	0	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		8.0	7.5	8.0	7.2	
	Home visitor caseload for the quarter		21.9	21.1	20.8	20.6	
	Staff turnover for the quarter		0	6.3%	0	10.0%	
	Number of children newly enrolled during the quarter		150	24	8	13	
	Number of children served		150	174	182	195	
	Number of children eligible for developmental screening		13	47	48	40	
	Number of children receiving developmental screening		11	43	40	34	
	Number of children referred for follow-up		<25	0	0	<25	
	Number of families who received community based referrals		221	330	512	374	
	Number of families reporting they are under or uninsured		99	20	29	19	
Number of families receiving enrollment assistance to obtain insurance		52	5	2	0		

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0392-02 / Casa de los Ninos, Inc.	Quarterly Data Submission Status*		3	3	3	3	
<p><i>Maternal Infant Early Childhood Home Visitation (MIECHV) funded Nurse Family Partnerships, led by Casa de los Niños, in partnership with Easter Seals Blake Foundation</i></p>	Number of families newly enrolled during the quarter		31	57	55	36	
	Number of families served	200	31	88	143	179	179
	Number of families at the end of the quarter (subtracting disenrolled)		31	86	138	158	
	Client turnover for the quarter		0	0	0	0	
	Number of families disenrolled during the quarter		0	2	3	16	
	Clients disenrolled due to moving		0	50.0%	0	25.0%	
	Clients disenrolled due to unable to locate		0	50.0%	33.3%	31.3%	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	1	1	0	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		9.0	9.0	9.0	7.8	
	Home visitor caseload for the quarter		3.4	9.6	15.3	20.3	
	Staff turnover for the quarter		0	0	0	13.3%	
	Number of children newly enrolled during the quarter		0	22	23	34	
	Number of children served		0	22	45	79	
	Number of children eligible for developmental screening		0	0	0	0	
	Number of children receiving developmental screening		0	0	0	0	
	Number of children referred for follow-up		0	0	0	0	
	Number of families who received community based referrals		86	282	605	537	
	Number of families reporting they are under or uninsured		23	16	1	0	
Number of families receiving enrollment assistance to obtain insurance		11	5	0	0		

*Note: Number of families served is contracted and shows in the above FTF funded data. For the MIECHV portion of NFP, 175 families have been contracted to be served through MIECHV funds.*

## Community-Based Parent Education

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0409-03 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		2	3	3	3	
<i>Southern Arizona Family Support Alliance, led by United Way of Tucson and Southern Arizona in partnership with Parent Aide's Active Parenting; University of Arizona Cooperative Extension's Brain Waves; The Parent Connection's Stay and Plays and Multiple Parenting Class Series; Casa de los Niños' Nurturing Parenting; and Easter Seals Blake Foundation's The Incredible Years</i>	Number of sessions conducted		63	96	141	128	
	Number of adults attended	380	549	874	988	882	3293*
	Average attendance per session		8.7	9.1	7.0	6.9	

*\*Note: Number of adults that attend sessions is duplicated. FTF is working on addressing the complexities of collecting data for community-based parent education sessions. Currently, all community-based parent education sessions reflects a duplicated count of families served.*

**Community-Based Parent Education (continued)**

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-12-0341-09-Y2 / Make Way for Books	Quarterly Data Submission Status*		3	3	3	3	
<i>Raising A Reader Early Literacy Community-Based Parent Education</i>	Number of sessions conducted		9	14	24	30	
	Number of adults attended	100	146	172	137	141	596*
	Average attendance per session		16.2	12.3	5.7	4.7	

*Note: Number of adults that attend sessions is duplicated. FTF is working on addressing the complexities of collecting data for community-based parent education sessions. Currently, all community-based parent education sessions reflects a duplicated count of families served.*

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC017-13-0408-01 / Teen Outreach Pregnancy Services	Quarterly Data Submission Status*		2	3	3	3	
<i>Teen Parent Specific Community-Based Parent Education</i>	Number of sessions conducted		47	75	63	76	
	Number of adults attended	200	257	414	382	436	1489*
	Average attendance per session		5.5	5.5	6.1	5.7	

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Quality First (Coaching, Incentives, Assessments, Licensure and Warmline/Technical Assistance Support Components)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
FTF-STATE-12-0336-02-Y2 / United Way of Tucson and Southern Arizona <i>Coaching Support/ Incentives</i>	Number of center based providers served	55	54	54	54	55
	Number of home based providers served	24	23	21	21	23
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
FTF-STATE-13-0344-02 / Southwest Human Development <i>Mental Health Warmline</i>	Number of center based providers served		0	0	54	55
	Number of home based providers served		0	0	21	23
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
FTF-STATE-13-0351-02 / Southwest Human Development <i>Technical Assistance Support and Warmline</i>	Number of center based providers served		0	0	54	55
	Number of home based providers served		0	0	21	23

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

### Quality First (Continued- Coaching, Incentives, Assessments, Licensure and Warmline/Technical Assistance Support Components)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
FTF-STATE-13-0426-01 / Southwest Human Development <i>Inclusion Support and Warmline</i>	Number of center based providers served		0	0	54	55
	Number of home based providers served		0	0	21	23
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)
ISA-STATE-12-0410-01-Y2 / Arizona Department of Health Services <i>Licensing Support</i>	Number of center based providers served		0	0	54	55
	Number of home based providers served		0	0	21	23

# Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

## Quality First Child Care Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-11-0302-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3	3	3	
	Number of center based providers served			59	63	64	
	Number of center based providers at the end of the quarter (subtracting disenrolled)			51	54	54	
	Number of home based providers served			20	20	21	
	Number of home based providers at the end of the quarter (subtracting disenrolled)			18	18	19	
	Number of children receiving scholarships			786	1168	1335	
	Center based providers: Number of infants receiving scholarships			73	127	152	
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			29	47	42	
	Home based providers: Number of infants receiving scholarships			8	13	13	
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)			5	7	7	
	Center based providers: Number of toddlers receiving scholarships			299	430	498	
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			140	210	204	
	Home based providers: Number of toddlers receiving scholarships			18	31	36	
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)			9	18	18	

## Data Reports by Regional Partnership Council

Council: Central Pima

Fiscal Year: 2013

Center based providers: Number of preschool aged children receiving scholarships			427	624	734	
Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)			256	379	330	
Home based providers: Number of preschool aged children receiving scholarships			29	47	54	
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)			22	38	29	
Center based providers: Number of children with special needs receiving scholarships			7	14	25	
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			4	5	9	
Home based providers: Number of children with special needs receiving scholarships			1	1	1	
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)			0	1	1	
Number of Infant (0-12 months) slots filled end of the quarter			40.5	62.0	49.5	
Number of toddler (13-35 months) slots filled end of the quarter			163.0	225.0	218.5	
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter			273.0	395.0	414.0	
Number of slots filled with children (0-5 yrs) end of the quarter	553		476.5	682.0	682.0	682.0
Number of FTF slots vacant for children (0-5 yrs)			1.5	0	0	

*\*Note: For Fiscal Year 2013, the number of center based and home based providers accounts for Quality First enrolled programs receiving child care scholarships and Quality First waitlisted providers receiving child care scholarships. Effective July 1 (Fiscal Year 2014): Quality First child care scholarships will be available to Quality First enrolled participating programs only.*

### Recruitment – Stipends/Loan Forgiveness (aka Loan Forgiveness for Speech Language Pathologists)

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

*\*Note: Central Pima participates only in the Loan Forgiveness component of this strategy.*

*Two SLP's in the Central Pima region are currently receiving loan forgiveness. Participation will cease for one SLP on 9/30/13 with the other SLP ending on 12/31/13. Note that both SLP contracts will end the last days of Quarter 1 and Quarter 3 of Fiscal Year 2014. Recruitment for the future vacant spots is underway.*

### Scholarships TEACH - Regional (Additional TEACH; Regionally Funded; Bachelor's Degree Pilot)

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-STATE-13-0350-01 / Association for Supportive Child Care  <div style="border: 1px dashed gray; padding: 5px;"> <p><b>Acronyms:</b></p> <p><b>AA:</b> Associate's Degree</p> <p><b>CDA:</b> Child Development Associate Credential</p> <p><b>BA:</b> Bachelor's Degree (remember Central Pima and South Pima are piloting the TEACH BA through regional funds)</p> </div>	AA Degrees Completed Contract to Date		7	10	11	12		
	CDA Credentials Completed Contract to Date		0	0	0	0		
	BA Degrees Completed Contract to Date		0	0	0	0		
	AA Degrees Completed		0	0	1	2		
	BA Degrees Completed		0	0	0	0		
	AA Credits Completed		50	96	173	245		
	AA Contracts Completed		7	11	14	22		
	AA Withdrawn		1	5	7	14		
	AA Contracts Initiated		1	2	1	7		
	AA Scholarships Awarded		59	49	43	25		
	BA Credits Completed		0	0	0	6		
	BA Contracts Completed		0	0	0	0		
	BA Withdrawn		0	0	0	0		
	BA Contracts Initiated		0	0	0	0		
	BA Scholarships Awarded		0	1	1	1		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		100	59	49	44	24	24
	T.E.A.C.H. Scholar Turnover			1.7%	10.2%	15.9%	58.3%	

### Scholarships TEACH - Statewide (TEACH for Professionals Participating in a Quality First Program; Statewide Funded)

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total	
FTF-STATE-13-0350-01 / Association for Supportive Child Care  <div style="border: 1px dashed black; padding: 5px;"> <p><b>Acronyms:</b></p> <p><b>AA:</b> Associate's Degree</p> <p><b>CDA:</b> Child Development Associate Credential</p> <p><b>BA:</b> Bachelor's Degree (remember Central Pima and South Pima are piloting the TEACH BA through regional funds)</p> </div>	AA Degrees Completed Contract to Date		3	0	1	2		
	CDA Credentials Completed Contract to Date		0	0	0	0		
	BA Degrees Completed Contract to Date		0	0	0	0		
	AA Degrees Completed		0	0	1	2		
	CDA Credentials Completed		0	0	0	0		
	BA Degrees Completed		0	0	0	0		
	AA Credits Completed		33	56	136	250		
	AA Contracts Completed		4	6	11	18		
	AA Withdrawn		1	3	5	9		
	AA Contracts Initiated		1	8	7	9		
	AA Scholarships Awarded		29	42	47	43		
	CDA Scholarships Withdrawn		0	0	0	0		
	CDA Contracts Initiated		0	1	1	0		
	CDA Scholarships Currently Awarded		0	0	0	0		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		67	29	41	46	41	41
	T.E.A.C.H. Scholar Turnover			3.4%	7.3%	10.9%	22.0%	

## Additional Statewide Strategies

The following statewide strategies provide various services within the Central Pima region; however implementation of these strategies are supported through statewide funding and do not utilize regional funds. The data below is specific to the Central Pima region.

### Birth to Five Helpline - Statewide Strategy

*Helps families with young children get free answers to their toughest parenting questions. The Helpline provides advice and information on child development and behavior to families through a free phone line, which is staffed by child development specialists.*

Note about data availability: The Birth to Five Helpline Statewide strategy data is currently unavailable. The grantee, Southwest Human Development recently changed their data system to optimize reporting. As a result, the grantee is experiencing some data related glitches, specifically having to do with the prior reporting of Quarters 1 and 2 of data reporting. FTF Research and Evaluation staff is working with the grantee to clarify reporting and data for all Quarters.

### Parent Kits - Statewide Strategy

*Parents of every newborn in Arizona are given critical information about healthy parenting practices and how to support their baby's early learning.*

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y2 / SPF Consulting, LLC	Number of English cases distributed		181	133	98	154	
	Number of Spanish cases distributed		23	8	12	19	
	Number of cases distributed		204	141	110	173	
	Number of parent kits distributed		2856	1974	1540	2422	

## Physician Education & Outreach - Statewide

*Ensures young children are receiving the required preventive health care from a consistent medical provider, including more consistent developmental screenings and referrals. Provides consultation and facilitate a self-assessment process for physician practices in order to provide preventive health care for young children using a medical home model and including necessary developmental screenings and referrals.*

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0345-01 / American Academy of Pediatrics - AZ Chapter	Quarterly Data Submission Status*		3	3	3	3	
	Number of new practices where outreach occurred		1	0	0	0	
	Number of existing practices with continued outreach		18	2	3	0	
	Number of practices newly enrolled		0	0	0	0	
	Number of practices enrolled		9	9	9	9	
	Number of new practices with a completed assessment		4	0	0	0	
	Number of participating practices		10	10	10	10	
	Number of practices moving on to practice improvement Activities		2	2	2	2	
	Number of practices participating in a self study		1	1	1	1	
	Number of practices participating in a learning collaborative		1	1	1	1	
	Number of practices participating in the preventative services learning collaborative		1	1	1	1	
	Number of practices participating in developmental screening and follow up learning collaborative		0	0	0	0	
	Number of practices participating in the family centered medical home learning collaborative		0	0	0	0	
	Number of new practices moving on to practice		0	0	0	0	

## Data Reports by Regional Partnership Council

**Council:** Central Pima

**Fiscal Year:** 2013

Number of practices newly participating in self study during the month		0	0	0	0
Number of practices newly participating in learning collaborative during the month		1	0	0	0
Number of practices newly participating in the preventative services learning collaborative during the month		1	0	0	0
Number of new practices participating in the developmental screening and follow Up learning collaborative during the month		0	0	0	0
Number of new practices participating in the family centered medical home learning collaborative during the month		0	0	0	0

**Central Pima Regional Partnership Council**  
**Quarter 4 Program Data Summary**

Reporting as of period ending June, 2013

(Source: Partner Grant Management System Data Narrative Report)

**Selected data** as reported in the Program Narrative Report by the Grantee, representing the programs and services delivered in Quarter 4 (April, May & June 2013).

**PROFESSIONAL DEVELOPMENT PARTNER: UNITED WAY PROFESSIONAL DEVELOPMENT ALLIANCE**

**SUBGRANTEES:** CHILD & FAMILY RESOURCES, EARLY CHILDHOOD DEVELOPMENT GROUP, EASTER SEALS BLAKE FOUNDATION, SOUTHERN ARIZONA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, PIMA COMMUNITY COLLEGE CENTER FOR EARLY CHILDHOOD STUDIES, UNIVERSITY OF ARIZONA COLLEGE OF EDUCATION, TUCSON UNIFIED SCHOOL DISTRICT, TOHONO O'ODHAM COMMUNITY COLLEGE

**STRATEGY: COMMUNITY-BASED PROFESSIONAL DEVELOPMENT (AKA COMMUNITIES OF PRACTICE/INNOVATIVE PROFESSIONAL DEVELOPMENT/GREAT EXPECTATIONS)**

**Collaboration:**

AZ Department of Education – AZ Early Learning Standards and the Infant and Toddler Standards were presented and discussed a several workshops co-sponsored by United Way and the AZ Department of Education. In September 2013, new workshops will be jointly planned for Tucson with ADE staff as discussion leaders.

**Conference Presentations**

- *Smart Start Conference – May 2013* There were a number of questions about how we make college credit available and how we raised the community college graduation rate.
- *NAEYC Professional Development Institute – June 2013*
- *FTF Summit* – The grant director has been notified that a conference proposal was accepted for the August 2013 Summit.
- The director of Teachstone invited the grant director to be part of the *Teachstone FTF Summit presentation* on how CLASS is being used in the work of the Great Expectations grant

**Additional Collaborations**

Approximately 40 coaches in Southern Arizona participated in special presentations by Sue Bredekamp, Hedda Sharapan, and Bryan Nelson, all of whom were in Tucson as part of the *Great Expectations for Teachers, Children, and Families* program. *Quality First* paid for these 3 presentations, each of which was approximately three hours in length. Sue Bredekamp focused her time on developmentally appropriate assessments. Hedda Sharapan discussed Science, Technology, Engineering, Arts, and Mathematics (STEAM) for young children. She gave the coaches new strategies for teaching STEAM, which is an area that is underused in many early childhood classrooms. Bryan Nelson discussed strategies for creating gender neutral classrooms and the need for little boys to have opportunities for big body play or rough and tumble play and how to work that into the daily curriculum.

The Coordinator of the Infant-Toddler Community of Practice was invited by the Arizona Department of Education to be a presenter at the Department's first Infant-Toddler Summit, which will be held on August 10, 2013.

**Barriers and Solutions to Share:**

Pathways Scholarships – In order to make sure Pathways funds reach the applicants in our Communities of Practice, the grant director has spoken several times with the Pathways director for Pima College in order to make sure processes are in place. The Pathways director will attend the grant's Year two kick-off event and provide all attendees with Pathways information and will talk to those requesting individual conversations.

**Successes to Celebrate:**

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

- Central cohort members completed the Project Best program in April. During the April 24th session each member was asked to describe how their philosophy on infancy had grown/changed.
  - Essie Lee shared, *"I have worked in ECE for 11+ years and my philosophy has been my school's philosophy. Now I can disagree and or modify with confidence. I now have an in-depth understanding of "Why" we do what we do. Through my new eyes I pay attention to things I didn't before. I am more flexible and sensitive to the needs of young children."*

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

- In April, ESBF staff was able to provide professional development opportunities to approximately 45 Head Start and child care staff on the Tohono O'odham Nation. They were able to coordinate with the disabilities specialist to hold three "Conversations on Inclusion" sessions at Baboquivari High School as part of an early childhood staff development day. From these sessions ESBF further strengthened relationships with the TO Head Start and child care staff and introduce our Community of Practice as it relates to concerns on the Nation. Many of the early childhood providers expressed interest in joining our CoP as cohort members.
- In May, ESBF graduated 23 participants from ECE 211. They also launched the Social Emotional Competence Series based on the Center for Social and Emotional Foundations for Learning's modules. Thus far there are 15 participants in the infant and toddler cohort and 9 participants in the preschool cohort. Last, but not least, ESBF's Inclusion Support Specialist attended the 2013 Inclusion Institute in North Carolina. While there, she had the opportunity to connect with Tracey West, who cordially invited her to share cohorts' experiences utilizing the Inclusive Classrooms Profile during one of the breakout sessions.

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

- During this quarter, Pima Community College celebrated 52 students who graduated with their Associates Degree in Early Childhood! Additionally, 83% of PCC Early Childhood students taking math and participating in ENLACE successfully completed their course with a 'C' or better! This is well above the 55% that is standard across the campus, for all majors.

SAzAECY (Las Familias): *Implementing developmentally appropriate practice in all classrooms*

- During this quarter, Pima Community College celebrated 52 students who graduated with their Associates Degree in Early Childhood! Additionally, 83% of PCC Early Childhood students taking math and participating in ENLACE successfully completed their course with a 'C' or better! This is well above the 55% that is standard across the campus, for all majors.

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

- The Tohono O'odham CoP was thrilled that Agnes Lewis presented two family literacy nights, making homemade books. The second of these literacy nights had six families in attendance, including children. This is a huge success, as the location for this event was in one of the most remote parts of the O'odham village.
- Additionally, presentations by Hedda Sharapan and Verna Enos yielded high attendance for this CoP. The presentation by Hedda Sharapan in May had 32 people in attendance, which included 8 members of the CoP, Regional Council members, Head Start teachers and administrators.

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

- The University of Arizona CoP celebrated the graduation of 2 CoP Members who received their MA in ECE Education, and 6 of their CoP Members who graduated with their BA in ECE! Additionally, one of their MA graduates applied and was accepted into the Teaching and Teacher Education Doctoral program at the UoA, focusing in ECE.

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

- Iza Butler, a local movement expert, was contracted to facilitate a Day in the Park alongside the coordinator. The event was held at Reid Park as a central location to providers from all four regions, each was represented with at least one provider. Outdoor play stations were created and providers were debriefed on why it was set up was engaging and appropriate for children. Children and providers alike enjoyed the day. Children were absorbed in learning experiences for the length of the event and no behavior problems arose.
- In April, MM also hosted a cooking class with Chef Mario Diaz de Sandy from Pima Community College. The cooking class was made available to providers who had not taken the training. It is a 2-day class for 10 hours emphasizing proper child nutrition instructed by Christy Wilson, RD. Providers then put theory into practice in the kitchen as Chef Mario demonstrated hands on skills to prepare healthy meals. Providers tried new foods and recipes which they will try with the children in their home.

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

- Among the many successes this quarter, the United Way CoP provided a full schedule of professional development educational opportunities, including:
  - A seminar lead by Sue Bredekamp for Quality First coaches;
  - A special dinner engagement and a separate seminar for Quality First coaches featuring Hedda Sharapan which attracted more than 45 attendees;
  - Three days of CLASS sessions with Mary Margaret Gardiner;
  - A one-day seminar with noted national speaker Luis Hernandez;
  - A one-day seminar lead by Bryan Nelson;
  - A two-day seminar with Susan Ochshorn & Didi Goldenhar.

**HOME VISITATION PARTNER: CASA DE LOS NIÑOS (CDLN)**

**SUBGRANTEE: EASTER SEALS BLAKE FOUNDATION (ESBF)**

**STRATEGY: HOME-BASED VISITATION FOR HIGH-RISK FAMILIES (aka Nurse Family Partnership (NFP))**

**Collaboration:** This quarter we collaborated with the Girl Scouts of America, Make Way for Books, First Focus on Kids, Rural Human Services Network, and Serafina Women's Services at CODAC. We continue to partner with the IRC and build connections with El Rio Health Center OB/GYNs and Pediatricians. Nurse home visitors presented a session on reading to baby and bed-time routines at "Baby Camp" hosted by the Girl Scouts. This allowed us to share with the community and helped raise awareness about our program. This quarter we presented at the Rural Human Services Network, and decided to join the network. Because of the network we have been able to co-ordinate with other family support services, share knowledge, and learn about other resources in Southern Arizona.

This quarter we applied for more early literacy kits from Make Way for Books. We attended their workshop on promoting early literacy starting in pregnancy. This helps us learn how to best promote early literacy and helps us promote the programs that MWFB offers the community.

As the program continues we have been able to make great connections with medical care providers. This month our nurse home visitors have collaborated with families to notify their pediatric care providers when we detected an infant with jaundice and another infant with feeding difficulties. We have also helped facilitate care for 2 mothers with possible pre-eclampsia and one mother with eclampsia who hadn't been keeping appointments. Because we have the time to listen to families' concerns and have been teaching families how to advocate for themselves and their children, serious effects from these complications have been averted.

**Barriers and Solutions to Share:** We are clarifying our process for removing clients from the caseload when they leave the program before completion. We have also created a tool to better track attrition, so we can identify modifiable trends. Average attrition rates when a nurse home visitor resigns are quoted to be as high as 50%. We had two nurses resign and had no clients leave the program due to the transition. Our ability to overcome this common barrier to success can be attributed to the strength of our program and the hard work that both the resigning nurses and the receiving nurses did to ensure that clients felt valued during the transition.

**Success to Celebrate:** This quarter we screened 55 mothers for depression and anxiety during pregnancy and in the immediate postpartum. We continue to screen throughout the first two years post-partum. We have been able to help the 15% of mothers who had risk factors or signs of depression or anxiety, get the services they need. There was only 1 preterm birth this quarter. There were no small-for-gestational-age babies and no large-for-gestational-age babies born this quarter. All of the FTF and Maternal Infant Early Childhood Home Visitation (MIECHV) clients and children were enrolled with a medical provider.

Untreated maternal emotional health issues negatively affect children's health and development in both the long and short term. Maternal depression during infancy has a greater impact on a child's development than later exposure. Our nurse home visitors have had great success in early detection of perinatal mood disorders. Our nurses have rapport with the families and a wealth of experience in helping mothers with perinatal mood disorders. This has allowed women to share mental health concerns that they weren't comfortable discussing with their care providers. Nurse home visitors offer emotional support and facilitate access to mental health providers. This quarter we have supported many women with perinatal mood disorders. It has also been a quarter with lots of births. Our nurse home visitors have been able to offer reassurance, support, and self-care education to many overwhelmed new mothers who report feeling much more confident and after their visits.

We have had incredible success in involving the whole family in our program. Although our program is for first time mothers, there are often other children in the home. We are able to widen our impact and keep whole families engaged. For example when there are older children in the home we invite them to help read to baby. This promotes literacy for the older children as well as the baby. It also promotes shared positive emotions as the whole family enjoys seeing the older children read to the little children. One of our home visitors has helped the whole family start the tradition of reading in the afternoon. The client reads to the 6th grader, who then reads to the 2nd grader, who reads to the baby.

In other families the pregnant woman is ready to try to quit smoking, but her partner is not. One of our nurse home visitors involved the partner in the quitting smoking plan even though he himself was not ready to quit. He thought of many suggestions that would help support her in her goal. We always engage the whole family in our visits, but this quarter has brought many notable successes. When the whole family is involved we know that the mother and baby will continue to get support even once the home visitor leaves. The clients are more likely to stay in the program, and family members and friends spread the word about our program.

**HOME VISITATION PARTNER: UNITED WAY OF TUCSON & SOUTHERN ARIZONA FAMILY SUPPORT ALLIANCE**

**SUBGRANTEE:** PARENT AID, THE PARENT CONNECTION, CFR HEALTHY FAMILIES, MARANA PAT (NORTH)

**STRATEGY: HOME VISITATION**

**Collaboration:**

**United Way of Tucson and Southern Arizona/Southern Arizona Family Support Alliance:**

The Family Support Alliance (FSA) still continues to grow; still continues to grow; in addition to the new partners we reported in previous quarters, New Directions Institute now has representation in the meetings. During the April, May, and June meetings FSA had partner presentations from Arizona Early Intervention Program through Easter Seals Blake Foundation and Read on Tucson through United Way of Tucson and Southern Arizona. In addition to FSA partner presentations, guests have presented on Pima County Association's Find a Ride Program, the Infant Toddler Mental Health Endorsement, and the "Safe to Sleep" campaign.

**From Marana PAT Sub partner (North Pima):**

The collaboration that has developed with the Tucson Moms group has been amazing and we look forward to this continued partnership. We have enrolled families from the group into both our home based component of PAT and have also had the opportunity to serve families through our community based Stay and Plays.

**Barriers and Solutions to Share:**

**From Healthy Families Sub Partner:**

Healthy Families (HF), in collaboration with Child & Family Resources (CFR), Southwest Human Development (SWHD), and LeCroy & Milligan Associates (LMA), formed a HF Technology Taskforce to address technology-related challenges and barriers. The first meeting took place on April 25th at CFR in Tucson and by WebEx. The purpose of this first meeting was to strive to generate a meaningful list of desired changes to the HF program as a first step, specifically to become more efficient, have a common sense approach, and to eliminate wastefulness and redundancies. The goal of the Taskforce is to prioritize ideas into "low-hanging fruit" that can be implemented sooner and at less cost, and to second tier interventions that will require more work and perhaps funding. Those that attended had several excellent ideas and the Taskforce is looking into getting them implemented.

Another current challenge that is occurring: HF has been screening potential families at Tucson Medical Center (TMC) for years by our intake assessment team, but was recently advised not to continue doing so by TMC staff due to the Memorandum of Understanding expiring and was then later denied access to the hospital due to changes within the Women's Services department. HF has never had a lapse in screening at the hospital before. Nurses and social workers at TMC are still sending HF referrals, but there is a major gap of families being missed that would benefit greatly from the program. Eric Schindler (Child & Family Resources' CEO), Zoe Lemme (HF Pima Co. Program Director), Lupe Ricardez (Family Assessment Worker (FAW) Supervisor), and TMC managerial staff met on June 21st to discuss this issue further and have hopes that we can continue our longstanding partnership and provide a continuum of care to the families. Although there wasn't a definite decision made, several possible options were discussed and the final decision is still pending until after another meeting to be scheduled involving Ms. Lemme, Ms. Ricardez and TMC staff (including social workers).

**Success to Celebrate:**

**From The Parent Aid Sub Partner:**

When mom first came to us, she was scared, she had a newborn baby (2 months), she was living alone, and while she had a great support system with her own mother, she was struggling with her own personal relationship and caring for a newborn baby. Mom was terrified of being alone with her new baby, she was scared of hurting her or giving her something that would make her sick. She was hesitant to give her baby a bath because she didn't know how, she did not want to drown her and overwhelm her new baby with a new experience. Every time her daughter cried, she herself would break down and be very nervous, she didn't want to do anything to make her baby upset. The very first time we did a home visit with mom, she was very nervous, she did not want us to think that she was a "bad mom," she did not know who was coming into her home and she did not know what we were going to do, if we were going to take her baby away because she cried too much, did not eat enough, or because mom did not know what she was doing. Now her baby is 6 months old, she has grown and hit milestones that are beyond her age range, she is chunky and a very happy baby. Mom has been able to take the skills that we have been teaching her and really apply them to her parenting abilities. She has learned new facts that have truly helped her become an amazing mom. Mom is very comfortable with her daughter, she has learned how to recognize symptoms of illness, and knows what to do if/when her daughter does get sick, she has learned great new bonding skills, how to give her baby a bath and how to play with her daughter, and she is now learning how to make her home environment a safe place for her daughter to play in.

**From Healthy Families Sub partner:**

Family Support Specialist (FSS) has a family that, when they started the program, they were not playing with baby and baby sat in the swing or bouncer most of the day. FSS was able to build trust and break down barriers using impartial listening and self-disclosure. Now with the help of strategic modeling through Growing Great Kids, the family is practicing more floor time and physical play with baby in order to build baby's gross motor development, and baby has already improved greatly. The family has stated that they can see how much baby improves with them being consistent on doing floor time play with baby and that encourages them to keep doing it.

**HOME VISITATION PARTNER: Sunnyside Unified School District (SUSD) Parents as Teachers Collaborative (PAT)**

**SUBGRANTEE:** AMPHI PARENTS AS TEACHERS, EASTER SEALS BLAKE FOUNDATION AND CASA DE LOS NIÑOS (CDLN)

**Collaboration:**

All PAT grantees meetings have been held to align services, share programmatic issues and make sure families are offered the opportunity to learn about other program options. The first of these meetings included representatives from all PAT grantees. The second meeting resulted in only PAT collaboration members being present. We will continue with this collaborative effort as all parties involved feel this is beneficial.

Continued collaboration with the Family Support Alliance to stay updated on new programs in the community. Parent Educators attended the FSA professional development day.

Weekly meetings with the PAT collaboration supervisors have resulted in a more seamless referral process as well as greater programmatic alignment. This is good for family retention as families do talk amongst themselves. We had one situation where a family actually started with one educator from one agency and then requested a parent educator from another agency. Due to our strong collaboration, we were able to transfer this family to the new educator very successfully. The family was very happy with this change.

New organizations: Project Linus- The organization will provide quilts to Amphi PAT to be used as family incentives for program participation. CDLN Parents as Teachers joined the Arizona Rural Committee to network with agencies and programs who are serving the South Region; CDLN Shelter continues to refer families to the PAT program as the social worker evaluates the family's needs for support. In the south we have connected with the community Prevention Coalition which focuses on the Amado community, Amistades and the 29th Street Coalition.

**Barriers and Solutions to Share:**

Barriers and solutions identified in rural southern Pima Region, but not in Central Pima Region.

**Success to Celebrate:**

Twelve prenatal parents were visited this quarter. Thirty-nine teens were enrolled this quarter. Target numbers of families have been reached in North and Central Pima. We continue to show an increase in enrollment in PAT in all three regions. All four program supervisors completed the Keys to Interactive Parenting training. Additionally, three SUSD board members attended the end of the year celebration and one offered to go on home visit with one of the educators in August. This is a positive thing as budget cuts for SUSD are still pending.

One of the SUSD parents did a call to the audience at a SUSD Board Meeting. He stated that the PAT program has taught him what it means to be a father, and why it was important for him to be involved in his child's education. He is a father of a special needs child and participates in every home visit.

Parent Educator: "The biggest success story I have this quarter is a family I have been working with for the past two years. They have struggled with engaging in positive parent child interaction, routine, and had admitted guilt and fear as the main contributor for not following through with services for their oldest son. In the last four months I have seen very noticeable growth in their parenting skills as they have been engaging in play more often with both of their children. They are proud to show me crafts and activities they have worked on between personal visits. They have followed through with obtaining services through Child Find for their oldest child and are currently working on having more of a household routine as they are expecting their third child and recognize the need."

A parent who has been enrolled in the Amphi PAT program since June 2011 shared with her parent educator what she, as a parent of a 2 and 4 yr. old, has come to better understand through our program regarding literacy. "I think PAT has really taught me about the importance of reading to my children. I never read much to my kids until enrolling in PAT. You (parent educator) promote it and provide reading opportunities at our visits. You have shown us how much fun it can be. I have learned from you that it is a lot more than just literacy skills that they learn from reading. It can touch on every area of academic learning as well as social emotional development! Thank you for all you do!"

Lucia and her children have been enrolled with PAT for 3 1/2 yrs. They will be exiting the program in June because her youngest child will enter Kindergarten in the fall. Lucia recognizes the importance of early childhood education. As Lucia and her parent educator were talking about her son Maddox's transition from pre-school to Kindergarten, she said that she feels confident that he will do well. I encouraged her to continue to work with him through the summer as well as during the school year so he can continue to build on his skills. Lucia then said, "The education of children is just like building a house. If you build a solid foundation then the house will be strong. If the foundation is not good, then the house will crumble and fall apart."

Mom with 7 month old who's partner (mother of child) is incarcerated has increased her social connections by joining a support group with other parents whose family members are incarcerated. CPE had talked to mom about ideas for ways to increase her "support circle" within her family or community.

**COMMUNITY-BASED PARENT EDUCATION PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

**SUBGRANTEE:** PARENT AID, U of A PIMA COUNTY COOPERATIVE EXTENSION, PARENT CONNECTION, CASA DE LOS NIÑOS, EASTER SEALS BLAKE FOUNDATION (ESBF), MAKE WAY FOR BOOKS (MWFb)

**Collaboration:**

From Casa de Los Niños Sub Partner:

Outreach and collaboration efforts at Pio Decimo and the Jewish Community Center have resulted in two new locations for the Nurturing Parenting Series to take place in Central Pima in the fall of 2013. Staff to present the series in these two new zip code locations has contacted the Coordinator. Both locations are able to accommodate childcare for the parents. The Coordinator hopes to finalize plans with the Jewish Community Center this summer for a fall or early spring series.

From Easter Seals Blake Foundation Sub Partner:

Collaboration with the Boys and Girls Club and the Eckstrom-Columbus Library was successful in providing a space for groups to be held near the homes of those in the Nepali refugee community. Collaboration has also been done with ESBF Parents as Teachers to provide translation and to recruit families.

**Barriers and Solutions to Share:**

From Easter Seals Blake Foundation Sub Partner:

Beginning in May, several community centers/schools closed for the summer or for renovation. This limited the number of available spaces to be able to provide groups. Plans are in works to begin groups with the new school year including a group at Ellie Towne and a group in Catalina.

From Casa de Los Niños Sub Partner:

Finding part time child care workers to commit to the times of the series was the greatest challenge. We resolved this issue by using full time home visitors from another Casa program and paying a higher hourly rate. This ensured us a regular team of highly qualified childcare workers per series and reliable/consistent staff.

**Successes to Celebrate:**

From Easter Seals Blake Foundation Sub Partner:

ESBF successfully completed a group with parents at Ellie Towne Flowing Wells Community Center. Parents reported enjoyment and learning from the curriculum and one parent stated in the course evaluation, "Thank you, you give us the opportunity to be better parents."

ESBF was able to provide a group in the Nepali language using translation skills of an ESBF staff member. The group was held at the Boys and Girls Club near the refugee community. Parents reported that they liked being able to attend a group so close to home. Childcare was provided for the attending parents, but in order to meet the needs of the attendees, the children were allowed to remain close to go to their mothers, as they needed.

The parents in this group shared regarding their experience prior to, and once joining in the Incredible Years Parenting Group. They discussed how they came from areas where they had to work in the fields all day and were unable to spend time with their children. This has changed for these parents now that they are living in the United States. The parents reported that with the help of the parenting group they now understand the value of playing with their children and having loving parent child interactions. The parents also placed emphasis on how both they and their children appreciated being able to understand American culture, and the exposure that they gained to the English language and to early reading for their children

From The Parent Connection Sub Partner:

"I learned a lot of things I can do, instead of just doing what I knew," a grandmother, who is waiting to receive her 2 year-old granddaughters to raise, shared during class. In the meantime she said, "I'm using the principles that I am learning in this STEP class with my 16 year-old daughter. And I can see that maybe I've been too hard on her, and that is why our relationship is so angry."

From Casa de Los Niños Sub Partner:

We are pleased with the high number of returning parents for the series of 10 classes that began in March. By the end of May, 9 gift cards were given to the participants who attended sessions 6-10. Some parents were sad the series was over said they want to take the series over again! This quarter we used gift cards from Toys R Us and Kid's Center. Kid's Center also provided discount coupons for all attendees of the series.

From Make Way for Books Sub Partner:

During the Fourth quarter of fiscal year 2012-13, MWFb was able to purchase an additional 280 giveaway books for partner agencies to distribute to Book MAGIC families, allowing each child to add an additional book to their home library. Additionally, 5 additional book bundle books were purchased and distributed to each of the 5 Parent Educators using Book MAGIC in Central Pima, and 2 in North Pima.

## **COMMUNITY-BASED PARENT EDUCATION PARTNER: TEEN OUTREACH PREGNANCY SERVICES (TOPS)**

### **STRATEGY: COMMUNITY-BASED PARENT EDUCATION & VISITATION**

**Collaboration:** During the fourth quarter we partnered with The Southern Arizona Girls Scouts. We learned about this partnership opportunity through the Family Support Alliance. This partnership included TOPS providing 4 hours of our Proactive Parenting curriculum to the participants of The Girl Scouts Baby Camp. We had 6 pregnant and parenting teens participate in the class. All participants also completed an enrollment form for the TOPS Program and plan to engage in the full program to receive additional support and education.

**Barriers and Solutions to Share:** None at this time.

**Successes to Celebrate:** From April through June of 2013, we have had 18 births in the Central Pima Region:

- Average gestational age was 38 weeks (37 weeks or greater is considered full term)
- Average birth weight was 7lbs 2oz (5.5 lbs. is considered full weight)
- 88% were breastfeeding at the time of their discharge from the hospital

During the fourth quarter we had an increase in enrollment of Fathers into the new TOPS Fatherhood Program. We enrolled and provided services to 6 fathers.

#### **Mom A's Story- My Thoughts on my Parenting Classes and How it Helped Me**

Parenting classes are great for everyone. Not just parents who are considered to have big challenges. Parenting is a life-long learning process. As soon as I get one age and the stage mastered, we move on to the next wonderful stage. A good parenting class gives you a variety of tools for my relationship with my children to deal with issues big or small. My parenting classes have done that for me. I feel my classes have given me more confidence and give me a more positive mind set about my parenting skills. I enjoyed giving some advice to other parents, sharing my thoughts and stories. It brought back a lot of wonderful memories of my girls and how it used to be. In my parenting class, I learned most of my parenting skills that need some improving are very common. Just like we take childbirth classes, driving classes, cooking classes, computer classes, etc. Parenting classes should be viewed the same way. My classes have been a big help to me. Being a parent is one of the most fulfilling experiences a mother can have and I'm grateful to be one. The most important thing I can give my children is the sense of being loved. My girls know that I give 101% of love to them every day. I don't have to be infallible to be a "perfect parent". Giving love and affection to my children is very important; every child seeks that acceptance for a mother. Praising my children shows that I care and I am as excited as they are. Teaching them from right and wrong when they are young and they will be able to make their own decisions, instead of listening and follow other. When my children "act out," I tell them that their behavior is unacceptable and suggest other ways to handle it. Be assertive and kind while explaining why that wasn't acceptable. Being very consistent in what I say, enforcing the same rules to my daughters will resist their attempts to try and manipulate me into making exceptions, which I understand I've been doing that and need to work on it. I miss my daughters and only see them twice a week. It's hard to do that all the time but I also know it will better them in the future. Speaking to my children at eye level is a big must; they'll understand me and listen more clearly. I'm a great listener to my daughters, I express my interest in them too while involving myself in activities with them. For example playing games, puzzles, crafts, playing in the little house, making food, setting the table, doing hair, playing in the store, writing on the chalk board, etc. My daughters' minds are like sponges, they notice everything. Paying attention to what I say and do is very important. I am their biggest role model as their mother. It's important to set a great example for them. Another good idea I've learned is instead of telling my daughter to do something, ask for their help. Looking at it in that way makes better sense. Protecting my girls is my biggest priority. Showing my daughters that mommy will protect them and make them feel safe at anytime is what I've been doing since they have been born and will continue to do. Being the best parent to them is very important to me, they are my world, my heart, my soul and I will give anything to be the best parent to them as possible. I love my daughters very much and can't imagine my life without them. They've made me who I am today. My parenting classes really have reassured me of how well I've accomplished and how far I've come with my daughters.

Mom B and Dad did not have an easy start. They both grew up with unsupportive parents, in unaffectionate homes. Mom B was using two different forms of birth control when she found out she was pregnant, making her pregnancy even more of a surprise. Initially, she was terrified. She had never considered becoming a parent especially at such a young age. However, Dad could not wait to become a father. Mom B was referred to Teen Outreach Pregnancy Services (TOPS), by her doctor who told her that we would be very sensitive and helpful during her pregnancy. Both Mom B and Dad attended all of their healthy pregnancy, childbirth classes and most support groups they were extremely active in our program. Mom B said that if it wasn't for TOPS she would have never known to change her eating habits and behavior and she would have NEVER breastfed. Today, they are involved in our parenting program. They still attend support groups and never miss a special event. Mom B breastfed baby for almost a year and she is raising a healthy and happy baby. Dad is working and Mom B is going to college because one day she wants to be a psychologist. When times are tough they come into the office to de-stress. They both constantly praise our organization for helping them when they are in need. Now that baby is eating solids, Mom B has the ability to come to the office and buy baby food with her TOPS dollars. She does not believe she would have been able to do this without the support from TOPS, she said "you guys have no idea what you have done for our family, I will never forget it."

## **COMMUNITY-BASED PARENT EDUCATION PARTNER: MAKE WAY FOR BOOKS (MWFB)**

### **STRATEGY: Community Based Parent Education-Literacy (aka Raising A Reader Program or RAR)**

**Collaboration:** MWFB continues to partner with Good Neighbor Ventures to identify eligible apartment communities, advertise the MWFB RAR program, and recruit families. MWFB staff has attended neighborhood meetings facilitated by Good Neighbor Ventures to discuss the program with residents, and make contact with property managers. This partnership is indispensable to the success of MWFB RAR. MWFB will continue to partner with Good Neighbor Ventures in the 2013-14 fiscal year to implement the MWFB RAR program.

**Barriers and Solutions to Share:** One of the MWFB RAR apartment communities (Oasis Apartments, 85705) did not have a clubhouse or other indoor area where the family literacy workshops could take place. However, as many families were eager to participate in the program, and MWFB staff was able to recruit a high volume of families, the sessions were held in a small, partially shaded courtyard outdoors. MWFB staff brought rugs and pillows to make the area comfortable for families. The families living in this apartment community were refugees from Nepal and Africa and required interpretation services. Implementation was successful for the first four workshops. Parents and grandparents took it upon themselves to recruit their neighbors with young children.

At the fifth workshop, which occurred in late May, fifteen school age children accompanied their families and younger siblings to the RAR workshop. Although the children were not the appropriate age for the program, they wanted to attend to participate in the activities with their younger siblings. The extra influx of children became problematic. MWFB staff was not able to provide refreshments to everyone, and it was increasingly difficult to implement the workshops in the extreme heat. The older children began to distract the 0 to 5 year olds by running around and rough-housing near the designated RAR space. Although adult family members were present, their behavior became more reckless. As the program was held outside in the apartment community's courtyard, MWFB staff was not able to limit who was in the vicinity. Furthermore, the extreme temperature made it necessary to shorten the workshops. These barriers made it difficult to follow the program curricula and to interact meaningfully with families. MWFB staff made the decision to shorten the implementation to six workshops.

In the future, RAR sessions will be implemented in apartment communities that have a clubhouse or other indoor facility where the workshops can take place. This will ensure the safety of participating families, and smooth implementation of the program. In the event that families in an apartment community without these accommodations are eager to participate, MWFB staff will collaborate with property managers to find a solution. One possibility is that families will be invited to a RAR session in a neighboring apartment community, or that sessions take place in the property manager's office. MWFB staff will work to ensure that all qualifying families have access to MWFB RAR in a safe, comfortable environment.

**Successes to Celebrate:** During the fourth quarter of fiscal year 2012-13, many of the participating families had multiple siblings ages five and under. Many of these parents/caregivers commented that they had previously thought that books were only appropriate for the older children, between ages 3 and 4. One mother shared that her three year old son loved to share books with his 18-month old sister. She stated, "I thought it was just for him, but she likes it too. We all read the books in both bags." Other families also talked about how sharing the books was something that they did all together. An expectant mother shared that her 3 year old Joseph liked to read his books to his new brother. When he received a giveaway book to keep he said, "I'll read it to the baby." In some cases, participating families began to invite their extended families to come to the workshops. One mother invited her sister and niece to attend the sessions and in another instance, a mother and father invited the grandparents to accompany them to the workshops.

MWFB obtained permission from FTF to reallocate funding from contracted services to materials. This allowed MWFB to install permanent, on-site lending libraries at two apartment communities in 85705. High-quality, age-appropriate, and culturally meaningful books were selected for each collection. The first apartment community received 123 books and the second apartment community received 64 books. Titles were selected based on the ages and primary languages of children in each apartment community. A Family Literacy Night was held at each site to debut the new lending libraries to the families. Parents have volunteered at both sites to assist with library maintenance and to facilitate checkout. These children will have continued access to books every day. The addition of these lending libraries reinforces to families the importance of sharing books and reading. If parents/caregivers work late or do not have transportation to the public library, they are always able to check out books from their apartment community. This will further ensure that families maintain the practice of reading together every night. One mother expressed her gratitude for the books, stating, "We come every day. Jada has checked out Pete the Cat twice." Her daughter Jada added, "This time I want Chicka Chicka Boom Boom." One mother said, "This is good practice for when he gets to school. He'll know how to take care of the books."

## **ACCESS TO HEALTH SERVICES PARTNER: INTERNATIONAL RESCUE COMMITTEE (IRC)**

### **STRATEGY: Care Coordination (aka Well-Being Promotion or WBP)**

**Collaboration:** The Program Coordinator continues to participate in the Family Support Alliance, refugee working groups, and retain close contacts within the University of Arizona. The Coordinator is co-chair for the Refugee Primary Care Working Group, an alliance of refugee service providers and primary care medical providers. Currently the group is working on having interpretation services available at Pharmacies frequented by refugees.

The collaboration between UAMC's Family Medicine Clinic, Well-Being Promotion Program, and a UA Public Health graduate student which launched a centering group pregnancy program for Bhutanese women in January continued this quarter. The group met once a month for three hours and included an education topic facilitated by the doctors, Coordinator, and the Promoters; additionally an individual visit with the nurse for vitals and a prenatal visit with the doctor were conducted. The group took a hiatus in June because all the participants gave birth to healthy babies. With too few pregnant Bhutanese mothers to form another group a Somali group will start up in August.

**Barriers and Solutions to Share:** Unfortunately, due to budget restraints, the Pima County Health Department had to suspend WIC enrollment services at the IRC office. The Program Coordinator and IRC Medical Case Manager have taken over WIC referrals and enrollment tracking to ensure mothers and children continue to receive WIC services. As soon as families arrive in Tucson the Medical Case Manager takes them to a WIC enrollment site nearest the families' residences. After WIC enrollment the Promoters go with the mothers to the grocery store to assist them with the use of their WIC vouchers. Families that require WIC enrollment later in their resettlement process are referred through the Well-Being Promoters. The new process is going well.

Despite best efforts the NFP collaboration between the nurses, Promoters and mothers proved to be unsustainable. Challenges coordinating the NFP visits with the Promoters', nurses' and mothers' schedules were too difficult. An amazing solution was undertaken by NFP and they now offer in-person translation services for all refugee mothers at every home visit. Additionally, the referral loop between the two programs is still working well, and the two program coordinators are in contact with each other over shared program participants. Each program continues to receive new mothers as a result of the partnership.

**Success to Celebrate:** Continued success this quarter; as a result of program activities, specifically Promoter lead home visits: 98% of the current pregnant refugee women attended 100% of their prenatal appointments; 97% of children under 5 have attended 100% of their age appropriate well-child checks and received 100% of recommended immunizations. Mothers are now able to schedule and attend appointments on their own or with minor assistance from English speaking family members, friends or neighbors.

The six Bhutanese mothers who participated in the group-centering prenatal classes all gave birth to babies at full term and of a healthy weight; and all six mothers are breast feeding exclusively.

Forty-three refugee mothers, 6 of them currently pregnant and 56 children under 5 years of age received 260 home visits following the prenatal and well-child curriculums. During the Promoter lead home visits, pregnant mothers received education and skill building on: health pregnancy goals, how to ask questions to your prenatal provider, tobacco and alcohol use, prenatal nutrition, labor and delivery, breast feeding, self-advocacy, safe exercising and family planning. Mothers with children 0-5 years of age received education and skill building on: well-baby and well-child health screening schedule, how to follow up on doctor's recommendations, developmental milestones, immunizations, and proper feeding.

All participants received additional home visitation topics covering: systems navigation(health, financial, public transportation, public benefits and education), AHCCCS and DES renewal procedures, financial literacy and banking, personal and home safety, personal and home hygiene, healthy food choices and grocery shopping on food stamps, stress reduction, and community resources.

## **QUALITY AND ACCESS PARTNER: UNITED WAY OF TUCSON AND SOUTHERN ARIZONA**

### **STRATEGY: INFANT AND TODDLER EXPANSION**

**Collaboration:** We connect sites to relevant resources and opportunities and help them with marketing and recruitment in an effort to fill newly created slots which will ultimately result in meeting the program goal of sustainability. We also collaborate with the Great Expectations project, another FTF program, to include Expansion sites in professional development opportunities.

**Barriers and Solutions to Share:** There are no barriers to report and we remain on track for successful implementation

**Success to Celebrate:** Through this project, we are currently supporting ten sites and 143 slots for quality infant and toddler care. Of these 143 slots, 125 are currently filled. This is an increase of ten filled slots from last reporting period. We continue to see a steady increase in enrollment with five of out of six toddler sites and two infant sites operating at capacity. Of our ten current sites, two serving infants and five serving toddlers have waiting lists for their programs. It is exciting to note that the two sites that serve infants and toddlers continue to operate at capacity in both classrooms by transitioning their infants to the one year old room and in return filling that vacated slot from their waiting lists.



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## ***Fiscal Year 2015 Funding Plan Activity Timeline*** ***September 2013 - January 2014***

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER/JANUARY</b>
<p><b>Sept. 11-</b> Central Pima Regional Council Meeting:</p> <ul style="list-style-type: none"> <li>- Introduction to Fiscal Year 2015 Strategic Planning</li> <li>-Review of Fiscal Year 2013 implementation, expenditures and data</li> <li>-Review of Fiscal Year 2014 Funding Plan</li> <li>-Review of Fiscal Year 2015 strategic direction as outlined in the two funding plans from Fiscal Years 2013 and 2014</li> <li>-Discussion and review of possible modifications to the Pre-Kindergarten and/or Quality First strategies for Fiscal Year 2015</li> </ul> <p><b>Sept. 27-</b> Three Pima Regional Council Workgroup Meeting on Benchmarking Applicable School Readiness Indicators</p>	<p><b>Sept. 30 &amp; Oct. 1-</b> FTF State Board meeting (Phoenix):</p> <ul style="list-style-type: none"> <li>-Regional Allocations approved</li> </ul> <p><b>Oct. 9- Central Pima and North Pima Joint Regional Council Meeting:</b></p> <ul style="list-style-type: none"> <li>- Continuing discussion on Fiscal Year 2015 Strategic Planning</li> <li>-Regional Allocation</li> <li>-Regional Councils discuss any proposed adjustments to strategies</li> <li>-Recap of Quality First model changes</li> <li>-Review of School Readiness Indicators Benchmarking workgroup meeting</li> <li>-Review of Funding Plan template (similar to Fiscal Year 2014 format)</li> <li>- Presentation and findings on Central Pima Targeted Evaluation Studies (Family Support and Professional Development)</li> <li>- Determining future schedule of joint meetings (including possible workgroup meetings) between Central Pima and North Pima Regional Councils.</li> </ul>	<p><b>TBD- Central Pima and North Pima Joint Regional Council November Meeting</b></p> <ul style="list-style-type: none"> <li>-Approval of Fiscal Year 2015 Funding Plan including strategies and funding amounts</li> <li>-Recommendation of grant contract renewals</li> <li>-Affirm School Readiness Indicators and approve any applicable Benchmarks</li> </ul>	<p><b>Dec 2-16-</b> Funding plans internally reviewed by Erin, FTF Finance Team and FTF Executive Team</p> <p><b>Dec. 9-10-</b> FTF State Board meeting (Tucson)</p> <p><b>Dec. 11-</b> Regularly scheduled Central Pima meeting (option for Regional Council to cancel if all funding plan decisions in November have been made)</p> <p style="text-align: center;">.....</p> <p><b>Jan. 8-</b> Central Pima Regional Council Meeting</p> <p><b>January 21-22-</b> FTF Board meeting (Phoenix):</p> <ul style="list-style-type: none"> <li>- Approval of Regional Funding Plans</li> <li>-Funding Plans presented by Regional Directors</li> </ul>
<div style="display: flex; justify-content: space-between; align-items: center;"> <p style="font-weight: bold; font-style: italic;">Continuing Conversations on System Building throughout September-January</p> </div>			



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## ***Review of SFY2013-2015 Central Pima Strategic Direction***

<b>Strategy</b>	<b>SFY2013 Expenditures</b>	<b>Narrative and Numerical Data</b>	<b>Strategic Direction SFY2013-2015</b>
Home Visitation	91%	Consistently exceeded target service numbers. Grantees have been collaborating to ensure families receive services across the county and face limited barriers in finding the services they need to feel confident in raising their children.	<p>Family support represents the most prioritized goal area of the Regional Council. In SFY2013, the home visitation continuum and collaboration significantly expanded with the partnership with Arizona Department of Health Services to offer Nurse Family Partnership Home Visitation through Maternal Infant Early Childhood Home Visiting federal funding.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
Community-Based Parent Education	100%	Consistently exceeded target service numbers.	<p>The Regional Council offers a continuum of community-based family support, including programs that specifically target teen parents and another program that emphasizes early literacy. In addition, a variety of broader community-based parent education opportunities are housed through an Alliance of service providers.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>

Strategy	SFY2013 Expenditures	Narrative and Numerical Data	Strategic Direction SFY13-2015
Quality First (Including Quality First Scholarships, TEACH Scholarships, and Child Care Health Consultation)	QF: 75% QF Scholarships: 100% CCHC: 96% TEACH: State Board funded	In the first year of funding child care scholarships in the region, the funding was fully expended and target number of slots was exceeded. The Regional Council maintained the number of centers and homes participating. A waiting list of 44 centers and 13 family child care homes remains.	The Regional Council is committed to increasing access to high quality early care and education settings in the region. With financial assistance from the FTF State Board, the Regional Council was able to maintain their level of support in SFY14. <b>Consideration-</b> The Regional Council may consider the opportunity to shift 7 programs currently participating in Quality First Rating Only/Pre-Kindergarten Scholarship to full participation in Quality First given the strategy shifts with the Pre-Kindergarten Scholarships strategy.
Pre-Kindergarten Scholarships	Mentoring: 100% Scholarships: 100%	In SFY2013, a total of 7 programs (4 school district-based programs and 3 community-based programs) participated in the strategy with over 200 young children impacted. Programs attained a quality rating, ranging from 3-5 Stars.	<b>Consideration-</b> Policy shift in strategy in SFY2015. Regional Council discussion required to determine if policy shifts still align with the original vision and intent of the strategy.
Expansion: Increase Slots/Capital Expense  aka Expansion of Infant and Toddler Care	78%	The continuing 10 programs that participated in the strategy since SFY2010 entered into the final phase of receiving a sustainability stipend and professional development to maintain quality infant and toddler environments.	The Regional Council utilized a step-down model for SFY2013-SFY2015. In SFY2013, the funds available for the sustainability stipends were \$462,000. In SFY2014, the step down will continue and the total allotment to the strategy is \$231,000. SFY2015 will mark the final fiscal year in which participating programs will receive the sustainability stipend. The intent is to continue to the step down model to \$115,500 in SFY2015.
Family, Friend and Neighbors	N/A Began July 1, 2013	Three groups of Family, Friend and Neighbor Caregivers will participate in community-based professional development and networking opportunities in Central Pima zip codes that exhibit some of most extenuating needs and likely have significant rates of unregulated care.	This is a joint partnership with the South Pima Regional Council.  The Regional Councils intend to continue supporting the strategy into SFY15.

Strategy	SFY2013 Expenditures	Narrative and Numerical Data	Strategic Direction SFY13-2015
<p>Community Based Professional Development Early Care and Education Professionals</p> <p>aka Communities of Practice/Innovative Professional Development</p>	97%	<p>There has been great progress in the first year of implementation as the five region collaborative offering comprehensive professional development. The target service number was exceeded. The level of coordination with other grantees and community partners has furthered the reach and success of professional development opportunities in the Southern Arizona community.</p>	<p>Providing educational opportunities in settings that are both more accessible and less intimidating for students was a key priority of the Regional Council, as they recognize there are a variety of barriers to obtaining a degree and they are determined to eliminate as many barriers to increasing high quality educational opportunities for young children as possible. Professional development is tied to college credit and offers a pathway to formal education and degree attainment.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
FTF Professional REWARD\$	98%	<p>Exceeded target service numbers; target was 225 and 257 REWARD\$ were distributed in the region.</p>	<p>Has always been a well-utilized resource in the Central Pima region. Regional Council committed to supporting this strategy as a way to improve retention of teachers and promote professional development and quality improvement in the region.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
TEACH Regional and TEACH BA Pilot	32%	<p>This strategy experienced low utilization in SFY2013. During the last quarter of the fiscal year, the grantee lost two program specialists and a college liaison for the county, which may have impacted recruitment. This strategy has consistently experienced low usage. The TEACH BA Pilot has allowed one student to pursue a Bachelor's Degree. Early childhood professionals within the Pascua Yaqui Tribe community are able to access up to 10 TEACH scholarships. In total, 6 scholarships have been used in SFY2013.</p>	<p>In SFY2013 and SFY2014, the Regional Council's adjusted TEACH funding to align with usage rates.</p> <p><b>Consideration-</b> The Regional Council may further adjust TEACH funding while continuing to support Pascua Yaqui Tribe, the TEACH BA Pilot, and students accessing regionally-funded TEACH.</p>

Strategy	SFY2013 Expenditures	Narrative and Numerical Data	Strategic Direction SFY13-2015
Scholarships Non-TEACH	75%	The Non-TEACH scholarships allow early childhood professionals access the local Community Colleges. In particular, this strategy supports early childhood professionals who may not be eligible for a TEACH scholarship. These scholarships also mark the first gateway to Community College.	<p>The scholarships make up a key part of a professional development continuum. Many Community Based Professional Development participants utilize Non-TEACH scholarships to attain college credit for professional development.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
Mental Health Consultation	90%	Consistently exceeds target service numbers, including often maintaining a waiting list. Offer many success stories, demonstrating improvement in classroom management and increase in social/emotional support. Collaboration with other service providers has helped to streamline service provision and improve classroom function.	<p>The Mental Health Consultation program one of their few health strategies and the Regional Council is committed to ensuring the healthy social/emotional development of children in the region.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
Recruitment – Stipends/Loan Forgiveness	100%	2 Speech and Language Pathologists have benefited from the loan forgiveness component of the strategy.	<p>The Regional Council has participated in the loan forgiveness portion of this strategy only (not stipends).</p> <p>Participation will cease for one SLP on 9/30/13 with the other SLP ending on 12/31/13. Both SLP contracts will end the last days of Quarter 1 and Quarter 3 of Fiscal Year 2014. Recruitment for the future vacant spots is underway.</p>
Care Coordination/Medical Home	96%	Approximately 149 young children have benefited from the support of a Well Being Promoter, who works closely with refugee families with young children to learn about the importance of well-child checks, immunizations and pre and post natal care.	The Regional Council has identified hard to reach populations to educate them on the importance of young children having increased access to health care services and supports. The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.

Strategy	SFY2013 Expenditures	Narrative and Numerical Data	Strategic Direction SFY13-2015
Community Awareness	85%	<p>The sponsorship of Second Saturdays at the Children’s Museum Tucson has seen a significant increase in attendance. Through the Regional Council’s sponsorship, families with young children are able to access the museum at a reduced rate.</p> <p>This line item also supports additional sponsorships such as Festival of Books.</p> <p>In addition to the partnership with the Museum, educational reinforcement items including Scholastic books and educational materials are purchased to distribute to families with young children.</p>	<p>The Regional Council identified the need to increase the level of awareness about early childhood health and development throughout the region. This strategy provides access to a variety of community-based activities and materials to increase public awareness on the importance of early childhood development and health through participation in community events, and the dissemination of educational materials.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>
Community Outreach	80%	<p>Community Outreach staff has done a superb job in meeting and exceeding goals outline in the cross-regional communications plan. Staff are continually engaged in community activities and in garnering community support for early childhood efforts in Southern Arizona.</p>	<p>The Regional Council understands the imperative to build public awareness of the importance of early childhood education and understanding of child development. This strategy employs community outreach staff to engage target audiences in conversations about early childhood health and education issues that emphasizes a grassroots approach. Outreach staff attends community events, develops presentations for target groups and interacts with media with a goal of growing relationships in the community, increasing awareness of early childhood and identifying early childhood advocates.</p> <p>The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.</p>

Strategy	SFY2013 Expenditures	Narrative and Numerical Data	Strategic Direction SFY13-2015
Media	100%	Media includes the use of television commercials on local and cable stations, radio commercials on the most listened to stations and advertisements placed strategically in malls and movie theaters.	Media makes up a cross-regional effort and collaboration and increases awareness of the importance of the early childhood years.  The Regional Council intended to fund this strategy at the same funding level throughout the three fiscal years.
Regional Evaluation: Family Support Strategies	100%	The Regional Council elected to fund a strategy to evaluate the continuum of family support strategies. The targeted evaluation study will help the Regional Council better understand how the suite of family support strategies has impacted families participating.	The Regional Council is committed to ensuring through the use of evaluative data the strategies they are funding are making an impact in the community.  This was a one-time expense intended to provide the council with vital information about strategy impact.
Regional Evaluation: Workforce Development/Professional Development	67% (Note: The remaining 33% has been rolled over to SFY2014 and will be expended in SFY2014)	The Regional Council elected to fund a strategy to evaluate the continuum of professional development strategies with a particular emphasis on the Community-based Professional Development/Communities of Practice strategy. The targeted evaluation study will help the Regional Council better understand how the suite of professional development strategies has impacted early childhood professionals participating.	The Regional Council is committed to ensuring through the use of evaluative data the strategies they are funding are making an impact in the community.  This was a one-time expense intended to provide the council with vital information about strategy impact.
Statewide Evaluation	100%	Statewide Evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils. Examples include: the baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.	The Regional Council is committed to ensuring—through the use of evaluative data—the strategies they are funding are making an impact in their community.
Needs and Assets	100%	Bi-annual report conducted every even numbered year. For SFY2014, the Regional Council committed \$20,000 for the current report.	In SFY2015, no additional funds are required for this line item.

**Fiscal Year 2015 Strategic Planning:  
Pre-Kindergarten Scholarship Strategy****History of Pre-Kindergarten Scholarships in the Central Pima Region**

In Fiscal Years 2011 and 2012 the Central Pima Regional Council partnered with one school district in the region supporting approximately 100 young children to receive pre-kindergarten scholarships on a part time basis. Since the inception of the strategy, the Regional Council has engaged in discussions of possibly expanding the strategy to include all school districts in the region in addition to community-based providers.

During the Fiscal Year 2013 strategic planning process (November 2012), the Central Pima Regional Council engaged in a conversation that centered on increasing access to programs in the region that have historically demonstrated elements of quality, including maintaining accreditation by the National Association for the Education of Young Children. These programs known for their quality were on the Quality First waitlist and likely would remain on the waitlist since accredited programs were not given prioritization to participate in Quality First. To expand access to quality early care and education programming, the Regional Council approved the expansion of the strategy to target the three school districts (Amphitheater, Flowing Wells and Tucson) in addition to accredited community-based early care and education programs.

**Funding and Structure of the Pre-Kindergarten Strategy**

During strategic planning in November 2012, the Regional Council targeted supporting approximately six community-based pre-kindergarten programs and seven school district-based pre-kindergarten programs for Fiscal Year 2013 (July 1, 2012-June 30, 2013). It was anticipated approximately 180 part time pre-kindergarten scholarships would be available. When the strategy operationalized, three community-based and four school district-based programs enrolled in the pre-kindergarten scholarship program with approximately 214 part time scholarships available in Fiscal Year 2013. The seven programs received the following supports in Fiscal Year 2013 through the pre-kindergarten scholarship strategy:

- 1) Pre-kindergarten Scholarships
- 2) Coaching support through Quality First in preparation for the assessment process
- 3) Access to professional development and mentoring through Arizona Department of Education
- 4) Quality First assessment and Quality First star rating of program

**Policy Shifts in Pre-Kindergarten Scholarship Strategy**

**Fiscal Year 2013:** Programs participating in the strategy required a Quality First rating, in preparation for Fiscal Year 2014. If a participating program did not assess at a three to five star Quality First rating, that program would no longer be eligible in Fiscal Year 2014 to receive scholarships. *Note: All of Central Pima participating programs did assess at a three star or higher and were all eligible to continue to receive pre-kindergarten scholarships.*

**Fiscal Year 2014:** Quality First full participation programs that assess at a three to five star Quality First rating are eligible to apply to the pre-kindergarten scholarships. Thus, the pool of available pre-kindergarten scholarships is made available to programs *beyond* the seven targeted programs previously participating in the pre-kindergarten scholarship strategy.

**Fiscal Year 2015:** Pre-kindergarten scholarships will be integrated with Quality First scholarships. Due to the melding of the two strategies, the funding plan will no longer specify funds dedicated to pre-kindergarten scholarships; however Regional Councils could target scholarships specific to the preschool age, zip codes or family type (i.e. teen parents). Similar to Fiscal Year 2014, any Quality First program (full participation or rating only) that is assessed at a three star or higher is eligible to apply for scholarships.

## Discussion

The intended impact of the pre-kindergarten scholarship strategy is to increase the number of children to be served within quality pre-kindergarten programs. Overall, the number of young children in quality pre-kindergarten programs has increased and has positively impacted young children about to enter kindergarten. However, the pre-kindergarten scholarships will fuse with the Quality First scholarships effective in Fiscal Year 2015. In addition, there are numerous policy shifts that have recently taken place in Fiscal Year 2014 and about to be implemented in Fiscal Year 2015. Does this strategy still align with the original intent the Regional Council crafted in November 2012?

## Considerations and Options

### **Thoughts to Consider While Weighing the Options**

Two options are presented below for the Regional Council to consider. While reviewing the options, please keep in mind the following considerations:

- At this time, the Regional Director is requesting the Regional Council to consider the strategic direction and intent of supporting the seven pre-kindergarten programs for Fiscal Year 2015, not specific funding level amounts.
- Transitioning the seven currently participating programs from the pre-kindergarten scholarships/Quality First Rating Only to full enrollment Quality First would not require additional funds. The funds anticipated to be allocated to the pre-kindergarten scholarships strategy line item would cover the costs associated with the transition to Quality First. At this time, the Quality First and Finance Teams are configuring regional specific costs for Fiscal Year 2015; however staff is confident that the funds within the pre-kindergarten scholarship line item will cover the seven programs.
- Related to system building and the consolidation of the Central Pima and North Pima regions, does it make sense to continue to prioritize pre-kindergarten scholarships? North Pima does not participate in the pre-kindergarten scholarship strategy.

### **Options for Fiscal Year 2015**

If the Regional Council feels the pre-kindergarten scholarship strategy no longer aligns with the original intent of why the strategy was created, there are two options the Regional Council may consider to continue supporting the currently participating seven pre-kindergarten programs:

#### **Option One: Transition the seven pre-kindergarten scholarship participating programs into full participation Quality First.**

- Pros- Programs would then have full access to a Quality First Coach, a Child Care Health Consultant and Quality First scholarships. In addition, programs would have opportunity to be assessed multiple times and work with Quality First staff in identifying strengths and areas to work on. Programs would know how many Quality First scholarships would be available in addition to the benefits previously mentioned.
- Cons- Programs would receive additional support but the support would take shape in a different form. Funding may be less in the form of pre-kindergarten scholarships; however if transitioned to Quality First, the Quality First scholarships are funded at a base rate that is consistent.

#### **Option Two: The seven currently participating programs remain in Quality First Rating Only and apply for scholarships.**

- Pros- Programs would have the opportunity to apply for scholarships.
- Cons- There is no certified guarantee of the number of scholarships granted to the seven currently participating programs each year. As the number of three to five star programs grows within the region, the eligibility pool for accessing these scholarships also increases; potentially limiting access for these seven currently participating programs.

**Regional Updates**

- ❖ **Children's Museum Tucson Sponsorship-** Once again, the Central Pima Regional Council is supporting Second Saturday's at the Museum in which families with young children are able to access the museum at a reduced cost. This sponsorship is part of the Community Awareness strategy. The Museum has been gracious in including First Things First on their advertising, newsletters, a large banner in front of the museum and other forms of correspondence. The museum recently underwent significant enhancements and improvements that really facilitate meaningful hands-on early learning experiences- be sure to visit if you haven't been lately.
- ❖ **Regional Needs and Assets Report** – Donelson Consulting is aware of the North Pima and Central Pima boundary consolidation in addition to the zip code swap with South Pima that the FTF Board approved in June. Staff is working closely with Donelson to identify the best way to reflect the boundary changes in the 2014 Needs and Assets Reports.
- ❖ **Regional Council Member Survey** – Michelle Katona is reviewing and analyzing the results of the Regional Council Member Survey. She will present a report to the FTF Board at their October 1<sup>st</sup> meeting. Following the Board meeting, the report will be presented to the Chairs and Vice Chairs at their Leadership Forum on October 10<sup>th</sup>. The Southeast Region had the highest number of responses! Thank you for taking the time to provide valuable feedback.
- ❖ **Regional Benchmarking Meeting-**Representatives from the three Pima Regional Partnership Councils are anticipated to meet on September 27<sup>th</sup> to further discuss benchmarking of prioritized School Readiness Indicators.

**Statewide Updates****FTF State Board Meeting**

- ❖ The FTF State Board met on August 27<sup>th</sup> in Phoenix.
- ❖ Board agenda items included: Quality First website launch and the initial discussion on regional allocation methodology.
- ❖ A summary of highlights and decisions made by the State Board are anticipated to be sent to members by the FTF Communications Team in the near future.
- ❖ The next State Board meeting will be held in Phoenix on October 1 beginning at 8:30 a.m. At this meeting, it is anticipated the Board will approve the regional allocations for Fiscal Year 2015.
- ❖ The FTF State Board meeting on December 9-10 will be held in Tucson. Information on times and location will be provided when it becomes available.

**Quality First Launch**

- ❖ On August 20<sup>th</sup> the Quality First website was officially launched.
- ❖ The website address is [QualityFirstAZ.com](http://QualityFirstAZ.com).
- ❖ Information on the website includes the release of Star Ratings and resourceful information for families and caregivers related to identifying high quality.
- ❖ Star Ratings are only listed for programs that have completed their third rating cycle; however, a program which has been rated can request their rating be included.

**Upcoming Events**

- ❖ September 24-25<sup>th</sup> – Strong Families Arizona Home Visitors Conference, Phoenix
- ❖ September 26<sup>th</sup> – Southeast Area Regional Grantee Coordination Meeting, Westside Police Station
- ❖ September 27<sup>th</sup> – Pima Cross Regional Benchmarking Workgroup, FTF Regional Office
- ❖ October 1- FTF State Board Meeting, Phoenix
- ❖ October 5<sup>th</sup> – Southern Arizona Association for the Education of Young Children Annual Conference, University of Arizona Student Union, 1303 E. University Blvd., Tucson
- ❖ October 9<sup>th</sup>- Central Pima Regional Council-North Pima Regional Council Joint Meeting, Location and Time TBD