



FIRST THINGS FIRST

Ready for School. Set for Life.

**USING REGIONAL EVALUATION STUDIES TO
INFORM DATA-DRIVEN DECISION MAKING AND
REGIONAL SYSTEM BUILDING EFFORTS WITHIN
LOCAL CONTEXTS**

Lisa Colling, PhD

Jessica Brisson, MEd

Melissa Avant, MPA

Francisco Padilla, BA

Roopa Iyer, PhD

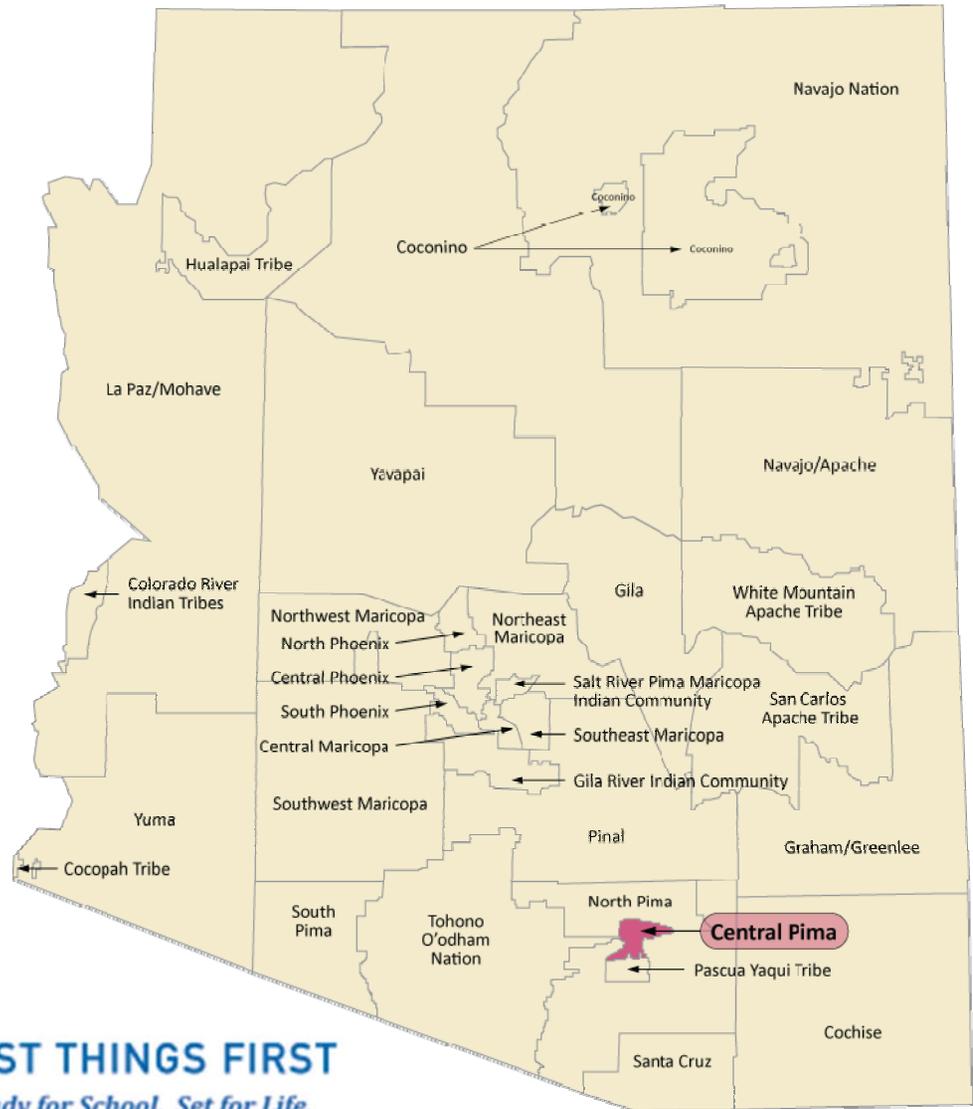
ARIZONA

Arizona	
Total Population	6, 392,017
Total Population Poverty	933,113 (14.6%)
Population 0-5	546, 609
Population 0-5 Poverty	132, 517 (24.2%)



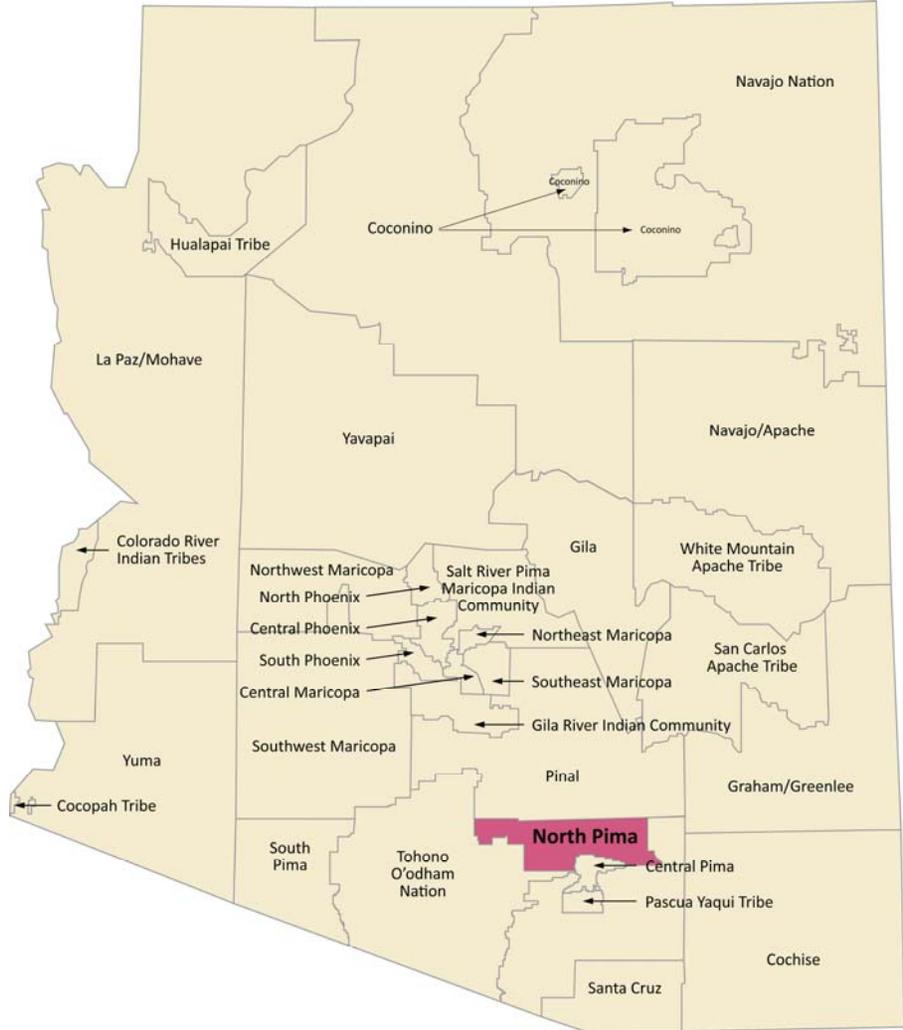
CENTRAL PIMA

Central Pima	
Total Population	444, 714
Total Population Poverty	97, 821 (22%)
Population 0-5	34, 951
Population 0-5 Poverty	11, 869 (34%)



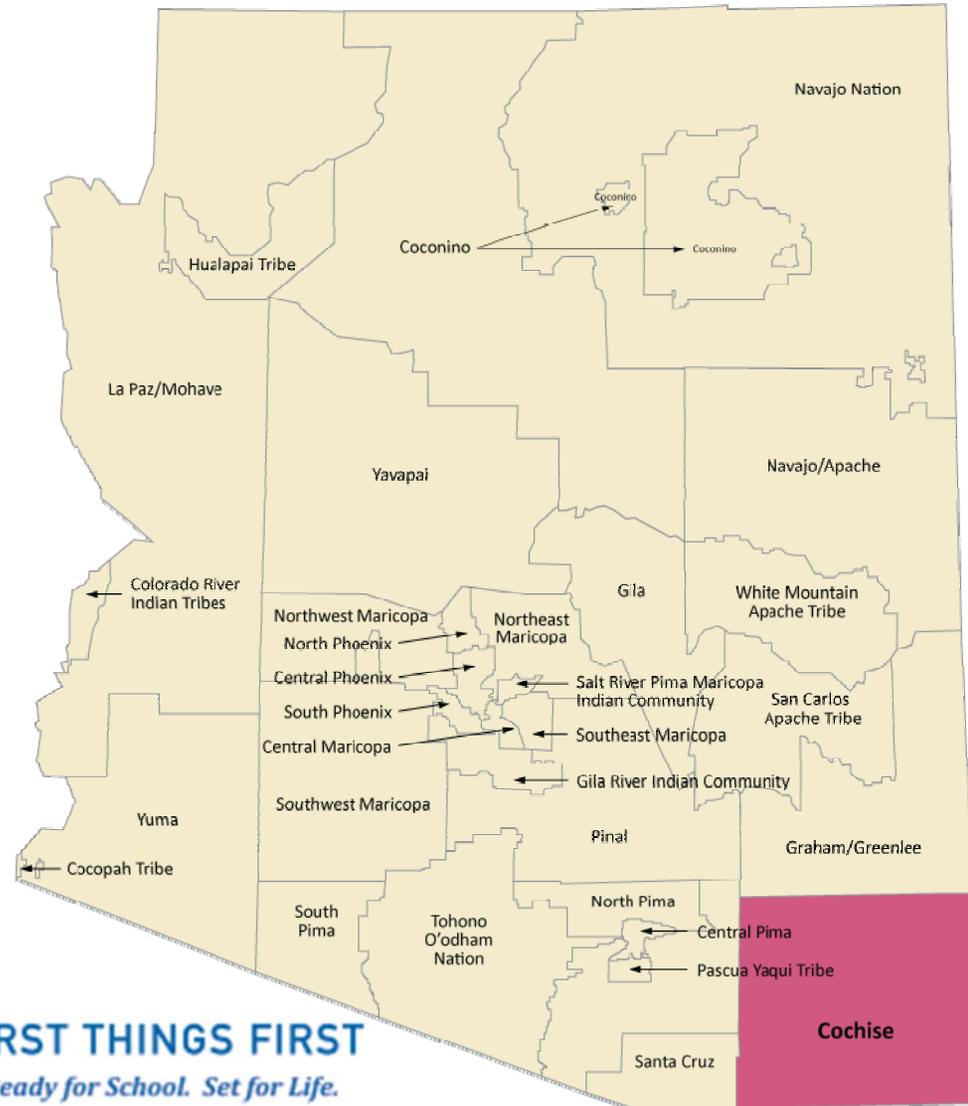
NORTH PIMA

North Pima	
Total Population	254, 251
Total Population Poverty	16, 986 (7%)
Population 0-5	15, 085
Population 0-5 Poverty	1, 762 (12%)



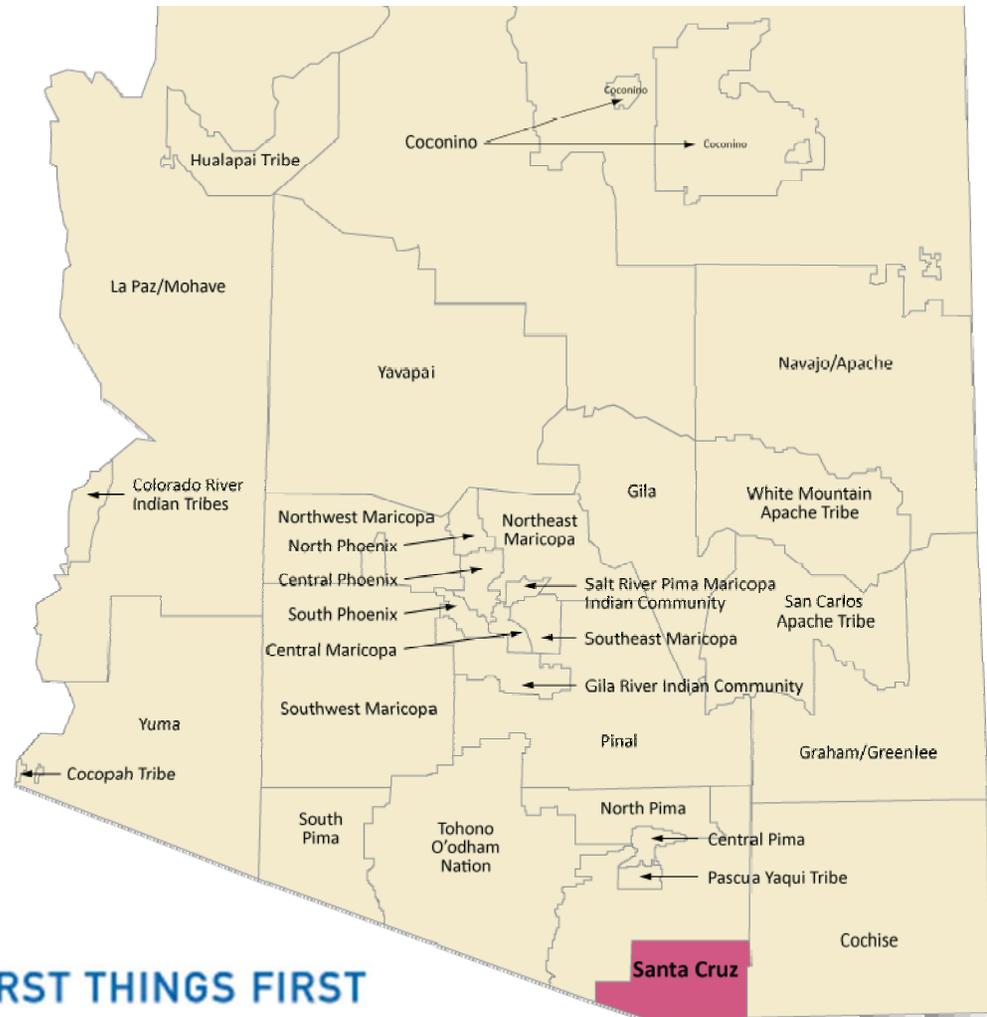
COCHISE

Cochise	
Total Population	132, 279
Total Population Poverty	19, 409 (15%)
Population 0-5	10, 177
Population 0-5 Poverty	2, 510 (25%)



SANTA CRUZ

Santa Cruz	
Total Population	47, 084
Total Population Poverty	11, 503 (24%)
Population 0-5	4,416
Population 0-5 Poverty	1,437 (33%)



SESSION OVERVIEW

Learning Objectives:

- 1) Understand the regional evaluation study process
- 2) Understand what FTF Regional Councils and FTF grantees are learning from regional evaluation studies
- 3) Understand how FTF Regional Councils are using evaluation results to inform strategic planning and preliminary measurement of system outcomes

BACKGROUND AND CONTEXT

Arizona's Children Healthy and Ready to Learn

*System and Child Outcomes
Long-term Indicators
(School Readiness Indicators)*

Systematic Change for Children and Families

*Program Outcomes
Short and Long-term Indicators
(Studies)*

Grantees Providing Optimal Services

*Grantee Performance
Short-term Indicators (Quarterly Data Reports)*

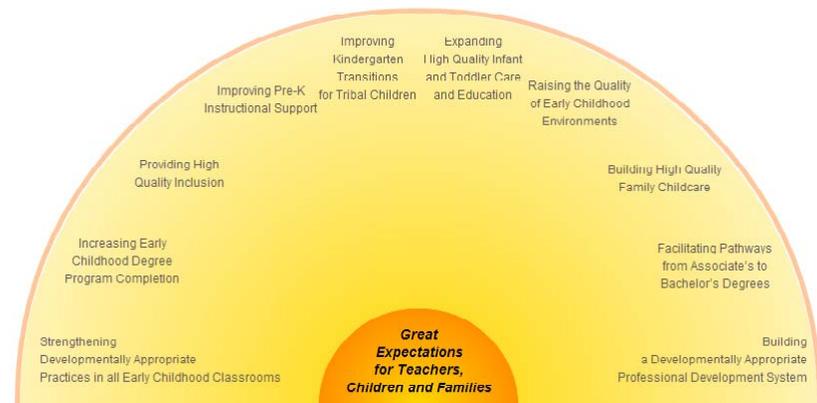
REGIONAL EVALUATION STUDIES

- Evaluation of Family Support Strategies



1. DESIGN	2. CAPACITY	3. IMPLEMENTATION	4. EFFECTIVENESS	5. SYSTEMS	6. RESOURCES
ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED
Designed to meet the needs of children and families in the region.	Consists of programs with the capacity to provide accessible, high-quality family support services within local communities.	Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.	Consists of programs that play a key role in improving the lives of children and families.	Contributes to "early childhood system-of-service" capacity building within the region.	Optimizes available resources to meet regional family needs for supports that strengthen positive child development and school readiness.

- Evaluation of Professional Development Strategies



REWARDS\$



REGIONAL EVALUATION ROAD MAP

1. Pre-Scope of Work
2. Scope of Work Development
3. Request for Proposal Process
4. Project Management Plans
5. Data Collection
6. Report Review
7. Post-evaluation Activities



1. PRE-SCOPE OF WORK

- Should we invest in a study?

Key considerations:

- How long has the strategy or program been in operation?
- How much are we investing in the strategy?



PRE-SCOPE OF WORK

- What do we want to learn?

Key considerations:

- What kinds of questions do we want to have answered?
- In what ways can they be addressed?



PRE-SCOPE OF WORK

- How much will it cost?

Key considerations:

- Methodology
 - Focus Groups
 - Interviews
 - Surveys
- Target population(s)
 - Geography
 - Sample Size
 - Translation Needs



PRE-SCOPE OF WORK

- Is a regionally funded evaluation study the best option to answer our questions?



2. SCOPE OF WORK DEVELOPMENT

Collaborative Process

- Research and Evaluation Staff
- Regional Staff
- Program Staff
- Procurement Staff
- Regional Council Members
 - Grantees



SCOPE OF WORK DEVELOPMENT

- Investigatory Process
 - Inventory of data and/or information already available that will inform study questions
 - E.g. Grantee data, narrative reports, etc.
 - Assessment of what additional data/ information will need to be collected to inform questions

3. REQUEST FOR PROPOSALS PROCESS

- Working with the State Procurement Office (SPO)
- Proposal Review
- Vendor Selection
- Evaluation Kick-off



SESSION OVERVIEW

- Learning Objectives:
 - 1) Understand the regional evaluation study process
 - 2) Understand what FTF Regional Councils and FTF grantees are learning from regional evaluation studies
 - 3) Understand how FTF Regional Councils are using evaluation results to inform strategic planning and preliminary measurement of system outcomes

BREAK-OUT SESSIONS

- Melissa Avant



- Francisco Padilla



- Jessica Brisson



REWARDS\$



WRAP-UP

- Was there anything that was presented that surprised you during today's session?
- Based on what you heard here today, what questions still remain for you?
- What new questions do you have as a result of today's session?

Cochise Regional Profile



The Evaluation Study of Family Support and Literacy Strategies was designed to evaluate the portfolio, or bundle, of family support and literacy (FSL) strategies in five First Things First (FTF) Regions. This section presents ratings, key findings, and recommendations for the Cochise Region.

The key purpose of this study was to identify how the combination or bundle of programs/services contributes to the success of FSL strategies and to understand how FSL strategies strengthen and support child and family well-being.

Cochise Family Support and Literacy Strategy Portfolio¹

Located in the southeastern corner of Arizona, the FTF Cochise Region borders the state of New Mexico on its eastern side, and on its southern boundary, the international border of Sonora, Mexico. This region is geographically diverse and expansive, covering 6,219 square miles. In 2010, the population of the region was approximately 131,346. At that time, there were 3,578 families with children birth through age five and 10,125 children birth through age five. First Things First estimated that 25 percent, or 2,796 children, were living at the poverty level in 2009. Families living in the FTF Cochise Region face many risk factors, including pockets of high poverty rates, low educational attainment and rates of prenatal care, and rural areas with limited infrastructure.

To respond to the need for family support in the region, in State Fiscal Year 2013, the Cochise Regional Partnership Council allotted 17.5% of their funding² (\$3,425,156) to the following family support and literacy strategy:

- **Home Visitation (HV):** Gives young children stronger, more supportive relationships with their parents through in-home services on a variety of topics, including parenting skills, early childhood development, literacy, etc. This strategy also connects parents with community resources to help them better support their child's health and early learning and provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition.

Family Support and Literacy Strategies



¹ First Things First. (2012). *Cochise Regional Partnership Council: 2012 Needs and Assets Report*. Retrieved from: http://www.azftf.gov/RPCCouncilPublicationsCenter/Cochise_Needs_and_Assets_Report_2012.pdf. Accessed November 08, 2013.

² Funding available in a given fiscal year can vary based on a combination of population funding (based on a population formula of children birth – 5 in the region, with extra consideration given for children living in poverty), discretionary funds, FTF fund balance addition, and funds that carry over from previous funding years.

Demographics of Family Survey Respondents

The typical Family Survey respondent from Cochise was White (77.8%), a mother (94.7%), part of a family of four (44.4%), 31 to 40 years old (50.0%), had at least a high school diploma (100%), a stay-at-home parent (72.2%) and was married (72.2%; data not shown). In addition, they had a monthly income of \$3,000 or more (56.3%), spoke English most often with their child(ren); 88.9%), and had a child with health insurance (100%) that was paid for by their spouses/partners employer (50.0%; data not shown). Additional family demographic information is presented in Appendix 6.2.

Regional Dimension Ratings

The overall design of this study utilized a wide variety of data methods to evaluate and provide ratings for each region’s portfolio of strategies across six dimensions and sub-dimensions of evaluation; see the Rating Determination Framework (Appendix 1) for additional information on criteria for determining all ratings.

The Cochise Family Support and Literacy strategy portfolio is rated as **Advanced**. The portfolio is well-designed, has high capacity, is well-implemented, plays a role in improving the lives of children and families, is contributing to the early childhood system-of-service and optimizes available resources in the region. Exhibit C.1 provides a general definition of each dimension.

Exhibit C.1: Overview of Dimensions of Evaluation

1. DESIGN	2. CAPACITY	3. IMPLEMENTATION	4. EFFECTIVENESS	5. SYSTEMS	6. RESOURCES
 ADVANCED	 ADVANCED	 ADVANCED	 ESTABLISHED	 ESTABLISHED	 ADVANCED
Designed to meet the needs of children and families in the region.	Consists of programs with the capacity to provide accessible, high-quality family support services within local communities.	Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.	Consists of programs that play a key role in improving the lives of children and families.	Contributes to “early childhood system-of-service” capacity building within the region.	Optimizes available resources to meet regional family needs for supports that strengthen positive child development and school readiness.

Each dimension of evaluation and their associated rating provide a different lens in which to examine and evaluate the bundle or portfolio of strategies. Each one is assigned a color and an icon to represent the main focus of that dimension. There are four rating categories:

- **Emerging** which indicates that refinements are needed to some if not all of the elements to further strengthen the bundle of strategies;
- **Established** which indicates that the bundle of strategies has made significant progress but there may be some elements that could be strengthened;
- **Advanced**, the top rating, which indicates superior achievement and consistent strengths; and,
- **Not Rated** which indicates that data was not sufficient to provide a rating.

This study utilized a wide variety of methods, including primary data collection from a wide variety of stakeholders as well as examining existing sources of information (secondary data). For more

information regarding the methods used, please see the Introduction and Methods section. The following sections provide additional details about each dimension and their associated sub-dimensions.





Dimension 1: Design

The Design Dimension examines the extent to which the portfolio of regional Family Support and Literacy (FSL) strategies is designed to meet the needs of children and families in the region. The Design Dimension was measured using a wide variety of primary and secondary data sources including:

- **2012 Regional Needs and Assets Reports** which summarize local conditions and needs for family support services;
- **FSL Draft Strategic Framework and Logic Models** to provide context to the underlying principles and goals of each FSL strategy;
- **Regional Funding Plans** to understand the rationale for the selection of the regional portfolio of strategies; and
- **Interviews with First Things First (FTF) Senior Directors, Regional Council Directors and Regional Partnership Council Members** to learn more about the rationale for the selection of strategies in the region.

The overall rating for this dimension is **Advanced**. It is clear that the Cochise FSL strategy portfolio is well-designed to meet the needs of children and families in the region.

The Design Dimension consists of four sub-dimensions to understand whether strategies are a good fit with local conditions, are designed to be consistent with core “System-of-Care” values, address identified service gaps in the region, and are aligned with the FTF Family Support Strategic Framework and Family Support Logic Model. The sub-dimensions, and their associated ratings, are shown in Exhibit C.2.

Exhibit C.2: Design Sub-Dimension Overview

1.1 ADVANCED	1.2 ADVANCED	1.3 ADVANCED	1.4 ADVANCED
Fits Local Needs	Demonstrates System-of-Care Values	Addresses Identified Service Gaps	Aligns with First Things First Intent
Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation ADVANCED

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 1 and each sub-dimension can be found in Appendix 1.

1.1: Fits Local Needs



The first design sub-dimension examines whether the FSL strategies selected for the region are a good fit with local conditions and family need for support services. This sub-dimension is rated as Advanced as there is a strong, clear connection between local conditions and the rationale for the local strategy.

Data for this sub-dimension rating was obtained by comparing the local needs identified in the 2012 Regional Needs and Assets Report to the July 1, 2009 – June 30, 2012 Cochise Regional Funding Plan which outlines the rationale for the selection of the FSL strategy in the region. Interviews with FTF Senior Directors, Regional Council Directors, and Regional Partnership Council Members provided additional context as to the selection of the FSL strategies in Cochise. The Home Visitation strategy received an Advanced rating as there is a strong, clear connection between local conditions and rationale for the selection of this strategy.

Review of Local Needs

According to the 2012 Needs and Assets Report: Cochise Regional Partnership Council³, families living in the region face many risk factors, including:

- **Pockets of High Poverty Rates.** Over the last few years, inflation-adjusted median family incomes have increased in Cochise County (8.7%) while they have declined in Arizona (4.7%), indicating that the recession has not contributed to the erosion of economic status of families in Cochise County as it has throughout the state. However, there are areas in the region still struggling economically. Approximately one in four children are estimated to be in poverty in Cochise, slightly higher than the state ratio (23.3%). The percentage of children receiving free and reduced price lunches varies widely across districts. Naco Elementary School District and Elfrida Elementary School District had the highest rates (94.4% and 85.4% respectively), while the rates for Fort Huachuca Accommodation District and Sierra Vista Unified District were significantly lower (33.7% and 34.5% respectively). Fort Huachuca is an important economic engine for the area.
- **Low Rates of Prenatal Care.** The county has a lower percentage of mothers with prenatal care in the first trimester (78.8%) than the state (81.9%). Similarly, 3.1% of mothers in Cochise County received no prenatal care compared to the state rate of 1.6%. The region also had a higher rate of low-birth weight infants (8.0% versus 7.1% statewide) and a slightly higher rate of births to teen mothers (11.6% versus 10.8% statewide).
- **Rural Areas with Limited Infrastructure.** Ten neighborhoods and unincorporated settlements within Cochise County are currently designated as “colonias” by the Cochise County Board of Supervisors. Colonias are unincorporated, rural areas lacking basic infrastructure (e.g., sewer, water, decent housing, electricity, heat, paved streets and roads), often with high rates of poverty.
- **Low Educational Attainment.** Recent estimates report 16% of adults in Arizona with no high school diploma and 25% with no more than a high school diploma. Cochise County has similar

³ First Things First. (2012). *Cochise Regional Partnership Council: 2012 Needs and Assets Report*. Retrieved from: http://www.azftf.gov/RPCCouncilPublicationsCenter/Cochise_Needs_and_Assets_Report_2012.pdf. Accessed November 08, 2013.

estimates. Additionally, a national source estimated in 2003 that between 7.2% and 25.3% of adults in Cochise County lacked basic prose literacy skills⁴.

Rationale for Funded Strategies

Given these varied needs, the July 1, 2009 – June 30, 2012 Cochise Regional Funding Plan allots FSL funds to one strategy: Home Visitation (HV). The HV strategy is an appropriate selection as this strategy allows providers to travel throughout the region to work with families one-on-one and focus on individual family needs and goals. The strategy is also able to address a wide variety of needs and tailor services to meet the unique concerns of individual families. Other regions involved in this study utilize HV and one other strategy – either Family Resource Center or Parent Education-Community Based Training. Due to the geographic nature of the Cochise region, HV alone appears to be appropriate, as the other strategies would require families to travel long distances to receive services.

Interviews with Regional Council Directors, Senior Directors, and FTF Staff provided additional detail as to the rationale for the selection of this strategy. They reported that due to the lack of affordable child care in the region, many families leave children at home with neighbors, friends, or siblings. Stakeholders were interested in utilizing a strategy that could promote school readiness and early learning for children who do not have access to preschool. Additionally, it was important to select strategies that could promote trust with families who live in remote areas. Previously, several grantees were selected to each provide independent HV services. Recently, one lead grantee was identified to centralize services and implement the Parents as Teachers (PAT) evidence-based home visitation model.

"We determined through our needs assessments, that because of poverty level, kids did not have quality childcare, right now we are struggling with not enough money to get kids quality child care."

- Regional Council Member

1.2: Demonstrates System-of-Care Values

1.2
ADVANCED

Demonstrates System-of-Care Values

Home Visitation
ADVANCED

The second design sub-dimension examines whether strategies are designed to be consistent with core “System-of-Care” values. This sub-dimension is rated as Advanced as there is a strong, clear connection between all System-of-Care values and selection of local strategies.

This sub-dimension compared the FTF Standards of Practice for each strategy within the FSL portfolio to examine the extent to which the strategies as designed reflect System-of-Care values. In order for a strategy to receive an Advanced rating, as HV does, these core values need to be reflected in the design of the strategy.

⁴ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2003). *National Assessment of Adult Literacy*. Retrieved from: <http://nces.ed.gov/NAAL/estimates/StateEstimates.aspx>. Accessed on November 08, 2013.

A System-of-Care consists of a spectrum of effective, community-based services and supports for children, youth, and families that is organized into a coordinated network, builds meaningful partnerships with youth and families, and addresses their cultural and linguistic needs in order to help them function better at home, at school, in the community, and throughout life.⁵ Underlying this definition are three core values:

1. **Family Driven and Youth Guided:** The strengths and needs of the child and family determine the types and mix of services and supports provided.
2. **Community Based:** The locus of services, as well as system management, rest within a supportive, adaptive infrastructure of structures, processes, and relationships at the community level.
3. **Culturally and Linguistically Competent:** Agencies, programs, and services reflect the cultural, racial, ethnic, and linguistic differences of the populations they serve to facilitate access to and utilization of appropriate services and to eliminate disparities in care.

The FTF Standards of Practice for HV⁶ clearly outline implementation standards to align with each of these values. Exhibit C.3 summarizes the key standards associated with each System-of-Care value.

Exhibit C.3: Alignment of FSL Strategy Standards of Practice with System of Care Values

System-of-Care Value	Standards of Practice
	Home Visitation
Family Driven and Youth Guided	<ul style="list-style-type: none"> • Enroll parents early (when expecting a baby or during early infancy). • Assess family strengths and needs. • Develop a family service plan to outline goals and objectives for the future. • Ensure children receive developmental screenings. • Assist families in developing skills related to understanding their child’s ongoing growth and developmental progress. • Provide families with resources and referrals to connect them with appropriate services, particularly when developmental or health concerns are noted.
Community Based	<ul style="list-style-type: none"> • Home visitors are from the community and have extensive knowledge of community resources. • Be accessible for families. Offer extended service hours including weekend/evening hours. • Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs. • Develop a collaborative, coordinated response to community needs.
Culturally and Linguistically	<ul style="list-style-type: none"> • Affirm, strengthen, and promote families’ cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.

⁵ Stroul, B., Blau, G., & Friedman, R. (2010). *Updating the system of care concept and philosophy*. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children’s Mental Health.

³ First Things First. (2011). *Standards of Practice: Home Visitation*.



Competent	<ul style="list-style-type: none"> • Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them. • Hire staff who reflect the cultural and ethnic experiences and languages of the families with whom they work and integrate their expertise into the entire program.
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It is important to note that this sub-dimension focuses on the *design* of the portfolio of strategies, examining whether FSL strategies as intended help to fulfill System-of-Care values. Dimension 3: Implementation explores whether funded programs within the portfolio of FSL strategies have the capacity to provide accessible, high-quality family support services within local communities and explore the extent to which these System-of-Care values are executed in the region.

1.3: Addresses Identified Service Gaps

The third design sub-dimension examines whether as a composite set of programs, the portfolio of strategies is designed to address identified service gaps. This sub-dimension is rated as Advanced as the HV strategy addresses a wide variety of service gaps in the region.

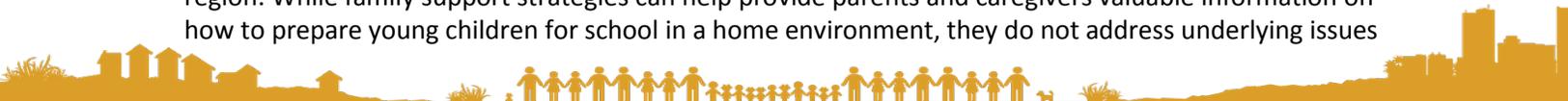
This sub-dimension revisits the 2012 Needs and Assets Report and the 2009-2012 Funding Plan to understand regional service gaps and examines the extent to which the portfolio of strategies addresses those gaps. The HV strategy is designed to address identified service gaps and is therefore rated as Advanced.

As shared in sub-dimension 1.1, families in Cochise face many challenges and barriers to services. Although there are areas in the region that have access to resources, many communities are in remote areas of the region where families can be isolated or have difficulty accessing needed services. One key barrier is the lack of available early care and education programs in the region. Stakeholders reported that many working families leave children at home with friends, neighbors, or other siblings.

Another challenge in the region, according to the Arizona Department of Health Services, is that the majority of Cochise County is designated as a federal medically underserved area. Similarly, young children in Cochise County and Arizona experience limited access to dental care. Few dentists are available to serve the more rural areas of Cochise County. As shown in Table 53 in the 2012 Needs and Assets Report, the number of dentists throughout the county declined from 2009 to 2010.

The HV strategy addresses these gaps by sending trained home visitors to homes throughout the region, including remote areas, to educate families and provide referrals for additional services. Home visitors establish a long-term personal relationship with families and are able to utilize this trust to focus on individual needs of children and parents.

It is important to note that family support strategies alone cannot address all service gaps in a particular region. For example, in Cochise a key barrier is the lack of affordable child care or preschool in the region. While family support strategies can help provide parents and caregivers valuable information on how to prepare young children for school in a home environment, they do not address underlying issues



such as poverty and limited child care availability. Additionally, while HV can work to educate families about the importance of regular medical care, vaccines, and early screening for developmental or other delays, this strategy does not address limited access to these resources.

1.4: Aligns with First Things First Intent



1.4
ADVANCED

Aligns with *First Things First*
Intent

Home Visitation
 ADVANCED

The fourth design sub-dimension examines whether the portfolio of strategies are closely aligned with FTF Family Support Strategic Framework and Family Support Logic Model. HV strongly aligns with the intent of FTF; therefore, sub-dimension 1.4 is rated as Advanced.

The FTF Family Support Strategic Framework provides an outline of the recommended regional FSL strategies. In addition, the FSL Logic Model outlines the key activities and outcomes associated with each strategy. The intent of FTF is that all programs implemented by grantees are evidenced-based. The HV strategy is included in the Strategic Framework and Logic Model; therefore, it is rated as Advanced.

The HV strategy gives young children stronger, more supportive relationships with their parents through voluntary in-home services. Services focus on parenting skills, early physical and social development, literacy, health, and nutrition and connect families to community resources to support their child's health and early learning. HV is outlined in the Level III: Intensive Logic Model. The strategy is designed to improve access to timely prenatal care and help parents learn and practice sound parenting strategies and skills to support positive development and early literacy skills in their child. The goals of HV are to: improve positive birth outcomes for mothers and their children, ensure parents are more responsive to the developmental needs of their young child, assist parents in providing a literacy-rich home environment, and help families experience stability and increase their ability to provide a nurturing, safe home environment for their young children.



Dimension 2: Capacity

The Capacity Dimension examines the extent to which the portfolio of regional Family Support and Literacy (FSL) strategies consists of programs with the capacity to provide accessible, high-quality family support services within local communities. A variety of primary data sources provided both quantitative and qualitative data to inform the dimension and sub-dimension rating(s), including:

- **Grantee Interviews and Surveys** to obtain self-reported, capacity-related information about grantee organizations and programs;
- **Family Surveys** to understand the perspective and rating from parents regarding the services they received; and,
- **Community Stakeholder and Non-First Things First (FTF) Provider Organization Interviews** to better understand how other local organizations perceive the role and actions of FTF.

The overall rating for this dimension is **Advanced**. There is strong evidence that the FSL strategy portfolio contains organizations with high capacity to provide high-quality programs and services.

This Capacity Dimension consists of four sub-dimensions which examine the organizations that comprise the FSL strategies to assess their intellectual and social capital, level of engagement in capacity building efforts, and accessibility of programs and services. Exhibit C.4 displays the sub-dimensions and their associated ratings.

Exhibit C.4: Capacity Sub-Dimension Overview

2.1 ADVANCED	2.2 ADVANCED	2.3 EMERGING	2.4 ADVANCED
Reflects Strong Intellectual Capital	Represents Well-developed Social Capital	Involves Organizations Engaged in Capacity Building	Is Accessible to Local Families
Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation EMERGING	Home Visitation ADVANCED

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 2 and each sub-dimension can be found in Appendix 1.

2.1: Reflects Strong Intellectual Capital



The first capacity sub-dimension examines whether the FSL strategy portfolio consists of organizations with well-developed intellectual capital. This sub-dimension is rated as Advanced as there is strong evidence that the organizations comprising the Home Visitation (HV) strategy are experienced and provide staff training and adequate resources to run services and programs.

Analysis for this sub-dimension consisted of reviewing responses from the Grantee Surveys and Grantee Interviews related to intellectual capacity. Indicators of organizational intellectual capital obtained for this sub-dimension are:

- Length of time an organization has been in existence;
- Program staff received relevant and appropriate training to provide high quality services; including cultural competency and how to incorporate client input to strengthen services; and,
- Program staff are provided adequate financial resources (e.g., working vehicles, educational materials, budget, etc.) to run services and programs.

The HV strategy is rated as Advanced as the lead grantee organization reported adequate training and resources and has been in operation for at least three years.

Length of Time Organizations have been in Existence

A key aspect of intellectual capital is the length of time organizations have been providing services, as long-term providers are able to build on institutional memory and best practices to provide quality services. The HV strategy was comprised of an organization that has been established for more than three years. The HV grantee has been working in Cochise for 17 years.

Relevant and Appropriate Training

Program staff need support to ensure effective program implementation and ongoing professional development. The grantee for HV reported that program staff received adequate trainings. Individual staff training needs were assessed by their supervisor. HV staff professional development included topics to enhance cultural competency and improve services by obtaining and incorporating client feedback, as well as:

- ASQ/ASQ Social-Emotional Training;
- Assessment Foundations in Early Childhood Mental Health;
- Domestic Violence Awareness Conference;
- Introduction to Early Childhood Mental Health;
- Parents as Teachers Foundational Training; and,
- Parents as Teachers Model Implementation Training.

Adequate Financial Resources

Program staff also need adequate financial resources to accomplish job requirements and meet standards of practice. The grantee for HV strongly agreed that program staff received sufficient resources to accomplish program requirements. Grantee staff were provided with a variety of resources to administer programs. A HV grantee representative stated, “Parent Educators are provided with materials upon completion of the National Parents as Teachers training to include the Foundational Training guide, the model implementation guide, and access to the online curriculum.” Additionally,

the HV grantee reported having sufficient travel resources to ensure home visitors could reach remote areas of the region.

2.2: Represents Well-developed Social Capital



2.2
ADVANCED

Represents
Well-developed Social
Capital

Home Visitation
ADVANCED

The second capacity sub-dimension examines whether the FSL strategy portfolio consists of organizations with well-developed social capital. This sub-dimension is rated as Advanced as there is strong evidence that organizations comprising the portfolio of FSL strategies build and sustain collaborative community partnerships to support children and families.

Responses from the Grantee Surveys and Community and Non-FTF Provider Interviews related to social capital were analyzed to rate this sub-dimension. Indicators of organizational social capital obtained for this sub-dimension are:

- Active and frequent participation in coalitions, networks and/or collaboratives;
- Articulating purposes of coalitions, networks and/or collaboratives;
- Enumerating fellow participating organizations in coalitions, networks and/or collaboratives; and,
- Perception of FTF Grantees by other community organizations.

The HV strategy is rated as Advanced as the grantee provided strong evidence regarding each of the above indicators.

Participation in Coalitions, Networks and/or Collaboratives

The HV grantee was highly involved in networks and could articulate who they collaborated with and how. The HV grantee reported attending multiple meetings. Two such meetings were the Cochise County Networking Coalition and the Home Visiting Collaboration. The goal of the Cochise County Networking Coalition is to increase knowledge of programs and services available in Cochise County, while the goal of the Home Visiting Collaboration is to increase familiarity with all home visiting programs in Cochise County. In addition, the grantee for HV engaged in some form of coordination (e.g., shared information and resources, some shared decision making, etc.) monthly.

Collaborating organizations included:

- Army Community Services;
- Casa de Los Niños;
- Child and Family Resources;
- Cochise County Health and Social Services;
- University of Arizona Cooperative Extension; and,
- WIC.

“The goal of the Home Visiting Collaboration is to increase familiarity with all home visiting programs in Cochise County and ensure all eligible families and children receive services that best meet their needs while reducing service duplication. ”

- HV Grantee

Limited data were available regarding the perception of FTF grantees by other community organizations; however, one respondent did provide feedback about their perception of the Cochise Regional Partnership Council saying, “I’ve been working with them for the last couple of years. We have similar missions, their focus is on early education and we provide several family/youth oriented activities for ... similar demographics. When putting on community events they

are open to the public and designed to attract [people]. Then we work with FTF to have a presence there, an opportunity for [our literacy] programs.”

2.3: Involves Organizations Engaged in Capacity Building

The third capacity sub-dimension examines whether the FSL strategy portfolio consists of organizations engaged in capacity building activities such as internal program evaluation and strategic planning. This sub-dimension is rated as Emerging as there is little evidence that the organization comprising the portfolio of FSL strategies are engaged in ongoing efforts to build organizational and program capacity.

Analysis for this sub-dimension consisted of reviewing responses from the Grantee Surveys to document the type and quantity of recent capacity building activities, as well as specific examples from grantees as to how these activities had improved organizational or program capacity.

Grantees were asked to document whether their organization had participated in the following capacity building activities within the last two years:

- Contracted out for program evaluation (external evaluations);
- Organization staff conducted program evaluation (internal evaluation);
- Participated in organizational capacity building programs (e.g. training, coaching, etc.);
- Hired organizational consultants to assist with strategic planning, board development, or fund development;
- Engaged in strategic plan development and/or review; and,
- Participated in a formal organizational assessment process (strategic planning process with a contracted organization) using standardized tools and/or consultants.

The HV strategy is rated as Emerging as the HV grantee had not participated in at least three capacity building efforts in the last two years. The grantee did, however, clearly articulate how capacity building efforts strengthened their organization.

Engagement in Capacity Building Activities

As seen in Exhibit C.5, the HV grantee participated in two of six capacity building activities in the last two years. A specific example of the impact of a capacity building activity was provided by the HV grantee: “[We implemented a] three month [family] survey and utilized family feedback to make improvements for scheduling, recruiting, and building rapport with families.”

Exhibit C.5: Grantee Engagement in Capacity Building Activities within the Last Two Years

Capacity Building Activity	HV
Contracted out for program evaluation (external evaluations)	
Organization staff conducted program evaluation (internal evaluation)	✓
Participated in organizational capacity building programs (e.g. training, coaching, etc.)	✓
Hired organizational consultants to assist with strategic planning, board development, or fund development	
Engaged in strategic plan development and/or review	
Participated in a formal organizational assessment process (strategic planning process with a contracted organization) using standardized tools and/or consultants	

2.4: Is Accessible to Local Families

The fourth capacity sub-dimension examines whether the portfolio of FSL strategies consists of programs accessible to families living in the region. This sub-dimension is rated as Advanced as there is strong evidence that programs provide convenient service times and locations, are culturally responsive, and offer services in languages spoken by families living in the region.

The rating for this final sub-dimension drew on responses from both the Grantee and Family Surveys related to accessibility. Indicators of accessibility obtained for this sub-dimension were:

- Location of and transportation availability to programs (where applicable);
- Time and languages of services offered; and,
- Organizations engaged in improving cultural competency.

The HV strategy is rated as Advanced as parents and providers indicated services were accessible and provided in multiple languages, and organizations were taking steps to improve cultural competency.

Parents answered a series of three point Likert scale questions across four indicators related to service accessibility and cultural responsiveness, as shown in Exhibit C.6.

Exhibit C.6: Percentage of Families who Answered “Always” to each of the Following Indicators

Indicator	HV
Provider is able to speak to parent in preferred language	100%
Service times are convenient	100%
Services are respectful of family culture	100%

Accessibility

The grantee for HV, a strategy intrinsically accessible in regards to location, recounted that services were available and often provided in English and Spanish. As seen in Exhibit C.6, all families who participated in HV also indicated that services were provided in their preferred language and that home visitors came to their homes at convenient times.

Cultural Competency

The grantee for HV provided details on the steps taken to make services culturally and linguistically responsive. All families who participated in HV also indicated home visitors were respectful of their culture (Exhibit C.6). The HV grantee outlined the following steps that were taken to provide services that were culturally and linguistically responsive:

- Hired Bi-lingual staff;
- Provided forms in English and Spanish;
- Hired Parent Educators who live in or near the community where they are providing services;
- Partnered with services on nearby military installation to meet the unique needs of military families; and
- Conducted annual cultural competency training.



Dimension 3: Implementation

The Implementation Dimension examines the extent to which the portfolio of regional Family Support and Literacy (FSL) strategies consists of programs with the capacity to provide accessible, high-quality family support services within local communities. Implementation was analyzed using the following data sources:

- **First Things First (FTF) Standards of Practice** which outline the implementation and staffing standards for each FSL strategy;
- **Grantee Scope of Work Plans** which define the planned program activities of grantees;
- **Grantee Narrative Reports** submitted to FTF which report implementation challenges and successes, as well as any changes made to program models;
- **Grantee Interviews and Surveys** which explain how the grantee implemented the FSL strategy; and
- **Family Surveys** which provide input on program service delivery.

The overall rating for this dimension is **Advanced**. The programs within the Cochise FSL strategy portfolio have high capacity to provide accessible, high-quality family support services within the region.

This dimension consists of seven sub-dimensions, each examining how well program/s in the FSL portfolio are implemented and whether they are a good fit with local conditions. The Cochise Regional Partnership Council funded one FSL strategy, Home Visitation (HV), and thus all of the sub-dimension ratings are identical to the portfolio ratings. The sub-dimensions, and their associated ratings, are shown in Exhibit C.7.

Exhibit C.7: Implementation Sub-Dimension Overview

3.1 ADVANCED	3.2 ESTABLISHED	3.3 ADVANCED	3.4 ADVANCED	3.5 ADVANCED	3.6 ADVANCED	3.7 ESTABLISHED
Adheres to Program Specifications	Executes Design Faithfully	Maintains Sufficient Family Participation	Delivers Programs in a Quality Manner	Engages Participants	Complements Existing Services	Adapts to Local Context
Home Visitation ADVANCED	Home Visitation ESTABLISHED	Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation ADVANCED	Home Visitation ESTABLISHED

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 3 and each sub-dimension can be found in Appendix 1.

3.1: Adheres to Program Specifications



Adheres to Program Specifications

Home Visitation
 ADVANCED

The first implementation sub-dimension examines whether FSL strategy adheres to program specifications as described in the FTF FSL Standards of Practice. This sub-dimension is rated as Advanced as the program administered under HV closely adheres to standards of practice.

Data for this sub-dimension was obtained from a variety of secondary sources, including the First Things First Home Visitation and Family Resource Centers Standards of Practice and Grantee Scope of Work Plans, which were compared to understand if and how funded program plans adhered to FTF Standards of Practice. Grantee Narrative Reports along with input from service providers via interviews and online surveys were also used to examine how closely program administration adhered to FTF Standards of Practice. This sub-dimension is rated as Advanced as the HV strategy is family-centered, utilizes a strengths-based approach, is responsive to the needs of families, and includes all core components of the FTF Standards of Practice.

Family-Centered and Strengths-Based Approach

The HV grantee in Cochise utilizes *Parents As Teachers* (PAT), a program that is family-centered and utilizes a strengths-based approach to address family needs. The PAT model promotes strong parent-child interaction by providing a broad context of parenting education and family support, and building protective factors, especially for those families in vulnerable situations, so children are healthy, safe, and ready to learn. This nationally recognized model has four overarching goals⁷, which all approved users of the curriculum must address:

- Increase parent knowledge of early childhood development and improve parenting practices;
- Provide early detection of developmental delays and health issues;
- Prevent child abuse and neglect; and
- Increase children’s school readiness and school success.

The FSL HV program in Cochise engages families in assessments of their strengths and needs at the onset of the program and connects parents with additional needed services. Child developmental screenings are conducted on a regular basis to detect any developmental delays or health issues. Lastly, the FSL grantee works closely with families to develop a personalized development and implementation plan and families can choose to end services if they feel their needs have been met.

“Parents as Teachers home visitation ideally lasts for two years, but families may successfully exit early if they feel their needs have been met and some families may desire to remain in the program longer if they have multiple children, additional unmet needs, and/or high needs factors.”

- HV Grantee

⁷ Parents as Teachers. (n.d.). *National goals of PAT Models*. Retrieved from: www.parentsasteachers.org. Accessed November 08, 2013.

Flexible Services Designed to Meet Individual Family and Community Needs

The HV strategy is flexible and responsive to emerging family and community issues. A key component of this is understanding and addressing individual parent needs. The HV program has the mechanism to create a service plan as parents begin the program. Individualized service plans are particularly important in Cochise where many parents face challenges, such as being low income, a first time mother, involvement with Child Protective Services (CPS), having a low birth weight child, being a victim of intimate partner violence, or being a single or teen parent.⁸

Additionally, the FSL strategy is responsive to broader community needs. As explained in Dimension 1, Cochise is predominately a rural region with few services and many family support needs. Being a border region, many families are transient in the sense that they may spend half the year living in Mexico or be family employed by Immigration and Customs Enforcement (ICE) or the military and thus not permanently in Cochise. Due to the high need and rural nature of Cochise, the FSL strategy utilized here, HV, is the most appropriate to address the wide array of family needs. It brings a professional to the home of families and provides them with resources, information, and connections to additional services. Families participating in the HV program were seen at least monthly, but if they met more than two high needs factors, visits were increased to twice per month, with many families receiving weekly visits during transition periods or at the beginning of their services.

3.2: Executes Design Faithfully

3.2
ESTABLISHED

Executes Design Faithfully

Home Visitation
ESTABLISHED

The second implementation sub-dimension examines whether family support strategies execute evidence-based programs faithfully and as intended. This sub-dimension is rated as Established as implementation of program and recruitment of families did not go as planned, but the FSL portfolio made significant progress in addressing challenges.

Data for this sub-dimension rating was obtained from the Grantee Survey as well as follow-up Grantee Interviews. Survey questions addressed *program administration, recruitment of families, and fidelity to evidence-based models*. Data from Grantee Interviews were also utilized to support survey responses. Ratings were obtained using a Majority Positive Response (MPR) approach, where more than 66% of questions needed a majority of positive responses in order to achieve an *Advanced* rating. This sub-dimension is rated as Established, as program implementation and family recruitment did not go as planned but the grantee made significant progress in addressing challenges faced.

Program Administration and Fidelity to Evidence-Based Design

The HV grantee faced a number of challenges in implementing PAT in Cochise. It is important to note that this specific grantee and model have only been funded by FTF for one year and many of the challenges identified by the HV grantee are challenges commonly faced at the start of comparable programs. The grantee identified two key barriers to program implementation: regional isolation of some communities and poor collaboration with Parent Educators located in isolated areas.

“Collaboration amongst Parent Educators in the Sierra Vista office was more easily achieved due to

⁸ First Things First. (2012). *Cochise Regional Partnership Council: 2012 Needs and Assets Report*. Retrieved from: http://www.azftf.gov/RPCCouncilPublicationsCenter/Cochise_Needs_and_Assets_Report_2012.pdf. Accessed November 08, 2013.

proximity,” noted the grantee. On the other hand, collaboration with Parent Educators located in outlying communities, even some subcontracted Parent Educators, faced more challenges and thus needed additional resources to fully implement the program. The grantee expressed that “these issues were addressed by more frequent team meetings with the group as a whole, partner visits between

“Recruitment has been an ongoing barrier to successful implementation in our program. The supervisors are in the process of planning recruitment training for the Parent Educators, as well as developing a new recruitment plan which will enhance current strategies and add some new strategies.”

- HV Provider

Parent Educators (between Sierra Vista staff and outlying staff), shared training/presentations, and supervisor traveling to outlying areas more frequently.” In addition, the grantee did not point out the level of fidelity to the evidence-based model, but did identify additional professional development and recruitment trainings planned for Parent Educators to ensure program fidelity.

Recruitment Efforts

The HV grantee faced a variety of challenges in recruiting families, including high transiency rates and transportation barriers. The grantee explained that it was necessary to spend a great deal of time on recruitment in the beginning of the grant to build caseloads and begin to provide services in the various communities of Cochise. This is common for any program beginning services. There were, however, recruitment challenges specific to individual communities which required additional or different recruitment strategies. For example, in the cities bordering Mexico, the majority of the population speaks Spanish. At the beginning of the program, the HV grantee did not have Spanish speaking Parent Educators there and thus had to send Spanish speaking educators from Sierra Vista to neighboring towns to help recruit. Recruitment activities such as having tables and booths at community events did not increase enrollment as much as expected, but the grantee quickly discovered that in this region word of mouth, friends referring friends, and social media were much more effective recruitment strategies. Surprisingly, the HV grantee reported, “Story time gatherings held each month at the mall in Sierra Vista and at the Ft. Huachuca Community Center have been very well attended and have been an effective recruitment activity.” Lastly, an additional challenge specific to Cochise was the transiency of families. Many families in the Douglas community, as the grantee discovered, have dual residencies and reside for long periods of times in Mexico. Therefore, they may sign up for services but then not be available to participate. Similarly, Sierra Vista is home to many non-permanent military and border patrol families who move frequently.

3.3: Maintains Sufficient Family Participation

3.3
ADVANCED

Maintains Sufficient Family Participation

Home Visitation
ADVANCED

The third implementation sub-dimension examines family participation to measure the length of time families remain in services and how often they receive services. This sub-dimension is rated as Advanced as the FSL Portfolio maintained sufficient family participation.

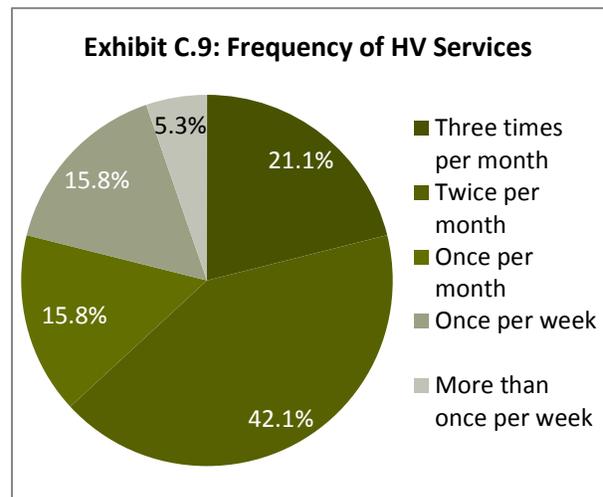
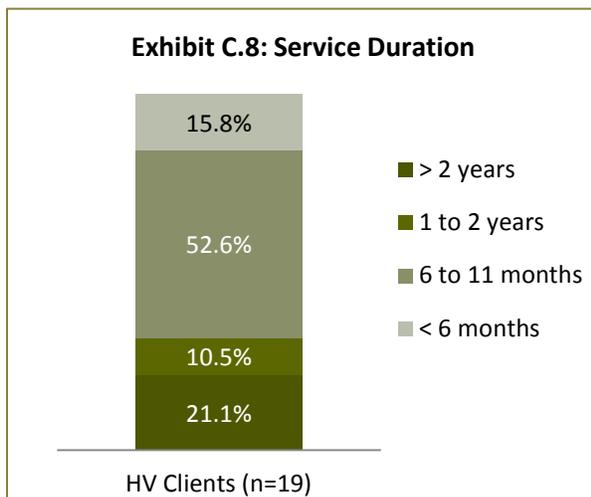
Data for this sub-dimension rating was obtained from the Family Survey. Survey questions addressed *duration* and *frequency* of HV services. The information provided by families was compared to the service models each strategy utilizes to ensure appropriate family participation. In this case, PAT involves at least monthly visits and visits twice per month for families with two or more high need

factors. A total of nineteen families were interviewed in Cochise. While the total number of parents interviewed was small compared to those served, parent interviews were only one component of the data gathered to evaluate the HV strategy in Cochise. The information provided by families was compared to the service model utilized to ensure appropriate family participation.

This sub-dimension is rated as Advanced as the majority of families surveyed engaged in services more than twice per month and more than half of families responding to the survey indicated they received services for more than six months.

Service Length and Duration

Overall, the FSL strategy in Cochise engaged families on a regular basis and maintained clients for an adequate length of time. A total of 84.2% of parents indicated they had been receiving services for longer than 6 months and received visits more than once per month. This approach was both representative of the HV PAT model as well as responsive to the needs in Cochise. The data presented in Exhibits C.8 and C.9 show the breakdown of service length and service duration for all nineteen families interviewed in Cochise.



3.4: Delivers Programs in Quality Manner

3.4
ADVANCED

Delivers Programs in a Quality Manner

Home Visitation
ADVANCED

The fourth implementation sub-dimension examines whether programs are delivered in a quality manner that is culturally responsive, strengths-based, built on strong parent-provider relationships, and provided at convenient times and locations. This sub-dimension is rated as Advanced as there is strong evidence that HV services are delivered in a quality manner.

Data for this sub-dimension rating was obtained from the Grantee and Family Surveys. Questions to parents addressed how they felt about the services they obtained, including questions about language accessibility, usefulness of services, service providers' respect for their culture, and convenience of locations/times, among others. A total of 19 parents were surveyed and the information provided by

parents was contrasted to Grantee Provider Survey responses about program accessibility and responsiveness. This sub-dimension is rated as Advanced as over 75% of questions received a Majority of Positive Responses (MPR) and both providers and parents were able to expand on the quality and benefits of the programs.

Parents answered a series of three point Likert scale questions across seven indicators related to program satisfaction, cultural responsiveness, and service accessibility, as shown in Exhibit C.10. Many of these indicators are also examined in Dimension 2 to confirm grantee responses regarding capacity to provide quality services.

Exhibit C.10: Families Who Answered “Always” to Each Indicators

Indicator	HV
Services are useful for families	100%
Families feel they can trust program staff	100%
Families feel program staff care about their children	100%
Services are respectful of family culture	100%
Provider is able to speak to parent in preferred language	100%
Service times are convenient	100%

Program Satisfaction

Parents reported a very high level of satisfaction with FSL services. As seen in Exhibit C.10, all parents found services useful, had a high level of trust with program staff, and felt staff cared about their children. Additionally, services were highly tailored to individual family needs. As noted in Dimension 3.1, the HV grantee reported that Parent Educators worked with individual families to create a tailored service plan to address their needs. Families surveyed echoed this as 94.7% of them indicated their home visitor met with them to talk about their family’s specific needs and then created a plan to address those needs. Overall parents were highly satisfied with HV services and most of them pointed to specific aspects of the program as being particularly valuable for their family. Among the most noted aspects was the monthly parent-connection meetings, where parents receiving HV services come together and interact with other parents. In addition, parents found the connection to other resources, ideas for making creative toys with everyday household objects, and the assistance with identifying and addressing developmental delays highly valuable.

“My home visitor has given us tools and resources to help my son catch up, helped us determine if he had a developmental disorder and showed us how to help him.”
 - HV Parent

Culturally Responsive Services

All families receiving HV services indicated that staff were respectful of their culture and able to speak in their preferred language. This is particularly important in Cochise, where many communities near the Mexican border are predominately composed of monolingual Spanish speaking households. Ensuring that home visitors respect families’ cultures and speak their preferred language not only creates better services but gives parents a key partner that can connect them to other resources that may not speak the family’s language.



Service Accessibility

Overall, HV services are accessible to Cochise families. All families receiving HV services indicated that their home visitor came to their home at convenient times. One parent specified that scheduling for her was a difficulty because of how busy she was. She found that her home visitor was, “Very accommodating regarding scheduling. I never felt like I was an inconvenience to her.” Although services were noted as accessible, the HV grantee indicated that heavy caseloads combined with the geography of Cochise was starting to make it difficult for home visitors to reach all families that needed services at their preferred time. Ensuring that caseloads are manageable or that home visitors live in the communities they serve may be important for the HV grantee so that they can continue to provide accessible services as they obtain more families.

3.5: Engages Participants



3.5
ADVANCED

Engages Participants

Home Visitation
ADVANCED

The fifth implementation sub-dimension examines whether programs engage participants by conducting outreach to prospective parent participants and/or providing incentives to motivate parents to engage in services. This sub-dimension is rated as **Advanced** as there is strong evidence that the HV grantee is taking steps to continually engage and conduct appropriate outreach to clients.

Data for this sub-dimension was obtained from the Grantee Survey. Each grantee was asked about their *outreach efforts, use of incentives*, and how they obtain *input from the families* they serve. The FSL strategy in sub-dimension 3.5 is rated as **Advanced**, which means more than 66% of the questions had a Majority Positive Response (MPR).

The HV grantee reported on their engagement activities. Individual responses can be seen below in Exhibit C.11.

Exhibit C.11: Engagement Activities Conducted by Grantee

Indicator	HV
Service provider conducts outreach or marketing to specific populations	✓
Service provider solicits input from clients on how to strengthen services	✓
Service provider utilizes incentives to maintain parent engagement	✓

Targeted Outreach Efforts

The HV grantee in Cochise indicated that they often engaged in outreach activities to connect to prospective clients. As noted in sub-dimension 3.2, the grantee faced many challenges when it came to recruiting families, however, they continually engaged in outreach efforts that targeted specific populations, worked through some of the regional challenges, and identified best practices for specific communities. For example, the grantee identified that having booths at community events did not attract many families, but places like story times at local malls and community centers provided a captive audience for recruitment and engagement. Similarly, specific needs were identified for some areas, such as Spanish speaking staff in border communities.

Utilizing Incentives and Soliciting Input to Increase Engagement and Strengthen Services

The HV grantee identified the use of incentives as a way to maintain parent engagement. Not much detail was provided as to the types of incentives used or how they were utilized, however, parents noted obtaining items as part of their home visits, including books, toys they could replicate from everyday household goods, and other *goodies* such as healthy recipes. Although incentives are not always necessary, they can be helpful if organizations face challenges with recruitment or to celebrate and encourage parent accomplishments.

Lastly, seeking and utilizing input from families to strengthen their services was a key strength of the FSL strategy in Cochise. Because the HV grantee used an evidence-based model with identified outcomes, home visitors were required to obtain family input for evaluation activities. Ongoing program evaluation, which includes family input, is a core component of the PAT HV model.

3.6: Compliments Existing Services



3.6
ADVANCED

Compliments Existing Services

Home Visitation
ADVANCED

The sixth implementation sub-dimension examines component differentiation and integration by analyzing whether there is service overlap or negative redundancy. This sub-dimension is rated as Advanced as there is strong evidence that the grantee worked to link services and programs were not duplicative of others in the region.

Data for this sub-dimension rating was obtained from the Grantee Survey and Grantee Interviews. The grantee was asked to explain if and how they worked with other service providers to coordinate or link services and ensure services were not being duplicated. Since Cochise only has one grantee, service coordination and collaboration with other non-FTF funded programs was analyzed. This sub-dimension is rated as Advanced.

Service Differentiation and Integration

The HV grantee identified collaboration with other organizations and service providers in Cochise as a large component of their organizational model. Specifically, the grantee works in various other FTF regions. They are currently the only FTF funded HV program in Cochise, but have contracted the Cochise Health and Human Services to ensure there is no program duplication and together are able to reach the diverse and isolated communities of Cochise County. In addition, FTF funds other strategies in this region, including Quality First and First Smiles. The HV grantee noted, “There is no duplication of services among these [FTF funded] programs, and information, presentations, and referrals are frequently made among the programs.” To learn more about how the FLS strategy collaborated with non-FTF funded organizations and service providers, please see Dimension 5: Systems.

3.7: Adapts to Local Context

3.7
ESTABLISHED

Adapts to Local Context

Home Visitation
ESTABLISHED

The seventh implementation sub-dimension examines how programs adapt to the local context to best meet families’ needs. Specifically, this dimension looks at whether changes to programs were needed and when made, if they improved the ability to meet the needs of families served. This sub-dimension is rated as Established as the HV grantee made significant progress in adapting to local context.

Data for this sub-dimension rating was obtained from the Grantee Survey, Grantee Interviews, and Grantee Narrative Reports submitted to FTF. The FSL grantee was asked to explain if any changes were made to their program. When changes were made, providers were asked how they arrived at such decisions. This sub-dimension has a rating of Established as some modifications were to recruitment strategies only, which better met the needs of families.

Changes Made to Adapt to Local Context

The majority of changes made to the HV program so far have been related to recruitment strategies. As noted throughout the dimension, the PAT HV model is new in Cochise. It has only been funded for one year and has faced numerous challenges in recruiting families. Many of the challenges have been representative of initial program implementation. The HV grantee has changed some recruiting strategies, including appropriate language staffing, attending places with captive audiences (such as story times), and has used word of mouth and social media to recruit families. These were not strategies implemented right away, but were changes made based on Parent Educator input. Little information, however, was provided as to whether the changes made a significant impact on program implementation or retention of families. Lastly, there is no indication that changes were made to the program based on parent input.



Dimension 4: Effectiveness

The Effectiveness Dimension examines the extent to which the portfolio of regional Family Support and Literacy (FSL) strategies consists of programs that play a key role in improving the lives of children and families. A variety of primary data sources provided both quantitative and qualitative data to inform the dimension and sub-dimension ratings, including:

- **Family Surveys** which provide self-reported changes in knowledge, attitudes, and behaviors due to participation in FSL strategies as well as open-ended feedback about their experience.

The overall rating for this dimension is **Established**. There is moderate evidence that the portfolio of FSL strategies played an important role in improving the lives of children and families.

The Effectiveness Dimension consists of seven sub-dimensions, each examining different facets of the potential impacts FSL strategies can make on young children and their families. Exhibit C.12 displays the sub-dimensions and their associated ratings. As families surveyed only received Home Visitation (HV), strategy-level ratings are the same as each sub-dimension rating.

Exhibit C.12. Effectiveness Sub-Dimension Overview

4.1 ADVANCED	4.2 EMERGING	4.3 ADVANCED	4.4 ESTABLISHED	4.5 ADVANCED	4.6 ESTABLISHED	4.7 EMERGING
Builds Pre-Literacy Skills and Competencies	Improves Child Health	Increases Child Safety	Supports Positive Parenting Practices	Expands Parent Knowledge of Child Development and Behavior	Contributes to Family Stability	Promotes Strong Family Relationships

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 4 and each sub-dimension can be found in Appendix 1.

4.1: Builds Pre-Literacy Skills and Competencies

4.1
ADVANCED

Builds
Pre-Literacy Skills
and Competencies

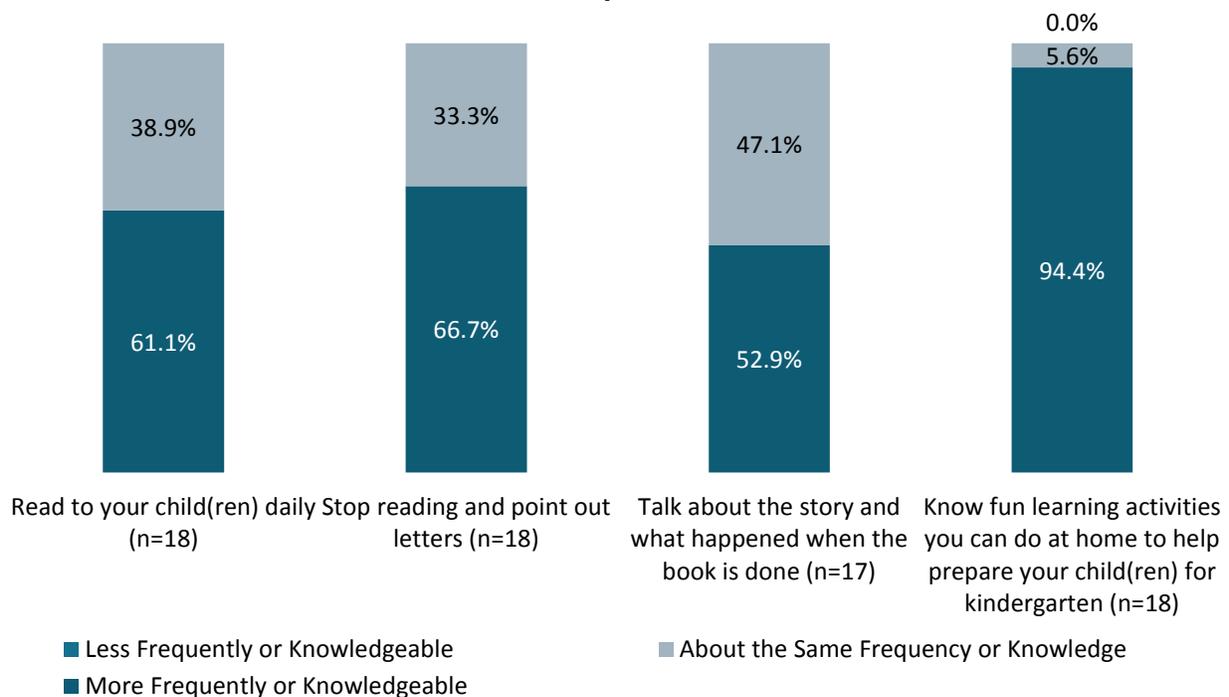
The first effectiveness sub-dimension examines how the regional portfolio of FSL strategies contributed to the development of pre-literacy skills and competencies in children. This sub-dimension is rated as Advanced as there is strong evidence that strategies are helping parents prepare their children to be life-long learners.

Qualitative and quantitative responses from the Family Surveys and Family Focus Groups were reviewed to determine the rating for this sub-dimension. Families were asked how their participation in FSL services impacted their behaviors and knowledge regarding pre-literacy skills and competencies. The FSL portfolio is rated as Advanced as there is clear evidence that families' behaviors and knowledge were positively impacted by their participation.

Pre-Literacy Behavior and Knowledge

As seen in Exhibit C.13, four indicator questions were used to measure changes in pre-literacy competencies and skills. The majority of respondents replied that they engaged in reading to their child(ren), pointed out letters while reading, and concluded by discussing what happened during the story more frequently after receiving FSL services. Furthermore, almost all families (94.4%) indicated they learned new activities to do with their child(ren) to prepare them for kindergarten.

Exhibit C.13: Changes in Pre-Literacy Behaviors and Knowledge of Families who Participated in FSL Services



In addition, there were some qualitative data that indicated participating in FSL services supported the development of pre-literacy skills and competencies in children. For example, many families reported engaging in a variety of learning activities.

"My children have learned about reading and they are more educationally advanced."
- Cochise Parent

4.2: Improves Child Health

4.2
EMERGING

Improves Child Health

The second effectiveness sub-dimension provides a lens to understand how the FSL strategies contributed to the health of children. This sub-dimension is rated as Emerging as there is little evidence that families made significant changes to their health behaviors and knowledge as a result of FSL services.

Qualitative and quantitative responses from the Family Surveys and Family Focus Groups were reviewed to determine the rating for this sub-dimension. Families were asked how their participation in FSL services changed how often they engaged in behaviors connected to improving the health of children and knowledge of local and affordable health services. The FSL portfolio is rated as Emerging as there is little evidence that families' behaviors and knowledge were strongly and positively impacted by their participation.

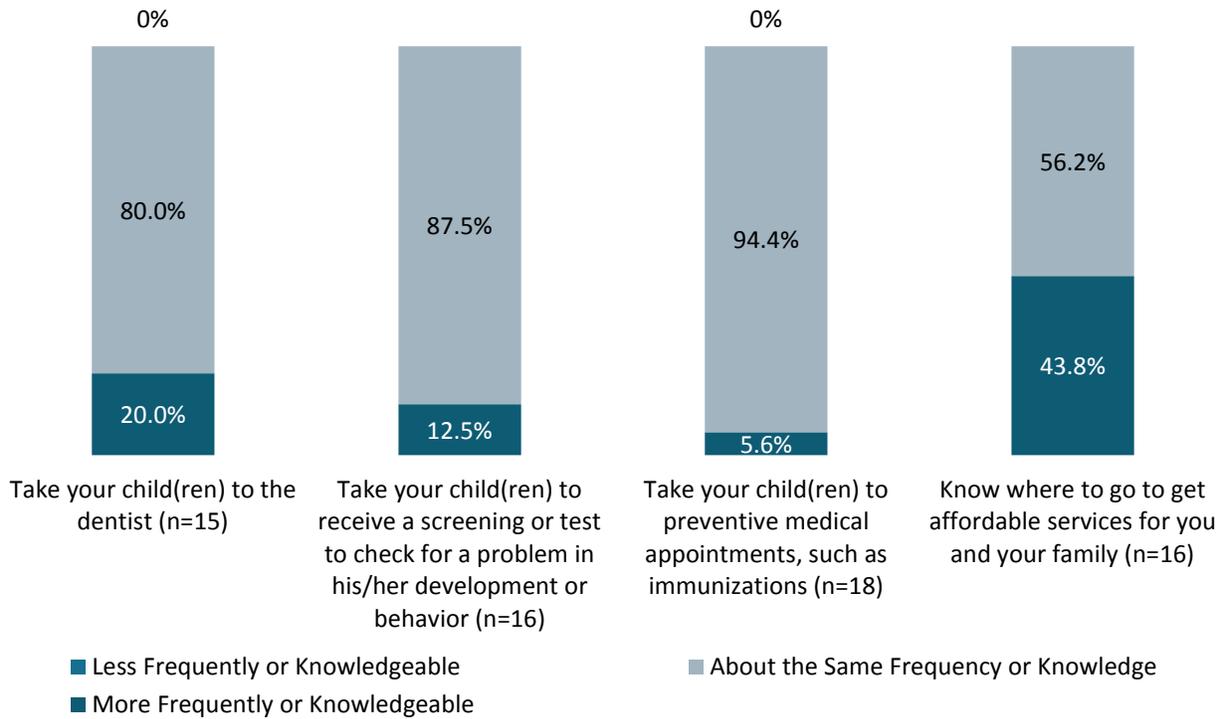
Health Behavior and Knowledge

Four indicator questions were used to rate sub-dimension 4.2. For the three behavior indicator questions (take your child(ren) to the dentist, to receive a screening or test to check for a problem in his/her development or behavior, and to preventive medical appointments), fewer than 25% indicated they did this more often as a result of FSL strategies (Exhibit C.14). In addition, 43.8% of families responded they were more knowledgeable about where to go to get affordable health services for themselves and their family. There was little qualitative data highlighting improved health behavior or knowledge. The one theme that emerged was improved access to dentists.

It is unknown why there was less evidence of effectiveness related to health behaviors. This finding may indicate that families had a high level of knowledge regarding their child's health prior to receiving FSL services, or that they were not equating their health-related knowledge and behavior to these services. This is an area of further focus and exploration for FSL strategies.



Exhibit C.14. Changes in Health Related Behaviors and Knowledge of Families who Participated in FSL Services



4.3: Increases Child Safety



Increases Child Safety

The third effectiveness sub-dimension examines whether the FSL portfolio of strategies contributed to the increased safety of children. This sub-dimension is rated as Advanced as there is strong evidence that families have increased capacity to keep their children safe.

Qualitative and quantitative responses from the Family Surveys and Family Focus Groups were reviewed to determine the rating for this sub-dimension. Families were asked if they received safety information as part of their participation in their respective programs. Open-ended responses were also analyzed to identify potential impact on child safety. The FSL portfolio is rated as Advanced as there is clear evidence that families received safety information and felt better prepared to keep their children safe.

Safety Information and Resources

As seen in Exhibit C.15, the majority of families who participated in HV indicated that program staff provided

“... [There is] a 15 year gap [between my children] so much has changed... with [car] seats... It’s so different having kids 15 years apart to know what the new laws are and the new way of doing things.”
- Cochise Parent

them with information about how to keep children safe at home (e.g., provided information about household hazards, etc.) and outside of the home (e.g., transportation safety, such as using a car seat, etc.). It is paramount that parents, especially first time parents, receive information about caring for their children, including literature specifically about child safety. There was also some qualitative evidence indicating that families were more aware about child safety issues, such as learning about choking hazards.

Exhibit C.15: Percentage of Families who Indicated Receiving Safety Information

Indicator	HV (n=19)
Program staff provided me with information about how I can keep my child(ren) safe at home and outside of the home.	94.7%

4.4: Supports Positive Parenting Practices

4.4

ESTABLISHED

Supports Positive Parenting Practices

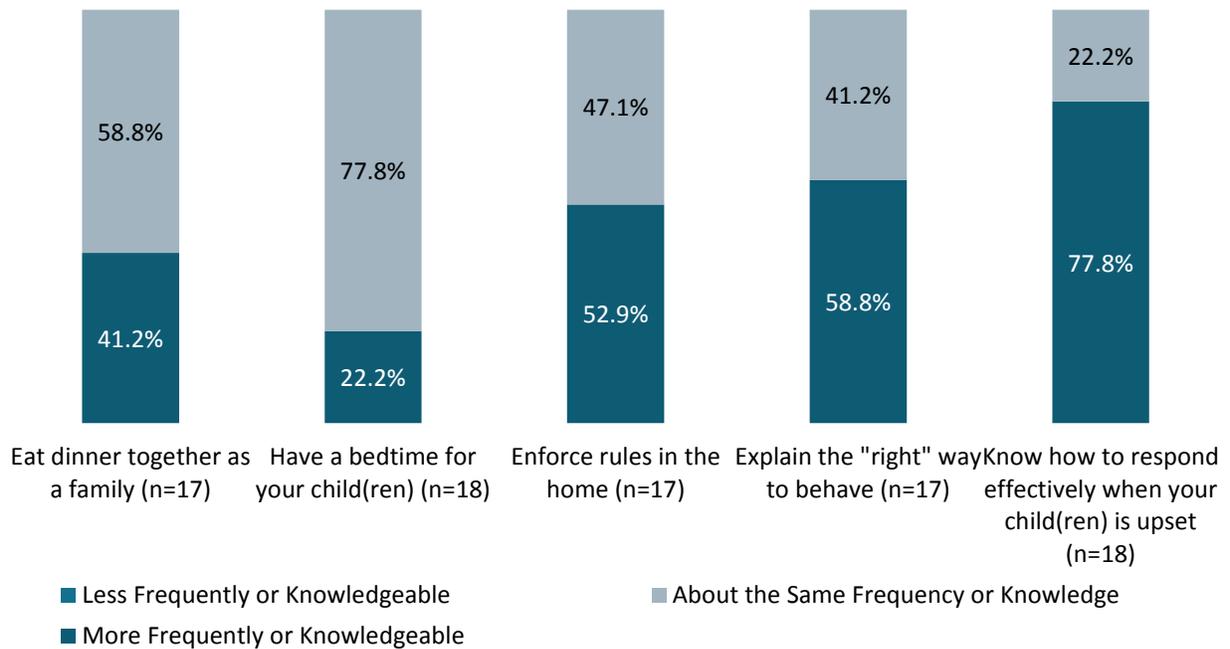
The fourth effectiveness sub-dimension examines whether the FSL portfolio of strategies contributed to the development of strong parenting practices to support positive child development. This sub-dimension is rated as Established as there is moderate evidence that families are better able to parent in a manner that fosters healthy and well-adjusted children.

Qualitative and quantitative responses from the Family Surveys and Family Focus Groups were reviewed to determine the rating for this sub-dimension. Indicator questions and themes centered on behaviors and knowledge of positive parenting practices. The FSL portfolio is rated as Established as there is some evidence that families reported engaging in more positive behaviors and understood more about how to parent effectively.

Positive Parenting Practices Behavior and Knowledge

Family responses from four behavior indicator questions and one knowledge question were analyzed to rate sub-dimension 4.4. The majority of families indicated that as a result of FSL services, they increased the frequency enforcing rules in the home and explaining the “right” way to behave (Exhibit C.16). Less than 50% of families indicated an increased frequency of eating dinner together as a family and having a bedtime for their children. More than three-quarters of families indicated they were more knowledgeable on how to respond effectively when their child is upset.

Exhibit C.16. Changes in Parenting Behaviors and Knowledge of Families who Participated in FSL Services



In addition, there were some qualitative data to indicate that participating in FSL strategies increased the utilization and knowledge of positive parenting practices. Some families said they now know how react to their child(ren) when they are upset and have observed an increase in the level of respect their child(ren) have for them.

"I would say that I am better able to cope with [my son] when he is upset because I know why he is upset."
- Cochise Parent

4.5: Expands Parent Knowledge of Child Development and Behavior

4.5
ADVANCED

Expands Parent Knowledge of Child Development and Behavior

The fifth effectiveness sub-dimension examines whether FSL strategies contributed to enhanced parent understanding of child development and behavior. This sub-dimension is rated as Advanced as there is strong evidence that families are more knowledgeable and feel that it is more important to meet their child’s emotional and developmental needs.

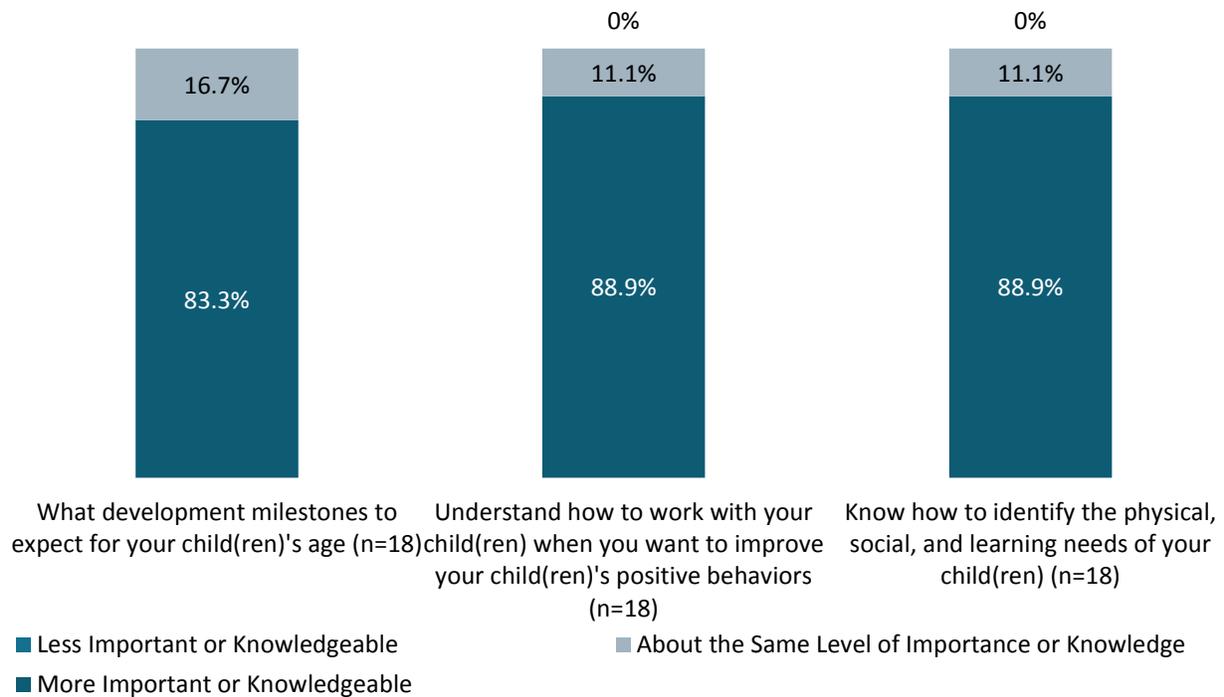
Qualitative and quantitative responses from the Family Surveys and Family Focus Groups were reviewed to determine the rating for this sub-dimension. Attitudinal and knowledge indicators provided the foundation for the rating. The FSL portfolio is rated as Advanced as there is strong evidence that families perceived the importance and became more knowledgeable about appropriate child development and behaviors as a result of their participation in FSL strategies.



Changes in Attitudes and Knowledge

As seen in Exhibit C.17, there were three indicator questions used to measure sub-dimension 4.5. The majority of respondents replied that they found it more important to understand what development milestones to expect for their child(ren)'s age and how to work with their child(ren) to improve positive behaviors. In addition, the majority of families reported becoming more knowledgeable on how to identify the physical, social, and learning needs of their child(ren).

Exhibit C.17. Changes in Child Development and Behavior Attitudes and Knowledge of Families who Participated in FSL Services



Many families highlighted the impact on their perception of the importance of child development and age-appropriate milestones. Furthermore, many families reported an increase in their understanding of their child's behaviors. Families also expressed gratitude in obtaining this knowledge.

"I'm better able to understand what they need and [HV] pointed me in the right direction on where to go; [my children] always know they can depend on me."
 - Cochise Parent

4.6: Contributes to Family Stability

4.6
ESTABLISHED

Contributes to
Family Stability

The sixth effectiveness sub-dimension examines whether the FSL portfolio enhanced family stability. This sub-dimension is rated as Established as there is some evidence that families had increased awareness of local resources that can further enhance family stability.

Families were asked questions related to family stability via the Family Surveys and Family Focus Groups. These questions were designed to measure changes in knowledge of available resources and to assess the amount of information provided to families related to improving and maintaining family stability. The FSL portfolio is rated as Established as there is moderate evidence that families' knowledge and potential capacity to deal with negative life events were positively impacted by their participation.

Awareness of Local Resources

Families were asked how participation changed their knowledge of where to go when their family has food, clothing, or housing needs and 40.0% of families (n=15) responded that they were more knowledgeable. Families also indicated if they received various types of information from their service providers. Nutrition assistance and mental health support or services were the most commonly received types of information (Exhibit C.18). Families indicated that the information was helpful because it allowed them to become more knowledgeable and know where to turn in case they had to deal with a specific issue.

Exhibit C.18: Percentages of Families who Indicated Receiving Information on Local Resources

Indicator	HV (n=19)
Financial assistance	31.6%
Health insurance	21.1%
How to find affordable housing	21.1%
Job assistance	21.1%
Mental health support or services	42.1%
Nutrition assistance	94.7%

Many families indicated that the nutrition services they received were appreciated and very helpful. One parent said, "The nutrition helped me find a good nutritionist and do family meal plans and get resources for WIC and AHCCCS."

4.7: Promotes Strong Family Relationships

4.7
EMERGING

Promotes Strong Family Relationships

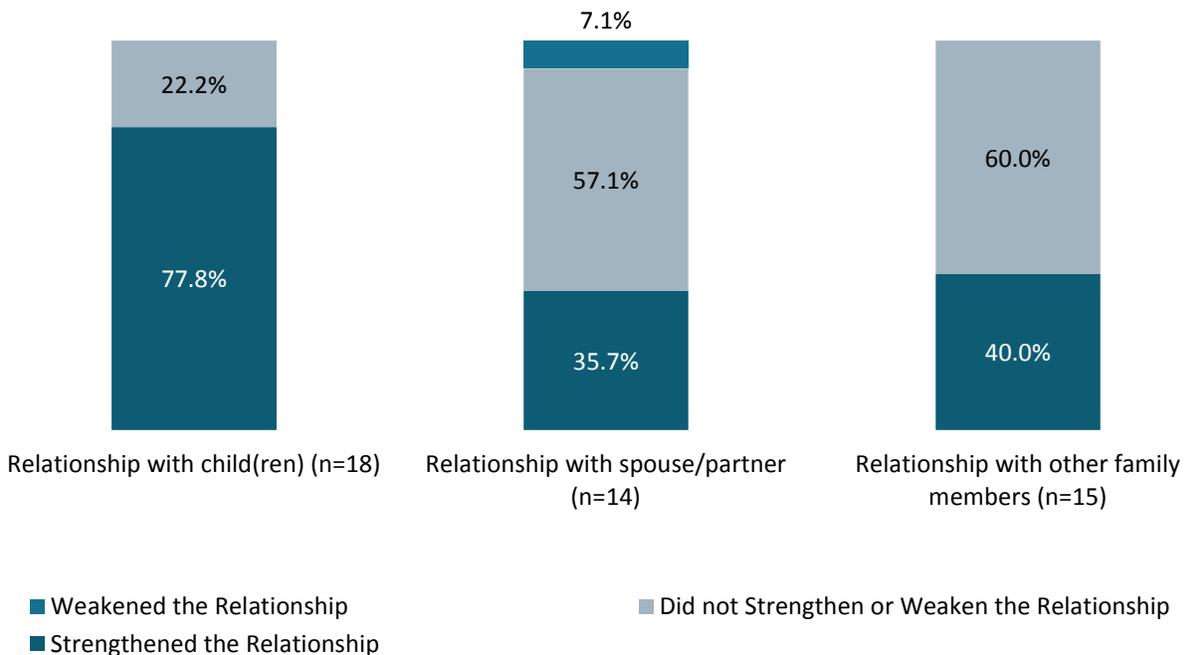
The seventh sub-dimension examines whether the FSL portfolio of strategies promoted strong family relationships. This sub-dimension is rated as Emerging as there is little evidence that relationships between family members were strengthened as a result of FSL strategies.

Both the Family Surveys and Family Focus Groups provided data that were analyzed to rate this sub-dimension. Indicator questions and themes focused on how services strengthened a variety of relationships within the family. The FSL portfolio is rated as Emerging as there is little evidence that families participating in First Things First (FTF)-funded services had stronger parent-child and family relationships.

Relationships between Family Members

Three specific relationships were assessed as indicators of sub-dimension 4.7. As seen in Exhibit C.19, the only relationship that more than 50% of respondents indicated was stronger due to HV was between themselves and their child. This is important as strong relationships between family members contributes to the FTF FSL outcome of supported, thriving children.

Exhibit C.19: Changes in Relationship Strength of Families who Participated in FSL Services



“Home visitation isn’t just for the kids, it is for everyone”
-Cochise Parent

Further evidence of the impact on relationships was also seen in the qualitative data. Families indicated they felt a stronger bond with their child and felt less stressed and frustrated.



Dimension 5: Systems

The Systems Dimension examines the extent to which the portfolio of regional Family Support and Literacy (FSL) strategies are contributing to the early childhood system-of-service in the region. Systems were analyzed using the following data sources:

- **Grantee Interviews and Surveys** which explain partnerships and collaborations with early childhood service organizations in the region; and
- **Community Stakeholder and Non-First Things First (FTF) Provider Organization Interviews** to illustrate the role of FTF, the Cochise Regional Partnership Council, and FSL grantees in engaging and promoting community partnerships.

The overall rating for this dimension is **Established**. The Cochise FSL strategy portfolio has made significant progress in contributing to the early childhood system-of-service in the region.

This dimension consists of four sub-dimensions, each examining how well the FSL Portfolio contributes to the early childhood system-of-service in the region. This dimension looks at the system-of-service as a whole, which includes looking at coordination of service, shared technical capacity, increase in collective knowledge, and promotion of community partnerships, which include non-FTF grantee organizations. It is important to note that in any region, the system-of-service is not a closed or defined system and is made up of many types of service providers. While every attempt was made to obtain feedback from a wide variety of stakeholders, the analysis associated with this rating is limited to the information obtained from the five stakeholders interviewed. The sub-dimensions, and their associated ratings, are shown in Exhibit C.20.

Exhibit C.20: Systems Sub-Dimensions Overview

5.1 EMERGING	5.2 ADVANCED	5.3 ESTABLISHED	5.4 ADVANCED
Builds Shared Technical Capacity	Grows Collective Knowledge	Coordinates Services	Promotes Community Partnerships
Home Visitation EMERGING	Home Visitation ADVANCED	Home Visitation ESTABLISHED	

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 5 and each sub-dimension can be found in Appendix 1.

5.1: Builds Shared Technical Capacity

5.1
EMERGING

Builds Shared Technical Capacity

Home Visitation
EMERGING

The first systems sub-dimension examines the extent to which there is shared technical capacity to foster learning, service development, and improvement in the region. This sub-dimension is rated as Emerging as there is little evidence of shared technical capacity.

Data for this sub-dimension was obtained from Grantee Interviews and Surveys as well as interviews with representatives from non-FTF funded community organizations and collaboratives serving young children in Cochise. In total, five representatives of community organizations were interviewed. This sub-dimension is rated as Emerging as there is limited evidence of shared collaboration across technical areas.

Collaborative Data Gathering, Sharing and Reporting

Shared technical capacity was analyzed across three areas: data gathering, data sharing, and data reporting. As Exhibit C.21 demonstrates, the FSL grantee only participated in collaborative data reporting. This grantee noted that collaborative data reporting occurred during collaboration meetings with other HV providers in Cochise, as well as other Arizona regions. As noted in Dimension 1, one of the key aspects of the Cochise Region is that it is made up of small rural communities, many of which lack family support services. It is to be expected that the FSL grantee would not have as many opportunities to collaborate across these indicators as grantees in other regions.

Exhibit C.21: Grantees That Participate in Technical Capacity Indicators

	HV
Collaborative data gathering	
Data sharing	
Data reporting	✓

5.2: Grows Collective Knowledge

5.2
ADVANCED

Grows Collective Knowledge

Home Visitation
ADVANCED

The second systems sub-dimension examines the extent to which the FSL portfolio contributes to cumulative knowledge building to strengthen services and develop innovative programs and services. This sub-dimension is rated as Advanced as there is evidence of community events and collaborative trainings to strengthen cumulative knowledge building.

Data for this sub-dimension was obtained from Grantee Interviews and Surveys as well as interviews with representatives from non-FTF funded community organizations and collaboratives serving young children in Cochise. Questions addressed FSL strategies' engagement in community events and forums, along with engagement in collaborative trainings. This sub-dimension is rated as Advanced as the HV grantee engaged in both community forums aimed at sharing information and resources as well as collaborative trainings.

Community Forums and Collaborative Trainings

As seen in Exhibit C.22, the HV grantee in Cochise participated in both community forums and events aimed at sharing information and resources and collaborated with a variety of organizations and community representatives to provide trainings and share information related to family support and early literacy.

Exhibit C.22: Indicators of Community Knowledge Building

	HV
Engaged in community forums	✓
Engaged in collaborative trainings	✓

The FSL grantee in Cochise was a key community partner in the region and provided a variety of trainings and information for other organizations and events. They provided information and resources to organizations serving military families. For example, every year they form part of the Celebrating the Military Child Event. It is important to note that stakeholders from military family support services identified not only the FSL grantee as a source of information and collaboration, but also specific FTF staff in the region. Additionally, the FSL grantee provided ongoing presentations to child care programs, social services agencies, and health centers to promote family support and early literacy. Below (Exhibit C.23) is a list of community events and trainings the FSL grantee participated in and/or provided. This list is not meant to be comprehensive.

Exhibit C.23: List of Community Events and Trainings

Events FSL grantee participated in to promote FSL:	Trainings or presentations conducted by FSL grantee
<ul style="list-style-type: none"> ▪ Back to School Fairs in various communities ▪ Best for Babies ▪ Bisbee Health Fair ▪ Celebrating the Military Child Event ▪ Cochise County Fair ▪ Exceptional Military Family Event 	<ul style="list-style-type: none"> ▪ Children’s System of Care Regional Meetings ▪ Library story hours in various communities ▪ Presentations at Wellness Depot ▪ Presentations to child care programs ▪ Presentations to Chiricahua Community Health Centers ▪ Presentations to civic organizations ▪ Presentations to faith based organizations ▪ Presentations to military units ▪ Presentations to Sierra Vista Regional Health Center ▪ Presentations to social service agencies

5.3: Coordinates Services

The third systems sub-dimension examines the extent to which FSL strategies coordinate services to ensure families obtain the right kinds of supports when they need them. This sub-dimension is rated as Established as the FSL portfolio provided and received referrals but did not have adequate mechanisms to track referrals.

Data for this sub-dimension was obtained from the Grantee Survey and Interviews with non-FTF funded community organizations and collaboratives. Questions addressed the types of referrals utilized by the FSL grantee and the extent to which referrals were tracked to ensure families accessed additional resources and services. This sub-dimension is rated as Established as the FSL grantee made significant progress in the coordination of services to strengthen the system-of-service for young children their families.

Referrals and Service Connection

The FSL grantee in Cochise has established an internal mechanism to ensure that families who received referrals are connected to the appropriate services. This addresses both families who were referred to the FSL grantee and referrals made by the grantee’s home visitors. According to a grantee representative, “Referral forms are used to document basic information including name, telephone number, age of child, and reason for referral. All referral forms are submitted to a supervisor who logs the referral information... and assigns the family to a [home visitation] worker within two days of receiving the referral. The assigned worker contacts the family within two days.” Similarly, if assessments or screenings resulted in the need to refer families to additional services: “Referrals to other programs are documented in the Visit Tracker database. The referral documentation for the child includes the type of concern identified (hearing, vision, development, or health), agency referring to, date, and follow-up.” Home visitors were the primary point of contact to ensure that families reached the services they were referred to.

Overall, the FSL grantee in Cochise engaged in referrals with other non-FTF funded organizations in the region. Nevertheless, as shown in Exhibit C.24, the grantee was unsure if referrals were made to other FTF-funded organizations. It is important to note that Cochise generally lacks family services, especially in some of the smaller communities within the region. It may be the case that other FTF grantees in Cochise are not reaching certain communities. Regardless, it is important that collaboration among FTF-funded organizations occurs to further strengthen the system-of-service.

Exhibit C.24: FSL Grantees that Engage in Referral and Service Connection

	Yes	Don't Know
Refer families to other FTF funded organizations		✓
Receive referrals to provide services to families from other FTF funded organizations		✓
Refer families to non-FTF funded organizations	✓	
Receive referrals to provide services to families from non-FTF funded organizations	✓	

5.4: Promotes Community Partnerships

5.4

ADVANCED

Promotes Community Partnerships

The fourth systems sub-dimension examines the extent to which the FSL portfolio of strategies promotes community partnerships or community change initiatives to promote healthy development in children, families, and communities. This sub-dimension is rated as Advanced as there is evidence that the FSL portfolio of strategies was contributing to partnerships that promote community change.

Data for this sub-dimension was obtained from interviews with representatives from non-FTF funded community organizations and collaboratives serving young children in Cochise. Questions focused on their view of the role of FTF in the region, regional partnership opportunities, and the role of FSL strategies in promoting community partnerships. This sub-dimension focused on the broader role of the FTF and FSL strategy portfolio as a whole and is rated as Advanced.

Community Partnerships

The FSL grantee has a history of collaboration with other agencies with similar missions. As noted in Dimension 5.3, the grantee often participated in community collaborations and events that promote early literacy and family support. Additionally, stakeholders in Cochise noted that they often engaged the FSL grantee and FTF as whole in community partnerships. One non-FTF funded organization noted, "Last Saturday we held our annual back to school fair, FTF was presenting and [the HV grantee] was a participant at the event." An additional level of partnerships that occurs in Cochise is at the Regional Council level. One community stakeholder identified the Regional Council as a great source of support and noted that some of the members also sit on the local Child Abuse Prevention Council. This stakeholder added, "When we have events in the community they either participate or support financially."

"We all intersect, we have community health fairs, we have quarterly meetings every 3 months – ASU, U of A, Downtown Facility, The Sheriff's Department [among others] – all these various departments, we all get together and touch basis."

- Community Stakeholder

FTF, overall, is playing a key role in helping to bring attention to issues related to children ages 0-5, is starting to build connections across various community sectors, and is creating a stronger early childhood system-of-service in Cochise. All levels of FTF, the Regional Partnership Council, FTF staff, and FSL grantees, are clearly invested in creating partnerships that promote change in the region.



Dimension 6: Resources

The Resources Dimension examines whether the portfolio of Family Support and Literacy (FSL) strategies, as designed and implemented, optimizes available resources to meet regional family need for supports to strengthen positive child development and school readiness. This dimension provides a lens to explore the manner in which funds are spent compared to number served, as well as to contextualize how funds were allocated and allotted. This is not a Return on Investment (ROI) or Cost-Benefit Analysis in the technical sense, but a way to examine if resources were allocated and allotted in an optimal way to meet the needs of the families in the region. Ratings for this dimension were based on:

- **Fiscal Year (FY) 2013 Contract Detail Reports** which provided detailed information on amounts allocated to the region, allotted to FSL, and awarded to individual grantees;
- **FY 2013 Data Reports provided by each Regional Partnership Council** that provide quarterly service units;
- **Interviews with First Things First (FTF) Regional Council Directors and Regional Partnership Council Members** to understand discrepancies in amounts allotted and awarded;
- **Grantee Narrative Reports** to identify successes and challenges in utilizing their award;
- **Grantee Interviews** to identify potential limitations to funding and/or barriers to expending their award;
- **Literature Review** of national average service costs for FSL strategies; and,
- **Review of Secondary Data Sources**, such as the regional Needs and Assets Reports, to identify non-FTF funded family supports in the region.

The overall rating for this dimension is **Advanced**. The portfolio of strategies is optimizing available resources to meet regional family need for supports.

The Resources Dimension contains three sub-dimensions: maximizes use of resources, utilizes appropriate service unit costs, and leverages other family supports. The sub-dimensions, and their associated ratings, are shown in Exhibit C.25.

Exhibit C.25. Resources Sub-Dimension Overview

 6.1 ADVANCED	 6.2 ESTABLISHED	 6.3 ADVANCED
Maximizes Use of Resources	Utilizes Appropriate Service Unit Costs	Leverages Other Family Supports
Home Visitation  ADVANCED	Home Visitation  ESTABLISHED	Home Visitation  ADVANCED

The following sections provide more detail regarding the ratings and core findings associated with each sub-dimension. The criteria used to provide ratings for Dimension 6 and each sub-dimension can be found in Appendix 1.

6.1: Maximizes Use of Resources



6.1
ADVANCED
Maximizes Use of Resources
Home Visitation
ADVANCED

The first resources sub-dimension examines whether the FSL strategies maximize funding to provide effective family support services. This sub-dimension is rated as Advanced as there is high utilization of allotted funds and challenges to utilizing funds have been addressed.

Analysis for this sub-dimension consisted of comparing allotted versus awarded FSL funds, as well as the percentage of award expended by grantees. This sub-dimension also explores the successes and challenges encountered by grantees in utilizing the funding awarded. The Home Visitation (HV) strategy is rated as Advanced as there was high utilization of allotted funds.

Allotted Versus Awarded Funds

In State Fiscal Year 2013, the Cochise Region received funding of \$3,425,156.⁹ The FSL strategies were allotted 17.5% of these funds (\$600,000). Exhibit C.26 summarizes the amount allotted and awarded to the HV strategy. All of the allotted funds were awarded to a lead HV grantee; additionally, nearly all of the awarded (94.9%) was expended.

Exhibit C.26: Summary of FSL Allotment and Award

Strategy	Amount Allotted	Amount Awarded	Percentage of Allotment Awarded	YTD Expense	Percentage of Award Expended	Percentage of Allotment Expended
Home Visitation	\$600,000	\$600,000	100.0%	\$569,119	94.9%	94.9%
Portfolio Total	\$600,000	\$600,000	100.0%	\$569,119	94.9%	94.9%

Successes and Challenges in Utilizing Funds

The HV grantee cited several challenges to recruiting and retaining families in their quarterly reports to FTF. The grantee shared that due to the transient nature of many families who travel back and forth between the United States and Mexico, they may be interested in services and sign up but then cannot be located to receive ongoing home visits. Additionally, once single women obtain employment, they are often too busy to engage in services.

In Cochise, home visitors have to travel far to reach all families in their caseload. The grantee has recommended that the caseload for services in Cochise may need to be lower than caseloads in other regions to accommodate the additional travel time to rural areas.

“[Women in shelters] are great candidates for our program, and willingly join to get help, but once they are able to move out of the shelter, many times they move and are unable to be located, or move to another area of Arizona, or back to Mexico.”

- HV Grantee

⁹ Funding available in a given fiscal year can vary based on a combination of population funding (based on a population formula of children birth – 5 in the region, with extra consideration given for children living in poverty), discretionary funds, FTF fund balance addition, and funds that carry over from previous funding years.

6.2: Utilizes Appropriate Service Unit Costs



Utilizes Appropriate Service Unit Costs
Home Visitation
ESTABLISHED

The second resources sub-dimension examines whether the average service unit costs are appropriate for the level of service in each FSL strategy. This sub-dimension is rated as Established as service unit costs are comparable to national averages but vary from proposed costs.

Analysis for this sub-dimension consisted of calculating the average service unit cost for each strategy and comparing that average to the proposed unit costs in the grantee’s original scopes of work, as well as national averages found in the literature. The HV strategy is rated as Established as the cost per family is similar to national best practices, but is much lower than the proposed cost.

Average Service Unit Costs

The HV grantee reports their service units on a quarterly basis to FTF. These service reports include a quarterly count of unduplicated families for HV. These service units are then compared to annual targets set at the beginning of the contract. These service units, along with grantee annual expenditures, were used to calculate an average service unit cost per family. Exhibit C.27 displays the calculations used to determine the average service unit cost for HV.

Exhibit C.27. Average Service Unit Cost per Family

FSL Strategy	Total Annual Families Served	Total Annual Expenditure	Average Service Unit Cost per Family
Home Visitation	288	\$569,119	\$1,976

The average service unit cost is \$1,976 per family. This is to be expected as HV is based on an intensive service delivery model, *Parents as Teachers* (PAT), which is designed to provide hour-long home visits at least monthly.

Comparison of Service Unit Costs to Funded and National Averages

The average service unit cost calculated for the HV strategy was compared to contracted service units to compare the difference between actual and funded service unit costs. This comparison shows actual costs to what was originally projected at the start of the contract term. Actual costs that vary significantly from what was projected might indicate an issue related to service intensity or duration. Exhibit C.28 compares actual to funded service unit costs as well as to national averages for each strategy.

Exhibit C.28: Average Service Unit Cost per FSL Strategy

FSL Strategy	Average Service Unit Cost per Family	Targeted Service Units	Projected Service Unit Cost	Percentage Difference (Actual vs Projected)	National Average
Home Visitation	\$1,976	200	\$2,846	69.4%	\$2,600

The actual service unit cost per family for HV (\$1,976) was nearly 30% lower than the projected service unit cost. According to the PAT model, the average cost of PAT per family per year is roughly \$2,600.¹⁰ The calculated average service unit cost per family for HV was considered acceptable (within 75% of this average). However, further study into why the actual service unit cost is lower than expected costs for this evidence-based model is needed.

6.3: Leverages Other Family Supports

The third resources sub-dimension examines the number and type of non-FTF family support services offered within the community and the extent to which FSL strategies are leveraging these supports. This sub-dimension is rated as Advanced as the FSL strategy is engaged in opportunities to maximize these resources.

Analysis for this sub-dimension consisted of reviewing secondary data sources such as the local Needs and Assets Reports, as well as feedback received from grantees and other FTF stakeholders for evidence of additional family supports in the region and existing opportunities to leverage these resources. In order to receive an Advanced rating, strategies needed to be currently leveraging additional family support resources in the region through partnerships or other collaborative service delivery models. The HV strategy is rated as Advanced as this strategy is working with existing supports to leverage resources.

Opportunities to Leverage Additional Family Supports

Leveraging funding is the process of using a few key dollars to generate larger amounts of capital and, in most instances, create collaborative relationships that are beneficial to all parties involved and that advance the program’s goal.¹¹ There are limited supports for families in the Cochise region, making the FSL strategies an important asset. Leveraging resources among existing services can maximize limited funding and further expand supports available to families in the region.

“I think what works well is for all of us to keep informed about services, programs, information, resources, that can benefit all of us, so there’s an agency that is needing some additional support and they participate with our council, and FTF is there, then ideas go back and forth, what role can we play within that need, to provide additional services.”

- Child Welfare Stakeholder

As shared in other dimensions, FTF is a key provider of family support services in the Cochise region. However, there are additional resources for local families. One key resource is the Fort Huachuca Military Base, which has its own early care and childhood education programs and services including HV services. While the services available through the base are for active military families only, this is a key resource for a core component of the population in the region.

¹⁰ Children’s Bureau. (n.d.). *Supporting Evidence-Based Home Visitation to Prevent Child-Maltreatment*. Retrieved from: http://supportingebhv.org/component/joomdoc/doc_details/149-cross-site-evaluation-cost-study-background-and-design-update. Accessed November 08, 2013.

¹¹ Children’s League of Massachusetts. (n.d.) *Family Resource Centers Fact Sheet*. Retrieved from: <http://www.childrensleague.org/wp-content/uploads/CLM-2012-FRC-Fact-Sheet.pdf>. Accessed November 08, 2013.



A key service gap identified in the region’s Needs and Assets Report is the lack of quality early child care. The Cochise Regional Partnership Council allotted nearly half of its resources (47.5%) to Quality First and Quality First Child Care Scholarships. Quality First is a signature program of FTF which partners with child care and preschool providers to improve the quality of early learning across Arizona. While not direct providers of family support services, child care and preschool providers can be a key gateway to families in need. Looking for opportunities to not only collaborate but leverage family support and early child care resources can optimize services for young children and their families.

The HV grantee worked closely with other HV providers in the region to not only collaborate and streamline referrals for new families needing services but to maximize their services as well. The Cochise Home Visiting Collaboration, made up of leadership of six local HV programs, including the FTF HV grantee, met regularly to discuss streamlining their referral processes and address duplication of services, in order to make sure all eligible families in Cochise County were able to access HV services. In addition to addressing the referral process, the collaboration is also addressing training for home visitors and improving the working relationships with Child Protective Services and Behavioral Health Services. The collaboration is now working with the Arizona Department of Health Services (ADHS) to utilize statewide Maternal, Infant & Early Childhood Home Visiting (MIECHV) funding to support outreach efforts to new mothers and further coordinate HV services.



Recommendations

The Cochise Family Support and Literacy (FSL) Strategy Portfolio received an overall rating of **Advanced**. The portfolio is well designed and is made up of high quality services. However, there is room for improvement with regard to improving the lives of families as well as the impact of FSL Strategies on the early childhood system-of-service in the region. This section provides key recommendations for the Cochise Regional Partnership Council to continue strengthening FSL outcomes. The six dimensions of evaluation provide unique lens in which to view the FSL portfolio; therefore, recommendations are provided for each dimension to enhance further planning and improvement efforts.

Recommendations for Cochise FSL Strategies



- **Continue to monitor regional population trends to address local needs.** It is very clear that the Cochise FSL portfolio is designed to promote school readiness and early learning for children who do not have access to preschool and promote trust with families who live in remote areas. Due to the geographic nature of the Cochise region, HV alone is an appropriate strategy, as the other strategies would require families to travel long distances to receive services. Continuing to examine changing trends overtime can ensure that strategies continue to closely align with regional needs and address identified service gaps as well as identify opportunities to utilize additional FSL strategies in the future.



- **Continue to stress providing accessible and cultural competent programs.** Although the Cochise FSL strategy was rated as Advanced, to maximize the impact of FTF-funded programs, accessibility and cultural competence should continue to be emphasized as core values.
- **Enhance capacity-building efforts.** The HV grantee reported minimal participation in capacity building activities such as conducting program evaluation and implementing training or coaching programs in the last two years. Providing the HV grantee with technical assistance or resources to implement additional capacity building activities can ensure the organization continues to have the capacity to provide high quality FSL services.



- **Continue to ensure service accessibility.** Cochise is a spread out region and the HV strategy is continuing to grow. Ensuring that caseloads are manageable given longer travel times or identifying home visitors that live in the communities they serve may be important so that HV services can continue to be accessible to as many families as possible.
- **Address challenges to implementing evidence-based HV.** The HV grantee faced a number of challenges in implementing PAT in Cochise. It is important to note that this specific grantee and model have only been funded by FTF for one year and many of the challenges identified by the HV grantee are challenges commonly faced at the start of comparable programs. Continuing to address these challenges can enhance fidelity to the PAT model and ensure high quality

services in the region.

- **Adapt practice to fit the local context.** There was little evidence as to whether the HV grantee engaged in an internal process of identifying whether changes to their program implementation were needed. Targeted outreach and strengthened evaluation activities to obtain input from families on how well services are working can identify specific opportunities to further tailor services for the specific needs of families in Cochise.



- **Investigate reasons for limited impact on health behaviors.** Family survey data show that families do not report that FSL strategies impact their behaviors related to improving child health (such as taking your child to a preventive medical appointment). Potential reasons include: health services are not readily available or accessible, or that families are already frequently engaging in these behaviors. Further exploration could provide insight into the actual reasons for this finding and identify opportunities to impact health related behavior in the future.
- **Ensure that FSL strategies emphasize strengthening all family relationships.** Sub-dimension 4.7 highlights the potential impact of HV on multiple relationships within the family. While many families surveyed reported stronger caregiver-child relationships, there was minimal evidence of impact on relationships between spouses and other family members. Exploring ways to involve multiple family members in home visits may be one way to further strengthen these relationships.
- **Investigate reasons for limited impact on positive parenting practices.** Family survey data show that families do not report that FSL strategies impact their behaviors related to improving positive parent practices (such as eating dinner together as a family or having a bedtime for their child). Potential reasons include: these behaviors are not applicable to their child(ren) due to their age or that families are already frequently engaging in these behaviors. Further exploration could provide insight into the actual reasons for this finding and identify opportunities to impact positive parenting behaviors in the future.



- **Strengthen ability to share technical capacity.** Currently, shared data gathering, sharing or reporting is minimal among FSL grantees. It is understandable that data sharing would be limited as there is only one grantee within the HV strategy. Identifying other FTF-funded grantees in the region with high technical capacity can further strengthen the HV strategy as well as the system-of-service across Cochise.
- **Strengthen collaboration among FTF-funded grantees across strategies.** Due to the scarcity of other family support services in the regional, it important that FTF grantees across strategies collaborate with one another to further strengthen the system-of-service in the region.



- **Expand analysis of service unit costs.** Sub-dimension 6.2 documents that the HV average service unit costs vary from proposed costs. Actual costs that vary significantly from what was projected might indicate an issue related to service intensity or duration. Further study into why the actual service unit cost is lower than expected costs for an evidence-based HV model is needed.

CPIMA Demographics

33,500 children birth through age five in the Central Pima region
12,708 families with children birth through age five

Within the region, the localities with the highest numbers of children birth to age five were
85705- 4,904
85713- 4,542
85710- 3,632.

5,950 families with children birth through age five headed by a single parent, which is 46.8 percent of all families with children in that age group.
It also identified that 4,071 of those families were headed by a single mother, which is 32.0 percent of all families with children in that age group.

There are slightly more Hispanic young children birth through age five in the Central Pima region than in greater Pima County (52.7 percent) and more than in Arizona as a whole (44.9 percent).

55.3 percent of children birth through age five are Hispanic.

58.3 percent were White

6.2 percent were African American

3.5 percent were American Indian

2.1 percent were Asian American

29.9 percent were some other race alone or multiple races.

NPIMA Demographics

The number of children birth through age five for the North Pima region in 2010 was 15,361, (up 7 percent from 2010 Census).

5,939 families with young children

Children in this age group currently comprise 6 percent of the regional population.

67%- Or two thirds of children born in the North Pima region in 2012 were white
Significantly more than both the Pima County rate of 43 percent and
state rate of 45 percent, as reported by the Arizona Department of Health's
Vital Statistics Office.

The region's proportion of Hispanic/Latino children was much lower than that of the county and state.

23%- Hispanic/Latino births in 2012

Pima County Data Helping Drive the Need for PD

53 percent of children birth through age five living with both parents had both parents in the workforce (22,595) and 77 percent of children living with one parent had that parent in the workforce (22,476 children).

4,500 early care and education professionals were employed throughout Pima County, with a majority working within the Central Pima region.

The 2007 Compensation and Credentials Report

- Approximately 20% of teachers and 10% of teaching assistants had a Bachelor's Degree
- Approximately 8% of teachers and 6% of teaching assistants had a Child Development Associate Credential

\$125,000 PD CPIMA

\$90,000 FS CPIMA

\$60,000 FS NPIMA

History and Background of Central and North Pima Regional Councils Prioritizing Regional Evaluation

Communities of Practice/Workforce Development: Overview

- Overview of pd strategy specifically; history of strategy and development of the CoP model.
 - Will talk about the innovativeness of the strategy and the unique approach in offering professional development with the intention to eventually cross-regionally partner with the other regions in Pima County.
- How, why, explain the purpose of wanting to know if the Communities of Practice professional development strategy (as well as the menu of other pd strategies offered in the region) were meeting the needs of early childhood professionals.

Targeted Evaluation Study

Conduct a targeted evaluation to examine the role an approach or program plays within a suite of strategies, and how it advances or hinders the overall strategic effort of early childhood workforce development.

Guiding Questions (6)

Actionable Evidence for Central Pima Regional Partnership Council

- How does the Community-Based Professional Development (CBPD) strategy (i.e., CoP model) meet the needs of current early childhood professionals, as well as individuals aspiring to work in the early childhood education field?
- Does the CBPD strategy (i.e. CoP model), as implemented, align with FTF and field-based expectations and standards of quality?
- In what ways does the CBPD strategy (i.e., CoP model), alone or in combination with other regional PD strategies (i.e., T.E.A.C.H., non-T.E.A.C.H. Pathways, REWARD\$, Quality First) develop improved competencies and strengthen the early childhood workforce?

Guiding Questions

Actionable Evidence for Central Pima Regional Partnership Council

- In what ways does the CBPD strategy (i.e., CoP model) contribute to early childhood system building in Central Pima?
- Are the available resources sufficient for meeting the needs of early childhood professionals?
- What level of resources will be required to expand the reach of CoPs and to ensure fiscal sustainability over time?

Data Collection methods and Sources

- Multiple sources of data were collected to provide more relevant and useful data for decision-making



Program Documents

61 Monthly CoP Reports



Focus Groups

27 CoP members



Interviews

3 Upstream Stakeholders (FTF and UW)
8 Midstream Stakeholders (CoP Coordinators)



Surveys

116 PD Strategy Participants
13 CoP Administrators



Financial Data

Regional Council Funding Plans
CoP Annual Budgets and Monthly Reports

Providing Useful & Actionable Information

How does the CBPD strategy (i.e., CoP model) meet the needs of current early childhood professionals, as well as individuals aspiring to work in the early childhood education field?

- PD strategy participants and CoP Administrators –
 - Improving outcomes for children by increasing the quality of care and education in the classroom and/or provider setting considered the most important goal of PD in the region
- CoPs are meeting the needs of early childhood professionals by providing access to subject matter experts, hands-on learning experiences, and opportunities to network with their peers that could be tied to college credit
- High levels of satisfaction with overall CoP experience

Providing Useful & Actionable Information

Does the CBPD, as implemented, align with FTF and field-based expectations and standards of quality?

- CoPs provide PD opportunities to early childhood professionals as intended and have a respectful and collaborative culture
- 54% of members reportedly receive college credit tied to participation; however, complete data were not reported
- Nearly 80% of CoP members indicated that they received some sort of coaching
- Location and transportation were cited as barriers by members and CoP coordinators alike to participation, recruitment, and retention

Providing Useful & Actionable Information

In what ways does the CBPD strategy (i.e., CoP model), alone or in combination with other regional PD strategies (i.e., T.E.A.C.H., non-T.E.A.C.H. Pathways, REWARD\$, Quality First) develop improved competencies and strengthen the early childhood workforce?

- Participation positively changed member and administrator practices
- Coaching added value to participation and helped members apply their learning more effectively in the classroom
- 35% of CoP members in the current study participate in at least one other PD strategy and they rank the CoP model as most effective
- Common outcome data (e.g., teacher, child, classroom) is not currently available, preventing more direct comparisons of improvements in competencies and classroom practices across PD programs

Providing Useful & Actionable Information

In what ways does the CBPD strategy (i.e., CoP model) contribute to early childhood system building in Central Pima?

- Administrators agreed that CoPs have positively contributed to changes in the early childhood system.
- System building includes:
 - cohort and collaborative aspects of CoP model
 - increase their retention in the field
- REWARD\$ participants were much less likely to agree that participation in REWARD\$ would increase their retention
- T.E.A.C.H. and non-T.E.A.C.H. Pathways participants indicated that these strategies were important for them to obtain higher credentials
- Quality First participants generally had positive perceptions of the activities and support provided through PD components of the program

Providing Useful & Actionable Information

Are the available resources sufficient for meeting the needs of early childhood professionals?

- FTF funding for Central Pima's PD strategies is expected to decline from a high of \$2.9 million in SFY2011 to an estimated \$2.5 million for SFY2015
- About half of the CoP coordinators reported that they do not receive adequate financial support for their CoP activities
 - Grantees reported that they either had to scale back the scope of their programs as originally envisioned or would be able to provide higher quality programming or serve more participants with greater funding
- CoPs had the lowest per-participant cost, yet PD strategy participants ranked the CoP model as most effective
- CoPs also serve the majority of participants in the Regional Council's PD strategies
- The largest share of CoP funding, 43%, was used to fund paid staff

Providing Useful & Actionable Information

Finding: Data limitations

- The McREL evaluation team encountered instances in which data collection and reporting quality could be improved to yield more reliable and valid study conclusions
 - It is not clear if all coordinators define PD content consistently
 - Definitions of CoP membership are inconsistently applied across CoPs
 - Lack of common child and teacher outcomes tracked across all providers and reporting in a common data system
 - Most budgets and expense reports are submitted in text documents such as Word or PDF

Recommendations

- Continue to prioritize the CoP model as a PD program in the FTF suite of strategies to meet the needs of early childhood professionals empowering them to make meaningful changes in the classroom
- Examine strategies to increase collaboration between CoP coordinators and early childhood program administrators to recruit staff who need PD support
- Examine ways to increase PD session accessibility to support access in underserved regions
- Ensure that future studies of CoP implementation include all FTF regions to better assess the potential barriers to participation and ways to increase access in these particular areas
- Conduct studies in which common child and classroom quality indicators can be collected to better understand the impact of the suite of PD strategies in strengthening the early childhood workforce
- Ensure that common outcome data are collected as part of a statewide workforce registry to better understand how pre-service and in-service PD opportunities contribute to increased effectiveness in the classroom
- Consider ways to track non-CoP member information for future strategic planning purposes, as funding may be reaching an even larger number of early childhood professionals than is currently reported

Recommendations

- Future studies should examine retention in the field as a result of participation in each PD program to further assess system improvements, as well as cost effectiveness
- The Regional Council should consider prioritizing its PD programs with PD goals in mind, and align its FTF resource allocations with this prioritization
- Based on the available evidence, the CoP model may be the most cost-effective of the Regional Council's PD programs and may warrant a greater proportion of available PD funding
- The Regional Council should consider exploring other sources of revenues to complement its FTF revenues and/or support its grantees by looking for public/private partnerships

Data Limitations

- FTF, in collaboration with UWTSa, should determine common definitions for CoP membership, coaching sessions, and more detailed descriptions of PD topics and then track these systematically in a common database
- There is a need to improve implementation and financial reporting of CoPs. To improve tracking and analysis capability, it is recommended that all data be submitted in spreadsheet form, such as Excel to FTF
- It is also recommended that UWTSa begin to input all financial and monthly CoP reports from sub-grantees into a central database, and also collect and database the more detailed expenditure information submitted on CoP Payment Request Forms

Looking Forward: Future Studies

- Include tribal communities in future data collection to better assess the potential barriers to participation and ways to increase access.
- Include common child and classroom quality indicators to better understand the impact of the suite of PD strategies in further strengthening the early childhood workforce.
- Consider ways to track non-CoP member information for future strategic planning purposes to further assess reach and impact.
- Examine retention in the field as a result of participation in each PD program to further assess system improvements, as well as cost effectiveness.

Santa Cruz Regional Profile



The Evaluation Study of Family Support and Literacy Strategies was designed to evaluate the portfolio, or bundle, of family support and literacy (FSL) strategies in five First Things First Regions. This section presents ratings, key findings, and recommendations for the Santa Cruz Region.

The key purpose of this study was to identify how the combination or bundle of programs/services contributes to the success of FSL strategies and to understand how FSL strategies strengthen and support child and family well-being.

Santa Cruz Family Support and Literacy Strategy Portfolio¹

While Santa Cruz County is the smallest county in the state of Arizona, it has a higher proportion of households with children 0-5 years of age than the state as a whole (21% and 16% respectively), with the majority of households with young children living in Nogales and Rio Rico. In the Rio Rico community the number of young children (0-5) grew by 51% between 2000-2010, much more rapidly than the rest of the region. Families living in the FTF Santa Cruz Region face many risk factors, including high poverty rates, low educational attainment, high teen pregnancy rates, and limited preventive care.

To respond to the need for family support in the region, in State Fiscal Year 2013, the Santa Cruz Regional Partnership Council allotted 58.3% of their funding² (\$1,416,138) to the following family support and literacy strategies:

- **Home Visitation (HV):** Gives young children stronger, more supportive relationships with their parents through in-home services on a variety of topics, including parenting skills, early childhood development, literacy, etc. This strategy also connects parents with community resources to help them better support their child's health and early learning and provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition.
- **Family Resource Center (FRC):** Strengthens families of young children by providing locally-based information and instruction on health and child development issues.

Family Support and Literacy Strategies



¹ First Things First. (2012). *Santa Cruz Regional Partnership Council: 2012 Needs and Assets Report*. Retrieved from: http://aztf.gov/RPCCouncilPublicationsCenter/Santa_Cruz_Needs_and_Assets_Report_2012.pdf. Accessed November 08, 2013.

² Funding available in a given fiscal year can vary based on a combination of population funding (based on a population formula of children birth – 5 in the region, with extra consideration given for children living in poverty), discretionary funds, FTF fund balance addition, and funds that carry over from previous funding years.

This strategy provides local resource centers that offer training and educational opportunities, resources, and links to other services for healthy child development.

Demographics of Family Survey Respondents

The typical Family Survey respondent from Santa Cruz was Latino (90.7%), a mother (91.8%), part of a family of four (31.8%), 31 to 40 years old (42.9%), had at least a high school diploma (72.1%), a stay-at-home parent (69.8%) and was married (69.8%; data not shown). In addition, they had a monthly income of \$500-\$999 (32.4%), spoke Spanish most often with their child(ren); 67.4%), and had a child with health insurance (78.0%) that was paid for by the government (63.3%; data not shown). Additional family demographic information is presented in Appendix 6.4.

Regional Dimension Ratings

The overall design of this study utilized a wide variety of data methods to evaluate and provide ratings for each region's portfolio of strategies across six dimensions and sub-dimensions of evaluation; see Rating Determination Framework (Appendix 1) for additional information on criteria for determining all ratings.

The Santa Cruz Family Support and Literacy strategy portfolio is rated as **Established**. The portfolio is well-designed, has high capacity, is adequately implemented, plays a significant role in improving the lives of children and families, is positioned to make progress in contributing to the early childhood system-of-service and optimizing available resources in the region. Exhibit SC.1 provides a general definition of each dimension.

Exhibit SC.1: Overview of Dimensions of Evaluation

1. DESIGN	2. CAPACITY	3. IMPLEMENTATION	4. EFFECTIVENESS	5. SYSTEMS	6. RESOURCES
					
ADVANCED	ADVANCED	ESTABLISHED	ADVANCED	EMERGING	EMERGING
Designed to meet the needs of children and families in the region.	Consists of programs with the capacity to provide accessible, high-quality family support services within local communities.	Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.	Consists of programs that play a key role in improving the lives of children and families.	Contributes to "early childhood system-of-service" capacity building within the region.	Optimizes available resources to meet regional family needs for supports that strengthen positive child development and school readiness.

Each dimension of evaluation and its associated rating provides a different lens in which to examine and evaluate the bundle or portfolio of strategies. Each dimension is assigned a color and an icon to represent the main focus of that dimension. There are four rating categories:

- **Emerging** which indicates that refinements are needed to some if not all of the elements to further strengthen the bundle of strategies;
- **Established** which indicates that the bundle of strategies has made significant progress but there may be some elements that could be strengthened;
- **Advanced**, the top rating, which indicates superior achievement and consistent strengths; and,
- **Not Rated** which indicates that data was not sufficient to provide a rating.

Evaluation Study of Family Support and Literacy Strategies in Five First Things First Regions

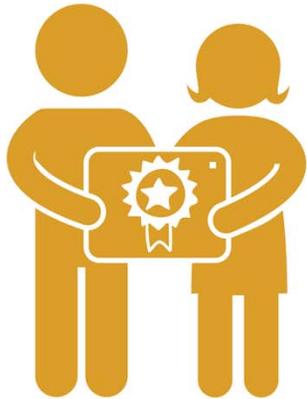
The Arizona Early Childhood Development and Health Board



First Things First Family Support & Literacy

VISION

ALL ARIZONA'S CHILDREN ARE
READY TO SUCCEED



IN SCHOOL AND IN LIFE

STRATEGIES



PARENT EDUCATION COMMUNITY-BASED TRAINING



HOME
VISITATION

FAMILY
RESOURCE
CENTER



OUTCOMES

STRONG
STABLE FAMILIES

- Connected to community
- Understand early child development
- Meet young children's emotional and developmental needs

SUPPORTED
THRIVING CHILDREN

- Experience regular learning, language and literacy activities
- Develop language, social, emotional and self-regulatory capacities
- Have strong, nurturing and positive relationships

SAFE
NURTURING HOMES

- Offer literacy-rich environments
- Provide for children's health, security and wellbeing

DIMENSIONS OF EVALUATION

1. DESIGN



Designed to meet the needs of children and families in the region.

2. CAPACITY



Consists of programs with the capacity to provide accessible, high-quality family support services within local communities.

3. IMPLEMENTATION



Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.

4. EFFECTIVENESS



Consists of programs that play a key role in improving the lives of children and families.

5. SYSTEMS



Contributes to “early childhood system-of-service” capacity building within the region.

6. RESOURCES



Optimizes available resources to meet regional family needs for supports that strengthen positive child development and school readiness.

Rating Scale Overview

EMERGING

Refinement needed

ESTABLISHED

Significant progress

ADVANCED

Superior achievement

NOT RATED

Insufficient evidence

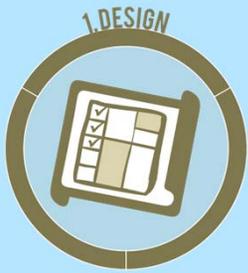
Each dimension includes a set of specific, related sub-dimensions. Data is analyzed for each sub-dimension and a rating is assigned.

Overview of Data Sources



We collected data from:

- Families receiving family support services
- Grantees/sub grantees
- *First Things First* staff
- Regional Partnership Council members
- Non-FTF providers
- Neighborhood and community organizations
- Secondary data sources, e.g., Needs & Assets, Funding Plans, quarterly reports



Designed to meet the needs of children and families in the region.

1.1

Fits local needs

1.2

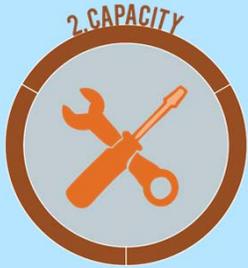
Demonstrates system-of-care values

1.3

Addresses identified service gaps

1.4

Aligns with *First Things First* intent



Consists of programs with the capacity to provide accessible, high-quality family support services within local communities.

2.1

Reflects strong intellectual capital

2.2

Represents well-developed social capital

2.3

Involves organizations engaged in capacity building

2.4

Is accessible to local families



Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.

3.1

Adheres to program specifications

3.2

Executes design faithfully

3.3

Maintains sufficient family participation

3.4

Delivers programs in a quality manner

3.5

Engages participants

3.6

Complements existing services

3.7

Adapts to local context



Consists of programs that are implemented as designed and intended, and are a good fit with local conditions.

3.1	3.2	3.3	3.4	3.5	3.6	3.7
ADVANCED	ESTABLISHED	ESTABLISHED	ADVANCED	ADVANCED	ADVANCED	ESTABLISHED
Adheres to program specifications	Executes design faithfully	Maintains sufficient family participation	Delivers programs in a quality manner	Engages participants	Complements existing services	Adapts to local context
Home Visitation ADVANCED Family Resource Center ADVANCED	Home Visitation ADVANCED Family Resource Center ESTABLISHED	Home Visitation ESTABLISHED Family Resource Center ADVANCED	Home Visitation ADVANCED Family Resource Center ADVANCED	Home Visitation ADVANCED Family Resource Center ADVANCED	Home Visitation ADVANCED Family Resource Center ADVANCED	Home Visitation EMERGING Family Resource Center ADVANCED



Consists of programs that play a key role in improving the lives of children and families.

4.1

Builds pre-literacy skills and competencies

4.2

Improves child health

4.3

Increases child safety

4.4

Supports positive parenting practices

4.5

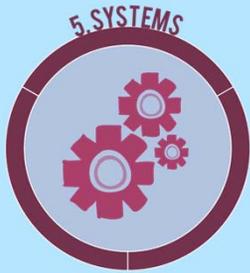
Expands parent knowledge of child development and behavior

4.6

Contributes to family stability

4.7

Promotes strong family relationships



Contributes to “early childhood system-of-service” capacity building within the region.

5.1

**Builds shared
technical
capacity**

5.2

**Grows
collective
knowledge**

5.3

**Coordinates
services**

5.4

**Promotes
community
partnerships**



Optimizes available resources to meet regional family needs for supports that strengthen positive child development and school readiness.

6.1

Maximizes use
of resources

6.2

Provides
appropriate
service unit
costs

6.3

Leverages other
family supports

Overall Portfolio Rating

SOUTH PHOENIX

HOME VISITATION

FAMILY RESOURCE CENTER

ESTABLISHED

This graphic features a large brown archway containing the text 'SOUTH PHOENIX' in blue. Below the archway are two circular icons: one for 'HOME VISITATION' showing a house, and one for 'FAMILY RESOURCE CENTER' showing a family. At the bottom of the archway is a dark brown bar with the word 'ESTABLISHED' in white.

<p>1. DESIGN</p> <p>ADVANCED</p>	<p>2. CAPACITY</p> <p>ADVANCED</p>	<p>3. IMPLEMENTATION</p> <p>ADVANCED</p>
<p>4. EFFECTIVENESS</p> <p>ADVANCED</p>	<p>5. SYSTEMS</p> <p>EMERGING</p>	<p>6. RESOURCES</p> <p>ESTABLISHED</p>

A 2x3 grid of colored boxes, each containing a number, an icon, and a rating. The ratings are: 1. Design (Advanced), 2. Capacity (Advanced), 3. Implementation (Advanced), 4. Effectiveness (Advanced), 5. Systems (Emerging), 6. Resources (Established).

Overall Portfolio Rating

SANTA CRUZ

HOME VISITATION

FAMILY RESOURCE CENTER

ESTABLISHED

The graphic features a large brown archway containing two smaller arches. The left arch shows a house icon and is labeled 'HOME VISITATION'. The right arch shows a family icon and is labeled 'FAMILY RESOURCE CENTER'. Below the arches, the word 'ESTABLISHED' is written in white on a brown background.

<p>1. DESIGN</p> <p>ADVANCED</p>	<p>2. CAPACITY</p> <p>ADVANCED</p>	<p>3. IMPLEMENTATION</p> <p>ESTABLISHED</p>
<p>4. EFFECTIVENESS</p> <p>ADVANCED</p>	<p>5. SYSTEMS</p> <p>EMERGING</p>	<p>6. RESOURCES</p> <p>EMERGING</p>

Overall Portfolio Rating



COCHISE
HOME VISITATION
ADVANCED

The graphic features a large brown archway. Inside the arch, the word "COCHISE" is written in blue. Below it, "HOME VISITATION" is written in a smaller font above a circular icon of a house. At the bottom of the arch, the word "ADVANCED" is written in white on a brown background.

<p>1. DESIGN</p>  <p>ADVANCED</p>	<p>2. CAPACITY</p>  <p>ADVANCED</p>	<p>3. IMPLEMENTATION</p>  <p>ADVANCED</p>
<p>4. EFFECTIVENESS</p>  <p>ESTABLISHED</p>	<p>5. SYSTEMS</p>  <p>ESTABLISHED</p>	<p>6. RESOURCES</p>  <p>ADVANCED</p>



Overall Portfolio Rating

CENTRAL PIMA

HOME VISITATION

PARENT EDUCATION COMMUNITY-BASED TRAINING

ADVANCED

The logo for Central PIMA features a large, stylized archway. Inside the archway, there are two smaller circular icons. The left icon shows a house and is labeled 'HOME VISITATION'. The right icon shows a group of people holding hands and is labeled 'PARENT EDUCATION COMMUNITY-BASED TRAINING'. Below the archway, the word 'ADVANCED' is written in a large, bold, sans-serif font.

<p>1. DESIGN</p> <p>ADVANCED</p>	<p>2. CAPACITY</p> <p>ADVANCED</p>	<p>3. IMPLEMENTATION</p> <p>ADVANCED</p>
<p>4. EFFECTIVENESS</p> <p>ADVANCED</p>	<p>5. SYSTEMS</p> <p>ADVANCED</p>	<p>6. RESOURCES</p> <p>ADVANCED</p>

A 2x3 grid of colored boxes, each containing an icon, a criterion name, and the word 'ADVANCED'. The criteria are: 1. Design (tablet with checklist), 2. Capacity (crossed wrench and screwdriver), 3. Implementation (green star), 4. Effectiveness (family silhouette), 5. Systems (interlocking gears), and 6. Resources (scale of justice).

Overall Portfolio Rating

NORTH PIMA

HOME VISITATION

PARENT EDUCATION COMMUNITY-BASED TRAINING

ADVANCED

<p>1. DESIGN</p> <p>ADVANCED</p>	<p>2. CAPACITY</p> <p>ADVANCED</p>	<p>3. IMPLEMENTATION</p> <p>ADVANCED</p>
<p>4. EFFECTIVENESS</p> <p>ESTABLISHED</p>	<p>5. SYSTEMS</p> <p>ADVANCED</p>	<p>6. RESOURCES</p> <p>ADVANCED</p>