



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development and Health Board La Paz/Mohave Regional Partnership Council

Meeting Minutes

Call to Order/Welcome/Introduction of Guests

The regular meeting of the La Paz/Mohave Regional Partnership Council was held on February 25, 2015, at 9:30 a.m. at the Littlefield Unified School District located at 3490 East Rio Virgin Road, Beaver Dam, Arizona 86432.

Chair Mongeau called the meeting to order at 9:38 a.m. Council members, staff and guests introduced themselves.

Members Present

Alisa Burroughs, Riley Frei, Betsy Lewis, Nancy Mongeau and Howard Weiske
Terri Holloway, Vijette Saari and Catie Sondrol participated telephonically

Members Absent

Jose Garcia, Lenore Knudtson and Debra Weger

Call to the Public

There were no responses to call to the public.

Possible Approval of Meeting Minutes

Vice Chair Weiske made a motion to approve the December 4, 2014 regular meeting minutes. Member Burroughs seconded the motion. The motion carried unanimously.

La Paz/Mohave Regional Staffing Updates

Chair Mongeau introduced Ashley Pascual as the new Senior Director for the Western Region.

Senior Director Pascual announced that Vijette Saari would be the new La Paz/Mohave Regional Director. She also announced that the regional director position for the Colorado River Indian Tribes and the Hualapai Tribe would post today. Meanwhile, Gary Arnold is the interim Colorado River Indian Tribes Regional Director, and Senior Director Pascual is the interim Hualapai Tribe Regional Director.

SFY 2016 Strategic Funding Plan

Vice Chair Weiske provided a brief overview of last month's strategic funding plan presentation to the State Board, and announced it was unanimously approved. Senior Director Pascual noted how well the presentation went, and then provided a status update on the Request for Grant Applications (RFGAs), as well as an overview of the funded and unfunded approaches mentioning that connecting children in foster care with early literacy opportunities is a theme unique to the La Paz/Mohave region. Senior Director Pascual announced the Court Teams strategy will be implemented through a multi-regional grant agreement, including the Colorado River Indian Tribes Regional Partnership Council, and reviewed the SFY 2016 implementation timeline.

First Read of Revised Governance Policy Manual Draft

Vice Chair Weiske reviewed the revised draft, noting the improved accuracy. Member Frei raised the issue of call to the public during the meeting, and Vice Chair Weiske said they envisioned the Chair being able to yield during the agenda item. There was further discussion concerning how to administer call to the public. Regional Council Members were encouraged to provide feedback, and there will be a second read at the next meeting. Senior Director Pascual thanked the committee for their efforts.

Community Outreach Report

Outreach Coordinator Erin Taylor provided the community outreach update, highlighting the efforts of the La Paz/Mohave Oral Health Coalition led by Maggie Wilcox. She stressed the importance of parents understanding that small children need to see the dentist. Discussion ensued about familiarizing families with dental care. Coordinator Taylor announced she has dental kits available as educational reinforcement tools, and will try placing some at the local food bank and soup kitchen. She advised she has been providing Early Childhood Every Day trainings around the region. Week of the Young Child will be April 12-18, with events planned in Bullhead City, Kingman and Lake Havasu City. Coordinator Taylor provided an update on the Champion for Young Children award, announcing the program will now go statewide, with a link to outreach efforts. New this year the regions' Champion for Young Children will be sponsored to attend the Summit in an effort to recognize and appreciate the Champions' efforts. There was discussion regarding sponsoring previously awarded champions to attend the Summit, and Coordinator Taylor will follow up. Coordinator Taylor also provided an overview of the Tiny T-Birds site visit held in November, and wanted to recognize Director Michelle Leyendecker's efforts. Member Frei announced that Donna Davis from Expect More Arizona might adopt Tiny T-Birds as an 'Expecting Excellence' site, so Coordinator Taylor will reach out to her for more information. Coordinator Taylor reminded members to contact her with any events so she can plan to participate. Member Holloway confirmed Coordinator Taylor has the Kingman Regional Medical Center event on her calendar for May 30. Chair Mongeau announced this year's Backpack Buddies would be split into two events in August.

Update on First Things First Faith-Based Forum

Senior Director Pascual provided an update on the faith-based forum, advising that Pastor Garcia's church recently hosted a book drive, and the books were donated to Lanna's Memorial Library book carts at the Colorado River Indian Tribes Head Start. The faith community is great for connecting to the community. Forum attendees requested a toolkit to guide them in engagement work. Senior Director Pascual shared there was a presentation by the Governor's Office of Faith and Community Partnerships at the forum, as well as discussion around better alignment of resources. Vice Chair Weiske noted this subject would be discussed further at the Summit, including increased involvement from Tribal communities.

Regional Partnership Council Member Announcements

Member Frei asked about the recently vacated parent seat on the council, due to the hiring of Ms. Saari. Senior Director Pascual advised she would handle recruitment with assistance from the members.

Senior Regional Director's Report

Senior Director Pascual reviewed the expenditure report, providing the latest figures and noting all grantees have submitted their quarterly reports.

Senior Director Pascual advised the First Things First Early Childhood Summit would be August 24-25 in Phoenix. A request for presentations is on the Summit website with a March 13 deadline, and members are asked to share any ideas with Senior Director Pascual.

Senior Director Pascual added there are also vacancies on the State Board; with one of the requirements being the person cannot come from Maricopa County. Additional information is available on the governor's web page. Please note a person cannot serve on a regional partnership council and the State Board.

Senior Director Pascual asked to move the May meeting to May 14, 2015 for grant approval purposes.

Next Regular Meeting

The next meeting of the La Paz/Mohave Regional Partnership Council will be at 9:30 a.m. on Wednesday, March 25 at the CRIT Family Activity Center, 1321 South Mohave Avenue, in Parker, Arizona 85344.

Adjourn

Member Frei made a motion to adjourn at 10:37 a.m. Vice Chair Weiske seconded the motion. The motion carried unanimously.

SUBMITTED BY:**APPROVED BY:**

Sandy Smith, Administrative Assistant

Nancy Mongeau, Chair

First Things First
La Paz/Mohave Regional Partnership Council

Governance Policy Manual

PREFACE

This document, initially adopted by the La Paz/Mohave Regional Partnership Council on May 20, 2008, and updated periodically thereafter, constitutes the complete and official body of policies for the governance and operation of the La Paz/Mohave Regional Partnership Council.

DISCLAIMER

All policies found in this governance policy manual are subject to change from time to time as approved by the Regional Partnership Council. The First Things First regional office disseminates hard copies of additions/revisions not more than twice each year.

The web copy, located at <http://www.azftf.gov> is updated as needed following approval by the Regional Partnership Council. Prior to acting in reliance upon a specific council policy as it appears in any copy of the governance policy manual, please check to make sure that the Council has not recently approved any additions or revisions to that specific policy.

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1-101 Organization, Authority and Location

In November 2006, Arizona voters passed Proposition 203, a ballot initiative that established A.R.S. Title 8, Chapter 13 and created First Things First. Subsequently, the First Things First Arizona Early Childhood Development and Health Board (“the Board”) designated the La Paz/Mohave region and created the La Paz/Mohave Regional Partnership Council (“the Council”) effective July 1, 2007 pursuant to A.R.S. Title 8, Chapter 13, Article 2. The Council’s purpose, authority, powers and duties are included the A.R.S. Title 8, Chapter 13 as well as in other statutes and laws of the State of Arizona. The Council members are appointed by the Board and assisted in the performance of their duties by First Things First staff. The La Paz/Mohave Regional Office is located in Lake Havasu City, Arizona and is maintained by First Things First regional staff.

1-103 Meetings of the Council

The Council shall adopt a calendar of regular meetings of the Council prior to the beginning of each calendar year. The Chairperson or any four members of the council may at any time call a special meeting of the Council.

A majority of the membership of the Council shall constitute a quorum for the transaction of business at any meeting of the Council, but a number less than a quorum may adjourn from time to time. Council members may participate at any meeting in person, by teleconference and/or by videoconference provided that all members may hear one another.

Public notice of all meetings of the Council shall be provided in accordance with the requirements of law. All notices required by this policy shall at least specify the time, date and place of the meeting.

The agenda and all material relating to agenda items shall be transmitted electronically to each member of the Council at least seven days prior to the date of such meeting. Amendments to the agenda and additional supporting materials, not previously available, shall be transmitted at least three days prior to the scheduled meeting. Except with the approval of three-fourths of the voting members in attendance at a meeting, and if permitted by law, no action shall be taken by the Council on any matter where material is not timely submitted in accordance with this policy.

Special meetings may be held upon such notice to the members of the Council as is appropriate to the circumstances and upon such public notice as is required by law. All material relating to special meeting agenda items shall be transmitted to each member of the Council as far in advance of the meeting as possible.

1-104 Meeting Procedures

In determining what procedures to use to conduct meetings and resolve issues, the Council Chairperson and committee chairpersons may refer to Robert's Rules of Order (available online at <http://www.rulesonline.com>) for guidance.

The order of business for any regular meeting of the Council shall be in accordance with the written agenda prepared for the meeting. Such agenda shall provide for both an executive session and open session in accordance with requirements of law. The open session portion of the agenda shall provide at least for the following:

1. Call to order
2. Call to the public
3. Approval of minutes of prior regular or special meetings if not included on consent agenda
4. Adoption of all consent agenda items
5. Matters presented by the chairs of standing committees of the Council
6. Reports, if any, from ad hoc or special committees appointed by the Council
7. Matters presented by the First Things First Regional Director
8. Announcements and adjournment

Routine matters listed in the open session portion of the agenda for a regular meeting of the Council may be grouped together and decided by the Council without discussion or debate. Such matters shall be designated as "Consent Agenda Items." Any member of the Council may request discussion or debate on any individual item listed as a Consent Agenda Item, and the matter shall be considered and decided separately at such time in the meeting as may be directed by the Chairperson.

During the course of any regular meeting of the Council, the Chairperson shall act as presiding officer and all motions shall be directed to the Chairperson. However, the Chairperson may delegate to the chair of each respective standing committee the responsibility for chairing discussion of items presented to the Council by that chairperson. Whenever a matter before the Council is deferred for further discussion, the Chairperson may assign the matter to an appropriate committee, schedule the matter for further consideration at a future meeting of the Council, or take other appropriate action, and may otherwise direct the Regional Staff with respect to the matter.

All meetings of the Council are open to the public except for executive sessions.

1-105 Call to the Public Procedures

During each Council meeting, the Council may conduct a “Call to the Public” when members of the public may address the Council. Speakers who wish to address the Council:

- A. Must turn in a signed request (using the form provided at the Council meeting) to the Regional Director. Any written materials for the Council should be included with this request.
- B. Are given up to five minutes to make their remarks.

The following priority may be given to speakers during the “Call to the Public” when the Council may not have enough time to hear all who wish to speak:

- A. People who have submitted signed request to speak forms.
- B. Matters scheduled on the same meeting’s agenda.
- C. Off-agenda matters: presenters who have not addressed the Council in the previous two months.
- D. Off-agenda matters: presenters who have addressed the Council in the previous two months.

The Council retains its prerogative to:

- A. Refuse to hear comments on a specific issue if a public comment session has been held on the issue.
- B. Limit the time or the number of speakers on the same issue.
- C. Refuse to have letters read on behalf of other individuals.
- ~~C~~D. **Allow speakers to comment during the related agenda item, if applicable.**

Council Members may not discuss or take legal action on matters raised during the call to the public regarding matters that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to criticism, or scheduling the matter for further consideration and decision at a later date.

1-106 Meeting Minutes

Minutes of all Council meetings shall be created and maintained in accordance with the requirements of law. The Council may incorporate by reference into its minutes lists of staff changes, reports, lists of budget information, formal written resolutions and other material of similar import, and such material shall be maintained in a permanent file to be designated as the "La Paz/Mohave Regional Partnership Council's Documents File," which shall be kept in the custody of the Regional Director and available for ready reference.

Each Council member shall be furnished with copies of the minutes of the open session portion of each regular and special meeting of the Council. Council members without a conflict of interest shall be furnished with copies of the minutes of the executive session portion of any meeting of the Council for the purpose of approving those minutes, after which all copies shall be returned to the Regional Director.

All minutes of the open session portion of any meeting of the Council shall be open to public inspection during regular business hours at the First Things First Regional Office located in Lake Havasu, AZ. Minutes of executive sessions shall be kept confidential except from members of the Council or as otherwise required by law. Copies of minutes or excerpts from any minutes of the open session portion of any Council meeting or from any executive session, if the law permits such disclosure, may be furnished by the Regional Director. If such minutes have not yet been approved by the Council, they shall be marked "Draft."

1-107 Committees and Subcommittees

The Council may establish and maintain standing committees composed of members of the Council, and/or other individuals appointed by the Chairperson. The Chairperson will serve as an ex officio member of all standing committees.

The Chairperson of the Council shall designate the matters to be considered by the committees. All committees shall act as advisory bodies to the Council and report their recommendations to the Council. Unless one is designated by the Chairperson of the Council, a committee chairperson shall be elected by the committee members. All members of the Council attending a standing committee meeting are eligible for voting on standing committee matters.

The Chairperson of the Council may establish such other ad hoc or special committees as the Chairperson deems necessary or advisable. The Chairperson shall appoint the membership of such committees, which shall include at least one member of the Council, and shall designate the matters to be considered by said committees. All such committees shall act as advisory bodies to the Council and report their recommendations to the Council.

All such standing, ad hoc or special committees shall hold and conduct their meetings in accordance with of the Open Meeting Law. See A.R.S. § 38-431(1),(6). The chair of each such committee shall be its presiding officer and shall set the time, date and place of the meetings.

1-108 Conflicts of Interest

Council members shall comply with the conflict of interest provisions of A.R.S. Title 38, Chapter 3, Article 8. These statutes set the minimum standards expected of public officers and employees who, in their official capacities, are faced with a decision or contract that might affect their direct or indirect pecuniary or proprietary interests or those of a relative. Section 38-503 provides in part:

Any public officer or employee of a public agency who has, or whose relative has, a substantial interest in any contract, sale, purchase or service to such public agency shall make known that interest in the official records of such public agency and shall refrain from voting upon or otherwise participating in any manner as an officer or employee in such contract, sale, purchase or service.

Any public officer or employee who has, or whose relative has, a substantial interest in any decision of a public agency shall make known such interest in the official records of such public agency and shall refrain from participating in any manner as an officer or employee in such decision.

Under this law, a Council member who has a conflict of interest must disclose the interest and refrain from participating in the matter. Council members may find guidance on this subject in the Arizona Agency Handbook, which is available on the Attorney General's website at <http://www.azag.gov/agency-handbook>. Council members should review conflicts of interest matters not specifically addressed in the Handbook with the Regional Director or legal counsel.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, no Council member shall vote on, or participate in the discussion of, any grant proposal in which any entity by which they are employed or on whose board they serve has a substantial interest, as defined by Section 38-502. See A.R.S. § 8-1173 (C).

Council members shall complete a Conflict of Interest Acknowledgement and State Service Disclosure Statement at the beginning of their term and annually update the State Service Disclosure Statement. Additionally, Council members shall complete a Conflict of Interest Disclosure form whenever they declare a conflict at a Council meeting. All completed forms shall be given to First Things First staff for recordkeeping.

1-109 Communications From the Council

Communications from the Council concerning matters relating to the policies and actions of the Council to members of the Legislature, any other governing body, the press or the public should be made by the Chairperson, the Chairperson's designee, staff or someone authorized by the Council.

Any member of the Council who expresses an opinion concerning matters upon which the Council has taken a position should support the position taken by the Council or make it clear that he or she is expressing a personal opinion that has not been approved by the Council.

1-110 Lobbying & Campaigning

Lobbying occurs under Arizona law when a person attempts to influence the passage or defeat of any legislation by directly communicating with any State Legislator. By contrast, campaigning refers to attempts to influence an election. In other words, lobbying relates to matters a Legislator will vote on, while campaigning relates to matters the general public will vote on.

Lobbying

The Council recognizes and appreciates the privilege each individual in this State and Nation has to express his or her opinion and to seek to make that opinion known to members of the State legislature and Congress. The Council also recognizes the responsibilities with which it has been entrusted in connection with the Board and the advancement of early childhood development and health programs in the State of Arizona and recognizes that on occasion the interests of the Board and Council will not coincide with the interests of individual Council members.

Only the Chairperson of the Council or his or her designee shall speak for the Council to members of the State Legislature or Congress in matters relating to policy. When speaking for the Council to Legislators or their staff, the Chairperson or designee shall make every effort to accurately communicate official Council positions, while refraining from speaking on behalf of the Board or First Things First unless specifically authorized to do so by the Board or Board Chairperson or First Things First's Chief Executive Officer respectively. A Chairperson or member designee lobbying in his or her official capacity on matters pertaining to the Council is exempt from the lobbying laws requiring registration and expenditure reports.

Any Council member may speak to members of the State Legislature or Congress in an individual capacity. For matters in which the Council has not taken an official position, any Council member communicating with a member of the State Legislature or Congress shall make every effort to indicate clearly that the position that he or she is taking is an individual position or is the position of a group other than the Council. In instances in which First Things First, the Board or the Council has taken an official position, a Council member endorsing a differing position shall make it clear that First Things First, the Board and/or the Council has endorsed a legislative committee or communicate with a State Legislator in person, by phone or by letter to lobby in support of or in opposition to legislation are also exempt from the lobbying laws requiring registration and expenditure reporting.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual Council members but is an attempt only to separate the views of individual members

from positions which First Things First, the Board and/or the Council may take in attempting to discharge its responsibilities under the statutes of the State of Arizona.

*Council members who only engage in exempt lobbying are not considered lobbyists. See A.R.S. §§ 41-1231 & 41-1232.04. Additionally, Council members should be aware that the Council cannot make any expenditure for entertainment for a state officer or employee (including Legislators) and Council members cannot accept an expenditure for entertainment from a lobbyist or someone acting on behalf of a lobbyist. Entertainment refers to admission to or participation in a sporting event or a cultural event or activity. See A.R.S. §§ 41-1231(5)-(6) & 41-1232.08.

Campaigning

The Council shall not spend or use public resources to influence an election. See A.R.S. § 16-192. This prohibition includes the use or expenditure of monies, materials, equipment, buildings, postage, telecommunications, computers, web pages and any other thing of value of First Things First to support or oppose a candidate or ballot measure.

Individual Council members may express their personal views and even advocate for or against a candidate, initiative or other ballot measure, as long as they do not use public resources to do so. In these activities, Council members may identify themselves as Council members, but should not state or imply that they speak for the Council.

1-111 Attendance

The Council's governing statutes recognize the importance of consistent attendance by Regional Council members with the following statement:

Members of the Regional Partnership Council who miss more than three meetings without excuse or resign their membership shall be replaced by the Board after a public application process and with the input of the Regional Partnership Council.

See A.R. S. § 8-1162(d).

Attendance Expectations. Council members are expected to attend all Council meetings. It is understood that there will be times when Council members will need to miss a meeting. The Regional Director shall maintain an attendance roster that documents each member's attendance at scheduled meetings.

Excused Absence. An excused absence occurs when a Council member is unable to attend a meeting due to an emergency, illness, injury or previously scheduled travel, work, tribal ceremony or family obligation that prevents participation at a meeting either in person or by phone.

Notification of a previously planned obligation should be provided to the Regional Director at least two weeks in advance of the scheduled meeting. A Council member who misses a meeting other than for a previously planned obligation shall contact the Regional Director as soon as possible to provide an explanation for missing a meeting. An emergency is a situation that cannot reasonably be planned for in advance, such as car trouble, weather conditions, family illness and obligation to tribal ceremonies.

Unexcused Absence. An unexcused absence occurs when a Council member is absent from a scheduled meeting without providing sufficient notice or an explanation of the reasons for the member's absence consistent with the excused absence definition above.

Determination of Excused Absence. Regional staff shall assist the Chairperson in keeping track of excused absences. If there is a question about whether an absence meets the definition of an excused absence, the Chairperson or Vice Chairperson may consult with the Regional Director for a determination. If necessary, the matter can be presented to the Council.

Attendance Problems. An attendance problem means:

- A. Two consecutive unexcused absences.
- B. Three consecutive absences, excused or unexcused.
- C. Three unexcused absences in a twelve-month period.
- D. More than five excused and unexcused absences in a 12-month period.

Addressing an Attendance Problem. Upon identification of an attendance problem, the Chairperson or Vice Chairperson shall call the Council member to discuss the member's attendance record and remind the member of the attendance expectations. If the Council member's difficulties are resolvable, then the Chairperson or Vice Chairperson shall attempt to resolve them with assistance of staff.

If a member reaches a level of non-attendance under "d" above, of which no more than three are unexcused, the Chairperson may ask the member to resign his or her position in order to ensure the Council has sufficient participation to timely and appropriately complete its work. If the member wishes to continue on the Council, the matter shall be put to the Council at its next meeting. The Council member shall be entitled to speak to this item. The Regional Council shall then decide whether to refer the matter to the Board for possible removal of the member from the Council.

If a member misses more than three meetings in a 12-month period without excuse, the Chairperson or Vice Chairperson shall ask that the member resign his or her position on the Council. If, upon request, the member does not resign, the matter shall be forwarded to the Board for appropriate action.

1-112 Code of Conduct

Council members shall abide by the following code of conduct:

- A. Listen carefully to fellow Council members.
- B. Respect the opinions of fellow Council members.
- C. Respect and support the majority decisions of the Council.
- D. Recognize that all authority is vested in the full Council only when it meets in a legal public session.
- E. Keep well informed about the issues which could come before the Council.
- F. Participate actively in Council meetings and actions.
- G. Bring to the attention of the Council any issues that could have an adverse effect on the Council, the Board or First Things First.
- H. Refer complaints concerning Council related matters and members to the proper level, specifically to the Chairperson or Vice Chairperson.
- I. Represent all the people the Council serves and not primarily a particular issue, personal agenda or interest group.
- J. Abide by the Conflicts of Interest policy and laws.

If there is a violation of this code of conduct, the member(s) suspected of the violation shall meet with the Chairperson or Vice Chairperson to discuss the matter. The Chairperson or Vice Chairperson shall attempt to resolve the matter and if necessary refer it to the Council for action.

The Council by a majority vote of the appointed members of the Council may recommend to the Board that a member be removed as a Council member upon motion by a Council member alleging the violation of a specific provision of this Manual or alleging specific actions which bring into public disrepute this Council, the Board or First Things First as an organization.

1-113 Departure from Council Policy

The Council may approve a temporary departure from a policy in this Governance Manual provided the departure would not violate the law. No departure from Council policy shall be permitted without the approval of the Council.

1-114 Amendments

These policies shall not be added to, amended, or repealed except at a meeting of the Council and by public vote of a majority of all voting members of the Council. Any proposed addition, deletion, or amendment shall be filed with the Regional Director, in writing, at least seven days before such meeting, and it shall be the duty of the Regional Director to promptly distribute a copy to each member of the Council.

Amendments to Council policy will require a two-step process to adopt: 1) the draft policy change will receive a first reading at a public meeting, during which Council members may discuss the draft amendment and request that staff make changes as deemed appropriate (a vote to adopt is not taken at this stage) and 2) the draft policy change will receive a second reading at a subsequent public meeting during which the Council may direct staff to make further changes or may vote its adoption.

La Paz/Mohave

SFY2015 Financial Expenditures Report

Attachment 03

	Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy	\$30,000	\$30,000	\$3,999	\$26,001	13.3%		
	First Things First (FTF-Directed)		\$30,000	\$3,999	\$26,001	13.3%		
	Community Outreach Strategy	\$83,000	\$83,000	\$44,641	\$38,359	53.8%		
	First Things First (FTF-Directed)		\$83,000	\$44,641	\$38,359	53.8%		
	Goal Area Subtotal:	\$113,000	\$113,000	\$48,640	\$64,360	43.0%		
Coordination	Court Teams Strategy	\$400,000	\$400,000	\$300,000	\$100,000	75.0%		\$100,000
	Mohave County Superior Court		\$400,000	\$300,000	\$100,000	75.0%		\$100,000
	Goal Area Subtotal:	\$400,000	\$400,000	\$300,000	\$100,000	75.0%		\$100,000
Evaluation	Statewide Evaluation Strategy	\$255,216	\$255,216	\$255,216	-	100.0%		
	First Things First (FTF-Directed)		\$255,216	\$255,216	-	100.0%		
	Goal Area Subtotal:	\$255,216	\$255,216	\$255,216	-	100.0%		-
Family Support	Home Visitation Strategy	\$1,114,006	\$1,114,481	\$584,252	\$530,229	52.4%		\$148,191
	Arizona Department of Economic Security		\$17,914	\$8,977	\$8,937	50.1%		
	Arizona's Children Association		\$420,589	\$208,978	\$211,612	49.7%		\$62,299
	Child and Family Resources Inc.		\$389,967	\$205,873	\$184,094	52.8%		\$62,699
	The Learning Center for Families		\$286,011	\$160,424	\$125,587	56.1%		\$23,194
	Goal Area Subtotal:	\$1,114,006	\$1,114,481	\$584,252	\$530,229	52.4%		\$148,191
Health	Child Care Health Consultation Strategy	\$62,370	\$62,370	\$25,513	\$36,856	40.9%		\$12,536
	First Things First (FTF-Directed)		\$3,236	\$3,236	-	100.0%		
	Maricopa County Department of Public Health		\$1,110	\$156	\$954	14.1%		
	Pima County Health Department		\$2,017	\$918	\$1,099	45.5%		\$82
	University of Arizona, Mohave Cooperative Extension		\$56,007	\$21,204	\$34,803	37.9%		\$12,453
	Family Support – Children with Special Needs Strategy	\$150,000	\$150,000	\$80,400	\$69,600	53.6%		\$12,257
	Child and Family Resources Inc.		\$150,000	\$80,400	\$69,600	53.6%		\$12,257
	Oral Health Strategy	\$0	\$0	-	\$0	0.0%		
	University of Arizona, Mohave Cooperative Extension		\$0	-	\$0	0.0%		
	Recruitment – Stipends/Loan Forgiveness Strategy	\$0	-	(\$509)	\$509	0.0%		
Arizona Department of Health Services		-	(\$509)	\$509	0.0%			
Goal Area Subtotal:	\$212,370	\$212,370	\$105,404	\$106,966	49.6%		\$24,793	
Professional Development	Community Based Professional Development Early Care and Education Professionals Strategy	\$400,000	\$400,000	\$145,437	\$254,563	36.4%		\$17,980
	Association for Supportive Child Care		\$400,000	\$145,437	\$254,563	36.4%		\$17,980
	Goal Area Subtotal:	\$400,000	\$400,000	\$145,437	\$254,563	36.4%		\$17,980

La Paz/Mohave

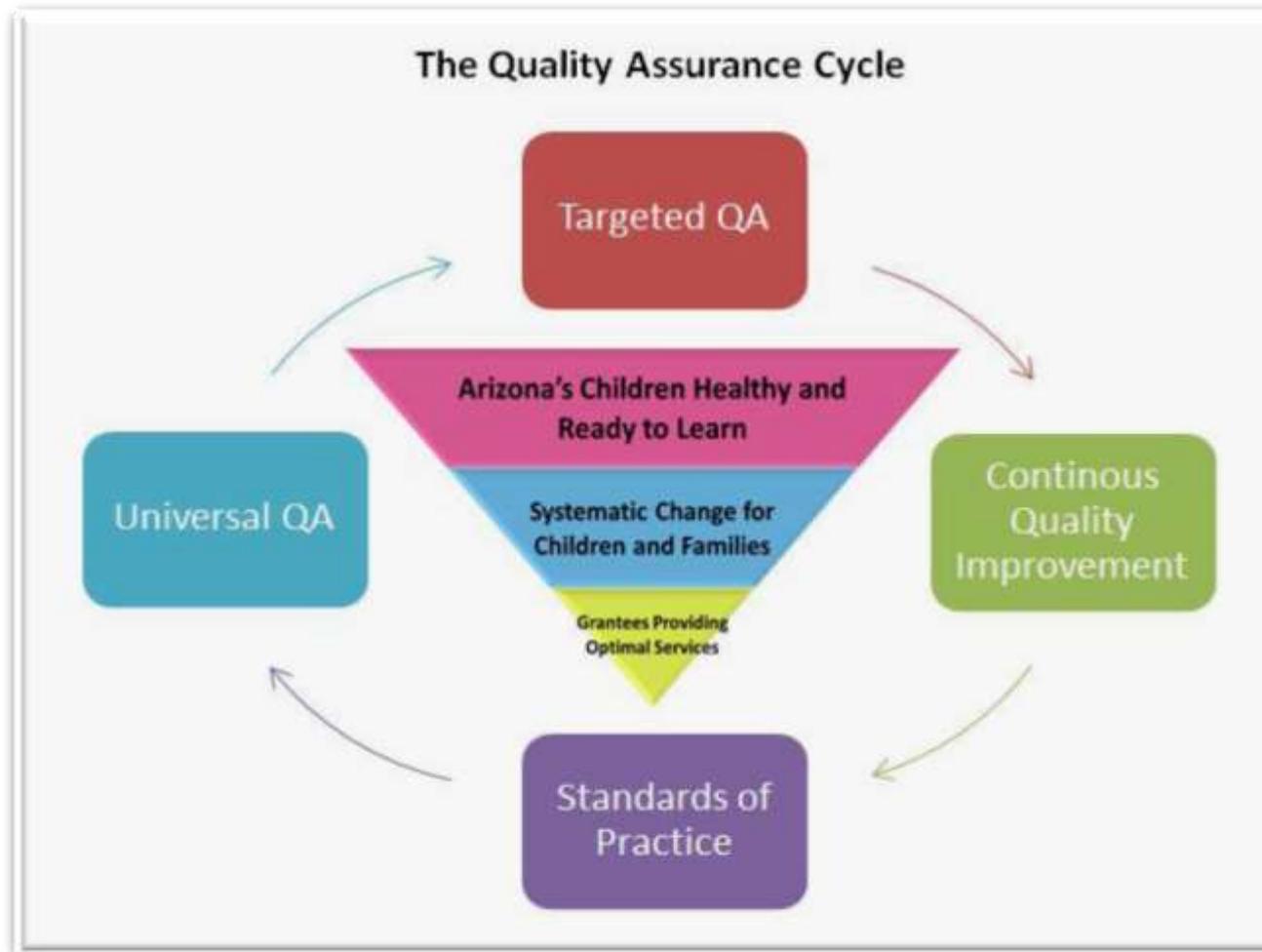
SFY2015 Financial Expenditures Report

Attachment 03

Grantee Name	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	Pending	Paid (Last 30 Days)	
Quality and Access	Expansion: Increase slots and/or capital expense Strategy							
		\$63,172	\$63,172	(\$36,600)	\$99,772	-57.9%		
	Arizona Department of Education		-	(\$65,000)	\$65,000	0.0%		
			\$63,172	\$28,400	\$34,772	45.0%		
	Family, Friends & Neighbors Strategy							
		\$100,000	\$100,000	\$46,920	\$53,080	46.9%	\$5,542	
	Association for Supportive Child Care		\$100,000	\$46,920	\$53,080	46.9%	\$5,542	
	Quality First Academy Strategy							
		\$19,740	\$19,740	\$8,213	\$11,527	41.6%	\$748	
	Southwest Human Development		\$19,740	\$8,213	\$11,527	41.6%	\$748	
	Quality First Child Care Health Consultation Warmline Strategy							
		\$987	\$707	\$266	\$441	37.6%		
	University of Arizona Cooperative Extension		\$707	\$266	\$441	37.6%		
	Quality First Coaching & Incentives Strategy							
		\$272,885	\$258,537	\$193,665	\$64,872	74.9%		
	Valley of the Sun United Way		\$258,537	\$193,665	\$64,872	74.9%		
	Quality First Inclusion Warmline Strategy							
		\$4,410	\$3,890	\$1,869	\$2,022	48.0%	\$279	
	Southwest Human Development		\$3,890	\$1,869	\$2,022	48.0%	\$279	
	Quality First Mental Health Consultation Warmline Strategy							
	\$4,536	\$4,536	\$2,478	\$2,058	54.6%	\$331		
Southwest Human Development		\$4,536	\$2,478	\$2,058	54.6%	\$331		
Quality First Scholarships Strategy								
	\$2,315,821	\$2,315,821	\$1,741,253	\$574,569	75.2%	-	\$573,135	
First Things First (FTF-Directed)		\$20,776	\$20,776	-	100.0%			
Valley of the Sun United Way		\$2,295,045	\$1,720,477	\$574,569	75.0%	-	\$573,135	
Quality First Warmline Triage Strategy								
	\$1,596	\$1,596	\$918	\$678	57.5%		\$125	
Southwest Human Development		\$1,596	\$918	\$678	57.5%		\$125	
	Goal Area Subtotal:	\$2,783,146	\$2,767,999	\$1,958,981	\$809,018	70.8%	-	\$580,160
	Overall Total:	\$5,277,739	\$5,263,067	\$3,397,930	\$1,865,137	64.6%	-	\$871,124

FTF Quality Assurance

La Paz/Mohave Regional Partnership Council



FIRST THINGS FIRST

History of Quality Assurance

- Initial Phase
 - Q3 and Q4 of FY2013
 - Site visits with a limited set of diverse contracts
- Modifications
 - Q1 of FY2014
- Full Roll Out
 - Began in Q2 of FY2014



Information That is Gathered

- Self Evaluation
- Internal Documentation
- External Documentation
- Observation of Service Delivery
- Guided Discussions



Outcomes of Quality Assurance

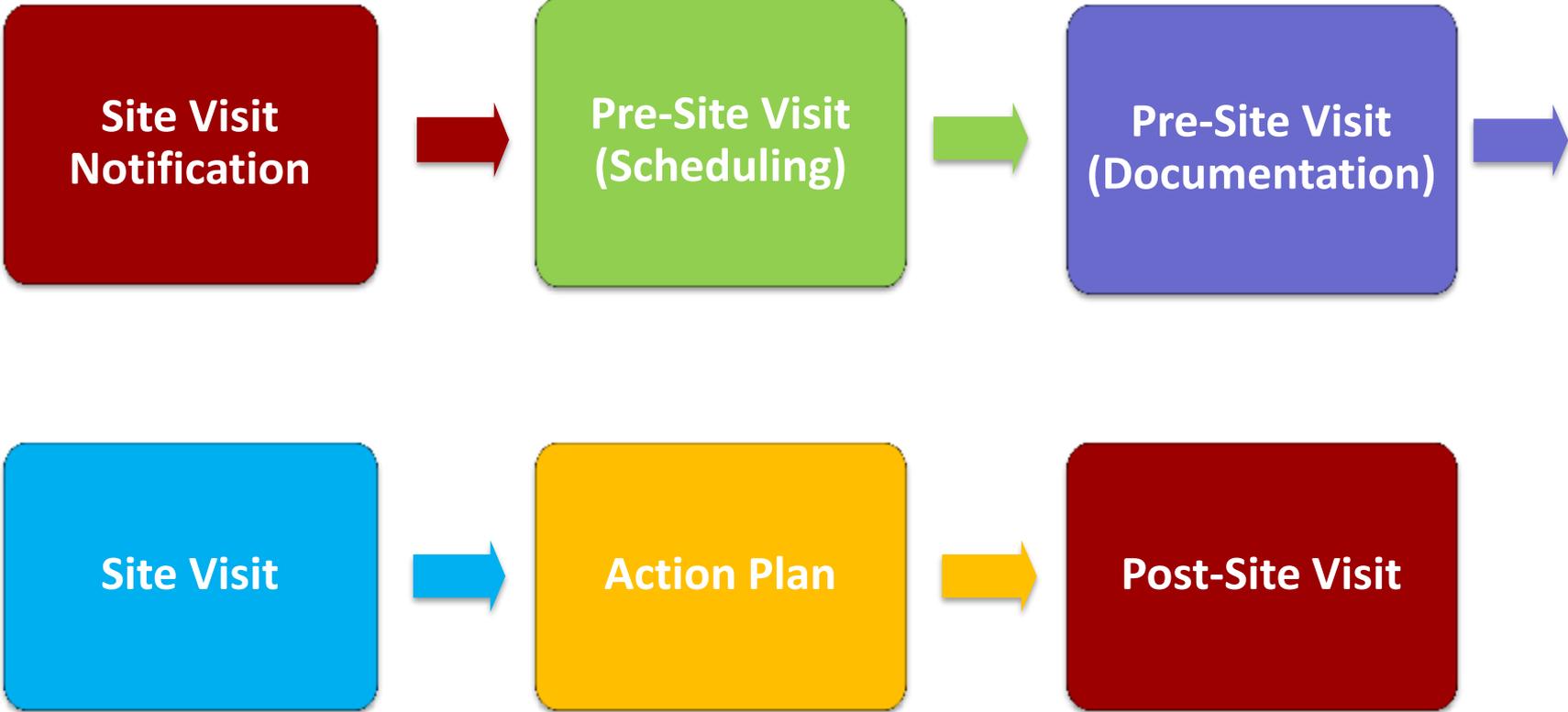
- Assessment of performance and programmatic compliance
- Identify areas for improvement and collect best practices
- Identify necessary supports
- Continuously improve the early childhood system



Impact of Quality Assurance



Quality Assurance Process



How Can a Council Use Site Visit Information?

- In depth programmatic implementation information
- Inform grant renewals
- Inform new grant awards
- Identify contracts that require close monitoring



Association for Supportive Child Care

Professional Development (August 2014)

Strengths:

- Early Childhood Educator Regional Conference
- Individualism within the 3-Tier model
- Ensuring participant input on topics and providing incentives
- Positive connections with Professional Development resources

Areas of Development:

- Develop method or form for collecting participant feedback
- All tiers should allow for articulation into a degree or certificate
- Utilize a professional development plan for participants



Arizona Children's Association

Home Visitation (September 2014)

Strengths:

- Cohesive and high quality program and staff relationships
- Intentional outreach and collaboration to build support system
- Strong, supportive relationships with families
- PD includes reimbursement for staff working to obtain a degree

Areas of Development:

- Work with families to create attainable goals during enrollment
- Focus on a collaborative, non-competitive, service community
- Continue to support staff toward obtaining a Bachelor's degree



Child & Family Resources

Home Visitation (November 2014)

Strengths:

- Utilize home visit materials based on families' needs and goals
- High quality use of data and an extensive internal QA process
- Knowledgeable, culturally-competent home visitors
- Program implementation includes sensory screening (vision)

Areas of Development:

- Consistently provide written feedback to families re: screening
- Individual professional development plans for staff
- Annual training on mandatory reporting and Infant/Toddler Developmental Guidelines



La Paz/Mohave Grantee Data Reports

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

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

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

Note:

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

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

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

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

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

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

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

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

La Paz/Mohave Grantee Data Reports

Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	1st Fiscal Quarter (July-Sept)	2nd Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
	Number of Centers	20	17	17	17
	Number of Homes	1	1	1	1
	Number of Rating Only Centers	0	0	0	0

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	1st Fiscal Quarter (July-Sept)	2nd Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
	Quarterly Data Submission Status*		3	3	
	Number of center based providers served		16	17	
	Number of center based providers at the end of the quarter (subtracting disenrolled)		16	15	
	Number of home based providers served		1	1	
	Number of home based providers at the end of the quarter (subtracting disenrolled)		1	0	
	Number of children receiving scholarships at the end of the quarter		340	372	
	Center based providers: Number of infants receiving scholarships		5	8	
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		1	3	
	Home based providers: Number of infants receiving scholarships		0	0	
	Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0	
	Center based providers: Number of toddlers receiving scholarships		54	75	
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		38	52	
	Home based providers: Number of toddlers receiving scholarships		1	1	
	Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		1	0	
	Center based providers: Number of preschool aged children receiving scholarships		333	380	
	Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (- disenrolled)		288	295	
	Home based providers: Number of preschool aged children receiving scholarships		1	1	
	Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (- disenrolled)		1	0	
	Center based providers: Number of children with special needs receiving scholarships		0	5	
	Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (- disenrolled)		0	4	
	Home based providers: Number of children with special needs receiving scholarships		0	0	
	Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (- disenrolled)		0	0	
	Number of Infant (0-12 months) slots filled end of the quarter		3.0	3.0	
	Number of toddler (13-35 months) slots filled end of the quarter		42.5	52.5	
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		228.0	235.0	
	Number of slots filled with children (0-5 yrs) end of the quarter	297	273.5	290.5	290.5
	Number of FTF slots vacant for children (0-5 yrs)		69.5	51.5	

FTF-STATE-15-0484-01 / Valley of the Sun United Way

La Paz/Mohave Grantee Data Reports

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y4 / SPF Consulting, LLC	Number of English cases distributed		26	18	
	Number of Spanish cases distributed		0	0	
	Number of cases distributed		26	18	
	Number of parent kits distributed		364	252	

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y3 / Southwest Human Development	Number of new callers		2	5	
	Number of repeat callers		0	0	
	Number of calls received (new and repeat)	0	2	5	7
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		2	5	
	Number of new calls from other callers		0	0	
	Number of callers referred for follow-up service		3	3	
	Number of callers reporting receiving appropriate follow-up or service		3	3	

La Paz/Mohave Grantee Data Reports

Home Visitation

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

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

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

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

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0356-01-Y3 / The Learning Center for Families	Quarterly Data Submission Status*		3	3	
	Number of families newly enrolled during the quarter		5	5	
	Number of families served	36	33	38	38
	Number of families at the end of the quarter (subtracting disenrolled)		32	33	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	
	Number of families disenrolled during the quarter		1	4	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		3.5	3.5	
	Homevisitor caseload for the quarter		9.1	9.4	
	Staff turnover for the quarter		0	0	
	Family turnover for the quarter		0	0	
	Families disenrolled due to moving		0	0	
	Families disenrolled due to unable to locate		0	0	
	Number of children newly enrolled during the quarter		5	5	
	Number of children served		58	63	
	Number of families who received community based referrals		456	470	

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0356-04-Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3	
	Number of families newly enrolled during the quarter		83	15	
	Number of families served	140	158	173	173
	Number of families at the end of the quarter (subtracting disenrolled)		145	147	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	
	Number of families disenrolled during the quarter		13	13	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		4.5	4.5	
	Homevisitor caseload for the quarter		32.2	32.7	
	Staff turnover for the quarter		0	0	
	Family turnover for the quarter		0	0	
	Families disenrolled due to moving		15.4%	30.8%	
	Families disenrolled due to unable to locate		7.7%	38.5%	
	Number of children newly enrolled during the quarter		103	17	
	Number of children served		294	311	
	Number of families who received community based referrals		407	468	

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0356-08-Y3 / Arizona's Children Association	Quarterly Data Submission Status*		3	3	
	Number of families newly enrolled during the quarter		11	20	
	Number of families served	140	93	113	113
	Number of families at the end of the quarter (subtracting disenrolled)		83	99	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	
	Number of families disenrolled during the quarter		10	4	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		4.5	4.5	
	Homevisitor caseload for the quarter		18.4	22.0	
	Staff turnover for the quarter		25.0%	0	
	Family turnover for the quarter		0	0	
	Families disenrolled due to moving		40.0%	0	
	Families disenrolled due to unable to locate		10.0%	25.0%	
	Number of children newly enrolled during the quarter		42	28	
	Number of children served		244	272	
	Number of families who received community based referrals		35	33	

Family Support – Children with Special Needs

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0354-02-Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3	
	Total number of families newly enrolled during the quarter		11	11	
	Number of families served	50	36	47	47
	Number of families at the end of the quarter (subtracting disenrolled)		24	28	
	Number of children newly enrolled during the quarter		14	13	
	Number of children served		14	27	
	Number of full time equivalent (FTE) staff at the end of the quarter		2	2	
Number of families who received community based referrals		16	32		

La Paz/Mohave Grantee Data Reports

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0354-02-Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3	
	Number of hearing screenings conducted		13	15	
	Number of hearing results forwarded to medical home		3	3	
	Number of families referred and having received an additional evaluation		0	0	
	Number of children received hearing screening		13	15	
	Number of vision screenings conducted		12	15	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		1	0	
	Number of families that report being referred and having received an additional evaluation		0	0	
	Number of children received vision screening		12	15	
	Number of developmental screenings conducted		44	31	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		1	2	
	Number of children referred for developmental delay follow-up		1	0	
	Number of children received developmental screening		31	17	
	Number of children receiving screening (children may have received 1-3 types of screenings)		39	17	
FTF-RC006-13-0356-01-Y3 / The Learning Center for Families	Quarterly Data Submission Status*		3	3	
	Number of hearing screenings conducted		8	9	
	Number of hearing results forwarded to medical home		0	0	
	Number of families referred and having received an additional evaluation		1	2	
	Number of children received hearing screening		8	10	
	Number of vision screenings conducted		8	9	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	
	Number of children received vision screening		10	9	
	Number of developmental screenings conducted		4	31	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		3	0	
	Number of children referred for developmental delay follow-up		2	0	
	Number of children received developmental screening		4	31	
	Number of children receiving screening (children may have received 1-3 types of screenings)		9	28	
FTF-RC006-13-0356-04-Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3	
	Number of hearing screenings conducted		0	0	
	Number of hearing results forwarded to medical home		0	0	
	Number of families referred and having received an additional evaluation		0	0	
	Number of children received hearing screening		0	0	
	Number of vision screenings conducted		37	0	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	
	Number of children received vision screening		37	0	
	Number of developmental screenings conducted		37	41	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	
	Number of children referred for developmental delay follow-up		0	1	
	Number of children received developmental screening		37	41	
	Number of children receiving screening (children may have received 1-3 types of screenings)		37	41	
FTF-RC006-13-0356-08-Y3 / Arizona's Children Association	Quarterly Data Submission Status*		3	3	
	Number of hearing screenings conducted		12	3	
	Number of hearing results forwarded to medical home		1	0	
	Number of families referred and having received an additional evaluation		0	0	
	Number of children received hearing screening		12	2	
	Number of vision screenings conducted		5	0	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	
	Number of children received vision screening		5	0	
	Number of developmental screenings conducted		58	52	
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		2	1	
	Number of children referred for developmental delay follow-up		0	1	
	Number of children received developmental screening		44	48	
	Number of children receiving screening (children may have received 1-3 types of screenings)		44	50	

La Paz/Mohave Grantee Data Reports

Health Insurance Enrollment

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0356-01- Y3 / The Learning Center for Families	Quarterly Data Submission Status*		3	3	
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid			1	
	Number of families provided New Enrollment Assistance to private health insurance				1
	Number of families provided Renewal Assistance to AHCCCS/Medicaid				1
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid		4		1
	Number of families referred for new enrollment assistance to private health insurance		0		1
	Number of families referred for renewal assistance to AHCCCS/Medicaid		3		1
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale services		8		2
	Number of families served		7		6
FTF-RC006-13-0356-04- Y3 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3	
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid		0	0	
	Number of families provided New Enrollment Assistance to private health insurance		0	0	
	Number of families provided Renewal Assistance to AHCCCS/Medicaid		0	0	
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid				
	Number of families referred for new enrollment assistance to private health insurance				
	Number of families referred for renewal assistance to AHCCCS/Medicaid				
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale services				
	Number of families served		0	0	
FTF-RC006-13-0356-08- Y3 / Arizona's Children Association	Quarterly Data Submission Status*		3	3	
	Number of families provided New Enrollment Assistance to AHCCCS/ Medicaid		1		
	Number of families provided New Enrollment Assistance to private health insurance		1		
	Number of families provided Renewal Assistance to AHCCCS/Medicaid		0		
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid		2		
	Number of families referred for new enrollment assistance to private health insurance		2		
	Number of families referred for renewal assistance to AHCCCS/Medicaid		1		
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale services		2		
	Number of families served		7		0

La Paz/Mohave Grantee Data Reports

Community Based Professional Development Early Care and Education Professionals

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-RC006-13-0375-01-Y3 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3	
	Number of training sessions conducted		4	30	
	Number of professionals attended	200	226	394	620
	Average attendance per training session		56.5	13.1	
	Number of trainings offered as college credit		0	0	

Scholarships TEACH - All

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y3 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		1	1	
	CDA Credentials Completed Contract to Date		4	4	
	AA Degrees Completed		1	1	
	CDA Credentials Completed		3	3	
	AA Credits Completed		55	61	
	AA Contracts Completed		5	6	
	AA Withdrawn		0	5	
	AA Contracts Initiated		1	2	
	AA Scholarships Awarded		21	14	
	CDA Scholarships Withdrawn		0	0	
	CDA Contracts Initiated		0	0	
	CDA Scholarships Currently Awarded		2	2	
	Scholars Currently Receiving T.E.A.C.H. Scholarship		21	19	
	Quality First Facilities with Current T.E.A.C.H. Scholars		6	4	
	Non-QF Facilities with Current T.E.A.C.H. Scholars		11	11	
	Quality First Facilities with T.E.A.C.H. Scholars Awarded		6	6	
	Non-QF Facilities with T.E.A.C.H. Scholars Awarded		13	13	
AA Applications Pending		3	4		

Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
FTF-MULTI-13-0406-01-Y3 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3	
	Number of home based providers newly enrolled during the quarter		15	5	
	Number of home based providers served	60	15	20	20
	Number of home based providers at the end of the quarter (subtracting disenrolled)		15	0	
	Number of children served		33	118	
	Number of providers that applied for regulation				
	Number of providers newly regulated				
	Number of trainings conducted in home based settings			0	0
	Number of providers trained in home based settings			0	0
	Number of trainings conducted in community based settings			8	20
	Number of providers trained in community based settings			38	145

Court Teams

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Fiscal YTD Total
GRA-RC006-13-0537-01-Y3 / Mohave County Superior Court	Quarterly Data Submission Status*		3	3	
	Number of court team meetings conducted		13	12	
	Number of children newly served by Court Team Program		51	58	
	Number of children served	200	283	341	341
	Number of children at the end of the quarter (subtracting disenrolled)		262	308	
	Number of children with a court team checklist within one month of entry into the child welfare system		51	58	
	Number of system improvement measures continuing to be implemented		4	4	
	Number of system improvement measures newly implemented during the quarter		3	2	
	Number of trainings conducted		20	17	
	Number of participants attended	525	249	156	405
	Number of professionals attended		231	143	
	Number of Court Appointed Special Advocates (CASA) attended		11	8	
	Number of Baby Court Appointed Special Advocates (Baby CASA) attended		7	5	
	Number of parents attended		20	47	



FIRST THINGS FIRST

Ready for School. Set for Life.

Court Team Symposium Feb. 9-10, 2015 London Bridge Resort

266 Attendees from agencies including Department of Child Safety, Mohave Mental Health, Southwest Behavioral, CASA, Child and Parent Attorneys, Foster Parents, Attorney General's Office, Kingman and LHC Unified School District, Interagency, Colorado River Indian Tribes WACOG Head Start, Probation, Court staff, Child Advocacy, Prevent Child Abuse Arizona, many others representing 10 Arizona counties.



Keynote speaker: Steve Pemberton — A Chance in the World

Twelve presenters to choose from for a total of five breakout sessions.

“Tough Love” documentary on parents, foster parents navigating the court system.

Topics/Sessions with the Strongest feedback from Attendees:

Using Play and Expressive Therapies

Problematic Sexual Behaviors

Child Sex Trafficking

Preventing Child Abuse with the Therapeutic Discipline System

Permanency, Loss, Attachment, and Trauma in Foster Care & Adoption

Possible changes for next year:

Pre-registration for sessions to prevent overcrowding

Room monitors to keep tabs on sessions and introduce speakers

Feedback from participants:

“Keynote speaker was the best!” “Very well done, it makes you remember the importance of the entire family.” “Worthy undertaking for future years.”

“I can't pick just one favorite session. I loved it all.”



FIRST THINGS FIRST

Ready for School. Set for Life.

STANDARDS OF PRACTICE

Approved February 2015

Court Team

I. INTENT OF STRATEGY

The intent of the evidence-informed Court Team strategy is to improve outcomes for infants and toddlers and their families involved in the child welfare system in order to reduce or prevent future court involvement. The expected result is that informed local communities can strengthen the support and care for infants, toddlers and their families in the Juvenile Court system. This is accomplished through training, shared planning, systems improvement and regular consultation of those agencies working with a child and family. Court Team implementation may include recommending and referring infants, toddlers and families for services, but does not directly provide these services.

First Things First (FTF) supports implementation of the evidence-informed Court Team model. When an FTF Regional Partnership Council prioritizes the needs of infants and toddlers who have been removed from their home and the Court Team strategy is identified for implementation, the council identifies opportunities for partnership with the child welfare/ Juvenile Court system and other community partners and what role the council will play to support the overall implementation of the evidence-informed model through coordination and collaborative efforts.

II. DESCRIPTION OF SIGNIFICANCE

When young children experience abuse or neglect, family violence, poor nutrition, housing instability and infrequent health care, their ability to learn and succeed is severely compromised. According to Harvard University's Center on the Developing Child, research on the biology of stress shows that major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. Science also shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior and health.

Infants are the largest group of children to enter, remain and re-enter the child welfare system. They are at the greatest risk for compromised development. They are six times more likely than the general population to have developmental delays that if left untreated will compromise their ability to have healthy productive lives. Although the developmental impact of child abuse and neglect is greatest among the very young, research confirms that the early years present an unparalleled window of opportunity to intervene effectively with these young, at-risk babies.

Effective and developmentally appropriate interventions and services can change the odds for infants and toddlers and lead to significant cost savings over time through reduction in child abuse and neglect, school failure, criminal behaviors, welfare dependence, substance abuse, medical care

for the illnesses (both physical and mental) that are common among adults who were maltreated as children. When maltreated young children show-up in Juvenile and Family Courts, judges are faced with making difficult decisions that may have long-term implications for their emotional, developmental and physical health.

Recommendations to achieve a comprehensive system of care for infants and toddlers involved in the child welfare system include:

1. Enhancing system capacity of partners including judges, health and mental health care providers, early intervention specialists, foster parents, family members, parent aids, attorneys for children and parents, Court Appointed Special Advocates (CASAs), child welfare caseworkers, adoption specialists, home visitors and others working with young children under the Juvenile Court's jurisdiction to understand developmentally appropriate practices to meet the needs of infants, toddlers and their families involved in the child welfare system through professional development and training for all types of providers;
2. Providing access to programs and services such as quality child care, preventive medical, dental, or mental health services, parenting and other family support programs;
3. Ensuring earlier identification of and intervention for developmental delays in infants, toddlers by providing child and family practitioners with screening and assessment tools.

The Court Team model works to increase awareness among all those who work with maltreated infants and toddlers about the negative impact of abuse and neglect on very young children and to increase the implementation of best practices when working with families of infants and toddlers involved in the Juvenile Dependency system. The Court Team model promotes policies and procedures that will foster a system of care that focuses on meeting the developmental needs of very young children and supports their healthy development.

Research by the national organization, Zero to Three, on the outcomes for very young children under the jurisdiction of Juvenile Courts that implement the Court Team approach has shown:

- A significant increase in the services provided to eligible children and their parents, particularly in access to health care and early intervention services.
- Decrease in the number of foster home moves for infants and toddlers.
- An increase in parent-child visits.
- An increase in relative/kinship placements.

The evidence-informed Court Team model includes the following core components (adapted from ZERO TO THREE Safe Babies Court Teams: 10 Core Components 2014):

- **Judicial Leadership:** Each Court Team requires the leadership of a local judge who, because of their unique position of authority in the processing of child welfare cases, is a catalyst for change.

- **Local Community Coordinator:** In each Court Team community, a local Community Coordinator serves as a resource for child development expertise for the court. The local Community Coordinator can also serve as a team lead to facilitate collaboration and coordination amongst the court, child welfare agencies, service providers and other stakeholders to develop a cohesive system of services and resources in support of infants and toddlers and their families in the court systems.
- **Community Court Team:** The Court Team is made up of key community stakeholders who commit to working to restructure the way the community responds to the needs of maltreated infants and toddlers. The makeup of each Court Team varies from community to community, but typically the team includes pediatricians; child welfare workers; attorneys representing children, parents, and the child welfare system; Court Appointed Special Advocates (CASAs); Guardians Ad Litem (GALs); mental health professionals; substance abuse treatment providers; representatives of foster parent organizations; children's advocacy groups; Early Head Start and child care providers; and Court Improvement Program staff.

The Court Team focuses on the “big picture” of early childhood system building. The Court Team meets at least monthly to learn about the services available in the community, to identify gaps in services, professional development/training needs of team members and to discuss issues raised by the cases that members of the Court Team are monitoring.

Initial and ongoing recruitment is necessary to achieve the broad multidisciplinary participation critical to a Court Team's effectiveness. The community coordinator takes the lead in continually scanning the community for new service providers and relevant stakeholders to incorporate into the Court Team.

- **Target the Population of Infants and Toddlers in Out-of-Home Care:** Infancy and toddlerhood are critical periods in human development. Focus investments on intervention services and prevention programming for these very young children can have the greatest impact while reducing long term costs. Infants and toddlers need comprehensive developmental, medical and behavioral health services to ensure their well-being and developmental outcomes.
- **Monthly Case Review Meetings:** Each month, individuals and organizations delivering services to infants and toddlers meet together to review progress on family cases. This monitoring process in and of itself can help prevent very young children from falling through the cracks in the child welfare system and ensure that the services they are receiving are effective and age appropriate.
- **Placement and Concurrent Planning:** To reduce placements, the Court Team uses concurrent planning, a technique which requires the quick identification of, and placement

with, caregivers who are willing to become the child's permanent family if reunification becomes impossible.

- **Frequent Parent-Child Contact:** Research shows frequent visitation increases the likelihood of reunification, reduces time in out-of-home care, and promotes healthy attachment. (Smariga, 2007). The Court Team focuses on increasing visitation by expanding the opportunities (e.g. doctor's appointments) and the locations (e.g. the foster home, the birth parents' home) for parent-child contact.
- **Medical, Developmental and Mental Health Services:** Infants, toddlers and families involved with the Juvenile Dependency system are provided with referrals and resources to access and participate in regular preventive medical care to ensure child health and developmental screenings to identify and address developmental delays. Each Court Team will also have the capacity to refer parents to mental health services which are designed to improve the parent-child relationship by focusing on reading and responding to cues in ways that support child development and to address unmet emotional needs that the parent may have which impacts her/his ability to meet the needs of their child. It is equally important for young children to participate in mental health services with practitioners experienced in meeting the unique needs of infants and toddlers involved in the child welfare system.
- **Training and Technical Assistance:** Training and technical assistance to court personnel, system partners and community service providers on topics such as being more responsive to, and responsible for, young children's social and emotional development needs; general infant and toddler development; parenting interventions; services available to foster children in the community; and the impact of trauma on children. Through training and technical assistance, Court Team members have access to resource materials including bench books and training videos developed by Zero to Three and other organizations involved with the development of the Court Team model.
- **Evaluation** Methods for standardized data collection and analysis must be established and implemented to measure the impact of Court Team approaches. Ongoing evaluation activities can further lead to continuous quality improvement and professional development opportunities for Court Team members.

The Regional Partnership Council must define its role in supporting the implementation of the Court Team strategy. The role may range from building initial capacity for establishing a Court Team to supporting specific elements of the full evidence-informed model that works to increase and/or improve implementation to supporting the maintenance of the ongoing implementation of a fully established model within a region. Successful implementation, not dependent on the role identified by the regional councils, is achieved through a collaborative and coordinated process of identification, development and operationalizing of action plans to address needs, gaps and barriers in the system that functions under the jurisdiction of the court. While the role and area of focus of a regional council may vary by region, the number of children served by the implementation of the

Court Team model and the number of trainings provided are the required service units for all grant partners implementing the FTF Court Team strategy. In addition, grant partners are also required to report on the number of Court Team meetings held as performance measures. FTF does not fund nor provide direct service for infants, toddlers and their families involved in the child welfare system such as direct health or mental health care.

III. IMPLEMENTATION STANDARDS

A. Program Standards

First Things First (FTF) is committed to funding programs that are evidence based or evidence informed. The emphasis on evidence-based programs is grounded in the idea that the maximum benefit for children and families is delivered by programs that base their practice in the most current, relevant, and reliable evidence about the effectiveness of the program. For some programs, an evidence-informed or best practice, or a promising practice model is appropriate. The following criteria are considered by FTF when determining to fund programs:

- **Evidence based programs** are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.
- **Evidence informed** is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.
- **Promising practice** is a program or service that has a clearly articulated theory of change (logic model) with specified implementation and operational processes (activities) and program outcomes. A promising practice program is *informed* by at least one of the following:
 - Evidence based practices of a similar program or service delivery system, but does not have complete fidelity to that model because of justifiable need to change factors such as staffing or written materials in order to adapt to geographic or cultural variation.
 - A similar program or service delivery model that is generally accepted as appropriate for use with the target population to achieve the program outcomes but has yet to be established as evidence based.
 - Culturally responsive practices that are known to contribute positively to program outcomes.

A promising practice must have no evidence that the program or service will cause any harm to recipients. Additionally, a promising practice program is committed to building evidence of program or service effectiveness through ongoing continuous quality improvement activities.

1. Programs that support the implementation of the evidence-informed Court Team program model must demonstrate adherence and fidelity to the evidence-informed Court Team model. Successful implementation of all 10 of the core components of the evidence-informed model as identified by ZERO TO THREE, Safe Babies Court Team is required.
 - a) When initially establishing the Court Team model, consideration is taken to engage community leaders, specifically judicial leadership, to build the support and partnerships for the formation of a Court Team. This includes effective outreach to engage judicial leadership on the importance of early childhood development with a focus on the unique needs of infants and toddlers who have been removed from their homes, obtaining commitment to the model, and support for the implementation of all core components of the model. Once commitment and support from judicial leadership is obtained, it is necessary to develop an action plan to operationalize the other core components. It is recognized that establishment of the Court Team model takes time and timelines may vary region by region.
 - b) When support is provided to establish the Court Team model, there must be demonstration that all 10 core components of the model are fully planned for, put into practice and operationalized. FTF supports the implementation of this evidence-informed model, however, it does not fund direct services to young children and families involved in the child welfare or Juvenile Court system such as direct health or mental health care.

2. Provide Training and Technical Assistance

Training and technical assistance provides support for the establishment and ongoing implementation of the evidence-informed Court Team model and the professional development needs of Court Team members such as judges, health and mental health care providers, early intervention specialists, foster parents, family members, parent aids, attorneys for children and parents, Court Appointed Special Advocates (CASAs), child welfare caseworkers, Tribal social service and child protection caseworkers, Indian Child Welfare Act (ICWA) Coordinators, adoption specialists, home visitors and others working with children under the Juvenile Court's jurisdiction. Based on the role determined by the regional council, training and technical assistance may include:

 - Initial outreach and training on the importance of early childhood development, the long term impact of adverse childhood experiences and the need for developmentally appropriate approaches for young children and their families involved in the child welfare system;
 - Ongoing series of training and technical assistance activities that ensure alignment and scaffolding of knowledge between all the components utilized for this strategy.
 - a) Providers of training and technical assistance must:

- i. Provide information and technical assistance on best practices for the successful implementation of the evidence-informed Court Team model;
 - ii. Conduct professional development based on best practices and research, ensuring that subject matter experts (visiting faculty, published authors, researchers, etc.); materials and sessions are based on current research, core areas of skills, knowledge and competency, and are responsive to emerging issues in the community and the early childhood field;
 - iii. Maintain individualized learning seminar attendance records for participants including the hours each participant attended;
 - iv. Provide written resource and referral information to participants on the healthy development of young children and resources available in the community such as medical care, developmental screenings, mental health programs and resources, quality child care, parenting and other family support programs and services. These resources must be updated at a minimum annually and gathered from trustworthy, reliable sources.
 - v. Maintain flexibility and responsiveness to emerging issues in the community and the early childhood field:
 - Develop a collaborative, coordinated response to community professional development needs;
 - Implement continuous quality improvement by reviewing written feedback from program participants collected after every learning session; and
 - Ensure appropriate staffing in order to effectively respond to participant questions or thoughts during the seminar series.
 - vi. Clearly define, document, and share program objectives with participants to ensure comprehension, engagement, and retention.
 - vii. Encourage honest, open communication between participants and instructors;
 - viii. Maintain confidentiality, being respectful of program participants;
 - ix. Take into consideration emerging needs or topics of research as identified by the participating early childhood professionals and be responsive to professional development needs of the participants;
 - x. Include professional development opportunities for follow-up such as on-site technical assistance, consultation, and/or coaching.
3. FTF recognizes the importance of collaborative partnerships among community partners that utilize a variety of formal and informal mechanisms to facilitate coordination of services in the community. Coordination and collaboration among early childhood service providers is critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population.

As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service, which results in higher quality services and cost efficiency.

Successful applicants must demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the First Things First region being served. Applicants should plan the appropriate staffing and budget to support travel to and attendance at meetings within the regional area or at statewide meetings, as appropriate.

This may include but is not limited to:

- Engaging with other partners delivering the same or similar programs and services;
- Clarifying target populations and outcomes;
- Defining processes and plans to reach desired outcomes.
- Attend local or statewide collaborative meetings, as noted in the Scope of Work.

The Coordination and Collaboration standard requires a grantee to:

- a) Develop and implement a plan to understand and make connections with other initiatives, strategies and efforts in the region or state that support the early childhood system.
- b) Develop processes that ensure staff implementing FTF funded strategies understand the connections between this strategy and the early childhood system to avoid duplication of services and promote collaboration between other services and supports offered to children and families in the regions.
- c) Coordinate with all other regional and statewide professional development providers including institutes of higher education.
- d) Providers of professional development are expected to partner with FTF during all stages of planning and implementation, and with local early care and education professionals and other early care and education stakeholders, including higher education institutions, in developing and marketing the program.
- e) Demonstrate pre-existing relationships and develop new partnerships with local organizations, agencies and community networks that offer professional development opportunities and professional memberships.

5. Continuous Quality Improvement

This may include evaluation, quality assurance and performance monitoring and is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members. Activities may include pre- and post- testing, self-assessment and opportunities for feedback. Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements.

- a) Adopt a process of continuous self-monitoring and reflection to improve program practices that is articulated in a written policy.

- b) In the written policy, the following should be addressed:
 - How data is used to assess the progress and outcomes of program implementation; and
 - How data collection is used to improve staff performance.
6. FTF embraces cultural responsiveness as an intentional life long journey that holistically explores, honors, and values the diversity of the human experience.
- a) Offer programs and services congruent with the needs of diverse children and families.
 - b) Offer programs and services that are responsive to the impact of cultural factors such as histories, traditions, values, family systems and structures, social class, and religion and spiritual beliefs.
 - c) Create a learning environment conducive to and includes all children and families no matter their ethnic, cultural, or linguistic backgrounds.
 - d) Use the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse children and families to make learning more appropriate and effective for them.

B. Staffing Standards

If the Regional Partnership Council’s role is to provide funding for one or more Local Community Coordinators, then FTF funded Local Community Coordinators shall meet the following staffing standards:

1. Supervisory Staff

Supervisors must meet or exceed the requirements below with the addition of at least two years of program management experience in a Juvenile or Family Court, child welfare or other related early childhood setting.

2. Local Community Coordinator(s)

a) Education requirements:

Preferred:

Master’s Degree in Social Work, Psychology, Education or Early Childhood Development, AND three (3) years of relevant, progressively responsible experience in social services, Juvenile/Family Court programs, or programs that serve families with young children under the age of five, experience in cross-disciplinary program development, coalition building, and service integration.

OR

Bachelor’s Degree with closely related experience that includes (5) years of management and/or supervision OR any equivalent combination of experience and/or education from which comparable knowledge, skills or ability have been achieved may substitute for a Master’s Degree. Presents evidence of proven success in program implementation, grant management, and data collection and reporting for program

b) Experiential requirements:

- i. Coordinators are reflective of the cultural and ethnic experiences and language of the targeted population with whom they work with and integrate their expertise into the entire program,
- ii. Experience with ensuring that Court Team members receive initial and ongoing professional development in culturally and linguistically responsive service delivery,
- iii. Be knowledgeable about and possess experience in conducting professional development activities, working with adult learners, including learners from diverse cultures,
- iv. Have a minimum of five years' experience working directly with infants and toddlers and their families in the child welfare system,
- v. Have general knowledge of infant and toddler mental health practices such as screening, assessment, evaluation and practices and/or have an Infant/Toddler Mental Health Coalition of Arizona (ITMHCA) endorsement;
- vi. Have experience with facilitation of team meetings to conduct and/or convene the monthly Court Team meetings, monthly Case Review meetings, training and technical assistance and system level service coordination meetings.
- vii. Demonstrate proficiency in the language(s) of the participants or have an alternate and effective procedure for communication,
- viii. Have extensive knowledge of community resources for Court Team members to
 - access professional development opportunities;
 - be aware of additional services that children and families they work with might want/need to access.
- ix. If programs experience hardship in recruiting personnel with these qualifications, notify and consult with FTF.

IV. REFERENCES AND RESOURCES

- A. ZERO TO THREE. Changing the Odds for Babies: Court Teams for Maltreated Infants and Toddlers. Fact Sheets. Zero to Three Funded Projects - Court Team. Retrieved from: http://main.zerotothree.org/site/DocServer/Court_Teams_Final_Fact_Sheet.pdf?docID=3881
- B. ZERO TO THREE. (2014). Safe Babies Court Teams: 10 Core Components. Retrieved from: <http://www.zerotothree.org/maltreatment/safe-babies-court-team/safe-babies-court-teams-10-core-componets.html>
- C. Smariga, M. (2007). Visitation with Infants and Toddlers in Foster Care: What Judges and Attorneys Need to Know. Washington, DC: American Bar Association Center on Children and the Law and ZERO TO THREE Policy Center.

COMMUNITY OUTREACH REPORT

La Paz/Mohave Regional Partnership Council



FIRST THINGS FIRST

Ready for School. Set for Life.

Summary of Activities (February—March 2015)

Ongoing:

A Kindergarten Transition Team is being created by Kingman Unified School District. The team is made up of preschool and kindergarten teachers, parents, community members and school officials. The goal is to have a plan for parents and the school in place for next school year. For more information, contact Little Explorers Director Julie Beyer at jbeyer@kusd.org.

Other Engagement Activities:

Grandmother of toddler in Parents As Teachers shared her experience in the home visitation program during an FTF-led presentation at the Golden Valley Head Start Parents' Council meeting at Black Mountain Elementary School Feb. 26

First and Second Grade teachers used the FTF Literacy Pledge to 'Read at Least 20 Minutes a Day' with a group of 25 young children and toddlers during Read Across America Night at Peach Springs Elementary March 2.

Outreach staff attended 8 community networking meetings to secure trainings, presentations and recruit Supporters. FTF collateral information was also left at 10 locations, including the LHC Food Bank as requested.

Media Hits:

"Lanna's Libraries: A Legacy of Literacy," published in the Parker Pioneer, Manatoba Messenger, Parker Live Online and Native News Online.

March media pitch, "Babies and Toddlers Need More Reading Time."

Upcoming Events:

La Paz County Health Expo Saturday, March 28 at Western Park in Parker. FTF, home visitation grantees and La Paz/Mohave Oral Health Coalition will be represented with booths at the event.

Week of the Young Child activities currently planned:

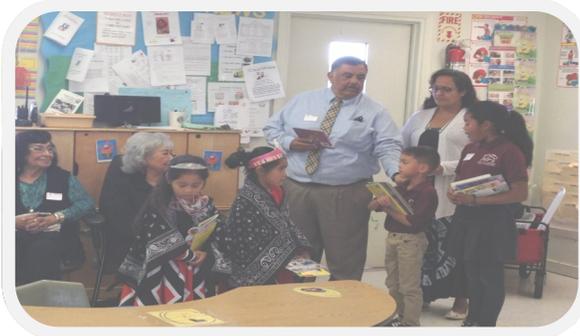
Sunridge Village Community Resource Fair (featuring Children's Area) Saturday, April 18.

Kingman Community Fair Saturday, April 18 at Kingman High School.

Lake Havasu Family and Special Needs Resource Fair Saturday, April 11 at Lake Havasu City High School.

The work of engagement begins by connecting with key stakeholders and motivating them to take action on behalf of young kids. Through continual training and tools, Community Outreach recruits Friends, Supporters and Champions. This three-tiered engagement process offers stakeholders an opportunity to be involved at whatever level they feel most comfortable.

Our Regional Partnership Council members are involved in the community on multiple levels, from schools to business to faith groups. Do you know someone we should be connecting with?



PARKER - Lanna Flood had a passion for working with young children, so it was a fitting tribute when members of Parker Apostolic Church made a special donation in Flood's memory to students at the Colorado River Indian Tribes Head Start preschool.

Church members collected more than 100 children's books to stock 10 mobile carts donated by First Things First as part of the "Lanna's Libraries" project. Flood served as Regional Director of the First Things First Colorado River Indian Tribes Regional Partnership Council from 2008 until the time of her death in 2012.

Flood's family joined Head Start staff and students, as well as Parker Apostolic Pastor Jose Garcia, for a special ceremony Thursday, Feb. 26, at the Head Start Center on Mohave Road in Parker. Garcia said his congregation wanted to honor Flood's memory by promoting early literacy for all children in the community.

The project was also special to church members, who wanted to honor Garcia's late wife, Rachel. Rachel, like her husband, was a supporter of early childhood programs. A scholarship in her name for \$1,000 was recently awarded to Parker student Elaine Duncan, who plans to study early education.

Pastor Garcia is a faith representative on the First Things First La Paz/Mohave Regional Partnership Council and Rachel served on the CRIT Regional Partnership Council from 2008 until the time of her death in December 2013. FTF partners with programs that support early literacy, because research shows that children who read at an earlier age are more prepared when they enter kindergarten and do better in school.

Amelia Flores, who serves as the tribal representative for the First Things First CRIT Regional Partnership Council, said the Tribal Council was grateful for the church's efforts.

"Lanna was such a special person," Flores said. "She had a passion for working with the Head Start students."

Flood's mother, Vicki Laffoon, as well as members of her extended family, said they were touched by the church's efforts in Lanna's name. Linda McCabe from the CRIT Department of Health and Social Services worked with Flood and offered a statement on behalf of Executive Director Sylvia *Dawavendewa* that described Flood a champion for young children.

"Lanna was a special person dedicated to the education and support of children wherever she worked. She was a wonderful example to us all."

