



FIRST THINGS FIRST

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Draft Meeting Minutes

Call to Order

A Regular Meeting of the First Things First – Navajo Nation Regional Partnership Council was held on Tuesday, March 10, 2015 at 10:00 a.m. DST. The meeting was held at Leupp Chapter House, Assembly Room, 7977 Leupp Road, Leupp, Arizona 86035.

Vice Chair Boyne called the meeting to order at approximately 10:09 a.m. DST.

Members Present:

Grace Boyne, Vice Chair
Benjamin Barney
Victoria Begay
Amelia Black
Rhonda Etsitty
Patricia Gonne
Valonia Hardy
Dawn Yazzie

Members Absent:

Harry Martin, Chair
Paula Seanez

Call to the Public

There were no members of the public who requested to speak at this time.

Discussion and Possible Approval of February 10, 2015 Regular Meeting Minutes

Member Barney asked that the February 10, 2015 Regular Meeting minutes be revised to state that the Regional Council had considered funding Quality First Scholarship for the STAR School, but was not aware that that if approved by the Regional Council funding would have been in perpetuity.

Member Etsitty asked for correction of a typo, and that the record specifies which Regional Partnership Council would ultimately fund the Quality First Scholarships for the STAR School and the Navajo Nation Regional Partnership Council would have the option to fund additional Quality First Scholarships for STAR School if needed, which would not be in perpetuity.

Member Yazzie moved that the Navajo Nation Regional Partnership Council approve the February 10, 2015 Regular Meeting minutes upon the revisions recommended by Member Barney and Member Etsitty, seconded by Member Begay. Motion carried.

Review and Possible Approval of Regional Governance Document – Second Read

Regional Director Melissa Begay reviewed and clarified inquiries made by Regional Council members during the February 10, 2015 Regular Meeting in regards to the regional Governance Policy Manual. Regarding an inquiry from Member Black to include language to specify lobbying in Navajo Nation in section 1-110 Lobbying and Campaigning, Regional Director Begay stated that Arizona statute will allow only State legislature to be reference in the Governance Manual given that the State of Arizona has no authority to regulate lobbying over cities, counties, or tribes. Therefore, language to specify lobbying in Navajo Nation cannot be included in the regional Governance Policy Manual. Regional Director Begay further noted that Regional Council members are able to speak with State legislature after prior discussion and consensus has occurred as a Regional Council on a given topic. In addition, Regional Council members are able to speak with State legislature as a member of the public, but will need to make that distinction prior to discussion with State legislature.

Regarding an inquiry by Member Barney about use of spoken languages other than English in conducting the regional council meeting, Regional Director Begay indicated that Regional Council members are able to use their native language in discussion with the understanding that translation to English would be necessary for record purposes. Member Barney also asked that correction be made in section 1-102 Council Officers and Their Duties, where the term “month” should be replaced with “motion” in paragraph four, second sentence.

Member Begay move that the Navajo Nation Regional Partnership Council approve to adopt the Navajo Nation Regional Governance Document as revised on February 10, 2015, seconded by Member Hardy. Motion carried

Update and Discussion on 2015 and 2017 Regional Needs and Assets Reports

Regional Director Begay presented a timeline to the Regional Council for the 2015 and 2017 Regional Needs and Assets Reports detailing tasks to be performed by FTF staff members and Regional Councils. Regional Director Begay reported that First Things First (FTF) staff and Regional Councils statewide will be actively involved with the completion of both reports. The 2015 report, a short report, will be an update of the 2014 report in order to fulfill statutory requirement to complete a report every two years, and no new data will added. The 2015 reports for all Regional Council must be completed by December 2015. Regarding the 2017 report, which will be a comprehensive report, the Regional Council has the opportunity to request for additional data to be included, such as collection of primary data. Furthermore, the University of Arizona will be the vendor to assist in completing the 2015 short reports for all Regional Councils statewide. For the 2017 reports, FTF is currently developing the Scope of Work which will be released in mid-2015 to seek interested vendors. Regional Director Begay noted that some activities for the Reports may occur simultaneously in preparation and that FTF will seek resolutions from the Navajo Nation for both reports.

Member Barney asked for clarification regarding the FTF Tribal Technical Advisory Group (T-TAG). Regional Director Begay indicated that T-TAG is an internal work group convened by Candida Hunter, Senior Director of Tribal Affairs, to provide advisory direction to FTF regarding tribal matters. Member Barney also asked that consideration be made to collect and include information on tribal languages in the 2017 report.

Presentations from Grantees

- a. Kevin Mullins, Program Coordinator of Coconino Community College, reported updates for the Scholarship non-TEACH strategy as it pertains to the Tuba City High School Child Development Associate (CDA) program. Mr. Mullins reported that nine students enrolled in the 2nd cohort with one student no longer participating due to academic challenges; and that 39 students are participating in the dual enrollment program. The remaining eight students in the 2nd cohort are expected to successfully complete the program. In addition, Mr. Mullins reminded the Regional Council that due to funding constraints the college’s early childhood program will end May 2015. However, the dual enrollment program will continue to be offered to ten high schools in Coconino County.

Member Etsitty commended Mr. Mullins and Dr. Aurora Goatcher for their efforts and dedication to the CDA program despite the financial difficulties for the college, and applauded the Tuba City High School students who have been committed to the rigorous CDA program.

- b. Sharissa Ben, Quality First Coach, and Lori Stinson, Program Coordinator, of Association for Supportive Child Care provided a PowerPoint presentation to the Regional Council with an overview of Quality First Coaching in the region. Ms. Stinson provided information on the enrollment process for early learning programs into Quality First, noting that coaches provide individualized guidance and support for early learning programs. Ms. Ben reported that there are 17 early learning programs currently enrolled within the region; of which eight are fully enrolled and nine remain pending. There are currently two coaches assigned to the Navajo Nation Arizona region. Of the 17 programs currently enrolled, 14 sites are currently rated at two stars; one is rated at four stars; and three are being evaluated for rating. In addition to providing guidance and being a resource for the early learning programs, Ms. Ben noted that coaches also provide professional development training to early learning staff members.

Member Barney inquired if the Association for Supportive Child Care developed the Quality First model and assessment tools, and if there were components that incorporate Navajo-based elements in the model. Ms. Stinson noted that the Quality First strategy was created by FTF, and that Association for Supportive Child Care is a subcontractor that implements the strategy. Ms. Ben further noted that though the model does not inherently incorporate Navajo-based elements, coaches have an opportunity to provide information that is culturally-relevant while working directly with early learning programs. Member Barney asked that consideration be made to incorporate Navajo-based elements into the framework of the Quality First model statewide.

Vice Chair Boyne commented that regionally based early learning programs are varied in the curriculum used noting that Navajo-based elements are not required to be incorporated into the curriculum of early learning programs, but remains a choice of the early learning programs to integrate.

Member Yazzie added that early learning programs can be culturally relevant, and that reinforcement of maintaining culturally relevant components in early learning would be beneficial to young children in the region.

Ms. Ben explained that as a resource for early learning programs Quality First coaches are limited to visiting early learning programs between 2 to 6 hours a month depending on star ratings, which does not allow for excessive interaction.

Ms. Stinson indicated that FTF is currently reviewing the Quality First model to ensure relevancy for each Regional Council statewide, and initiated efforts to encourage hiring Quality First Coaches who reside in the areas of service. Ms. Stinson also reported that a subcommittee is convened by Candida Hunter, FTF Senior Director of Tribal Affairs, to inform the direction of Quality First.

Member Black requested to review the Quality First assessment tool used to rate early learning programs. Ms. Stinson noted that the assessment tool can be provided to the Regional Council.

Regional Director Begay noted that Quality First specifically engages early learning programs to evaluate environment safety, not curriculum of the early learning program.

Member Barney indicated that the initial inquiry regarding the development of Quality First and the assessment tool stemmed from information provided on a handout that Quality First coaches ensure that early learning program curriculum align with state standards. Member Etsitty responded that Quality First coaches do ensure that curriculum aligns with state standards and best practices for young children, but that each are based on quality studies that are not regionally or culturally informed.

Presentation on Community Outreach and Patient Empowerment's (COPE) Fruits and Vegetables Prescription Program

Regional Director Begay noted that the intent of the presentation by Community Outreach and Patient Empowerment (COPE) is to inform the Regional Council about other nutrition programs especially in consideration of building an early childhood system; and to consider a possible partnership with COPE to extend nutrition services within the region.

Memarie Tsosie, COPE Food Access Project Associate, and Hannah Sehen, COPE Planning & Partnership Manager, provided an overview of COPE including the Happy Homes curriculum, Racial and Ethnic Approaches to Community Health (REACH) program, Fruits and Vegetables Prescription (FVRx) Program, and the Healthy Navajo Stores Initiative. The intent of COPE is to promote wellbeing within Navajo Nation to address health disparities in collaboration with local programs. Ms. Sehen also noted that implementation of the FVRx program in the region will be the first time such a program will be implemented within a Native community nationwide. Eligibility

requirements for families to enroll in the FVRx Program include meeting with a community health worker, and receiving nutritional education. Priority populations include families with children who are overweight and women with infants.

Member Black inquired about collaboration between COPE and Navajo Nation Vice President Rex Lee Jim in consideration of the Navajo Nation healthy child initiative. Ms. Sehen noted that COPE is closely collaborating with Vice President Jim in implementing the REACH program with high school students.

Member Barney inquired of COPE's relationships with regional suppliers for fruit and vegetables. Ms. Sehen noted that though COPE is working with larger regional distributors, the goal of COPE is to eventually work with local farmers to provide fruits and vegetables for the Health Navajo Stores Initiative.

Member Gonnie inquired about medical providers currently aiding the FVRx initiative. Ms. Sehen reported that COPE is focusing on specific regions in the Navajo Nation each year with intent to extend programs across Navajo Nation within 3 years, and understands that potential medical providers participating in the initiative could have different target populations depending on the needs of their region.

Member Begay asked if COPE is currently partnering with school districts within the region. Ms. Sehen reported that COPE is not focused on partnering with schools directly, but does partner with business or programs to encourage health initiatives in schools.

Member Yazzie commented that messaging about healthy lifestyles to young children, schools, and prenatally is important, and perhaps FTF can partner with COPE to portray messages about health. Member Hardy supported partnership with COPE to encourage healthy messaging and/or sponsoring a store as a part of the Healthy Navajo Store Initiative.

Regional Director Begay stated the Regional Council has initiated programs to promote food security, health and obesity prevention, and a potential partnership with COPE and with FTF grantees could expand services. Ms. Tsosie noted that COPE is currently partnered with Coconino County, which is considering implementation of the Happy Homes curriculum. Ms. Sehen also noted that COPE did assist with constructing a garden for a FACE program in New Mexico, which continues to be a focus of COPE.

Regional Director's Report

- a. Regional Director Begay reported that the 2014 Needs and Assets Report is close to completion. Requests were submitted to various regional programs for collection and use of public tribal data in the 2014 report, and was able to secure some data from tribal programs which will be included in the report. The first draft of the 2014 Needs and Assets Report will be completed by March 30, 2015, and provided to the Regional Council member for review and feedback. The vendor will present and discuss the 2014 report at the April 14, 2015 Regular Meeting. All final comments by the Regional Council must be received by April 20th for a final report to be presented to the Regional Council at the May 2015 Regular Meeting.
- b. Regional Director Begay also provided a summary of the Early Childhood Forum, which took place in February 2015. Discussion provided feedback about potential partners and outreach strategies. The intent of the forum is to create a coalition that would be led by all community partners. The next forum will be held in June 2015 at a location to be determined.
- c. Regional Director Begay provided an update to the Regional Council regarding the Community Outreach Coordinator position. Regional Director Begay informed the Regional Council that the position has been offered to Jessica Beach, who will begin with FTF on March 23, 2015.

Future Agenda Item Requests

There were no requests at this time.

Next Meeting

April 14, 2015 at 10:00 a.m. DST the Navajo Nation Museum, Window Rock, Arizona

Adjourn

There being no further discussion, the meeting was adjourned at approximately 12:03 p.m. DST.

Respectfully submitted on this 10th Day of March, 2015

Harry Martin, Chair



FIRST THINGS FIRST

Parenting Outreach and Awareness Budget
FTF Directed Strategy
Navajo Nation Regional Partnership Council
SFY 2016

Total Parenting and Outreach Awareness Budget: \$ 17,400.00

Budget Category		Total Cost
CONTRACTED SERVICES	REPORT CATEGORY	\$ 7,000.00
Distribution Center	Other Professional & Outside Services	\$ 7,000.00
OTHER OPERATING EXPENSES	REPORT CATEGORY	\$ 10,400.00
Early Literacy Kit supplies	Supplies	\$10,400.00
	Total Award:	\$ 17,400.00

Budget Narrative: for each line item above, provide description below of the activities and rationale for funding level

CONTRACTED SERVICES	
Distribution Center	The following are contracted services with Hozhoni Foundation: receive, inventory, assemble, and distribute the early literacy kits to three birthing hospitals (Tuba City, Chinle and Fort Defiance) and 1 health care facility (Four Corners Health Center) on the Navajo Nation. 1300 kits @ \$5.39 = Total \$7,000
OTHER OPERATING EXPENSES	
Early Literacy Kit Supplies	The Kit includes culturally relevant, useful materials that connect parents to local resources. New parents receive a bag comprised of four baby board books in both Navajo and English – “Baby Learns About Animals”, “Baby Learns About Colors,” “Baby Learns To Count,” and “Baby’s First Laugh,” two CDs – “Navajo Nursery Lullabies” and “Baby’s 1st CD.” A resource guide with statewide and local resources and information with practical parenting advice is also included. Due to staff turnover/changes at Hozhoni Foundation, kits were not distributed for a period of time resulting in a surplus supplies. Consequently, an inventory tracking and reporting mechanism has been established, Hozhoni Foundation submits a quarterly report to the regional office. SFY2016, only the following items will need to be ordered: <ul style="list-style-type: none"> • 1300 Resource Guides @\$1.70 = \$2,210. Resource guides are updated annually to ensure all pertinent information accurate. • 1300 bags @ \$6.30 = \$8,190. The kits are now distributed in smaller bags rather than backpacks. The smaller bags are more feasible and functional for parents to use. Total \$10,400



FIRST THINGS FIRST

Community Awareness Budget
FTF Directed Strategy
Navajo Nation Regional Partnership Council
(Program Code: 20824)
SFY 2016

Total Community Awareness Budget: \$ 30,000.00

Budget Category		Total Cost
CONTRACTED SERVICES	REPORT CATEGORY	\$ -
FTF Hosted Event	Other Professional & Outside Services	\$ -
OTHER OPERATING EXPENSES	REPORT CATEGORY	\$30,000
ACI folders, OfficeMax, Born Learning, printing by External Vendor	External Printing	\$6,672
Community Awareness Equipment (cart, table, chair, etc.)	Office Supplies	\$1,105
Community Awareness Supplies (educational, craft project, etc.)	Other Office Supplies	\$300
ERI, Branded Items, Brown & Bigelow, Engagement Wheel	Entertainment & Promotional Items	\$9,223
Event Sponsorships (\$), Media	Advertising	\$5,000
FTF Hosted Event (event participation)	Conference Registration/Attendance Fees	\$200
Children's Books	Books, Subscriptions, Publications	\$7,500
Specify here if not listed above:		
	Total Award:	\$ 30,000

Budget Narrative: for each line item above, provide description below of the activities and rationale for funding level

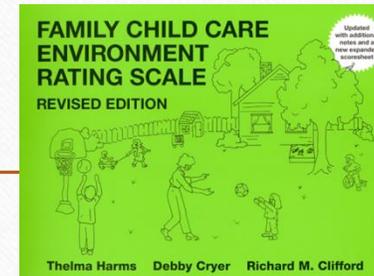
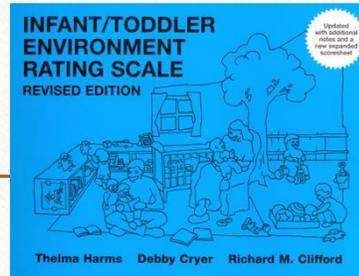
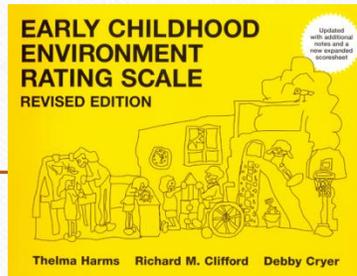
CONTRACTED SERVICES	
FTF Hosted Event	N/A
OTHER OPERATING EXPENSES	
ACI folders, OfficeMax, Born Learning, printing by External Vendor	<p>FTF branded folders (250x \$3=\$750): To use in providing FTF informational packets to tribal leaders, administrators, and other stakeholders.</p> <p>External Printing (\$1,500): Copies of Fact Sheets and other FTF collateral materials</p> <p>Tri-fold Display Board designed modules (\$50)</p> <p>Born Learning materials (\$372): Community Outreach Coordinator will utilize collateral materials to provide early childhood development and health awareness with various target audiences.</p> <ul style="list-style-type: none"> • 75 Key Idea Poster @ \$0.55 = \$41 • 100 Playbooks @ \$0.31 = \$31 • 50 Kid Basics @ \$6.00 = \$300 <p>Early Childhood Newsletter (\$4,000): 11,000 of the "Early Childhood Everyday" newsletter will be circulated across the Navajo Nation semi-annually. Regional staff will continue to develop the content of the newsletter and in partnership with Navajo Times. Navajo Times will print, insert, and distribute the ECE newsletter for a cost of \$2,000 for each edition.</p> <p>Total \$6,672</p>
Community Awareness Equipment	<p>Community Outreach Coordinator may need community awareness equipment such as projector, folding wagon cart, camera, memory cards for cameras, iPhone microphone and tripod, USB Drives, etc. to support her role in increasing public awareness across the region.</p> <p>Total \$1,105</p>
Community Awareness Supplies	<p>Community Outreach Coordinator will purchase items for participation in community events such as craft items for activities with children.</p> <p>Total \$300</p>

<p>ERI, Branded Items, Brown & Bigelow.</p>	<p>FTF-branded educational reinforcement items (ERIs) will be purchased over the course of the year. The following ERIs will be disseminated to families at regional and sponsored events:</p> <ul style="list-style-type: none"> • 500 Newborn Onesie @\$5.95 = \$2,975 • 1000 Jumbo Crayons @ \$0.62 = \$620 • 1172 Grocery Bags @ \$1.46 = \$1,711 • 3000 Book Name Plate Sticker \$0.15 = \$450 • 500 Infant Dental Care Kit @ \$2.95 = \$1,475 • 500 Toddler Dental Care Kit @ \$3.00 = \$1,500 • 500 Magnetic Message Board @ \$0.73 = \$365 • 508 Fridge Magnet "My Art" @ \$0.25 = \$127 <p>Total \$9,223</p>
<p>Event Sponsorships (\$), Media</p>	<p>Request for Sponsorships will be utilized to fund and support events that are meaningful, and complement the vision and mission of First Things First in measureable, effective ways. The request for sponsorship announcement will be released electronically (email, listserv, etc.), that will include the Event Sponsorship Guidelines and Application. Event sponsorship funding amounts will range from \$250 to \$1,500. The average sponsorship amount awarded is \$1,500. Events that target families with children birth through age 5, that focus on the following areas will be considered:</p> <ul style="list-style-type: none"> • Early education (e.g. Breastfeeding Awareness) • Public health, safety and assistance (e.g. Car Seat Clinic) • Family support events (e.g. ZooFest) • Professional development events for early care and education professionals or health professionals (e.g. Northland Pioneer College's Early Childhood Fair) <p>Total \$5,000</p>
<p>FTF Hosted Event (Event Participation)</p>	<p>Community Outreach Coordinator will identify community events with a low registration fee, so an FTF booth could be set up to provide networking and educational opportunities. Participation in small community events provide opportunity to present and provide information to attendees regarding some aspect of FTF programs and services, and the importance of early childhood development. This may include activities such as having a table at a child care/family event, a booth at a health fair, passing out flyers at a community event, etc.</p> <p>Total \$200</p>
<p>Children's Books</p>	<p>Children's books will be purchased to distribute at events or in book distribution projects held in collaboration with other community partners.</p> <ul style="list-style-type: none"> • 3,000 books @ \$2.50 = \$7,500 <p>Total \$7,500</p>
<p>Specify if not listed above:</p>	<p>N/A</p>

Quality First Assessment Overview

Presented by Katie Romero, Southwest Human Development

Program Assessment: Environment Rating Scale



Measures the Quality of the Environment to determine if

1. There are chances for children to build a strong sense of self and positive relationships with other children and adults
2. There are appropriate learning opportunities that meet a wide range of developmental needs
3. Children's health and safety needs are protected

Early Childhood Environment Rating Scale

Space and Furnishings

1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Language-Reasoning

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

Activities

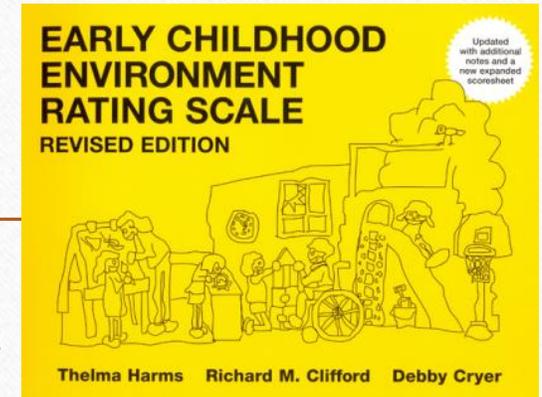
19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

Interaction

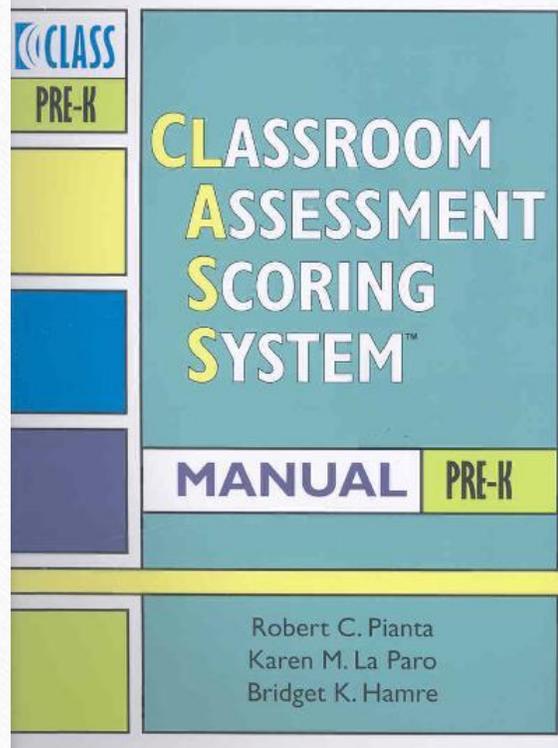
29. Supervision of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

Program Structure

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities



Program Assessment: CLASS

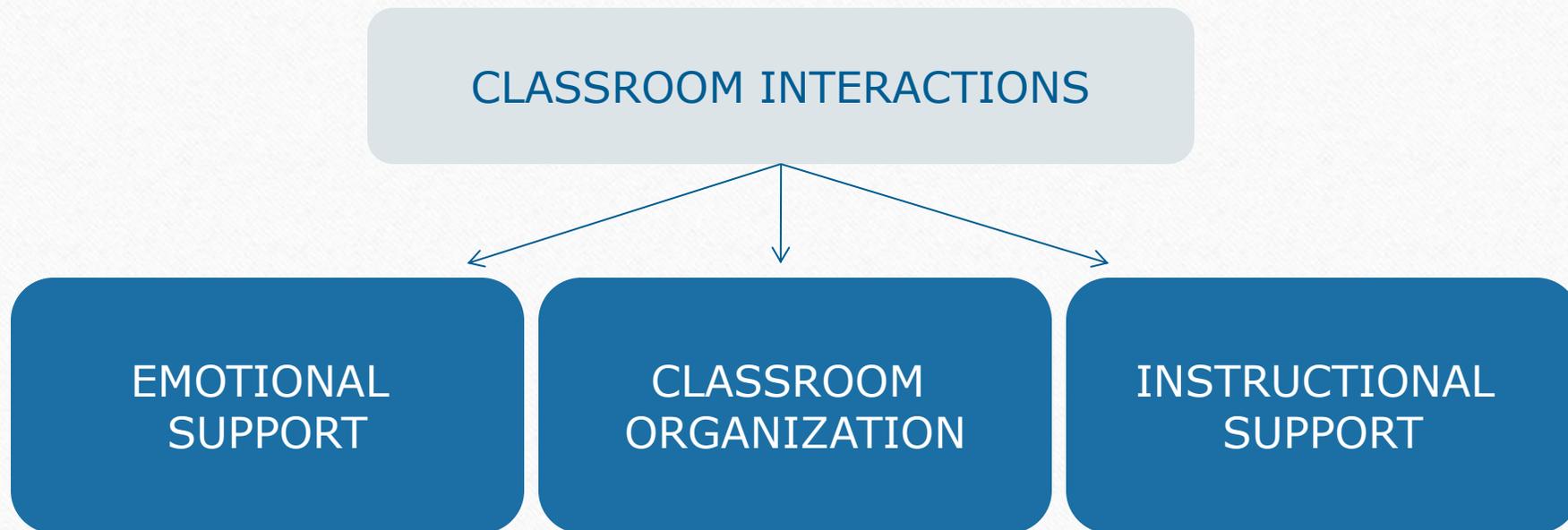


Measures teacher-child interactions in 3
Domains

1. Emotional Support
2. Classroom Organization
3. Instructional Support

Interactions and Effective Teaching

The CLASS[™] lens organizes effective classroom interactions into 3 broad categories or domains.



Program Assessment: Quality First Points Scale

Measures additional quality standards not assessed in either the ERS or the CLASS:

- Teacher Qualifications
- Administrative Practices
- Curriculum and Child Assessment



Quality First Star Rating Scale



STAR RATINGS

RISING STAR	PROGRESSING STAR	QUALITY	QUALITY PLUS	HIGHEST QUALITY
<p>Committed to quality improvement</p>	<p>Approaching quality standards</p>	<p>Meets quality standards</p>	<p>Exceeds quality standards</p>	<p>Far exceeds quality standards</p>
<p>ERS Average Program Score</p> <p>1.0 – 1.99</p>	<p>ERS Average Program Score</p> <p>2.0 – 2.99</p>	<p>ERS Average Program Score</p> <p>3.0 – 3.99</p> <p><i>No classroom score below 2.5</i></p>	<p>ERS Average Program Score</p> <p>4.0 – 4.99</p> <p><i>No classroom score below 3.0</i></p>	<p>ERS Average Program Score</p> <p>5.0 and above</p> <p><i>No classroom score below 3.0</i></p>
<p>CLASS™ Average Program Score</p> <p>N/A</p>	<p>CLASS™ Average Program Score</p> <p>N/A</p>	<p>CLASS™ Average Program Score</p> <p>ES 4.5 CO 4.5 IS 2.0</p>	<p>CLASS™ Average Program Score</p> <p>ES 5.0 CO 5.0 IS 2.5</p>	<p>CLASS™ Average Program Score</p> <p>ES 6.0 CO 6.0 IS 3.0</p>
<p>Quality First Points Scale</p> <p>N/A</p>	<p>Quality First Points Scale</p> <p>N/A</p>	<p>Quality First Points Scale</p> <p><i>6-point minimum</i></p> <p>SQ 2 AP 2 CA 2</p>	<p>Quality First Points Scale</p> <p><i>10-point minimum</i></p> <p>SQ 2 AP 2 CA 2</p>	<p>Quality First Points Scale</p> <p><i>12-point minimum</i></p> <p>SQ 4 AP 4 CA 4</p>

ERS = Environment Rating Scales
 ECERS: Early Childhood Environment
 ITERS: Infant/Toddler Environment
 FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
 ES: Emotional Support Domain
 CO: Classroom Organization Domain
 IS: Instructional Support Domain

Quality First Points Scale
 SQ: Staff Qualifications
 AP: Administrative Practices
 CA: Curriculum and Assessment



Katie Romero—(602)633-8652
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STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>									
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score <table border="0"> <tr> <td>ES 4.5</td> <td>CO 4.5</td> <td>IS 2.0</td> </tr> </table>	ES 4.5	CO 4.5	IS 2.0	CLASS™ Average Program Score <table border="0"> <tr> <td>ES 5.0</td> <td>CO 5.0</td> <td>IS 2.5</td> </tr> </table>	ES 5.0	CO 5.0	IS 2.5	CLASS™ Average Program Score <table border="0"> <tr> <td>ES 6.0</td> <td>CO 6.0</td> <td>IS 3.0</td> </tr> </table>	ES 6.0	CO 6.0	IS 3.0
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Overview of the Subscales and Items of the ECERS-R

Space and Furnishings

page 10

1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
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8. Gross motor equipment

Personal Care Routines

page 22

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
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Language-Reasoning

page 34

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Activities

page 39

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Interaction

page 58

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Program Structure

page 63

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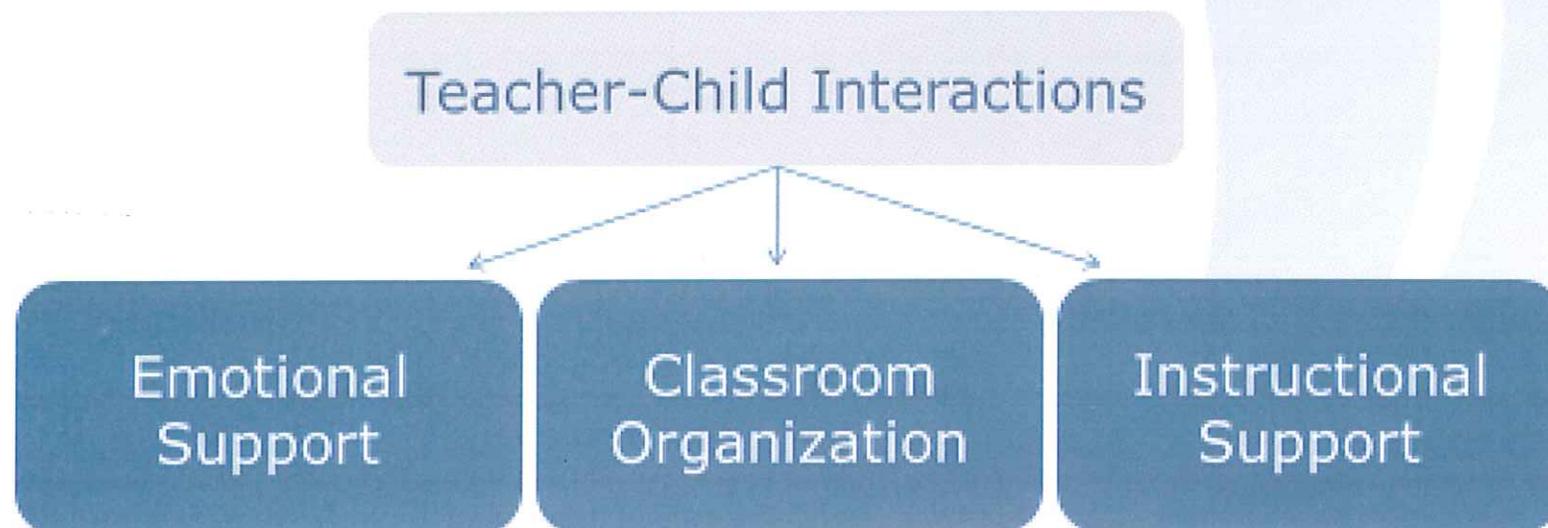
Parents and Staff

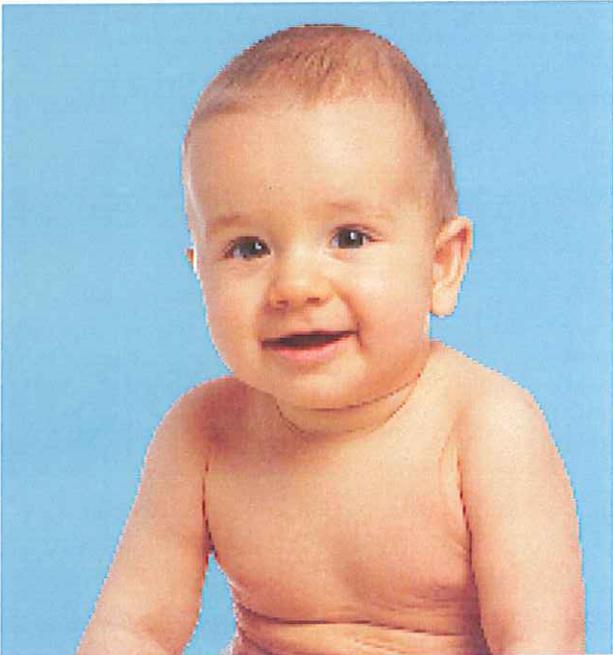
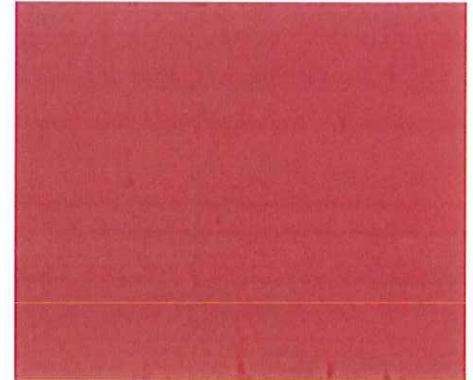
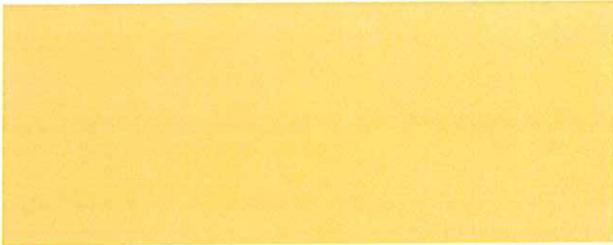
page 67

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth

Interactions and Effective Teaching

The CLASS tool organizes effective classroom interactions into three broad categories or domains.





QUALITY FIRST POINTS SCALE

- Staff Qualifications
- Administrative Practices
- Curriculum and Child Assessment



DIRECTIONS

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3-, 4- and 5-Star Rating scores for the ERS and CLASS assessments *(see Quality First Star Ratings Scale)*.
2. If all indicators in one column are “yes”, continue to the next column.
3. If any indicator is “no”, stop.
4. All indicators in each column must be marked “yes” in order to earn the points indicated at the end of each column.

Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)

Center Based - One Administrator (Director or Assistant Director) has the following education and experience:	Center Based - Teachers have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	Points Earned
<p>R9-5-401</p> <p>1. At least 24 months of child care experience, a high school or high school equivalency diploma, and:</p> <ul style="list-style-type: none"> • Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university <p>OR</p> <ul style="list-style-type: none"> • At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; <p>2. At least 18 months of child care experience and:</p> <ul style="list-style-type: none"> • An N.A.C., C.D.A., or C.C.P. credential <p>OR</p> <ul style="list-style-type: none"> • At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>3. At least six months of child care experience and:</p> <ul style="list-style-type: none"> • An AA or AAS in ECE, child development or closely related field. <p>4. At least three months of child care experience and:</p> <ul style="list-style-type: none"> • A BA or BS in ECE, child development or a closely-related field. 	<p>R9-5-401</p> <p>1. Six months of child care experience and:</p> <ul style="list-style-type: none"> • A high school diploma or high school equivalency diploma <p>OR</p> <ul style="list-style-type: none"> • At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>2. Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field</p> <p>OR</p> <p>N.A.C., C.D.A., or C.C.P. credential;</p>	<p>R9-5-401</p> <p>1. Current and continuous enrollment in high school or a high school equivalency class;</p> <p>2. High school or high school equivalency diploma</p> <p>3. Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501</p> <p>4. Employment as a teacher-caregiver aide for 12 months</p> <p>5. Service as a volunteer in a child care facility for 12 months;</p>	<p>R9-3-303</p> <p>1. If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS;</p> <p>2. If the staff member will work with enrolled children without being supervised by the provider or assistant provider:</p> <ul style="list-style-type: none"> • Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree <p>OR</p> <ul style="list-style-type: none"> • Be registered as a Level II-A with S*CCEEDS 	<p>N/A</p>

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers*</i> have the following education and experience:	<i>Center Based - Assistant Teachers</i> have the following education and experience:	<i>Family Child Care - Providers</i> have the following education and experience:	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	<p>2 points</p>

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers*</i> have the following education and experience:	<i>Center Based - Assistant Teachers</i> have the following education and experience:	<i>Family Child Care - Providers</i> have the following education and experience:	
<p>4a. A total of 75% have the following education</p> <p><u>Education:</u></p> <p>25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>Certificate of completion in ECE or child development from a community college</p> <p>OR</p> <p>CDA</p> <p>AND</p> <p>50% have AA or AAS in ECE</p> <p>OR</p> <p>AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND</p> <p><u>Experience:</u></p> <p>1 year of teaching in or administration of an early care and education program</p>	<p>4b. 50% have</p> <p><u>Experience:</u></p> <p>6 months of experience working in an early care and education program</p>	<p>4c.</p> <p><u>Education:</u></p> <p>12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR</p> <p>Certificate of completion in ECE or child development from a community college</p> <p>OR</p> <p>CDA</p> <p>AND</p> <p><u>Experience</u></p> <p>1 year of experience in an early care and education program</p>	4 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>6a. 25%** have Education: BA or BS in ECE or related field OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. AND Experience: 6 months of teaching in an early care and education program AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have Experience: 6 months of experience working in an early care and education program</p>	<p>6c. Education: AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. AND Experience: 1 year of experience in an early care and education program</p>	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

STAFF QUALIFICATIONS - Documentation Requirements

- Official Transcripts for all staff with college credits or diplomas. *Only courses with a grade of C or better will be accepted.*
- Complete staffing tab in the Quality First Dashboard, for each employee. ****coach verifies**
 - Enter each staff using the [Add new row](#) link.
 - Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. *Do not include staff who do not work directly in the classroom with children.*
 - Click on [Edit Details](#) for each staff member and enter the information required. *Do not enter college credits or degrees.*

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			Points Earned
<i>Center Based - Ratios and Group Sizes</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes</i>	<i>All Programs - Retention</i>	
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	R9-3-306 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	N/A

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 months 1:6, max of 12 children • 2 year olds 1:8, max of 16 children • 3 year olds 1:13, max of 26 children • 4-5 year olds 1:15 max of 30 children 	2b. Ratios and group sizes are the following: Up to 5 children enrolled <ul style="list-style-type: none"> • 1:5, max of 5 children 6 – 10 children enrolled <ul style="list-style-type: none"> • 1:5, max of 10 children 	2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	2 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
4a. Group Sizes are the following: <ul style="list-style-type: none"> • Infants 1:5, max of 10 children • 12-24 month 1:6, max of 12 children • 2 Year Olds 1:8, max of 16 children • 3 Year Olds 1:12, max of 24 children • 4-5 Year Olds 1:13, max of 26 children 	4b. Ratios and group sizes are the same as the previous level.	4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	4 points

Administrative Practices (must meet standards in all columns of each row to receive points)

Center Based - Ratios and Group Sizes*** <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	Family Child Care - Ratios and Group Sizes***	All Programs - Retention	Points Earned
<p>6a. Ratios and Group Sizes meet the following:</p> <ul style="list-style-type: none"> • Infants 1:4, max of 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children <p>Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.</p>	<p>6b. Ratios and group sizes are the following:</p> <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children <p>6 – 10 children enrolled</p> <ul style="list-style-type: none"> • 1:4 max of 10 children 	<p>6c. In the past 3 years, the retention rate for all classroom staff or Family Child Care staff does not fall below 65%. If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.</p>	<p>6 points</p>

ADMINISTRATIVE PRACTICES – Documentation Requirements

- Complete staffing tab in the Quality First Dashboard, for each employee.
 - Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed.
 - Do not remove any employees that are no longer employed. The “Active?” checkbox should be empty for people no longer employed.
- Complete the classroom ratios and group sizes form.

*****Group Size.** There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
All Programs - State Standards and Program Guidelines	Center Based - Curriculum	Family Child Care - Curriculum	All Programs – Child Assessment	
None	<p>R9-5-501.C.5</p> <p>1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to:</p> <ul style="list-style-type: none"> • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence 	<p>R9-3-401</p> <p>6. The program at the child care group home is:</p> <ol style="list-style-type: none"> Structured to meet the following: <ol style="list-style-type: none"> The age and developmental level of each enrolled child; The needs of each enrolled child; and The enrolled children's need for familiarity, consistency, and routine; and Based upon a weekly schedule that includes: <ol style="list-style-type: none"> Routines, such as meals and snacks and rest periods, that follow a familiar and consistent pattern; If weather and air quality permit, outdoor activities; Stories, music, dancing, singing, and reading; Listening and talking opportunities; and Creative activities such as water play, cutting and pasting, painting, coloring, dramatic play, and playing with blocks; 	None	N/A

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>2a.</p> <p>Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and Infant – Toddler Developmental Guidelines (ITDG). <i>The Infant-Toddler Developmental Guidelines will be required when written and available.</i> <i>*A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.</i></p>	<p>2b.</p> <p>The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans.</p> <p>AND</p> <p>There is a written process for sharing curriculum with families.</p>	<p>2c.</p> <p>Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development.</p> <p>AND</p> <p>Parent Teacher conferences are offered once per year.</p>	2 points

*Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children’s developmental progress.

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.</p>	<p>4b. Written curriculum plans include specific learning objectives for children based on each child’s documented or observed assessment information.</p>	<p>4c. Assessment of children’s growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families.</p> <p>AND Programs use a variety of methods that include observation/anecdotal notes, children’s work samples, developmental checklists.</p>	4 points

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****	
<p>6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).</p>	<p>6b. Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.).</p> <p><i>This item may be N/A</i></p>	<p>6c. Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies.</p> <p>AND Parent teacher conferences are offered twice per year.</p>	6 points

*Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children’s developmental progress.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements
<p><input type="checkbox"/> AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers.</p> <p><input type="checkbox"/> Certificates for the Introduction to the standards.</p> <p><input type="checkbox"/> Certificates for individual modules.</p> <p><input type="checkbox"/> Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom).</p> <p><input type="checkbox"/> (2 points) AZELS or ITDG is indicated on each curriculum plan.</p>

(4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.

(6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

Four child assessments including at least one child in each classroom in the program. *Assessor will choose randomly.*

Documentation of social development is included in each child's assessment.

Documentation of emotional development is included in each child's assessment.

Documentation of cognitive development is included in each child's assessment.

Documentation of physical development is included in each assessment.

Parent-teacher conference schedule which indicates how many time per year conferences are offered.

Observation/anecdotal records are included in each child's assessment.

Children's work samples are included in each child's assessment.

Developmental checklists are included in each child's assessment.

Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:

- Family surveys about child's growth and development.
- Documentation of communications with families about child's growth and development.
- Documentation of formal conferences that include the family's perspective.
- Documentation of parent interviews to understand the child's development from the family perspective.

Developmental Screening and/or referral forms for families to receive screenings.

****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

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

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

Note:

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

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

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

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

Note:

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

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

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

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

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

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

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Expansion: Increase slots and/or capital expense

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC001-15-0740-01 / Holbrook Unified School District	Quarterly Data Submission Status*			0			

The grantee has not received training on submitting data quarterly reports. FTF is working with grantee to scheduling training soon.

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC001-15-0487-01 / St. Mary's Food Bank Alliance	Quarterly Data Submission Status*		3	3			
<ul style="list-style-type: none"> • New agency partner in Many Farms, October 2014. • Exploring potential agency partners in Kayenta and Chilchinbito. • Seeking assistance to provide ServSafe, a food safety curriculum in the region. 	Number of food boxes distributed	9000	12413	12067			24480
	Number of families who received food boxes		12413	12067			
	Number of children (0-5 yrs) in families who received food boxes		19735	19136			
	Number of families who received other items		0	0			
	Number of children (0-5 yrs) in families who received other items		0	0			
Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC001-15-0487-02 / St. Jude Food Bank	Quarterly Data Submission Status*		3	3			
<ul style="list-style-type: none"> • Provides monthly classes on healthy cooking, budgeting, preserving vegetables • Collaborates with agencies (CCPHSD, Diabetes prevention, TANF, etc.) 	Number of food boxes distributed	3960	1107	1051			2158
	Number of families who received food boxes		1107	1051			
	Number of children (0-5 yrs) in families who received food boxes		1706	1643			
	Number of families who received other items		182	100			
	Number of children (0-5 yrs) in families who received other items		187	100			

Home Visitation (*Primary Strategy*)

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

Home visitor caseload for the quarter – when the ratio of home visitors to families served is above 1:20. **Staff turnover for the quarter** – when the staff turnover is above 20% (from one quarter to the next). **Client turnover for the quarter** - when the client turnover is above 20% (from one quarter to the next). **Clients disenrolled due to moving** - when the percent of clients disenrolled due to “moving” is above 20%. **Clients disenrolled due to unable to locate** - when the percent of clients disenrolled due to "unable to locate" is above 10%.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC001-14-0468-01-Y2 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3			
<ul style="list-style-type: none"> Parent Connection: Child Behavior, How Children Learn, Healthy Relationships, Age Development, Literacy, and Nutrition New PAT Coordinator, Terry Posey began November 2014. Success story –a mother of six obtain housing at Sandstone Estates. Mother is now able to have all six of her children under her care in adequate housing. 	Number of families newly enrolled during the quarter		16	19			
	Number of families served	150	155	174			174
	Number of families at the end of the quarter (subtracting disenrolled)		116	128			
	Number of families continuing to receive services who have moved out of the region during the quarter		4	2			
	Number of families disenrolled during the quarter		39	7			
	Number of full time equivalent home visitors at the end of the quarter		4.0	4.0			
	Home visitor caseload for the quarter		29.0	32.0			
	Staff turnover for the quarter		0	0			
	Family turnover for the quarter		16.5%	0			
	Families disenrolled due to moving		41.0%	71.4%			
	Families disenrolled due to unable to locate		33.3%	0			
	Number of children newly enrolled during the quarter		42	18			
	Number of children served		224	242			
	Number of families who received community based referrals		220	319			

Developmental and Sensory Screening (*Secondary Strategy*)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC001-14-0468-01-Y2 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3			
February 2015: Staff received training for hearing and vision screening. It is expected that screenings be provided in the remainder of the FY.	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		0	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		0	0				
	Number of developmental screenings conducted		57	16			
	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		4	0			
	Number of children received developmental screening		55	16			
	Number of children receiving screening (children may have received 1-3 types of screenings)		55	14			

Health Insurance Enrollment (*Secondary Strategy*)

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC001-14-0468-01-Y2 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3			
	Number of families provided New Enrollment Assistance to AHCCCS/Medicaid		1	0			
	Number of families provided New Enrollment Assistance to private health insurance		0	0			
	Number of families provided Renewal Assistance to AHCCCS/Medicaid		0	2			
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		0	0			
	Number of families referred for new enrollment assistance to AHCCCS/ Medicaid		1	0			
	Number of families referred for new enrollment assistance to private health insurance		0	2			
	Number of families referred for renewal assistance to AHCCCS/Medicaid		0	2			
	Number of families not eligible for public insurance (e.g. AHCCCS or IHS) referred to low-cost or sliding scale health care services		0	0			
	Number of families served		2	6			

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Nutrition/Obesity/Physical Activity

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC001-15-0694-01 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3			
<p>Healthy Store Initiative: Bashas' stores in the region. Tuba City Bashas partnership established.</p> <p>Barriers: Navajo County staff turnover. Interruption in program service. Two new health educators hired/trained. Expected to hire a program coordinator in the 3rd quarter.</p> <p>Staff Updates: Navajo County program manager transitions to full-time. Coconino County program manager's responsibilities delegated to other Coconino County staff, while Jocelyn participates in a leadership program.</p> <p>Successful partnerships: Head Start, Program for Self-Reliance, teen parents at Page High School and Nizhoni Accelerated Academy</p>	Number of parent/family educational sessions conducted		47	47			
	Number of adults attending parent/family education sessions		282	423			
	Number of children (0-5yrs) attending parent/family education sessions		363	527			
	Number of community events conducted related to nutrition and physical activity, healthy living		10	1			
	Number of adults attending community events		246	99			
	Number of children (0-5yrs) attending community events		112	0			
	Number of provider educational sessions conducted		58	123			
	Number of professionals attending child care provider education sessions		348	478			
	Number of adults attended	4000	876	1000			1876
	Number of children attended	2000	475	527			1002
Number of community projects started during the quarter		2	3				
Number of community projects completed during the quarter		0	0				

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Oral Health

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC001-13-0545-01-Y3 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3			
Oral health staff completed screenings and varnish applications at 55 locations . Tele-dentistry: Meetings were held with Kayenta Indian Health Center and Chinle IHS. Program staff continues to meet with dental professionals to develop potential partnerships in implementation of program.	Number of oral health screenings given to expectant mothers	0	0	0			0
	Number of oral health screenings given to children (0-5yrs)	2200	682	1224			1906
	Number of fluoride varnish applied to children (0-5yrs)	2200	671	1204			1875
	Number of expectant mothers receiving oral health kits		0	0			
	Number of children (0-5 yrs) receiving oral health kits		932	1361			
	Number of group trainings conducted		15	8			
	Number of adults who attended group trainings	200	115	100			215
	Number of children who attended group trainings		405	18			
	Number of adults who participated in individualized educational sessions		79				
	Number of expectant mothers referred to treatment providers			0	0		
	Number of expectant mothers receiving services			0	0		
	Number of children (0-5yrs) referred to treatment providers			682	1224		
	Number of children (0-5yrs) receiving services			0	0		

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	25	8	8			8
	Number of Homes	0	0	0			0

Child Care Health Consultation:

- 5 of 7 centers have received and reviewed the Health and Safety checks.
- 6 centers are at Tier 2, Expert Mode Services
- 1 center receiving Tier 3, Comprehensive Services
- 1 center recently enrolled in Quality First, Meet and Greet with a scheduled follow up meeting

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
Valley of the Sun United Way	Quarterly Data Submission Status*		3	3			
	Number of center based providers served		3	5			
	Number of center based providers at the end of the quarter (subtracting disenrolled)		3	4			
	Number of children receiving scholarships at the end of the quarter		87	96			
	Center based providers: Number of infants receiving scholarships		0	3			
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	3			
	Center based providers: Number of toddlers receiving scholarships		11	20			
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		9	6			
	Center based providers: Number of preschool aged children receiving scholarships		80	110			
	Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		61	75			
	Center based providers: # of children with special needs receiving scholarships		16	16			
	Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		13	12			
	Number of Infant (0-12 months) slots filled end of the quarter		0.0	3.0			
	Number of toddler (13-35 months) slots filled end of the quarter		8.5	6.0			
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		58.0	68.5			
	Number of slots filled with children (0-5 yrs) end of the quarter	328	66.5	77.5			77.5
	Number of FTF slots vacant for children (0-5 yrs)		15.5	4.5			

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Reach Out And Read - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0401-01-Y3 / American Academy of Pediatrics - AZ Chapter	Quarterly Data Submission Status*		3	3			
<p>Medical providers at 8 sites gave new, developmentally-appropriate books & advised about the importance of reading aloud.</p> <p>Four on-site observations were conducted using Site Observation Scale (SOS), a required assessment to examine fidelity to the ROR intervention model. SOS data indicated all are functioning very well.</p> <p>The National ROR Center, in partnership with Save the Children, received the Innovative Approaches to Literacy Grant from the U.S. Department of Education and the NN ROR program and RORAZ state coalition is participating. Project implementation has begun and the Regional Coordinator will serve as the project liaison.</p>	Number of practices newly participating in Reach Out and Read program		8	0			
	Number of participating practices	7	8	8			8
	Number of practices at the end of the quarter (subtracting discontinued)		8	8			
	Number of physicians newly participating in Reach Out and Read program		44	0			
	Number of participating physicians		44	44			
	Number of participating physicians at the end of the quarter (subtracting discontinued)		44	44			
	Number of books distributed	4895	1224	1224			2448

Recruitment – Stipends/Loan Forgiveness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0518-01-Y3 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3			
<ul style="list-style-type: none"> Two Speech Language Pathologists recruited. End dates for therapists are 12/31/15 and 5/14/16. 	Number of therapists receiving loan forgiveness	2	2	2			2
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0			
	Number of therapists in first year of loan forgiveness service		2	2			
	Number of therapists in second year of loan forgiveness service		0	0			
	Number of therapists in third year of loan forgiveness service		0	0			
	Number of therapists in fourth year of loan forgiveness service		0	0			
	Number of therapists receiving stipends	2	2	2			2
	Number of therapists newly contracted for a stipend during the quarter		0	0			
	Number of therapists in first year of stipends		2	2			
	Number of therapists in second year of stipends		0	0			
	Number of therapists in third year of stipends		0	0			
	Number of therapists in fourth year of stipends		0	0			
Number of therapists receiving both a loan forgiveness and stipend			2	2			

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Scholarships non-TEACH

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First & Second Fiscal Quarters (July - Dec)	Third & Fourth Fiscal Quarters (Jan - Jun)	Fiscal YTD Total
GRA-RC001-13-0544-01-Y3 / Coconino Community College	Quarterly Data Submission Status*		1		
	Total number of applications received for CDA		10		
	Number of approved applications for participants who chose a CDA Pathway		9		
	Number of participants who completed a CDA Pathway	8	0		0
	Number of ECE units (credits) completed towards a CDA certification/credentialing		54		
	Number of participants approved during this reporting period, with a CDA Pathway, who did not participate in the previous reporting period		0		
	Total number of participants submitting CDA applications		9		
	Number of participants approved for a CDA assessment		0		
	Number of participants whose CDA application was REJECTED		0		
	Number of CDA applications submitted to the Council for Professional Recognition (credentialing)		0		
	Number of participants awarded a CDA Credential (approved by professional council)		0		
	Number of participants submitting CDA Mentor applications				
	Number of participants approved for a CDA Mentor service				
	Number of participants whose CDA Mentor applications was not approved				
	Number of center-based programs who are in Quality First (FTF)				
	Number of family child/group home care providers where a participant with a CDA Pathway works		0		
	Number of CDA participants in Quality First programs				

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First & Second Fiscal Quarters (July - Dec)	Third & Fourth Fiscal Quarters (Jan - Jun)	Fiscal YTD Total
GRA-RC001-14-0607-01-Y2 / Diné College	Quarterly Data Submission Status*		1		
	Total number of applications received for Associate Degree		5		
	Number of approved applications for participants who chose a CDA Pathway		0		
	Number of participants who completed a CDA Pathway	20	0		0
	Number of applications received for an Associate of Applied Science (AAS) Degree		5		
	Number of approved participants taking ECE coursework leading to an Associate degree		5		
	Number of participants awarded an Associate degree		1		
	Number of participants who had an AAS Pathway & changed to another Pathway		0		
	Number of ECE units completed towards an Associate degree		22		
	Number of participants approved during this reporting period, with an AAS Pathway, who did not participate in the previous reporting period		2		
	Total number of center-based programs (unduplicated)		0		
	Number of center-based programs who are in Quality First (FTF)		0		
	Number of family child/group home care programs who are in Quality First		0		
	Number of center-based programs where a participant with an AAS Pathway works		0		
	Number of family child/group care providers where a participant with an AAS Pathway works		0		
	Number of AAS participants in Quality First programs		0		

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First & Second Fiscal Quarters (July - Dec)	Third & Fourth Fiscal Quarters (Jan-Jun)	Fiscal YTD Total
GRA-RC001-14-0599-01-Y2 / Northland Pioneer College	Quarterly Data Submission Status*		1		
	Total number of applications received for CDA, Certificate of Completion (COC), Associate Degree		88		
	Number of approved applications for participants who chose a CDA Pathway		0		
	Number of participants who completed a CDA Pathway	70	81		81
	Number of ECE units (credits) completed towards a CDA certification/credentialing		238		
	Number of participants approved during this reporting period, with a CDA Pathway, who did not participate in the previous reporting period				
	Total number of participants submitting CDA applications		20		
	Number of participants approved for a CDA assessment		17		
	Number of participants whose CDA application was REJECTED				
	Number of CDA applications submitted to the Council for Professional Recognition (credentialing)				
	Number of participants awarded a CDA Credential (approved by professional council)		17		
	Number of participants submitting CDA Mentor applications		0		
	Number of participants approved for a CDA Mentor service		20		
	Number of participants whose CDA Mentor applications was not approved		1		
	Number of applications received for a COC		11		
	Number of approved participants taking ECE coursework leading to a COC		11		
	Number of participants awarded a COC		11		

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Number of participants who had a COC Pathway and changed to another Pathway		0	
Number of ECE units (credits) completed towards a COC		39	
Number of participants approved during this reporting period, with a COC Pathway, who did not participate in the previous reporting period		1	
Number of applications received for an Associate of Applied Science (AAS) Degree		2	
Number of approved participants taking ECE coursework leading to an Associate degree		2	
Number of participants awarded an Associate degree		0	
Number of participants who had an AAS Pathway and changed to another Pathway		0	
Number of ECE units completed towards an Associate degree		39	
Number of participants approved during this reporting period, with an AAS Pathway, who did not participate in the previous reporting period		0	
Number of family child/group home care providers where a participant with a CDA Pathway works		1	
Number of center-based programs where a participant with a COC Pathway works		30	
Number of center-based programs where a participant with an AAS Pathway works		2	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y3 / Southwest Human Development	Number of new callers		3	1			
	Number of repeat callers		1	0			
	Number of calls received (new and repeat)	0	4	1			5
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		3	1			
	Number of new calls from other callers		0	0			
	Number of callers referred for follow-up service		3	1			
	Number of callers reporting receiving appropriate follow-up or service		2	1			

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y4 / SPF Consulting, LLC	Number of English cases distributed		15	14			
	Number of Spanish cases distributed		0	0			
	Number of cases distributed		15	14			
	Number of parent kits distributed		210	196			

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2015

FTF Professional REWARD\$*

* Source data issues, please contact grantee over discrepancies

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0346-01-Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3			
	Total Number of Applicants			19			
	Total number of Approved Scholars			15			
	Number of NEW Scholars			2			
	Number of Renewed Scholars			13			
	Number of Incentive awards distributed	50		15			15
	Total Number of Scholars by REWARD Tiers:			15			
	Tier 1			3			
	Tier 2			0			
	Tier 3			0			
	Tier 4			7			
	Tier 5			7			
	Tier 6			3			
	Tier 7			0			
	Tier 8			1			
	Tier 9			0			

FY 2015 NAVAJO NATION CONTRACT DETAIL REPORT

	Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	% of Award Expended	
Community Awareness	Community Awareness Strategy	Strategy Subtotal:		\$30,000	\$30,000	\$5,961	\$24,039	19.9%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$30,000	\$5,961	\$24,039	19.9%	
	Community Outreach Strategy	Strategy Subtotal:		\$85,000	\$85,000	\$37,152	\$47,848	43.7%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$85,000	\$37,152	\$47,848	43.7%	
	Media Strategy	Strategy Subtotal:		\$65,000	\$65,000	\$36,590	\$28,410	56.3%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$65,000	\$36,590	\$28,410	56.3%	
	Goal Area Subtotal:		\$180,000	\$180,000	\$79,702	\$100,298	44.3%	
Evaluation	Statewide Evaluation Strategy	Strategy Subtotal:		\$259,546	\$259,546	\$225,900	\$33,646	87.0%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$259,546	\$225,900	\$33,646	87.0%	
	Goal Area Subtotal:		\$259,546	\$259,546	\$225,900	\$33,646	87.0%	
Family Support	Food Security Strategy	Strategy Subtotal:		\$180,000	\$180,000	\$142,581	\$37,419	79.2%
	St. Jude Food Bank	07/01/2014-06/30/2015		\$90,000	\$52,581	\$37,419	58.4%	
	St. Mary's Food Bank Alliance	07/01/2014-06/30/2015		\$90,000	\$90,000	-	100.0%	
	Home Visitation Strategy	Strategy Subtotal:		\$428,963	\$389,966	\$195,191	\$194,775	50.1%
	Chicanos Por La Causa, Inc.	07/01/2014-06/30/2015		\$389,966	\$195,191	\$194,775	50.1%	
	Native Language Preservation Strategy	Strategy Subtotal:		\$150,000	-	-	-	0.0%
	Parent Outreach and Awareness Strategy	Strategy Subtotal:		\$90,000	\$90,000	\$4,545	\$85,455	5.0%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$90,000	\$4,545	\$85,455	5.0%	
	Reach Out and Read Strategy	Strategy Subtotal:		\$72,698	\$72,698	\$58,975	\$13,723	81.1%
	American Academy of Pediatrics - AZ Chapter	07/01/2014-06/30/2015		\$72,698	\$58,975	\$13,723	81.1%	
	Goal Area Subtotal:		\$921,661	\$732,664	\$401,291	\$331,373	54.8%	
Health	Child Care Health Consultation Strategy	Strategy Subtotal:		\$74,250	\$73,864	\$36,911	\$36,953	50.0%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$3,852	\$3,852	-	100.0%	
	Maricopa County Department of Public Health	07/01/2014-06/30/2015		\$1,321	\$185	\$1,136	14.0%	
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$66,289	\$31,783	\$34,506	47.9%	
	Pima County Health Department	07/01/2014-06/30/2015		\$2,402	\$1,090	\$1,312	45.4%	
	Nutrition/Obesity/Physical Activity Strategy	Strategy Subtotal:		\$600,000	\$582,930	\$153,400	\$429,530	26.3%
	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$582,930	\$153,400	\$429,530	26.3%	
	Oral Health Strategy	Strategy Subtotal:		\$460,000	\$405,828	\$137,386	\$268,442	33.9%

	Navajo County Public Health Services District	07/01/2014-06/30/2015		\$405,828	\$137,386	\$268,442	33.9%	
	Recruitment – Stipends/Loan Forgiveness		Strategy Subtotal:	\$66,420	\$54,120	\$58,168	(\$4,048)	107.5%
	Arizona Department of Health Services	To Be Determined		-	\$4,048	(\$4,048)	0.0%	
		07/01/2014-06/30/2015		\$54,120	\$54,120	-	100.0%	
			Goal Area Subtotal:	\$1,200,670	\$1,116,742	\$385,864	\$730,877	34.6%
Professional Development	FTF Professional REWARD\$ Strategy		Strategy Subtotal:	\$67,500	\$67,500	\$51,247	\$16,253	75.9%
	Valley of the Sun United Way	To Be Determined		-	\$597	(\$597)	0.0%	
		07/01/2014-06/30/2015		\$67,500	\$50,650	\$16,850	75.0%	
	Scholarships non-TEACH Strategy		Strategy Subtotal:	\$700,000	\$445,221	\$141,444	\$303,777	31.8%
	Coconino Community College	07/01/2014-06/30/2015		\$52,000	\$17,709	\$34,291	34.1%	
	Dine College	07/01/2014-06/30/2015		\$65,560	\$6,805	\$58,755	10.4%	
	Northland Pioneer College	07/01/2014-06/30/2015		\$327,661	\$116,930	\$210,731	35.7%	
			Goal Area Subtotal:	\$767,500	\$512,721	\$192,690	\$320,031	37.6%
Quality and Access	Expansion: Increase slots and/or capital		Strategy Subtotal:	\$500,000	\$140,994	\$74,694	\$66,300	53.0%
	Arizona Department of Education	07/01/2014-12/31/2014		\$74,694	\$74,694	-	100.0%	
	Holbrook Unified School District	10/01/2014-06/30/2015		\$66,300	-	\$66,300	0.0%	
	Family, Friends & Neighbors Strategy		Strategy Subtotal:	\$200,000	-	-	-	0.0%
	Quality First Academy Strategy		Strategy Subtotal:	\$23,500	\$23,500	\$9,790	\$13,710	41.7%
	Southwest Human Development	07/01/2014-06/30/2015		\$23,500	\$9,790	\$13,710	41.7%	
	Quality First CCHC Warmline Strategy		Strategy Subtotal:	\$1,175	\$840	\$316	\$524	37.6%
	University of Arizona Cooperative Extension	07/01/2014-06/30/2015		\$840	\$316	\$524	37.6%	
	Quality First Coaching & Incentives Strategy		Strategy Subtotal:	\$453,735	\$433,995	\$307,923	\$126,072	71.0%
	Valley of the Sun United Way	To Be Determined		-	(\$17,911)	\$17,911	0.0%	
		07/01/2014-06/30/2015		\$433,995	\$325,834	\$108,161	75.1%	
	Quality First Inclusion Warmline Strategy		Strategy Subtotal:	\$5,250	\$4,631	\$2,229	\$2,403	48.1%
	Southwest Human Development	07/01/2014-06/30/2015		\$4,631	\$2,229	\$2,403	48.1%	
	Quality First Mental Health Consultation		Strategy Subtotal:	\$5,400	\$5,400	\$2,950	\$2,450	54.6%
	Southwest Human Development	07/01/2014-06/30/2015		\$5,400	\$2,950	\$2,450	54.6%	
	Quality First Scholarships Strategy		Strategy Subtotal:	\$2,249,327	\$2,249,327	\$1,690,605	\$558,722	75.2%
	First Things First (FTF-Directed)	07/01/2014-06/30/2015		\$20,179	\$20,179	-	100.0%	
	Valley of the Sun United Way	07/01/2014-06/30/2015		\$2,229,148	\$1,670,426	\$558,722	74.9%	
	Quality First Warmline Triage Strategy		Strategy Subtotal:	\$1,900	\$1,900	\$1,090	\$810	57.4%
	Southwest Human Development	07/01/2014-06/30/2015		\$1,900	\$1,090	\$810	57.4%	
			Goal Area Subtotal:	\$3,440,287	\$2,860,587	\$2,089,598	\$770,989	73.0%
			Overall Total:	\$6,769,665	\$5,662,260	\$3,375,046	\$2,287,214	59.6%