

La Paz/Mohave Regional Partnership Council Needs & Assets Report 2012

Base Report and Additional Services Work Plan

Base Report

\$17,000

The Norton School staff will identify, collect, and analyze secondary data as detailed in Exhibit A, attached. At a minimum we anticipate utilizing existing local, state and federal data sources such as County Health Departments, the Arizona Department of Health, Department of Education, Department of Economic Security, the Federal Census, and the St. Luke's Arizona Health Survey. The goal is to produce an informative and useful report for supporting decision-making by the La Paz/Mohave Regional Partnership Council.

Additional Services

\$38,675

Community-level information in rural areas is sparse. Therefore, the La Paz/Mohave Regional Council is seeking additional detailed data gathering, analysis and reporting at the community level in order to provide a more complete "picture" of the Region. Secondary data will be collected from state and community agencies, and will be supplemented by primary data gathered from key community informants through phone interviews and focus groups. The anticipated products are 15 two-page fact sheets by geographic area that include similar health, early education, and family support indicators, and 15 annotated lists of pertinent resources available to families in each region. We know that strengthening communities requires not only identifying the needs in those areas, but recognizing the particular strengths of a Region, in order to leverage those to creatively address challenges. We are committed to documenting those considerable strengths. Each report should therefore paint a picture of the current circumstances, strengths, needs, strategies that are underway and proposed areas for improvement or change in the region that usefully informs the Regional Partnership Council's prioritization, planning, and funding activities.

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Additional Services Tasks

Additional Secondary Data Collection

Fifteen geographic areas within the La Paz/Mohave region have been identified by the Regional Council and Director as focus areas for additional data collection and analysis. The Regional Council and Director will work with the vendor to select the same key indicators for all fact sheets including: demographics, income, early care and education wait lists, and health. These data will be parsed out of larger data sets where available, but it is anticipated that contacts with community-based agencies and key informants is likely to be necessary, as well.

These data will be compiled into two-page fact sheets by geographic area. The purpose of the fact sheets is to provide an accurate description of the children birth through age five and their families in each of the 15 identified communities. In addition, a local resource list will be created for each of the communities that lists the pertinent resources available to families with young children. The lists will include a brief description of each local resource, an address, phone number, and website (where available). Include such resources as child care providers, schools, clinics, hospitals, pediatric services, dental services, parks, food banks, libraries, non-profit organizations, churches, and other sources identified through available secondary data sources and by key community stakeholders (see *Primary Data Collection*, below).

Geographic focus areas within the La Paz/ Mohave region are:

Mohave County

1. Bullhead City (86429, 86430, 86433, 86439, 86442)
2. Fort Mohave (86426, 86427)
3. Mohave Valley (86440, 86446)
4. Kingman (86401, 86402, 86409, 86431, 86437)
5. Lake Havasu City (86403, 86404, 86405, 86406)
6. The Fort Mojave Indian Tribe
7. Colorado City (86021)
8. Golden Valley (86413)
9. Littlefield/Beaver Dam (86432)
10. Dolan Springs (86441)
11. Topock (86436)

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La Paz County

1. Parker (85344)
2. Wenden/Salome (85357, 85348)
3. Ehrenberg (85334)
4. Quartzsite (85346, 85359)

Primary Data Collection

Once fact sheets and resource lists have been drafted, they will be used as “conversation starters” within communities. That is, the vendor will work with the Regional Council and the Director to identify key community leaders in each geographic area who can assist with recruiting community stakeholders for focus groups. The fact sheets will allow the vendor to present community-specific information to the participants and will use a semi-structured interview guide to solicit more detailed information about the infrastructure, capacity and need for early learning, health and family support services within that community. We anticipate focus groups in each of the 15 geographic areas identified. Spanish-speaking staff will be available where possible, and will be available particularly for the Parker, Wenden/Salome, and Littlefield/Beaver Dam areas. In order to maximize travel efficiencies (and minimize travel costs), we will, where possible, schedule these focus groups to correspond with focus groups in nearby communities. (i.e., the Mohave County/Ft. Mojave Tribe groups; the La Paz County groups; and the Littlefield/Beaver Dam/Colorado City groups)

Additional Analysis

Additional analyses will include compilation and appropriate display of community-level data and resource lists, as well as analysis and reporting of focus group data. These will be integrated to supplement the data for the base report and create a more complete “picture” of each of the communities that comprise the La Paz/ Mohave Region. We will work closely with the Regional Partnership Council, the Regional Director and designated community stakeholders and will incorporate their feedback into revisions of the fact sheets and the overall report.

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Additional Services Activities

Additional Secondary Data Collection

- Identify, with Regional Partnership and Director, a list of common indicators to be reported upon at the community level
- Collect and clean data on community-level indicators and resources. Tribal approvals will be sought in advance of collecting data from Ft. Mojave Indian Tribe agencies and stakeholders
- Coordinate with community agencies for data provision, where necessary
- Provide data management and quality control

Primary data collection

- Develop semi-structured focus group guides (soliciting information on infrastructure, capacity and need for early learning, health and family support services)
- Train focus group facilitators
- Identify and coordinate with key community leaders to recruit community stakeholders for focus groups
- Coordinate scheduling of focus groups
- Travel to 15 communities
- Conduct focus group in each community

Data analysis

- Analyze secondary data and incorporate into community-level fact sheets
- Compile community resources into an annotated resource list, by community
- Revise fact sheets based on community feedback
- Integrate community-level findings into Needs and Assets Report

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Collaboration with council for feedback and revision

- Correspond regularly with Regional Director
- Travel to a minimum of three scheduled Regional Council meetings
- Present drafts of: indicators, fact sheets, integrated report
- Incorporate feedback into revisions

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Timeline

Task	July-Aug 2011	Sept-Oct 2011	Nov-Dec 2011	Jan-Feb 2012	Mar-Apr 2012	May-June 2012	July-Aug 2012
Meeting with Regional Partnership Council to review workplan and draft indicators	28 July						
Collect, clean, analyze existing data for base report							
Collect, clean, analyze data on community indicators and resources (Note: Tribal approvals will be sought in advance of collecting data from Ft. Mojave Indian Tribe agencies and stakeholders)							
Develop community-level fact sheet drafts							
Develop focus group guides for community data collection							
Present fact sheets for review and comment by Council				26 Jan			
Review fact sheet with community stakeholders in each of 15 geographic areas							
Revise fact sheets based on community feedback							
Integrate community-level quantitative and qualitative data into draft base report							
Regional Director reviews draft report							
Present draft to Regional Partnership Council for review and comments						May 24	
Revise and deliver final report							
Once monthly meetings/updates with FTF Regional Staff							
Meetings/updates with FTF central and divisional leadership							

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Exhibit A: First Things First, 2012 Regional Needs and Assets Report Template

Executive summary

Include an executive summary that gives an overview of sections completed below and the conclusions drawn.

General Population trends: In this section present the historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) population, and population growth of the total population and of children using data from the regional profile and federal, state, local, and other identified data sources that provide valid data about the past and current number and percent of young children and their families living in the region as well as any counties, places, towns, etc. that are partially or completely located in the region. Ideally the data will specify the number of children ages zero through five, however if these data are not available, use children 1 through 14 or children 1 through 18, as available.

Discuss population trends and their impact and compare to the statewide trends. Include data and discussion of specific areas or sub-regions with notable growth, and any additional information about population growth or trends requested by the regional council that informs the issue of population trends and growth.

Additional population characteristics: In this section present the historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data (including immigrant and tribal data) demonstrating racial/ethnic group, immigrant or tribal status, family composition (e.g., large extended families, single mother, married couple, single father, or grandparent led family, etc.), language usage, and other relevant characteristics of young children and their families, using data from the regional profile and federal, state, local, and other identified data sources that provide valid data about relevant characteristics of population members for the region, as well as any counties, places, towns, etc. that are partially or completely located in the region. Ideally these data will be for children and/or families with children ages zero through five, however if these data are not available, use available information about children 1 through 14 or children 1 through 18, as available.

Discuss trends and impact of the racial/ethnic composition, family composition, and language characteristics of the region and areas within the region, and compare to Arizona trends. Include data and discussion of areas or sub-regions with notable characteristics (e.g., larger number of single mother homes) as well as additional information about race/ethnicity, family composition, and/or language (including immigrant and tribal information) requested by the council that informs the issue of these other population characteristics.

Economic Circumstances: In this section present the historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) economic indicators for the region as well as any counties, places, towns, etc., that are partially or wholly located in the region. If

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possible include the number and/or percent of children zero through five (or children 1 through 18, if zero through five are not available), and/or families with children zero through five (or families with children) living at 50%, 100%, 150%, and 200% of the federal poverty level; income, median income; poverty and median income by race/ethnicity and or family composition; employment and unemployment data; and other relevant economic indicators (e.g., unemployment insurance, use of food banks, etc.), using data from the regional profile and federal, state, local, and other identified data sources that provide valid data about the economic condition of young children and their families. Ideally these data will be for children and/or families with children ages zero through five however if these data are not available, use available information about children 1 through 14 or children 1 through 18, as available.

Discuss the trends and impact of the economic circumstances in the region and areas within the region, and compare to the state when relevant. Include data and discussion of areas or sub-regions with notable characteristics (e.g., high poverty, low employment or median income; or those in combination with higher numbers of single mother homes, etc.), as well as additional information about economic situation requested by the council that informs the issue of regional economic circumstances.

Educational Indicators: In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data about parental and child education including data on the educational attainment of parents, mothers, and other primary caregivers of young children and data about literacy, kindergarten readiness, standardized test scores, and other relevant data about child and parent educational attainment, using data from the regional profile and federal, state, local, and other identified data sources that provide valid data about the educational status of the region as well as any counties, places, towns, etc., that are partially or wholly located in the region. As available, present education data by parental age, family composition, economic circumstance, immigration status, race/ethnicity, etc. Ideally the parent data will be for parents and caregivers of young children zero through five, however if these data are not available, use available information about parents with children (of any age).

Discuss the trends and impact of the educational indicators for the region and areas within the region, and compare to the state data as relevant. Include data and discussion of the areas or sub-regions with notable characteristics (e.g., low parental education, poor standardized test scores, etc.), as well as additional educational data requested by the council that informs the issue of educational indicators.

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The Early Childhood System:

Detailed descriptions of the regional assets and needs in the six goal areas

Quality and Access

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data on quality and access for the region and any counties, places, towns, etc., that are partially or wholly located in the region that includes:

- Supply and demand, for example:
 - a) the number of accredited early care and education centers/homes including the number of centers/homes, the number of children enrolled in accredited early care centers and home, and the child to adult ratios in accredited centers/homes;
 - b) the number of early care and education programs (including data about unregulated and kith/kin care, if available), the number of children enrolled in all types of early care and education programs, and the cost of early care and education to families, the cost of care as a percent of median income, with break-down by types of program (e.g. Head Start, private pay, subsidy, Block Grant), age of child, and availability; and
- Other relevant data that inform the issues of quality of and access to early care and education in the region, using federal, state, local, and other identified data sources that provide valid data about the quality of and access to early childhood care and education.

Discuss the importance of quality and access to child care and education programs in the region and compare to the Arizona data when relevant, including discussion of areas or sub-regions with notable characteristics (no available care programs, few or no quality programs, etc.), as well as discussing additional data about early care and education requested by the council that informs the issue of quality and access to early child care and education (e.g. tribal child care, etc.). If regional families tend to access early care and education from adjacent areas (for example, due to lack of resources in the region), it may be appropriate to include data from those 'out of region' resources.

Professional Development

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data demonstrating the level of certification, credentials, or degrees of early care and education professionals; retention rates of early care and education professionals; wages and benefits of early care and education professionals; availability of certification, credentialing or degree programs; and any other relevant data, using federal, state, local, and other identified data sources that provide valid data about

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professional development and educational attainment of early childhood workers/teachers for the region as well as any counties, places, towns, etc., that are partially or wholly located in the region

Discuss the trends and importance of the educational level and access to education programs for early childhood workers, wages and benefits, retention, and other relevant issues for obtaining and retaining quality early childhood workers in the region (compare to the Statewide data if relevant), including discussion of areas or sub-regions with notable characteristics (only workers with no credentials or early childhood education, etc.), as well as discussing additional information about professional development that is requested by the council that informs the issue of the quality of early childhood workers in the region. If regional families tend to access early care and education from adjacent areas (for example, due to lack of resources in the region), it may be appropriate to include data from those 'out of region' resources.

Health

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data on child health and safety indicators, including data on health insurance coverage and utilization, healthy births (prenatal care, low birth weight, preterm births, teen births, etc.), well-child checks, dental care, immunizations, developmental screening, injuries, and child mortality and morbidity using federal, state, local, and other identified data sources that provide valid data about the health and safety of young children, for the region as well as any counties, places, towns, etc., that are partially or wholly located in the region. Local studies of children's health, for example the Arizona Health Survey by St. Luke's Health Initiative may be available to provide detailed data on local health, insurance, access, etc. Additionally, include results of health related items from the FTF Family and Community survey from the regional profile, and other relevant data that inform the issues of young children's health and safety in the region. Ideally these data will be for children zero through five, and/or families with children ages zero through five, however if these data are not available, use available information about children (or families with children) 1 through 14, 1 through 18, etc.

Discuss the trends and impact of the health indicators for the region and areas within the region, and compare to the state when relevant. Include data and discussion of areas or sub-regions with notable characteristics (e.g., high injury rates, low immunization rates, high numbers of low birth weight babies, etc.), as well as additional health data requested by the council that informs the issue of regional children's health (for example high incidence of asthma, higher numbers of accidental child death, etc.). If regional families tend to access health care from adjacent areas due to lack of resources in the region (for example, due to lack of resources in the region), it may be appropriate to include data from those 'out of region' resources.

Family support

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data on family needs and whether they are met, child abuse/neglect, foster care, juvenile justice, family literacy and daily reading to children using federal, state, local, and other identified data sources, for the region as well as any counties, places, towns, etc., that are partially or wholly located in

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the region. Additionally, include results from Family and Community survey on family support related items from the regional profile, and other relevant data that inform the issues of support in the region. Ideally these data will be for families with children ages zero through five, however if these data are not available, use available information about families with children 1 through 14, 1 through 18, etc.

Discuss the trends and impact of each of the different family support indicators for the region and areas within the region, and compare to the state when relevant. Include additional family support data requested by the council that informs the issue of regional needs of families with children (for example, community based literacy resources such as libraries, family/community centers, available parks and recreation department programs, Family Literacy/Early Start Programs, etc.). If regional families tend to get support from adjacent areas due to lack of resources in the region, include data from those 'out of region' resources.

Public information and awareness

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data demonstrating public awareness of early childhood issues, and availability and use of sources related to early childhood. Include survey data related to public awareness or support for early childhood issues such as the FTF Family and Community survey from the regional profile, and any other relevant data for the region as well as any counties, places, towns, etc., that are partially or wholly located in the region.

Discuss the importance of public awareness and support for early childhood programs; and the value of access to accurate, readily available sources of information about early childhood for parents in the region (compare to the Statewide if relevant), including discussion of areas or sub-regions with notable characteristics (low or no internet availability, few resources for parents, poor public understanding of the importance of the early years, etc.), as well as discussing additional data that is requested by the council that informs the issue of the public information and awareness in the region.

System coordination

In this section present historical (e.g. 2000 or 2005-08) and current (e.g. 2009 or 2010) data about agencies, organizations, or groups providing services, resources, or support related to early childhood; parent and community awareness of services, resources or support related to early childhood; and coordination and cohesiveness of early childhood resources. Include the results of surveys such as the FTF Family and Community survey from the regional profile, demonstrating parents' perceptions of the availability of, quality of, and coordination and communication among agencies and other organizations that provide services to young children and their families; and any other relevant data, using federal, state, local, and other identified data sources that provide valid data about coordination in the early childhood system, for the region as well as any counties, places,

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towns, etc., that are partially or wholly located in the region. Due to limited local availability of data about system coordination, adequate discussion of system coordination will likely require accessing resources and data from outside of the region.

Discuss the importance of system coordination and communication in the region, including discussion of areas or sub-regions with notable characteristics (few or no resources, poor coordination among resources, etc.), as well as discussing additional data that is requested by the council that informs the issue of system coordination and communication in the region.

Summary/Conclusion

Prepare a summary that synthesizes the information provided by the child and family indicators identifies and summarizes the impact of the region's assets, and identifies and summarizes regional needs, producing a snapshot of what the region has to offer children ages zero through five and their families. The conclusion should identify current FTF supported strategies as well as other local strategies in place that are designed to improve the circumstances for young children and their families. The conclusion should also discuss the logical next steps for supporting regional young children and their families.

Appendices

The appendices should include the following:

- Tables with all data used to inform text of report that are not in tabular form in the body of the report (for example, tables for which data in the report appears in a chart or graph)
- Table of regional needs
- Table of regional assets
- Table of strategies
- References and Citations for resources used and extant data referenced
- Additional resources identified during needs/assets assessment or requested by Regional Council
- Description of methodologies employed for data collection