



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board Cocopah Tribe Regional Partnership Council Meeting Minutes

Call to Order

The meeting of the First Things First – Cocopah Tribe Regional Partnership Council was held on February 5, 2014, at 3:00 p.m. at the Cocopah Cultural Center, 14529 S. Veterans Dr., Somerton, AZ.

Chair McCormick called the meeting to order at 3:28 p.m.

Members Present:

Chair H. Jill McCormick
Council Member Dr. Michael Reed
Council Member Cristina Solorzano
Council Member Elizabeth Renaud (joined at approximately 3:42 p.m.)
Council Member Patricia R. Weissenberg (via conference call at approximately 3:28 p.m.)
Council Member Ines Pampara
Council Member Paul Soto

Members Absent:

Council Member Christie Stevens
Vice Chair Rev. Deal Begay
Council Member Gina Nierenhausen

Approval of December 4, 2013 Regional Partnership Council Meeting Minutes

Dr. Reed moved to approve the minutes of the December 4, 2013, Regional Council meeting. The motion was seconded by Member Soto, and the motion carried by a unanimous vote by all members present.

Update on Family Support

Family Support and Literacy Sr. Director, Dr. Aaliyah Samuel, provided an update on Family Support at statewide level. Dr. Samuel stated that much of the work being done at statewide level should be reflective/aligned to ongoing work at the regional level. Further stating ongoing recruitment efforts to recruit the Tribal Community to be part of the "Read On Community". Dr. Samuel also provided an update on the possible revisions to the Standards of Practice for early childhood/early literacy across all statewide strategies to produce a strong early literacy component.

Dr. Samuel shared that Read On Arizona has developed an Early Literacy Guide to assist Family Support providers in providing information to families on how to best utilize tools/best practices in helping their children with early literacy. Dr. Samuel stated that a Continuum of Effective Practices is being developed to highlight best practices around early literacy by age group.

Introduction of New Regional Partnership Council Member

The Regional Council welcomed newly appointed Council Member Elizabeth Renaud. Ms. Renaud will fill the Educator Seat on the Regional Council.

Update on State Board Finance Committee Meeting

Dr. Reed shared information learned at the State Finance Committee meeting recently attended. Dr. Reed stated it was the general consensus of the Regional Councils to continue/maintain current funding mechanisms in place for the Carry Forward Funds for all regions further adding that in some regions the Carry Forward will not be enough to continue the funding of current programs and monies may be exhausted or at a low point approximately around late FY2016 or early FY2017.

A committee/workgroup will be in place to come together to discuss and provide recommendations to the Regional Council and Tribal Council indicating on the best method to use/improve current funding/programs providing the financial resources needed to best serve the Cocopah community.

Chair McCormick, Member Soto and Dr. Reed volunteered to be part of the committee/workgroup.

Standing Committee Recommendations

Transportation options for the Early Steps Program clients were discussed by the Regional Council. It was the consensus of the Regional Council to proceed with the Early Steps Program Job Description as recommended by the Standing Committee. The position will serve as additional support to the current Early Steps Specialist. Regional Director Roselia Ramirez will provide a draft copy of the job description to the Cocopah Tribe Human Resources Department for review followed by approval by the Cocopah Tribal Council. The goal is to fill the position by July 1, 2014.

Update on Early Steps Program

Early Steps Specialist Lupi Rojas provided a brief update on the Early Steps Program. The update included up to date barriers, successes and trainings attended by Ms. Rojas.

Regional Director Ramirez shared information on the Early Steps Program current target population.

Regional Director's Report

- a) FY2015 Funding Plan: Was approved by the State Board on January 22, 2014
- b) 2014 Needs and Assets Update: A first draft of the Needs and Assets Report will be available to Regional Council for review approximately on April 10, 2014. The Regional Council was provided with the Outline for the Needs and Assets Report submitted by the vendor.
- c) 2013 Regional Annual Report: The 2013 Cocopah Regional Annual Report was reviewed by the Regional Council. The report included demographics, impacts and priorities for the Cocopah community.
- d) Quarter 1 Data Report: Among the items included in the report was an updated account on the Food Security, Home Visitation, Quality First strategies.
- e) Financial Report: Items included in the report were total monies allotted and awarded as well as the year to date expenses of the First Things First programs funded in the Cocopah region. 47.7% of the total allocation has been expended.
- f) Parent Survey: The Regional Council was provided with a copy of the survey questions used in the Parent and Caregiver Survey.

Regional Council Member Terms and Recruitment Process

Senior Director Gary P. Arnold reviewed the Regional Council Member recruitment process with the Regional Council. Members with expiring terms were encouraged to reapply for council membership.

Announcements

The First Things First Early Childhood Summit will be on August 18-19, 2014, Phoenix, AZ.

Next Meeting

The next regular meeting will occur on Wednesday, March 5, 2014, 3:00 p.m., Cocopah Cultural Center, 14529 S. Veterans Dr., Somerton, AZ.

Adjournment

Chair McCormick adjourned the meeting at 4:48 p.m.

SUBMITTED BY:

Marie Megui, Administrative Assistant III

APPROVED BY

H. Jill McCormick, Chair, Cocopah Tribe Regional Partnership Council

March 5, 2014

DRAFT

School Readiness Indicators - Intent

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equal opportunity to be successful in school and close the achievement gap before kindergarten entry
Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs
Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase in the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs
Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs so family financial contribution is no higher than 10% of the regional median family income
Indicator #5:	% of children with newly identified developmental delays during the kindergarten year
Intent:	Increase the number of children who are screened and if appropriate, receive early intervention services for developmental delays before entering kindergarten
Indicator #6:	#/% of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year
Indicator #7:	#/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)
Intent:	Increase the number of children who maintain a healthy body weight
Indicator #8:	#/% of children receiving <i>at least six well child visits within the first 15 months of life</i>
Intent:	Increase the number of children with consistent well child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health
Indicator #9:	#/% of children age 5 with untreated tooth decay
Intent:	Increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay
Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child

School Readiness Indicators Benchmark Data Sources

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equal opportunity to be successful in school and close the achievement gap before kindergarten entry

Benchmark Data Source:

There is currently no data on school readiness at kindergarten entry available at the statewide level in Arizona. Considerations were given to possible use of public school district or school site level data, but data availability is not consistent, as districts or schools determine whether any data is collected. Additionally, if school readiness is assessed, an inconsistent variety of instruments and processes are used.

The Arizona Department of Education (ADE), First Things First, the State Board of Education, and Virginia G. Piper Charitable Trust are working together to develop an Arizona kindergarten developmental inventory instrument that is appropriate for all Arizona children to be administered at the beginning of the kindergarten year to measure areas of school readiness. Representatives from these agencies have agreed on the following purpose statement:

To provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child’s learning and development at the beginning of kindergarten to provide instruction that will lead to the child’s academic success. The tool that is developed or adopted will align with the *Arizona Early Learning Standards* and *Arizona’s Common Core Standards* for kindergarten, cover all essential domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use.

The agencies are also participating in national conversations that originated in the Race to the Top – Early Learning Challenge grant application process to determine how other states are developing measures of school readiness at kindergarten entry. Public input will also be solicited and considered in making final recommendations and decisions on the Arizona process and age-appropriate tool used for the kindergarten developmental inventory.

After analysis of data collected using the approved instrument, data will be available at the regional level.

Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs

Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase in the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs

Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs so family financial contribution is no higher than 10% of the regional median family income

Benchmark Data Source:

All three indicators depend on the Quality First star rating to report progress, so the Quality First Data System administered by FTF was identified as the best data source for these indicators, as it will contain all updated enrolled providers' star rating, as well as information on number of children and number of children with special needs/rights enrolled. Information on families, including household income, will also be integrated from the Quality First Scholarship program. Other potential data sources considered were the Child Care Resource and Referral (CCR&R) database, the Head Start Program Information Report and the Market Rate Survey conducted every two years by the Department of Economic Security. However, these sources do not directly contain the Quality First star rating information needed to measure progress on these indicators.

Indicator #2: Quality First ratings began on July 1, 2012, and continue throughout the year. FTF anticipates that enough Quality First participating providers will complete the rating process by July 1, 2013, so that regional data may be initially analyzed to determine a benchmark for this indicator.

Indicator #3: The Quality First provider profile, part of the Quality First Data System, will be updated by July 1, 2013 so that all participating providers will submit information on the number of children with special needs/rights enrolled in their program. Children with special needs/rights are defined by those children with an Individual Family Service Plan (IFSP), an Individual Education Program (IEP) or a 504 Plan. The IFSP (birth to age 3) and IEP (age 3 to 5) are plans for special services for young children with developmental delays and are required for children meeting eligibility requirements under the Individuals with Disabilities Education Act. A 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and spells out the modifications and accommodations that will be needed for a child to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, or a peanut-free eating environment.

Indicator #4: Data housed in the Quality First Data System related to Quality First Scholarship usage will be used to identify how much families are currently paying for quality early care and education with a Quality First rating of 3-5 stars. Quality First participating providers will complete the rating process by July 1, 2013, and data from families receiving Quality First Scholarships will be initially analyzed to determine a benchmark for this indicator.

Data for these indicators will be available at the regional level for all regions funding Quality First.

Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child

Benchmark Data Source:

The Family and Community Survey conducted by FTF was the only data source considered for this indicator. The Family and Community Survey of almost 4000 families is FTF's primary method for gathering consistent data on parent knowledge, skills, and practice related to their young children. This survey was conducted for the first time in 2008 and again in 2012, and will be done every two to three years in the future. In addition to data collected for this indicator, the survey results are also used to inform needs and assets reports and develop FTF communication messages.

Key features of the Family and Community Survey:

- Sampling methodology is designed to obtain a statistically representative random sample of families with children birth to five as well as the general population in each of the First Things First regions (with the exception of tribal regions)
- Statewide and regional samples are designed to reflect current regional and statewide census-based proportions in key demographic categories (i.e. education, socio-economic status, and ethnicity)
- The survey was administered in Spanish or English, based on the preference of the respondent

The survey contains over sixty questions, many of them exploring multiple facets of parenting. Seven of the questions (listed below) are analyzed to arrive at a composite measure of critical parent knowledge, skills and actions for this indicator. First Things First conducted an analysis on several of the relevant survey indicators to arrive at this composite measure.

- % think a parent can begin to significantly impact their child's development brain prenatally or right from birth
- % of parents reported that they or other family members read stories to their child/children seven days a week
- % of parents strongly agreed that their regular medical provider knows their family well and helps them make healthy decision
- % believe that children do not respond to their environment until two months of age or later
- % believe that children sense and react to parents emotions only after they reach seven months of age or older
- % believe that children's capacity to learn may be set at birth
- % believe that a child's language benefits equally from watching TV versus talking to a real person

Non-tribal data are collected through the Family and Community Survey, a phone survey. Best practice indicates that phone surveys are not the optimal method to obtain information for families residing on tribal lands. Data collection on Family and Community Survey items will be integrated into on-the-ground data collection, as part of tribal regional needs and assets reports, beginning in 2013-14 (with tribal approval).

Data for this indicator is available at the regional level.

FY 2014 Cocopah Tribe Contract Detail

	Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	Award Expended	Allotment Expended	Reimbursement Activity		
				Total Allotment	Awarded			% of Award Expended	% of Allotment Expended	Pending	Paid (Last 30 Days)	
Community Awareness	Community Awareness Strategy			Strategy Subtotal:	\$0	-	\$383	(\$383)	0.0%	0.0%		
	First Things First (FTF-Directed)	PSC-STATE-14-0651-01	To Be Determined			-	\$383	(\$383)	0.0%			
				Goal Area Subtotal:	\$0	-	\$383	(\$383)	0.0%	0.0%		
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Evaluation	Statewide Evaluation Strategy			Strategy Subtotal:	\$1,065	\$1,065	\$1,065	-	100.0%	100.0%		
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014			\$1,065	\$1,065	-	100.0%			
				Goal Area Subtotal:	\$1,065	\$1,065	\$1,065	-	100.0%	100.0%		
	<hr/>											
Family Support	Food Security Strategy			Strategy Subtotal:	\$750	\$750	\$25	\$725	3.3%	3.3%		
	Yuma Community Food Bank	GRA-RC031-14-0604-01	07/01/2013-06/30/2014			\$750	\$25	\$725	3.3%			
	Home Visitation Strategy			Strategy Subtotal:	\$79,182	\$79,182	\$39,591	\$39,591	50.0%	50.0%		
	Cocopah Indian Tribe	GRA-RC031-13-0488-01-Y2	07/01/2013-06/30/2014			\$79,182	\$39,591	\$39,591	50.0%			
	Parent Outreach and Awareness Strategy			Strategy Subtotal:	\$1,700	\$1,700	-	\$1,700	0.0%	0.0%		
	First Things First (FTF-Directed)	PSC-STATE-14-0664-01	07/01/2013-06/30/2014			\$1,700	-	\$1,700	0.0%			
				Goal Area Subtotal:	\$81,632	\$81,632	\$39,616	\$42,016	48.5%	48.5%		
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Quality and Access	Quality First Strategy			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%		
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FY 2014 Cocopah Tribe Contract Detail

				-	-	-	0.0%			
Quality First Assessment Strategy			Strategy Subtotal:	\$6,600	\$6,600	\$3,165	\$3,435	48.0%	48.0%	\$541
Southwest Human Development	FTF-STATE-13-0347-01-Y2	07/01/2013-06/30/2014		\$6,600	\$3,165	\$3,435	48.0%			\$541
Quality First Coaching & Incentives Strategy			Strategy Subtotal:	\$1,932	\$1,932	\$1,023	\$909	52.9%	52.9%	\$341
Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013-06/30/2014		\$1,932	\$1,023	\$909	52.9%			\$341
			Goal Area Subtotal:	\$8,532	\$8,532	\$4,188	\$4,344	49.1%	49.1%	\$882
			Overall Total:	\$91,229	\$91,229	\$45,252	\$45,977	49.6%	49.6%	\$882

FY 2014 Cocopah Tribe Contract Detail

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: Cocopah Tribe

Fiscal Year: 2014

Developmental and Sensory Screening

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-RC031-13-0488-01-Y2 / Cocopah Indian Tribe	Quarterly Data Submission Status*			3			
	Number of hearing screenings conducted			0			
	Number of hearing results forwarded to medical home			0			
	Number of families referred and having received an additional evaluation			0			
	Number of children received hearing screening			0			
	Number of vision screenings conducted			0			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services			0			
	Number of families that report being referred and having received an additional evaluation			0			
	Number of children received vision screening			0			
	Number of developmental screenings conducted			3			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home			1			
	Number of children referred for developmental delay follow-up			0			
	Number of children received developmental screening			3			
	Number of children receiving screening (children may have received 1-3 types of screenings)			0			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

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
GRA-RC031-14-0604-01 / Yuma Community Food Bank	Quarterly Data Submission Status*		3	3			
	Number of food boxes distributed	30					0
	Number of families who received food boxes						
	Number of children (0-5 yrs) in families who received food boxes						
	Number of families who received other items						
	Number of children (0-5 yrs) in families who received other items						

Home Visitation

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

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

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

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

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC031-13-0488-01-Y2 / Cocopah Indian Tribe	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		10	3			
	Number of families served	15	40	43			43
	Number of families at the end of the quarter (subtracting disenrolled)		40	39			
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0			
	Number of families disenrolled during the quarter		0	4			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		1.0	1.0			
	Homevisitor caseload for the quarter		40.0	39.0			
	Staff turnover for the quarter		0	0			
	Family turnover for the quarter		0	2.5%			
	Families disenrolled due to moving		0	0			
	Families disenrolled due to unable to locate		0	0			
	Number of children newly enrolled during the quarter		24	2			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

	Number of children served		67	69			
	Number of families who received community based referrals		19	9			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

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-Y3 / SPF Consulting, LLC	Number of English cases distributed						
	Number of Spanish cases distributed						
	Number of cases distributed						
	Number of parent kits distributed						

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Quality First Assessment - Regional Funding

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	0	0	0	0	0	
	Number of Homes	0	0	0	0	0	
	Number of Rating Only Centers	1	1	1	0	0	

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Quality First Coaching & Incentives - Regional Funding

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	0	0	0	0	0	
	Number of Homes	0	0	0	0	0	
	Number of Rating Only Centers	1	1	1	0	0	

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - All

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		0	0			
	AA Contracts Completed		0	0			
	AA Withdrawn		0	0			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		0	0			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0	0		
CDA Contracts Initiated		0	0		
CDA Scholarships Currently Awarded		0	0		
Scholars Currently Receiving T.E.A.C.H. Scholarship		0	0		

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - Regional

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		0	0			
	AA Contracts Completed		0	0			
	AA Withdrawn		0	0			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		0	0			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0	0			
CDA Contracts Initiated		0	0			
CDA Scholarships Currently Awarded		0	0			
Scholars Currently Receiving T.E.A.C.H. Scholarship		0	0			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - Statewide

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

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

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		0	0			
	AA Contracts Completed		0	0			
	AA Withdrawn		0	0			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		0	0			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0	0		
CDA Contracts Initiated		0	0		
CDA Scholarships Currently Awarded		0	0		
Scholars Currently Receiving T.E.A.C.H. Scholarship		0	0		

Monthly Status Report for the Cocopah Tribe Regional Partnership Council

Vendor: Norton School of Family and Consumer Sciences

Date Report Submitted: 02/13/14

Period Report Covers: 1/01/14 – 1/31/14

BASE REPORT

Task/Deliverable	Deadline (FTF)	Task Status	Action Necessary
Workplan (base plus additional SOW, if applicable) submitted and approved by Regional Partnership Council	7/1/2013 (initial draft); 10/10/2013 (final draft)	<p align="center">COMPLETED</p> <p>A draft Workplan for the base report and template of monthly status report were submitted for Regional Director and Regional Partnership Council review on 07/01/2013.</p> <p>A final version of the Workplan was submitted to the Regional Director on 10/9/2013.</p>	
Data collection plan submitted and approved by Regional Partnership Council	8/10/2013 (initial draft); 10/10/2013 (final draft)	<p align="center">COMPLETED</p> <p>A draft data plan was submitted for Regional Director and Regional Partnership Council review on 08/12/13.</p> <p>A revised draft data plan to correct information regarding CPS removals and the Cocopah Tribe WIC program was submitted to the Regional Director and Senior Regional Director on 08/29/13.</p> <p>A final version of the data plan was submitted to the Regional Director on 10/9/13.</p>	
Acquire tribal approval for data collection (if applicable)	10/20/2013	<p align="center">COMPLETED</p> <p>Tribal Approval for the collection of data for the Needs and Assets Report was obtained as stated on a Memo from Christopher Nunez, Tribal Administrator, to Sherry Cordova, Tribal Chairwoman, dated 6/24/13 and signed on 6/27/13. It is our understanding that this approval includes the collection of data for School Readiness Indicator No. 10, which will be based on the FTF Family and Community Survey (F&CS).</p>	

Data collection, compilation, analysis and integration into report	N/A	<p style="text-align: center;">IN PROGRESS</p> <p>The UA Norton School continues to clean and process some publically available data for the Cocopah Tribe Region.</p> <p>The Norton School team will be traveling to the region on 2/6/14 to begin implementing parent/caregiver surveys during the Cocopah Head Start parent meeting.</p> <p>Data requests were sent out to Cocopah Day Care, WIC and Social Services programs in the month of January. We're waiting to receive this information and we'll follow up with the respective Department Heads in the next weeks.</p>	<p>We will continue to clean and process data received from the FTF Research and Evaluation office.</p> <p>The Norton School team will follow up in the next weeks with the different department heads on the data requests.</p>
Detailed outline of report	1/10/2014	<p style="text-align: center;">COMPLETED</p> <p>Outline of the report was submitted to the Regional Director on 1/10/2014.</p>	
First draft of report	4/10/2014	PENDING	
Review and editing needs and assets report with Regional Partnership Council	N/A	PENDING	
Final draft of report approved by Regional Partnership Council	by 9/1/2014	PENDING	
Delivery of Monthly Status Report by the 10th of each month	ONGOING	ONGOING	



FIRST THINGS FIRST
Ready for School. Set for Life.

Timeline for Grant Renewal Process

Cocopah Tribe Regional Partnership Council

February 2014	March 2014	April 2014	May 2014	June 2014
<p>2/14- Regional Teams determine which grantees are eligible for renewal.</p> <p>2/21- Letters to grantees not eligible for renewal.</p>	<p>3/5- Renewal packets completed by FTF finance team.</p> <p>3/6- Renewal packets are mailed to grantees for completion.</p>	<p>4/1- Renewal packets are due back to FTF for Regional and Finance reviews</p>	<p>5/16- Final date for renewal decisions by the Regional Councils.</p> <p>5/17- Renewal recommendations are submitted</p> <p>5/23- Recommendations are due for the Board material packet.</p>	<p>6/9-6/10- Board reviews the Councils recommendations.</p>



Building an early literacy system that delivers the right program at the right time to every child

Read On Arizona Founding Partners

Arizona Community Foundation

Arizona Department of Education

First Things First

Head Start State Collaboration Office

Helios Education Foundation

Virginia G. Piper Charitable Trust

www.ReadOnArizona.org



When Arizona Reads, Arizona Thrives

Arizona is battling a literacy crisis. It begins in early childhood.

- ★ In 2011, 42% of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP).
- ★ Many of Arizona's 800,000 children under age nine face significant barriers to school readiness, including poverty (23%), difficulty speaking and understanding English (48%), and lack of exposure to books and other literacy resources.
- ★ Arizona's mandatory retention policy, Move On When Reading (ARS 15-701), takes effect in the 2013-2014 school year. It requires students to master reading at grade level by the end of third grade—those who score in the "falls far below" category will be held back. Nearly 22,000 of Arizona's third-graders are at risk.

Research underscores the vital importance of addressing this crisis.

- ★ Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade, a strong predictor of future academic and vocational success.
- ★ There is a high correlation between vocabulary size at age three and language test scores at age nine. By age four, children from low-income families hear an average of 30 million fewer words than their more affluent peers.

Success in tackling this crisis requires that young children in Arizona have strong learning experiences from birth through third grade—rich in literacy and language acquisition at school, at home, and in the community.

Educators, families, businesses, public agencies, and communities all have a role to play. Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders **committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight.**

Visionary Community Goals

- ★ Ensure every child entering school is ready for school success by increasing the % of children demonstrating school readiness in language and literacy at kindergarten entry.
- ★ Ensure every student is on track for college, career, and life success by increasing the % of students reading at or above grade level by the end of third grade to 100%.
- ★ Driving change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

Read On Arizona builds on the momentum created in response to the National Campaign for Grade-Level Reading. Read On Arizona communities have plans in place to address literacy challenges such as school readiness, summer learning loss, and chronic absence over a 10-year period.

Connecting to the Arizona State Literacy Plan, a roadmap to improve language and literacy outcomes, Read On Arizona is the catalyst to the bold but achievable goal of reading success for all of Arizona's children from birth through age eight.

Challenges and Solutions

Four key barriers prevent an effective regional response to Arizona's early literacy crisis. Read On Arizona's 10-year strategic plan includes critical components to address these challenges:

Challenge 1

Lack of awareness and attention given to early literacy. Arizona's Move On When Reading retention policy spotlights the critical need to increase the depth of understanding around the importance of early literacy and grade level reading as a specific indicator that impacts the success of all learners.

Read On Arizona

Engagement and Action. Local, county, regional, and statewide leaders and the communities they represent must make early literacy a priority to ensure expanded access to quality literacy supports.

Challenge 2

Lack of information on critical factors involving early literacy prevents the development of effective solutions. Community stakeholders have too little data on existing literacy gaps in the system.

Read On Arizona

Improve data integration and system linkages. Build on comprehensive baseline data and analysis to devise strategies for improvement. Create a data management and integration task force to focus on collaboration around shared data and accountability systems.

Challenge 3

Lack of communication and coordination. Opportunities to leverage efforts and strengthen literacy impacts among providers, volunteers, and administrators working in Arizona's schools, public libraries, faith-based organizations, and other nonprofits are missed.

Read On Arizona

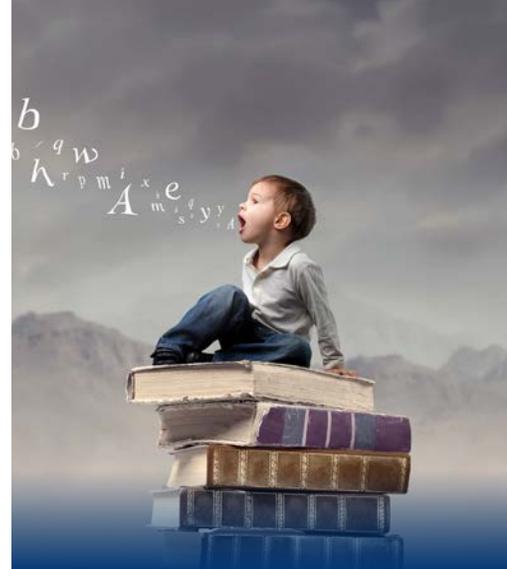
Read On Network. Bring together innovative partnerships and develop pilot strategies that build a network of communities developing a literacy system focused on language-rich and engaging programs, ongoing screenings and assessments, professional development, and family supports.

Challenge 4

Insufficient access to programs that work. Insufficient resources, as well as ineffective leveraging of resources, leads to lack of access to programs that work. Children do not enter kindergarten with the needed language and literacy skills necessary to succeed and are rarely able to catch up.

Read On Arizona

Continuum of effective practices. Convene experts in task forces around strategic areas of focus (ELL, curriculum and instruction, family engagement, professional development, etc.). Leverage existing resources to maximize impact and develop and strengthen literacy and language acquisition along the continuum.



To join the effort visit

www.ReadOnArizona.org



When Arizona Reads. Arizona Thrives

For more information contact

State Literacy Director Terri Clark

Phone: 480-948-5853

E-mail: TClark@readonarizona.org



A READ ON CITY TOOLKIT

Arizona is facing an early literacy crisis.

- Many of the almost 800,000 Arizona children under age nine face significant barriers to school readiness, including poverty (23%), difficulty speaking and understanding English (47.6%), and lack of exposure to books and other literacy resources.
- In 2011, 42% of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP).

Well-established research underscores the vital importance of addressing this crisis.

- Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade, a strong predictor of future academic and vocational success.
- There is a high correlation between vocabulary size at age three and language test scores at ages nine and 10 in areas of vocabulary, listening, syntax, and reading comprehension. By age four, children from low-income families hear an average of 30 million fewer words than their more affluent peers.

Success in addressing this crisis will require ensuring that young children in Arizona have strong learning experiences from birth through grade three, rich in literacy and language acquisition at school, at home, and in the community.

The key to Arizona's future is a statewide, community-based literacy project. Educators, families, businesses, public agencies and communities all have a role to play. Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations and community stakeholders committed to determining the gaps, identifying solutions, and implementing a collaborative early literacy approach to create an effective, systematic continuum of supports to improve language and literacy outcomes for Arizona's children ages 0-8.

Overall Goals

- Increase the % of students reading at or above grade level by third grade to 100% by 2022, ensuring that every Arizona student is on track for college and career success.
- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain so every child entering school is ready for school success.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

Read On Arizona

Founding Partners

Arizona Department of Education
First Things First
Head Start Office of Collaboration
Virginia G. Piper Charitable Trust
Helios Education Foundation
Arizona Community Foundation

For more information on Read On Arizona, contact State Literacy Director Terri Clark at 480-556-7151 or tclark@readonarizona.org

TAKE STEPS TO BECOME A READ ON CITY AND JOIN OTHER CITIES IN ARIZONA WHO ARE MAKING EARLY LITERACY A PRIORITY IN THEIR COMMUNITY.

HOW TO BECOME A READ ON CITY:

Step 1: Demonstrate an understanding of the challenges associated with achieving third grade reading proficiency for the children in you community

Step 2: Identify key community stakeholders that can work together to make significant improvements in early literacy (i.e., key stakeholders such as: city council, mayor, libraries, school districts, non-profits, etc.) Commit your lead public official to serving on the Literacy Leadership Council, convenes annually and is comprised of community leaders committed to improving early literacy.

Step 3: Determine a planning and convening process using a collaborative approach and a willingness to develop strategies to improve early literacy and grade level reading in the community with actionable steps to begin to address the problem. Strategic areas of focus could include: school readiness, early grade success, summer learning loss, chronic absence, family engagement, etc.

Step 4: Demonstrate a commitment to building awareness on the importance of grade level reading in the community

Step 5: Draft a letter of intent demonstrating a readiness to participate as a Read On City and to make early literacy a priority in your community. Please include name and contact information for a Read On City liaison (SEE SAMPLE LETTER BELOW.)

Every community or city is different in their approach and tactics but each of the Read On Cities demonstrates a collaborative approach to making grade level reading a priority in their community. Arizona Read On Cities are connected to technical assistance, access to research and forums, as well as a network of communities that share best practices and innovative solutions.

We encourage and invite you to become a Read On City today and join a statewide community-based literacy collaborative that will fill the gaps in early literacy and ensure Arizona's children have the literacy skills they need to succeed in school and in life. When Arizona reads, Arizona thrives!

Date

Read On Arizona
1202 East Missouri Ave.
Phoenix, AZ 85014
Attn: State Literacy Director

RE: Read On Arizona- Designation as a Read On City (Sample letter)

Dear Read On Arizona:

I am submitting this Letter of Intent to Read On Arizona. I understand that by submitting this letter that our community is demonstrating a willingness to become a Read On City and make early literacy a priority in their community through a collaborative literacy project.

{Name of city/community}

Contact: {name and contact info of team or project leader}

After gathering a broad base of support and commitment among our colleagues in the public, private, civic, philanthropic, and/or faith communities, it is with great enthusiasm that {Name of city/community} requests to become a Read On City network member. We are ready to work together to address the challenges in improving reading achievement in our {city/community}--particularly among our at-risk children—including developing solutions for certain critical areas of focus such as: school readiness, early grade success, family engagement, professional development, chronic absence, and summer learning loss.

Our collaborative of committed partners includes {provide name, organization name, and contact information. If available, you may also want to provide a summary description of the role of each partner. }

As we prepare to engage in this work, we are solidifying a commitment to assess the current status of grade-level reading in our community. We understand we need a coordinated and collaborative approach to address the issue of early literacy in our community.

We will identify goals and map progress as we work to ensure that children become proficient readers by the end of third grade.

Sincerely,

Contact Name

Organization

Contact Information (email, address, phone number)