



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 March 5, 2014, at 3:00 p.m. at the Cocopah Community Center, 14251 S. Centre Avenue, Somerton, AZ.

Chair McCormick called the meeting to order at 3:05 p.m.

Members Present:

Chair H. Jill McCormick
Vice Chair Rev. Deal Begay
Council Member Christie Stevens
Council Member Dr. Michael Reed
Council Member Cristina Solorzano
Council Member Elizabeth Renaud
Council Member Ines Pampara (joined at approximately 3:25 p.m.)
Council Member Paul Soto

Members Absent:

Council Member Gina Nierenhausen
Council Member Patricia R. Weissenberg

Approval of February 5, 2014 Regional Partnership Council Meeting Minutes

Member Soto moved to approve the minutes of the February 5, 2014, Regional Council meeting. The motion was seconded by Dr. Reed, and the motion carried by a unanimous vote by all members present.

Presentation by Campesinos Sin Fronteras on Familia Primero/Family First Program

An informational presentation was provided by Campesinos Sin Fronteras Promotora, Alma Gomez. Ms. Gomez stated the program is designed to enhance parent and child relationships in the 3-18 year old age group. A certificate is provided to participants attending the 10 week training.

Discussion on Regional Benchmarking

Regional Director Roselia V. Ramirez and Sr. Regional Director Gary P. Arnold engaged the Regional Council on a discussion in reference to the Regional Benchmarks and School Readiness Indicators. Areas of discussion included purpose of the benchmarks/school readiness indicators, background, using indicators and benchmarks to measure progress, tracking and using benchmarks for planning and guiding First Things First work at state and regional level. The regional council will consider a benchmark for Indicator #2 at the April meeting.

Discussion on FY2014 Grantee Financial Data and Narrative Report

The Regional Council reviewed the FY 2014 Financial Expenditure Report and Quarter 2 Data Report. The report included an update on the Food Bank Vouchers. It was the consensus of the Regional Council that a special meeting (date to be determined) be held with Yuma Community Food Bank to discuss distribution of the vouchers to the Cocopah Community.

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 activities, events and trainings attended by Ms. Rojas as well as the goals and plans for participants of the Early Steps Program.

Regional Director's Report

- a) 2014 Needs and Assets Update – First draft of the report will be available on April 10, 2014.
- b) Regional Council & State Board Regional Forum –May 29, 2014, 11am-1:00pm, Location To Be Determined.
- c) Renewal Process Timeline – Early Steps Program up for renewal consideration. Renewal packet mailed March 6, 2014 and is due to First Things First for Regional and Finance review on April 1, 2014. May 16, 2014 final date for renewal decisions by the Regional Council. The State Board will review Regional Council Recommendations June 9-10, 2014
- d) Cocopah Head Start Site Tour – A site tour is planned at the Cocopah Head Start date and time to be determined. Confirmation pending by Cocopah Head Start.
- e) Update on Early Steps Program Assistant Job Description – will get clarification from the Cocopah Tribal Administrator on advertising of the job posting. The projected start is July 1, 2014,
- f) Parent Survey Update – Ongoing efforts continue to engage parents/families to provide feedback via the survey.
- g) Council Seat Interview Nominating Committee – Chair Jill McCormick, Vice Chair Deal Begay and Dr. Reed volunteered to serve on the Nominating Committee for Council Membership Interviews. Interview dates and times to be determined.
- h) Read on Arizona – Ongoing recruitment efforts to recruit tribal communities to be part of the Read on Community. The Regional Council reviewed the informational literature on Read on Arizona which included the process or steps needed to take to become a Read on Community.

Announcements

There were no announcements at this time.

Next Meeting

The next regular meeting will occur on Tuesday, April 1, 2014, 3:00 p.m., location to be determined.

Adjournment

Chair McCormick adjourned the meeting at 4:26 p.m.

SUBMITTED BY:

Marie Megui, Administrative Assistant III

APPROVED BY

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

April 1, 2014



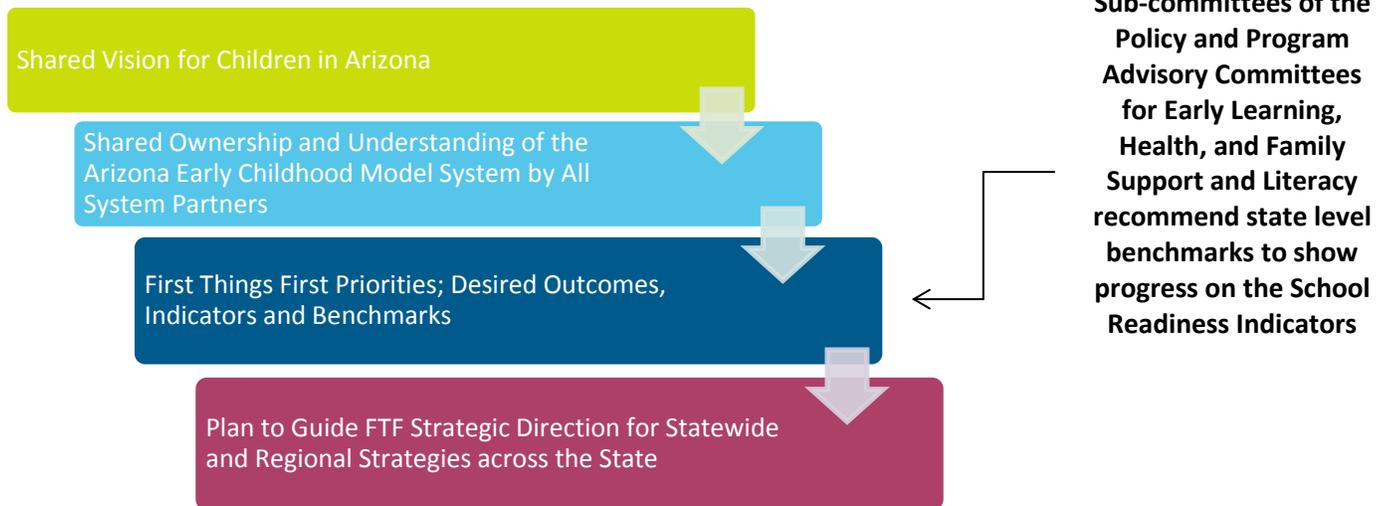
FIRST THINGS FIRST

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Overview of State Level Benchmarks

Introduction

Achieving the mission of First Things First to ensure all young children arrive in kindergarten healthy and ready to succeed will require more than simply funding programs and services. It will take all partners, across the state, to own a common vision for young children in Arizona and a cross-sector commitment to ensure that vision is realized. As a key partner in the early childhood system, First Things First has reached a critical and exciting stage in our strategic planning with the recommendation of state level benchmarks that will allow us to track our progress toward achieving measureable and real long-term results for children.



The Arizona Early Childhood Taskforce, with members appointed in January 2010 by First Things First Board Chair, Steve Lynn, were charged with establishing a shared vision for all young children in our state, and conceiving a model system that could be embraced by all of Arizona’s early childhood partners, including families, early educators, health providers, state agencies, tribes, advocacy and service delivery organizations, philanthropic, faith-based and business representatives and other stakeholders. The Task Force developed the vision for and elements of comprehensive model system, and recommended eight priority roles for First Things First, with the explicit understanding that First Things First is only one of many key partners that have an important role in building and sustaining the system.

In 2011, under the direction of First Things First Policy and Program Committee Chair, Dr. Pamela Powell, three Advisory Committees were convened in the areas of Early Learning, Health and Family Support and Literacy. The Advisory Committees are chartered to provide on-going early childhood expertise and make recommendations related to their content area to the First Things First Policy and Program Committee. Membership is geographically diverse and includes First Things First Regional Council members, content experts, and community partners. The work of these committees in 2011 focused on continuing the development of a strategic framework around the priority roles that will guide our work through 2020, and culminated in the recommendation of one additional priority role (Nutrition and Physical Activity) and 10 FTF School Readiness Indicators that provide a

comprehensive composite measure for young children as they prepare to enter kindergarten. (See page 5-6 for a table of the 10 School Readiness Indicators.)

FTF School Readiness Indicators were chosen to reflect the effectiveness of funding strategies and collaborations built across communities to improve the lives of children residing in the state of Arizona and improve their readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the Board in making informed priority decisions. Building on this framework in 2012, the Advisory Committees formed four sub-committees to recommend state level benchmarks for each School Readiness Indicator for the year 2020. These benchmarks provide First Things First with aspirational, yet achievable targets and will be monitored over time in order to determine progress in reaching systemic improvements for children and families.

State Level Benchmark Development

The Advisory Committees convened four ad hoc sub-committees to recommend state level benchmarks for specific indicators:

- Early Learning and Family Support (Indicators 1-4, 10)
- Developmental Screening (Indicators 5-6)
- Nutrition/Obesity Prevention and Well Child Visits (Indicators 7-8)
- Oral Health (Indicator 9)

Each sub-committee included Advisory Committee members, Regional Partnership Council members, tribal representatives, and content and data experts from state agencies and early childhood, education and health organizations. Professional facilitation for each sub-committee was provided by Leslie Anderson, Leslie Anderson Consulting, Inc., who was also the facilitator for the Early Learning and Health Advisory Committees during indicator development. All sub-committee meeting materials and summary notes that include lists of members are on the First Things First web site at: <http://azftf.gov/WhoWeAre/Board/Pages/BoardCommittees.aspx>.

Meeting in March and April 2012, sub-committee members identified appropriate data sources that could be used to track progress toward a benchmark. Sub-committees looked for the best data sources collected at the state level, in a significant population size, and that could be disaggregated to the regional, county, and/or community level. They also looked for data sources that could be collected regularly, either annually or every two to three years. For each School Readiness Indicator, sub-committees were asked to identify to the extent possible, the following for each state level benchmark:

- Reliable data source from which to set the benchmark
 - If the existing data required additional fields or more extensive data collection, then suggestions were made to indicate the need.
 - If no data existed, or data did exist, but additional information was required, then a key measure was identified for use until the time that sufficient data is available.
- Baseline measure (initial or current data used to establish the benchmark)
- Trend line or information that shows previous changes over time and is used to predict future progress

All sub-committee work and decision-making related to benchmarks was conducted in public open meetings, and final recommendations on benchmarks were informed by comments received in June 2012 at eight regional forums across the state attended by Regional Partnership Council members and the public.

Additional valuable comments on the benchmarks were received during a Tribal Consultation on Data and Evaluation requested by First Things First with tribal government leaders on August 1, 2012. Tribal leaders and their representatives stressed the importance of using culturally appropriate instruments and methods to collect data used to track progress on benchmarks; to be purposeful about the use of data; and to determine whether data sources are representative of all children enrolled and/or living in tribal communities.

State Level Benchmarks

The state level benchmarks will be used to monitor changes in large populations of children and families by using aggregated data at the state level to measure progress toward the benchmark target. A process to develop benchmarks for School Readiness Indicators prioritized by each Regional Council will begin in fall 2012, with recommendations forwarded to the Board in April 2014. Benchmark targets at the state level, as well as the regional level are recommended for the year 2020, which allows sufficient time to develop some of the data sources and collection methods that currently don't exist for tracking progress. The year 2020 also provides the time necessary to show significant systemic improvements for children and families.

Tracking progress on the benchmarks for the School Readiness Indicators is different from conducting a First Things First program or strategy evaluation, as the benchmarks measure more than just First Things First funded efforts and the population and system level. Indicators and benchmarks measure the collective efforts of all partners engaged in the early childhood system, but also will be used to guide First Things First planning at the state and regional level relative to our funding investment in strategies, and our efforts to impact cross-sector community collaborations and affect system policy changes with our partners to improve the lives of children and families. Monitoring progress toward achieving the benchmarks aligns with the recommendations made by the Early Childhood Research and Evaluation National Advisory Panel convened by the Board, and complements other First Things First evaluation and research efforts.

Information on benchmarks for the 10 School Readiness Indicators can be organized into three categories:

A. Benchmarks with complete statewide data:

- Indicator 6 – Children exiting special education to kindergarten regular education
- Indicator 7 – Children at healthy body weight
- Indicator 8 – Children receiving timely well-child visits
- Indicator 9 – Children with untreated tooth decay
- Indicator 10 – Families competent and confident about ability to support their child

The indicators directly related to health had the most complete and consistent statewide data sources available to determine benchmarks, although no data source collects data on all children in Arizona. It is recommended that we continue to investigate the use of additional data sources to include more Arizona child populations in the data to track progress.

B. Benchmarks with baseline data collection just beginning:

- Indicator 2 – Children enrolled in high quality early learning programs
- Indicator 3 – Children with special needs/rights enrolled in high quality early learning programs
- Indicator 4 – Families accessing affordable high quality early learning programs

Quality First Rating data will be used to track progress toward these recommended benchmarks, and actual numbers to complete the benchmark will be available when the baseline is established at the end of FY13 when a full set of Quality First Rating data is available.

- C. Benchmarks requiring further data development and decisions:
- Indicator 1 – Children demonstrating kindergarten readiness in developmental domains
 - Indicator 5 – Children with newly identified developmental delays in the kindergarten year

Benchmark recommendations for these indicators require further research on available data sources or development of new data collection systems, so recommendations will likely be forwarded for Board consideration in the next couple of years. Not surprisingly, these two indicators caused the most robust and passionate discussions and comments related to appropriate data collection instruments and methods; purpose of collecting data; possible misuse of data; and, difficulty in identifying and connecting multiple data sources. Data for Indicator 1 has not been collected before in Arizona in a systemic way, and measuring progress on kindergarten readiness presents an opportunity to engage multiple partners in this data discussion. Data for Indicator 5 is collected in varied settings, using different standards and methods, and First Things First is partnering with St. Luke's Health Initiative to fund an opportunity analysis on all aspects of the Arizona early intervention system for children birth to age five, including collection and availability of data.

Using Benchmarks in Strategic Planning Decisions and Implications

Tracking our progress toward achieving 2020 benchmarks for the 10 School Readiness Indicators provides the opportunity to sharply focus on priorities. These benchmarks should not be used punitively; rather they are critical tools that hold us accountable for progress toward system change to achieve real and measurable outcomes for children and families. Using the indicators and benchmarks to highlight levers for system development or change, and to instigate cross-sector partnerships and initiatives is as significant, and perhaps even more so, than using indicators and benchmarks only to inform funding decisions.

Regional Councils have inquired about the consequences of not achieving a designated benchmark on prioritized School Readiness Indicators, either in the short-term or long-term. First Things First staff is committed to providing as much support as requested and necessary to assist Regional Councils in achieving the progress results they have identified for their work in their community. Further policy discussions and decisions related to the development of regional level benchmarks beginning in fall 2012 must include specific discussion on this topic.

Implementation of Benchmarks

The Board approved final wording and statewide benchmarks for Indicators 2-4 and 6-10 on October 1, 2012. With that approval, First Things First has continued to convene and sought input from partners and stakeholders in carrying out the next steps as described below.

- Staff will work with the Board's Program and Policy Committee, the Early Learning, Health, and Family and Support and Literacy Advisory Committees and other partners to continue data research, finalize benchmark recommendations and plan for data collection methods and systems.
- First Things First will continue to work with all system stakeholders to develop a common policy agenda informed by tracking progress on benchmarks. This will include partnerships with the Governor, the legislature, tribal governments, state agencies, philanthropy, business and community stakeholders.
- Regional Councils will begin developing their recommended benchmarks for prioritized School Readiness Indicators in fall 2012, using the following timeline:

Timeline	Activity
August – December 2012	Knowledge and Understanding of Available Data
January – March 2013	Compile Data by Region
February-March 2013	Preparation by Regional Councils to set Benchmarks (Webinar series)
April – October 2013	Decisions on Benchmark Recommendation based on Phases of Work *Note: Some indicators extend beyond October 2013
November 2013 – February 2014	Solicit Public Feedback
February – March 2014	Finalize Recommendations
April 2014	Recommendations to Board

A reference table listing the 10 School Readiness Indicators and recommended benchmarks is shown below:

Approved School Readiness Indicators and Proposed State Level Benchmarks	
<p>1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p><i>Benchmark: It is anticipated that a benchmark for 2020 may be recommended in FY15 upon analysis of baseline data from an Arizona kindergarten developmental inventory.</i></p>	
<p>2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p><i>Benchmark: Increase by 20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</i></p>	
<p>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</p> <p><i>Benchmark: Increase by 20% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</i></p>	

<p>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</p> <p><i>Benchmark: Maintain the #/% 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</i></p>
<p>5. % of children with newly identified developmental delays during the kindergarten year</p> <p><i>Benchmark: Indicator language and benchmark recommendations will be made in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.</i></p>
<p>6. #/% of children entering kindergarten exiting preschool special education to regular education</p> <p><i>Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education</i></p>
<p>7. #/% of children ages <u>2-4</u> at a healthy weight (Body Mass Index-BMI)</p> <p><i>Benchmark: 75% of children age 2-4 at a healthy weight (BMI)</i></p>
<p>8. #/% of children receiving <u>at least six well-child visits within the first 15 months of life</u></p> <p><i>Benchmark: 80% of children receiving <u>at least six well-child visits within the first 15 months of life</u></i></p>
<p>9. #/% of children age 5 with untreated tooth decay</p> <p><i>Benchmark: 32% of children age 5 with untreated tooth decay</i></p>
<p>10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being</p> <p><i>Benchmark: 73% of families report they are competent and confident about their ability to support their child's safety, health and well being</i></p>



STAR RATINGS

HIGHEST QUALITY



Far exceeds quality standards

QUALITY PLUS



Exceeds quality standards

QUALITY



Meets quality standards

PROGRESSING STAR



Approaching quality standards

RISING STAR



Committed to quality improvement

NO RATING

Program is enrolled in Quality First but does not yet have a public rating

Criteria include:

- **Health and safety practices** that promote children's basic well being
- **Staff qualifications**, including experience working with infants, toddlers and preschoolers as well as training or college coursework in early childhood development and education
- **Teacher-child interactions** that are positive, consistent and nurture healthy development and learning
- **Learning environments**, including age-appropriate books, toys and learning materials that promote emotional, social, language and cognitive development
- **Lessons** that follow state requirements or recommendations for infants, toddlers and preschoolers
- **Group sizes** that give young children the individual attention they need
- **Child assessment and parent communication** that keeps families regularly informed of their child's development



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 (ES) (CO) (IS) 4.5 4.5 2.0	CLASS™ Average Program Score (ES) (CO) (IS) 5.0 5.0 2.5	CLASS™ Average Program Score (ES) (CO) (IS) 6.0 6.0 3.0
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ) (AP) (CA) 2 2 2	Quality First Points Scale <i>10-point minimum</i> (SQ) (AP) (CA) 2 2 2	Quality First Points Scale <i>12-point minimum</i> (SQ) (AP) (CA) 4 4 4

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



FIRST THINGS FIRST

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School Readiness Indicators 2020 Cocopah Tribe Benchmark Summary

Indicator 2	Number/Percentage 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

Key Definitions:

Quality First Star Rating 1- 5 stars (see attachment- QF Rating Scale)

Quality First Child Enrollment: Number of children birth to age 5 enrolled in Quality First programs. Includes part time, and full time children

Benchmark Data Source:

Data sources considered for this indicator include:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2012 (Department of Economic Security)

Data source selected:

- A. First Things First Quality First Rating data is collected annually. This data was identified as the best data source for this indicator because consistent data are available for all regions.
- B. Market Rate Survey 2012 (Department of Economic Security)

- **Numerator:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 3-5 Stars
- **Denominator A:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 1-5 stars
- **Denominator B:** Number of Arizona children in regulated early care and education centers and homes

Baseline (State and Region):

Baseline A (based on Denominator A)

- **2013:** In Arizona, **23% (10,559)** of all children (birth-5 years) enrolled in Quality First (*N* = 45,967) are in an early care and education program with a Quality First rating of 3-5 stars
- **2013:** In Cocopah Tribe region, **100% (20)** of all children (birth-5 years) enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars

Baseline B (based on Denominator B)

- **2013:** In Arizona, **9% (10,559)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars
- **2013:** In Cocopah Tribe region, **100% (20)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars

Benchmark 2020 (State and Region):

Benchmark A (based on Denominator A)

- **State Year 2020:** *In progress*

Region Benchmark A for 2020: Increase by [] % over baseline

- **Region Year 2020:** In Cocopah Tribe region, **XX% (XX)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Benchmark B (based on Denominator B)

State Benchmark B for 2020: Increase by 20% over baseline

- **State Year 2020:** In Arizona, **29% (33,462)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Region Benchmark for 2020: Increase by [] % over baseline

- **Region Year 2020:** In Cocopah Tribe region, **XX% (XX)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Key Measures to Monitor (sub-measures):

Recommended:

1. Number of regulated homes/centers at each rating level
2. Number of programs enrolled in Quality First
3. Number of children in regulated homes/centers at each rating level
4. Number of slots in Quality First homes/centers

Cocopah Tribe	2013
Percentage in relation to QF child enrollment	
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	20 (1 providers)
Number of children (0-5yrs) enrolled in 1-5 star rated Quality First providers	20 (1 providers)
Percentage of children in 3-5 star rated Quality First providers against all Quality First provider 1-5 star rating	100%
Number of children in 1-2 star rated Quality First Providers	0 (0 providers)



Cocopah Indian Tribe
Regional Partnership Council

April 2014
Regional Director's Report

Regional Council and State Board Forum:

- The Cocopah and Yuma Regional Partnership Councils will have the opportunity to meet with State Board members on **May 29, 2014 from 11:00-1:00**. This year our forum will be held at the Cocopah Community Center and we hope that all council members will be able to participate and be a voice for our community.

Needs and Assets Update

- Data collection and parent surveys continue to be collected by Head Start and Early Steps Program.
- A rough draft for initial review is due to the Regional Director by April 10th, this draft will include very little text.
- The Regional Council will review and provide feedback at the May meeting.
- Detailed report of vendor activities is included in packet for council review.

Grants RENEWAL process

- Grantees have received their renewal packets and were due back to FTF on

Upcoming Events

April 12: Week of the Young Child Event

April 16: CRIT Parent Outreach & Awareness Workshop featuring Enrique Feldman, 8am-2:30pm, Blue Water Resort

April 24: Best for Babies Training, 8:30am-3:30pm, La Paz County Sherriff Boating Safety Facility

April 26: FTF Early Childhood Conference at AWC.

May 1: Chairs/Vice Chairs Leadership Forum, Phoenix

May 7: Cocopah Regional Partnership Council Meeting, 3:00pm, TBD

May 29: Regional Forum with Board Members, 11-1pm, Cocopah Community Center

SAVE THE DATE!

August 18-19: 2014 First Things First Early Childhood Summit, Phoenix Convention Center, Phoenix

4/1/2014. Council will make recommendation to State Board at their May meeting. How will the Council like to proceed with review of the grantee renewal packets? Suggestion, Standing Committee to review and make recommendation to council? Council to make final recommendation at the May meeting.

Cocopah Head Start Site Tour

- Will continue to work with Head Start to schedule event and inform council of date and schedule.

Council Seat Update

- Interviews will take place in April, just as a reminder seats being recruited for include Faith-based, Parent, At-Large, Tribal At-Large and Philanthropy. If you know of someone that would make a great addition to our team and a great voice for the community, please let me know and encourage them to apply.

Financials

- On March of this year, the Board's Finance Committee decided on a recommendation which will be forwarded to the State Board to set the regional annual budgets for SFY 2016 at a level which can be sustained for a longer period of time, beyond the three year funding cycle. Based on this recommendation, the impact for the Cocopah region would be a \$668.00 (.93%) reduction in the base allocation (from SFY 2015 to SFY 2016).

Monthly Status Report for the Cocopah Tribe Regional Partnership Council

Vendor: Norton School of Family and Consumer Sciences

Date Report Submitted: 03/14/14

Period Report Covers: 2/01/14 – 2/28/14

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>	

IN PROGRESS

Data collection, compilation, analysis and integration into report

N/A

The Norton School team traveled to the region on 2/6/14 and implemented 12 parent/caregiver surveys during the Cocopah Head Start parent meeting. However, due to a technical problem, part of the information collected was not saved. We will work with the Regional Director and the Cocopah Head Start Program staff on possible ways to collect this information again. In addition, the Head Start Program and the Early Steps Program staff agreed to conduct surveys with the families they work with respectively who were not able to attend the parent meeting on 2/6/14. The Early Steps Program Coordinator has collected data from 9 parents and submitted the information to the Norton School team. The Head Start Program staff conducted three additional surveys and delivered them to the Regional Director.

The Norton School team received data requested from the WIC Cocopah program on 2/20/14.

We are currently working with the statistician from the IHS Phoenix Area on the data request for community members served by IHS in the Cocopah Region. We expect IHS data to be available by the end of April.

The UA Norton School has begun cleaning and processing some publically available data for the Cocopah Tribe Region, as well as data requested by the FTF Research and Evaluation Office. Please note that data from the FTF Research and Evaluation office originally due to vendors by October 10, 2013, was delayed until January and February 2014. Retrieval of publically available Census data was also delayed slightly due to the government shutdown at the end of 2013. Data received and processed to date will be included in the April 10th draft of the report.

We will continue to process publically available data provided by FTF Research and Evaluation Office.

The Norton School team will continue to follow up in the next weeks with the different department heads and the IHS/PHX area on the data requests.

Pending tribal data will be processed as it becomes available to us.

Detailed outline of report	1/10/2014	COMPLETED Outline of the report was submitted to the Regional Director on 1/10/2014.	
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	



Come Celebrate The Week of the Young Child

Saturday April 12, 2014

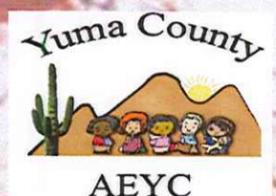
9:00am-12:00pm

Lugar: Yuma Heritage Library Lawn

Located at 350 3rd Avenue, Yuma, AZ.

Promoting: "Move On When Reading"

***Free event: Children will have the opportunity
to
make fun arts and crafts activities to take
home!***



Best for Babies Training Agenda

Thursday, April 24, 2014

La Paz County Sheriff Boating Safety Facility • 8484 Riverside Drive • Parker, Arizona

8:30 am Check in & Coffee

9:00am Welcome and Introductions

- **Overview of young children in foster care.** The facts about very young maltreated children, trauma and separation on very young children. Goals of Best for Babies and role of the child welfare system, best practices for maltreated infants and toddlers

Essentials of Early Child Development

- What do infants and toddlers need to develop normally? How we can help young children heal and thrive when they face abnormal challenges? What is "toxic stress" and how does stress impact child development?

11:45 am Lunch (on your own)

1:00 pm **Working together on behalf of babies in the court system**

- Importance of stable relationships. Community resources for young children. Working together as a team to improve outcomes for all young children in the dependency system.

Observing and supporting relationships

- Role of the Baby CASA. Using the Checklist of Essential Services to assure timely services. How to make sense of relationships between young children and foster parents/bio parents. What Baby CASA court reports should address. How to advocate for what is "best interests" of young children.

3:30 pm Adjourn

(This training qualifies for 5 hours of training credit)

Save the Date!
April 26, 2014

Yuma County FTF Early Childhood Education Conference

being held at Arizona Western College!

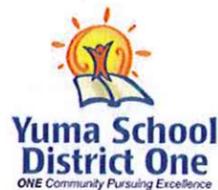
Join your colleagues for a full day of learning and discussion about the issues that affect you!

You will receive 6 hours of Professional Development! Certificates!

This full day conference will be FREE of Charge!

Prizes will be given after the last session! Join us on April 26, 2014 from 8:00-4:00.
A light breakfast and lunch will be provided!

Register and learn more at <http://links.asu.edu/yuma-conf>



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%			
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%			
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	\$59,387	\$19,796	75.0%	75.0%		\$19,796
	Cocopah Indian Tribe	GRA-RC031-13-0488-01-Y2	07/01/2013-06/30/2014			\$79,182	\$59,387	\$19,796	75.0%		\$19,796	
	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	\$59,412	\$22,221	72.8%	72.8%		\$19,796	
Quality and Access	Quality First Strategy			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%		
						-	-	-	0.0%			
	Quality First Assessment Strategy			Strategy Subtotal:	\$6,600	\$6,600	\$3,700	\$2,900	56.1%	56.1%		\$535
	Southwest Human Development	FTF-STATE-13-0347-01-Y2	07/01/2013-06/30/2014			\$6,600	\$3,700	\$2,900	56.1%		\$535	
	Quality First Coaching & Incentives Strategy			Strategy Subtotal:	\$1,932	\$1,932	\$1,023	\$909	52.9%	52.9%		
	Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013-06/30/2014			\$1,932	\$1,023	\$909	52.9%			
Goal Area Subtotal:			\$8,532	\$8,532	\$4,723	\$3,809	55.4%	55.4%		\$535		
Overall Total:			\$91,229	\$91,229	\$65,583	\$25,646	71.9%	71.9%		\$20,330		