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

Meeting Minutes

Call to Order/Welcome/Introduction of Guests

The regular meeting of the La Paz/Mohave Regional Partnership Council was held on December 5, 2013, at 10:00 a.m. at the Mohave Valley Elementary School, 1419 Willow Drive, Mohave Valley, Arizona 86440.

Chair Mongeau called the meeting to order at 10:00 a.m. Council members, staff and guests introduced themselves.

Members Present

Alisa Burroughs, Riley Frei, Jose Garcia, Lenore Knudtson, Betsy Lewis, Nancy Mongeau and Howard Weiske.

Members Absent

Terri Holloway, Viji Saari, Catie Sondrol and Debra Weger.

Approval of Meeting Minutes

Vice Chair Frei made a motion to approve the October 24, 2013 meeting minutes. Member Garcia seconded the motion. Motion carried unanimously.

Declarations of Conflict of Interest

Member Burroughs, Member Lewis and Vice Chair Frei declared conflicts of interest for Quality First.

Possible Approval of SFY 2015 Regional Funding Plan

Regional Director Merritt Beckett explained that the council is responsible to submit a regional funding plan to the State Board for approval each year in January. She reviewed proposed changes to the plan for SFY 2015 and noted that because this is the third year in a three-year funding cycle, proposed changes are minimal. Some changes are statewide – home visitation now has a required secondary strategy target service units for developmental screenings; the expansion increase slots strategy; and the Quality First Pre-Kindergarten Scholarships will be included under Quality First Scholarships beginning in SFY 2015. Additionally, the Quality First Package will be separated into seven different strategies, so the council will see data and service numbers for each individual component of the Quality First Package. The Needs and Assets strategy shows zero funding, as there is no report prepared in odd numbered years. Director Beckett closely reviewed the Kindergarten Transition strategy (formerly pre-kindergarten mentoring) and explained that the strategy will change direction next year. The Pre-Kindergarten Mentoring/Kindergarten Transition strategy is a multi-regional strategy that will transition over the next year from a mentoring strategy to a kindergarten transition strategy. The proposal is that there will be one pilot kindergarten transition community of practice in each region that buys-in to the strategy. The strategy standards of practice are still in development. Meetings are planned over the next year with early learning stakeholders (such as school districts and head start facilities) to develop standards to support the transition to kindergarten. Director Beckett reviewed two options: one that includes the kindergarten transition strategy in SFY 2015 and one that does not. Following discussion of needs in the region, Vice Chair Frei made a motion to exclude the kindergarten transition strategy in SFY 2015. Member Garcia seconded. The motion passed with 6 for, 1 against (Member Weiske).

Director Beckett explained the council could vote on the funding plan after removing the strategies with conflict of interest. After some discussion, Member Weiske made a motion to approve the SFY 2015 regional funding plan strategy allotments and target service units – except for the Quality First strategies – as proposed, but as amended by the prior vote. Member Garcia seconded. The motion passed unanimously. There will be a special meeting scheduled next week to vote on the remainder of the strategies.

Update on Arizona Town Hall

Member Howard Weiske spoke about the Arizona Town Hall on Early Education he attended, and thanked First Things First for the opportunity to attend. There were approximately 105 attendees from around the state, including representatives from United Way, Arizona Department of Economic Security, health care providers, churches, schools (all grades through college), regional partnership council members and state board members. Member Weiske reviewed the summary document and recommendations produced at the town hall. Council members discussed the document and thanked Member Weiske for representing the council.

Community Outreach Update

Erin Taylor, Outreach Coordinator reviewed recent presentations and noted that she conducted two advanced trainings for approximately forty people. Focus on collaboration has led to numerous outreach opportunities. Coordinator Taylor also highlighted some recent press releases, including the holiday toy release advising parents to avoid electronics and focus on imagination. There was a car seat event in Parker yesterday, and the upcoming article will focus on car seat safety. Coordinator Taylor will also write an article on yesterday's capacity building meeting highlighting the opportunities available.

Regional Director's Report

Director Beckett reviewed the SFY 2014 Financial and Program Data Reports. After four months of services, most are in the expected range with \$1.7M expended year to date. One point of interest is that the Needs and Assets funding is now split over two fiscal years, which is only a technical change. Director Beckett also noted that the data report has expanded fields, detailing exactly the type service unit provided.

Director Beckett provided an update on system coordination, and gave council members the approved 2014 meeting dates. Additionally, she advised that the third home visitation collaboration meeting is scheduled January 14, 2014 at Child and Family Resources in Kingman. These meetings have shown great promise, with several different providers in attendance, including representatives from AzEIP, the Hualapai Tribe Maternal Child Health Program, the Mohave County Health Department and the Department of Health Services.

Call to the Public

There were no responses to call to the public.

Next Regular Meeting

The next meeting of the La Paz/Mohave Regional Partnership Council will be at 9:30 a.m. on Thursday, February 27, 2014 at the Quartzsite Town Hall, Council Chambers, located at 465 N Plymouth Ave, Quartzsite, AZ 85346.

Adjourn

Member Garcia made a motion to adjourn at 11:18 a.m. Member Weiske seconded the motion. Motion carried unanimously.

SUBMITTED BY:

APPROVED BY:

Sandy Smith, Administrative Assistant

Nancy Mongeau, Chair



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

Meeting Minutes

Call to Order

The special meeting of the La Paz/Mohave Regional Partnership Council was held on December 11, 2013, at 3:15 p.m. at the First Things First Lake Havasu Regional Office, 1979 North McCulloch Boulevard, Suite 106, Lake Havasu City, Arizona 86403.

Chair Mongeau called the meeting to order at 3:17 p.m.

Members Present

Jose Garcia, Terri Holloway, Lenore Knudtson, Nancy Mongeau, Vijette Saari and Howard Weiske.

Members Absent

Alisa Burroughs, Riley Frei, Betsy Lewis, Catie Sondrol and Debra Weger.

Possible Approval of SFY 2015 Regional Funding Plan

Regional Director Merritt Beckett explained that all strategies' target service units and funding allotments were approved at the last meeting, with the exception of the Quality First strategies, due to four members declaring a conflict of interest. Director Beckett thanked the members for their flexibility in scheduling this special meeting. She reviewed the proposed changes in funding for each Quality First strategy, explaining the differences from SFY 2014 to SFY 2015. Member Holloway made a motion to approve the remainder of the SFY 2015 regional funding plan as presented. Member Weiske seconded. The motion carried unanimously.

Adjourn

Chair Mongeau adjourned the meeting at 3:23 p.m.

SUBMITTED BY:

APPROVED BY:

Sandy Smith, Administrative Assistant

Nancy Mongeau, Chair



<p>1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical <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 <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 <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 <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 <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 <i>Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education</i></p>
<p>7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI) <i>Benchmark: 75% of children age 2-4 at a healthy weight (BMI)</i></p>
<p>8. #/% of children receiving at least six well-child visits within the first 15 months of life <i>Benchmark: 80% of children receiving at least six well-child visits within the first 15 months of life</i></p>
<p>9. #/% of children age 5 with untreated tooth decay <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 <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>



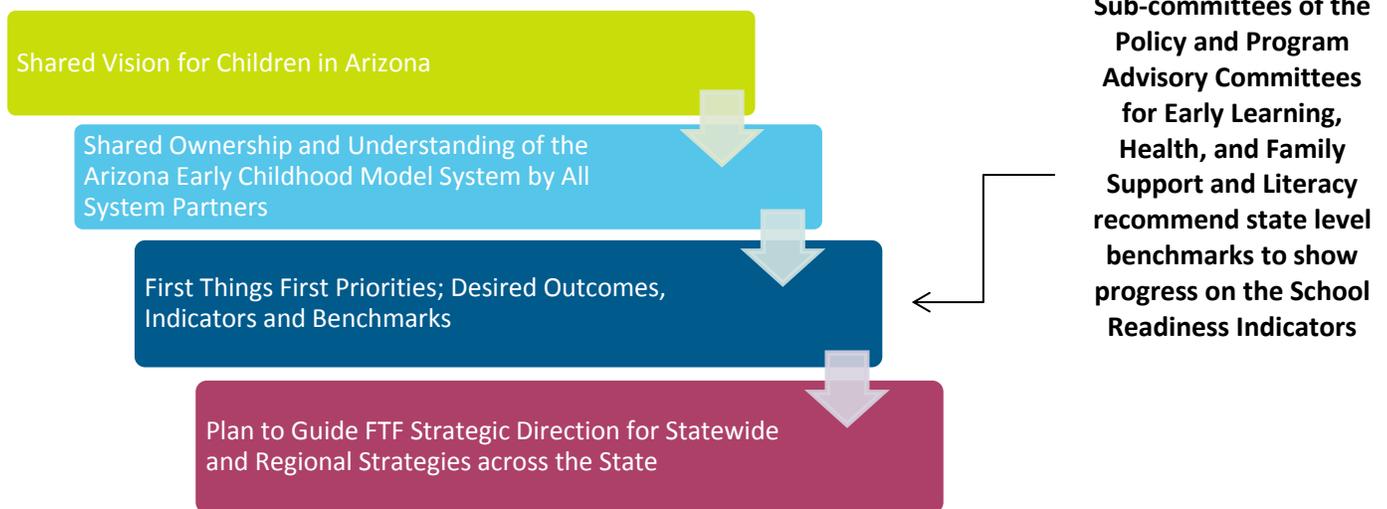
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Overview of State Level Benchmarks

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>



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School Readiness Indicators 2020 La Paz/Mohave Regional Level Benchmark Summary

Indicator #10:	Percentage 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's safety, health and well-being.

Data sources considered:

- First Things First 2012 Family and Community Survey

Data sources recommended for Benchmark:

- First Things First Family and Community Survey data is collected every three years. The Family and Community Survey is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*¹. Survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

For the purpose of the development of Indicator 10 composite score, a sub-set of nine items was selected (see table 1 below for Indicator 10 measure). These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child's safety, health and well-being. Five of the items selected are *knowledge-based questions* that directly assess a parent's level of knowledge of key developmental areas. Two of the items selected specifically ask parents *to rate their level of competency and confidence* in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about *parent behaviors* around the key early literacy activities of reading, telling stories and singing songs with their children. The table below (2) presents the cut points used for each of the 9 items. Six or more responses (out of nine) meeting the cut point was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

¹ CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. What Grown-ups Understand About Child Development: A National Benchmark Survey. Online, INTERNET, 06/20/02.

Table 1: Indicator 10 Measure		
Knowledge-based questions	Parent's self-rating of competency and confidence	Parent behaviors
(01) When do you think a parent can begin to significantly impact a child's brain development?	(06) I am competent and confident about my ability to support my child's safety, health, and well-being.	(08) During the past week, how many days did you or other family members read stories to your child/children?
(02) At what age do you think an infant or young child begins to really take in and react to the world around them?	(07) I am competent and confident about my ability to support my child's learning and cognitive development.	(09) During the past week, how many days did you or other family members tell stories or sing songs to your child/children?
(03) At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by his parent's mood?		
(04) Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how the parents interact with them.		
(05) In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them.		

Table 2: Data Summary											
		Knowledge-based questions					Parent's self-rating of competency and confidence		Parent behaviors		
	Sample size	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Baseline: Percentage competent and confident
Cut Points		Prenatal	Right from birth	Up to 1 month	Definitely False	Definitely False	Strongly agree	Strongly agree	6 or 7 days	6 or 7 days	6 of 9 met
Statewide	3707	32%	35%	51%	63%	44%	93%	90%	51%	51%	42%
La Paz/Mohave	150	29%	36%	62%	76%	49%	98%	94%	58%	54%	59%

Baseline (2012 Family and Community Survey):

La Paz/Mohave: 59% of families report they are competent and confident about their ability to support their child's safety, health and well-being.

State: 42%² of families report they are competent and confident about their ability to support their child's safety, health and well-being.

Benchmark 2020:

La Paz/Mohave: XX% of families report they are competent and confident about their ability to support their child's safety, health and well- being.

State: 52%² of families report they are competent and confident about their ability to support their child's safety, health and well- being.

² State baseline for Indicator 10 was 63% and benchmark was set at 73% (10 % increase) initially; however after correcting for data skewness (including weighting) the new baseline for state is 42%. We are in the process of working with state advisory committee and FTF board to reset the benchmark. The 52% state benchmark presented here is based on the 10% increase that was set as target.



FIRST THINGS FIRST

Dear Community Members, Partners and Stakeholders,

As a valuable partner in building a comprehensive and collaborative early childhood system, the First Things First (FTF) La Paz/Mohave Regional Partnership Council is inviting you to participate in a Public Forum and/or on-line survey regarding the proposed regional benchmark(s) to be set for the region's prioritized FTF School Readiness Indicators.

Your local forum will be held March 14, 2014, 10 a.m. – 12 p.m. at the Bullhead Elementary School District Board Room, 1004 Hancock Road, Bullhead City, AZ 86442

In June 2014, First Things First Regional Partnership Councils will recommend 2020 benchmarks for prioritized indicators to the First Things First Board. Prior to making the recommendations to the Board, each Regional Partnership Council is interested in gathering feedback and comments from stakeholders, partners and the public. An email will also be sent with a link to the on-line survey for those who choose to provide feedback and/or comment electronically.

During the regional forums, participants will:

- Be provided an overview of the work in determining the recommended regional benchmarks
- Review and provide feedback on the recommended regional benchmarks identified by the region for the prioritized School Readiness Indicators
- Be provided with a link to the online survey for feedback and comment
- Be provided with information on next steps including presentation and approval by the Board in June

The FTF School Readiness Indicators and benchmarks, both statewide and regional, focus on the collective efforts of all partners engaged in the early childhood system. They will be used to guide First Things First planning at the state and regional level, 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.

Here is a listing of all regional forums:

March 3 Cochise	March 17 Gila
March 4 Santa Cruz	March 18 Graham/Greenlee
March 5 Pima Regions	March 19 & 20 Phoenix and Maricopa Regions
March 10 Yuma	March 24 Navajo/ Apache
March 12 Pinal	March 25 Coconino
March 14 La Paz/ Mohave	March 26 Yavapai

We would greatly appreciate your participation in the forums and/or online survey and look forward to sharing the recommendations with you.

For more information on this region's forum/on-line survey or those happening in other regions, please contact Merritt Beckett, La Paz/Mohave Regional Director at 928.854.8732.

SFY 2014 La Paz/Mohave Financial Report

Attachment 07

	Grantee Name	Contract Number	Contract Period	Total Allotment	Awarded	YTD Expense	Expense Variance	Award Expended	Allotment Expended	Reimbursement Activity	
								% of Award Expended	% of Allotment Expended	Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy		Strategy Subtotal:	\$30,000	\$30,000	\$9,568	\$20,432	31.9%	31.9%		
	First Things First (FTF-Directed)	PSC-STATE-14-0651-01	07/01/2013-06/30/2014		\$30,000	\$9,568	\$20,432	31.9%			
	Community Outreach Strategy		Strategy Subtotal:	\$83,000	\$83,000	\$39,015	\$43,985	47.0%	47.0%		
	First Things First (FTF-Directed)	PSC-STATE-14-0652-01	07/01/2013-06/30/2014		\$83,000	\$39,015	\$43,985	47.0%			
	Goal Area Subtotal:				\$113,000	\$113,000	\$48,583	\$64,417	43.0%	43.0%	
Coordination	Court Teams Strategy		Strategy Subtotal:	\$400,000	\$400,000	\$200,000	\$200,000	50.0%	50.0%		
	Mohave County Court	GRA-RC006-13-0537-01-Y2	07/01/2013-06/30/2014		\$400,000	\$200,000	\$200,000	50.0%			
	Goal Area Subtotal:				\$400,000	\$400,000	\$200,000	\$200,000	50.0%	50.0%	
Evaluation	Needs and Assets Strategy		Strategy Subtotal:	\$42,000	\$33,075	\$1,133	\$31,942	3.4%	2.7%		-
	University of Arizona	ISA-STATE-14-0643-01	07/01/2013-06/30/2014		\$33,075	\$4,335	\$28,740	13.1%			-
	First Things First (FTF-Directed)	PSC-STATE-14-0662-01	To Be Determined		-	(\$3,202)	\$3,202	0.0%			
	Statewide Evaluation Strategy		Strategy Subtotal:	\$193,948	\$193,948	\$193,948	-	100.0%	100.0%		
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014		\$193,948	\$193,948	-	100.0%			

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			Goal Area Subtotal:	\$235,948	\$227,023	\$195,081	\$31,942	85.9%	82.7%	-	
Family Support	Family Support – Children with Special Needs Strategy		Strategy Subtotal:	\$150,000	\$150,000	\$71,642	\$78,358	47.8%	47.8%	\$19,071	\$10,963
	Child and Family Resources Inc.	FTF-RC006-13-0354-02-Y2	07/01/2013-06/30/2014		\$150,000	\$71,642	\$78,358	47.8%		\$19,071	\$10,963
	Home Visitation Strategy		Strategy Subtotal:	\$1,200,000	\$1,114,006	\$513,791	\$600,216	46.1%	42.8%	\$33,812	\$80,716
	Arizona Department of Economic Security	ISA-MULTI-14-0636-01	07/01/2013-06/30/2014		\$17,914	\$9,163	\$8,751	51.2%		\$4,478	
	Arizona's Children Association	FTF-RC006-13-0356-08-Y2	07/01/2013-06/30/2014		\$420,589	\$161,488	\$259,101	38.4%			\$25,960
	Child and Family Resources Inc.	FTF-RC006-13-0356-04-Y2	07/01/2013-06/30/2014		\$389,492	\$189,212	\$200,280	48.6%		\$29,334	\$29,439
	The Learning Center for Families	FTF-RC006-13-0356-01-Y2	07/01/2013-06/30/2014		\$286,011	\$153,927	\$132,084	53.8%			\$25,318
	Goal Area Subtotal:			\$1,350,000	\$1,264,006	\$585,433	\$678,574	46.3%	43.4%	\$52,883	\$91,679
	Health	Child Care Health Consultation Strategy		Strategy Subtotal:	\$51,926	\$51,926	\$4,335	\$47,592	8.3%	8.3%	\$13,504
First Things First (FTF-Directed)		PSC-STATE-14-0649-01	07/01/2013-06/30/2014		\$3,188	\$3,188	-	100.0%			
Maricopa County Dept. of Public Health		GRA-STATE-14-0631-01	07/01/2013-06/30/2014		\$1,093	\$202	\$892	18.4%			\$202
Pima County Health Department		GRA-STATE-13-0525-01-Y2	07/01/2013-06/30/2014		\$1,988	\$945	\$1,043	47.5%		\$158	\$139
University of Arizona, Mohave Cooperative Extension		GRA-STATE-14-0632-01	07/01/2013-06/30/2014		\$45,657	-	\$45,657	0.0%		\$13,345	
Goal Area Subtotal:			\$51,926	\$51,926	\$4,335	\$47,592	8.3%	8.3%	\$13,504	\$341	

Professional Development	Community-Based Professional Development ECE Professionals			Strategy Subtotal:	\$400,000	\$400,000	\$152,292	\$247,708	38.1%	38.1%	\$22,804
	Association for Supportive Child Care	FTF-RC006-13-0375-01-Y2	07/01/2013-06/30/2014		\$400,000	\$152,292	\$247,708	38.1%			\$22,804
	Scholarships TEACH Strategy (Funded with Statewide Funds)			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%	
					-	-	-	0.0%			
Goal Area Subtotal:					\$400,000	\$400,000	\$152,292	\$247,708	38.1%	38.1%	\$22,804
Quality and Access	Expansion: Increase slots and/or capital expense Strategy			Strategy Subtotal:	\$264,300	\$264,300	\$66,075	\$198,225	25.0%	25.0%	
	Arizona Department of Education	ISA-RC006-13-0625-01-Y2	07/01/2013-06/30/2014		\$264,300	\$66,075	\$198,225	25.0%			
	Family, Friends & Neighbors Strategy			Strategy Subtotal:	\$100,000	\$100,000	\$60,632	\$39,368	60.6%	60.6%	\$10,571
	Association for Supportive Child Care	FTF-MULTI-13-0406-01-Y2	07/01/2013-06/30/2014		\$100,000	\$60,632	\$39,368	60.6%			\$10,571
	Quality First Academy Strategy			Strategy Subtotal:	\$21,817	\$18,125	\$6,151	\$11,974	33.9%	28.2%	\$1,512
	Southwest Human Development	FTF-STATE-14-0431-03	07/01/2013-06/30/2014		\$18,125	\$6,151	\$11,974	33.9%			\$1,512
	Quality First Child Care Health Consultation Warmline Strategy			Strategy Subtotal:	\$994	\$994	\$320	\$674	32.2%	32.2%	\$292
	University of Arizona Cooperative Extension	GRA-STATE-14-0629-01	07/01/2013-06/30/2014		\$994	\$320	\$674	32.2%			\$292
	Quality First Coaching & Incentives Strategy			Strategy Subtotal:	\$326,082	\$326,082	\$244,399	\$81,684	74.9%	74.9%	\$81,466
	Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013-06/30/2014		\$326,082	\$244,399	\$81,684	74.9%			\$81,466
	Quality First Inclusion Warmline Strategy			Strategy Subtotal:	\$4,852	\$4,852	\$1,686	\$3,166	34.7%	34.7%	\$283
	Southwest Human Development	FTF-STATE-13-0426-01-Y2	07/01/2013-06/30/2014		\$4,852	\$1,686	\$3,166	34.7%			\$283

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Quality First Mental Health Consultation Warmline Strategy			Strategy Subtotal:	\$4,990	\$4,990	\$2,509	\$2,481	50.3%	50.3%	\$423
Southwest Human Development	FTF-STATE-13-0344-02-Y2	07/01/2013- 06/30/2014		\$4,990	\$2,509	\$2,481		50.3%		\$423
Quality First Pre-K Mentoring Strategy			Strategy Subtotal:	\$78,507	\$78,507	\$58,851	\$19,656	75.0%	75.0%	\$19,617
Arizona Department of Education	ISA-MULTI-13-0487-01-Y2	07/01/2013- 06/30/2014		\$78,507	\$58,851	\$19,656		75.0%		\$19,617
Quality First Pre-K Scholarships Strategy			Strategy Subtotal:	\$1,365,583	\$1,245,242	\$622,750	\$622,492	50.0%	45.6%	
Valley of the Sun United Way	FTF-STATE-14-0440-02	07/01/2013- 06/30/2014		\$1,245,242	\$622,750	\$622,492		50.0%		
Quality First Scholarships Strategy			Strategy Subtotal:	\$450,948	\$450,948	\$174,399	\$276,549	38.7%	38.7%	-
Valley of the Sun United Way	FTF-STATE-14-0440-01	07/01/2013- 06/30/2014		\$450,948	\$174,399	\$276,549		38.7%		-
Quality First Warmline Triage Strategy			Strategy Subtotal:	\$1,941	\$1,941	\$974	\$967	50.2%	50.2%	\$167
Southwest Human Development	FTF-STATE-13-0351-02-Y2	07/01/2013- 06/30/2014		\$1,941	\$974	\$967		50.2%		\$167
Goal Area Subtotal:				\$2,620,014	\$2,495,981	\$1,238,745	\$1,257,235	49.6%	47.3%	- \$114,331
Overall Total:				\$5,170,888	\$4,951,937	\$2,424,469	\$2,527,468	49.0%	46.9%	\$66,387 \$229,155

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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

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Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		6	4			
	Number of repeat callers		0	1			
	Number of calls received (new and repeat)	0	6	5			11
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		4	4			
	Number of new calls from other callers		2	0			
	Number of callers referred for follow-up service		5	1			
	Number of callers reporting receiving appropriate follow-up or service		5	1			

Community Based Professional Development Early Care and Education Professionals

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC006-13-0375-01-Y2 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3			
	Number of training sessions conducted		17	23			
	Number of professionals attended	200	251	318			569

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Average attendance per training session		14.8	13.8			
Number of trainings offered as college credit		0	0			

Court Teams

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-RC006-13-0537-01-Y2 / Mohave County Superior Court	Quarterly Data Submission Status*		3	3			
	Number of court team meetings conducted		8	16			
	Number of children newly served by Court Team Program		45	44			
	Number of children served	200	152	196			196
	Number of children at the end of the quarter (subtracting disenrolled)		130	149			
	Number of children with a court team checklist within one month of entry into the child welfare system		39	44			
	Number of system improvement measures continuing to be implemented		2	2			
	Number of system improvement measures newly implemented during the quarter		1	4			
	Number of trainings conducted		15	6			
	Number of participants attended	525	61	112			173
	Number of professionals attended		55	88			
	Number of Court Appointed Special Advocates (CASA) attended		6	18			
	Number of Baby Court Appointed Special Advocates (Baby CASA) attended		0	6			
	Number of parents attended		58	11			

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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
FTF-RC006-13-0354-02-Y2 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		27	9			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		0	5			
	Number of children received hearing screening		27	9			
	Number of vision screenings conducted		9	8			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0			
	Number of families that report being referred and having received an additional evaluation		0	0			
	Number of children received vision screening		9	8			
	Number of developmental screenings conducted		31	17			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		2	1			
	Number of children referred for developmental delay follow-up		0	0			
	Number of children received developmental screening		31	23			
	Number of children receiving screening (children may have received 1-3 types of screenings)		44	21			

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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-RC006-13-0356-01-Y2 / The Learning Center for Families	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		8	12			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		0	2			
	Number of children received hearing screening		8	12			
	Number of vision screenings conducted		10	12			
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		2	0			
	Number of families that report being referred and having received an additional evaluation		2	1			
	Number of children received vision screening		10	12			
	Number of developmental screenings conducted		6	35			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0			
	Number of children referred for developmental delay follow-up		0	0			
	Number of children received developmental screening		6	35			
	Number of children receiving screening (children may have received 1-3 types of screenings)		11	40			
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

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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-RC006-13-0356-04-Y2 / Child and Family Resources Inc.	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			32			
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home			2			
	Number of children referred for developmental delay follow-up			2			
	Number of children received developmental screening			32			
	Number of children receiving screening (children may have received 1-3 types of screenings)			32			
FTF-RC006-13-0356-08-Y2 / Arizona's Children Association	Quarterly Data Submission Status*		3	3			
	Number of hearing screenings conducted		0	16			
	Number of hearing results forwarded to medical home		0	0			
	Number of families referred and having received an additional evaluation		0	0			

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Number of children received hearing screening		0	16			
Number of vision screenings conducted		0	10			
Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0			
Number of families that report being referred and having received an additional evaluation		0	0			
Number of children received vision screening		0	10			
Number of developmental screenings conducted		17	34			
Number of developmental screening results forwarded to AZEIP, Part B or a medical home		1	2			
Number of children referred for developmental delay follow-up		1	11			
Number of children received developmental screening		12	33			
Number of children receiving screening (children may have received 1-3 types of screenings)		12	42			

Expansion: Increase slots and/or capital expense

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
ISA-RC006-13-0625-01-Y2 / Arizona Department of Education	Quarterly Data Submission Status*		3	3			
	Number of center based providers served	2	2	2			2
	Number of center based providers at the end of the quarter (subtracting disenrolled)		2	2			
	Number of home based providers served	0					0

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Number of home based providers at the end of the quarter (subtracting disenrolled)						
Number of providers who received Renovation support		0	0			
Number of providers who received Capital Investment support		0	0			
Number of providers who received supports to be regulated		2	2			
Number of providers who received support for planning for renovation or capital investment		2	0			
Number of providers who received Equipment/materials purchases to support expansion		0	0			
Number of providers who received other support services		0	0			
Number of center based providers that received a new license during the quarter		1	0			
Number of home based providers that received a new license during the quarter						
Number of infant slots added in center based providers		0	0			
Number of toddler slots added in center based providers		0	0			
Number of preschooler slots added in center based providers		12	1			
Number of infant slots added in home based providers						
Number of toddler slots added in home based providers						
Number of preschooler slots added in home based providers						
Number of increased slots for participating children	40	12	13			13

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Family Support – Children with Special Needs

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC006-13-0354-02-Y2 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3			
	Total number of families newly enrolled during the quarter		9	9			
	Number of families served	50	31	40			40
	Number of families at the end of the quarter (subtracting disenrolled)		28	28			
	Number of children newly enrolled during the quarter		7	12			
	Number of children served		52	64			
	Number of full time equivalent (FTE) staff at the end of the quarter		2	2			
	Number of families who received community based referrals		50	61			

Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-MULTI-13-0406-01-Y2 / Association for Supportive Child Care	Quarterly Data Submission Status*		3	3			
	Number of home based providers newly enrolled during the quarter		28	8			
	Number of home based providers served	60	33	41			41

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Number of home based providers at the end of the quarter (subtracting disenrolled)		28	0			
Number of children served		46	100			
Number of providers that applied for regulation						
Number of providers newly regulated						
Number of trainings conducted in home based settings		0	0			
Number of providers trained in home based settings		0	0			
Number of trainings conducted in community based settings		14	21			
Number of providers trained in community based settings		79	178			

Health Insurance Enrollment

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-RC006-13-0356-01-Y2 / The Learning Center for Families	Quarterly Data Submission Status*		3	3			
	Number of families reporting they are un-insured		0	18			
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		0	5			
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	3			
	Number of families served		0	8			
	Number of families served requesting assistance that enrolled into AHCCCS		0	5			
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0			

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Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services			0	8			
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-RC006-13-0356-04-Y2 / Child and Family Resources Inc.	Quarterly Data Submission Status*			3			
	Number of families reporting they are un-insured			1			
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)			0			
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare			0			
	Number of families served			0			
	Number of families served requesting assistance that enrolled into AHCCCS			0			
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)			0			
	Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services			1			
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-RC006-13-0356-08-Y2 / Arizona's Children Association	Quarterly Data Submission Status*		3	3			
	Number of families reporting they are un-insured		1	0			
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		1	0			
	Number of families served requesting assistance with re-enrollment into		0	0			

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AHCCCS or KidsCare						
Number of families served		1	0			
Number of families served requesting assistance that enrolled into AHCCCS		1	0			
Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0			
Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		1	0			

Home Visitation

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-RC006-13-0356-01-Y2 / The Learning Center for Families	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		3	5			
	Number of families served	36	36	39			39
	Number of families at the end of the quarter (subtracting disenrolled)		34	35			
	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		2	4			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		3.5	3.5			
	Homevisitor caseload for the quarter		9.7	10.0			
	Staff turnover for the quarter		0	0			
	Family turnover for the quarter		0	0			
	Families disenrolled due to moving		50.0%	25.0%			

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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
	Families disenrolled due to unable to locate		0	0			
	Number of children newly enrolled during the quarter		3	5			
	Number of children served		43	48			
	Number of families who received community based referrals		410	304			
FTF-RC006-13-0356-04-Y2 / Child and Family Resources Inc.	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		11	1			
	Number of families served	122	91	76			76
	Number of families at the end of the quarter (subtracting disenrolled)		75	64			
	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		16	12			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		4.5	4.5			
	Homevisitor caseload for the quarter		16.7	14.2			
	Staff turnover for the quarter		0	0			
	Family turnover for the quarter		6.3%	14.7%			
	Families disenrolled due to moving		31.3%	16.7%			
	Families disenrolled due to unable to locate		31.3%	41.7%			
	Number of children newly enrolled during the quarter		10	1			
	Number of children served		146	147			
	Number of families who received community based referrals		275	280			

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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-RC006-13-0356-08-Y2 / Arizona's Children Association	Quarterly Data Submission Status*		3	3			
	Number of families newly enrolled during the quarter		24	12			
	Number of families served	140	86	79			79
	Number of families at the end of the quarter (subtracting disenrolled)		67	66			
	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		19	13			
	Number of full time equivalent (FTE) home visitors at the end of the quarter		5.0	5.0			
	Homevisitor caseload for the quarter		13.4	13.2			
	Staff turnover for the quarter		16.7%	0			
	Family turnover for the quarter		0	1.5%			
	Families disenrolled due to moving		15.8%	23.1%			
	Families disenrolled due to unable to locate		15.8%	53.8%			
	Number of children newly enrolled during the quarter		31	14			
	Number of children served		141	155			
	Number of families who received community based referrals		40	22			

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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		20	27			
	Number of Spanish cases distributed		0	0			
	Number of cases distributed		20	27			
	Number of parent kits distributed		280	378			

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	20	17	17	0	0	
	Number of Homes	1	0	1	0	0	
	Number of Rating Only Centers	0	0	0	0	0	

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Quality First Pre-K Mentoring

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
ISA-MULTI-13-0487-01-Y2 / Arizona Department of Education	Quarterly Data Submission Status*		3	3			
	Number of pre-k public sites using FTF funds newly selected in Pre-K Scholarships		6	0			
	Number of pre-k public sites served	9	6	6			6
	Number of Public pre-K sites at the end of the quarter (subtracting disenrolled)		6	6			
	Number of pre-k private sites using FTF funds newly selected in Pre-K Scholarships		0	0			
	Number of pre-k private sites served	4	0	0			0
	Number of Private pre-K sites at the end of the quarter (subtracting disenrolled)		0	0			
	Number of Transition Plans developed during the quarter		0	0			
	Number of transition activities occurring during the quarter		0	0			
	Number of collaboration meetings between public schools and private providers during the quarter		0	0			
	Number of trainings conducted						
	Number of private pre-k programs staff attending						
	Number of public pre-k programs staff attending						
	Number of public sites who forward developmental screening results to AZEIP, Part B, or a medical home for evaluation and services		0	0			
	Number of private sites who forward developmental screening results to		0	0			

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AZEIP, Part B, or a medical home for evaluation and services						
Number of public sites who forward hearing screening results to a medical home for evaluation and services		0	0			
Number of private sites who forward hearing screening results to a medical home for evaluation and services		0	0			
Number of public sites who forward vision screening results to a medical home for evaluation and services		0	0			
Number of private sites who forward vision screening results to a medical home for evaluation and services		0	0			

Quality First Pre-K Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-02 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3			
	Number of FTF funded pre-k children		286	349			
	Number of FTF funded pre-k children at the end of the quarter (subtracting disenrolled)		192	199			
	Number of preschoolers with special needs served		2	3			
	Number of preschoolers with special needs at the end of the quarter (subtracting disenrolled)		1	1			
	Number of preschooler slots filled at the end of the quarter		146.5	150.0			
	Number of FTF funded part time pre k children		166	188			
	Number of FTF funded part time pre k children at the end of the quarter (subtracting disenrolled)		99	100			

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Number of FTF funded full time pre k children		118	158			
Number of FTF funded full time pre k children at the end of the quarter (subtracting disenrolled)		92	98			
Number of part time preschoolers with special needs served		0	0			
Number of part time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		0	0			
Number of full time preschoolers with special needs served		2	3			
Number of full time preschoolers with special needs served at the end of the quarter (subtracting disenrolled)		1	1			
Number of part time slots filled at the end of the quarter		50.5	50.0			
Number of full time slots filled at the end of the quarter		96.0	100.0			
Number of slots filled at the end of the quarter	183	146.5	150.0			150.0

Quality First Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3			
	Number of center based providers served		7	7			
	Number of center based providers at the end of the quarter (subtracting disenrolled)		7	6			
	Number of home based providers served		0	0			
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0			

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Number of children receiving scholarships		128	248			
Center based providers: Number of infants receiving scholarships		12	14			
Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		5	4			
Home based providers: Number of infants receiving scholarships		0	0			
Home based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
Center based providers: Number of toddlers receiving scholarships		54	59			
Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		45	37			
Home based providers: Number of toddlers receiving scholarships		0	0			
Home based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
Center based providers: Number of preschool aged children receiving scholarships		98	114			
Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		72	71			
Home based providers: Number of preschool aged children receiving scholarships		0	0			
Home based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
Center based providers: Number of children with special needs receiving scholarships		1	1			
Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		1	1			
Home based providers: Number of children with special needs receiving scholarships		0	0			
Home based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		0	0			
Number of Infant (0-12 months) slots filled end of the quarter		6.0	4.0			

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Number of toddler (13-35 months) slots filled end of the quarter		47.0	39.5			
Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		63.0	62.0			
Number of slots filled with children (0-5 yrs) end of the quarter	78	116.0	105.5			105.5
Number of FTF slots vacant for children (0-5 yrs)		0	0			

Recruitment – Stipends/Loan Forgiveness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-MULTI-13-0518-01-Y2 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3			
	Number of therapists receiving loan forgiveness		2	2			
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0			
	Number of therapists in first year of loan forgiveness service		0	0			
	Number of therapists in second year of loan forgiveness service		2	2			
	Number of therapists in third year of loan forgiveness service		0	0			
	Number of therapists in fourth year of loan forgiveness service		0	0			
	Number of therapists receiving stipends		3	3			
	Number of therapists newly contracted for a stipend during the quarter		0	0			
	Number of therapists in first year of stipends		0	0			
	Number of therapists in second year of stipends		2	2			
	Number of therapists in third year of stipends		0	0			
	Number of therapists in fourth year of stipends		0	0			
	Number of therapists receiving both a loan forgiveness and stipend		2	2			

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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		1	1			
	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		7	19			
	AA Contracts Completed		1	2			
	AA Withdrawn		0	1			
	AA Contracts Initiated		4	6			
	AA Scholarships Awarded		23	23			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
BA Scholarships Awarded		0	0				

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CDA Scholarships Withdrawn		0	0			
CDA Contracts Initiated		0	0			
CDA Scholarships Currently Awarded		2	2			
Scholars Currently Receiving T.E.A.C.H. Scholarship		21	24			
Quality First Facilities with Current T.E.A.C.H. Scholars		6	6			
Non-QF Facilities with Current T.E.A.C.H. Scholars		8	11			
Quality First Facilities with T.E.A.C.H. Scholars Awarded		6	6			
Non-QF Facilities with T.E.A.C.H. Scholars Awarded		8	11			
AA Applications Pending		5	1			



FIRST THINGS FIRST

Ready for School. Set for Life.

SFY 2015 Regional Funding Plan

La Paz/Mohave
Regional Partnership Council

Presented to the First Things First Board
January 21-22, 2014

La Paz/Mohave
Funding Plan Summary
SFY 2015 Proposed

Allocations and Funding Sources	2015	Recommendations to the Board for SFY 2015 Strategies and Allotments
SFY Allocation	\$3,733,973	
Population Based Allocation	\$2,149,225	
Discretionary Allocation	\$1,212,000	
Other (FTF Fund balance addition)	\$372,748	
Carry Forward From Previous Year	\$1,772,210	
Total Regional Council Funds Available	\$5,506,184	
Strategies	Proposed Allotment	
Court Teams	\$400,000	Recommend Approval
Home Visitation	\$1,114,006	Recommend Approval
Family Support – Children with Special Needs	\$150,000	Recommend Approval
Family, Friends & Neighbors	\$100,000	Recommend Approval
Community-Based Professional Development ECE	\$400,000	Recommend Approval
Quality First Child Care Scholarships (<i>statewide</i>)	\$2,315,821	Recommend Approval
Quality First Coaching & Incentives (<i>statewide</i>)	\$272,885	Recommend Approval
Quality First Academy (<i>statewide</i>)	\$19,740	Recommend Approval
Quality First Warmline Triage (<i>statewide</i>)	\$1,596	Recommend Approval
Quality First Inclusion Warmline (<i>statewide</i>)	\$4,410	Recommend Approval
Quality First Mental Health Consultation Warmline (<i>statewide</i>)	\$4,536	Recommend Approval
Quality First Child Care Health Consultation Warmline (<i>statewide</i>)	\$987	Recommend Approval
Child Care Health Consultation (<i>statewide</i>)	\$62,370	Recommend Approval
Community Outreach (<i>FTF Directed</i>)	\$83,000	Recommend Approval
Community Awareness (<i>FTF Directed</i>)	\$30,000	Recommend Approval
Statewide Evaluation (<i>FTF Directed</i>)	\$255,216	Recommend Approval
Total	\$5,214,567	
Total Unallotted	\$291,617	

LA PAZ/MOHAVE REGIONAL PARTNERSHIP COUNCIL

**Regional Funding Plan
SFY 2015
July 1, 2014 - June 30, 2015**

- I. Regional Allocation Summary**
Funds Available for SFY 2014 and SFY 2015

- II. Review of SFY 2014 Regional Funding Plan**
 - A. Strategy Allotments and Awards
 - B. Strategies and Units of Service

- III. SFY 2015 Regional Funding Plan**
 - A. Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes
 - B. Changes in Strategies from SFY 2014 to SFY 2015
 - C. Target Service Units Proposed
 - D. New Proposed Strategies
 - E. SFY 2015 Proposed Funding Summary including the SFY 2013 – 2015 Regional Partnership Council Budget

Section I.
Regional Allocation Summary
Funds Available for SFY 2015

La Paz/Mohave Regional Partnership Council

Allocations and Funding Sources	SFY2013	SFY2014	SFY2015
FY Allocation	\$3,897,043	\$3,651,533	\$3,733,973
Population Based Allocation	\$2,201,904	\$2,098,193	\$2,149,225
Discretionary Allocation	\$1,281,910	\$1,198,124	\$1,212,000
Other (FTF Fund balance addition)	\$413,229	\$355,216	\$372,748
Carry Forward From Previous Year	\$2,340,171	\$2,764,476	\$1,772,210
Total Regional Council Funds Available	\$6,237,214	\$6,416,009	\$5,506,184

Section II. A.
Review of SFY 2014 Regional Funding Plan
Strategy Allotments and Awards

SFY 2014
La Paz/Mohave
Funding Plan Summary

Allocations and Funding Sources	SFY 2014	
SFY Allocation		\$3,651,533
Population Based Allocation		\$2,098,193
Discretionary Allocation		\$1,198,124
Other (FTF Fund balance addition)		\$355,216
Carry Forward From Previous Year		\$2,764,476
Total Regional Council Funds Available		\$6,416,009
Strategies	Allotted	Awarded
Court Teams	\$400,000	\$400,000
Home Visitation	\$1,200,000	\$1,114,006
Family Support – Children with Special Needs	\$150,000	\$150,000
Family, Friends & Neighbors	\$100,000	\$100,000
Community Based Professional Development ECE Professionals	\$400,000	\$400,000
Expansion: Increase Slots	\$264,300	\$264,300
Quality First Pre-Kindergarten Scholarships (<i>statewide</i>)	\$1,365,583	\$1,245,242
Quality First Child Care Scholarships (<i>statewide</i>)	\$450,948	\$450,948
Quality First Coaching and Incentives (<i>statewide</i>)	\$326,082	\$326,082
Quality First Academy (<i>statewide</i>)	\$21,817	\$18,125
Quality First Warmline Triage (<i>statewide</i>)	\$1,941	\$1,941
Quality First Inclusion Warmline (<i>statewide</i>)	\$4,852	\$4,852
Quality First Mental Health Consultation Warmline (<i>statewide</i>)	\$4,990	\$4,990
Quality First Child Care Health Consultation Warmline (<i>statewide</i>)	\$994	\$994
Quality First Pre-Kindergarten Mentoring (<i>statewide</i>)	\$78,507	\$78,507
Child Care Health Consultation (<i>statewide</i>)	\$51,926	\$51,926
Scholarships TEACH (<i>statewide</i>)	-	-
Community Outreach (<i>FTF Directed</i>)	\$83,000	\$83,000
Community Awareness (<i>FTF Directed</i>)	\$30,000	\$30,000
Needs and Assets (<i>FTF Directed</i>)	\$42,000	\$33,075
Statewide Evaluation (<i>FTF Directed</i>)	\$193,948	\$193,948
Total	\$5,170,888	\$4,951,937
Total Unallotted	\$1,245,121	\$218,951

Section II. B.
Review of SFY 2014 Regional Funding Plan
Strategies and Units of Service

La Paz/Mohave
Units of Service by Strategy

Strategy Description	SFY 2014	
	Targeted Units	Contracted Units
Court Teams Strategy		
Number of children served	200	200
Number of participants attended	525	525
Home Visitation Strategy		
Number of families served	298	298
Family Support – Children with Special Needs Strategy		
Number of families served	50	50
Family, Friends & Neighbors Strategy		
Number of home based providers served	60	60
Community Based Professional Development ECE Strategy		
Number of participating professionals	200	200
Expansion: Increase Slots Strategy		
Number of center based providers served	2	2
Number of home based providers served	0	0
Number of increased slots for participating children	40	40
Quality First Pre-Kindergarten Scholarships Strategy (statewide)		
Number of FTF-funded pre-K children	183	0
Number of Pre-K scholarship slots	0	183
Number of private/public community partner pre-K sites receiving support	0	0
Number of public school-district pre-K sites receiving support	0	0
Quality First Child Care Scholarships Strategy (statewide)		
Number of scholarship slots for children 0-5 years	78	78
Quality First Package Strategy (statewide)		
Number of center based providers served	20	0
Number of home based providers served	1	0
Quality First Pre-Kindergarten Mentoring Strategy (statewide)		
Number of Private Community Partners	0	4
Number of Public Community Partners	0	9
Child Care Health Consultation Strategy (statewide)		
Number of center based providers served	20	20
Number of home based providers served	1	1
Number of Non-QF Centers	0	0
Number of Non-QF Homes	0	0
Scholarships TEACH Strategy (statewide)		
Number of professionals receiving scholarships	41	0

Community Outreach Strategy (FTF Directed)	
No service units	
Community Awareness Strategy (FTF Directed)	
No service units	
Needs and Assets Strategy (FTF Directed)	
No service units	
Statewide Evaluation Strategy (FTF Directed)	
No service units	

Notes about SFY 2014 Contracted Service Units:

Quality First Pre-Kindergarten Scholarships

The unit of service was changed from “Number of FTF-funded Pre-K children” to “Number of Pre-K scholarship slots.”

Quality First:

Due to operational changes, a “0” Contracted Unit is shown in the table above, however, the Targeted Unit and the Contracted Unit are the same i.e. the targeted unit is what was contracted for with Quality First grantees on behalf of each region.

Quality First Pre-Kindergarten Mentoring:

In SFY14 Pre-Kindergarten Mentoring was a component of the Pre-Kindergarten Scholarship Strategy and a target service unit was not established.

TEACH:

In SFY 2014 the targeted service unit for TEACH reflects the number of scholarships for statewide funded TEACH (as part of the QF package). Because TEACH is a state funded contract, the contract service units do not appear in this regional table. The contracted service unit for the region is 20.5 scholarships. The contracted service units are lower than the target service units to reflect actual scholarship usage.

**Section III. A.
SFY 2015 Regional Funding Plan
Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes**

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013 - 2015 Strategies
<p>Need for policies, procedures and technical assistance to meet the developmental needs of young children and their families involved in the child welfare system</p> <p>Limited access to comprehensive caregiver education and support</p> <p>Need for a more skilled and educated early childhood workforce</p> <p>Limited access to quality and affordable early childhood education</p> <p>Limited knowledge and awareness of the importance of early childhood development and health</p>	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>% of families who report they are competent and confident about their ability to support their child's safety, health and well being</p> <p>% of children with newly identified developmental delays during the kindergarten year</p>	<p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs. <i>(EL-3)</i></p> <p>Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families. <i>(FS&L-2)</i></p> <p>Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, articulation. <i>(PD-1)</i></p> <p>Building Public Awareness and Support - Convene partners, provide leadership, and provide funding for efforts to increase public awareness of and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public. <i>(PA-1)</i></p>	<p>Court Teams</p> <p>Home Visitation</p> <p>Family Support – Children with Special Needs</p> <p>Family, Friends and Neighbors</p> <p>Community-Based Professional Development Early Care and Education Professionals</p> <p>Expansion: Increase Slots</p> <p>Quality First Pre-Kindergarten Scholarships (SFY 2013 – 2014)</p> <p>Quality First Child Care Scholarships</p> <p>Quality First Package</p> <p>Quality First Pre-Kindergarten Mentoring (SFY 2013)</p> <p>Child Care Health Consultation</p> <p>TEACH</p> <p>Community Outreach</p> <p>Community Awareness</p> <p>Needs and Assets (SFY 2014)</p> <p>Statewide Evaluation</p>

Section III. B.
SFY 2015 Regional Funding Plan
Changes in Strategies from SFY 2014 to SFY 2015

Strategy Name	SFY 2014	SFY 2015
Court Team	No change	
Home Visitation		
Funding Level Change:	\$1,200,000	\$1,114,006
TSU Change:	# of families served – 298 # of developmental screenings conducted – 0 # of children receiving screening - 0	# of families served – 298 # of developmental screenings conducted – 298 # of children receiving screening - 298
Target Population Change:	No change	
Explanation:	Funding is reduced in SFY 2015 to align with the awarded amount in SFY 2014. Required Secondary Strategy Target Service Units (TSUs) are being added in SFY 2015.	
Family Support – Children with Special Needs		
Funding Level Change:	\$150,000	\$150,000
TSU Change:	# of families served – 50 # of developmental screenings conducted – 0 # of children receiving screening - 0	# of families served – 50 # of developmental screenings conducted – 50 # of children receiving screening - 50
Target Population Change:	No change	
Explanation:	Required Secondary Strategy Target Service Units (TSUs) are being added in SFY 2015.	
Family, Friends and Neighbors (Kith and Kin)	No change	
Community-Based Professional Development	No change	
Expansion: Increase Slots		
Funding Level Change:	\$264,300	0
TSU Change:	# of center-based providers served – 2 # of home-based providers served – 0 # of increased slots for participating children – 40	# of center-based providers served – 0 # of home-based providers served – 0 # of increased slots for participating children – 0
Target Population Change:	No change	
Explanation:	Slots funded through this strategy in SFY 2014 are included in Quality First Scholarships in SFY 2015.	

Strategy Name	SFY 2014	SFY 2015
Quality First Scholarships (Previously Quality First Pre-Kindergarten Scholarships and Quality First Child Care Scholarships)		
Funding Level Change:	\$1,816,531	\$2,315,821
TSU Change:	# of scholarship slots for children 0-5 years – 261	# of scholarship slots for children 0-5 years – 297
Target Population Change:	No change	
Explanation:	<p>The increase in target service unit is caused by model changes that will combine the Child Care Scholarships and Pre-Kindergarten Scholarships strategies into a single scholarships strategy in SFY 2015.</p> <p>The regional council is funding 162 additional scholarships for preschool aged children in SFY 2015 in order to maintain current service levels in prioritized zip codes. In SFY 2014, these slots are funded through the region’s Pre-Kindergarten Scholarship and Expansion: Increase Slots strategies. Model changes also impact the eligibility of programs to receive scholarships based upon star ratings and participant size.</p> <p>The increase in cost is because in SFY 2015 market rates will not be used to calculate the cost of scholarships, instead rates will be standard rates established to support quality programs.</p>	
Quality First Package Includes the following components: QF Coaching & Incentives, QF Academy, QF Warmline Triage, QF Inclusion Warmline, QF CCHC Warmline, QF MHC Warmline.		
Funding Level Change:	\$360,676	QF Coaching & Incentive \$272,885 QF Academy \$19,740 QF Warmline Triage \$1,596 QF Inclusion Warmline \$4,410 QF CCHC Warmline \$987 QF MHC Warmline <u>\$4,536</u> TOTAL: \$304,154
TSU Change:	No change	
Target Population Change:	No change	
Explanation:	The funding level has changed as a result of the star rating progression analysis that is used for enrolled programs which results in changes to coaching and incentives for QF programs. In addition, 3-5 star programs do not receive incentives.	

Strategy Name	SFY 2014	SFY 2015
Quality First Pre-Kindergarten Mentoring		
Funding Level Change:	\$78,507	0
TSU Change:	# of private community partners – 4 # of public community partners – 9	# of private community partners – 0 # of public community partners – 0
Target Population Change:	No change	
Explanation:	The regional council determined not to continue the Pre-Kindergarten Mentoring strategy in SFY 2015 and to re-assess the need as the Kindergarten Transition Community of Practice strategy is further developed.	
Child Care Health Consultation		
Funding Level Change:	\$51,926	\$62,370
Explanation:	For SFY 2015, the regional council increased funding to cover the cost of transportation necessary to deliver services in remote areas across the region.	
Scholarships TEACH	No change	
Community Outreach	No change	
Community Awareness	No change	
Needs and Assets		
Funding Level Change:	\$42,000	0
Explanation:	Additional work for the Regional Needs and Assets report is not planned for SFY 2015.	
Statewide Evaluation		
Funding Level Change:	\$193,948	\$255,216
Explanation:	The increase in cost for statewide evaluation is based on the Board's approval of the FTF Research and Evaluation Implementation Plan for SFY 2013 – 2015.	

Section III. C.
SFY 2015 Funding Plan
Target Service Units Proposed

SFY 2015 Target Service Units Proposed

Strategy	Service Unit	2014		2015
		Target	Contracted	Target
Court Teams	Number of children served	200	200	200
	Number of participants attended	525	525	525
Home Visitation	Number of children receiving screening			298
	Number of developmental screenings conducted			298
	Number of families served	298	298	298
	Number of hearing screenings conducted			-
	Number of vision screenings conducted			-
Family Support – Children with Special Needs	Number of children receiving screening			50
	Number of developmental screenings conducted			50
	Number of families served	50	50	50
	Number of hearing screenings conducted			-
	Number of vision screenings conducted			-
Family, Friends & Neighbors	Number of home based providers served	60	60	60
Community Based Professional Development ECE	Number of participating professionals	200	200	200
Expansion: Increase Slots	Number of center based providers served	2	2	
	Number of home based providers served	-	-	
	Number of increased slots for children	40	40	
Quality First Pre-Kindergarten Scholarships	Number of FTF-funded pre-K children	183	-	-
	Number of Pre-K scholarship slots	-	183	
	Number of private/public partner sites			
	Number of public sites receiving support			
Quality First Scholarships	Number of scholarship slots for children 0-5	78	78	297
Quality First Package	Number of center based providers served	20	-	20
	Number of home based providers served	1	-	1
Quality First Pre-K Mentoring	Number of Private Community Partners	-	4	
Child Care Health Consultation	Number of center based providers served	20	20	20
	Number of home based providers served	1	1	1
	Number of Non-QF Centers	-	-	-
	Number of Non-QF Homes	-	-	-

Notes about SFY 2014 contracted service units and SFY 2015 proposed targets:

Quality First:

Due to operational changes, a “0” or a “-” Contracted Unit is shown in the table above, however, the Targeted Unit and the Contracted Unit are the same i.e. the targeted unit is what was contracted for with Quality First grantees on behalf of each region.

Scholarships TEACH Service Numbers:

In SFY 2014 the targeted service unit for TEACH reflects the number of scholarships for statewide funded TEACH (as part of the QF package). Because TEACH is a state-funded contract, the contract service units do not appear in this regional table. The contracted service unit for the region is 14 scholarships. The contracted service units are lower than the target service units to reflect actual scholarship usage. For SFY 2015, a targeted service unit is not included because the region did not allot funding to Additional (Regional) TEACH Scholarships.

Home Visitation and Family Support: Children with Special Needs

For SFY 2015, the region has funded the following strategies for which the Regional Partnership Council has now proposed Target Service Units for the required secondary strategies. A TSU of 0 indicates that the strategy does not include that activity i.e. it is not a required part of the FTF strategy Standard of Practice or Scope of Work.

Expansion: Increase Slots

Slots funded through this strategy in SFY 2014 are included in Quality First Scholarships in SFY 2015.

Quality First Pre-Kindergarten Scholarships

Slots funded through this strategy in SFY 2014 are included in Quality First Scholarships in SFY 2015.

Section III. D.
SFY 2015 Funding Plan
New Proposed Strategies

The La Paz/Mohave Region does not have any new strategies for SFY 2015.

Section III. E.

SFY 2015 Regional Funding Plan

SFY 2015 Proposed Funding Summary including the SFY 2013 – 2015 Regional Budget

Allocations and Funding Sources	2013	2014	2015
SFY Allocation	\$3,897,043	\$3,651,533	\$3,733,973
Population Based Allocation	\$2,201,904	\$2,098,193	\$2,149,225
Discretionary Allocation	\$1,281,910	\$1,198,124	\$1,212,000
Other (FTF Fund balance addition)	\$413,229	\$355,216	\$372,748
Carry Forward From Previous Year	\$2,340,171	\$2,764,476	\$1,772,210
Total Regional Council Funds Available	\$6,237,214	\$6,416,009	\$5,506,184
Strategies	Allotted	Allotted	Proposed Allotment
Court Teams	\$410,000	\$400,000	\$400,000
Home Visitation	\$1,200,000	\$1,200,000	\$1,114,006
Family Support – Children with Special Needs	\$150,000	\$150,000	\$150,000
Family, Friends & Neighbors (Kith and Kin)	\$100,000	\$100,000	\$100,000
Community-Based Professional Development ECE	\$400,000	\$400,000	\$400,000
Expansion: Increase Slots	\$85,000	\$264,300	-
Quality First Pre-Kindergarten Scholarships	\$1,108,100	\$1,365,583	-
Quality First Pre-Kindergarten Mentoring		\$78,507	-
Quality First Child Care Scholarships	\$397,063	\$450,948	\$2,315,821
Quality First Package	\$369,697	-	-
Quality First Coaching & Incentives	-	\$326,082	\$272,885
Quality First Academy	-	\$21,817	\$19,740
Quality First Warmline Triage	-	\$1,941	\$1,596
Quality First Inclusion Warmline	-	\$4,852	\$4,410
Quality First Mental Health Consultation Warmline	-	\$4,990	\$4,536
Quality First Child Care Health Consultation Warmline	-	\$994	\$987
Child Care Health Consultation	\$47,880	\$51,926	\$62,370
Scholarships TEACH	\$66,000	-	-
Community Outreach	\$83,000	\$83,000	\$83,000
Community Awareness	\$30,000	\$30,000	\$30,000
Needs and Assets	\$11,125	\$42,000	-
Recruitment – Stipends/Loan Forgiveness	\$51,584	-	-
Statewide Evaluation	\$107,344	\$193,948	\$255,216
Total	\$4,616,793	\$5,170,888	\$5,214,567
Total Unallotted	\$1,620,421	\$1,245,121	\$291,617



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GUIDELINES FOR RENEWAL OF EXISTING AGREEMENTS

Typically, a one year grant agreement with options to renew may be extended unless there is appropriate justification for the action to not renew. In some cases where changes affecting the provisions of the agreement are considered significant, an agreement cannot be renewed, requiring a new competitive award process or a new grant agreement to be initiated. Each agreement should be reviewed individually to determine what steps should be taken regarding possible renewal.

Four changes, or combination of changes, affect whether a grant agreement could be renewed and thus extended into the next fiscal year:

- Strategy Direction Change;
- When the Scope of Work changes;
- When the amount available for the award increases or decreases significantly; and/or
- When grant performance does not meet the needs of the agency.

Strategy Direction Change

Based on a variety of factors and information (including but not limited to; Needs and Asset reports, fiscal circumstance, environmental conditions, and outcome reports) council may choose to disinvest in a strategy. This policy decision can serve as the basis for not renewing a contract. A total disinvestment would enable a contract(s) to be non-renewed without consideration of performance. A partial disinvestment would still result in renewal and non-renewal decisions, and as such would be governed by the principles outlined below.

Proposed Amendments that Change the Scope of Work

In most cases, the Scope of Work, specific to the intent of the program, cannot be changed without rebidding a grant or renegotiating an agreement. However, there are some modifications within a Scope of Work that do not require rebidding or renegotiation. These include:

- Expanding a current grantee's agreement to include additional elements or components of work that were part of the original Scope of Work, but not implemented under the final service award.
- Expanding a current grantee's agreement to include additional service areas if they were part of the original Scope of Work, but not part of the final award requirements.
- Providing more services to additional children/participants, the added cost of which is no more than 10 percent higher than the existing annualized amount. Changes beyond 10 percent are allowable when justification and documentation strongly support how this action is in the best interest of the community receiving the benefit and that a competitive process would not provide additional benefit or services to the community, or there are not additional quality providers to deliver the service.

The following examples highlight scenarios as well as provide explanations as to why the example is allowable or not allowable.

- Example: A Regional Partnership Council obtains approval of an RFGA to fund programs to implement the Nurse Family Partnerships model of Home Visiting. The grantee was funded based on their application to implement that specific program, but now the Regional Council would like the grantee to implement the Parents as Teachers model instead. This programmatic change would not be allowed as it significantly changes a specific requirement in the RFGA Scope of Work. If the Regional Council wanted to require the Parents as Teachers program, a new competitive process would be necessary.
- Example: An approved RFGA included delivery of parent education- community based literacy, resource distribution. The grantee is currently awarded and implementing only resource distribution (not parent education-community based training). A review of performance and capacity indicates that the grantee would be able to expand to include the parent education. This programmatic change would be allowable because it includes an expansion of a programmatic element/component that was part of the original RFGA Scope of Work. If the grantee had additional costs that were necessary for this expansion those costs would also be allowable increases for renewal purposes.
- Example: The RFGA that was approved was limited to services being provided only in one city or area of a particular Region (Area A). The Regional Council now wishes to expand services to another area of the region (Area B). Amending existing grants to provide that expansion would not be allowable because other service providers that could have successfully provided services in Area B did not have the opportunity to compete. If the original Scope of Work included all areas of the region or specified both Area A and Area B (or even additional areas) then it would be allowable.

Proposed Amendments that affect the dollar value of grant agreements

In general, grant agreements cannot be renewed without going back out to bid or without renegotiating the agreement if the dollars awarded under the grant agreement, being considered for renewal, are increased by more than 10 percent. Usually the purpose for a dollar change is that the level of work required or scope of work has changed. The section above provides guidance on when grant agreements may be affected and be required to be rebid under those circumstances. The 10 percent limitation is a rule of thumb. The Arizona State Procurement Office generally considers a “material change” as a 10 percent increase for goods and services in quantity and price. Changes beyond 10 percent are allowable when justification and documentation strongly support how this action is in the best interest of the community receiving the benefit and that a competitive process would not provide additional benefit or services to the community or there are not additional quality providers to deliver the service. Small dollar grants may be able to be renewed at a larger percentage increase than large dollar grants. For example, a grant that is for \$15,000 may be able to be extended above \$16,500 without being rebid or renegotiated, whereas a grant for \$1,000,000 should likely be rebid if an increase over 10 percent is considered and the justification described above is not clear and substantial.

If a grant is for less than a full year, the value of the grant should be annualized to determine if the subsequent year allocation is greater than 10 percent. For example, a grant may require the expenditure of \$50,000 per month to deliver certain services. The grant is only in effect for 8 months of the first fiscal year, for a total of \$400,000. For the second fiscal year, the approved funding level is \$650,000. This grant does not require rebid or renegotiation since the annualized value of the first year grant was \$50,000 per month, which equates to \$600,000 per year. The value of the second year grant will be less than 10 percent of an increase over the annualized amount for the first year ($\$650,000/\$600,000 = 8.3\%$).

In any instance where the dollar amount of the grant agreement has been increased, the justification for the increase must be documented. In addition, the grantee must provide information in the grant renewal packet as to how the additional funds will be used. This information is to be included in both the narrative and budget sections of the renewal packet.

If the amount of the grant agreement is being reduced by a Regional Council, there is no need to rebid or renegotiate unless the organization does not agree to the renewal at a lesser amount.

To renew or not to renew when grantee performance is unacceptable

A review of grantee performance is used in considering whether or not to recommend renewal of a grant agreement. This examination should include available data, narrative, financial reports, targeted quality assurance reports and findings, and other available documentation such as PGMS logs that are a record/compilation of technical assistance provided by FTF staff to the grantee. If it is determined that grantee performance does not meet expectations, based upon factual evidence under the provisions of the grant, the decision may be made to not renew and to rebid or enter into an agreement with a different governmental entity. Programs may also be renewed based on finding that there are reasonable causes for delays in implementation, or other issues that have been or will be overcome by the grantee in the coming year. Note, based on factual evidence, Regional Councils and the State Board may decide not to submit grant renewal documents to a grantee - thus making the decision to not renew.

If grantee performance is satisfactory under the grant agreement, and if no other changes occur to the Scope of Work or financial value of the grant that would require rebid or renegotiation, the grant should be renewed.

Note, for grantees that are in their first year of implementation of First Things First funded programs, required grantee reporting may only be available for the first quarter and provide limited information.

It is the intent that each FTF grant partner receives a targeted quality assurance (QA) visit within the cycle of the full grant period (three or five years depending on the grant). Thus, not all grant partners will have targeted QA findings to be considered during renewal periods as there is a staggered schedule for the visits.

The findings from targeted QA are to be used with the financial and data reports to assess the performance of the grant partner. A grant partner's performance is reviewed individually and not in comparison with other grant partners when making a decision to renew or not to renew.

A grant partner that has required follow-up on an action plan or a corrective action plan as an outcome of the targeted QA shall be allowed to complete the performance before a decision to renew or not renew is made. Therefore, depending on the timeline of the performance, a decision to renew may need to be delayed until the conclusion of the performance.

Based on when targeted QA visits occur (original report and performance plan outcomes), these may not always align perfectly with regional council review of contracts for renewal decisions. In such instances, when additional information on targeted QA is not available prior to when the regional council needs to make a

decisions, the regional council may make a conditional recommendation to renew pending completion and outcome of the action plan or corrective action plan. When the information is available the regional council may revisit the decision and determine if a different course of action should be taken.

In creating the renewal package for those grants that have undergone targeted QA, additional information will be sought from the grantee to assist in the decision making process.

- For any grant partner that has had a targeted QA visit and the findings were overall positive with the primary focus on sustaining performance and continuous quality improvement, the following standard question is to be included in the renewal:

Based on the findings from your targeted quality assurance visit, please indicate how you will continue to address the developmental areas identified in the next fiscal year.

OR

- For any grant partner that has had a targeted QA visit and an action plan or a corrective action plan was put in place to address performance issues and compliance with scope of work and standards of practice, questions are to be developed for the renewal packet so the grant partner can address how these areas of improvement will be addressed in the next fiscal year.



La Paz/Mohave Regional Partnership Council **Champion for Young Children Award** Nomination Form

Do you know someone who has made a difference for young children in La Paz and Mohave counties and whose significant contributions to early childhood development and health deserve recognition?

The La Paz/Mohave Regional Partnership Council is accepting nominations for our fourth annual Champion for Young Children Award.

The criteria are simple. In less than 350 words, tell us about someone who is a leader and advocate for young children in the region whose efforts are helping to make sure young children in the region arrive at kindergarten healthy and prepared to learn.

Letters of recommendation, articles, awards or other documentation of the nominees' accomplishments and involvement in the region may be included.

Please give consideration to:

- Length of service;
- Reach, scope and impact of work;
- Degree of difficulty and obstacles encountered;
- Imagination and innovation.

Nominations are **due by 5pm on Tuesday, February 25th** in order to be considered. The La Paz/Mohave Regional Partnership Council will review all nominations and select the 2014 award recipient from among them. The award will be presented at a public ceremony during the Week of the Young Child (WOYC), April 6-12, 2014.



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La Paz/Mohave Regional Partnership Council
Champion for Young Children Award
Nomination Form

NOMINEE INFORMATION:

Nominee's Name:

Title:

Organization:

Address:

Phone Number:

Fax Number:

E-mail address:

NOMINATOR INFORMATION:

Nominator's Name:

Title:

Organization:

Address:

Phone Number:

Fax Number:

E-mail address:

In what capacity do you know the nominee?

First Things First (FTF), approved by Arizona voters, works to ensure that our youngest children have access to quality early childhood experiences so they will start school healthy and ready to succeed. Across the state, FTF regional partnership councils – in collaboration with local leaders – identify the educational and health needs of children from birth through age 5 in their communities and fund strategies to address those needs. FTF works with those impacting the early childhood experience – including parents and other caregivers, government agencies, community organizations, health care providers and educators – to make the most efficient and effective use of Arizona's early childhood resources.

In less than 350 words, describe the accomplishments of the person you are nominating:

La Paz/Mohave Regional Partnership Council
Champion for Young Children Award
Nomination Form

Nomination Process FAQs

What characteristics and accomplishments are you looking for in a Champion for Young Children Award candidate?

Champion for Young Children Award recipients are community leaders who exemplify an extraordinary commitment to young children and their families. Recipients may come from all walks of life and share a deep concern for others. We seek to honor those who have demonstrated a long-term commitment to young children and the betterment of early childhood development and health services in the region, who have had a significant impact on the lives of young children in the region.

How do I nominate someone for a Champion for Young Children Award?

Simply complete the nomination form above and submit it, along with the written summary of no more than 350 words explaining why you think your nominee should be recognized. We recommend that each nomination form be supported by at least one (1) letter of recommendation from a professional reference in the community. It is beneficial to include newspaper articles, letters, and any additional information to support your nomination.

What is the Champion for Young Children Award nomination process?

All nominations received will be acknowledged, reviewed, and evaluated. First Things First staff will review each nomination, research those with potential, and compile a list of finalists. An official ballot will be prepared and distributed to Members of the La Paz/Mohave Regional Partnership Council to be voted on. The Regional Council will select the award recipient by secret ballot. Once a recipient is selected, we will confirm with the nominee that they can be present to accept their award at our official ceremony.

How are Champion for Young Children Award recipients honored?

Recipients will be honored at a public ceremony to be held in the region during the Week of the Young Child (WOYC), April 6-12, 2014. We will present the recipient with a framed certificate, a thank you note on behalf of children in the region, and an award/token of appreciation.

Please submit your nomination to:

Merritt Beckett, Regional Director
La Paz/Mohave Regional Partnership Council
1799 McCulloch Blvd. N. Suite 106, Lake Havasu City, AZ, 86403
Phone: (928) 854-8732 Fax: (928) 854-8742 Email: mbeckett@azftf.gov



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azftf.gov

Getting children ready for school means more than packing their lunches, filling their backpacks, and getting them to the bus on time. In fact, the job of helping children succeed in school starts before they're born.



CALL FOR PRESENTATIONS

The First Things First Early Childhood Summit brings together early childhood stakeholders and supporters to learn, share and grow. Ensuring that our youngest kids arrive at kindergarten prepared to succeed requires all parts of the early childhood system to work together, and the Summit offers an exciting opportunity to build the knowledge and relationships critical to our collective success.

You can share your knowledge, insight and expertise at the 2014 Summit by submitting a session proposal. Sessions will present innovative strategies, research and best practices in a variety of early childhood focus areas, including:

- Early learning
- Children's health
- Family support
- Systems building
- Leadership development
- Data-driven decision making
- Tribal communities
- FTF regional councils

[CLICK HERE](#) FOR COMPLETE INFORMATION AND TO SUBMIT YOUR PROPOSAL.

SUBMISSION DEADLINE: FEBRUARY 28, 2014

Thank you, and we look forward to seeing you in August.