

FIRST THINGS FIRST

Ready for School. Set for Life.

azftf.gov

**Arizona Early Childhood Development and Health Board
4000 North Central, Suite 800
Phoenix, Arizona 85012**

**Quality First Coaching & Incentives
Statewide**

**Request for Grant Application (RFGA)
FTF-STATE-14-0427-00**

Deadline	Grant Applications shall be submitted on or before 10:00 a.m. (Arizona MST) on February 8, 2013 at First Things First, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.
Procurement Guidelines	<p>In accordance with A.R.S §41-2701, competitive sealed grant Applications for the services specified within this document will be received by First Things First at the above-specified location until the time and date cited. Grant Applications received by the correct time and date will be opened and the name of each Applicant will be publicly read.</p> <p>Grant Applications must be in the actual possession of First Things First on or prior to the exact time and date indicated above. Telefaxed, electronic, or late grant Applications <u>shall not</u> be considered.</p> <p>Grant Applications must be submitted in a sealed envelope with the RFGA Number and the Applicant's name and address clearly indicated on the envelope.</p> <p>All Applications must be typewritten and a complete grant Application returned along with the offer by the time and date cited above. Additional instructions for preparing a grant Application are included within this document.</p> <p>Applicants are strongly encouraged to read the entire Request for Grant Application document carefully.</p> <p>It is the sole responsibility of Applicants to check the First Things First website for any changes to this RFGA, http://aztf.gov.</p>
Pre-Application Conference	Prospective Applicants are encouraged to attend a Pre-Application Conference on November 7, 2012 at 10:30 a.m. at First Things First, 4000 N. Central Ave., Suite 800, 8 th Floor Board Room in Phoenix, Arizona. The purpose of the meeting is to discuss and clarify this Request for Grant Application.
Special Accommodations	Persons with a disability may request reasonable accommodation such as a sign language interpreter by contacting the Fiscal and Contracts Specialist at grants@aztf.gov or via Fax (602) 265-0009. Requests should be made as early as possible to allow time to arrange the accommodation.Brand
Contract Information	<p><u>Service</u>: First Things First Regional Funding</p> <p><u>Contract Type</u>: Cost Reimbursement</p> <p><u>Contract Term</u>: The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form (estimated July 1, 2013) and shall remain in effect until June 30, 2014, unless terminated, cancelled or extended as otherwise provided herein.</p>
Contact Information	<p>Fiscal and Contracts Specialist First Things First Fax: (602) 265-0009 Email: grants@aztf.gov</p>

CERTIFICATION

TO THE STATE OF ARIZONA, ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD:

If awarded a grant, the Undersigned hereby agrees to all terms, conditions, requirements and amendments in this request for grant Application and any written exceptions, as accepted by the Arizona Early Childhood Development and Health Board in the Application.

APPLICANT OFFER

Arizona Transaction (Sales) Privilege Tax License No.: _____ Name of Point of Contact Concerning this Application: _____

_____ Name: _____

Federal Employer Identification No.: _____ Phone: _____ Fax: _____

_____ E-Mail: _____

_____ Signature of Person Authorized to Sign Offer

Name of Applicant

_____ Printed Name

Address

_____ Title

City State Zip

By signature in the Offer section above, the Applicant certifies:

1. The submission of the Application did not involve collusion or other anti-competitive practices.
2. The Applicant shall not discriminate against any employee or Applicant for employment in violation of Federal Executive Order 11246, State Executive Order 99-4 or A.R.S. §41-1461 through §1465.
3. The Applicant has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.

ACCEPTANCE OF APPLICATION

The Application is hereby accepted. The Applicant is now bound to perform as stated in the Applicant's grant Application as accepted by the Arizona Early Childhood Development and Health Board and the Request for Grant Application document, including all terms, conditions, requirements, amendments, and/or exhibits.

This grant shall henceforth be referred to as Grant No. _____

Arizona Early Childhood Development and Health Board,
 Awarded this _____ day of _____, 20____

 First Things First Designated Authorizing Official

Request for Grant Application Table of Contents

<p>Overview of First Things First</p> <ul style="list-style-type: none"> • First Things First Strategic Direction • School Readiness Indicators • What is the Funding Source? • Who is Eligible to Apply for this Funding Opportunity? • What is the Total Amount of Funding Available in this RFGA? 	Page 5
<p>Scope of Work: What Will This Grant Fund and How Will It Make a Difference for Children?</p>	Page 7
<p>How Will the Applications be Evaluated?</p>	Page 28
<p>Application: Responding to the Scope of Work</p> <ul style="list-style-type: none"> • Executive Summary • Capacity for Addressing the Need and Implementing the Strategy Successfully • Proposed Program or Strategy • Implementation Activities • Budget • Data Collection 	Page 28
<p>Instructions to Applicants</p>	Page 35
<p>Terms and Conditions</p> <ul style="list-style-type: none"> • First Things First Special Terms and Conditions • State of Arizona Uniform Terms and Conditions 	Page 40
<p>Checklist</p>	Page 54
<p>Attachments</p> <ul style="list-style-type: none"> • To be completed and submitted with your Application 	Page 56
<p>Exhibits</p>	Page 72

Overview of First Things First

On November 7, 2006, Arizonans made an historic decision on behalf of our state's youngest citizens. By majority vote, they made a commitment to all Arizona children 5 and younger, that children would have the tools they need to arrive at school healthy and ready to succeed. The voters backed that promise with an 80-cent per pack increase on tobacco products to provide dedicated and sustainable funding for early childhood services for our youngest children. The initiative created the statewide First Things First board and the 31 regional partnership councils that share the responsibility of ensuring that these early childhood funds are spent on strategies that will result in improved education and health outcomes for kids 5 and younger.

First Things First is designed to meet the diverse needs of Arizona communities. The regional councils are comprised of community volunteers, with each member representing a specific segment of the community that has a role in ensuring that Arizona's children grow up to be ready for school, set for life: parents, leaders of faith communities, tribal representatives, educators, health professionals, business leaders, and philanthropists.

First Things First Strategic Direction

FTF's commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means. First Things First specifies that programs and services funded by the FTF Board and Regional Partnership Councils are to address one or more of the following Goal Areas as defined by the statute:

- Improve the quality of early childhood development and health programs.
- Increase the access to quality early childhood development and health programs.
- Increase access to preventive health care and health screenings for children through age five.
- Offer parent and family support and education concerning early childhood development and literacy.
- Provide professional development and training for early childhood development and health providers.
- Increase coordination of early childhood development and health programs and provide public information about the importance of early childhood development and health.

The FTF Board established a strategic framework with a set of school readiness indicators that provide a comprehensive composite measure to show whether young children are ready for success as they prepare to enter kindergarten. The strategies funded by FTF work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The FTF Board and Regional Partnership Councils determine the priorities and strategies to be funded across the state and throughout the regions assessing the challenges and building on the resources and assets in place.

School Readiness Indicators

1. #/% children demonstrating school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
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
5. % of children with newly identified developmental delays during the kindergarten year
6. # of children entering kindergarten exiting preschool special education to regular education
7. #/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)
8. #/% of children receiving timely well child visits
9. #/% of children age 5 with untreated tooth decay
10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being

What is the Funding Source?

First Things First provides for distribution of funding through both statewide and regional grants. Statewide programs are considered those implemented across regional boundaries and are designed to benefit Arizona's children as a whole. Regional funding is based on the approval of the Regional Partnership Council funding plans submitted to the FTF Board each year. This Request for Grant Application (RFGA) uses regional funding for implementation of the statewide strategy Quality First Coaching and Incentives.

Who is Eligible to Apply for this Funding Opportunity?

First Things First awards grants to:

- Non-profit 501 (c) (3) organizations providing services in Arizona (both secular and faith-based)
- Units of Arizona government (local, county and state entities as well as schools and school districts)
- Federally recognized Tribal governments or entities providing services within Arizona
- Arizona institutions of higher learning (colleges and universities)
- Private organizations providing services in Arizona

All potential Applicants must demonstrate organizational, fiscal and programmatic capacity to meet the requirements described in the scope of work listed in this RFGA.

What is the Total Funding Amount Available in this Request for Grant Application?

This is a twelve (12) month contract for the fiscal year ending June 30, 2014 with an option for renewal for four (4) additional twelve (12) month periods. Total funds available are approximately \$13,903,097.00 (\$8,978,722.00 for coaching and \$4,924,375.00 for Incentives) for the first funding period. First Things First reserves the right not to award the entire amount of available funds or to award an amount that is greater than the posted available funds. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds. First Things First intends to make one statewide award for this RFGA; however, First Things First reserves the right to award multiple awards dependent on the quality and rationale in the proposals submitted providing justification for multiple awards which clearly provide seamless and consistent services in a statewide, fully accountable model.

Scope of Work: What Strategy Will This Grant Fund and How Will It Make a Difference for Children?

Statement of Need

First Things First will fund a successful Applicant to administer Coaching and Incentives services for Quality First, Arizona's voluntary Quality Improvement and Rating System for early care and education programs serving children birth through age five that are not in kindergarten. Quality First is designed to improve the quality of Arizona's early care and education programs so that young children can begin school safe, healthy and ready to succeed.

Coaching and incentives have been linked to improvement in the observed quality of child care.¹ First Things First has designated Quality First as a Signature Statewide Program, and Program Coaching and Financial Incentives are essential elements in supporting the overall quality of early care and education among all program types within Arizona.

Research indicates that coaching is associated with quality improvements in early care and education.² "Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group" (p.11).³ The role of the Quality First coach is to provide a supportive and encouraging environment in which the provider and coach jointly examine and reflect on assessment scores,

¹ Boller, K., Blair, R., DelGrosso, P., Paulsell, D. (2010). *The seeds to success modified field test: Impact evaluation findings*. Mathematica Policy Research, Inc.

² Isner, T., Tou8t, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L., et. al. (2011). *Coaching in early care and education programs and quality rating and improvement systems (QRIS): Identifying promising features*. Washington, D.C.: Child Trends.

³ National Association for the Education of Young Children, & National Association of Child Care Resource and Referral Agencies. (2011). *Early childhood education professional development: Training and technical assistance glossary*. Accessed June 13, 2012 http://www.naeyc.org/GlossaryTraining_TA.pdf.

current practices, apply new skills and competencies, and problem-solve challenging situations with the desired outcome of improved program quality and thus increased star rating.

The literature also reflects that financial incentives supplement coaching and professional development opportunities for early childhood staff and help to support quality improvement efforts through the purchase of developmentally appropriate materials, resources, professional development and equipment. Understanding the criteria to achieve a high rating in Quality First is often not enough to support a program's quality improvement. Financial incentives programs can cover the additional costs associated with increasing a star rating.⁴

Description of Strategy:

Smith, et. al. describes Quality Rating Improvement Systems as offering a potentially strong mechanism for improving the quality of early childhood settings in ways that can benefit young children's well-being and long-term school success (p.4).⁵ Quality Rating Systems are also utilized as a primary means of informing families, regulators and policy makers about quality standards for early care and education programs.

Quality First is the approach and framework by which First Things First invests significant finances and resources in building a high quality early care and education system. First Things First recognizes quality, access and affordability as the essential elements of an early learning system and has aligned Quality First with other programs such as T.E.A.C.H. Early Childhood[®] ARIZONA, Quality First Child Care Scholarships and Pre-Kindergarten Scholarships in providing a comprehensive early childhood financing model that offers access for families to affordable high quality early childhood experiences for children five years and younger. First Things First has built Quality First on the foundation of state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality including the following components (See Exhibit A, Implementation Guide, p. 82):

- Program assessment using standardized instruments to measure quality, identify strengths and areas of improvement;
- Coaching and consultation to provide individualized technical assistance, curriculum guidance and quality improvement support;
- Financial incentives to assist participants in achieving quality improvement goals and meeting quality benchmarks;
- Child Care Scholarships to support access to high quality early education opportunities for children in at-risk populations, including children who speak English as their second language, children with special needs and children from low income families.
- Scholarship opportunities with T.E.A.C.H. Early Childhood[®] ARIZONA to provide access to higher education for early childhood teachers and caregivers;
- Child care health consultation to provide individualized training, guidance and linkage to community health resources;

⁴ Schulman, K., Matthews, H., Blank, H. Ewen, D. (2012). *A count for quality: Child care center directors on rating and improvement systems*. National Women's Law Center.

⁵ Smith, S., Schneider, W., Kreader, J.L. (2010). *Features of professional development and on-site assistance in child care quality rating improvement systems*. New York: National Center for Children in Poverty.

- Specialized Technical Assistance Helpline in the areas of child health , mental health and inclusion of children with special needs to provide expert telephone consultation and build content knowledge for Quality First participants; and
- Star Ratings for all center-based early care and education programs and family child care providers enrolled in Quality First.

Quality First is a multiyear strategy. Center-based early care and education programs and family child care homes that provide services for children under five and are regulated and in good standing with Arizona Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority or U.S. Military are eligible to participate in Quality First and are enrolled in Quality First throughout the fiscal year as funding is available. Additionally, Quality First addresses the cost of quality by providing continuous enrollment for eligible center-based early care and education programs and family child care homes. Quality First participants may remain enrolled in Quality First until:

- Participant determines they will no longer participate;
- Participant is no longer eligible due to regulatory status;
- Participant is terminated due to corrective action or noncompliance with Quality First enrollment agreement; or
- Funding is no longer available to support participation.

A detailed description of Quality First is included in the Strategy Summary (Exhibit B, Quality First Strategy Summary). It is essential that the successful Applicant implement policies and procedures that adhere to best practices for coaching and consultation strategies for early childhood education settings. The Standard of Practice for Quality First coaching services is included in Exhibit C.

The goal of this funding opportunity is to provide on-site, individualized coaching services to participating center-based early care and education programs and family child care homes and administer the financial incentives component to providers who are either selected for or enrolled (as described in the next section) in Quality First. The successful Applicant will:

- Implement individualized coaching services to support a provider’s quality improvement plan through reflective strategies that consist of joint planning, program observation, consultation, training and technical assistance.
 - Coaches will develop a relationship to support the ability of the early care and education program staff to generate ideas, refine existing skills and develop new skills for the purpose of focusing on the quality of early care and education services.
 - Coaches will use both prevention and intervention strategies to support programs in implementation of a quality early care and education program and to strengthen the provider’s competence in identifying and implementing program practices that produce quality services.
 - Coaches will work collaboratively with the program administration and/or classroom staff to develop specific goals to support the quality of the early care and education program.

- Coaches will review program assessment reports in detail with the program administration and/or classroom staff to ensure understanding of the assessment tools and understanding of the programs attributes and areas needing additional focus.
- Coaches will provide a supportive and encouraging environment in which the program administrator and/or classroom staff and coach jointly examine and reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations.
- Coaches will guide the program in the use of the Quality First Extranet, including program updates, finding and utilizing Quality First documents and forms located in the resources, downloading and printing assessment reports and reviewing the assessment results and star rating.
- Integrate coordination and collaboration efforts to link Quality First participants with other identified First Things First consultants and programs.
 - Coaches will provide information about Child Care Health Consultation, Mental Health Consultation and Inclusion of Children with Special Needs, including assistance in accessing the Birth to Five Helpline.
 - Coaches will be aware of and provide information about other First Things First funded programs that are offered in the region for early care and education programs, early care and education staff, families and children.
 - Coaches will work with ADE Mentors in support of early care and education programs receiving Pre-Kindergarten Scholarships.
- Support participants through the quality rating process.
 - Coaches will provide information and training to support the program's understanding of the assessment tools used in the calculation of a Quality First Star Rating.
 - Coaches will support the program in compiling the documentation necessary for the Quality First Points Scale assessment.
 - Coaches will guide the program through the use of the Extranet to indicate the documents that have been compiled for the Quality First Points Scale and to indicate that the program is ready for the on-site assessment.
- Assist in the use of incentive funding to purchase materials and equipment for participating center-based early care and education programs and family child care homes that include but are not limited to:
 - Submittal of orders to vendors on behalf of participants and
 - Coordination of delivery inside facilities and facilitation of returns / exchanges of damaged equipment.
- Assist in the use of incentive funding to coordinate facility projects with licensed contractors including requesting bids, verifying current contractor licensure and make payment to the contractor for services rendered.
- Assist in the use of incentive funding to coordinate consultation services in partnership with enrolled participants for staff training and professional development and make payment directly to the consultant.

- Issue the Quality First Bonus for eligible participants that are rated at 3, 4 or 5 stars and review itemized receipts to ensure that the the Quality Bonus has been spent in alignment with the areas noted in the Implementation Guide.
- Maintain financial records and reports of incentives including:
 - Monthly expenditures by site submitted with billing;
 - Documentation of completed purchases, returns and/or exchanges of damaged items; and
 - Financial reporting of monetary incentives, facility projects and consultation services for each enrolled participant.
- Develop incentives policies, procedures and forms for implementation of service delivery in all First Things First Regional areas that implement Quality First.
- Coordinate retrieval of Quality First purchased materials from closed programs and redistribute to participating center-based early education programs and family child care homes in the same First Things First Regional area.
- Promote cross regional, statewide coordination and collaboration with First Things First staff, grantees of other First Things First funded strategies, state agencies and early care and education community partners.
- Ensure consistent implementation of the model is maintained through seamless service delivery across the state, and among any and all subcontractors utilized by the successful Applicant.

Funding for this opportunity will cover implementation costs associated with:

- Onsite coaching that must include, but is not limited to: enrollment and orientation, rating preparation, technical assistance, training, assessment analysis, goal setting, development of a quality improvement plan (QIP) or quality rating plan (QRP) based on prioritized needs, progress monitoring, record keeping and documentation of activities in the First Things First Quality First database;
- Supervision, training and professional development for coaching staff;
- Recruitment of eligible center-based early care and education programs and family child care homes in First Thing First Regions where enrollment funding is available;
- Administration and management of the incentives process; and
- Partnering with First Things First in establishing policies, procedures and forms to ensure statewide seamless services delivery.

The successful Applicant must demonstrate the capacity and competency to provide coaching and incentive services to both newly enrolled and current participating center-based early care and education programs and family child care homes. First Things First will share with the successful Applicant enrollment data of all currently enrolled programs and the schedule for selecting new programs prior to program implementation.

The successful Applicant may opt to collaborate with one or more subcontractors to deliver coaching services as outlined in this funding opportunity. However, the Applicant must sufficiently demonstrate a significant role in the delivery of direct services with minimal layers of administrative overhead if using subcontractors and:

1. Demonstrate the capacity to ensure that consistent implementation of the model is maintained through seamless service delivery among all subcontractors throughout all First Things First funded Regions by:
 - Developing and implementing procedures in the same manner among all subcontractors;
 - Developing and using the same forms for all programs enrolled in Quality First; and
 - Developing and implementing systems that are the same among all subcontractors, such as:
 - supervision practices,
 - coach expectations for time at work, travel and participation in professional development,
 - coach and supervisor professional development and ongoing statewide learning networks, and
 - protocols for working with other First Thing First funded consultants and program staff.

The Applicant must maintain and outline the firewall which will be implemented if one or more of the subcontracting agencies are also providing assessment services, in addition to the coaching or incentive management services. The firewall must include, at minimum, a separate supervision structure and separate management of daily programmatic operations of coaching and incentives services apart from assessment services. The successful Applicant must:

- Provide an organizational chart for each subcontracting agency that provides assessment and coaching services that demonstrates the firewall that will be implemented, and
- Articulate the firewall policies that will be implemented throughout the contract including, but not limited to separate supervision and management for coaching and incentives teams apart from assessment teams.

Recruitment, Selection and Enrollment

Recruitment

The successful Applicant will lead coordination efforts of statewide recruitment activities for potential Quality First applicants in First Things First Regions where there is available funding for Quality First participation (both expansion funding as well as replacement of vacancies that occur during the fiscal year). First Things First will provide a weekly notification of the wait list by region to the successful Applicant.

Recruitment efforts may include, but are not limited to personal contact with regulated programs, presentations at community or First Things First Regional Council sponsored events, conferences, early childhood community events, information sessions and/or Quality First Open House nights at participating center-based early care and education programs or family child care homes. First Things First will partner with the successful Applicant to coordinate with First Things First regional staff and obtain information and/or resources as needed for successful regional recruitment efforts.

The successful Applicant will be required to collaborate with First Things First and grantees for T.E.A.C.H. Early Childhood® ARIZONA, Child Care Health Consultation, Early Childhood Mental Health Consultation and Quality First Assessment in coordinating regional Quality First recruitment efforts targeted to regions with vacant slots where minimal applicants exist. The successful Applicant must demonstrate capacity to successfully administer and coordinate a variety of localized recruitment activities in identified First Things First Regional Areas. The successful applicant will:

- Identify the regions in which recruitment is necessary (no eligible applicants in the Quality First Database) based on the current vacancies and funding that is available;
- Provide an individualized plan for each region in which recruitment may be necessary (no eligible applicants in the Quality First Database) due to declines in enrollment; and
- Develop a consistent, statewide recruitment presentation that will be used to provide programs on the wait list and interested community members a comprehensive overview of Quality First.

Selection

First Things First will be responsible for administering the selection process of center-based early care and education programs and family child care homes into Quality First. Selections are ongoing throughout the fiscal year and are typically made every five weeks, based on expansion funding or current vacancies. The selection schedule is created at the beginning of each fiscal year and will be provided to the successful Applicant upon award. Considerations for selection include:

- First Things First regional areas with funding available for program expansion,
- current vacancies, and
- the number of applications on the waiting list.

Upon selection, participants will be assigned to the successful Applicant. The successful Applicant will have 10 days to welcome the newly selected participants to Quality First and verify programmatic information as indicated on the First 10 Days Extranet Checklist (See Exhibit A, Implementation Guide p. 176)

Selected programs will be assigned to the Quality First Assessment team 10 days after the assignment is made to the successful Applicant. Upon assignment, the Assessor will schedule and conduct the initial program assessment observational visit. The successful Applicant will continue pre-enrollment outreach activities during the assessment process as indicated on the Quality First Pre-Enrollment Outreach document (See Exhibit A, Implementation Guide, p. 92). In addition, the successful Applicant will coordinate enrollment and orientation activities for participants (See Exhibit D, Quality First Service Delivery).

Enrollment

Two types of enrollment options are available: Full Participation or Rating Only Participation (See Exhibit E, Quality First Enrollment Options).

Full Participation includes all eight program components of Quality First:

1. Program Assessment

2. Individualized Coaching
3. Financial Incentives
4. T.E.A.C.H. Early Childhood® ARIZONA
5. Quality First Child Care Scholarships
6. Child Care Health Consultation
7. Quality First Specialized Technical Assistance in the areas of Child Health, Mental Health, and Inclusion with Children of Special Needs
8. Star Rating

The Full Participation enrollment option is available for all regulated early care and education settings enrolled in Quality First that serve children five years and younger.

Rating Only Participation includes only three components of Quality First:

1. Six (6) months of rating preparation coaching
2. Program Assessment
3. Star Rating

Rating Only is currently a limited enrollment option for programs that typically receive significant public funding to support program operations (i.e. Head Start, Title 1 and IDEA programs) and programs receiving Pre-Kindergarten Scholarships.

Eligibility for the Rating Only option will remain available on a limited basis in FY 2014; however, may expand in future years to include programs funded for participation through private funding.

The successful Applicant will be required to provide individualized coaching services to center-based early care and education programs and family child care homes participating in both enrollment options. (Rating Only participants will have access to six months of coaching to prepare evidence for the Point Scale items.) The successful Applicant will provide:

- A plan for reviewing coach caseloads to determine how the enrollment options affect the assignment of programs;
- A plan for on-site orientation content and enrollment procedures for each enrollment type; and
- A plan for ensuring that the orientation tab on the Extranet for each provider is updated upon completion of the on-site orientation and signing of the Enrollment Agreement. (See Exhibit A, Implementation Guide, pp. 172-173)

Assessment of Quality First Participants

Program assessment is an essential component in determining the quality of early care and education services, and is provided by the Quality First Assessment grantee. Program assessment is used to calculate a Star Rating, as well as identify a program's strengths and areas where improvements would raise overall program quality. The Quality First Assessment Grantee will provide comprehensive training on the ERS and CLASS assessment tools for the successful Applicant and all subcontractors as applicable. The successful Applicant must demonstrate the capacity and competency to support participants in analyzing assessment reports and incorporating results into quality improvement planning.

Three assessment tools are used in Quality First:

1. The Environment Rating Scales (ERS)

<http://ers.fpg.unc.edu/>

The Environment Rating Scales (ERS) (Harms, Clifford & Cryer, 1998) are observational tools used to assess the quality of the environment in early care and education settings.

Observations using the environment rating scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. The ERS assessments are valid and reliable tools to assess the quality of early care and education programs.

There are three versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting.

- Early Childhood Environment Rating Scale (ECERS)

This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center-based settings.

- Infant Toddler Environment Rating Scale (ITERS)

This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center classrooms.

- Family Child Care Environment Rating Scale (FCCERS)

This scale is designed to assess the quality of the environment in family child care settings.

2. The Classroom Assessment Scoring System (CLASS)

<http://www.teachstone.org/about-the-class/>

The Classroom Assessment Scoring System PreK (CLASS PreK) (Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement in center and home based programs serving children 36 months – five years of age. The CLASS measure is a valid and reliable tool which assesses the quality of teacher-child interactions and includes 10 subscales organized into three domains.

The Classroom Assessment Scoring System Toddler (La Paro, Hamre & Pianta, 2011) is an observation measure that focuses on the effectiveness of classroom interactions among teacher and children ages 15 – 36 months in two broad domains and 8 dimensions. This assessment will be implemented in the assessment process in Fiscal Year 2014 (beginning July 1, 2013) and will be used in the calculation of a rating starting in Fiscal Year 2016 (starting July 1, 2015).

3. The Quality First Point Scale (See Exhibit F, Quality First Point Scale)

This assessment tool was developed by First Things First to assess quality standards that are not included in the ERS and CLASS measurement tools. The additional standards address staff qualifications, ratios and group sizes, staff retention, curriculum and child assessment.

All participating center-based early care and education programs and family child care homes will receive an initial ERS program assessment upon selection into Quality First. Programs that achieve an ERS average program score at the 3 Star level or above will receive a CLASS assessment. Programs that achieve a CLASS average program score at the 3 Star level or above will receive a Quality First Points Scale assessment. While newly enrolled participants will receive a Star Rating upon entry into Quality First, participants who were enrolled in Quality First prior to July 1, 2011, will not receive a public Star Rating until their third program assessment, unless the provider requests a public rating (See Exhibit A, Implementation Guide, pp. 90 and 188).

Quality First Star Rating

Quality ratings will be calculated using a system of five star quality standards with three stars being an indicator of good quality. A combination of ERS assessment scores, CLASS assessment scores and Quality First Points Scale scores are used to determine Star Rating. The Quality First Rating Scale (See Exhibit A, Implementation Guide p. 89 - 90) indicates the necessary assessment scores, definition, and descriptor at each star level. Upon entry into Quality First, participants will receive a program assessment. Upon completion of program assessment, scores will be calculated to determine the participant's Star Rating. Because Quality First offers continuous enrollment, subsequent Star Ratings will be calculated at the completion of each yearly or bi-yearly assessment of the program. Program assessments and calculations of Star Ratings are completed in the same manner for participating center-based early care and education programs and family child care homes.

The process for completing assessments to calculate a rating is as follows:

- For participating center-based early care and education programs, ERS assessments are completed in one-third of the total classrooms, including at least one ITERS-R and one ECERS-R as applicable. For participating family child care homes, the FCCERS-R is completed.
- Programs that receive an ERS average program score at the 1 or 2 star level will have a Star rating calculated based on only the ERS assessment results.
- Programs that receive an ERS average program score at the 3 star level or above will have a star rating based on additional assessments.
- Programs that receive an ERS average program score at the 3 Star level or above will receive a CLASS assessment in one-third of the preschool (and Toddler when available) classrooms and/or family groups that meet the age requirements for the CLASS instruments.
- Programs that meet the 3 Star level or above on the CLASS will receive a Quality First Points Scale assessment within 6 months of the program assessment completion date.
- Programs that have a 3 Star rating or above will be re-rated between 24 and 27 months in the following manner:
 - An automatic notification will be sent to the provider, coach and assessment grantee 6 months in advance of their assessment cycle end date to start the process of preparing for the Quality First Points Scale assessment.

- If the ERS average program score and the CLASS average program scores meet the 3, 4, or 5 star level, the Quality First Points Scale assessment will be completed immediately, as the program will have had 6 months prior to the end of their assessment cycle to prepare the necessary documentation.

Participants that are accredited by national entities recognized by First Things First (See Exhibit A, Implementation Guide, p. 178) will receive a CLASS assessment initially. If the CLASS assessment score is at the 3 Star level or above, the program will receive a Quality First Points Scale assessment. If the CLASS assessment score does not meet the 3 Star level or above, the participant will receive an ERS assessment. A Star Rating will be achieved based on the scores of the completed assessments.

Newly enrolled participants will receive an unpublished Star Rating upon entry into Quality First and a published Star Rating upon their second assessment, unless otherwise noted on the Request for Public Rating form. Participants enrolled in Quality First prior to July 1, 2011 will receive a published Star Rating at their third program assessment, unless otherwise noted on the Request for Public Rating form (See Exhibit A, Implementation Guide, p.188).

The length of time a rating is valid is determined by the Star Rating a program achieves. Participants who achieve a 1 or 2 Star Rating will be assessed every 12 – 15 months from their last assessment. Participants who achieve a 3, 4, or 5 Star Rating will be assessed every 2 years from their last assessment. Though Star Ratings will be publicized on the First Things First website, individual program assessment results are not made public and will not be used for regulatory reporting.

Individualized Coaching and Consultation

Coaching in early childhood is an interactive process of observation, reflection and action in which a coach promotes, directly and/or indirectly, a learner's ability to support program improvement.⁶ Studies report coaching models that include targeted observation, strategy modeling and provision of feedback are crucial in the success of Quality Improvement Rating Systems.⁷

Coaching intensity for programs enrolled in full participation will be determined by the Star Rating achieved by participant. Through this funding opportunity, the successful Applicant will offer varying levels of coaching intensity to support the individualization of coaching services (See Exhibit A, Implementation Guide, p. 111). Programs rated at 1 and 2 stars will receive a higher level of coaching intensity while program rated at 3, 4 and 5 stars will receive a lower coaching intensity.

For newly selected programs, the assigned Quality First Coach will review the Assessment results from the initial assessment when complete. The coach will then review the Enrollment Agreement with the program and obtain the necessary signatures to either enroll or decline

⁶ *Consultation in Early Childhood Settings*, Buysse & Wesley, 2005

⁷ Features of Professional Development and On-site Assistance in a Child Care Quality Rating Improvement System-A Survey of Statewide Systems. Accessed November 9, 2010 from http://www.nccp.org/publications/pub_970.html.

participation. Once the Enrollment Agreement is signed and a program is enrolled, a full review of the assessment reports will be completed with the program to inform the development of a Quality Improvement Plan or Quality Rating Plan.

For currently enrolled programs that are receiving their regularly scheduled assessment, the Quality First Coach will complete a full review the assessment reports with the program to inform the development of a Quality Improvement Plan or Quality Rating Plan.

In Quality First, the successful Applicant will assist participants in implementation of quality improvement planning through individualized coaching and consultation. The Assessment results will inform prioritization of annual goal setting and quality improvement activities.

Programs rated at 1 or 2 Stars will participate in quality improvement planning through the use of The Quality Improvement Plan - QIP (See Exhibit A, implementation Guide, p. 114 and Exhibit G, Quality Improvement Plan). The QIP will be developed using information from the program assessment reports, participant's self-assessment and Quality First coaching observations. The Quality Improvement Plan is developed jointly between the provider and coach and is used to prioritize improvement activities through measurable goals and action steps that will ultimately support the program in raising quality standards and rating.

Programs achieving a star level of 3 – 5 on the ERS and/or CLASS will develop a Quality Rating Plan - QRP (See Exhibit A, Implementation Guide, p. 115 and Exhibit H, Quality Rating Plan) to outline activities for preparation of Quality First Point Scale assessment. The successful Applicant will support participants in the Quality First Point Scale assessment through six months of individualized rating preparation coaching. The coach and provider will use the Quality Rating Plan to determine activities that will prepare the program for the assessment process. This includes but is not limited to: overview of the rating process and tools; review of the Quality First Points Scale process in the Quality First Implementation Guide; introductory training for *Arizona Early Learning Standards and Program Guidelines for High Quality Early Education: Birth Through Kindergarten*; technical assistance regarding appropriate curriculum and child assessment; compilation of documentation demonstrating effective transition planning for children and their families; linking child assessment and family input to curriculum planning; and documentation of staff qualifications and retention required to complete the Quality First Point Scale.

Coaching for programs enrolled in Rating Only participation will be available for six months from the date of enrollment. The coach and provider will use the Quality Rating Plan to determine activities that will prepare the program for the assessment process.

In addition, the successful Applicant of this funding opportunity will collaborate with other early childhood education consultants including Child Care Health Consultants, Mental Health Consultants and Inclusion Coaches of children with special needs, Pre-K Scholarship ADE Mentors and T.E.A.C.H. Early Childhood[®] ARIZONA Specialists as applicable during goal setting and quality improvement planning. Collaboration activities may include but are not limited to:

- Joint visits with the participant

- Planning visits with the early childhood education consultants
- Feedback and input in the Quality Improvement Plan and/or Quality Rating Plan
- Sharing of training resources and materials

Collaboration with other early childhood consultants will require Quality First coaches to have a service coordination role in facilitating collaboration opportunities for joint quality improvement planning and on-site technical assistance support (See Exhibit A, Implementation Guide, p. 140). Quality First coaches will lead coordination efforts in scheduling regular joint collaboration opportunities as deemed applicable by the coach, participant and early childhood consultants.

Early childhood consultants funded through First Things First will have access to the Quality First database and will be able to document site visits, training and technical assistance provided to the participating center-based program or family child care home. In addition, the successful Applicant will also have access to Quality First Specialized Technical Assistance from early childhood consultants in the areas of child care health consultation, mental health consultation, and inclusion of children with special needs. The specialized technical assistance will include a warm-line for coaches and participants to contact expert consultants for assistance in addressing more challenging issues and identifying community resources for Quality First enrolled participants (See Exhibit I, Birth to Five Helpline Graphic).

This funding opportunity provides flexibility of coaching caseload assignments, with the average coaching caseload of 1:9. The successful Applicant may consider coaching intensity levels, geography, language of the providers and children, cultural characteristics and program size when determining caseload assignments.

Successful Applicants must demonstrate the capacity to:

- Identify methods to ensure prioritized goals in the Quality Improvement Plan are measurable.
- Deliver coaching and consultation on a variety of topics including, but not limited to developmentally appropriate practices, curriculum planning and instruction, early childhood classroom design, ongoing child assessment, adult and child interactions, infant/toddler care and introduction to Arizona’s Early Learning Standards and Infant Toddler Developmental Guidelines.
- Provide individualized coaching and consultation as determined by the Star Rating in a variety of early childhood settings through management of caseload assignments with varying intensity levels.
- Describe how coaching and consultation activities can be effectively coordinated through a combination of consultation approaches that may include peer-learning communities, cohorts and community resources.
- Implement strategies to foster effective collaboration between coaches and other early childhood consultants.
(i.e. Child Care Health Consultants, Mental Health Consultants, Inclusion Coaches, Pre-K ADE mentors, etc.). Include how other early childhood consultants will have opportunities to provide input into the quality improvement planning process.

- Identify how geography, language of the provider and children, and program size will inform caseload assignments and capacity to manage coaching caseload as enrollment fluctuates throughout the grant cycle. Demonstrate specifically how providers located in rural and geographically isolated communities will be reached and assigned on coaching caseloads.
- Describe how a coaching continuity plan will be implemented to ensure a minimal gap of service delivery in the event of staff attrition.

In addition, to ensure the least amount of disruption in the continuation of services from Fiscal Year 2013 into Fiscal Year 2014, the Applicant must identify:

- Special considerations to employ currently trained Quality First coaches;
- An implementation plan to provide coaching services at the start of Fiscal Year 2014 to currently enrolled participants within the timelines indicated in the performance measures.
- A plan that describes orientation training for all newly hired coaches, including timelines for that training.

Quality First Incentives

The successful Applicant will manage the incentives services for Quality First enrolled center-based early care and education programs and family child care homes as follows:

- Purchasing for enrolled participants that includes but is not limited to submittal of orders to vendors on behalf of participants and coordination of delivery inside facilities.
- Coordination of facility projects with licensed contractors including requesting bids, verifying current licensure and payment for services rendered.
- Payment of consultation services on behalf of participants for staff training and professional development.
- Payment of Quality Bonuses for eligible participants that are rated at 3, 4 or 5 Stars.
- Financial record keeping and reporting of expended incentives made in the Quality First database, including documentation of completed purchases, returns and/or exchanges of damaged items and financial reporting of monetary incentives, facility projects and consultation services for each enrolled participant.
- Coordination of material retrieval of closed programs and redistribution to participating center-based early care and education programs and family child care homes in the same regional area.

Eligibility for Quality First Incentives

Financial incentives are an essential component of Quality First to support participants in achieving and sustaining quality services for children. Incentives are accessible after a center-based early care and education program or family child care home is enrolled in Quality First.

At the start of each fiscal year, participants have access to the full amount of incentives as determined by their program size based on the licensed capacity of children 5 and younger (See Exhibit A, Implementation Guide, p. 116). Unexpended incentives or programmatic balances are

not carried over from one fiscal year to the next. Programs may not use more than their allotted amount during a fiscal year.

Incentives awarded to participants rated at 1 and 2 Stars are accessible through enhancement grants to support quality improvement activities. Participants may use enhancement grants to purchase materials and resources, supplement facility projects and professional development opportunities as identified on the Quality Improvement Plan. The Quality Improvement Plan prioritizes annual goals that a participant will complete to raise quality standards and star rating. (See Exhibit G, Quality Improvement Plan)

Participants rated at 3, 4 or 5 Stars may access a financial Quality Bonus. The Quality Bonus is a monetary financial incentive that is available annually only for participants that achieve a 3, 4, or 5 Star Rating. The Quality Bonus offers greater flexibility for providers to decide in which areas of improvement the financial incentives will be used. The provider can choose to access the Quality Bonus either through a cash incentive or through the coach to make purchases of materials and resources or to supplement facility projects and professional development opportunities.

Participants who receive the Quality Bonus as a cash incentive will be required to maintain a record of expenditures on a Quality Bonus Report. Participants will also be required to submit financial documents (receipts, invoices, facility project contracts etc.) to the successful Applicant of all expenditures made by the cash incentive of the Quality Bonus. (See Exhibit A Implementation Guide, p. 117, 166 and 168).

During the Quality First Points Scale preparation period, programs can access the financial incentives. Purchases made during the Quality First Points Scale Preparation period must be documented on the Quality Rating Plan (See Exhibit H, Quality Rating Plan). Purchases made during the Quality First Points Scale preparation period will be processed in the same manner as enhancement grants.

The successful Applicant will manage the incentives services for purchasing of materials and resources and contracting for facility projects. The successful Applicant must demonstrate:

- The capacity to monitor financial reporting of participants who receive the Quality Bonus.
- The ability to implement consistent, statewide policies, procedures and forms for submittal of financial reporting as needed for monetary incentives.
- The ability to ensure that financial documentation that is submitted is within the guidelines of the Quality First Bonus policy.

Incentive Approval Process

A consistent, efficient statewide ordering and approval process is required. The enrolled programs and/or Quality First coach will create incentive requests as determined by the Quality Improvement Plan for participants rated at 1 and 2 Stars or Quality Rating Plan for participants rated at 3, 4 or 5 Stars. Incentive requests may include but are not limited to:

- Itemized order form of materials and resources from an early childhood education vendor.
- Facility projects with a preferred contractor lists.
- Consultation and/ or specialized services.
- Quality Bonus in the form of a check.

Once the incentive request is created, the coach will submit the request to the Quality First coaching supervisor for approval. The coaching supervisor will have 15 days from the date of the submission from the coach to approve the incentive request. Upon approval from the coaching supervisor, the request will be processed. The successful Applicant must:

- Provide individualized incentive services for enrolled participants throughout all First Things First Regional areas; (See Exhibit J, Target Service Units and Incentive Costs by Regional Area)
- Develop policies, procedures and forms in collaboration with First Things First that clearly outline each step in the incentive ordering process, including approval and a decision-making rubric for high cost purchases, financial reporting for receipt of the Quality Bonus and participant's responsibility in assumption of purchases (i.e. warranties, guidance describing what warrants a return, damaged items etc.).
- Ensure that incentive requests are not approved if the order exceeds the incentive amount as determined by the licensed capacity for children birth – age 5. The successful applicant will not be reimbursed for any overages.

Incentive Purchasing

The successful Applicant is required to establish relationships with early childhood education vendors that supply developmentally appropriate materials, resources, curriculum tools and furniture for Quality First center-based early care and education programs and family child homes in all First Things First Regional areas. Applicants should indicate how catalogs and vendor information would be made available to participants for purchasing. Additionally, Applicants should demonstrate how participants would be informed of vendor's discounts or special purchasing opportunities. The successful Applicant must:

- Develop a statewide vendor list from which any enrolled provider can order.
- Effectively manage the delivery of purchases made for participants, particularly in remote areas.
- Develop statewide policies and procedures for returned or exchanged purchases due to damaged items and back orders.

Facility projects are authorized if the primary function is to improve quality of services provided to children and are aligned to the priorities in the Quality Improvement Plan. Examples of facility projects include but are not limited to: cabinetry, cement slab, fencing, painting and carpet installation. Enhancement grants for facility projects cannot exceed 30% of the total incentive amount available to the participant. Payment for facility projects will be made directly to the contractor by the successful Applicant. Participants choosing to have a facility project completed must sign a First Things First liability release form (See Exhibit A Implementation Guide, p. 120 and 177) prior to the project being initiated. The successful Applicant must:

- Foster relationships with independent contractors to support Quality First facility projects, including the determination of how participants can submit preferred list of vendors, contractors or consultants.
- Develop and implement a statewide process that ensures the legitimacy of contractor quotes and services.
- Provide payment of services directly to the contractor.

Participants may also use incentives for consultation and specialized services that cannot be provided by the Quality First Coach, collaborating early childhood consultants, other identified program personnel or cannot be offered through community based training at no cost to the participant. Examples of trainings or specialized services that Quality First incentives would include but are not limited to: CPR/ First Aid training, playground inspection and CLASS training from Teachstone. Funding requests for consultation and specialized services must support the overall quality of care and be approved by the coaching supervisor as indicated in the Quality Improvement Plan. Payment for consultation and specialized services will be made directly to the contractor from the successful Applicant.

Retrieval of Materials

In the event of a program closure, participating center-based early care and education programs and family child care homes must return all materials and equipment purchased with Quality First incentives for redistribution (as appropriate) to other Quality First enrolled participants within the regional area. The successful Applicant will identify reasonable methods to distribute materials to other Quality First enrolled programs in the same regional area. The actual retrieval and distribution process will be implemented by the successful Applicant. The successful Applicant may utilize any remaining financial incentives designated for a closed program to cover the costs to retrieve and redistribute materials.

Professional Development for Coaches

High quality coaching is an essential Quality First component that contributes to the progress of participating programs in improving their Star Rating. It is critical that Quality First coaches have access to consistent, statewide, ongoing professional development opportunities. The successful applicant must ensure that coaching core competencies are identical regardless of the geographic region in which services are being provided or the subcontractor that may be providing the service. The successful Applicant will provide a plan for the initial training of new coaches and new coach supervisors to include the following prior to receiving a caseload:

- Coach Pedagogy
- Supervision Pedagogy
- First Things First (content to be provided by FTF to the Successful Applicant by FTF)
- Quality First Policies and Procedures (Implementation Guide)
- Quality First Standards, including:
 - What practices constitute quality early care and education and how the practices might look when implemented
 - How the practices can be communicated to others within a reflective and supportive coaching relationship

- How to explain why the practices are important for children’s success in kindergarten and beyond
- Cultural Competence
- Grantee Organizational Structure
- Subcontractor Organizational Structure, if applicable

The successful Applicant must also provide a plan to collaborate with the Quality First Assessment Grantee to ensure that all coaches receive training on the Early Childhood Environment Rating Scale (ECERS), Infant Toddler Environment Rating Scale (ITERS), Family Child Care Environment Rating Scale (FCCERS), Classroom Assessment Scoring System Pre-K (CLASS Pre-K) and Classroom Assessment Scoring System, Toddler (CLASS Toddler, when available) prior to receiving a caseload.

Additionally, First Things First will invest additional financial resources to develop a new Quality First Academy to provide continuous and on-going training and professional development for Quality First Coaches, Coach Supervisors, Assessors, and Assessor Supervisors. A separate RFGA to solicit proposals to develop the Quality First Academy will be released in the third quarter of Fiscal Year 2013, with planning activities to begin later in Fiscal Year 2013, and full implementation to begin in Fiscal Year 2014.

The Quality First Academy framework will be developed by First Things and will reflect the Standard of Practice for Quality First Coaches (see Exhibit C Quality First Coaching Standard of Practice), and national and local evidence-based research. The Quality First Academy will provide professional development to support foundational knowledge and enhance content knowledge throughout employment as a Quality First Coach, Assessor, Coach Supervisor and Assessor Supervisor.

The Quality First Academy is envisioned to be a part of the comprehensive professional development system that is being developed. The Academy is being developed initially for Quality First Coaches, Assessors, Coach Supervisors and Assessment Supervisor, but will grow to include professional development opportunities for a variety of consultants and program staff who work collaboratively with early care and education programs.

The successful Applicant of this Coaching and Incentives RFGA will provide assurance in their proposal that they will collaborate with the successful Applicant for the Quality First Academy to ensure all coaches are provided access to the professional development available through the Quality First Academy.

Coach Qualifications

First Things First has developed minimum qualifications for Quality First coaches and coaching supervisors (see Exhibits K and L, Quality First Coach and Coaching Supervisor Qualifications). This funding opportunity will cover compensation and benefits to support hiring and retaining qualified staff. First Things First expects that all coaches receive compensation commensurate with the required knowledge, skills, competencies and experience necessary to perform well in the role of Quality First coach. While First Things First does not require that all coaches receive

a minimum compensation level, it is important to establish a salary schedule that promotes hiring qualified candidates and minimizing turnover. It is noted that an average annual salary and compensation for coaches meeting the minimum qualifications in Arizona is, at minimum, \$42,000 plus benefits. The successful Applicant will:

- Demonstrate effective recruitment and retention strategies that will assist in hiring and retaining highly qualified staff.
- Include the salary schedule for entry level and advanced coaches.
- Indicate how supervision will be utilized to provide reflective, individualized support for all coaching staff.
- Implement a coaching continuity plan to ensure that in the event of staff attrition, there is a minimal gap of coaching service delivery during a transitional period.
- Demonstrate ability to adhere to procedures for incident reporting in the event that a Quality First Coach witnesses unsafe practices, neglect, or abuse during their time on-site at any program (see Exhibit A, Implementation Guide, p. 125)
- Indicate how transition planning will occur between FY2013 contract and the FY2014 contract. Include recruitment and hiring considerations related to currently trained Quality First Coaches.

Documentation and Record Keeping

The successful Applicant will maintain electronic records and documentation for each coaching caseload assignment to include specified program data, coaching consultation notes and quality improvement plans. In addition, the successful Applicant will regularly update electronic records in the Quality First database for each participant, which will also be used in program reporting and monitoring. The successful Applicant must also describe:

- The process for monitoring program implementation and accuracy of data entry and documentation.
- How monitoring will inform program implementation practices and promote continuous improvement.

First Things First will be responsible for administering the Quality First data system including maintenance, technical assistance and training to the successful Applicant. First Things First staff will schedule training opportunities for the successful Applicant to understand the Quality First Data system (Extranet) upon award.

First Things First School Readiness Indicators related to this strategy:

FTF is seeking successful applicants to implement this strategy and work collectively with FTF to impact the school readiness indicators below:

1. #/% children demonstrating school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars.

First Things First Goal Area to be addressed

1. Quality and Access

Target Population to serve

The target population is early care and education providers throughout Arizona, both centers and family child care homes, which serve children birth through age five, not yet in kindergarten.

Geographic Area

The geographic area is the entire state of Arizona. (See Exhibit J, Target Service Units and Incentive Costs by Regional Area)

Coordination and Collaboration

First Things First prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service. The successful Applicant must demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the First Things First region being served. This may include but is not limited to participating in regular collaboration meetings with other grantees. Depending upon the strategy, there may be additional statewide meetings which the Applicant may be asked to attend, as noted in the Scope of Work. In order to accomplish this, Applicants should plan the appropriate staffing and budget to support travel to and attendance at monthly meetings within the regional area or statewide meetings, as appropriate. Guidance for collaboration between Quality First Coaches and other can be found in the Implementation Guide (see Exhibit A Implementation Guide, p. 140)

Program Specific Data Collection and First Things First Evaluation

The successful Applicant agree to participate in any First Things First program specific evaluation or research efforts. Data collection and First Things First evaluation activities are directly connected with the Goals, Performance Measures and Units of Service aligned to the strategy described in this RFGA.

Unit of Service and related Target Service Number Definition:

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number). A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. The Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

Performance Measures Definition:

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children) and/or the direct services and products delivered by a program (e.g., providing scholarships).

Successful Applicants must have capacity to collect and submit FTF data requirements, securely and confidentially store client data, and utilize data to assess progress in achieving desired outcomes of the proposed strategy. Units of Service, Target Service Numbers, and Performance Measures outline how quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Additionally, they are used by First Things First to determine the key impacts of the strategies, programs and approaches being implemented.

The successful Applicant will be provided with data reporting requirements by First Things First and will meet timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data includes the electronic submission of data through the Quality First extranet.

The successful Applicant is required to collaborate with any First Things First external evaluation activities, which means the successful Applicant must collaborate with any external evaluation-led child assessment activities. Collaborative activities may include tracking and reporting data pertaining to participant attendance, enrollment, and demographic information. In addition, the successful Applicant agrees to allow First Things First and their evaluation consultants to observe program activities on site and successful applicants must collaborate with First Things First led and initiated evaluation activities to encourage parent consent for data collection. Standards for data security for this strategy are found in Exhibit M.

Units of Service and Performance Measures that are aligned to the Goal for the purposes of this RFGA are as follows:

Unit of Service:

1. 250 home based providers served
2. 732 center based providers served

Performance Measures:

- 80% of Quality First participants sign enrollment agreement within 30 business days of assessment completion date (green button date).
- 80% of Quality Improvement Plans (QIP) or Quality Rating Plans (QRP) are completed and uploaded in the Quality First system within 60 business days of a program's enrollment.
- 80% of Quality Improvement Plans (QIP) or Quality Rating Plans (QRP) are completed and uploaded in the Quality First system within 60 business days of a program's assessment

completion date.

- 80% of Quality First enrolled providers are satisfied with coaching services.
- 80% of Quality Improvement Plan (QIP) goals are aligned with the assessment report results.
- 70% of Quality First participants feel that the coach supported them in writing Quality Improvement Plan goals that improved the quality of services their program provides (as evidenced by the response to the annual Quality First Participant Survey)

For more information on FTF Goal Areas, Goals and Performance Measures, please reference the FTF Strategy Toolkit at:

<http://azftf.gov/pages/webmain.aspx?PageID=2D427ADB35B34BB09F353B77B74AB9BA>

How Will Applications be Evaluated?

The review committee will evaluate Applications and recommend those for an award based on the following criteria:

- Capacity of the Applicant for Addressing Needs (25%)
- Proposed Program or Activity (25%)
- Implementation Activities (25%)
- Budget (10%)
- Data Collection (15%)

Those Applicants not selected for funding will be notified in writing; however, pursuant to A.R.S. §41-2702 (E), all Applications shall not be open for public inspection until after grants are awarded. A.R.S. §41-2702 (G) also states the evaluator assessments shall be made available for public inspection no later than thirty (30) days after a formal award is made.

Application: Responding to the Scope of Work

To complete your Application, provide a comprehensive narrative response that addresses each of the items in the Executive Summary and the criteria sections below. If an item requires a completed attachment, please reference that attachment within the narrative response when indicated. The narrative must include a one page executive summary, use 12 point font size and have no less than an one inch margin. It is recommended that the narrative not exceed 50 pages, including the executive summary.

A. Executive Summary (required – 1 page overview)

Provide a one (1) page narrative overview of the proposed project that includes the target service number, a brief summary of the program or strategy, how it will be implemented, the Applicant’s capacity to implement this program and how success and outcomes will be measured. Also complete the First Things First Standard Data Collection Form (Attachment A).

B. Capacity for Addressing the Need and Implementing the Strategy Successfully (25%)

Provide a narrative description describing your organization's understanding of the needs and capacity to implement the proposed service, addressing the following:

- a) Describe the need(s) the proposed strategy will address and include data to support evidence of the need.
 1. Describe the assets that currently exist, within the organization, to address the need and support the proposed strategy.
- b) Provide examples of experience implementing related programs and/or current experience (if applicable) and the outcomes of those programs. It should be noted that past performance on any grants might be taken into consideration in evaluation of your proposal.
- c) Describe your organization's professional knowledge and experience of the target population to reach.
- d) Identify capacity or infrastructure building which will be needed and the proposed approach, including agreements and partnerships with other agencies, additional resources, and training and technical assistance to provide the proposed service.
- e) Include the coordination and collaboration activities in which the organization is currently engaged and how this will support the proposed strategy.
 1. Indicate the agencies/partners you anticipate involving. Attach letters of support or Memoranda of Understanding for each proposed partner, describing the role and responsibilities for the success of the project (specifically list programs outside of First Things First);
 2. Describe the collaboration activities you will participate in with First Things First;
 3. Describe how you will collaborate with the Quality First Assessment Grantee and the Quality First Academy Grantee.
 4. Describe how you will collaborate with other First Things First strategies funded in the regions you are serving.
- f) Identify personnel recruitment, qualifications and supervision. (Also complete Key Personnel Overview, Attachment B)
- g) Describe plans to recruit and locate personnel within multiple geographic regions of the provided service who are linguistically and culturally competent for the population to be served.
- h) Describe how you will implement a coaching continuity plan to ensure that in the event of coaching staff attrition, there is a minimal gap in service delivery.
- i) Describe your organization's ability to increase the services as necessary if additional funding becomes available for program expansion.
 1. Include timelines that would be necessary for an increase of services.

C. Proposed Program or Strategy (25%)

Provide a description of the program being proposed including the following:

- a) Provide a clear and thorough description of the proposed program/services by addressing all aspects of the scope of work. A successful applicant will include, but not be limited to the following:

1. Implement individualized coaching services to support a provider's quality improvement plan through reflective strategies that consist of joint planning, program observation, consultation, training and technical assistance.
 - i. Describe how coaches will develop relationships with the enrolled programs to support the ability of the early care and education program staff to generate ideas, refine existing skills and develop new skills for the purpose of focusing on the quality of early care and education services.
 - ii. Describe the prevention and intervention strategies and resources coaches will use to support programs in implementation of a quality early care and education program and to strengthen the provider's competence in identifying and implementing program practices that produce quality services.
 - iii. Describe the strategies and resources that coaches will use with the program administration and/or classroom staff to develop specific goals to support the quality of the early care and education program.
 - iv. Describe the resources methods coaches will use to review program assessment reports in detail with the program administration and/or classroom staff to ensure understanding of the assessment tools and understanding of the programs attributes and areas needing additional focus.
 - v. Describe the strategies coaches will use to support and encourage the program administrator and/or classroom staff to examine and reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations.
 - vi. Describe the techniques and resources coaches will use to guide the program in the use of the Quality First Extranet, including program updates, finding and utilizing Quality First documents and forms located in the resources, downloading and printing assessment reports and reviewing the assessment results and Star Rating.
 - vii. Identify specific challenges that programs are facing to reach the quality level (3 Star) of the Quality First Rating Scale and the strategies that will be used to support programs to overcome these challenges.
2. Integrate coordination and collaboration efforts to link Quality First participants with other identified First Things First consultants and programs.
 - i. Describe how coaches will provide information to Quality First participants about Child Care Health Consultation, Mental Health Consultation and Inclusion of Children with Special Needs, including assistance in accessing the Birth to Five Helpline.
 - ii. Describe the mechanism(s) in place to ensure coaches are aware of and provide information about other First Things First funded programs that are offered in the region for early care and education programs, early care and education staff, families and children.
 - iii. Identify the strategies that will be used to ensure coaches and ADE Mentors will collaborate to support of early care and education programs receiving Pre-Kindergarten Scholarships.
3. Support participants through the quality rating process.

- i. Identify the resources necessary for coaches to support the program’s understanding of the assessment tools used in the calculation of a Quality First Star Rating.
 - ii. Identify the strategies that coaches will use to support the program’s understanding of the assessment tools used in the calculation of a Quality First Star Rating.
 - iii. Describe how coaches will support programs in compiling the documentation necessary for the Quality First Points Scale assessment.
 - iv. Indicate strategies that coaches will use to guide programs through the use of the Extranet to indicate the documents that have been compiled for the Quality First Points Scale and to indicate that the program is ready for the on-site assessment.
4. Use incentive funding to support participating center-based early care and education programs and family child care homes that include but are not limited to remove barriers to the completion of the goals on the Quality Improvement Plan:
- i. Identify statewide incentives policies, procedures and forms in place that will ensure consistent implementation of service delivery in all First Things First Regional areas that implement Quality First.
 - ii. Describe the process you will use to regularly review policies and practices to ensure statewide consistency among all coaches and how you will address discrepancies in consistency among all coaches,
 - iii. Indicate how you will monitor incentive expenditures so that programs do not overspend;
 - iv. Indicate how you will process incentive requests within the timelines indicated in this RFGA
 - v. Identify the process that will be used statewide to submit orders to vendors on behalf of participants
 - vi. Describe the process for deliveries to be made to facilities to ensure the least disruption to the program, including delivery of materials inside the facility.
 - vii. Describe the statewide process that will be used to process returns / exchanges of damaged equipment.
 - viii. Describe the statewide process that will be used to coordinate facility projects with licensed contractors including requesting bids, verifying current contractor licensure and make payment to the contractor for services rendered.
 - ix. Describe the statewide process to coordinate consultation services in partnership with enrolled participants for staff training and professional development and make payment directly to the consultant.
 - x. Indicate the statewide process for issuing the Quality First Bonus for eligible participants that are rated at 3, 4 or 5 stars, including how the grantee will review itemized receipts to ensure that the the Quality Bonus has been spent in alignment with the areas noted in the Implementation Guide.
 - xi. Describe the mechanism for maintaining financial records and reports of incentives including:
 - 1. Monthly expenditures by site submitted with billing

2. Documentation of completed purchases, returns and/or exchanges of damaged items; and
 3. Financial reporting of monetary incentives, facility projects and consultation services for each enrolled participant.
 - xii. Indicate how Quality First purchased materials will be retrieved from closed programs and redistributed to participating center-based early education programs and family child care homes in the same First Things First Regional area.
5. Ensure consistent implementation of the model is maintained through seamless service delivery across the state, and among any and all subcontractors utilized by the successful Applicant.
 - i. Describe the mechanisms that are in place to ensure a consistent policy and program implementation model exists across the state;
 1. Describe how you will develop and implement procedures, policies and forms in the same manner among all subcontractors
 - a. How will you monitor all subcontractors to ensure consistency in implementation.
 - b. What practice will you employ to remediate subcontractors who are not in compliance.
 2. How will you ensure that coach hiring practices are consistent across the state and among all subcontractors?
 3. How will you ensure that there is statewide consistency in coach messages about policies and practices?
 4. How will you ensure that all coaches have the same access to resources and materials?
 5. Specify foundational training that will be provided to new coaches and coach supervisors, including how and when it will be delivered and how it will enhance skills necessary to implement this strategy effectively.
 - a. Describe the specific skills and content that you used to determine the training that will be provided to coaches and coach supervisors
 - b. Describe how the Standard of Practice (Exhibit C) will be incorporated into training and supervision activities.
 - c. Include strategies to ensure new coach and coach supervisor training is consistent statewide.
 - d. Describe how a learning community environment for coaches will be implemented, especially for coaches who might be geographically isolated.
 6. Describe the supervisory support that will be provided to coaches and how supervision practices will be consistent across all subcontractors.
 7. Describe the coach expectations for time at work, travel and participation in professional development and how this will be monitored to ensure consistency among all subcontractors.
 8. Provide assurance of collaboration with the Quality First Academy grantee when awarded.

- ii. Describe the proposed coaching and supervision pedagogy including initial and ongoing, consistent professional development and coaching collaboration;
- iii. Describe how you will ensure coaching core competencies will be identical regardless of the region in which services are being provided and the agency providing the service.
 - 1. What mechanisms will be in place to ensure coaching core competencies are used in hiring practices, supervision practices, and performance evaluation practices.
- iv. Describe the process you will use to determine coach caseload assignments including:
 - 1. How multi-owner programs will be assigned to the same coach, as much as possible,
 - 2. How geography, language of the program, and other program needs will be considered
 - 3. How reassignment of caseloads will be handled in the event of coach turnover;
- 6. Describe how the Standards of Practice (Exhibit C) will be adhered to in program implementation. Successful Applicants are required to follow the Standard of Practice when delivering services under this grant or contract.
- 7. Provide an organizational chart for each subcontracting agency that provides assessment and coaching services that demonstrates the firewall that will be implemented
 - i. Articulate the firewall policies that will be implemented throughout the contract including, but not limited to separate supervision and management for coaching and incentives
- 8. Identify and describe the target population to be served by the proposed strategy, including:
 - i. Target Service Number based on the Unit of Service(s) included in the scope of work above.
 - ii. How the strategy will meet the needs of the targeted population in terms of being culturally competent, linguistically appropriate, age appropriate and gender responsive.
 - iii. Recruitment and outreach efforts, engagement and retention practices for the targeted population.
 - 1. Indicate the regions in which a provider recruitment plan is necessary.
 - 2. Indicate strategies you will employ for recruitment in each of these regions.
 - 3. Indicate other agencies/partners to engage in communicating Quality First vacant slots and how collaboration will occur.
 - 4. Indicate statewide efforts to promote recruitment/provider knowledge of Quality First such as, but not limited to, presentations at community training sessions or FTF sponsored events, conferences, or early childhood community events.
 - 5. Indicate the content of a consistent, statewide recruitment presentation that will be used to provide programs on the wait list and interested community members a comprehensive overview of Quality First.

9. Describe any anticipated barriers to implementation and plans to overcome those barriers.

This narrative should provide context for the activities listed in the next section, Implementation Activities.

D. Implementation Activities (25%)

Using Attachment C, Implementation Plan, describe the activities needed to operationalize the proposed strategy(ies), including timelines, responsibilities, and coordination activities.

E. Budget (10%)

The budget and budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the proposed program budget. All budget forms must be signed by an authorized agency representative.

- a) Submit the Funds Requested Form (Attachment D). No additional narrative is required.
- b) Submit the Line Item Budget (Attachment E) using only the budget categories listed on the form. No additional narrative is required.
- c) Submit the Budget Narrative (Attachment F) using only the budget categories listed on the form.
- d) Submit the Disclosure of Other Funding (Attachment G). This list should include all other sources of funding currently received from other State or public agencies, Federal agencies, non-profit organizations and other sources that will be applied to the proposed program/strategy(ies). Note that statute A.R.S. §8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no FTF monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.
- e) Describe your organization's business management system by completion of the Financial Systems Survey. Attach the Financial Systems Survey (Attachment H) to capture basic financial system/operational information to assess financial capacity early in the process. No additional narrative is required. As noted in the financial system survey, you are required to submit a complete copy of the most recent audited, reviewed or compiled financial statements as well as management letters and a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. NOTE THAT ONLY ONE COPY OF EACH OF THESE DOCUMENTS NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL".

F. Data Collection (15%)

Describe in this section the plan and resources necessary to meet FTF basic reporting requirements, maintain data securely and confidentially, and ensure that ongoing data collection is used within the grantee institution to ensure fidelity and overall effectiveness. In this section, include discussion of:

- a) Who will have overall responsibility for the data collection, maintenance, and reporting. Be sure to include this person in your Key Personnel Overview, Attachment B.

- b) How the required data will be collected, maintained, and aggregated. Describe how you will ensure that data entered into the Quality First web-based database after it has been collected is accurate and timely. What procedures will be in place to assure the quality of your data (e.g., training for data collectors, oversight of data entry, timeliness for administering tools, etc.)?
- c) If applicable, describe the anticipated approval process to collect and report data from tribal government programs.
- d) What resources (e.g., personnel, supplies, computer, etc.) will be needed to complete necessary activities related to data collection, maintenance, and security as well as the assurance of quality data input and data collection for the program. In addition to this narrative description, the funds dedicated to evaluation should be reflected in the budget and budget narrative in Section D above.
- e) Complete the Data Collection Form, Attachment I.
- f) Prepare a plan for monitoring the integrity of program implementation for coaching and incentives.
- g) How will you use the results of program implementation monitoring to inform program implementation?

Instructions to Applicants

A. Inquiries

1. Duty to Examine. It is the responsibility of each Applicant to examine the entire RFGA, seek clarification in writing (inquiries), and examine its' Application for accuracy before submitting the Application. Lack of care in preparing an Application shall not be grounds for modifying or withdrawing the Application after the Application due date and time, nor shall it give rise to any Contract claim.
2. RFGA Contact Person. Any inquiry related to an RFGA, including any requests for or inquiries regarding standards referenced in the RFGA shall be directed solely to the RFGA contact person. The Applicant shall not contact or direct inquiries concerning this RFGA to any other State employee unless the RFGA specifically identifies a person other than the RFGA contact person as a contact.
3. Submission of Inquiries. The Fiscal and Contracts Specialist identified in this RFGA, who is the contact for all inquiries except at the Pre-Application Conference, requires that an inquiry be submitted in writing. Any inquiry related to the RFGA shall refer to the appropriate RFGA number, page and paragraph. Do not place the RFGA number on the outside of the envelope containing that inquiry, since it may then be identified as an Application and not be opened until after the Application due date and time. Electronic inquires are acceptable. First Things First shall consider the relevancy of the inquiry but is not required to respond in writing.
4. Timeliness. Any inquiry or exception to the RFGA shall be submitted as soon as possible and should be submitted at least seven days before the Application due date and time

for review and determination by First Things First. Failure to do so may result in the inquiry not being considered for an RFGA Amendment.

5. No Right to Rely on Verbal Responses. An Applicant shall not rely on verbal responses to inquiries. A verbal reply to an inquiry does not constitute a modification of the RFGA.
6. RFGA Amendments. The RFGA shall only be modified by a formal written RFGA amendment. Formal written amendments are posted on the First Things First website, www.azftf.gov. It is the sole responsibility of the Applicant to check the website regularly.
7. Pre-Application Conference. A Pre-Application Conference has been scheduled for this RFGA and specific date, time and location are found on Page 2 of this RFGA. Applicants should raise any questions about the RFGA at that time. The Pre-Application Conference will clarify the contents of the RFGA in order to prevent any misunderstanding of First Things First's position. Any doubt as to the requirements of the RFGA or any apparent omission or discrepancy should be presented to First Things First at the Conference. An Applicant may not rely on any verbal responses to questions at the Conference. Material issues raised at the Conference that result in changes to the RFGA shall be answered solely through a formal written RFGA amendment. **Attendance at the Pre-Application Conference is strongly encouraged, but not mandatory.**
8. Persons with Disabilities. Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the RFGA contact person. Requests shall be made as early as possible to allow time to arrange the accommodation.

B. Application Preparation

1. Forms. No facsimile or electronic mail Applications shall be accepted. An Application shall be submitted using the forms provided in this RFGA or on their substantial equivalent. Any substitute document for the forms provided in this RFGA must be legible and contain the same information requested on the forms, unless the RFGA indicates otherwise.
2. Technical Requirements. Applications will be reviewed initially for compliance with technical requirements. Noncompliance with these requirements may result in the Application being deemed non-responsive, and therefore, not susceptible to award.
 - Responses should be typed, single-spaced with one-inch margins or wider with a twelve (12)-point font used.
 - Applications are not to be bound in spiral binders or in 3-ring notebooks. Please submit the Application either stapled in the upper left-hand corner or use a binder clip.
 - Applications should be single sided, NOT duplexed.
 - Number all pages and include a table of contents that follows the underlined categories in the "Application: Responding to the Scope of Work" Section.

Enclose one (1) original (clearly marked "ORIGINAL") and nine (9) additional copies.

- All Attachments must be completed as instructed.
- The organization name and the Request for Grant Application Number (**RFGA number found on page 1 of this RFGA**) must be clearly marked on the outside of the sealed envelope/package.

Please refer to the Checklist within this RFGA to verify inclusion of all required documentation and use of the proper format.

3. Evidence of Intent to be Bound. The Applicant Offer and Acceptance Form within the RFGA shall be submitted with the Application and shall include a signature by a person authorized to sign the Application. The signature shall signify the Applicant's intent to be bound by the Application, the terms of the RFGA and that the information provided is true, accurate and complete. Failure to submit verifiable evidence of intent to be bound, such as an original signature, shall result in rejection of the Application.
4. Exceptions to Terms and Conditions. All exceptions included with the Application shall be submitted in a clearly identified separate section of the Application in which the Applicant clearly identifies the specific paragraphs of the RFGA where the exceptions occur. Any exceptions not included in such a section shall be without force and effect in any resulting Contract unless such exception is specifically accepted by the Fiscal and Contracts Specialist in a written statement. The Applicant's preprinted or standard terms will not be considered by First Things First as a part of any resulting Contract. All exceptions that are contained in the Application may negatively affect First Things First's proposal evaluation based on the evaluation criteria stated in the RFGA or result in rejection of the Application.
5. Subcontracts. Applicant shall clearly list any proposed subcontractors and the subcontractor's proposed responsibilities in the Application.
6. Cost of Application Preparation. First Things First will not reimburse any Applicant the cost of responding to an RFGA.
7. RFGA Amendments. Each RFGA Amendment shall be signed with an original signature by the person signing the Application, and shall be submitted no later than the Application due date and time. Failure to return a signed copy of a RFGA Amendment may result in rejection of the Application.
8. Additional Materials. Additional materials such as promotional brochures or examples of other programs should not be submitted unless they directly relate to the information required in the Application.

9. Provision of Tax Identification Numbers. Applicants are required to provide their Arizona Transaction Privilege Tax Number and/or Federal Tax Identification number in the space provided on the Offer and Acceptance Form.
10. Disclosure. If the firm, business or person submitting this Application has been debarred, suspended or otherwise lawfully precluded from participating in any public procurement activity, including being disapproved as a subcontractor with any Federal, state or local government; or if any such preclusion from participation from any public procurement activity is currently pending, the Applicant shall fully explain the circumstances relating to the preclusion or proposed preclusion in the Application. The Applicant shall include a letter with its Application setting forth the name and address of the governmental unit, the effective date of this suspension or debarment, the duration of the suspension or debarment, and the relevant circumstances relating to the suspension or debarment. If suspension or debarment is currently pending, a detailed description of all relevant circumstances including the details enumerated above shall be provided.
11. RFGA Order of Precedence. In the event of a conflict in the provisions of this RFGA, the following shall prevail in the order set forth below:
 - 11.1 First Things First Special Terms and Conditions
 - 11.2 State of Arizona Uniform Terms and Conditions
 - 11.3 Scope of Work
 - 11.4 Attachments
 - 11.5 Exhibits
 - 11.6 Instructions to Applicants
 - 11.7 Other documents referenced or included in the RFGA

C. Submission of Application

1. Sealed Envelope or Package. One (1) original (clearly marked “original”) Application and nine (9) copies shall be submitted to the submittal location identified in this RFGA. Applications must be submitted in a sealed envelope or container. The envelope or container should be clearly identified with name of the Applicant and RFGA number. First Things First may open envelopes or containers to identify contents if the envelope or container is not clearly identified.
2. Late Applications. An Application submitted after the exact Application due date and time shall be rejected. Applications **must** be received by First Things First at the designated due date and time.
3. Application Amendment or Withdrawal. An Application may not be amended or withdrawn after the Application due date and time except as otherwise provided under applicable law.
4. Application Opening. Applications shall be opened publicly at the time and place identified in this RFGA. The name of each Applicant shall be read publicly and recorded.

5. Disqualification. An Applicant (including each of its principals) who is currently debarred, suspended or otherwise lawfully prohibited from any public procurement activity shall have its Application rejected.
6. Public Record. All Applications submitted and opened are public records and must be retained by First Things First. Applications shall be open to public inspection no later than 30 days after Contract award pursuant to A.R.S. §41-2702 (E), except for such Applications deemed to be confidential by First Things First. If an Applicant believes that information in its Application should remain confidential, it shall indicate as confidential the specific information and submit a statement with its Application detailing the reasons that the information should not be disclosed. Such reasons shall include the specific harm or prejudice which may arise. First Things First, pursuant to A.C.R.R. R2-7-104, shall review all requests for confidentiality and provide a written determination. If the confidential request is denied, such information shall be disclosed as public information, unless the person utilizes the "Protest" provision as noted in A.R.S. §41-2611 through §41-2616.
7. Application Acceptance Period. Applications shall be irrevocable for 120 days after the RFGA due date and time.
8. Non-collusion, Employment, and Services. By signing the Offer and Acceptance Form, the Applicant certifies that:
 - a. The Applicant did not engage in collusion or other anti-competitive practices in connection with the preparation or submission of its Application; and
 - b. The Applicant does not discriminate against any employee or applicant for employment or person to whom it provides services because of race, color, religion, sex, national origin, sexual orientation or disability, and that it complies with all applicable Federal, state and local laws and executive orders regarding employment.
9. Budget Limitations. In the event that the Applications received exceed the budget limitations, First Things First reserves the option to request a reduction in the scope of the Applicant's proposed program. Revised budget documents will be required. First Things First reserves the right to award contracts for less than the proposed amount and/or less than the available funds or make awards that exceed the posted available funds as additional funds become available.
10. Waiver and Rejection Rights. Notwithstanding any other provision of the RFGA, the State reserves the right to:
 - 10.1 Waive any minor informality,
 - 10.2 Reject any and all Applications or portions thereof, or
 - 10.3 Cancel the RFGA.

D. Award

1. Single Award. In order to ensure adequate coverage of First Things First requirements, a single award is anticipated to be made; however multiple awards may be considered.
2. Contract Inception. An Application does not constitute a Contract nor does it confer any rights on the Applicant to the award of a Contract. A Contract is not created until the Application is accepted in writing by the First Things First designee's signature on the Offer and Acceptance Form. A notice of award or of the intent to award shall not constitute acceptance of the Application.
3. Effective Date. The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form, unless another date is specifically stated in the Contract.

E. Protests

1. A protest shall comply with and be resolved according to A.R.S. §41-2611. Protests shall be in writing and filed with the Chief Executive Officer, Arizona Early Childhood Development and Health Board. A protest of an RFGA shall be received by the Fiscal and Contracts Specialist before the Application due date. A protest of a proposed award or of an award shall be filed within ten (10) days after the protester knows or should have known the basis of the protest. A protest shall include:
 - 1.1 The name, address and telephone number of the protester,
 - 1.2 The signature of the protester or its representative,
 - 1.3 Identification of the RFGA or Contract number,
 - 1.4 A detailed statement of the legal and factual grounds of the protest including copies of relevant documents, and
 - 1.5 The form of relief requested.

F. Comments Welcome

1. First Things First periodically reviews the Instructions to Applicants and welcomes any comments you may have. Please submit your comments to the Fiscal and Contracts Specialist, grants@azftf.gov

Terms and Conditions

FIRST THINGS FIRST SPECIAL TERMS AND CONDITIONS

1. Term of Contract. The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form and shall remain in effect until June 30, 2014, unless terminated, cancelled or extended as otherwise provided herein.
2. Contract Renewal/Contract Amendment. This Contract shall not bind nor purport to bind First Things First for any contractual commitment in excess of the original contract period. First Things First shall have the right, with consult of the awardee, to issue a written contract amendment to expand services and increase funding awarded to

compensate for the agreed upon service expansion. First Things First shall have the right, at its sole option, to renew the contract for four (4) one-year periods or a portion thereof. Contract awards may be increased, decreased, or not renewed based on evaluation, programmatic and fiscal performance, adherence to standards of practice, the availability of funds, or the discretion of First Things First. If First Things First exercises such rights, all terms, conditions and provisions of the original contract shall remain the same and apply during the renewal period.

3. Reporting. At minimum, grantees shall submit quarterly programmatic progress reports due by the 20th of the month following the quarter and will submit evaluation data reports and enter data into the First Things First Partners in Grants Management System (PGMS). Program narrative reports shall also be submitted via the First Things First PGMS. Failure to submit timely reports will result in suspension of reimbursement. The report shall contain such information as deemed necessary by First Things First.

Requests for program and budget changes must be sent to First Things First designated staff. First Things First will post any important grantee requirement information under the Grantee Resources section of PGMS and this can include updates to Standards of Practice, Units of Service or other day to day operational updates that relate to any awarded grants.

4. Reimbursement/Payment. The Grantee shall be paid on a cost-reimbursement basis, at a maximum of monthly or a minimum of quarterly for those items submitted and approved in the budget inclusively. Reimbursement requests shall be submitted monthly or quarterly via the First Things First PGMS. **Grantee shall submit a final reimbursement request for expenses obligated prior to the date of contract termination no more than forty-five (45) days after the contract end.** Requests for reimbursement received later than forty-five (45) days after the contract termination will not be paid. **If awarded a contract, your organization must have sufficient funds to meet obligations for at least sixty- (60) days while awaiting reimbursements.** If an exception is requested to this requirement, it must be provided in writing in your Application describing the justification and need for alternative considerations, which will be separately considered during the application review and may not be approved. Requests for exceptions to reimbursement-based payments submitted after awards are made are subject to separate review and may not be approved.

Financial budget modification requests must be sent to First Things First designated staff.

5. Confidentiality of Records. The Grantee shall establish and maintain procedures and controls that are acceptable to First Things First for the purpose of assuring that no information contained in its records or obtained from First Things First or from others in carrying out its functions under the contract shall be used by or disclosed by it, its agents, officers, or employees; except as required to efficiently perform duties under the contract. Persons requesting such information shall be referred to First Things First.

Grantee also agrees that any information pertaining to individual persons shall not be divulged other than to employees or officers of the Grantee as needed for the performance of duties under the contract, unless otherwise agreed to in writing by First Things First.

6. Key Personnel. It is essential that the Grantee provide an adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of work to be performed under this contract. The Grantee must assign specific individuals to the key positions, when possible or submit an official position description for which candidates must qualify. **Once assigned to work under the contract, if key personnel are removed or replaced, written notification shall be sent to First Things First.**
7. Orientation. A mandatory Orientation Meeting will be scheduled during the first quarter after awards are made and will provide all awarded grantees the information required to manage the contract.
8. Working with Tribal Regional Partnership Council(s). A grantee must comply with requirements set forth by the Tribal Government in relation to essential functions of the grants operation including data collection. It is the responsibility of the grantee to follow appropriate policy and procedures, complete IRB, parent consent, and appropriate tribal approvals as designated by tribal authorities.
9. Geographic Distribution. If Applications are not received from geographic areas within the region or if an Application submitted is not deemed applicable to funding by the review committee all funding may not be awarded or could be awarded to meet disparate geographic need for services. First Things First also reserves the right to fund more than one program in an area, to not award the entire amount of available funds, or to award an amount that is greater than the posted available funds.

STATE OF ARIZONA UNIFORM TERMS AND CONDITIONS

1. Contract Interpretation

- 1.1 Arizona Law. This Contract shall be governed and interpreted by the laws of the State of Arizona. The venue for any proceedings, actions, or suits arising from this Contract shall be in Maricopa County, Arizona.
- 1.2 Implied Contract Terms. Each provision of law and any terms required by law to be in this Contract are a part of this Contract as if fully stated in it.
- 1.3 Contract Order of Precedence. In the event of a conflict in the provisions of the Contract, as accepted by First Things First and as they may be amended, the following shall prevail in the order set forth below:
 - 1.3.1. First Things First Special Terms and Conditions
 - 1.3.2. State of Arizona Uniform Terms and Conditions
 - 1.3.3. Statement or Scope of Work
 - 1.3.4. Attachments/Exhibits

1.3.5. Documents referenced or included in the RFGA

- 1.4 Severability. The provisions of this Contract are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Contract.
- 1.5 No Parole Evidence. This Contract is intended by the parties as a final and complete expression of their contract. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this document and no other understanding either oral or in writing shall be binding.
- 1.6 No Waiver. Party's failure to insist on strict performance of any term or condition of the Contract shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

2. Contract Administration and Operation

- 2.1 Records. Pursuant to A.R.S. §35-214 and §35-215, the Grantee shall retain and shall contractually require each subcontractor to retain all data and other "records" relating to the acquisition and performance of the Contract for a period of five years after the completion of the Contract. All records shall be subject to inspection and audit by First Things First at reasonable times. Upon request, the Grantee shall produce a legible copy of any or all such records.
- 2.2 Non-Discrimination. The Grantee shall comply with State Executive Order No. 99-4 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.
- 2.3 Audit. Pursuant to A.R.S. §35-214, at any time during the term of this Contract and five (5) years thereafter, the Grantee's or any subcontractor's books and records shall be subject to audit by First Things First and, where applicable, the Federal Government, to the extent that the books and records relate to the performance of the Contract or subcontract.
- 2.4 Financial Audit. In compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), grant sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position #6, expending Federal Grants from all sources totaling \$500,000 or more, must have an annual audit conducted in accordance with OMB Circular #A-133, "Audits of States, Local Governments and Non-profit Organizations." **If you have expended more than \$500,000 in federal dollars, a copy of your audit report for the previous fiscal year must be submitted with your Application.**

- 2.5 Audit Trails. Grantee shall maintain proper audit trails for all reports related to this contract. First Things First reserves the right to review all program records.
- 2.6 Fund Management. The Grantee must maintain funds received under this contract in separate ledger accounts and cannot mix these funds with other sources. Grantee must manage funds according to applicable regulations for administrative requirements, cost principles and audits.

The Grantee must maintain adequate business systems to comply with State requirements. The business systems that must be maintained are:

- a. Financial Management
- b. Procurement
- c. Personnel
- d. Property
- e. Travel

A system is adequate if it is: 1) written; 2) consistently followed – it applies in all similar circumstances; and 3) consistently applied – it applies to all sources of funds.

- 2.7 Notices. All notices, requests, demands or communications by either party to this Agreement, pursuant to or in connection with this Agreement shall be in writing and shall be delivered in person or shall be sent by the United States Postal Service, certified mail, return receipt requested, to the respective parties at the following addresses:

First Things First
Finance Division
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

- 2.8 Advertising, Publishing and Promotion of Contract. The Grantee shall not use, advertise or promote information for commercial benefit concerning this Contract without the prior written approval of the Fiscal and Contracts Specialist.
- 2.9 Ownership of Information/Printed Material. First Things First reserves the right to review and approve all publications and/or media funded or partially funded through this contract. All publications funded or partially funded through this contract shall recognize First Things First as the funding source. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement.

The Grantee agrees that any report, printed matter, or publication (written, visual, or sound, but excluding press releases, newsletters, and issue analyses) issued by the Grantee describing programs or projects funded under this agreement in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First. First Things First will post any important updated

communications protocol information under the Grantee Resources section of PGMS.

3. Funding/Payments

- 3.1. Funding. Requested funding must be submitted in an all-inclusive basis. The State will not reimburse any item other than the all-inclusive funding contained on the budget forms.
- 3.2. Tax Indemnification. Grantee and all subcontracts shall pay all Federal, state and local taxes applicable to its operation and any persons employed by the Grantee. Grantee shall, and require all subcontractors to hold First Things First harmless from any responsibility for taxes, damages and interest, if applicable, contributions required under Federal, and/or state and local laws and regulations and any other costs including transaction privilege taxes, unemployment compensation insurance, Social Security and Worker's Compensation.
- 3.3. IRS Substitute W9 Form. In order to receive payment the Grantee shall have a current IRS Substitute W9 Form on file with State of Arizona, unless not required by law.
- 3.4. Availability of Funds for the Next Fiscal Year. Funds are not presently available for performance under this contract beyond the current fiscal year. Every payment obligation of First Things First under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of this Contract, this Contract may be terminated by First Things First at the end of the period for which funds are available. No liability shall accrue to First Things First in the event this provision is exercised, and First Things First shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

4. Contract Changes

- 4.1 Amendments. Any change in the contract including the scope of work and budget described herein, whether by modification or supplementation, must be accomplished by a formal written contract amendment signed and approved by and between the duly authorized representatives of the Grantee and First Things First. Any such amendment shall specify an effective date, any increases or decreases in the Grantee's compensation, if applicable, and entitled as an "Amendment" and signed by the parties identified in the preceding sentence. The Grantee expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification or supplementation to the contract.
- 4.2 Subcontractors. The Grantee agrees and understands that no subcontract that the

Grantee enters into with respect to performance under this contract shall in any way relieve the Grantee of any responsibility for performance of its duties. It is highly recommended by First Things First that a Memorandum of Understanding or some other type of contract is in place between the Grantee and a Subcontractor for services to be performed, and in which a payment amount has been negotiated and approved, to avoid any misunderstanding between both parties. The Subcontract shall incorporate by reference the terms and conditions of this Contract.

- 4.3 Assignment and Delegation. The Grantee shall not assign any right nor delegate any duty under this Contract without the prior written approval of the Fiscal and Contracts Specialist. First Things First shall not unreasonably withhold approval.

5. Risk and Liability

- 5.1. Indemnification. (Not Public Agency) The parties to this Contract agree that First Things First, its departments, Board and Councils shall be indemnified and held harmless by the Grantee for the vicarious liability of First Things First as a result of entering into this contract. However, the parties further agree that First Things First, its departments, Board and Councils shall be responsible for its own negligence. Each party to this contract is responsible for its own negligence.

- 5.2 Indemnification Language for Public Agencies Only. Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as 'indemnitee') from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as 'claims') arising out of bodily injury of any person (including death) or property damage but only to the extent that such claims which result in vicarious/derivative liability to the indemnitee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

This indemnity shall not apply if the Grantee or sub-contractor(s) is/are an agency, board, commission or university of the State of Arizona.

- 5.3 Insurance Requirements. Grantee and subcontractors shall procure and maintain until all of their obligations have been discharged, including any warranty periods under this Contract, are satisfied, insurance against claims for injury to persons or damage to property which may arise from or in connection with the performance of the work hereunder by the Grantee, his agents, representatives, employees or subcontractors.

The *insurance requirements* herein are minimum requirements for this Contract and in no way limit the indemnity covenants contained in this Contract. First Things First in no way warrants that the minimum limits contained herein are sufficient to protect the Grantee from liabilities that might arise out of the performance of the work under this contract by the Grantee, its agents, representatives, employees or

subcontractors, and Grantee is free to purchase additional insurance.

A. MINIMUM SCOPE AND LIMITS OF INSURANCE: Grantee shall provide coverage with limits of liability not less than those stated below.

1. **Commercial General Liability – Occurrence Form**

Policy shall include bodily injury, property damage, personal injury and broad form contractual liability coverage.

- General Aggregate \$2,000,000
- Products – Completed Operations Aggregate \$1,000,000
- Personal and Advertising Injury \$1,000,000
- Blanket Contractual Liability – Written and Oral \$1,000,000
- Fire Legal Liability \$50,000
- Each Occurrence \$1,000,000

- a. The policy shall be endorsed to **include coverage for sexual abuse and molestation.**
- b. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Grantee”.***
- c. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.

2. **Business Automobile Liability**

Bodily Injury and Property Damage for any owned, hired, and/or non-owned vehicles used in the performance of this Contract.

- Combined Single Limit (CSL) \$1,000,000
- a. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Grantee, involving automobiles owned, leased, hired or borrowed by the Grantee”.***
- b. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.

3. **Worker's Compensation and Employers' Liability**

- Workers' Compensation Statutory
- Employers' Liability
 - Each Accident \$ 500,000

- Disease – Each Employee \$ 500,000
- Disease – Policy Limit \$1,000,000
- a. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.
- b. This requirement shall not apply to separately, EACH Grantee or subcontractor exempt under A.R.S. §23-901, AND when such Grantee or subcontractor executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

4. Professional Liability (Errors and Omissions Liability)

- Each Claim \$1,000,000
- Annual Aggregate \$2,000,000
- a. In the event that the professional liability insurance required by this Contract is written on a claims-made basis, Grantee warrants that any retroactive date under the policy shall precede the effective date of this Contract; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Contract is completed.
- b. The policy shall cover professional misconduct or lack of ordinary skill for those positions defined in the Scope of Work of this contract.

- B. ADDITIONAL INSURANCE REQUIREMENTS: The policies shall include, or be endorsed to include, the following provisions:
1. The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees wherever additional insured status is required such additional insured shall be covered to the full limits of liability purchased by the Grantee, even if those limits of liability are in excess of those required by this Contract.
 2. The Grantee's insurance coverage shall be primary insurance with respect to all other available sources.
 3. Coverage provided by the Grantee shall not be limited to the liability assumed under the indemnification provisions of this Contract.
- C. NOTICE OF CANCELLATION: Each insurance policy required by the insurance provisions of this Contract shall provide the required coverage and shall not be suspended, voided, canceled, or reduced in coverage or in limits except after thirty- (30) days prior written notice has been given to the State of Arizona. Such notice shall be sent directly to (First Things First, Fiscal and Contracts Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.
- D. ACCEPTABILITY OF INSURERS: Insurance is to be placed with duly licensed or approved non-admitted insurers in the state of Arizona with an “A.M. Best” rating of not less than A-VII.

The State of Arizona in no way warrants that the above-required minimum insurer rating is sufficient to protect the Grantee from potential insurer insolvency.

- E. VERIFICATION OF COVERAGE: Grantee shall furnish the State of Arizona with certificates of insurance (ACORD form or equivalent approved by the State of Arizona) as required by this Contract. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.
- F. All certificates and endorsements are to be received and approved by the State of Arizona before work commences. Each insurance policy required by this Contract must be in effect at or prior to commencement of work under this Contract and remain in effect for the duration of the project. Failure to maintain the insurance policies as required by this Contract, or to provide evidence of renewal, is a material breach of contract.
- G. All certificates required by this Contract shall be sent directly to (First Things First, Fiscal and Contracts Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012). The State of Arizona project/contract number and project description shall be noted on the certificate of insurance. The State of Arizona reserves the right to require complete, certified copies of all insurance policies required by this Contract at any time. **DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.**
- H. SUBCONTRACTORS: Grantees' certificate(s) shall include all subcontractors as insureds under its policies or Grantee shall furnish to the State of Arizona separate certificates and endorsements for each subcontractor. All coverages for subcontractors shall be subject to the minimum requirements identified above.
- I. APPROVAL: Any modification or variation from the *insurance requirements* in this Contract shall be made by the Department of Administration, Risk Management Section, whose decision shall be final. Such action will not require a formal Contract amendment, but may be made by administrative action.
- J. EXCEPTIONS: In the event the Grantee or sub-contractor(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a Certificate of Self-Insurance. If the Grantee or sub-contractor(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.

5.4 Force Majeure. If either party hereto is delayed or prevented from the performance of any act required in this Agreement due to acts of God, strikes, lockouts, labor disputes, civil disorder, or other causes without fault and beyond the control of the party obligated, performance of or payment for such act will be excused for the period of the delay.

5.5 Third Party Antitrust Violations. The Grantee assigns to First Things First any claim for cover charges resulting from antitrust violations to the extent that those

violations concern materials or services supplied by third parties to the Grantee, toward fulfillment of this Contract.

6. Compliance

- 6.1 Compliance with Applicable Laws. The services supplied under this Contract shall comply with all applicable Federal, state and local laws, and the Grantee shall maintain all applicable licenses and permit requirements.
- 6.2 Sectarian Requests. Funds may not be expended for any sectarian purpose or activity, including sectarian worship or instructions.
- 6.3 Restrictions on Lobbying. The Grantee shall not use these funds to pay for, influence, or seek to influence any officer or employee of First Things First, state government or the federal government if that action may have an impact, of any nature, on this contract.
- 6.4 Licenses. Grantee shall maintain in current status all federal, state and local licenses and permits required for the operation of the business conducted by the Grantee.
- 6.5 Fingerprinting. Pursuant to A.R.S. §41-1758 Grantee will obtain fingerprint cards and/or background checks as applicable.

This Contract may be cancelled or terminated if the fingerprint check or the certified form of any person who is employed by a provider, whether paid or not, and who is required or allowed to provide services directly to children, discloses that a person has committed any act of sexual abuse of a child, including sexual exploitation or commercial sexual exploitation, or any act of child abuse or that the person has been convicted of or awaiting trial on any criminal offenses in this state or similar offenses in another state or jurisdiction.

7. State's Contractual Remedies

- 7.1 Right to Assurance. If First Things First in good faith has reason to believe that the Grantee does not intend to, or is unable to perform or continue performing under this Contract, the Fiscal and Contracts Specialist may demand in writing that the Grantee give a written assurance of intent to perform. Failure by the Grantee to provide written assurance within the number of Days specified in the demand may be, at First Things First's discretion, the basis for terminating the Contract under the First Things First Uniform Terms and Conditions or other rights and remedies available by law or provided by the contract.
- 7.2 Cancellation for Failure to Perform. Failure by the Grantee to adhere to any provision of this Agreement or its Attachments in the time and manner provided by this Contract or its Attachments shall constitute a material default and breach of

this Contract and First Things First may cancel, at its option, this Agreement upon prior written notice.

First Things First may issue a written ten (10) day notice of default to the Grantee for acting or failing to act including but not limited to any of the following:

- The Grantee provides personnel that do not meet the requirements of this Agreement or are of an unacceptable quality.
- The Grantee fails to perform adequately the services required in this Agreement.
- The Grantee fails to furnish the required product or services within the time stipulated in this Agreement.
- The Grantee fails to make progress in the performance of the requirements of the Agreement and/or gives a positive indication that the Grantee will not or cannot perform to the requirements of this Agreement.

If the Grantee does not correct any problem(s) within ten (10) days after receiving the notice of default, First Things First may cancel the Contract. If First Things First cancels the Contract pursuant to this clause, First Things First reserves all rights or claims to damage for breach of the Contract and the Grantee agrees to a general release in favor of First Things First for any claim for reimbursement.

7.3 Non-Exclusive Remedies The rights and the remedies of First Things First under this Contract are not exclusive.

8. Contract Termination

8.1 Cancellation for Conflict of Interest. Pursuant to A.R.S. §38-511, First Things First may cancel this Contract within three (3) years after Contract execution without penalty or further obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating the Contract on behalf of First Things First is or becomes at any time while the Contract or an extension of the Contract is in effect an employee of or a consultant to any other party to this Contract with respect to the subject matter of the Contract. The cancellation shall be effective when the Grantee receives written notice of the cancellation unless the notice specifies a later time. If the Grantee is a political subdivision of the State of Arizona, it may also cancel this Contract as provided in A.R.S. §38-511.

8.2 Suspension or Debarment. First Things First may, by written notice to the Grantee, immediately terminate this Contract if First Things First determines that the Grantee has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor of any public procurement unit or other governmental body. Submittal of an Application or execution of a contract shall attest that the Grantee is not currently suspended or debarred. If the Grantee becomes suspended or debarred, the Grantee shall immediately notify First Things First.

8.3 Termination for Convenience. First Things First reserves the right to terminate the Contract, in whole or in part at any time, when in the best interests of First Things First without penalty or recourse. Upon receipt of the written notice, the Grantee shall stop all work, as directed in the notice, notify all subcontractors of the effective date of the termination and minimize all further costs to First Things First. In the event of termination under this paragraph, all documents, data and reports prepared by the Grantee under the Contract shall become the property of and be delivered to First Things First upon demand. The Grantee shall be entitled to receive just, equitable compensation for work in progress, work completed, and materials accepted before the effective date of the termination. The cost principles and procedures provided in A.A.C. R2-7-701 shall apply.

8.4 Termination for Default. In addition to the rights reserved in the contract, First Things First may terminate the Contract in whole or in part due to the failure of the Grantee to comply with any term or condition of the Contract, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the Contract. First Things First shall provide written notice of the termination to the Grantee. Upon termination under this paragraph, all materials, documents, data and reports prepared by the Grantee under the Contract shall become the property of and be delivered to First Things First on demand. Upon termination of this Contract, First Things First may procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Contract. The Grantee shall be liable to First Things First for any excess costs incurred by First Things First in procuring services in substitution for those due from the Grantee.

9. Contract Claims

9.1 Arbitration. The parties to this Contract agree to resolve all disputes arising out of or relating to this contract through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. §12-1518, except as may be required by other applicable statutes (Title 41).

10. Federal and State Laws and State of Arizona General Uniform Terms and Conditions

First Things First follows all State of Arizona and Federal laws, State of Arizona Uniform Terms and Conditions. These laws include Federal Immigration and Nationality Act (FINA) and all other federal immigration laws and regulations related to immigration status of its employees. First Things First may request verification for any Grantee, Contractor, or Subcontractor performing work under the agreement. Grantees are required to follow any and all State laws around immigration and English only. Should First Things First suspect that a grantee is not in compliance with state or federal laws and First Things First may pursue any and all remedies allowed by law, including but not limited to: suspension of work, termination, and suspension and/or debarment of the grantee. All costs necessary to verify compliance are the responsibility of the grantee.

The latest edition of the Arizona Uniform General Terms and Conditions and Uniform Instructions to Applicants is incorporated into this Request for Grant Application by reference. Copies may be obtained from the Arizona State Procurement Office at (602) 542-5511 or at: http://spo.az.gov/Admin_Policy/SPM/Forms/default.asp.

Checklist

Use the following list to make sure your Grant Application is complete and meets the requirements specified in this request for grant Applications:

- One (1) original copy marked “original”, and nine (9) additional copies
- Completed and signed First Things First Offer and Acceptance form
- Signed copy of all amendments issued for the RFGA (if applicable)
- Table of Contents
- Application including Executive Summary and response to **ALL** questions in sections A – F of Application: Responding to the Scope of Work
- Standard Agency Information Collection Form completed, Attachment A
- State of Arizona Substitute W-9 Form (must be downloaded and printed) signed, if applicable, http://www.gao.az.gov/onlineforms/forms/AZ_subw-9_010410.pdf
- Key Personnel Overview completed, Attachment B
- Implementation Plan completed, Attachment C
- Funds Requested Page, completed and signed, Attachment D
- Standard Line Item Budget, completed and signed, Attachment E
- Budget Narrative, completed and signed, Attachment F
- Disclosure of Other Funding Sources, completed and signed, Attachment G
- Financial Systems Survey is completed and signed, Attachment H
- Data Collection Form, Attachment I
- Resumes for all personnel listed in the budget
- One copy of your agency’s most recent audited, reviewed or compiled financial statements as well as a schedule showing the total federal funds (by granting agency) expended by your agency for the most recent fiscal year included with the Application marked Original.
- Page numbers are included on all pages, in sequence, twelve point font or larger and single-spaced, with one inch margins or wider.
- In the original application, documents requiring signatures should have **ORIGINAL** signatures.
- Do **NOT** bind your Application in spiral binders or in 3-ring notebooks. Please submit your Applications either stapled in the upper left-hand corner or use a binder clip.
- When submitting your Application, insure your organization name and the Request for Grant Application Number (**found on Page 1 of this RFGA**) is CLEARLY marked on the outside of the SEALED envelope/package.
- It is the responsibility of each Applicant to insure their Application is delivered to First Things First by the due date and time listed on Page 2 of this RFGA.** Please allow for such contingencies as heavy traffic, weather, directions, parking, security, etc.

Attachments and Exhibits

Attachment A	Standard Agency Information Collection Form
Attachment B	Key Personnel Overview
Attachment C	Implementation Plan
Attachment D	Funds Requested Page
Attachment E	Line Item Budget Form
Attachment F	Budget Narrative Explanation
Attachment G	Disclosure of Other Funding Sources
Attachment H	Financial Systems Survey
Attachment I	Data Collection Form

Exhibit A	Implementation Guide
Exhibit B	Quality First Strategy Summary
Exhibit C	Quality First Coaching Standard of Practice
Exhibit D	Quality First Service Delivery
Exhibit E	Quality First Enrollment Options
Exhibit F	Quality First Points Scale
Exhibit G	Quality Improvement Plan
Exhibit H	Quality Rating Plan
Exhibit I	Birth to Five Helpline Graphic
Exhibit J	Target Service Units and Incentive Costs by Regional Area
Exhibit K	Quality First Coach Qualifications
Exhibit L	Quality First Coach Supervisor Qualifications
Exhibit M	First Things First – Arizona Early Childhood Development and Health Board Data Security Guidelines and Requirements for Collaborators
Exhibit N	Standard Terms Defined
Exhibit O	Sample Certificate of Insurance
Exhibit P	Target Service Unit Guidance Document

Please provide a **brief** description of the **proposed program** in one or two paragraphs and this will be the source for a public description describing the nature of the program being implemented that will be used by First Things First.

C. Contact Information

First Things First Partner and Grants Management System (PGMS) require four designated contacts for contact with First Things First related to this grant (the same person may be assigned to more than one of the roles, if appropriate).

Main Contact Information – This should be information for the person designated as the Main contact for this grant award and this person can view all information related to this grant (financial, programmatic and data collection/evaluation in nature). This person will also be the primary contact for First Things First and should be the person responsible for ensuring the program plan is implemented. Primary correspondence from First Things First will be sent to this person.

Main Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Program Contact Information – This should be information for the person designated as the Program contact for this grant award and this person can view information related to this grant for program or data collection purposes only.

Program Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Financial Contact Information – This should be information for the person designated as the financial contact for this grant award and this person can view information related to this grant for financial purposes only.

Financial Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Evaluation Contact Information – This should be information for the person designated as the Evaluation contact for this grant award and this person can view information related to this grant for data collection purposes only.

Evaluation Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

In addition, your application may have included information about a collaborating partner/agency. Please replicate this information as many times as necessary to document the participation and agreement to be involved with the application as a collaborating agency/partner.

Collaborator

Agency _____
Address _____
Address _____
City, State, Zip _____
County _____

Contact Person _____
Position _____
Email _____
Phone _____ x _____ Fax _____

Collaborator

Agency _____
Address _____
Address _____
City, State, Zip _____
County _____

Contact Person _____
Position _____
Email _____
Phone _____ x _____ Fax _____

Collaborator

Agency _____
Address _____
Address _____
City, State, Zip _____
County _____

Contact Person _____
Position _____
Email _____
Phone _____ x _____ Fax _____

Collaborator

Agency _____
Address _____
Address _____
City, State, Zip _____
County _____

Contact Person _____
Position _____
Email _____
Phone _____ x _____ Fax _____

Attachment B

KEY PERSONNEL OVERVIEW*

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Title: FTE on this project:	

***In addition to this overview, please attach a resume (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project. If awarded and your project experiences changes in staff, notification must be sent to First Things First. In addition, if you are describing a position to be hired, you must send staff notification and resume to First Things First when the position is filled.**

KEY PERSONNEL SHOULD INCLUDE ANYONE WHO WILL BE PAID FROM THE GRANT

Attachment C

July 1, 2013 – June, 30 2014 Implementation Plan

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation

Attachment D

FUNDS REQUESTED PAGE

The Offer must state a firm, fixed total guaranteed not-to-exceed amount of funds requested for the Grant.

\$_____ Total Funds Requested

Authorized Signature_____

Date_____

Job Title _____

Attachment E and F Instructions

How to Complete the Line Item Budget and Budget Narrative

Complete a 12-month budget for the period July 1, 2013 through June 30, 2014 using the template provided in Attachment E. Please make sure you include a budget narrative as Attachment F.

Please keep in mind items described in a line item budget and in more detail in the budget narrative should describe how the costs were determined and the public purpose for the cost related successfully implementing the project. Please assure that all requested funds follow these guidelines:

- Be necessary and reasonable for proper and efficient performance and administration of First Things First funds.
- Be authorized or not prohibited under State or local laws or regulations.
- Be consistent with policies, regulations, and procedures that apply uniformly to all costs charged and expended by the agency – consistent treatment of costs.
 - For example – a cost may not be assigned to another grant award as an indirect cost if any other cost incurred for the same purposes in like circumstances has been allocated to the First Things First award as a direct cost.
 - For example – a cost for a certain type of expense is charged one rate to another source of funding and a different rate to First Things First - this would not be consistent treatment of costs.
- Be determined in accordance with generally accepted accounting principles.
- Be adequately documented.
- All travel related costs for these trainings and meetings should be included in the Applicant's budget and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit <http://www.gao.az.gov/travel/>.
- Requests for line item modifications, which do not change the total program funding, shall be requested in writing and shall only be made following receipt of written authorization from First Things First.

Please note the line items included in the budget template represent the types of costs possible for a line item budget these line items may or may not be applicable or appropriate for your Application. Your budget line items requested must fit within one of the categories listed. However, it is expected that you would not need to utilize all of the sample line items.

Attachment E – Line Item Budget

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. Limit your budget line items to the following categories: Personnel, Fringe Benefits, Professional Services, Travel, Pass-Through (i.e. Sub grants), Other Operating Expenses and Administrative/Indirect Costs.

Budget period: July 1, 2013 – June 30, 2014

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$
Salaries			
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$
Fringe Benefits or Other ERE			
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$
Contracted Services			
TRAVEL		Travel Sub Total	\$
In-State Travel			
Out of State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted & non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 			
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$
Equipment \$4,999 or less in value			
Subtotal Direct Program Costs:			\$
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$
Indirect/Admin Costs		\$	\$
Total		\$	\$

Authorized signature _____

Date _____

Attachment F – Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include one narrative that matches the 12-month line item budget categories and subcategories.***

Personnel Services: *Include information such as position title(s), name of employee (if known), salary, time to be spent on this program (hours or %), number of months assigned to this program, etc. Explain how the salary rate for each position was determined. If salaries are expected to increase during the project year, indicate the percentage increases for each position and justify the percent of the salary increase. Also, be sure to include the scheduled salary increases on the Budget Form.*

Employee Related Expenses: *Include a benefit percentage and what expenses make up employee benefit costs. Indicate any special rates for part-time employees, if applicable. Explain how the benefits for each position were determined. If using a fringe benefit rate, explain how this percentage is justified or approved by your agency.*

Professional and Outside Services: *If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. Explain how all contracts will be procured.*

Travel: *Separate travel that is in-state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (<http://www.gao.az.gov/travel/>) for both in-state and out-of-state travel.*

Aid to Organizations or Individuals: *In the event that this application represents collaboration and the contract will be utilizing other sub grantees or subcontractors to perform various components of the program, include a list of sub grantees, programmatic work each sub grantee will perform, and how costs for each sub grantee are determined.*

Other Operating Expenses: *Explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. All items should be categorized in the following categories: Telephones / Communications Services, Internet Access, General Office Supplies, Food, Rent/Occupancy, Evaluation (non-contracted and non-personnel expenses), Utilities, Furniture, Postage, Software (including IT supplies), Dues/Subscriptions, Advertising, Printing/Copying, Equipment Maintenance, Professional Development/Staff Training, Conference Workshops/ Training Fees for Staff, Insurance, Program Materials, Program Supplies, Scholarships, and Program Incentives*

Non-Capital Equipment: *For items with a unit cost less than \$5,000 and an initial estimated useful life beyond a single year, explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. For example, items such as computers, printers, projectors, etc. each with a unit cost less than \$5,000.*

Administrative/Indirect Costs: *Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. For organizations that have an established federally approved indirect cost rate for Federal awards, indirect costs mean those costs that are included in the organization’s indirect cost rate. Such costs are generally identified with the organization’s overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- Option A - Administrative Costs:** *with proper justification, sub grantees may include an allocation for administrative costs for up to 10% of the total direct costs requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization’s management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project’s director and other administrative staff not attributable to the time spent in support of a specific project.*

OR

- Option B - Federally Approved Indirect Costs:** *If your organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the direct costs. **Applicants must provide a copy of their federally approved indirect cost rate agreement.***

Indirect costs are costs of an organization that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Authorized signature _____ Date _____

Attachment G

DISCLOSURE OF OTHER FUNDING SOURCES

Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding for the proposed Program*. A.R.S. §8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no First Things First monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.

Use a continuation sheet if necessary. The following form may be reproduced with word processing software or another form may be created that contains all the information requested.

Type of Funding (Federal, State, local, other)	Received From	Amount	✓ If used for match on this grant
TOTAL:			

***This table should include only those funds that will support the program detailed in this Application.**

Authorized signature _____ Date _____

Job Title _____

Attachment H

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of Applicant: _____

Please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

As stewards of federal and state funds, First Things First awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1. Has your organization received a Federal or State Grant within the last two years?	<input type="radio"/> YES <input type="radio"/> NO
2. Has your organization completed an A-133 Single Audit within the past two years? If yes, please attach a complete copy of your A-133 Audit, including, but not limited to, your Management Letter, Findings and Questioned Costs.	<input type="radio"/> YES <input type="radio"/> NO
3. If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past two years? If yes, please attach a complete copy of the most recent audited, reviewed or compiled financial statements. NOTE THAT ONLY ONE COPY OF YOUR AUDIT NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL". It is not necessary to include additional copies with each copy of the completed Application.	<input type="radio"/> YES <input type="radio"/> NO
4. Please attach a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the "Schedule of Expenditures for Federal Awards" can be submitted. ONLY ONE COPY IS NEEDED, TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL"	<input type="radio"/> Not applicable for State of Arizona agencies
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? <input type="radio"/> 501 C (3) <input type="radio"/> 501 C (4) <input type="radio"/> 501 C (5) <input type="radio"/> 501 C (6) <input type="radio"/> Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization’s accounting system?	<input type="radio"/> Manual <input type="radio"/> Automated <input type="radio"/> Combination
2. How frequently do you post to the General Ledger?	<input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	<input type="radio"/> YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee’s time?	<input type="radio"/> YES <input type="radio"/> NO
6. Is your organization familiar with Federal Cost Principles (i.e., 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	<input type="radio"/> YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using allocable direct charges must attach a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate must attach a copy of the approval documentation issued by the federal government.	<input type="radio"/> Direct Charges <input type="radio"/> Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	<input type="radio"/> YES <input type="radio"/> NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	<input type="radio"/> YES <input type="radio"/> NO
3. Are all accounting entries and payments supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
4. Are cash or in-kind matching funds supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
5. Are employee time sheets supported by appropriately approved/signed documents?	<input type="radio"/> YES <input type="radio"/> NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	<input type="radio"/> YES <input type="radio"/> NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	<input type="radio"/> YES <input type="radio"/> NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	<input type="radio"/> YES <input type="radio"/> NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the organization maintain a system of contract administration to ensure Grantee conformance with the terms and conditions of each contract?	<input type="radio"/> YES <input type="radio"/> NO
5. Does the organization maintain written procurement policies and procedures?	<input type="radio"/> YES <input type="radio"/> NO



QUALITYFIRST!

Arizona's Quality Improvement & Rating System
A FIRST THINGS FIRST INITIATIVE



IMPLEMENTATION GUIDE FY 2013



SECTION ONE: OVERVIEW OF QUALITY IMPROVEMENT AND RATING SYSTEM

History

- Vision
- Mission
- History of First Things First
- History of Quality First

First Things First: Structure

- Regional Partnership Councils

School Readiness Indicators

Philosophy

- What Is Quality and Why Is It Important?
- What Does A Quality Child Care Center Look Like?

Quality First Component Overview

SECTION TWO: PARTICIPATION GUIDELINES

Participant Eligibility

- Applicants (Pre-Enrollment)

Participant Selection

- Application Submission
- Application Statuses
- Enrollment Types

Regulatory Status

- DHS Licensed Center and Group Homes
- DES Certified Homes

Star Ratings

- Initial Star Rating
- Quality First Rating Scale
- Rating Renewal
- Posting
- Termination

SECTION THREE: PROGRAM PROCEDURES

Pre-Enrollment Outreach

- Pre-Enrollment Coaching Outreach
- Pre-Enrollment Assessment Outreach

Program Assessments

- Confidentiality of Program Assessment
- Assessor Communication
- Assessment Timeline
- Environmental Rating Scales
- Classroom Assessment Scoring System
- General Assessment Procedures
- Calculating Average Program Scores
- Frequency of Assessment
- Quality First Point Scale
- Quality First Point Scale Procedures
- Rescheduling Assessments

Assessment Request Clarification

Orientation

- Purpose
- Orientation Process

Coaching Visits

- On-Site Visits
- Documentation
- Continuity Plan

Quality Planning Development

- QIP Planning Process
- QIP Completion
- QRP

Quality First Financial Incentives

- Access to Incentives
- Quality Bonus Policy
- Financial Monitoring
- Tax Liability
- Assistance with Payment of Licensure Fees
- Funding Request for Incentives
- Documentation and Record Keeping

Program Closure

- Unscheduled Program Closure
- Extended Program Closure
- Home-Based Programs Only
- Incentives Redistribution

SECTION FOUR: ADMINISTRATIVE PRACTICES

Confidentiality

Mandated Reporting

Quality First Incident Reporting

- Policy Statement
- Teachable Moments
- Reporting an Incident

Informal Dispute Resolution Policy

- Policy Statement
- Informal Dispute Process

Corrective Action Process

- Policy Statement
- Procedures
- First Notification
- Development of Corrective Action Plan
- Recommendation of Termination

Appeals Process

- Policy Statement
- Review of Appeal
- Administrative Hearing
- Board Approval

Multi-Site Owner Guidelines

- Definition of Multi-Site Owners
- Accommodations of Multi-Site Owners
- Quality First Support Team Meetings

SECTION FIVE: QUALITY FIRST SUPPORT TEAM

Quality First Support Teams

- Assessor
 - Qualifications of Quality First Assessors
- Coach
 - Qualifications of Quality First Coaches
- Exemption Review Process for Assessor and Coach Qualifications
- Other Quality First Support Services

Collaboration Guidance

SECTION SIX: EXTRANET

Extranet

- Invitation and Log In Information
- Dashboard
- Examples

SECTION SEVEN: APPENDIX

Appendix

SECTION ONE: OVERVIEW AND HISTORY

HISTORY

VISION

All Arizona's children are ready to succeed in school and in life.

MISSION

First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth through age five.

HISTORY OF FIRST THINGS FIRST

In November 2006, Arizona voters passed proposition 203, a citizen's initiative that funds quality early childhood development and health. The Proposition created a new state level board, the Arizona Early Childhood Development & Health Board, also known as First Things First.

First Things First was established to help provide greater opportunities for all children birth through five in Arizona to grow up healthy and ready to succeed. Through the dedicated work of the Board, staff, volunteers and Regional Partnership Council members, state agency partners, community providers and early childhood champions, more and greater opportunities to achieve success will be provided for each Arizona child in the coming years.

HISTORY OF QUALITY FIRST

Quality First, Arizona's Quality Improvement and Rating System, was launched in 2009. The program was implemented in 3 phases:

- 1. Quality Improvement Participation (2009)**

In 2009, Quality First began with enrollment of 300 programs throughout the state of Arizona. During the initial phase, program emphasis was targeted solely toward improving the quality of care provided to children. Goal planning and quality improvement activities were supported through individualized coaching and consultation, financial incentives and professional development scholarships.

- 2. Quality Rating Pilot (2010)**

The Quality First Points Scale and Quality First Rating Scale was initially drafted and thoroughly vetted among partners, stakeholders and providers in 2009 – 2010. Both drafts were tested in the Quality First Rating Pilot Study from November, 2010 – March 2011. The pilot study yielded interesting and helpful data that informed the final versions of the Quality First Rating Scale and Quality First Points Scale.

3. Rollout of Star Rating (2011)

On June 14, 2011, the First Things First Board members approved the Quality First Rating Scale. This is the first statewide Quality Improvement and Rating System to be implemented in Arizona.

FIRST THINGS FIRST: STRUCTURE

First Things First works at both the state and the local level to ensure that all children have the same opportunities to have a chance for a life of success determined by their own abilities at the state level. First Things First has a nine-member Board of Directors that determines statewide child development goals. At the state level the volunteers on our 31 Regional Partnership Councils — teachers, parents, community leaders, development experts and health care professionals — decide the best ways money can be used to support the needs of young children in their communities.

REGIONAL COUNCILS AND LOCAL FLEXIBILITY

First Things First's 31 Regional Partnership Councils represent the richly diverse communities across Arizona. Members of each Council are appointed by the Board and have direct responsibility to: collect information on the strengths and desires of their community, prioritize the specific needs, plan how to address those needs, choose who to partner and collaborate with to ensure success for the children in their communities, and identify the funding necessary to carry out their plan.

For more information on Regional Partnership Councils and to find your Regional Partnership Council please visit: <http://www.azftf.gov/pages/yourlocalcouncil.aspx>.

ACCOUNTABILITY

How do you know a program is effective? When you can see it at work in your community?

At First Things First, getting Arizona's kids ready for Kindergarten means a statewide commitment: in our programs, in our words – and in our bottom line. Ninety cents of every tobacco tax dollar goes to programs that benefit children, birth to five years old.

Volunteer councils — people familiar with local priorities and needs — decide the best ways to apply those funds for the children in their communities.

Our progress is measured meticulously through ongoing evaluations and data collection. And our finances are audited annually to ensure effectiveness, transparency and accountability to our state and our kids.





School Readiness Indicators

1. **#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**
2. **#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**
3. **#/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**
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**
5. **% of children with newly identified developmental delays during the kindergarten year**
6. **# of children entering kindergarten exiting preschool special education to regular education**
7. **#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)**
8. **#/% of children receiving timely well child visits**
9. **#/% of children age 5 with untreated tooth decay**
10. **% of families who report they are competent and confident about their ability to support their child's safety, health and well being**

PHILOSOPHY

WHAT IS QUALITY AND WHY IS IT IMPORTANT?



Choosing a quality early childhood setting is one of the most important decisions a family can make. The majority of families today rely on some form of out-of-home daily care for their children, and this care can range from a few hours a day up to 10 or 12 hours daily. The quality of this care and education is linked directly to children's success in kindergarten, throughout their school years, and later on in life.

Research tells us that eighty-five percent of a child's brain is fully developed by age three, and both in-home and out-of-home experiences can positively or negatively impact that development. The relationship between children and their caregivers profoundly impacts children's learning and healthy development. That is why early childhood caregivers and teachers are so important to the future of young children. Participation in a quality early care and education

programs means children are engaged in activities with responsive, nurturing adults who stimulate development and learning and prepare children to successfully enter school.

WHAT DOES A QUALITY CHILD CARE PROGRAM LOOK LIKE?

- ★ A quality program provides a safe and healthy environment;
- ★ A quality program provides staff with ongoing training and support to develop their knowledge and skills to enhance their relationships with children and families;
- ★ A quality program creates a learning environment that provides the space, materials and activities appropriate at all levels of children's interests and abilities;
- ★ A quality program provides low staff to child ratios, allowing each child to develop stable relationships with skilled, nurturing staff;
- ★ A quality program establishes group sizes according to age that are small enough to ensure the children receive the attention they need to learn and develop optimally;
- ★ A quality program is committed to continuous quality improvement.

QUALITY FIRST COMPONENT OVERVIEW

QUALITY FIRST COMPONENT OVERVIEW

FY 14

PROVIDER

CHILD CARE SCHOLARSHIPS

- Available for all programs in Full Participation
- Determined by program size and Star Rating
- Higher quality programs receive higher reimbursement for each scholarship and higher number of scholarships

FINANCIAL INCENTIVES

- Amount determined by licensed capacity for children 0-5.
- Used for purchasing materials, equipment and resources
- Support professional development opportunities
- Available annually throughout Quality First enrollment
- DHS Licensure Fee Assistance

COACHING

- Individualized guidance and support
- Monthly on-site visits
- Targeted training and technical assistance

STAR RATING

- Recognizes quality early care and education programs using a five-star system of quality standards.
- Support parents in selecting quality setting for their young children.
- Ratings will be made public during FY2013.

SPECIALIZED TECHNICAL ASSISTANCE

- Warm-line contact with expert consultants:
 - Mental Health
 - Inclusion/Special Needs
 - Child Health
- Instructional Support

T.E.A.C.H. EARLY CHILDHOOD ARIZONA SCHOLARSHIPS

- Formal Education: Child Development Associate or Degree in ECE or related field
- Educational Scholarships: Support for tuition, books, a travel stipend, and paid release time
- Compensation: Providing an incentive in the form of a bonus and/ or raise
- Commitment: Working at current program for a specific period

PROGRAM ASSESSMENT

- Valid and reliable assessment tools focus on Environment and Adult-Child Interactions:
 - Environment Rating Scales
 - Classroom Assessment Scoring System
- Quality First Point Scale
- Annually for 1 and 2 Stars
- Every two years for 3—5 Stars

CHILD CARE HEALTH CONSULTATION

- Onsite and telephone guidance and consultation
- Staff training on health and safety
- Nutrition and physical activities information
- Connections to community resources
- Information for families



SECTION TWO: PARTICIPATION GUIDELINES

PARTICIPANT ELIGIBILITY

In order to be eligible for Quality First, programs must be regulated by one of the following:

- ★ Arizona Department of Health Services (DHS)
- ★ Arizona Department of Economic Security (DES)
- ★ Tribal Regulation
- ★ Department of Defense (Military)

APPLICANTS: PRE-ENROLLMENT

Arizona Department of Health Services:

In order to be eligible for participation in Quality First, centers and group home child care providers that are regulated (licensed and monitored) by the Arizona Department of Health Services must be in good standing. Programs are considered to be in good standing when their license is not in open enforcement action (legal action status) with Arizona Department of Health Services (DHS).

- ★ All applications received for Quality First are reviewed to ensure that participants are regulated with a regulatory agency and in good standing with that agency. If a DHS licensed participant applies for Quality First and First Things First is notified that the participant's license is currently in open enforcement action or provisional status, the participant will receive notification that they are ineligible to participate in Quality First at that time due to their current licensure status with DHS.
- ★ Quality First program staff will verify the status of the enforcement action with DHS. Once the participant's enforcement action is closed, the participant will be notified of their good standing and their application will be eligible for enrollment in the Quality First program.
- ★ Center-based programs must provide care for 12 hours a week to be eligible for Quality First enrollment.

Arizona Department of Economic Security:

Certified family home providers who care for fewer than five children for compensation are regulated and monitored by Arizona Department of Economic Security (DES) Child Care Administration (CCA). To be eligible for participation in Quality First, DES certified family home providers are required to be in good standing. Certified family home providers are in good standing when they are able to receive authorization to care for children of DES subsidized families and they are not in one of the three regulatory statuses:

1. 30 Day Probation Period

2. Suspension of Certification

3. Revocation of Certification.

Tribal: Child care center and family home care providers must be in good standing with the Tribal Authority.

Department of Defense (Military): Child care centers and child development homes must be in good standing with the Department of Defense and the branch of service in order to be eligible for participation in Quality First.

PARTICIPANT SELECTION

APPLICATION SUBMISSION

Child care providers who care for children ages five and under and are monitored by a regulatory agency are encouraged to apply for Quality First, Arizona's quality improvement and rating system. Applications are accepted at any time and programs are selected based on availability of regional funding. If regional funding is not available at the time an application is submitted the application will be put on a wait list until funding is available.

Quality First applications are available at www.azftf.gov. Applications can be submitted online through the First Things First website, or through fax/mail to:

Quality First Program
First Things First
4000 North Central Avenue, Suite #800
Phoenix, Arizona 85012
Phone: (602) 771-5000
Fax: (602) 274-6351

APPLICATION STATUSES

Each application is reviewed and programs receive notification of application status as indicated below:

- ★ **Unregulated-** Programs that are not regulated by one of the following agencies below are not eligible to participate in Quality First.
 1. Arizona Department of Economic Security Child Care Administration (DES)
 2. Arizona Department of Health Services (DHS)
 3. Tribal or Military governments
- ★ **Regulated, Not in Good Standing-** Regulated programs are not eligible to participate in Quality First if the child care license is in open enforcement action (legal action status) with DHS or they are not authorized or able to provide care for DES subsidized children.
- ★ **Eligible-** Programs that provide care for children ages five and under and are monitored and in good standing by a regulatory agency are eligible for enrollment in Quality First. Programs receive notification of eligibility once the Quality First application has been reviewed and eligibility is verified. All eligible programs will be considered during Quality First selections based on regional funding availability.
- ★ **Selected Pending Enrollment-**
 1. Programs selected to participate in Quality First will be contacted by a Quality First coach to verify program's information and answer general questions about the upcoming assessment.
 2. Programs that are selected to participate in Quality First will also be contacted by an assessor to schedule the Quality First program assessment.

3. Upon completion of the assessment the Quality First coach will work with the selected program to schedule the enrollment visit. During the enrollment visit, the coach will review the enrollment agreement, program designation form, the assessment results, star rating, the Implementation Guide and the incentive package that the program is eligible to receive. Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. Programs that decline Quality First enrollment may be ineligible for other First Things First funding and/or services in their regional area.

★ **Enrolled-** Programs are enrolled in Quality First once they have completed the Quality First orientation and have signed the Quality First enrollment agreement and the implementation guide acknowledgment.

ENROLLMENT TYPES

Quality First will offer two types of enrollment options: Full Participation or Rating Only Participation.

- **Full Participation** includes all eight program components of Quality First:
 - Program Assessment
 - Individualized Coaching
 - Financial Incentives
 - T.E.A.C.H. Early Childhood® ARIZONA
 - Quality First Child Care Scholarships
 - Quality First Specialized Technical Assistance in the areas of Child Health, Mental Health, Inclusion with Children of Special Needs, and Instructional Support
 - Star Rating
- **Rating Only Participation** includes only three components of Quality First:
 - Six (6) months of rating preparation coaching
 - Program Assessment
 - Star Rating

REGULATORY STATUS

DHS LICENSED CENTERS AND GROUP HOMES

- ★ If First Things First is notified that the participant's license is currently in open enforcement action in accordance with DHS, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's enforcement action is closed eligibility for enhancement grants or Quality Bonus will be reinstated.
- ★ If First Things First is notified that the participant's license is on provisional status in accordance with DHS, the participant will still be eligible to receive enhancement grants or Quality Bonus, personalized coaching and other Quality First support services while working to address the issues of their provisional status. The participant will actively work with their Quality First coach and licensing surveyor using a collaborative approach to resolve all issues.
- ★ If the participant's license remains in open enforcement action for more than 60 days, First Things First will review the participant's file with the with Arizona Department of Health Services (DHS) and determine if the participant is able to remain enrolled in Quality First or if they will be terminated from Quality First.
- ★ If a participant enters open enforcement action more than once within a twelve month period, First Things First will review the participant's file with the with Arizona Department of Health Services (DHS) and determine if the participant is able to remain enrolled in Quality First or if they will be terminated from Quality First. The participant may not reapply for Quality First participation for 12 months from the termination date.

DES CERTIFIED HOMES

A certified family home provider is deemed ineligible to continue participation in Quality First if they are no longer able to receive authorization to care for children of eligible families. A certified family home provider may be denied authorization to care for children if the family home provider is in one of the three regulatory statuses below:

1. **30 Day Probation Period** – no new children are authorized by Child Care Administration (CCA), but currently authorized children may continue in care. If First Things First is notified that the participant's license is currently on probation in accordance with DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's probation is closed eligibility for enhancement grants or Quality Bonus will be reinstated.
2. **Suspension of Certification** – no authorizations for any children of DES eligible families. If First Things First is notified that the participant's license is currently in suspension in accordance with DES, the participant will not be eligible to receive enhancement grants or Quality Bonus. The participant will still be eligible to receive personalized coaching and other support services. Once the participant's suspension is closed eligibility for enhancement grants or Quality Bonus will be reinstated.

3. **Multiple Suspension or Probation within a Twelve Month Period** -If a participant enters suspension or probation more than once within a twelve month period, First Things First will review the participant's file with the Arizona Department of Economic Security (DES) and determine if the participant is able to remain enrolled in Quality First or if the participant's enrollment will be terminated. The participant may not reapply for 12 months from the termination date if they are terminated from Quality First.

4. **Revocation of Certification** – Home is no longer certified. If a participant's certificate is revoked due to a significant concern, they will be terminated from Quality First. The participant may not reapply for 12 months from the termination date.

STAR RATINGS



An important component of Quality First is the assignment of a star rating which identifies the quality of early care and education which providers are delivering to young children and their families. First Things First is committed to improving access to high quality care and education across the state.

Ratings will be assigned on a scale of one to five and will be designated with stars. One star indicates participation in Quality First, and the participant has demonstrated a commitment to examine practices and improve the quality of care beyond regulatory requirements. Three stars demonstrates a level of quality that provides access to developmentally appropriate materials, a curriculum aligned with state standards and enhanced interactions between adults and children. Five stars indicate the highest level of quality attainable, where families will find low staff-child ratios and group sizes, higher staff qualifications, and strong curriculum which optimizes children's comprehensive development.

Star ratings or estimated star ratings will determine the incentive package the program is eligible to receive once they are enrolled in Quality First.

INITIAL STAR RATING

- ★ For participants enrolled **after July 1, 2011**, upon completion of assessments, an initial Star Rating will be assigned and only used for quality improvement planning.
- ★ For participants enrolled **before July 1, 2011**, an initial Star Rating will be assigned upon completion of the 3rd assessment. This assessment will be unannounced.

QUALITY FIRST RATING SCALE

The scale below details the necessary scores in each of the assessments for each Quality Star Rating. For each Star Rating level, a participant must meet the scores indicated for all assessments required. One and two Star Ratings only require the ERS Average Program Score. Three, four, and five Star Ratings require the ERS Average Program Score, the CLASS Average Program Score and the Quality First Points Scale Scores.

		RATING SCALE		
 Rising Star Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	 Progressing Star Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	 Quality Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	 Quality Plus Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	 Highest Quality Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.
ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 & above <i>No classroom score below 3.0</i>
CLASS N/A	CLASS N/A	CLASS Average Program Score (ES 4.5) (CO 4.5) (IS 2.0)	CLASS Average Program Score (ES 5.0) (CO 5.0) (IS 2.5)	CLASS Average Program Score (ES 6.0) (CO 6.0) (IS 3.0)
Points Scale N/A	Points Scale N/A	Points Scale 6 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 10 point minimum (SQ 2) (AP 2) (CA 2)	Points Scale 12 point minimum (SQ 4) (AP 4) (CA 4)
<i>Star ratings will not be advertised until July 1, 2012</i>		<small>ERS – Environmental Rating Scales ECERS – Early Childhood Environment ITERS – Infant/Toddler Environment FCCERS – Family Child Care Environment</small>	<small>CLASS – Classroom Assessment Scoring System ES – Emotional Support Domain CO – Classroom Organization Domain IS – Instructional Support Domain</small>	<small>Quality First Points Scale SQ – Staff Qualifications AP – Administrative Practices CA – Curriculum and Assessment</small>

RATING RENEWAL

A program's star rating will be renewed every 12-15 months if they have a 1 or 2 Star Rating. A program's star rating will be renewed every 24-27 months if they have a 3, 4, or 5 Star Rating. The assessment visit for re-rating is unannounced.

POSTING

- ★ All Quality First programs selected prior to July 1, 2011, will have their star rating posted on the Quality First website on the 3rd assessment.
- ★ All Quality First programs selected after July 1, 2011, will have their star rating posted on the Quality First website on the 2nd assessment.
- ★ The Quality First website will be available to the public in fiscal year 2013.
- ★ Programs NOT in their "public rating cycle" can choose to post their rating if they desire. Please contact your Quality First Coach to discuss a Request for Public Rating.

TERMINATION

Voluntary Enrollment Termination- Quality First offers continuous enrollment as funding is available. Programs may choose at any time to voluntarily decline their enrollment. If a program wishes to decline their enrollment, the program should notify the Quality First coach. The coach will indicate in the activity log the reason for voluntary decline and will notify the coaching agency supervisor. The coaching agency supervisor will notify the grantee. A weekly decline report is submitted to First Things First by each coaching grantee.

Programs may voluntarily decline enrollment in Quality First during the initial contact with the Quality First coach or following the participant orientation. Programs may voluntarily decline at any time during their enrollment in Quality First.

Involuntary Enrollment Termination - Programs may be terminated involuntarily from Quality First due to the following:

- ★ No enrolled children age five and under in program- Programs must provide care for children ages five and under to be eligible for participation. ** There is no required length of time a program must be in operation and serving children 5 and younger prior to being eligible for Quality First participation. It is only required that children 5 and younger are in care at the time of Quality First selection.*
- ★ Program is closing and terminating care for children – Programs that are no longer operating or providing services to children may not enroll in or remain in Quality First.
- ★ Program is unresponsive to multiple communication attempts from Quality First coach and/or assessor for scheduling visits.
- ★ Documented accounts, using the Corrective Action Process, of the program’s inability to follow the roles and responsibilities of a Quality First participant and or policies and procedures as outlined in the implementation guide
- ★ Program is no longer eligible for program enrollment due to non-compliance with regulatory status.
- ★ Program is relocating and the new location is not in the same FTF regional area, in which case the program will have to reapply for Quality First. If the program remains in the same regional area and enrolled children are transitioning to the new location, the program is eligible to remain in Quality First.

SECTION THREE: PROGRAM PROCEDURES

PRE-ENROLLMENT OUTREACH

PRE-ENROLLMENT COACHING OUTREACH

After a program is selected to participate in Quality First a Quality First coach or a representative from the coaching agency will conduct pre- enrollment outreach with the newly assigned program. During this period, coaches will foster a successful partnership by building relationships with the program. Pre-enrollment outreach activities may include but are not limited to the following:

- The Coach or a representative from the coaching agency will ensure that the First 10 Days Extranet Checklist has been completed for the program.
- Meet and greet discussion with the program staff.
- Classroom/family group observation
- Presentation of Quality First Program components by using the Implementation Guide.

Programs may contact their coach at any time during the assessment process (the assessment process is outlined on page 23 of the Implementation Guide).

PRE-ENROLLMENT ASSESSMENT OUTREACH

- ★ Participants will be contacted by an assessor, who will schedule a date in which the ERS or CLASS assessment (if applicable) will be completed. The date will only be scheduled for initial program assessments.
- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, etc.).
- ★ The assessor will send a letter regarding what to expect the day of the assessment (letter).
- ★ If an assessor is unable to make contact with a provider after 3 attempts, a no contact letter will be sent from the assessment office to determine interest in Quality First participation.
- ★ If the ERS Average Program Score is below 3.0, a participant's initial Star Rating will be determined (see Quality First Rating Scale in Section 2).
- ★ If the ERS Average Program Score is 3.0 or above (with no individual classroom score below a 2.5), an assessor will call the participant to schedule the CLASS assessment.
- ★ If the ERS and CLASS Assessment Average Program Scores meet the 3, 4, or 5 Star Rating, the program will move forward with the Quality First Point Scale.

PROGRAM ASSESSMENTS

All programs enrolled in Quality First participate in a process of program assessments. This process is conducted by an assessor, who is an individual trained in early childhood program assessment activities. Participant expectations for program assessment activities require but are not limited to: sharing program records, providing access during site visits, meeting with assessors during indicated timeframes, participating in environmental observations for program assessment, and obtaining voluntary parental consent for data collection if required.

Assessors play a vital role within the Quality First system. The information they gather will not only be used to determine what areas of improvement a provider may have, but also to determine a program's star rating indicating its level of quality. Star ratings will be displayed by providers, shown on the Quality First website, and included in awareness campaigns for families in fiscal year 2013. Due to the importance of the results of assessment (a star rating) and their high-stakes nature, assessment activities must be standardized and consistent across the state. This section outlines the requirements of assessment and the roles of assessors in assuring such consistency is maintained.

CONFIDENTIALITY OF PROGRAM ASSESSMENT

The purpose of program assessment is not to find problems or to report non-compliance to other agencies. Assessment is used to identify a program's strengths and areas where improvements would raise overall program quality. The assessment scores are not made public or intended to be shared with individuals outside of the Quality First program. The only people who will view the scores are the provider, the assessors, the coaches, their supervisors and the Quality First program staff. In some instances, staff from other First Things First funded programs may also review the program assessment in conjunction with the provider and the coach. Once the program assessment is completed, for programs enrolled in full participation, the results are reviewed by the Quality First coach and provider and used to develop a quality improvement or rating plan.

ASSESSOR COMMUNICATIONS

Quality First participants will often want to know the results of their assessment immediately. Assessors will not share the results of the assessment with the program. The Quality First coach will review the results of the assessment with the participant.

Assessors will be friendly and positive prior to and during the assessment including greeting staff as appropriate and indicating their departure when completed. Assessors may not provide feedback to providers at any time and must remain neutral observers during the assessment activities.

Additionally, coaches may have questions regarding the information contained within the assessment data. To maintain the integrity of the system and ensure a fair and equitable process, coaches and assessors may not discuss assessment results under any circumstance. If a coach contacts an assessor for any reason, the assessor must redirect the coach to coaching supervisor to discuss any questions or concerns.

ASSESSMENT TIMELINE

The following steps will occur for assessment to be completed in a timely and efficient manner:

1. Programs will be selected by First Things First and assigned to the assessor grantee.
2. The assessor grantee will assign the program to assessor agency. The assessor supervisor at the assigned assessor agency will then assign the program to an assessor to conduct the assessment.
3. The assessor will receive notice that they have been assigned a Quality First participant from their supervisor and will be instructed to contact the provider to set up an assessment date.
4. A program's assessment reports for the ERS and CLASS assessments will be accessible in the extranet within **60 business days**.
5. Programs that have ERS and CLASS assessment scores that meet the 3, 4 or 5 star level will have **6 months** from the completion of the assessment report(s) to complete the Quality First Point Scale Assessment.

ENVIRONMENTAL RATING SCALES - ERS

The Environment Rating Scales (ERS; Thelma Harms, Richard M. Clifford and Debby Cryer) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environmental Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom. There are three versions of the Environment Rating Scales, each designed to assess a specific age group and early care setting.

1. Early Childhood Environment Rating Scale (ECERS)
This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center child care settings.
2. Infant Toddler Environment Rating Scale (ITERS)
This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center child care settings.
3. Family Child Care Environment Rating Scale (FCCERS)
This scale is designed to assess the quality of the environment in family child care settings.

The Environment Rating Scales are made up of seven subscales which focus on different aspects of the classroom environment, including:

1. Space and Furnishings
2. Personal Care Routines
3. Listening and Talking (ITERS and FCCERS) **OR** Language-Reasoning (ECERS)
4. Activities
5. Interaction
6. Program Structure

7. Parents and Staff (This subscale is not included in the calculation of the star rating.)

The ERS assessments are the initial assessments a program will receive upon their selection for participation in Quality First. If a program is currently accredited by a national accrediting organization (list) recognized by Frist Things First the ERS assessment will not be their initial assessment. One third of the number of birth to five classrooms in a center based program will be assessed. Classrooms will be selected randomly on the day of the assessment visit. In a home based program the entire program will be assessed.

The ERS assessment includes a brief teacher interview component. **Programs must prepare to relieve the classroom teacher for the interview on the day of the assessment.** The only teachers that would need to participate are those in the classrooms that were assessed. The Program Director/Owner does not need to be present for the teacher interview.

CLASSROOM ASSESSMENT SCORING SYSTEM - CLASS

The Classroom Assessment Scoring System (CLASS) is used when a program's ERS Average Program Score is 3.0 or above, with no individual classroom scoring below a 2.5 or if a program is currently accredited by a national accrediting organization (list) recognized by Frist Things First. If an accredited program's CLASS average scores do not meet the minimum scores required for a 3 ★ on the Quality First Rating Scale, an ERS assessment will be conducted.

After an initial ERS assessment an additional visit from the assessor will be necessary to conduct the CLASS assessment. The CLASS will be used in the ⅓ of the preschool classrooms that were assessed using the ERS assessment tool. In a home based program the entire program will be assessed (if a home based program has multiple classrooms the assessor will randomly select the room for the assessment). If more than 50% of the expected enrollment in a mixed age group classroom falls into the three-five year range the classroom will be assessed using the CLASS assessment tool.

The **Classroom Assessment Scoring System PreK** (CLASS PreK; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement in center and home based programs serving children 36 months – five years of age. The CLASS measure includes 10 subscales organized into three domains:

1. **Emotional Support**, which measures the following:

- The emotional connection, respect, and enjoyment demonstrated between teachers and children
- The level of expressed negativity as exhibited by teachers and/or children

- The teachers' awareness of and responsiveness to children's academic and emotional concerns
- The degree to which teachers' interactions with children and classroom activities place an emphasis on the child's interests, motivations, and points of view.

2. **Classroom Organization**, which measures the following:

- How effectively the teachers monitor, prevent, and redirect behavior
- How well the classroom runs with respect to routines and activities to maximize the time spent for learning
- How teachers facilitate activities and provide support for children to become engaged in learning opportunities

3. **Instructional Support**, which measures the following:

- How teachers support children's higher order thinking skills
- How teachers extend children's learning through their ideas, comments, and work
- The extent that teachers facilitate and encourage children's language.

*In Fiscal Year 2013 the CLASS assessment tool will only be used in classrooms serving three-five years of age. This year will be used as a training period to introduce the Toddler CLASS assessment tool to the Quality First Support Teams. The Toddler CLASS will be used in the calculation of the star rating starting July 1, 2013.

GENERAL ASSESSMENT PROCEDURES

- ★ The assessor will contact the participant and provide a three week time frame in which the assessment (ERS and CLASS, if applicable) will be conducted. The actual date of the assessment will be unannounced unless it is the participant's initial assessment.
- ★ Participants will have an opportunity to provide the assessor with dates that would prohibit an assessment visit (participant closure days, planned field trips, etc.).
- ★ Multiple assessors may attend a program assessment together for the purpose of training and/or reliability testing.
- ★ Prior to conducting the assessment, assessors will review the center profile data to determine how many classrooms to assess and which tools to use during assessment. Assessors will call participants to confirm the number of classrooms/groups and daily enrollment per grouping. On the day of the assessment the assessor will ensure that 50% of the expected enrolled children are present.

- ★ Assessors will assess $\frac{1}{3}$ of the number of classrooms/groups reported by the participant to include at least 1 infant/toddler classroom and one preschool classroom, if applicable.
- ★ Adjustment for school- aged children:
 - In center-based programs, classrooms serving children who attend kindergarten – 6th grade are not assessed.
 - In center-based programs, classrooms serving a majority (more than 50%) of children who are five, after September 1st, are included in the calculation to determine the number of classrooms assessed. This group may also be included as one of the classrooms assessed.
 - In family care settings where there are school-aged children in the same grouping as younger children, assessment is conducted without adjustment.
- ★ In programs where there is more than one classroom or group, the assessor randomly chooses which classrooms/groups to assess upon arrival for the assessment.
- ★ Assessors will complete all Environmental Rating Scales Assessments first before conducting any CLASS assessments.
 - For programs that are accredited by FTF recognized organizations (see Appendix – FTF Recognized Accrediting Organizations), the CLASS assessment will be conducted first.
 - If the accredited program’s CLASS assessment meets the 3, 4, or 5 star levels, the program will start the process to prepare for the Quality First Points Scale assessment.
 - If the accredited program’s CLASS assessment scores do not meet the 3, 4, or 5 star levels, the assessor will call to schedule the ERS assessment.
- ★ If conducting assessment with a program serving infants and/or toddlers, the assessor will arrive prepared to conduct either the ITERS-R or the ECERS-R. The assessor will make the determination of enrollment upon arrival at the site and whether to use the ITERS-R or the ECERS-R using the guidelines provided by the Environmental Rating Scales Institute (ERSI).
- ★ If the Average Program ERS score is a 3.0 or higher, the assessor will conduct a CLASS assessment in $\frac{1}{3}$ of the program’s preschool environments (children 2 $\frac{1}{2}$ - 5). Beginning July 1, 2013, the Toddler CLASS assessment will also be used.
- ★ Whenever possible, assessors who conduct ERS assessments should not be the same assessors who conduct the CLASS assessments for a single participant.
- ★ At no time shall an assessor be alone with children. Assessors must be accompanied by a participant staff member at all times.
- ★ If for any reason a timeline for assessment activities or data input is not met, the assessor must report the information to the supervisor citing: name of provider, the timeline missed, and the reason for missed timeline. The details of all timelines not met are included in the quarterly report to the Quality First Director.

- ★ Prior to assessing a classroom, the assessor will ask if there are any enrolled children with an IFSP, IEP and/or medically fragile conditions (i.e. asthma, diabetes, severe allergies) to determine if accommodations need to be taken into account.
- ★ Programs that close for the summer will be assessed between October and April.
 - For the Quality First Point Scale, if the 6 month prep period ends when the program is closed the program can choose to:
 - Click the submit button on the Provider Rating Tab before the program closes for the summer. The assessment team will conduct the on-site Point Scale Assessment before the program closes.
 - Wait until October when the assessment team will schedule the on-site Point Scale Assessment.
 - To request a program Point Scale Assessment before October, but after the program’s school year starts, send a letter via email, postal mail or fax to the Quality First Coach to indicate the program is ready for the on-site assessment.

CALCULATING AVERAGE PROGRAM SCORES

- ★ The ERS Average Program Score will be calculated by dividing the total scores of all the ERS assessments by the total number of items assessed in all the assessments. It is important to note that the Parents and Staff Subscale is not used in the calculation.

Example: ITERS	20 items assessed	total score of 80
<u>ECERS</u>	<u>32 items assessed</u>	<u>total score of 128</u>
Total	52 items assessed	total score of 208
Assessment Score	208/52=4.00	

- ★ The CLASS Average Program Score will be calculated by averaging the scores from each classroom assessment completed by domain. For example, if a participant has more than 1 CLASS assessment:
 - The scores from the Emotional Support Domain will be averaged together to total an Average Emotional Support Score.
 - The scores from the Classroom Organization Domain will be averaged together to total an Average Classroom Organization Score.
 - The scores from the Instructional Support Domain will be averaged together to total an Average Instructional Support Score.

FREQUENCY OF ASSESSMENT

The first assessment will take place when the program is selected to participate in Quality First. Each subsequent assessment will take place in the following manner:

- **Programs who achieve a 1 or 2 star rating will be assessed every 12 – 15 months from their last assessment.**

- **Programs who achieve a 3, 4, or 5 star rating will be assessed every 24-27 months from their last assessment.**

A program can request their assessment to be completed up to 2 months prior to the end of their assessment cycle using the Request for Early Assessment form. The request will be reviewed by the Assessment Team and the Quality First Team to determine approval.

QUALITY FIRST POINT SCALE

The Quality First Point Scale evidence will be collected when a program meets both the ERS Average Program Score **and** the CLASS Average Program scores at the 3, 4, or 5 star levels. This assessment will be scored using both on-site observation and reviewing documentation compiled by the program. A program will have up to 6 months to compile the documentation necessary to complete the Point Scale Assessment Process.

The Quality First Points Scale was developed by First Things First to measure three additional areas of quality:

1. **Staff qualifications**
2. **Administrative practices**, which includes:
 - Ratios and Group Sizes
 - Teacher Retention
3. **Curriculum and Child Assessment**, which includes:
 - Use of the Arizona Early Learning Standards, Arizona Infant/Toddler Developmental Guidelines (when completed), and the Program Guidelines for High Quality Early Education: Birth through Kindergarten
 - Curriculum
 - Developmental/Progress Assessment of individual children

QUALITY FIRST POINTS SCALE PROCEDURES

STAFF QUALIFICATIONS

1. Staff qualifications will be assessed for:
 - Administrators (Director and Assistant Director)
 - Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment)
 - Family Home Providers (Lead Caregiver or Teacher only)

2. Official college transcripts from a nationally accredited college must be submitted for each staff member (if they have college credits) in their original, sealed envelope to:

Quality First Assessment Transcript Verification

2850 North 24th Street

Phoenix, AZ 85008

The Transcript Verification form should be filled out by the provider with all of the staff member names whose transcripts have been requested. If one staff member has requested transcripts from more than one accredited college, each college should be listed independently. The Transcript Verification form can also be used to request a pre-payment or reimbursement for transcript request fees.

3. Once transcripts are verified, the grantee will provide the following information to the FTF Quality First office for each staff member (Quality First will enter the information in the program's staff detail page in the provider profile):
 - Highest Education Achieved
 - Number of College Credits in ECE or Related Field
4. Once the transcript information is reviewed, the Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

ADMINISTRATIVE PRACTICES

Ratios and Group Sizes

1. **All classroom(s)/group(s)** in a program will be assessed.
2. Assessments of ratios and group sizes will only be assessed indoors, unless a program's structure provides for simultaneous indoor/outdoor scheduling.
3. Each group/classroom will be assessed at two different points in time. The assessment can be completed on one day at two different times during the day or on different days, depending on the schedule of the assessor.
 - There will be a minimum of 2 hours between each assessment.
 - Programs operating less than 4 hours long will have a minimum of 1 hour between each assessment.
 - AM/PM classes will be assessed separately.
4. The assessor will use the Quality First Points Scale Ratios and Group Sizes form to assess ratios and group sizes in both center-based and home-based programs. Additional copies of the form may be necessary.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.

Use the second table to record the following:

- **Group/Classroom Name:** write the name of the classroom or group for each of the groups/classrooms in the program. If a classroom does not have children at the time of the visit, note this in the comments section.
- **New Classroom:** check the appropriate box
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
- **Date/Time:** write the date and time that the assessor entered the group/classroom to count the number of children and paid adults.
- **Licensed Capacity/Self-Limited Capacity:** This is calculated by using the licensed capacity in the group/classroom. **OR** If a program chooses to self-limit, the number that they self-limit in each group/classroom will be entered. If a program self-limits, the letters, “SL” will be indicated after the number.
- **Youngest Age Enrolled:** Enter the age of the youngest child enrolled in the group/classroom. That child does not need to be present on the day of the assessment, but must be enrolled in that particular group/classroom. Programs will provide a list for each classroom that indicates the birthdate for all children enrolled.
- **Name/Title of Paid Adults:** Enter the name and title of adults paid to work in the group/classroom at the time of the assessment. If a substitute is present, please indicate the following in the comments section
 - Name/Title of Teacher that the sub is subbing for.
 - Hire Date of that regular teacher in that particular classroom.
- **Hire Date:** Enter the hire date for each teacher that is listed in the Name/Title of Paid Adults.
- **Number of Children Present:** Enter the number of children in the group/classroom at the time of the assessment.
- **Comments:** If there are any anomalies on the date of the assessment, please enter that information in this section. Anomalies may include, but are not limited to classrooms were combined, teacher/assistant teacher absence, etc.

5. Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Ratios and Group Sizes form, the assessor will upload the completed form(s) on the Rating tab in the provider profile
6. First Things First Quality First staff will determine whether the program meets the 2, 4, or 6 point level and enter the point value on the Quality First Points Scale tab.

Retention

1. During an assessment, the staff groups indicated below will be counted to determine the percentage of staff that has been employed at the site for a minimum of two consecutive years.
 - 2 and 4 Point levels - Director, Assistant Director(s) and Teachers will be counted
 - 6 point level – Director, Assistant Director(s) and Teachers and Assistant Teachers will be counted
2. Only the classrooms that have been in operation for the past two years will be counted. The Ratios and Group Sizes form will be used to document this information necessary to calculate retention.
 - **New Classroom:** check the appropriate box
 - Past 2 years – if the classroom was newly opened in the past two years
 - Past 3 years – if the classroom was newly opened in the past three years
 - N/A – if this classroom is not new in the past two or three years
 - **Hire Date:** Enter the hire date for each teacher that is listed in the Name/Title of Paid Adults.
3. Assistant teachers who have been promoted to Teacher will be reviewed by their hire date at the site and not their hire date as a Teacher, as the focus is on staff retention rather than position retention.
4. If a program does not meet the retention at the 2, 4 or 6 points levels, the points can still be earned with a retention plan in place.
 - The coach will assist the provider in creating and implementing the retention plan.
 - The retention plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative documents form.
5. Quality First Coaches will ensure that provider has accurately updated the staff details for each staff member in the program.

CURRICULUM AND CHILD ASSESSMENT

Curriculum

1. The most recent 4 weeks of curriculum (lesson plans) will be assessed in ***all classrooms/groups that had an ERS and/or CLASS assessment.***
2. The assessor will use the Quality First Points Scale Curriculum Review Form to assess curriculum in both center-based and home-based programs. Additional copies of the form may be necessary.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.
- **Date of Review:** write the date that the assessment was completed.

Using the second table, record the following:

- **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program. If a classroom that was assessed using the ERS and/or CLASS no longer has children enrolled or is now closed, indicate this after entering the class name.
- **AZELS (Arizona Early Learning Standards) or AZITDG (Arizona Infant Toddler Development Guidelines) Indicated on Plan**
 - Mark Yes if the plan has at least one of the standards listed below.
 - Mark No if the plan does not have at least one of the standards or indicators listed below. Write comments of what you see on the curriculum plan (there is no need to write all activities listed on the plan, indicate “activities” instead).
 - AZELS/AZITDG Standards:
 - AZELS Standards**
 - Social Emotional
 - Language and Literacy
 - Mathematics
 - Science
 - Social Studies
 - Physical Development, Health and Safety
 - Fine Arts
 - AZITDG Standards- will be assessed starting July 1, 2013**
 - Social Emotional Social Emotional
 - Language Development and Communication
 - Cognitive Development
 - Physical and Motor Development
- **Individual Children’s Goals are Reflected on Plan**
 - Mark Yes if the plan has at least one goal that is tied to child assessment (can be indicated as a group goal, i.e. “Multiple children need additional fine motor activities,” or individual child goals with initials next to activities on the plan).
 - Mark No if the plan does not have any child assessment goals indicated. Write comments of what you see on the curriculum plan.
- **Modifications for Children with Special Needs is Indicated on Plan**
 - Mark Yes if modifications are included on the plan

- Mark N/A if there are no identified children with Special Health or Developmental needs enrolled in the classroom.
- Mark No if modifications are not included on the plan. Write comments of what you see on the curriculum plan.

Once all group(s)/classroom(s) are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile.

Example lesson plans are provided for review (infant/toddler and preschool). These are **examples only** they are not the required format for the Quality First Point Scale.

3. The coach will assist the provider in creating/implementing the program's written process for sharing curriculum with families. This may be an excerpt from the family handbook or a written policy in an employee procedures manual.
4. The written process for sharing curriculum with families will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
5. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab.

★ **Arizona Early Learning Standard (AZELS) and Infant Toddler Developmental Guidelines (ITDG)**

Only Administrators (Director and Assistant Director), Teachers (Lead Teacher in the classroom who is responsible for curriculum plans, parent-teacher conferences, and child assessment) and Family Home Providers (Lead Caregiver or Teacher only) will be assessed.

- The coach will provide training on the Introduction to the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines (when developed and published).
- The coach will assist the provider in attending training for any additional modules on the AZELS or ITDG.
- The coach will review training certificates for each of the staff members and indicate the training attended in the staff details on the provider profile.
- Quality First staff will determine whether the program meets the 2 or 6 point level and enter the point value on the Quality First Points Scale tab.

★ **Program Guidelines for High Quality Early Education: Birth through Kindergarten (Program Guidelines)**

Programs will be assessed using two indicators in the Program Guidelines:

- 1.3.g (p. 11) There is a written plan which specified the timelines and activities for transition into the program, within the program, and exiting the program which may include the following: meetings to help prepare families and set expectations

are held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.

5.2.g (p. 42) There is a written plan which specified the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.

- The coach will assist the provider in creating/implementing a written plan that meets the guidelines above.
- The transition plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
- Quality First staff will determine whether the program meets the 4 points level and enter the point value on the Quality First Points Scale tab.

Child Assessment

1. The Quality First Assessor will randomly choose **4** child assessments from ***each classroom/group that had an ERS and/or CLASS assessment***. If there are less than 4 children in the classroom/group, all children enrolled will have an assessment review.
2. Documentation for the most recent year will be reviewed for each child, if available (please note children that have been enrolled in the program for less than one year).
3. The Assessor will use the Quality First Points Scale Child Assessment Review form to assess both center-based and home-based programs. One form will be used for each classroom/group that is assessed.

Complete the following information in the first table on the form:

- **Name of On-Site Administrator During the Review:** this will be the designated person in charge at the time the assessor arrived to complete the review.
- **Program Name and Address:** write the complete **site name** and address of the program.
- **Name of Assessor:** write the complete name of the assessor who is completing the form.
- **Date of Review:** write the date that the assessment was completed.

Using the second table on the form, enter the following information:

- **Classroom/Group:** write the name of the classroom or group for each of the groups/classrooms in the program.
- **For each of the 4 developmental areas (Social Development, Emotional Development, Cognitive Development, Physical Development):**
 - Place checkmarks in the work sample box if a child's assessment includes sample of their own work that describe their development in the area indicated at the top of

the column. Examples include, but are not limited to: art with teacher anecdotes or child's writing, pictures of group chart's with child's ideas represented, etc.

- Place a checkmark in the anecdotal box if a child's assessment includes written notes from the teacher or parent that describe a child's development in the area indicated at the top of the column.
 - Place a checkmark in the developmental checklist box if a child's assessment includes a developmental checklist relating to the developmental area indicated at the top of the column.
 - ***Please note that one piece of child's work can be used for all three checkboxes or all 4 areas of development if it is labeled in each way.***
- **Family Input:** place a checkbox in this column if a child's assessment includes information from their family. This could include, but is not limited to the following: questionnaire completed by the family about development; notes from the family; etc.
 - **Comments:** write any comments that pertain to each individual child's assessment.

Key Definitions and Words used in the AZELS and ITDG

- **AZELS**
 - **Social Development:** the way in which a child interacts and behaves in a group of others. AZELS Keywords include: Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity.
 - **Emotional Development:** relating to or expressing emotion. AZELS Keywords include: Recognition of Feeling; Expression of Feelings; Self Control.
 - **Cognitive Development:** the process of acquiring knowledge by the use of reasoning, intuition, or perception, which includes, but is not limited to: language (speaking, listening), literacy (letters, reading, writing), mathematics (numbers, counting, numerical operations, measurement), science (observing, hypothesizing, testing). AZELS Keywords include: Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythms; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation.
 - **Physical Development:** relating to the body and movement, to include both fine and gross motor development. AZELS Keywords: Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement.
- **ITDG (for use beginning July 1, 2013)**
 - **Social and Emotional Development:** the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. AZITDG Keywords include: Trust, Emotional Security, Self-Awareness, Self-Regulation, Relationships with adults, Relationships with other children, Interactions.

- **Approaches to Learning:** the inclinations, dispositions, attitudes, habits and styles that reflect the many ways that children involve themselves in learning. AZITDG Keywords include: Persistence, Initiative, Curiosity, Creativity, Inventiveness, Reasoning, Problem Solving, Experimentation, Questioning, and Reflection.
- **Language Development and Communication:** the development of the ability to use language to communicate with others through natural interaction of caregiving and everyday experiences. AZITDG Keywords include: Listening, Understanding, Communicating, Speaking, and Emergent Literacy.
- **Cognitive Development:** developing ability to think and make connections, to understand what things are and how they work. AZITDG Keywords include: Exploration, Discovery, Memory, Problem Solving, Imitation, Symbolic Play, and Processing New Information.
- **Physical and Motor Development:** the physical and motor skills and abilities that emerge during the infant and toddler stages of development. AZITDG Keywords include: Gross Motor Development, Fine Motor Development, Physical Health, and Physical Well Being.

Once all child assessment are assessed and information entered on the Quality First Points Scale Curriculum Review form, the assessor will upload the completed form(s) on the Rating tab in the provider profile

4. The coach will assist the provider in creating/implementing the program's parent-teacher conference schedule that indicates when and how often conferences that are held each year.
5. The parent-teacher conference schedule will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
6. The coach will assist the Provider in creating/implementing their written child assessment procedures.
7. The written child assessment procedures will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
8. The coach will assist the Provider in creating/implementing their written screening and referral policy.
9. The written screening and referral policy will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative Documents form.
10. Quality First staff will determine whether the program meets the 2, 4 or 6 point level and enter the point value on the Quality First Points Scale tab.

RESCHEDULING ASSESSMENTS

- ★ Circumstances that would require rescheduling of the assessment visit:
 - The program type (center or home) is different than indicated in the Extranet. If this occurs, the assessor should not conduct the observation and notify First Things First Quality First staff.
 - None of the staff (lead teacher and aides) assigned in the center profile are present. If at least one staff member assigned in accordance with the profile is in attendance, assessment may occur;
 - Classroom has gone on a field trip;
 - Fewer than 50% of the enrolled children are present;
 - Classroom is closed due to an emergency situation (e.g. building air conditioning broken during July, flooding from a major rainstorm, etc.)
 - A DHS licensing surveyor is on-site conducting a visit at or during the time of the assessment observation.
 - An emergency occurs at or during the time of the assessment observation.

- ★ If rescheduling must occur, the assessor will:
 - Make every attempt to reschedule within one week's time. The rescheduled visit should be mutually acceptable for participant and assessor
 - Explain to the participant that to conduct the assessment, both the staffing and the stated center ratios must be maintained and that at least 50% of the enrolled children must be in attendance.
 - Submit notification to supervisor of a missed assessment with explanation and document in activity log.

ASSESSMENT REQUEST FOR CLARIFICATION

After an assessment has been completed and reviewed, questions or clarifications may be found by reviewing the corresponding assessment tool and references. If there are still questions once the assessment tool and additional references have been reviewed, please share these concerns with your Coach who will work with you complete the Assessment Report Clarification Request (form).

ASSESSMENT CLARIFICATION RESOURCES

- ★ ITERS-R (Infant/Toddler Environmental Rating Scale-Revised)
- ★ ECERS-R (Early Childhood Environmental Rating Scale-Revised)
- ★ FCCERS-R (Family Child Care Environmental Rating Scale-Revised)
- ★ ITERS-R and ECERS-R All About Books
- ★ The developers of the ERS tools add clarifications about what to consider when scoring the tool. These clarifications are in addition to what the spiral bound ERS scales include. ***Programs will be scored using the most recent clarifications.*** Please visit the ERS website, www.ersi.info, regularly to remain current with the ERS clarifications.
- ★ CLASS assessment tool
- ★ CLASS website with FAQ and Implementation Guide www.teachstone.org

ORIENTATION

PURPOSE

The purpose of the Quality First orientation is to welcome new programs entering Quality First and to determine enrollment. The orientation initiates the positive, collaborative working relationship between the coach and participant through the provision of key information on the components, benefits and supports provided in Quality First. The orientation is completed by the assigned Quality First coach and may occur over several visits.

ORIENTATION PROCESS

Once the Quality First coach has received notification that the initial program assessment is complete, the coach will contact the director and/or owner to schedule an enrollment visit. During the enrollment visit, the coach will review the following:

- Review and complete the Enrollment Agreement including the initial star rating and assessment scores. Both the program designee and the coach must sign the Enrollment Agreement.
- Review the Implementation Guide. The coach will review the *entire* Implementation Guide with the participant. The Implementation Guide must be read by the participant to ensure understanding of the Quality First Program and is on-line for review.
- Explain the incentive package the program is eligible to receive, if applicable. Rating Only programs will not receive an incentive package.
- Review the Support Services available in the participant's region.
- Review and sign the Program Designee Form, if applicable. The program designee is required if the main contact for the program is not regularly on-site or if there is more than one main contact for the program.
- Review the parent letter with participant, a handout that providers may use to inform parents about their involvement in Quality First.

Programs may choose to enroll or decline participation in Quality First by signing the enrollment agreement. After the enrollment agreement is signed, the coach will:

- Enter the date of the signed enrollment agreement in the extranet.
- Indicate if participant accepted or declined enrollment in Quality First on the orientation tab. If a program declines the coach will note the reason for decline. If a program chooses to decline enrollment, they may not be eligible for other FTF funded strategies.
- Invite the enrolled participant to the extranet.
- The Quality First program staff will change the program's status to "enrolled" once the orientation tab is completed.

COACHING VISITS

ONSITE VISITS

Coaching onsite visits will vary depending on a participant's Star Rating.

High Coaching Intensity for Participants at Star Levels 1 and 2

- ★ High coaching intensity is available to participants that receive a Star Rating of 1 or 2. High coaching intensity includes quality improvement supports with more frequent and lengthier monthly visits.
- ★ Participants receiving high coaching intensity will obtain a **minimum of eight hours of coaching** support per month with at least **six hours of individualized** coaching occurring on-site. Services may include but are not limited to assessment report analysis, goal setting, on-site training, classroom observations and technical assistance, collaborative meetings with consultants and guidance for incentives purchases as linked to quality improvement planning.

Low Coaching Intensity for Participants at Star Levels 3, 4 and 5

- ★ Low coaching intensity is available to participants that receive a Star Rating of 3, 4 or 5. Low coaching intensity includes quality improvement supports with flexibility for potentially fewer monthly visits or length of time during visits.
- ★ Programs receiving low coaching intensity may obtain a minimum **of four hours of coaching** support per month with flexibility to offer support options that may include a combination of on and off site visits and telephone consultation. Services may include rating preparation coaching, training on instructional supports, collaborative meetings with consultants, peer learning communities, and maintenance support of quality standards.

Rating Only Coaching Intensity for Participants Enrolled in the Rating Only Option

- ★ Participants enrolled in the rating only option will have access to coaching services for up to six months of Quality First Points Scale Preparation.
- ★ All Rating Only programs receive low coaching intensity and may obtain a minimum **of four hours of coaching** support per month with flexibility to offer support options that may include a combination of on and off site visits and telephone consultation.

Coaching Visits

- ★ Visits may include but are not limited to:
 - Interaction and engagement with the director/provider, owner, and all teaching staff to create consistent quality throughout each classroom and the whole program.

- Development and review of Quality Improvement Plan (forms are on the extranet under the Quality Improvement Plans tab) and the Quality Rating Plan
 - Participation in staff meetings
 - Training and technical assistance
 - Classroom or family group observations
 - Presentation of community resources
 - Referral to outside professional development resources
 - Assistance with Incentive Funds
 - Preparation for the Quality First Point Scale assessment
- ★ Additional support may be offered through telephone calls, email correspondence and collaborative meetings.
- ★ Flexibility of coaching visits may be approved as determined by the Quality First coaching supervisor on an individual basis due to barriers which may include but is not limited to: geography, traveling distance and language challenges. Coach turnover or extensive absences are not considered as valid barriers for exceptions for extended period between coaching visits.

DOCUMENTATION

Quality First coaches must document all contact with providers in the activity log. Contact may include emails, phone calls, personal visits, trainings and collaboration meetings.

- ★ For personal visits, each entry should note the frequency of the visit (visit 1, visit 2).
- ★ Visits that are cancelled or rescheduled should be noted in the activity log with the reason and the next visit scheduled or follow up required. Attempts should be made to reschedule the visit within two weeks.
- ★ The amount of time or duration of the visit must be documented in the activity log.
- ★ Entries should explain the overall purpose or goal of the contact and a brief description of what occurred during the visit/contact.
- ★ Assessment review meetings and QIP development meetings should be specifically noted in the category and visit type.
- ★ Specific children's names will not be used in the activity log.
- ★ Negative references to the facility, staff members or other consultants will not occur in the activity log entries.

- ★ Entries will avoid personal opinion, but relate to specific goals, plans and improvement efforts.
- ★ All documentation will be grammatically correct and use appropriate spelling and documentation.
- ★ Any documentation kept on file at the coaching agency, such as Incident Report, regulatory status letters, etc... should be noted in the activity log (i.e. Incident Report on file at XYZ agency).
- ★ The activity log should be updated within two weeks of an on-site visit or contact.

CONTINUITY PLAN

In the event of coaching turnover, extended absences or reassignments, a coaching supervisor will create a continuity plan to support the improvement efforts of participants. All efforts to support the continuity will be thoroughly documented in the activity log.

QUALITY PLANNING DEVELOPMENT

Quality planning provides the necessary foundation on which a participant can begin to understand their strengths and opportunities for improvement in serving young children through quality experiences and care. Coaches play a vital role in helping participants make the connections between assessed needs and methods by which those needs can be addressed. The quality planning process acts as an opportunity to hold discussions, outline strategies, and measure success.

GENERAL PLANNING PROCEDURES FOR QUALITY IMPROVEMENT PLAN (QIP)

Participants that meet the star 1 or 2 level will develop a Quality Improvement Plan.

- ★ Quality improvement planning will begin after the initial assessments have been conducted and completed.
- ★ The coach is responsible for reviewing the assessment data prior to meeting with the participant.
- ★ The coach is responsible for giving the provider access to the assessment results through the extranet and/or hard copy.
- ★ The coach will review the assessment results with the participant prior to developing the quality improvement plan.
- ★ The coach and other supporting services will determine if a joint visit for developing the Quality Improvement Plan would be beneficial based on identified successes and needs in the assessment.
- ★ The first step to quality planning is to identify the participant's strengths and needs as identified by the participant's assessment, observations and the participant's priorities. The participant and coach can then use this information to prioritize needs for improvement activities. Coaches may use the Initial Planning Document (forms are in the extranet under Quality Improvement Plans tab) or another planning tool (as approved by coaching grantee/agency partner) to help guide the participant through the planning process.
- ★ After the participant's needs are prioritized, the coach and participant will develop at least three goals using the Quality Improvement Plan- Goal Planning Form (form in in the extranet under the Quality Improvement Plans tab). One Quality Improvement Plan- Goal Planning Form must be completed for each goal to include actions steps with a specific timeline. As goals are met, the participant and coach may or may not choose to add more goals during the improvement period.
- ★ Goals must be SMART-Specific, measureable, attainable, realistic and timely.
- ★ Once the Planning Document and Quality Improvement Plan-Goal Planning Forms are completed the coach must submit them to the coach supervisor for approval. Once the supervisor approves the forms, the forms will be uploaded to the QIP tab on the extranet. The coach will save electronic copies so that updates can be made as progress on the QIP happens. As updates are made to the goals, the coach will upload the most recent version of the goal to the extranet.

QIP COMPLETION

- ★ When the components of a QIP are completed the Quality First coach will ensure all notes for the goals and tasks are documented within the plans (i.e. materials purchased, trainings conducted, facility improvements, etc...).
- ★ When all goals in a QIP are accomplished the coach will document the goal as complete in the extranet.
- ★ If a goal is not complete within the QIP cycle, notes will reflect the progress or carryover of the goal into the next year (a new goal must be created in the new cycle).
- ★ To complete closure of the QIP the coach must document complete or not complete for each goal and then document the QIP is closed in the extranet.
- ★ A QIP must be closed before uploading a new QIP to the extranet.

QUALITY RATING PLAN (QRP)

The Quality Rating Plan will be used to assist participants in preparing for the Quality First Points Scale documentation assessment. The QRP will be used when a participant has Average Program ERS and Average Program CLASS scores that meet the 3, 4, or 5 star levels. The QRP includes tasks to support staff qualifications, ratios and group sizes, and curriculum and child assessment. Extranet tabs will be updated throughout the process to document ongoing efforts to prepare for the Quality First Points Scale assessment.

Participants have **up to 6 months** to complete activities for the Quality First Point Scale assessment. Participants may click the submit button at any time during the 6 months they have to complete the Quality First Point Scale activities. Clicking the submit button will trigger an on-site Quality First Point Scale assessment. At the end of the 6 months, participants will receive an on-site Quality First Point Scale assessment even if the submit button has not been clicked.

Participants will receive a star rating based on the completion of all three assessment tools (ERS, CLASS and the Quality First Point Scale).

QUALITY FIRST FINANCIAL INCENTIVES

Enrolled participants in Quality First will receive financial incentives to help support and maintain quality improvement efforts, if applicable. Financial incentives are not available to Rating Only participants.

There are 3 types of financial incentives:

- ★ Incentive Funds- used to initiate purchases through the Quality First coach
- ★ Quality Bonus- a check is provided to the program
- ★ DHS Fees- 50% of a program's DHS fees are paid for all enrolled programs (not Rating Only participants)

This table represents the Total Incentive Amount that will be available to providers enrolled in Quality First beginning July 1, 2012 through June 30, 2013. Participants will have access to incentives up to the following amounts.

Total Amount of Annual Quality First Incentives <i>Amount remaining after DHS fees have been deducted.</i>	<u>Large Center</u> (Licensed Capacity birth-5 = 150+)	<u>Medium Center</u> (Licensed Capacity birth-5 = 51-150)	<u>Small Center</u> (Licensed Capacity birth-5 = 50 or less)	<u>Group Home</u> (DHS) (Licensed Capacity = 10)	<u>Family Home</u> (DES) (Certified for 4 children or less)
	\$8,400	\$5,250	\$3,675	\$2,100	\$1,050

Participants who reach a 1 and 2 star level will document the use of incentive funds as identified in the Quality Improvement Plan which is developed by the Quality First coach and provider.

Financial incentives awarded to 3, 4, and 5 star participants are in the form of a Quality Bonus, which is a cash incentive. Participants will complete the Quality Bonus Agreement to document the purchases made or activities supported with the Quality Bonus. Programs may choose to purchase through the Quality First coach in lieu of receiving the Quality Bonus.

All Quality First incentives are to be spent on the specific site enrolled in Quality First as indicated by the enrollment agreement. Any materials purchased with incentive funds must remain with the specific site enrolled to support the quality of care offered to the children at the site.

- ★ Incentive funds can be used to purchase developmentally appropriate materials and supplies, improve facility equipment and supplement professional development opportunities.
- ★ The amount allocated for incentive funds is based on the program's licensed capacity for children ages birth through five. Multipurpose classrooms that are used 50% or more of the time by children ages birth through five are included in the program's licensed capacity.
- ★ Participants have access to the full amount of incentive funds during the fiscal year (July 1-June 30). Funds not expended at the end of a fiscal year are not carried over.

- ★ Participants enrolled between March and June may not have access to incentive funds due to the fiscal year funding cycle which ends June 30th.
- ★ Participants may submit multiple incentive funding requests within a calendar year. Incentive funding requests may not exceed the maximum grant amounts available per fiscal year.

ACCESS TO INCENTIVES- IN FY2013 (July 1, 2012- June 30, 2013)

Incentive distribution will be distributed on a fiscal year basis, not based on assessment cycle. This means that after the start of each fiscal year, participants enrolled in Quality First will have the full incentive amount to access based upon center size and star level. Unexpended incentive funds or programmatic balances **WILL NOT** be carried over from one fiscal year to the next.

At the start of each fiscal year, coaches and participants will use the QIP and assessment cycle to determine a strategy for incentive expenditures.

QUALITY BONUS POLICY

The Quality Bonus is a Quality First monetary financial incentive that is available annually for participants that achieve a 3, 4, or 5 star rating. The Quality Bonus offers greater flexibility for providers to decide which areas of improvement financial incentives will be used. The Quality Bonus can be used to assist participants with expenditures in the following areas: quality improvement, facility projects, professional development and/or program operations. The amount of the Quality Bonus is determined by the licensed capacity for children birth through five years of age.

Pre- Rating Access

1. Enrolled participants with Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) scores at the 3, 4 or 5 star level are eligible to access Quality First financial incentives **prior** to being assigned a star rating if the participant is completing activities for the Quality First Point Scale Assessment.
2. Enrolled participants may access the financial incentives up to the maximum incentive amount available to the participant. Participants may use the incentive funds to support purchases of developmentally appropriate materials, facility improvement projects and professional development opportunities.
3. All purchases must be made through the coaching agency and will be documented on the Quality Rating Plan.

Post Rating Access

1. 1 and 2 Star Participants

If a 1 or 2 star rating is achieved, the participant will proceed with quality improvement planning in partnership with the Quality First coach and is able to access the remainder of the incentives through enhancement grants as prioritized in the quality improvement plan.

2. 3, 4 and 5 Star Participants

If a 3, 4 or 5 star rating is achieved, the participant can access the remainder of the incentives in the form of a Quality Bonus. To receive the Quality Bonus, the participant must sign the Quality Bonus Agreement and identify the way in which they would like to receive the Bonus. Financial reporting is required as indicated in the Quality Bonus Agreement.

Grandfathered Participants

- ★ Participants enrolled prior to July 1, 2011 are considered “grandfathered” in the Quality First program. Grandfathered participants will receive their initial public rating at the 3rd assessment. Prior to receiving a star rating, grandfathered participants will access incentives according to the ERS and CLASS assessment scores.
- ★ If a grandfathered participant’s ERS and CLASS assessment scores meet the 3, 4 or 5 star rating, the grandfathered participant will be required to go through the Point Scale assessment and will be able to access incentives as described in the Pre- Rating Access section above.
- ★ If a grandfathered participant’s ERS and CLASS scores below the 3 star rating upon completion of the Point Scale assessment, the participant will access incentives through enhancement grants. Financial reporting is required as indicated in the Quality Bonus Agreement.
** Please See Quality Bonus Agreement*

FINANCIAL MONITORING

Incentive Payment

Participants eligible for a Quality Bonus may access the bonus in one of two ways:

- a. Purchases of materials made through the coaching agency on behalf of the participant, and/or
- b. A cash incentive provided to the participant in the form of a check.

Financial Monitoring for Participants Receiving a Quality Bonus Check

- The Quality Bonus check will be reported on the FTF quarterly financial report on the month that the check is given to the participant.
- Participants are required to maintain a record of incentive expenditures on the Quality Bonus Report, and to submit financial documents (receipts, invoices, facility project contracts etc.) to the coaching agency of all expenditures made from the Quality Bonus on a monthly basis. All receipts and the Quality Bonus Report must be turned in to the coaching agency by May 1 of each year. Coaching agencies will reconcile financial documents with the Quality Bonus amount given to participant. Receipts will remain on file with coaching agency.
- If financial documents do not equal the Quality Bonus amount provided to the participant, the coaching agency will provide the participant 14 days to submit any the additional financial documentation needed. If participant is not able to provide the additional financial documents, the coaching grantee will notify FTF of “noncompliance with Quality Bonus financial reporting.”

- Any participant that does not submit the financial documents will be terminated from Quality First. Additionally, FTF reserves the right to recover funding if it is determined that funds were misused and not utilized as outlined in this Quality Bonus Agreement. **Recovering funding may require the participant to pay back the total amount of funding received through the quality bonus using a collections process.**
- FTF will notify any participant that is terminated due to noncompliance with the Quality Bonus Agreement.

TAX LIABILITY

First Things First is not responsible or liable for any tax reporting or financial liability for the Internal Review Service that may be applicable for participants choosing to receive the Quality Bonus in the form of an incentive check. It is recommended that Quality First participants contact the program's accountant, auditor and/or financial advisors for guidance on fiscal reporting.

ASSISTANCE WITH PAYMENT OF LICENSURE FEES

- ★ All participants enrolled in Quality First that are regulated by the Department of Health Services (DHS) will receive assistance with payment of licensure fees. 50% of a participant's licensing fees will be paid by FTF. The Quality First assistance with licensure fees is not optional for participants regulated with DHS. **All participants are required to be enrolled in the Empower pack program through DHS.**
- ★ Participants that receive a Quality Bonus (which is a cash incentive) **may** choose to use their Quality Bonus to cover **more than** 50% of their licensing fees
- ★ Family child care providers regulated by Department of Economic Security (DES) **ONLY** and tribal participants that are **NOT** regulated by DHS will not have any portion of their incentives designated for licensing fees.

FUNDING REQUESTS FOR INCENTIVES

Incentive funds are not distributed to the participant in the form of a check (only the Quality Bonus); rather the participant is assisted by the coaching agency in the purchasing of materials, supplies and other specialized services. However, funding requests for incentive checks may be approved by the coaching agency if identified in one of the categories below:

- 1. Consultation and Specialized Services-** Fees for consultation and specialized services are permitted only if these services cannot be provided by the Quality First coach, child care health consultant, identified program personnel (education coordinator, curriculum specialist, behavioral health specialist, program trainer or mentor, etc.) or if the specialized subject matter is not offered through community based training and other resources. (*ex. CPR/First Aid training, GED courses, financial planning, playground inspection, behavioral health training etc.*) The rationale and impact of the consultation and specialized services must be identified in the Quality

Improvement Plan. Funding requests for consultation and specialized services must support the overall quality of care and be approved by the coaching agency. ***Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.***

2. Facility Improvements- Facility improvement projects may be authorized if the primary function is to improve quality of services provided for children. Examples of facility improvement projects include but are not limited to: shelving, cement slab, fencing, painting and carpet installation. A Liability Release for Quality First Facility Projects (form) needs to be completed prior to approval of such projects. ***Incentive checks must be made payable and mailed to the vendor delivering the service after it has been provided. Invoices are required for documentation and record keeping.***

- Incentive funding request for facility improvement projects cannot exceed 30% of the total incentive funds. If the funding request is over 30% of the total incentive funding amount awarded to the program the program must request approval from the coaching agency and the coaching grantee. The rationale and impact of the construction project must be identified in the Quality Improvement Plan. Incentive checks must be addressed and mailed to the contractor. Invoices are required for documentation and record keeping. FTF will not be liable or responsible for any damages or unsatisfactory work. ****Any participant using enhancement grants to fund a facility project must complete a liability release form.***
- **For Leased Properties:** All facility improvement projects must in accordance with state and local code and license requirements as under the terms with the tenant's lease. Therefore, it is the tenant's responsibility to ensure that approval from the landlord is granted for tenant improvements and for selection of the vendor.

3. Transcript Payment- Incentive funds may be used to cover the cost of requesting transcripts for staff during the Quality First Point Scale preparation. To receive a prepayment or reimbursement for transcript request please work with your Quality First coach to fill out the Transcript Verification Form.

DOCUMENTATION AND RECORD KEEPING

- ★ Coaching grantees are expected to implement a system to track and verify distribution and receipt of incentives. Documentation and evidence to support the rationale for receipt of incentives must be indicated in the Quality Improvement Plan. All incentive documentation should be maintained on site and be readily available for review in the event of an audit, appeal or funder request.
- ★ The Quality Bonus Financial Reporting form will be completed by the participant receiving a Quality Bonus. Completed forms will be submitted to the Quality First coach. For more information on the Quality Bonus Financial Reporting, please refer to the Quality Bonus Policy.

PROGRAM CLOSURE

UNSCHEDULED PROGRAM CLOSURE

- ★ In the event of unscheduled program closure, participants will work with their Quality First coach to establish a modified schedule to continue participation. Examples include but are not limited to the following:
 - Facility/property damage due to natural disasters such as fire or flooding
 - On-site staff/child medical emergency
 - Health epidemic/Personal medical conditions
- ★ If the program does not resume services after the 30 business day period, the program **may be** dis-enrolled from Quality First. There may be circumstances that an extension of time is granted by First Things First, those will be determined on a case by case basis.
- ★ Programs that are dis-enrolled from Quality First due to an unforeseen program closure lasting longer than 30 business days can reapply for Quality First after they reopen.

EXTENDED PROGRAM CLOSURE

To maintain program eligibility, participants must provide care in accordance with their program calendar for children birth through age five throughout Quality First enrollment. If there is extended program closure due to reasons indicated below, participants will be dis-enrolled and must submit a new application for consideration of future enrollment.

- Loss of regulatory status
- Facility closure
- Relocation to a new facility (outside of the FTF enrollment regional area)

HOME-BASED PROGRAMS ONLY

When a home provider loses *all* enrolled children, the participant must notify the coach of the last day of care that was provided. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.

In the event that a Coach suspects that a DES Certified Home Provider is currently not serving any children while enrolled in Quality First, the following steps should be taken:

1. Speak directly with the provider to determine whether children are currently being served and if not, document the last day of care for enrolled children as verified by the provider. Home providers will be given 45 days (from the last day of care verified by the participant) to replace enrollment.
2. If the provider **does not** verify they no longer have children enrolled in their home care setting, the coach will use the next two visits to determine evidence of the provider serving

- children. After two personal visits, the provider will be given 45 days to replace enrollment from the date of the coach's last personal visit.
3. During the 45 day period, the coach will assist the participant in developing a marketing plan to recruit new families. After the marketing plan is developed, the coach will maintain contact with the participant through phone calls and email communication.
 4. If there are still no children in care at the end of 45 days, the program will be dis-enrolled from Quality First.

INCENTIVES REDISTRIBUTION

- ★ In the event of a program closure, participating center-based early care and education programs and family child care homes are requested to redistribute all materials and equipment purchased with Quality First incentives to other Quality First enrolled participants within the regional area. Redistribution of the materials and equipment needs to be noted in the extranet by the Quality First coach.
- ★ Programs that are relocating across regional boundaries are able to maintain all purchases made through Quality First.

SECTION 4: ADMINISTRATIVE PRACTICES

CONFIDENTIALITY

First Things First respects the confidentiality of all applicants and enrolled participants. All Quality First partners (coaches, assessors, child care health consultant, supervisors, and other support services) are expected to maintain discretion throughout their involvement in the quality improvement and rating process. Program records, staff information, assessment results and quality improvement efforts are not made public, nor are they shared with individuals outside of the Quality First program.

If a participant feels that their confidentiality has been compromised, please contact the Quality First Director for further assistance:

Quality First Program

First Things First

4000 North Central Avenue, Suite 800

Phoenix, Arizona 85012

Email: qualityfirst@azftf.gov

Phone: (602) 771-5000

Fax: (602) 274-6351

MANDATED REPORTING

Quality First coaches, assessors, child care health consultants, mental health consultants and inclusion specialists are all support team members within Quality First and have distinct roles to assist enrolled early care and education providers in improving quality for children and their families. Quality First support team members are not representatives of regulatory agencies nor will they serve in that capacity. However, if a Quality First support team member is visiting a center or home and observes that a child's health, safety or well-being is in danger, or has reason to suspect child abuse or neglect, the Quality First support team member will immediately share the concern with the director or program designee.

Additionally, as representatives of a state program, Quality First support team members are mandated reporters by law (as outlined in the A.R.S. § 36-2281). This means that Quality First support team members are required to report or cause a report to be made regarding any suspected incident of child abuse, neglect or endangerment to the Department of Health Services or the Department of Economic Security.

QUALITY FIRST INCIDENT REPORTING POLICY

POLICY STATEMENT

Establishing trust and fostering positive relationships with Quality First participants is an integral component for successful quality improvement. During onsite visits, incidents may be observed that are non-compliant with regulatory standards. As monitoring regulatory compliance is a function of regulatory agencies (*i.e. Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority and Military Government*) and not a role of Quality First, support team members (*i.e. coaches, assessors and child care health consultants*) must be sensitive in determining when incidents need to be reported to regulatory agencies and when to utilize incidents as *teachable moments* for Quality First participants.

The Incident Reporting Policy provides guidance for all Quality First grantees and agency partners on regulatory reporting for witnessed incidents of child endangerment, abuse or neglect. When reporting such incidents, the Quality First grantee and/or agency partner will use the guidance indicated below in conjunction with any agency reporting procedures.

TEACHABLE MOMENTS

Incidents used for teachable moments are described as situations that are ***“potentially harmful”*** for children. Potentially harmful incidents have the potential of causing a health and/or safety hazard for children in care. During such incidents, there are two types of interventions that can be used as teachable moments to support the program:

1. Immediate Intervention

When an incident is observed that has the potential of causing a health and/or safety hazard, the Quality First support team member should immediately address the incident by informing the teacher, director, owner or program designee of the issue and the appropriate action that is required. Examples may include but are not limited to:

- Teacher leaving children unsupervised
- Using inappropriate discipline (*i.e.* lengthy time-out, using extremely loud or angry voice)
- Children not washing hands before meals
- Child not buckled into high chair
- Not sending sick children home
- Children denied second helpings of meals

2. Training and Technical Assistance

After a potential harmful incident is observed, the Quality First support team member may also determine that some additional training and/or technical assistance may be beneficial for the program. The Quality First support team member may provide the program with the training or make recommendations for health and safety trainings and/ or technical assistance that are available through community resources. Training may also be provided by the regulatory agency, Child Care Health Consultant or other community resource.

The training and/or technical assistance may include references to licensing /certification regulations, Quality First standards (i.e. assessments and Points Scale) or the Early Learning Standards and Program Guidelines for High Quality Early Education.

REPORTING AN INCIDENT

Incidents that require reporting are situations that cause “*actual harm*” or *reoccurring* potentially harmful situations that are observed. Incidents that cause *actual harm* are situations that are life threatening to the health and safety for children in care. *Reoccurring potentially harmful situations* are incidents that that have been observed, addressed and documented on more than one occasion. In such situations, it is the Quality First support team member who must report the incident to the regulatory agency.

Incidents that require reporting to the regulatory agencies should include the following steps, as applicable:

1. Immediate Intervention

The Quality First support team member will provide immediate intervention to ensure the safety of a child during any witnessed incident. This may include, but is not limited to: notifying a teacher, caregiver or other onsite staff of an environmental hazard or a dangerous situation for a child, providing direct assistance to a child in danger, or removing something that puts children in danger.

2. Notification to Director/Owner/ Program Designee

The onsite program director/owner/program designee must be informed of the witnessed incident on the day that the incident was observed. Every attempt should be made to notify the onsite director/owner/program designee PRIOR to leaving the site. If the onsite program director/owner/program designee is unable to be reached on the day of the incident, the Quality First support team member must make contact within 48 hours. All contact attempts must be documented with date and time in the activity log.

3. Notification to Regulatory Agency

Quality First support team members will report incidents to regulatory agencies using the reporting mechanisms as implemented by each regulatory agency.

- For programs regulated with the Department of Health Services, reports may be made by telephone by contacting the surveyor on duty at (602) 364-2539 or online at https://app.azdhs.gov/ls/online_complaint/CCComplaint.aspx
- For certified homes regulated by the Department of Economic Security, reports may be made by contacting the local Child Care Administration office. If the local office contact is unknown, contact the Child Care Administration Central office to obtain information at (602) 542-4248.
- Reports for programs regulated by Tribal Authority or Military government are made to the offices that are designated for regulatory compliance.

4. Notification to Quality First Grantee

The Quality First agency partner will notify the Quality First grantee of all incidents that are reported. Additionally, the Quality First agency partner will indicate in the activity log when an incident is observed. The activity log will provide general information relating to the incident to include:

- Date of incident
- Actions taken to respond to incident (i.e. program designee notification, regulatory reporting, informing grantee or other team partners as applicable, etc.)
- Name of agency partner where incident supporting documentation is held

5. Notification to Child Protective Services or Local Authorities

Quality First support team members may contact Child Protective Services (CPS) and/or local authorities as determined necessary by the Mandatory Reporting Law of the State of Arizona:

The Mandatory Reporting Law of the State of Arizona

“Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means...shall immediately report or cause reports to be made of this information to a peace officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.” (Arizona Revised Statute 13-3620)

INFORMAL DISPUTE RESOLUTION POLICY

POLICY STATEMENT

The Informal Dispute Resolution Policy will be implemented by the Quality First grantee when a participant has a complaint with an agency partner or Quality First programmatic decision and/or policy. The informal dispute process will assist in addressing complaints that may include but are not limited to items such as: personality conflict, communication differences, explanation of assessment reports or any programmatic complaint relating to coaching, assessment, or consultation. In such instances, the Quality First grantee will facilitate the informal dispute process with participants. If the Quality First grantee, agency partner and/or participant believe that the complaint was not satisfactorily resolved after the initial informal review, First Things First will then participate in the informal dispute process and attempts will be made to assist all parties in reaching a reasonable solution.

INFORMAL DISPUTE PROCEDURE

1. Informal Review

- The Quality First grantee and coaching agency should make all attempts to resolve complaints through direct communications with Quality First participant. In this step, the complaint should be discussed verbally during a teleconference and/or scheduled meeting with the participant. The Quality First grantee or coaching agency should document the discussion with the participant in the activity log of the extranet.
- If it is determined that the participant is reluctant to discuss the complaint with the Quality First grantee and coaching agency, the grantee will notify the Director of Quality First. The Director of Quality First will then contact the participant to discuss the complaint and attempt to determine a solution. First Things First will notify the grantee of all discussions and meetings related to the complaint.

2. Formal Review

- **If the complaint is not resolved through the informal review, the participant,** Quality First grantee and coaching agency may proceed to step two by submitting a Quality First Complaint form. The Quality First Complaint form will be used to document the following:
 - Description of the complaint
 - Previous attempts made to resolve the issue
 - Recommendations of possible solutions

***The Quality First Complaint form must be signed and submitted** via postal mail, e-mail or fax to:

Quality First Director
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351

3. Upon receipt of the **Quality First Complaint form, the Quality First Director will:**
- Review the complaint and determine if the process was followed. If the Informal Review did not occur, the **Quality First Director** may recommend that the Quality First grantee and coaching agency meet with the participant before proceeding further in the informal dispute resolution process.
 - The Quality First Director will attempt to resolve the dispute through a meeting with all involved parties, first separately and then together. The Quality First Director will contact all parties and attempt to schedule the meetings within **14 days** of receipt of the **Quality First Complaint form**.
 - The Quality First Director will mail a letter within **14 days** of the final meeting to all parties involved identifying the agency decision.

CORRECTIVE ACTION PROCESS

POLICY STATEMENT

The Corrective Action policy will be implemented when a participating center or home fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The corrective action process is initiated after the coach and provider have discussed the areas of noncompliance with no successful outcome.

*Regulatory deficiencies are handled with the applicable regulatory agency. The corrective action process is not used for regulatory deficiencies.

PROCESS

- ★ The Quality First agency partner will notify the grantee when a Quality First participant fails to adhere to the participant responsibilities as outlined in the Quality First Enrollment Agreement. The notification will include the following:
 - Documentation of how the participant has failed to adhere to the participant responsibilities, including dates
 - Documentation of dates when the participant was notified about the concerns noted above
- ★ The Quality First grantee and/or agency partner will implement the corrective action process as indicated below:
 - First Notice
 - Development of a Corrective Action Plan
 - Recommendation for enrollment termination
- ★ If a participant's performance is severe and/or repetitive, steps may be skipped and/or combined as approved by First Things First.

FIRST NOTICE

- ★ The first notice must be in writing and delivered during a scheduled in person meeting with participant. The first notice should identify the following:
 - Specific incidents of concerns relating to participant participation or performance.
 - Specific standards in the Quality First Enrollment Agreement or Implementation Guide that were not followed.
 - Necessary actions needed to remedy the situation.
 - The ultimate consequence of recommendation for termination if participation and/ or performance are not improved.

*The following language should be included in the letter: “Failure to improve the concerns addressed above will result in corrective action.”

- ★ The Quality First grantee and/or agency partner will document the meeting discussion and attendees in the participant’s activity log in the extranet. Additionally, the grantee will submit a copy of the first notice to First Things First.

DEVELOPMENT OF A CORRECTIVE ACTION PLAN

- ★ If noncompliance continues or is repeated after a first notice is completed, the Quality First grantee and/or agency partner will develop a Corrective Action Plan (CAP) in partnership with the participant. The CAP will assist in monitoring performance and participation in efforts to foster an improved commitment to quality improvement.
 - FTF will review the developed CAP prior to the grantee and/or coaching agency reviewing it with the provider.
- ★ The CAP will be used and include the following components:
 - The program name and address
 - The program designee/main contact
 - The date of the probationary period (period of time that CAP is in place)
 - Grantee Name
 - Agency Name
 - The date of the first notice
 - Action Item- The specific areas of participation and performance that resulted in corrective action.
 - Responsible person for each action item
 - The target completion date for each action item as applicable
 - Action Deemed Successful When- The action to be taken to correct the noncompliance and persons responsible.
- ★ The Quality First grantee and/or coaching agency will review the CAP with the provider during a scheduled, in-person meeting.
 - The Quality First grantee, coaching agency and the participant will sign the CAP.
- ★ If the participant refuses to sign, refusal will be noted in place of the participant’s signature. The Quality First supervisor and coach will meet regularly during the period that a CAP is being implemented to discuss and document the participant’s progress or lack of progress for each action item in the Status Update column.

- ★ Following the last implementation date of the CAP, the Quality First coaching grantee and/or coaching agency partner will meet with the participant to review the CAP and identify whether participation or performance has been improved.

RECOMMENDATION OF TERMINATION

- ★ If the CAP fails to result in improved participation or performance, the Quality First coaching grantee will notify First Things First and recommend termination. First Things First will review the recommendation for termination and accompanying documents. First Things First will submit a decision in writing within **10 days** of the submitted recommendation.
- ★ Once a recommendation of termination from Quality First has been communicated by First Things First to a participant, that participant has the option to appeal their termination, per the Appeals Process.

APPEALS PROCESS

POLICY STATEMENT

The Appeals Procedure will be implemented by First Things First when a Quality First participant has requested the right to appeal a Star Rating or enrollment termination. Star Rating and enrollment termination are the only two appealable actions in the Quality First program. The Appeals Process includes three steps indicated below:

1. Review of Appeal
2. Administrative Hearing
3. Board Approval

REVIEW OF APPEAL

- ★ The Review of Appeal is intended to resolve the appeal at First Things First before moving forward with an administrative hearing.
- ★ A participant may submit a Request for Appeal within **60 days** of being notified of a Star Rating or enrollment termination. The Request for Appeal must be submitted in writing to the Quality First Director using the Request for Appeal form (attached) and sent by electronic or postal mail to:

Director of Quality First
First Things First
Central Avenue, Suite 800
Phoenix, Arizona 85012
Email: qualityfirst@azftf.gov
Fax: (602) 274-6351

- ★ Upon receipt of the Request for Appeal, the Quality First Director and Senior Director for Early Learning, Chief Program Officer (CPO), and/or Chief Executive Officer (CEO) will review the Request for Appeal and provide a written response, which includes a scheduled meeting date, to the participant within **14 days** of the receipt of the request.
- ★ Upon receipt of the Request for Appeal, First Things First Leadership designee(s) and Quality First Director will review the following as applicable:
 - Relevant Quality First policy and/or procedure in the Quality First Implementation Guide
 - Assessment Reports
 - Quality Improvement Plans
 - Documentation of previous meetings/discussions, activity logs and written correspondence
 - Corrective Action Plans

- ★ The Quality First Director and Senior Director for Early Learning, CPO, and/or CEO will meet with the participant and provide a decision on the Request for Appeal.

ADMINISTRATIVE HEARING

- ★ If attempts to resolve the appeal as above are not achieved, the participant may contact the Office of Administrative Hearings to request an administrative hearing with an Administrative Law Judge. Written requests must be submitted by postal mail to:

Office of Administrative Hearings
1400 West Washington Suite 101
Phoenix, Arizona 85007
Office (602) 542-9826 Fax (602) 542-9827
Website: www.azoah.com

- ★ If a participant proceeds with an administrative hearing, all Quality First services and benefits, including incentives, coaching, assessment and consultation services will be placed on hold until a decision is rendered.
 - If a participant has a current T.E.A.C.H. scholar/employee, that person will be able to continue receiving the scholarship for the remainder of their current contract.
 - If an employee has been deemed eligible for an award through FTF Professional REWARD\$, that award will remain valid for the timeframe for which it was awarded.

BOARD APPROVAL

Once a recommendation decision is rendered by the Office of Administrative Hearings, the First Things First Board will review the decision and take action to accept, reject or modify the recommendation. The Quality First Director will notify the participant of the final Board decision in writing.

MULTI-SITE OWNER GUIDELINES

DEFINITION OF MULTI-SITE OWNERS

Owners and/or regional managers of large corporations, school districts or Head Start programs.

ACCOMMODATIONS FOR MULTI-SITE OWNERS

- ★ Multi-site involvement will initially be identified on the Quality First application.
- ★ To the extent possible, grantees will attempt to minimize the number of coaches assigned to programs owned and/or managed by the same corporation, school district or agency. Accommodations may include but are not limited to:
 - Assignment to the same coach and/or agency
Attempts will be made to assign one coach to all participants managed by the same corporation, school district or agency. However, if a coach assigned to a multi-site program has a full caseload, newly selected programs may be assigned to another coach within the same agency.
 - Assignment to a coaching agency within the same geographical area
If the agency reaches its maximum amount of coaching assignments, the grantee will attempt to make assignments to another coaching agency that serves programs within close proximity of the newly selected program.

QUALITY FIRST SUPPORT TEAM MEETINGS

- ★ Quality First Support Team meetings will be scheduled as requested for owners and/or managers of multiple programs. At a minimum, the meeting participants will include the owner and/or manager and the Quality First support team which is comprised of the assigned supervisors from the child care health consultation and coaching teams. The assessment program manager, FTF Quality First staff or community service providers that support the program may be invited to participate as requested by participant or coaching grantee.
- ★ Quality First Support Team meetings may be used to provide general updates on the improvement progress of each program and/or discuss items such as:
 - Successes and barriers in the quality improvement process
 - Assessment reports
 - Management concerns
 - Corporate culture
- ★ The coaching grantee will develop the meeting agenda and disseminate in advance so that participants can come prepared to acknowledge achievements and identify resolutions as applicable.

SECTION 5: QUALITY FIRST SUPPORT TEAM

QUALITY FIRST SUPPORT TEAMS: YOUR PARTNERS IN IMPROVING QUALITY

Quality First participants receive on-site individualized support from multiple early childhood consultants who have specialization in content areas that will assist participants in achieving and maintaining quality.

ASSESSOR

Assessors conduct formal assessments in each center and home participating in Quality First. After the assessment the assessor prepares a formal report. The assessment reports will be available on the extranet after a participant is officially enrolled. The assessments are used in many ways:

- ★ Calculate a Star Rating
- ★ Review for participant strengths
- ★ Review for participant areas of need
- ★ Provide information for the development of a Quality Plan

Assessors are trained to objectively observe instructional practices. Each assessor receives training on all of the instruments utilized by Quality First. Training may only be provided by the authors, designees of the authors, or those who have been trained to reliability or certified to train on the instrument. Training for assessors is rigorous and takes approximately 12 weeks.

Assessors must reach and maintain a reliability level of .85 on all Environmental Rating Scales (ERS) and a .80 on the Classroom Assessment Scoring System (CLASS). This means that when an assessor and assessor supervisor are observing in the same environment at the same time, they will score the same 85% of the time on the ERs and 80% of the time on the CLASS. To assure reliability is maintained, assessor supervisors will conduct reliability checks on every tenth assessment conducted. **Assessors who are unable to demonstrate reliability at the required levels are removed from assessment activities until reliability has been re-attained.**

QUALIFICATIONS OF QUALITY FIRST ASSESSORS

The role of the Assessor is to complete the assessment tools selected for Quality First in early care and education settings in an objective, reliable and efficient manner.

Assessors are required to have an Associate's degree or higher, preferably in education, child or family development, social services or related field. Assessors must have experience and knowledge in the following areas:

- ★ Observational assessments, preferably in early care and education settings
- ★ Verbal and written communication

- ★ Confidentiality and ethical standards
- ★ Cultural and linguistic populations
- ★ Computer applications

COACH

Participants in Quality First receive personalized support from a coach whose primary role is to assist the participant in achieving and maintaining quality.

Quality First Coaches provide:

- ★ Training, technical assistance and mentoring
- ★ Classroom management tips and techniques
- ★ Curriculum guidance and support
- ★ Ideas to strengthen family involvement
- ★ Team support with all Quality First support services
- ★ Guidance on how to use financial incentives to best increase quality
- ★ Information on community resources

Coaches will maintain the participants' confidentiality with respect to assessments and other program information. Coaches will be respectful of each provider's opinions and ideas and will communicate with the coaching supervisor and/or Quality First staff when the participant achieves milestones or faces obstacles in meeting the goals of the Quality Plan.

QUALIFICATIONS OF QUALITY FIRST COACHES

Coaches are required to have a Bachelor's degree or higher in early childhood education or a closely related field. Coaches must have experience and knowledge in the following areas:

- ★ Child development
- ★ Arizona Department of Health Services child care licensure
- ★ Curriculum and child assessment in early childhood
- ★ The Arizona Early Learning Standards
- ★ Inclusive practices
- ★ Community resources
- ★ Quality indicators
- ★ Adult learning

EXEMPTION REVIEW PROCESS FOR ASSESSOR AND COACH QUALIFICATIONS

1. Quality First coordinator and/or other designated members of the First Things First Policy and Research Team reviews the submitted documentation and makes the decision to approve or reject the request for exemption.
2. If deemed necessary, additional information may be solicited from the grantee in order to make a sound decision.
3. If recruitment efforts are found lacking in rigor, First Things First will require the grantee to design an action plan outlining more significant recruitment in the area of need prior to awarding an exemption.
4. A notice of approval or rejection will be sent to the grantee within 10 (ten) business days of receipt of the request.
5. At no time may more than 30% of the total FTEs hired to implement Quality First coaching or assessment by any grantee hold less than the minimum qualifications required through the grant.

OTHER QUALITY FIRST SUPPORT SERVICES

Additional support services that may be available in a participant's region based on regional funding (not all services available are listed below). Your coach will be able to provide further information about the services listed below.

- ★ Arizona Department of Education (ADE) - ADE offers free training to all early childhood professionals throughout the state in a number of areas. ADE mentors may be available to programs receiving Pre-K scholarships.
- ★ Arizona Self-Study Project (ASSP) - An accreditation facilitation project for early care and education programs committed to improving the quality of child care for Arizona's children. ASSP staff provides technical support throughout the accreditation process and assist programs with integrating developmentally appropriate practices into the learning environment.
- ★ Child Care Health Consultants (CCHC) - CCHC's are experts in child health and safety and are available to assist child care providers with a variety of topics. All child care center and family home providers enrolled in Quality First will have access to a CCHC through phone consultation or more intensive services based on program need.
- ★ Early Care and Education Inclusion (ECEI) - ECEI is to address the need of quality early care and education for young children with special needs ages birth to five. Specific focus is on improving the skill of child care staff and providing training and assistance to support quality inclusive settings for children.
- ★ Early Childhood Mental Health Consultation System (Smart Support) - Smart Support is an evidence-based strategy proven to support the social and emotional development of all children in care, and help providers respond to children with behavioral challenges.
- ★ Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood ARIZONA- T.E.A.C.H. is a comprehensive scholarship program that links education, compensation, and commitment to

promote professional development and improve the quality of early childhood care and education experiences for young children.

All Quality First enrolled providers have access to a telephone warm line which offers technical assistance in the areas of health consultation, inclusive services and mental health. For more information on support services available in your region visit the www.azftf.gov website and click on my regional council.

The staff at First Things First that supports the Quality First program is available at 602-771-5000 or qualityfirst@azftf.gov.

COLLABORATION GUIDANCE

Collaboration is the act of working together to coordinate service efforts to meet a common goal. The process involves teams that partner with one another to obtain greater resources, share knowledge, learn together and build consensus. Collaboration does not imply any type of authority or hierarchy, but a group of people with similar interests and complimentary areas of expertise participating equally. The Quality First Coach will collaborate with other early childhood education consultants including, but not limited to Child Care Health Consultants, Mental Health Consultants, Inclusion of Children with Special Needs Coaches, Arizona Self Study Project Specialists, ADE Mentors, DHS Surveyors, DES Certification Specialists and T.E.A.C.H. Early Childhood[®] ARIZONA Specialists as applicable during goal setting and quality improvement planning for assigned participants. Joint collaboration activities may include but are not limited to:

- Joint visits with the Quality First participant
- Planning visits with the early childhood education consultants
- Feedback and input in the Quality Improvement Plan and/or Quality Rating Plan
- Sharing of training resources and materials
- Joint trainings and/coordination of events
- Communication tools, such as joint activity logs at Quality First sites

This joint collaboration with early childhood consultants will require Quality First coaches to have a service coordination role in facilitating collaboration opportunities for joint quality improvement planning and on-site technical assistance support. Quality First coaches will lead coordination efforts in scheduling regular joint collaboration opportunities as deemed applicable by the coach, participant and early childhood consultant(s).

The activity log on the Extranet will be used to document all collaboration activities in order to demonstrate joint efforts toward quality improvement planning and goal setting. Please note the following in the activity log:

- A brief notation of the purpose of the meeting
- Any decisions or goals set, and
- Future plans and meetings

In the event there is a change in consultant or participating Director, coordination efforts will be initiated by the Quality First coach to include this individual in the ongoing collaboration efforts.

SECTION 6: EXTRANET

QUALITY FIRST EXTRANET

INVITATION AND LOG IN INFORMATION

Each Quality First Application is logged into the Extranet through the online application or input from paper applications submitted to the Quality First office. Information obtained captures the applicant's current status at the time of application and updates can be made as needed.

Once an application is selected for participation in Quality First, they will be assigned as Selected Pending Verification. At this time, the participant will be assigned to the grantee, based on region, by the Quality First staff. The participant will also be assigned to the assessment grantee by the Quality First staff as applicable. These assignments will automatically be noted in the Extranet activity log.

Once a program has been officially enrolled in Quality First, the coach will invite the provider to the Extranet through the orientation tab. The provider will receive an email notifying them of this invitation with a user name and temporary password. Once the provider logs into the Extranet, they can modify their password to one of their own choosing. Unless there is a change in Director the coaches will not invite the provider more than one time to the Extranet.

To retrieve a participant's user name, a coach can go to the main Extranet log-in page. Click on "forgot user name" and type in the participant's email address; their user name will be sent directly to their email. A password or user name may be re-set through the links on this page.

DASHBOARD

The opening page of the Extranet is called the Quality First Dashboard. The Dashboard lists contact information for technical support (extranet@azftf.gov) and for program related questions (qualityfirst@azftf.gov)

The Quality First Coach/Consultant Announcements list current activities, events, announcements or resources for coaches and consultants. These announcements are only visible to the coaches and consultants as Quality First participants (providers) also have an announcement section specifically designated for them. These announcements are posted by FTF staff.

- ★ Quality First Coach/Consultant Resources
 - .
 - CCHC – lists information specific to the CCHC.
 - Child Assessment Tools Chart – a chart of available child assessment and screening resources and is available for coaches and consultants with a brief overview and contact information for each resource.

- Extranet Guides – these guides are available to assist users in accessing the extranet and how to find user names and change passwords.
- Implementation Guide – the Implementation Guide is available in English and a Spanish version.
- Infant and Toddler Curriculum Resources and Teaching Approaches – a chart of available infant and toddler curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- .
- Preschool Curriculum Resources and Teaching Approaches - a chart of available preschool curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- TEACH – updates regarding the T.E.A.C.H. program can be found in this section along with a contact list of specialists.

Quality First Provider Announcements list current activities, events, announcements or resources for Quality First providers/participants. These announcements are visible to the coaches, consultants and providers so all have access to the same information. These announcements are posted by FTF staff.

★ Quality First Provider Resources

- Child Assessment Tools Chart - a chart of available child assessment and screening resources and is available for coaches and consultants with a brief overview and contact information for each resource.
- Implementation Guide– the Implementation Guide is available in English and a Spanish version with a separate appendix document where Quality First forms can be found and downloaded for use.
- Infant and Toddler Curriculum Resources and Teaching Approaches– a chart of available infant and toddler curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource.
- Preschool Curriculum Resources and Teaching Approaches - a chart of available preschool curriculum resources and teaching approaches is available for coaches and consultants with a brief overview and contact information for each resource. Quality

First Rating - in this section is the Quality First Point Scale, the Quality First Service Delivery Model and the Star Rating document.

- .
- Provider Reference Manual - this manual offers a simple overview of the Quality First program for providers and is available for coach/consultant use. The Provider Reference Manual is available in English and in Spanish.
- TEACH Contact List – this section provides a listing of T.E.A.C.H. specialists per region and their contact information.

EXTRANET EXAMPLES

The following are examples of tabs on the extranet. There is help text noted in the areas of the extranet tabs to help coaches and providers fill out information on their programs.

Site Details

Organization Name

Represents the ownership name, can only be changed by the grantee or First Things First (FTF)

Provider Type

- Center
 Home

Site Name

Represents the name of the program as it is listed on the DHS license or DES/Tribal/Military certificate

Please notify the Quality First Administrator (qualityfirst@aztf.gov) if the Organization Name or Site Name has changed.

Is your program part of a larger organization/corporation? *

- Yes No

What is the name of your organization/corporation? *

Name:

If the program is part of a corporation with multiple sites please add this information

Are there any other programs in your organization/corporation enrolled in Quality First?

- Yes
 No
 I don't know

Please indicate the district/regional manager's contact information:

Name:

Position/Title:

Email:

Phone:

Information is required if the program is part of a corporation

Main Contact

Name

Title

Phone

This information is required for all participating programs

Fax

Email

Primary Program Designee

Name

Title

Phone

Email

Include this information for an on-site contact who may also be working with the Quality First (QF) support team and/or will need to receive QF updates for the program

Please notify the Quality First Administrator (qualityfirst@aztf.gov) if the Site Address has changed.

Addresses

Physical Address

Street Address

City **State** **Zip**

This information is required for all participating programs

Regional Partnership Council

Original Regional Partnership Council Override Regional Partnership Council?
No Regional Partnership Council Found

For FTF use only

Mailing Address

Address

City **State** **Zip**

Add information if the program's mailing address is different than the physical address listed above

Operational Information

Number of years in Operation

This information is required for all participating programs

Days of Operation

Do not include weekends if care is not provided on those days.

	Start Time		End Time	
<input type="checkbox"/> Monday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Tuesday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Wednesday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Thursday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Friday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Saturday	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> Sunday	<input type="text"/>		<input type="text"/>	

Program Details

* - Required Field

Is the Program Regulated?

Yes No

Please notify the Quality First Administrator (qualityfirst@qafst.edu) if the Program Regulation information for this site has changed.

DHS License #

DES Provider

Tribal #

Military #

If yes, please list all license and/or certification number that apply to your program.

FTF will update this information if there are any changes with a participating provider. See contact email above.

Does the Program have a County Type District School (CTDS) Identifier?

Yes No Not a School District

CTDS #

If yes, please provide the program's CTDS identifier.

Type of Program

- Family/Home Child Care
- Non-Profit
- For-Profit
- Tribal Head Start
- Migrant & Seasonal Head Start
- Head Start
- Faith Based
- Early Childhood Special Education
- Early Childhood Block Grant (ECBG)
- Other School-Based Program (e.g. Title I, Community Education, Family Literacy)
- Other (please specify)

This information is required for all participating providers. Please check all that apply.

Does the Program Target Specific Population?

Yes No

Targeted Population

- Teen Parents
- Tribal Children
- Homeless Children
- Children with Special Needs
- Other (please specify)

If yes, please check all that apply.

This information is required for all participating providers

Enrollment Data

Age Group Served

- Infants
- Toddlers
- 2 Yr Olds
- 3 Yr Olds
- 4 Yr Olds
- 5 Yr Olds

This information is required for all participating providers. Also fill out the enrolled and vacancies by age group for each age group served

Total Licensed Capacity Children 0 - 5

This information is completed by FTF. Please notify your coach if the information has changed. Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

(birth through age five not in kindergarten)

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

Please notify your Quality First Coach if the Total Licensed Capacity for All Children information for this site has changed.

Total Licensed Capacity All Children

This information is completed by FTF. Please notify your coach if the information has changed. Changes will only take effect at the beginning of a fiscal year (July 1st each year). Your coach will fill out the Licensed Capacity Verification form with you to determine this number.

(All children including birth through age five AND school aged children)

Total Number of Children Enrolled

This information is pulled from the numbers entered in the enrolled and vacancy areas of the classroom tab. In order to change this number, you will need to update the enrollment and vacancy numbers in the classroom tab.

Total Number of Vacancies

Size of Site

This information is the center size FTF uses for the provider and determining QF benefits. This will be completed automatically upon the input by FTF of the Licensed Capacity Verification Form.

Size is determined by Licensed Capacity of children five and under.

Average Daily Attendance

How many children, on average, attend the program daily

Number of Classroom or Groups of Children

How many classrooms or class groups are in the program. A home provider would be considered having one classroom group.

Number of Children Five and Under Receiving DES Subsidy

How many children five and under receive DES subsidy

Does the Site Participate in the Child and Adult Care Food Program (CACFP)?

Yes No

If the program participates in CACFP (Child and Adult Care Food Program) please enter the number of children five and under participating in CACFP

If yes, enter the number of children birth through five who participate in the CACFP.

Program Curriculum

Does this program use a curriculum?

Yes No

If the program uses a curriculum please use the drop down box to indicate what curriculum is used

If yes, what curriculum is used?

What is the primary language used for instruction in your program?

English
 Spanish
 Other

What language does the program staff use to instruct the classroom activities

Quality Improvement Initiatives



Has Program previously participated in any Quality Improvement Initiatives? *

Yes No

Quality Improvement Initiatives

- First Focus on Quality / United Way of Tucson and Southern Arizona
- Hands-On Quality (Tucson)
- Arizona Self-Study Project
- Valley of the Sun United Way Success by Six/Professional Development Project
- Pinal County Workforce Investment Act (WIA) Quality Rollout
- United Way of Northern Arizona Quality Improvement
- Other:

Start Date

- From

End Date

- To

If yes, please check all that apply.

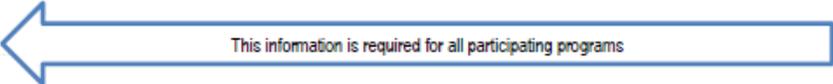
Dates must be entered in MM/DD/YYYY format.

Does Program have access to any additional training and/or technical assistance support?

Yes No

(For example- Education Coordinator, Trainer, Curriculum Specialist, Behavioral Health Specialist, etc.)

Accreditation



Has your program ever been nationally accredited *

Yes No

Accreditations

- NAEYC (National Association for the Education of Young Children)
- NAFCC (National Association for Family Child Care)
- NAC (National Association Commission for Early Care & Education Programs)
- NECPA (National Early Childhood Program Accreditation)
- ACSI (Association of Christian Schools International)
- AMS (American Montessori Society)
- AMI (Association Montessori Internationale)

Expiration Dates

-
-
-
-
-
-
-

If yes, please select your current or most recent accreditation.

Dates must be entered in MM/DD/YYYY format.

Cost and Affordability

Tuition by Age Group

	Infants	Toddlers	1 Year Olds	2 Year Olds	3 Year Olds	4 Year Olds	5 Year Olds
Full Time	<input type="text"/>						
Part Time	<input type="text"/>						

Please indicate the average daily rate for each age group for full time and part time.

← Please enter the daily tuition rate for each age group for full time and part time

Discount Available for Multiple Children

Yes No

Staff Members

Click on "Add New Row" to enter staff information. Changes must be saved for each row before saving the entire page. Active is for Staff members who are currently Employed. Upon termination or resignation, please uncheck Active.

← For more information see Edit Staff Details

First Name	Last Name	Maiden / Other Names	Position / Title	Months Employed	Active?	Staff Details	Transcripts Requested	Date Requested	Date Transcripts Received	Highest Degree Earned	# of ECE and/or Related Field Credits	Transcript and Training Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data
					<input type="checkbox"/>	Edit Details						View/Edit Data

+ Add new row ✕

Staff Information

Number of Full-Time Staff ← The total number of paid full-time staff working at the program

Total by center.

Number of Full-Time Staff Who Serve Children Five and Under ← The total number of paid full-time staff who work with children five and under

Number of Part-Time Staff ← The total number of paid part-time working at the program

Total by Center.

Number of Part-Time Staff Who Serve Children Five and Under ← The total number of paid part-time staff who work with children five and under

Number of Years Current Director at Site ← The total number of years the current director has been managing the program

Number of New Staff in Past 12 Months - Director ← The total number of new directors in the past 12 months

Number of New Staff in Past 12 Months - Teacher / Primary Caregiver ← The total number of new teachers/primary caregivers in the past 12 months

Number of New Staff in Past 12 Months - Assistant / Aide ← The total number of new assistants and aides in the past 12 months

Staff Performance Improvement Plan

Performance Improvement Plan - A set of written measurable goals and actions designed to assist employees to succeed by improving performance or modifying behavior.

Are There Staff Performance Improvement Plans? Yes No

If yes, how often reviewed/updated? **How Often?**

← This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.

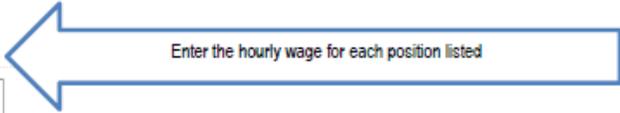
Does Performance Plan Include a Professional Development Component? Yes No

If yes, how often reviewed/updated? **How Often?**

← This information is required for all participating programs. If you check yes, you must enter in how often the staff plans are reviewed/updated.

Salaries Paid By Position

Please indicate the average hourly wage for each position.



Director

Assistant Director

Lead Teacher

Assistant Teacher / Classroom Aide

Staff Benefits

Are Benefits Offered?

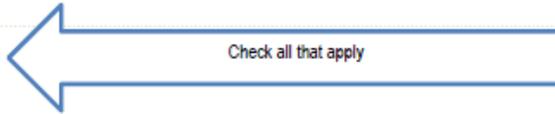
- Yes
 No

To Whom Are Benefits Offered?

- All Staff
 Full Time Staff Only

Type of Benefits Offered

- Staff Meals
 Child Care Benefit/Discount
 Flextime
 Pay Professional Association Fee
 Conference Registration
 Paid Annual Leave
 Health Insurance
 Merit Pay
 Paid Leave to Attend Classes or Professional Development Events or Conferences
 Tuition Reimbursement or Other Related Education Expenses Such as Books, Travel, Fees, Substitutes
 Retirement
 Differential Shift Pay
 Dental Insurance
 Paid Sick Leave



Staff Details

First Name

This information is required for each staff member entered in the staffing tab for the program

Last Name

Maiden/Other Names for Transcript Identification

This is necessary for reviewing transcripts

Position/Title

Active?

Is the employee currently working at the program, if not please be sure this box is not checked

Active is for staff members who are currently employed.

Total Experience in Early Childhood

Years

Months

This is the total work experience with children that the employee has had, including the time at this site.

Please use whole numbers to break out experience into number of years and months.

Start Date of Employment at Current Location



End Date of Employment at Current Location



This date is needed if the employee listed is no longer working at the program

Ethnicity

Or other:

Languages Spoken

- English
- Spanish or Spanish Creole
- Navajo
- Other Native North American
- German
- French
- Chinese

This is the employee's primary language spoken and any other that they are fluent in

Other:

of Hours Worked in Average Week

How many hours does this employee work in a week at the program on average

Continuing Training Hours (Non-College Credit)

Total number of hours throughout early childhood career.

Save

Cancel

Transcript Requested

Transcripts Requested

- Yes
- N/A

During the points scale process please indicate if transcripts have been requested for this staff member, if so, what date were the transcripts requested

Date Transcripts Requested

Transcript Data

This information will be filled out by the assessment grantee once the transcript reviewer has received all transcripts for the employee

Date Transcripts Received

Highest Degree Earned

ECE and/or Related Field Credits

Training Data

Please work with the program's Quality First Coach to fill out this information for each employee

Training Data

- ITDG Introductory Training
- AZELS Module 1 Introduction to the Early Learning Standards
- AZELS Module 2 Social Emotional
- AZELS Module 3 Language and Literacy
- AZELS Module 4 Mathematics
- AZELS Module 5 Science
- AZELS Module 6 Social Studies
- AZELS Module 7 Physical Development, Health, and Safety
- AZELS Module 8 Fine Arts

Save

Cancel

Assessment Data for Completed Cycles

Cycle

Use the drop down menu to select the cycle of assessments you would like to view. The information for the cycle will automatically populate in the boxes below.

Completed Date

ERS Average Program Score

- No individual classroom score below 2.5 [3 Star requirement]
- No individual classroom score below 3.0 [4, 5 Star requirement]

CLASS Average Program Score

Instructional Support	Classroom Organization	Emotional Support
<input type="text"/>	<input type="text"/>	<input type="text"/>

Quality First Points Scale Score

Quality First Points Scale Preparation End Date

Please note: After this date, the provider page will not be editable and your rating will be calculated without the QF point scale information.

Provider Checklist Information

Step 1. Update Staff Transcripts

[Staffing Details](#)

Please edit each staff member's details by clicking this link to enter in the transcript requested information

Step 2. Administrative Documentation for Points Scale Site Visit

Please refer to the resources on the Quality First main dashboard for resource documents and additional clarification.

- 1. Retention Plan Included Not included
- 2. Program Transition Plan Included Not included
- 3. Written Process for Sharing Curriculum with Families Included Not included
- 4. Written Process for Screening and Referral Included Not included
- 5. Parent/Teacher Conference Schedule Included Not included
- 6. Written Child Assessment Procedures Included Not included

Each number in this section is required documentation for the program's Point Scale Assessment. See the Implementation Guide for more detail on each number.

Step 3. Complete the checklist below

- Transcripts have been requested**
- Documentation has been verified**
- I am ready for the Assessor to schedule the Quality First Point Scale Assessment**

Check the boxes as each step is completed. Press the green submit button when all three steps are complete and the program is ready for the Point Scale Assessment.

Step 4. Submit

NOTE: The submit button is not enabled for use until Steps 1 through 3 are completed.

Submit

Save Cancel Print

APPENDIX

Application
Assessment Report Clarification
Assessor No Contact Letter (English and Spanish)
Bonus Agreement
Bonus Report
Complaint Form
Corrective Action Plan
Enrollment Agreement
EXAMPLE Lesson Plan. Infant Toddler
EXAMPLE Lesson Plan. Preschool
First 10 Days Extranet Checklist
Liability Release for QF Facility Projects
National Accrediting Organizations
Parent Letter
Point Scale Administrative Documents Form
Point Scale Child Assessment Review
Point Scale Curriculum Review
Point Scale Ratios and Group Sizes/Retention
Program Designation Form
*Quality First Point Scale Document (attached separately)
*Quality Improvement Plan (attached separately)
Quality Rating Plan
Request for Appeal
Request for Early Assessment
Request for Public Rating
Retention Plan
The Day of the Assessment (letter)
Transcript Verification Form

Welcome to the Quality First Application Process

Instructions: Please read completely prior to beginning the application.

The following information is required in order for you to submit your application successfully.

Please gather the information listed below BEFORE you begin the application:

- ▶ All contact information for the actual child care site (an individual application is required for each site. Programs that share a license are considered one program and will submit one application together)
- ▶ All contact information for the main contact and/or the primary program designee of the site, including mailing address, phone number, fax number and email address.
- ▶ All provider license and certification numbers including: Arizona Department of Health Services (DHS), Arizona Department of Economic Security (DES), Tribal grant award number for Tribal Head Start or CCDF programs, United States Department of Defense, United States Health and Human Services (Head Start Bureau).
- ▶ The primary language used in the program

You may submit an application at any time; however, limited space is available. It is important to submit your application as soon as you are able.

You will be notified of eligibility once it is determined that your center or home is regulated and in good standing with your regulating body or bodies. Being eligible does not mean you have been enrolled in Quality First – just that you are on the wait list for participation in Quality First.

Selections occur throughout the year and are based on date of application submission. During fiscal year 2013 (starting July 1st 2012), Quality First is merging with Child Care Scholarships and programs who are participating in scholarships, but not yet enrolled in Quality First will receive priority for selection.

If you are selected to participate, you will receive notification and a Quality First coach will contact you to verify program information. After the coach has contacted you, the assessment team will contact you to schedule your initial program assessment.

If you are not selected, your application will remain in the Quality First database and continue to be considered as new spaces are made available. If you have any questions, please contact our office at qualityfirst@azftf.gov or 602-771-5000 or toll free at 1-877-803-7234.

Submit your application by mail to:

Quality First Coordinator
First Things First
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

By fax to:

602-274-6351

Or submit on-line at:

www.azftf.gov.qualityfirst

Consent for Star Rating and Program Assessment

Initial Program Assessment

If you are selected for participation, you will be contacted by a Quality First assessor to schedule an initial program assessment. During your program assessment visit, the Quality First assessor will conduct observations of your program using the Environmental Rating Scale Assessment and/or the Classroom Assessment Scoring System. After the assessment visit is completed, the assessor will complete a formal assessment report and determine your assessment score. The assessment observations and scores will not be shared during the assessment visits.

The Assessment Visit

Your program's assessment may consist of one or more visits to your program:

- 1/3 of center-based classrooms will be assessed.
- At least 1 preschool classroom and one 1 infant/toddler classroom will be assessed as applicable.
- Home-based settings will be assessed using the Family Child Care Rating Scale (FCCERS).
- Each assessment visit will include classroom(s) observations and a teacher interview. Only the lead teacher of the classroom(s) being assessed will be requested to participate in the interview. Please be aware that each interview may take up to 1 hour.

The Early Childhood Environment Rating Scale will be used in the center-based preschool classrooms and the Infant/Toddler Environment Rating Scale will be used in the center-based infant/toddler classrooms. **If the ERS average program scores is 3.0 or above with no individual classroom scoring below a 2.5, the assessor will schedule another visit to conduct the Classroom Assessment Scoring System (CLASS).**

If your program is currently accredited by a national accrediting organization recognized by First Things First the Classroom Assessment Scoring System (CLASS) will be used to do the initial program assessment. **If your CLASS average program score does not meet the 3 ★ level for the star rating, the assessor will schedule another visit to conduct the Early Childhood Environment Rating Scale (ERS)**

***The CLASS assessment is currently only used in classrooms serving children ages 3-5 years. Beginning July 1, 2013 the CLASS assessment will be used in Toddler classrooms.**

Star Rating

Your program's assessment scores will be used to determine your Star Rating. If your scores meet the 3, 4 or 5 star levels for the ERS and CLASS, your rating will be calculated upon completion of the Quality First Points Scale assessment. Your Star Rating will identify the benefits and supports your program is eligible to receive. All programs will receive a star rating according to the Quality First Rating Scale.

Your initial star rating will not be publicized. The second Star Rating that you receive will be publicized and made available on the First Things First website.

Upon completion of your program assessment, you will be contacted by a Quality First coach to schedule an onsite visit. The Quality First coach will review the scores of your assessment(s) that

calculate your initial Star Rating. At that time, you will have the opportunity to sign the Quality First Enrollment Agreement and enroll in the Quality First program.

If you choose to enroll, the Quality First Coach will schedule another meeting to review the details of your program's assessment scores and begin quality planning.

If you choose not to enroll in the Quality First program, your program may be ineligible for other financial funding or services through First Things First.

I have read and understood the process for initial program assessment and Star Rating. I give consent to receive an initial program assessment and Star Rating if I am selected for participation.

First Name* _____

Last Name* _____

Date* _____

Quality First Application

* = Required Field

Application Type (check only one):

- Full Participation: Quality Improvement and Rating
- Rating Only Participation

1. Provider Type*

- Center Child Care Provider
- Family/Home-Based Child Care Provider (DES Certified)*

***If a home provider, does the person with the primary responsibility for the care of the children have a high school diploma/equivalent? ***

- Yes No

2. Organization Name* _____

3. Site name*

(Name written on License) _____

Are there any other programs in your organization/corporation enrolled in Quality First*?

- Yes No I don't know

Name of the Organization/Corporation*:

If yes, please indicate the district/regional manager's contact information

Contact Name* _____

Contact Title _____

Contact Phone _____

Contact Email _____

4. Physical location of site*

(This is the address of the site applying for participation; Address written on license)

Street Address* _____

City* _____ **State*** _____ **Zip*** _____

5. Mailing Address (if different from physical location of site above)

Street Address _____

City _____ **State** _____ **Zip** _____

6. Contact Person* (Center Director / Family Home Provider)

Contact Name _____

Contact Title* _____

Contact Phone* _____

Contact Fax _____

Contact Email _____

Check here if you do not have an email address

7. Primary Program Designee same as Contact person listed above

Primary Program Contact Name* _____

Primary Program Contact Title _____

Primary Program Contact Phone _____

Primary Program Contact Email* _____

Check here if you do not have an email address

8. Person filling out this application* same as Contact person listed above

(If different from contact person above, please provide your information.)

Name of person submitting application* _____

Contact Title* _____

Organization* _____

Contact Phone _____

Contact Email _____

Check here if you do not have an email address

9. Are you a regulated program?*

Yes

No

If yes, please list all license and/or certification numbers that apply to your program.

Please enter license numbers according to the examples shown.

Regulated means licensed, certified, or monitored by Arizona Department of Health Services, Arizona Department of Economic Security, United States Department of Defense, United States Health and Human Services (Head Start Bureau) or Tribal Governments.

DHS License # _____

(Ex. CDC-1234) (Ex. SGH-5678)

DES Provider ID # _____

(Ex. P0001234)

Tribal # _____

(Ex. Head Start Grant Number or CCDF Number)

Military # _____

10. What is the primary language used in your program?

Primary language Spanish*

Primary language Native American*

Other primary language (non-English)* _____

11. How did you hear about Quality First?*

- Web site search
- Regular Mail
- E-mail
- At a workshop or training
- From a friend or colleague
- At a community forum or event (not a training or workshop)
- Other: _____

12. Application Verification*

- I affirm that the information contained in this application is true and accurate. I understand that all information contained in this application will be verified prior to acceptance into Quality First!

Please enter the name of the person completing and submitting this application.

First Name* _____

Last Name* _____

Date* _____

Submit your completed application by mail to:

Quality First Coordinator
First Things First
Arizona Early Childhood Development and Health Board
4000 N Central Ave, Suite #800
Phoenix, AZ 85012

By Fax to: 602-274-6351

Or submit your application online at: www.azftf.gov/qualityfirst

Program Name and Address:	Coaching Grantee:	Coaching Agency:
	Classroom Name:	Requested By: <input type="checkbox"/> Coach <input type="checkbox"/> Provider
	Assessment Tool:	Date of Assessment:

Guidance: The coach and/or provider will use this form to identify questions or comments that are not resolved through review of the All About book and clarifications on the ERS website. Please use one form per classroom and assessment (i.e. use 1 form for the ECERS in Classroom A and a separate form for the CLASS in Classroom A).

The coach will send this form to the coach supervisor who will review and send to the Southwest Human Development Quality First Assessment Program Manager, kromero@swhd.org. The Southwest Human Development Quality First Assessment Program Manager will forward the form to the assessment team who will provide further clarification and send back through the Assessment Program Manager to the coach/program/coach supervisor.

Item/Indicator	Comments/Questions	Assessor Comments



FIRST THINGS FIRST

4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012
Phone: 602-771-5100
Fax: 602-274-7040
www.azftf.gov

INSERT DATE

Chair

Steven W. Lynn

Vice Chair

Dr. Eugene Thompson

Members

Nadine Mathis Basha
Gayle Burns
Janice Decker
Hon. Cecil Patterson
Dr. Pamela Powell
Vivian Saunders

Ex-Officio Members

Will Humble
Director ADHS
Clarence H. Carter
Director DES
John Huppenthal
Superintendent ADE

Chief Executive Officer

Rhian Evans Allvin

Dear **INSERT NAME**:

Congratulations on your program's selection to participate in Quality First.

The first step of your participation requires a program assessment. The assessment team has tried to contact you to schedule a program assessment. However, they have not been able to reach you, nor have they received any contact from you.

In order to participate in Quality First, you must contact the assessment team by **INSERT DATE**. You can call or email the assessor using the contact information below:

INSERT ASSESSOR NAME

INSERT NUMBER

INSERT EMAIL

If you do not contact the assessor by the **INSERT DATE**, your program **will be declined** from Quality First participation and another program will be selected to fill your slot.

We sincerely hope to hear from you soon so that you are able to continue with participation in the Quality First program.

Sincerely,

INSERT NAME

The Quality Bonus is a Quality First monetary financial incentive that is available annually for participants that achieve a 3, 4, or 5 star rating. The Quality Bonus offers flexibility for participants to decide which areas of improvement financial incentives will be used. The Quality Bonus can be used to assist participants with expenditures in the following areas: quality improvement, facility projects, professional development and/or program operations. The amount of the Quality Bonus is determined by the licensed capacity for children birth through five years of age. If a participant has expended any Quality First financial incentives **prior** to a Star Rating being assigned, the Quality Bonus will be in the amount of the remaining incentives.

If a participant uses the Quality Bonus to cover costs associated with purchasing materials or a facility project, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable in the event any materials or facility projects requires additional maintenance beyond the amount of the Quality Bonus or if any damage occurs to the purchased materials or facility project. Additionally, if the participant relocates or if the facility is sold and the facility project does not pass any health and/or safety facility inspections, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable.

For Multi site Owners/Corporations: The Quality Bonus is designed to support the participant that is **enrolled** in Quality First and has received a Star Rating of 3, 4 of 5 stars.

Please select **one** option:

- Option A: Incentive Check with Reporting Requirement**
Participants that select Option A agree to the following:
- Monthly submissions of financial documents to coaching agency as expenditures are made (i.e. receipts, invoices or facility project contracts etc.)
 - Monthly financial documentation of expenditures recorded in the Quality Bonus Report.
 - Submission of the Quality Bonus Report and all financial documentation to coaching agency by **May 1** of each year the participant receives the Quality Bonus.
 - Participant must provide such information as is necessary to Quality First Coaching contractors and/ or subcontractors to submit a 1099 Tax form for the funding received by the participant.
- Option B: Purchases made through coaching agency**
Participants that select Option B agree to the following:
- Documentation of purchases made on the Quality Rating Plan.

I have read and understood the Quality Bonus Agreement. I understand that I may use my Quality Bonus to supplement costs associated quality improvement, facility projects, professional development and/or program operations.

I agree that First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor are not liable for misuse of funding OR any additional cost associated with purchases, professional development and facility projects beyond the amount of the Quality Bonus.

If selected Option A: I understand that I must submit monthly financial documentation of expenditures made with the Quality Bonus. I understand that ALL financial documents related to any expenditures made from the Quality Bonus AND a completed Quality Bonus Report must be submitted to the Quality First coaching agency by **May 1st of each year** that I receive the Quality Bonus.

Furthermore, I understand First Things First is not responsible or liable for any tax reporting or financial liability for the Internal Review Service that may be applicable for participants choosing to receive the Quality Bonus in the form of an incentive check. It is recommended that Quality First participants contact the program's accountant, auditor and/or financial advisors for guidance on fiscal reporting.

I understand that if I do not submit the financial documents and Quality Bonus Report OR if I do not use the Quality Bonus for the purposes of improving quality as outlined in this agreement, the participant will be terminated from Quality First participation and unable to continue receiving any services or funding through First Things First (.i.e. child care scholarships, REWARDS, T.E.A.C.H. scholarships etc.) I understand that First Things First reserves the right to recover funding if it is determined that funds were misused and not utilized as outlined in this agreement. I further understand that recovering funding may require the participant to pay back the total amount of funding received through the Quality Bonus using a collections process.

_____	_____	_____
Participant Signature (Owner, and/or District Manager)	Print Name	Date
_____	_____	_____
Quality First Coach	Print Name	Date
_____	_____	_____
Quality First Agency Designee	Print Name	Date



Quality First Bonus Report

Program Name:	Program Address:	Provider Type: <input type="checkbox"/> Center <input type="checkbox"/> Home
Program Designee:	Quality Bonus Amount \$	Total Purchases: \$
Current or Estimated Star Level: <input type="checkbox"/> 3 Stars <input type="checkbox"/> 4 Stars <input type="checkbox"/> 5 Stars	Quality First Coach and Agency:	

Directions: This report is to be completed and submitted to your Quality First Coach by **May 1st** of each year that you receive the Quality Bonus. You may include related items on the same line and/or use a general name for description of related materials. For example, books, math materials, construction paper, science materials may be describe as "classroom learning materials." You may use more than one form, if necessary.

Description of Item(s) Purchased <i>(Please also list facility projects, professional development services, consultation etc.)</i>	Type	Date Purchased	Cost
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		
	<input type="checkbox"/> Quality Improvement <input type="checkbox"/> Facility Projects <input type="checkbox"/> Professional Development <input type="checkbox"/> Program Operations		

The Quality Bonus submitted to my program through enrollment with Quality First has provided assistance to supplement costs associated with for quality improvement, quality maintenance, professional development opportunities or general program operations. I had read and understood the Quality Bonus Liability Release and agree that information submitted above is true and accurate.

General Comments:

Participant Signature (Owner, and/or District Manager)

Print Name

Date



Complaint Form

Site Name and Address:	Telephone Number:
	Coaching Agency Name:
Director/Owner Name:	Date Form Completed:

Directions: Please complete this form and submit to the Quality First Director. All submissions are reviewed by First Things First.

The questions below are to be answered by the person making the complaint or by a person acting with knowledge and consent of the person making the complaint.

1. Describe the complaint/issue.

2. Has there been any attempt to resolve the complaint with the Quality First team (coach, assessor, consultant, supervisor etc.)? If so, please describe details of the telephone discussion, meetings, or written correspondence. Please also include a copy of the Corrective Action Plan as applicable.

3. Do you have recommendations for possible solutions?

Signature of Person filing the complaint

Type Name Date

Signature of person completing the form
(if other than the person filing the complaint)

Type Name Date



Corrective Action Plan

Program Name/Address:	Grantee:
Program Designee:	Agency:
<div style="display: flex; justify-content: space-between;"> Date of Probationary Period: Date of First Notice: </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Start: End: </div>	

Action Item	Responsible Person	Target Completion Date	Action Deemed Successful When	Status Update	Goal Met

The Corrective Action Plan will be implemented for up to 90 days and reviewed every 30 days during implementation. During the corrective action process, Quality First incentive funding will not be available. At the end of the 90 days (or earlier if determined necessary), a meeting will be scheduled to review the outcomes of the Action Plan. ***If it is determined that there is no improvement in participation or performance, a termination from the Quality First program will be recommended.*** If a recommendation for termination is submitted, First Things First will review the Corrective Action Plan, Quality Improvement Plan and all accompanying documents. First Things First will submit a decision in writing within 10 days of the submitted recommendation. Upon completion of the Corrective Action Plan, if the action items noted in the plan occur within a 12 month period, termination from Quality First may result.

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Quality First Agency Designee

Print Name

Date

Quality First Grantee

Print Name

Date

Corrective Action Plan Completion:

- The Corrective Action Plan has been completed
- The Corrective Action Plan has not been completed
 - It is recommended that the program be terminated from Quality First
 - It is recommended that a new corrective action plan be created to meet the needs of the program

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Quality First Agency Designee

Print Name

Date

Quality First Grantee

Print Name

Date



Quality First Enrollment Agreement

Participant Responsibilities

Site Name and Address:	Coaching Agency:
	Quality First Coach:

This Quality First Enrollment Agreement is made between the provider named above (herein referred to as Participant) and First Things First on this _____ day of _____, **20**_____.

I received and have read and understand the Quality First Implementation Guide. The Quality First Implementation Guide includes all the responsibilities and procedures my program must adhere to as an enrolled participant. The sections of the Quality First Implementation Guide that include participant responsibilities include:

- Section 2 - Participant Guidelines
 - Eligibility
 - Selection
 - Regulatory Status
 - Star Rating
- Section 3 - Program Procedures
 - Pre-Enrollment Outreach
 - Program Assessment
 - Assessment Request Clarification
 - Orientation
 - Coaching Visits
 - Quality Planning Development
 - Quality First Financial Incentives
 - Program Closure
- Section 4 - Administrative Practices
 - Confidentiality
 - Mandated Reporting
 - Quality First Incident Reporting
 - Informal Dispute Resolution
 - Corrective Action
 - Multi-Site Owner Guidelines
- Section 6 – Extranet

I understand that participant responsibilities may change and that my program will adhere to any amendments to the Quality First Implementation Guide.

Participation Type: Full Participation Rating Only *(please see Extranet for participation type)*

Initial Star Rating: 1 Star ERS Average Program Score: _____
 2 Stars ERS Average Program Score: _____
 3, 4, or 5 Stars TBD* ERS Average Score: _____ CLASS Average Score: _____

*Star Rating to be assigned in 6 months upon completion of the Quality First Point Scale Assessment

Financial Incentives: N/A Rating Only Enhancement Grants Quality Bonus upon 3, 4 or 5 Star Rating

Next Assessment: 1 year 2 years upon assignment of a 3, 4 or 5 Star Rating

I accept enrollment in Quality First. By signing this document, I agree to all the responsibilities specified in the Quality First Implementation Guide. I recognize that Quality First, Arizona’s Quality Improvement and Rating System may change as data and feedback inform the program practices; therefore, additional responsibilities may be necessary for successful implementation. In such instances, my program will follow any amendments to the Quality First Implementation Guide document may be developed.

I understand that if at any time during this process, I am deemed ineligible to receive authorization to care for children of DES subsidized families or if my regulatory license is suspended and/or in enforcement action, my participation in Quality First may be terminated pending further determination by First Things First. I understand that my enrollment in Quality First may determine my eligibility for other First Things First program and that discontinuing enrollment in Quality First may make my program ineligible for other funding opportunities or services provided through FTF.

I understand that participation in Quality First requires the involvement of the entire program, including site Administration and teaching staff. Each staff member is an integral part of providing quality services to the children and families enrolled in the program.

I decline enrollment in Quality First. I am unable to fulfill the required responsibilities of an enrolled participant. I understand that declining enrollment in Quality First may make my program ineligible for other financial funding or services provided through First Things First in my regional area. I further understand that should I be interested in future enrollment, I am able to submit a new Quality First application for future selection consideration.

Participant Signature (Owner, and/or District Manager)

Print Name

Date

Participant Signature (Director)

Print Name

Date

Quality First Coach Signature

Print Name

Date

This sample plan and accompanying blank template are NOT required. This is an example of how a lesson plan might look when considering the indicators in the Quality First Points Scale. Programs that already have a designated lesson plan form that they use can continue to use their own and include the necessary components as noted in the Quality First Points Scale Indicators.

Classroom Name *Infants #1* **Lesson Plan Date** *September 5 - 9, 2011*

Children's Interests and Needs : *Indicate children's interests and needs that have you noted through the child assessment process that are reflected on this plan.*

Many of the infants have recently started crawling and are able to move around the room.

Modifications: *List any modifications made to activities or the environment that are provided for children with special health or developmental needs.*

N/A

Objectives:

- Children will explore the classroom and outdoor areas with the encouragement and support of teaching staff.*
- Children will move themselves to the sink, changing table, meal table as encouraged by the teaching staff rather than staff picking them up to move them to the areas.*

Environment: *Materials/activities added to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project. Fill in each section with the materials that will be added to the environment or activities that are planned that will help children meet their goals.*

Social Emotional (ITDG) <i>Childproof mirrors will be added for children to reach and hold. Teachers will point out parts of the children's faces in the mirrors.</i>	Language Development and Communication (ITDG) <i>Teachers will ask questions about where the new items in the room are (i.e. "Where are the animals?") and help/allow children to find them.</i>	Cognitive Development (ITDG)	Physical and Motor Development (ITDG) <i>New materials will be added to the environment to encourage the children to move around the room: egg shakers, plastic animals, photo albums.</i>
Sand and Water	Science	Fine Arts	Health and Safety
Blocks <i>Plastic animals will be added to the blocks to entice children to move themselves there and explore.</i>	Social Studies <i>New photo albums of each child's family have been added to the book area for children to look at and teachers to name.</i>	Dramatic Play	Music/Movement <i>Egg shakers will be added to the music area.</i>

This sample plan and accompanying blank template are NOT required. This is an example of how a lesson plan might look when considering the indicators in the Quality First Points Scale. Programs that already have a designated lesson plan form that they use can continue to use their own and include the necessary components as noted in the Quality First Points Scale Indicators.

Classroom Name *Preschool #1* **Lesson Plan Date** *August 5, 2011 - August 9, 2011*

Children's Interests and Needs:: *Indicate children's interests and needs that have you noted through the child assessment process that are reflected on this plan.*

Several children in the group recently celebrated birthdays and held family parties in the park. They have been very excited over the activity of having a party (invitations, gifts, games, etc.) Children's goals include vocabulary development around emotion words and pre-writing skills development.

Modifications: *List any modifications made to activities or the environment that are provided for children with special health or developmental needs.*

N/A

Squizzors have been added to the art area.

Objectives:

- Children will identify the feelings of excitement, surprise, and happiness; children will describe the same feelings.*
- Children will describe/discuss family celebrations or cultural traditions.*
- Children will organize symbols or letters clustered together to represent words.*

Environment: *Materials/activities added to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project. Fill in each section with the materials that will be added to the environment or activities that are planned that will help children meet their goals.*

Social Emotional (ELS) <i>Pictures of classroom children showing excitement, surprise and happiness have been taken, labeled, and posted.</i>	Language and Literacy (ELS) <i>Letter cookie cutters added to the playdough area.</i>	Manipulative/Mathematics (ELS)	Science (ELS)
Sand and Water	Physical Development (ELS)	Fine Arts (ELS) <i>Folded cardstock added to the art area for children to create cards.</i>	Health and Safety (ELS)
Blocks	Social Studies (ELS) <i>Books added to library area: Children Just Like Me: Celebrations!; Throw Your Tooth on the Roof: Tooth Traditions from Around the World</i>	Dramatic Play <i>Children have been pretending surprise parties. Pretend presents, party hats, and invitations have been added to the dramatic play area.</i>	Music/Movement <i>Ribbons will be available in the music area to dance with. This activity will be facilitated by the teacher at group time on Monday.</i>

Once a program has been selected to participate in Quality First, the following must be completed in the Extranet within the first 10 days of assignment to the coach.

CONFIRM

- Enrollment Status on the My Child Care Providers page to determine coaching process
 - Selected for Rating Only (Rating Only site)
 - Selected Pending Verification (Full Participation site)
- Site Name is correctly spelled and includes corporate number, if applicable
- Organization Name is correctly spelled
- Contact Information is correct
 - Name (accurate spelling)
 - E-mail
 - Phone number
- Designee or Site Contact Information is included (if the contact person is not on-site daily)
- Program Address is correct
- Program DHS License number is correct, if applicable
- Program DES Provider number is correct, if applicable
- Accreditation – Indicate only current accreditation and expiration date

COLLECT AND ENTER IN THE EXTRANET

- Classroom Tab
 - Enter each classroom name
 - Enter the “edit details” for each classroom
- Staff Tab
 - Enter only the staff names and titles in the staff member grid
 - “edit details” for each staff member will be entered in by the provider or coach
 - Additional questions below the staff member grid will be entered in by the provider

THE COACH AND/OR PROVIDER WILL ENTER ALL ADDITIONAL EXTRANET INFORMATION BY THE TIME THE PROGRAM SIGNS THE ENROLLMENT AGREEMENT.



Liability Release for Quality First Facility Projects

First Thing First is approving the utilization of the Quality Enhancement Grant towards the facility project:

submitted by _____ (herein referred to

as Participant) on this _____ day of _____, 20____.

Quality Incentive Funds are designed to assist participants in obtaining goals prioritized in the quality improvement planning process. Quality First participants may purchase materials, supplies and/or resources up to the maximum award amount available to support continued quality enhancements and professional development.

The Participant has indicated approval for **INSERT FACILITY PROJECT DESCRIPTION** at **INSERT NAME OF PROGRAM** located at **INSERT ADDRESS**. **INSERT HOW THE FACILITY PROJECT WILL IMPROVE PROGRAM QUALITY.**

It is the responsibility of the Participant to fulfill any and all fiscal actions that may be required **in excess** of **INSERT AMOUNT AVAILABLE FOR FACILITY PROJECT** which is 30% of the total incentive amount available for facility projects in medium sized centers as indicated in the Quality First Incentive Policy. It is also the responsibility of the Participant to cover any costs associated with maintenance and/or potential structural damage that may occur. Additionally, future Quality First incentives may not be used to assist with any costs as mentioned above.

If the Participant relocates or if the facility is sold, First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable in the event the facility project requires maintenance or is damaged. Additionally if the facility project does not pass any health and/or safety facility inspections First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor will not be held liable.

I have read and understood the above liability release. I understand that I may use **INSERT AMOUNT** of my Quality Enhancement Grant to supplement costs associated with the facility project. I agree that First Things First, the Quality First Coaching and Incentive Grantee and/or sub-contractor are not liable for any structural maintenance and/or damage that may be caused due to said facility project at **INSERT NAME OF PROGRAM AND ADDRESS**.

Participant Signature (Owner, and/or District Manager) Print Name Date

Participant Signature (Director) Print Name Date

National Accrediting Organizations

Transcripts must be received from an accredited institution of higher education. “Accredited” means approved by the:

- a. New England Association of Schools and Colleges,
- b. Middle States Association of Colleges and Secondary Schools,
- c. North Central Association of Colleges and Schools,
- d. Northwest Association of Schools and Colleges,
- e. Southern Association of Colleges and Schools, or
- f. Western Association of Colleges and Schools.

National Early Childhood Education Accrediting Organizations

- a. Association Montessori Internationale (AMI)
- b. National Association for the Education of Young Children (NAEYC)
- c. The National Early Childhood Program Accreditation Commission (NECPA)
- d. Association for Christian Schools International
- e. American Montessori Society (AMS)
- f. National Accreditation Commission for Early Care and Education (NAC)
- g. National Family Child Care Accreditation (NAFCC)



Dear Parent,

We are excited to share our acceptance into **Quality First**, Arizona's Quality Improvement and Rating System!

Quality First is a statewide system created by the Arizona Early Childhood Development & Health Board, known as First Things First. Quality First is designed to increase access to quality early childhood programs to ensure a child entering school comes healthy and ready to succeed. Hundreds of child care providers across the state applied to participate in this outstanding new program, and we are pleased to be one of the providers selected.

Quality First will partner with us to improve the quality of care and education we provide for your child by providing financial grants, academic scholarships for staff, individualized coaching and health guidance, and resources for our program.

Over the next year, you may see many visitors, one of which will be our personal Quality First Coach, who will help with us throughout the quality improvement process by providing:

- Training and mentoring.
- Classroom management tips and techniques.
- Curriculum guidance and support.
- Ideas to strengthen family support and involvement.
- Information on community resources for families of children with special needs and other identified needs.

We are excited about Quality First and the improvement opportunities it will provide. Please feel free to contact me with any additional questions you may have.

We thank you in advance for your participation and support throughout this process.

Sincerely,



Quality First Points Scale Administrative Review Form

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:	PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	

Guidance: Assessors will use this form to verify the Retention Plan, Transition Plan, Written plan for Sharing Curriculum with Families, parent Teacher Conference Schedule, Written Child Assessment Procedures, and written Screening and Referral Policy. The procedure in which the items will be verified is included in each table below.

	Included	Not Included	The assessor will check the box, "included" if there is a completed retention plan. The assessor will check the box, "not included" if there is no retention plan.
Retention Plan	<input type="checkbox"/>	<input type="checkbox"/>	

	Timeline	Activities	The assessor will check the "timeline" box if the Transition Plan includes a timeline for a child's transition from home to the program, within the program, and upon exiting the program. The assessor will check the "activities" box if the Transition Plan includes activities for a child's transition from home to the program, within the program, and upon exiting the program.
Transition Plan	<input type="checkbox"/>	<input type="checkbox"/>	
Home to Program	<input type="checkbox"/>	<input type="checkbox"/>	
Within Program	<input type="checkbox"/> <input type="checkbox"/> N/A	<input type="checkbox"/> <input type="checkbox"/> N/A	
Exiting Program	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is a written plan for sharing curriculum with families. The assessor will check the box, "not included" if there is no written plan for sharing curriculum with families.
Sharing Curriculum with Families	<input type="checkbox"/>	<input type="checkbox"/>	

	Not offered	Once per Year	Twice Per Year	More than Twice per year	The assessor will check the box that indicates the number of times a parent teacher conference is offered each year as documented on a schedule, a written policy, or other documentation.
Parent Teacher Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is documentation of written child assessment procedures. The assessor will check the box, "not included" if there is no documentation of written child assessment procedures.
Child Assessment Procedures	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	The assessor will check the box, "included" if there is documentation of a written child screening and referral policy. The assessor will check the box, "not included" if there is no documentation of a written child screening and referral policy.
Screening and Referral Policy	<input type="checkbox"/>	<input type="checkbox"/>	

Quality First Points Scale Child Assessment Review Form

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:		PROGRAM NAME AND ADDRESS:	
NAME OF ASSESSOR:	DATE OF REVIEW:		

Guidance: The assessor will randomly choose four child assessments *from each classroom /group that was assessed with the ERS and/or CLASS*. If there are less than five children enrolled in a classroom /group, the assessor will review an assessment for each child that is enrolled. During each child assessment review, the assessor will place a checkmark in the box for each item (dated within the last year) included in a child's file. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab. Does the program use a standardized child assessment system? Yes No If yes, please list:

Classroom/Group	Child	Social Development Self Awareness; Separation; Cooperation; Respect; Confidence; Persistence; Initiative; Rights, Responsibilities, and Roles of Citizenship; Family Identity	Emotional Development Recognition of Feeling; Expression of Feelings; Self Control	Cognitive Development <small>Language (speaking, listening); Literacy (letters, reading, writing); Mathematics (numbers, counting, numerical operations, measurement); Science (observing, hypothesizing, testing); Curiosity; Creativity; Problem-solving; Print Awareness; Book Handling; Sound and Rhythms; Vocabulary; Comprehension; Collection and Organization; Data Analysis; Patterns; Spatial Relationships; Logic and Reasoning; Investigation</small>	Physical development Personal Health and Hygiene; Safety/Injury Prevention; Creative Movement	Family Input	Comments
	# 1	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	# 2	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	# 3	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	
	# 4	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/> work sample <input type="checkbox"/> anecdotal note <input type="checkbox"/> dev. checklist <input type="checkbox"/> none observed	<input type="checkbox"/>	

Quality First Points Scale Curriculum Review Form

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:		PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	DATE OF REVIEW:	

Guidance: Assessors will review the four most recent curriculum plans in the *same classroom(s)/group(s) that were assessed with the ERS and/or CLASS*. During the curriculum review, the assessor will place a check mark in the box if the item is indicated on the curriculum plan. Additional sheets may be used, if necessary. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

Classroom/Group Dates of Lesson Plans Reviewed	Week	AZELS or AZITDG indicated on plan (minimum of 1 standard name per week)		Individual children's goals are reflected on plan (minimum of 1 goal per week)		Modifications for children with IFSP, IEP, or specialized health plan (can be N/A if no children w/special needs)	
	#1	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#2	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#3	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#4	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
Classroom/Group Dates of Lesson Plans Reviewed	Week	AZELS or AZITDG indicated on plan (minimum of 1 standard name per week)		Individual children's goals are reflected on plan (minimum of 1 goal per week)		Modifications for children with IFSP, IEP, or specialized health plan (can be N/A if no children w/special needs)	
	#1	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#2	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#3	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No
	#4	<input type="checkbox"/> Yes <input type="checkbox"/> N/A ITDG	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No



Quality First Points Scale Ratios and Group Sizes/Retention Form

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:	PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	

Guidance: Assessors will use this form to verify ratios and group sizes in *every classroom/group at the program*. Assessors will indicate the maximum enrollment of each classroom, which may not be the licensed capacity if programs choose to self-limit beyond what licensed capacity is for the room. Assessors will visit each classroom/group twice to count the number of adults and the number of children present. Each visit does **not** need to occur on two different dates, but **must** occur at two different points in time. Counts will only occur only inside unless simultaneous indoor/outdoor practices occur. Additional pages may be used, if necessary. Information will also be used in the calculation of retention. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

GROUP/CLASSROOM NAME	NEW CLASSROOM	DATE/TIME	LICENSED CAPACITY/ SELF-LIMIT CAPACITY	BIRTHDATE OF YOUNGEST ENROLLED	NAME/TITLE OF PAID ADULTS IN THE CLASSROOM	HIRE DATE	NUMBER OF CHILDREN PRESENT	COMMENTS
	<input type="checkbox"/> <i>Past 2 Years</i> <input type="checkbox"/> <i>Past 3 Years</i> <input type="checkbox"/> <i>N/A</i>							
	<input type="checkbox"/> <i>Past 2 Years</i> <input type="checkbox"/> <i>Past 3 Years</i> <input type="checkbox"/> <i>N/A</i>							
	<input type="checkbox"/> <i>Past 2 Years</i> <input type="checkbox"/> <i>Past 3 Years</i> <input type="checkbox"/> <i>N/A</i>							
	<input type="checkbox"/> <i>Past 2 Years</i> <input type="checkbox"/> <i>Past 3 Years</i> <input type="checkbox"/> <i>N/A</i>							
	<input type="checkbox"/> <i>Past 2 Years</i> <input type="checkbox"/> <i>Past 3 Years</i> <input type="checkbox"/> <i>N/A</i>							



Quality First Program Designation

Provider Name and Address:	Coaching Agency:
	Quality First Coach:

I _____ designate authority to the program staff identified below to serve as the primary onsite contact for all programmatic decisions regarding Quality First improvement activities. I have read the Quality First Enrollment Agreement and understand the commitment of the director and staff that is required to ensure success and improve program quality. I understand the role and responsibilities of the Quality First coach and support all activities that are outlined in the quality improvement process.

I further understand that the responsibilities of the designated program staff identified below include following all participant responsibilities outlined in the Enrollment Agreement:

- Participation in at least two monthly onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial, progress and rating assessment for the purpose of receiving a public star rating.
- Identification of T.E.A.C.H. Early Childhood® ARIZONA scholarship recipients as applicable.
- Shared decision making with the Quality First coach and child care health consultant regarding the development and prioritization of goals identified in the quality improvement plan and the expenditures of program improvement grants.

Designated Staff: _____ Position: _____

Designated Staff: _____ Position: _____

I _____ **do not** designate authority to any program staff to serve as the primary onsite contact for all programmatic decisions regarding Quality First. I have read the Quality First Enrollment Agreement and understand the commitment of the director and staff that is required to ensure success and improve program quality. I understand the role and responsibilities of the Quality First coach and support all activities that are outlined in the quality improvement process.

As the designated authority and primary contact, I understand that my responsibilities include following all participant responsibilities as outlined in the Quality First Enrollment Agreement:

- Participation in at least two monthly onsite coaching visits that may include coordination of staff training, classroom observations, and technical assistance.
- Cooperation in the scheduling and administration of all assessment and rating activities including an initial, progress and rating assessment for the purpose of receiving a public star rating.
- Identification and approval of T.E.A.C.H. Early Childhood® ARIZONA scholarship recipients as applicable.
- Shared decision making with the Quality First coach and child care health consultant regarding the development and prioritization of goals identified in the quality improvement plan and the expenditures of program improvement grants.

I recognize that if I am unable to fulfill the responsibilities as outlined in the enrollment agreement, my Quality First participation will be terminated.

Signature Program Owner/Regional Manager Type Name Date

Signature Program Director Type Name Date

PROGRAM NAME:	ADDRESS:
CONTACT PHONE:	
PROGRAM DESIGNEE NAME:	DATE OF PLANNING VISIT:
NAME OF COACH:	WRITTEN BY: <input type="checkbox"/> Coach <input type="checkbox"/> Program Designee

POINTS SCALE PREPARATION				
COMPONENTS	EVIDENCE			TASKS
Staff Qualifications	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•
Ratios And Group Sizes	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•
Curriculum and Child Assessment	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•

QUALITY FIRST INCENTIVES	
ACTIVITY	MATERIALS REQUESTED
Enhancement Grant Purchases	•

EXTRANET ACTIVITIES	
TABS	UPDATES NEEDED
Site	•
Program	•
Language/Special Needs	•
Staffing	•
Classroom / Family Group	•



Request for Appeal

Directions: Please complete this form and submit to the Quality First Director. All appeal requests are reviewed by First Things First. In addition, please include all documentation that has been received in regards to enrollment termination or Star Rating. Documentation may include but is not limited to: Corrective Action Plans, Quality Improvement Plans, Assessment Reports, meeting notes, emails or any written correspondence.

Site Name and Address:	Telephone Number:
	Email Address:
Director/Owner Name:	Date Form Completed:

The questions below are to be answered by the person making requesting the appeal.

1. What is reason for the appeal? Star Rating Enrollment Termination

2. Have you reviewed the Quality First Star Rating Policy and/ or the Participant Selection Policy?
 Yes No

3. Provide the reason for appealing the action.

4. Have you met with the Quality First coaching team to discuss the action? If so, please describe details of the telephone discussion, meetings, or written correspondence.

5. Is there any other information you would like to share relevant to this appeal request?

Signature of Person requesting the appeal

Type Name

Date

Signature of Person requesting the appeal
(if other than the person filing the complaint)

Type Name

Date

Please complete the information below to request your program assessment completion be scheduled before the typical time frame. Submit this form to the Quality First Coach. The form will be forwarded to the Coaching Grantee and Assessment Grantee within 5 business days. The Grantees will approve (A) or not approve (N) the request and forward to First Things First within 5 business days. First Things First will approve (A) or not approve (N) the request and notify the Provider, Coaching Grantee and Assessment Grantee of the decision. When not approved, rationale will be provided within 5 business days.

Site Name:	Site Address:
Current Assessment Cycle End Date:	Requested Assessment Time Period:

Please attach a statement of the reason for requesting an early assessment

Please initial each statement of understanding:

- I understand that the First Things First, Quality First Program Team will review the rationale and decisions of the Coaching and Assessment Grantees to make a final decision of approval.
- I understand that by requesting an early assessment, the results will be based on a reduced Quality Improvement time period (less than the typical 12 – 15 month timeline).
- I understand that these assessment results will be effective throughout the assessment cycle. Another assessment will not be completed prior to 12 – 15 months from the assessment completion date.
- I understand that I am not guaranteed an early assessment. The assessment grantee will review the request to determine feasibility in the assessment schedule.
- I understand that requests to schedule earlier than 10 months from the last assessment will not be approved.

_____ Provider Name	_____ Provider Signature	_____ Date
_____ Coach Grantee Name	_____ Coach Grantee Signature	_____ Date
_____ Assessment Grantee Name	_____ Assessment Grantee Signature	_____ Date
_____ Quality First Name	_____ Quality First Grantee Signature	_____ Date

Coach Grantee Approval
 Assessment Grantee Approval
 Quality First Approval



Request for Public Rating

SITE NAME:	SITE ADDRESS:
NAME OF COACH:	

Programs who achieve a Star Rating of 3, 4 or 5 at the Progress Assessment cycle in year two or the Initial Rating Assessment cycle in year one have an option publicly post the Star Rating at that time rather than waiting until the Rating Assessment in year three.

- “Grandfathered’ programs that enrolled in Quality First prior to July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Assessment (not public) –year one
 2. Progress Assessment (not public) –year two
 3. Rating Assessment (public) – year three
 4. Rating Renewal (public) – year 4 – ongoing

- Programs that enrolled in Quality First after July 1, 2011 have an assessment cycle schedule as follows:
 1. Initial Rating (not public) –year one
 2. Rating Renewal (public) – year 2 – ongoing

My program has achieved a Star Rating of 3, 4 or 5 at the Initial, Progress or Initial Rating cycle.

- I choose to have the current Star Rating publicized and receive a Rating Assessment 24 – 27 months from the date of my current assessment.
- I choose to NOT have the current Star Rating publicized. My program will have the Rating Assessment 12 – 15 months from the date of the current assessment.

Director/Owner/Designee Name	Signature	Date
Coach Name	Signature	Date

This form must be faxed to the Quality First office at 602-274-6351, scanned and e-mailed to qualityfirst@azftf.gov, or mailed to:

First Things First
 Quality First Team
 4000 N. Central Ave. Ste. 800
 Phoenix, AZ 85012

Please maintain a copy of this form for your records.

Copy sent by FTF to: assessment grantee coaching agency coaching grantee



Quality First Points Scale Retention Plan

NAME OF ON-SITE ADMINISTRATOR DURING THE REVIEW:	PROGRAM NAME AND ADDRESS:
NAME OF ASSESSOR:	

BARRIER <i>List barriers that impact teacher retention. List one barrier per line, with at least one barrier.</i>	PLAN OF ACTION <i>For each barrier, write a plan to address the challenge.</i>	PERSON RESPONSIBLE

Follow up: Upon 6 months from the date the retention plan was created, please evaluate the plan(s) of action listed above. If new barriers exist or different plan(s) of action need to be created, please use a new retention plan form to create a new plan. If the retention calculation for rate for Director, Assistant Director and Lead Teachers **OR** Family Child care Provider meets the 60% level, complete the plan of action outcome and no further plan will be necessary.

FOLLOW UP DATE <i>Indicate the date that the coach followed up with the program.</i>	RETENTION CALCULATION <i>Indicate the retention percentage noted in the extranet.</i>	PLAN OF ACTION OUTCOME <i>Indicate the outcome (s) from the original plan of action for all barriers listed on one line.</i>

The Assessor will call to schedule your program's assessment. For centers, the assessor will assess your classrooms based on the chart below. If you care for infants and toddlers, both an ITERS and ECERS will be completed.

- 1 classroom = 1 classroom assessment
- 2-6 classrooms = 2 classroom assessments
- 7-9 classrooms = 3 classroom assessments
- 10-12 classrooms = 4 classroom assessments
- 12 + classrooms = 1/3 of the number of classrooms

Family child care home will have the areas assessed which are part of the child care program.

When the assessor arrives, they will need to gather some initial information regarding the total number of children enrolled, the number of children in attendance that day, information about children with special needs and the birthdates of the youngest and oldest child enrolled in the classroom selected.

If more than one classroom is being assessed, the Assessor will ask you to randomly draw which classroom will be assessed that day. In order to maintain the integrity of the assessment, the providers cannot choose which classrooms will be assessed in multi-room programs.

The assessor will remain at your program for at least three hours. They may stay longer if they need to gather information they were unable to collect during the first three hours. The Assessor will not talk to the children or staff during the assessment. They are unable to answer questions or provide information during the assessment. They will move around the classroom, collect data on materials, watch interactions and routines, and write notes. After they have completed collecting the data, they will request an interview with the Lead Teacher from the classroom. The interview may be arranged (time and location) before the assessment begins.

It is required that the Lead Teacher be allowed to participate in the interview process, as this is a part of the overall assessment. The questions asked will relate to things the assessor did or did not see during the assessment, and a series of other questions relating to the program. In some cases, the Assessor may ask for clarification from program administration.

Once the interview is completed, the Assessor will leave the site and begin their scoring and report writing using the notes they collected at your site. Once the report is complete, the Quality First! Coach will receive notice that the assessment is ready for review. You and the Coach will review the results and move forward with the Quality Improvement Plan (QIP).

If you have questions or concerns about the assessment, please discuss them with your Coach. The Assessor is not permitted to share any results or information about the assessment with the program, nor are they allowed to provide technical assistance.

It is important to prepare the classroom staff for the assessment. Your Coach can facilitate a meeting to discuss further the assessment process with the teaching staff. It is important to inform them that an assessment will occur as part of your participation with Quality First.



Transcript Verification and Fee Request

Please use the following form to list all staff members who will be requesting transcripts for the Quality First Point Scale Assessment process. Include current name, previous or maiden name, and the name of the institutions sending the transcript. Please use one row per transcript requested (i.e. one staff member that is requesting multiple transcripts would list their name on multiple lines). This will ensure that the transcript evaluation grantee includes all transcripts prior to identifying the highest education achieved and the number of ECE/related field credits. Multiple forms may be necessary to use.

Please use one of the ways below to submit this form to Southwest Human Development Transcript Verification Team and provide a copy to your Quality First Coach:

- Fax to (602) 468-3402
- Mail to 2850 N. 24th St. Phoenix, AZ 85008, Attention Jeanette Brainard.
- E-mail to jbrainard@swhd.org

Date:		Center Name:	
Coaching Agency:		Address:	

Please check one of the options below:

- Request for **Pre-Payment** (receipts must be submitted within 2 weeks of pre-payment)
- Request for **Reimbursement** (receipts must be attached to this request)

Name	Previous/Maiden Name(s)	Last four digits of Social Security # <u>OR</u> birthdate	Name of Institution	Transcript Fees
				\$
				\$
				\$
				\$

Date:
Coaching Agency:

Center Name:
Address:

Name	Previous/Maiden Name(s)	Last four digits of Social Security # <u>OR</u> birthdate	Names of Institution	Transcript Fees
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$

Signature, Center Director/Program Designee

Print Name, Center Director/Program Designee

Date

Signature, Coach

Print Name, Coach

Date

Exhibit B, Quality First Strategy Summary

Quality First is Arizona's voluntary quality improvement and rating system designed to improve the quality of early care and education so that young children can begin school safe, healthy and ready to succeed. Quality First does not duplicate or replace, but builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality. Quality First was implemented in three phases:

1. Phase 1: Quality Improvement Participation (2009)

During the initial phase of Quality First, program emphasis was targeted solely toward improving quality. This approach was a unique distinction between Quality First and other rating systems across the country that assigned ratings upon enrollment.

2. Phase 2: Quality Rating Pilot (2010)

32 programs volunteered to participate in the Quality Rating Pilot Study. Study participants represent a variety of provider types throughout the state of Arizona. The rating scale, assessment instruments and application processes were examined through the pilot study. The pilot study helped to inform the final design of the Quality First Rating System.

3. Phase 3: Rollout of Star Rating (2011) On June 14, 2011, the First Things First Board approved the Quality First Rating Scale. This is the first statewide Quality Improvement and Rating System to be implemented in Arizona.

Program Enrollment

Quality First is a multiyear strategy. Programs that provide care from birth to age five and are regulated and in good standing with Arizona Department of Health Services (DHS), Department of Economic Security (DES), Tribal Authority or Military Government are eligible to participate in Quality First and are enrolled in Quality First throughout the fiscal year as funding is available. Programs are considered to be in good standing when their license/certificate is not in open enforcement action (legal action status), suspended or revoked.

Quality First addresses the cost of quality by providing **continuous enrollment** for eligible centers and family child care homes. This means that Quality First participating child care centers and family child care homes may remain enrolled in Quality First until:

- Program determines they will no longer participate
- Program is no longer eligible due to regulatory status
- Program is terminated due to corrective action or non compliance with Quality First enrollment agreement
- Funding is no longer available to support participation

Programs are enrolled throughout the fiscal year on a five week selection cycle based on expansion funding or current vacancies. The selection schedule is created at the beginning of each fiscal year and is determined by looking at each region with slots available and the number of applications on the waiting list to fill the slot. Regions that have waiting lists that meet the number of slots available are scheduled early in the fiscal year, while programs that do not have enough programs on the waiting list are scheduled later in the fiscal year to provide time for recruitment. Vacant slots are refilled in the current fiscal year only if the initial program that filled the slot did not have a program assessment completed and no incentive funds have been expended.

Enrollment Funding Options

Regional Councils may fund two types of enrollment options for FY13: **Full Participation** or **Rating Only Participation**.

1. **Full Participation** includes all eight program components of Quality First: coaching, financial incentives, licensure fee assistance, Child Care Scholarships, T.E.A.C.H. Arizona scholarships, program assessment, assignment of Star Rating and specialized technical assistance. All components are described in more detail below. Full Participation is an enrollment option available for **all** eligible early learning programs that serve children birth through age five.
2. **Rating Only Participation** includes two components of Quality First: program assessment/assignment of Star Rating and 6 months of coaching. Rating Only as an enrollment option was introduced through an initial launch and is limited to programs that typically receive funding to support program operations. (i.e. Head Start, Title 1 and IDEA programs) and programs receiving Pre-Kindergarten Scholarships.

Rating Only Participation for Pre-Kindergarten Scholarships

Programs receiving Pre-Kindergarten Scholarships are required to have a 3 - 5 Star Rating. This means that Regional Councils funding Pre-K Scholarships must also fund the Quality First Rating Only Participation for all Pre-K programs that **are not** currently enrolled in Quality First.

For more information about pre-kindergarten scholarships, please review the strategy summary

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=10>

Benefits of Rating Only Option:

- Provides opportunity for more programs to participate in Quality First system
- Provides lower cost model for programs that do not need quality improvement supports
- Provides Star Rating to programs receiving Pre-K Scholarships

Program Components

On-site coaching provides individualized technical assistance and quality improvement support for Full Participation programs. Coaching caseloads (ratio 1:9) provide a differentiated coaching model determined by the Star Rating, with higher intensity supports at the 1 and 2-Star levels to move the Quality Improvement Plan forward, and less coaching intensity at the 3, 4 and 5 Star levels to prepare for Star Rating or quality maintenance. Programs in Rating Only will receive 6 months of coaching (implemented as determined by the coach and program to meet the needs of the program).

Financial incentives assist programs in achieving quality improvement goals and meeting quality benchmarks. Financial incentives are available for all programs in Full Participation and are determined by the provider type (center or home) and size of program as identified through Quality First for licensed capacity of children birth through age five. Programs will access financial incentives according to Star levels through the form of enhancement grants (used to purchase materials, improve facility equipment and supplement professional development opportunities as prioritized by quality improvement planning) or a Quality Bonus (monetary incentive that offers flexibility for providers to decide which areas of improvement financial incentives will be used).

Licensure Fee assistance is a financial component available for Full Participation programs regulated by the Department of Health Services. Quality First builds on the health and safety standards regulated by the Arizona Department of Health Services. Fifty percent of each Quality First provider's child care licensing fee will be paid through an agreement between FTF and DHS.

Child Care Scholarships will be available for all programs in Full Participation enrollment. The number of scholarships and payment rate of scholarships are determined by the program size and Star Rating. Child care scholarships are a significant component of the financing model, providing access to quality early care settings for low-income children. Higher quality programs receive more scholarships and a higher reimbursement for each scholarship.

** for more information on Child Care Scholarship Strategy please see the strategy toolkit*

<http://www.azftf.gov/pages/WebMain.aspx?PageId=9E8669C97C0C408B9F3567C855744398&StrategyId=51>

T.E.A.C.H. Arizona Scholarships help to provide higher education professional development opportunities for teachers and administrators in Quality First programs. Every program in Full Participation has access to T.E.A.C.H. Arizona scholarships as determined by the provider type (center or home). Two T.E.A.C.H. scholarships are available for enrolled center-based programs and one scholarship is available for every two enrolled family child care programs. T.E.A.C.H. specialists are assigned in each regional area to provide assistance with application submission for T.E.A.C.H. scholarships.

Program Assessments are used to determine the quality of programs in both Full Participation and Rating Only. The Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS) are utilized to measure the quality of the environment and the interactions between adults and children. The Quality First Points Scale Assessment assesses three additional evidenced-based areas including staff qualifications, administrative practices and curriculum / child assessment. The scores of these three assessment tools are used to calculate a Star Rating.

Quality First assessors are trained to reliability on assessment tools through a rigorous 12 week training process. Assessors reach and maintain a reliability level of .85 on all Environmental Rating Scales and a .80 on the Classroom Assessment Scoring System. To assure reliability is maintained, assessor supervisors conduct reliability checks on every tenth assessment. Assessors who are unable to demonstrate reliability at the required levels are removed from assessment activities, provided additional training and do not conduct assessments until reliability has been re-attained.

Star Ratings are calculated for all enrolled programs in both Full Participation and Rating Only Participation as determined by the program assessment. *(See attached rating scale for information.)* Publication of Star Rating is determined by the enrollment agreement signed by the program:

- Grandfathered programs (programs enrolled before July 1, 2012) signed an enrollment agreement that stated that the 3rd assessment would be the public rating assessment.
- New programs entering QF will sign an enrollment agreement that states the 2nd assessment will be the public rating assessment. *Programs will have the option to publicize ratings at any assessment cycle if they choose.

In Fiscal Year 2013, public ratings will be posted on the FTF website as programs are rated publicly. Quality First is a multi-year program in which programs are enrolled throughout the fiscal year. First Things First will launch a Star Rating Public Marketing Campaign when there is a critical mass of rated programs throughout the state. Although programs will receive a public star rating according to their enrollment agreement, a targeted marketing campaign will be scheduled at a later date once there are a substantial number of rated programs.

Specialized Technical Assistance is a new component of Quality First that will be available to assist Quality First coaches and providers based on their own prioritized needs. This component will help to build content awareness for coaches through professional development in three specialty areas: child health, early childhood mental health and inclusion special needs. The Specialized Technical Assistance also includes:

- **Warm-line** for coaches and providers to contact expert consultants for assistance in addressing more challenging issues and identifying community resources in the areas of *child care health, inclusion special needs and mental health*.
- **Access to a Child Care Health Consultant** is available to all enrolled programs in Quality First. Child Care Health Consultants may provide onsite technical assistance and training as requested by coach and provider. There are three levels of service a Quality First Provider might receive based on the availability of the CCHC within the region:
 - Tier One: Programs receive technical assistance via phone consultation with a trained CCHC
 - Tier Two: Programs receive short term, on-site expert health advice to address a specific need. At this level, there is an opportunity for staff to participate in Health Champion training.
 - Tier Three: Programs receive individualized, intensive, ongoing consultation services, including a health and safety assessment.

Quality First Outreach/Marketing:

- Quality First applications are accepted at any time and are available on the FTF Website <http://www.azftf.gov/WhatWeDo/Programs/QualityFirst/Pages/QFInstructions.aspx>
- Designated contact information for all Quality First external users:
Email: qualityfirst@azftf.gov **Helpline:** (602) 771-5000 **Toll Free:** 1-877-803-7234

Exhibit C, Quality First Coaching Standard of Practice

- **Strategy Description:**

First Things First has designated Quality First as a Signature Statewide Program. Program Coaching is an essential element in determining success in raising the overall quality of early care and education among all program types within Arizona. The role of the coach is to provide a supportive and encouraging environment in which the learner (program staff) and coach jointly examine and reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations with the desired outcome of improved program quality. The coach's ultimate goal is sustained performance in which the learner has the competence and confidence to engage in self-reflection, self-correction, and generalization of new skills and strategies to other situations as appropriate.

Research indicates that effective on-site individualized coaching is an integral component associated with overall quality improvement in early care and education programs. As part of early childhood practices, coaching promotes self-reflection and refinement of current practices by the practitioner being coached. This results in competence and mastery of desired skills for the early childhood practitioner, as well as the children and families with whom the early childhood practitioner interacts.⁸

I. Implementation Standards:

Purpose and Definition of Coaching

Coaching is a complex process and can be defined in multiple ways. In considering using the coaching process as a strategy to support another person's ability to generate ideas, refine existing skills, and develop new abilities, the purpose of coaching can be described in multiple ways.

- The purpose of coaching is to:
 - design, implement and evaluate intervention strategies with providers;
 - promote high-quality care and education; and
 - promote professional development and advancement of the field.
- Coaching can be defined as "a type of helping relationship in which an early care and education professional delivers assistance to another early care and education professional or group of professionals, so as to solve a work-related or caretaking related issue."⁹ The definition also includes both prevention and intervention

⁸ Rush, D. & Sheldon, M. (2005) *Insights into Early Childhood and Family Support Practices; Evidence –Based Definition of Coaching Practices*. CASEinPoint Volume 1, p3

⁹ Buysse, V. & Wesley, P. (2005) Consultation in Early Childhood Settings, p9

- functions, becoming active agents in achieving solutions to problems, and/or strengthening provider competencies to address similar issues in the future.
- Coaching in early childhood is an interactive process of observation, reflection and action in which a coach promotes, directly and/or indirectly, a learner's ability to support program improvement.

 - The role of the coach is to provide a supportive and encouraging environment in which the learner and coach jointly examine and reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations.

Process and Stages of Coaching:

The process of coaching can be viewed as a framework or structure to support the change process, yet it will look different and unique in each situation. Despite the variability, there are identified stages in the coaching process. Early childhood coaches will work through these stages at a different pace and methodology based on the skills they bring to the situation and the environment or individuals they will be working alongside. The stages set forth below are based on proven strategies from other disciplines and traditions that build on research-based knowledge. It is essential that each coach have a commitment to building the capacity of others. Building another person's capacity is intentional, planful, and ongoing. Coaching is a non-linear process. Each individual situation determines the order in which the coaching stages unfold; however, during the coaching relationship, the coach and early care providers will move through each of these stages.¹⁰

- Stages in the Coaching Process:
 - Stage One – Gaining entry: establish the general purpose for consultation; assess the provider's willingness and commitment to participate.
 - Stage Two – Building the relationship: form an open and trusting relationship; establish the parameters; discuss general coaching roles and goals.
 - Stage Three – Gathering information through assessment: Identify factors relevant to the need for change.
 - Stage Four – Setting goals: Reach a consensus on concrete goals for change.
 - Stage Five – Selecting strategies: Reach a consensus on a plan to address the goals.
 - Stage Six – Implementing the plan: Implement the plan (executed by the provider with assistance and support from the coach)
 - Stage Seven – Evaluating the plan: Assess the match between desired and actual outcomes.

¹⁰ *Coaching in Early Childhood*; www.coachinginearlychildhood.org/cccoaching.php accessed November 21, 2011

- Stage Eight – Holding a summary conference: Transfer to the provider responsibility for maintenance of the current plan; consider new goals if applicable.¹¹
- What the Stages Look Like:
 - Stage One – The coach presents him or herself as approachable and creates a climate that invites questions and comments from the provider. He or she shares information about his or her role and the coaching process.
 - Stage Two – The coach comments on his or her observations of the provider setting and asks questions to gain additional information. The coach avoids offering a quick fix regarding observations or when the provider initially asks, “What should I do?”
 - Stage Three – The coach uses questioning strategies to achieve a thorough understanding of the provider’s concerns and clarify the focus of the assessment process. The coach expands the assessment to include an examination of the classrooms and program environments.
 - Stage Four – The coach uses a combination of facilitation and interpretation skills to make sense of the assessment results and to help the provider set goals.
 - Stage Five – The coach asks the provider which strategies have been tried before and found to be effective. He/she incorporates relevant approaches into the development of new strategies.
 - Stage Six – The coach acts as a sounding board for the provider and tries to reflect the provider’s feelings while demonstrating patience, understanding, and willingness to problem solve.
 - Stage Seven – The coach and provider identify new areas of need and schedule time to explore those areas in the near future.
 - Stage Eight – The coach solicits feedback from the provider about his or her satisfaction with the overall experience. Together the coach and provider make plans to modify the process to address concerns.¹²

II. Staff Qualifications, Supervision and Professional Development Standards

Coaching Skills:

The skills required of a coach are critical to the success of the coaching relationship and process. Because coaching is basically an interpersonal exchange, the coach’s success depends largely on his or her skills in communication and relationship building as well as on-going self-reflection about communication and the relationship. Specific communication skills include the ability to communicate ideas in a helpful, nonthreatening manner that is consistent with the

¹¹ Buysse, V. & Wesley, P. (2005) Consultation in Early Childhood Settings, p18

¹² Buysse, V. & Wesley, P. (2005) Consultation in Early Childhood Settings, p23

purpose of the communication; responsive listening; reflecting content and feelings; questioning; probing; clarifying; and summarizing (Cormier & Cormier, 1985; Parsons, 1996)¹³

- Essential Coaching Skills
 - **Interpersonal:** putting the provider at ease through the use of small talk and humor, demonstrating respect and authenticity in interactions, and creating a base of social influence by building the provider's belief in the coach's trustworthiness, competence, and similarities.
 - **Communication:** using nonverbal behaviors, active listening, questioning, clarifying, summarizing, providing information and feedback.
 - **Problem solving:** using objectivity in gathering, analyzing, interpreting information, designing responsive interventions and predicting ramifications.
 - **Organizational management skills:** working with organizations, determining the communication channels in the work place, identifying the organization's standards and values, assessing the types of available internal resources and determining how to use them.
 - **Group facilitation:** focusing and maintaining attention on relevant issues, managing meeting agendas, facilitating discussion and the development of the group process and providing feedback.
 - **Responsiveness to cultural diversity:** neither under - nor overemphasizing cultural variables, refraining from value judgments, and building on the experiences of the provider.
 - **Ethics:** Respecting confidentiality, adhering to accepted guidelines for professional behavior.
 - **Self-Reflection:** thinking about one's own interactions in the context of the relationship to determine if changing my own interactions is necessary to achieve results.

- Personal characteristics
 - The drive and desire to make a difference (Bianco-Mathis & Veazey, 1996)
 - A high level of awareness of his or her values (Caplan, 1970)
 - The ability to see things through different perspectives, including culturally differing frames of reference. (Hunsaker, 1985; Soo-Hoo, 1998; Varney, 1985; Zins et al., 1993)
 - Genuineness or the ability to be sincere without presenting a false front (Zins et al., 1993)
 - Determination, energy and persistence (Maher, 1993)
 - A personal and professional growth orientation (Dougherty, 2000)
 - Other characteristics include confidence characterized by a positive outlook about oneself, others, and the process; trustworthiness; humor; helpfulness;

¹³ Buysse, V. & Wesley, P. (2005) Consultation in Early Childhood Settings, p30

a commitment to creativity; and a willingness to take risks. (Dougherty, 2000; Lippett & Lippett, 1986)¹⁴

III. Organizational Standards:

Quality First Coaching Standards

Quality First Coaches will successfully implement the following standards of practice to support quality improvement planning through individualized coaching and consultation:

- Quality First Coaches will provide support based on intensity levels as determined by the participant's Star Rating.
 - Participants rated at 1 and 2 stars will receive a higher level of coaching intensity through implementation a Quality Improvement Plan, derived from an accumulation of program assessment reports, participant's self-assessment and anecdotal records and Quality First coaching observations. The Quality Improvement Plan is used to prioritize improvement activities through goal setting and benchmarks that will ultimately support measureable quality improvement outcomes in raising quality standards.
 - Participants rated at 3, 4 and 5 stars will receive less coaching intensity through implementation of a Quality Rating Plan utilized to outline prioritized activities for preparation of Quality First Point Scale assessment as indicated above.
- In addition, the Quality First Coach will collaborate with other early childhood education consultants including child care health consultants, mental health consultants and inclusion coaches of children with special needs, T.E.A.C.H. Early Childhood[®] ARIZONA specialists and instructional support specialists as applicable during goal setting and quality improvement planning for assigned participants. Joint collaboration activities may include but is not limited to:
 1. Joint visits with the participant
 2. Planning visits with the early childhood education consultants
 3. Feedback and input in the Quality Improvement Plan and/or Quality Rating Plan
 4. Sharing of training resources and materials

This joint collaboration with early childhood consultants will require Quality First coaches to have a service coordination role in facilitating collaboration opportunities for joint quality improvement planning and on-site technical assistance support. Quality First coaches will lead coordination efforts in scheduling regular joint collaboration opportunities as deemed applicable by the coach, participant and early childhood consultant(s).

- Coaches will have access to the Quality First database and will be able to document site visits, training and technical assistance provided to the

¹⁴ Buysse, V. & Wesley, P. (2005) Consultation in Early Childhood Settings, p26

participating center-based program or family child care home. Coaches will also have access to Quality First Specialized Technical Assistance from early childhood consultants in the areas of child care health consultation, mental health consultation, inclusion of children with special needs and instructional support. The specialized technical assistance will include a warm-line for coaches and participants to contact expert consultants for assistance in addressing more challenging issues and identifying community resources for Quality First enrolled participants. Coaches will also participate in professional development opportunities provided by these expert consultants through the Quality First Academy

- The Coach will be assigned a caseload with the average of 1:9. The caseload may vary according to coaching intensity levels, geography, language of the providers and children, cultural characteristics and program size.
 - Continuing education is an essential component in Quality First for ongoing professional development of Quality First coaches. All Coaches will be required to attend the Quality First Academy which will provide standardized continuing education for all Quality First coaches throughout all First Things First funded regional areas as well as ensure that the foundation from which all Quality First coaches build their practice is consistent.
- All Quality First coaches must possess a Bachelor's degree in early childhood education, child development or related field and have at least two years full time as a teacher or primary care provider in an early care and education setting with infants, toddlers or preschoolers. Director experience in an early care and education setting is preferable.
 - To successfully conduct ongoing coaching and consultation services within Quality First, it is beneficial that coaches possess previous experience in and/or knowledge of:
 - Training, coaching or mentoring in early care and education settings
 - Child development and family dynamics
 - Early childhood education
 - Management in early care and education settings
 - ADHS child care licensure/DES certification/Tribal or Military regulations
 - Accreditation standards and systems
 - Quality early care and education indicators
 - Curriculum and assessment in early childhood
 - Early Learning Standards
 - Adult learning principles
 - Community resources

- Successful change process

IV. Evaluation and Monitoring Standards

The Coaching Grantee must agree to participate in the FTF evaluation and any program specific evaluation or research efforts. Data collection and FTF evaluation activities are directly connected with the Goals, Performance Measures and Units of Service aligned to the strategy as described in the RFGA.

- Cultural Competency Standards

Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

- Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members' effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> ;
<http://www.naeyc.org/positionstatements/linguistic>

- I. Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services

is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.

- II. Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Director, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments. It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- III. Programs will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- IV. Related to data collection, evaluation or research activities:
 - o In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities

Exhibit D, Quality First Service Delivery



Service Delivery



25 Business Days—Week 7
80% of QF participants receive an initial assessment (first on-site classroom assessment) visit (ERS/CLASS) within 25 business days of assignment to the assessment grantee.

60 Business Days—Week 14
80% of program assessments are completed and approved for sharing by coach with QF participant within 45 business days of the assignment to assessment agency.

30 Business Days—Week 20
80% of QF participants sign enrollment agreement within 30 business days of assessment completion date (green button date).

60 Business Days—Week 32
75% of Quality Improvement Plans (QIP) or Quality Rating Plans (QRP) are complete and uploaded in the Quality First system within 60 business days of a program's enrollment.

Rating Renewal

- 80% of QF participants at the 1 and 2 star levels receive a progress assessment within 12 - 15 months of the Initial Program Assessment completion date.
- 80% of QF participants at the 3, 4, and 5 star levels receive a progress assessment within 24–27 months of the Progress Assessment completion date.

- *FTF Recognized Accrediting Organizations**
- Association Montessori Internationale
 - National Association for the Education of Young Children
 - The National Early Childhood Program Accreditation Commission
 - Association for Christian Schools International
 - American Montessori Society
 - National Accreditation Commission for Early Care and Education
 - National Association for Family Child Care

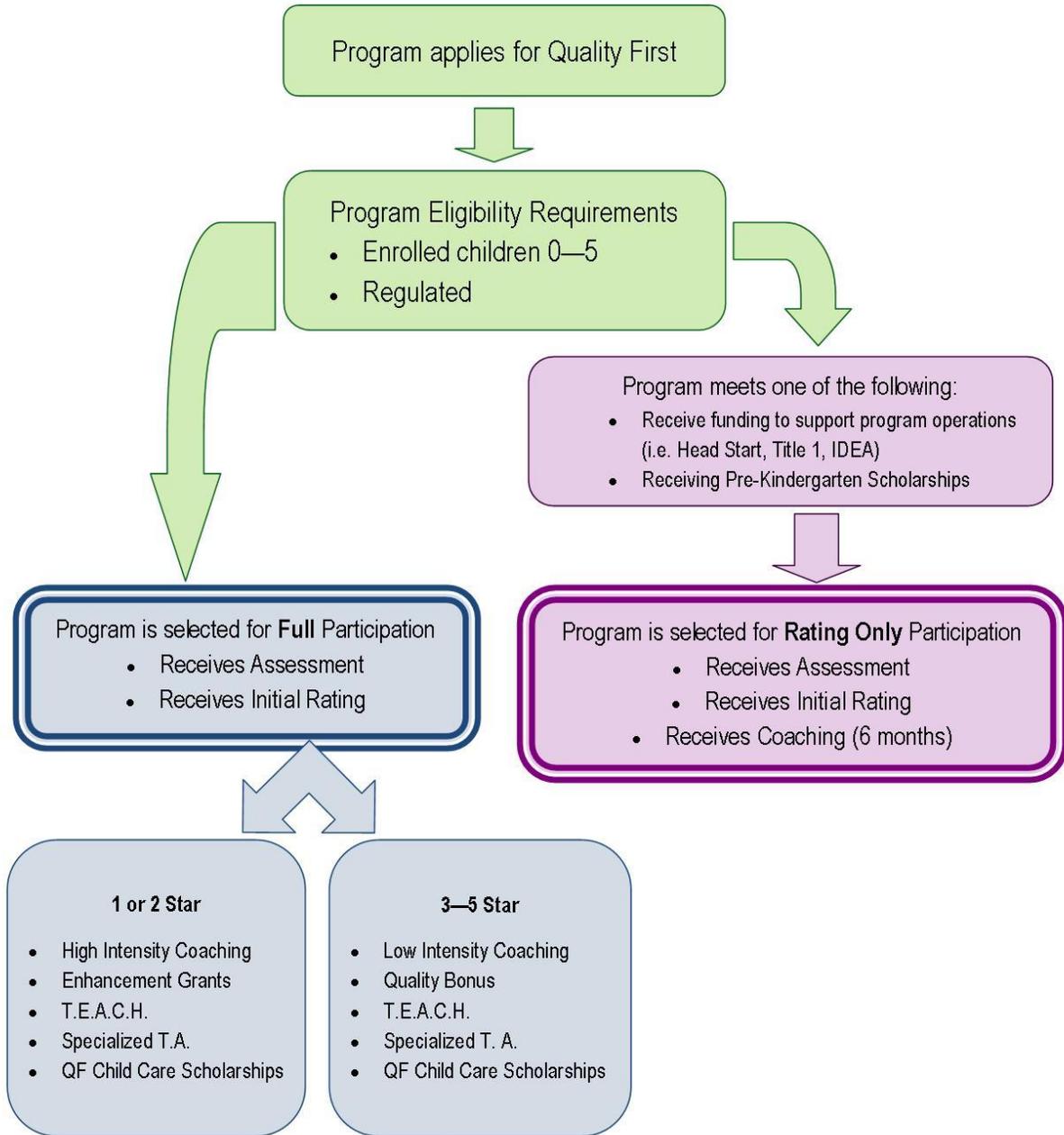
Please Note
The timelines are targets indicated are based on performance measures being met 100% of the time. Due to geography, program size and language considerations, performance measures are not required to be achieved 100% of the time.

Revised 10.5.2012

Exhibit E, Quality First Enrollment Options



Quality First Enrollment Options



Rating publication will occur for individual programs according to the signed Enrollment Agreement. Programs enrolled prior to July 1, 2011 will have a public rating upon their 3rd assessment. Programs enrolled after July 1, 2011 will have a public rating upon their 2nd assessment. Rating Only programs will be public if they achieve a 3, 4, or 5 Star Rating.

Quality First Points Scale



Directions:

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

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

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
Center Based - Administrators (Director and Assistant director) and Teachers*have the following education and experience:	Center Based - Assistant Teachers have the following education and experience:	Family Child Care - Providers have the following education and experience:	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND <u>Experience</u> 1 year of experience in an early care and education program</p>	<p>2 points</p>
<p>Education Requirements Starting July 1, 2015</p>			
<p><u>A total of 50% have the following education</u> 25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR Certificate of completion in ECE or child development from a community college OR CDA AND 25% have AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			

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

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

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

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers*</i> have the following education and experience:	<i>Center Based - Assistant Teachers</i> have the following education and experience:	<i>Family Child Care - Providers</i> have the following education and experience:	
<p>6a. 25%** have **50% starting July 1, 2015, 75% starting July 1, 2020</p> <p>Education: BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND Experience: 6 months of teaching in an early care and education program</p> <p>AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have Experience: 6 months of experience working in an early care and education program</p>	<p>6c. Education: AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND Experience: 1 year of experience in an early care and education program</p> <p style="text-align: center;">July 1, 2020</p> <p>BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND Experience: 1 year of experience in an early care and education program</p>	<p>6 points</p>

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

STAFF QUALIFICATIONS - Documentation Requirements

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

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

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

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

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

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

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

ADMINISTRATIVE PRACTICES – Documentation Requirements

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

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

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

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

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

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

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

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

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers.
 - Certificates for the Introduction to the standards.
 - Certificates for individual modules.
- Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom).
 - (2 points) AZELS or ITDG is indicated on each curriculum plan.
 - (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.
 - (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.
- Five child assessments including at least one child in each classroom in the program. **Assessor will choose randomly.**
 - Documentation of social development is included in each child's assessment.
 - Documentation of emotional development is included in each child's assessment.
 - Documentation of cognitive development is included in each child's assessment.
 - Documentation of physical development is included in each assessment.
 - Parent-teacher conference schedule which indicates how many time per year conferences are offered.
 - Observation/anecdotal records are included in each child's assessment.
 - Children's work samples are included in each child's assessment.
 - Developmental checklists are included in each child's assessment.
 - Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
 - Family surveys about child's growth and development.
 - Documentation of communications with families about child's growth and development.
 - Documentation of formal conferences that include the family's perspective.
 - Documentation of parent interviews to understand the child's development from the family perspective.
- Developmental Screening and/or referral forms for families to receive screenings.

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

Exhibit G, Quality Improvement Plan



Quality Improvement Plan Goal Planning Form

PROGRAM NAME:	ADDRESS:	
CONTACT PHONE:		
PROGRAM DESIGNEE NAME:	DATE GOAL INITIATED:	DATE GOAL COMPLETED:
NAME OF COACH:	WRITTEN BY: <input type="checkbox"/> Coach <input type="checkbox"/> Program Designee	DATE APPROVED BY COACH SUPERVISOR:

Goal Statement (one per form):

Action Steps	Enhancement Funds Required?	Persons Responsible	Expected Completion
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

List purchases and/or services necessary for this goal (i.e. shelves, tables, chairs, art supplies, math supplies, block supplies, changing table, etc.):

Comments / Notes:

Exhibit H, Quality Rating Plan



Quality Rating Plan

PROGRAM NAME:	ADDRESS:
CONTACT PHONE:	
PROGRAM DESIGNEE NAME:	DATE OF PLANNING VISIT:
NAME OF COACH:	WRITTEN BY: <input type="checkbox"/> Coach <input type="checkbox"/> Program Designee

POINTS SCALE PREPARATION				
COMPONENTS	EVIDENCE			TASKS
Staff Qualifications	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•
Ratios And Group Sizes	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•
Curriculum and Child Assessment	<input type="checkbox"/> 2a <input type="checkbox"/> 2b <input type="checkbox"/> 2c	<input type="checkbox"/> 4a <input type="checkbox"/> 4b <input type="checkbox"/> 4c	<input type="checkbox"/> 6a <input type="checkbox"/> 6b <input type="checkbox"/> 6c	•

QUALITY FIRST INCENTIVES	
ACTIVITY	MATERIALS REQUESTED
Enhancement Grant Purchases	•

EXTRANET ACTIVITIES	
TABS	UPDATES NEEDED
Site	•
Program	•
Language/Special Needs	•
Staffing	•
Classroom / Family Group	•

Birth to Five Helpline 1.877.705.KIDS

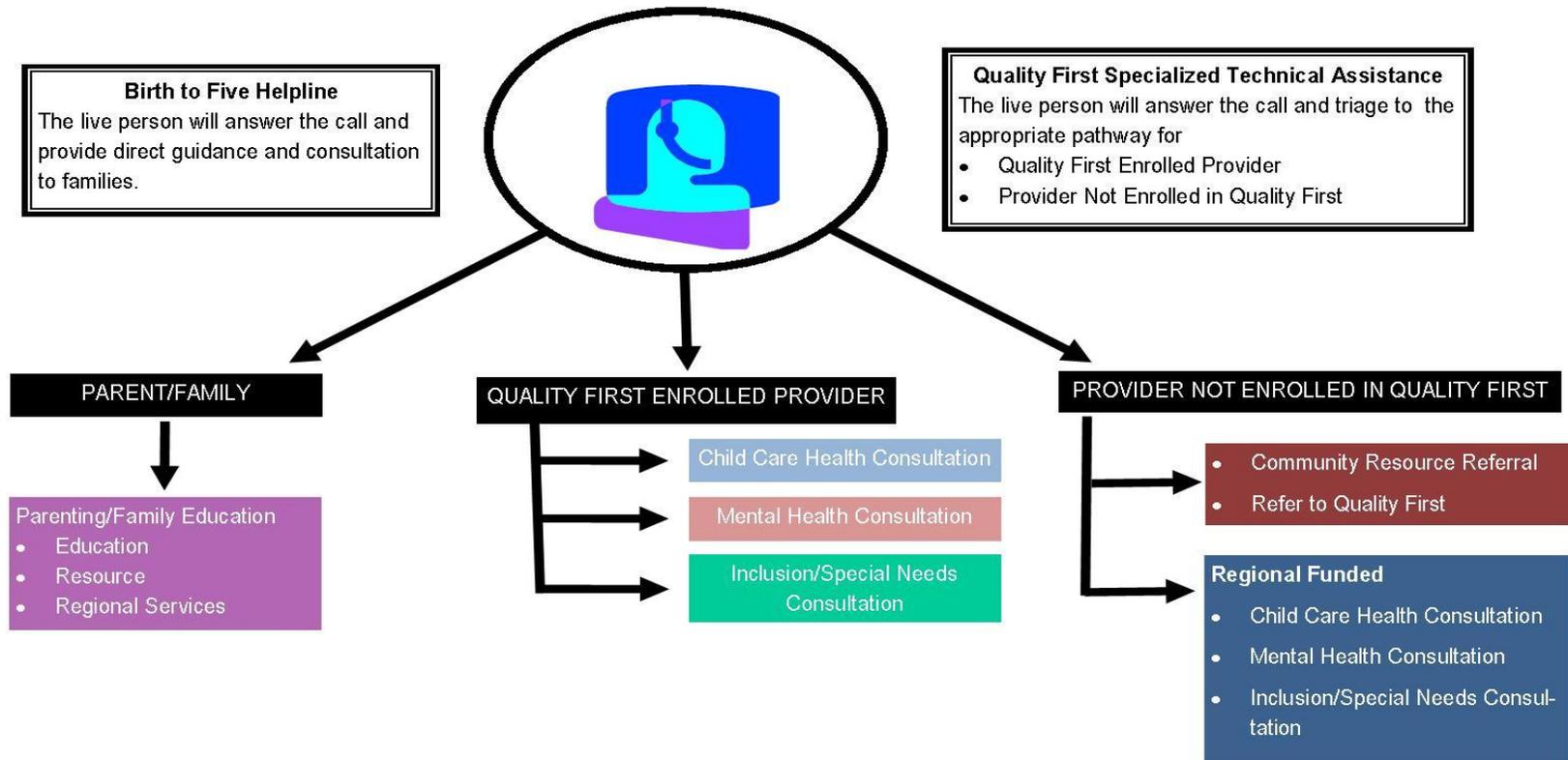


Exhibit J, Target Service Units and Incentive Costs by Regional Area

	Full Participation Slots Allocated			Incentives Funding Allocated
	Center	Home	Rating Only	
Central East				
Cochise	20	25	0	\$170,625.00
Gila	5	3	0	\$27,300.00
Graham/Greenlee	5	3	0	\$23,500.00
Pinal	31	11	0	\$179,025.00
San Carlos Apache	6	1	0	\$35,700.00
Maricopa				
Central Maricopa	36	5	0	\$260,925.00
Northeast Maricopa	20	0	0	\$122,325.00
Northwest Maricopa	58	10	0	\$386,925.00
Salt River Pima Maricopa Indian Community	1	0	0	\$8,400.00
Southeast Maricopa	44	9	0	\$303,450.00
Southwest Maricopa	17	4	2	\$116,550.00
Northeast				
Coconino	14	6	0	\$71,400.00
Navajo Nation	33	5	0	\$204,225.00
Navajo/Apache	2	1	0	\$11,025.00
White Mountain Apache Tribe	2	1	0	\$15,750.00
Yavapai	29	6	0	\$168,000.00
Phoenix				
Central Phoenix	93	6	0	\$653,625.00
Gila River Indian Community	2	0	0	\$13,650.00
North Phoenix	81	11	0	\$543,375.00
South Phoenix	73	35	0	\$525,525.00
Southeast				
Central Pima	55	24	0	\$324,975.00
North Pima	27	5	0	\$161,175.00
Pascua Yaqui Tribe	0	2	0	\$2,100.00
Santa Cruz	1	4	0	\$10,500.00
South Pima	35	51	0	\$287,700.00
Tohono O’odham Nation	8	1	0	\$59,850.00
West				
Cocopah	0	0	0	0
Colorado River Indian Tribes	2	0	0	\$13,650.00
Hualapai Tribe	0	0	0	0
La Paz/Mohave	18	1	0	\$117,075.00
Yuma	14	20	0	\$106,050.00
TOTAL	732	250	2	\$4,924,375.00

Exhibit K, Quality First Coach Qualifications

The role of the coach is to engage and support early care and education programs in the quality improvement process of Quality First, Arizona's Quality Improvement and Rating System.

Coaching Process

- Dual-focus on relationships and activities
- Develop and monitor the relationship: asset-based = build on center or home's strengths
- Guide the process through identified stages
- Entry: enrollment agreement signed (within 30 business days of assessment completion)
- Review of assessment findings
- Develop quality improvement plan: build consensus and prioritize goals (within 60 business days of enrollment completion date)
- Implement improvement plan and support programs with accessing quality enhancement grants
- Monitor and evaluate progress
 - a. Select communication strategies which maximize implementation and empowerment: attending and active listening, seeking and verifying information, encouraging, influencing, and supporting, other interpersonal skills
 - b. Ethics and Professionalism: self, relationship issues, process issues

Key Tasks

1. Problem-solving
2. Use social influence
3. Provide support for professional development

Education and Experience

- Bachelor's degree required in early childhood education, child development or related field.
- At least two years full time as a teacher or primary care provider in an early care and education setting with infants, toddlers or preschoolers. Director experience in an early care and education setting preferable.
- Previous experience in and/or knowledge of:
 - Training, coaching or mentoring position in early care and education settings
 - Child development and family dynamics
 - Early childhood education
 - Management in early care and education settings
 - ADHS child care licensure/DES certification/Tribal or Military regulations
 - Accreditation standards and systems

- Quality early care and education indicators
- Curriculum and assessment in early childhood
- Early Learning Standards
- Adult learning principles
- Community resources
- Processes of change

Skills and Abilities

- Interpersonal, verbal and written communication
- Training of adult learners
- Facilitation with individuals and groups
- Observation and consultation strategies
- Collaborative problem-solving
- Culturally Responsive
- Reflective listening and dialogue
- Ability to work as a team with program staff and other consultants
- Use of computer applications

Exhibit L, Quality First Coach Supervisor Qualifications

The role of the Coach Supervisor is to provide reflective, individualized and regular supervision of coaching staff to engage and support early care and education programs in the quality improvement process of Quality First, Arizona's Quality Improvement and Rating System. Supervision should include regularly scheduled opportunities (no less than monthly) for individual performance reflection and discussion. Supervision should also include periodic observation, feedback and ongoing professional development opportunities. Mechanisms should be implemented for documentation of supervision activities, professional achievement, quality assurance of documentation and achievement of deadlines.

Coaching Process:

- Dual-focus on relationships and activities
- Develop and monitor the relationship: asset-based = build on center or home's strengths
- Guide the process through identified stages
- Entry: enrollment agreement signed within timelines as indicated in the Scope of Work
- Review of assessment findings
- Develop quality improvement plan: build consensus and prioritize goals (within 60 business days of enrollment completion date)
- Implement improvement plan and support programs with accessing quality enhancement grants
- Monitor and evaluate progress
- Select communication strategies which maximize implementation and empowerment: attending and active listening, seeking and verifying information, encouraging, influencing, and supporting, other interpersonal skills
- Ethics and Professionalism: self, relationship issues, process issues

Key Tasks

- Program Management
- Problem-solving
- Use social influence
- Provide support for professional development

Education and Experience:

- Bachelor's or Master's degree in early childhood education, child development or related field.
- At least three years full time as a teacher or primary care provider in an early care and education setting with infants, toddlers or preschoolers. Director experience in an early care and education setting preferable.
- Five years in experience in and/or knowledge of:
- Training, coaching or mentoring position with individuals or groups in applying knowledge/practice in early care and education settings

- Extensive supervisory experience
- Child development and family dynamics
- Early childhood education
- Management in early care and education settings
- ADHS child care licensure
- Accreditation standards and systems
- Quality early care and education indicators
- Curriculum and assessment in early childhood
- Early Learning Standards
- Adult learning principles
- Community resources
- Processes of change

Skills and Abilities

- Program management and staff supervision
- Interpersonal, verbal and written communication
- Training of adult learners
- Facilitation with individuals and groups
- Observation and consultation strategies
- Collaborative problem-solving
- Culturally Responsive
- Reflective listening and dialogue
- Ability to work as a team with program staff and other consultants
- Use of computer applications

Exhibit M, First Things First - Arizona Early Childhood Development and Health Board Data Security Guidelines and Requirements for Collaborators

BACKGROUND:

The purpose of First Things First is to aid in the creation of a system that offers opportunities and supports for families and communities in the development of all children so they can grow up healthy and ready to succeed. Our work is accountable and transparent to decision-makers and the citizens of Arizona. Collaboration and direct funding of grantees to undertake work on behalf of the children and families of Arizona is fundamental to the purpose and mission of FTF. Regular submission of data related to funded work is an important part of ensuring accountability and maximum positive impact for young children.

Data Security Guidelines for Data Submission to FTF

The Arizona Early Childhood Development and Health Board (First Thing First - FTF) will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF will establish data reporting requirements for all state and regional grantees. All funded providers will regularly submit programmatic and financial reports as identified in the FTF reporting requirements.

FTF data submissions are classified in one of three levels:

- **Public data**
- **Limited distribution data**
- **Confidential data**

The majority of FTF reporting submissions are completed through the FTF Partner and Grants Management System (PGMS). Subsequent to the award of a FTF contract, the grantee will receive general training on login and navigation within the PGMS system. With this login the grantee will be able to manage their contract information. An additional training on strategy-specific data submission requirements will also be conducted. During that training the grantee will be informed on submission of data reporting requirements through PGMS. All data submitted through PGMS is **public data** or **limited distribution data**. Because PGMS is located in a secure extranet environment, grantees using PGMS for data submission are not required to undertake additional security measures related to their data submission above those identified in the general and data submission orientations (password and login security, guidelines for upload of narrative and other reports).

A small group of grantees submit data requirements, through agreement between the grantee and FTF, directly through the FTF extranet, rather than a PGMS web-based entry form. These data are likely to contain limited distribution data and must follow the following protocols. Data structure agreement, Login, ftp, revision request. Grantees that submit data through the FTF extranet must ensure that limited distribution data may not be intercepted or viewed at any time by parties other than the grantee and FTF and that throughout the reporting and submission process the data are secured.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF. Confidential data will not be a part of standard data submission requirements. Grantee general

orientation and data reporting orientation will identify data requirements as public data, limited distribution data, and/or confidential data.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees must keep all data collected for their program(s) within their system (database) or hardcopies. While FTF data submissions are generally aggregated and contain no individually identifying information, grantee data is likely to contain highly sensitive information on individuals, their education and their health. These guidelines and requirements are for the maintenance of those data.

All grantees must have a data security policy in force which identifies how the organization ensures that data is protected in all its forms, during all phases of its life cycle, from inappropriate access, use, modification, disclosure, or destruction.

All grantees subject to HIPAA, FERPA, GITA, or other data regulation, are required to submit and maintain those approvals for all data. If HIPAA, FERPA or other data regulation requires that participating individuals give consent to data collection on their person and if in the course of regular data submissions to FTF such data will be provided to FTF, submission of personal data to FTF must be reflected in all data regulation documents.

Exhibit N, Standard Terms Defined

As used in these Instructions, Special Terms and Conditions and Uniform Terms and Conditions, the terms listed below are defined as follows:

1. *"Application"* means bid, proposal, quotation or what is submitted in response to an RFGA.
2. *"Applicant"* means a person who responds to a RFGA.
3. *"Attachment"* means any item the RFGA that requires an Applicant to submit as part of the Application.
4. *"Contract"* means the combination of the RFGA, including the Instructions to Applicants, The Uniform and Special Terms and Conditions, and the Specifications and Statement or Scope of Work; the Application and any Application Clarifications; and any RFGA Amendments or Contract Amendments.
5. *"Contract Amendment"* means a written document signed by the Fiscal and Contracts Specialist that is issued for making changes in the Contract.
6. *"Days"* means calendar days unless otherwise specified.
7. *"Exhibit"* means any item labeled as an Exhibit in the RFGA or placed in the Exhibits section of the RFGA. Exhibits are typically resource materials.
8. *"Grantee"* means any Applicant whose Application has been accepted and has been awarded a Grant with First Things First.
9. *"Fiscal and Contracts Specialist"* means the person, or his or her designee, duly authorized by First Things First to enter into and administer Contracts and make written determinations with respect to the Contract.
10. *"May"* indicates something that is not mandatory but permissible
11. *"RFGA"* means an a Request for Grant Application
12. *"RFGA Amendment"* means a written document that is signed by the Fiscal and Contracts Specialist and issued for making changes to the RFGA.
13. *"Shall, Must"* indicates a mandatory requirement. Failure to meet these mandatory requirements may result in the rejection of an offer.
14. *"Should"* indicates something that is recommended but not mandatory. If the Applicant fails to provide recommended information, the State will evaluate the offer without the information but reserves the right to clarify the recommended information.
15. *"State"* means the State of Arizona, Early Childhood Development and Health Board also known as First Things First who executes the Contract.
16. *"State Fiscal Year"* means the period beginning with July 1 and ending June 30.
17. *"Subcontract"* means any Contract, express or implied, between the Grantee and another party delegating or assigning, in whole or in part, the furnishing of any service required for the performance of the Contract.

Exhibit O, Sample Certificate of Insurance

Prior to commencing services under this contract, the Grantee must furnish the state certification from insurer(s) for coverages in the minimum amounts as stated below. The coverages shall be maintained in full force and effect during the term of this contract and shall not serve to limit any liabilities or any other Grantee obligations.

Name and Address of Insurance Agency:		Company Letter:	Companies Affording Coverage:		
		A			
		B			
Name and Address of Insured:		C			
		D			
LIMITS OF LIABILITY MINIMUM - EACH OCCURRENCE		COMPANY LETTER	TYPE OF INSURANCE	POLICY NUMBER	DATE POLICY EXPIRES
Bodily Injury Per Person Each Occurrence Property Damage OR Bodily Injury and Property Damage Combined			Comprehensive General Liability Form Premises Operations Contractual Independent Contractors Products/Completed Operations Hazard Personal Injury Broad Form Property Damage Explosion & Collapse (If Applicable) Underground Hazard (If Applicable)		
Same as Above			Comprehensive Auto Liability Including Non-Owned (If Applicable)		
Necessary if underlying is not above minimum			Umbrella Liability		
Statutory Limits			Workmen's Compensation and Employer's Liability		
			Other		

State of Arizona and the Department named above are added as additional insureds as required by statute, contract, purchase order, or otherwise requested. It is agreed that any insurance available to the named insured shall be primary of other sources that may be available.

It is further agreed that no policy shall expire, be canceled or materially changed to affect the coverage available to the state without thirty- (30) days written notice to the State. This Certificate is not valid unless countersigned by an authorized representative of the insurance company.

Name and Address of Certificate Holder:

Date Issued: _____

Authorized Representative: _____

Exhibit P, Target Service Unit Guidance Document

Quality First

Definitions:

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

NOTE: **Quality First** is a First Things First administered program. Because of the scope and complexity of the program, there are multiple contracted grantees implementing different portions of the program. The following measurement information is related to the Quality First program overall. Units of service, performance measures, and reporting requirements for Quality First contractors are NOT presented here.

For **Quality First**, the units of service are:

Number of home based providers served
Number of center based providers served

Determining and Interpreting Target Service Numbers

Please note: Quality First is a First Things First directed strategy. Units of Service, Target Service Numbers and Performance Measures found here are for Council and Board planning rather than assessment and targeting for FTF subcontractors.

Number of home based providers served should reflect the total number of home based early care and education providers who are targeted and funded to be enrolled in Quality First for one grant contract period (in most cases, one year).

Number of center based providers served should reflect the total number of center based early care and education providers who are targeted and funded to be enrolled in Quality First for one grant contract period (in most cases, one year).

**END OF REQUEST FOR GRANT
APPLICATION**

FTF-STATE-14-0427-00