



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development and Health Board Hualapai Tribe Regional Partnership Council Meeting Minutes

Call to Order/Welcome

The regular meeting of the First Things First Hualapai Tribe Regional Partnership Council was held on December 2, 2013 at 11:00 a.m. at the Hualapai Department of Cultural Resources, 880 West Route 66, in Peach Springs, Arizona, 86434.

Members Present

Reverend Pete Imus, Chair; Candida Hunter, Vice Chair; Omaovensí Coochwyetewa; Darren Hudak; Charlene Imus; Sandra Irwin; Dr. Anthony Perkins

Members Absent

Lucille Watahomigie; Joyce Holgate

Chair Imus called the meeting to order at 11:06 a.m.

Possible Approval of November 13, 2013 Meeting Minutes

Vice Chair Hunter made a motion to approve the November 13, 2013 meeting minutes. Member Irwin seconded the motion. Motion passed unanimously.

Call to the Public

There were no responses to the Call to the Public.

Regional Partnership Council Member Announcements

Member Irwin announced that the Hualapai Health, Education and Wellness Center hired Vivian Parker as the new Maternal Child Health Coordinator.

Discussion and Possible Approval of the Fiscal Year 2015 Regional Funding Plan

Regional Director Ashley Pascual thanked the Regional Partnership Council for their flexibility and patience in scheduling the meeting. Director Pascual reviewed the FY2013-2015 funding plan summary, and then shifted to Section III.A of the SFY15 funding plan detailing regional priorities – which have not changed during the three years of the funding plan – although several strategies were not funded all three years. As she reviewed Section III.B, detailing changes in strategies for next fiscal year, Director Pascual noted that some figures require updating as the final draft presented will be edited prior to submitting to the Board. Changes include: a required secondary strategy, Developmental Screening, accompanying the Home Visitation strategy and the additional target service units; reducing the funding and target service unit for the Food Security strategy; adding a second phase to the

Native Language Preservation strategy to train two professionals to implement a language curriculum program; eliminating the Scholarships TEACH strategy; adding Quality First – rating only strategy to support the new child care center; and increasing the Statewide Evaluation strategy funding.

After discussion, Vice Chair Hunter made a motion to approve the Fiscal Year 2015 Regional Funding Plan.

Member Coochwytewa seconded the motion. Motion passed unanimously. Following incorporation of the noted corrections and review by senior staff, Director Pascual will present the final funding plan to the State Board on behalf of the Regional Partnership Council on January 21 or 22, 2014. The final plan will be sent to the Regional Partnership Council.

Regional Director's Report

Director Pascual provided a statewide update, highlighting the kindergarten developmental inventory, Race to the Top, the 2013 Early Childhood Summit, and upcoming events. She noted that a recommendation for a new Hualapai Tribe Regional Partnership Council member was prepared for the State Board to consider appointment at their December meeting.

Director Pascual reviewed the FY2014 financial expenditures, explaining the reasons some line items are not at the expected 50% expenditure level.

Director Pascual reminded the Regional Council of the discussion held with the Norton School in September regarding the Family and Community Survey that is included with the Needs and Assets process for 2014. The Regional Partnership Council had made suggestions for additional survey questions, and asked for an opportunity to review the additional survey questions once the wording was developed. The Regional Partnership Council reviewed the additional questions, and no further changes were recommended.

Director Pascual noted the Native Language Presentation would immediately follow meeting adjournment.

Next Meeting

The next meeting will be held February 12, 2014, at 9:00 a.m. at the Peach Springs Unified School District.

Adjourn

Chair Imus adjourned the meeting at 11:36 a.m.

SUBMITTED BY:

APPROVED BY:

Sandy Smith, Administrative Assistant

Reverend Pete Imus, Chair

**Hualapai Tribe Regional Partnership Council
FY 2014 Financial Expenditures Update**

Grantee Name	Contract Period	Total Allotment	Awarded	YTD Expense	% of Award Expended	Pending	Paid (Last 30 Days)
Home Visitation Strategy	Strategy Subtotal:	\$104,861	\$104,861	\$26,215	25.0%		
Hualapai Tribe Health, Education and Wellness	07/01/2013-06/30/2014		\$104,861	\$26,215	<u>25.0%</u>		
Food Security Strategy	Strategy Subtotal:	\$5,831	\$5,831	-	0.0%	\$1,229	
St. Mary's Food Bank Alliance	07/01/2013-06/30/2014		\$5,831	-	<u>0.0%</u>	\$1,229	
Scholarships TEACH Strategy	Strategy Subtotal:	\$6,600	\$6,600	\$627	9.5%		\$110
Association for Supportive Child Care	07/01/2013-06/30/2014		\$6,600	\$627	<u>9.5%</u>		\$110
Expansion: Increase slots and/or capital expense Strategy	Strategy Subtotal:	\$30,293	\$30,293	\$20,000	66.0%		
Hualapai Tribe	08/01/2013-02/28/2014		\$30,293	\$20,000	<u>66.0%</u>		
Statewide Evaluation Strategy	Strategy Subtotal:	\$2,633	\$2,633	\$2,633	100.0%		
First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$2,633	\$2,633	<u>100.0%</u>		
	Overall Total:	\$150,218	\$150,218	\$49,476	32.9%	\$1,229	\$110



FIRST THINGS FIRST

Ready for School. Set for Life.

SFY 2015 Regional Funding Plan

Hualapai Tribe Regional Partnership
Council

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

HUALAPAI TRIBE REGIONAL PARTNERSHIP COUNCIL

**Regional Funding Plan
SFY15
July 1, 2014 - June 30, 2015**

- I. Regional Allocation Summary**
Funds Available for SFY14 and 15

- II. Review of SFY14 Funding Plan**
 - A. Strategy Allotments and Awards
 - B. Strategies and Units of Service

- III. SFY15 Funding Plan**
 - A. Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes
 - B. Changes in Strategies from SFY14 to SFY15
 - C. Target Service Units Proposed
 - D. New Proposed Strategies
 - E. SFY15 Proposed Funding Summary including the SFY13 -15 Regional Partnership Council Budget

Section I.
Regional Allocation Summary
Funds Available for SFY 15

Hualapai Tribe Regional Partnership Council

Allocations and Funding Sources	SFY2013	SFY2014	SFY2015
FY Allocation	\$114,391	\$111,686	\$111,844
Population Based Allocation	\$29,866	\$28,487	\$28,590
Discretionary Allocation	\$78,952	\$78,426	\$78,295
Other (FTF Fund balance addition)	\$5,573	\$4,773	\$4,959
Carry Forward From Previous Year	\$50,365	\$52,679	\$29,169
Total Regional Council Funds Available	\$164,756	\$164,365	\$141,013

Section II. A.
Review of SFY14 Funding Plan
Strategy Allotments and Awards

SFY 2014		
Hualapai Tribe Regional Partnership Council		
Funding Plan Summary		
Allocations and Funding Sources	SFY 2014	
FY Allocation		\$111,686
Population Based Allocation		\$28,487
Discretionary Allocation		\$78,426
Other (FTF Fund balance addition)		\$4,773
Carry Forward From Previous Year		\$52,679
Total Regional Council Funds Available		\$164,365
Strategies	Allotted	Awarded
Home Visitation	\$104,861	\$104,861
Food Security	\$5,831	\$5,831
Native Language Preservation	-	
Scholarships TEACH	\$6,600	\$6,600
Expansion: Increase slots and/or capital expense	\$30,293	\$30,293
Statewide Evaluation	\$2,633	\$2,633
Total	\$150,218	\$150,218
Total Unallotted	\$14,147	-

**Section II. B.
Review of SFY14 Funding Plan
Strategies and Units of Service**

Hualapai Tribe Regional Partnership Council Units of Service by Strategy		
Strategy Description	Fiscal Year 2014	
	Targeted Units	Contracted Units
Home Visitation Strategy		
Number of families served	30	30
Food Security Strategy		
Number of food boxes distributed	600	600
Scholarships TEACH Strategy		
Number of professionals receiving scholarships	2	2
Expansion: Increase slots and/or capital expense Strategy		
Number of center based providers served	1	1
Number of home based providers served	0	0
Number of increased slots for participating children	10	10

**Section III. A.
SFY15 Funding Plan
Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes**

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>Parent education and access to information, resources, and high quality care, specific to a child’s healthy start in life.</p> <p>Educational and professional development for early childhood providers to provide high quality care and education.</p>	<p>#/% of children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>% of children with newly identified developmental delays during the kindergarten year</p> <p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p>Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families. <i>FS&L-2</i></p> <p>Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation. <i>PD-1</i></p>	<p>Home Visitation</p> <p>Food Security</p> <p>Native Language Preservation (SFY13 and SFY15)</p> <p>Scholarships TEACH (SFY13-14)</p> <p>Expansion-Infant/Toddler (SFY13-14)</p> <p>Quality First- Rating Only (SFY15)</p> <p>Statewide Evaluation</p>

Section III. B.

SFY15 Funding Plan

Changes in Strategies from SFY14 to SFY15

Strategy Name	SFY14	SFY15
Home Visitation		
Funding Level Changes:	\$104,861	\$104,861
TSU Changes:		
Number of families served	30	30
Number of children screened		30
Number of developmental screenings conducted		30
Number of hearing screenings conducted		30
Number of vision screenings conducted		30
Target Population Change:	No change	
Explanation of Change	The TSUs of the required secondary strategy, Developmental Screening, are now included.	
Food Security		
Funding Level Changes:	\$5,831	\$2,802
TSU Changes:		
Number of food boxes distributed	600	365
Target Population Change:	No change	
Explanation of Change	The regional council is reducing the funding level in SFY15 due to repeatedly low expenditure amounts.	
Native Language Preservation		
Funding Level Changes:	\$0	\$12,750
TSU Changes:		
Number of participating professionals	0	2
Number of home and/or center based providers	0	0
Number of participating adults	0	0
Number of books distributed	0	0
Target Population Change:	The target population is two professionals to implement a native language curriculum program in the region.	
Explanation of Change	The intent of the Native Language Preservation strategy for the regional council was first to develop and distribute a tool for preserving and enriching the native language. The next phase is to implement a native language curriculum to be used by professionals working with children and families.	

Strategy Name	SFY14	SFY15
Scholarships TEACH		
Funding Level Changes:	\$6,600	\$0
TSU Changes:		
Number of center based providers served	1	0
Target Population Change:	The early education providers in the region.	
Explanation of Change:	The TEACH scholarships have not been successfully utilized in the region, and it is no longer necessary to fund additional TEACH scholarships in the region, since all regions have access to the statewide allotment for TEACH scholarships. Additionally, greater coordination is occurring with the scholarships available through the tribal education department.	
Expansion: Increase slots		
Funding Level Changes:	\$30,293	\$0
TSU Changes:		
Number of center based providers served	1	0
Number of home based providers served	0	0
Number of increased slots for participating children	10	0
Target Population Change:	This strategy target is the new early care center in the region, which will provide center based care to infants and toddlers.	
Explanation of Change:	The original intent of the strategy was to provide one-time only funding to assist with the start-up costs for the child care center. The grant agreement was awarded for SFY14, and the child care center will be offered the opportunity to participate in Quality First (Rating Only) in SFY15.	
QF Assessment		
Funding Level Changes:	\$0	\$2,872 QF Coaching/Incentives \$1,932 QF Academy \$940
TSU Changes:	0	1 Center
Target Population Change:	The target population is the new child care center opening in the region.	
Explanation of Change:	The regional council is adding the QF Assessment strategy to support the new child care center, as the only center serving infants and toddlers in the region. The child care center is utilizing the Expansion strategy in SFY14, and the QF Assessment strategy will continue to support the quality of the center.	

Strategy Name	SFY14	SFY15
Statewide Evaluation		
Funding Level Changes:	\$2,633	\$7,645
Explanation of Change:	The statewide evaluation allotment for SFY 2014 is based on the Board’s approval of the SFY 2013-SFY 2017 Research and Evaluation implementation plan which reflects the recommendations of the Research and Evaluation Advisory Panel.	

Section III. C.
SFY15 Funding Plan
Target Service Units Proposed

SFY 15 Target Service Units Proposed

Hualapai Tribe Regional Partnership Council				
Strategy	Service Unit	2014		2015
		Target	Contracted	Target
Home Visitation	Number of children receiving screening			30
	Number of developmental screenings conducted			30
	Number of families served	30	30	30
	Number of hearing screenings conducted			30
	Number of vision screenings conducted			30
Food Security	Number of food boxes distributed	600	600	365
Native Language Preservation	Number of books distributed	-	-	-
	Number of home and/or center based providers	-	-	-
	Number of participating adults	-	-	-
	Number of participating professionals	-	-	2
Scholarships TEACH	Number of professionals receiving scholarships	2	2	
Expansion: Increase slots and/or capital expense	Number of center based providers served	1	1	
	Number of home based providers served	-	-	
	Number of increased slots for participating children	10	10	
Quality First	Number of center based providers served			1
	Number of home based providers served			-

Notes about SFY14 contracted service units and SFY15 proposed targets:

Scholarships TEACH Service Numbers:

The regional council is eliminating the Scholarships TEACH strategy in SFY15.

Home Visitation Service Numbers:

For SFY15, the region has funded the Home Visitation strategy for which the Regional Partnership Council has now proposed Target Service Units for the required secondary Developmental Screening strategy.

**Section III. D.
SFY15 Funding Plan
New Proposed Strategies**

Strategy: QF Assessment			
Strategy Description Supports provided to early care and education centers and homes to improve the quality of programs, including: on-site coaching; program assessment; financial resources; teacher education scholarships; and consultants specializing in health and safety practices.			
Strategy Narrative Research indicates that children exposed to high-quality early care and education experiences have healthier relationships, enhanced language development and improved academics, particularly children from families of high risk and underprivileged backgrounds. The Hualapai Regional Council has prioritized Quality First Assessment to support the new child care center in the region. This center will be the only regulated infant and toddler care in the region. In the current fiscal year, SFY14, the center is participating in the Expansion strategy. Rating Only Participation includes the following components of Quality First (Rating Only programs are required to have a 3-5 Star Rating): <ul style="list-style-type: none"> a. Program assessment/calculation of Quality First Rating b. 24 hours of coaching over the course of the fiscal year c. Specialized technical assistance warmline in Health, Mental Health and Inclusion of Children with Special Needs 			
Target Population Description This strategy is developed with the intent to support the new early care center in the Hualapai region.			
Target Service Units	SFY13	SFY14	SFY15
Number of centers served	0	0	1
Funding Level	SFY13	SFY14	SFY15
QF Coaching/Incentives \$1,932	0	0	\$2,872
QF Academy \$940			

Section III. E.**SFY15 Funding Plan****SFY15 Proposed Funding Summary including the SFY13 -15 Regional Partnership Council Budget**

Allocations and Funding Sources	2013	2014	2015
FY Allocation	\$114,391	\$111,686	\$111,844
Population Based Allocation	\$29,866	\$28,487	\$28,590
Discretionary Allocation	\$78,952	\$78,426	\$78,295
Other (FTF Fund balance addition)	\$5,573	\$4,773	\$4,959
Carry Forward From Previous Year	\$50,365	\$52,679	\$29,169
Total Regional Council Funds	\$164,756	\$164,365	\$141,013
Strategies	Allotted	Allotted	Proposed Allotment
Home Visitation	\$96,000	\$104,861	\$104,861
Food Security	\$5,831	\$5,831	\$2,802
Native Language Preservation	\$16,338	-	\$12,750
Scholarships TEACH	\$6,600	\$6,600	
Expansion: Increase slots and/or	\$30,293	\$30,293	
Quality First			-
Quality First Academy			\$940
Quality First Coaching & Incentives			\$1,932
Statewide Evaluation	\$1,456	\$2,633	\$7,645
Total	\$156,518	\$150,218	\$130,930
Total Unallotted	\$8,238	\$14,147	\$10,083

Hualapai Tribe Regional Partnership Council Native Language Preservation

Scope of Work

Overview of First Things First

In 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 age five and younger who are not yet enrolled in kindergarten, 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 Regional Partnership Councils in local communities across the state 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 young children.

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 and set for life: parents, leaders of faith communities, tribal representatives, educators, health professionals, business leaders and philanthropists.

First Things First Strategic Direction

First Things First'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 First Things First 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 First Things First 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 First Things First work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The First Things First 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 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 2-4 at a healthy weight (Body Mass Index-BMI).
8. #/% of children receiving at least six well child visits within the first 15 months of life
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.

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

Statement of Need

The Hualapai Tribe Regional Partnership Council is committed to keeping children connected to their heritage so that they are well rounded individuals with a positive self-image who share a greater sense of community with their peers. Literacy was identified as a need in the region through findings in the Needs and Assets Report as well as through anecdotal reports from providers in the community.

The Regional Council's first stage of implementation for the Native Language Preservation strategy resulted in the development of five bilingual (Hualapai/English) children's board books and accompanying audio. The audio component will help to encourage literacy skill development in parents as well.

The Hualapai Tribe Regional Partnership Council has identified the need to expand on the native language and cultural preservation programs in community based and school based settings used by children birth through age five, and their families, in the region. This strategy will establish an administrative home to provide professional development to the staff in these settings.

The second stage of implementation for the Native Language Preservation strategy will occur at the family and school levels to further engage caregivers, educators, and families in reading activities that encourage the development of early literacy skills and also reinforce the cultural importance of learning and preserving the Hualapai language. Children's early experiences with books and print greatly influence their ability to comprehend what they read.

Also important will be a partnership with the local School District, the Head Start, and the Hualapai Day Care Center. Continuity is established when this learning is reinforced and continued through early education programs and later in elementary and secondary schools. Learning environments are enhanced with the spoken, and when possible, the written language of the children.

Description of Strategy Including Standards of Practice

The need of Native American children to understand their own culture, language, and connection to the tribal community is no different than the need all children have to acquire a sense of belonging. For Native American children this means that it is important that they have opportunities to learn about their culture, language and history. This process must be in the earliest years, beginning first with the family and community. Continuity is established when this learning is reinforced and continued through early education programs and later in elementary and secondary schools.

Within each community, native language preservation programs may include activities across varying levels. Programs delivered at the school level includes activities such as: Development and integration of native language curriculum and activities are integrated within early care and education programs in addition to fluent native speakers teaching non-native speaking parents the traditional language. This methodology will ensure that children learn and maintain the language. Because culture has a powerful impact on early learning, early childhood education professionals also need competencies in learning about the families, cultures, and languages of children in their care to challenge their own assumptions about differences. Early childhood education professionals must be knowledgeable about their own cultural values and how their experiences can influence learning and development. This will allow them to be better equipped to deliver services in a culturally sensitive manner to all young children, including infants and toddlers.

First Things First School Readiness Indicators Related to This Strategy

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

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
- % of families who report they are competent and confident about their ability to support their child's safety, health and well being

First Things First Goal Area to Be Addressed

- Family Support and Literacy

Target Population to Serve

The target population is two professionals to implement a native language curriculum program in the region.

Geographic Area

The Hualapai Tribe Regional Partnership Council provides services in the communities of the Hualapai Tribe.

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. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. 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, which results in higher quality services and cost efficiency. Successful Applicants 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 engaging with other partners delivering the same or similar programs and services; clarifying target populations and outcomes; and defining processes and plans to reach desired outcomes. Depending upon the strategy, there may be local or statewide collaborative 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 meetings within the regional area or at statewide meetings, as appropriate.

Quality Assurance Assessment

First Things First Quality Assurance (QA) system involves a continuum of performance and programmatic monitoring. The QA process is a team approach in collaboration with grant partners. A strength-based, comprehensive QA assessment will be used to evaluate the implementation of the strategy Standards of Practice and to support grant partners through technical assistance that addresses specific issues and concerns. The results of the QA process have the potential to inform and strengthen the development of the Standards of Practice and the early childhood development and health system. Successful Applicants agree to actively participate in the QA process, which will involve a strategy specific QA assessment conducted by First Things First QA specialists during an on-site visit typically once during a contract cycle (every three years or so). The QA process includes adequate notice through pre-visit communication, the on-site visit and discussion and a follow-up report.

Program Specific Data Collection and First Things First Evaluation

First Things First (FTF) may undertake various external evaluation activities. Tribal data/research protocols and procedures, including obtaining tribal permission to participate in evaluation activities must be obtained before any data collection can occur under this agreement. Evaluation activities may include tracking and reporting data pertaining to

participant attendance, enrollment and demographic information. In addition, and following tribal protocols and procedures, grant partners agree to allow FTF and evaluation consultants of FTF to observe program activities on site and collaborate with FTF led and initiated evaluation activities to encourage parent consent for data collection.

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.

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.

Unit of Service and Related Target Service Number:

A Unit of Service is a First Things First designated indicator of performance specific to each First Things First 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.

For example, for the First Things First strategy Home Visitation, the First Things First Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the Applicant proposes to serve during the contract period. All First Things First applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

Performance Measures:

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 through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

All successful Applicants will be provided with data reporting requirements by First Things First and will meet the requirements of the First Things First evaluation including, but not limited to, 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 (as identified in data reporting templates designed for each strategy) through the First Things First secure web portal known as the Partner Grants Management System (PGMS).

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

Unit of Service:

- 2 participating professionals

Performance Measures:

- Number of participating professionals/ proposed service number
- Number of home and/or center based providers/ proposed service number
- Number of trainings conducted
- Number of early care and education providers with lending libraries
- Number of books checked out by families

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

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

I. Narrative Responses

Narrative Responses Required

To complete your Application, provide a narrative response that addresses each of the items below.

- a) Provide a description of the program being proposed.
- b) Identify and describe the target population to be served by the proposed strategy, including:
 - Population demographics, i.e. all children birth through five, infants and toddlers, families of infants, early childhood professionals, etc.
 - Target Service Number based on the Unit of Service(s) included in the scope of work above.
 - How the strategy will meet the needs of the targeted population in terms of being culturally competent, linguistically appropriate, age appropriate and gender responsive.
 - Recruitment and outreach efforts, engagement and retention practices for the targeted population.
- c) Identify capacity or infrastructure building which will be needed, including agreements and partnerships with other departments and agencies, additional resources, and training and technical assistance to provide the proposed service.
- d) Identify barriers to providing the service or program proposed and plans for addressing these barriers.
- e) Describe plans to recruit and locate personnel within the geographical region of the provided service and that are linguistically and culturally competent for the population to be served.
- f) Describe steps that will be taken to promote collaboration with other tribal departments and partners working with the tribe.
- g) Describe in this section the plan and resources necessary to meet FTF basic reporting requirements, maintain data securely and confidentially, obtain client and any necessary tribal approvals for FTF data submission, and ensure that ongoing data collection is used within the grantee institution to ensure fidelity and overall effectiveness.

II. STANDARDS OF PRACTICE



Standards of Practice

Native Language Preservation

I. Strategy Description

Native languages throughout the state of Arizona are endangered. Many native languages have been passed from generation to generation orally, and with them, the stories, customs, and life of a people. Native languages are inseparable from cultural identity and spirituality. The need of Native American children to understand their own culture, language, and connection to the tribal community is no different than the need all children have to acquire a sense of belonging. For Native American children this means that it is important that they have opportunities to learn about their culture, language and history. This process must be in the earliest years, beginning first with the family and community. Continuity is established when this learning is reinforced and continued through early education programs and later in elementary and secondary schools. Learning environments are enhanced with the spoken, and when possible, the written language of the children. Native American children need a learning environment that nurtures their natural curiosity and their path to knowing. Practice and preparation in their cultural traditions interwoven with language, math, science and the full range of experiences reflecting all early education learning domains helps them to understand and participate in their rightful place in the universe.¹

The National Association for the Education of Young Children (NAEYC) position statement, *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education*, emphasizes that children learn and grow to their fullest potential when the home language and culture is valued and integrated within the curriculum and learning environment.² The position statement recognizes that the language and culture of the home is what children know and it is the basis for their unique perspective on life and learning. This important foundation and framework supports children as they begin to make sense of experiences and construct knowledge. From a very early age, and some would say before birth, many Native American children are taught about their connection to the world. They are taught to honor the reverence of tribal practices and to think of themselves as connected to one another and the greater universe. This interconnectedness is essential for Native American children's

¹ Rinehart, Nila M. (2005). *Effective Early Education Programs that Promote Learning the English Language and Tribal Languages and Cultures*.

² National Association for the Education of Young Children (NAEYC). November, 1995. *Responding to Linguistic and Cultural Diversity; Recommendations for Effective Early Childhood Education*. A Position Statement of the National Association for the Education of Young Children.

development of the self. Language, culture, and the home environment allow children to know who they are and from this, children form the basis for constructing knowledge. It is from these incredible eyes that Native American children see and interpret their world.¹

Communities recognize that reducing the threat of native language extinctions means both individual and group attitudes must be changed. These changes must permeate throughout the entire community. Within each community, native language preservation programs may include activities across the following levels:

Individual level: Native speakers help latent speakers and non-speakers learn the native language by utilizing existing language learning material, taped stories, and by creating new materials.

Family level: Language immersion activities are organized for families to participate on an ongoing basis; families are encouraged to limit the intrusion of English-language media; and parental support groups are established to further encourage native language. A significant factor to revitalize native language is largely dependent on reinforcement in the home. Parents choose, for a variety of valid social reasons, not to teach their children their native tongue or they themselves do not speak their native language. Success of language preservation efforts depends strongly on family support and participation. If family members do not reinforce and support their children learning their native language, success will be difficult. Therefore, language preservation initiatives should be interwoven with efforts for family involvement.

School level: Development and integration of native language curriculum and activities are integrated within early care and education programs in addition to fluent native speakers teaching non-native speaking parents the traditional language. This methodology will ensure that children learn and maintain the language. Because culture has a powerful impact on early learning, early childhood education professionals also need competencies in learning about the families, cultures, and languages of children in their care to challenge their own assumptions about differences. Early childhood education professionals must be knowledgeable about their own cultural values and how their experiences can influence learning and development. This will allow them to be better equipped to deliver services in a culturally sensitive manner to all young children, including infants and toddlers.

Community level: Community seminars in the native language are promoted; community meetings and conferences about native language are organized, language institutes for families and communities are held, and programs for parents of children in bilingual programs are developed; and “banks” of language learning materials are created and available to all community members. Elders are engaged to promote and lead native language preservation activities.

Tribal Nations level: Elected officials are encouraged to use and promote the native language; networks of Native American language supporters are developed across tribal boundaries.

It is understood that from birth, all young children are exposed to different languages, cultural

values, beliefs and assumptions within the family and in the context of their community. Children absorb powerful messages from people, the environment, and the community that shape their identity, social and cultural values. How infants, toddlers, and young children interact within their environment and respond to experiences is heavily influenced by the values and beliefs of the family and others who care for them. Children's early experiences with oral and written language, both formal and informal, provide essential foundations for all of their learning. Literacy acquisition encompasses the four domains of language: reading, writing, speaking and listening) and numeracy. Early literacy or precursor literacy skills include the following variables that are consistently shown to predict later literacy achievement:

- Alphabet knowledge: Knowledge of the names and sounds associated with printed letters.
- Phonological awareness: The ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, phonemes), independent of meaning.
- Rapid automatic naming of letters or digits: The ability to rapidly name a sequence of random letters or digits.
- Rapid automatic naming of objects or colors: The ability to rapidly name a sequence of repeating random sets of pictures of objects or colors.
- Writing or writing name: The ability to write letters in isolation on request or to write one's own name.
- Phonological memory: The ability to remember spoken information for a short period of time.
- Concepts about print: Knowledge of print conventions and concepts.
- Print knowledge: A combination of elements of alphabet knowledge, concepts about print and early decoding.
- Reading readiness: Usually a combination of alphabet knowledge, concepts of print, vocabulary, memory, and phonemic awareness.
- Oral language: The ability to produce or comprehend spoken language, including vocabulary and grammar.
- Visual processing: The ability to match or discriminate visually presented symbols.

The First Things First Native Language Preservation strategy includes four components which can build upon or work with existing tribal native language preservation efforts:

1. Identification, development or adaptation of print and/or audio materials in the native language. This includes identification of methods for distribution and utilization of the materials with young children, for example, through early care and education settings such as child care, Head Start or family, friend and neighbor programs, libraries, cultural centers, community organizations or parenting programs.
2. Identification, development or adaptation of native language preservation curriculum to implement in early care and education programs.

3. Initial and ongoing training for staff in early care and educational environments to implement a native language curriculum.
4. Implementation of native language preservation community based parent education programs using native language curriculum; implementation of family engagement activities at the early care and education settings with staff trained in the program.

II. Standards of Practice

A. Implementation Standards

Identification, development or adaptation of print and/or audio materials in the native language. Identification of methods to distribute the materials, for example, through early care and education settings such as child care, Head Start or family, friend and neighbor programs, libraries, cultural centers, community organizations or parenting programs:

1. Developed by or in consultation with early childhood language and literacy experts.
2. Print and audio materials must be founded in current research and best practices that promote early childhood language and emergent literacy development for Native American children.

Implementation of acquisition native language preservation curriculum in early care and education settings:

1. Provide daily opportunities *in the identified native language* for children to develop listening and understanding skills.
 - Provide daily opportunities for children to listen to stories, rhymes, songs and conversations as appropriate for the age group.
 - Talk to infants and toddlers with simple language, frequent eye contact (as appropriate), and responsiveness to their cues and language attempts.
 - Talk to preschool children using sophisticated vocabulary and sentence structure within the context of the learning environment.
 - Tell and retell oral stories to children.
2. Provide daily opportunities *in the identified native language* for children to speak and practice communicating throughout the day.
 - Engage children in reciprocal (back and forth) conversations about topics that

are of interest to them.

- Provide opportunities throughout the day for children to verbally express their thoughts, feelings and understandings.
 - Provide for a balance of child and adult conversations.
3. Provide opportunities *in the identified native language* for children to develop the ability to distinguish between sounds.
 - Frequently play with young children by talking to, singing to, and doing finger play.
 - If possible include books with rhyming words and alliteration in the shared reading experiences.
 - Introduce culturally appropriate stories, songs and rhymes to young children by reciting them frequently.
 4. Provide children with daily opportunities to learn about books, their purpose, and how to handle them.
 - Share age-appropriate books *in the identified native language* with children on a daily basis by reading to the child on an adult's lap or together with one or two other children (appropriate for infants, toddlers and preschool ages), or in a large group (appropriate for preschool ages).
 - Allow children, even babies, the opportunity to handle books.
 - Reread books, especially favorite ones.
 5. Provide children with opportunities to practice using drawing and writing materials.
 - Provide simple writing materials such as crayons and markers and large paper for toddlers to explore and manipulate.
 - Provide ample variety of writing materials that are readily accessible to preschool children throughout the day and throughout the child care setting including outdoor environments.
 - Model purposeful writing for children such as making a recipe for preparing traditional foods, lists of traditional foods or materials needed for an activity, or making a birthday or get well card for a child.

6. Provide opportunities for children to begin to develop alphabet knowledge.
 - Use the names of the letters throughout the day within the context of writing children's names or modeling writing for preschool children.
 - Incorporate the names of letters into interactive songs and games.
7. Provide books that are reflective of the child and family's language and culture.
 - Provide books that are written in the language that is spoken in the child's home.
 - Provide books that reflect the child's culture or ethnicity in a non-stereotypical manner.
 - Provide books that reflect the child's family structure in a respectful manner.

Initial and ongoing training for staff in early care and educational environments to implement a native language curriculum:

Qualifications of Instructors:

1. Be knowledgeable about and possess experience in working with both adult learners and young children birth to age five.
2. Have an educational degree and experience in early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field and must meet the qualifications of adjunct faculty at the local community college. Supervisors must meet or exceed these requirements with at least two years of program management experience.
3. Possess appropriate credentials and experience in conducting professional development activities, including working with adult learners and learners from diverse cultures.
4. Demonstrate knowledge and skills that reflect current early childhood education best practices, research and standards, such as Arizona's *Program Guidelines for High Quality Early Childhood Education: Birth Through Kindergarten, Early Learning Standards for 3-5 Year Olds and Infant/Toddler Developmental Guidelines* (in development for publication in Spring 2012).
5. Have a minimum of five years of experience working with young children (combination of classroom and supervisory experience).
6. Demonstrate proficiency in the language(s) of the tribes or have an alternate and effective procedure for communication.

Implementation of native language preservation community-based parent education programs using native language curriculum; implementation of family engagement activities at the early care and education settings with staff trained in the program:

1. Offer families information on how they can support their child in learning their native language..
2. Provide information on typical early language and emergent literacy development for infants, toddlers and preschoolers for parents and how they can be the primary teacher for their children and full partners in the education of their children.
3. Actively engage parents to increase their awareness about how everyday experiences at home and other natural environments can nurture the language and literacy development of their children.
4. Provide information on maintaining a literacy-rich home environment in the Native American language of the tribe.

III. Cultural Competencies

Programs will also implement the following best practices and standards related to Cultural Competencies:

- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members and program participants' effective, understandable, and respectful care that is provided in a culturally competent manner. Early childhood practitioners /early childhood service providers should ensure that staff and participants 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>
- 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.

- 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.
- The ideal applicant 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.
- Related to data collection, evaluation or research activities:
 - 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.

COMMUNITY OUTREACH REPORT

Hualapai Regional Partnership Council meeting February 12, 2014



FIRST THINGS FIRST

Ready for School. Set for Life.

Head Start Parent Night Presentation

Thurs., Jan. 28, 2014

22 parents/grandparents/caregivers in attendance

Other Outreach

Community Christmas Celebration, hosted by GC Tourism

Friday, Dec. 20, 2013



Upcoming:

Hualapai Family /Community Survey and Luncheon

11 a.m.– 2p.m. Thurs., Feb. 20, 2014

Survey, FTF presentation by Regional Director

Co-hosted by University of Arizona Norton School/ Hualapai WIC



Bilingual Children's Books Open House

10 a.m. to noon, Friday, Feb., 28, 2014

Cultural Resources Department

Story on the project will be sent to area/tribal media

Kid's Health Fair

In cooperation with Head Start, Peach Springs Elementary and Maternal Child Health Program.

FTF Core Message of the Month

More than 40 percent of Arizona's fourth graders are not reading at grade level. The best way to reverse this trend is to help children develop language and expose them to books before they enter kindergarten.

Use this message to demonstrate how Early Childhood impacts a child's future performance in the workplace or school. Successful people share these traits and we want our kids to be successful.



Hualapai Tribe Regional Partnership Council
February 2014
Regional Director's Report

Updates

January Board Meeting

- On January 22nd, the Hualapai Tribe Regional Partnership Council's Fiscal Year 2015 Funding Plan was unanimously approved by the Board.

CEO Search Update

- Diversified Search, a firm from Washington, D.C. is currently conducting a search for viable candidates to present to the Board's sub-committee. Interviews will be conducted in the spring, the top candidates will forward for consideration by the full Board.
- The Board hopes to have a new CEO in place by early summer. Sam Leyvas will continue to serve as interim CEO.
- The April Board meeting – originally slated to be held in Flagstaff – will be held in Phoenix to accommodate the work of the selection committee and final candidate selection.

New Publication Available

Publications released by First Things First are available at www.azfff.gov.



On December 10, the First Things First Board approved *Building Bright Futures*, the 2013 statewide needs and assets report. The report describes the status of young children in various areas, including demographics, economics, education and health.



2014 Early Childhood Summit

- The First Things First Early Childhood Summit brings together early childhood professionals, stakeholders and supporters to learn, share and grow. The Summit offers an exciting opportunity to build both the knowledge and relationships critical to our collective success. Proposals for presenters are being expected now, with the deadline of February 28, 2014. www.azffsummit.com

Upcoming Events

February 19th: Parent Outreach Workshop, Blue Water Casino, Parker, 8:00am – 2:30pm

- This workshop, hosted by CRIT Department of Health and Social Services, is open to “all the Tribes of the River.” The focus of this workshop is to provide child care injury prevention training to parents, caregivers, family and friends who provide care for young children. Breakfast and lunch will be provided. Please RSVP to CRIT Department of Health and Social Services at 928-669-5588.

February 20th: Hualapai Parent Luncheon, Multipurpose Building, 11:00am – 2:00pm

- As part of the 2014 Regional Needs and Assets Assessment, the University of Arizona Norton School Team is conducting a Family and Community Survey. If enough parents and guardians (of children birth to age 5) participate in the survey, the results will be analyzed and included in the Needs and Assets Assessment, and will also be used as data for the School Readiness Indicators you selected. The Norton School Team has been working closely with Mary Imus/WIC to set up a luncheon inviting all of the parents to come together for a meal and to participate in this survey.

February 28th: Hualapai Children’s Books Open House, Cultural Center, 10:00am

- The Hualapai Cultural Department is hosting an Open House to reveal the five bilingual children’s books to the community. Please plan on participating in this event! Contact Carrie Cannon at the Cultural Department for more information.

March 12th: Hualapai Tribe Regional Partnership Council Meeting, 9:00am

- The next Hualapai Tribe Regional Partnership Council Meeting will begin at 9:00am on March 12th.

March 31-April 1st: Northwest Infant and Toddler Mental Health Symposium, Laughlin, NV

- The 3rd annual Northwest Infant and Toddler Mental Health Symposium is taking place at the Aquarius Resort and Conference Center March 31st – April 1st. Please contact the Mohave County Superior Court’s Infant and Toddler Mental Health Team at 928-753-0744 for more information.



Hualapai Tribe Regional Partnership Council

Data Report

Fiscal Year: 2014

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.

0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

3 = 3 months out of 3 months of data for this quarter were submitted

**Contracted Service Units

Contracted Service Units only appear for a contract's lead strategy

Instructions for reading null and zero as data field values:

Blank data field = A null data field appears if the grantee selected "NA (Not Applicable)" when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract

0 = Grantee selected "No" in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter

0 = Grantee reported "0" on their data reporting template indicating the specific data field(s) were not collected for the quarter

Expansion: Increase slots and/or capital expense

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
GRA-RC025-14-0645-01 / Hualapai Tribe	Quarterly Data Submission Status*		2
	Number of center based providers served	1	2
	Number of center based providers at the end of the quarter		2
	Number of home based providers served	0	
	Number of home based providers at the end of the quarter		
	Number of providers who received Renovation support		0
	Number of providers who received Capital Investment support		0
	Number of providers who received supports to be regulated		0
	Number of providers who received support for planning for		0
	Number of providers who received Equipment/materials		0
	Number of providers who received other support services		0
	Number of center based providers that received a new license		0
	Number of home based providers that received a new license		
	Number of infant slots added in center based providers		0
	Number of toddler slots added in center based providers		0
	Number of preschooler slots added in center based providers		0
	Number of increased slots for participating children	10	0

Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
GRA-RC025-14-0605-01 / St. Mary's Food Bank Alliance	Quarterly Data Submission Status*		3
	Number of food boxes distributed	600	85
	Number of families who received food boxes		85
	Number of children (0-5 yrs) in families who received food boxes		134
	Number of families who received other items		0
	Number of children (0-5 yrs) in families who received other items		0

Home Visitation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
Hualapai Tribe	Number of families served	30	9
	Number of families at the end of the quarter (subtracting		9
	Homevisitor caseload for the quarter		
	Staff turnover for the quarter		
	Family turnover for the quarter		
	Families disenrolled due to moving		
	Families disenrolled due to unable to locate		
	Number of children served		13

Scholarships TEACH - All

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child	AA Degrees Completed Contract to Date		0
	CDA Credentials Completed Contract to Date		0
	Scholars Currently Receiving T.E.A.C.H. Scholarship		0
	AA Applications Pending		1

Scholarships TEACH - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0
	CDA Credentials Completed Contract to Date		0
	AA Scholarships Awarded		0
	CDA Scholarships Currently Awarded		0
	Scholars Currently Receiving T.E.A.C.H. Scholarship	2	0