



Salt River Pima-Maricopa Indian Community
Regional Partnership Council



Arizona Early Childhood Development & Health
Salt River Pima-Maricopa Indian Community
Regional Partnership Council

Meeting Minutes October 15, 2013 Regional Council Meeting

Call to Order

The Regular Meeting of the Salt River Pima-Maricopa Indian Community was held on October 15, 2013. The meeting was held at the Two Waters Building A, Wi:Hom conference Room, 10061 East Osborn Road, Scottsdale, Arizona 85256.

The meeting was called to order by Chair Loring at approximately 11:50 a.m.

Members Present

Chair Virginia Loring, Toni Harvier, Joyce Helmuth, Michelle Jameson, Bella Miller, and Lance Silverhorn.

Caroline Sekaquaptewa joined the meeting at 11:52 a.m.

Members Absent

Vice Chair Chris McIntier, Ron Ransom, and Deana Washington.

Invocation

Invocation was conducted by Member Silverhorn.

New Council Member Bella Miller was introduced. Council Member Miller told us about herself, her background and all the Council Members introduced themselves to her.

Consent Agenda

Council Member Helmuth moved to approve the meeting minutes of September 17, 2013. Council Member Silverhorn seconded the motion and it was approved unanimously 7-0.

Second Reading of the Governance Policy Review – Discussion and Possible Action

Member Silverhorn made a motion to approve the Governance Policy with the four identified changes to sections: 1-103, 1-105.2, 1-107, and 1-109. The motion was seconded by Member Jameson and it was approved unanimously 7-0.

2014 Funding Plan Discussion and Possible Action

Director Vinarskai recommended bringing \$160,000 to carry forward from the Home Visitation Strategy due to the strategy not being implemented by Salt River Pima-Maricopa Indian Community Regional Partnership Council. Member Jameson made a motion to accept this recommendation to bring \$160,000 to carry forward and Member Helmuth seconded the motion. It was approved unanimously 7-0.

2015 Funding Plan Discussion and Possible Action

Director Vinarskai provided an overview of each strategy and shared expenditure history.

Discussion took place about the low expenditure of the TEACH strategy and a decision was reached to reduce it by 50 percent.



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Regional Partnership Council



In addition, discussion took place about the Food Security Strategy and the need for diapers and formula. Director Vinarskai was asked to find out if there is any other First Things First strategy that could provide diapers and formula to meet needs.

There was also some discussion about expanding the Summer Transition Strategy which will be further discussed in the upcoming Subcommittee meeting.

There were nine 2015 strategies discussed and voted on.

- Community Awareness Strategy – Council Member Harvier moved to approve \$4,000, Council Member Helmuth seconded the motion, and it passed 7-0.
- Food Security Strategy – Council Member Helmuth moved to approve \$10,000, Council Member Jameson seconded the motion, and it passed 7-0.
- Mental Health Consultation Strategy – Council Member Jameson moved to approve \$30,750, Council Member Silverhorn seconded the motion, and it passed 7-0.
- Native Language Enrichment Strategy – Council Member Sekaquaptewa moved to approve \$5,000, Council Member Harvier seconded the motion, and it passed 7-0.
- Parent Education Community-Based Training Strategy – Council Member Silverhorn moved to approve \$98,315, Council Member Harvier seconded the motion, and it passed 7-0.
- Parent Outreach and Awareness Strategy – Council Member Miller moved to approve \$3,000, Council Member Harvier seconded the motion, and it passed 7-0.
- Reach Out and Read Strategy – Council Member Harvier moved to approve \$1,500, Council Member Silverhorn seconded the motion, and it passed 7-0.
- TEACH Scholarship Strategy – Council Member Helmuth moved to approve \$8,250, Council Member Jameson seconded the motion, and it passed 7-0.
- Summer Transition to Kindergarten Strategy – Council Member Jameson moved to approve \$18,000, Council Member Silverhorn seconded the motion, and it passed 7-0.

Regional Director's Updates

- First Things First had a table at Safety Day, on October 7, 2013. There was great attendance. The attendees were interested and got informed about First Things First. More giveaways are needed at the next community event.
- The Chair and Vice Chair meeting went well.
- The Parent Education Community-Based Training Strategy reporting will change from duplicated to unduplicated.
- Director Vinarskai shared that First Things First will be contacting the Tribe about entering into a five year data sharing agreement. The Tribe will decide whether they want to share data or not.



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Regional Partnership Council Member Updates

- Member Helmuth met with Hazel Thomas. Ms. Thomas will help with surveys at the University of Arizona vendor booth during the upcoming Tribal fairs and events. As of today, a contact number for Bonnie Tucker cannot be found.
- Council Members Harvier and Helmuth mentioned other fairs and events. They were the Halloween Carnival to be held on October 25, 2013 and the Diabetes/Wellness Fair to be held on November 5, 2013.

Chair Loring announced there will not be a November 2013 Council Meeting unless the Council is contacted by Director Vinarskai. There will be no December 2013 meeting.

Adjournment

The meeting was adjourned by Chair Loring at 12:45 p.m.

Submitted by:

Patty Morris, Administrative Assistant II

Approved by:

Virginia Loring, Chair



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SFY 2015 Regional Funding Plan

Salt River Pima Maricopa Indian
Community Regional Partnership
Council

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

**Salt River Pima-Maricopa Indian Community
Funding Plan Summary
SFY15 Proposed**

Allocations and Funding Sources	2015	Recommendations to the Board SFY15 Strategies and Allotments
FY Allocation	\$120,837	
Population Based Allocation	\$84,879	
Discretionary Allocation	\$21,237	
Other (FTF Fund balance addition)	\$14,721	
Carry Forward From Previous Year	\$360,573	
Total Regional Council Funds Available	\$481,410	
Strategies	Proposed Allotment	
Scholarships TEACH (<i>statewide</i>)	\$8,250	Recommend Approval
Summer Transition to Kindergarten	\$18,000	Recommend Approval
Mental Health Consultation (<i>statewide</i>)	\$30,750	Recommend Approval
Food Security	\$10,000	Recommend Approval
Native Language Preservation (<i>FTF Directed</i>)	\$5,000	Recommend Approval
Parent Education Community-Based Training	\$98,315	Recommend Approval
Parent Outreach and Awareness (<i>FTF Directed</i>)	\$3,000	Recommend Approval
Reach Out and Read	\$1,500	Recommend Approval
Community Awareness (<i>FTF Directed</i>)	\$4,000	Recommend Approval
Statewide Evaluation (<i>statewide</i>) (<i>FTF Directed</i>)	\$8,259	Recommend Approval
Total	\$187,074	
Total Unallotted	\$294,336	

SALT RIVER PIMA-MARICOPA INDIAN COMMUNIITY 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**

Salt River Pima Maricopa Indian Community Regional Partnership Council

Allocations and Funding Sources	SFY2013	SFY2014	SFY2015
FY Allocation	\$319,265	\$131,893	\$120,837
Population Based Allocation	\$210,940	\$91,484	\$84,879
Discretionary Allocation	\$68,982	\$25,013	\$21,237
Other (FTF Fund balance addition)	\$39,343	\$15,396	\$14,721
Carry Forward From Previous Year	\$359,624	\$404,649	\$360,573
Total Regional Council Funds Available	\$678,889	\$536,542	\$481,410

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

SFY 2014
Salt River Pima Maricopa
Funding Plan Summary

Allocations and Funding Sources		2014	
FY Allocation			\$131,893
Population Based Allocation			\$91,484
Discretionary Allocation			\$25,013
Other (FTF Fund balance addition)			\$15,396
Carry Forward From Previous Year			\$404,649
Total Regional Council Funds Available			\$536,542
Strategies	Allotted	Awarded	
Scholarships TEACH	\$16,500		\$16,500
Summer Transition to Kindergarten	\$18,000		\$18,000
Mental Health Consultation	\$30,750		\$30,750
Food Security	\$10,000		\$10,000
Native Language Preservation	\$5,000		
Parent Education Community-Based Training	\$98,315		\$98,315
Parent Outreach and Awareness	\$3,000		\$3,000
Reach Out and Read	\$1,500		\$1,348
Community Awareness	\$4,000		\$4,000
Statewide Evaluation	\$8,456		\$8,456
	Total	\$195,521	\$190,369
	Total Unallotted	\$341,021	\$5,152

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

Salt River Pima-Maricopa Indian Community
 Units of Service by Strategy

Strategy Description	Fiscal Year 2014	
	Targeted Units	Contracted Units
Scholarships TEACH Strategy		
Number of professionals receiving scholarships	5	5
Summer Transition to Kindergarten Strategy		
Number of children served	30	30
Number of participating adults	30	30
Mental Health Consultation Strategy		
Number of center based providers served	1	1
Number of home based providers served	0	0
Number of tuition reimbursements distributed	0	0
Number of tuition reimbursements distributed statewide	0	0
Food Security Strategy		
Number of food boxes distributed	400	400
Native Language Preservation Strategy		
Number of books distributed	500	0
Number of home and/or center based providers	0	0
Number of participating adults	0	0
Number of participating professionals	0	0
Parent Education Community-Based Training Strategy		
Number of participating adults	90	90
Parent Outreach and Awareness Strategy		
Number of books distributed	0	0
Number of events held	2	0
Number of resource guides distributed	0	0
Number of workshops held	0	0
Reach Out and Read Strategy		
Number of books distributed	225	490
Number of participating practices	1	1
Community Awareness		
No Service Units		
Statewide Evaluations		
No Service Units		

Notes about SFY14 contracted service units:

Scholarships TEACH Service Numbers:

The Regional Council does not participate in Quality First. Only the additional Regional TEACH is shown in the Units of Service Table. The contracted units for Regional TEACH is 5.

Mental Health Consultation Service Numbers:

Salt River Pima-Maricopa Indian Community does not have any home providers within the region, thus services are only contracted for one center. The Region does not fund tuition reimbursement.

Native Language Preservation Service Numbers:

This is a FTF directed strategy. There is a Committee led by a Regional Partnership Council Member and staff from other Community Cultural Departments that are working on the development of books and CDs; however, a final product has not been completed. The Committee as well as the Regional Council will be determining the plan to educate the center based providers and families in utilizing the materials. Therefore the targeted and contracted units of service have not been established.

Parent Outreach and Awareness Numbers:

This is a FTF Directed Strategy. The only Parent Outreach and Awareness activities funded in SFY14 are two events targeting parents and professionals.

Reach Out and Read Numbers:

The contracted agency (American Academy of Pediatrics) is able to provide 490 books for the amount awarded in the contract.

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	SFY13-15 Strategies
<p>Limited access early care and education</p> <p>Limited support and services for families</p> <p>Expansion of literacy programming</p> <p>Expand access to educational opportunities for early childhood workforce</p> <p>Create Community awareness and support</p> <p>Increase awareness and utilization of all health promotion and wellness programs among populations not enrolled in the Early Childhood Education Center or other early childhood programs</p>	<p>1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical.</p> <p>10. % of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p> <p>8. #/% of children receiving timely well child visits</p>	<p>Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.</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.</p> <p>Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high health care services (including oral health and mental health) and affordable health care coverage for young children and their families.</p>	<p>-Quality First Package (including Child Care Health Consultation, QF Scholarships and TEACH) SFY2013 ONLY</p> <p>-Scholarships TEACH (Non Quality First)</p> <p>-Pre-Kindergarten Scholarships (SFY2013 ONLY)</p> <p>-Summer Transition to Kindergarten</p> <p>-Mental Health Consultation</p> <p>-Food Security</p> <p>-Native Language Preservation</p> <p>-Parent Education Community Based Training</p> <p>-Parent Outreach and Awareness</p> <p>-Reach Out and Read</p> <p>-Community Awareness</p> <p>-Statewide Evaluation</p>

**Section III. B.
SFY15 Funding Plan
Changes in Strategies from SFY14 to SFY15**

Strategy Name	SFY14	SFY15
Scholarships TEACH		
Funding Level Changes:	\$16,500	\$8,250
TSU Change: # of professionals receiving scholarships	5	2
Target Population Change:	No Change	No Change
Explanation of Change:	Due to the availability of statewide funds for TEACH, the Regional Council is able to reduce the funding level amount by 50%.	
Summer Transition to Kindergarten	No Change	
Mental Health Consultation (statewide)	No Change	
Food Security	No Change	
Native Language Preservation	No Change	
Parent Education Community-Based Training	No Change	
Parent Outreach and Awareness	No Change	
Reach Out and Read	No Change	
Community Awareness	No Change	
Statewide Evaluation		
Funding Level Change:	\$8,456	\$8,259
Explanation of Change(s):	The funding level is based on the FTF Research and Evaluation Implementation Plan for SFY-13 - SFY15.	

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

SFY 15 Target Service Units Proposed

Strategy	Service Unit	2014		2015
		Target	Contracted	Target
Scholarships TEACH	Number of professionals receiving scholarships	5	5	2
Summer Transition to Kindergarten	Number of children served	30	30	30
	Number of participating adults	30	30	30
Mental Health Consultation	Number of center based providers served	1	1	1
	Number of home based providers served	-	-	-
	Number of tuition reimbursements distributed	-	-	
	Number of tuition reimbursements distributed statewide	-	-	-
Food Security	Number of food boxes distributed	400	400	400
Native Language Preservation	Number of books distributed	500	-	500
	Number of home and/or center based providers	-	-	-
	Number of participating adults	-	-	-
	Number of participating professionals	-	-	-
Parent Education Community-Based Training	Number of participating adults	90	90	90
Parent Outreach and Awareness	Number of books distributed	-	-	-
	Number of events held	2	-	2
	Number of resource guides distributed	-	-	-
	Number of workshops held	-	-	-
Reach Out and Read	Number of books distributed	225	490	490
	Number of participating practices	-	1	1

Notes about SFY14 contracted service units and SFY15 proposed targets:

Scholarships TEACH Service Numbers:

The Regional Council does not participate in Quality First. Only the additional Regional TEACH is shown in the Units of Service Table. Due to the availability of statewide funds for TEACH, the Regional Council is able to reduce the funding level amount by 50%.

Mental Health Consultation Service Numbers:

Salt River Pima-Maricopa Indian Community does not have any home providers within the region, thus services are only contracted for one center. The Region does not fund tuition reimbursement.

Native Language Preservation Service Numbers:

This is a FTF directed strategy. There is a Committee led by a Regional Partnership Council Member and staff from other Community Cultural Departments that are working on the development of books and CDs; however, a final product has not been completed. The Committee as well as the Regional Council will be determining the plan to educate the center based providers and families in utilizing the materials. Therefore the targeted and contracted units of service have not been established.

Parent Outreach and Awareness:

This is a FTF Directed Strategy. The only Parent Outreach and Awareness activities being funded in SFY15 are two events targeting parents and professionals.

Reach Out and Read:

The contracted agency (American Academy of Pediatrics) is able to provide 490 books for the amount awarded in the contract in SFY15.

Section III. D.
SFY15 Funding Plan
New Proposed Strategies

No New Proposed Strategies.

Section III.E.

SFY Funding Plan

SFY Proposed Funding Summary including the SFY13-15 Salt River Pima Maricopa Regional Partnership Council Budget

SFY13-15 Salt River Pima-Maricopa Indian Community

Funding Plan Summary SFY15 Proposed

Allocations and Funding Sources	2013	2014	2015
FY Allocation	\$319,265	\$131,893	\$120,837
Population Based Allocation	\$210,940	\$91,484	\$84,879
Discretionary Allocation	\$68,982	\$25,013	\$21,237
Other (FTF Fund balance addition)	\$39,343	\$15,396	\$14,721
Carry Forward From Previous Year	\$359,624	\$404,649	\$360,573
Total Regional Council Funds Available	\$678,889	\$536,542	\$481,410
Strategies	Allotted	Allotted	Proposed Allotment
Quality First	\$18,056	\$0	\$0
Scholarships TEACH	\$16,500	\$16,500	\$8,250
Child Care Health Consultation	\$2,520	\$0	\$0
Quality First Pre-K Scholarships	\$165,000	\$0	\$0
Summer Transition to Kindergarten	\$0	\$18,000	\$18,000
Mental Health Consultation	\$30,750	\$30,750	\$30,750
Food Security	\$10,000	\$10,000	\$10,000
Native Language Preservation	\$15,000	\$5,000	\$5,000
Parent Education Community-Based Training	\$76,059	\$98,315	\$98,315
Parent Outreach and Awareness	\$8,000	\$3,000	\$3,000
Reach Out and Read	\$3,000	\$1,500	\$1,500
Community Awareness	\$6,000	\$4,000	\$4,000
Statewide Evaluation	\$10,283	\$8,456	\$8,259
Total	\$361,168	\$195,521	\$187,074
Total Unallotted	\$317,721	\$341,021	\$294,336

FY 2014 Salt River Pima Maricopa Indian Community Contract Detail

	Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	Award Expended	Allotment Expended	Reimbursement Activity	
				Total Allotment	Awarded			% of Award Expended	% of Allotment Expended	Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy			Strategy Subtotal:	\$4,000	\$4,000	-	\$4,000	0.0%	0.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0651-01	07/01/2013-06/30/2014			\$4,000	-	\$4,000	0.0%		
				Goal Area Subtotal:	\$4,000	\$4,000	-	\$4,000	0.0%	0.0%	
	<hr/>										
Evaluation	Statewide Evaluation Strategy			Strategy Subtotal:	\$8,456	\$8,456	\$8,456	-	100.0%	100.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014			\$8,456	\$8,456	-	100.0%		
				Goal Area Subtotal:	\$8,456	\$8,456	\$8,456	-	100.0%	100.0%	
	<hr/>										
Family Support	Food Security Strategy			Strategy Subtotal:	\$10,000	\$10,000	\$2,500	\$7,500	25.0%	25.0%	
	Salt River Pima-Maricopa Indian Community	GRA-RC021-13-0514-01-Y2	07/01/2013-06/30/2014			\$10,000	\$2,500	\$7,500	25.0%		
	Native Language Preservation Strategy			Strategy Subtotal:	\$5,000	-	-	-	0.0%	0.0%	
	Parent Education Community-Based Training Strategy			Strategy Subtotal:	\$98,315	\$98,315	\$49,158	\$49,158	50.0%	50.0%	\$24,579
	Salt River Pima-Maricopa Indian Community	GRA-RC021-14-0608-01	07/01/2013-06/30/2014			\$98,315	\$49,158	\$49,158	50.0%		\$24,579
	Parent Outreach and Awareness Strategy			Strategy Subtotal:	\$3,000	\$3,000	\$1,200	\$1,800	40.0%	40.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0664-01	07/01/2013-06/30/2014			\$3,000	\$1,200	\$1,800	40.0%		
	Reach Out and Read Strategy			Strategy Subtotal:	\$1,500	\$1,348	\$677	\$671	50.2%	45.1%	\$339
	American Academy of Pediatrics - AZ Chapter	FTF-MULTI-13-0401-01-Y2	07/01/2013-06/30/2014			\$1,348	\$677	\$671	50.2%		\$339
			Goal Area Subtotal:	\$117,815	\$112,663	\$53,535	\$59,128	47.5%	45.4%	\$339	\$24,579

FY 2014 Salt River Pima Maricopa Indian Community Contract Detail

Health										
Mental Health Consultation Strategy			Strategy Subtotal:	\$30,750	\$30,750	\$16,162	\$14,588	52.6%	52.6%	\$3,340
Southwest Human Development	FTF-STATE-13-0344-01-Y2	07/01/2013-06/30/2014		\$30,750	\$16,162	\$14,588	52.6%	52.6%	\$3,340	
Goal Area Subtotal:			\$30,750	\$30,750	\$16,162	\$14,588	52.6%	52.6%	\$3,340	
Professional Development										
Scholarships TEACH Strategy			Strategy Subtotal:	\$16,500	\$16,500	\$3,644	\$12,856	22.1%	22.1%	\$2,392
Association for Supportive Child Care	FTF-STATE-13-0350-01-Y2	07/01/2013-06/30/2014		\$16,500	\$3,644	\$12,856	22.1%	22.1%	\$2,392	
Goal Area Subtotal:			\$16,500	\$16,500	\$3,644	\$12,856	22.1%	22.1%	\$2,392	
Quality and Access										
Summer Transition to Kindergarten Strategy			Strategy Subtotal:	\$18,000	\$18,000	\$9,000	\$9,000	50.0%	50.0%	
Salt River Pima-Maricopa Indian Community	GRA-RC021-14-0606-01	07/01/2013-06/30/2014		\$18,000	\$9,000	\$9,000	50.0%	50.0%		
Goal Area Subtotal:			\$18,000	\$18,000	\$9,000	\$9,000	50.0%	50.0%		
Overall Total:			\$195,521	\$190,369	\$90,797	\$99,572	47.7%	46.4%	\$339	\$30,311

FY 2014 Salt River Pima Maricopa Indian Community Contract Detail

First Things First Quarterly Community Based Training Narrative Report

Due the 20th following the end of each Quarter

Provider Name	SRPMIC – Teen Parenting Class - SPA		
Contract #	GRA-RC021-14-0608-01		
User Completing Report	Carrie Hodge, Pam Prasher, Edith Eubank, Charis McInteir		
Reporting Period	Quarter*	Year	
	2	2013/14	
Regional Partnership Council	Salt River Pima-Maricopa Indian Community Regional Partnership Council		
Date Completed	12/20/13		
Note*: 1 st Quarter: July-September – Narrative Report due October 20th 2 nd Quarter: October-December – Narrative Report due January 20th 3 rd Quarter: January-March – Narrative Report due April 20th 4 th Quarter: April- June – Narrative Report due July 20th			

Instructions: Please complete the questions below for all funded activities within your grant agreement. When completing this report reference your grant implementation plan. Please note that information reported in your narrative should supplement, not duplicate or conflict, with data reported in your assigned data template(s). The data template(s) assigned to your contract will serve as the system of record for data reported for your grant agreement. It may be helpful to complete your data submission report prior to this report.

Program Implementation:

1. Provide the following information on current outreach, recruitment and retention activities, as applicable:

Blue Font is WISH Class (2 hours),

Red font is Teen Parent SPA class (1.5 hours),

Black font is South Campus Parenting classes (3 hours).

Activity	Target Audience	Frequency of Activity	Number Reached
10/1/2013	GED/ALA/LEARN	1	6

First Things First Quarterly Community Based Training Narrative Report
Due the 20th following the end of each Quarter

Physical Development			
10/2/2013 Physical Development	GED/ALA/LEARN	1	6
10/02/2013 (Class 2) Open discussion on quote "Every child needs someone who is crazy about them", Brain Development, Brain building activity (scenarios/activities that stimulate an infant/child's brain). Importance of developing language with babies (Romanian Orphanages). Overview of Adverse Childhood Experiences.	Community Parents	1	16 Parents 2 Facilitators
10/3/2013 Picturing of America, R. Bearden Children's Illustrator/artist	GED/ALA/LEARN	1	6
10/7/2013 Cognitive Dev.	GED/ALA/LEARN	1	10
10/9/2013 Cognitive Dev.	GED/ALA/LEARN	1	10
10/10/2013 Importance of Play	GED/ALA/LEARN	1	14
Meeting 2 - 10/15/13 <u>Explained Maslow's Heirarchy of Needs</u> -Pam did a visual display of the pyramid with cups. Carrie gave a powerpoint presentation that connected the movie Castaway to the pyramid of needs. The objective was to show the different levels and that one must	Teen parents	1	5

First Things First Quarterly Community Based Training Narrative Report
Due the 20th following the end of each Quarter

be mastered before moving up to the next level. Participants were each given diapers, wipes, a childrens book and a choice of a variety of incentives. Meal was provided.			
10/16/2013 (Class 3) What is attachment and bonding? What is the difference, how can parents bond with their children (video on Australian parents of twin babies). Still Face Experiment, different parenting styles and how they can affect their child's behavior. Stress Relief for children and parents (baby massages, soothing music, etc.)	Community Parents	1	15 Parents 2 Facilitators
10/17/2013 Exploring water play activity	GED/ALA/LEARN	1	14
10/21/2013 Playing with Clay (guest speaker)	GED/ALA/LEARN	1	15
Meeting 3 10/22/13 <u>Immunizations and Childhood Diseases -</u> Open discussion about importance of immunizations, occurrence childhood diseases that have diminished due to immunizations. Teens shared stories and an immunization schedule as well as free clinics was handed out. Participants	Teen Parents	1	9

First Things First Quarterly Community Based Training Narrative Report
Due the 20th following the end of each Quarter

<p>were each given diapers , wipes a childrens book and a choice of a variety of incentives. Meal was provided.</p>			
<p>10/23/2013 (Class 4) Introduction to Social and Emotional Development. What is age-appropriate for children from 0-5. We discussed the importance of schedules and routines. Parents were encouraged to talk about why they feel they need one and what barriers they are having. Then parents participated in a make and take session where they either made a daily schedule for their children using a file folder and Velcro, or they got a chance to concentrate on a routine (sleeping, bathing, morning etc.) Parents read scenarios about social emotional development. We also passed out the family guide routine, from Positive Behavior Support. Which goes into detail on what exactly to say when parents are experiencing the challenging behaviors during routines and in restaurants, doctors, shopping etc.</p>	<p>Community Parents</p>	<p>1</p>	<p>14 Parents 2 Facilitators</p>
<p>10/23/2013 Parenting Read Aloud</p>	<p>GED/ALA/LEARN</p>	<p>1</p>	<p>5</p>
<p>10/24/2013 Parenting Read Aloud</p>	<p>GED/ALA/LEARN</p>	<p>1</p>	<p>5</p>

First Things First Quarterly Community Based Training Narrative Report
Due the 20th following the end of each Quarter

10/28/2013 Picturing of America. Study of artist L. Tiffany	GED/ALA/LEARN	1	13
Meeting 4 10/29/13 <u>Safety and Childproofing</u> Carrie and Pam started discussion of accidents that can occur in the home. An article describing the dangers of baby oil and ways to keep safe were handed out. Participants were each given diapers, wipes, a children's book and a choice of safety related incentives (baby monitor, cabinet locks, etc) Meal was provided.	Teen Parents	1	6
10/30/2013 (Class 5) Building Positive Relationships with children. Discuss the importance of building positive relationships with our children. Discuss the "power" of using positive comments and encouragement with our children. Filling the child's tank. (Module 1 of Positive Behavior Support).	Community Parents	1	14 Parents 2 facilitators
10/30/2013 How to build my child's vocabulary	GED/ALA/LEARN	1	5
11/4/2013 Picturing of America. Study of artist L. Tiffany	GED/ALA/LEARN	1	14
11/6/2013 (Class 6)	Community	1	14 Parents

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<p>Introduced different Communication Styles, how they can affect our children. Discuss the use of play as a powerful parenting practice. Discuss ideas for helping your children develop friendship skills. Link positive comments, encouragement, and play to children's behavior. Engaged parents in actual play to see the difference between quality play and just play. Take home assignments, following their child's lead in play. (Module 2 in Positive Behavior Supports).</p>	<p>Parents</p>		<p>2 facilitators</p>
<p>11/6/2013 What Babies Learn</p>	<p>ALA/GED/LEARN</p>		<p>14</p>
<p>11/12/2013 Child Development, CDA course</p>	<p>ALA/GED/LEARN</p>		<p>12</p>
<p>Meeting 5 11/12/13 <u>SIDS and Importance of Sleep</u> Handouts from "Face Up to Wake Up" (SIDS prevention project geared toward Native American parents) were given and a poll of previous knowledge of SIDS. Open discussion with questions and suggestions from peers. Participants were each given diapers , wipes , a book and an incentive item related to healthy sleep habits . Meal was provided.</p>	<p>Teen Parents</p>	<p>1</p>	<p>9</p>

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<p>11/13/2013 (Class 7) What are the different aspects of play? Activities that build fine motor skills. Parents were introduced with information about the importance of fine motor skills. Make and take: props that encourage tummy time and rattle to play with their children. Positive star Activity. Parents list problems/challenging behavior they encounter currently. Parent brainstorm household rules. We turn the negative into positive. Parents focus on what they want their children to do, rather than the negative. Make and take activity: Parent make household rules using poster boards.</p>	<p>Community Parents</p>	<p>1</p>	<p>12 Parents 2 facilitators</p>
<p>11/14/2013 Child Development, CDA course</p>	<p>ALA/GED/ECEC</p>	<p>1</p>	<p>12</p>
<p>11/18/2013 Picturing of America, artist L. Tiffany</p>	<p>ALA/GED/ECEC</p>	<p>1</p>	<p>5</p>
<p>11/19/2013 Child Development, CDA course</p>	<p>ALA/GED/ECEC</p>	<p>1</p>	<p>12</p>
<p>Meeting 6 11/19/13 <u>Traditions and Family Rituals</u> An anonymous survey of family traditions and views was given out and each participant filled one out. A fun sharing discussion of things each family does for holidays ,</p>	<p>Teen Parents</p>	<p>1</p>	<p>9</p>

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<p>introduction to tradition "Elf on the Shelf" was well received. Each participant was given diapers , wipes and an "Elf on the Shelf " box set to start a tradition with their family. Meal was provided.</p>			
<p>11/20/2013 Building prop boxes</p>	<p>GED/ALA/LEARN</p>	<p>1</p>	<p>5</p>
<p>11/20/2013 (Class 8) Parents share their Things to Try at Home activities Playing with your child (following his/her lead). Behaviors to see less of and more of Determining the meaning of behavior Making our expectations clear. (Module 3 of Positive Behavior Support) Discuss fun strategies and ideas that you can use to teach your child what to do: Emotional Literacy, Controlling Anger and Handling Disappointment, and Problem Solving. Parents made feelings chart, tucker the turtle (learning stories), temperature chart. Importance of teaching children the emotional vocabulary. (Module 4 of Positive Behavior Support)</p>	<p>Community Parents</p>	<p>1</p>	<p>13 Parents 2 facilitators</p>
<p>11/26/2013 Presented at SRPMIC- Department of Health & Human Services Prevention Conference. Recruited some families. Handed out 30 applications for WISH</p>	<p>Parents with children under age of 5</p>	<p>1</p>	<p>38 attendees 2 facilitators</p>

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Spring 2014 class.			
11/26/2013 Child Development CDA course	GED/ALA/LEARN	1	12
12/2/2013 Picturing of America, artist R. Diebenkorn	GED/ALA/LEARN	1	5
12/3/2013 Child Development CDA course	GED/ALA/LEARN	1	12
Meeting 7 12/3/13 <u>Brain Development</u> A true or false quiz was given out about brain development. A discussion of the answers and facts of physical and social emotional brain development. Ideas were given for stimulating childrens brains at home without the need of store bought toys. Each participant received diapers, wipes , a childrens book and a choice of an incentive. Meal was provided.	Teen Parents	1	4
12/4/2013 ILA Reading Aloud Strategies	GED/ALA/LEARN	1	5
12/04/2013 (Class 9) Be a detective and understand the meaning of their children's behavior. Looking at the beviour before the occurance during and then after. Discuss specific strategies that parents can use with their child every day! Learn the 9 strategies that parents can use in their toolbox with challenging	Community Parents	1	14 Parents 2 facilitators

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behavior. We also focused mainly on the positive with children. Discuss strategies to deal with challenging behavior that continues even though you are using all of the parenting practices discussed in earlier sessions. (Module 5 & Module 6 of Positive Behavior support)			
12/5/2013 Child Development CDA course	GED/ALA/LEARN	1	12
12/9/2013 Interactive Literacy Activities Reading aloud	GED/ALA/LEARN	1	5
12/10/2013 Child Development CDA course	GED/ALA/LEARN	1	12
Meeting 8 12/10/13 <u>Attachment and Bonding</u> Clips of the documentary "Shame of a Nation" was shown. Showed the discovery of orphanages in Romania where children's brain and physical development was impaired due to lack of nurture and human touch. An open discussion followed with the importance of bonding with their babies to promote brain development. Each participant received a book, diapers, wipes and a choice of incentive.	Teen Parents	1	9
12/11/2013 Interactive Literacy Activities	GED/ALA/LEARN	1	7
12/11/2013 (Class 10)	Community	1	14 Parents

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Early Literacy, parents made books. Advantages of using Nursery rhymes. Fun ways to help promote reading, writing and singing. Parents made books to read to their children. Work on Picture books, early writing books, grocery lists (Make and Take Activity. Parents were given a digital camera and talked about how they could use the camera to promote early literacy in their homes. Celebration of completion of class!	Parents		2 facilitators
12/12/2013 Picturing of America, artist R.Diebenkorn	GED/ALA/LEARN	1	7
12/16/2013 Interactive Literacy Activities	GED/ALA/LEARN	1	7
12/17/2013 Child Development CDA course	GED/ALA/LEARN	1	12
Meeting 9 12/17/13 <u>Holiday Celebration</u> Dawna Hulet was our guest and provided a craft activity decorating photo blocks. Items were made with participants choice of papers and colors. Each participant was given diapers, wipes, a book, a camera and photo sd card.	Teen Parents	1	9
12/18/2013 Interactive Literacy Activities	GED/ALA/LEARN	1	7
12/19/2013 Child Development CDA course	GED/ALA/LEARN	1	12

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Describe any particular successes with these activities: **Meeting 2.** The teens were very engaged and several had seen the movie *Castaway* to make the connection. One participant stated that they were going to find the movie and watch it over the weekend and another called me the next morning to clarify the name "Maslow's Hierarchy" so she could read more about it.

Meeting 3,4 & 5 Teens were very interested in the information and asked lots of questions. Some that had been quiet at previous meetings were eager to tell stories of friends or family members with related experiences. Several questions were answered by peers and unexpected relevant stories brought new information.

Meeting 6 Teens did not realize how many traditions and rituals that their family already had. They shared how thinking back to holidays as a young child made them happy. All the teens at class that day told us that Santa did come to their house at Christmas and remembered it being a fun experience. They loved the idea of starting the tradition with the Elf on the Shelf and were really interested in Carrie's stories of doing it with her children and how much fun it is to be a parent.

Meeting 8 Teens were disturbed by the video of the children in Romania. After watching the video they were surprised that holding and cuddling a baby impacted development. Although the video showed an extreme case of neglect, the teens understood how their behavior affected their children's growth and development.

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed? **Two of our participating teens gave birth to healthy babies in this quarter.**
3. Describe current issues related to staffing necessary for program implementation. None at this time for all programs.
4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues? **The high school had a gas leak on December 11th, class was cancelled. There will be 11 SPA classes in quarters 3 and 4.**

This school year has been difficult in getting and keeping parent numbers due to parents getting jobs, trying to obtain their GED's, other agencies offering the same thing, or a loss of interest. Have come up with a plan to change current parenting program so not to offer the same items the other agencies are offering. Have also worked on advertising through the new website and sent fliers out within the community and have advertised in the community newspaper.

Collaboration and Communication:

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5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration. Carrie has met with the community health nurse and is looking into planning a spa class related to safe sex and birth control. Further approval is necessary. The coordinator from Even Start has also offered to share her program with the SPA teens as well. The spring session will have focus on life skills, we will have guests from Housing, Finance and High Education.

The South campus has collaborated with the Tribal LEARN (TANF) program to provide lunch in a bag parenting program to their clients on educational topics. LEARN is near the Education South campus.

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.
The WISH Community Parent Education class was equally divided between parents who had children enrolled at the ECEC and parents who did not have children enrolled at ECEC. We are hoping to broaden our parent ed to those who are not already involved in early childhood programs.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program? None at this time.
8. Describe any additional information you would like to share about program implementation. We are seeing the teens coming on a regular basis and sharing more at each class. The class is held in the child care room of the high school which makes it easier for parents to bring their children. We decided to get rid of the ticket system to “purchase” incentives and give them items at each class instead which has been well received.

Staff Training

Date	Staff Name (attending)	Topics	Hour(s)
10/10/2013	Pamela Prasher / Carrie Hodge	Creative expression for children, personality recognition, Helping young children to express their	8

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		feelings.	
10/11/2013	Pamela Prasher / Carrie Hodge	Your Biases and Teen Parents , Parent Involvement, Healthy Lifestyle, Community Resources	8

Describe staff recruitment and retention activities. None were needed this quarter. All staff remain stable in all classes.

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SOURCE OF ALL REFERRAL INTO PROGRAM		NUMBER
1	Early Care and Education (Child Care) total for all is 11	2, 9
2	Community social service provider total for all is 2	2
3	Community support group	
4	Early Intervention/Therapy (ex. AZEIP, special education pre-schools, physical/speech)	
5	Education – School District total for all is 16	1, 15
6	Education – parent total for all is 2	2
7	Faith community	
8	Family Planning	
9	Financial (emergency utility/rent/food assistance)	
10	Hospital	
11	Housing Support (ex Shelter Services)	
12	Job Development/Placement	
13	Legal	
14	Mental health counseling	
15	Primary Care Physician	
16	Prenatal Group	
17	Dental Provider	
18	Socialization/Recreation	
19	Specialized medical*	
20	Transportation	
21	Government agency (please identify) WIC, TANF Total for all is 12	2, 5, 5
22	Other (please identify)	

*Specialized medical - related to a child's documented and ongoing medical conditions and/or disability. E.g. children referred from the Office of Children with Special Healthcare Needs (OCSHCN).