



FIRST THINGS FIRST

AGENDA ITEM:

Approval of May 14, 2015 Regular Meeting Minutes

BACKGROUND:

The attached minutes are from the San Carlos Apache Regional Partnership Council's Regular Meeting held on Thursday, May 14, 2015 at the San Carlos Apache Tribe Education Department San Carlos Avenue, San Carlos, Arizona 85550.

RECOMMENDATION:

The Regional Director recommends approval of the May 14, 2015 Regular Meeting Minutes.



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ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD SAN CARLOS APACHE REGIONAL PARTNERSHIP COUNCIL Draft Meeting Minutes

Welcome/Call to Order

A Regular Meeting of the First Things First San Carlos Apache Regional Partnership Council was held on Thursday, May 14, 2015 at the San Carlos Apache Tribe Education Department, San Carlos Avenue, San Carlos, Arizona 85550.

Chair Poncho called the meeting to order at approximately 10:14 a.m. and completed a roll call.

Members Present:

Mary Bendle, Michelle Antonio (telephonic), April Noline, Delphine Rodriguez, Elliott Talgo (telephonic), Flora Talas, Teri Gallenstein and Pastor Vernon Poncho

Members Absent:

None

Call to the Public

Chair Poncho announced the Call to the Public. There was no response.

Declarations of Conflict of Interest

Chair Poncho requested Regional Council members review the agenda items and declare any possible conflicts of interest at this time.

Vice Chair Talas and Member Noline declared a conflict of interest with agenda item 5b Family, Friend and Neighbor strategy and recused themselves from any discussion and vote related to the item.

Recommendations on Request for Grant Application (RFGA) Award

A motion was made by Member Talgo to enter into Executive Session pursuant to A.R.S. section 38-431.03(A)(2) to discuss agenda item #4, Recommendations on Request for Grant Application (RFGA) Award, seconded by Member Gallenstein. Motion carried by roll call vote at approximately 10:19 a.m.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Absent
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

Chair Poncho reminded the Council and the public that only those non-Council members reasonably necessary to the Executive Session discussion may attend an Executive Session. Therefore, we must ask that all others please leave the room at this time. Please take all of your materials, including your bags. After the Executive Session has concluded, staff will invite the public back into the room. In addition, all Council members and anyone else attending the Executive Session that discussions made in Executive Session, as well as the minutes, must be kept



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confidential pursuant to A.R.S. section 38-431.03(B) except in some very limited circumstances, such as from members of the Council or from the Attorney General or County Attorney when investigating alleged Open Meeting Law violations.

Member Noline arrived at 10:25 a.m.

A motion was made by Member Gallenstein to approve the Request for Grant Application award recommendations of the Review Committee as discussed in Executive Session and to forward the award recommendations to the Board, seconded by Member Talgo. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

SFY2016 Grant Renewals

A. Curriculum Development – Parent Education

LaToya Beatty, Regional Director reviewed the renewal document (attachment 01) with the Regional Council.

A motion was made by Member Rodriguez that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$75,000 for the Curriculum Development – Parent Education strategy for the contract period of July 1, 2015 – June 30, 2016, seconded by Vice Chair Talas. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

C. Food Security

Ms. Beatty reviewed the renewal document with the Regional Council.

A motion was made by Member Gallenstein that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$31,995.70 for the Food Security strategy for the contract period of July 1, 2015 – June 30, 2016, seconded by Member Noline. Motion carried by roll call vote.



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Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

D. Native Language Preservation

Ms. Beatty reviewed the renewal document with the Regional Council. Members expressed concern with the professional development hours claimed by the grantee.

A motion was made by Member Talgo that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$75,000 for the Native Language Preservation strategy for the contract period of July 1, 2015 – June 30, 2016, seconded by Member Rodriguez. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

B. Family, Friend and Neighbor

Member Antonio arrived via teleconference at 11:09 a.m.

Chair Poncho reminded the Regional Council that Vice Chair Talas and Member Noline had declared a conflict of interest with this agenda item.

A motion was made by Member Rodriguez that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$54,000 for the Family, Friend & Neighbor strategy for the contract period of July 1, 2015 – June 30, 2016, seconded by Member Gallenstein. Motion carried by roll call vote.

Michelle Antonio	Yes
Mary Bendle	Yes
Teri Gallenstein	Yes



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April Noline	Abstained
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Abstained
Elliot Talgo	Yes

Member Antonio left the meeting at 11:14 a.m.

Proposed Governmental Grant Agreement

Ms. Beatty reviewed the governmental grant agreement document (attachment 02) with the Regional Council.

A motion was made by Member Gallenstein that the San Carlos Apache Regional Partnership Council renews the governmental grant agreement with the Gila County Library District, not to exceed \$70,000 for the Parenting Outreach and Awareness strategy for the contract period of July 1, 2015 – June 30, 2016, seconded by Member Noline. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

SFY2016 Strategic Planning

A. Developmental and Sensory Screening Strategy

Ms. Beatty requested the Regional Council’s direction on the Developmental and Sensory Screening strategy due to not receiving any response to the RFGA. Member Rodriguez suggested reaching out to the San Carlos Unified School District. Member Gallenstein expressed concern with re-training staff to use the newly released ASQ-3. It was also suggested that Ms. Beatty research all entities that are currently completing screenings, including the Maternal Child Health Clinic, the Wellness Center and Save the Children and bring findings to the June Regular Meeting.

B. Oral Health Strategy

Ms. Beatty requested the Regional Council’s direction on the Oral Health strategy due to not receiving any response to the RFGA. She will be having conversations with Indian Health Service in San Carlos, the University of Arizona Cooperative Extension Office, and research further whether or not any Tribal department is an option and will return findings to the Regional Council at the June Regular Meeting.

Approval of January 8, 2015 Regular Meeting Minutes

Chair Poncho presented the meeting minutes of January 8, 2015 for review.



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ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD SAN CARLOS APACHE REGIONAL PARTNERSHIP COUNCIL Draft Meeting Minutes

A motion was made by Member Talgo to approve the January 8, 2015 Regular Meeting minutes as presented, seconded by Vice Chair Talas. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

Governance Policy

Ms. Beatty presented the Governance Policy for review.

A motion was made by Member Rodriguez to approve the Governance Policy as presented, seconded by Member Gallenstein. Motion carried by roll call vote.

Michelle Antonio	Absent
Mary Bendle	Yes
Teri Gallenstein	Yes
April Noline	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes
Elliott Talgo	Yes

SFY2015 Grantee Financial Report

Chair Poncho requested that the Regional Council Members review the attachment on their own.

SFY2015 Grantee Quarter 2 Reports

Chair Poncho requested that the Regional Council Members review the attachment on their own.

Regional Director's Report

Ms. Beatty announced that registration for the 2015 Early Childhood Summit will start next week and requested that everyone look at their schedules to determine if they can attend.

Community Outreach

Gilbert Patino, Parent Awareness and Community Outreach Coordinator gave an update on his learning process and informed them he will be scheduling one-on-one meetings with each of them to determine how best to work together in the community.



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ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD SAN CARLOS APACHE REGIONAL PARTNERSHIP COUNCIL Draft Meeting Minutes

Announcements

The next Regular Meeting of the Regional Council will be held June 11, 2015 from 10:00 – 12:00 p.m. at the Education Department. The Collaborative meeting will be held May 27, 2015 from 10:00 – 12:00 p.m. at the Education Department.

Adjournment

Chair Poncho adjourned the meeting at 12:03 p.m.

Dated this 11th day of June 2015

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD
SAN CARLOS APACHE REGIONAL PARTNERSHIP COUNCIL

Approved by:

Vernon Poncho, Chair San Carlos Apache Regional Partnership Council

Telephone Procedures

The conference telephone was used for members participating by telephone.



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AGENDA ITEM:

SFY2016 Meeting Dates/Time

BACKGROUND:

Review of San Carlos Apache Regional Partnership Council meeting dates and times.

RECOMMENDATION:

The Regional Director presents this document for the Regional Council's discussion and possible approval.



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DRAFT

SFY2015 San Carlos Apache Regional Partnership Council Meeting Calendar

Date	Time/Location
July 9, 2015	10 a.m.-12 p.m. SCAT Education Department
August 13, 2015	10 a.m.-12 p.m. SCAT Education Department
September 10, 2015	10 a.m.-12 p.m. SCAT Education Department
October 8, 2015	10 a.m.-12 p.m. SCAT Education Department
November 12, 2015	10 a.m.-12 p.m. SCAT Education Department
December 10, 2015	10 a.m.-12 p.m. SCAT Education Department
January 14, 2016	10 a.m.-12 p.m. SCAT Education Department
February 11, 2016	10 a.m.-12 p.m. SCAT Education Department
March 10, 2016	10 a.m.-12 p.m. SCAT Education Department
April 14, 2016	10 a.m.-12 p.m. SCAT Education Department
May 12, 2016	10 a.m.-12 p.m. SCAT Education Department
June 9, 2016	10 a.m.-12 p.m. SCAT Education Department



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AGENDA ITEM:

SFY15 Grantee Data and Narrative Reports – Quarter 3

BACKGROUND:

Quarterly Data and Narrative Information

RECOMMENDATION:

The Regional Director is providing this attachment for information purposes only and recommends reviewing the data for this quarter—making sure to jot down questions, comments or concerns.



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Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.
0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

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

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

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

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

Note:

A Quarterly Data Submission Status of "0" may be assigned in the following scenarios:

(a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols

(b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter

(c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

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

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

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



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Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y3 / Southwest Human Development	Number of new callers		1				
	Number of repeat callers		0				
	Number of calls received (new and repeat)	0	1				1
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1				
	Number of new calls from other callers		0				
	Number of callers referred for follow-up service			1			
	Number of callers reporting receiving appropriate follow-up or service			1			



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Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-11-0179-01- Y4 / San Carlos Apache Tribe	Quarterly Data Submission Status*			2	3		
	Number of hearing screenings conducted	300		0	0		0
	Number of hearing results forwarded to medical home			0	0		
	Number of families referred and having received an additional evaluation			0	0		
	Number of children received hearing screening			0	0		
	Number of vision screenings conducted	300		0	0		0
	Number of vision results forwarded to medical home (physician of record) for evaluation and services			0	0		
	Number of families that report being referred and having received an additional evaluation			0	0		
	Number of children received vision screening			0	0		
	Number of developmental screenings conducted	300		0	0		0
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home			0	0		
	Number of children referred for developmental delay follow-up			0	0		
	Number of children received developmental screening			0	0		
	Number of children receiving screening (children may have received 1-3 types of screenings)	300		0	0		0



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Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-15-0693-01 / San Carlos Apache Tribe	Quarterly Data Submission Status*		2	3	3		
	Number of home based providers newly enrolled during the quarter		0	21	16		
	Number of home based providers served	10	0	21	37		37
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	14	25		
	Number of children served		0	15	11		
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings		0	0	0		
	Number of providers trained in home based settings		0	0	0		
	Number of trainings conducted in community based settings		4	10	9		
	Number of providers trained in community based settings		34	34	25		



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Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-15-0691-01 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3		
	Number of food boxes distributed	300	141	225	159		525
	Number of families who received food boxes		141	225	159		
	Number of children (0-5 yrs) in families who received food boxes		235	350	253		
	Number of families who received other items		34	0	0		
	Number of children (0-5 yrs) in families who received other items		34	0	0		



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FTF Professional REWARDS*

* Source data issues, please contact grantee over discrepancies

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0346-01- Y3 / Valley of the Sun United Way	Quarterly Data Submission Status*			3			
	Total Number of Applicants			34			
	Total number of Approved Scholars			21			
	Number of NEW Scholars			1			
	Number of Renewed Scholars			20			
	Number of Incentive awards distributed	34		21			21
	Total Number of Scholars by REWARD Tiers:			21			
	Tier 1			1			
	Tier 2			0			
	Tier 3			2			
	Tier 4			2			
	Tier 5			4			
	Tier 6			10			
	Tier 7			0			
	Tier 8			2			
	Tier 9			0			



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Native Language Preservation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-15-0689-01 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3		
	Number of center based providers served		13	16	31		
	Number of home based providers served				12		
	Number of center and/or home based providers served	10	13	16	43		72
	Number of trainings conducted		7	6	5		
	Number of center based child care professionals attended trainings		40	48	93		
	Number of home based child care professionals attended trainings		0	0	13		
	Number of participating professionals	30	40	48	106		194
	Number of workshops conducted				8		
	Number of adults attended workshops				8		
	Number of books distributed to providers		10	0	0		
	Number of Navajo Nation bundles distributed to providers		0	0	0		
	Number of audio CDs distributed to providers		0	0	0		
	Number of DVDs/Videos distributed to providers		0	0	0		
	Number of other materials distributed to providers		20	7	106		
	Number of books distributed to parents			0	0		
	Number of Navajo Nation bundles distributed to parents			0	0		
	Number of audio CDs distributed to parents			0	0		
	Number of DVDs/Videos distributed to parents			0	0		
	Number of other materials distributed to parents			1	12		



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Nutrition/Obesity/Physical Activity

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC029-13-0421-02- Y3 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3		
	Number of parent/family educational sessions conducted		1	3	2		
	Number of adults attending parent/family education sessions		1	96	12		
	Number of children (0-5yrs) attending parent/family education sessions		6	10	1		
	Number of community events conducted related to nutrition and physical activity, healthy living		7	0	4		
	Number of adults attending community events		50	0	8		
	Number of children (0-5yrs) attending community events		54	0	37		
	Number of provider educational sessions conducted		10	18	11		
	Number of professionals attending child care provider education sessions		50	264	43		
	Number of adults attended	150	101	360	63		524
	Number of children attended	150	60	10	38		108
	Number of community projects started during the quarter		3	0	2		
	Number of community projects completed during the quarter		1	0	2		



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Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03- Y4 / SPF Consulting, LLC	Number of English cases distributed		0		0		
	Number of Spanish cases distributed		0		0		
	Number of cases distributed		0		0		
	Number of parent kits distributed		0		0		



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Parent Outreach and Awareness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-13-0533-01- Y3 / Gila County Library District	Quarterly Data Submission Status*		3	3	3		
	Number of books distributed	14436	1762	1805	1850		5417
	Number of children receiving books		1762	1805	1850		
	Number of children newly enrolled into book distribution program during the quarter		46	74	58		
	Number of local resource guides distributed during the quarter	0					0
	Number of education reinforcement items distributed during the quarter						
	Number of earned media during the quarter						
	Number of paid advertising during the quarter						
	Number of workshops held	75	49	62	0		111
	Number of adults attending workshop		1382	1663	0		
	Number of events held	0					0
	Number of adults attending events						



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Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	7	6	6	6		6
	Number of Homes	1	1	1	1		1
	Number of Rating Only Centers	0	0	0	0		0



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Scholarships TEACH - All

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	AA Degrees Completed Contract to Date		1	1	1		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		1	1	1		
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		23	23			
	AA Contracts Completed		1	1			
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		1	1	1		
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				
	CDA Scholarships Withdrawn		0				
	CDA Contracts Initiated		0				
	CDA Scholarships Currently Awarded		1	1	1		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		1	1	1		
	Quality First Facilities with Current T.E.A.C.H. Scholars		1	1	1		
	Quality First Facilities with T.E.A.C.H. Scholars Awarded		2	2	2		



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Scholarships TEACH - Regional

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	AA Degrees Completed Contract to Date		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		0				
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		0				
	AA Contracts Completed		0				
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		0				
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				
	CDA Scholarships Withdrawn		0				
	CDA Contracts Initiated		0				
	CDA Scholarships Currently Awarded		0				
	Scholars Currently Receiving T.E.A.C.H. Scholarship		0				



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Scholarships TEACH - Statewide

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July- Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	AA Degrees Completed Contract to Date		1	1	1		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		1	1	1		
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		23	23			
	AA Contracts Completed		1	1			
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		1	1	1		
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				
	CDA Scholarships Withdrawn		0				
	CDA Contracts Initiated		0				
	CDA Scholarships Currently Awarded		1	1	1		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		1	1	1		

First Things First Quarterly Family, Friend and Neighbor Narrative Report

Due the 20th following the end of each Quarter

Provider Name	Family, Friend & Neighbor Care		
Contract #	GRA-RC029-15-0693-01		
User Completing Report	Marlencia Benally		
Reporting Period	Quarter*	Year	
	3 rd	2015	
Regional Partnership Council	San Carlos Apache Tribe		
Date Completed	April 15, 2015		
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. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Training Sessions in the San Carlos & Bylas Areas for Jan. 2015	Family Providers	Twice a month	3
Posting of flyers	Community Wide	Twice a month	

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Due the 20th following the end of each Quarter

Training sessions in the San Carlos and Bylas areas for Feb. 2015	Family Providers	Twice a month	14
Posting flyers	Community Wide	Twice a month	
Training Sessions for the San Carlos and Bylas areas for March 2015	Family Providers	Twice a month	9
Posting flyers	Community Wide	Twice a month	

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?
Participants have interest in caring for children with special needs and to receive more information on resources that are available.

3. Describe current issues related to staffing necessary for program implementation.
Due to limited budget we are not able to hire more staff to help in the community by home visits advertising and community PR.

4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?
Barriers continue to be transportation to and from our training sessions. A lot of our providers do not have reliable transportation that they cannot attend our training session. One we can resolve this problems is to collaborate with our local TANF department who can possible provide transportation for our home our care providers.

Collaboration and Communication:

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.
We are in collaboration with Social Services and how we can serve our clients better.

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.
Our trainings are bringing more providers who are interested in being quality in-home child care providers.

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Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?
Not at this moment.

8. Describe any additional information you would like to share about program implementation.
We are in the process of certifying several providers who have been attending the meetings regularly.

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Due the 20th following the end of each Quarter

Provider Name	SAN CARLOS APACHE TRIBE		
Contract #	GRA-RC029-12-0471-01-Y3		
User Completing Report	Terry Ross		
Reporting Period	Quarter*	Year	
	Jan-Feb-Mar	2015	
Regional Partnership Council	San Carlos Regional Partnership Council		
Date Completed	March 30, 2015		
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. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Outreach to Collaborators	Bylas, Peridot, Gilson Wash, Seven Mile Wash	Meetings, community events, gathering	159 families – 253 children (0-5)
Working with Collaborators	Parents/Children	Monthly events	159 families – 253 children (0-5)

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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? **Collaborated with same agencies which has cemented our relationship, i.e., Church of Jesus Christ in the Peridot District and other tribal programs; clients know we are helping so they come and ask for help for their children.**
3. Describe current issues related to staffing necessary for program implementation. **Staff (TSS) helped with purchasing food and distributing food to families. We asked earlier if we could shift monies from temporary help to food purchases. Thank you for the budget change.**
4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues? **we had no barriers this quarter.**

Collaboration and Communication:

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. **Tribal programs are calling us to refer parents for health foods/healthy babies. We attend many meetings monthly; we provide information to everyone we meet. It has come to the point where families are calling us when our next education training will be so they can come and participate.**
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. **We have succeeded in telling everyone about the healthy foods/healthy babies program and the community calls our office or program staff make referrals to our office. We work with Chruch of Jesus Christ who provides 10 bags of food to 10 famlies per month. Thank you for helping feed our children. Thank you for the grant.**

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program? **none**
8. Describe any additional information you would like to share about program implementation. **It's been a successful mini program in helping families with 0 to 5 age children.**

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Due the 20th following the end of each Quarter

Provider Name	SAN CARLOS APACHE TRIBE – LANGUAGE PRESERVATION PROGRAM		
Contract #	GRA-RC029-15-0689-01		
User Completing Report	Cordella Moses & Beatrice Lee		
Reporting Period	Quarter*	Year	JANUARY 2015
	3 RD QUARTERLY	2015	FEBRUARY 2015 MARCH 2015
Regional Partnership Council	SAN CARLOS APACHE REGIONAL PARTNERSHIP COUNCIL		
Date Completed	April 20 th , 2015		
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. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Site visit Gilson Wash Head Start Immersion class, Gilson Wash Readiness Program, Seven Mile Head Start & Seven Mile Readiness Program Child	3, 4 & 5 year olds of Head Start children & Infant Room – Child Care Center	Weekly site visits on one on one reviews of lesson/materials January 13, 2015	Five (5) staff

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Care Center			
Site visit 7 – Mile Readiness Program	3 & 4 year olds in Readiness Program	Monthly site visits one on one review of materials/lessons January 14 th , 2015	Seven (7) staff
Site visit 7 – Mile Head Start Center	4 & 5 year olds children in Head Start program	Monthly site visits one on one review of materials/lessons January 21, 2015	Two (2) staff
Head Start Director, Child Care Director, Curriculum Specialist, Language Preservation Director	Staff	Review of all three (3) programs January 14,2015	Four (4) staff
Parents Meeting	Parents	Language Meeting January 22, 2015	Four (4) parents – not included in the data collection
Family, Friends & Neighbor Monthly meeting	Parents of preschoolers	Program review January 27, 2015	Four (4) parents
Professional training for teachers, staff, Child Care providers , cooks, bus drivers & Admin staff	Staff	Professional Development training February 20 th ,2015	Sixty Five (65) staff
Family Friends & Neighbor	Parents	Program review	Four (4) parents (data collections states one but there were nine (9) families.)
Site visit with Gilson Wash Readiness Program	3 year olds in Readiness Program	Monthly site visits & one on one review of materials/lessons March 9 th , 2015	Two (2) staff
Site visit with Gilson Wash Head Start Immersion Program	3, 4 & 5 year olds Head Start children	Monthly site visits, one on one review of materials/lessons	Two (2) staff

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		March 9 th , 2015	
Site visit Gilson Wash Head Start Immersion Program	3, 4 & 5 year olds Head Start children	Site visits, one on one review of materials/lessons March 30, 2015	Two (2) staff
Site visit Gilson Wash Readiness Program	3 & 4 year olds of Readiness program	Site visits, one on one review of materials/lessons	Three (3) staff
Home base providers	Birth to five (5) year olds	Community outreach preserving our Apache language	34 parents/families (over all 34 families but 8 families were active)

- 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?

For the third quarter reports for the months of January, February and March were limited to successful in most of the areas of our one on one training with the teachers, providers and staff. We have been serving the Head Start, Child Care and Readiness program by providing and review of their lessons and gave out materials of teachings and guidance's of what was provided for them. It's much easier to talk to the staff when we approach them individually and they are able to provide us with their feedbacks of what works best for them and what doesn't work for them. Majority of the time the teachers/staff shy away when they are in groups when being talked to them in the Apache language. Overall, we are successful with all our hands outs on materials and lessons plan activities.

For the following January's report that wasn't reflected in the data reports for the Language Preservation program is:

- January beginning of the New Year kicked off with a good start, we were able to reach out to more families. We continued with our recruitment of getting families for our home-based program and we were able to get more families then what is reported in the data reporting. The report wasn't given as a higher number due to the families of having children who were older but yet may have had one to two younger children in the home and they weren't counted for in our target range (birth to five year olds.)*

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Language Preservation staff was also busy with the AAITC (Arizona American Indian Tourism Association Super Bowl 2015,) as a tribal department we were part of the tourism association as tribal representative. We attended meetings in conjunction with having a booth during the Super Bowl 2015 Indian Village in Scottsdale, Arizona. We were able to talk to the public (visitors) and share our information on our program of how we serve our younger children.

Overall, January was a busy month for the Language Preservation program and I believe we are missing some reports being misplaced by one of the staff.

- *February was a slow and short month for our program but we were able to serve 65 staff during our professional development training. We missed a few that weren't recorded in the data collections for example; we had a couple of parents in attendance and thought the training was meant for teachers/staff only.*

For the Home Based Child Care Providers data reports it states zero of numbers of providers when it should have been nine (9) providers in attendances. We did reach out to nine (9) providers but these nine providers weren't able to keep in contact with our program. It's difficult to see these families/children because the majority of the time no one is home. Our community liaison did go out and recruited more families/providers but they weren't consisted like we wanted them too. We are working on capturing more families.

- *March was a busy month for our home based child care providers. Our data reports shows thirty four (34) were targeted and site visits were made. There were more families contacted for our home base program but there's only one person out in the field recruiting for our program. The more we made contact with families from home, the more request is being made but the lack of attendances starts to drop because some families aren't home on a weekly basis. We will continue to work with the families who are more consistence of our service that we provide for them. Also, teachers and staff were busy getting their classroom set up for the review team from Washington DC to come into their classroom and observe. It was difficult to schedule a time when we could see and talk to the teachers.*

3. Describe current issues related to staffing necessary for program implementation.

We started off with a good year but with our current related staffing of our implementation we are still in the works of hiring our community liaison. This position was filled in February but after the selection was made, the candidate turned down the position. We needed the position to be filled and start working with our home based program but due to lack of applicants, we were able

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to hire under as “emergency hire” for this position. He was able to work 40 hours a week for 30 days with 30 days extension. He did an awesome job by connecting with families and bringing them in for our program. He completed 60 days as required by our Human Resource policy but he is able to apply for the position once the vacancy (job announcement) opens. I am currently working on re-advertising the position again. This will be the third (3rd) time advertising the position. I strongly believe its lack of transportation for some individuals to apply.

Also, our elder’s mentors program and our elders’ advisory committee are still without directors/managers. The elders’ mentors program is going under the wellness center and they are still seeking applicants to fill the director’s position. Therefore, our elders that do work with our Head Start classroom are lacking directions of who to report too. Also, our elders advisory committee, they have been meeting but with other organization. The lead person for the committee is out on family sick leave and his return is unknown at this time.

We do have one TANF (Temporary Assistance for Needy Families) employee working for her hours as a clerk for our program. She is on job training and can only provide so much of her service to our program. She is not allowed to do any outside service such as a community outreach since she is not covered under any benefits. The program will continue and request for TANF or WIA (workforce investment act) individuals to assist us with our program in clerical and filing areas.

Another area of our program implementation is creating our season’s curriculum we are still coming in short of developing the curriculum. We still need more time in getting this booklet together and currently working on the project. With limited staff we are very busy with other departments and school as well. We are still working on getting our Apache teacher’s certification passed by our leaders, and we are still working on our teacher’s assessment to be passed by our leaders as well. This project has been on going and currently working on getting it approved by our tribal councils.

Our professional and collaborating meetings are going fairly well with our Head Start and Child centers. We are still serving our teachers/providers with lessons plans and materials of all areas of teaching of the Apache language. One of the things that I still would like to see is having our lead teachers coordinate with our elders’ mentors program but due to no program director this will have to be pushed back again until that position is filled.

Again as planned in the implementation plan our Curriculum Specialist Mrs. Cordella Moses is still continuing her education. She’s still taking evening classes with our local college (Eastern Arizona College.)

Most of our plans in the program implementation plan has been pushed back due to our tribal leaders busy schedules.

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4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?

Barriers to successful implementation or other challenges continue in the staffing area of our program for the language enrichment program. We tried to advertise for the community liaison position twice to the public, we were unsuccessful, therefore we were able to hire as an emergency hire and hire our community liaison. When we hire for emergency hire, we select our own individual to do the work for us, to which we did for this quarter and hired our community liaison person. He was able to work with all four of our districts and recruit families for our home-based program. We did open up the position again and hoping that we can transfer our emergency hire into this position so that we don't have to look elsewhere for this position. We did hire an individual back in February but after hiring her, she did not accept the position due to lack of transportation. I strongly believe it's the transportation area that we aren't able to hire anyone permanently. Individuals that have applied asked if our program has a department vehicle but apparently we don't have a vehicle. It takes a lot of wear and tear of our vehicle tires and services. We are hoping that we will hire our part-time employee (emergency hire) to apply for the position and that he will continue to serve our community outreach of recruiting and maintaining our service for our home-based program.

Another area that has hit our program is our secretary has resigned and taken another higher pay position. We were without a secretary but we hired another individual as "emergency hire" for our program as a secretary. The tribal policy is we can hire for 30 days with extension of another 30 days (total 60 days) for our emergency hire to work with our program. For the secretary position it is advertise in our public announcement for job opening. We have decided that this position will be part-time since the majority of the work flow is done by Curriculum Specialist and the Director. Our community liaison is most needed because the work that is out in the field and working with our center based teachers and providers of the Child Care centers. We are hoping to fill this position before the new fiscal year in July, along with the Community Liaison position.

Curriculum Specialist and I (Beatrice) are still continuing with the role of teaching, writing, and translating the English into Apache. It is a challenge because we are limited in doing many tasks and working with four Head Start centers, two Readiness program and working with Child Care centers. Not only we do we serve the children from birth to five year olds but we do serve community wide in any language activities. The request is so demanding we get side track of where to go, what to provide and who to teach. For the past several months I have requested for more funds from the tribe and we haven't received our final notice if we will receive any more funds. This will help our program.

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.

There are not that many changes from our last report with our collaboration partners from our second quarter narrative report. But we will continue with our collaborators for the following partners as following:

- *Head Start Centers (Peridot, 7-Mile Wash, Gilson Wash & Bylas)*
 - *Provided Professional Development for all teachers/staff for the months of January, February and March 2015.*
 - *Provided one on one visits with each center and discussed how they are implementing the Curriculum booklet they received and how we can make things easier to each the Apache language (on-going.)*
- *Child Care Centers (Bylas and San Carlos)*
 - *Provided lesson plans, site visits, and collection of materials for creating more lesson plans for the upcoming months (on-going.)*
- *Child Readiness Program (Gilson Wash & 7-Mile Wash centers)*
 - *Providing professional development (one on one teaching) creating lessons plans for teachers, and sing along songs still continues/on-going.*
- *Diabetes program (San Carlos)*
 - *Apache language terminology of food*
- *University of Arizona (Juan program)*
 - *Terminology of food in Apache & will be assisting in planting with the Head Start and Child Care centers.*
- *Family Friends and Neighbor Program*
 - *Recruiting for Home base program/families*

For the third quarter report we started off the New Year with positive outlook for our collaborators but we came short again with our staffing. We are still short staff as of this third quarter report. Our collaborating partners are still very patience with us since they are aware of our short staff and we are trying to work with them. We still do provide one on one assistances (training) with our partners for example the four (4) Head Start centers (including Bylas) and the two (2) child care centers. We need try to reach out more fluently to get involved with their parent night/parent meeting. But to due to lack of miscommunication or lack of information we get our notice late of various meetings. We are still informing the Head Start administration office to notify the teachers of their meetings to get the communication rolling to benefit everyone in the program.

Our collaborator with the Elders Mentor program is still without a director and the program is

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still at a standstill. We were informed that the Wellness program will be overseeing the Elders Mentors program until they fill the director's position. Our grandparents who works with our Head Start children has slowed down and we are still losing our elders for the Head Start and Child Care programs. We are currently working on getting more elders for the program to work with our children. For our Elders Advisory committee; their lead person is still out on leave and we are hoping that the committee will meet again sometime soon. We are still waiting to hear from these two programs so that we can start working with them again.

This is still continuing but due to lack of funds, we still haven't been out to the Boys & Girls club in Bylas. Also, Ft. Thomas Elementary school district (Kindergarten class) but I am currently working with Mr. Cruz, he does provide Apache language activities for the after school program.

Our collaboration for Family, Friends & Neighbors is coming together. One of the staff was attending their meetings (when available.) We are trying to collaborate with them so that we can recruit for our home base program.

Overall, we will continue with our collaboration for the program mention above in all areas of the Apache language, Apache lessons plans, materials and songs for these programs.

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.

For this quarterly report one of the high lights that we would like to share with our Regional Partnership Councils, the Board of First Things First and the general public is our first children CD. Our curriculum specialist was able to do some recording of children songs and children stories in our Apache language. Since preschool happens before a child starts his or her formal education in Kindergarten. We know that it's the foundation for our child/ren entire academic learning career. We are hoping that our CD songs and stories will be able to help our children interact with each other's by using the Apache words. The usage of our wide range of Apache vocabulary was used for the theme and the children should be able to understand most of what is said/sung. After generation of generation the Head Start program at one time the teachers were fluent in our Apache language but as the years passed we are definitely losing our Apache language. Our teachers and staff aren't speaking the language anymore. Overall, the majority of the teachers and staff are fluent English speakers and we are very thankful for our Gilson Wash teacher to able to teach the Apache language to our children. As we look around in our community and working with families, we are starting to see more and more children speaking in English then in Apache. Our work is very demanding and teaching the Apache language to young parents is difficult. But the teaching starts from home where it all begins. We are hoping that the children CD will help

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our young parents and families to learn and speak the Apache language. It breaks our hearts to see our grandparents who are fluent in Apache are talking to their children and grandchildren in English. We are at a slow pace of trying to teach and preserve our Apache language.

In February Language Preservation provided a professional training for our teachers, providers and all staff of our Head Start and Child Care centers. We were able to get three (3) professionals to come in and share their experience in teaching the native language. We had one of our local community members MS Kathy Kitcheyan, who has many years of experience in Apache language. She has mastered in Language Literacy and has extensive experience in Bilingual/Multicultural teacher education. She also has contributed in developing the first Curriculum guide for the Head Start program in 1994 while she was on the Parent Policy Councils as a Chairperson for the Head Start program. MS Kitcheyan also helped develop the Arizona Native Teacher's Certification. Second, we had MS Andrea Ramon enrolled member of the Tohono O'odham Nation, she's proficiency in her native language (Tohono O'odham) and has mastered in speaking, reading and writing in her language. She also mastered in the Language Literacy and Sociocultural Studies, Concentration: American Indian Education, College of Education, and has advanced knowledge of Native American Culture and History. She has nationally trained Native American Language Immersion trainer and she is NCIP (No Child Left Behind) "Highly Qualified" Tohono O'odham language teacher. Thirdly, we had Mrs. Jennie DeGroat enrolled member of the Navajo Nation, proficiency in Navajo language, speaking, reading and writing. She is currently working on her Doctoral studies at the University of New Mexico. Jennie comes from extensive experience in Bilingual/Multicultural teacher education, mastered in Navajo language, Literacy and Cultural Studies, Native American Education, Family Literacy, reversing Navajo language Shift and Native American Language Revitalization. Created and implemented whole language pedagogy in Navajo bilingual students. She is "highly qualified" Navajo language teacher with NCLB (No Child Left Behind.) Overall with our teacher's in-service training, it was a great turn out. We received positive feedback from our surveys that we conducted and we are looking forward to having another in-service for our teachers, providers and staff.

Home based program was a late start and the service is very demanding. For the past two quarters report we been trying to get this program going and we weren't very successful. Finally we were able to get someone to work with our community families/children. For this third quarter reports our community liaison that we hired for 60 days (emergency hire) he was able to reach out to all four (4) districts. He was able to recruit families for our program, and was able to target families who were actually interested in preserving our Apache language. He was able to see and visit thirty four (34) families across all four districts (Gilson Wash, 7-Mile, Peridot and Bylas.) Throughout his visits he was able to see how many families were at the low rate of not speaking the Apache language. He had many families interested in the program but some of them were in the higher grade level. The majority of the children that were being served through our program had great interest in the program. It gets difficult at times because of the hours of

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when we could stop by again because most families had other commitment elsewhere. But we are definitely improving our service in the areas of home-base program. It is a challenge and we are working hard in retaining our families and children to stay with the program.

Our first Immersion program in Gilson Wash Head Start is going great. Our Immersion teacher has reported that the children are able to understand more of the Apache language. The progress of teaching the Apache language was difficult from the beginning of the school year but now she is able to see the difference as the class is in its last few weeks of teaching. The children can comprehend what the teacher is teaching in the Apache language. Curriculum Specialist continues to make her visits of observation and she sees what the children are comprehending and understanding of the Apache language.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?

The assistance or guidance that our program needs to ensure the success of our program is the notification of what we submitted into the PGMS website correctly. Another is the continuous with our current funding source. In addition, our current budget was updated by the end of third quarter to see where we are and how we can change our funding by providing a budget revision before the end of the fiscal year. This will help us to allow us to have enough time to work with our partners and assist us with the changes that we might be making in our Implementing plan, budget and data entry. Also, it will help us to provide us to review previous reporting strategies for improvement and determine degree of effectiveness.

We are still receiving assistance from our regional director, we would like to meet with her occasionally to review, update and assist us with the changes we would like to make in our implementation plans. She's been working with us and she is doing an excellent job, site visit would be great. There's actually no change in this area, she's a good worker. Another area that helped us with our program is allowing another person to submit our reports into the PGMS website. The documents you send out for using the PGMS is very helpful and she's able to use the worksheet. Having another person trained to utilize the PGMS website was essential for our program since we are a small program with limited staff. Communication in all areas is coming together more, we are able to get our questions answered and I know we been having a difficult time from our end to meet with your finance people. I am hoping that we can work together and be on the same page so that we are seeing the accurate dollar amount spend. Approximately 90% of our funding comes from First Things First to serve our early childhood children and we would like to see how we can make our program be successful and effectiveness.

8. Describe any additional information you would like to share about program implementation.

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As mention in the previous reports, collaboration and communication with FTF is essential for our program. Without any assistance or guidance from First Things First with their funding and service, we would not be able to provide for our children on the Apache reservation in the areas of revitalization of our language. Our language is very special and it tells us about our identity, our culture, and it's very unique (no changes.)

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Provider Name				Gila County Library District			
Contract #				GRA-RC029-13-0533-01-Y3			
User Completing Report				Pam Beerens			
Reporting Period				Quarter*		Year	
				3		2015	
Regional Partnership Council				San Carlos Apache			
Date Completed				4/15/2015			
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. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Community Liaison@ Various Community Events	Parents of children 0-5 yrs.	1/15, 1/16 , 1/24, 1/25, 1/28, 1/31, 2/4, 2/16, 2/27, 3/14, 3/15, 3/16, 3/17, 3/19, 3/20, 3/21, 3/24	680
Community Liaison attempts to locate families, update records, and	Parents of children 0-5 yrs.	1/9, 1/10, 1/11, 1/18, 2/7, 2/28, 3/8, 3/27, 3/29	130

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deliver books not delivered by the post office.			
Community Liaison@Peridot/Nolines	Parents of children 0-5 yrs.	1/17, 1/30, 2/14, 3/5, 3/6, 3/7, 3/28, 3/29	122
Community Liaison@Gilson Wash	Parents of children 0-5 yrs.	2/10, 2/13, 3/2	82
Community Liaison@7 Mile	Parents of children 0-5 yrs.	1/13, 1/20, 2/3, 2/11, 3/3	95
Community Liaison @ basketball league	Parents of children 0-5 yrs.	1/21, 1/22, 2/2, 2/5, 2/24, 2/25, 3/11, 3/12	103
Community Liaison @ Moonbase I and II	Parents of children 0-5 yrs.	2/17, 2/18, 3/13	64
Community Liaison @ WIC	Parents of children 0-5 yrs.	1/27, 2/27	28
Community Liaison @ Tufa Stone / Indian Hills / Whiterock	Parents of children 0-5 yrs.	2/19, 2/20	35

Stephanie Dean is the Community Liaison for the San Carlos area. She continues to work diligently looking for parents of children birth to 5 years of age. She often makes contact with people that already are registered. For those contacts she takes the time to tell them about the BrainBoxes that are at the San Carlos Library and stresses the importance of continuing the Early Literacy activities with their children.

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?

Storytimes and parent outreach have been happening at several different venues that are reported in the table above.

3. Describe current issues related to staffing necessary for program implementation.

We have been without an Early Literacy Coordinator and an Early Literacy Liaison for the Bylas area. It has been difficult to find qualified applicants, but we have filled both positions effective 4/20/2015.

4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

The staffing issues may have caused a reduction in the number of children added to the program. The San Carlos Librarian assists when possible, but most of her time is used in running the library. We will be adding and training new staff soon.

There have been a lot of books not delivered by the post office because the child's name is not on the PO Box along with the parent's. Stephanie Dean has worked hard to deliver these books and tell parents to add their child's name to the record.

Collaboration and Communication:

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.

The Collaborative Meetings every two months continue to help us network with the other First Things First Grantees in finding new contacts and opportunities for approaching parents. The Public Services Librarian attended the January meeting, and the Community Liaison attended the January and March meetings.

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.

We started 36 Ladybug magazine subscriptions this quarter for children who turned five, for a total of 113 this year.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?

At this time there is no need for specific assistance from FTF Staff. LaToya Beatty continues to keep the District informed of any community activities that might be helpful to contacting parents.

8. Describe any additional information you would like to share about program implementation.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

The Safford/Graham County Library Staff continue to take registrations for the Imagination Library Program from Bylas families. These registrations are transferred to the San Carlos Apache Early Literacy Parent Outreach program through the Imagination Library system.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name				SAN CARLOS APACHE TRIBE			
Contract #				GRA-RC029-12-0471-01-Y3			
User Completing Report				Terry Ross			
Reporting Period				Quarter*		Year	
				Jan, Feb, March		2015	
Regional Partnership Council				San Carlos Regional Partnership Council			
Date Completed				March 26, 2015			
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. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Outreach to Collaborators	First Things First, San Carlos Community members, Whiteriver community members, Social Services, etc.	Meetings, home visits, phone conferences, research,	20

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

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?

Durena and Jandi have met at least 8 times since January 2015, each time meeting for an eight hour workday session.

Accomplishments:

1. Creation of curriculum template to guide facilitator(s) through the segmenting and sequencing of workshop preparations, materials needed, and approximate time frame for actual workshops.
 2. All workshops include an Apache theme, introduction, objectives, norms and expectations, guiding questions, overview, cultural information from pre-reservation times and present, activities, recap and next steps. Some workshops will include discussion and input from participants about possible solutions to the problems discussed in the unit. The Apache language, correct pronunciation and grammatical application is prevalent throughout each workshop.
 3. Research for historical and currently accurate photos and graphics; editing of photos/graphics for maximum appearance in presentations.
 4. Further research for information related to the workshop to clarify facilitator notes.
 5. Reevaluation and editing facilitator information.
 6. Application of readable Apache language font.
 7. Thorough reevaluation and editing, to ensure consistency throughout workshops.
 8. Utilizing Google Docs to share any updated work with one another.
 9. Completion of workshop one complete (see attachment).
3. Describe current issues related to staffing necessary for program implementation.

There are no staffing issues at this time. Jandi and Durena continue to work collaboratively to accomplish the goals of completing the workshops.

4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?

Durena and Jandi anticipated 32 hours to complete workshop one however learning to use the Apache Language font, researching information, creating a template, and editing pictures took more time than expected. Resolving the issue to decrease the time spent in creating other workshops have been resolved just from learning skills needed to type using Apache Language, the creation of a template, and editing pictures.

Collaboration and Communication:

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.

Latoya and I have continued to offer assistance to Durena and Jandi by offering to review and proofread any workshop information they send to us. Durena and I continue to correspond via

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

email and phone whenever necessary. Durena and Jandi have been able to utilize Google Docs to share any work done on workshops and sharing them with each other.

Some traditional information has been shared by community members regarding the workshop.

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.

For this reporting period, Durena and Jandi have submitted the completion of workshop one to be reviewed by Latoya and I. Once the review is complete, we will provide them some feedback on the unit for any changes suggested.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?

Latoya and I will continue to review documents submitted by Durena and Jandi.

8. Describe any additional information you would like to share about program implementation.

Discussions of program implementation have begun and will include working with public schools parenting coordinators and community programs.

First Things First Quarterly Nutrition/Obesity/Physical Activity Narrative Report

Due the 20th following the end of each Quarter

Provider Name	United Way of Tucson and Southern Arizona		
Contract #	FTF-RC029-13-0421-02		
User Completing Report	Joey Trimble Health and Nutrition Sr. Program Manager		
Reporting Period	Quarter*	Year	
	3rd	2015	
Regional Partnership Council	San Carlos Regional Partnership Council		
Date Completed	04/16/2015		

Note*: 1st Quarter: July-September – Narrative Report due October 20th
 2nd Quarter: October-December – Narrative Report due January 20th
 3rd Quarter: January-March – Narrative Report due April 20th
 4th Quarter: April- June – Narrative Report due July 20th

Provide the following in Program Implementation:

1. Formation on current outreach, recruitment and retention activities, as applicable:

Activity	Target Audience	Frequency of Activity	Number Reached
Program recruitment contacts made.	Group Homes, Faith Based, organizations and Centers		
Email	Head Start	5	1 Coordinator 1 Director 6 Teachers
	St Charles	2	1 Lead Teacher
	Social services	2	1 Social Worker
Via Phone	Head Start	14	1 Coordinator 6 Lead Teachers
			1 Secretary

Via in Person	St Charles	5	1 Lead Teacher 1 Sub-teachers
	Youth Home	9	1 Director 5 Care givers
	Apache Child Care	7	3 Lead Teachers 3 Teachers
	Family Friend and Neighbor	6	1 Coordinator
	Child Readiness	5	2 Lead Teachers 3 Teachers
	Home Group 1	6	1 Care Provider
	Head Start	9	4 Lead Teachers 4 Aides
	Home Group 1	4	1 Care Provider
	Youth Home	5	1 Director 5 Care Providers
	Child Care	5	1 Director 2 Lead teachers 2 Teachers
	Child Readiness	5	2 Lead teachers 3 Teachers
	Meeting/ Outreach		
	First Things First Meeting	1	Collaborative Members Committee participants
	Family fun Night	1	

Family Friends and Neighbor	Committee	1	4 Adults
	Family Friends and Neighbor		
Child Readiness		1	Parents no show
Head Start Parent Outreach	Parent Meeting Presentation	2	26 adults
	Parent outreach activity		
Family Book Bag/ Color Me Healthy form collection and site visit for GTL		5	1 Director 4 Care providers
	Youth Home	5	2 Lead Teacher 2 Teachers
	Apache Child Care	9	4 Lead Teachers 3 Teachers
	Head Start	6	2 Lead Teachers 4 Teachers
	Child Readiness	4	1 Home Care Provider
	Home Group 1	4	1 Lead Teacher 2 Teachers
	ST Charles		

Photo Release forms provided	Head Start	4	4 Teachers
	St Charles	2	1 Teacher
	Apache Child Care	2	3 Teachers
	Child Readiness	2	2 Teachers
Grow It, Try It, Like It! <ul style="list-style-type: none"> • Training Gardening and Planting 	Head Start	8	21 Teachers 132 Children
	Apache Kids Child Care	2	2 Teachers 10 Children
	Child Readiness	2	4 Teachers 20 Children
	St Charles	2	2 Teachers 22 Children
Trainings and Classes	Home Group 1	1	1 adult
Color Me Healthy Training refresh , Grow IT, Try It,	Home Group Potential	1	1 adult 1 child

<p>Like it! refresh Family Book Bag Resources, Family Style Meals</p> <p>Parenting class nutrition, Grow It, Try It, Like It Activities and Meaningful Movements</p> <p>Active Play ! Dr. Diane Craft</p>	<p>Social Services Parent Class</p> <p>Child Care Providers, Head Start, Social Services, Youth Home</p>	<p>1</p> <p>1</p>	<p>7 Parents 1 child 1 Social Service Worker</p> <p>28 Participants</p>
<p>Family Style Meals Check List Assistance</p>	<p>Apache Child Care, Child Readiness and Home Group 1</p>	<p>5</p>	<p>10 Adults 40 Children</p>

Describe any particular successes with these activities:

The quarter, the Instructional Specialist harvested the last of the winter crops. A majority of the harvest was vegetables, specifically spinach, lettuce, carrots, pea, and onions. During this time, early childcare educators discussed the difference between a stalk, vine and root vegetables, and they were able to compare the taste and texture of each vegetable. The Color Me Healthy curriculum was presented to caregivers and children at participating sites during the winter harvest. The children listened to music while cleaning their crops and discussed different ways they can prepare the vegetables at home with their families.

Luckily, this quarter Home Group One became reengaged. They received refresher trainings on all four programs, Color Me Healthy, Family Book Bag, Family Style Meals, and Grow It! Try It! Like It! The Instructional Specialist spent a large amount of time covering the importance of each program and how they each relate to nutrition and physical activity and provided the site with brand new Family Book Bag and Family Style Meals materials. According to the providers they are going to make a better effort to implement Family Style Meals and incorporate more Color Me Healthy Activities into their everyday lesson plans. In the past they have had difficulty tracking the distribution of the Family Book Bag's but they have created a better tracking system and believe tracking will be easier this quarter. The Instructional Specialist said that the Home Group was very thankful for his visits and said they have been working hard to find a time for

him to come present the refresher courses because nutrition and physical activity is something they value. The Instructional Specialist will continue to work closely with the Home Group and assist in re-implementing the four programs.

One of the major goals this quarter was to recruit additional home providers to participate in our programs. Luckily, the Instructional Specialist was able to recruit and train one home provider in Bylas. The provider said they were so excited to hear about these programs, and the children cannot wait to begin their garden. Within the following weeks the Instructional Specialist will re-visit the home provider to complete the contracts between the University of Arizona Cooperative Extension and providers allowing the Instructional Specialist the ability to visit the childcare site and provide technical assistance. The Instructional Specialist is using this provider to assist in scheduling other trainings for potential providers in the Bylas community.

The Instructional Specialist was invited to participate in the Head Start Family Walk where families gathered at San Carlos Burdette Hall to walk one mile downtown. The University of Arizona Cooperative Extension was able to have a booth during the event and provide information to families who participated. Parents were given Literacy Guides, MyPlate resources, Color Me Healthy nutritional flyers and reading, along with information on the importance of the Family Style Meals program and physical activity in the home. The Instructional Specialist said parents were excited to learn about the programs being implemented in their children's child cares. Parents expressed interest in having more community events that involve nutrition and physical activity.

On March 20th, The United Way of Tucson and The University of Arizona Cooperative Extension Office had the opportunity of bringing Dr. Diane Craft, a faculty professor with the Physical Education Department at the State University of New York and author of *Active Play! Fun Physical Activities for Young Children* to the San Carlos Apache Reservation. Dr. Craft has provided numerous presentations and workshop educating early childhood providers on preschool physical activity and she who has worked over a decade to improve physical activity practices in early childhood settings. Approximately 32 participants from San Carlos early childcare schools and centers in addition to parents involved in Social Services, the Youth Home, and home providers attended the event. During the event, participants were given the opportunity to demonstrate most of the physical activities in Diane Crafts *Active Play!* book. Before the event ended participants were gifted one of Diane Craft's books, so they could bring Dr. Crafts ideas and activities back to their centers or homes. The University of Arizona Cooperative Extension and United Way received incredible feedback from the event and we look forward to bring additional national speakers to the reservation.

Encouraging centers to implement Family Style Meals has been a difficulty in the past. This quarter the Instructional Specialist worked closely with Child Readiness, Apache Child Care centers, and Home Group 1 to incorporate Family Style Meals into their everyday routine. During the visits with the centers the Instructional Specialist discussed the programs check list which listed all materials and steps to make Family Style Meals successful. One of the complaints that the centers had with the program was that it took too long to set-up and clean-up, because of this the Instructional Specialist took note of the amount of time it took providers to organize the meal and it took 30 minutes in total. The visits have helped providers understand

how to efficiently perform Family Style Meals and have agreed to continue to use that method during each meal.

1. 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?

This quarter, Head Start centers received new books for their Family Book Bags because they were having difficulty getting parents to return the books they were taking home meaning, they did not have enough books for circle time. Head Started staff said that it has been difficult to get children to read when they are continually presented with the same books, which are torn and missing pages. Now that they have new books they have noticed more reading during free time. The Instructional Specialist hopes to deliver more Family Book Bag books to different child care sites this quarter.

The Youth Home has become more involved this quarter and have allowed the Instructional Specialist to come into the home and present Family Book Bag and Color Me Healthy! enrichment activities during circle time. The children were extremely interactive and said they love having visitors and cannot wait for another site visit. During the site visit the Instructional Specialist noticed that MyPlate resources and Color Me Healthy Posters were hung on the walls. This showed that even though the sites had not been participating in the site visits they were still teaching the children about health and nutrition. The staff expressed their gratitude and apologized for their lack of participation because they have had high staff turnover and have been understaffed for months. Now that they have an adequate number of staff they are able to implement the programs more efficiently.

Apache Child Care, Child Readiness, and Home Group 1 invited the Instructional Specialist to their centers to observe and assist with Family Style Meals. Checklists were provided during the visit to guarantee all steps were being covered and all the materials were being used properly. The providers used the Instructional Specialists assistance to establish a routine, transition, and assign helpers prepare for the meal. Previously, the staff pushed back on the idea of Family Style Meals because they did not think the children were going to serve themselves or wait patiently for the children to pass the food, the staff also did not think it was necessary to sit with the children and eat. To solve this problem, the staff placed the utensils, center bowls, and napkins so that the children were more organized. The staff did a wonderful job providing children with a nutritious meal of orange slices, whole wheat tortilla and 2% cheese, along with milk for a beverage. The Instructional Specialist was very pleased with most participating locations and has encouraged the centers to display MyPlate and Color Me Healthy resources so that parents can see the health and nutrition standards they are implementing and hopefully inspire them to continue similar practices at home. In addition, the Instructional Specialist advised the centers to keep the weekly menu up to date so parents know what their children are eating.

2. Describe current issues related to staffing necessary for program implementation.

There are no staff issues at this time.

3. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?

The Instructional Specialist had trouble maintaining some gardens this quarter because of irrigation problems at some Head Start locations. The water at Head Start in Peridot was shut off for two weeks because of a water leak under the building, the teachers and children watered everyday but it still did not thrive. Head Start in Gilson Wash had a water leak in one of their classrooms that led to the water being shut off. Lastly, the St. Charles school's garden was vandalized and the irrigation was stopped working. The Instructional Specialist plans to work with directors, maintenance, and teachers to help coordinate and prepare for any barriers before planting the summer gardens.

This quarter the Instructional Specialist encountered low participation in trainings offered in San Carlos Apache. Home Group one, canceled two sessions because they were unavailable or short staffed. In addition, a parent presentation at Child Readiness in Gilson Wash was cancelled because no parents were present. The instructional Specialist will continue to provide trainings to providers and parents and will work to make the location and times appropriate so attendance is higher.

Encouraging providers to fill out tracking forms continues to be a problem, especially when documenting the Color Me Healthy activities and Family Book Bag. One of the problems is that centers are understaffed and forget to fill out the forms, hopefully this upcoming quarter the Instructional Specialist can fill out the forms with the centers during site visits and offer incentives for those who consistently document their activities.

Collaboration and Communication:

1. 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.

The Instructional Specialist continues to build strong relationships in the community. Luckily, because of the Family Fun Nights, San Carlos Walk, and First Things First Collaborative meetings the University of Arizona Cooperative Extension has made connections with Family Friends and Neighbors, The San Carlos Wellness Center, The Diabetes Prevention Program, and The Apache Language Preservations. The Family Friends and Neighbors program has been helpful in referring the Instructional Specialist to home providers in the Bylas and San Carlos areas and after giving presentations during two of the Family Friends and Neighbors sessions he has recruited one new home to participate in our programs. The partnership with Apache Language Preservation has provided materials in Apache so the Instructional Specialist can incorporate more of the culture into his lessons and the Wellness Center has offered space for parent education sessions in the evenings.

Social Services has been helpful in referring parents to the programs. Twice a month the Instructional Specialist presents all four curriculums to parents required to take classes by Social Services. This month they decided to plant a garden of their own and have been focusing their monthly meetings around the Grow It! Try It! Like It! curriculum. Increasing parental involvement continues to be a goal for the programs and the Instructional Specialist has connected with early childhood teachers and First Things First Collaborative members to help coordinate parent meetings. The Instructional Specialist will continue to work with Social Services and increase parental involvement.

The Instructional Specialist continues to collaborate with Head Start, Apache Childcare, St. John's Catholic School, Rice Elementary, and Child Readiness. Partnering with community providers has helped establish multiple community gardens for children and families.

- 2. 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 quarter the participating centers had extremely successful gardens. Head Start in San Carlos, Peridot, and Gilson Wash had enough vegetables for children to bring home to enjoy with their families. The staff said that physical activity has increased since the weather has been cooperative and they feel their physical activity practices are bettering each quarter. In addition, the Diane Craft event in the beginning of March was extremely popular and it helped engage more parents in the community.

Support or Additional Information:

- 3. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?**

A new contact list of First Things First funded programs on the San Carlos Reservation.

- 4. Describe any additional information you would like to share about program implementation.**



FIRST THINGS FIRST

AGENDA ITEM:

Regional Director Report

BACKGROUND:

The Regional Director will present updates since the last Regular Meeting and on upcoming events.

RECOMMENDATION:

The Regional Director is providing this attachment for information purposes only.



FIRST THINGS FIRST

June 2015 Director's Report

First Things First
San Carlos Apache Regional Partnership Council

General Updates

Regional Council Recruitment

- The philanthropy seat and two at-large seats remain open. Applications are being accepted and can be found at www.azftf.gov/serve so far only one application has been received regarding this matter.

Regional Needs & Assets Report

- The 2014 San Carlos Apache Regional Needs and Assets Report is now available for the public.

First Things First Quality Assurance

- First Things First is committed to comprehensively measuring the success of First Things First funded programs for children ages 0-5 and their families in Arizona. The First Things First quality assurance system takes a collaborative approach to effectively and efficiently measure performance and programmatic implementation. In order to accomplish our main goal of learning about the work our grant partners are doing in the community.
- A San Carlos Apache regional contract has been selected for a Quality Assurance Site Visit in the 2016 state fiscal year.

Early Childhood Summit

- Registration is now open. Please register with Administrative Assistant Jennika Horta.

***San Carlos
Apache
Regional
Partnership
Council Regular
Meeting***



July 9 at 10 a.m.
Education Dept. Conf.
Rm.

***San Carlos
Apache Early
Childhood
Development &
Health
Collaborative
Meeting***



July 29 at 10-12 p.m.
Education Dept. Conf.
Rm.