

COMMUNITY OUTREACH & AWARENESS PLAN

FY2015 Gila River Indian Community Regional Partnership Council

Goals of Community Outreach

1. Educate the Gila River Region about the importance of early childhood broadly and FTF specifically.
2. Motivate Community members and leaders to get involved in the conversation about early childhood health and education in the Region, and to take action to get all children ready for school.

Target Audience for Community Outreach in the Gila River Indian Community

Priority Target Audience:

Regional: Regional Council Members
First Things First Grantees and Partners
Parents and Caregivers

Statewide: K-12
Faith organizations
Business groups
Seniors
Public safety

Community Outreach Tools and Measures

Tactic: Presentations/Outreach/Capacity Building

Target: Quarterly- as needed

FTF Community Outreach Staff will:

- Offer training Session: Early Childhood Everyday including social media to
 1. Regional Council Members
 2. FTF Grantees and partners
 3. Parents and caregivers
- Will assist in the development of Region-specific collateral items.

First Things First Staff and Gila River Regional Partnership Council

- **First Things First staff** and **Gila River Regional Partnership Council** (GRIC RPC) members may be asked to attend outreach events and presentations to represent First Things First. The **Regional Director** is responsible for coordinating and preparing **FTF staff** and GRIC RPC members for these opportunities.

First Things First outreach materials, such as Fact Sheets and Sign-Up sheets, will be used.

Tactic: Site Visits**Target: Annually****Regional Director, Regional Council Members, and FTF Grantees**

- The **Regional Director** will coordinate a site visit to one (1) FTF-funded program once per/year, inviting FTF Regional Council members, FTF grantees and early childhood partner to learn about the importance of early childhood.

Tactic: Earned Media**Target: 1 per month****Regional Director, Regional Council Members, and FTF Grantees**

- **Press Releases** - the **Regional Director** will work with **External Affairs Staff** for the development and dissemination of press releases for the Gila River Indian News (GRIN).
- **Newsletter Submissions**- When applicable the **Regional Director** will secure opportunities for publication of FTF newsletter article submissions concerning early childhood, funded programs, updates or events.

First Things First Grantees

- The **Regional Director** will work to **FTF grantees** to media opportunities within the GRIN when appropriate.

Tactic: Speaker's Trainings**Target: 1 per quarter/ as needed****FTF Community Outreach Staff**

- The **Community Outreach Staff** will offer speaker's trainings to any interested individual or group wishing to receive instruction and practice in consistent messaging to help spread the word about early childhood and FTF.
- The **Community Outreach Staff** will offer the following speaker's trainings:
 - Basic Speaker's Training:
 - Early Childhood, Everyday- *Simple ways to spread the word about early childhood and First Things First in your community*
 - Extended Speaker's Trainings:
 - The Write Way- *Writing Effective Impact Stories*

- **FTF supporters and community partners** who have attended a speaker's training will also be eligible to distribute educational reinforcements, and will work with the **Community Outreach Staff** to determine where and how these items will be used.
- Educational Reinforcement items will be given to individuals who have first received general information about early childhood and FTF.

Community Outreach & Awareness: Role of Gila River Regional Partnership Council

1. Provide input and expertise in the development of the community outreach plan.
2. Work with **Gila River Regional Director** and **Community Outreach Staff** to identify, attend and/or present at local events, media opportunities and event participation opportunities, etc.
3. Provides ongoing feedback and guidance to both the **Gila River Regional Director** for leads, next steps, and recommendations for the successful implementation of the Community Outreach Strategy.

Requests of First Things First Grantees

1. **Success Stories- First Things First grantees** are asked to work with the **Regional Director** to invite program participants to be interviewed for a success story.
 - **First Things First grantees** are requested to communicate good story opportunities in person, through email and phone to the **Regional Director**.
2. **Outreach Opportunities- FTF Grantees** are encouraged to recommend presentation opportunities to the **Regional Director**, to participate in FTF Speaker's Series trainings, and to engage in the conversation about early childhood on their personal social media platforms.
 - **FTF Grantees** are expected to follow grantee protocol as it pertains to First Things First branding. As a reminder, First Things First must be mentioned as a funder within every press release, on grantee collateral material and at grantee events.

| Grantee Name | Program Name and Description | Total Allotment | Awarded | YTD Expended as of 06/11/14 | Units of Service | Contracted Proposed Units | Q1 July-Sept | Q2 Oct-Dec | Q3 Jan-Mar | Q4 Apr-Jun | Total YTD | Notes |
|---|---|------------------|------------------|-----------------------------|--|---------------------------|--------------|------------|------------|------------|-----------|--|
| Home Visitation Strategy | | | | | | | | | | | | |
| Gila River Health Care Corporation | Home visitation using the Parents As Teachers Education model. Developmental screenings for children using ASQ and ASQ-SE. | \$150,000 | \$150,000 | \$99,546 | # of Families Served | 40 | 40 | 40 | 43 | | 43 | Program disenrolled some families this quarter due to "unable to locate" case loads remain constant around 21.5. |
| Native Language Preservation Strategy | | | | | | | | | | | | |
| Gila Crossing Community School | Native Language Early Literacy Revitalization of the Akimel Ootham and Pee Posh languages at two Community Schools, Gila Crossing and Casa Blanca. Increase the children's classroom instruction of and exposure to Akimel Ootham and Pee Posh language and culture; specifically to learn additional conversational and directive words and dances as appropriate to ages 3-5 year old children. Additionally, the Grantee is working with the First Onehundred Institute to increase number of native language books in classrooms and homes through digital storytelling. This work includes elders recording stories in Akimel Ootham and Pee Posh, and children and families accessing digital stories through classroom and home computers. | \$62,539 | \$62,539 | \$40,242 | # of Participating Professionals | 250 | 72 | 108 | 108 | | 288 | Gila Crossing Community School had miss-reported their data in Q1 and Q2 but requested a data modification and resubmitted data to reflect what they are doing in the Native Language Program. **Number of Participating Adults is much higher than the grantees contracted service unit. The number is higher because Gila Crossing Community School invites all parents who have a child attending GCCS to attend Native Language Workshops, thus the large number reflect all parents attending weekly workshops not only pre-k parents. **Number of books distributed is also much higher than initially contracted. This is because the technology has allowed grantee to easily allow electronic access to children and families both at school and in the family home. Additionally, books can be physically created through a specialized printer at GCCS. |
| | | | | | # of Home and/or Center Based Providers Served | 2 | 3 | 2 | 2 | 2 | | |
| | | | | | # of participating adults | 100 | 252 | 273 | 462 | 987 | | |
| | | | | | # of books distributed | 40 | 115 | 59 | 70 | 244 | | |
| Parent Education Community-Based Training Strategy | | | | | | | | | | | | |
| Gila River Health Care Corporation | Baby Smarts Program Teen Parent Education using the Parents As Teachers, Teen Parent Education model. Teen Parent group meetings are held weekly at Ira Hays High School and VHM High School. Home visits as needed. Developmental screenings for children using ASQ and ASQ-SE. Support groups for teen parents, case management. | \$100,650 | \$100,000 | \$75,593 | # of Participating Adults | 400 | 141 | 69 | 126 | | 336 | *Contract Service Unit is accumulative. Grantee is on target. |
| FAMILY SUPPORT - Goal Area Subtotal: | | \$313,189 | \$312,539 | \$215,381 | | | | | | | | |
| Conference Scholarships Strategy | | | | | | | | | | | | |
| | Increase knowledge and awareness around early childhood by providing trainings and conference opportunities to parents and professionals within the Gila River Indian Community. | \$10,000 | \$10,000 | \$9,962 | # of Professionals Receiving Conference Scholarships | | 0 | 0 | 5 | 36 | 41 | Conference scholarships strategy is a Regionally directed strategy and therefore numbers are generated by the Regional Director and not from the FTF PGMS system. 5 attendees for women's mental health conference, 29 attendees for the ITCA Sharing is caring Conference, and 7 attendees to the Prevent Child Abuse Conference. |
| Scholarships TEACH Strategy | | | | | | | | | | | | |
| Association for Supportive Child Care | Provide Teachers and Teacher Assistants scholarships to pursue CDA's and/or early childhood AA/BA. | \$12,800 | \$12,800 | \$2,330 | # of Professionals Receiving Scholarships | 4 | 4 | 5 | 5 | | 5 | 2 - QF Package, 2 - add'l funded by SPHX RPC |
| PROFESSIONAL DEVELOPMENT - Goal Area Subtotal: | | \$22,800 | \$22,800 | \$12,292 | | | | | | | | |
| Family, Friends & Neighbors Strategy | | | | | | | | | | | | |
| Association for Supportive Child Care | Expand support for families, friends and neighbors caring for young children. | \$50,000 | \$50,000 | \$43,547 | # of Home Based Providers Served | 30 | 11 | 16 | 23 | | 23 | |
| Quality First Scholarships Strategy | | | | | | | | | | | | |
| Valley of the Sun United Way | Increase access to early care and education, programs in the region, by expanding funding to programs with available slots. An additional, 5 scholarships are available to teen parents attending local high schools | \$351,441 | \$351,441 | \$351,441 | # of Children Supported by a Scholarship | 65 | 26 | 45 | 44 | | 44 | 3 locations were originally identified to receive scholarships. Early Education Center (D-3) Blackwater (D-1) and Gila Crossing (D-6) for a total of 65 children. Unfortunately, Gila Crossing didn't participate in the QF program this year due to program adjustments. Early Education Center and Blackwater are utilizing 25 and 20 slots respectively, for a total of 45 slots. Blackwater did not report in Q1 but served 20 children and will report in Q2. |
| Quality First Strategy- Package | | | | | | | | | | | | |
| Coaching & Incentives/Child Care Health Consultation/Academy/Inclusion Warmline/Mental Health Consultation Warmline/Triage Warmline/CCHC Warmline | | \$35,634 | \$35,269 | \$26,507 | # of Center Based Providers Served | 4 | 2 | 2 | 3 | | 3 | 2 Quality First slots paid for by the Gila River Regional Partnership Council. Additional 2 Quality First Slots paid for by the South Phoenix Regional Council. Gila Crossing is not a QF participant. Increase access to early care and education, programs in the region, by expanding funding to programs with available slots. |

| Grantee Name | Program Name and Description | Total Allotment | Awarded | YTD Expensed as of 06/11/14 | Units of Service | Contracted Proposed Units | Q1 July-Sept | Q2 Oct-Dec | Q3 Jan-Mar | Q4 Apr-Jun | Total YTD | Notes |
|---|------------------------------|------------------|------------------|-----------------------------|------------------|---------------------------|--------------|------------|------------|------------|-----------|---|
| QUALITY FIRST - Goal Area Subtotal: | | \$437,075 | \$436,710 | \$421,495 | | | | | | | | |
| Community Awareness | | | | | | | | | | | | |
| Community Awareness (FTF Directed) | 5 GRIN Articles | \$700 | \$700 | \$0 | | | | | | | 0 | Community Awareness line item is a Regionally Directed strategy and therefore numbers are not generated by the FTF PGMS system. Regional Director has submitted 3 articles to the GRIN in FY14. Billing for the articles is not reflected in this quarters report but will be reflected in quarter 4 data and narrative report. |
| COMMUNITY AWARENESS - Goal Area Subtotal: | | \$700 | \$700 | \$0 | | | | | | | | |
| Statewide Evaluation | | | | | | | | | | | | |
| Statewide Evaluation (FTF Directed) | | \$32,805 | \$32,805 | \$32,805 | | | | | | | | |
| STATEWIDE EVALUATION - Goal Area Subtotal: | | \$32,805 | \$32,805 | \$32,805 | | | | | | | | |

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

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

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

Note:

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

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

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

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

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

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

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

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

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

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-RC027-14-0634-01 / Gila River | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of hearing screenings conducted | | 0 | 0 | 0 | | |
| | Number of hearing results forwarded to medical home | | 0 | 0 | 0 | | |
| | Number of families referred and having received an additional evaluation | | 0 | 0 | 0 | | |
| | Number of children received hearing screening | | 0 | 0 | 0 | | |
| | Number of vision screenings conducted | | 0 | 0 | 0 | | |
| | Number of vision results forwarded to medical home (physician of record) for | | 0 | 0 | 0 | | |
| | Number of families that report being referred and having received an additional | | 0 | 0 | 0 | | |
| | Number of children received vision screening | | 0 | 0 | 0 | | |
| | Number of developmental screenings conducted | | 2 | 8 | 25 | | |
| | Number of developmental screening results forwarded to AZEIP, Part B or a | | 0 | 0 | 1 | | |
| | Number of children referred for developmental delay follow-up | | 1 | 0 | 1 | | |
| | Number of children received developmental screening | | 2 | 8 | 25 | | |
| | Number of children receiving screening (children may have received 1-3 types of | | 2 | 8 | 15 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Family, Friends & Neighbors

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|---------------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| FTF-MULTI-13-0407-01-Y2 / Association | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of home based providers newly enrolled during the quarter | | 8 | 5 | 7 | | |
| | Number of home based providers served | 30 | 11 | 16 | 23 | | 23 |
| | Number of home based providers at the end of the quarter (subtracting | | 11 | 3 | 9 | | |
| | Number of children served | | 5 | 33 | 23 | | |
| | 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 | | 2 | 12 | 8 | | |
| | Number of providers trained in community based settings | | 10 | 56 | 30 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Health Insurance Enrollment

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|-----------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| GRA-RC027-14-0634-01 / Gila River | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of families reporting they are un-insured | | 0 | 1 | 0 | | |
| | Number of families who received enrollment assistance for AHCCCS and/or Kids | | 0 | 1 | 0 | | |
| | Number of families served requesting assistance with re-enrollment into | | 3 | 1 | 7 | | |
| | Number of families served | | 3 | 2 | 7 | | |
| | Number of families served requesting assistance that enrolled into AHCCCS | | 0 | 2 | 0 | | |
| | Number of families served requesting assistance that enrolled into Kids Care | | 0 | 0 | 0 | | |
| | Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance | | 0 | 0 | 0 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Home Visitation

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

Home visitor caseload for the quarter – when the ratio of home visitors to families served is above 1:20.

Staff turnover for the quarter – when the staff turnover is above 20% (from one quarter to the next).

Client turnover for the quarter - when the client turnover is above 20% (from one quarter to the next).

Clients disenrolled due to moving - when the percent of clients disenrolled due to “moving” is above 20%.

Clients disenrolled due to unable to locate - when the percent of clients disenrolled due to "unable to locate" is above 10%

| 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-RC027-14-0634-01 / Gila River | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of families newly enrolled during the quarter | | 49 | 0 | 13 | | |
| | Number of families served | 40 | 49 | 49 | 62 | | 62 |
| | Number of families at the end of the quarter (subtracting disenrolled) | | 40 | 40 | 43 | | |
| | Number of families continuing to receive services who have moved out of the | | 0 | 2 | 1 | | |
| | Number of families disenrolled during the quarter | | 9 | 0 | 10 | | |
| | Number of full time equivalent (FTE) home visitors at the end of the quarter | | 2.0 | 1.0 | 2.0 | | |
| | Homevisitor caseload for the quarter | | 20.0 | 40.0 | 21.5 | | |
| | Staff turnover for the quarter | | 0 | 50.0% | 0 | | |
| | Family turnover for the quarter | | 0 | 0 | 0 | | |
| | Families disenrolled due to moving | | 11.1% | 0 | 20.0% | | |
| | Families disenrolled due to unable to locate | | 44.4% | 0 | 30.0% | | |
| | Number of children newly enrolled during the quarter | | 48 | 0 | 25 | | |
| | Number of children served | | 48 | 48 | 73 | | |
| | Number of families who received community based referrals | | 71 | 29 | 55 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

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-RC027-13-0548-01-Y2 / Gila | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of center based providers served | | 2 | 2 | 2 | | |
| | Number of home based providers served | | 0 | | | | |
| | Number of center and/or home based providers served | 2 | 3 | 2 | 2 | | 7 |
| | Number of trainings conducted | | 8 | 12 | 12 | | |
| | Number of center based child care professionals attended trainings | | 72 | 108 | 108 | | |
| | Number of home based child care professionals attended trainings | | 0 | 0 | 0 | | |
| | Number of participating professionals | 250 | 72 | 108 | 108 | | 288 |
| | Number of workshops conducted | | 18 | 18 | 33 | | |
| | Number of adults attended workshops | | 252 | 273 | 462 | | |
| | Number of books distributed to providers | | 100 | 54 | 30 | | |
| | 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 | 1 | | |
| | Number of other materials distributed to providers | | 2 | 0 | 39 | | |
| | Number of books distributed to parents | | 115 | 59 | 70 | | |
| | Number of Navajo Nation bundles distributed to parents | | 0 | 0 | 0 | | |
| | Number of audio CDs distributed to parents | | 0 | 0 | 0 | | |
| | Number of DVDs/Videos distributed to parents | | 0 | 0 | 0 | | |
| | Number of other materials distributed to parents | | 45 | | 98 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Parent Education Community-Based Training

| 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-RC027-13-0546-01-Y2 / Gila River | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of trainings conducted | | 37 | 56 | 67 | | |
| | Number of adults attended | 400 | 141 | 69 | 126 | | 336 |
| | Average attendance per training session | | 3.8 | 1.2 | 1.9 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Parent Kits - statewide

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|-------------------------------|-------------------------------------|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| FTF-STATE-12-0334-03-Y3 / SPF | Number of English cases distributed | | | | | | |
| | Number of Spanish cases distributed | | | | | | |
| | Number of cases distributed | | | | | | |
| | Number of parent kits distributed | | | | | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

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 | 4 | 2 | 2 | 3 | | 3 |
| | Number of Homes | 0 | 0 | 0 | 0 | | 0 |
| | Number of Rating Only Centers | 0 | 0 | 0 | 0 | | 0 |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Quality First Coaching & Incentives - Regional Funding

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|-------------------------------|-------------------------------|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| | Number of Centers | 4 | 2 | 2 | 3 | 0 | |
| | Number of Homes | 0 | 0 | 0 | 0 | 0 | |
| | Number of Rating Only Centers | 0 | 0 | 0 | 0 | 0 | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Quality First Scholarships

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|--------------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| FTF-STATE-14-0440-01 / Valley of the | Quarterly Data Submission Status* | | 3 | 3 | 3 | | |
| | Number of center based providers served | | 1 | 2 | 2 | | |
| | Number of center based providers at the end of the quarter (subtracting | | 1 | 2 | 2 | | |
| | Number of home based providers served | | 0 | 0 | 0 | | |
| | Number of home based providers at the end of the quarter (subtracting | | 0 | 0 | 0 | | |
| | Number of children receiving scholarships | | 28 | 46 | 46 | | |
| | Center based providers: Number of infants receiving scholarships | | 3 | 5 | 7 | | |
| | Center based providers: Number of infants receiving scholarships at the end of | | 1 | 2 | 2 | | |
| | Home based providers: Number of infants receiving scholarships | | 0 | 0 | 0 | | |
| | Home based providers: Number of infants receiving scholarships at the end of | | 0 | 0 | 0 | | |
| | Center based providers: Number of toddlers receiving scholarships | | 8 | 14 | 17 | | |
| | Center based providers: Number of toddlers receiving scholarships at the end of | | 3 | 6 | 5 | | |
| | Home based providers: Number of toddlers receiving scholarships | | 0 | 0 | 0 | | |
| | Home based providers: Number of toddlers receiving scholarships at the end of | | 0 | 0 | 0 | | |
| | Center based providers: Number of preschool aged children receiving | | 22 | 55 | 58 | | |
| | Center based providers: Number of preschool aged children receiving | | 4 | 35 | 35 | | |
| | Home based providers: Number of preschool aged children receiving | | 0 | 0 | 0 | | |
| | Home based providers: Number of preschool aged children receiving | | 0 | 0 | 0 | | |
| | Center based providers: Number of children with special needs receiving | | 1 | 3 | 3 | | |
| | Center based providers: Number of children with special needs receiving | | 0 | 2 | 2 | | |
| | Home based providers: Number of children with special needs receiving | | 0 | 0 | 0 | | |
| | Home based providers: Number of children with special needs receiving | | 0 | 0 | 0 | | |
| | Number of Infant (0-12 months) slots filled end of the quarter | | 3.0 | 2.0 | 1.5 | | |
| | Number of toddler (13-35 months) slots filled end of the quarter | | 8.0 | 7.0 | 6.5 | | |

| | | | | | | | |
|--|---|----|------|------|------|--|------|
| | Number of preschooler (36 months - 5 yrs) slots filled end of the quarter | | 15.0 | 36.0 | 36.0 | | |
| | Number of slots filled with children (0-5 yrs) end of the quarter | 65 | 26.0 | 45.0 | 44.0 | | 44.0 |
| | Number of FTF slots vacant for children (0-5 yrs) | | 0 | 0 | 0.0 | | |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

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 |
|---------------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| FTF-STATE-13-0350-01-Y2 / Association | 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 | 0 | 0 | | |
| | AA Degrees Completed | | 0 | 0 | 0 | | |
| | CDA Credentials Completed | | 0 | 0 | 0 | | |
| | BA Degrees Completed | | 0 | 0 | 0 | | |
| | AA Credits Completed | | 9 | 12 | 15 | | |
| | AA Contracts Completed | | 0 | 0 | 1 | | |
| | AA Withdrawn | | 0 | 0 | 0 | | |
| | AA Contracts Initiated | | 0 | 1 | 1 | | |
| | AA Scholarships Awarded | | 4 | 5 | 5 | | |
| | BA Credits Completed | | 0 | 0 | 0 | | |
| | BA Contracts Completed | | 0 | 0 | 0 | | |
| | BA Withdrawn | | 0 | 0 | 0 | | |
| | BA Contracts Initiated | | 0 | 0 | 0 | | |
| | BA Scholarships Awarded | | 0 | 0 | 0 | | |
| | CDA Scholarships Withdrawn | | 0 | 0 | 0 | | |
| | CDA Contracts Initiated | | 0 | 0 | 0 | | |
| | CDA Scholarships Currently Awarded | | 0 | 0 | 0 | | |
| | Scholars Currently Receiving T.E.A.C.H. Scholarship | | | 4 | 5 | 5 | |
| | 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 | | 1 | 1 | 1 | |
|--|---|--|---|---|---|--|

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

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 | |
|---------------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|---|
| FTF-STATE-13-0350-01-Y2 / Association | 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 | 0 | 0 | | | |
| | AA Degrees Completed | | 0 | 0 | 0 | | | |
| | CDA Credentials Completed | | 0 | 0 | 0 | | | |
| | BA Degrees Completed | | 0 | 0 | 0 | | | |
| | AA Credits Completed | | 0 | 0 | 0 | | | |
| | AA Contracts Completed | | 0 | 0 | 0 | | | |
| | AA Withdrawn | | 0 | 0 | 0 | | | |
| | AA Contracts Initiated | | 0 | 0 | 0 | | | |
| | AA Scholarships Awarded | | 0 | 0 | 0 | | | |
| | BA Credits Completed | | 0 | 0 | 0 | | | |
| | BA Contracts Completed | | 0 | 0 | 0 | | | |
| | BA Withdrawn | | 0 | 0 | 0 | | | |
| | BA Contracts Initiated | | 0 | 0 | 0 | | | |
| | BA Scholarships Awarded | | 0 | 0 | 0 | | | |
| | CDA Scholarships Withdrawn | | 0 | 0 | 0 | | | |
| | CDA Contracts Initiated | | 0 | 0 | 0 | | | |
| | CDA Scholarships Currently Awarded | | 0 | 0 | 0 | | | |
| | Scholars Currently Receiving T.E.A.C.H. Scholarship | | 4 | 0 | 0 | 0 | | 0 |

Data Reports by Regional Partnership Council

Council: Gila River Indian Community

Fiscal Year: 2014

Scholarships TEACH - Statewide

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

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

| Contract Number/ Grantee Name | Data Field | Contracted Service Units** | First Fiscal Quarter (July-Sept) | Second Fiscal Quarter (Oct-Dec) | Third Fiscal Quarter (Jan-Mar) | Fourth Fiscal Quarter (Apr-Jun) | Fiscal YTD Total |
|---------------------------------------|---|----------------------------|----------------------------------|---------------------------------|--------------------------------|---------------------------------|------------------|
| FTF-STATE-13-0350-01-Y2 / Association | 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 | 0 | 0 | | |
| | AA Degrees Completed | | 0 | 0 | 0 | | |
| | CDA Credentials Completed | | 0 | 0 | 0 | | |
| | BA Degrees Completed | | 0 | 0 | 0 | | |
| | AA Credits Completed | | 9 | 12 | 15 | | |
| | AA Contracts Completed | | 0 | 0 | 1 | | |
| | AA Withdrawn | | 0 | 0 | 0 | | |
| | AA Contracts Initiated | | 0 | 1 | 1 | | |
| | AA Scholarships Awarded | | 4 | 5 | 5 | | |
| | BA Credits Completed | | 0 | 0 | 0 | | |
| | BA Contracts Completed | | 0 | 0 | 0 | | |
| | BA Withdrawn | | 0 | 0 | 0 | | |
| | BA Contracts Initiated | | 0 | 0 | 0 | | |
| | BA Scholarships Awarded | | 0 | 0 | 0 | | |
| | CDA Scholarships Withdrawn | | 0 | 0 | 0 | | |
| | CDA Contracts Initiated | | 0 | 0 | 0 | | |
| | CDA Scholarships Currently Awarded | | 0 | 0 | 0 | | |
| | Scholars Currently Receiving T.E.A.C.H. Scholarship | | 2 | 4 | 5 | 5 | 5 |



The Gila River Indian
Community and First Things First

Early Childhood System Building

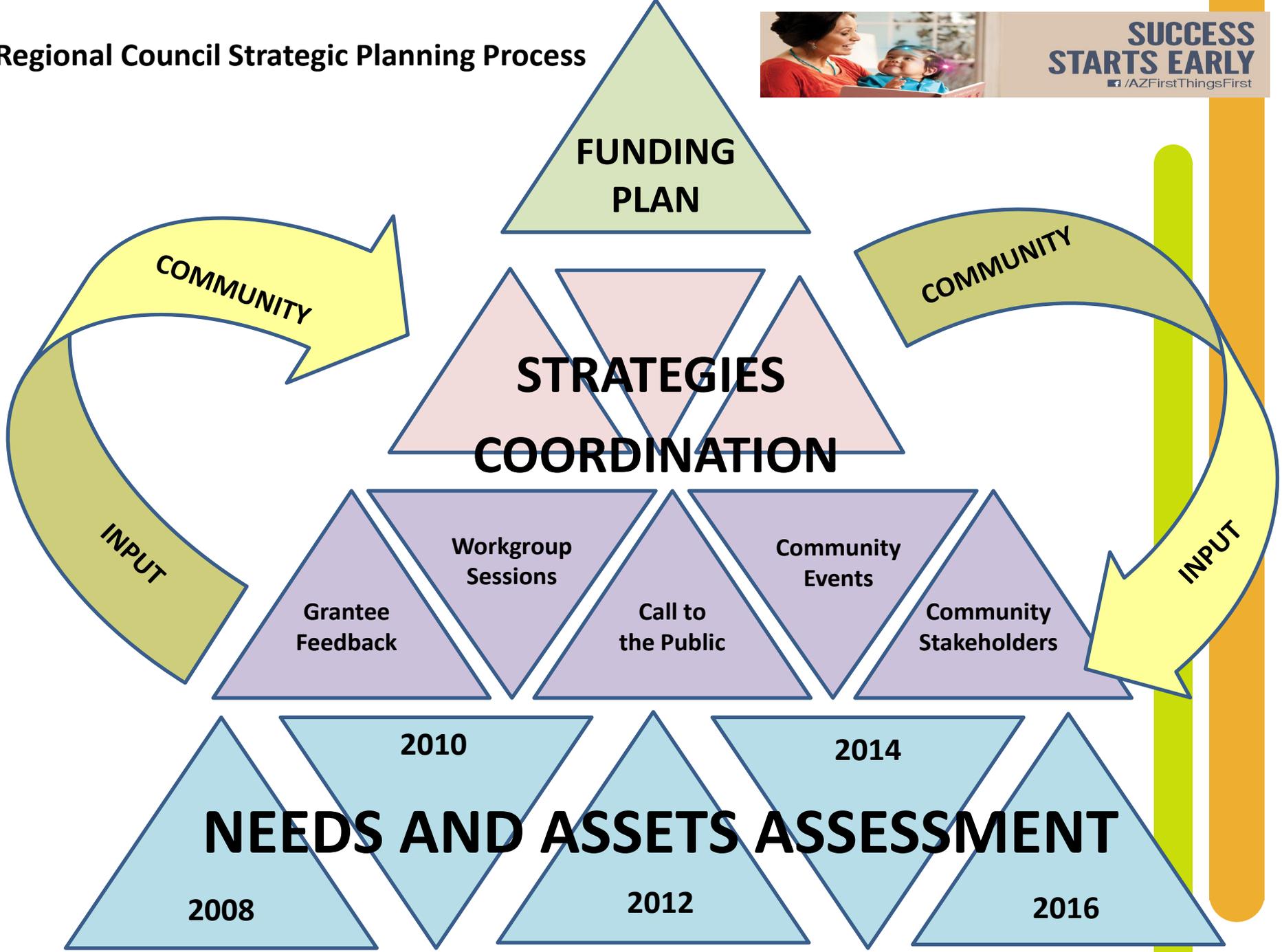


FIRST THINGS FIRST

Regional Council Strategic Planning Process



SUCCESS STARTS EARLY
/AZFirstThingsFirst



FUNDING PLAN

STRATEGIES COORDINATION

Grantee Feedback

Workgroup Sessions

Call to the Public

Community Events

Community Stakeholders

2010

2014

NEEDS AND ASSETS ASSESSMENT

2008

2012

2016

COMMUNITY

COMMUNITY

INPUT

INPUT

FASTER THAN 4G THE SCIENCE OF BRAIN DEVELOPMENT

BACK TO TOP 



90%
OF A CHILD'S CRITICAL
BRAIN DEVELOPMENT
HAPPENS BY AGE 5.



 ShareThis*

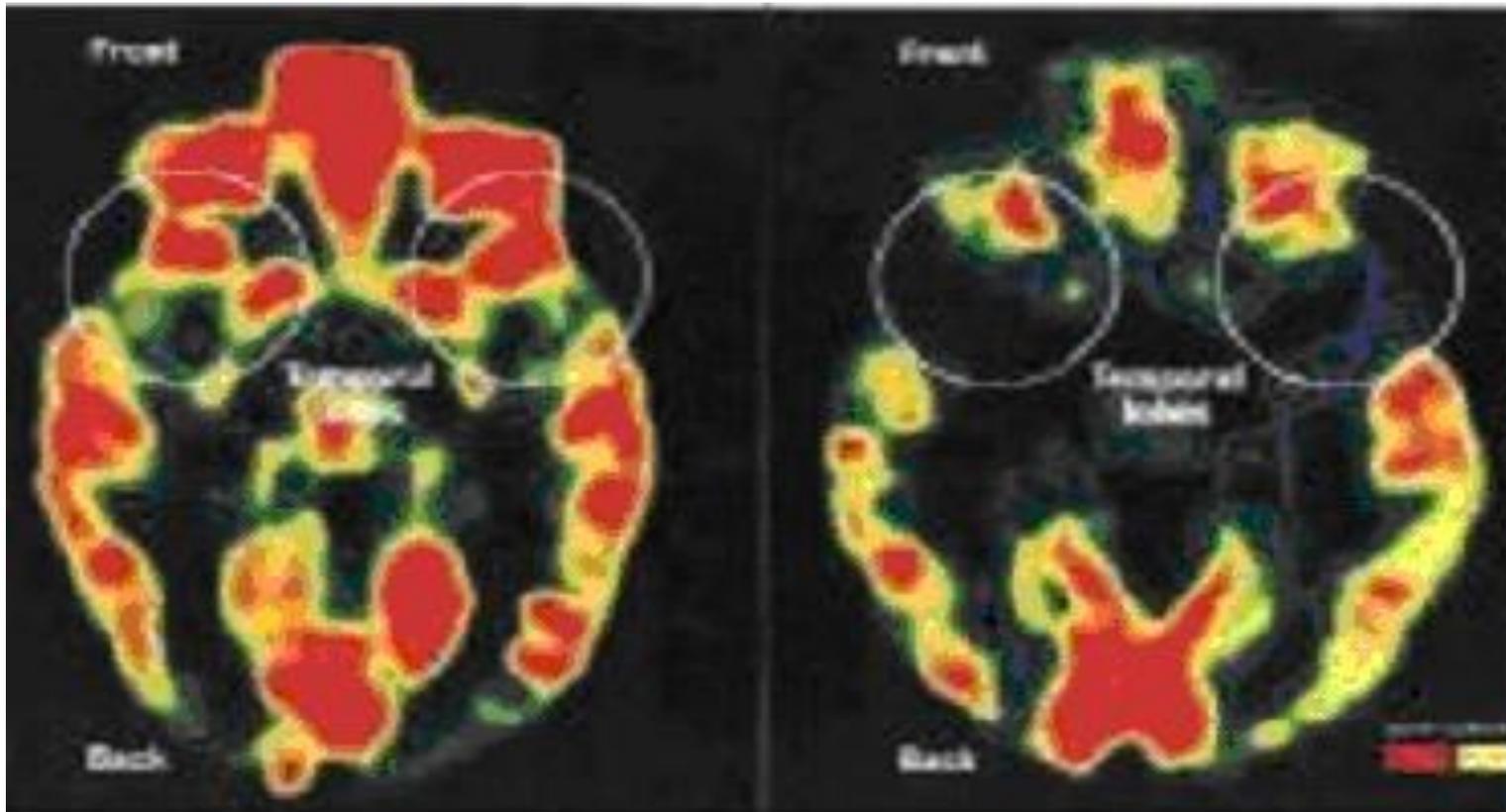


VISIT BUILDING BETTER BRAINS 



Why are early childhood experiences important?

Institutionalization + Neglect of Young Children Disrupts Their Brain Growth



Middle Class US Toddlers
in Birth Families

Neglected/Maltreated Toddlers
Arriving from Orphanages Overseas



ShareThis®



VISIT BUILDING BETTER BRAINS >



BORN LEARNING SCHOOL SUCCESS STARTS EARLY

BACK TO TOP



IF CHILDREN START SCHOOL
READY TO SUCCEED,
THEY ARE MORE LIKELY TO
READ AT GRADE LEVEL BY
3RD GRADE.



ShareThis®



VISIT BUILDING BETTER BRAINS >



BORN LEARNING SCHOOL SUCCESS STARTS EARLY

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THE NUMBER OF WORDS
A CHILD KNOWS AT AGE 3,
STRONGLY CORRELATES WITH
READING AND COMPREHENSION
LEVELS AT AGES

9 AND 10.





BORN LEARNING SCHOOL SUCCESS STARTS EARLY

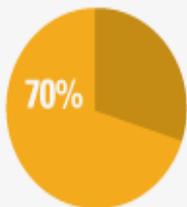
[BACK TO TOP](#)

NATIONAL STUDIES

SHOW THAT CHILDREN EXPOSED TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION:



Are 40% less likely to need special education or be held back a grade



Are 70% less likely to commit a violent crime by age 18



Have better language, math and social skills, and better relationships with classmates



Have better cognitive and sensory skills and experience less anxiety



Score higher on school-readiness measures

NOT MY ISSUE IT SHOULD BE

[BACK TO TOP](#) 

NEARLY 70% OF POLICE CHIEFS, SHERIFFS,

and prosecutors say that providing more educational programs for young children is the most effective strategy to reduce youth violence and crime.

CRIME



“What is the Vision for our
youngest Children”

| Voting Results from School Board Prioritization Sessions 2012 | GCCS Board | VHM School Board | Blackwater School Board | Sacaton School Board | Ira Hayes School Board | Casa Blanca School Board | Total |
|--|-------------------|-------------------------|--------------------------------|-----------------------------|-------------------------------|---------------------------------|--------------|
| Quality & Access | | | | | | | |
| Expand successful high quality early care programs already operating in Community (including FACE, Head Start, Early Education Center, School Based Pre-k, Home Visitation Programs) | 6 | 2 | 3 | 4 | 4 | 4 | |
| Collaboration among programs to reduce duplication of services and maximize program outcomes | 1 | 3 | 2 | 2 | 1 | 1 | |
| Total Number of Community Prioritizing Quality & Access | 7 | 5 | 5 | 6 | 5 | 5 | 33 |
| Health | | | | | | | |
| Collaborate and coordinate health services to improve children's access to quality health care. | 2 | 1 | 1 | | | 4 | |
| Increase parent ed. around oral health and other health needs of children | 3 | 1 | | 2 | 2 | 3 | |
| Mobile health units are asset to Community | 1 | 3 | | 1 | | | |
| Advocate for timely and adequate services for children identified through early screening | 1 | 2 | 1 | 1 | 1 | | |
| Access to Immunizations and other health needs in a timely manner in order to start school (specific issue for grandparents and foster parents) | | 2 | | | | | |
| Total Number of Community Prioritizing Health | 7 | 9 | 2 | 4 | 3 | 7 | 32 |
| Professional Development | | | | | | | |
| Build a skilled and well prepared early childhood development workforce | | 1 | 2 | 1 | 1 | 1 | |
| Increase retention of the early care and education workforce | | | | 1 | 1 | | |
| Enhance specialized skills of the early childhood development and health workforce | | | 4 | 1 | | | |
| Total Number of Community Prioritizing Professional Development | | 1 | 6 | 3 | 2 | 1 | 13 |
| Family Support | | | | | | | |
| Expand families' access to high quality, diverse and relevant information and resources including resource guide | 3 | | 2 | 4 | 3 | 1 | |
| Increase availability, quality and diversity of relevant resources that support create nurturing environments for children. (Attendance, Drugs, Domestic Violence, Alcohol are some internal issues) | 6 | 3 | 1 | 2 | 3 | 3 | |
| Transportation (remains a significant barrier for parents including teen parents to access services) | 2 | 3 | 2 | | 3 | 3 | |
| Total Number of Community Prioritizing Family Support | 11 | 6 | 5 | 6 | 9 | 7 | 44 |
| System Coordination/Collaboration | | | | | | | |
| Improve integration of programs, services, and resources for young & families | | 2 | 3 | 3 | 4 | 2 | |
| Collect and disseminate data related to early childhood development & health | | | | 1 | | 1 | |
| Total Number of Community Prioritizing System Support | | 2 | 3 | 4 | 4 | 3 | 16 |
| Public Awareness & Communication | | | | 3 | | | |
| Expand awareness & financial/political support for, childhood development & health | | 2 | 4 | 1 | 2 | 2 | |
| Total Number of Community Prioritizing Public Awareness & Communication | | 2 | 4 | 4 | 2 | 2 | 10 |

Voting Results from Gila River Indian Community Prioritization Sessions 2008

| | D-3 Community Workgroup Session | D-6 Community Meeting | Grandparents Support Group 9/25/08 | Parent Survey 0-3 year olds | Total |
|---|--|-----------------------------|--|--------------------------------|-----------|
| Quality & Access | | | | | |
| Improve access to quality early care & education program settings | | | | | |
| Improve early care and education regulatory and monitoring standards | | | | | |
| Increase availability and affordability of early care and education settings | | | | | |
| Total Number of Community Prioritizing Quality & Assess | 6 | 5 | 5 | 8 | 24 |
| Health | | | | | |
| Collaborate to improve children's access to quality health care. | | | | | |
| Increase the number of health care providers utilizing a medical & dental home | | | | | |
| Expand use of early screening in health settings to identify developmental delays | | | | | |
| Advocate for timely and adequate services for children identified through early screening | | | | | |
| Total Number of Community Prioritizing Health | 12 | 6 | 7 | | 25 |
| Professional Development | | | | | |
| Build a skilled and well prepared early childhood development workforce | | | | | |
| Increase retention of the early care and education workforce | | | | | |
| Enhance specialized skills of the early childhood development and health workforce | | | | | |
| Total Number of Community Prioritizing Professional Development | 2 | 9 | 3 | | 14 |
| Family Support | | | | | |
| Expand families' access to high quality, diverse and relevant information and resources | | | | | |
| Increase availability, quality and diversity of relevant resources that support language/literacy | | | | | |
| Total Number of Community Prioritizing Family Support | 8 | 14 | 8 | | 30 |
| System Coordination/Collaboration | | | | | |
| Improve integration of programs, services, and resources for young & families | | | | | |
| Collect and disseminate data related to early childhood development & health | | | | | |
| Total Number of Community Prioritizing System Support | 2 | 7 | 5 | | 14 |
| Public Awareness & Communication | | | | | |
| Expand awareness & financial/political support for, childhood development & health | | | | | |
| Total Number of Community Prioritizing Public Awareness & Communication | 6 | 7 | 5 | | 18 |

2012 Needs and Assets Report: Key Health Points of Interest

1. Total number of children 0-5 living within the Community 1,530, 60% of children live at or below poverty level.
2. Total number of children receiving health care in 2011= 3,560. This number is double the number of children living within the Community and indicates there are a substantial number of children coming into the Community to access health care.
3. Excellent array of health care services for women and children, including Women's Clinic, Pediatric Clinic, Pediatric Dentist, School Health Nursing, Public Health Nursing, WIC, Genesis. There may be some areas of additional strengthening in the areas of collaboration and information sharing.
4. Prenatal care in first trimester is 79% which is better than the Health People Target for 2020.
5. Low birth weight babies are below all other Tribes and equal to State average.
6. Highest Rates of Teen Pregnancy of all Arizona Tribes.
7. WIC: asset to pregnant and parenting women and children. Good resource for understanding needs of women and children in Community.

2012 Needs and Assets Report: Key Health Points of Interest Continued

1. WIC findings show that there is some concern related to health for young children and mothers related to obesity. (see WIC section). Work could be done to reduce BMI in children 0-5 years old.
 - Coordination between Dr. Sanders, WIC and Genesis could support a multi-department/agency approach to reducing *pre-pregnancy* BMI, and BMI in children 0-5 and potentially could leverage resources.
 - Tribal Council has implemented policies which support exercise.
 - Promotion of Community education has created healthy environments such as walking areas for staff.
2. Health Care Coverage:
 - 9.5% of GIRC residence are on KidsCare/AHCCCS/Medicare/Medicaid, but data shows that a substantially higher number of children should and do qualify for KidsCare/Medicare. This could be a cost savings for the GRHC if enrollment in these programs was increased.



2012 Needs and Assets Report: Key Health Points of Interest

Continued

1. Oral Health Data- Oral Health data was not obtained from GRHC. The # and % of children suffering from untreated tooth decay remains unknown within the Community.
 - Statewide benchmark has been set at 32% or less by 2020.
 - Oral health data which was obtained came from Head Start and indicates a possible need to increase oral health services. Head Start had 90% of its children receiving oral health screening and 75% needing dental treatment. This could be an indicator for the rest of the 0-5 population, but it is unknown because FTF was unable to collect information for all children from Gila River Health Care.
 - Possible Partnership: Arizona American Indian Oral Health Project
 - Care Coordination: Oral health referrals and screenings for expectant mothers to support a reduction in premature births and low birth weight babies.
 - Additional GRHC Policy review around how to establish reimbursement policies for applying fluoride varnishes in areas of Community where untreated tooth decay is high.

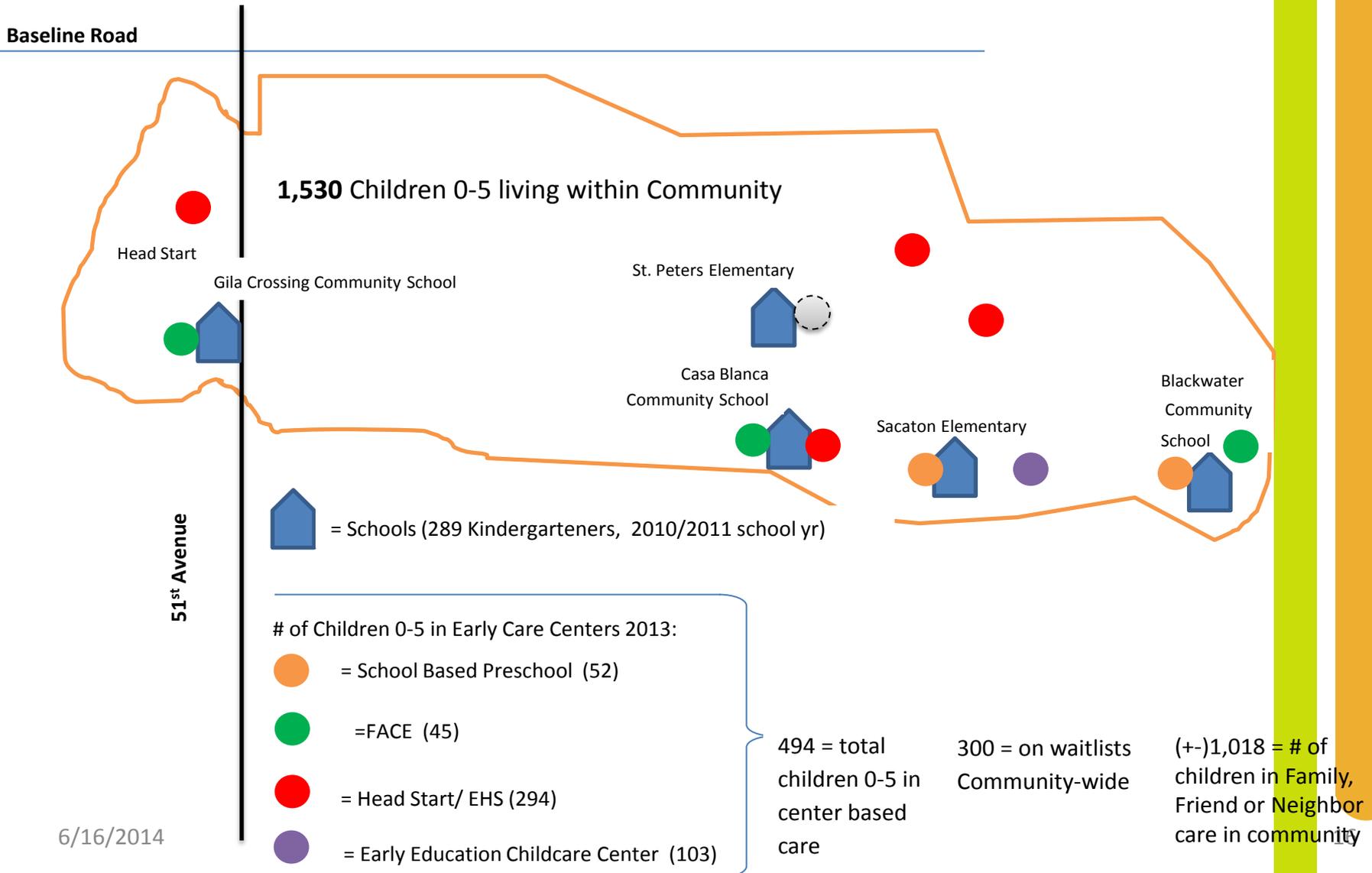
2. Developmental delay information on page 68
 - Pediatric Care Coordination: Developmental screening at 9, 18, and 24 months of age is recommended for all children and will afford children the best opportunity for referral to Community resources to address any apparent delay. Ages and Stages Questionnaire could be given to parents prior to next well child visit for review at time of next visit.

Key Education Points of Interest found in the 2012 Needs and Assets Report:

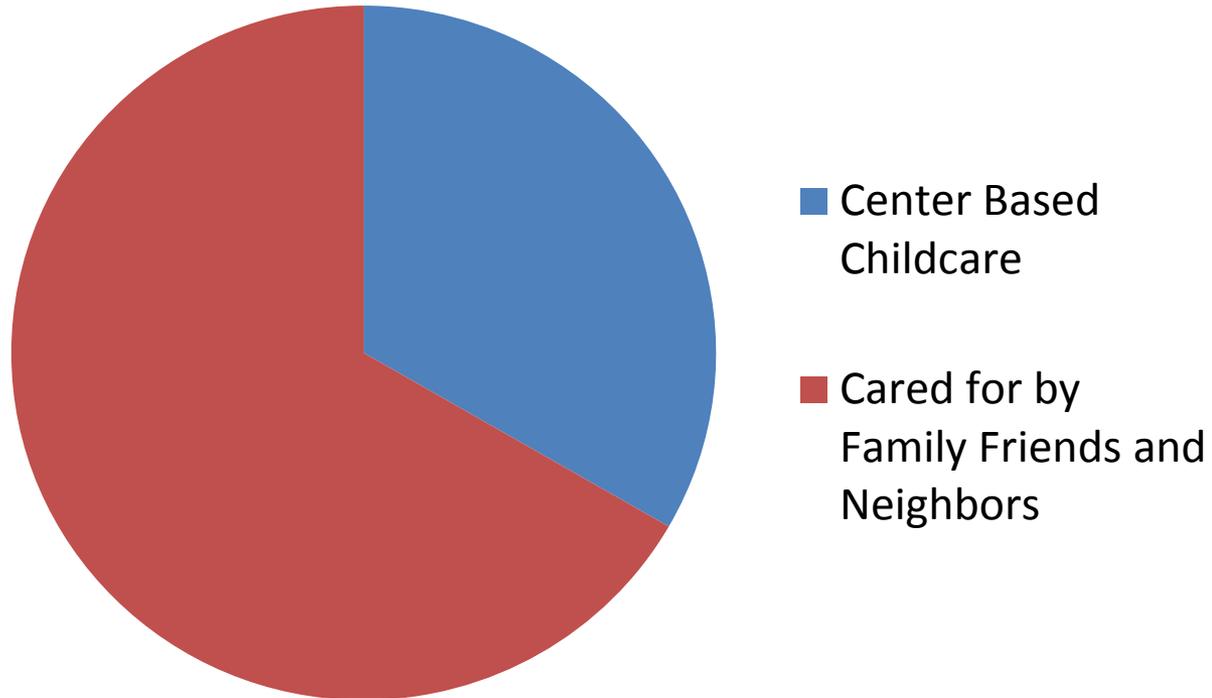
1. Total number of children 0-5 living within the Community 1,530, 60% of children live at or below poverty level.
2. 0-5 population increased substantially in Districts 2 and Districts 4. What are some areas which these two districts can support its youngest children? Thoughtful planning around access to childcare, Grandparents raising grandchildren supports, health care service needed?
3. Grandparents raising grandchildren data very interesting .(see page 12-15 and Family Support Section of this Report Page 67-74)
4. 50% of children 0-5 live full time with a grandparent.
5. 58% of children live with relatives other than their parents such as grandparents, uncles or aunts)
6. The early care system within the Gila River Indian Community is diverse and supports parents (working, nonworking and those looking for employment)
7. The early care system includes, school based pre-k, FACE, Head Start, Early Head Start, and Early Education Center.
8. Total number of children 0-5 in quality childcare within the community is 500 which is an expansion of much needed serves over the past 4 years, but waiting lists remain large throughout Community.
9. Professional development among early care teachers and teacher's assistance within the Community is higher than throughout the state of Arizona.
10. Some elementary schools are struggling while others are excelling. Number of factors for this including strong and consistent leadership at excelling schools, strong and highly impactful school boards, parent involvement, committed and talented teachers, school health nursing program and other coordination and collaboration of services for students.
11. High school educational attainment is low 37%. VHM model is promising (see page 6 for more detail).



What does the early Childhood System look like in Gila River Indian Community 2012?



Where Are Children Before Kindergarten?

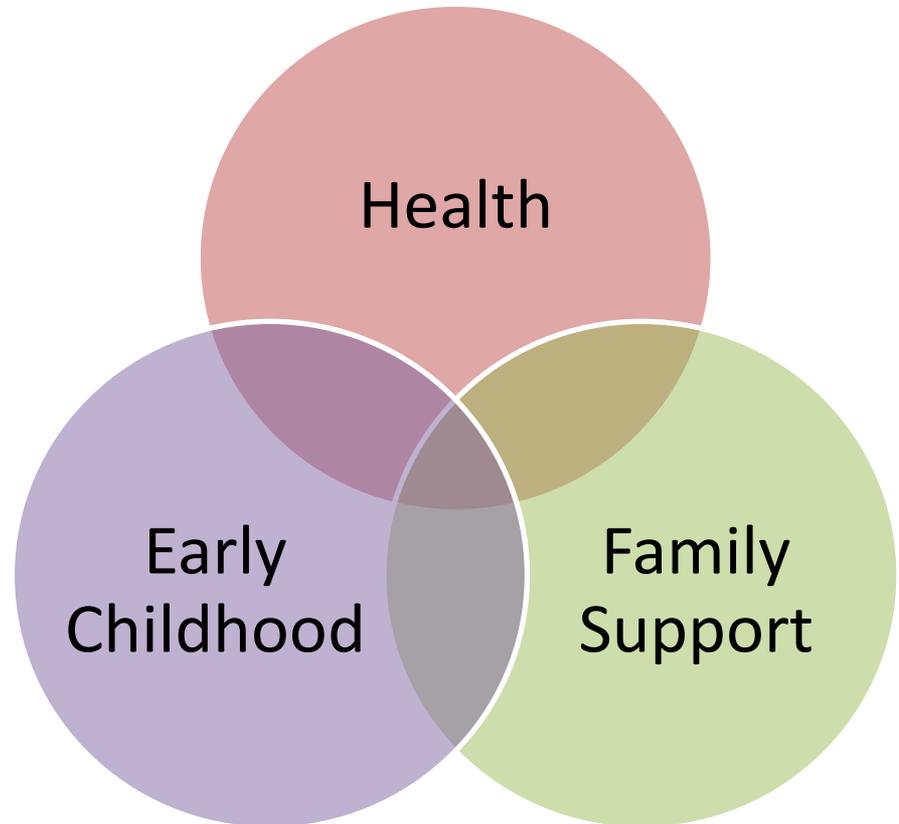


System Building Questions:

- Preparing Children for Kindergarten and Life.

System Building Questions:

1. Where do the prioritized needs fall?
2. Reach and Scale: What level of impact does Tribal Council want to achieve? What is required to achieve this— numbers to serve, type of strategy, and funding levels?
3. What does the research and data tell us about the type of strategy to include to achieve the desired outcomes? Do the strategies proposed align to the research and evidence?
4. What coordination and collaborative efforts must occur to achieve the desired outcomes?



Arizona School Readiness Indicators

How does our Regional data support/inform our selected School Readiness Indicators?

- 1. Confident Families
- 2. School Readiness
- 3. Quality Early Education

The following indicators are designed to guide and measure progress in building an effective early childhood system in Arizona. Taken collectively, they provide a comprehensive picture of how our state is preparing its youngest children for success in kindergarten and beyond.

CHILDREN'S HEALTH

- 1) Well-Child Visits**
% of Arizona children receiving at least six well-child visits within the first 15 months of life
2010: 64% 2020 Goal: 80%
- 2) Healthy Weight**
% of Arizona children age 2-4 with body mass index (BMI) in healthy weight range
2010: 65% 2020 Goal: 75%
- 3) Dental Health**
% of Arizona children age 5 with untreated tooth decay
2007: 35% 2020 Goal: 32% or less

FAMILY SUPPORT

-  **4) Confident Families**
% of Arizona families report they are competent and confident about their ability to support their child's safety, health and well being
2012: 63% 2020 Goal: 73%

CHILD DEVELOPMENT & EARLY LEARNING

- 5) School Readiness** 
Benchmark related to developmental domains of social-emotional, language and literacy, cognitive, and motor and physical to be recommended in FY15 based on baseline data from Arizona kindergarten developmental inventory
- 6) Quality Early Education** 
% of Arizona children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Baseline and 2020 Goal to be determined in July 2013.
- 7) Quality Early Education – Special Needs**
% of Arizona children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Baseline and 2020 Goal to be determined in July 2013.
- 8) Affordability of Quality Early Education**
% of Arizona families that spend no more than 10% of the regional median family income on early care and education programs with a Quality First rating of 3-5 stars
Baseline and 2020 Goal to be determined in July 2013.
- 9) Developmental Delays Identified in Kindergarten**
Benchmark to be recommended in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5
- 10) Transition from Preschool Special Education to Kindergarten**
% of Arizona children exiting preschool special education enrolled in kindergarten regular education
2010: 22% 2020 Goal: 30%

Gila River Regional Council System Building Activities: Timeline

| Project Name | Project Type | Estimated Start | Estimated Finish | Estimated Months |
|--|--------------------------------|-------------------|-------------------|------------------|
| Access to High Quality Care | Scope/Scale/ Infrastructure | July 2010 | June 2018 | 96 |
| Home Visitation/Family Support | Scope / Scale/ Connections | July 2010 | June 2018 | 96 |
| Home Visitation /Family Support Coalition (w/Health Target) | Connections / Components | February 2014 | February 2016 | 24 |
| Children in Crisis Coalition | Connections / Components | September 2013 | September 2014 | 12 |
| Family Friend & Neighbor | Scope/Scale/ Infrastructure | June 2012 | June 2015 | 36 |
| Enhance Community Awareness | Connections / Components | June 2014 | July 2015 | 12 |
| Enhance Early Literacy Opportunities: Native Language | Connections / Components | July 2010 | July 2015 | 60 |

Gila River Regional Council System Building Activities: Tracking Sheet

| Theme | Objective | Outcome /Impact | Goal Area | Indicator | Activities |
|---|---|--|------------------|--|---|
| Access to High Quality Care | Continue to expand families access to high quality care in the Community through QF program | All childcare /pre-k programs receive coaching and support they need to become high quality. | Quality & Access | <i>Quality Early Education</i> | Enroll childcare / pre-k programs in Quality First Program |
| Home Visitation/Family Support | Continue to expand families access to high quality family support through expansion of model based home visitation. | Families whom are not be able to access childcare/ pre-k programs because of waitlist will be able to receive services to support their parenting as well as connect them to systems of care (ie. Health, WIC, ECSS) throughout the Community, through a well coordinated HV network. | Family Support | <i>Confident Families</i> <i>School Readiness</i> | Convene Home Visitation partners including Gila River Health Care to discuss funding opportunities which will expand on services to young children and families. |
| Home Visitation /Family Support Coalition (w/Health Target) | Increase coordination and collaboration between home visitation / family support programs to leverage resources, serve more families, & reduce duplication of services. | Implementation of model based home visitation throughout Community. Expansion of Training opportunities for Home Visitors throughout the Community. Better understanding of how home visitation programs can work together to serve families. | Family Support | <i>Confident Families</i> <i>School Readiness</i> | Create data base of HV programs. Create universal referral form. Create community resource guide with partners. Monitor KDI as children progress through the system. |
| Children in Crisis Coalition | Increase coordination and collaboration between Children's Court, Prosecutors office, TSS and family support programs to better support families in crisis. | Establishing a vision of care for children (0-5) know to the courts. Create strong partnerships between programs to better triage children in crisis. Identifying service gap area which to work on and strengthen protocol within programs and between programs so very young children don't fall through cracks. Make policy recommendations to ESC /HSSC | Family Support | <i>Confident Families</i> <i>School Readiness</i> | Convene all community partners working with children in crisis. Create a vision, work on barriers to services. Work to build on existing system. |

Gila River Regional Council System Building Activities: Tracking Sheet

| Theme | Objective | Outcome /Impact | Goal Area | Indicator | Activities |
|---|--|---|------------------|--|--|
| Family Friend & Neighbor | Continue to expand families access to high quality care in the Community through training for FFN's caring for young children. | Continuum of care for young children in Community will be strengthened | Family Support | <i>Confident Families</i> <i>School Readiness</i> | Expand awareness of FFN Training opportunities through GRIN. Gain additional knowledge on how to improve participation and partnerships through convening partners such as Head Start, School based pre-k churches and Boys and Girls Club. |
| Enhance Community Awareness | Increase community awareness around early childhood development and health through a coordinated effort | Leverage dollars & expand services | Quality & Access | <i>Confident Families</i> <i>School Readiness</i> | Communications Division to help support the Regions work around messaging and strategies to get the early childhood message out. |
| Enhance Early Literacy Opportunities: Native Language | Coordinated approach to enhancing Native Language early literacy experiences throughout Community for all children in Pre-k | Clear system for families on literacy opportunities / services/ programs throughout Community | Family Support | <i>Confident Families</i> <i>School Readiness</i> | Lead Partner: Tribal Education Department Create a spread sheet of all Native language pre-k programing. Contact info for additional programs ie. Library, summer programs Community Partner: to convene partners on regular basis and create a strategic plan. GRIN- on opportunities to create awareness, tie to 3 rd grade reading. |



FIRST THINGS FIRST

Ready for School. Set for Life.

- Agenda Item:** Review and Discussion of SFY 2016 - 2018 Strategic Plan Development
- Attachment:** Attachment #5
- Background:** The Strategic Planning process for FTF Gila River Indian Community Regional Partnership Council SFY 2016-2018 is beginning and should be completed by November of 2014. In order to complete this process the regional council must have a strong understanding of the early childhood education and health system currently in place within the Community as well as have a strong vision of what they would like the early childhood system to look like in the future.
- The chosen strategies within the power point presentation link past priorities to the statewide School readiness indicators. The Regional Council's primary priority areas continue to be family support and quality and access.
- Tribal sovereignty is always adding to the strength of the Regional Councils vision and engagement with Tribal leadership continues to be of great strength to supporting the early childhood framework in the Community.
- Recommendations:** The Regional Director provides this as informational purposes only.



GRIC Children in Crisis Coalition

Wednesday, May 28, 2014

3:00 p.m. – 5:00 p.m.

Gila River Indian Community Court, Sacaton Court, Jury Assembly Room
721 West Seed Farm Road, Sacaton Arizona 85147

Agenda

1. Welcome and Introductions Judge, Kami Hart
2. Tribal Council and Standing Committee Reports Cathy Brown
(Attachment)
3. TSS Administrative Transition Update TSS Representative
4. Judge's Checklist Update *(Attachment)* Judge, Kami Hart
5. Passport/Crosswalk Update *(Attachment)* TSS – CPS
6. Trauma Evaluations – Follow Up Joan Gray
7. “Cradle to Crayons” Tour - Feedback Judge, Kami Hart/All
8. Zero-to-Three Core Components *(Attachment)* Judge, Kami Hart
9. Best for Babies Training Update Karen Wolf
 - a. May 17th (Foster Parents, CASAs, Kinship Families) feedback Mary Warren
 - b. Next Steps
 - c. Upcoming Trainings
 - i. Foster Parents, CASAs, Kinship Families
 - ii. Attorneys, Judges, Prosecutors, Law Enforcement
 - iii. Hospital Staff, Healthcare Providers, Behavioral Health Providers
 - iv. Residential Placement for Youth, TSS, Home Visitation Providers
 - v. Elder
10. June Meeting Date: June 18th or June 25th, 3:00 pm – 5:00 pm, Location: TBD



FIRST THINGS FIRST

Ready for School. Set for Life.

- Agenda Item:** Regional Director's Report
- Attachment:** GRIC Regional Directors Report - Attachment
- Background:** Monthly Directors Report provides the Regional Director an opportunity to inform the Regional Council on current and upcoming activities happening within the region and throughout the State.
- Recommendations:** The Regional Director provides this as informational purposes only.



FIRST THINGS FIRST
Ready for School. Set for Life.

Regional Director's Report Gila River Regional Partnership Council

Regional May-June

The GRIC 2014 Needs and Assets Report - University of Arizona (U of A) has submitted the first draft of the GRIC Regional Needs and Asset Report. Regional & Evaluation Staff and executive leadership team from the GRIC Regional Council are working with U of A to make final revisions. The final document will be submitted to the Regional Council for final approval after it is submitted to the Gila River Indian Community Tribal Council in July.

The Gila River Indian Community Regional Council Recruitment - GRIC Regional Council interviews were held on May 8, 2014 and a total of 4 applicants were interviewed. Special thanks to Council Chair Melissa Madrid and Community Member Nancee Calderon for sitting on the interview panel. The panel's recommendations were presented to the State Board for approval on June 10, 2014. New and reappointed Council Members will begin their terms in July 1, 2014.

Gila River Indian Community Coordination Home Visitation Family Support System Coordination

Gila River Indian Community/Pinal County System Coordination is moving forward through partnership/collaboration work with the Gila and Gila River Indian Regions. Regional Staff is working to improve service coordination for children in the shared communities, like Coolidge/Blackwater and Hayden/Winkelman. The Pinal and Gila River Indian Regions will be holding a forum for shared agencies on June 19, 2014 from 8:00am -12:00pm for all agencies that service the Coolidge/Blackwater area.

School Readiness Indicators Tribal Resolution Update

State

First Things First 2014 Summit

- The First Things First Early Childhood Summit brings together professionals, stakeholders and supporters of early childhood education and health to share innovative strategies, research and best practices that help kids be ready for school and set for life. Ensuring that our youngest kids arrive at kindergarten prepared to succeed requires all parts of the early childhood system to work together, and the Summit offers an exciting opportunity to build both the knowledge and relationships critical to our collective success.
- All registration cost are waved for Regional Council Members.
- August 18-19, 2014 – Phoenix Convention Center



<http://azftsummit.com/>

Got Diapers?

GILA RIVER DIAPER DRIVE

**Gila River Family Support Coalition
invites you to become involved in our
first annual Gila River Diaper Drive!**

**100% of donations will go towards
providing free diapers and wipes
to Gila River families in need.**



DONATION LEVELS

| | | |
|---|----------------|-------------------|
|  | EMERALD LEVEL | 100-1000 DIAPERS |
|  | RUBY LEVEL | 1001-3000 DIAPERS |
|  | GOLD LEVEL | 3001-6000 DIAPERS |
|  | PLATINUM LEVEL | 6001-9999 DIAPERS |
|  | DIAMOND LEVEL | 10,000 DIAPERS |

**We will be taking ALL sizes
Newborn to Adult Diapers.**

The Facts

**To keep a baby healthy, it takes...
90 Diapers per week
\$40 per week for diapers and wipes
for one child, or \$2,480 per year.**

For additional information, contact:

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