



AGENDA ITEM:

Regional Needs & Assets Report

BACKGROUND:

The San Carlos Apache Regional Partnership Council selected The University of Arizona Norton School as their Regional Needs & Assets Report vendor. Prior to beginning work in the San Carlos Apache Region the vendor would like to meet and greet the Regional Council along with presenting a Project Overview and Data Elements Sheet.

The First Things First statutes require that a Regional Needs and Assets Report be completed every two years. The next report must be completed by September 1, 2014

This will be the fourth (4th) Needs and Assets report conducted on behalf of the First Things First San Carlos Apache Regional Partnership Council. It fulfills the requirement of ARS Title 8, Chapter 13, Section 1161, to submit a biannual report to the Arizona Early Childhood Health and Development Board detailing the assets, coordination opportunities and unmet needs of children ages zero to five and their families in the region. The information in the report is designed to serve as a resource for members of the San Carlos Apache Regional Partnership Council to inform and enhance planning and decision-making regarding strategies, activities and funding allocations for early childhood development, education and health.

RECOMMENDATION:

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

2014 First Things First Needs and Assets Report Project Overview

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For San Carlos Apache Regional Partnership
Council Meeting
San Carlos, AZ
August 13, 2013



Purpose of this Presentation

- To introduce The UA Norton School of Family & Consumer Sciences Project Team
- To briefly summarize the Scope of Work for the FTF 2014 Needs and Assets Assessment
- To hear any feedback from the RPC about the 2012 process and products, and to hear priorities for 2014

UA Norton School Core Team

- Michele Walsh, PhD
- John Daws, PhD
- Violeta Dominguez, MA
- Deanna Kaplan
- Kara Tanoue
- Shanelle Washington
- DeeDee Avery, MS, MPH

FTF Needs and Assets Base Report Scope of Work

- Reports are to provide a snapshot of
 - the characteristics of the region's children under six and their families
 - the assets available to children and families
 - the unmet needs of these children and families
- Examine six goal areas primarily through the collection and analysis of available data
 - 1) quality and access to early care and education
 - 2) health
 - 3) professional development of early care teachers and workers
 - 4) family support
 - 5) public information on awareness of early childhood issues
 - 6) coordination among early childhood programs and services

Goals of Base Report

- To understand and convey the particular **character** of the San Carlos Apache Tribe and its families and children
- To identify community **needs** and to recognize and document the considerable **strengths** of the San Carlos Apache Region that can be leveraged to meet those needs
- To identify, in partnership with the San Carlos Apache Regional Partnership Council, relevant and “actionable” **recommendations** based on the information gained

Secondary Data Analysis: Publically available data

- The FTF central office obtains some data from other state agencies
 - Arizona Dept of Education (ADE), Arizona Dept of Health Services (ADHS), Arizona Dept of Economic Security (DES), and others
- The Norton School team obtains other data from public sources
 - US Census Bureau, Homeless Information Management System, and others
- Data are available at a variety of levels
 - state, county, cities and towns, zip code areas, school districts, census tracts, and others

Secondary Data Analysis: Tribal Data

- Securing Tribal Approval:
 - Tribal approval granted on May 15, 2013 as stated on Tribal Resolution MY-13-117
 - Tribal Resolution requires a draft of the report to be submitted to Tribal Council for review and approval prior to publication
- Examples of Tribal Data include (but are not limited to):
 - Tribal enrollment by age
 - WIC Program Maternal & Child Health Profile prepared by ITCA
 - Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative
- **Identify Tribal Data request protocol**

Secondary Data Analysis: FTF Dissemination and Suppression Guidelines*

- Norton School team contractually required to follow First Things First Data Dissemination and Suppression Guidelines
 - “For data related to **social service** and **early education** programming, all counts of **fewer than ten**, excluding counts of zero (i.e., all counts of one through nine) are suppressed. Examples of social service and early education programming include: number of children served in an early education or social service program (such as Quality First, TANF, family literacy, etc.)”
 - “For data related to **health or developmental delay**, all counts of **fewer than twenty-five**, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed. Examples of health or developmental delay include: number of children receiving vision, hearing, or developmental delay screening; number of children who are overweight; etc.”

**First Things First – Data Dissemination and Suppression Guidelines for Publications*

Primary Data Collection

- Brief Key Informant Interviews with representatives from Tribal Agencies
 - Describe services being offered
 - Identify services/programs that are particularly successful (assets)
 - Identify community needs
 - Work with Regional Director and RPC members to identify priority areas/agencies/individuals

Primary Data Collection - FTF Family and Community Survey

- To collect data for School Readiness Indicator 10
 - “Percent of families who report they are competent and confident about their ability to support their child’s safety, health and wellbeing”
- FTF Research and Evaluation office requesting we use standardized survey items
 - Recognizes that wording needs to be revised
 - Recommends sample of 264 parents/caregivers, but acknowledges this is aspirational
- Where, how, who: to be determined in collaboration with RPC, Regional Director and other community stakeholders
- Prioritize community involvement to the extent possible
- Additional questions may be added to the required items
 - Depending on final version of the survey
 - Important to start thinking about possible subject areas to explore

Questions and Comments?

