

WHITE MOUNTAIN APACHE TRIBE REGIONAL PARTNERSHIP COUNCIL SFY 2014
Attendance Record

Members of the Regional Partnership Council who miss more than three meetings without excuse or resign their membership shall be replaced by the Board after a public application process and with the input of the Regional Partnership Council (8-1162, D.)

Seat Held	Name	Meeting Dates					
		7/8/2013	8/12/2013	Sept	Oct	Nov	Dec
Educator / Chair	Endfield, Laurel	P	P				
At-Large	Burnette, Shine	E	P				
School Admin./Vice Chair	Whitesinger, Dawnafe	E	P				
Parent	Hastings, Ranelda	P	P				
Child Care Provider	Kaytoggy, Velma	U	U				
Health Services Provider	Wynn, Kathleen	P	P				
Philanthropy	Whitaker, Nikina	P	P				
At Large	Hernandez, Jandi	P	E				
At Large apptd 10/1/2012	Gaffney, Michael	P	P				
Faith Based	Ramon Riley	P	E				
Business	Vacant						

Seat Held	Name	Meeting Dates					
		Jan	Feb	Mar	Apr	May	Jun
Educator / Chair	Endfield, Laurel						
At-Large	Burnette, Shine						
School Admin./Vice Chair	Whitesinger, Dawnafe						
Parent	Hastings, Ranelda						
Child Care Provider	Kaytoggy, Velma						
Health Services Provider	Wynn, Kathleen						
Philanthropy	Whitaker, Nikina						
At Large apptd 10/1/2012	Hernandez, Jandi						
At Large apptd 10/1/2012	Gaffney, Michael						
Faith Based	Ramon Riley						
Business	Vacant						

P: Present E: Excused Absence U: Unexcused Absence NYA: Not Yet Appointed R: Resigned



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board

White Mountain Apache Tribe Regional Partnership Council

DRAFT Meeting Minutes

A Regular Regional Council Meeting open to the public, was held on Monday, August 12, 2013 beginning at 3:00 p.m. The meeting was held at ABC Day Care, 422 South 2nd Avenue, Whiteriver, Arizona 85941.

Welcome/Introduction/Call to Order

Chair Endfield called the meeting to order at approximately 3:25 p.m.

Members present: Laurel Endfield, Dawnafe Whitesinger, Shine Burnette, Ranelda Hastings, Niki Whitaker, Mike Gaffney, and Kathy Wynn.

Members absent: Velma Kaytoggy, Jandi Hernandez, and Ramon Riley.

Others present: Virginia Turner, Krista Beazley, Kathy Bunker, Violeta Dominquez, Paula Hoyt, Pam Flake, and Kim Taylor

Call to the Public

There were no calls to the public received.

Disclosure of Conflicts

No conflicts of interest disclosed.

Discussion and Possible Approval of July 8, 2013 Meeting Minutes

Chair Endfield asked for a motion for the minutes, Member Whitesinger moved to approve the July 8, 2013 Meeting Minutes as presented, Member Whitaker seconded, motion passed.

Program Status Report

Reach Out and Read

Chair Endfield recognized Pam Flake from Reach Out and Read to provide the program status update. Ms. Flake introduced Paula Hoyt, Reach Out and Read Outreach assistant. Ms. Hoyt told the Regional Council that programs that encourage early childhood literacy are so important because 88% of the 1st graders who are reading below grade level will still be reading below grade level in the 4th grade. She said that some of the barriers are getting kids to get books at outreach events however they have overcome that barrier; she said that from July 2012 thru December 2013 they distributed 2047 books and from January 2103 thru July 2103 they distributed 6132 books. They have also increased the number of well-child visits and books distributed.

Parent Coaching

Chair Endfield asked Kim Taylor, Public Health Nurse with Indian Health Services to give an update on the Children with Special Needs strategy. Ms. Taylor reported that parent coaching under this strategy has expanded and many more parents are attending. Goals are set with families based on specific needs. The CSN strategy also works with many health care providers for evaluations. Ms. Taylor said she has many success stories and gave several examples.

Presentation and Discussion of the U of A Norton School, Needs & Assets Report Vendor

Chair Endfield introduced Violeta Dominquez, Research Specialist with University of Arizona Norton School, the Needs and Assets Report vendor for the White Mountain Apache Tribe Regional Partnership Council. Ms. Dominquez told the Regional Council the report will

- try to convey the particular character of the White Mountain Apache Tribe Region
- identify community needs and document the strengths and how they can be leveraged to meet the needs
- identify relevant and actionable recommendations based on the information gained

Ms. Dominquez said they would try to put the information together in a way that is useful to the Regional Council. She explained where the information will come from and how it will be gathered, as well as provided a time line for delivering the information.

Presentation, Discussion and Possible Approval of Expansion, Start-Up and/or Capital Expense and Quality First FY14

Chair Endfield tabled this agenda item until the September Regular Meeting due to lack of quorum for discussion due to conflicts of interest.

Presentation and Discussion of the White Mountain Apache Tribe Regional Partnership Council System Building

Chair Endfield turned the discussion over to Regional Director Beazley who led the discussion about some items the Regional Council felt should be addressed in system building, and what system these items would be a part of. The Regional Council discussed including pre-school parents informational sessions as connections, infrastructure, and scale system building topics and developmental screening referrals as a topic that could be included in building context, connections and infrastructure. Regional Director Beazley will hold some information gathering meetings with principal partners to discuss possible actions and bring the discussion to the Regional Council at the next meeting.

Regional Director Report

Update of status of Parent Outreach and Awareness Strategy

Regional Director Beazley reported that the Parent Outreach and Awareness Strategy is nearing the point of bringing the agreement to the Regional Council. She said this is targeted for the September regular meeting.

Monthly Report

Regional Director Beazley gave a report of the activities and meetings she attended last month and upcoming events. She wanted to highlight the Tribal Consultation, and also the Quality First Event on August 19, 2013. She also mentioned the Early Childhood Summit, she asked Kat Bunker, Admin assistant to provide an update. Ms. Bunker provided clarifications on parking and bringing water to the meetings as well as procedure for turning in receipts, and that a Chair, Vice Chair meeting is scheduled at the Summit on Monday August 26 after the Tribal Gathering.

Regional Director Beazley also mentioned the Tribal Health Board Meeting, Ina Perez from FTF will attend this meeting and Regional Director Beazley will attend by conference call.

Financial Reports

Regional Director Beazley provided the SFY13 Quarter 4 Contract Budget Summary Report. She said that most of the strategies have already or will when final expenses post, expended their full contract budgets. Final expenses must be submitted by August 15, 2013 for SFY13.

General Discussion/Council Member Updates

The Regional Council members sang "Happy Birthday" to Member Whitesinger. Member Endfield announced she has stopped smoking.

Member Whitesinger thanked everyone for the potluck dinner.

Discussion and Possible Approval of the Next Meeting Dates, Times and Locations

After discussion, Chair Endfield asked for a motion. Member Burnette moved the following Dates, Times and Locations for upcoming White Mountain Apache Tribe Regional Partnership Council Regular Meetings be approved:

- October 7, 2013, at 3:00 pm, at ABC Day Care, Whiteriver Arizona 85941.
- October 28, 2013, at 3:00 pm, at ABC Day Care, Whiteriver Arizona 85941 for the Regular November meeting.
- December 2, 2013, at 3:00 pm, at ABC Day Care, Whiteriver Arizona 85941.

Member Whitesinger seconded, motion passed.

Next Meeting September 9, 2013 at 3:00pm ABC Day Care Center, 422 South 2nd Avenue, Whiteriver, Arizona 85941

Adjourn

Chair Endfield adjourned the meeting at approximately 5:12 p.m.



White Mountain Unified School District Proposal



FIRST THINGS FIRST

Considerations

- Is there another program that could serve the children? What is the need in your region?
- Funding is tied to Quality
- Cannot Identify a Specific Program
- Quality First participation across the Zip Code preference can be identified
- Funding of this type is a multiyear commitment



Strategy Plan

Year 1

- Expansion
 - Budget provided by the district
- Quality First Participation, **no scholarships**
 - Program must be licensed by DHS
 - Program must apply by August 1st
 - Program will be assessed between October and December
 - Program will receive on-site coaching
 - Program will receive incentive funds
 - T.E.A.C.H. opportunity

Year 2

- Quality First Participation **with scholarships**



Funding Scholarships

- Quality First includes scholarships based on program size and star rating

	Large	Medium	Small	Home
<i>Children 5 and under (license)</i>	151 +	51 - 150	1 - 50	0-10
1 Star	9	6	4	1
2 Star	10	7	5	2
3 Star	12	9	6	2
4 Star	15	11	8	3
5 Star	17	12	9	4

- The region can fund additional scholarships targeted to a specific zip code. Those scholarships would be distributed to programs in that zip code based on star rating
- DES Subsidy before FTF Scholarship



Cost

Year 1 = \$93,970.00

- Expansion = \$78,280.19
- Quality First Participation = \$15,690.00
- Scholarships = \$0

Year 2 = \$169,794.00

- Quality First Participation = \$20,290.00
- Scholarships (20) = \$149,504.00



Timeline

August

- Finalize regional council funding plan amendment to submit to the First Things First Board
- Program Applies to Quality First

October

- FTF Board approves funding plan amendment, contract is initiated
- Program is selected to participate in Quality First, assessment scheduled

July (2014 – SFY 2105)

- Program receives scholarships



Future

- What are the regional priorities?
- How does this fit with the current funding priorities in the region?
- As you look into the cost for FY15 and beyond, is the funding for other strategies affected?
- Scholarship quality progression



GOAL AREA: QUALITY, ACCESS AND AFFORDABILITY
STRATEGY NAME: EXPANSION, START-UP AND/OR CAPITAL EXPENSE

MARCH 2013 – REVISED 3/11/13

GOAL: FTF will increase availability and affordability of quality early care and education settings.			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION	COST
<p>First Things First has identified a need to increase the number of children who receive high quality early care and education services in order to improve young children's success in school and beyond. High quality early care and education programs are strongly linked to both academic and life-skills success among all children, but especially those from families with several risk factors such as low income, low education levels of parents or caregivers, a single parent household, etc. Regional funding to this strategy will support the expansion, start-up or capital expense of programming for those children who may not otherwise have access to high quality early care and education due to a lack of licensed and/or certified providers in particular neighborhoods or localities.</p> <p>When the goal is to address a need for quality early care and education where there currently is no service available, Start-Up may be an appropriate strategy to consider. This strategy may be targeted to a specific age group, such as infants or preschoolers or for children with</p>	<p>There are multiple longitudinal studies showing that investments in comprehensive, high-quality early care and education programs improve both short- and long-term outcomes for children. Improvements include school success, high school graduation, college attendance and improved earnings. Negative outcomes are reduced such as involvement in the criminal justice system, grade repetition and high school dropout rates.</p>	<p>During the past three years Start-Up and Expansion strategies have proven difficult to implement in some regions due to the current economic environment. System-wide under-enrollment precipitated by fewer children receiving Department of Economic Security (DES) Child Care subsidies and higher unemployment means that many providers throughout the state have available child care slots.</p> <p>However, there are sometimes remote areas of the state or underserved neighborhoods or targeted populations where an increase in child care or preschool slots is warranted. Prior to investing in an Expansion, Start-Up or capital expense strategy, a regional council must determine that there is a demand for child care or preschool services that is not being met. Then they must assess the capacity and willingness of currently existing programs to expand to meet the need (in the case of Expansion) or identify the capacity and/or willingness of an organization to start-up and operate a new early care and education program.</p> <p>Start-up and/or expansion costs may include consulting and/or technical assistance, equipping and licensing a classroom and/or playground, hiring and training qualified staff, and in some cases, building or renovating space. Costs associated with each of these scenarios will vary</p>	<p>The cost of this strategy varies according to the type of expansion and the specific needs of a region. Major capital expansion is clearly more expensive than equipping an already existing classroom and playground.</p> <p>Examples of costs:</p> <ul style="list-style-type: none"> • Start-Up (see components under Considerations for Implementation and Strategy Summary) including additional coaching/ mentoring : \$15,000 – \$150,000, depending on anticipated length of the start-up period. • The average cost for a highly qualified staff is approximately \$ 3,500 per month. • Examples of capital expenditures include:

special needs, for whom there is no access to services or for whom a Regional Council has prioritized services.

When determining if **Start-Up** is an appropriate strategy, consider the following:

- What is the identified need for quality early care and education in the targeted area?
- Is there currently any existing regulated early care and education in the targeted area i.e., Head Start, Title 1, IDEA, Community Ed, philanthropic, parent tuition and other tuition subsidy?
- Does the capacity to start-up and operate a quality early care and education program in the targeted area exist?
- Are there opportunities to use other funding sources? What efforts can be started to build a shared funding model?

If a region determines **Start-Up** as the appropriate strategy, the following components should be considered when planning:

- Coaching and technical assistance by a professional early childhood program development specialist to plan a new classroom or program site;
- Preparation for the licensing and/or certification process;

greatly and must be researched to insure alignment with council intent and availability of funds. The length of time required for a **Start-Up** and/or **Expansion** strategy will vary, depending upon the following:

- Whether a classroom and outdoor area are available or will require capital building or renovation,
- Availability of equipment and materials versus a need to purchase and await their delivery;
- Whether the site is already licensed/certified or must submit an application to the Department of Health Services (DHS) Child Care Licensing and/or DES;
- Familiarity of the early care and education provider with providing early childhood programming for the targeted population;
- Time required for hiring and professionally preparing qualified staff.

Based upon previous experiences with similar strategies, a **Start-Up** strategy typically takes at least six months and may require up to 12 months before children are able to be enrolled and begin early care and education services.

A thorough analysis should be conducted when considering an **Expansion** strategy in order to identify already existing early care and education providers, the capacity of those community providers – school-based or private – to serve more children and the need for technical assistance and support to achieve quality care and education.

When funding a **Start-Up** strategy, a regional council must also plan to allot funding for Quality First Full Participation for the first full year in which children will be attending. In addition, if children will be enrolled during the first year of

lease-hold improvements, equipment over \$5,000 for a single item, and build-out costs (expected to vary widely.)

- The cost of supporting children's attendance must be included in the **Expansion** or **Start-Up** strategy if children will be enrolled during the expansion year either by providing tuition supports (**Start-Up**) or through Quality First Scholarships (**Expansion**). Cost will be variable by program, region and other factors
- **Start-Up** tuition supports should be based on the regional Quality First Child Care Scholarship 2-Star rate and should be included in the cost of the **Start-Up** strategy
- Expansion programs will be eligible for QUALITY FIRST Child Care Scholarships based on the

<ul style="list-style-type: none"> • Facility improvement grants to equip a new setting or renovate / retrofit an existing facility; • Capital improvement or construction (the FTF capital improvement policy must be followed and requires matching funds); • Early childhood education personnel to plan and implement the start-up phase and the enrollment of children. <p>If the goal is to expand the availability of <u>existing services</u>, Expansion may be an appropriate strategy to consider. The Expansion strategy may be targeted to a specific age group, such as infants or preschoolers or for children with special needs, for whom there is limited or no access to services or for whom a Regional Council has prioritized services.</p> <p>When determining if Expansion is an appropriate strategy, consider the following:</p> <ul style="list-style-type: none"> • What is the identified need for expanding quality early care and education in the targeted area? • Is there currently any existing regulated early care and education in the targeted area i.e., Head Start, Title 1, IDEA, Community Ed, philanthropic, parent tuition and other tuition subsidy • Do existing regulated early care and education providers enrolled in Quality 	<p>start-up (prior to the site enrollment in QUALITY FIRST Full Participation), the regional council must include funding for tuition supports for the newly enrolled target population. The tuition rate should be calculated in the same manner as Quality First Child Care Scholarships at a 2-Star level within a region, but pro-rated for the number of months children will be in attendance.</p> <p>There may need to be more than one year of start-up if a new classroom is literally being built from nothing or starting with limited expertise in early care and education services. The time required should be discussed prior to the development of a budget and timeline for the Start-Up strategy.</p>	<p>program's existing star rating utilizing a waiver process based on funding and regional intent</p> <p>The estimated costs of Expansion or Start-Up will be determined by a professional early childhood program development consultant/specialist (or QUALITY FIRST coach or ADE mentor, if applicable) after a site visit, and in discussion with program personnel.</p> <p>Looking ahead, the cost for Quality First Full Participation for the following fiscal year will need to be allotted for each Expansion, Start-Up or Capital Expense site, including the cost of additional scholarships above the Quality First cap, if applicable. For example: if Expansion or Start-Up is funded for a site in FY14, funding would be required for FY15 for Quality First Full</p>
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First have the capacity to expand to serve the targeted population?

- What is the potential impact on existing early care and education providers in the targeted area?
- Are there opportunities to use other funding sources? What efforts can be started to build a shared funding model?

If a region determines **Expansion** as the appropriate strategy, the following components should be considered when planning:

- Coaching and technical assistance by a professional early childhood program development specialist to plan a new classroom or program site to serve the targeted population;
- Preparation for the licensing and/or certification process, if applicable;
- Facility improvement grants to equip a new setting or renovate / retrofit an existing site;
- Capital improvement or construction (the FTF capital improvement policy must be followed and requires matching funds);
- Early childhood education personnel to plan and implement the expansion and enrollment of children.
- Funding for Quality First Full Participation
- Additional Quality First Child Care

Participation

Scholarships , if applicable

Start-Up and Expansion strategies should reflect First Things First's commitment to providing families with choices and a mixed service delivery system which includes both public and private school systems.

*Refer to FTF Capital Improvement Policy embedded within the Expansion Standard of Practice.

FTF
Draft

**EXPANSION, START-UP AND/OR CAPITAL EXPENSE
FY 2014**

Start-Up – New Sites	Expansion – Existing Sites
<p>No children are enrolled** during fiscal year. Contract with a professional early childhood program development consultant /specialist or other FTF approved vendor to facilitate start-up. Possible components of contract to be funded:</p> <ul style="list-style-type: none"> • Equipment and materials • Coaching / mentoring • Preparation for the licensing and/or certification process • Capital and building expenses • Personnel <p>No funding for Quality First Full Participation in start-up only year but required in subsequent years.</p> <p>**If children are enrolled after the start-up period but during the same fiscal year as Start-Up tuition support must be funded.</p> <p>Must fund QUALITY FIRST scholarships in second year at regional 2 Star rate and fund additional QUALITY FIRST scholarships, if applicable.</p> <p>Must be rated 3-5stars to retain scholarships in third year.</p>	<p>Expansion programs must be enrolled in or have applied for Quality First Full Participation. Must achieve a 3-5 star rating by third year</p> <ul style="list-style-type: none"> • Expansion programs will be eligible for QUALITY FIRST child care scholarships based on the program's existing star • Additional QUALITY FIRST child care scholarships, if applicable <p>Possible components of contract to be funded:</p> <ul style="list-style-type: none"> • Equipment and materials • QUALITY FIRST Coaching / ADE mentoring • Preparation for the licensing and/or certification process if applicable • Capital and building expenses • Personnel

**First Things First Pre School Proposal
School Year 2013-2014
Submitted by Whiteriver Unified School District
Mr. Jeff Fuller, Superintendent
May 20,2013**

LOCATION OF PROGRAM: Seven Mile Elementary School

NEEDS ASSESSMENT: Ms Rochelle Lacapa evaluated the District's incoming Kindergarten children's Peabody Picture Vocabulary Test (PPVT-4) results for a period from 1988-2007. The PPVT-4 scale is a norm referenced, wide range instrument for measuring the receptive (hearing) vocabulary of children. The PPVT-4 scale measures understanding of the spoken word in standard American English and thus assesses vocabulary acquisition and scores using an age equivalent. Data from 2007 showed that, of the 110 children tested, the average vocabulary score for 5 year olds was nearly 2 years behind national norms (Average score -1.88). Additionally, the mid-range score for 5 year olds tested was almost the same as the average of two years behind normal (Median Score - 1.85). Of all the children tested in 2007, the scores ranged from 4 years and two months behind to 2 months ahead (score range -4.18 to 0.26). Another variable that contributes to school readiness is poverty. The level of poverty within the community is 83.56%, (based upon free lunch eligibility counts (2012-2013, Whiteriver Unified School District). It is evident from the District's experience that these two factors have contributed directly to the child's level of school readiness. Information provided by the local Head Start suggests there will be 400+ students applying for 252 slot at the White Mountain Apache Head Start this coming Fall. Once the 252 slots have been filled there would be some 148 children without the opportunity for structured educational intervention.

RATIONAL FOR THE PROGRAM: Early Childhood programs can promote successful school readiness especially for children from low-income families. Research studies on early intervention programs, (LEE, V.E., Brooks-Gunn, J.,Shnur, E., & Liaw, F.R. Are Head Start Effects Sustained? A longitudinal study of disadvantaged students attending Head Start vs no pre-school), is related to improved school performance in the early years. Furthermore, research indicates that when children are involved in early childhood programs over a long period of time, with additional intervention in the early school years, better outcomes can emerge, (Reynolds, A. J. Effects of a preschool plus follow up intervention for children at risk. *Developmental Psychology* 30, 1994, 787-804). Long-term studies have documented early childhood programs with positive impact evident in the adolescent and adult years according to Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R.M., Culkin, M.L., Howes, C.K., The children of cost, quality, and outcomes study go to school; Technical report, 2000, University of North Carolina, Child Development Center. It is in light of the aforementioned research, the pervasive poverty our children are challenged by, and the lack of capacity to serve all children, that we propose a preschool program for Seven Mile Elementary school within the Whiteriver Unified School District.

PROGRAM DATES: August 8, 2013 thru May 23, 2014

PROGRAM OPERATION TIMES: AM Session 9:00 until 12:00 (includes lunch)
PM Session 12:30 until 3:30 (includes lunch)

STUDENT CAPACITY by SESSION: (20) am.....(20) pm

STUDENT SELECTION PROCESS: The program will select students based on multiple risk factors, and commitment to the program.

TRANSPORTATION: Provided by the Guardian

CURRICULUM: Teaching Strategies Gold Curriculum

Includes

1. Social Emotional Standard

2. Language and Literacy Standard

3. Math Standard

4. Science Standard

5. Social Studies Standard

6. Physical Development, Health, and Safety Standard

7. Fine Arts Standard

STUDENT ASSESSMENT: Teaching Strategies Gold Assessment. This assessment is required for preschool programs and is online. Arrangements are made through the Arizona Department of Education to provide the online assessment. The cost is \$10.95 per child. Total cost of assessment \$10.95 Xs 40 children = \$438.00

Contact: Johanna L. Hooks
Implementation Coordinator
Teaching Strategies Inc.
301-634-0818, Toll Free 800-637-3652

Assessment check point dates: There will be Fall, Winter, and Spring assessment checkpoints. Please note that the first checkpoint is to serve as a baseline for a child by which to measure progress. Arizona Dept. of Education will determine the specific dates for 2013-2014.

PROGRAM EVALUATION:

1. Student gains over time will be emphasized
2. Multiple data sources will be reviewed
3. Parent engagement will be documented
4. Student attendance will be documented

- 5. Staff professional development will be documented
- 6. Evaluation results will be shared
- 7. The goals will be the guide for the evaluation
- 8. The evaluation will be used for continuous improvement

LABOR COSTS: (1) Certified Teacher with Early Childhood Endorsement
 Salary with fringe benefits equal to those provided by the District:
 \$37,200.00 + Fringe benefits \$12,784.22
 (1) Instructional Assistant with minimum of AA or 64 College credits
 minimum. \$18,412.34 + Fringe benefits \$9,178.86

DEVELOPMENTALLY APPROPRIATE SUPPLIES: (Specific)

The space is available and the and equipment has been purchased. The only items that are missing are the Fine Arts easels. (2) adjustable Two Station Art Easel @ 115.99 +15% tax/ship =\$266.77

PARENT INVOLVEMENT: Evidence will be collected on efforts made by parents to support the instruction and overall program design. Training for parents will be based on the standards that are being taught to the children.

COST SUMMARY:

(1) Certified Teacher with Early Childhood Endorsement Salary with fringe benefits equal to those provided by the District:	Salary	\$37,200.00
	Fringe benefits	\$12,784.22
(1)Instructional Assistant with minimum of AA or 64 College credits minimum.	Salary	\$18,412.34
	Fringe benefits	\$ 9,178.86
Teaching Strategies Gold Assessment; The cost is \$10.95 per child.		
Total cost of assessment \$10.95 Xs 40 children;		\$ 438.00
(2) adjustable Two Station Art Easel @ 115.99 +15% tax/ship;		\$ 266.77
Total Preschool Program cost		\$78,280.19

2014 Needs and Assets Assessment Data Plan for the White Mountain Apache Tribe Regional Partnership Council

BASE INDICATORS

SEQ.	CATEGORY	INDICATOR	TRIBAL SOURCE		RESPONSIBILITY	AVAILABLE	FORMAT	METHOD or ANALYSIS	NOTES
			NON-TRIBAL SOURCE	(Note: all data requested for the period of 2011-present, or most current available)					
1. Population characteristics									
Numbers of young children and households									
r001		Tribal enrollment by age		WMAT Office of Vital Records	WMAT	TBD*	table	secondary	
r002		Population of children (0-5) in Census 2000	US Census 2000		Norton School	Aug 2013	table	secondary	
r003		Population of children (0-5) in Census 2010	US Census 2010		Norton School	Aug 2013	table	secondary	
r004		Change in pop. of children (0-5), 2000 to 2010	US Census, 2000 & 2010		Norton School	Aug 2013	bar graph	secondary	
r005		Total number of households	US Census 2010		Norton School	Aug 2013	table	secondary	
r006		Households with children (0-5)	US Census 2010		Norton School	Aug 2013	table	secondary	
Living arrangements									
r007		Type of household with children (0-5) (Husband-wife//Single-male//Single-female)	US Census 2010		Norton School	Aug 2013	pie chart	secondary	
r008		Living arrangements for children (0-5) (With parent//With relatives//With non-relatives)	US Census 2010		Norton School	Aug 2013	pie chart	secondary	
r009		Children (0-5) living in their grandparent's household	US Census 2010		Norton School	Aug 2013	table	secondary	
r010		Grandparents responsible for children (0-18) living with them	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r011		Children (0-5) living with one or two foreign-born parents	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
Language and demographics									
r012		Race or ethnicity (all ages) (Hispanic//White//Black//Am Indian//Other)	US Census 2010		Norton School	Aug 2013	table	secondary	
r013		Language spoken at home (ages 5 and older) (English//Spanish//Indian//Other)	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r014		Data on language revitalization programs (e.g. Head Start immersion programs)		key informant interviews	Norton School	TBD	text	primary	
r015		Population (ages 5 and older) who speak English less than "very well"	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r016		Households which are "linguistically isolated"	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
2. Economic Circumstances									
General economic circumstances									
r017		Unemployment rates, over time	Arizona Dept of Commerce LAUS	Tribally-produced reports that calculate unemployment rate in WMAT (if available)	Norton School	TBD	line graph	secondary	
r018		Employment status of parents of young children (Both work//Neither work//One work one not//Single work//Single not work)	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
Economic circumstances for families									
r019		Median family income for all families	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r020		Median family income for husband-wife families with children (0-17)	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r021		Median family income for families with children (0-17), single-male head	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	

r022	Median family income for families with children (0-17), single-female head	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
Economic circumstances for children								
r023	Children (0-5) living in poverty	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r024	Poverty estimates by School District	SAIPE (2011)		Norton School	Fall 2013	table	secondary	
r025	TANF Enrollment (0-5)	DES	Tribal TANF report to Federal Government	FTF	TBD	table, graph	secondary	
r026	SNAP Enrollment (0-5)	DES		WMAT				
r027	WIC Enrollment by type of participant (e.g. pregnant women, breastfeeding women, infants and children)		White Mountain Apache WIC Program enrollment data; WIC Program Maternal & Child Health Profile prepared by ITCA	FTF	Oct 2013	table, graph	secondary	DES data usually available by zip code. May not be available at the regional level
r028	Children enrolled in Head Start receiving WIC, SNAP, and TANF benefits	Head Start Program Information Report (2012-2013)			Fall 2013	table	secondary	
r029	Children (school-age) eligible for free or reduced-price lunch (district schools only)	ADE (2012-13)		FTF	Oct 2013	table	secondary	Data available at school district level (not region-specific)
3. Educational Indicators								
Educational indicators for adults								
r030	Educational attainment of adults (25+) (No HS//High School or GED//More than HS)	ACS (2008-2012)		Norton School	Dec 2013	table	secondary	
r031	High school graduation rates and drop out rates	ADE (2012-13)	Arizona Department of Education; Bureau of Indian Education School Report Cards	Norton School	TBD	table	secondary	ADE and BIE data are publically available at the school level.
r031		BIE (2011-2012)		WMAT				
Educational indicators for children								
r032	Number and percent of children (3-4) enrolled in nursery school, preschool, or kindergarten	Census Bureau, American Communities Survey		Norton School	Dec 2013	table	secondary	
r033	Standardized reading and math test scores (BIE schools) by school	Bureau of Indian Education School Report Cards		Norton School				
r034	AIMS third-grade math test	ADE (2012-13)		WMAT	TBD	table	secondary	Data available at district level (not region-specific)
r035	AIMS third-grade reading test	ADE (2012-13)		Norton School	Fall 2013	table	secondary	Data available at district level (not region-specific)
r036	Data about homeschooling	ADE (2012-13)		Norton School	Fall 2013	text	secondary	Data available at district level (not region-specific)
4. The Early Childhood System								
Childcare providers								

r037	Number of accredited early care and education centers/homes	Arizona Department of Health Services; Child Care Resources and Referral Data Pull for 2012; Quality First Data; Head Start Program Information Report; Arizona Department of Economic Security, National Association of Child Care Resources and Referral Agencies; Child Care Market Rate Survey 2010; Head Start Program Information Report; Whiteriver Unified School District	Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative Head Start Program Information Report and Community Assessment (or Community Survey) FACE program data (including annual reports and re-application proposal)	FTF Norton School WMAT	TBD	table	secondary
r038	Number of early care and education centers/homes, capacity, enrollment, average daily cost by type and age group, class size	Arizona Department of Economic Security, National Association of Child Care Resource and	Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative Head Start Program Information	FTF Norton School WMAT	TBD	table	secondary
Professionals							
r039	Child care professionals educational background and credentials	Arizona Department of Economic Security, National Association of Child Care Resource and Referral Agencies; Child Care Market Rate Survey 2010; Child Care Resources and Referral Data	Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative Head Start Program Information Report and Community Assessment (or Community Survey)	Norton School WMAT	TBD	text	secondary

Percent of median income spent on early care and education, by child's age

Arizona Department of Economic Security; National Association of Child Care Resource and Referral Agencies; Child Care Market Rate Survey 2012; First Things First; Child Care Resources and Referral Data Pull for 2012; DES Childcare Subsidy data; Quality First data; Whiteriver Unified School District

Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative

Norton School
WMAT

r040

TBD text secondary

Available education and certification programs for child care professionals

Public website for universities, community colleges and other entities providing early childhood programs in the region and surroundings (e.g. Northern Pioneer College, Northern Arizona University, Prescott College, Whiteriver Unified School District)

Norton School
WMAT

r041

TBD table secondary

r042	Average length of employment for child care professionals	Arizona Department of Economic Security, National Association of Child Care Resource and Referral Agencies; Child Care Market Rate Survey 2012; Child Care Resources and Referral Data Pull for 2012; Quality First data; Head Start Program Information Report	Head Start Program Information Report and Community Assessment (or Community Survey)	Norton School WMAT	TBD	text	secondary	
Special needs								
r043	Children identified in need of special education	Arizona Department of Education		Norton School	Oct 2013	text	secondary	
r044	Number of children 0-3 receiving AzEIP referrals	Arizona Department of Economic Security, AzEIP		FTF Norton School	Oct 2013	text	secondary	
r045	Number of children 0-3 receiving AzEIP services	Arizona Department of Economic Security, AzEIP		FTF Norton School	Oct 2013	text	secondary	
r046	Children with Individualized Family Service Plans (0-2)	DES, AzEIP		Norton School	TBD	text	secondary	
r047	Children (0-2) receiving services from DDD	DES		FTF	Oct 2013	text	secondary	Data usually available by zip code. May not be available at the regional level
r048	Children (3-5) receiving services from DDD	DES		FTF	Oct 2013	text	secondary	Data usually available by zip code. May not be available at the regional level
r049	Number of children enrolled in pre-school diagnosed with a developmental disability	Arizona Department of Education, Whiteriver Unified School District		Norton School WMAT	TBD	text	secondary	

US Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau; Arizona Department of Economic Security, Department of Developmental Disabilities; Arizona Department of Economic Resources; ECLS-B; National Survey of Children's Health; Arizona Department of Education, Whiteriver Unified School District - Special Services

Developmental screenings and treatment (type and availability of developmental screening; number of children screened per year; number of children determined to have a developmental delay; number of children receiving services)

WMAT Child Find Program Norton School

Head Start Community Assessment (or Community Survey) WMAT

r050					TBD	text	secondary	
5. Health								
Mothers giving birth								
r051	Birth was covered by AHCCCS or IHS	ADHS Vital Statistics (2009)	Norton School	Fall 2013	bar graph	secondary		2009 are currently the most recent data available from ADHS
r052	Number of births per calendar year (since 2007)	ADHS Vital Statistics (2000 to 2012)	Norton School	Aug 2013	bar graph	secondary		
r053	Birth rate over time (2000-most recent)	Arizona Department of Health Services Vital Statistics, Primary Care Area Statistical Profiles and American Indian Health Profiles	Norton School	Fall 2013	line graph	secondary		
r054	Percent of live births by mother's educational attainment	ADHS Vital Statistics (2009)	Norton School	Fall 2013	bar graph	secondary		2009 are currently the most recent data available from ADHS
r055	Percent of births with fewer than five prenatal care visits	ADHS Vital Statistics (2011)	IHS Whiteriver Service Unit	Norton School	TBD	bar graph	secondary	

r056	Percent of births with prenatal care begun in first trimester	ADHS Vital Statistics (2011)	IHS Whiteriver Service Unit WIC Program Maternal & Child Health Profile prepared by ITCA	Norton School WMAT	TBD	bar graph	secondary	
r057	Percent of births with no prenatal care	Arizona Department of Health Services Vital Statistics, Primary Care Area Statistical Profiles and American Indian Health Profiles	IHS Whiteriver Service Unit	Norton School	TBD	bar graph	secondary	
r058	Mother was 19 or younger	ADHS Vital Statistics (2011)		Norton School	Aug 2013	bar graph	secondary	
r059	Mother was 17 or younger	ADHS Vital Statistics (2009)		Norton School	Fall 2013	bar graph	secondary	2009 are currently the most recent data available from ADHS
r060	Mother was not married	ADHS Vital Statistics (2009)		Norton School	Aug 2013	bar graph	secondary	2009 are currently the most recent data available from ADHS
r061	Tobacco and alcohol use during pregnancy	ADHS Vital Statistics (2009)	WIC Program Maternal & Child Health Profile prepared by ITCA	Norton School WMAT	TBD	bar graph	secondary	
r062	Percent of births to women diagnosed with a medical risk factor during pregnancy, such as anemia, diabetes, or eclampsia	Arizona Department of Health Services Vital Statistics, Primary Care Area Statistical Profiles and American Indian Health Profiles		Norton School Norton School	Fall 2013	bar graph	secondary	
r063	Pre-pregnancy overweight and obesity rates		WIC Program Maternal & Child Health Profile prepared by ITCA	WMAT	TBD	bar graph	secondary	
Babies' health								
r064	Percent of low birthweight births (5.5 lb or less)	ADHS Vital Statistics (2011)	IHS Whiteriver Service Unit WIC Program Maternal & Child Health Profile prepared by ITCA	Norton School WMAT	TBD	bar graph	secondary	
r065	Breastfeeding rates	WIC (2012-13)	WIC Program Maternal & Child Health Profile prepared by ITCA	Norton School WMAT	TBD	bar graph	secondary	
r066	Infant mortality rate (over five or ten years)	ADHS Statistical Profiles (2011)		Norton School	Fall 2013	line graph	secondary	
Children's health								
r067	Percent of infants and children (1-4) exposed to smoking in the household		WIC Program Maternal & Child Health Profile prepared by ITCA	Norton School WMAT	TBD	text	secondary	

r068	Children 12 to 24 months old with recommended vaccine series	ADHS	IHS Whiteriver Service Unit	FTF Norton School	TBD	graph	secondary
r069	Children 19 to 35 months old with recommended vaccine series	ADHS	IHS Whiteriver Service Unit	FTF Norton School	TBD	graph	secondary
r070	Data about oral health and dental care for children 0-5 (e.g. number/percent of children with a dental home; number of preventative oral health visits, acute oral health visits; number of children receiving varnish applications; number/percent of children with untreated tooth decay; number of children receiving treatment for tooth decay)	Head Start Program Information Report (2012-2013)	IHS Whiteriver Service Unit Head Start Program Information Report and Community Assessment (or Community Survey)	Norton School	TBD	text	secondary
r071	Number of emergency room visits (children ages 0-5)		IHS Whiteriver Service Unit	Norton School	TBD	text	secondary
r072	Cause of injury-related ER visits for children ages 0-5		IHS Whiteriver Service Unit	Norton School	TBD	text, graph	secondary
r073	Children 0-5 covered by AHCCCS or KidsCare	AHCCCS (2012)		Norton School	Fall 2013	text	secondary
r074	Children 0-5 without health insurance	ACS (2008-2012)		Norton School	Dec 2013	text	secondary
r075	Number of Well-child checks		IHS Whiteriver Service Unit	Norton School	TBD	text	secondary
r076	Children ages 3-5 who are overweight		IHS Whiteriver Service Unit WIC Program Maternal & Child Health Profile prepared by ITCA	WMAT	TBD	text	secondary
r077	Children ages 3-5 who are obese		IHS Whiteriver Service Unit WIC Program Maternal & Child Health Profile prepared by ITCA	WMAT	TBD	text	secondary
r078	Number and percent of children diagnosed with Type II Diabetes		IHS Whiteriver Service Unit	Norton School	TBD	text	secondary

6. Family Support

Legal

r079	Tribal child welfare system data (e.g. substantiated cases of child abuse/neglect total, and for children 0-5; number and location (on/off reservation) of tribally foster homes; total number of children in foster care; number of children 0-5 in foster care placed on and off the reservation; number of children in ICWA placements)		WMAT Social Services	Norton School WMAT	TBD	text	secondary
r080	Domestic violence data (e.g. number of domestic violence victims served; number of domestic violence reports and arrests)	Dept of Justice, OJP	WMAT Social Services White Mountain Apache Police Department	Norton School WMAT	TBD	text	secondary
r081	Incarcerated parents	Arizona Judicial Branch 2010 ; Arizona Family Members Behind Bars; Dept of Justice OJP		Norton School	TBD	text	secondary

r082	Juvenile justice involvement (e.g. number of juvenile arrests by arrest clasification)	Arizona Judicial Branch Case Activity by County; AYS; Crime in Arizona Reports (AZDPS); Ann Stat Crime Review; Juveniles Processed in the Arizona Court System	White Mountain Apache Police Department	Norton School WMAT	TBD	table	secondary	
Behavioral/other								
r083	Service data from existing family support programs such as parenting programs and home visitation programs		Key Informant Interviews Tribal programs and other initiatives such as those by the Johns Hopkins Bloomberg School of Public Health	Norton School	TBD	text	primary	
r084	Behavioral health services	Arizona Department of Health Services, Division of Behavioral Health Services	White Mountain Apache Tribal Regional Behavioral Health Authority	Norton School WMAT	TBD	text	secondary	
r085	Homeless children (school-age)	ADE (2012-13)		FTF	Oct 2013	table	secondary	Data available at district level (not region-specific)
r086	Substance use	ACJC (YRBS); AYS; ADHS		Norton School	TBD	text	secondary	
7. Public Information and Awareness								
r087	Data on the level of awareness of the importance of early childhood issues among service providers and community members		Qualitative data collected specifically for this report (e.g. key informant interviews; focus groups)	Norton School in collaboration with WMAT RPC	TBD	text	primary	
8. System Coordination								
r088	Data on the level of coordination of services to families with young children in the region		Qualitative data collected specifically for this report (e.g. key informant interviews; focus groups)	Norton School in collaboration with WMAT RPC	TBD	text	primary	
9. School Readiness								
r089	Percent of families who report they are competent and confident about their ability to support their child's safety		Qualitative data collected specifically for this report (e.g. key informant interviews; focus groups)	Norton School in collaboration with WMAT RPC	TBD	text	primary	

ADDITIONAL NOTES

*White Mountain Apache Tribe data will be included in the report as it becomes available, pending tribal approval.

Workplan for Needs and Assets Report 2014

Prepared for the White Mountain Apache Tribe Regional Partnership Council

The John & Doris Norton School of Family and Consumer Sciences

Introduction

The Norton School FTF Needs & Assets Project team recognizes that communities need solid, regionally specific data to make informed decisions about how to prioritize their resources for supporting young children and their families. We also know that such data are often hard to come by, particularly in sparsely populated, rural areas. We are committed to pursuing meaningful data for the White Mountain Apache Tribe region, and to working in close company with the White Mountain Apache Tribe Regional Partnership Council members and FTF Regional staff to better understand and convey the particular character of the White Mountain Apache Tribe area. This will contribute to knowing what strategies might work best to meet the RPC goals across the region. We also know that strengthening communities requires not only identifying the needs in those areas, but recognizing the particular strengths of a region, in order to leverage those to creatively address challenges. We are therefore committed to documenting both the needs and the considerable strengths of the White Mountain Apache Tribe region.

Project Steps

1. Review previous Needs & Assets Reports

We will review the 2010 and 2012 Needs & Assets Reports for the region. We will have initial conversations with the White Mountain Apache Tribe Regional Director to identify what previously went right with the process and what could be improved upon. The goal of this step is to ensure that the 2014 Needs & Assets Report builds upon past successes and, to the extent possible, does not repeat past mistakes. An initial data collection plan will be provided to the Regional Director by August 10, 2013.

2. Meet with Regional Partnership Council to review and prioritize data to be collected

We will attend a White Mountain Apache Tribe Regional Partnership Council meeting on August 12th, 2013 to kick-off the 2014 Needs and Assets process. We will work with the Regional Council to identify data sources and methods most

appropriate for the questions being asked and the type of information needed to answer them, within the available budget. A revision of the data plan will be provided to the Regional Director, if requested, by October 10, 2013. We are committed to respecting and following Tribal protocols established for the collection of tribal data and publication of this report.

3. Collect, clean, and analyze data

Secondary datasets will be analyzed by our data analysts based on the unique boundaries of the RPC, where possible. Qualitative interviews with stakeholders may be conducted, where appropriate. Results of secondary and qualitative data analysis will be coordinated in such a way to be easily understandable and interpretable, and with consideration of conveying the unique features of the White Mountain Apache region.

4. Develop draft report

A draft of the Regional Needs & Assets Assessment Report will be developed for the RPC Director's and Council's review. This report will address the demographic characteristics of young children and their families in the region, and the current status of, strengths in and service gaps in the six goal areas of FTF:

- quality and access to early care and education
- health
- professional development of early care teachers and workers
- family support
- communication
- coordination among early childhood programs and services

A detailed outline of the report draft will be submitted to the Regional Director for review by the Regional Partnership Council by January 10th, 2014.

5. FTF Regional Director reviews first draft

The initial draft of this report will be delivered to the FTF Regional Director for review and commentary on or before April 10th, 2014. We request to receive any comments the Regional Director would like us to incorporate into a revision of the initial draft by May 10th, 2014.

6. Regional Partnership Council reviews and comments on revised draft

Communication and collaboration about the report will be ongoing throughout the months of May and June. The revised draft of this report will be delivered to the FTF Regional Partnership Council for review and commentary in advance of the Regional Partnership Council's June meeting. Norton School staff can attend the Regional Partnership Council's May or June 2014 meeting for further discussion about the report. (Alternatively, we could attend the August 2014 meeting to discuss the final version of the report, depending upon what the White Mountain Apache Tribe Regional Partnership Council would find most useful.)

We request to have all feedback about the revised draft on or before July 1st, 2014, to allow for adequate time to incorporate commentary into the final revision and to allow for Tribal Council review. A final draft will be submitted to the Regional Director for Tribal Council review two weeks after the revised draft is received by the Norton School team. Tribal Resolution 04-2013-85 requires the report to be submitted to Tribal Council for review and approval between July 1st and July 30th, 2014.

7. Create final draft based on comments

Communication will be on-going during the months of July and August, as we create a final draft incorporating comments from previous reviews, and deliver it to the Regional Director for further review. We request to have all remaining comments and contingencies on approvals by August 1st, 2014, to allow for adequate time for addressing remaining concerns in the final report.

8. Produce and deliver Final Report

We will create a final version of the report, incorporating all feedback provided by the Regional Partnership Council and Tribal Council. The finalized report will be delivered to the Regional Director on or before August 31st, 2014.

9. Communication with FTF Regional and Central staff

There will be regular communication with FTF central and divisional leadership, as well as the Regional Director, Regional Partnership Council and other stakeholders throughout the project. This will occur as needed and requested, via ongoing telephone and email communication, and by telephonic participation in regularly scheduled vendor meetings. Monthly progress reports will also be delivered electronically to the Regional Director by the 10th day of each month to provide

updates about the progress of the report.

Deliverables and Timeline

Timeline of Tasks/Deliverables	July-Aug 2013		Sept-Oct 2013		Nov-Dec 2013		Jan-Feb 2014		Mar-Apr 2014		May-June 2014		July-Aug 2014	
Review previous Needs & Assets Reports, prepare initial workplan and initial data plan														
Prepare list of data to be collected														
Attend RPC meeting to review and prioritize data to be collected		August 5th												
Collect, clean, and analyze secondary data														
Develop first draft of report										10 Apr				
FTF Regional Director reviews and comments on initial draft											10 May			
RPC reviews and comments on revised draft														
Create final draft based on comments														
White Mountain Apache Tribe RPC reviews final draft													Final Draft to Tribal Council	
Produce and deliver final report														31 Aug
Once monthly updates delivered to FTF Regional Director		10 Aug	10 Sept	10 Oct	10 Nov	10 Dec	10 Jan	10 Feb	10 Mar	10 Apr	10 May	10 Jun	10 Jul	10 Aug
Meetings/updates with FTF central and divisional leadership														



FIRST THINGS FIRST

Ready for School. Set for Life.

White Mountain Apache Tribe Regional Director's Report September 9, 2013

Schedule of Events

- Krista M. Beazley, Regional Director, has made the following presentations/visits in the White Mountain Apache Tribe in September 2013:

White Mountain Apache Tribal Council Meeting, Whiteriver	September 4, 2013
FTF Staff In-Service, Phoenix	September 6, 2013
White Mountain Apache Tribe Regional Council Meeting, Whiteriver	September 9, 2013
Childbirth Education Class, Whiteriver	September 12, 2013
Oral Health Coalition Meeting, Show-Low	September 20, 2013
Grantee Coordination Meeting, Whiteriver	September 26, 2013

- The following are planned for October 2013:

FTF Staff In-Service, Phoenix	October 4, 2013
White Mountain Apache Tribe Regional Council Meeting, Whiteriver	October 7, 2013
Postpartum/Newborn Education Class, Whiteriver	October 10, 2013
Oral Health Coalition Meeting, Show-Low	October 18, 2013
FTF All Staff Retreat, TBD	October 25, 2013
White Mountain Apache Tribe Regional Council Meeting, Whiteriver	October 28, 2013

Krista M. Beazley, White Mountain Apache Tribe Regional Director
4700 W. White Mountain Blvd., Suite B1
Lakeside, Arizona 85929
928-532-5041 (office)
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FY 2014 White Mountain Apache Tribe Funding

[Document Library Link](#)

	Population	Discretionary	Other	Carry Forward	Total
Total Allocation:	\$485,281	\$263,549	\$86,369	\$908,457	\$1,743,656

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Quality First	\$48,583	\$48,583	-	-	-	\$48,583	\$48,085	\$499	\$10,908	\$37,177
Quality First Child Care Scholarships	\$124,874	\$124,874	-	-	-	\$124,874	\$124,874	(\$0)	\$31,302	\$93,572
FTF Professional REWARD\$	\$40,000	-	-	-	\$40,000	\$40,000		\$40,000		
Scholarships non-TEACH	\$20,000	\$20,000	-	-	-	\$20,000	\$20,000	-		\$20,000
Scholarships TEACH	\$40,000	\$23,500	-	-	\$16,500	\$40,000	\$40,000	-		\$40,000
Child Care Health Consultation	\$7,560	\$7,560	-	-	-	\$7,560	\$1,038	\$6,522	\$455	\$582
Oral Health	\$130,000	\$50,000	-	-	\$80,000	\$130,000	\$80,000	\$50,000		\$80,000
Family Support – Children with Special Needs	\$135,000	-	-	-	\$135,000	\$135,000		\$135,000		
Native Language Preservation	\$100,000	\$70,000	-	-	\$30,000	\$100,000		\$100,000		
Parent Outreach and Awareness	\$300,000	\$120,000	-	-	\$180,000	\$300,000		\$300,000		
Reach Out and Read	\$105,000	\$5,000	-	-	\$100,000	\$105,000	\$105,000	-	\$26,253	\$78,747
Statewide Evaluation	\$44,857	-	\$44,857	-	-	\$44,857	\$44,857	\$0	\$44,857	-
Community Awareness	\$40,000	\$20,000	-	-	\$20,000	\$40,000	\$40,000	-		\$40,000
Total Allotment:	\$1,135,874	\$489,517	\$44,857	-	\$601,500	\$1,135,874	\$503,853	\$632,021	\$113,776	\$390,077
Total Unallotted:		(\$4,236)	\$218,692	\$86,369	\$306,957	\$607,782				

FY 2014 White Mountain Apache Tribe Contract Detail

	Grantee Name	Contract Period	Allotment		YTD Expense	Expense Variance	Reimbursement Activity	
			Total Allotment	Awarded			Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy	Strategy Subtotal:	\$40,000	\$40,000	-	\$40,000		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$40,000	-	\$40,000		
	Goal Area Subtotal:		\$40,000	\$40,000	-	\$40,000		
Evaluation	Statewide Evaluation Strategy	Strategy Subtotal:	\$44,857	\$44,857	\$44,857	-		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$44,857	\$44,857	-		
	Goal Area Subtotal:		\$44,857	\$44,857	\$44,857	-		
Family Support	Family Support – Children with	Strategy Subtotal:	\$135,000	\$135,000	-	\$135,000		
	U.S. Department of Health and Human Service, Indian Health Services, Whiteriver Service Unit	07/01/2013-06/30/2014		\$135,000	-	\$135,000		
	Native Language Preservation	Strategy Subtotal:	\$100,000	-	-	-		
	Parent Outreach and Awareness	Strategy Subtotal:	\$300,000	-	-	-		
	Reach Out and Read Strategy	Strategy Subtotal:	\$105,000	\$105,000	\$26,253	\$78,747		
	American Academy of Pediatrics - AZ Chapter	07/01/2013-06/30/2014		\$105,000	\$26,253	\$78,747		
	Goal Area Subtotal:		\$640,000	\$240,000	\$26,253	\$213,747		
Health	Child Care Health Consultation	Strategy Subtotal:	\$7,560	\$1,038	\$455	\$582		
	First Things First (FTF-Directed)	07/01/2013-06/30/2014		\$455	\$455	-		
	Maricopa County Department of Public Health	07/01/2013-06/30/2014		\$156	-	\$156		
	Pima County Health Department	07/01/2013-06/30/2014		\$284	-	\$284		
	University of Arizona Cooperative Extension	07/01/2013-06/30/2014		\$142	-	\$142		
	Oral Health Strategy	Strategy Subtotal:	\$130,000	\$80,000	-	\$80,000		
	Navajo County Public Health Services District	07/01/2013-06/30/2014		\$80,000	-	\$80,000		
	Goal Area Subtotal:		\$137,560	\$81,038	\$455	\$80,582		

Professional Development	Grantee Name	Contract Period	Allotment			Reimbursement Activity	
			Total Allotment	Awarded	YTD Expense	Expense Variance	Pending
	FTF Professional REWARD\$ Strategy	Strategy Subtotal:	\$40,000	-	-	-	
	Central Arizona College	07/01/2013-06/30/2014		\$20,000	-	\$20,000	
	Scholarships TEACH Strategy	Strategy Subtotal:	\$40,000	\$40,000	-	\$40,000	
	Association for Supportive Child Care	07/01/2013-06/30/2014		\$40,000	-	\$40,000	
	Goal Area Subtotal:		\$100,000	\$60,000	-	\$60,000	
Quality and Access	Quality First Strategy	Strategy Subtotal:	\$48,583	\$48,085	\$10,908	\$37,177	
	Southwest Human Development	07/01/2013-06/30/2014		\$674	-	\$674	
		07/01/2013-06/30/2014		\$262	-	\$262	
		07/01/2013-06/30/2014		\$655	-	\$655	
		07/01/2013-06/30/2014		\$2,448	-	\$2,448	
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$44,045	\$10,908	\$33,137	
	Quality First Child Care Scholarships	Strategy Subtotal:	\$124,874	\$124,874	\$31,302	\$93,572	
	Valley of the Sun United Way	07/01/2013-06/30/2014		\$124,874	\$31,302	\$93,572	
	Goal Area Subtotal:		\$173,457	\$172,959	\$42,210	\$130,749	
	Overall Total:		\$1,135,874	\$638,853	\$113,776	\$525,077	