



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Meeting Minutes

BACKGROUND: Meeting minutes of the August 14, 2014 Regular Meeting are included for review and possible approval.

RECOMMENDATION: The Regional Director recommends review and approval of the August 14, 2014 Regular Meeting Minutes.



**Arizona Early Childhood Development & Health Board
San Carlos Apache Regional Partnership Council
Regular Meeting Minutes of August 14, 2014**

Welcome/Call to Order/Roll Call

The Regular Meeting of the First Things First San Carlos Apache Regional Partnership Council was held on Thursday, August 14, 2014 at the San Carlos Apache Tribe Education Department Conference Room, San Carlos Avenue, San Carlos, Arizona 85550.

Chair Poncho called the meeting to order at approximately 9:19 a.m. and completed a roll call.

Members Present:

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

Members Absent:

Louis Lorenzo

Regional Council Activity

The Regional Council Members participated in a getting to know you activity and introduced themselves with a brief description of their profession, background and reason for their investment in early childhood.

Members Antonio (telephonic) and Bendle joined the meeting at 9:45 a.m.

Call to the Public

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

Declarations of Conflict of Interest

Chair Poncho requested Regional Council members review the agenda items and declare any possible Conflicts of Interest. No declarations were made.

Meeting Minutes

Chair Poncho presented the minutes from the July 17, 2014 Regular Meeting and the July 23, 2014 Special Meeting.

A motion was made by Member Noline to accept the Regular and Special Meeting Minutes as presented, seconded by Member Gallenstein. Motion carried 8-0 by roll call vote.

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

Strategic Planning SFY2016-2018

LaToya Beatty, Regional Director led the Regional Council in an activity to discuss the needs and assets in the community today. The Regional Council identified new policies, entities and gaps since the activity was completed in 2011. This activity will begin the strategic planning for SFY2016 – 2018. Ms. Beatty informed the Regional Council that discussing policy helps to see which approaches could be funded or unfunded and begins the thought process of ensuring stability though policy and election changes in the region.

Member Gallenstein requested baseline data and sources of gathered data. Ms. Beatty informed the Regional Council of the difficulty the region has had obtaining data.

Regional Director’s Report

Chair Poncho requested that Regional Council Members review the Regional Director’s Report at their convenience, preferably prior to meetings to discuss any questions at the meeting.

Announcements

Chair Poncho announced the next Regular Meeting to be held September 11, 2014 from 9:00 a.m. – 11:00 a.m. at the San Carlos Apache Tribe Education Department Conference Room. The Collaborative will hold a meeting September 24, 2014 from 10:00 a.m. – 12:00 p.m. at a location to be determined.

Adjournment

Chair Poncho adjourned the meeting at 11:04 a.m.

SUBMITTED BY:

**Vernon Poncho, Chair
San Carlos Apache Regional Partnership Council
Dated this 15th day of September 2014**

**LaToya Beatty, Regional Director
San Carlos Apache Regional Partnership Council
Dated this 15th day of September 2014**



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AGENDA ITEM: Gila Regional Partnership Council

BACKGROUND: The Regional Council has been working with Gila and Graham/Greenlee Regional Councils. In order to continue to work cross-regionally and be aware of each other's work the Regional Director has invited the Gila Regional Director to present information on what's going on in the Gila Region which includes the Tonto Apache—a sister tribe to San Carlos Apache.

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



Priority Area	Strategies	San Carlos Apache SFY15	Gila SFY15
Quality & Access	Quality First	X	X
	Family, Friend and Neighbor	X	
	Expansion: Increase slots and/or capital expense		X
Professional Development	REWARD\$	X	X
Health	Developmental and Sensory Screening	X	X*
	Nutrition/Obesity/Physical Activity	X	
	Care Coordination/Medical Home		X
	Child Care Health Consultation	X	X
Family Support	Parent Education – Community Based Training	X	X
	Curriculum Development – Parent Education	X	
	Food Security	X	
	Parent Outreach & Awareness	X	X
	Native Language Preservation	X	
Coordination	Service Coordination	X	
Community Awareness	Community Awareness	X	X
	Community Outreach	X	
	Media	X	

*Developmental and Sensory Screening strategy is a secondary strategy to Care Coordination/Medical Home.



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AGENDA ITEM: Community Outreach Strategy

BACKGROUND: In SFY2014 the Regional Council funded the Community Outreach strategy with the intention of hiring a Community Outreach Consultant. A consultant was hired and she successfully received training for implementing community outreach strategies in the region and was rather active and successful in reaching the community. At year end the consultant had other opportunities to pursue her goals and resigned from her position. The Regional Council has been recruiting applicants for the consultant position for four months with only 1 applicant.

RECOMMENDATION: The Regional Director recommends the approval of the funding level increase to the Community Outreach strategy that will amend the SFY2015 Funding Plan.



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Strategy	Recommendation to Council: Amend SFY2015 San Carlos Apache Regional Partnership Council Funding Plan	
Community Outreach	From: \$15,000	To: \$60,000



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AGENDA ITEM: SFY14 Grantee Data and Narrative Reports – Quarter 4

BACKGROUND: Quarterly Data and Narrative Information

RECOMMENDATION: The Regional Director is providing this attachment for information purposes only and recommends reviewing the data for the entire year making sure to jot down questions, comments or concerns regarding any data and narrative information.

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

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

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

Note:

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

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

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

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

Note:

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

- (a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols
- (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
- (c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

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

Instructions for reading null and zero as data field values:

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

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

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

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		1			2	
	Number of repeat callers		0			0	
	Number of calls received (new and repeat)	0	1			2	3
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1			2	
	Number of new calls from other callers		0			0	
	Number of callers referred for follow-up service			0			1
	Number of callers reporting receiving appropriate follow-up or service			0			1

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-11-0179-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3	3	
	Number of hearing screenings conducted	120	0	0	0	17	17
	Number of hearing results forwarded to medical home		0	0	0	0	
	Number of families referred and having received an additional evaluation		0	0	0	5	
	Number of children received hearing screening		0	0	0	20	
	Number of vision screenings conducted	120	0	0	0	0	0
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	0	0	
	Number of children received vision screening		0	0	0	0	
	Number of developmental screenings conducted	120	0	0	0	3	3
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	0	0	
	Number of children referred for developmental delay follow-up		0	0	0	0	
	Number of children received developmental screening		0	0	0	3	
	Number of children receiving screening (children may have received 1-3 types of screenings)	120	0	0	0	3	3

Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-12-0472-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3	3	
	Number of home based providers newly enrolled during the quarter		1	0	18	8	
	Number of home based providers served	10	1	1	19	27	27
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0	15	19	
	Number of children served		1	1	0	0	
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings		0	0	0	0	
	Number of providers trained in home based settings		0	0	0	0	
	Number of trainings conducted in community based settings		5	7	7	6	
	Number of providers trained in community based settings		12	8	23	17	

Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-12-0471-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3	3	
	Number of food boxes distributed	257	30	106	213	124	473
	Number of families who received food boxes		30	106	213	124	
	Number of children (0-5 yrs) in families who received food boxes		53	186	347	203	
	Number of families who received other items		30	28	0	0	
	Number of children (0-5 yrs) in families who received other items		38	43	0	0	

Native Language Preservation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-11-0061-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3	3	
	Number of center based providers served		29	21	25	11	
	Number of home based providers served		0			8	
	Number of center and/or home based providers served	10	29	21	25	19	94
	Number of trainings conducted		8	3	9	5	
	Number of center based child care professionals attended trainings		89	63	76	33	
	Number of home based child care professionals attended trainings		0	0	0	24	
	Number of participating professionals	30	89	63	76	57	285
	Number of workshops conducted		6	1			
	Number of adults attended workshops		46	6			
	Number of books distributed to providers		0	0	0	0	
	Number of Navajo Nation bundles distributed to providers		0	0	0	0	
	Number of audio CDs distributed to providers		0	0	0	0	
	Number of DVDs/Videos distributed to providers		0	0	0	0	
	Number of other materials distributed to providers		89	63	31	57	
	Number of books distributed to parents		0	0			
	Number of Navajo Nation bundles distributed to parents		0	0			
	Number of audio CDs distributed to parents		0	0			
	Number of DVDs/Videos distributed to parents		0	0			
	Number of other materials distributed to parents		46	6			

Nutrition/Obesity/Physical Activity

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC029-13-0421-02-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	3	3	
	Number of parent/family educational sessions conducted		0	0	2	2	
	Number of adults attending parent/family education sessions		0	0	23	12	
	Number of children (0-5yrs) attending parent/family education sessions		0	0	40	1	
	Number of community events conducted related to nutrition and physical activity, healthy living		3	2	3	2	
	Number of adults attending community events		250	8	66	23	
	Number of children (0-5yrs) attending community events		80	4	2	32	
	Number of provider educational sessions conducted		13	19	19	18	
	Number of professionals attending child care provider education sessions		41	60	72	42	
	Number of adults attended	150	291	68	161	77	597
	Number of children attended	150	80	4	42	33	159
	Number of community projects started during the quarter		0	0	2	2	
	Number of community projects completed during the quarter		0	0	2	0	

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 Consulting, LLC	Number of English cases distributed		0	0	0	0	
	Number of Spanish cases distributed		0	0	0	0	
	Number of cases distributed		0	0	0	0	
	Number of parent kits distributed		0	0	0	0	

Parent Outreach and Awareness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-13-0533-01-Y2 / Gila County Library District	Quarterly Data Submission Status*		3	3	3	3	
	Number of books distributed	14436	1642	1742	1777	1743	6904
	Number of children receiving books		1642	1742	1777	1743	
	Number of children newly enrolled into book distribution program during the quarter		78	51	28	52	
	Number of local resource guides distributed during the quarter	0					0
	Number of education reinforcement items distributed during the quarter						
	Number of earned media during the quarter						
	Number of paid advertising during the quarter						
	Number of workshops held	75	19	9	24	98	150
	Number of adults attending workshop		50	23	193	185	
	Number of events held	0					0
	Number of adults attending events						

Quality First - Regional

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

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	7	6	6	6	0	
	Number of Homes	1	1	1	1	0	
	Number of Rating Only Centers	0	0	0	0	0	

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 for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0	1	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	1	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	10	33	
	AA Contracts Completed		0	0	0	1	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		1	1	1	0	
	AA Scholarships Awarded		2	2	2	1	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	
	BA Scholarships Awarded		0	0	0	0	
	CDA Scholarships Withdrawn		0	0	0	0	
	CDA Contracts Initiated		0	0	0	0	
	CDA Scholarships Currently Awarded		1	1	1	1	
	Scholars Currently Receiving T.E.A.C.H. Scholarship		2	2	2	1	
Quality First Facilities with Current T.E.A.C.H. Scholars		2	2	2	1		

SFY14 Grantee Data and Narrative Reports Quarter 4

	Quality First Facilities with T.E.A.C.H. Scholars Awarded		2	2	2	2	
	AA Applications Pending		1	1			

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 for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0	0	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	0	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	0	0	
	AA Contracts Completed		0	0	0	0	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		0	0	0	0	
	AA Scholarships Awarded		0	0	0	0	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	
	BA Scholarships Awarded		0	0	0	0	
	CDA Scholarships Withdrawn		0	0	0	0	
	CDA Contracts Initiated		0	0	0	0	
	CDA Scholarships Currently Awarded		0	0	0	0	
	Scholars Currently Receiving T.E.A.C.H. Scholarship			0	0	0	0

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 for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0	1	
	CDA Credentials Completed Contract to Date		0	0	0	0	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	1	
	CDA Credentials Completed		0	0	0	0	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	0	10	33	
	AA Contracts Completed		0	0	0	1	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		1	1	1	0	
	AA Scholarships Awarded		2	2	2	1	
	BA Credits Completed		0	0	0	0	
	BA Contracts Completed		0	0	0	0	
	BA Withdrawn		0	0	0	0	
	BA Contracts Initiated		0	0	0	0	
	BA Scholarships Awarded		0	0	0	0	
	CDA Scholarships Withdrawn		0	0	0	0	
	CDA Contracts Initiated		0	0	0	0	
	CDA Scholarships Currently Awarded		1	1	1	1	
	Scholars Currently Receiving T.E.A.C.H. Scholarship		5	2	2	2	1

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name				San Carlos Apache Head Start program			
Contract #							
User Completing Report				Doretta Rayam Jatabarry			
Reporting Period		Quarter*		Year			
		4 th		2014			
Regional Partnership Council				San Carlos Apache			
Date Completed				July 20, 2014			

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

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

Program Implementation:

1. Provide the following information on current outreach, recruitment and retention activities, as applicable. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Hearing Screenings	Ages 0-5	On-going	17
Ages & Stages Questionnaires 3 (ASQ-3)	Ages 0-5	On-going	41

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?
 We have screened a total of 13 children for hearing and have sent a report for the children ages 0-2 years that need to be referred to a hearing specialist.
3. Describe current issues related to staffing necessary for program implementation.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

We are now working on getting our certificate to do vision screenings on children ages 0-5.

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

Our barriers would be to have training on Vision screenings, so that we can screen the children for hearing and vision screening as well as having parents fill out our ASQ-3 all on the same visit, and to order our vision and hearing equipment as well.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

With our ASQ-3 we will be doing home visits with the parents that have signed up their children to be screened and to also fill out the questionnaires. We will be collaborating with our local health department and WIC for referrals as well as setting up booths at all our community events for parents to sign up their children.

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

We were successful in having parents bring in their children for a hearing screening, this helped the parents to know how well their children's hearing are progressing and with our ASQ-3 questionnaires also helped the parents understand how well their children are progressing as well and if they will need services in the future years.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?
8. Describe any additional information you would like to share about program implementation.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name	San Carlos Apache Social Services		
Contract #	GRA-RC029-12-0471-01-Y3		
User Completing Report	Terry Ross		
Reporting Period	Quarter*	Year	
	April/May/June	2014	
Regional Partnership Council	San Carlos Regional Partnership Council		
Date Completed	June 30 , 2014		

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

Program Implementation:

1. Provide the following information on current outreach, recruitment and retention activities, as applicable. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Outreach to Collaborators	Bylas, Peridot, Gilson Wash, Seven Mile Wash	Meetings, community events, gathering	213 families – 347 children (0-5ages)
Working with Collaborators	Parents/Children	Monthly events	213 families – 347 children (0-5ages)

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed? **Collaborated with Church of Jesus Christ in the Peridot District and Reservation Ministries who donated furniture and beddings to families; still in contact with Joy Lorraine from San Diego who mails us baby layettes but none for this reporting period.**
3. Describe current issues related to staffing necessary for program implementation. **I am still doing the food security myself with the help of Theresa Cantu from Seven Mile Wash who volunteers.**
4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues? **Barriers are staffing, if I had a part time person to help me, this would be very successful implementation; I plan to keep doing what I have done and that is to do my best**

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration. **I belong to many committees, projects and attend many events monthly; I share all of our grants with collaborators and they help spread the word or email me names of families. It has come to the point where families are calling us when our next education training will be so they can come and participate.**
6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public. **Slowly everyone is aware of what we do and they are making referrals to our office; the church of Jesus Christ in Peridot also provides 10 bags of food to families every month so we exchange many information and needs; parents thanks us for the additional temporary help with food and tell us "it really helps them out." God Bless you for the help you provide to our children and families.**

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program? **FTF are helpful in collaborating with other FTF grantees; thank you for meetings.**
8. Describe any additional information you would like to share about program implementation. **It's been a successful mini program in helping families with 0 to 5 age children.**

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name	San Carlos Apache Tribe Language Preservation Program		
Contract #	GRA-RC029-11-0061-01-Y3		
User Completing Report	Beatrice Lee		
Reporting Period	Quarter*	Year	April 2014
	4 th Quarter	2014	May 2014 June 2014
Regional Partnership Council	San Carlos Apache Regional Partnership Council		
Date Completed	July 21, 2014		

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

Program Implementation:

1. Provide the following information on current outreach, recruitment and retention activities, as applicable. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
May 29, 2014 - Home base	Children/Family of San Carlos Community	Monthly site visit	9 Families/24 Children
June 9 th , 2014 – Home base	Children/Family of Bylas Community	Weekly site visit	5 Families/8 Children
May 14, 2014	Head Start Center Staff & Child Readiness & Child Care	Monthly	10 Head Start Teachers & 4 Child Readiness & 10 Providers
June 11 th , 2014 – Home base	Children/Family of San Carlos Community	Weekly site visit	5 Families/13 Children
June 9, 2014	Child Care Providers	Monthly	9 Providers

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

For the months of April, May and June, Language Preservation program was successful in providing activities for the community and providing professional development for teachers/providers serving children ages 0-5. In the fourth quarterly report we are reporting events, activities and professional development that have not been reported as follows:

- April - the Curriculum Specialist went to Fort Thomas Elementary School and provided a quote in the Apache Language to the students for healthy mind and body program. For the month of March was "improvement (it'ch'igo'aahi)" " , April, healthy (nt'ee'go)", and May there was no site visit. Reaching out to Ft Thomas Unified School we were serving students from Kindergarten to 6 graders. Our target goal was to reach out to the Kindergarten (5 yr olds.) Curriculum Specialist worked very closely with the teachers. Our budget was very limited to serving each week therefore, she only went out to the school once a month.*
- We set up a booth for First Things First for "Family Fun Night" at San Carlos Burdette Hall. It was a great turn out, a lot of parents came out and attended the event with their children. We provided an activity that involved the parents and their children. The parents and their child/children were involved in helping each other to translate the picture to our Apache language. The parents had fun and the children were proud to say the words in our Apache language. The target goal was to target birth to five year olds but in this case, the family brought the whole family ages varied from birth to teens. The program did not collect any sign in sheet.*
- The Curriculum Specialist went to the Head Start Centers to help and be involved in the Head Teachers curriculum mapping, to make sure the Apache Language and Culture were a part in the curriculum. Head Start collected the staff attendance sheet, we didn't receive a copy, and Curriculum Specialist was in attendance of this training (including myself, Beatrice when Curriculum Specialist wouldn't attend.)*
- Curriculum Specialist has been taking college classes for Early Childhood, and the college had a "Poetry Night" where the students that were taking Early Childhood class set up an area like a classroom to present storytelling. Mrs. Moses, Curriculum Specialist set up a library area with books written in Apache and she provided an activity in our Apache Language for the children. It was a success; families came out to the college with their children and participated in different activities and events that took place. Children of all ages were in attendance but the target goal was reading to the little ones (5 and under.) There was no sign in sheet for this event.*
- We set up a booth for First Things First for "Family Fun Night" in Bylas. We provided the same activity that we did for the San Carlos Family Fun Night. It was great, a lot of parents came out with their children and we had a lot of family involvement in this activity. This was a community wide event targeting children 5 and under but the children that were in attendances was of all ages. Therefore, there was no sign in available.*

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Due the 20th following the end of each Quarter

- *Language Preservation program helped out with the Egg Hunt for the community of Bylas. There were a lot of parents that brought their young children ages varied from birth to 10 year olds. We had a lot of 0-5 year olds looking for Easter eggs and it was enjoyable event to see the children running out and picking up the Easter eggs. During the event we talked to the families that participated we encouraged them to talk to their children in Apache. Since this was not our event that we did not sponsor, we weren't able to collect the signatures from these families.*
- *We participate in the "Professional Recognition Day" with First Things First where all Early Childhood teachers were recognized for the great job they were doing with Early Childhood Children (no signature, staff was in attendance.)*
- *For the month of June we did professional development with San Carlos Boys & Girls Club. We are happy to start teaching the Apache Language and Culture to the children of the San Carlos community once again. (This is out of our area serving professional development for tribal employees but the staff will be serving 5 year olds.)*
- *For the month of June, we were invited to do presentations at the Day Summer Camp at Bylas Learning Center in Bylas. We taught Apache Language and did a demonstration of the Apache Cradle Board and what it's used for. (This was a community wide event – no 5 year olds were in attendances.)*
- *We are also excited to add another department to our teaching. Staffs were going out to the Tulapai Community Center in San Carlos. Staffs were teaching the Apache Language to children ages 3-13 years. We have had positive feedback from parents, how they like what we are doing for the children. (It was difficult to get signatures from the little's 3 to 4 year olds and the staffs at Tulapai areas were available to provide us with their signature sign in sheet upon reporting.)*

Overall for the month of April, we did not provide any professional development for Child, Care, and Head Start or Child Readiness programs. We were busy with finishing the Curriculum book to be presented to our tribal leaders; at the same time we were getting ready to submit our papers for travel for our own professional development. For the month of June, there was no professional development for Head Start teachers since school was out for the summer and teachers do no work during the summer.

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

Issues related to staffing towards the end of the year was challenging for our program implementation. With limited staff and resources the program was able to complete most of the implementation plan that was laid out for the fiscal year 2013-2014. The program was able to make attempt to implement a strategic staffing in process to follow fairly and serve our collaborators/partners. We need to focus on these staffing plans to address the needs of our needs and the needs of our partners to develop plans that were actually implemented. We also need to address our objectives differently for a better process, to build a context for decision making and take actions to eliminate problems that may or may no occur.

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Due the 20th following the end of each Quarter

After hiring another employee with a 90 days contract to assist with our current Curriculum Specialist, we were able to complete the Curriculum book for our Head Start and Early Child Care centers. Not only did she assist the program with the curriculum book but she was able to reach out to our home base children/families and taught mini lessons on Apache language activities. With limited staffing (Curriculum Specialist, Secretary and myself-director) we continued serving the Head Start and Providers for Child Care in the areas of materials and staff supports.

The program is still struggling with staffing especially for our home base children/families. Even though the program did reach out and worked with each family, we still felt we need to recruit and maintain a steady schedule for these families that we were serving. Funding is what we need and staffing more individuals for our program is our greatest goal. Currently on a look out for volunteers for our program and working with our partner the Elders Mentors program to assist us.

Again, Language Preservation was able to provide professional development and activities for our Apache teachers/providers, team teach, one on one teaching, to ensure improvement and organization effectiveness. Despite the shortness of staff, the program was able to reach out to these centers. Also, we would like to meet with all staff such as cooks and bus drivers to reinforce the Apache language in the working environment.

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

One of our biggest challenges and barriers is staffing, we come short or we work after hours to complete our service. Curriculum Specialist has been reaching our goals by providing all the service we can provide. We target more children in our community but data reports does not show "how many" we are serving, who are under the age of five (5) year olds. To resolve some of our barriers, we hired a temporary position (not to exceed more than 90 days) to assist us in teaching, creating materials for our home base children and work with Curriculum Specialist to assist her. In addition, we hired a temporary consultant to work with us in creating a pacing guide, lesson plans, instructional materials and fluency on vocabulary for the youth. I have requested to our tribal leaders for more funds to open another position for our program, I am still waiting to hear from them. This will help our program to expand even greater of having more than 3 staff on board. Total employees we work with is approximately thirty (40+) teachers, providers and staff of Child Care, Child Readiness and four Head Start Centers.

Another barrier we face each day is seeing many of our younger parents speaking fluent English to their children when the program is stressing Apache language to our younger children. What we would like to do as program is develop an evening Apache classes for these young parents who are parents of our Head Start/Child Care children. More funding and staffing is needed.

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Due the 20th following the end of each Quarter

Budget for travel was another area of what the staff was lacking. Language Preservation would like to attend more training/workshop offered by American Indian Language Development Institute. They offer a variety of training for language, Immersion program and professional development for Head Start and Early Child Care programs. We were able to obtain some funds thru the tribe that we did attend these training.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

In the area of collaboration with our partners that we have been undertaken and we will continue in this quarterly reports. They are as following:

- *Head Start Centers (four Head Start centers)*
 - *Provide Professional Development for all teachers/staff April, May & June*
- *Child Care Centers in Bylas and San Carlos*
 - *Provide professional development for all providers/staff*
- *Young Warriors with the Wellness Center both San Carlos and Bylas programs*
 - *Culture activity with Apache language lessons*
- *Older Adult Centers & Elders Mentors program*
 - *Advisement for Apache language, guiding & protecting what we can teach in the Apache language (the don'ts and do's)*
- *Diabetes program (Bylas & San Carlos)*
 - *Apache language terminology of food*
- *Mt. Turnbull Academy*
 - *Apache language terminology in all areas of subjects*
- *San Carlos & Bylas - Boys & Girls Club*
 - *Culture & Language activity*
- *Family, Friends & Neighbors*
 - *Sharing the Apache language about reaching out to our young parents and serving children from birth to 5 year olds.*
- *Child Readiness Program*
 - *Providing professional development, creating lessons plans for teachers, and sing along songs.*

We will continue with our collaboration in the areas of the Apache language, Apache lessons plans and materials to create for any activities for the children. For the month of June we were busy attending all activities for summer students as a community wide event. There were events that we did not attend due to limited staff and staff went on training. Overall, our service with these departments will continue in the new fiscal year 2015 school year.

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Due the 20th following the end of each Quarter

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

Our biggest success story is completion of the Curriculum book for Head Start & Early Child Care Centers. It took 2.5 years to complete the Curriculum book, the Curriculum doesn't end here, as being a Native American it's a cycle of life that we grow each year. There are so many lessons that can be created in all areas of life for Apache ways of teaching. We will continue to add more as we go along with year each with the curriculum but this is a start for the teachers to utilize the booklet within their centers.

Since we started working and finding families for our "home base" children/family, we come to finding more young children under the age of 5 who we can serve but lack of staff to reach out to these families. Especially with students being out for the summer, they have no activity or event happening for children under the age of five (5) olds. Because of lack of staff we were not able to serve all families. But we received positive feedback from the community, families wanting service but limited staff to reach out & family are interested in the program for afterschool program. We had a slow start in serving home base families but we were able to recruit more for the month of June and we are hoping to continue reaching out to the children/families.

Staff training – One of the training that I would like to share with you was the "The Miromaa" training. This training was an eye opening for our program; this was one of the areas that the program was lacking. The Miromaa training was offered by Indigenous Language Institute out of Santa Fe, New Mexico, the Indigenous Language Institute provides vital language related services to Native American nations and communities so that their individual identities, traditional wisdom and values that are passed on to future generations in their original languages.

The workshop was to get to exploring all facets of using Miromaa for language documentation, exploring all of its features including its extensive use of multimedia and archiving abilities. We were will use Audacity for sound recording and Lexique Pro for producing dictionaries/word lists/lexicons and other learning resources.

Miromaa software can also make the entering of data into Toolbox and Lexique Pro very easy and assist with resource sharing and production. Most importantly we were will be learn skills to use in all aspects of our activities to help stop the loss of language as well as gaining skills in the digitization of your language materials for future needs.

The first two days training was basely an introduction to the Miromaa software to help us get into the grips with using technology for our language activity. The activity showed us the latest technology hardware that included Zoom recorders, digital cameras and video equipment and how this can be used with the Miromaa software. This helped us with our own address of our own personal situations and needs in a one on one basis. We also had the opportunity to setup our own language database and had some practical use of it. The Miromaa software was an excellent program to archive our Apache language and record our language to start making lexical resources with other software.

Another software product that was introduced to us was the Lexique Pro, Photostory, this software we were able to learn more in depth of how to use the auxiliary programs. Lexicons, Word Lists, HTML Web pages were used by all participate.

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The software and training was a great need for our program, now we are able to have six (6) licenses with the Miromaa software and download the Miromaa and Lexique to create our own dictionary. Overall, the training was very successful and we're ready to utilities the software for our Head Start and Child Care Centers.

Support or Additional Information:

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

As mention in the last report, collaboration and communication with FTF is essential for our program. Without their assistance we wouldn't be able to provide and give assistance with the language that is almost forgotten. We would like our language to continue and flourish again. Our community at one time, communicated in our language everywhere and we would like to see this again. Our Apache language is unique, one of the kind. We would like to continue receiving assistance and guidance from FTF to reach out to our young children. We have successes every step our program made in our endeavors. With FTF assistance we were able to complete the Curriculum book and now ready to release to the Head Start Centers for future use.

Another area that I would like is to train another person to utilize the PGMS website (in case that I can't be here to report any changing.) To ensure the success of our program to provide the best service as possible by communication that we are understanding one another and being at same level.

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

During the summer, the Curriculum Specialist was called and scheduled to do Apache language class because the children are on school vacation. The Curriculum Specialist been attending, teaching Apache language to group of kids at summer camps, tribal subdivision center, Pathway to College students and Bylas community events. She's been working with children at Boys & Girls Club both in San Carlos and Bylas according to their work schedule. Materials are given out to the children to practice writing it and pronouncing the Apache words. With one (1) teacher she is being utilized in different area of the community to teach and continue with Child Care Center children at the same time work with teachers/Care Givers. Totally children we service outside our grantee numbers of professional development/teachers, we served over 200 students who are not under the age of five (5) years. We will continue to bring this up to our tribal leaders that we need more staff to assist us in all areas of our community.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name			Gila County Library District		
Contract #			GRA-RC029-13-0533-01-Y2		
User Completing Report			Pam Beerens		
Reporting Period		Quarter*		Year	
		4		2014	
Regional Partnership Council			San Carlos Apache		
Date Completed			7/21/2014		

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

Program Implementation:

1. Provide the following information on current outreach, recruitment and retention activities, as applicable. Describe any particular successes with these activities.

Activity	Target Audience	Frequency of Activity	Number Reached
Community Liaison	Parents of children 0-5 yrs.	21 dates in April, 19 dates in May, 19 dates in June	385 Children 105 Adults
Early Literacy Coordinator @ Library Story Time For Child and Parent	Children and Parents	4/16, 4/23, 4/30, 5/7, 5/28, 6/11, 6/12, 6/17, 6/19, 6/20, 6/25, 6/26	45 Children 24 Adults
Early Literacy Coordinator @ Brain Box Activity	Children and Parents	4/30, 5/7, 5/28, 6/11	4 Children 4 Adults
Early Literacy Coordinator @Storytime Bylas I and II	Children and Parents	4/8, 4/22, 6/9, 6/10, 6/16	147 Children 25 Adults
Early Literacy Coordinator @ Storytime Peridot I and II	Children and Parents	4/10, 4/16, 4/30, 5/14	83 Children 13 Adults
Early Literacy Coordinator @ Storytime 7 Mile and Gilson	Children and Parents	4/2, 4/16, 4/24, 4/30	102 Children 13 Adults

First Things First Quarterly Narrative Report

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Gloria Thompson is the Early Literacy Coordinator who conducts Parent/Child Story Hours at the San Carlos Library, Head Starts, and Day Care facilities. She has had measured success at most venues, while a few places have had no one show up. With a growing number of attendees in Bylas, we are seeking an additional liaison for this area.

Stephanie Dean continues to actively look for parents of children birth to 5 years of age. She looks for new birth announcements and follows up with visits to the new parents to register the babies. As more children are registered, it becomes more difficult to find new prospects. There are days when she makes contact with many people that already are registered. For those contacts she takes the time to tell them about the BrainBoxes that are at the San Carlos Library and stresses the importance of continuing the Early Literacy activities with their children. She feels that reinforcement is key to sustaining a successful program.

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

Storytimes have been happening at several different venues that are reported in the table above. The data report does not allow for discriptions of where and when these events are held.

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

We are currently seeking a Community Liaison to work in the Bylas area.

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

Lack of participation by community members at scheduled events continues to be a barrier. Since this is a new program to the reservation, we are hoping that eventually news will spread and there will be better response from the parents. The Early Literacy Coordinator has expanded her efforts in Bylas, and it is hoped that hiring a new liaison for that area will continue the growth. In addition, the staff have been having difficulty in logging onto the Imagination Library site to input new children, coupled with the lack of staff at the Library District. The Public Services Librarian will be working with staff to try to resolve this problem.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

The Collaborative Meetings every two months continue to help us network with the other First Things First Grantees finding new contacts and opportunities for approaching parents. The District Staff, the Community Liaison, the Early Literacy Coordinator, and the San Carlos Librarian attended meetings on a regular basis.

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

The children and parents who do attend the storytimes have expressed their enthusiasm for the program.

Support or Additional Information:

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

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

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

The District looks forward to the next fiscal year and hopes to implement the new contract changes, i.e. adding a new part-time employee, a Community Liaison for Bylas. This person will be planning and presenting workshops and Brainbox trainings weekly to parents and children in the Bylas area.



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Regional Director's Report

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

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



FIRST THINGS FIRST

Ready for School. Set for Life.

September 2014 Director's Report

First Things First

San Carlos Apache Regional Partnership Council

General Updates

Regional Director's Collaborations & Committee Work

- FTF Tribal Technical Advisory Group Meeting (August 29th)
- Early Childhood Summit (August 18-19th)

Regional Council Recruitment

- The philanthropy seat and one at-large seat for the San Carlos Apache Regional Partnership Council remain open. Applications are still being accepted and can be found at www.azftf.gov/serve.

First Things First Tribal Consultation

- Save-The-Date: Tuesday, October 7th in Phoenix

***San Carlos Apache
Early Childhood
Development and
Health
Collaborative***



**Meeting September 24th
10:00 — 11:00 a.m.
Tribal Education Dept.**

***San Carlos Apache
Regional Grantee
Meeting***



**September 24th
11:00 a.m. — 1:00 p.m.
Tribal Education Dept.**