



Arizona Early Childhood Development & Health
Salt River Pima-Maricopa Indian Community
Regional Partnership Council

Meeting Minutes – July 16, 2013 Regional Council Meeting

Call to Order

The Regular Meeting of the Salt River Pima-Maricopa Indian Community was held on July 16, 2013. The meeting was held at the Two Waters Building A, Wi:Hom Conference Room, 10061 East Osborn Road, Scottsdale, Arizona 85256.

The meeting was called to order by Chair Loring at approximately 11:45 a.m.

Members Present

Chair Virginia Loring, Vice Chair Chris McIntier, Lance Silverhorn, Ron Ransom, Joyce Helmuth, Michelle Jameson, Caroline Sekaquaptewa, and Deana Washington.

Members Absent

Toni Harvier.

Members of the Public

Four members of the public attended.

Invocation

Invocation was conducted by Council Member Silverhorn.

Call to the Public

There was no Call to the Public.

Consent Agenda

Council Member Helmuth moved to approve the meeting minutes of April 16, 2013, with the correction of the Government-to-Government Agreement for the Summer Transition to Kindergarten Strategy with the Salt River Pima-Maricopa Indian Community for the State Fiscal year 2014 in the amount of \$18.000 to \$18,000 on the second page. Council Member Ransom seconded the motion and it was approved unanimously 7-0 (Council Member Washington having not yet arrived).

Nomination and Election of Council Chair and Vice Chair For SFY 2014

Regional Director Vinarskai asked for nominations for Council Chair and Vice Chair. Council Member Helmuth nominated Council Vice Chair McIntier for Council Vice Chair and Council Chair Loring for Council Chair with Council Member Silverhorn seconding both nominations. There were no other nominees. Both nominees accepted the nominations. Since there were no other nominees, a ballot vote was not necessary and a verbal vote was made electing Chris McIntier to Vice Chair with a 6-0 vote. Council Member McIntier abstained from voting for Vice Chair. Virginia Loring was elected to Chair with a 7-0 vote.



Community Awareness Budget

Regional Director Vinarskai presented the 2014 draft Community Awareness Budget. There was a consensus on the budget.

Council Member Washington arrived at 11: 53 a.m.

2014 Needs and Assets Vendor Presentation

Regional Director Vinarskai informed the Regional Council that she requested to be placed on Tribal Council agenda on August 7, 2013. This meeting will be to request approval to start work on the 2014 Needs and Assets Report and to inform them of the new vendor, University of Arizona. First Things First Tribal Affairs Director Beverly Russell will also be going before Tribal Council to obtain approval to gather community data for the School Readiness Indicators.

Deanna Kaplan, Research Specialist, and Violeta Dominguez, Research Scientist, both of University of Arizona, conducted a presentation about their team and the Needs and Assets process. They will be seeking input from the Regional Partnership Council on the most appropriate way to conduct the parent surveys.

Chair Loring asked if Regional Council Members were in agreement for Regional Director Vinarskai and Vice Chair McIntier to work directly with the vendor and convey information to the Council as necessary. The Regional Council was in agreement.

SFY2014 Strategy Discussion

Regional Director Vinarskai informed the Regional Council that after further meetings between the three home visitation programs under the Education Department, it was determined that a new home visitation program was not feasible this year. Therefore the Regional Council could identify needs and discuss funding another strategy for SFY2014.

Discussion took place about the following possible strategies: expanding the Summer Transition Program, parenting classes for grandparents raising grandchildren, and in-home education or education on wheels program for families with children 0-5. Regional Director will meet with Michelle Jameson and Chris McIntier to discuss ideas about the education on wheels program, as well as, follow up on other strategy possibilities.

Council Member Jameson left the room at 12:55 p.m.

Regional Director's Updates

- School Readiness Indicator #8 will not apply this year because the Region will not be implementing a home visitation program in 2014.

Council Member Jameson returned to the room at 12:58 p.m.

- Parent focus group will take place on July 23 to obtain parents' perspectives on messages around quality child care.
- 2012 Needs and Assets report was placed in SRPMIC Intranet and passed out at Tribal Directors meeting by the Community Manager in May.
- Article was placed in the July 3rd edition of the SRPMIC newspaper about the 2012 Needs and Assets Report along with a picture of the Regional Council.
- Tribal Council consultation to be held August 15, 2013. Need Council Members to assist in writing up talking points for President and Vice President.
- Quality First rating will not be made public.



FIRST THINGS FIRST

Ready for School. Set for Life.

Salt River Pima-Maricopa Indian Community
Regional Partnership Council



- First Things First Summit to be held on August 26-27, 2013. Six Council Members to attend.
- Open Council Seat. One applicant to interview.
- Nadine Basha visited our First Things First Summer Pre-K class on June 4, 2013. President and Vice President attended. Picture and article were placed in SRPMIC newspaper.
- Safety Day October 7, 2013. Regional Council Members needed to help oversee table.

Council Member Silverhorn left the room at 1:12 p.m.

- FTF CEO Rhian Evans Allvin resigned. First Things First conducting national search for candidates.

Regional Partnership Council Members Updates

- Council Member McIntier attended the TEACH Graduation.
- Council Member Washington announced a Fetal Alcohol Workshop put on by the FACE Program on July 18 and 19, 2013.
- Council Member Ransom shared information about Back to School night on July 31, 2013.

Council Member Silverhorn returned to the meeting at 1:15 p.m.

- Council Member Helmuth informed Council of a diabetes class for ages 7-12 and teens.

Chair Loring announced that there will not be a council meeting in August 2013 due to most Regional Council members attending the First Things First Summit. Next meeting will take place in September 2012.

Adjourn

Chair Loring adjourned the meeting at 1:16 p.m.

SUBMITTED BY:

Patty Morris, Administrative Assistant II

Approved by: _____
Virginia Loring, Chair

First Things First Quarterly Community Based Training Narrative Report

Due the 20th following the end of each Quarter

Provider Name	Salt River Pima Maricopa Indian Community		
Contract #	GRA-RC021-11-0250-01-Y3		
User Completing Report	Chris McIntier		
Reporting Period	Quarter*	Year	
	4	2013	
Regional Partnership Council	Salt River Pima-Maricopa Indian Community		
Date Completed	7/22/2013		
Note*: 1 st Quarter: July-September – Narrative Report due October 20th 2 nd Quarter: October-December – Narrative Report due January 20th 3 rd Quarter: January-March – Narrative Report due April 20th 4 th Quarter: April- June – Narrative Report due July 20th			

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

Program Implementation:

- Provide the following information on current outreach, recruitment and retention activities, as applicable: **Key – Black Font is the Parent Ed at the SRPMIC South Education Campus**

Red Font is the Teen Parent Ed Program, SPA

Blue Font is the WISH Community Parent Ed Program

Activity	Target Audience	Frequency of Activity	Number Reached
4/1/2013 Picturing of America, cultural activity	GED Parents	One time, 3 hours	7
4/2/13	Teen Parents	Weekly	4 parents

First Things First Quarterly Community Based Training Narrative Report
Due the 20th following the end of each Quarter

<p>Open Ended Vs. Closed Ended. We discussed the differences between open/closed ended questions and play activities. Parents were given the task to color a flower, then given task to draw something. We discussed the differences between the activities and how open ended stimulates creativity.</p>			<p>2 children</p>
<p>04/03/2013 Feelings & Emotions We discussed the importance of building on relationships with adults and what they can do to promote that positive parent-child relationship. We watched a video on how children identify themselves in relation to others. Parents shared what they are currently doing with their children. We talked about the importance of asking how children how they are feeling and teaching them to label their own feelings.</p>	<p>Community Parents</p>	<p>1</p>	<p>11 Parents 2 facilitators</p>
<p>4/8/2013 Math fun</p>	<p>GED Parents</p>	<p>One time, 3 hours</p>	<p>7</p>
<p>4/9/13 Parents played a nursery rhyme version of 'pictionary'. They drew pictures of different nursery rhymes and had to guess the song or rhyme. Afterwards we asked parents why nursery rhymes were important. Parents noted that it helps with language. We also discussed how it can teach prediction, cause & affect</p>	<p>Teen Parents</p>	<p>Weekly</p>	<p>4 parents 1 child</p>

First Things First Quarterly Community Based Training Narrative Report
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and the pattern/rhythm of sounds.			
4/10/2013 AZ Science Center on site workshop. Hands on exploration of science.	GED/ALA Parents	One time, 2.5 hours	10
4/15/2013 Exploring Science with your child	GED Parents	One time, 3 hours	8
4/16/13 Guest Speaker: Torri Fredericks presented information about immunizations. Torri explained the different sets of immunization given to babies and what each one is for. Torri also discussed what to expect at a well child exam, how an infant may react after receiving shots and when to see a doctor.	Teen Parents	Weekly	2 parents
4/17/2013 Math Fun, Part 2	GED Parents	One time, 3 hours	7
04/17/2012 Be a detective and understand the meaning of their children's behavior. Looking at the behavior before the occurrence during and then after. Discuss specific strategies that parents can use with their child every day! Learn the 9 strategies that parents can use in their toolbox with challenging behavior. We also focused mainly on the positive with children. Discuss strategies to deal with challenging behavior that continues even though you are using all of the parenting practices discussed in earlier sessions. (Module 5 & Module 6 of Positive	Community Parents	1	14 Parents 2 facilitators

First Things First Quarterly Community Based Training Narrative Report Due the 20th following the end of each Quarter

Behavior support)			
4/18/2013 Picturing of America Event for the SRPMIC Community	GED Parents and Community	One time, 3 hours plus 2 hours in the evening	7
4/22/2013 Exploring Science and literacy with your children	GED Parents	One time, 3 hours	7
4/22/2013 Interactive Literacy Activity, Puppetry	GED Parents	One time, 3 hours	8
4/23/13 Pam and Carrie reviewed information about CPR for infants and first aid for young children. Handouts were provided and a short demonstration was done.	Teen Parents	Weekly	3 parents
04/24/2013 Early Literacy, parents made books. Advantages of using Nursery rhymes. Fun ways to help promote reading, writing and singing. Parents made books to read to their children. Work on Picture books, early writing books, grocery lists (Make and Take Activity. Parents were given a digital camera and talked about how they could use the camera to promote early literacy in their homes. Celebration of completion of class!	Community Parents	1	14 Parents 2 facilitators
5/1/2013 Scrapbooking, preserving memories and stories	GED Parents	Twice	8
5/2/2013 Scrapbooking, preserving memories and stories	GED Parents		8
5/13/2013 Preparing Your Child for Kindergarten	GED Parents	Once, 3 hours	7
5/14/2013 Understanding the AZ Common Core for Kindergarten students and beyond	GED Parents	Once, 3 hours	7
5/15/2013 How to	GED parents	Once, 3 hours	6

First Things First Quarterly Community Based Training Narrative Report

Due the 20th following the end of each Quarter

transition your child to a new school			
5/16/2013 Sibling Rivalry	GED Parents	One time, 3 hours	4
5/20/2013 Interactive Literacy Activity and Reading aloud	GED Parents	One time, 3 hours	4
5/21/2013 Reading aloud to your child	GED Parents	One time, 3 hours	4
5/22/2013 Keeping your child focused during summer	GED Parents	One time, 3 hours	4
5/23/2013 Summer planting for health	GED Parents	One time, 3 hours	4
5/30/2013 Field Trip to Out of Africa	GED Parents	One time, 3 hours	3
6/3/2013 Nature walks	GED Parents	One time, 3 hours	1
6/4/2013 Nature collage	GED Parents	One time, 3 hours	1
6/5/2013 Nature puppets	GED Parents	One time, 3 hours	1
6/6/2013 Arizona Science Center Field Trip	GED Parents	One time, 3 hours	2
6/10/2013 Water and car safety	GED Parents	One time, 3 hours	1
6/11/2013 Recycled Mini Car Project	GED Parents	One time, 3 hours	1
6/12/2013 Create water safety posters	GED Parents	One time, 3 hours	1
6/13/2013 Field trip – Go cart racing	GED Parents	One time, 3 hours	2
6/17/2013 Butterflies. Make tissue paper butterflies	GED Parents	One time, 3 hours	1
6/18/2013 Field Trip to the Butterfly Museum	GED Parents	One time, 3 hours	4
6/19/2013 Guest Sculptor	GED Parents	One time, 3 hours	7
6/20/2013 Field Trip to the Museum of Natural History	GED Parents	One time, 3 hours	2
6/24/2013 Create drums	GED Parents	One time, 3 hours	1
6/25/2013 Kiddy Zumba	GED Parents	One time, 3 hours	0, Program cancelled
6/26/2013 Field Trip to the Musical Instrument Museum	GED Parents	One time, 3 hours	5

Describe any particular successes with these activities:

First Things First Quarterly Community Based Training 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? N/A
3. Describe current issues related to staffing necessary for program implementation.

Teen Parenting Program: The teen parenting class has been experiencing low enrollment. Student attendance at school has not been consistent either. We plan to work with other key SRHS staff to identify what is affecting low enrollment and inconsistent attendance to improve the program.

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

Education South Campus: During the month of May into June we saw after the per capita disputation that our numbers in participating withing the program declined, even though the activities and field trips for the summer were suggested and recommended by the parent participants. I would recommend that no summer programming be provided during the month of June due to lack of interest, other day-to-day issues and that staff, use the time to organize and prepare for the coming school year. Or collaborate with like agency to provide summer programs and field trips for both parents of special needs and children in pre-k or going to attend pre-k.

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.

Education South Campus: We have collaborated with Child Find to provide training opportunities to the parents in which they service.

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.

Education South Campus: The most successful event would be during the of April where we showcased the students work for the Picturing of America curriculum, which was well received within the community parents were interviewed by the local newspaper about the program and the curriculum.

WISH: An evaluation of the WISH Class was done as a way to look to program improvement. Many ideas will be used in future classes.

First Things First Quarterly Community Based Training Narrative Report

Due the 20th following the end of each Quarter

Support or Additional Information:

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

Teen Parenting Program: We may need further brainstorming regarding the lower attendance of teen parents.

1. Describe any additional information you would like to share about program implementation.
Education South Campus: By adding the cultural aspect and the brain development boxes to our program, it enable us to be uniquely different from the other programs that offers similar programming.

Staff Training

Date	Staff Name (attending)	Topics	Hour(s)

Describe staff recruitment and retention activities.

First Things First Quarterly Community Based Training Narrative Report

Due the 20th following the end of each Quarter

SOURCE OF ALL REFERRAL <u>INTO</u> PROGRAM		NUMBER
1	Early Care and Education (Child Care)	
2	Community social service provider	
3	Community support group	
4	Early Intervention/Therapy (ex. AZEIP, special education pre-schools, physical/speech)	
5	Education – School District	
6	Education – parent	
7	Faith community	
8	Family Planning	
9	Financial (emergency utility/rent/food assistance)	
10	Hospital	
11	Housing Support (ex Shelter Services)	
12	Job Development/Placement	
13	Legal	
14	Mental health counseling	
15	Primary Care Physician	
16	Prenatal Group	
17	Dental Provider	
18	Socialization/Recreation	
19	Specialized medical*	
20	Transportation	
21	Government agency (please identify)	
22	Other (please identify)	

*Specialized medical - related to a child's documented and ongoing medical conditions and/or disability. E.g. children referred from the Office of Children with Special Healthcare Needs (OCSHCN).

First Things First Quarterly Pre- K Expansion Narrative Report

Due the 20th following the end of each Quarter

Provider Name	Salt River Pima-Maricopa Indian Community		
Contract #	GRA-RC021-13-0542-01		
User Completing Report	Chris McIntier		
Reporting Period	Quarter*	Year	
	4	2013	
Regional Partnership Council	Salt River Pima-Maricopa Indian Community		
Date Completed	7/22/2013		
Note*: 1 st Quarter: July-September – Narrative Report due October 20th 2 nd Quarter: October-December – Narrative Report due January 20th 3 rd Quarter: January-March – Narrative Report due April 20th 4 th Quarter: April- June – Narrative Report due July 20th			

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

Program Implementation:

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

Activity	Target Audience	Frequency of Activity	Number Reached
Recruitment at Community Activities where there will be children and families	SRPMIC Families with young children	3 times per month	50+
Classroom lessons focused on letters, numbers, colors,	Enrolled students	Daily	26 children, however, 24 for

First Things First Quarterly Pre- K Expansion Narrative Report

Due the 20th following the end of each Quarter

shapes, patterns.			the entire 4 weeks
Field Trip to Lehi Pool	Children and Parents	Three days	June 11, 22 children and some parents. June 18, 21 children and some parents. June 25, 22 children and some parents.
Field Trip to Salt River Wetlands	Children and Parents	One day	24 children and some parents
Field Trip to Salt River Fire Department	Children and Parents	One day	25 children and some parents
Field Trip to Salt River Tribal Library	Children and Parents	One day	22 children and some parents

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?

Student growth in letter writing, number recognition, writing first name, writing last name, identifying colors, counting, patterns, knowing the days of the week and months of the year. Growth was shown by most students in most areas.

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

Currently FTF funds a teacher and assistant for each classroom. The SRPMIC funded an additional assistant in each room. This ratio of student to staff is needed to ensure a safe and secure environment for these students with little or no preschool experience.

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

It is always a challenge to recruit children whose parents do not feel that a preschool experience is an important first step before entering kindergarten. More FTF promotion may help this.

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.

Collaboration efforts included:

- a. the SRPMIC Early Childhood Education Center providing two teacher assistants to the program

First Things First Quarterly Pre- K Expansion Narrative Report

Due the 20th following the end of each Quarter

- b. SRPMIC Water Resources provided activities for the Wetlands trip
 - c. SRPMIC School transportation for bus service to and from the program as well as for field trips
 - d. SRPMIC Tribal Library purchased books for children as well as provided the library tour filed trip
 - e. SRPMIC Fire Department provided the tour of the Fire Department
 - f. SRPMIC School Food Service Summer Feeding Program for breakfast and lunch
 - g. SRPMIC Health Education Department for three health lessons: Healthy Food, Exercise and Tooth brushing
 - h. Nadine Basha read Baby Baluga to both classes and brought cookies for a snack.
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.
- Student growth in letter writing, number recognition, writing first name, writing last name, identifying colors, counting, patterns, knowing the days of the week and months of the year. Growth was shown by most students in most areas.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?
N/A
8. Describe any additional information you would like to share about program implementation. This program is extremely necessary as many children enter kindergarten with no preschool experience.

Salt River Elementary

2013 Summer Pre-Kindergarten Summer School

Program Report

Program Overview

Through a grant from First Things First, Salt River Elementary Schools offered a four-week summer program for students who are enrolled to attend kindergarten at Salt River Elementary in the fall. Our goal was to offer service to 30 students. We were able to place 26 students; 12 students and 14 students in each of two classes with a teacher, and two instructional assistants in each class. Additionally, a WIA student worker assisted both classes as needed and was paid with WIA workforce funding.

To recruit students, flyers were posted and sent to ECEC and Salt River Elementary School. Flyers and applications were also given at kindergarten round-up offered at ECEC. Flyers and posters were posted at the community buildings in Lehi and Salt River; at the Lehi Boys and Girls Club, community recreation building, television loop at Community buildings, health clinic, as well as mailboxes at the community housing areas.

Recruitment

I began with four names from a list gathered at the community Easter celebration. I also received a list of six students from ECEC's waiting list. I also gave ECEC family advocates flyers to hand to families they came in contact with. Child Find was also given flyers at the community's education fair. I called all families and delivered applications as needed. Applications began arriving sporadically and their names were added to the list up until the first day of school. A total of 26 completed applications were received. One of which withdrew their application before the program began and his parents chose to send them directly to the kindergarten summer school program instead. One and a half weeks into June, this student ended up re-applying to the pre-K program and started on June 12. All students with completed applications were accepted to the program.

Twenty-two students started the first day. Two students began the second day, one student began on the third day and one began seven days into the program. A total of nine students did not have any pre-k experience and 17 students had some pre-K experience, three of those with an identified special need. Twenty-four students completed the program.

School Readiness

Children were introduced to the school environment. Field trips were included in the lesson plans each week and had an academic focus. We took students to the Lehi Aquatics Centers once per week for the last three weeks, where we worked on gross motor skill development. The students worked on floating, blowing air out of their mouths, taking a breath before going underwater, kicking,

and arm strokes. Several children learned to hold their breath and were demonstrating early swimming skills.

Children learned to follow school routines for lining up, getting lunch, raising their hand, bathroom procedures, drinking from the fountain, how to stack chairs and clean up after themselves. Children interacted with classmates to build social skills for later school success. Students were exposed to a variety of school readiness activities including: singing; listening for details in stories; counting; making patterns; identifying colors; letters, numbers; and shapes. We worked with them daily on identifying and writing their name.

A total of seven students learned to write their first name. One student learned eight new uppercase letters, and seven new lower-case letters. Another student learned four new shapes and counted to 13, whereas she could only count to three at pre-assessment. The average points gained on the assessment scale was 14.5. Twenty-two students took the student survey. They were asked eight yes/no questions about their like/dislike of school. Of those 176 questions, 175 were answered favorably.

Parent/Family Interaction

Parents were asked to bring their child to the cafeteria the first day of school to answer any questions they may still have. Parents of those that started late underwent a brief checklist orientation sheet with Mrs. Nelson prior to leaving their child for the day. We were able to meet all the parents/guardians personally. We sent home notes, reminders, calendars, and made phone calls throughout the program as well as talked to parents that dropped or picked up their child in the office to keep parents informed. We documented interaction in the parent communication logs. We also sent home student's work and progress reports that communicated their child's progress in the areas of attendance, behavior, classwork, participation, as well as general comments regarding their child's progress.

All fieldtrips had parent volunteers, with a total of 19 attending. Parents seemed very satisfied with their child's participation in the program. Thirteen parent surveys were returned. The surveys gave seven positive statements that parents could *agree*, *somewhat agree*, or *disagree* with. Of the 91 questions answered, 87 were answered *agree*, four were answered *somewhat agree*, and none were answered *disagree*.

Highlights

We were very pleased to have a visit from Nadine Basha of First Things First, wife of the late Eddie Basha. She read the story "*Baby Beluga*," sang songs, and the students found out her likes and dislikes. Many members of the community and education department also arrived for the visit including SRPMIC President Diane Enos, SRPMIC Vice-President Martin Harvier, Salt River Elementary School Principal Jacque Bradley, and the community's newspaper representative.

We had health topics covered by Mary Lynn Marshburn, a health educator within the community. She spoke with students about the importance of eating healthy foods, exercise, and tooth-brushing. She spoke with the students as a whole group and then gave them a follow-up activity where they could demonstrate their comprehension of the topic.

We were also very pleased that we were able to take fieldtrips that were either free or cost-friendly. The Lehi Aquatics Center was very accommodating and offered a safe and fun environment for our students. The trip to the Salt River Wetlands was also a great experience. The students were able to gain a sense of their surroundings and participate in many science-oriented activities. The trip to the Salt River Fire Department was also very informative and fun for the students. The firefighters spoke to the students about fire and water safety and also toured the station as well as the first response vehicles!

Program Summary

Overall, the pre-k program was successful. Twenty-six students enrolled in the program. Twenty-four of the students completed the program. Two students were withdrawn (one by parent choice, and the other due to protective services working with student for summer). We had nine students with perfect attendance. The overall attendance rate was 92% which I think is very good for the summer months. The majority of students maintained or increased either academically or socially during the month of school. Students are now able to demonstrate proper school readiness procedures (lining-up, bathroom, water breaks, sitting at carpet/table, raising hand, and following school expectations) with few to no reminders.

Students that cried at drop-off during the first week of school no longer cry when dropped off. Twenty-six families had a jumpstart on enrolling their child for kindergarten. Twenty-one students can write their first name and 6 students can write their last name. We sang, laughed, and learned together.

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

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

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-RC021-13-0514-01 / Salt River Pima-Maricopa Indian Community	Quarterly Data Submission Status*		3	3	3	3	
	Number of food boxes distributed	400	121	112	86	155	474
	Number of families who received food boxes		121	78	62	95	
	Number of children (0-5 yrs) in families who received food boxes		218	143	108	183	
	Number of families who received other items		121	79	62	95	
	Number of children (0-5 yrs) in families who received other items		218	143	108	183	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community Fiscal Year: 2013

Mental Health Consultation

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-13-0344-01 / Southwest Human Development	Quarterly Data Submission Status*		3	3	3	3	
	Number of Center based providers served	1	1	1	1	1	1
	Number of home based providers served	0	0	0	0	0	0
	Center based providers: Number of children served at the end of the quarter		64	91	100	139	
	Center based providers: Number of positive behavior support plans implemented		0	37	0	0	
	Center based providers: Number of children referred to Mental Health Services/Clinical Assessment Services		0	0	0	0	
	Center based providers: Number of families referred to Mental Health Services/Clinical Assessment Services		0	0	0	0	
	Center based providers: Number of directors referred to other services		0	0	0	0	
	Center based providers: Number of teachers referred to other services		0	0	0	0	
	Home based providers: Number of children served at the end of the quarter		0	0	0	0	
	Home based providers: Number of positive behavior support plans implemented		0	0	0	0	
	Home based providers: Number of children referred to Mental Health Services/Clinical Assessment Services		0	0	0	0	
	Home based providers: Number of families referred to Mental Health Services/Clinical Assessment Services		0	0	0	0	
	Home based providers: Number of directors referred to other services		0	0	0	0	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Home based providers: Number of teachers referred to other services		0	0	0	0
Number of smart support consultants (serving center and homes) participating in continuing education		0	0	0	0
Number of mental health consultants employed		0	0	0	0
Number of tuition reimbursements distributed		0	0	0	0
Number of recipients receiving scholarships		0	0	0	0
Number of training sessions conducted		0	0	0	0
Number of participants attended		0	0	0	0

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community Fiscal Year: 2013

Parent Education Community-Based Training

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC021-11-0250-01-Y3 / Salt River Pima-Maricopa Indian Community	Quarterly Data Submission Status*		3	3	3	3	
	Number of trainings conducted		6	41	40	40	
	Number of adults attended	1698	116	452	379	202	1149
	Average attendance per training session		19.3	11.0	9.5	5.1	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Pre-Kindergarten Scholarships

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC021-13-0542-01 / Salt River Pima-Maricopa Indian Community	Quarterly Data Submission Status*		3	3	3	3	
	Number of school district pre-k sites (public) receiving support	0		0	0	0	0
	Number of school district pre-k sites (public) at the end of the quarter (subtracting disenrolled)			0	0	0	
	Number of private/public community partner pre-k sites receiving support	1	1	1	1	1	1
	Number of private/public community partner pre-k sites at the end of the quarter (subtracting disenrolled)		1	1	1	0	
	Number of preschoolers enrolled in school district pre-k sites (public)			0	0	0	
	Number of preschoolers enrolled in private/public community partner pre-k sites		16	17	18	19	
	Number of FTF funded pre-k children	17	16	17	18	19	19
	Number of preschoolers in school district pre-k sites (public) at the end of the quarter (subtracting disenrolled)			0	0	0	
	Number of preschoolers in private/public community partner pre-k sites at the end of the quarter (subtracting disenrolled)		16	17	16	1	
	Total number preschooler school district slots filled						
	Total number preschooler community partner slots filled		16	17	17	0	
	Total number preschooler school district slots vacant						
	Total number preschooler community partner slots vacant		1	0	1	0	
	Number of preschoolers with special needs enrolled in school district pre-k sites (public)			0	0	0	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

	Number of preschoolers with special needs enrolled in private/public community partner pre-k sites		3	3	3	7	
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Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Reach Out And Read - 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
FTF-MULTI-13-0401-01 / American Academy of Pediatrics - AZ Chapter	Quarterly Data Submission Status*		3	3	3	3	
	Number of practices newly participating in Reach Out and Read program		0	0	0	0	
	Number of participating practices	0	0	0	0	0	0
	Number of practices at the end of the quarter (subtracting discontinued)		0	0	0	0	
	Number of physicians newly participating in Reach Out and Read program		0	0	0	0	
	Number of participating physicians		0	0	0	0	
	Number of participating physicians at the end of the quarter (subtracting discontinued)		0	0	0	0	
	Number of books distributed	450	111	123	123	123	480
	Number of physicians offices/clinics who discontinued participation during current month - Disenrolled		0	0	0	0	
	Number of physicians/practitioners who discontinued participation during current month - Disenrolled		0	0	0	0	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

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 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	1	1	
	CDA Credentials Completed Contract to Date		3	3	3	3	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	1	1	
	CDA Credentials Completed		1	1	1	1	
	BA Degrees Completed		0	0	0	0	
	AA Credits Completed		0	3	10	16	
	AA Contracts Completed		0	0	0	1	
	AA Withdrawn		0	0	0	0	
	AA Contracts Initiated		0	0	0	0	
	AA Scholarships Awarded		2	5	3	2	
	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	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

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		2	5	3	2
Quality First Facilities with Current T.E.A.C.H. Scholars		1	1	1	1
Quality First Facilities with T.E.A.C.H. Scholars Awarded		1	1	1	1
AA Applications Pending		1	2	2	2
T.E.A.C.H. Scholar Turnover		0.0%	0.0%	0.0%	0.0%

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

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 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0	0	
	CDA Credentials Completed Contract to Date		1	1	1	1	
	BA Degrees Completed Contract to Date		0	0	0	0	
	AA Degrees Completed		0	0	0	0	
	CDA Credentials Completed		1	1	1	1	
	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	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

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	5	0	0	0	0	0
T.E.A.C.H. Scholar Turnover		0.0%	0.0%	0.0%	0.0%	

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Data Reports by Regional Partnership Council

Council: Salt River Pima Maricopa Indian Community **Fiscal Year:** 2013

Summer Transition to Kindergarten

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-RC021-13-0542-01 / Salt River Pima-Maricopa Indian Community	Quarterly Data Submission Status*		3	3	3	3	
	Number Of preschoolers newly enrolled		0	0	0	26	
	Number of preschoolers served		0	0	0	26	
	Number of preschoolers at the end of the quarter (subtracting disenrolled)		0	0	0	24	
	Number of sites with FTF funded preschoolers		0	1	0	1	
	Number of classrooms with FTF funded preschoolers		0	0	0	2	
	Number of information/education sessions conducted		0	0	0	1	
	Number of adults attended		0	0	0	26	



Arizona Early Childhood Development & Health
Salt River Pima-Maricopa Indian Community
Governance Policy Manual

P R E F A C E

This document, initially adopted by the Salt River Pima-Maricopa Indian Community Regional Council on June 19, 2008, and updated periodically thereafter, constitutes the complete and official body of policies for the governance and operation of the Maricopa Northeast Regional Partnership Regional Council.

DISCLAIMER

ALL POLICIES FOUND IN THIS GOVERNANCE POLICY MANUAL ARE SUBJECT TO CHANGE FROM TIME TO TIME AS APPROVED BY THE REGIONAL PARTNERSHIP REGIONAL COUNCIL. THE FIRST THINGS FIRST REGIONAL OFFICE DISSEMINATES HARD COPIES OF ADDITIONS/REVISIONS NOT MORE THAN TWICE EACH YEAR.

THE WEB COPY, LOCATED AT [HTTP://WWW.AZECDH.GOV](http://www.azecdh.gov) IS UPDATED AS NEEDED FOLLOWING APPROVAL BY THE REGIONAL PARTNERSHIP REGIONAL COUNCIL. PRIOR TO ACTING IN RELIANCE UPON A SPECIFIC REGIONAL COUNCIL POLICY AS IT APPEARS IN ANY COPY OF THE GOVERNANCE POLICY MANUAL, PLEASE CHECK TO MAKE SURE THAT THE REGIONAL COUNCIL HAS NOT RECENTLY APPROVED ANY ADDITIONS OR REVISIONS TO THAT SPECIFIC POLICY.

Contact Us:
First Things First
Salt River Pima-Maricopa Indian Community Partnership Regional Council
1921 S. Alma School Rd, Suite 111
Mesa, Arizona 85210
602-771-4986
Fax: 480-755-2261
Contact Yolanda Y. Adams
Yolanda.adams@azecdh.gov

1-101 Organization, Authority and Location

The Salt River Pima-Maricopa Indian Community Partnership Regional Council (herein “the Regional Council”) is established as a result of a ballot initiative, Proposition 203, which was approved by voters in November 2006. The purpose, authority, powers and duties of the Regional Council are included in A.R.S. Title 8, Chapter 13 as well as in other statutes and laws of the State of Arizona. The Regional Council is appointed by the Arizona Early Childhood Development and Health Board and assisted in the performance of its duties by staff employees known as the First Things First Staff. The Salt River Pima-Maricopa Indian Community Regional Office is located at 1921 S. Alma School Rd, Suite 111, Mesa, Arizona 85210. The office is maintained by the Regional Staff.

1-102 Departure from Regional Council Policy

- A. Persons desiring to depart from the policies adopted by the Regional Council shall submit a request in writing to the Chairperson of the Regional Council
- B. No departure from Regional Council policy shall be permitted without the approval of the Regional Council

1-103 Meetings of the Regional Council

The Regional Council shall adopt a calendar of regular meetings of the Regional Council prior to the beginning of each fiscal year. The Chairperson or any four members of the Regional Council may at any time call a special meeting of the Regional Council.

A majority of the membership of the Regional Council shall constitute a quorum for the transaction of business at any meeting of the Regional Council, but a number less than a quorum may adjourn from time to time. Regional Council members may participate at any meeting in person, by teleconference and/or by videoconference provided that all members may hear one another.

Public notice of all meetings of the Regional Council shall be provided in accordance with the requirements of law. In addition, written notice shall be provided to each member of the Regional Council. All notices required by this policy shall at least specify the time, date and place of the meeting.

Written notice of any regular meeting of the Regional Council, plus the agenda and all material relating to agenda items, shall be transmitted to each member of the Regional Council at each member’s last known place of residence or other designated address by the quickest and most reliable method at least ten days prior to the date of such meeting. Amendments to the agenda and additional supporting materials, not previously available, shall be transmitted at least three days prior to the scheduled meeting. Except with the approval of three-fourths of the voting members in attendance at a meeting, and if permitted by law, no action shall be taken by the Regional Council on any matter where material is not timely submitted in accordance with this policy.

Special meetings may be held upon such notice to the members of the Regional Council as is appropriate to the circumstances and upon such public notice as is required by law. Special meetings may be held by teleconference and/or videoconference. All material relating to special meeting agenda items shall be transmitted to each member of the Regional Council as far in advance of the meeting as possible.

1-104 Meeting Procedures

The rules contained in the current edition of Robert’s Rules of Order Newly Revised (available online at <http://www.rulesonline.com/>) shall govern the deliberations of the Regional Council in all cases to which they are applicable and in which they are not inconsistent with these Regional Council policies and special rules of order the Regional Council may adopt, and with any applicable statutes.

The order of business for any regular meeting of the Regional Council shall be in accordance with the written agenda prepared for the meeting. Such agenda shall provide for both an executive session and open session in accordance with requirements of law. The open session portion of the agenda shall provide at least for the following:

1. Call to order
2. Call to the public
3. Approval of minutes of prior regular or special meetings if not included on consent agenda
4. Adoption of all consent agenda items
5. Matters presented by the chairs of standing committees of the Regional Council
6. Reports, if any, from ad hoc or special committees appointed by the Regional Council
7. Matters presented by the First Things First Regional Coordinator
8. Announcements and adjournment

Routine matters listed in the open session portion of the agenda for a regular meeting of the Regional Council may be grouped together and decided by the Regional Council without discussion or debate. Such matters shall be designated as “Consent Agenda Items.” Any member of the Regional Council may request discussion or debate on any individual item listed as a Consent Agenda Item, and the matter shall be considered and decided separately at such time in the meeting as may be directed by the Chairperson.

During the course of any regular meeting of the Regional Council, the Chairperson shall act as presiding officer and all motions shall be directed to the Chairperson. However, the Chairperson may delegate to the chair of each respective standing committee the responsibility for chairing discussion of items presented to the Regional Council by that chairperson. Whenever a matter before the Regional Council is deferred for further discussion, the Chairperson may assign the matter to an appropriate committee, schedule the matter for further consideration at a future meeting of the Regional Council, or take other appropriate action, and may otherwise direct the Regional Staff with respect to the matter.

All meetings of the Regional Council are open to the public except for executive sessions. The Regional Council reserves the right, however, to maintain order to prevent interference by any member or members of the public with the conduct of its meetings.

1-105 Call to the Public Procedure

During each Regional Council meeting, the Regional Council conducts a “Call to the Public” when members of the public may address the Regional Council. Speakers who wish to address the Regional Council:

1. Must turn in a signed request (using the form provided at the Regional Council meeting) to the Regional Coordinator. Any written materials for the Regional Council should be included with this request.
2. Are given up to three minutes to make their remarks.

The following priority will be given to speakers during “Call to the Public”:

1. Matters scheduled on the same meeting’s agenda.
2. Other matters; presenters who haven’t address the Regional Council in the previous two months.
3. Other matters: presenters who have addressed the Regional Council in the previous two months.

The Regional Council retains its prerogative to:

1. Refuse to hear comments on a specific issue if a public comment session has been held on the issue.
2. Limit the time or the number of speakers on the same issue.
3. Refuse to have letters read *on behalf of other individuals*.

If speakers have comments that are too long for the time allowed, or if members of the public would like materials distributed to the Regional Council, written materials may be provided to the Regional Coordinator. All written materials are distributed to and given consideration by the Regional Council.

Because of the diversity of issues presented during “Call to the Public,” Regional Council members generally do not respond to speakers during this comment period. The speaker’s concerns are recorded and may be referred to the appropriate staff for follow-up. The Regional Council is informed of the outcomes of the staff efforts to respond to the speaker’s concerns.

1-106 Minutes of Meetings of the Regional Council

Minutes of all meetings of the Regional Council shall be created and maintained in accordance with the requirements of law. The Regional Council may incorporate by reference into its minutes lists of staff changes, reports, lists of budget information, formal written resolutions and other material of similar import, and such material shall be maintained in a permanent file to be designated as the “Salt River Pima-Maricopa Indian Community Regional Partnership Regional Council’s Documents File,” which shall be kept in the custody of the Regional Coordinator and available for ready reference.

Each member of the Regional Council shall be furnished with copies of the minutes of the open session portion of each regular and special meeting of the Regional Council. Members of the Regional Council shall be furnished with copies of the minutes of the executive session portion of any meeting of the Regional Council for the purpose of approving those minutes, after which all copies shall be returned to the Regional Coordinator.

All minutes of the open session portion of any meeting of the Regional Council shall be open to public inspection during regular business hours at the First Things First Regional Office located at 1921 E. Alma School Road, Suite 111, Mesa, Arizona 85210. Minutes of executive sessions shall be kept confidential except from members of the Regional Council or as otherwise required by law. Copies of minutes or excerpts from any minutes of the open session portion of any Regional Council meeting or from any executive session, if the law permits such disclosure, may be furnished by the Regional Coordinator. If such minutes have not yet been approved by the Regional Council, they shall be marked “Draft.”

1-107 Committees and Subcommittees

The Regional Council may establish and maintain standing committees composed of members of the Regional Council appointed by the Chairperson. The Chairperson will serve as an ex officio member of all standing committees.

Standing Committees may meet either apart from regular meetings of the Regional Council and provide a report to the Regional Council of business conducted, or may meet as a committee of the whole during the course of a regular Regional Council meeting. All members of the Regional Council attending a standing committee meeting are eligible for voting on standing committee matters.

The Chairperson of the Regional Council may establish such other ad hoc or special committees as the Chairperson deems necessary or advisable. The Chairperson shall appoint the membership of such committees, which may, but need not, include members of the Regional Council, and shall designate the matters to be considered by said committees. All such committees shall act as advisory bodies to the Regional Council and report their recommendations to the Regional Council.

All such standing, ad hoc or special committees shall hold and conduct their meetings in accordance with requirements of law. The chair of each such committee shall be its presiding officer and shall set the time, date and place of the meetings.

The Executive Committee shall be a standing committee of the Regional Council. Its members shall include the Chairperson, Vice-Chairperson and the chairs of any other Standing Committees established by the Regional Council. Unless otherwise directed by the Chairperson, the Chairperson will preside of the Executive Committee. If the law permits, the Regional Council may delegate a specific decision-making authority to the Executive Committee from time to time. In addition, if a matter is deemed to be urgent by the Chairperson, the Executive Committee may be convened for specific decision-making, subject to adoption at a subsequent regular meeting of the Regional Council.

1-108 Regional Council Officers and Their Duties

At the first regular meeting of the Regional Council following July 1 of each fiscal year beginning in 2008, the Regional Council shall elect a Chairperson and Vice-Chairperson from among the appointed members to serve for the ensuing fiscal year beginning July 1, who shall hold office for twelve months and until successors are duly elected. The election shall be by ballot.

In the absence of good reason to the contrary, it shall be the Policy of the Regional Council, in nominating members to serve as its Chairperson and Vice Chairperson, to nominate members who have previously served as a member of the executive committee to help ensure greater past experience on the Regional Council. Notwithstanding the previously stated preference for experience, the Regional Council may nominate any appointed member for its Chairperson and Vice-Chairperson. A majority vote of the appointed members of the Regional Council shall be required to elect.

It shall be the duty of the Chairperson to preside over the meetings of the Regional Council, to call meetings as herein provided, to serve as an ex officio member of all committees of the Regional Council, and to perform such other duties as are set forth in these policies or as shall be vested in the Chairperson.

It shall be the duty of the Vice-Chairperson to assume the duties of the Chairperson in the absence of the Chairperson. The Vice-Chairperson does not automatically succeed the Chairperson. Both the Chairperson and the Vice-Chairperson are eligible for reelection.

1-109 Communications To or From the Regional Council

First Things First Salt River Pima-Maricopa Indian Community (SRP-MIC) Regional Partnership Council believes that maintaining open communication and trust between the Salt River Pima-Maricopa Indian Community Tribal Council is very important. The SRP-MIC Regional Partnership Council is committed to submitting a written report to Tribal Council on a quarterly basis and is willing to make an appearance upon request. SRP-MIC Regional Partnership Council Chair, Vice Chair or any Council Member designated by the Chair will attend Tribal Council meetings as requested by the Tribal Council.

SRP-MIC Regional Partnership Council will communicate with all community entities, including the Education Board, the ECEC Policy Council and community members. To ensure communication SRP-MIC Regional Partnership Council will post meeting notices at:

1. First Things First web-site and at the regional office
2. And any other sites as designated by the Council

The SRP-MIC Regional Council meetings will provide community members and programs/services an update on what we are doing to improve services for the community youngest member's children 0-5 years old in the areas of health and development.

Communications from the Regional Council to members of the legislature, the press and the public should, whenever possible, be transmitted by and through the Chairperson of the Regional Council. Inquiries in regard to matters upon which the Regional Council has taken, or probably will take a position, should be referred to the Chairperson.

There will be cases when an individual member of the Regional Council will feel obligated to answer inquiries. In these cases, the member of the Regional Council expressing an opinion as to matters upon which the Regional Council has taken a position should support the position taken by the Regional Council or make it perfectly clear that he or she is expressing an opinion that has not been approved by the Regional Council.

1-110 Lobbying

The Regional Council recognizes and appreciates the privilege each individual in this State and nation has to express his or her opinion and to seek to make that opinion known to members of Congress, and State legislature. The Regional Council also recognizes the responsibilities with which it has been entrusted in connection with the operation of the early childhood development and health system and the advancement of early childhood development and health programs in the State of Arizona and recognizes that on occasion the interests of the Regional Council will not coincide with the interests of individual members of the Regional Council.

In approaching members of the State legislature or members of Congress, members of the Regional Council shall make every effort to indicate clearly that the position they take is an individual position or is the position of a group other than the Regional Council. In instances in which the Regional Council has taken an official position, the member endorsing a differing position shall make it clear to the legislative body that the Regional Council has endorsed a different or contrary position.

The members responsible for the disbursement or allocation of State funds shall determine prior to disbursement or allocation that such funds will not be used for purposes of influencing legislation unless such use receives specific authorization by the Regional Council.

Only the Chairperson of the Regional Council or his or her designated delegate shall speak for the Regional Council to members of the legislature in matters relating to policy. In responding to members of congress or State legislators, Regional Council members shall make every effort to accurately communicate official Regional Council positions. In matters for which the Regional Council hasn't taken an official position, Regional Council members should indicate clearly that the position they take is an individual position or is the position of a group other than the Regional Council.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual employees or Regional Council members but is an attempt only to separate the views of those individuals from positions which the Regional Council may take in attempting to discharge its responsibilities under the statutes of the State of Arizona.

1-111 Conflict Of Interest

Regional Council members and employees shall comply with the conflict of interest provisions of A.R.S. Title 38, Chapter 3, Article 8. These statutes set the minimum standards expected of public officers and employees who, in their official capacities, are faced with a decision or contract that might affect their direct or indirect pecuniary or proprietary interests or those of a relative. Section 38-503 provides in part:

Any public officer or employee of a public agency who has, or whose relative has, a substantial interest in any contract, sale, purchase or service to such public agency shall make known that interest in the official records of such public agency and shall refrain from voting upon or otherwise participating in any manner as an officer or employee in such contract, sale, purchase or service.

Any public officer or employee who has, or whose relative has, a substantial interest in any decision of a public agency shall make known such interest in the official records of such public agency and shall refrain from participating in any manner as an officer or employee in such decision.

Under this law, a Regional Council member or employee who has a conflict of interest must disclose the interest and refrain from participating in the matter. Regional Council members and employees may find guidance on this subject in the Arizona Agency Handbook, which is available on the Attorney General's website at http://www.azag.gov/Agency_Handbook/Agency_Handbook.html. Public officers and employees should review conflicts of interest matters not specifically addressed in the Handbook with their supervisors or legal counsel.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, no Regional Partnership Regional Council member shall vote on, or participate in the discussion of, any grant proposal in which any entity by which they are employed or on whose Regional Council they serve has a substantial interest, as defined by Section 38-502.

Furthermore, in accordance with A.R.S. Section 8-1191(C)(5), Regional Council members are specifically prohibited from having a substantial interest in the provision of early childhood education services as defined by Section 38-502.

In addition to complying with the conflict of interest provisions of Title 38, Chapter 3, Article 8, all Regional Council members and employees shall complete a Conflict of Interest Statement upon adoption of this policy and annually thereafter on a form to be provided by the central office staff. These forms will be reviewed by the First Things First Executive Director and legal counsel for resolution or

mitigation of potential conflicts of interest. Any potential conflicts of interest that cannot be resolved or mitigated satisfactorily will be placed on the Early Childhood Development and Health Board's upcoming agenda for disclosure purposes and to help ensure compliance with the conflict of interest laws. In addition, the Executive Director will prepare a summary report of the Conflict of Interest Statements filed each year for Regional Council review.

The Conflict of Interest Statement prepared annually by the Executive Director will be reviewed by the Regional Council.

1-112 Amendments

These policies shall not be added to, amended, or repealed except at a meeting of the Regional Council and by public vote of a majority of all voting members of the Regional Council. Any proposed addition, deletion, or amendment shall be filed with the Regional Coordinator, in writing, at least ten days before such meeting, and it shall be the duty of the Regional Coordinator to promptly distribute a copy to each member of the Regional Council.

Amendments to Regional Council policy will require a two-step process to adopt: 1) the draft policy change will receive a *first reading* at a public meeting, during which Regional Council members may discuss the draft amendment and request that staff make changes as deemed appropriate (a vote to adopt is not taken at this stage) and 2) the draft policy change will receive a *second reading* at a subsequent public meeting during which the Regional Council may direct staff to make further changes or may vote its adoption.

Adopted June 19, 2008