



FIRST THINGS FIRST

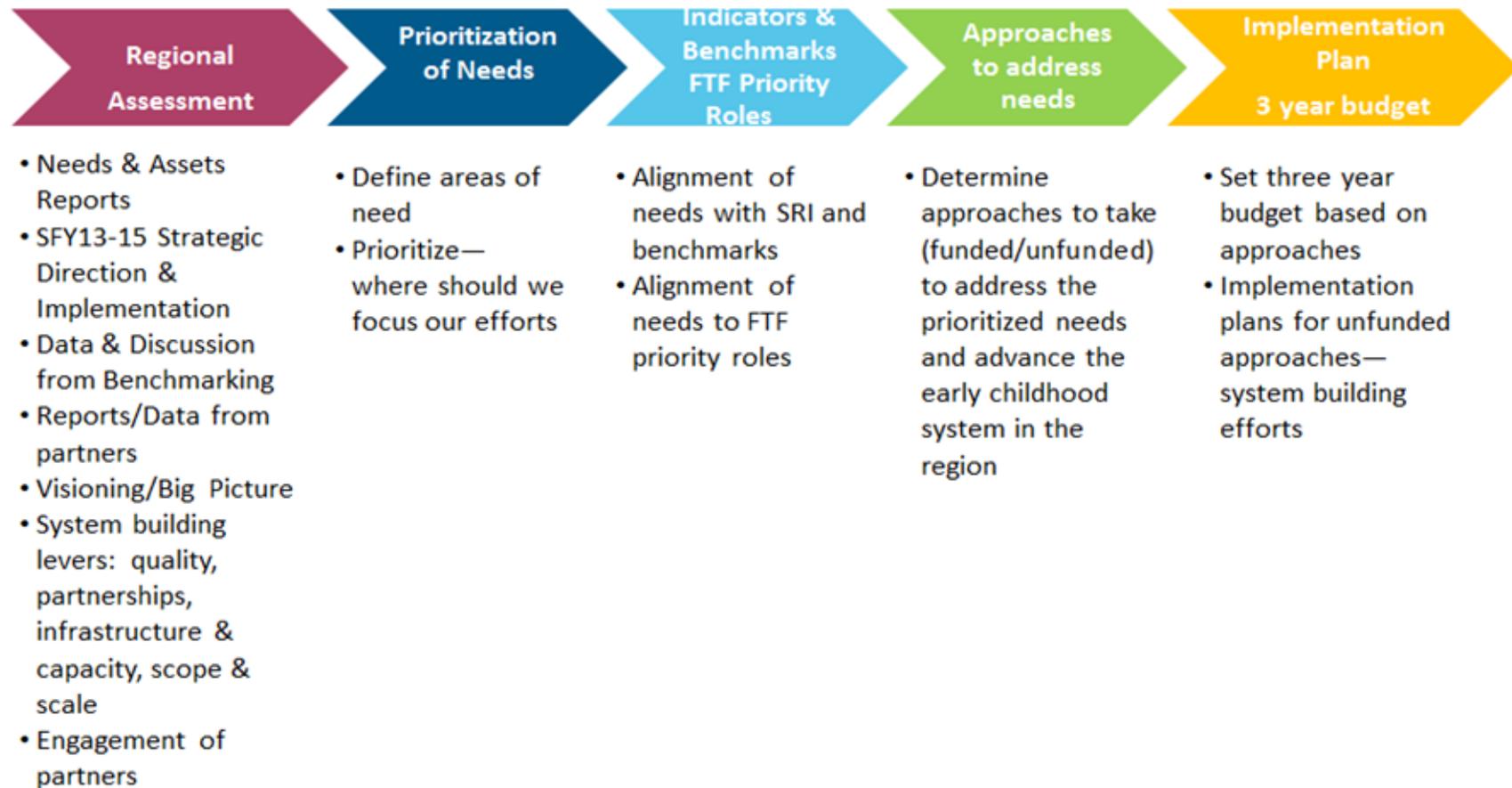
Ready for School. Set for Life.

Gila River Indian Community Regional Partnership Council

AGENDA ITEM	SFY16-18 Strategic Planning <ol style="list-style-type: none">a. Review of FTF Gila River SFY16-18 Regional Prioritiesb. Review of SFY 2016-2018 funding plan Scenariosc. Review of Unfunded approaches to address Priorities
BACKGROUND:	As a part of the State Fiscal Year 2016-2018 strategic planning, the Regional Council must look at the impact of programs to include sustainability, expansion, infrastructure within the region, partnerships and collaborations to include non-funded strategies to build the Early Childhood System in the Gila River Indian Community.
RECOMMENDATION:	The Regional Director presents this as information to inform Regional Council decision making.



Strategic Planning Framework



**Gila River Indian Community Regional Council
Current Strategies and Descriptions**

Early Care and Education	Quality First	Evidence Informed	Expands the number of children who have access to high quality care and education, including learning materials that are developmentally appropriate, a curriculum focused on early literacy and teachers trained to work with infants, toddlers and preschoolers. Supports provided to early care and education centers and homes to improve the quality of programs, including: on-site coaching; program assessment; financial resources; teacher education scholarships; and consultants specializing in health and safety practices.
	Quality First Scholarships	Evidence Based	Helps low-income families afford a better educational beginning for their children. Provides scholarships to children to attend quality early care and education programs.
	Family, Friend and Neighbor Care	Evidence Informed	Improves the quality of care and education that children receive in unregulated child care homes. Supports provided to family, friend and neighbor caregivers include training and financial resources.
Professional Development	College Scholarships for Early Childhood Professionals	Evidence Informed	Provides access to higher education for the early childhood workforce working directly with or on behalf of young children birth through age five. The expected results of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce and supporting and increasing the quality of services provided to young children.
Family Support	Home Visitation	Evidence Based	Gives young children stronger, more supportive relationships with their parents through in-home services on a variety of topics, including parenting skills, early childhood development, literacy, etc. Connects parents with community resources to help them better support their child’s health and early learning. Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Connect families to resources to support their child’s health and early learning.
	Native Language Preservation	Promising Practice	Connects children in tribal communities to their native language and culture in the critical early years. Provides materials, awareness and outreach to promote native language and cultural acquisition for the young children of Tribal families.
	Parenting Education	Evidence Informed	Strengthens families with young children by providing voluntary classes in community-based settings. Provides classes on parenting, child development and problem-solving skills.
Evaluation	Statewide Evaluation		Statewide evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils, examples are baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.

Coordination	Children in Crisis (Court Teams)	Unfunded	Promotes children’s wellbeing and reduces recurrence of abuse and neglect. Assign multidisciplinary teams, led by superior court judges, to monitor case plans and supervise placement when a child 5 or younger is involved with the court system.
	Service Coordination	Unfunded	Strengthens and improves the coordination of services and programs for children 5 and younger. Through coordination and collaboration efforts, improves and streamlines processes including applications, service qualifications, service delivery and follow-up for families with young children. Reduces confusion and duplication for service providers and families.
Community Awareness	Community Awareness		Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities.

Evidence-Based

Validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.

Evidenced-Informed

Clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. A promising practice cannot be based on the evaluation of a program in only one setting, even if it has been done for many years in a community and everyone likes it.

Promising-Practice

Clearly articulated theory of change (logic model) with specified implementation and operational processes (activities) and program outcomes. A promising practice program is *informed* by at least one of the following:

- Evidence based practices of a similar program or service delivery system, but does not have complete fidelity to that model because of justifiable need to change factors such as staffing or written materials in order to adapt to geographic or cultural variation.
- A similar program or service delivery model that is generally accepted as appropriate for use with the target population to achieve the program outcomes but has yet to be established as evidence based.
- Culturally responsive practices that are known to contribute positively to program outcomes.

A promising practice must have no evidence that the program or service will cause any harm to recipients. Additionally, a promising practice program is committed to building evidence of program or service effectiveness through ongoing continuous quality improvement activities.

**Gila River Indian Community
Budget FY2015- FY2018 (Without Modifications)**

Allocations and Funding Sources	2015	2016	2017	2018
FY Allocation	\$549,098	\$537,193	\$537,193	\$537,193
Carry Forward From Previous Year	\$200,460	\$66,820	\$66,820	\$66,820
Total Regional Council Funds Available	\$749,558	\$604,013	\$604,013	\$604,013
Strategies	Proposed Allotment	Allotted	Allotted	Allotted
Home Visitation	\$150,000	\$150,000	\$150,000	\$150,000
Parent Education Community-Based Training	\$104,150	\$104,150	\$104,150	\$104,150
Family, Friends & Neighbors	\$50,000	\$50,000	\$50,000	\$50,000
Quality First	\$37,819	\$33,064	\$33,064	\$33,064
Quality First Academy				
Quality First Child Care Health Consultation Warmline				
Quality First Coaching & Incentives				
Quality First Inclusion Warmline				
Quality First Mental Health Consultation Warmline				
Quality First Warmline Triage				
Quality First Scholarships	\$260,091	\$260,091	\$260,091	\$260,091
Scholarships TEACH	\$12,436	\$12,436	\$12,436	\$12,436
Native Language Preservation	\$62,539	\$62,539	\$62,539	\$62,539
Conference Scholarships	\$10,000	\$10,000	\$10,000	\$10,000
Community Awareness	\$2,100	\$2,100	\$2,100	\$2,100
Media	-	-	-	-
Statewide Evaluation	\$37,531	\$28,762	\$28,762	\$28,762
Needs and Assets				
Total	\$726,666	\$713,142	\$713,142	\$713,142
Total Unallotted		(\$109,129)	(\$109,129)	(\$109,129)

**Gila River Indian Community
Budget FY2015- FY2018 (With Reductions)**

Allocations and Funding Sources	2015	2016	2017	2018
FY Allocation	\$549,098	\$537,193	\$537,193	\$537,193
Carry Forward From Previous Year	\$200,460	\$66,820	\$66,820	\$66,820
Total Regional Council Funds Available	\$749,558	\$604,013	\$604,013	\$604,013
Strategies	Proposed Allotment	Allotted	Allotted	Allotted
Home Visitation	\$150,000	\$150,000	\$150,000	\$150,000
Parent Education Community-Based Training	\$104,150	\$104,150	\$104,150	\$104,150
Family, Friends & Neighbors	\$50,000	-	-	-
Quality First (2 Sites)	\$37,819	\$33,064	\$33,064	\$33,064
Quality First Academy				
Quality First Child Care Health Consultation Warmline				
Quality First Coaching & Incentives				
Quality First Inclusion Warmline				
Quality First Mental Health Consultation Warmline				
Quality First Warmline Triage				
Quality First Scholarships	\$260,091	\$260,091	\$260,091	\$260,091
Scholarships TEACH	\$12,436	-	-	-
Native Language Preservation (Unfunded Strategy)	\$62,539	-	-	-
Conference Scholarships	\$10,000	-	-	-
Community Awareness (Unfunded Strategy)	\$2,100	-	-	-
Media	-	-	-	-
Statewide Evaluation	\$37,531	\$28,762	\$28,762	\$28,762
Needs and Assets				
Total	\$726,666	\$576,067	\$576,067	\$576,067
Total Unallotted		\$27,946	\$27,946	\$27,946

Gila River Indian Community
Budget FY2015- FY2018 (With Reductions and Quality First Addition)

Allocations and Funding Sources	2015	2016	2017	2018
FY Allocation	\$549,098	\$537,193	\$537,193	\$537,193
Carry Forward From Previous Year	\$200,460	\$66,820	\$66,820	\$66,820
Total Regional Council Funds Available	\$749,558	\$604,013	\$604,013	\$604,013
Strategies	Proposed Allotment	Allotted	Allotted	Allotted
Home Visitation	\$150,000	\$150,000	\$150,000	\$150,000
Parent Education Community-Based Training	\$104,150	\$104,150	\$104,150	\$104,150
Family, Friends & Neighbors	\$50,000	-	-	-
Quality First (3 Sites)	\$37,819	\$55,912	\$55,912	\$55,912
Quality First Academy				
Quality First Child Care Health Consultation Warmline				
Quality First Coaching & Incentives				
Quality First Inclusion Warmline				
Quality First Mental Health Consultation Warmline				
Quality First Warmline Triage				
Quality First Scholarships	\$260,091	\$260,091	\$260,091	\$260,091
Scholarships TEACH	\$12,436	-	-	-
Native Language Preservation (Unfunded Strategy)	\$62,539	-	-	-
Conference Scholarships	\$10,000	-	-	-
Community Awareness (Unfunded Strategy)	\$2,100	-	-	-
Media	-	-	-	-
Statewide Evaluation	\$37,531	\$28,762	\$28,762	\$28,762
Needs and Assets				
Total	\$726,666	\$598,915	\$598,915	\$598,915
Total Unallotted		\$5,098	\$5,098	\$5,098

Unfunded Approaches for SFY2016-SFY2018 - System Building Efforts

Consider the five “System Building Levers” below to frame thinking from a system building perspective and highlight opportunities to engage in partnerships and collaboration.

1. **Context:** Improving the political context surrounding a system to produce policy and funding changes to sustain it;
2. **Components:** Establishing high-performance programs and services within a system;
3. **Connections:** Creating strong and effective linkages across components of the early childhood system;
4. **Infrastructure:** Developing the supports systems needed to function effectively and with quality;
5. **Scale:** Ensuring a comprehensive system is available to as many people as possible.

Role of Regional Council:

1. **Leader:** Regional Council is responsible for bringing community members together to implement approach;
2. **Partner:** Regional Council co-convenes and facilitates with identified system partner(s) to implement the approach;
3. **Participant:** Regional Council is one of many community members involved in a community-based initiative.



Unfunded Approaches for SFY2016-SFY2018 - System Building Efforts

Priorities	Approach	Outcome	Role of the Council	Current and Potential System Partners to Engage	Timeline/Status
Family Support & Coordination	Connections/ Scope and Scale	<ul style="list-style-type: none"> • Partnership Building • Best Practice Discussions • Procedural Reviews based on what is best for 0-5 yr. olds known to the court • Department policy revisions/enhancements • Public Policy recommendations <p>Comprehensive support services enabling children and families to thrive.</p>	Leader	Children in Crisis Coalition: (Court Teams) Membership includes Health, Behavioral Health, Early Childhood, Early Intervention, Children’s Court, Prosecutors Office, Elders, Foster Parents, TSS/CPS and RPY, WIC.	August 2013 – June 2015 Ongoing
Family Support & Coordination	Connections/ Scope and Scale	<ul style="list-style-type: none"> • Partnership Building • Best Practice Discussions • Goal Setting for FS system • Reduce Duplication of Services • Address barriers as team • Build a strong Community of Practice 	Partner	Family Support Coalition Partner with MICHVE to coordinate and collaborate the Family support programs within the Gila River Indian Community Partners include: FACE, EECC, Public Health Nursing, Pediatrics Care coordinator, Baby Smarts (HV program) Baby Smarts (teen parent program), Head Start and Early Head Start, WIC, Genesis.	February 2014 Ongoing

Priorities	Approach	Outcome	Role of the Council	Current and Potential System Partners to Engage	Timeline/Status
Enhance Early Literacy Opportunities	Connections/ Components/ Infrastructure	Partner with the Ak-Chin Indian Community and Pinal County Libraries to enhance, build, and increase, early literacy programing within the Gila River Indian Community	Partner	GRIC Library, Tribal Education Department, Ak-Chin Library, Florence Library, Pinal County, Pinal Regional Council.	January, 2015- January - 2018 Ongoing
Early Childhood Investments (Awareness)	Context / Connections	Work in Partnership with Tribal Education Department increase attendance in early childhood programs which will lead to increased attendance in the K-12 system. (Truancy)	Partner		January, 2015- January - 2018 Ongoing
Early Childhood Investments (Awareness)	Context / Connections	Work in Partnership with Tribal Education Department to increase trainings (PD) around early childhood development for teachers, TSS, health professionals and community members.	Participant	GRIC Library, Tribal Education Department, Gila River Health Care	January, 2015- January - 2018 Ongoing

Priorities	Approach	Outcome	Role of the Council	Current and Potential System Partners to Engage	Timeline/Status
Health Connections	Connections/ Components/ Context	Work on the partnership with Gila River Health Care through regular reporting of early childhood data and information to the hospital leadership team and hospital board.	Partner	Hospital leadership team, Public Health nursing department, pediatric dentistry department and Prenatal department.	January, 2015- January - 2018 Ongoing
Access to Affordable High Quality Care	Context/ Scale/ Infrastructure	Seek private partnerships to expand access to early childhood programing in the Gila River Indian Community. Or Seek private partnerships to increase ECE programs access to Quality First enrollment in the Gila River Indian Community	Leader	Cemex, Fulton Homes, Sheraton Hotels, Diamond Backs, the Tribe	January, 2015- January - 2018 Ongoing