



**Arizona Early Childhood Development & Health Board
San Carlos Apache Regional Partnership Council
Regular Meeting Minutes of February 13, 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, February 13, 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 9:10 a.m.

Members Present:

Mary Bendle, April Noline, Vernon Poncho, Delphine Rodriguez, Flora Talas and Gilbert Patiño

Members Absent:

Mitch Hoffman and Michelle Antonio

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. There was no response.

Meeting Minutes

Chair Poncho presented the minutes from the January 9, 2014 Regular Meeting.

A motion was made by Member Patiño to accept the Regular Meeting as presented, seconded by Member Rodriguez. Motion carried 6-0.

SFY14 Grantee Financial Report

LaToya Beatty, Regional Director, gave an update of the SFY2014 grantee financial reports.

Regional Director's Report

Ms. Beatty briefly reviewed the report and provided updates to the Regional Council.

The Council lost quorum at 9:32 a.m., Member Talas stepped out of the room. Chair Poncho reconvened the meeting at 9:45 a.m.

System Building

Ms. Beatty led the Regional Council in a system building activity using the Habits of a System Thinker cards.

General Discussion Regional Partnership Council Members/Staff

Chair Poncho read a letter from Vice Chair Powell of the First Things First State Board thanking the Regional Council on their approved SFY15 funding plan.

Member Noline asked questions about the SFY15 Quality First changes regarding scholarships and incentives and how it will impact the region. She also asked for the history behind the council not funding Quality First Scholarships.

Announcements

Chair Poncho announced the next Regular Meeting to be held March 13, 2014 from 9:00 a.m. – 11:00 a.m. location to be determined. The Collaborative will hold a meeting March 26, 2014 from 10:00 a.m. – 12:00 p.m. at the San Carlos Unified School District Training Room.

Adjournment

Chair Poncho adjourned the meeting at 10:15 a.m.

SUBMITTED BY:

Vernon Poncho, Chair
San Carlos Apache Regional Partnership Council
Dated this 13th day of March 2014

LaToya Beatty, Regional Director
San Carlos Apache Regional Partnership Council
Dated this 13th day of March 2014

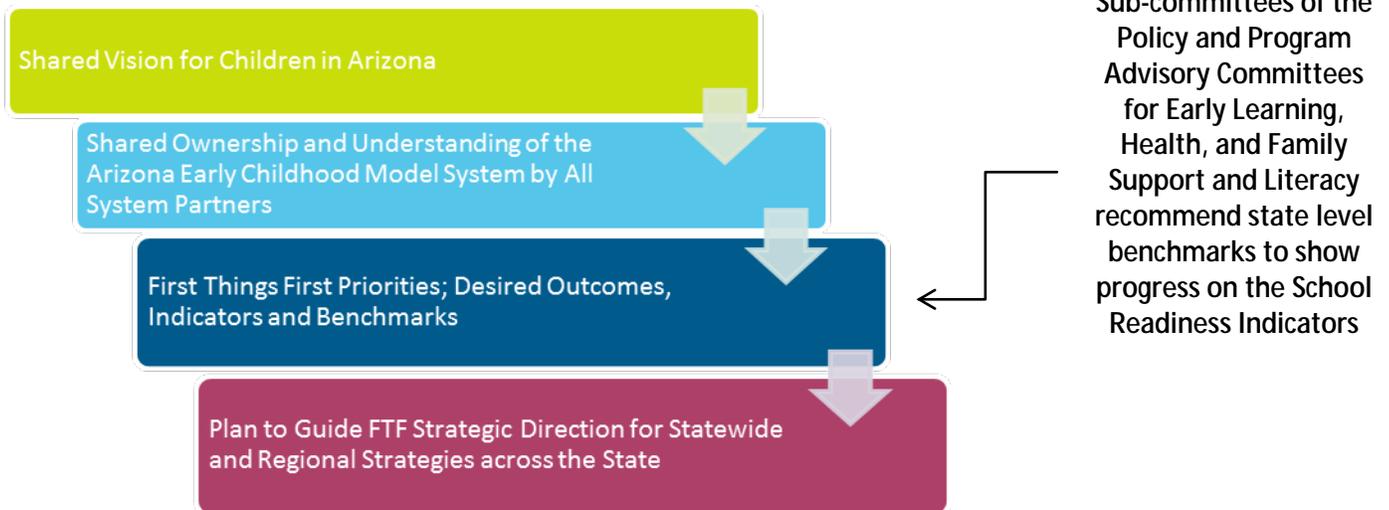


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Overview of State Level Benchmarks

Introduction

Achieving the mission of First Things First to ensure all young children arrive in kindergarten healthy and ready to succeed will require more than simply funding programs and services. It will take all partners, across the state, to own a common vision for young children in Arizona and a cross-sector commitment to ensure that vision is realized. As a key partner in the early childhood system, First Things First has reached a critical and exciting stage in our strategic planning with the recommendation of state level benchmarks that will allow us to track our progress toward achieving measureable and real long-term results for children.



The Arizona Early Childhood Taskforce, with members appointed in January 2010 by First Things First Board Chair, Steve Lynn, were charged with establishing a shared vision for all young children in our state, and conceiving a model system that could be embraced by all of Arizona's early childhood partners, including families, early educators, health providers, state agencies, tribes, advocacy and service delivery organizations, philanthropic, faith-based and business representatives and other stakeholders. The Task Force developed the vision for and elements of comprehensive model system, and recommended eight priority roles for First Things First, with the explicit understanding that First Things First is only one of many key partners that have an important role in building and sustaining the system.

In 2011, under the direction of First Things First Policy and Program Committee Chair, Dr. Pamela Powell, three Advisory Committees were convened in the areas of Early Learning, Health and Family Support and Literacy. The Advisory Committees are chartered to provide on-going early childhood expertise and make recommendations related to their content area to the First Things First Policy and Program Committee. Membership is geographically diverse and includes First Things First Regional Council members, content experts, and community partners. The work of these committees in 2011 focused on continuing the development of a strategic framework around the priority roles that will guide our work through 2020, and culminated in the recommendation of one additional priority role (Nutrition and Physical Activity) and 10 FTF School Readiness Indicators that provide a

comprehensive composite measure for young children as they prepare to enter kindergarten. (See page 5-6 for a table of the 10 School Readiness Indicators.)

FTF School Readiness Indicators were chosen to reflect the effectiveness of funding strategies and collaborations built across communities to improve the lives of children residing in the state of Arizona and improve their readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the Board in making informed priority decisions. Building on this framework in 2012, the Advisory Committees formed four sub-committees to recommend state level benchmarks for each School Readiness Indicator for the year 2020. These benchmarks provide First Things First with aspirational, yet achievable targets and will be monitored over time in order to determine progress in reaching systemic improvements for children and families.

State Level Benchmark Development

The Advisory Committees convened four ad hoc sub-committees to recommend state level benchmarks for specific indicators:

- Early Learning and Family Support (Indicators 1-4, 10)
- Developmental Screening (Indicators 5-6)
- Nutrition/Obesity Prevention and Well Child Visits (Indicators 7-8)
- Oral Health (Indicator 9)

Each sub-committee included Advisory Committee members, Regional Partnership Council members, tribal representatives, and content and data experts from state agencies and early childhood, education and health organizations. Professional facilitation for each sub-committee was provided by Leslie Anderson, Leslie Anderson Consulting, Inc., who was also the facilitator for the Early Learning and Health Advisory Committees during indicator development. All sub-committee meeting materials and summary notes that include lists of members are on the First Things First web site at: <http://azftf.gov/WhoWeAre/Board/Pages/BoardCommittees.aspx>.

Meeting in March and April 2012, sub-committee members identified appropriate data sources that could be used to track progress toward a benchmark. Sub-committees looked for the best data sources collected at the state level, in a significant population size, and that could be disaggregated to the regional, county, and/or community level. They also looked for data sources that could be collected regularly, either annually or every two to three years. For each School Readiness Indicator, sub-committees were asked to identify to the extent possible, the following for each state level benchmark:

- Reliable data source from which to set the benchmark
 - If the existing data required additional fields or more extensive data collection, then suggestions were made to indicate the need.
 - If no data existed, or data did exist, but additional information was required, then a key measure was identified for use until the time that sufficient data is available.
- Baseline measure (initial or current data used to establish the benchmark)
- Trend line or information that shows previous changes over time and is used to predict future progress

All sub-committee work and decision-making related to benchmarks was conducted in public open meetings, and final recommendations on benchmarks were informed by comments received in June 2012 at eight regional forums across the state attended by Regional Partnership Council members and the public.

Additional valuable comments on the benchmarks were received during a Tribal Consultation on Data and Evaluation requested by First Things First with tribal government leaders on August 1, 2012. Tribal leaders and their representatives stressed the importance of using culturally appropriate instruments and methods to collect data used to track progress on benchmarks; to be purposeful about the use of data; and to determine whether data sources are representative of all children enrolled and/or living in tribal communities.

State Level Benchmarks

The state level benchmarks will be used to monitor changes in large populations of children and families by using aggregated data at the state level to measure progress toward the benchmark target. A process to develop benchmarks for School Readiness Indicators prioritized by each Regional Council will begin in fall 2012, with recommendations forwarded to the Board in April 2014. Benchmark targets at the state level, as well as the regional level are recommended for the year 2020, which allows sufficient time to develop some of the data sources and collection methods that currently don't exist for tracking progress. The year 2020 also provides the time necessary to show significant systemic improvements for children and families.

Tracking progress on the benchmarks for the School Readiness Indicators is different from conducting a First Things First program or strategy evaluation, as the benchmarks measure more than just First Things First funded efforts and the population and system level. Indicators and benchmarks measure the collective efforts of all partners engaged in the early childhood system, but also will be used to guide First Things First planning at the state and regional level relative to our funding investment in strategies, and our efforts to impact cross-sector community collaborations and affect system policy changes with our partners to improve the lives of children and families. Monitoring progress toward achieving the benchmarks aligns with the recommendations made by the Early Childhood Research and Evaluation National Advisory Panel convened by the Board, and complements other First Things First evaluation and research efforts.

Information on benchmarks for the 10 School Readiness Indicators can be organized into three categories:

- A. Benchmarks with complete statewide data:
 - Indicator 6 – Children exiting special education to kindergarten regular education
 - Indicator 7 – Children at healthy body weight
 - Indicator 8 – Children receiving timely well-child visits
 - Indicator 9 – Children with untreated tooth decay
 - Indicator 10 – Families competent and confident about ability to support their child

The indicators directly related to health had the most complete and consistent statewide data sources available to determine benchmarks, although no data source collects data on all children in Arizona. It is recommended that we continue to investigate the use of additional data sources to include more Arizona child populations in the data to track progress.

- B. Benchmarks with baseline data collection just beginning:
 - Indicator 2 – Children enrolled in high quality early learning programs
 - Indicator 3 – Children with special needs/rights enrolled in high quality early learning programs
 - Indicator 4 – Families accessing affordable high quality early learning programs

Quality First Rating data will be used to track progress toward these recommended benchmarks, and actual numbers to complete the benchmark will be available when the baseline is established at the end of FY13 when a full set of Quality First Rating data is available.

- C. Benchmarks requiring further data development and decisions:
- Indicator 1 – Children demonstrating kindergarten readiness in developmental domains
 - Indicator 5 – Children with newly identified developmental delays in the kindergarten year

Benchmark recommendations for these indicators require further research on available data sources or development of new data collection systems, so recommendations will likely be forwarded for Board consideration in the next couple of years. Not surprisingly, these two indicators caused the most robust and passionate discussions and comments related to appropriate data collection instruments and methods; purpose of collecting data; possible misuse of data; and, difficulty in identifying and connecting multiple data sources. Data for Indicator 1 has not been collected before in Arizona in a systemic way, and measuring progress on kindergarten readiness presents an opportunity to engage multiple partners in this data discussion. Data for Indicator 5 is collected in varied settings, using different standards and methods, and First Things First is partnering with St. Luke's Health Initiative to fund an opportunity analysis on all aspects of the Arizona early intervention system for children birth to age five, including collection and availability of data.

Using Benchmarks in Strategic Planning Decisions and Implications

Tracking our progress toward achieving 2020 benchmarks for the 10 School Readiness Indicators provides the opportunity to sharply focus on priorities. These benchmarks should not be used punitively; rather they are critical tools that hold us accountable for progress toward system change to achieve real and measurable outcomes for children and families. Using the indicators and benchmarks to highlight levers for system development or change, and to instigate cross-sector partnerships and initiatives is as significant, and perhaps even more so, than using indicators and benchmarks only to inform funding decisions.

Regional Councils have inquired about the consequences of not achieving a designated benchmark on prioritized School Readiness Indicators, either in the short-term or long-term. First Things First staff is committed to providing as much support as requested and necessary to assist Regional Councils in achieving the progress results they have identified for their work in their community. Further policy discussions and decisions related to the development of regional level benchmarks beginning in fall 2012 must include specific discussion on this topic.

Implementation of Benchmarks

The Board approved final wording and statewide benchmarks for Indicators 2-4 and 6-10 on October 1, 2012. With that approval, First Things First has continued to convene and sought input from partners and stakeholders in carrying out the next steps as described below.

- Staff will work with the Board's Program and Policy Committee, the Early Learning, Health, and Family and Support and Literacy Advisory Committees and other partners to continue data research, finalize benchmark recommendations and plan for data collection methods and systems.
- First Things First will continue to work with all system stakeholders to develop a common policy agenda informed by tracking progress on benchmarks. This will include partnerships with the Governor, the legislature, tribal governments, state agencies, philanthropy, business and community stakeholders.
- Regional Councils will begin developing their recommended benchmarks for prioritized School Readiness Indicators in fall 2012, using the following timeline:

Timeline	Activity
August – December 2012	Knowledge and Understanding of Available Data
January – March 2013	Compile Data by Region
February-March 2013	Preparation by Regional Councils to set Benchmarks (Webinar series)
April – October 2013	Decisions on Benchmark Recommendation based on Phases of Work *Note: Some indicators extend beyond October 2013
November 2013 – February 2014	Solicit Public Feedback
February – March 2014	Finalize Recommendations
April 2014	Recommendations to Board

A reference table listing the 10 School Readiness Indicators and recommended benchmarks is shown below:

Approved School Readiness Indicators and Proposed State Level Benchmarks	
1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical	<i>Benchmark: It is anticipated that a benchmark for 2020 may be recommended in FY15 upon analysis of baseline data from an Arizona kindergarten developmental inventory.</i>
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars	<i>Benchmark: Increase by 20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</i>
3. #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars	<i>Benchmark: Increase by 20% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</i>

<p>4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars</p> <p><i>Benchmark: Maintain the #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars</i></p>
<p>5. % of children with newly identified developmental delays during the kindergarten year</p> <p><i>Benchmark: Indicator language and benchmark recommendations will be made in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.</i></p>
<p>6. #/% of children entering kindergarten exiting preschool special education to regular education</p> <p><i>Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education</i></p>
<p>7. #/% of children ages <u>2-4</u> at a healthy weight (Body Mass Index-BMI)</p> <p><i>Benchmark: 75% of children age 2-4 at a healthy weight (BMI)</i></p>
<p>8. #/% of children receiving <u>at least six well-child visits within the first 15 months of life</u></p> <p><i>Benchmark: 80% of children receiving <u>at least six well-child visits within the first 15 months of life</u></i></p>
<p>9. #/% of children age 5 with untreated tooth decay</p> <p><i>Benchmark: 32% of children age 5 with untreated tooth decay</i></p>
<p>10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being</p> <p><i>Benchmark: 73% of families report they are competent and confident about their ability to support their child's safety, health and well being</i></p>

School Readiness Indicators - Intent

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equal opportunity to be successful in school and close the achievement gap before kindergarten entry
Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs
Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase in the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs
Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs so family financial contribution is no higher than 10% of the regional median family income
Indicator #5:	% of children with newly identified developmental delays during the kindergarten year
Intent:	Increase the number of children who are screened and if appropriate, receive early intervention services for developmental delays before entering kindergarten
Indicator #6:	#/% of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year
Indicator #7:	#/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)
Intent:	Increase the number of children who maintain a healthy body weight
Indicator #8:	#/% of children receiving <i>at least six well child visits within the first 15 months of life</i>
Intent:	Increase the number of children with consistent well child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health
Indicator #9:	#/% of children age 5 with untreated tooth decay
Intent:	Increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay
Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child



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AGENDA ITEM: SFY14 Grantee Data and Narrative Reports – Quarter 2

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.



SFY14 Grantee Data and Narrative Reports Quarter 2

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

SFY14 Grantee Data and Narrative Reports Quarter 2

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				
	Number of repeat callers		0				
	Number of calls received (new and repeat)	0	1				1
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1				
	Number of new calls from other callers		0				
	Number of callers referred for follow-up service		0				
	Number of callers reporting receiving appropriate follow-up or service		0				



SFY14 Grantee Data and Narrative Reports Quarter 2

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*		1	1			
	Number of home based providers newly enrolled during the quarter		0	0			
	Number of home based providers served	10	0	0			0
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0			
	Number of children served		3	3			
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings		0	0			
	Number of providers trained in home based settings		0	0			
	Number of trainings conducted in community based settings		3	3			
	Number of providers trained in community based settings		4	4			

SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	Number of food boxes distributed	257	30	106			136
	Number of families who received food boxes		30	106			
	Number of children (0-5 yrs) in families who received food boxes		53	186			
	Number of families who received other items		30	28			
	Number of children (0-5 yrs) in families who received other items		38	43			



SFY14 Grantee Data and Narrative Reports Quarter 2

FTF Professional REWARDS*

* Source data issues, please contact grantee over discrepancies

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-13-0346-01-Y2 / Valley of the Sun United Way	Quarterly Data Submission Status*			1			
	Total Number of Applicants			22			
	Total number of Approved Scholars			22			
	Number of Incentive awards distributed	46		22			22
	Total Number of Scholars by REWARD Tiers:			22			
	Tier 2			1			
	Tier 3			1			
	Tier 4			5			
	Tier 5			4			
	Tier 6			8			
	Tier 8			3			

SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	Number of center based providers served		29	21			
	Number of home based providers served		0				
	Number of center and/or home based providers served	10	29	21			50
	Number of trainings conducted		8	3			
	Number of center based child care professionals attended trainings		89	63			
	Number of home based child care professionals attended trainings		0	0			
	Number of participating professionals	30	89	63			152
	Number of workshops conducted		6	1			
	Number of adults attended workshops		46	6			
	Number of books distributed to providers		0	0			
	Number of Navajo Nation bundles distributed to providers		0	0			
	Number of audio CDs distributed to providers		0	0			
	Number of DVDs/Videos distributed to providers		0	0			
	Number of other materials distributed to providers		89	63			
	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			

SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	Number of parent/family educational sessions conducted		0	0			
	Number of adults attending parent/family education sessions		0	0			
	Number of children (0-5yrs) attending parent/family education sessions		0	0			
	Number of community events conducted related to nutrition and physical activity, healthy living		3	2			
	Number of adults attending community events		250	8			
	Number of children (0-5yrs) attending community events		80	4			
	Number of provider educational sessions conducted		13	19			
	Number of professionals attending child care provider education sessions		41	60			
	Number of adults attended	150	291	68			359
	Number of children attended	150	80	4			84
	Number of community projects started during the quarter		0	0			
	Number of community projects completed during the quarter		0	0			



SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	Number of Spanish cases distributed		0	0			
	Number of cases distributed		0	0			
	Number of parent kits distributed		0	0			

SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	Number of books distributed	14436	1642	1742			3384
	Number of children receiving books		1642	1742			
	Number of children newly enrolled into book distribution program during the quarter		78	51			
	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			28
	Number of adults attending workshop		50	23			
	Number of events held	0					0
	Number of adults attending events						

SFY14 Grantee Data and Narrative Reports Quarter 2

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

SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		0	0			
	AA Contracts Completed		0	0			
	AA Withdrawn		0	0			
	AA Contracts Initiated		1	1			
	AA Scholarships Awarded		2	2			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			
	CDA Scholarships Withdrawn		0	0			
	CDA Contracts Initiated		0	0			
	CDA Scholarships Currently Awarded		1	1			



SFY14 Grantee Data and Narrative Reports Quarter 2

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



SFY14 Grantee Data and Narrative Reports Quarter 2

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			
	CDA Credentials Completed Contract to Date		0	0			
	BA Degrees Completed Contract to Date		0	0			
	AA Degrees Completed		0	0			
	CDA Credentials Completed		0	0			
	BA Degrees Completed		0	0			
	AA Credits Completed		0	0			
	AA Contracts Completed		0	0			
	AA Withdrawn		0	0			
	AA Contracts Initiated		0	0			
	AA Scholarships Awarded		0	0			
	BA Credits Completed		0	0			
	BA Contracts Completed		0	0			
	BA Withdrawn		0	0			
	BA Contracts Initiated		0	0			
	BA Scholarships Awarded		0	0			
	CDA Scholarships Withdrawn		0	0			
	CDA Contracts Initiated		0	0			
CDA Scholarships Currently Awarded		0	0				



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



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	Scholars Currently Receiving T.E.A.C.H. Scholarship	5	2	2			2
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Family, Friend and Neighbor Narrative Report

Program Implementation:

Activity	Target Audience	Frequency of Activity	Number Reached
Training Session	10	Monthly	3
Training Session	10	Monthly	2
Booth set up at local community event	10	1 time event	20
Training Session	10	Monthly	3
Community Outreach	10	1 time event	15
Retreat Presentation	10	1 time event	25

Specific outcomes achieved: More collaboration has been going on with various tribal departments

Staffing: Nothing to report at this time.

Barriers or other challenges: Recruiting volunteers to stick with the program. They are interested but are not consistent. Possibly do more outreach with them to keep them commit to the program.

Collaboration and communication: Collaboration is good with partners such as Social Services, CHR, and local health nurses.

Support and Additional Information: Problems logging into the PGMS website continues. They are constantly changing their password even when logging in on a regular basis.

Native Language Preservation Narrative Report

Program Implementation:

Activity	Target Audience	Frequency of Activity	Number Reached
October's Professional Development	Teachers, Providers & Staff of Gilson Wash, 7 Mile Wash, Gilson Wash & Child Readiness Program	Monthly	21
November's Professional Development	Child Readiness Program, Gilson Wash, 7 Mile Wash, Peridot Head Start Centers - Teachers, Providers & Staff	Monthly	24
November's Professional Development	Bylas Teachers, Providers & Staff	Monthly	8
December's Professional Development	Infant/Toddler/Pre-School/After School Teachers & Providers	Monthly	10



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Specific outcomes achieved: For the second quarterly report for this fiscal year for the months of October, November and December were successful in the professional development and collaboration area. Each week “curriculum specialist” went out to each centers of the program Head Start, Early Child Care and Readiness program to provide assisted in the language area and materials were distributed where it was needed. The outcome measurement in the data collections was only geared towards the teachers, providers and staff for professional development.

Other areas of the data reporting that wasn't measured are the outreach activities that we attended with the Readiness program and retention activities. We had several families willing to participate with our program as home-base participates in teaching the Apache language within their home. These families were very excited that we were able to come to their home and teach the Apache language to their children who were all under the age of five. Before we start entering their homes, we would like to meet with the children and their parents and allow them to get to know us. We strongly believe getting along and getting to know each other first is very important. Children will receive one on one on the Apache language, provide assisted with parent(s) with materials, and providers will deliver quality early care and education teaching. The community is consisting of over 14,000 (+) tribal members and numerous families are over income to have their children attend the Head Start program and many families are below the poverty level within our community. To which many children are home with their parents, child-care provider or placed in foster care center. We need to focus more in recruiting children who

We also had other retention activities and we weren't able to collect any data since these individuals that attended were out of range for the target we are currently collecting. We need to develop an action plan to develop strategies for recruitment of individuals or families who we can serve and who are in great interest of learning the Apache language within their home. The action plan can help us to manage the project of recruitment and maintain on the focus of the program which is preserving the Apache language.

For the 2nd quarterly report what we would like to share with our Regional Partnership Councils, Board of First Things First and the general public is with the new radio station KYAY 91.1 FM in San Carlos, we were able to record and share children's storytelling live on air. We received numerous positive remarks of our stories and we are now ready to share our stories on a CD for our community children. One of the goals we are working towards is searching for more children whom are interested in learning and speaking the Apache language. In addition to searching for more children to learn and speak the Apache language, we would like to work with a young child under the age of 5 to record and share over the radio and broadcast. The radio station tries to air our storytelling when the children are being bus home from school. Also, we will continue collaborating with the radio station and share more stories with them on air not only the storytelling but we are working on songs for the children that we would like to put on the CD's as well. The storytelling and songs will be available and placed in all classrooms of the Head Start and Child Care programs.

Also, we would like to recognize all the teachers and Providers in the Head Start, Child Care, and Child Readiness program for teaching the Apache Language to the children. The teachers are doing such an awesome job with their teaching skills and providing the children with our culture awareness. We have seen how the children are progressing with the language not only by learning but by interacting in dances and songs. Watching the children learning their Apache language and culture, we could see their expressions on their faces with big smiles, sense of belonging and learning about themselves by being an Apache. It's not easy teaching the Apache Language with all the tongue twist and pronunciation but we would like to acknowledge teachers and say Ahiyi'ee “thank you” for a wonderful job! We have received tremendous positive feedback from parents, teachers and the community of our Apache language program.

Another success we would like to share with our stakeholders is the curriculum book for our Head Start and Child Care is almost complete. We have presented the booklet to our tribal leaders for their approval but there's just few things that



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needed to be changed and they are simple pictures, they would like to see the community places, people and items to be used in the areas of the lesson plans. The curriculum should be completed by next month February 2014.

Another area we are currently working with is finding families within our community who is willing to open their doors to their home and teach the Apache language to their young children from birth to five year olds. It's going to be a challenge but we are working around families who are willing to give it a try and hopefully in the long run we can have some kind of incentives for these families.

Staffing: Overcoming limited number of staff and resources is challenging in rural communities. No model fits all organizations thus each group must determine ways to recruit and retain talented staff. This is particularly challenging in rural communities because each staff member often develops broad areas of expertise to fill multiple roles within the organization and can be difficult to replace.

Staff development for the new implementation plan for this year for the program activities has been very limited. We are currently working on developing a contract for another employee to assist with the Curriculum Specialist. He/she will work closely with Mrs. Moses in doing more research for the seasonal curriculum and assist with professional development for teachers, staff and providers. Our goal to staff development is to ensure improvement in staffing and organization effectiveness. As a process, staff development is ongoing and anchored in day to day work making it visible for all personnel functions of the program. Again, there are many goals that need to be established and what we want our learners to comprehend. Without the staffing of the implementation plan we will not be successful. The staff is very critical because there are many goals that need to be completed. We are hoping for this individual to start as soon as all the paper work is completed. We have one individual who volunteers for our program who is non-speaker but willing to learn and she has done an excellent job with her performance. We would like to see more individuals to volunteer and teach the children, especially the younger children in Day Care and Head Start program. We will continue to collaborate with our Elders Mentors program to assist us with our students.

We are overwhelmed with the entire request from the teachers, providers and staff of the centers that we are serving. Not only do we serve the Head Start, Child Care and Readiness program but we also serve the community of the San Carlos Apache tribe in the area of the Apache language. Therefore, the identification of staffing issues requires a full understanding of our objectives and plans as well as a mastery of the strategic staffing.

There are other components of the planning process of the staffing for the implementation plan but due to limited of funds we are not able to fulfill the request we are receiving. With only two individuals working on all the projects it makes things harder for us to complete the task. We also serve Bylas community but we are limited due to shortness of staff. At one point we were serving Ft. Thomas Unified School District for grades K to 6 in the language area but due to two staff employees' trying to make ends meet we had to stop serving the children especially the students in Kindergarten.

Barriers or other challenges: One of the barriers that we face is staffing for the program. Currently, we are two staff employees working with approximately 30 (+) teachers, providers and staff which is consist of the four (4) Head Start centers, two (2) Child-Care and two (2) Child's Readiness program. With the two staff working with these individuals it is a challenge but we try our best to work and collaborate with one another. We do have one other individual who volunteers her time with the program; she makes herself available for the program and puts in approximately 32 hours a week. She has done an excellent job with the program and she does help our secretary.



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Collaboration and communication: Our collaboration with our sister agencies is still continuing and expanding. Currently, our collaboration partners are still the same from the previous first quarterly report. They are Bylas Wellness Center, Bylas Administration, Bylas Recreation, Mt. Turnbull Academy, San Carlos Elders Mentors Program, Older Adult Center, San Carlos Elders Advisory Committee, Diabetes Program, Bylas and San Carlos Boys & Girls Club, San Carlos Readiness, San Carlos Family, Friends & Neighbors, San Carlos Early Child Care and San Carlos Head Start Centers. The two other programs added to our collaboration partners are "Child Readiness Program" and "Family, Friends & Neighbors" as mention in first quarterly report. We will continue to assist and collaborate with these programs in the areas of the Apache language, Apache lessons plans and materials.

Support and Additional Information: To ensure the successes of our Apache Language Preservation program (Language Enrichment) is to continue delivering performance of communication with First Things First Regional Directors. Collaboration and communication is very essential to both agencies and provide us with assistance when needed.

As program director, what I would like to see is having more than one person to enter the PGMS website besides the director and the Grant and Contract advisor on our end. In times like this when the main person is out and can't make the changes in the PGMS website he/she can make those changes. I would like to have one of our employees trained to enter the data based.

For the second quarter report of this fiscal year has been limited, we did not provide the serves we would of liked due to budget cut from our tribal funds in our travel reimbursement. We manage to work around all our obstacles and made sure we meet with our sister agencies program. Another area we are currently working with is the Parent Policy Committee of the Head Start program. We must have permission from the parent policy committee before we do any kind of survey or training for the teachers. We will be working with them and get their approval in anything we do with the Head Start program. They are very helpful and willing to work with us.

From our previous report (1st quarterly report) it was stated we were behind on the curriculum book for approval, once again it is being worked on and should be completed before the next reporting. We are working on a few changing and should be ready for approval. Curriculum Specialist has gathered and taken pictures and is currently working on the photo release consent form. Our goal is to have the curriculum in the centers by March or no later than April.

Regardless of the big impact of our 15% budget cut from our tribal funds, we will continue with our field work but limited work areas. We did cut back on most of our travel to various areas of teaching the apache language, mostly Bylas community but we do have our Curriculum Specialist who lives in Bylas. She will be working closely with Bylas community and school. She will also work as a volunteer to travel to certain places and provide her service in the area of the Apache language. The seed of the Apache language has been planted and needs to grow; therefore we will not allow the language to perish.

The San Carlos Apache Tribe is still on a travel freeze, therefore, my staff and I are not able to travel and attend any training gearing towards professional development or language preservation.

Nutrition/Obesity/Physical Activity Narrative Report

Subcontractor Narrative Report: The University of Arizona Cooperative extension San Carlos
Program Implementation:



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Via Phone	Child Readiness	5	1 Coordinator 2 Home care givers
	Head Start	4	1 Coordinator 3 Teachers
	Home Group 1	5	1 Administrator
	Youth Home	8	1 Home Care Giver
	IHS Indian Health Services	1	1 Coordinator 4 Teacher/Care Givers
Flyer Distribution - Color Me healthy - Family Style Meals	Head Start	5	1 Administrator 5 Lead teachers 3 Teachers
	Youth Home	2	1 Director 3 Lead Teachers/Care Givers
Flyer Distribution - Color Me healthy and - Family Style Meals	Child Readiness	3	4 Teachers 2 Lead teachers
	Apache Child Care	3	1 Director 2 Lead Teachers
	Rice Elementary	1	1 Coordinator 3 Aides
	Home Group 1	2	1 Home Care Giver



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Indian Health Services Meeting	Health & Nutrition Educators and Health Providers	2	13 Adults
Education Collaborative Meeting	Early Childhood Education and Community Leaders	1	8 Collaborative Members
CALS- Cooperative Extension Early Childhood Programs- FTF In-service	Early Child Development Program Coordinators and Educators	1	15 Cooperative Extension Employees
Family Book Bag/ Color Me Healthy form collection and site visit for GTL	Youth Home	4	3 Care Givers
	Apache Child Care	5	1 Lead teacher 2 Teachers
	Head Start	4	4 Lead teachers 4 Teachers
	Rice Elementary	3	1 Lead teacher
	Child Readiness	4	2 Lead teachers 3 Teachers
	Home Group 1	2	1 Home Care Giver
Family Style Meals	Child Readiness	2	5 Teachers
	Home Group1	1	1 Home Care Giver
	Family Friend and Neighbor	1	2 Potential Care Givers
Grow It, Try It, Like It! - Winter Garden	Head Start	8	14 Teachers 181 Children
	Apache Kids Child Care	2	4 Teachers 12 Children
	Child Readiness	2	4 Adults 27 Children
	Youth Home	2	2 Adult



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	Home Group 1	1	4 Child 2 Adult 3 Children
Grow It, Try It, Like It! Training	Rice Elementary	4	1 coordinator 3 Aides
Color Me Healthy Training	Youth Home	1	1 Director 3 Teachers/care givers
Family Book Bag training	Rice Elementary	1	1 Lead teacher 3 Aides
	Home Group 1	1	1 Home care provider
Parenting Class	Social Services Parents	1	6 Parents 1 Children

Specific outcomes achieved: Apache Kids Child Care who has participated in Family Book Bag program last year stated that children have been taking books home to read since the beginning of the program. Teachers have stated that they have been continuing to allow children to check out their books using the same system provided by the United Way of Tucson and Southern Arizona. Apache Kids Child Care has communicated to the Instructional Specialist that it is a beneficial program for their children to develop literacy skills and will be continuing the program.

The Instructional Specialist was able to start winter gardens. Children learned how to mix the soil, using the appropriate size tools, for the purpose of keeping the soil clean and ready to plant. Children learned how to transplant, count seeds and practiced watering the plants. Children were encouraged to water the garden daily and clean the garden using supplies provided for the locations. The Instructional Specialist used pictures to demonstrate the colors of the vegetables being planted and encouraged children to practice the words by repeating them. Some children that have speech problems were not able to repeat words but were encouraged by their peers. Participating locations are excited to have an agriculture activity that reintroduces hard work and productivity at an early age.

The Head Start and Child Readiness program have been provided with winter gardens using raised beds. The raised beds have been found to be more successful than in-ground gardens for both ease of maintenance and accessibility for the children. Four locations have been provided with raised bed gardens which have introduced children to simple gardening practices and new foods, and aids in drawing an important connection with the food they eat and where it



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comes from. The Instructional Specialist, Juan Arias, introduced the children to the seeds of peas, spinach, kale and carrots. Through the gardens, children are learning sensory fundamentals such as color and texture of seeds and plants and basic ecology of seeds and plants, such as what elements plants need to grow. Apache kids, Group Home, and Youth Home were also provided with a winter garden to continue teaching children how to plant and cultivate. Children at Apache Kids have shown excitement over new growth in the garden.

Trainings have been successful in introducing Child Readiness, Youth Home, Rice Elementary and Home Group1 to new programs provided by United Way of Tucson and University of Arizona. The Family Book Bag (FBB) was introduced to Home Group 1 and Rice Elementary during this quarter. Rice Elementary was provided with a developmentally appropriate FBB curriculum as they have a wide range of developmentally delayed children. The children have expressed great excitement when new books arrive and teachers have communicated that children love to take the books home. Home Group1 children ask the care givers to read the new books and some of the older children try to read to the younger ones. Rice Elementary Special Education classroom received the Grow It, Try It, Like It! curriculum which has also been adapted to modify the wide range of developmentally delayed children. The garden will be indoors to increase accessibility for the children and to adapt to the school's limited available space. The Instructional specialist will provide resources to teach children indoor gardening and introduce them to fruit and vegetables.

Youth Home staff was trained on Color Me Healthy, and the curriculum was introduced to accommodate a facility that functions twenty four hours a day. Care givers were encouraged to use Color Me Healthy initiatives within the daily functions of the center during the day and at night. Youth Home staff are excited and happy to have new activities that will keep children entertained and healthy.

This quarter Family Style Meals was introduced to Home Group 1, Child Readiness, and Home Care Providers through training events. The Family Friends and Neighbors (FFN) program has referred Home Care Providers who have been trained by the FFN program and are certified to care for children in the San Carlos area. The care givers have been trained for Family Style Meal curriculum and will be introduced to other curriculums in the future.

The Instructional Specialist has connected with a social services parent educator that provides parenting classes in the San Carlos area. The Instructional Specialist was invited to teach and introduce programs to parents in Social Services. Parents were introduced to literacy and physical activities that help parents be proactive about their children's health at an earlier age. Parents were provided with MyPlate guidelines, literacy tips and physical activity movements for children 0-5. Parents showed great interest and were provided with resources supporting the initiatives taught at the workshop. The Instructional Specialist will remain in contact to connect with new parents and reintroduced resources available in San Carlos.

Teachers from Child Readiness Program are very pleased with the Family Book Program because it has sparked children's interest in books. Children are not only taking the books, provided by United Way of Tucson and Southern Arizona, but have checked out other books available in the classrooms. Children have had great interest in choosing what book they take home and it has allowed staff to use this energy to encourage parents to read to their children.

The Instructional Specialist developed winter gardens for Apache Kids Child Care, Head Start, Child Readiness Program, Youth Home, and Home Group1 that serve an estimated collective total of two hundred children in the San Carlos Region. It is a great opportunity to work with staff to encourage healthy habits and life changing opportunities. Children are learning where plants come from and how to take care of the gardens. It is an opportunity to help children develop a sound mind, healthy body through gardening.



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Staffing: There are no staffing issues at this time.

Barriers or other challenges: The Instructional Specialist has had difficulty holding trainings with participating locations due to lack of communication, differing expectations, and/or conflicting trainings with other outside organizations. The Instructional Specialist has been contacting Head Start to participate in Color Me Healthy training since August 2013 however the center has consistently canceled their scheduled and rescheduled trainings, not shown up to a scheduled training, or have had uncommunicated conflicting trainings at the same place and time. This has also happened with several other partners. To resolve this issue, UWTSa has contacted the Quality First Coaches in the area to encourage the center directors to commit to the Color Me Healthy and Family Style Meal trainings. Furthermore, the Instructional Specialist has met with center and program directors to continue to emphasize the benefits of receiving the trainings and establish consistent communication to prevent overscheduling or miscommunication.

In addition to these barriers, there has been a break-in at the University of Arizona Extension off building. The office has been vandalized and some items stolen, a full report has been completed with local police and University of Arizona procedures have been followed. Programs have been able to continue uninterrupted however it brings into question the safety and security of the staff as well as the compounding barriers of the San Carlos community. Two gardens on childcare center property were also vandalized and will need repair. These disruptions cause delay in the work and slows the success of the programs in San Carlos however the Instructional Specialist, staff, and community are working together to continue the programs and to find solutions.

Collaboration and communication: The Early Childhood Education Committee meeting fostered connections with all educational resources geared toward children ages 0-5 years. The meeting focused on gathering information on programs available in San Carlos and how to collaborate together. Programs available were reintroduced and information is being gathered to help support specific needs of other programs. The Instructional Specialist reintroduced First Things First/UWTSa curriculums and was able to connect with leaders that are important to implement programs. The Instructional Specialist was able to meet with the Education department administrator and reconnect with child care staff. These are important relationships that help establish program success and future program support.

The Instructional Specialist has been meeting with the Indian Health Services committee to continue connections and collaboration in the San Carlos community. The committee is focusing on programs that improve the overall health of the community through current services being provided in San Carlos. The committee is working on creating an annual community calendar of events for tribal members. Events may include health promotion programs, disease prevention projects, conference dates, school events, coalition meetings, culture education, and Apache culture events. The committee believes it will be useful for scheduling events, such as trainings and knowing where to reach a target group. In addition to the event calendar, the overall goal is to collaborate with resources to serve the community better.

The Instructional Specialist attended an in-service meeting provided by the Arizona Cooperative Extension about implementing programs focused toward children aged 0-5 years. Information was gathered on programs available at extension offices across Arizona and was placed on an excel matrix sheet for a resource guide. The information was later introduced to administrators and staff at the meeting to develop a strategic plan for success. The Early Childhood Program In-Service participants were able to provide contacts and offer available resources to help neighboring offices. The attributes of Cooperative Extension Office programs with high impact were discussed and strategic plans for less successful programs were built based off the findings. Also, data is being gathered by agents and administrators of programs being implemented to better facilitate the success of programs. As a result of this meeting, there is a possible



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data system that could be developed to aid instructors and administrators to improve existing programs and develop successful programs in the future.

Support and Additional Information: The San Carlos Collaboration meetings are integral in communicating with other similar programs in the area. This is also a great platform to develop new ideas or build on existing programs to improve services. I have been receiving feedback from the community that there are many implemented programs requiring different paperwork and more programs contacting them for trainings. Although not specifically identified, I believe this could be causing distress among the childcare providers. I believe this could be the root of the mis-scheduling/miscommunication issues mentioned earlier. Using the Collaboration meetings as a platform, we may be able to find a solution through combining forms or establishing a schedule to collect forms. I'm not sure if these are adequate solutions but I believe that a meeting focused on this (if this is a shared problem) could aid in making the programs more effective for the childcare providers.

The Instructional Specialist has difficulty recruiting faith-based organizations that have availability to implement programs. Organizations that have been reached do not return phone calls or are not available to discuss potential collaboration of programs. Pastors are more concerned with the time children will spend with church materials rather than other curriculums. However, the instructional Specialist will continue to reach organization to connect and provide information of resources available. The Instructional Specialist will also attempt to work with religious leaders to adapt the FTF/UWTSa supported curriculum to better fit within their current curriculum.

The Family Friend and Neighbor program was able to provide connections with two home care providers that have been trained for Family Style Meals and will be trained in other curriculums in the near future. The Instructional Specialist will continue to remain in contact to serve more group homes in San Carlos.

Parent Outreach and Awareness Narrative Report

Program Implementation:

Activity	Target Audience	Frequency of Activity	Number Reached
Community Liaison @ Gilson Head Start AM	Parents of children 0-5 yrs.	10/1	13
Community Liaison@ Gilson Head Start PM	Parents of children 0-5 yrs.	10/1	15
Community Liaison@ WIC	Parents of children 0-5 yrs.	10/2, 10/24, 11/14	39
Community Liaison @ Twin Mesquites Housing	Parents of children 0-5 yrs.	10/3	18
Community Liaison @ Bashas' Market	Parents of children 0-5 yrs.	10/4, 11/6	23
Community Liaison @ 7-Mile Head Start	Parents of children 0-5 yrs.	10/7	17
Community Liaison @ San Carlos Community	Parents of children 0-5 yrs.	10/8, 11/5, 11/13, 11/21, 12/5	111



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Community Liaison @ Peridot Head Start	Parents of children 0-5 yrs.	10/9	16
Community Liaison @ Belvado Park/Airport 79	Parents of children 0-5 yrs.	10/11, 12/3	37
Community Liaison @ Sunrise Dance	Parents of children 0-5 yrs.	10/12, 10/13	29
Community Liaison @ Library	Parents of children 0-5 yrs.	10/15, 10/22, 11/8, 12/9, 12/16, 12/17, 12/23	61
Community Liaison @ Tufa Stone Housing	Parents of children 0-5 yrs.	10/16	19
Community Liaison @ Hollywood Ridge Subdivision	Parents of children 0-5 yrs.	10/17	22
Community Liaison @ Pre-K Preparedness School	Parents of children 0-5 yrs.	10/18	13
Community Liaison @ Apache Jii	Parents of children 0-5 yrs.	10/19	32
Community Liaison @ Rez Riders Bike Run	Parents of children 0-5 yrs.	10/19	28
Community Liaison @ Early Steps School Success	Parents of children 0-5 yrs.	10/21, 12/13	34
Community Liaison @ Geronimo Plaza	Parents of children 0-5 yrs.	10/22	13
Community Liaison @ Red Ribbon Parade	Parents of children 0-5 yrs.	10/25	15
Community Liaison @ Child Care Carnival	Parents of children 0-5 years	10/25	23
Community Liaison @ Swap Meet	Parents of children 0-5 yrs.	10/26, 11/16, 12/14	79
Community Liaison @ High School Gym	Parents of children 0-5 yrs.	10/29	12
Community Liaison @ Rice School Carnival	Parents of children 0-5 yrs.	10/29	28
Community Liaison @ Wellness Fall Festival	Parents of children 0-5 yrs.	10/30	30



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Community Liaison @ Halloween-Library	Parents of children 0-5 yrs.	10/31	53
Community Liaison @ Tribal Administration	Parents of children 0-5 yrs.	11/1	13
Community Liaison @ Basketball Tournament	Parents of children 0-5 yrs.	11/3, 11/26, 11/27, 12/26, 12/27	70
Community Liaison @ Veterans Parade	Parents of children 0-5 yrs.	11/9	52
Community Liaison @ All 3 Head Starts	Parents of children 0-5 yrs.	11/12	35
Community Liaison @ Moon Base I & II Housing	Parents of children 0-5 yrs.	11/15	19
Community Liaison @ Rice Elementary School	Parents of children 0-5 yrs.	11/19, 12/11	38
Community Liaison @ FTF Collaborative Meeting		11/20	
Community Liaison @ Diabetes	Parents of children 0-5 yrs.	11/20	18
Community Liaison @ NCOA Address changes for Imagination Library and Registration Entries	Parents of children 0-5 yrs.	11/22, 11/25, 12/2, 12/3	
Community Liaison @ Boys & Girls Club	Parents of children 0-5 yrs.	11/23	17
Community Liaison @ Peridot Thanksgiving	Parents of children 0-5 yrs.	11/28	42
Community Liaison @ Peridot District Bazaar	Parents of children 0-5 yrs.	11/29	34
Community Liaison @ Peridot Shopping Festival	Parents of children 0-5 yrs.	11/29	39
Community Liaison @ Hospital Bazaar	Parents of children 0-5 yrs.	12/6	42
Community Liaison @ Pee Wee Tournament	Parents of children 0-5 yrs.	12/7, 12/8	61
Community Liaison @ Apache Gold	Parents of children 0-5 yrs.	12/10	15



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Casino			
Community Liaison @ WIC/ Social Services	Parents of children 0-5 yrs.	12/12	21
Community Liaison @ 7 Mile Christmas Celebration	Parents of children 0-5 yrs.	12/18	36
Community Liaison @ Peridot Christmas Celebration	Parents of children 0-5 yrs.	12/19	42
Community Liaison @ Light Parade	Parents of children 0-5 yrs.	12/20	19
Community Liaison @ Toys for Tots Giveaway	Parents of children 0-5 yrs.	12/21	29
Community Liaison @ Tribal Admin Toy Giveaway	Parents of children 0-5 yrs.	12/24	56
Early Literacy Coordinator @ Library Story Time For Child and Parent	Children and Parents	10/2, 10/16, 10/23, 10/30, 11/13, 11/27, 12/23,	38 Children 22 Adults
Early Literacy Coordinator @ Brain Box Activity at Library	Children and Parents	10/2	1 Children 1 Adult
Early Literacy Coordinator @7 mile readiness Story Time	Children and Parents	10/8, 11/12, 12/5	38 Children 7 Adults
Early Literacy Coordinator @ Gilson Wash Readiness	Children and Parents	10/8, 11/12,12/5	44 Children 9 Adults
Early Literacy Coordinator @ Daycare Pre School	Children and Parents	10/10, 11/4, 12/5	24 Children 8 Adults
Early Literacy Coordinator @ Daycare Toddlers	Children and Parents	10/10, 11/14, 12/5	32 Children 8 Adults
Early Literacy Coordinator @ Bylas I AM Head Start	Children and Parents	10/22, 11/18, 12/16	46 Children 6 Adults
Early Literacy Coordinator @ Bylas I PM Head Start	Children and Parents	10/22, 11/18, 12/17	47 Children 6 Adults



FIRST THINGS FIRST SFY2014 Grantee Data and Narrative Reports

Ready for School. Set for Life.

Quarter 2

Early Literacy Coordinator @ Bylas II AM Head Start	Children and Parents	10/22, 11/19	34 Children 4 Adults
Early Literacy Coordinator @ Bylas II PM Head Start	Children and Parents	10/22, 11/19, 11/20	46 Children 6 Adults
Early Literacy Coordinator @ Peridot I AM Head Start	Children and Parents	10/23, 11/27,	29 Children 4 Adults
Early Literacy Coordinator @ Peridot I PM Head Start	Children and Parents	12/11, 12/16	37 Children 4 Adults
Early Literacy Coordinator @ Peridot II AM Head Start	Children and Parents	10/24, 11/21, 12/17	49 Children 7 Adults
Early Literacy Coordinator @ Peridot II PM Head Start	Children and Parents	10/24, 12/17	48 Children 6 Adults
Early Literacy Coordinator @ Gilson Wash AM Head Start	Children and Parents	10/28, 11/25, 12/16	50 Children 7 Adults
Early Literacy Coordinator @ Gilson Wash PM Head Start	Children and Parents	10/28, 11/25	35 Children 4 Adults
Early Literacy Coordinator @ 7 Mile AM Head Start	Children and Parents	11/26, 12/17	34 Children 4 Adults
Early Literacy Coordinator @ 7 Mile PM Head Start	Children and Parents	11/26, 12/17	35 Children 4 Adults

Specific outcomes achieved: 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.

Stephanie Dean continues to beat the bushes looking for parents of children birth to 5 years of age. She listens to the grapevine and logs into FaceBook 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. Storytimes have been



Quarter 2

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

Staffing: There were no issues related to staffing.

Barriers or other challenges: Some of the Parent/Child Storytimes have been cancelled due to lack of attendance and power issues at the library. Gloria Thompson is continuing to get the word out via flyers, radio announcements, and word of mouth. 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.

Collaboration and communication: 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.

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

Support and Additional Information: 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.

The Safford/Graham County Library Staff continue to take registrations for the Imagination Library Program from Bylas families. These families are passed on to the San Carlos Apache Early Literacy Parent Outreach program to be included in this program.

Curriculum Development-Parent Education Narrative Report

Program Implementation:

Activity	Target Audience	Frequency of Activity	Number Reached
Interviewing tribal elders	Parents	1 every week	10
Developing curriculum, i.e., templates, lesson plans	Parents	Weekly	Many

Specific outcomes achieved: Yes, we have formatted templates for 10 out of 12 lesson plans and will continuing developing two more that are needed to complete the set. These lesson plans are based on traditional Apache parenting information from elders and identified issues specific to childhood development issues on the Reservation.

They have also been meeting to talk about the information needed to create the first two lessons. This includes a history of the San Carlos Apache people and a unique understanding of the life of the people before being discovered by the Anglo society. They have spent time talking with the elders and researching to identify those principals of the Apache in the era and applying them to the current lessons. Yes. 1) That is possible to identify underlying principles of traditional Native knowledge and directly apply them to contemporary problems in completely appropriate ways; 2) That elders and community members want very much to contribute, and want their knowledge to be used, while acknowledging that they might not be the most appropriate people to teach; and 3) That related projects can be done efficiently, effectively, and economically when thoughtfully combined.

Staffing: Seth Pilsk and Durena Thompson are very busy with their full time jobs and carrying this extra load with the grant and doing their best to create this unique curriculum.



Quarter 2

Barriers or other challenges: Time is always a challenge. However, Seth and Durena have met and discussed a plan to include a timeframe that will allow them to finish the videotaping and then to complete the curriculum piloting by June of 2014.

Collaboration and communication: We are still conducting ongoing interviews on traditional Apache parenting with elders from the San Carlos Apache Tribe, the White Mountain Apache Tribe, the Tonto Apache Tribe, and the Yavapai-Apache Nation. Some of these interviews paid for by this grant, and others are incidental to other projects, and those interviews are paid for by the other projects (specifically the funded Western Apache Natural World Project and the Traditional Western Apache Diet Project. We have begun collaborating with personnel at the White Mountain Apache Tribe who are also working with, and applying for, First Things First funds, on taking our curriculum to different levels and new approaches.

Support and Additional Information: Venturing into unthreaded territory regarding development of curriculum for Apache parents. It is a (highly rewarding) challenge to collect and interpret traditional cultural information, identify underlying principles, take the information out of a traditional context, and describe it in a non-traditional Apache format. While it necessarily changes the perspective of the information, it is necessary if we are going to incorporate these inherently valuable values into our children's education.



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: SFY14 Grantee Financial Report

BACKGROUND: Monthly Financial Information

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

SFY14 San Carlos Apache Contract Detail

	Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	Award Expended % of Award Expended	Allotment Expended % of Allotment Expended	Reimbursement Activity	
				Total Allotment	Awarded					Pending	Paid (Last 30 Days)
Community Awareness	Community Awareness Strategy			Strategy Subtotal:	\$5,000	\$5,000	\$2,968	\$2,032	59.4%	59.4%	
	First Things First (FTF-Directed)	PSC-STATE-14-0651-01	07/01/2013-06/30/2014			\$5,000	\$2,968	\$2,032	59.4%		
	Community Outreach Strategy			Strategy Subtotal:	\$15,000	\$15,000	\$8,804	\$6,196	58.7%	58.7%	
	First Things First (FTF-Directed)	PSC-STATE-14-0652-01	07/01/2013-06/30/2014			\$15,000	\$8,804	\$6,196	58.7%		
	Media Strategy			Strategy Subtotal:	\$7,468	\$7,468	\$3,295	\$4,173	44.1%	44.1%	
	First Things First (FTF-Directed)	PSC-STATE-14-0660-01	07/01/2013-06/30/2014			\$7,468	\$3,295	\$4,173	44.1%		
	Goal Area Subtotal:				\$27,468	\$27,468	\$15,067	\$12,401	54.9%	54.9%	
Coordination	Service Coordination Strategy			Strategy Subtotal:	\$15,000	\$15,000	\$12,085	\$2,915	80.6%	80.6%	
	First Things First (FTF-Directed)	PSC-STATE-14-0668-01	07/01/2013-06/30/2014			\$15,000	\$12,085	\$2,915	80.6%		
	Goal Area Subtotal:				\$15,000	\$15,000	\$12,085	\$2,915	80.6%	80.6%	
Evaluation	Statewide Evaluation Strategy			Strategy Subtotal:	\$37,177	\$37,177	\$37,177	-	100.0%	100.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014			\$37,177	\$37,177	-	100.0%		
	Goal Area Subtotal:				\$37,177	\$37,177	\$37,177	-	100.0%	100.0%	

SFY14 San Carlos Apache Contract Detail

Family Support											
Curriculum Development – Parent Education Strategy			Strategy Subtotal:	\$47,000	\$46,530	\$4,880	\$41,650	10.5%	10.4%		
San Carlos Apache Tribe	GRA-RC029-13-0550-01-Y2	07/01/2013-06/30/2014		\$46,530	\$4,880	\$41,650	10.5%				
Food Security Strategy			Strategy Subtotal:	\$10,000	\$9,900	\$1,171	\$8,729	11.8%	11.7%	\$2,725	
San Carlos Apache Tribe	GRA-RC029-12-0471-01-Y3	07/01/2013-06/30/2014		\$9,900	\$1,171	\$8,729	11.8%			\$2,725	
Native Language Preservation Strategy			Strategy Subtotal:	\$62,539	\$62,539	\$20,518	\$42,021	32.8%	32.8%	\$10,978	
San Carlos Apache Tribe	GRA-RC029-11-0061-01-Y3	07/01/2013-06/30/2014		\$62,539	\$20,518	\$42,021	32.8%			\$10,978	
Parent Education Community-Based Training Strategy			Strategy Subtotal:	\$115,000	-	-	-	0.0%	0.0%		
Parent Outreach and Awareness Strategy			Strategy Subtotal:	\$80,000	\$69,884	\$27,285	\$42,599	39.0%	34.1%	\$3,775	\$4,944
Gila County Library District	GRA-RC029-13-0533-01-Y2	07/01/2013-06/30/2014		\$69,884	\$27,285	\$42,599	39.0%			\$3,775	\$4,944
Goal Area Subtotal:				\$314,539	\$188,853	\$53,853	\$135,000	28.5%	17.1%	\$6,500	\$15,922
Health											
Child Care Health Consultation Strategy			Strategy Subtotal:	\$19,781	\$32,919	\$9,018	\$23,901	27.4%	45.6%	\$1,223	\$137
First Things First (FTF-Directed)	PSC-STATE-14-0649-01	07/01/2013-06/30/2014		\$1,215	\$1,215	-	-	100.0%			
Maricopa County Department of Public Health	GRA-STATE-13-0503-01-Y2	07/01/2013-06/30/2014		\$17,353	\$7,305	\$10,048	42.1%			\$1,223	
	GRA-STATE-14-0631-01	07/01/2013-06/30/2014		\$416	\$77	\$340	18.5%				\$77
Navajo County Public Health Services District	GRA-STATE-13-0505-01-Y2	07/01/2013-06/30/2014		\$13,178	-	\$13,178	0.0%				
Pima County Health Department	GRA-STATE-13-0525-01-Y2	07/01/2013-06/30/2014		\$757	\$421	\$336	55.6%				\$60
Developmental and Sensory Screening			Strategy	\$96,645	\$96,645	-	\$96,645	0.0%	0.0%		

SFY14 San Carlos Apache Contract Detail

	Strategy			Subtotal:							
	San Carlos Apache Tribe	GRA-RC029-11-0179-01-Y3	07/01/2013-06/30/2014	\$96,645	-	\$96,645	0.0%				
	Nutrition/Obesity/Physical Activity Strategy			Strategy Subtotal:	\$150,000	\$150,000	\$76,786	\$73,214	51.2%	51.2%	\$10,897
	United Way of Tucson and Southern Arizona	FTF-RC029-13-0421-02-Y2	07/01/2013-06/30/2014	\$150,000	\$76,786	\$73,214	51.2%			\$10,897	
Goal Area Subtotal:				\$266,426	\$279,564	\$85,803	\$193,761	30.7%	32.2%	\$1,223	\$11,035
Professional Development	FTF Professional REWARD\$ Strategy			Strategy Subtotal:							
	Valley of the Sun United Way	FTF-STATE-13-0346-01-Y2	07/01/2013-06/30/2014	\$45,900	\$34,661	\$11,239	75.5%				
	Scholarships TEACH Strategy			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%	
					-	-	-	0.0%			
	Goal Area Subtotal:				\$47,000	\$45,900	\$34,661	\$11,239	75.5%	73.7%	
Quality and Access	Family, Friends & Neighbors Strategy			Strategy Subtotal:							
	San Carlos Apache Tribe	GRA-RC029-12-0472-01-Y3	07/01/2013-06/30/2014	\$54,000	\$2,815	\$51,185	5.2%			\$14,024	
	Quality First Strategy			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%	
					-	-	-	0.0%			
	Quality First Academy Strategy			Strategy Subtotal:	\$7,872	\$6,540	\$2,817	\$3,724	43.1%	35.8%	\$603
Southwest Human Development	FTF-STATE-14-0431-03	07/01/2013-06/30/2014	\$6,540	\$2,817	\$3,724	43.1%			\$603		



SFY14 San Carlos Apache Contract Detail

Quality First Child Care Health Consultation Warmline Strategy			Strategy Subtotal:	\$379	\$379	\$122	\$256	32.3%	32.3%	\$112	
University of Arizona Cooperative Extension	GRA-STATE-14-0629-01	07/01/2013- 06/30/2014			\$379	\$122	\$256	32.3%		\$112	
Quality First Coaching & Incentives Strategy			Strategy Subtotal:	\$117,663	\$117,663	\$87,943	\$29,721	74.7%	74.7%	\$29,314	
Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013- 06/30/2014		\$117,663	\$87,943	\$29,721		74.7%		\$29,314	
Quality First Inclusion Warmline Strategy			Strategy Subtotal:	\$1,751	\$1,751	\$710	\$1,041	40.6%	40.6%	\$104	
Southwest Human Development	FTF-STATE-13-0426-01- Y2	07/01/2013- 06/30/2014		\$1,751	\$710	\$1,041		40.6%		\$104	
Quality First Mental Health Consultation Warmline Strategy			Strategy Subtotal:	\$1,801	\$1,801	\$1,051	\$750	58.4%	58.4%	\$148	
Southwest Human Development	FTF-STATE-13-0344-02- Y2	07/01/2013- 06/30/2014		\$1,801	\$1,051	\$750		58.4%		\$148	
Quality First Warmline Triage Strategy			Strategy Subtotal:	\$700	\$700	\$415	\$286	59.2%	59.2%	\$64	
Southwest Human Development	FTF-STATE-13-0351-02- Y2	07/01/2013- 06/30/2014		\$700	\$415	\$286		59.2%		\$64	
Goal Area Subtotal:				\$184,166	\$182,834	\$95,872	\$86,962	52.4%	52.1%	\$14,024	\$30,345
Overall Total:				\$891,777	\$776,796	\$334,518	\$442,277	43.1%	37.5%	\$21,747	\$57,301

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SFY14 San Carlos Apache Contract Detail

Funding Plan Summary Report

	Population	Discretionary	Other	Carry Forward	Total
Total Allocation:	\$402,197	\$215,466	\$72,502	\$1,120,234	\$1,810,399

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Family, Friends & Neighbors	\$54,000	\$44,000	-	\$10,000	-	\$54,000	\$54,000	-	\$2,815	\$51,185
Quality First	\$129,787	-	-	-	-	-	-	-	-	-
Quality First Academy	\$7,872	\$7,872	-	-	-	\$7,872	\$6,540	\$1,332	\$2,817	\$3,724
Quality First Child Care Health Consultation Warmline	\$379	-	-	-	\$379	\$379	\$379	-	\$122	\$256
Quality First Coaching & Incentives	\$117,663	\$117,663	-	-	-	\$117,663	\$117,663	-	\$87,943	\$29,721
Quality First Inclusion Warmline	\$1,751	\$1,751	-	-	-	\$1,751	\$1,751	-	\$710	\$1,041
Quality First Mental Health Consultation Warmline	\$1,801	\$1,801	-	-	-	\$1,801	\$1,801	-	\$1,051	\$750
Quality First Warmline Triage	\$700	\$700	-	-	-	\$700	\$700	-	\$415	\$286
FTF Professional REWARD\$	\$47,000	\$47,000	-	-	-	\$47,000	\$45,900	\$1,100	\$34,661	\$11,239
Scholarships TEACH	-	-	-	-	-	-	-	-	-	-
Child Care Health Consultation	\$20,160	-	-	-	\$19,781	\$19,781	\$32,919	(\$13,138)	\$9,018	\$23,901
Developmental and Sensory Screening	\$96,645	-	-	-	\$96,645	\$96,645	\$96,645	-	-	\$96,645
Nutrition/Obesity/Physical Activity	\$150,000	\$75,000	\$75,000	-	-	\$150,000	\$150,000	-	\$76,786	\$73,214
Curriculum Development – Parent Education	\$47,000	\$47,000	-	-	-	\$47,000	\$46,530	\$470	\$4,880	\$41,650
Food Security	\$10,000	-	-	-	\$10,000	\$10,000	\$9,900	\$100	\$1,171	\$8,729
Native Language Preservation	\$62,539	-	-	-	\$62,539	\$62,539	\$62,539	-	\$20,518	\$42,021
Parent Education Community-Based	\$115,000	\$57,500	\$57,500	-	-	\$115,000	-	\$115,000	-	-



SFY14 San Carlos Apache Contract Detail

Training											
Parent Outreach and Awareness	\$80,000	-	\$80,000	-	-	\$80,000	\$69,884	\$10,116	\$27,285	\$42,599	
Statewide Evaluation	\$37,177			\$37,177	-	\$37,177	\$37,177	-	\$37,177	-	
Service Coordination	\$1,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$12,085	\$2,915	
Community Awareness	\$5,000	-	-	-	\$5,000	\$5,000	\$5,000	-	\$2,968	\$2,032	
Community Outreach	\$15,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$8,804	\$6,196	
Media	\$7,468	-	-	-	\$7,468	\$7,468	\$7,468	-	\$3,295	\$4,173	
Total Allotment:	\$1,007,942	\$400,287	\$212,500	\$47,177	\$231,812	\$891,777	\$776,796	\$114,981	\$334,518	\$442,277	
Total Unallotted:		\$1,910	\$2,966	\$25,325	\$888,422	\$918,622					



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.

March 2014 Director's Report

First Things First

San Carlos Apache Regional Partnership Council

General Updates

Regional Director's Collaborations & Committee Work

- San Carlos Apache Tribe (SCAT) Education Committee Meeting (Feb. 5th)
- Met with Vonda Russell, SCAT Diabetes Prevention Program Manager to discuss planning of diabetes conference for Bylas. There will be a focus on childhood obesity. (Feb. 5th)
- Met with Gila County Library District to discuss SFY15 scope of work. (Feb. 19th)
- Attended the Navajo-Apache-Gila Oral Health Coalition meeting by phone. (Feb. 28th)

Regional Council Recruitment

- As of June 30th the Regional Council will have seven seats vacant: faith community representative, school administrator, health services provider, business person, philanthropy representative and two at-large seats.
- For more information and to apply, go to www.azftf.gov/serve. You may also request a paper application.

SFY15 New Grant Agreements & SFY15 Renewals Update

- SFY15 New Grant Agreements: Native Language Preservation Strategy, Developmental and Sensory Screening Strategy, Food Security Strategy, Family, Friend & Neighbor Strategy
- SFY15 Renewals: Nutrition/Obesity/Physical Activity Strategy, Parent Outreach and Awareness Strategy, Curriculum Development-Parent Education Strategy, Parent Education Community-Based Training Strategy

San Carlos Apache Early Childhood Development and Health Collaborative Meeting

...

March 26th at
10:00 a.m.—12:00 p.m.
San Carlos Unified School
District Office Training
Room

Save-The-Date

...

Regional Area Meeting with
FTF State Board April 22nd
11:00 a.m.—1:00 p.m. in
Safford, Arizona

...

FTF Early Childhood Summit
August 18-19
Phoenix Convention Center



Tribal Grant Agreement Timeline SFY15	
January 31	Grant Agreement Released to Tribal Entity
 March 14	Grant Agreement Response Due Back from Grantee
March 24 –April 11	Tribal Grant Agreement Review - Grant submission document from Tribe is reviewed by internal team members: Program, Finance, and Regions
March 24 – April 15	Tribal Grant Agreement Review - Feedback provided to Tribal Representative. If modifications needed, feedback and clarifications are provided to governmental entity by Point Person.
Late March –April 23	Tribal Grant Agreement - The Tribal Government submits modifications based upon the review.
Mid April –May 9	Tribal Grant - Final Tribal Grant Agreement presented to Regional Council for final approval
June 9 and 10	Board Meeting - Board Reviews Regional Council Recommendations

Renewal Process Timeline SFY15	
 March 6	Renewal Packets Sent to Grantees
April 1	Renewal Packet Response Due Back from Grantee
TBD April 7-May 6	Renewals Material to Regional Council
June 9 and 10	Board Meeting - Board Reviews Regional Partnership Council Recommendations
July 1	Start Date of Grant Agreement