



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Meeting Minutes

BACKGROUND: Meeting minutes of the February 13, 2014 Regular Meeting are included for review and possible approval.

RECOMMENDATION: The Regional Director recommends review and approval of the February 13, 2014 Regular Meeting Minutes.



**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 8th day of May 2014

LaToya Beatty, Regional Director
San Carlos Apache Regional Partnership Council
Dated this 8th day of May 2014

DRAFT



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Regional Benchmarking for the School Readiness Indicators

BACKGROUND: FTF School Readiness Indicators were chosen to reflect the effectiveness of the funding strategies to improve the lives of children residing in the state of Arizona. The indicators and subsequent benchmarks will be monitored over time in order to determine progress in reaching the indicators. They are not stand alone indicators. They should be a result of collaborations across communities and sectors that impact a child's readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the State Board in making informed decisions.

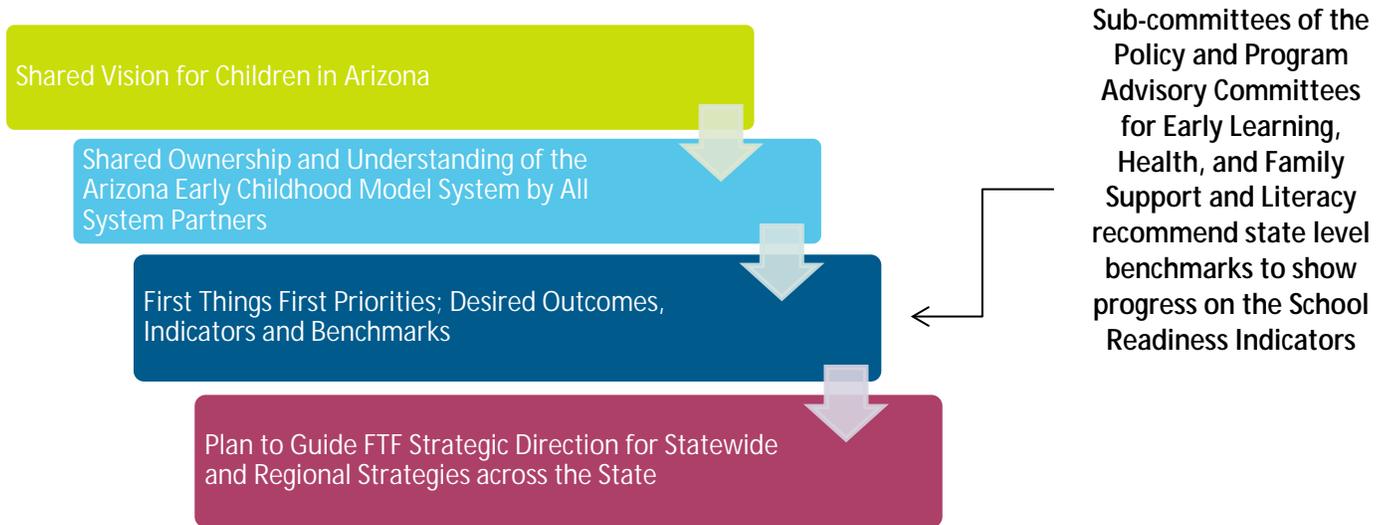
Each indicator was developed through a collaborative process with FTF Advisory Committees and vetted by the Regional Councils and the State Board. The School Readiness Indicators will be benchmarked by Advisory Committee Sub-Committees charged with identifying the amount of change that should be reasonably expected on each indicator at the state level by 2020.

RECOMMENDATION: The Regional Director presents this as informational purposes only.

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.	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p><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></p>
2.	<p>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p><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></p>
3.	<p>#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</p> <p><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.	<p>#/% 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>
5.	<p>% of children with newly identified developmental delays during the kindergarten year</p>

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.

6. #/% of children entering kindergarten exiting preschool special education to regular education

Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education

7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)

Benchmark: 75% of children age 2-4 at a healthy weight (BMI)

8. #/% of children receiving at least six well-child visits within the first 15 months of life

Benchmark: 80% of children receiving at least six well-child visits within the first 15 months of life

9. #/% of children age 5 with untreated tooth decay

Benchmark: 32% of children age 5 with untreated tooth decay

10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being

Benchmark: 73% of families report they are competent and confident about their ability to support their child's safety, health and well being



STAR RATINGS

HIGHEST QUALITY



Far exceeds quality standards

QUALITY PLUS



Exceeds quality standards

QUALITY



Meets quality standards

PROGRESSING STAR



Approaching quality standards

RISING STAR



Committed to quality improvement

NO RATING

Program is enrolled in Quality First but does not yet have a public rating

Criteria include:

- **Health and safety practices** that promote children's basic well being
- **Staff qualifications**, including experience working with infants, toddlers and preschoolers as well as training or college coursework in early childhood development and education
- **Teacher-child interactions** that are positive, consistent and nurture healthy development and learning
- **Learning environments**, including age-appropriate books, toys and learning materials that promote emotional, social, language and cognitive development
- **Lessons** that follow state requirements or recommendations for infants, toddlers and preschoolers
- **Group sizes** that give young children the individual attention they need
- **Child assessment and parent communication** that keeps families regularly informed of their child's development



STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99	ERS Average Program Score 4.0 – 4.99	ERS Average Program Score 5.0 and above
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score ES 4.5 CO 4.5 IS 2.0	CLASS™ Average Program Score ES 5.0 CO 5.0 IS 2.5	CLASS™ Average Program Score ES 6.0 CO 6.0 IS 3.0
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale 6-point minimum SQ 2 AP 2 CA 2	Quality First Points Scale 10-point minimum SQ 2 AP 2 CA 2	Quality First Points Scale 12-point minimum SQ 4 AP 4 CA 4

ERS = Environment Rating Scales
ECERS: Early Childhood Environment
ITERS: Infant/Toddler Environment
FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
ES: Emotional Support Domain
CO: Classroom Organization Domain
IS: Instructional Support Domain

Quality First Points Scale
SQ: Staff Qualifications
AP: Administrative Practices
CA: Curriculum and Assessment

School Readiness Indicators 2020 San Carlos Apache Benchmark Summary

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

Key Definitions:

Quality First Star Rating 1- 5 stars (see attachment- QF Rating Scale)

Quality First Child Enrollment: Number of children birth to age 5 enrolled in Quality First programs. Includes part time, and full time children

According to Special Education for Exceptional Children¹ Article 4; 15-761, "Child with a disability" means a child who is at least three years but less than twenty-two years of age, who has been evaluated pursuant to section 15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:

- i. Autism.
- ii. Developmental delay.
- iii. Emotional disability.
- iv. Hearing impairment.
- v. Other health impairments.
- vi. Specific learning disability.
- vii. Mild, moderate or severe intellectual disability.
- viii. Multiple disabilities.
- ix. Multiple disabilities with severe sensory impairment.
- x. Orthopedic impairment.
- xi. Preschool severe delay.
- xii. Speech/language impairment.
- xiii. Traumatic brain injury.
- xiv. Visual impairment.

Benchmark Data Source:

Data sources considered for this indicator include:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2012 (Department of Economic Security)

Data source selected:

First Things First Quality First Rating data is collected annually. This data was identified as the best data source for this indicator because consistent data are available for all regions.

¹ Arizona State Legislature, 2007 (last updated 7/19/2011 at 10:40:42 PM):

<http://www.azleg.gov/SearchResults.asp?SearchPhrase=%22child+with+a+disability%22&Scope=%2Fars%2F15&SearchedFrom=%2FArizonaRevisedStatutes.asp&x=15&y=15>

- **Numerator:** Number of children with special needs/rights in an early care and education program (centers and homes) with a Quality First rating of 1-5 stars
- **Denominator:** Number of children with special needs/rights in an early care and education program (centers and homes) with a Quality First rating of 1-5 stars

Baseline (State and Region):

- **2013:** In Arizona, **53% (1629)** of all children (birth-5 years) with special needs/rights enrolled in Quality First (*N* = 3074) are in an early care and education program with a Quality First rating of 3-5 stars
- **2013:** In San Carlos Apache regions, **0% (0)** of all children (birth-5 years) with special needs/rights enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars

Benchmark 2020 (State and Region):

State Benchmark for 2020: Increase by 20% over baseline

- **State Year 2020:** In Arizona, **73% (2244)** children with special needs/rights will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Region Benchmark A for 2020: Increase by % over baseline

- **Region Year 2020:** In San Carlos Apache region, **XX% (XX)** children with special needs/rights will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Key Measures to Monitor (sub-measures):

Recommended:

1. Number of regulated homes/centers at each rating level
2. Number of programs enrolled in Quality First
3. Number of children with special needs/rights in regulated homes/centers at each rating level
4. Number of slots in Quality First homes/centers

San Carlos Apache	2013
Percentage in relation to QF child enrollment	
Number of children (0-5yrs) with special needs/rights enrolled in 3-5 star rated Quality First providers	0 (0 providers)
Number of children (0-5yrs) with special needs/rights enrolled in 1-5 star rated Quality First providers	<25 (5 providers)
Percentage of children with special needs/rights in 3-5 star rated Quality First providers against all Quality First provider 1-5 star rating	0%
Number of children with special needs/rights in 1-2 star rated Quality First Providers	<25 (5 providers)
Percentage in relation to QF provider license capacity	
License capacity of 3-5 star rated Quality First providers	0 (0% of license capacity filled by children with special needs/rights)
License capacity of 1-5 star rated Quality First providers	208
Number of children (0-5yrs) with special needs/rights enrolled in 1-5 star rated Quality First providers	<25
Percentage of licensed capacity for enrollment met	NA

AGENDA ITEM: SFY15 Grant Renewals

BACKGROUND: Generally, a one year agreement with options to renew may be extended unless there is appropriate justification for the action to not renew. In some cases where changes affect the provisions of the agreement are considered significant, an agreement cannot be renewed, requiring a new competitive award process or a new grant agreement to be initiated by the Regional Council. Each agreement should be reviewed individually to determine what steps should be taken regarding possible renewal.

RECOMMENDATION: The Regional Director recommends that 3 of 3 agreements be renewed.

San Carlos Apache

Grantee Renewal

Curriculum Development – Parent Education Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	FY 2014 Award	FY 2014 Expenditures YTD	FY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	FY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

GRA-RC029-13-0550-01-Y2	San Carlos Apache Tribe	07/01/2013-06/30/2014	12	\$46,530.00	\$4,880.48	10.5%	No	-19.5%		Yes		
<p>The Tribal Social Services Department will develop a culturally relevant, responsive and developmentally appropriate parent education curriculum for San Carlos Apache families with young children.</p> <p>Two Curriculum writers will be hired via contractual agreement to write the curriculum starting in November 2012; the writers will be given a copy of the grant to use as guideline on goals; a monthly meeting thereafter will occur with dates and times consistent every month. A meeting will be set up with the elders advisory council to introduce the grant and the goals of monthly accomplishment will be explained; the curriculum writers will have an initial meeting with all team players and thereafter set up dates and times for meeting monthly.</p> <p>The Apache Parent Education Curriculum will be developed through partnerships with various organizations and agencies such as elders groups, as well as youth groups to incorporate their ideas. The Apache Parent curriculum will be created to train and empower parents to strengthen and improve their parenting skills using culturally appropriate strategies. One of the strands will be the use of Apache Language, to teach children the values, traditions, and customs, through story telling. This entire effort is a part of the process to initiate school readiness for children.</p> <p>The Apache Parent Education Curriculum will be created with an emphasis on early childhood development that includes language, emergent literacy, and appropriate parenting skills for San Carlos Apache parents. The curriculum will focus on oral language, well-defined strategies for emergent literacy, and immerse with the culture of the San Carlos Apache Tribe.</p>										<p>The organization is on target to submit a final draft of the Apache Parenting Curriculum. Below is specific information on implementation of the program. Two curriculum writers were contracted and another was brought on board mid-year to assist with the multi-media portion of the curriculum. Due to the high importance of Apache Language and Culture in the region the writers have been very successful in interviewing Apache Elders and using existing interviews to gather information for the development of the curriculum. As well as video recording and voice recording the elders.</p> <p>Upon the recommendation from FTF program specialists the organization will pilot the curriculum in the renewal year and will work towards any revisions prior to printing a final version.</p>		

Family Support

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
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No Service Units (deliverable based)

San Carlos Apache

Grantee Renewal

Nutrition/Obesity/Physical Activity Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	FY 2014 Award	FY 2014 Expenditures YTD	FY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	FY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

FTF-RC029-13-0421-02-Y2 United Way of Tucson and Southern Arizona 07/01/2013-06/30/2014 12 \$150,000.00 \$86,965.01 58.0% Yes 0.0%

United Way of Tucson and Southern Arizona (UWTSA) and The University of Arizona Cooperative Extension (UA) program located in San Carlos plan to work in collaboration to implement quality obesity prevention strategies on the San Carlos Apache Indian Reservation. The proposed intervention strategies will reach out to 113 children (0-5) and 113 adults. Programs will incorporate strategies that will influence parent, guardian, and childcare providers as well as children ages (0-5).

UWTSA and UA plan to reach out to early education settings, home care providers, and families to implement the use of family style meals, which will be introduced to promote healthy eating behaviors. Family book bags will be distributed to children and will help promote early childhood literature displaying positive nutrition concepts. Gardening practices will be taught to the target population as a way to tie in traditional practices of the community with positive eating behaviors. The curriculum Color Me Healthy will be taught to childcare providers for them to use to introduce concepts of the importance of fresh fruits and vegetables along with physical activity. The intervention strategies proposed will be targeted to both listed populations. UWTSA will be responsible for the management, initial program training, technical assistance, and oversight of this project. The UA Cooperative Extension will be working on site to implement the educational trainings and programs so that all strategies are met. It is our plan that education that increases positive nutrition and physical activity practices will result in decreased rates of obesity and obesity related diseases in the San Carlos area.

Yes

The SFY14 performance is moving along nicely. The organization is on target to meet performance numbers.

Health

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of children served	150	80	4			84	56.0%	Yes	0.0%	
Number of participating adults	150	291	68			359	239.3%	No	179.3%	

San Carlos Apache

Grantee Renewal

Parent Outreach and Awareness Strategy

Contract Number	Grantee	Contract Period	Number of Contract Months	FY 2014 Award	FY 2014 Expenditures YTD	FY 2014 Expenditures as % of Award	Within 30-60% Range (Yes/No)	Out of Range Percentage	FY 2015 Proposed Renewal Amount	Staff Recommendation to Council	Council Recommendation	Recommendation to Board
										Renewal Considerations		

GRA-RC029-13-0533-01-Y2 Gila County Library District 07/01/2013-06/30/2014 12 \$69,884.00 \$31,059.45 44.4% Yes 0.0%

Promote "Every Child Ready to Read" early literacy program that provides training to parents about the importance of early literacy development for young children birth through age five. As an incentive and reward, each month, each child whose parents enrolled in the early literacy program will receive a book in the mail addressed to the child provided by the Dolly Parton Foundation Imagination Library Book Program.

Yes

Quarter 1 and Quarter 2 data and narrative reporting show that the organization is on track to meet the contracted service numbers by year end.

Family Support

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of books distributed	14,436	1,642	1,742			3,384	23.4%	No	-6.6%	
Number of workshops held	75	19	9			28	37.3%	Yes	0.0%	
Number of resource guides distributed	0					0				
Number of events held	0					0				

AGENDA ITEM: Tribal Grant Agreements

BACKGROUND: During the strategic planning of the San Carlos Apache SFY15 Funding Plan the Regional Council decided to stay the course and continue to keep the Family, Friend & Neighbor strategy, the Food Security strategy and the Native Language Preservation strategy. Because the tribal grant agreements for the three strategies end on June 30, 2014 new tribal grant agreements were drafted.

Meetings between the respective San Carlos Apache Tribe departments were held in order to review the intent of the Regional Council and provide information and requirements of the proposed agreement. The Tribe agreed to the scopes of work outlined by the FTF San Carlos Apache Regional Partnership Council for the strategies.

RECOMMENDATION: The Regional Director recommends that 3 of 3 agreements be renewed.

Recommendations for Tribal Grant Agreements

<p style="text-align: center;">Family, Friend & Neighbor San Carlos Apache Tribe Apache Kid Child Care</p>	<p style="text-align: center;">Geographic Area to be Served</p>	<p style="text-align: center;">Amount Recommended</p>	<p style="text-align: center;">Description of Program & Rationale for Recommendation</p>
<p>San Carlos Apache Tribe Apache Kid Child Care will build on their coordination efforts that they have worked on for other grants their offices hold in order to draw on expertise from all areas of the region.</p>	<p style="text-align: center;">San Carlos Apache Indian Reservation</p>	<p>\$53,460.066</p> <p>Estimated Budget Breakdown:</p> <p>Personnel and ERE: \$33,886.20</p> <p>Professional & Outside Services: \$0</p> <p>Travel: \$3,500</p> <p>Operating Expenses: \$9,990.86</p> <p>Non-Capital Sub Total: \$1,220</p> <p>Admin Costs (Max FTF 10%): \$4,860.006</p> <p>Total Requested: \$53,460.066</p>	<ul style="list-style-type: none"> · Recommendation: Award · Rationale: The San Carlos Apache Tribe Apache Kid Child Care is a current FTF-grantee providing Family, Friend and Neighbor services in the San Carlos Apache Region and is well situated to coordinate appropriate advisory councils, organizations and agencies to complete this work. · Brief Description: The San Carlos Apache Kid Child care will continue to implement the Family, Friend and Neighbor program in the community that will provide outreach and training for home based child care providers. We want to help improve home child care by providing trainings, workshops, materials and equipment that support quality child care at home. We will be working with 10 home care providers in the San Carlos community who provide child care for 1-4 children in their homes. The trainings we provide will be intense because we want them to continue throughout the duration of the grant so that by the end of the year we will have generated quality home care for our participants. These providers are not licensed through the state or regulated. We would like to increase awareness in the areas of health, safety and early development. Most of all we want to be a supportive entity that will help increase quality child care at home. · Target Service Numbers: 10 unregulated Family, Friend & Neighbor care providers.

<p align="center">Food Security San Carlos Apache Tribe Social Services Department</p>	<p align="center">Geographic Area to be Served</p>	<p align="center">Amount Recommended</p>	<p align="center">Description of Program & Rationale for Recommendation</p>
<p>San Carlos Apache Tribe Social Services Department will build on their coordination efforts that they have worked on for other grants their offices hold in order to draw on expertise from all areas of the region.</p>	<p align="center">San Carlos Apache Indian Reservation</p>	<p>\$15,000</p> <p>Estimated Budget Breakdown:</p> <p>Personnel and ERE: \$0</p> <p>Professional & Outside Services: \$3,000</p> <p>Travel: \$0</p> <p>Operating Expenses: \$10,636.37</p> <p>Non-Capital Sub Total: \$0</p> <p>Admin Costs</p> <p>(Max FTF 10%): \$1,363.63</p> <p>Total Requested: \$15,000</p>	<ul style="list-style-type: none"> · Recommendation: Award · Rationale: The San Carlos Apache Tribal Social Services is a current FTF-grantee providing Curriculum Development-Parent Education in the San Carlos Apache Region and is well situated to coordinate appropriate advisory councils, organizations and agencies to complete this work. · Brief Description: The Tribal Social Services Department will provide food boxes to 300 families who live within the San Carlos Apache Indian Reservation which includes all four districts, i.e., Bylas District, Peridot District, Gilson Wash District, and Seven Mile Wash District; Baby products will be provided for children ages 0 through 5 upon availability; the types of baby products are diapers, wipes, baby formula, bottles, nipples; the items provided are temporary assistance; families will be routed to other resources available on the reservation; Families are provided literacy on nutrition for healthy foods for healthy babies. · Target Service Numbers: 300

<p align="center">Native Language Preservation San Carlos Apache Tribe Language Preservation Department</p>	<p align="center">Geographic Area to be Served</p>	<p align="center">Amount Recommended</p>	<p align="center">Description of Program & Rationale for Recommendation</p>
<p>San Carlos Apache Tribe Language Preservation Department will build on their coordination efforts that they have worked on for other grants their offices hold in order to draw on expertise from all areas of the region.</p>	<p align="center">San Carlos Apache Indian Reservation</p>	<p>\$75,000</p> <p>Estimated Budget Breakdown :</p> <p>Personnel and ERE: \$61,732</p> <p>Professional & Outside Services: \$0</p> <p>Travel: \$682</p> <p>Other Operating Expenses: \$5,768</p> <p>Non-Capital Sub Total: \$0</p> <p>Admin Costs (Max FTF 10%): \$6,818</p> <p>Total Requested: \$75,000</p>	<ul style="list-style-type: none"> • Recommendation: Award • Rationale: The San Carlos Apache Tribe Language Preservation Department • Brief Description: The project will continue to provide a native language and culture acquisition program for young children ages 0 – 5 and increase the capacity of child care providers in the San Carlos Apache region in the area of Apache language and culture. Further, the program will identify and develop a curriculum focused on the Four Seasons—Fall, Spring, Summer and Winter. The curriculum will be written in the Apache language and will help with culture acquisition and preserving the language. In addition, the program will expand the capacity of using the Apache language curriculum that was revised and developed for the Head Start and Early Child Care Centers. The Language Preservation program will continue to work with ten home-based children and families in the areas of Apache language. A new employee will be hired to the program as an Apache Language teacher and he/she will work very closely with the teachers, the students and the community. The Language Preservation Program is stepping forward in starting a pilot immersion school setting for one of the Head Start centers. The Apache Language teacher will be a role model for all teachers/providers and work closely with each center. The teacher will also be available for team teaching. The project will continue with professional development for the early child care and education providers in this region and continue with the outreach activities with our collaborative partners/agencies. The program will provide stories and songs that will reflect a child’s language that is spoken at home with respectful matter. The Language Preservation program will focus on developing a CD with stories and songs for children in early literacy and will consult with early childhood language and literacy experts. The songs and stories will promote early childhood language and emergent literacy development for Native American children. Through this process the Apache Language Preservation will continue to collaborate with the Elders Mentors Program, Elders Advisory Committee, Older Adult Centers, Culture Center, Forestry, Head Start and the Child Care Centers. • Target Service Numbers: 30 participating professionals, 10 home and/or center based providers.



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.

May 2014 Director's Report

First Things First

San Carlos Apache Regional Partnership Council

General Updates

Regional Director's Collaborations & Committee Work

- o San Carlos Apache Tribe (SCAT) Education Committee Meeting (Feb. 5th & April 5th)
- o 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)
- o Met with Gila County Library District to discuss SFY15 scope of work. (Feb. 19th)
- o Attended the Navajo-Apache-Gila Oral Health Coalition meeting by phone. (Feb. 28th)
- o Attended the Inter-Tribal Council of Arizona's Tribal Leaders and Education Leaders Summit. (April 19th -20th)
- o Tribal Technical Advisory Group. (April 28th)

Regional Council Recruitment

- o As of June 30th the Regional Council will have seven seats vacant. Interviews for applicants have taken place.

SFY14-15 Communication Creative Concept Change in Direction

- o The FY14-17 Strategic Communications Plan included the development of a new creative concept for FY14-15 paid advertising that would be focused on building awareness of the importance of quality in child care and preschool and building recognition of the Quality First brand—this has changed.

Sustaining Arizona's Commitment to Young Kids

Finance Committee Recommendation to the Board – Summary

As Tobacco taxes are a declining source of revenue; in fact, funding for First Things First has decreased from almost \$171 million in fiscal year 2008 to \$132 million in FY2013, a 23% drop in five years. By statute, the Board is ultimately responsible for ensuring that FTF funds are used as Arizona voters intended. Therefore, one of the Board's primary

San Carlos Apache Early Childhood Development and Health Collaborative

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Meeting May 28^h
10:00 a.m.—12:00 p.m.
Tentative Location: San
Carlos Unified School
District Office Training
Room

SAVE-THE-DATE

...

FTF Early Childhood Summit
August 18-19
Phoenix Convention Center

responsibilities is to set a fiscal policy that allows FTF to: sustain program funding for the longest term possible; maximize current and future revenues; and, promote thoughtful and proactive planning for future funding reductions so as to minimize the impact to children and families statewide.

In setting a fiscal policy direction, the Board has focused specifically on trends in tobacco tax collections – which led to revenue projection models researched by Arizona State University – and analysis of expenditures. The initiative that created FTF was written so that an organizational fund balance would accrue for a period of time before expenditures began. This was an intentional, strategic move on the part of the initiative's authors to ensure that funds would be available to sustain FTF's efforts over a longer period of time.

What were not anticipated were sizeable regional carry-forward balances. The Board noted the reasons for and monitored the regional carry-forward balances in fiscal years 2010 and 2011. In 2012, when the total regional carry-forward balance exceeded \$90 million – the Board looked more closely at the regional carry-forward balance and set fiscal policy that focused on spending down that balance.

While fiscal year 2013 was the first year in which the regional fund balance did not grow, the reduction was minimal. As regions complete the last year in the current funding cycle (FY13-15) and begin planning for the next three years (FY16-18), it was a logical next step for the Board – through its Finance Committee and with support from FTF staff – to undertake a deeper review of revenue, organizational fund balance and regional carry forward and to establish the fiscal policy direction that regional councils can use as a basis for discussion of the next three-year strategic direction and budgeting.

Recommendation of the Finance Committee

To expand the discussion and ensure a diverse set of views on the matter, the Chair of the Finance Committee, member Nadine Mathis Basha, invited special guests to both meetings to participate in the conversations. The additional participants represented both Board and regional council members.

Over the course of two meetings the Finance Committee reviewed how allocations are set; discussed the variables involved in the allocation process; examined how future allocations would support current spending budgets; looked at how regional fund balance is related to and impacts spending; reviewed how the organizational fund balance can be used to support a targeted spending level; and, developed recommendations for the Board on future program spending budgets and how the regional fund balance should be used.

Two formal recommendations have been made to the Board. These will be discussed at the April 2014 Board meeting and voted on at the June 2014 Board meeting. They include:

- 1) Beginning in FY16, the start of the new three-year Funding Plan Cycle, allocate \$126.6 million in revenues to support Program spending (statewide and regional combined), and keep this amount constant for successive years.
- 2) In FY16, the total means of financing available to support regional allotments should equal the targeted \$126.6 million level, and so regional allocations should be adjusted such that each region's projected fund balance (regional carry forward) is part of the allocation level rather than being in addition to.

These recommendations are based on reasonable (neither overly optimistic nor pessimistic) revenue projections and will allow FTF to maintain its program spending at a consistent level for an estimated 9-15 years.

The alternatives reviewed included the following:

1. Allow regional councils to spend down their carry forward, hitting fiscal cliffs at varying points between fiscal years 2015 to 2018. Under this proposal, regional councils would need to initiate a round of cuts because – even with their carry forward balance spread out over the next several years – their total revenue would be less than their projected FY15 allotments. Then, regional councils would need to initiate another round of cuts when their carry forward is fully exhausted and only the base-level allocation (based on the \$126.6 million recommended amount) is available.
2. Using large-scale draw-downs of organizational fund balance to maintain spending levels that have been set using regional carry-forward balances. The organizational fund balance would be exhausted within three years and, therefore, resulting in radical reductions in services at that point.

The Finance Committee acknowledged that moving to the recommended allocation methodology will raise questions from regional councils as it will mean an almost 30% reduction in total regional funds available for spending in FY16 (impact to individual regions will vary around this average amount). While this will be a challenge for regional councils to absorb initially, the following points were discussed by the Committee and include:

1. All regions are looking at significant funding reductions in the near future (as a result of spending down carry-forward), and in most cases, would need to make those cuts in FY16 or shortly thereafter.
2. Updating the fiscal policy at the beginning of a three-year planning cycle gives regional councils time to thoughtfully and proactively plan spending that reflects available revenues at the onset of a strategic planning process.
3. The funding available for each region will be very stable over time (with population and/or regional boundary changes being the only real drivers for change).
4. The recommendation sets a targeted spending level and, in FY16, uses regional carry forward in combination with new Board-allocated revenues to achieve that targeted spending level. Therefore, regions will be spending their regional carry-forward balances. In futures years, the targeted spending level will be fully achieved with new Board-allocated revenues.
5. Regions may still experience carry-forward balances, but these will be significantly lower and much more easily managed.

In addition, the Finance Committee discussed whether guidance should come from the Board on how regional councils plan to align programming to available revenues – for example, Board strategy or indicator priorities.

In the first of two meetings, the Board's Policy and Program Committee reviewed this issue at its April 3 meeting. Outlined below are questions the Committee was asked to consider and provide feedback on by the next meeting on May 15. In addition, feedback will be solicited from the regional Chairs and Vice Chairs at their May 1 meeting. All of the feedback obtained will be summarized and presented to the Board for consideration at its June 2014 meeting, so that complete guidance can be provided to the regional councils as they begin their three-year planning cycle.

Items the Program Committee members have been asked to provide feedback on include:

- Should guidance come from the Board on how regional councils plan to align funded programming to available revenues – for example, Board preferred strategy(ies) or School Readiness Indicator priorities?
- Currently, regional funding plans are developed by regional councils and are submitted for Board approval. If and when the Board has concerns with a funding plan presented for approval, they address these concerns on an individual basis and final approval is held until both Board and regional council concerns are resolved. As such,
 - Should this practice continue?
 - Should all regional councils be allowed to prioritize independent of each other, and/or Board priorities?

. . .

- Should the Board provide parameters for how a funding plan should be constructed? For example:
 - Should the number of strategies be limited?
 - Are there School Readiness Indicators which should be prioritized?
 - Should X% of funding have to be committed to the Board's signature Quality First strategy?
 - Should only Y% of funding be committed to strategies for which other state agencies have primary or statutory responsibility?
- The Quality First program and Quality First Scholarships collectively comprise the largest funding investment of FTF. Should FTF research whether the QF model can be adjusted in ways that lower the cost but still preserve the overall design and policy intent?
 - One such example would be reducing the number of scholarships made available to providers receiving them by some amount. If that amount were 1/3, a potential savings of \$15.7 million could be yielded.
 - Another example is considering a decision made by regional councils to fund additional scholarships, which is a significant investment of resources beyond that "required" under the Quality First model. As regional councils make choices to fund additional scholarships, it increases the total investment and in many cases, these additional scholarships are under-utilized.
- Are there other FTF program costs that FTF should research to see if they can be lowered while still preserving the design and policy intent?