FIRST THINGS FIRST

*Ready for School. Set for Life.*

**Arizona Early Child Development and Health Board**
**Navajo Nation Regional Partnership Council**
**DRAFT MINUTES**

**Call to Order/Welcome**

A Regular Meeting of the First Things First Navajo Nation Regional Partnership Council was held on April 8, 2014 at 10:00 a.m. (DST) The meeting was located at the Navajo Nation Museum, Loop Road and Highway 264, Conference Room #1, Window Rock, Arizona 86515.

The meeting was called to order by Vice Chair Boyne at approximately 10:10 a.m. followed by introduction of the Regional Council, staff, and guests.

Members Present: Benjamin Barney, Amelia Black, Grace Boyne, Valonia Hardy, Byrde Nez, Paula Seanez and Jeannette Yazzie; Rhonda Etsitty attended telephonically

Members Absent: Martin Ashley and Harry Martin

FTF Staff Present: Melissa Begay, Elyse Dempsey, and Virginia Turner

**Call to the Public**

There were no calls to the public at this time.

**Discussion and Possible Approval of March 11, 2014 Regular Meeting Minutes**

A motion was made by Member Seanez that the Regional Council approve the March 11, 2014 Regular Meeting minutes. Member Yazzie requested a word correction within Agenda Item 2. The motion was then seconded by Member Barney. Motion carried.

**Update from Coconino Community College**

At the request of Coconino Community College, Vice Chair Boyne requested that Agenda Item 5 precede Agenda Item 4; however the remaining agenda continued as ordered.

Kevin Mullins, Project Coordinator, provided the Regional Council information regarding budgetary reductions for Coconino Community College (CCC) leading to unlikely pursue a second three-year grant beginning in SFY016 for the Scholarship non-TEACH strategy. To ensure sustainability of the college, Mr. Mullins reported that the governing board of CCC has elected to eliminate early childhood degrees and certifications offered by the college. In addition, retirement of early childhood faculty and staff through SFY2016 will prevent stability of the program; however, current grant obligations for SFY2014 and SFY2015 will be met. Mr. Mullins expressed his gratitude to the Regional Council for the opportunity to be a part of the Tuba City High School ECE Program and to partner with First Things First.

Member Seanez requested information in the final report to include successes and challenges of the program to assist the Regional Council with continuing the strategy in the future.

**Presentation on Happy Homes: Obesity Prevention and Food Access in Navajo Nation**

Regional Director Begay introduced Community Outreach and Patient Empowerment (COPE) Project to the Regional Council as a continuing effort to advance recent discussion surrounding system building and early childhood system stakeholders.

Maya Sugarman, Healthy Food Project Coordinator for the COPE Project, provided a program overview to the Regional Council with emphasis on Healthy Homes, which strives to reduce childhood obesity through family training sessions and increase access to healthy foods by offering healthy foods to families. Ms. Sugarman reported that the COPE Project is working to expand food

distribution plans by identifying potential partnerships. Sessions are currently conducted at four sites within Navajo Nation, which are led by sixteen trained health coaches from FACE programs, Community Health Representatives, individual schools with early childhood programs, and Navajo Health Education.

Member Barney inquired about the ages of children and areas served. Ms. Sugarman indicated that the original curriculum was designed for children three to five years old and is continuing to be redeveloped to expand the targeted age range. In addition, the COPE Project serves the Navajo Nation region only; though based in Gallup, NM.

**Review, Discussion, and Possible Action on State Fiscal Year 2015 Community Awareness Budget**

Regional Director Begay presented for consideration and approval by the Regional Council the SFY2015 Community Awareness budget. Components include Educational Reinforcement Items, collateral materials and external printing including books and the regional newsletter, event sponsorships, event participation, and event supplies. Regional Director Begay also presented the Event Sponsorship Application as a new process to engage in event sponsorships for the Navajo Nation region. The process would solicit applications for event sponsorships that support meaningful awareness and effective communication about early childhood development and health.

Member Seanez inquired about the effectiveness of the Educational Reinforcement Items such as toothbrush packs since the Regional Council is funding an oral health strategy. In addition, Member Seanez inquired about use of the Event Sponsorship Application process by other regional councils state-wide. Regional Director Begay indicated that the Educational Reinforcements Items support the work of Community Outreach Coordinator Memarie Tsosie; and further responded with indication that the Northwest Maricopa Regional Partnership Council had previously utilized the Event Sponsorship Application process.

Member Nez asked that a liability disclaimer be added to the application. Regional Director confirmed that FTF program staff will be consulted to include a liability disclaimer clause.

A motion was made by Member Nez that the Regional Council approve the State Fiscal Year 2015 Community Awareness Budget as presented, seconded by Member Barney. Motion carried.

**Review of Fiscal Policy Direction from the Finance Committee**

Senior Director Turner presented to the Regional Council a recommendation for a new fiscal policy direction as determined by the Finance Committee. Understanding a decline in the tobacco tax revenue, Senior Director Turner indicated that discussions by the First Things First State Board continue to address sustainability of the state fund balance, maximizing current and future revenues, and promoting thoughtful and proactive planning for future fund reduction so as to minimize effect on young children and families.

The recommendation indicates that beginning in SFY2016, the start of the new three-year planning cycle, $126.6 million will be allocated to support statewide and regional revenue spending. Regional allocations would then be adjusted so each region's projected Carry-Forward balance is a part of the allocation level provided by the tobacco tax revenue rather than in addition to the allocation. Establishing a set allocation at the beginning of the three year strategic planning process that would allow Regional Councils to develop and plan program spending to support the base allocation and implement any changes to strategy funding over the course of the next three year strategic planning cycle so as to manage and limit any significant changes for strategy funding and implementation. The set allocation would also extend the state fund balance for nine to fifteen years, and create an opportunity for Regional Councils to spend down Carry-Forward balances. The impacts for all Regional Councils include a significant funding reduction in the near future as a result of the spending down of Carry-Forward, and in most cases, would be needed in SFY2016 or shortly thereafter; and need for updating fiscal policy at the beginning of the three year planning cycle to allow Regional Councils to thoughtfully plan spending that reflects available revenues at the onset of the strategic planning process.

On April 3, the Program Committee reviewed the Finance Committee recommendation and will provide feedback for review at the next Frist Things First State Board meeting. If approved, Regional Councils will be provided specific allocation amounts to assist in the next three year strategic planning process.

The Finance Committee found that alternative recommendations would exhaust the First Things First state fund balance within three to four years, and cause a mass reduction in programs for all Regional Councils statewide. The First Things First State Board will take action on the recommendation in June 2014.

**Preparation and Discussion on SFY2015 Grant Renewals and Agreements**

Regional Director Begay presented regional grants and agreements that will be considered for renewal in SFY2015 for the following strategies: Scholarship non-TEACH for Dine College, Northland Pioneer College, and Coconino Community College; Oral Health for Navajo County Public Health Services District; Reach Out and Read for the American Academy of Pediatrics AZ Foundation; Home

Visitation for Chicanos Por La Causa, Inc; the Food Security RFGA; Family, Friends, and Neighbors for the Child Care Development Fund; and Nutrition/Obesity/Physical Activity for Navajo County Public Health Services District. Funding amounts are expected to remain at level funding or increase in SFY2015.

**Regional Director's Report**

Regional Director Begay provided updates to the Regional Council regarding regional activities. Specifically, Regional Director Begay noted that tribal approvals for access and use of data from local health facilities are nearly complete; data will be incorporated into the regional Needs and Assets report. The next step will be to retrieve approval from the Navajo Nation President, Ben Shelly. In addition, Regional Director Begay reminded the Regional Council that the June 9th meeting will be in Flagstaff, Arizona where the Regional Council will have an opportunity to attend the First Things First State Board and possibly present a Northeast Region presentation on region scalability as well as attend a lunch with First Things First State Board members and First Things First leadership. Lastly, Regional Director Begay recommended that the July 2014 meeting date be moved from the 8th to the 22nd to accommodate the New Member Orientation where First Things First leadership will also be in attendance.

**Regional Council Member Announcements**

Vice Chair Boyne announced that she will be attending the May Chair/Vice Chair Meeting in Phoenix, Arizona; and asked that all Regional Council Members plan to attend the May 13th, 2014 Regional Council Meeting to discuss and take action on SFY2015 grant renewals.

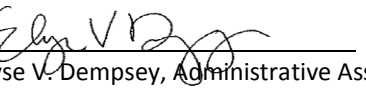
**Adjournment**

A motion was made by Member Nez to adjourn the meeting, seconded by Member Yazzie. Motion carried. Vice Chair Boyne adjourned the meeting at approximately 12:02 p.m.

Dated this 10th day of April, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Navajo Nation Regional Partnership Council



Elyse V. Dempsey, Administrative Assistant II

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Harry Martin, Chair

# Navajo Nation SFY2015 Grantee Renewals

## Professional Development

### Scholarships non-TEACH Strategy

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY2014 Award | FY2014 Expenditures YTD | FY2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| GRA-RC001-13-0544-01-Y2 | Coconino Community College | 07/01/2013-06/30/2014 | 12 | $60,000.00 | $18,896.33 | 31.5% | $52,000.00 | Yes | | |

Tuba City High School (TCHS) and Coconino Community College (CCC) have an existing partnership which currently provides a limited feeder program to prepare high school students to enter the workforce as quality child care services providers and/or continue to a postsecondary institution to earn Bachelors or Masters of Arts in Early Childhood Education (BA-ECE/MA-ECE) or Associates of Arts degrees with an early childhood emphasis. Building on the existing partnership and currently available dual enrollment classes, CCC proposes to create an expanded feeder program for TCHS students who reside on the Navajo and Hopi Reservations to provide all required courses to prepare students to complete the application for the Child Development Associate (CDA), participate in the required observation activity in a federally approved facility, and take the CDA exam by the end of the summer following high school graduation.

Budget challenges caused by a lack of state funding, and a voter-rejected property tax override in November 2013 forced Coconino Community College's (CCC) District Governing Board to institute a Financial Austerity Plan beginning July 1, 2014 in an effort to ensure the sustainability of the college over the next seven years. Among the programs and services that will be eliminated are the Early Childhood Education (ECE) Degree and Certificate Programs (including the CDA program). As a result, in SFY2015 CCC will not be recruiting and admitting a Cohort 3 as planned in the original grant application, causing lower contracted service units.

Currently, seven students of Cohort 1 are scheduled to take the CDA exam and participate in the CDA observation in SFY2014. During SFY2015, Cohort 2 will continue to complete the final CDA portfolio, complete the CDA observation and take the CDA licensure examination before graduation in May 2015. Program staff will develop plans to provide guidance for completers to continue their education in ECE by reaching out to Diné and Northland Pioneer Colleges. A program advising guide for Cohort 1 completers will be developed to provide information to assist in completing the degree at CCC during academic year 2014- 2015 if they desire, or to transfer directly to the Northern Arizona University's ECE program.

These small changes will provide Cohort I and 2 students with the services to complete the CDA and also continue on to Associate and Baccalaureate degrees thereby fulfilling the promises made to the students, and the terms of the grant agreement with First Things First and the Navajo Nation Regional Partnership Council, and providing trained education professionals on Navajo Nation.

| 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 professionals receiving scholarships | 20 | | 0 | | | 0 | 0.0% | No | -30.0% | 8 |

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY2014 Award | FY2014 Expenditures YTD | FY2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| GRA-RC001-14-0599-01 | Northland Pioneer College | 07/01/2013-06/30/2014 | 12 | $297,875.00 | $178,245.39 | 59.8% | $327,661.00 | Yes | | |

Northland Pioneer College (NPC) will assist in the preparation and ongoing development of 70 early educators and caregivers within the Navajo Nation, AZ. Participants will select a pathway which will include early childhood and developmental courses delivered on-site or at clustered sites. Applicants will complete course work leading towards the nationally recognized CDA (Child Development Associate) Credential in Infant-Toddler and/or Preschool emphasis of centers, home visitor and family childcare settings. These core credits may also articulate to a Certificate of Proficiency for Infant-Toddler, Preschool, Family and Child Care and are the basic requirements for an Associate's Degree from NPC. Although scholarships for tuition, fees, and placements test and credential fees are provided, the students will be advised about other financial aid opportunities and be encouraged to continue working toward their general education requirements at NPC or other Arizona institutions of higher education. They may then transfer their two year degrees to a college or university of their choice.

Based on current performance and regional demand, an increase in funding is recommended for SFY2015. With an additional funding of $29,786, Northland Pioneer College (NPC) will continue to support one fulltime faculty and transition the current three-quarter time faculty to fulltime status to better meet the needs of students, thus increasing enrollment numbers. The program's faculties are familiar with Diné culture and language to mentor and provide advisement. Additionally, the extra funding will permit students to enroll in more credits per semester, from five credits to six credit hours.

| 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 professionals receiving scholarships | 70 | | | | | 0 | 0.0% | No | -30.0% | 70 |

# Navajo Nation SFY2015 Grantee Renewals

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY2014 Award | FY2014 Expenditures YTD | FY2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| GRA-RC001-14-0607-01 | Dine College | 01/01/2014-06/30/2014 | 6 | $32,780.00 | $10,149.49 | 31.0% | $65,560.00 | Yes | | |
| The Diné College's Early Childhood Educator Project is to support the preparation of Navajo early childhood educators in birth through age five contexts on the Navajo Nation. The objective is to recruit and retain at least 20 ECE teacher candidates at the associate degree level at the Tsaile Campus. | | | | | | | | The increase funding in SFY2015 will support a 12-month program to provide scholarships to 20 Navajo early educators to take courses leading to an associate arts degree in early childhood education at the Tsaile campus. Students will take an average of nine credits in AA degree coursework in the Fall 2014 and Spring 2015 semesters, and six credits in both Summer Session One and Two. | | |

| 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 professionals receiving scholarships | 20 | | | | | | | | | 20 |

## Health

### Child Care Health Consultation Strategy

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY2014 Award | FY2014 Expenditures YTD | FY2014 Expenditures as % of Award | FY2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| GRA-STATE-13-0505-01-Y2 | Navajo County Public Health Services District | 07/01/2013-06/30/2014 | 12 | $39,537.55 | $6,698.90 | 16.9%.0% | $66,676.00 | Yes | | |
| CCHC provides a trained outreach health consultant throughout the Navajo and Apache, Navajo Nation, San Carlos, and White Mountain Apache regions in regulated childcare settings. CCHC identifies and assists with provider centered concerns and issues. CCHC's work together with early care and education providers to promote healthy and safe environments for young children and to improve the quality of care provided. CCHC's provide expert information, resources and referrals to child care providers. | | | | | | | | No services were provided through FY14 quarter 2; however the position is now filled. During the June 2014 meetings, the Board will be presented with a recommendation to renew this statewide contract. Individualized grantee follow up by FTF program and finance staff was presented and considered by the FTF executive team for statewide initiatives. The executive team utilized this data and information as the basis for this recommendation to the Board. | | |

| 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 center based providers served | | | | | | | | | | |
| Number of home based providers served | | | | | | | | | | |
| Number of Non-QF Centers | | | | | | | | | | |
| Number of Non-QF Homes | | | | | | | | | | |

# Navajo Nation SFY2015 Grantee Renewals

## Health

### Oral Health Strategy

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY2014 Award | FY2014 Expenditures YTD | FY2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| GRA-RC001-13-0545-01-Y2 | Navajo County Public Health Services District | 07/01/2013-06/30/2014 | 12 | $300,000.00 | $142,409.75 | 47.5% | $405,828.00 | Yes | | |

Navajo County Public Health Services District (NCPHSD) proposes to implement an oral health assessment, dental fluoride varnish and a parent early child care provider education program in communities in Navajo Nation within the Arizona state borders targeting services to children 0-5 years old and their parents. NCPHSD intends to sub-contract with the Coconino County Public Health Services District (CCPHSD) in order to assist in the provision of services in the western area of the Navajo Nation First Things First service area.

Navajo County Public Health Services District in partnership with Coconino County Health Services District will continue to conduct oral health assessments, provide dental fluoride varnishes, and provide an adult education program in the region.

The additional funding will support two changes in SFY2015. First is the increase of 200 more oral health screens and fluoride varnish applications making the target service numbers 2,000 to 2,200. Consequently this change will necessitate an increase in hours for the registered dental hygienists and an increase in dental supplies. Secondly, the extra funding will support the identification, organization, and coordination of partners to design and implement a tele-dentistry program in SFY2016.

| 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 fluoride varnishes applied | 2,000 | 801 | 890 | | | 1,691 | 84.6% | No | 24.6% | 2,200 |
| Number of participating adults | 200 | 213 | 114 | | | 327 | 163.5% | No | 103.5% | 200 |
| Number of participating professionals | 0 | | | | | | | | | 0 |
| Number of children receiving oral health screenings | 2,000 | 860 | 988 | | | 1,848 | 92.4% | No | 32.4% | 2,200 |
| Number of prenatal women receiving oral health screenings | 0 | 0 | 0 | | | 0 | | | | 0 |

## Family Support

### Home Visitation Strategy

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY 2014 Award | FY 2014 Expenditures YTD | FY 2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| FTF-RC001-14-0468-01 | Chicanos Por La Causa, Inc. | 07/01/2013-06/30/2014 | 12 | $389,966.00 | $208,413.95 | 53.4$ | $428,963.00 | Yes | | |

Parenting Arizona will implement the Parents as Teachers evidence based home visitation model program for 150 expectant parents and families with children birth through five years old who reside within Navajo Nation boundaries of Arizona not already receiving home visitation services. Parent educators are highly qualified and demonstrate respect for diverse needs and characteristics of families in the Navajo Nation regional area. Parent educators will work with families through four service deliver components including 1) personal visits which are conducted at least one time per month and more frequently as needed, 2) group connection held in a variety of community settings across the regional area, 3) developmental screening will be conducted with 90 days of family enrollment, and 4) resource network that connects families to needed resources. Program outcomes to be measured include parent knowledge of early childhood development and improve parenting practices, early detection of developmental delays and health issues and increasing children's school readiness and school success.

SFY2014, the initial year of program implementation, the grantee encountered typical barriers associated with startup of a new program. However, the grantee is expected to meet all performance targets in the first year. Currently, four Parent Educators are utilizing the Parents as Teachers (PAT) curriculum in a respective 50 mile radius of their assigned service delivery area.

An additional 10% of funding for SFY2015 will support hiring a part-time parent educator thus increasing the number of families to receive home visitation services from 150 to 170. This new position will serve families residing within in a 50 mile radius of Tuba City. With a staff of 4.5 Parent Educators, the four service delivery components of PAT will be provided to families with children birth through age five; the program recruitment is focused on enrolling families prenatally or shortly the baby's birth.

| 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 receiving screening | | | | | | | | | | 170 |
| Number of families served | 150 | 21 | 54 | | | 54 | 36.0% | Yes | 0.0% | 170 |
| Number of developmental screening conducted | | | | | | | | | | 170 |
| Number of vision screenings conducted | | | | | | | | | | 170 |
| Number of hearing screenings conducted | | | | | | | | | | 170 |

# Navajo Nation SFY2015 Grantee Renewals

## Reach Out and Read Strategy

| Contract Number | Grantee | Contract Period | Number of Contract Months | FY 2014 Award | FY 2014 Expenditures YTD | FY 2014 Expenditures as % of Award | FY 2015 Proposed Renewal Amount | Staff Recommendation to Council | Council Recommendation | Recommendation to Board |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Renewal Considerations | | |
| FTF-MULTI-13-0401-01-Y2 | American Academy of Pediatrics - AZ Chapter | 07/01/2013-06/30/2014 | 12 | $72,698.00 | $72,698.00 | 100.0% | $72,698.00 | Yes | | |

Reach Out and Read is a pediatric literacy program endorsed by the American Academy of Pediatrics and the National Association of Pediatric Nurse Practitioners. Doctors, nurse practitioners, and other pediatric healthcare professionals, trained in Reach Out and Read's evidence-based model, incorporate the intervention into well child visits, by advising parents about the importance of reading aloud, educating parents about early literacy developmental milestones, and giving developmentally appropriate books to children to take home. The program begins at the 6-month checkup and continues to age 5, with a special emphasis on children growing up in low-income communities. Research findings from 14 published, peer-reviewed studies clearly demonstrate that Reach Out and Read is effective. Parents who have received the Reach Out and Read intervention are significantly more likely to read to their children and have more children's books in the home compared to families who have not participated in the program. In addition, children served by the Read Out and Read program score significantly higher on vocabulary tests.

Note: This is a multiregional contract.

Based on data and narrative reports submitted to date, the Arizona Chapter of the American Academy of Pediatrics (Reach out and Read Program) is compliant with all grant obligations/requirements. Quarter I and Quarter II data and narrative reporting show that the organization is on track to meet the contracted service numbers.

There are no significant proposed changes for SFY 15 implementation. Total funding level for the SFY 15 will increase to $416,529 ($50,000 from Central Phoenix, $72,698 from Navajo Nation, $19,000 from North Phoenix, $100,000 from Yuma, $10,675 from Graham Greenlee, $112,056 from White Mountain Apache Tribe, $50,600 from Coconino, $1500 from Salt River Maricopa Indian Community). First Things First staff recommends renewal of this grantee.

In SFY2015, American Academy of Pediatrics will distribute 14,990 books. The grantee will utilize First Things First funding to purchase 4,895 new developmentally appropriate children's books (English and Navajo) and 10, 095 books are to be donated by the Reach Out and Read state coalition.

| 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 participating practices | 7 | 0 | 0 | | | 0 | 0.0% | No | -30.0% | 7 |
| Number of books distributed | 12,656 | 1,677 | 1,677 | | | 3,354 | 26.5% | No | -3.5% | 4,895 |

****Quarterly Data Submission Value (Double Asterisk)**

Null (empty box) = Grantee reported that this is not part of the grantee's contract and did not provide data. Any other numeric entry (zero or greater) indicates a number reported by grantee.

FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

**Agenda Item #7:**
Discussion and Possible Action on Nutrition/Obesity/Physical Activity Government to Government Grant Agreement for Navajo County Public Health Services District for SFY2015

**Background:**
Navajo County Public Health Services District (NCPHSD) in partnership with Coconino County Public Health Services District will provide childhood interventions that target nutrition, maintenance of a healthy weight, and incorporation of physical activity into existing community service programs for families with children birth to five years of age. NCPHSD proposes to utilize three program strategies to improve nutrition and increase physical activity in early learning programs and to influence families with children birth through age five to establish healthy habits to reduce obesity-related diseases.

1. Evidence based curricula will be utilized with early learning programs – Bureau of Indian Education's FACE and Baby FACE programs, and school districts' preschool classrooms. *(Exhibit A)*
    a. **Empower Pack** training supports healthy relationships with food, encourages physical activity, supports sun safety and promotes healthy oral health practices so the children in early learning programs can develop a healthy foundation for optimal growth and development.
    b. **SPARK** training focuses on training child care providers/parents on age-appropriate activities that motivate and encourage young children to be physically active. The trainings are targeted based on parents and early learning program's needs and are designed to provide each program with a working knowledge of SPARK's unique content and instructional strategies.
    c. The **Nutritious and Healthy Story Time** training is a family nutrition literacy program that will encourage child care providers/parents to read to the children at the centers/home and teach positive health and nutrition messages to parents and children.

2. Healthy Store Initiative (HSI) is a research-tested intervention, focusing on changing the local food environment by directly influencing the availability of healthier food options in stores, and increasing awareness and skills of patrons to select and prepare healthier foods through point of-purchase promotions. 11 stores in underserved, low-income communities will be recruited to participate in HSI. *(Exhibit B)*

3. Community Gardens provides different forms of engagement for children, including designing, planting, and maintaining gardens; harvesting, preparing, and sharing food; working cooperatively in groups; learning about science and nutrition; and creating art and stories inspired by gardens. Due to policy and procedure and delayed execution of MOAs, the Community Gardens have been not fully implemented in previous funding years. NCPHSD proposes to create gardens at 8 community sites in collaboration with University of Arizona Navajo County Cooperative Extension Master Gardner certification program. Community Garden sites have been identified as:
    a. Little Miss Muffet
    b. Karigan Child Care Center
    c. Ganado Pre-Kindergarten
    d. Tsaile Child Care Center
    e. Kayenta FACE Program
    f. Teec Nos Pos FACE Program
    g. Indian Wells Pre-Kindergarten
    h. Tuba City Early Learning Center

    The Community Garden strategy will be complimented by the ***"Grow It, Try It, Like It! Preschool Fun with Fruits and Vegetables"*****,** a garden themed education kit to be provided by NCPHSD. *(Exhibit C)*

NCPHSD will continue to develop a partnership with Navajo Head Start to provide education, information and support to center staff to promote healthy eating and physical activity among young children. Additionally, the program will begin to collaborate with hospitals to support early care policies consistent with Arizona Baby Steps to Breastfeeding Success or Baby-Friendly USA.

Target service numbers:

- Number of children to be served: 2,000 children
- Number of participating adults: 4,000 adults

Total Funding Requested: Budget forthcoming

**Recommendation:**
The regional director recommends approval of the proposed Nutrition/Obesity Prevention/Physical Activity grant agreement.

# EVIDENCE BASED CURRICULA TRAINING – Exhibit A

| | |
|---|---|
| Initial Visit | • Introduction Session<br>• Introduce the training, curriculum to be used and the lessons, set up schedules, fill out Enrollment Forms, collect Pretest, parent's permission for photo release<br>• Childhood Obesity power point presentation<br>• MyPlate power point presentation |
| Training Session 2 | • Empower: Build A Better Plate power point presentation<br>• SPARK: Building Blocks<br>• Nutritious & Healthy Story Time: Give Me 5 a Day! |
| Training Session 3 | • Empower: Best Practice #1 Model Health Eating Behaviors<br>• SPARK: Musical ASAPs<br>• Nutritious & Healthy Story Time: Buddy Bear Hand Washing Use the Barney Glo-Light<br>• MyPlate: Family Style Meals power point presentation |
| Training Session 4 | • Empower: Best Practice #2 Integrate nutrition and physical activity in the childcare environment<br>• SPARK: Super Stunts<br>• Nutritious & Healthy Story Time: Whole Grain Choo-Choo Train<br>• MyPlate: Whole Grain Heroes power point presentation |
| Training Session 5 | • Empower: Best Practice #3 Practice the "Division of responsibility" in feeding<br>• SPARK: Hoop It UP<br>• Nutritious & Healthy Story Time: Eating the Alphabet<br>• MyPlate: Fruit and Veggies More Matters power point presentation |
| Training Session 6 | • Empower: Best Practice #4 Developmentally appropriate first foods and recognition of hunger and fullness<br>• SPARK: R, S, B for Me<br>• Nutritious & Healthy Story Time: I Will Not Ever Eat a Tomato<br>• MyPlate: Healthy Heart power point presentation |
| Training Session 7 | • Empower: Best Practice #5 Partners in prevention-caregiver and parent involvement, education and guidance<br>• SPARK: Fluffball Fun<br>• Nutritious & Healthy Story Time: Carlos and Clarice Mooove to Low Fat Milk<br>• MyPlate: Building Better Bones power point presentation |
| Training Session 8 | • Empower: Best Practice #6 Promoting physical activity and free play in the environment<br>• SPARK: Beanbag Bonanza<br>• Nutritious & Healthy Story Time: Hungry Caterpillar<br>• MyPlate: Move Into Action power point presentation |
| Training Session 9 | • Empower: Best Practice #7 Plan menus and meals for the child's nutritional needs<br>• SPARK: Rope Action<br>• Nutritious & Healthy Story Time: Feast for Ten<br>• MyPlate: Go Lean with Protein power point presentation |
| Follow up Session 10 | • Collect Post Tests, Program evaluations<br>• Provide *Certificate of Participation for Providers that complete training sessions.* |

# HEALTHY STORE INITIATIVE TRAINING – Exhibit B

| | |
|---|---|
| Initial Visit | • Introduction Session<br>• Introduce the training, curriculum to be used and the lessons, set up schedules, fill out Memo of Agreements<br>• Healthy Store Initiative power point presentation<br>• Childhood Obesity power point presentation<br>• MyPlate power point presentation |
| Session 2 & 3 (August & September) | • Sell Healthy: Products & Displays<br>• Choosing Healthy Products<br>• Buying and Handling Fresh Produce<br>• Produce Display<br>• Refrigerator Display |
| Session 4 & 5 (September & October) | • Healthy Breakfast<br>Each phase includes theme-specific behavioral objectives, promoted foods, and health communication (point-of-purchase marketing and nutrition education) strategies.<br>• MyPlate: Whole Grain Heroes power point presentation<br>• Food Demo: Banana Oatmeal<br>• Food Demo: Breakfast Fruit Cups |
| Session 6 & 7 (October & November) | • Sell Healthy: Pricing & Promotions<br>• Value-Added Product Ideas<br>• Fresh Produce<br>• Pricing and Promotions<br>• Customer Feedback |
| Session 8 & 9 (November & December) | • Cooking at Home<br>Each phase includes theme-specific behavioral objectives, promoted foods, and health communication (point-of-purchase marketing and nutrition education) strategies.<br>• MyPlate: Go Lean With Protein power point presentation<br>• Food Demo: Bean Soup<br>• Food Demo: Springtime Corn & Squash Soup |
| Session 10 & 11 (December & January) | • Healthy Snacks<br>Each phase includes theme-specific behavioral objectives, promoted foods, and health communication (point-of-purchase marketing and nutrition education) strategies.<br>• MyPlate: Fruit and Veggie More Matters power point presentation<br>• Food Demo: Easy Pumpkin Pudding<br>• Food Demo: Southwest Popcorn |
| Session 12 & 13 (January & February) | • Sell Healthy: Store Appearance<br>• Maximizing Space<br>• Improving Store Exterior<br>• Making Your Store Green |
| Session 14 & 15 (February & March) | • Carry-out Foods (e.g., prepared foods offered at store delis)<br>Each phase includes theme-specific behavioral objectives, promoted foods, and health communication (point-of-purchase marketing and nutrition education) strategies.<br>• MyPlate: Healthy Heart power point presentation<br>• Food Demo: Apple Tuna Sandwich<br>• Food Demo: Anything Goes Stir Fry |
| Session 16 & 17 | • Healthy Beverages<br>Each phase includes theme-specific behavioral objectives, promoted foods, and health |

| | |
|---|---|
| (March & April) | communication (point-of-purchase marketing and nutrition education) strategies.<br>• MyPlate: Building Better Bones power point presentation<br>• Food Demo: Apple Pie in a Glass<br>• Food Demo: Liquid Gold |
| Session 18 & 19 (April & May) | • Food Demonstration Training for Store Employees<br>• Employee Food Demo: Oodles of Noodles<br>• Employee Food Demo: Apple Pie Turkey Salad |
| Session 20 & 21 (May & June) | • Food Demonstration Training for Store Employees<br>• Employee Food Demo: Lemon Velvet Supreme<br>• Employee Food Demo: Apple Chicken Stir Fry |
| Follow up Session #22 June 2015 | • Collect Program evaluations,<br>• Provide *Certificate of Participation for Store Managers and Employees that complete training sessions.* |

# COMMUNITY GARDEN TRAININGS – Exhibit C

| | |
|---|---|
| Initial Visit | • Introduction Session<br>• Introduce the training, curriculum to be used and the lessons, set up schedules, fill out Memo of Agreements<br>• Gardening power point presentation<br>• Childhood Obesity power point presentation |
| Session 2 | • Basic Botany<br>• Grow It, Try It, Like It!: Spinach |
| Session 3 | • Soils and Your Garden—How to Make it Work<br>• Solving the Water Mystery<br>• Grow It, Try It, Like It!: Cantaloupe |
| Session 4 | • What Plants to Select for my Yard/Garden/Landscape<br>• Grow It, Try It, Like It!: Squash |
| Session 5 | • Container Gardening, House Plants, Fruit Trees<br>• Grow It, Try It, Like It!: Peaches |
| Session 6 | • Bugs in My Yard<br>• Grow It, Try It, Like It!: Strawberries |
| Session 7 | • Hands on Gardening<br>• Grow It, Try It, Like It!: Sweet Potatoes |
| On-going/Follow up Sessions 8 | • Collect Program evaluations<br>• Provide *Certificate of Participation for individuals that complete training sessions.* |

# FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

**Agenda Item #8:**

Discussion and Possible Action on Family, Friends, and Neighbors Government to Government Grant Agreement for Navajo Nation Child Care Development Fund for SFY2015

**Background:**

Navajo Nation Child Care Development Fund proposes to implement the Family, Friends, and Neighbors strategy by providing training, coaching, and technical assistance to home based caregivers who reside on Navajo Nation within Arizona. The program staff includes two full-time education specialists and a part-time program supervisor.

Under the direction of the program supervisor, education specialists will:

- Recruit and enroll home providers
- Conduct a health and safety assessment of the child care setting
- Develop a child care improvement plan to resolve any safety hazards or deficiencies
- Provide home providers with a first aid kit, fire extinguishers, and safety kits (cabinet locks, ultra clear plug protectors, etc.)
- Provide training on:
  1. Cardiopulmonary resuscitation
  2. First aid and safety
  3. Nutrition, health and sanitary practices
  4. Ages and Stages Questionnaire to screen developmental and social-emotional and educate home providers about developmental milestones, and incorporate their expert knowledge about children
- Coach and provide technical assistance in utilizing educational learning supplies. Additionally, education specialists will promote and incorporate Diné cultural enrichment activities, and assist with providing a literacy rich environment
- Encourage and assist home providers to become regulated or certified caregivers

The program supervisor is a new half time position that will administer the project and supervise the education specialists. Additionally, the program supervisor will develop, implement, and supervise the Child Care Food and Meal Services with all home based providers.

Target service numbers: 75 home based providers and 75-85 children ages birth through age five.

Total Funding Requested: $200,000.00

**Recommendation:**

The regional director recommends approval of the proposed Family, Friends, and Neighbors grant agreement, target service numbers, and funding level.

## Attachment D

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| Secure Contract approval between NNDSS/CCDF Program and the State of Arizona, First Things First (AZFTF) organization. | Compile and submit grant application to AZFTF organization. | Program Manager II and CCDF Administration Staff | April 01, 2014 | AZFTF grant application with attached supporting documents. |
| | Upon approval for a contract, CCDF Program will process SAS 164 Review Contract within the Navajo Nation approval system. | Program Manager II | June 30, 2014 | Signature Authorization Sheet and grant contract |
| Create one employment position with the Navajo Department of Personnel Management (DPM) | Create a classified employment position, specific to supervise FFNC services. | Human Resource | May 15, 2014 | Create a Personnel Classification Questionnaire (PCQ) form |
| | Advertise and announced employment positions through Navajo Nation DPM Vacancy announcements. | Human Resource | May 30, 2014 | Navajo Nation Job Vacancy Announcements |
| | Hire and selection of a Program Supervisor | Program Manager II | June 30, 2014 | Process Personnel Action Form (PAF) with NNDPM. |
| Conduct orientation on FFNC Services for FFY 2015 service delivery. | Provide orientation to the two (2) Education Specialists a Program Supervisor on FFNC renewal contract for FY 2015. Revisit FFNC goals and objectives, service delivery, and data reporting requirements. | Program Manager II and Principal Social Worker | July 01, 2014 | CCDF's internal policy on FFNC Policy and Procedure, including forms.<br><br>AZFTF Data Reporting forms<br><br>Monthly progress reports and caseload statistics |
| | Orientation on CCDF internal policies and procedures on child care services and review internal directives for personnel management. | Program Manager II and Human Resources | July 05, 2014 | Internal CCDF Policy and Procedures<br><br>Navajo Nation Department of Personnel Manual |
| | Orientation on Navajo Nation Driver's Permit. | Navajo Nation Department of Public Safety | August 30, 3014 | Authorized Navajo Nation's Driver's Permit |

## Attachment D - continued

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| (Con't)<br>Conduct orientation on FFNC Services for FFY 15 service delivery. | Orientation on new employee on role and responsibilities, employee benefits, professional ethics, etc. | Navajo Nation Department of Staff Development and Training | September 30, 2014 | Handbooks on employee benefits and sign-off on training attendance sheet. |
| Conduct 75 initial and exit home assessments on home based child care setting. | Each Education Specialist is to make at least 6 to 7 monthly assessments on the caregiver's home. To utilize the Health and Safety Checklist, Initial assessment; on condition of the child care setting. | FFNC Program Supervisor and Education Specialists | July 01, 2014 to June 30, 2015. | Utilize the *Health and Safety Checklist, Initial Assessment* form.<br><br>Document case progess on *Case Narrative* form. |
| | FFNC will refer caregivers to their community resources on recommended improvement on physical structure of home based setting. | FFNC Program Supervisor and Education Specialists | July 01, 2014 to June 30, 2015. | Utilize the *Referral* form to justify service request for caregivers.<br><br>Document case progess on *Case Narrative* form. |
| | Prior to closure of FFNC services with caregivers, the Education Specialists will make at least 6 to 7 monthly assessments on the caregiver's home. To utilize the Health and Safety Checklist, Exit Assessment on condition of the child care setting. | FFNC Program Supervisor and Education Specialists | July 01, 2014 to June 30, 2015. | Utilize the *Health and Safety Checklist, Exit Assessment* form.<br><br>Document case progess on *Case Narrative* form. |
| The FFNC Education Specialists will conduct at least 10-20 home base trainings and one or more group trainings to FFNC home based caregivers. | Arrange and schedule trainings with home based care providers. | Education Specialists or a CCDF Senior Caseworker | July 01, 2014 to June 30, 2015 | Resource Coordination Letter<br>Training Agenda |
| | As needed, secure professional trainer with credentials to provide Health and Safety standards. | Community Resources, Education Specialists, Program Supervisor | Arrange a training session once every Quarter | Training Handouts<br>Training Signature Form<br>Training Certificate |
| | Compile monthly reports from the Education Specialists. | FFNC Program Supervisor and Education Specialists | Due the first Friday of every month for previous month's work performances | Monthly Data and Narrative Report. |

## Attachment D – continued

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| Complete Purchase Orders on goods and services for 75 home base providers. | Order and receive tangible goods identified for home base providers i.e. portable diaper changing pads, fire extinguishers, rest mats, etc. | FFNC Program Supervisor and CCDF Administration Support staff. | July 01, 2014 to June 30, 2015 | Maintain Purchase Requistions, Purchase Orders, Vendor's Invoices, distribution forms and other financial forms to verify order/distribution of goods. |
| | Record and tagged equipments for non-capital goods that cost more than $100.00 | CCDF Property Clerk and Navajo Natin Office of Property | July 01, 2014 to June 30, 2015 | Maintain Property Inventory forms |
| | Base on outcome on child care setting assessement; goods and services will be prioritize and delivered to child care site. | Education Specialists and CCDF Property Clerk | July 01, 2014 to June 30, 2015 | Verify Receiving of Goods forms by the home base providers. |
| | Complete data report on number of goods delivered to the home base providers and submit the report to the CCDF Administration Office. | Education Specialists and CCDF Property Clerk | Due the first Friday of every month for previous month's work performances | Monthly Tacking form on physical inventory by Chinle and Tuba City Education Specialists; copies are shared with CCDF Property Unit |
| Complete Purchase Orders on educational learning supplies for 75-85 children from ages: 1-5.<br><br>Complete Purchase Orders on cultural learning supplies, to purchase six (6) sets of Bilingual numbers, colors, and shapes cards. Cards are for use by the 75 caregivers while working with children. | Order and receive tangible cultural and educational goods identified for CCDF eligible children (0-5 yo) i.e.Bilingual color, numbers, shape cards and Navajo flashcards on cultural related pictures. | FFNC Program Supervisor and CCDF Administration Support staff. | July 01, 2014 to June 30, 2015 | Maintain Purchase Requistions, Purchase Orders, Vendor's Invoices, distribution confirmation to clients to verify order/distributions of goods. |
| | Conduct 10-20 direct training every month to the home base providers on learning activities. | Education Specialists | July 01, 2014 to June 30, 2015 | Verify and narrate on training forms and case file narratives. |
| | Maintain records on trainings to home base providers. Maintain records on receiving purchase goods. | Education Specialists | July 01, 2014 to June 30, 2015 | Verify Receiving of Goods forms by the home base providers. |
| | Complete data report on number of goods delivered to the home base providers and submit the report to the CCDF Administration Office. | Education Specialists | Due the first Friday of every month for previous month's work performances | Monthly Tracking form on physical inventory by Chinle and Tuba City Education Specialists; copies are shared with CCDF Property Unit |

## Attachment D - continued

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| Attain federal/national criminal background check on 50 home base caregivers. (Projecting 25 providers will have their own cards) | Complete 50 fingerprinting cards through coordination with West Virginia Federal Law Enforcement Agency. Projecting that 25 caregivers will pay for own fingerprinting cards. | Education Specialists | July 01, 2014 to June 30, 2015 | Maintain a xerox copy of the fingerprinting card in the home base case files. |
| | Complete data report on number of criminal background checks completed and submit the report to the CCDF Administration Office. | Education Specialists | Due the first Friday of every month for previous month's work performances | Maintain outcome of the federal criminal background check in the home base provider's case file. |
| 75 Home base providers will attain Frist Aid Standard and Cardio Palumonary Resuscitation (CPR) Training. FFNC will pay for 30 certification cards and 45 providers would have to pay for their own training fee. | Arrange and schedule the trainings for the home base providers. | Education Specialist or a CCDF staff. | One training session due every Quarter | Resource Coordination Letter<br>Training Agenda |
| | Secure a professional trainer with credentials to provide First Aid Srtandard and CPR Training. | Health Worker (certified Trainer) | One training session due every Quarter. | Training Handouts<br>Training Signature Form<br>Training Certificate |
| | Complete data report on number of training completed and submit the report to the CCDF Administration Office. | Education Specialists | Due the first Friday of every month for previous month's work performances | Monthly Data and Narrative Report. |
| 75 Home base provicers will attain Fire Safety Training and base on their home assessment on child care setting, a provider is issued a new Fire Extinguisher. FFNC will purchase 20 fire extinguishers. Caregivers who already have fire extinguishers will not be issued a new one. | Arrange and schedule the trainings for the home base providers. | Education Specialists or a CCDF Senior Caseworker | One training session due every Quarter. | Resource Coordination Letter<br>Training Agenda |
| | Secure a professional trainer with credentials to provide Fire Safety Training | Fire Department Worker (certified trainer) | One training session due every Quarter. | Training Handouts<br>Training Signature Form<br>Training Certificate |
| | Complete data report on number of training completed and submit the report to the CCDF Administration Office. | Education Specialists | Due the first Friday of every month for previous month's work performances | Monthly Data and Narrative Report. |

## Attachment D - continued

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| Recruit for home base providers at local communities where there is a higher cluster of population i.e. Chinle, Window Rock, Tuba City, Kayenta, Shonto, Kaibeto, LeChee, Dilkon, Leupp, and other areas. | Create banners, posters and flyers to advertise FFNC services during public recruitments. Disseminate FFNC brochures during public recruitment. | FFNC Program Supervisor, Education Specialists, and Record Management staff | July 01, 2014 to June 30, 2015 | Banners, posters, and flyers posting in local areas across Navajo Nation. Disseminate brochures to the general public. |
| | Complete data report on number of advertisements via newspaper. | FFNC Program Supervisor | Due the first Friday of every month for previous month's work performances | Monthly Data and Narrative Report. |
| Professional Development for the FFNC Program Supervisor and Program Supervisor. | Increase knowledge on early childhood development by attending conferences, workshops and/or trainings. Staff will be knowledgeable to adminsters Ages and Stages Questionnaire-3 (ASQ-3. | FFNC Program Supervisor and Education Specialists | July 01, 2014 to June 30, 2015 | Provide coaching and technical assistance on use of ASQ-3 with caregivers. |
| Administratively account for financial expenditure and ensure service is appropriately authorized pursuant to contact agreement. | Compile monthly reports from the Education Specialists and Program Supervisor | FFNC Program Supervisor and Education Specialists | Due the first Friday of every month for previous month's work performances | Monthly Data and Narrative Report. |
| | Randomly select 5 case files every month to ensure appropriate services are delivered to the home base providers by the Education Specialists | FFNC Program Supervisor | July 01, 2014 to June 30, 2015 | Monthly Data and Narrative Report. |
| | Conduct direct consultation and observation on the Education Specialists engaging with home base care providers. | FFNC Program Supervisor | July 01, 2014 to June 30, 2015 | Staff Evaluation Form |
| | Conduct overview of Program Supervisor's guidance and supervision of FFNC services. | Program Manager II | July 01, 2014 to June 30, 2015 | Staff Evaluation Form |

## Attachment D - continued

# IMPLEMENTATION PLAN: July 1, 2014 – June 30, 2015

| Activities | Task | Person Responsible | Date Task Will Be Completed/Timeline | Support Documentation |
|---|---|---|---|---|
| (Continue) Administratively account for financial expenditure and ensure service is appropriately authorized pursuant to contact agreement. | Compile data collection report to the funding agency. | FFNC Program Supervisor | July 01, 2014 to June 30, 2015 | Monthly Data and Narrative Report. |
| | Compile Quarterly financial report to the funding source. | Senior Accountant | July 01, 2014 to June 30, 2015 | Finanical Report |
| Renewal of annual FFNC contract agreements | Document service delivery on grant application | Program Manager II<br>FFNC Program Supervisor<br>Senior Accountant | February 07, 2014 | FFNC Grant Application with Supporting documents. |

## Attachment E

# Line Item Budget

**While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. Limit your budget line items to the following categories: Personnel, Fringe Benefits, Professional Services, Travel, Pass-Through (i.e. Sub grants), Other Operating Expenses and Administrative/Indirect Costs.**

## Budget period: July 1, 2014 – June 30, 2015

| Budget Category | Line Item Description | Requested Funds | Total Cost |
|---|---|---|---|
| **PERSONNEL SERVICES** | | **Personnel Services Sub Total** | **$ 98,072** |
| Salaries / Object Code / Work Site | Hourly / # Hours | Budget | |
| 1 PTE Program Supervisor / 1364 / Window Rock | $18.86 / 1,040 | $19,614 | |
| 1 PTE Education Specialist / 1365 / Pinon | $18.86 / 2,080 | $39,229 | |
| 1 PTE Education Specialist / 1366 / Tuba City | $18.86 / 2,080 | $39.229 | |
| **EMPLOYEE RELATED EXPENSES** | | **Employee Related Expenses Sub Total** | **$44,142** |
| Fringe Benefits or Other ERE<br>FTE (Full Time Employees) | $98,072 X 45.01% | $44,142 | |
| **PROFESSIONAL AND OUTSIDE SERVICES** | | **Professional & Outside Services Sub Total** | **$** |
| Contracted Services | | | |
| **TRAVEL** | | **Travel Sub Total** | **$ 21,315** |
| In-State Travel<br>**Navajo Nation –Fleet / Vehicle# / Location** | Rate / Rate Per Mile / Est.miles Month / Total Mileage | Budget $18,408 | |
| 4WD-Truck/Suburban / 304405 / Tuba City | $547.00 / 0.40 / 1000 / $400.00 | | |
| 4WD Tahoe / 306319 / Pinon | $147.00 / 0.40 / 1000 / $400.00 | | |
| | $694.00 / $800.00 | | |
| | X 12 mos / X 12 mos | | |
| | **$8,328 / $9,600** | | |
| | 5%NN Tax $480 | | |
| | **$10,080** | | |
| **AZ FTF Early Childhood Summit for 2 FFNC Staff:**<br>August 18-19, 2014 in Phoenix/Maricopa<br>(1st Qrt Trng) | Lodging / Meals<br>$74.00 Nightly / $54.00 Daily<br>X 3 nights / X 4 days<br>$222.00 / $216.00<br>X 2 Staff / X 2 Staff<br>**$444.00 / $432.00** | Budget $2,907 | |
| **Three (3) staff to attend Early Childhood AZDES/CCDF/ASCC/Child Care Resource Referral:**<br>October 2014 in Phoenix/Maricopa County<br>(2nd Qrt Trng) | Lodging / Meals<br>$103.00 Nightly / $54.00 Daily<br>X 1 nights / X2 days<br>$103.00 / $108.00<br>X 3 Staff / X 3 Staff<br>**$309.00 / $324.00** | | |
| **Three (3) staff to attend Early Childhood AZDES/CCDF/ASCC/Child Care Resource Referral:**<br>January 2015 in Phoenix/Maricopa County<br>(3rd Qrt Trng) | Lodging / Meals<br>$141.00 Nightly / $54.00 Daily<br>X 1 nights / X2 days<br>$141.00 / $108.00<br>X 3 Staff / X 3 Staff<br>**$423.00 / $324.00** | | |
| **Three (3) staff to attend Early Childhood AZDES/CCDF/ASCC/Child Care Resource Referral:**<br>April 2014 in Phoenix/Maricopa County<br>(4th Qrt Trng) | Lodging / Meals<br>$109.00 Nightly / $54.00 Daily<br>X 1 nights / X2 days<br>$109.00 / $108.00<br>X 3 Staff / X 3 Staff<br>**$327.00 / $324.00** | | |
| Out of State Travel | | | |

| | | | |
|---|---|---|---|
| **AID TO ORGANIZATIONS OR INDIVIDUALS** | | **Aid to Organizations or Individuals Sub Total** | **$** |
| Subgrants or Subcontracts to organizations/agencies/entities | | | |
| **OTHER OPERATING EXPENSES** | | **Other Operating Expenses Sub Total** | **$ 18,290** |
| • Telephones/Communications Services<br>• Internet Access<br>• General Office Supplies | | | |
| Purchase office supplies for 2 Education Specialist and the Program Supervisors | | **Budget** $2,500 | |
| Purchase contruction papers, writing papers, and fine motor skills learning cards. | | **Budget** $1,981 | |
| Assist caregivers with cultural learning supplies; to teach toddlers and Preschool Age Children to use the Navajo language. Purchase bilingual color cards, number cards, shapes cards, and Navajo basic flashcards. | **Unit Cost # of Sets**<br>Color Cards $18.00 x 6 sets = $108.00<br>Number Cards $12.00 x 6 sets = $72.00<br>Shapes Cards $16.00 x 6 sets = $96.00<br>Navajo flashcards $10.00 x 6 sets = $60.00<br>Shipping and Handling $15.00<br>**$351.00** | **Budget** $351.00 | |
| Home Safety Supplies for Caregivers; to keep children safe within child care setting. | **Unit x Cost = Amount**<br>Choking Hazard Tester Tube 25 x 4.21 set = $105.25<br>Side by side cabinet lock 50 x 4.21 each = $315.75<br>Ultra clear electrical outlet plugs 7 x 4.21 each = $ 23.52<br>Grip n Twist Door Knob Cover 50 x 5.06 each = $379.50<br>Furniture Wall Straps 50 x 5.91 each = $443.25<br>First Aid Kit 50 x 49.46 each = $2,473.00<br>**$3,740.27** | **Budget** $3,740 | |
| • Food<br>• Rent/Occupancy<br>• Evaluation (non-contracted & non-personnel exp.)<br>• Utilities<br>• Furniture | | | |
| Purchase infant and toddler's supplies for use by caregives within the child care setting. | **Unit x Cost = Amount**<br>Portable Changing Pads 20 x 34.95 each = $699.00<br>Potty Trainers 30 x 14.95 each = $448.50<br>Young children rest mats 30 x 23.89 each = $716.70<br>**$1,864.20** | **Budget** $1,864 | |
| • Postage<br>Purchase 2000 stamps to mail correspondences and training materials to caregivers | 2000 stamps x $0.49 each = **$980.00** | **Budget** $980.00 | |
| • Software (including IT supplies)<br>• Dues/Subscriptions<br>• Advertising<br>• Printing/Copying<br>Printing of cultural learning materials. | | | |
| Bilingual learning cards - Color Copies:<br>Training handouts – Color Copies<br>Printing of FFNC Forms – Color Copies<br>Training handouts – Copies<br>FFNC Forms - Copies | .75¢/copy x 225 = 168.75<br>.75¢/copy x 1000 = 750.00<br>.75¢/copy x 1000 = 750.00<br>.7¢/copy x 2000 = 140.00<br>.7¢/copy x 2000 = 140.00 | **Budget** $1,949 | |

| | | | |
|---|---|---|---|
| • Equipment Maintenance | | | |
| **Purchase Fire Extinguishers wih brackets** for 20 home-based providers. | $31.50 each X 20 = $630.00<br>NN Tax @ 5% $ 31.50<br>**$661.50** | **Budget** $661.50 | |
| **Process fingerprinting cards** for 50 providers to obtain a federal criminal background check | $18.00 per fingerprinting cards x 50 Providers = **$900.00** | **Budget** $900.00 | |
| • Professional Development/Staff Training | | | |
| 30 Potential caregivers to obtain CPR & First Aid Certificate | $25.00 training fee X 30 participants = **$750.00** | **Budget** $750.00 | |
| • Conference Workshops/ Training Fees for Staff | | | |
| **AZ FTF Early Childhood Summit**<br>Registration Fee for 2 FTE Education Specialists | $219.00 X 2 Staff = **$438.00** | **Budget** $438.00 | |
| • Insurance | | | |
| **Auto Liability Coverage:** **Vehicle#** **Location**<br>4WD-Truck/Suburban 304405 Tuba City<br>4WD Tahoe 306319 Pinon | $173.84 per year<br>$173.84 per year | **Budget** $2,175 | |
| **Auto Physical Coverage:**<br>4WD-Truck/Suburban 304405 Tuba City<br>4WD Tahoe 306319 Pinon | $212.06 per year<br>$115.42 per year<br>**$675.16** | | |
| **Auto Deductible:** | **$1,500.00** coverage for unforeseen accident | | |
| • Program Materials<br>• Program Supplies<br>• Scholarships<br>• Program Incentives | | | |
| **NON-CAPITAL EQUIPMENT** | | **Non-Capital Sub Total** | **$** |
| Equipment $4,999 or less in value | | | |
| **Subtotal Direct Program Costs:** | | | **$** |
| **ADMINISTRATIVE/INDIRECT COSTS** | | **Total Admin/Indirect** | **$ 18,182** |
| Indirect/Admin Costs<br>**Indirect cost of 10% of the total cost in amount of:** 0.10% is charged for the overall Navajo Nation OOC services for Procurement, Legal, and cost of internal evaluation organizational management improvement services. | $181,818 x .10% = $18,182 | $ 18,182 | **$** |
| **Total** | | **$** | **$ 200,000** |

Authorized signature Gracem Bonne Date 4/10/14

## Attachment F

### Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include a narrative explanation for the budget categories and subcategories that are in the line item budget.***

**Personnel Services:** *Include information such as position title(s), name of employee (if known), salary, time to be spent on this program (hours or %), number of months assigned to this program, etc. Explain how the salary rate for each position was determined. If salaries are expected to increase during the project year, indicate the percentage increases for each position and justify the percent of the salary increase. Also, be sure to include the scheduled salary increases on the Budget Form.*

The Navajo Nation Department of Personnel Management (NNDPM) is the responsible soure for classifying all tribal employee positions. NN DPM through formal standards sets the salary rate for each classified positions. The Program Supervisor is currently in process of being classified with the NN DPM. The Program Supervisor will supervise the Family, Friend, and Neighbor Care (FFNC) service at 100% of program operation; with assistance from CCDF administrative support staff. The worker will implement the FFNC service which includes; public recruitment, administering direct services to caregivers, provide in-service training to the Education Specialists, conduct FFNC case file reviews and provide administrative duties. Administrative duties includes compiling monthly reports, data collection, purchasing goods and personnel management. The Program Supervisor's hourly salary is $18.86 x 1,040 work hours=$19,614 for an annual salary. Reference in Section P is The Navajo Naton Salary Schedule "Y" which is effective October 01, 2013.

Two (2) Education Specialist positions are classified and currently occupied by Mary Lou Murphy, Pinon FFNC Office and Coleen Chatter, Tuba City FFNC Office. Both Education Specialists provide training, coaching and technical assistance to 75 caregivers during the fiscal year. Caregivers receive early childhood development trainings and receives coaching on applying skills to communicate, interact, and to care for young children. FFNC caregivers are those serving child care to young children who are in age range from birth to five year olds. The Education Specialists teaches caregivers to utilize Ages & Stages Questionnaires to assess the child's developmental milestones thereby, it helps caregivers to guide children on meeting gross motor skills, fine motor skills, personal growth, problem solving and communication. The Education Specialists uses a Health and Safety Checklist form to assess the home based child care settings for safety conditions; should there be deficiencies, FFNC offers some support supplies or network with community resources to improve the child care environment. The Education Specialists conducts public recruitment for FFNC clienteles. Each worker's hourly salary is $18.86 x 2,080 work hours=$39,229 x 2 staff = $78,458 for an annual salary. Total cost for the three (3) positions are: $98,072.00 for the fiscal year. Reference in Section P is The Navajo Naton Salary Schedule "Y" which is effective October 01, 2013.

**Employee Related Expenses:** *Include a benefit percentage and what expenses make up employee benefit costs. Indicate any special rates for part-time employees, if applicable. Explain how the benefits for each position were determined. If using a fringe benefit rate, explain how this percentage is justified or approved by your agency.*

*The Navajo Nation Child Care and Development Fund (CCDF) Program utilizes theNavajo Nation Fiscal Year 2014 Budget Instructions and Policies Manual which establishes standards on personnel salary and Fringe Benefit rate. Reference in Section Q is the Navajo Nation Estimated Employer Benefit Rates for Fiscal Year 2014. The Fringe Benefit rate includes the following:*

| ***TYPE OF TAX/BENEFIT*** | ***Regular Status Employees*** |
|---|---|
| *F.I.C.A/Medicare Taxes* | *7.65%* |
| *Unemployment Taxes* | *1.61%* |
| *Annual Leave* | *0.60%* |
| *Group Insurance* | *9.50%* |
| *Retirement* | *24.40%* |
| *401K Plan* | *1.25%* |
| ***Total Estimated Rates:*** | *45.01%* |

*The fringe benefits is calculated for the three (3) positions as follows;*

| *Job Positions* | *Annual Salary* | *Total Estimated Rates* | *Fringe Benefits* |
|---|---|---|---|
| *Program Supervisor* | *19,614* | *45.01%* | *8,828.26* |
| *Pinon Education Specialist* | *39,229* | *45.01%* | *17,656.97* |
| *Tuba City Education Specialist* | *39,229* | *45.01%* | *17,656.97* |
| | | ***TOTAL:*** | *44,142.20* |

**Professional and Outside Services**: *If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. Explain how all contracts will be procured.*

**Travel:** *Separate travel that is in-state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (http://www.gao.az.gov/travel/ for both in-state and out-of-state travel.*

| *Job Positions* | *Fleet Assignment* | *Fleet Management User Rate* | *Yearly (12mos) Amount* |
|---|---|---|---|
| Tuba City Education Specialist | Veh#304405 Suburban | Monthly Rate: $547.00 per month x 12 mos=$6,564.00 x $328.20 (5% NN Tax)=$6,892.20 | **$8,744** |
| Pinon Education specialist | Veh#306319 Tahoe | Monthly Rate: $147.00 per month x 12 mos=$1,764.00 x $88.20 (5% NN Tax)=$1,852.20 | |

| | | | |
|---|---|---|---|
| Tuba City Education Specialist | Veh#304405 Suburban | Monthly Mileage rate: 0.40 x 1,000 est.miles month=$400.00 x $20.00 (5% NN Tax)=$420.00x 12 mos=$5,040.00 | **$10,080** |
| Pinon Education specialist | Veh#306319 Tahoe | Monthly Mileage rate: 0.40 x 1,000 est.miles month=$400.00 x $20.00 (5% NN Tax)=$420.00 x 12 mos=$5,040.00 | |
| | | ***TOTAL:*** | ***$18,824*** |

In accordance to the Navajo Nation Fiscal Year Budget Instructions and Policies Manual , B. Budgeting Insurance Expenses. D. Fleet Management User Rates (page 26). Reference is Section R on Travel Policies and Rates for Reimbursement Purposes and Fleet Management User Rates.

The Navajo Nation has listed all the vehicle rates and as a program under the Navajo Nation; all rates and charges apply. Navajo Nation charges a rate upon the size of the vehicle description and rate charges cover the services of the vehicle on fuel usage,preventive maintenance,and minor repairs. Mileage charges are for the duration of the month usage. Vehicle will be utilized within the service areas:

The Pinon Education Specialst provides services to caregivers in geographical and surrounding areas of Red Valley, Cove, Tees Nos Pos, Red Mesa, Lukachulai, Round Point, Round Rock, Manyfarms, Chilchinbeto, Chinle, Tselani, Blue Gap, Whooperwill, Pinon, hard Rock, Forest Lake, Nazlini, Woodsprings, Burnside, Jeddito, White Cone, Indian Wells, Greasewood, Fort Defiance, Window Rock, St. Michaels, Hunters Point , Oak Springs, Houck, Sanders, Dilkon, and Tolani Lake.

The Tuba City Education Specialist provides services to caregivers in geographical and surrounding areas of Gray Mountain, Cameron, Grand Falls, Leupp, Coalmine Mesa, Cedar Ridge, Gap, Tonalea, Cowsprings, Shonto, Kabeito, LeChee, Navajo Mountain, Kayenta, Dennehotso, Black Mesa and Tuba City.

The two (2) vehicles assigned under AZFTF-FFNC are 100% being used by the FFNC Program to conduct services within the scope work on a day-to-day basis.

| **Conference or Trainings** | **Lodging Expenses:** | **Meals:** |
|---|---|---|
| ***1st Quarter*** *(July-Sept. 2014)* AZFTF Early Childhood Summit For two (2) Education Specialists to attend conference at Phoenix Convention Center. | $ 74.00 Nightly for 3 nights = $222.00 x 2 staff = $444.00 | $54.00 x 4 days = $216.00 x 2 staff = $432.00 |
| ***2nd Quarter*** *(Oct-Dec 2014)* One AZFTF/FFNC Program Supervisor and two (2) Education Specialists to attend trainings which is to be revelant to early education profession. Trainings are recommended by Assoication for Supportive Child Care (ASCC) agency and are conducted in Maricopa County. | $103.00 Nightly for 1 night = $103.00 x 3 staff = $309.00 | $54.00 x 2 days = $108.00 x 3 staff = $324.00 |

| | | |
|---|---|---|
| ***3rd Quarter** (Jan-March 2015)* One AZFTF/FFNC Program Supervisor and two (2) Education Specialists to attend trainings which is to be revelant to early education profession. Trainings are recommended by Assoication for Supportive Child Care (ASCC) agency and are conducted in Maricopa County. | $141.00 Nightly for 1 night = $141.00 x 3 staff = $423.00 | $54.00 x 2 days = $108.00 x 3 staff = $324.00 |
| ***4th Quarter** (Apr-June 2015)* One AZFTF/FFNC Program Supervisor and two (2) Education Specialists to attend trainings which is to be revelant to early education profession. Trainings are recommended by Assoication for Supportive Child Care (ASCC) agency and are conducted in Maricopa County. | $109.00 Nightly for 1 night = $109.00 x 3 staff = $327.00 | $54.00 x 2 days = $108.00 x 3 staff = $324.00 |
| | **Lodging Expense total: $1,503.00** | **Meal Expense total: $1,404.00** |

For Fiscal Year 2015, the FFNC staff will utilize the public training announcemens which is published quarterly through the *Child Care Resource & Referral*, *Association for Supportive Child Care* resource. Majority of the trainings is specific to care of infants, toddlers, and Preschool age children. Some of the topics of interest are:

| | |
|---|---|
| Essential Orientation for Early Care and Education | Group Care |
| Meeting Environmental Needs of Infants & Toddlers | The Importance of Play |
| The Developing Child: Infants and Toddlers | Social Emotional Growth and Socialization |
| Psychosocial development of young children | Stress Busters: Recognizing and Relieving Stress |
| Enhancing Early Literacy Skills | Building Self-Esteem in Young Children |
| Children First: Working with Children of All Abilities | Music and Movement |
| Brain Builders for Life Training Institute – Prenatal to Age 3 | Professional & Business Practices for Family Child Care |
| First Aid, CPR and AED Certification | Behavior: What We Need to Understand |
| Time Management | Keys to Professionalism |
| Developmentally Appropriate Guidance | Child Assessment in Support of Learning |
| Health and Safety Practices | Hand Washing, Diapering, Sanitation |
| Socialization and Guidance | From Scribbles to Name Writing |
| Ten Gifts Caregivers Offer Infants and Toddlers | Attachment, Separation and Individuation |
| Learning and Development | Fearful, Flexible and Feisty |
| The Development of Emotional Intelligence & Responsibility | Being in Tune: The Role of Responsive Caregiving in Healthy Social and Emotional Development |
| Bathing Children in Language: How Caregivers Can Support Infant Toddler Language | Program Evaluating: Examining Indicators of Program Quality |
| Creating Opportunities for Language Expression | Arrival Health and Safe Sleep |
| Child Care and the American with Disability Act | The Developing Children: Preschool Age Children |
| Using Art Materials to Develop Science Thinking | Home and Environment Safety |
| Child Abuse and Neglect : Indicators & Prevention | Developmental Learning Goals for Family Child Care |

**Aid to Organizations or Individuals:** *In the event that this application represents collaboration and the contract will be utilizing other sub grantees or subcontractors to perform various components of the program, include a list of sub grantees, programmatic work each sub grantee will perform, and how costs for each sub grantee are determined.*

**Other Operating Expenses**: *Explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. All items should be categorized in the following categories: T*elephones / Communications Services, Internet Access, General Office Supplies, Food, Rent/Occupancy, Evaluation (non-contracted and non-personnel expenses), Utilities, Furniture, Postage, Software (including IT supplies), Dues/Subscriptions, Advertising, Printing/Copying, Equipment Maintenance, Professional Development/Staff Training, Conference Workshops/ Training Fees for Staff, Insurance, Program Materials, Program Supplies, Scholarships, and Program Incentives

Telephones / Communications Services

Internet Access

General Office Supplies

**Office Supplies** to be utilized by the Education Specialists for maintaining caregiver's case folders and to sent correspondences to caregivers and community resources are needed for documentation purposes. Types of office supplies preferred are; Classification Folders, easel pads, Xeroxed papers, markers, pencils, pens, stapler, notebook binders, writing notebooks, large envelopes, business envelopes, post-it notes, color papers, etc. The cost quotations are submitted by three (3) vendors; Racher's Office Equipment of Gallup, NM; Butler's Print & Office Supply of Gallup, NM and NOR-KEM Distributors, Inc. in Window Rock, AZ. The office supplies will be purchased for $2,500.00. Reference is in Section S on cost estimate for Office Supplies.

**Educational Learning Supplies** will be purchased for use by the home based caregivers. The supplies are to help children to do learning acitivities on basic numbers, shapes, colors and to recognize objects within the child's environment. Learning supplies to include construction paper, safety scissors, stencils, glue, writing papers, drawing paper roll, washable paints, crayola, craft foams, infant toys, manipulatives blocks, and physical fitness activity kits. The cost quotations are submitted by three (3) vendors: Kaplan of Lewisville, NC; Hatch of Winston-Salem, NC; and School Speciality, Greenville, WI. The educational learning supplies will be purchased for $1,981.00. Reference is in Section T on cost estimate for educational learning supplies.

**Diné Cultural Learning Supplies** will be purchased for use by the home based caregivers. The supplies are to help young children to use the Navajo and English language by using bilingual color card set, bilingual number cards set, bilingual shapes, and Navajo basic flashcard set of 150 objects. The selected vendor is San Juan School District Heritage Language Resource Center of Blanding, UT. Other competitive business resources are Native Child of Flagstaff, AZ and Rough Rock School Press, of Chinle, AZ. Six (6) sets of bilingual color, number, shapes and basic flashcards will be xeroxed and be disseminated to caregivers for use with with children. The cultural learning supplies will be purchased for $351.00. Reference is in Section T on cost estimate for cultural learning supplies.

**Home Safety Supplies** will be purchased for use within the home based child care setting. Each of the caregiver will be provided with a choking hazard tester tube; to educate the caregiver that items that are small and can fit inside the tester tuba are considered choking hazards. Caregivers will be issued, if needed with home safety supplies for use within the child care setting. Items will include cabinets lock, electrical outlet plugs, grip n twist door knob cover, furniture wall straps and first aid kits. These items will be purchased for $3,740.00. Reference in Section U is cost estimate on home safety supplies.

Food
Rent/Occupancy
Evaluation (non-contracted and non-personnel expenses)
Utilities

Furniture
**Infants and Toddlers Supportive Supplies** that are commonly utilized by caregivers are portable diaper changing mats, potty trainers, and rest mats. These supplies are most helpful in taking care of infants and when teaching potty training to toddlers. Toddlers also are allowed to use rest mats for nap time. Reference in Section U is cost estimate on infants and toddlers supplies.

Postage
**Mailing stamps** to be purchased to sent correspondences to FFNC caregivers, local resources, and to sent training handouts to caregivers. Postage stamps cost is $0.49 per stamp x 2000 stamps = $980.00. Reference in Section V is cost estimate on postage stamps.

Software (including IT supplies)
Dues/Subscriptions
Advertising
Printing/Copying
**Xeroxed printing/copying** of FFNC forms, training materials, bilingual cards and assessment forms for use by the caregivers. The FFNC Staff will have the Navajo Nation Records Management make xeroxed copies of FFNC forms for use in maintaining case records such as application form, case progress narrative form, tracking of dissemination of goods, Health and Safety Checklist, Initial Assessment, Health and Safety Exit Assessment, Child Care Setting Improvement Plans, Ages and Stages Questionnaires, tracking of literacy form, and data reporting forms. Training handouts and bilingual cards will also be xeroxed for purpose to distribute to the 75 caregivers. FFNC brochures will also be xeroxed for purpose to conduct public recruitments. The total cost for printing is $1,949.00. The Navajo Nation Fiscal Year 2014 Budget Instructions and Policies Manual on page 27 identifies cost of printing documents. Reference in Section W is the rate that applies to printing documents.

Equipment Maintenance
**Fire Extinguishers** with bracket are to be purchased for 20 home based caregivers. The fire extinguishers is to equipped home-based child care setting to have emergency preparedness plan in place. Fire extinguishers are to assist caregivers in the event of having to prevent occurrence of a fire. Not all of the 75 targeted FFNC caregives will need fire extinguishers, many of them would already have fire extinguishers in there home. Each of the fire extinguisher with bracket cost is $31.50 x 20 home based caregivers = $630.00. Navajo Nation Tax is at 5% = $31.50. The total cost is $661.50. Reference in Section X is cost estimate on Fire Extinguishers.

**Federal Bureau of Investigation Criminal Background Check**. A fee of $18.00 for each fingerprinting card is required for processing of federal criminal background check. The fee is to be payable to Federal Bureau of Investigation (FBI), Clarksville, West Virginia. The FBI accepts the $18.00 fee for purpose to conduct a criminal background check on each FFNC caregiver. The result of the federal background check is sent to the FFNC Office. For Fiscal Year 2015, it is projected to process 50 cards for FFNC caregivers. Not all 75 caregivers are identified as needing the federal criminal background check; as some providers will pay for own fingerprinting card processing. The total cost is $18.00 per card x 50 caregivers = 900.00. Reference in Section Y is information on the fee for processing of fingerprinting cards and criminal background check results.

### Professional Development/Staff Training

**Training fee for CPR and First Aid Course** is recommended for 30 FFNC caregivers. This training is to education FFNC caregivers on learning about CPR resuscitation techniques as applicable to infants and children. The FFNC caregivers will learn to apply First Aid treatment in case a child sustain physical injuries. It is projected to pay for training pay for 30 participants as other FFNC caregivers would already have there CPR and First Aid certification. One training course for both CPR and First Aid is $25.00 per son x 30 Caregivers = $750.00. Reference in Section Y is information on the CPR and First Aid Training fee.

### Conference Workshops/ Training Fees for Staff

**AZFTF Early Childhood Summit** registration fee for one person is $199.00 and an additional $20.00 per person to attend the tribal gathering event. Two (2) Education Specialists will attend the AZFTF Early Childhood Summit in August 2014 for purpose to attain awareness on empirical early childhood studies and latest trends on child care movement. The staff will also learn about effective assessments and various topics revelant to early childhood development. The registration fee is $119.00 and $20.00 for tribal gathering fee = $219.00 x 2 staff = $438.00. Reference in Section Y is information on the AZFTF Early Childhood Summit.

### Insurance

The two(2) vehicles assigned for usage by the Education Specialists will require insurance coverage. The Navajo Nation Fiscal Year 2014 Budget Instructions and Policies Manual, refer to Section Z is the record on vehicle insurance premium, auto liability and vehicles deductibles. The Navajo Nation Fleet Management insurance premium rates are as follows:

1. Auto Physical Damage: Vehicels under one (1) ton is **$115.42** per yer per vehicle and
   Vehicles one(1) ton and over is **$212.06** per year per vehicle
2. Auto liability coverage is $173.84 per year vehicle x 2 fleet=**$347.68**
3. Deductibles: Vehicles under one (1) to is **$500.00** and
   Vehicles one (1) ton and over is **$1,000.00**

Total insurance premium for Fiscal Year 2014 is at amount: **$2, 175.16**

### Program Materials
### Program Supplies
### Scholarships
### Program Incentives

**Non-Capital Equipment:** *For items with a unit cost less than $5,000 and an initial estimated useful life beyond a single year, explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. For example, items such as computers, printers, projectors, etc. each with a unit cost less than $5,000.*

**Administrative/Indirect Costs:** *Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. Such costs are generally identified with the organization's overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

**Applicants must list either Option A or Option B and provide proper justification for expenses included:**

☐ Option A - Administrative Costs: *with proper justification, sub grantees may include an allocation for administrative costs for up to 10% of the total direct funds requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization's management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project's director and other administrative staff not attributable to the time spent in support of a specific project.*

***OR***

☐ ***Option B - Federally Approved Indirect Costs****: If your organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the grant request.* ***Applicants must provide a copy of their federally approved indirect cost rate agreement****.*

For Fiscal Year 2014, the personnel services, employee related expenses, In state Travel and other operating expenses is total at $191,818. The indirect cost of 10% is applied which at $18,182.

*Indirect costs are costs of an organization that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.*

Authorized signature Grace M Boyne Date 4/10/14

# Parent Outreach and Awareness Budget - SFY2015

| Budget Category | Description of Line Item | Total Cost |
|---|---|---|
| **Total Allotted Budget** | | **$90,000** |
| **CONTRACTED SERVICES** | **Contracted Services Subtotal** | **$90,000** |
| Early Literacy Kit | Kits distributed to new parents at the three birthing hospitals on the Navajo Nation. | $81,765 |
| Early Childhood Workshop | An opportunity for families to gain practical and relevant information about early child development and parenting skills from readily accessible information and presentations on early childhood education and health. | $8,235 |
| **OTHER OPERATING EXPENSES** | **Other Operating Sub Total** | |
| **Total** | | **$90,000** |
| **Unallotted** | | **$0** |

**Budget Narrative: Description of the activities and rationale for funding level for each line item**

**Early Literacy Kit** — **$81,769**

The Early Literacy Kit is distributed to new parents by the Hozho Foundation at all three birthing hospitals (Tuba City, Chinle and Fort Defiance Hospitals) on the Navajo Nation on a monthly basis, and kits are shipped to the Four Corners Health Center in Red Mesa. The Kit includes culturally relevant, useful materials that connect parents to local resources. New parents receive a backpack comprised of four baby board books in both Navajo and English – "Baby Learns About Animals", "Baby Learns About Colors," "Baby Learns To Count," and "Baby's First Laugh," two CDs – "Navajo Nursery Lullabies" and "Baby's 1st CD." A resource guide with statewide and local resources and information with practical parenting advice is also included.

| Quantity | Item | Unit Cost | Total Cost |
|---|---|---|---|
| 1500 | Baby Learns About Animals book | $6.50 | $9,750 |
| 1500 | Baby Learns About Colors book | $6.50 | $9,750 |
| 1500 | Baby Learns to Count book | $6.50 | $9,750 |
| 1500 | Baby's First Laugh book | $6.50 | $9,750 |
| 1500 | Baby's First CD | $6.60 | $9,900 |
| 1500 | Navajo Nursery Lullabies | $9.40 | $14,100 |
| 1500 | Resource Guide | $1.69 | $2,535 |
| 1500 | Backpacks | $6.29 | $9,435 |
| 1 | Distribution Center | $6,795 | $6,795 |

**Early Childhood Workshop** — **$8,235**

A one-day interactive workshop to engage parents/caregivers to understand and promote factors in supporting children's social, emotional, cognitive, and physical development.

FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

**Agenda Item #11:** Regional Director Report

**Background:** The following are updates on regional meetings and activities:

- Attached is a summary of the Early Childhood Workshop – Learning Begins at Home
- Grantee Coordination meeting held on Wednesday, April 23 with 27 participants attending.
- First Things First (FTF) "Awareness" campaign will run Summer 2014 (June, July, and August). The Awareness Campaign Goal is to continue to raise awareness of the importance of early childhood and position FTF as a recognized and trusted voice; strengthen associations between early childhood and FTF**.**

  The media mix includes:

  1. Radio will run the entire summer flight from June 16 to August 31, 2014. KTNN AM and KWRK FM (96.1 FM) provide local and relevant information and music to the Navajo Nation. An additional station, KGLX/KFXR (107.3 FM) will also be used to provide an additional touch point with this audience.
  2. 5 Newspapers Insertions: ½ page full color in the Navajo-Hopi Observer and Navajo Times
  3. Outdoor: Navajo Nation Shopping Centers LED Display
  4. Grocery store signage to cover some of the areas where traditional outdoor billboards are not available, such as Chinle and Window Rock. A 6"x 8.125" shelf talk banner will be placed in a high traffic aisle in both Bashas' Window Rock and Bashas' Chinle. This will provide an opportunity to reach the local audience, targeting mothers.

  5. Online and PPC will run the duration of the campaign. Top online activities for this demographic include parenting info, childcare searches, blogs, recipes, and watching movies online. All of these activities will be considered when selecting sites and networks for the 2014 summer campaign.
- 2014 Needs and Asset Draft Report: Upon discussion with University of Arizona, FTF Research and Evaluation, and Tribal Affairs regarding the status of data collection approvals for the Navajo Nation, it was agreed the draft Needs and Assets report will be postponed until further notice or when tribal approvals are finalized to utilize public tribal data.
- The Navajo Language Preservation grant agreement remains to be dormant. After numerous technical assistance and conversations (in-person), the potential grantee has not submitted a response to the scope of work.

**Recommendation:** For informational purposes only

FIRST THINGS FIRST
*Ready for School. Set for Life.*

**2014 EARLY CHILDHOOD WORKSHOP**
**"LEARNING BEGINS AT HOME"**
**APRIL 7, 2014 • GALLUP INN, GALLUP, NM**

## Summary Report

The one-day interactive workshop actively engaged parents and caregivers of children birth through age five in the importance of supporting their child's development. In selecting this year's theme of ***Learning Begins at Home***, we emphasized and supported parents and caregivers as their child's first and most important teacher. We consider this early childhood workshop to be a significant opportunity for parents and caregivers to:

- Strengthening their knowledge of child development in the domains of social-emotional, language and literacy, cognitive, and motor and physical
- Enhancing skills and promoting adult-child interactions in how everyday experiences can nurture the development of their children
- Understanding the importance of early detection of developmental problems and health issues
- Recognizing that parents are primary teachers for their children and full partners in the education of their children

The foundation of the workshop and concurrent sessions was in alignment with the following First Things First Goal Areas:

| Early Learning (EL) | Family Support (FS) | Children's Health (CH) | Professional Development (PD) |
|---|---|---|---|
| • Identifying and Supporting Young Children with Delays<br>• Understanding How Young Children Learn *(FS/PD)<br>• Learning in Natural Environments *(FS/CH/PD) | • Equipping Parents with Effective Early Literacy Strategies<br>• Everyday Interactions for Early Brain Development<br>• Learning Throughout the Day<br>• Preventing Childhood Injuries Indoor and Outdoor *(EL/CH/PD) | • Healthy Smiles for Our Children – Why First Teeth Matter<br>• Feed Your Kid Right<br>• Go, Slow, Whoa Foods! *(EL/FS)<br>• Empower Children to Be Physically Active *(EL/FS/PD) | • Introduction to the Infant Toddler Development Guidelines *(FS)<br>• Behavior Management *(EL/FS) |

The success of the Early Childhood Workshop was due largely to the brainstorming and planning of the Workshop Committee, including two regional council members, Benjamin Barney and Rhonda Etsitty, the regional staff, and two community volunteers, Claude Endfield and Katherine Mike. The following steps helped guide the planning process:

1. Determining purpose and year's theme, and securing day during Week of the Young Child (April 6-12).
2. Developing a workshop checklist to organize task ownership, and execution of tasks.
3. Considering logistics for on-going tasks with several various details and deadlines to confirm. Major areas that were considered and planned include the venue size, human resource support, sponsorships for catering, and coordination of presenters.

4. Publicity of Event: Promotion of this special event took creative thinking balanced with practicality. The primary objective was to publicize the event, but these secondary objectives were also considered:
    - Determining the target audience
    - Increasing Early Child Development awareness
    - Building a base support from specific audiences (i.e. parents/caregivers)
    - Facilitating good community relations

5. Evaluation: General evaluative criteria included:
    - Assessment of the event's goals and objectives
    - Identify what worked and what needs to be enhanced
    - Assessment of exhibitors and presenters for next year's event
    - Was the event well attended?
    - Was informal and formal feedback about the event positive?
    - Given all that went into the event, was the workshop worth undertaking?

| **What Worked Well** |
| --- |
| <u>Workshop Attendees:</u><br>• 83 participants, 80 pre-registered and 3 on-site registrations<br>• 8 exhibit booths<br>• 22 presenters<br>• 8 staff (FTF NN staff and planning committee members)<br><br><u>Free Advertising:</u><br>• Distribution/posting of flyers in surrounding communities<br>• Dissemination of flyers to early learning programs – Head Start, CCDF, and K-12 school districts<br>• Announcements at Network, Advisory, Community events<br>• Flyers distributed by regional grantees and regional council members<br>• Announcement by Navajo Nation Office of Broadcast Services<br><br><u>Paid Advertising:</u><br>• Navajo Times<br>• Flyers<br><br><u>Workshop Staff:</u><br>Regional Council Members Rhonda Etsitty and Benjamin Barney, Regional Staff, Ellen Felty<br><br><u>Workshop Presenters:</u><br>Concurrent sessions provided by:<br>• University of Arizona, Apache County Cooperative<br>• Northland Pioneer College, CDA/ECD project<br>• Coconino County Public Health Services District, Nutrition Education and Obesity Prevention Program<br>• Navajo County Public Health Services District, Oral Health & Nutrition Education<br>• Navajo Nation Early Intervention program, Growing In Beauty<br>• Indian Health Services – Fort Defiance<br>• Association for Supportive Child Care, Quality First<br>• Southwest Human Development<br>• Children's Development Center |

- Coconino County Transformative Learning Center
- RM Parenting Information
- First Things First – Family Support and Literacy, and Children's Health
- Arizona Department of Education

General Presenters:

- DeAnn Davies, Director of Early Childhood Outreach Division for Summit Healthcare
- Early Childhood Panel: Sonlatsa Jim-Martin, Navajo Nation Division of Health (moderator); Richard Malter, author and psychologist (panelist); Colleen Roan, Growing In Beauty (panelist); Cotillion Sneddy, Northland Pioneer College (panelist); and Victoria Yazzie, CPLC Parenting Arizona (panelist)

Evaluations:

A 70% rate of return on evaluation. Participants were given an educational bag comprised of ERIs and the region's Early Childhood Everyday newsletter upon registering. As an added incentive to complete an evaluation form for the last sessions of the day and an overall evaluation form, participants were given a children's book if completed and returned. Attached is the summary of the evaluation for this event.

## What Needs To Be Enhanced

Facility/Location:

Identification and selection of the venue (Gallup Inn) was determined by variables of size, accessibility, and venue amenities. Upon initial undertaking of planning and executing an annual parent and caregiver workshop, one main goal was to maintain accessibility; thereby ensuring that the workshop location would alternate between western and eastern Navajo Nation Arizona. The workshop committee elected to proceed with Gallup Inn when considering the size and ability to convert into four smaller conference rooms, and the included amenities such as catering options, lodging proximity, and AV needs for presenters and panel.

Barriers/Challenges:

- The limited facility options on the Navajo Nation provide challenges in hosting a workshop with numerous concurrent sessions.
- Costly catering and lack of adequate sponsorship funding to provide lunch for all workshop participants, presenters, and staff.

Workshop Sessions:

- Increase the time of sessions from 1.25 hours to possibly 1.5 hours for more interaction for participants
- Provide sessions focused on Navajo culture, child rearing, traditions, and more Navajo presenters.

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**2014 EARLY CHILDHOOD WORKSHOP**
**"LEARNING BEGINS AT HOME"**
**APRIL 7, 2014 • GALLUP INN, GALLUP, NM**

## OVERALL WORKSHOP EVALUATION

| Participants agreed or disagreed with the following: | 1=Strongly Disagree | | | | 5=Strongly Agree |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| The overall workshop met the stated objectives. | | 1% | 7% | 35% | 48% |
| The keynote speaker set the tone for the entire workshop. | | | 10% | 19% | 62% |
| The breakout sessions were interactive. | | | 12% | 38% | 41% |
| I learned something new about early childhood development or health.* | | | 5% | 28% | 57% |
| I learned information and techniques that I plan to use in the future. | | 1% | 9% | 24% | 57% |
| The location was suitable for the event. | 3% | 3% | 7% | 21% | 57% |
| The workshop was well organized. | 1% | 1% | 9% | 23% | 57% |
| The variety of workshops was good. | | | 9% | 27% | 55% |
| The presenters were knowledgeable. | | | 7% | 31% | 53% |
| The exhibitor booths had resourceful information. 53 | | | 10% | 24% | 57% |

**One evaluation did not rate this topic = 1%*
*Five evaluations were submitted without completing the above section = 9%*

| Participants indicated the following: | Yes | No | No answer |
|---|---|---|---|
| I would like to see this event hosted every year | 84% | | 16% |
| I would recommend this workshop to my friends and/or family. | 83% | 1% | 16% |
| I have a child or children, age's birth to 5 years old, in my home. | 55% | 29% | 16% |
| I work with children, age's birth to 5 years old. | 61% | 22% | 17% |

**Workshop Attendees:**

- 23% Parent
- 3% Grandparent
- 10% Caregiver
- 7% Child Care Provider
- 26% Other
- 31% No Answer

**Participants indicated the following as their most favorite breakout session and stated reason:**

- Reading, Red Flag, being involved with kids
- The hands on activity and ideas
- Early literacy, taught importance of language for children
- No favorite, I liked all three equally
- Literacy (4):
    1. School readiness
    2. Interactive
    3. knowing that it starts at a young age
- Infant and Toddler Development Guidelines (4)
    1. Development of the brain
    2. Presenter is knowledgeable which is evident by her answers to questions
    3. Because the majority of my family have 0 – 3 year old children
    4. Very useful information for parents and caregivers
- Equipping Parents with effective early literacy strategies (10)
    1. Understanding what kids should know before entering school and where they should be at a developmental level.
    2. Brain Development
    3. Reassurance on what strategies to be implemented to enhance early literacy and the handouts provided
    4. The presenter had good handouts, good examples and was very knowledgeable.
    5. Because it encouraged parents to read early on
- Understanding How Young Children Learn (4)
    1. I learned that we could use household items for children to learn from. I learned how different age groups learn and how they play with certain items.
- All were good breakouts. I would like to get as much information and presentations on child development, so I can share and communicate with my 2 year old child so she can understand the good concepts.
- I like all the sessions, it was something I have never been to, and I want to take more of this type of training.
- Oral Health presentation contained important information concerning early childhood caries and preventative resources to preventing dental diseases.
- Identifying and supporting children with delays
- I like all the sessions I learned a lot today!
- Making the hats
- Dental
- All of them – interesting
- The information that was given in all the sessions ☺
- Going to different sessions
- Learning throughout the day (3)
- Behavior Management (2):
    1. because it gave important information about things that we should know as parents
- Go, Slow, Whoa Foods!(2)
    1. Great visuals and explanation. Very good! My family should take the training, favorite so far.

**Participants indicated the following as the most helpful activity /information:**

- How to interact with your child
- The hands on activities in sessions (2)
- Brainstorming with others on how to incorporate physical activity in children's lives
- Physical Activity
- Yarn activity – information back to keynote speaker about how a mother has to learn to love her infant
- What children are expected to know in each grade level
- Behavior Management (3) - gave me some helpful information that will be useful to use in the classroom.
- Handouts (3)
- Development of the brain
- Early Literacy and brain development
- The session, where we all were describing the materials
- Keynote speaker's opening presentation
- Specific activities to do with children
- Interactive group time
- Toy making from household items
- Handouts for oral health presentation
- Literacy Information
- Reading
- What was presented and handouts
- Colorful handouts and brochures
- All of the activities/information was all helpful
- Reading is important!
- That young children's brain works and their nerves works in all directions
- Literacy development = proficient reader
- Everything
- What stages of your child's milestone as parents and caregivers we should teach our children
- Circle time – singing, games, and activities
- Being more informed about various ages at which children learn, and…. (illegible)
- Learning behaviors habits activities. Childhood learning development
- Everything was very informational and very appropriate for teachers and parents
- Going through the development guideline book
- Red flags, ideas on how to talk to the parents on a concern the teacher observed
- The information on when kids start to say words

**Participants indicated they would apply the following workshop session, activity or information:**

- All of it (11)
    1. But mainly the activity part
    2. Will reinforce with parents and teachers
    3. I will apply all the useful information in the classroom and with my colleagues
    4. Will use most of it with parents of children
    5. Most of what I learned
    6. They are all helpful
    7. Especially how to intellect with others information
- Language development
- Physical activity and how children learn

- First Teeth
- Literacy
- Will share information with families that were not able to attend
- How to feed my family and how to make interactive economical toys
- Majority of all the handouts ☺
- More reading and playing with children for better overall development
- Cognitive, social/emotional development
- Handouts
- Language can happen anywhere, any time
- What we all need to do for the kids. Keep update with information and activities, knowledge from more training.
- Literacy and reading to children
- To keep encouraging families with the importance of talking and reading
- The information that was geared to early childhood development and teaching
- I would apply the behavior management information
- Keep letting parents know that they are their child's first teacher and reading, singing, and talking are very important.
- Reading more to my child
- Brain development = 5 senses for learning
- How their behavior can be managed by positive activities
- Behavior Management
- Collecting more 'things' that are readily available around the house with which children can play with
- All sessions that I attended, I will use the information and relay to families.
- I'll present the development guidelines to parents
- How to control kids with their tantrums

**Participants' suggestion the following new topic(s) for the next workshop:**

- What to and not to feed your child
- More hands on (3)
- Parenting Skills (2)
- Need more on brain development
- Traditional culture piece
- Empowerment
- Violence
- Hands on activity with food demo, crafts, and songs ☺
- How to help children that are disadvantaged (no parent involvement), re-wire the brain, and also how can we teach parents to discipline children without spanking
- Motivational speaker
- Diné childhood education/ language
- Montessori at home
- Routines, transitions, positive discipline
- Preventive and contagious diseases
- More behaviors, language and classroom setup, attachment from parent suggestions; disability awareness (wheelchairs, hearing aids, visual aids).
- Importance of attachment
- More than 1 session on "How Young Children Learn." It was a hard deciding between two sessions that were offered at the same time

- More behavior management
- Children with disabilities/learning delays, etc.
- Home visiting programs – how does it work?
- Early development in the Navajo traditional perspective
- Praising your child
- Learning and pronouncing of clans, where they come from
- Maybe a lot of songs/games activities/Navajo songs in the next training
- Do a talent – what you know
- Physical development that affect learning – during birth and after delivery; breastfeeding – supporting health and wellness; Conflict management – how children do it and how parents can assist; Crucial/confrontation communication – dealing with children (0-5)
- Demonstration of each topic, possibly hands on experience within the same topics
- Focus on literacy and the importance of it
- Nutritional balancing via hair analysis (Dr. Malter) and Parent-grandparent dialogue
- Every topic was good, some I didn't get to attend because of time. Maybe a two day session would be nice so everyone can attend all the sessions
- More training on how to control tantrum problem child

**Participants' additional comments:**

- It was all very helpful. Thank all of you!!
- Keep up the good work!
- Brain development was also the most important topic, this is where everything begins
- Thank you! Enjoyed!
- Thank you! (2)
- Very Good! Good job!
- The workshop was great ☺. Ahe'hee, Nizhoni!
- Bring in more presentations on:
    1. Behavior
    2. How to help children that have passed the early years
    3. How to help children with attention spans
- Would like to see more parents and children at the conference. Breast feeding section. Playroom for kids.
- Thank you for allowing me to attend the workshop
- Having technology person on site for technical difficulties
- Great workshop!! Nizhoni!!
- Need more Navajo presenters who will explain their presentations in Navajo
- All the information was very helpful and informative.
- Bilingual presenters – Navajo Child Rearing
- Good session
- Thank you, I want to come next year! Write to me.
- Thank you for all your hard work. First time attending, very interesting, I usually attend the Zero to Three in D.C. It was nice to have a workshop like this nearby.
- It would be nice to have training on Special Kids, delayed, like Autism.
- Thank you for bringing an informative workshop to the area, so we don't have to travel far like to 0 to three conference

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Navajo Nation Regional Partnership Council

**Agenda Item:** Community Outreach Quarterly Report

**Background:** The attached document, submitted by the Parent Awareness and Community Outreach Coordinator, is the Quarterly Report for outreach activity. Areas addressed include:

- Goals of Community Outreach
- Outreach Goals/Measurements and Quarterly Results
- Recruitment Results
- Featured Stories

**Recommendation:** For informational and discussion purposes to provide recommendations and feedback to the Community Outreach Coordinator.

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# COMMUNITY OUTREACH QUARTERLY REPORT

## Navajo Nation Regional Partnership Council

1. **Raise awareness of, and build public support for, the importance of early childhood in the region.**
2. **Engage people and organizations that can effectively spread the word and create action.**

### AWARENESS:

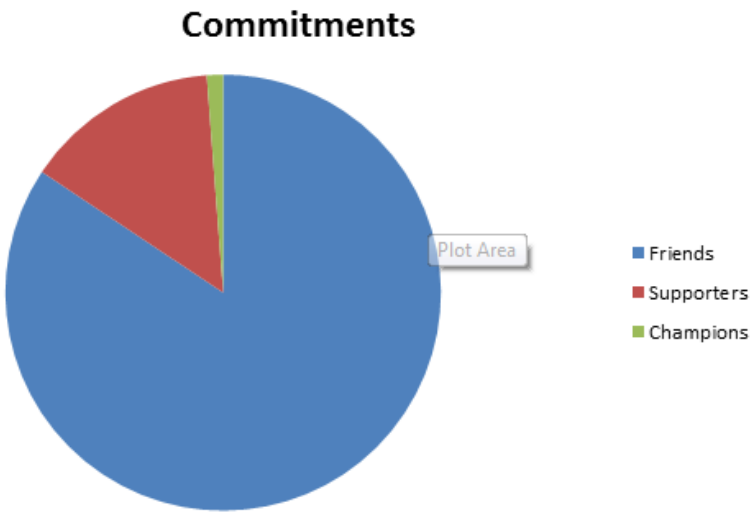
| OUTREACH GOALS & MEASURES | | |
|---|---|---|
| **TACTIC** | **GOAL** | **QUARTERLY RESULTS** |
| Presentations/1:1s/Events | 8 per month (24) | 24 |
| Stories | 1 per month (3) | 17 |
| Site Tour | 1 per quarter | 0 |
| Media | 1 per month (3) | 3 |
| Speakers Training | 1 per quarter | 3 |

### RECRUITMENT:

82 Friends

12 Supporters

1 Champion




**Detailed monthly reports can be accessed through Google Maps:**

January: http://bit.ly/RcYASt

February: http://bit.ly/1i2vjnF

March: http://bit.ly/1hladgG

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# COMMUNITY OUTREACH QUARTERLY REPORT

## Navajo Nation Regional Partnership Council

### *STORIES:* Protecting young teeth increases school attendance later

Did you know that dental problems are among the leading causes of school absenteeism, and that decay can start in the tiny teeth of babies and toddlers?

The Arizona Department of Health Services estimates that 30% of Arizona's 2- to 4-year-olds have untreated tooth decay and more than half of 3-year-olds have never seen a dentist. If not addressed, that decay can lead to failure to thrive, speech delays and trouble concentrating in school.

As their child's first teachers, parents and other caregivers can take a few simple steps to keep young teeth healthy and prevent future problems. For babies, the Arizona Department of Health Services' Office of Oral Health recommends:

- Avoid passing germs by not sharing spoons or licking pacifiers.
- Keep the bottle out of the crib.
- Serve juice in a cup, not a bottle.
- Clean baby's mouth with a soft cloth or infant toothbrush.
- And, take your baby to the dentist by his or her first birthday.

For children 1 and older, the following recommendations are added:

- Limit sweets, snack foods and sweet drinks.
- Brush your child's teeth with a soft toothbrush twice a day.
- Look at your child's teeth and gums at least once a month. Healthy teeth should be all one color.
- Make sure your child drinks from a cup and focus on water with fluoride, milk, or small amounts of 100% fruit juice.
- And, give your child healthy meals and snacks.

In addition to these tips, teachers recommend bringing healthy snacks and drinks to the classroom during this month's Valentine's Day parties. Catrina Herbert, teacher at Tuba City Preschool, said, "Since participating in the oral health program, one of our parents brings in healthier foods like grapes and sugar free juices because she doesn't want her child to get cavities."

By following these steps, we can send our kids to school with healthy teeth and gums, prevent future absences, and promote their success in kindergarten and beyond!

**Stories are available on the "First Things First—Ready for School, Set for Life" blog located on the Navajo Hopi Observer website:** http://bit.ly/13Ag37s *Please share on your social networks*