



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Meeting Minutes

BACKGROUND: Meeting minutes of the May 8, 2014 Regular Meeting are included for review and possible approval.

RECOMMENDATION: The Regional Director recommends review and approval of the May 8, 2014 Regular Meeting Minutes.



**Arizona Early Childhood Development & Health Board
San Carlos Apache Regional Partnership Council
Regular Meeting Minutes of May 8, 2014**

Welcome/Call to Order/Roll Call

The Regular Meeting of the First Things First San Carlos Apache Regional Partnership Council was held on Thursday, May 8, 2014 at the San Carlos Apache Tribe Education Department Conference Room, San Carlos Avenue, San Carlos, Arizona 85550.

Chair Poncho called the meeting to order at approximately 9:08 a.m.

Members Present:

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

Members Absent:

Mitch Hoffman and Michelle Antonio

Call to the Public

Chair Poncho announced the Call to the Public. There was no response.

Declarations of Conflict of Interest

Chair Poncho requested Regional Council members review the agenda items and declare any possible Conflicts of Interest.

Member Noline stated she had a possible conflict of interest with agenda item #7a – Family, Friend and Neighbor. As a result, she recused herself from any discussion and vote related to the strategy.

Vice Chair Talas stated she had a possible conflict of interest with agenda item #7a – Family, Friend and Neighbor. As a result, she recused herself from any discussion and vote related to the strategy.

Meeting Minutes

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

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

Chair Poncho announced that the meeting will skip agenda item #5 - Regional Benchmarking for the School Readiness Indicators and return if time permitted.

SFY15 Grant Renewals

Cindi Alva, Senior Regional Director, informed the Regional Council that she would be presenting the agenda items in LaToya Beatty, Regional Director's absence. Ms. Alva presented the Curriculum Development – Parent Education grant renewal to the Regional Council. The grantee, San Carlos Apache Tribe, is on target to submit a final draft in June 2014. Two curriculum writers, including a multimedia specialist, have been hired. The curriculum is planned to be piloted in FY2015 before a final draft is submitted.

Quorum was lost at 9:17 a.m. due to phone connection and regained at 9:43 a.m.

Member Noline made a motion that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$46,750 for Curriculum Development – Parent Education strategy for the contract period of July 1, 2014 – June 30, 2015, seconded by Vice Chair Talas. Motion carried 6-0.

Ms. Alva presented the Nutrition/Obesity/Physical Activity grant renewal to the Regional Council. The grantee is on target to meet contracted service units and is progressing nicely.

Member Noline made a motion that the San Carlos Apache Regional Partnership Council renews the grant agreement with the United Way of Tucson and Southern Arizona, in the amount of \$150,000 for the Nutrition/Obesity/Physical Activity strategy for the contract period of July 1, 2014 – June 30, 2015, seconded by Vice Chair Talas. Motion carried 6-0.

Ms. Alva presented the Parent Outreach and Awareness grant renewal to the Regional Council. The grantee is on track to meet the contracted service units.

Member Noline made a motion that the San Carlos Apache Regional Partnership Council renews the grant agreement with the Gila County Library District, in the amount of \$70,000 for the Parent Outreach and Awareness strategy for the contract period of July 1, 2014 – June 30, 2015, seconded by Member Patiño. Motion carried 6-0.

Tribal Grant Agreements

Chair Poncho informed the Regional Council agenda item #7a – Family, Friend and Neighbor will not be discussed due to Vice Chair Talas and Member Noline's declared conflict of interest. There would be a loss of quorum for this discussion.

Ms. Alva reminded the Regional Council that the San Carlos Apache Tribe is the current grantee for the Food Security strategy. The proposed SFY15 grant agreement includes the addition of baby items in the food boxes, nutrition and literacy information provided to the recipients.

Member Noline made a motion that the San Carlos Apache Regional Partnership Council approves the grant agreement with the San Carlos Apache Tribe, in the amount of \$15,000 for the Food Security strategy for the contract period of July 1, 2014 – June 30, 2015, seconded by Vice Chair Talas. Motion carried 6-0.

Ms. Alva presented the Native Language Preservation grant agreement with the San Carlos Apache Tribe. The agreement includes a curriculum based on the four seasons of the year and 1 employee to pilot the classroom immersion. Member Noline questioned the target service units only being professionals and no children. Ms. Alva informed Member Noline that FY15 would be focused on educating the teachers on the curriculum.

Member Noline made a motion that the San Carlos Apache Regional Partnership Council renews the grant agreement with the San Carlos Apache Tribe, in the amount of \$75,000 for the Native Language Preservation strategy for the contract period of July 1, 2014 – June 30, 2015, seconded by Member Patiño. Motion carried 6-0.

Developmental and Sensory Screening

Ms. Alva informed the Regional Council that the Developmental and Sensory Screening strategy is at the end of a three year cycle and that after internal staff review and after having discussions with the current grantee, all have agreed to a one year extension of the existing contract. The final extension document is not complete, but will be presented to the Regional Council at the June 2014 Regular Meeting.

Regional Director's Report

Ms. Alva informed the Regional Council that interviews have been conducted for the expiring and vacant seats on the Regional Council. Recommendations will be presented to the State Board at their June Regular Meeting. The finance committee has met to review the decline of tobacco revenue and provide recommendations to the State Board for sustainability of First Things First. No formal decision has been made, but updates will be provided to the Regional Council.

Chair Poncho returned to agenda item #5 – Regional Benchmarking for the School Readiness Indicators as time allowed.

Regional Benchmarking for the School Readiness Indicators

Ms. Alva gave a quick overview and requested that all Regional Council Members review the provided material and be prepared to set a benchmark for School Readiness Indicator #3 in June when Consultant Amy Kemp, attends the Regular Meeting.

Announcements

Chair Poncho announced the next Regular Meeting to be held June 12, 2014 from 9:00 a.m. – 11:00 a.m. at the San Carlos Apache Tribe Education Department. The Collaborative will hold a meeting May 28, 2014 from 10:00 a.m. – 12:00 p.m. at the San Carlos Apache Tribe Education Department.

Adjournment

Chair Poncho adjourned the meeting at 10:13 a.m.

SUBMITTED BY:

Vernon Poncho, Chair
San Carlos Apache Regional Partnership Council
Dated this 12th day of June 2014

Cindi Alva, Senior Regional Director
San Carlos Apache Regional Partnership Council
Dated this 12th day of June 2014

DRAFT



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AGENDA ITEM: SFY15 Grant Renewal

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

RECOMMENDATION: The Regional Director is presenting this report for your information in order to assist the Regional Council in its decision.

San Carlos Apache Grantee Renewal

Developmental and Sensory Screening Strategy

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

GRA-RC029-11-0179-01-Y3 San Carlos Apache Tribe 07/01/2013-06/30/2014 12 \$96,645.00 \$0.00 0.0% No -30.0%

San Carlos Apache Tribe Head Start will advocate for timely services identified through early screening. Screening will be completed for children ages 0-5 who are not enrolled in Head Start and will identify developmental delays and/or hearing and vision problems which will be followed up with referrals to Indian Health Services, Arizona Early interventions Program and the Lead Education Agency.

Narrative reports have been received for quarter 1 and 2 only. These narrative reports indicate that the grantee was struggling to set-up proper training and certification for hearing and vision screenings. The report also stated that manipulative items for screenings had not arrived in time for a scheduled community screening however 3 staff were identified to take on this project. The Q2 report states that they will assist one another to get this project completed for SFY14.

From a spending and service delivery standpoint, we don't have much in terms of concrete evidence that they are providing services or spending funds. Just an assurance that this will occur before the year is done.

Health

Service Unit	2014 Contracted Units	2014 Q1 Actuals**	2014 Q2 Actuals**	2014 Q3 Actuals**	2014 Q4 Actuals**	Year-to-Date Actuals**	Percent of Contracted	Within 30-60% Range	Out of Range Percentage	FY 2015 Proposed Contracted Units
Number of children receiving screening	120	0	0	0	0	0	0.0%	No	-30.0%	
Number of developmental screenings conducted	120	0	0	0	0	0	0.0%	No	-30.0%	
Number of vision screenings conducted	120	0	0	0	0	0	0.0%	No	-30.0%	
Number of hearing screenings conducted	120	0	0	0	0	0	0.0%	No	-30.0%	



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AGENDA ITEM: Tribal Grant Agreement

BACKGROUND: During the strategic planning of the San Carlos Apache SFY15 Funding Plan the Regional Council decided to stay the course and continue the Family, Friend & Neighbor strategy. Because the tribal grant agreement for this strategy ends on June 30, 2014 a new tribal grant agreement was drafted.

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

RECOMMENDATION: The Regional Director recommends this agreement to be approved.

Recommendations for Tribal Grant Agreement

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



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AGENDA ITEM: SFY14 Grantee Data and Narrative Reports – Quarter 3

BACKGROUND: Quarterly Data and Narrative Information

RECOMMENDATION: The Regional Director is providing this attachment for information purposes only and recommends reviewing the data for the entire year making sure to jot down questions, comments or concerns regarding any data.

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.

0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

3 = 3 months out of 3 months of data for this quarter were submitted

Note:

A Quarterly Data Submission Status of "0" may be assigned in the following scenarios:

- (a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols
- (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
- (c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

Contracted Service Units only appear for a contract's lead strategy

Instructions for reading null and zero as data field values:

Blank data field = A null data field appears if the grantee selected "NA (Not Applicable)" when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract

0 = Grantee selected "No" in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter

0 = Grantee reported "0" on their data reporting template indicating the specific data field(s) were not collected for the quarter

SFY14 Grantee Data and Narrative Reports Quarter 3

Birth to Five Helpline

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0351-01-Y2 / Southwest Human Development	Number of new callers		1				
	Number of repeat callers		0				
	Number of calls received (new and repeat)	0	1				1
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1				
	Number of new calls from other callers		0				
	Number of callers referred for follow-up service		0				
	Number of callers reporting receiving appropriate follow-up or service		0				

SFY14 Grantee Data and Narrative Reports Quarter 3

Developmental and Sensory Screening

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-11-0179-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	2		
	Number of hearing screenings conducted	120	0	0	0		0
	Number of hearing results forwarded to medical home		0	0	0		
	Number of families referred and having received an additional evaluation		0	0	0		
	Number of children received hearing screening		0	0	0		
	Number of vision screenings conducted	120	0	0	0		0
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0		
	Number of families that report being referred and having received an additional evaluation		0	0	0		
	Number of children received vision screening		0	0	0		
	Number of developmental screenings conducted	120	0	0	0		0
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	0		
	Number of children referred for developmental delay follow-up		0	0	0		
	Number of children received developmental screening		0	0	0		
	Number of children receiving screening (children may have received 1-3 types of screenings)	120	0	0	0		0

SFY14 Grantee Data and Narrative Reports Quarter 3

Family, Friends & Neighbors

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-12-0472-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		1	1	1		
	Number of home based providers newly enrolled during the quarter		0	0	0		
	Number of home based providers served	10	0	0	0		0
	Number of home based providers at the end of the quarter (subtracting disenrolled)		0	0	0		
	Number of children served		3	3	1		
	Number of providers that applied for regulation						
	Number of providers newly regulated						
	Number of trainings conducted in home based settings		0	0	0		
	Number of providers trained in home based settings		0	0	0		
	Number of trainings conducted in community based settings		3	3	4		
	Number of providers trained in community based settings		4	4	4		

SFY14 Grantee Data and Narrative Reports Quarter 3

Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-12-0471-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3		
	Number of food boxes distributed	257	30	106	213		349
	Number of families who received food boxes		30	106	213		
	Number of children (0-5 yrs) in families who received food boxes		53	186	347		
	Number of families who received other items		30	28	0		
	Number of children (0-5 yrs) in families who received other items		38	43	0		

SFY14 Grantee Data and Narrative Reports Quarter 3

FTF Professional REWARD\$*

* Source data issues, please contact grantee over discrepancies

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0346-01-Y2 / Valley of the Sun United Way	Quarterly Data Submission Status*			1			
	Total Number of Applicants			22			
	Total number of Approved Scholars			22			
	Number of Incentive awards distributed	46		22			22
	Total Number of Scholars by REWARD Tiers:			22			
	Tier 2			1			
	Tier 3			1			
	Tier 4			5			
	Tier 5			4			
	Tier 6			8			
	Tier 8			3			

SFY14 Grantee Data and Narrative Reports Quarter 3

Native Language Preservation

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-11-0061-01-Y3 / San Carlos Apache Tribe	Quarterly Data Submission Status*		3	3	3		
	Number of center based providers served		29	21	25		
	Number of home based providers served		0				
	Number of center and/or home based providers served	10	29	21	25		75
	Number of trainings conducted		8	3	9		
	Number of center based child care professionals attended trainings		89	63	76		
	Number of home based child care professionals attended trainings		0	0	0		
	Number of participating professionals	30	89	63	76		228
	Number of workshops conducted		6	1			
	Number of adults attended workshops		46	6			
	Number of books distributed to providers		0	0	0		
	Number of Navajo Nation bundles distributed to providers		0	0	0		
	Number of audio CDs distributed to providers		0	0	0		
	Number of DVDs/Videos distributed to providers		0	0	0		
	Number of other materials distributed to providers		89	63	31		
	Number of books distributed to parents		0	0			
	Number of Navajo Nation bundles distributed to parents		0	0			
	Number of audio CDs distributed to parents		0	0			
	Number of DVDs/Videos distributed to parents		0	0			
	Number of other materials distributed to parents		46	6			

Nutrition/Obesity/Physical Activity

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-RC029-13-0421-02-Y2 / United Way of Tucson and Southern Arizona	Quarterly Data Submission Status*		3	3	1		
	Number of parent/family educational sessions conducted		0	0	0		
	Number of adults attending parent/family education sessions		0	0	0		
	Number of children (0-5yrs) attending parent/family education sessions		0	0	0		
	Number of community events conducted related to nutrition and physical activity, healthy living		3	2	1		
	Number of adults attending community events		250	8	38		
	Number of children (0-5yrs) attending community events		80	4	0		
	Number of provider educational sessions conducted		13	19	12		
	Number of professionals attending child care provider education sessions		41	60	49		
	Number of adults attended	150	291	68	87		446
	Number of children attended	150	80	4	0		84
	Number of community projects started during the quarter		0	0	0		
	Number of community projects completed during the quarter		0	0	0		

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y3 / SPF Consulting, LLC	Number of English cases distributed		0	0	0		
	Number of Spanish cases distributed		0	0	0		
	Number of cases distributed		0	0	0		
	Number of parent kits distributed		0	0	0		

SFY14 Grantee Data and Narrative Reports Quarter 3

Parent Outreach and Awareness

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC029-13-0533-01-Y2 / Gila County Library District	Quarterly Data Submission Status*		3	3	3		
	Number of books distributed	14436	1642	1742	1777		5161
	Number of children receiving books		1642	1742	1777		
	Number of children newly enrolled into book distribution program during the quarter		78	51	28		
	Number of local resource guides distributed during the quarter	0					0
	Number of education reinforcement items distributed during the quarter						
	Number of earned media during the quarter						
	Number of paid advertising during the quarter						
	Number of workshops held	75	19	9	24		52
	Number of adults attending workshop		50	23	193		
	Number of events held	0					0
	Number of adults attending events						

SFY14 Grantee Data and Narrative Reports Quarter 3

Quality First - Regional

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	7	6	6	6		6
	Number of Homes	1	1	1	1		1
	Number of Rating Only Centers	0	0	0	0		0

Quality First Coaching & Incentives - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	7	6	6	6	0	
	Number of Homes	1	1	1	1	0	
	Number of Rating Only Centers	0	0	0	0	0	

SFY14 Grantee Data and Narrative Reports Quarter 3

Scholarships TEACH - All

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	0		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		0	0	10		
	AA Contracts Completed		0	0	0		
	AA Withdrawn		0	0	0		
	AA Contracts Initiated		1	1	1		
	AA Scholarships Awarded		2	2	2		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Contracts Initiated		0	0	0		
	BA Scholarships Awarded		0	0	0		
	CDA Scholarships Withdrawn		0	0	0		
	CDA Contracts Initiated		0	0	0		
	CDA Scholarships Currently Awarded		1	1	1		

SFY14 Grantee Data and Narrative Reports Quarter 3

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

SFY14 Grantee Data and Narrative Reports Quarter 3

Scholarships TEACH - Regional

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	0		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		0	0	0		
	AA Contracts Completed		0	0	0		
	AA Withdrawn		0	0	0		
	AA Contracts Initiated		0	0	0		
	AA Scholarships Awarded		0	0	0		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Contracts Initiated		0	0	0		
	BA Scholarships Awarded		0	0	0		
	CDA Scholarships Withdrawn		0	0	0		
	CDA Contracts Initiated		0	0	0		
	CDA Scholarships Currently Awarded		0	0	0		
	Scholars Currently Receiving T.E.A.C.H. Scholarship			0	0	0	

SFY14 Grantee Data and Narrative Reports Quarter 3

Scholarships TEACH - Statewide

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0	0	0		
	CDA Credentials Completed Contract to Date		0	0	0		
	BA Degrees Completed Contract to Date		0	0	0		
	AA Degrees Completed		0	0	0		
	CDA Credentials Completed		0	0	0		
	BA Degrees Completed		0	0	0		
	AA Credits Completed		0	0	10		
	AA Contracts Completed		0	0	0		
	AA Withdrawn		0	0	0		
	AA Contracts Initiated		1	1	1		
	AA Scholarships Awarded		2	2	2		
	BA Credits Completed		0	0	0		
	BA Contracts Completed		0	0	0		
	BA Withdrawn		0	0	0		
	BA Contracts Initiated		0	0	0		
	BA Scholarships Awarded		0	0	0		
	CDA Scholarships Withdrawn		0	0	0		
	CDA Contracts Initiated		0	0	0		
	CDA Scholarships Currently Awarded		1	1	1		
	Scholars Currently Receiving T.E.A.C.H. Scholarship		5	2	2	2	2

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name				Family, Friend & Neighbor Care			
Contract #				GRARC029-12-0472-01			
User Completing Report				Nolita April Noline			
Reporting Period				Quarter*		Year	
				3		2014	
Regional Partnership Council				San Carlos Apache Regional Council			
Date Completed				April 18, 2014			
Note*: 1 st Quarter: July-September – Narrative Report due October 20th 2 nd Quarter: October-December – Narrative Report due January 20th 3 rd Quarter: January-March – Narrative Report due April 20th 4 th Quarter: April- June – Narrative Report due July 20th							

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

Program Implementation:

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

Activity	Target Audience	Frequency of Activity	Number Reached
*Training Session San Carlos (January) Birth Defects	Family Providers	once a month	4
*Training Session Bylas (January) Intro to Program	Day care providers	once a month	8
*Newspaper Advertisement	Family Providers Community	bi-weekly	
Training Session San Carlos (February) Dental	Family Providers	Once a month	1
*Newspaper Advertisement	Community	Bi-weekly	
*Training Session San Carlos (March) Library	Family Providers	Once a month	12
*Training Session Bylas (March) Nutrition	Family Providers	Once a month	4
*Outreach (March) AIDs	Community	Once a month	5

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

<p>Awareness Day [set up booth] *Newspaper Advertisement</p>	<p>community</p>	<p>Bi-weekly</p>	
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2. . Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

We have done more outreach to the Bylas community. Had several participants that are interested. More phone calls inquiries regarding the program.

3. Describe current issues related to staffing necessary for program implementation
We have lost our Early Childhood Specialist so we only have one full time employee working for this program. We are currently advertising.
4. Describe any barriers to successful implementation or other challenges. If the challenge ongoing, what is your plan for resolving these issues?
Our barriers are that we do not have any consistent participants that are willing to commit to the program. Barriers continue to be transportation to and from our training sessions. A lot of our providers to do not have reliable transportation that they cannot attend our training session.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.
Collaboration efforts with FTF Library program, Juan Arias of U of A Extension, Cordella Moses of Language Preservation, Jessica Dong of FTF Outreach, Joyce Tovar Health Educator for I.H.S. WE have been collaborating with these programs and they have been coming to our meetings to do presentation for the participants.
6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.
WE have done more outreach to the Bylas community. Had several participants that are interested. More phone call inquire regarding the program.

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program?
Assistance in selecting a curriculum to follow throughout the year.
8. Describe any additional information you would like to share about program implementation.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name	San Carlos Apache Social Services		
Contract #	GRA-RC029-12-0471-01-Y3		
User Completing Report	Terry Ross		
Reporting Period	Quarter*	Year	
	January/February/March	2014	
Regional Partnership Council	San Carlos Regional Partnership Council		
Date Completed	March 31, 2014		
Note*: 1 st Quarter: July-September – Narrative Report due October 20th 2 nd Quarter: October-December – Narrative Report due January 20th 3 rd Quarter: January-March – Narrative Report due April 20th 4 th Quarter: April- June – Narrative Report due July 20th			

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

Program Implementation:

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

Activity	Target Audience	Frequency of Activity	Number Reached
Outreach to Collaborators	Bylas, Peridot, Gilson Wash, Seven Mile Wash	Meetings, community events, gathering	213 families – 347 children (0-5ages)
Working with Collaborators	Parents/Children	Monthly events	213 families – 347 children (0-5ages)

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed? Collaborated with Church of Jesus Christ in the Peridot District and Reservation Ministries who donated furniture and beddings to families; still in contact with Joy Lorraine from San Diego who mails us baby layettes but none for this reporting period.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

3. Describe current issues related to staffing necessary for program implementation. **I am still doing the food security myself with the help of Theresa Cantu from Seven Mile Wash who volunteers.**
4. Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues? **Barriers are staffing, if I had a part time person to help me, this would be very successful implementation; I plan to keep doing what I have done and that is to do my best**

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration. **I am still attending an average of 10 monthly committee meetings on the reservation regarding tribal programs who work with children and families; I always update everyone about our Food Security Program; and they refer families to our office; we are now doing on the spot education on health foods for healthy babies and provide the food the same day or the next day.**
6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public. **Slowly everyone is aware of what we do and they are making referrals to our office; the church of Jesus Christ in Peridot also provides 10 bags of food to families so we exchange many information and needs; parents thanks us for the additional temporary help with food and tell us "it really helps them out." God Bless you for the help you provide to our children and families.**

Support or Additional Information:

7. What specific assistance or guidance do you need from FTF staff to ensure the success of your program? **keep reminding me of my due reports.**
8. Describe any additional information you would like to share about program implementation. **Give us more money.**

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Provider Name	San Carlos Apache Tribe Language Preservation Program		
Contract #	GRA-RC029-11-0061-01-13		
User Completing Report	Cordella Moses/Beatrice Lee		
Reporting Period	Quarter*	Year	January 2014 February 2014 March 2014
	3 rd Quarter	2014	
Regional Partnership Council	San Carlos Apache Regional Partnership Council		
Date Completed	April 21 st , 2014		
Note*: 1 st Quarter: July-September – Narrative Report due October 20 th 2 nd Quarter: October-December – Narrative Report due January 20 th 3 rd Quarter: January-March – Narrative Report due April 20 th 4 th Quarter: April- June – Narrative Report due July 20 th			

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

Program Implementation:

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

Activity	Target Audience	Frequency of Activity	Number Reached
January 2014 Professional Development	Child Care	Bi-Weekly	22 Staff
February 2014	Readiness program	Met them once this month	6
March 2014	Teachers/Staff	Weekly	38

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

For the months of January, February and March activities were successful in the areas of providing professional development and collaboration with other sister agencies within our tribal developments. For this third quarterly report that has not reflected in the data

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

reporting are events that we attended and provided on the behalf of the Language Preservation program were:

- In January Curriculum Specialist went out to the Head Start Center and provided professional development but signatures were not collected from the program. She provided and demonstrated calendars, days of the weeks and season in the Apache language.
- Language Preservation met with community elders and discusses language for our community especially reaching out to the Head Start centers and the Apache Kid care.
- Staffs were able to share a storytelling on air with KYAY 91.1FM radio station and made public announcement about reinforcing the Apache language within their home.
- As a tribal department among many others, Language Preservation was able to be a part of the tribal survey conducted by the Planning Department. The staffs were able to reach out to community members asking them to fill out the survey and we encourage them to talk to their children and preserve the Apache language.
- Language Preservation were also a part of the Health Education Committee Retreat and provided an update with other programs on how we were reaching out to the younger generation on preserving the language and encouraging the parents to talk to their children in their native language.
- Each month we meet with our community elders during the elder's luncheon and ask for their advices on how we should better understand and teach our Apache language.
- During the month of February we set up a booth for the "Family Fun Night" with First Things First and we reached too many parents that came out to attend this activity. Unfortunately, we did not collect any signatures from families that came to our booth and these parents were young parents that had children in Child Care or Head Start or they were staying home moms.
- Another event we participated with was the "Wheel Derby" sponsored by the Young Warriors program and we had many children that stopped by our booth. We have collected signatures but they were of all ages from infant to 12 year olds.
- In addition to what we offer for other programs, we also visit with Ft. Thomas Unified School grades K to 6 grades and provide the Apache language on a monthly base during their school assembling. Curriculum Specialist will continue to provide the Apache language to teachers/staff in the Kindergarten grade level; she has not collected any signatures since she sees all the children in each grade level.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Overall, Language Preservation does provide activities with the tribe and school therefore, the age's starts from infant to adolescence youth. It gets difficult when we try to separate age group during any tribal events for our data collection.

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

Language Preservation office was finally able to hire another employee (part-time) to work with our Curriculum Specialist. She is our community liaison and works with our community. With issues related to staffing for our program implementation, we are now serving our home-based families and provide language enrichment for our home-based children/families. She's very familiar with our community, speaks fluent Apache and provides language in the Bylas area and San Carlos.

For other areas of our staffing for the implementation plan has been challenging but are successful in providing the professional development and activities for our Apache teachers/providers of the program. Curriculum Specialist will continue to team teach and provide professional development to ensure improvement and organization effectiveness. We would like to have our learners in all areas of the Apache language such as teachers, paraprofessionals, cooks and bus drivers to reinforce the Apache language and comprehend the language for the betterment of the children. We will also continue serving our home based families and have our Curriculum Specialist work with our community liaison and team teach.

Overall, the numbers of staff that we serve is totally different from the last quarter report. We are currently serving 41 staff from Head Start Center, this includes cooks, aide and bus drivers. For the Child Care there are approximately 18 staff that we serve and there are days when we are overwhelmed with numbers of participates for

the Apache language strategies. This does not include Child for Readiness program and there are only three employees that oversee all these employees who work for our children. As you can see we are still short on staffing in some areas.

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

Barriers to successful implementation or any challenges for the language program in all areas are challenging. The variety of learning styles and techniques to integrate any native language is challenging. One of the biggest barriers we face each day is seeing many of our younger children at the age of the 3 are speaking fluent English. We see parents, grandparents and a guardian talking to their children, grandchildren in the English when they are fluent speakers of the

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Apache language and it gets more difficult for us as providers to teach the language. As the results of issues like this, we need to reach out to our community parents, grandparents and send the message out that we are trying to preserve our Apache language. We need to encourage these young parents to stay on all task of the Apache language and develop some kind of strategies of teamwork and help one another. We try to stress out to teachers and providers to gather information and suggest any solutions to help them retain the language not just for the program but as teachers by reaching out to the parents of these young children in Head Start and Child Care facilities.

We have lost our volunteer for our program, she was here on a day to day operation to provide her services for us but she had other commitments therefore she left our program. It will be difficult to find another person to replace her since our unemployment is so high and we hardly see anyone that wants to volunteer their time. In time, when we get more funding available we will find more individuals who are committed to preserving the Apache language here on the San Carlos Apache reservation.

Another barrier is finding our home-based families, we were short on staffing that we had to send flyers out and post them in department bulletin boards to recruit for our home-based families. We also made our announcement with our local radio station KYAY 91.1 and recruit families.

One of the successful of the implementation is having to hire another employee to work around the community and gather information for the program for the Language Preservation office. We are not over our obstacles with our program but we manage to pull them together and complete our assignments.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

In the area of collaboration with our sister agencies will continue in this quarter report. They are as following: with the hour

- Head Start Centers (four Head Start centers)
 - Provide Professional Development for all teachers/staff
- Child Care Centers in Bylas and San Carlos
 - Provide professional development for all providers/staff
- Young Warriors with the Wellness Center both San Carlos and Bylas programs
 - Culture activity with Apache language lessons
- Bylas Recreation & Bylas Administration

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

- Activity pertaining to Apache language
- Older Adult Centers & Elders Mentors program
 - Advisement for Apache language, guiding & protecting what we can teach in the Apache language (the don'ts and do's)
- Diabetes program (Bylas & San Carlos)
 - Apache language terminology of food
- Mt. Turnbull Academy
 - Apache language terminology in all areas of subjects
- San Carlos & Bylas - Boys & Girls Club
 - Culture activity
- Family, Friends & Neighbors
 - Sharing the Apache language about reaching out to our young parents and serving children from birth to 5 year olds.
- Child Readiness Program
 - Providing professional development, creating lessons plans for teachers, and sing along songs.

We will continue with our collaboration in the areas of the Apache language, Apache lessons plans and materials to create for any activities for the children.

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

We would like to share one of our successes for this reporting period is after reaching out to our home-base families, we are finding more families wanting their children served. But due to limited of services and staff, we regretfully have to turn families down and hope they will continue to have interest in the program once we get more funding.

For the teachers and staff of the Head Start and Child Care centers, we are receiving positive feedback from teachers that they are learning and retaining the Apache language. We have one Head Start center (one classroom) students are identifying themselves in Apache. If we have more teachers speaking the Apache language, we would see a big difference in each classroom. This is one of our goals is to reach out to the parents of these children and provide Apache class for non-Apache speakers. We would like to teach these parents the basics of Apache language so that they can reinforce the language within their home. The teaching does start from home, it will strengthen their thinking and their social will change.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Support or Additional Information:

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

To ensure our program success is to continue working with our Regional Director and have the finances person from First Things First office to answer our questions regarding the PGMS entries. We would like to have another person trained and to utilize the PGMS entry data base. Especially if I should be unavailable he/she can make changes in the reporting process or entry reports when I am unavailable.

8. Describe any additional information you would like to share about program implementation.

From our implementation plan, we stated that we should have completed and revised the Head Start curriculum as of October of 2013. We have completed the curriculum and it was reviewed by our education committee (whom are our tribal councilman/woman) but it was returned to our office for some changes. We are in the process of making those changes and the curriculum will be presented on May 7th, during our regular education meeting. We are positive that the curriculum will be passed and we are looking forward in sharing the booklet with you once it passed.

After many meetings with the Head Start program, anything we provide for the staff and children we must share all information with the Head Start Parent Policy Committee. We are currently working with the committee to start looking at each center where we can provide assessment for teachers of how much they have gain in the area of the Apache language.

We need more training in the all areas of the early childhood, if you know of any training or workshop from First Things First we would like to attend.

Provide the following in Program Implementation:

9. Formation on current outreach, recruitment and retention activities, as applicable:

Activity	Target Audience	Frequency of	Number Reached
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First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

		Activity	
Program recruitment contacts made.	Group Homes, Faith Based, organizations and Centers		
Email	Head Start	2	1 Coordinator
	Indian Health Services	2	1 Health Educator
	Rice Elementary	3	1 Lead teacher
Via Phone	Indian Health Services (HIS)	2	1 Heath Educator
	Head Start	7	1 Coordinator 4 Lead Teachers 3 Aides
	St Charles	3	1 secretary 1 Principal
	Youth Home	3	1 Director 2 care givers
	Apache Child Care	4	1 secretary 1 Lead Teacher
	Family Friend and Neighbor	5	1 coordinator
	Child Readiness	4	2 Lead Teachers 3 Aides
Via in Person	Head Start	8	2 Coordinators 5 Lead teachers
	Home Group 1	7	1 Care giver
	Youth Home	4	1 Director 3 lead teachers
	Rice Elementary	4	1 Lead teacher 3 aides
	Potential home care providers	4	2 Potential providers
Meetings/ Community events			
Indian Health Services	Health & Nutrition Educators and Health Providers	2	45 Collaborators
	First things First		

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

	First Things First event	1	14 Collaborative members
Family Fun Night	Skill center	2	23 adults 40 children
Apache Pre-Reservation Diet	Diabetes Community event	1	1 tutor 1 Botanist 1 Educator 7 community members 19 Adults parents
Diabetes Prevention	Potential home care providers/community	1	11 Adults 2 children
Family Friends and Neighbor		1	
Family Book Bag/ Color Me Healthy form collection and site visit for GTL	Youth Home		1 Director 3 Care Givers
	Apache Child Care	6	3 Lead teacher 3 Teachers
	Head Start	5	4 Lead teachers 6 Teachers
	Rice Elementary	10	1 Lead teacher 4 aides
	Child Readiness	4	2 Lead teachers 6 Teachers
	Home Group 1	7	1 Home Care Giver 1 parent
		5	
Family Style Meals Checklist	Child Readiness	1	1 Lead Teacher 2 Teacher aides 17 children
	Youth Home	1	1 director 2 care providers 12 children

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Grow It, Try It, Like It! Winter Gardening and Harvesting	Head Start	6	26 Teachers 151 Children
	Apache Kids Child Care	3	3 Teachers 21 Children
	Child Readiness	2	4 Adults 32 Children
	Youth Home	3	3 Adults 11 children
	Rice Elementary	1	1 Lead teacher 4 teacher aides 14 Children
Color Me Healthy Training	Head Start	1	1 coordinator 15 Staff

1. Describe any particular successes with these activities:

This quarter, the Instructional Specialist, Juan Arias was able to train and provide the Health Start staffs in Seven Mile, Gilson Wash, Peridot, and Bylas with Color Me Healthy curriculum in order to implement the program. The Color Me Healthy curriculum supplies teachers, caregivers, and parents with fun, interactive ideas that promote physical activity and healthy eating. This program has been proven to be a success with all practicing sites. They were thankful for the incentives and education. As a result of the program, teachers have noticed children becoming interested in new foods they avoided previously. In addition, children have introduced Color Me Healthy songs and games to their families. The Instructional Specialist has received four letters of appreciation from parents since the training. Overall, families have become more involved in their children's eating process by singing songs and playing games at home. The four Head Start sites that have been using the Color Me Healthy program in their classrooms, also found the program has encouraged kids to play outdoors. The Head Start program in Gilson Wash agreed to participate in Color Me Healthy trainings and is promoting the program to other providers in Gilson Wash. The Instructional Specialist will continue to monitor these sites and provide support when needed.

The Instructional Specialist has provided the Head Start, Apache Child Care and Youth Home with winter gardens using raised beds. All participating locations have been introduced to simple gardening practices and new foods, which aids in drawing an important connection between food consumption and food origin. During the winter season, the Instructional Specialist introduced the children to the seeds of peas, lettuce, spinach, and kale used in their garden. Through the gardens, children are learning sensory fundamentals including colors and textures of seeds and plants, as well as basic ecology of plants, such as what elements plants need to grow. The Apache kids, Head Start, and Youth Home were able to cultivate lettuce and spinach, students are anxiously waiting to plant summer crops. Children at Apache Kids have shown excitement over new growth in the garden and are now preparing for summer crops.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

This quarter, the Instructional Specialist observed the Seven Mile Child Readiness center, and Youth Home conduct Family Style Meals and was impressed with both locations. The Child Readiness center began a routine where children set up the tables, served themselves, and helped the staff collect and clean dishes. Instructors described their success with Family Style Meals by addressing how it has allowed students to eat slower and engage in conversation. In addition, childcare staff was able to encourage healthy conversations by asking questions about tastes and texture of the food, as students were curious why spinach and kale looked the same but tasted different. The Instructional Specialist encourages the staff to continue with their hard work and will continue to provide the center with any needed support.

The Instructional Specialist is continuing to build strong relationships with the San Carlos community and has been invited to attend more local events. Two schools have expressed interest in implementing the Color me Healthy and Grow It! Try It! Like It! programs while The Family Book Bag program has become popular in the Apache Kids Child Care center and Youth Home groups.

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

The Instructional Specialist has had a fantastic time implementing the Grow It, Try it, Like it! gardening program and has been successful in providing the Head Start, Apache Kids, the Child Readiness center, Youth Home, and Rice Elementary staff and parents with rewarding health education and nutritional recipes. The Instructional Specialist has developed great relationships with staff and parents, which has helped him contribute to children's healthy activities outside of the child care centers and home groups. In addition, it has helped children better understand vegetable recognition, colors, texture, and names of different fruits and vegetables. Children continue to learn how to mix the soil, using the appropriate tools, for the purpose of keeping the soil clean and ready for planting. Children are encouraged to water and clean the garden daily using supplies provided for the locations. The Instructional Specialist believes the winter harvest that was filled with vegetables has motivated staff and children to continue to use skills and become more involved with the Grow It! Try It! Like it! trainings. Participating locations are looking forward to having an agricultural activity that reinforces hard work and productivity at an early age.

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

There are no issues with staffing at this time.

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

This quarter, it has been difficult to recruit and stay in contact with Home Based Child Care sites that have expressed interest in the Color Me Healthy and Grow It! Like It! Try It! programs. The Instructional Specialist has offered trainings to potential providers at their convenience but has not been able to schedule trainings with the groups due to lack resources needed to communicate such as internet access and telephones. Currently, the Instructional Specialist is attending more community events to make connections with community leaders. In addition, some potential Home Groups that completed the trainings choose not to participate in the programs because they were uninterested in site visits or additional support from the Instructional Specialist. However, the Instructional Specialist has made connections with Indian Health Services and the Diabetes

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Prevention group to help increase awareness of the programs being offered. The partnership with Family Friends and Neighbors and other program directors has been successful in promoting the curriculums in the community and reinforce the benefits of the trainings and site visits.

The Instructional Specialist has had difficulty collecting tracking forms from participating locations. This has improved since previous quarters after the sites have been provided with folders to hold tracking forms. Some Centers and Home Groups are understaffed and involved in other programs that require similar paperwork. The Instructional Specialist has observed the programs being implemented and understands the why it is difficult to keep track of the paperwork and will continue to remind staff of the folders and will schedule appropriate times to pick them up. The Instructional Specialist and Health and Nutrition Program Manager plan on attending more trainings to collect the tracking forms.

Collaboration and Communication:

- 1. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

The Indian Health Services committee meeting fostered connections with all direct service providers in San Carlos. The meeting focused on introducing all programs that serve San Carlos and how the organizations can collaborate to best serve the community. In addition, the Instructional Specialist was invited to attend The Indian Health Services Committee's annual conference which opened up new connections with several organizations in the San Carlos and Bylas areas. The committee is working on creating an annual community calendar of events for tribal members. Events may include health promotion programs, disease prevention projects, conference dates, school events, coalition meetings, culture education, and Apache culture events. The committee believes it will be useful for scheduling events, such as trainings and knowing where to reach target groups. In addition to the event calendar, the overall goal is to collaborate with resources to better serve the community.

The Instructional Specialist attended The Diabetes Prevention Conference to maintain a positive relationship with the Bylas community. The Diabetes Prevention Center has been a great partner, they have promoted the Grow It! Try It! Like It! program and has assisted in implementing gardens. At the conference, the Instructional Specialist provided resources that promote nutrition, literacy and healthy eating for children aged 0-5. Literacy guides, MyPlate recipes and menus, healthy portions recommendations, and other incentives from Color Me Healthy curriculum were given out at the event.

The Instructional Specialist attended an Apache Pre-Reservation Diet and Health meeting which focused on encouraging healthy lifestyles on the Apache reservation. The meeting gave insight into the culture and lifestyle of Apache tribes and their eating habits. In the past, the Apache tribe often ate less carbs and more seeds, roots, and meat which they obtained from hunting and gathering. They often relied on sustainable gardens, and as a community they harvested fruits and vegetables. With this information, the Instructional Specialist hopes to recruit more childcare providers and teachers to implement the Grow It! Try It! Like It! program in their locations.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

The Apache Language Preservation office provided the Instructional Specialist with lists of fruits, vegetables, animals, and simple words in the Apache language. This allowed the Instructional Specialist to connect with the population participating in Grow It! Try It! Like It!, Color Me Healthy, and the Family Book Bag. The Instructional Specialist will continue to work with the Apache Language Preservation Office to obtain more Apache words to build a better relationship with the Apache community.

The Instructional Specialist has continued to have a strong relationship with the Family Friend and Neighbor program, who has given him the opportunity to present the Grow It, Try It, Like It!, Color Me Healthy and the Family Book Bag programs at their meetings. The Instructional Specialist has had great success with recruiting programs to be involved in The Grow It! Try It! Like It!, Family Book Bag, and Color Me Healthy programs and will continue to work with The Family Friends and Neighbors organization.

2. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

Throughout the three quarters, the Instructional Specialist has built strong relationships with the Indian Health Services, the Family Friends and Neighbors program, the Early Education Committee, The Diabetes Prevention Center, and Head Start locations throughout Seven Mile, Bylas, Gilson Wash, and Peridot. The Instructional Specialist planted winter gardens for the Apache Kids Child Care, Head Start, Child Readiness, Rice Elementary, and one Youth Home which serve an estimated, collective total of three hundred and fifty children in the San Carlos region. During the winter season, a large amount of community members and parents became interested in working in the gardens. The collaborative effort helped the winter gardens thrive. Head Start in Peridot received a seed donation from an anonymous donor which allowed them to start a winter garden after it was vandalized in the previous season. Health Start staff and children successfully grew beets, spinach, onions, and peas. Staff and children were thankful for the donation to revive the garden.

Community members have become increasingly interested in working with Grow It! Try It! Like It! gardens. For example, Angy is a local bus driver who has volunteered her time to work in gardens at Gilson Wash Head Start. Angy has an agricultural background working with farms in low temperatures. Not only has Angy given Head Start her time but she has introduced new gardening techniques which the Instructional Specialist can use in other gardens. Andy has showed great interest in maintaining the gardens and assisting staff. The Head Start Gilson wash center has become one of the most successful winter gardens this year. Spinach, kale, and carrots have grown well. The Instructional Specialist has appreciated Angy's continuous help who has offered to work with other gardens.

Support or Additional Information:

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

N/A

4. Describe any additional information you would like to share about program implementation.

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

In the past the Instructional Specialist has had difficulty recruiting Faith Based Organizations. Recently, the St. Charles School has shown interest in participating in the Family Book Bag, Grow It! Try It! Like It!, and Color Me Healthy curriculums. The St. Charles school plans to have an after school program where children can be taught these curriculums. Teachers available can help introduce nutrition, literacy, and physical activity. The instructional Specialist will continue to remain in contact with the school to train staff.

Family Friend and Neighbor program continues to be an essential resources for contacting and connecting with potential providers in the San Carlos and Bylas areas. The Instructional Specialist will continue to work with the coordinator to collaborate in recruiting and directing parents to available resources in San Carlos. These are important relationships that will help establish program success and future program support.

Pictures Of Color Me healthy Posters garden pictures at centers



First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter



First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Note*: 1 st Quarter: July-September – Narrative Report due October 20th			
Provider Name			
Gila County Library District			
Contract #			
GRA-RC029-13-0533-01-Y2			
User Completing Report			
Mary Stemm			
Reporting Period		Quarter*	Year
		3	2014
Regional Partnership Council			
San Carlos Apache			
Date Completed			
4/21/2014			
2 nd Quarter: October-December – Narrative Report due January 20th			
3 rd Quarter: January-March – Narrative Report due April 20th			
4 th Quarter: April- June – Narrative Report due July 20th			

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

Program Implementation:

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

Activity	Target Audience	Frequency of Activity	Number Reached
Community Liaison	Parents of children 0-5 yrs.	1/2	24
Community Liaison@ WIC	Parents of children 0-5 yrs.	1/3, 1/24, 3/13	36
Community Liaison@Swapmeet	Parents of children 0-5 yrs.	1/4, 1/25, 2/8,2/22,3/1,3/29	160
Community Liaison@Bylas Community	Parents of children 0-5 yrs.	1/6,2/5,2/25,3/9	92
Community Liaison@Bylas Basketball Tournament	Parents of children 0-5 yrs.	3/8	31
Community Liaison @Peridot Enterprise Plaza	Parents of children 0-5 yrs.	1/7,	16
Community Liaison @ San Carlos Community	Parents of children 0-5 yrs.	1/17,1/28,2/19,2/26,	92
Community Liaison @ Peridot Headstart	Parents of children 0-5 yrs.	2/11	17
Community Liaison @	Parents of children	1/17,1/27	40

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Belvado Park/Airport 79	0-5 yrs.		
Community Liaison @ Moonbase I and II Housing	Parents of children 0-5 yrs.	1/8	29
Community Liaison @ Library	Parents of children 0-5 yrs.	2/18,3/28,	29
Community Liaison @ Early Steps Program	Parents of children 0-5 yrs.	1/9, 3/10,	25
Community Liaison @ Nolines Store	Parents of children 0-5 yrs.	10/17	22
Community Liaison @ Pre-K Preparedness School	Parents of children 0-5 yrs.	1/10,	19
Community Liaison @ Post Office	Parents of children 0-5 yrs.	1/14	31
Community Liaison @Peridot Post Office	Parents of children 0-5 yrs.	2/24	14
Community Liaison @Community Basket Ball Tournaments/games	Parents of children 0-5 yrs.	1/15, 1/24, 2/16, 2/28,	75
Community Liaison @ White Rock and Indian Hills Subdivisions	Parents of children 0-5 yrs.	1/21	29
Community Liaison @ Gilson Wash Community	Parents of children 0-5 yrs.	1/23,	29
Community Liaison @ Skill Center	Parents of children 0-5 years	1/27,	15
Community Liaison @ Wellness	Parents of children 0-5 yrs.	1/29,	16
Community Liaison @San Carlos Hospital	Parents of children 0-5 yrs.	2/27,	22
Community Liaison @ Tribal Administration	Parents of children 0-5 yrs.	1/30, 3/21,	37
Community Liaison @ Home visits with Headstart	Parents of children 0-5 yrs.	1/31	20
Community Liaison @ Twin Mesquite and Tufa Stone	Parents of children 0-5 yrs.	2/4	21
Community Liaison @ Headstart Center	Parents of children 0-5 yrs.	2/6, 3/18,	36
Community Liaison @ Gilson Headstart	Parents of children 0-5 yrs.	2/10	15
Community Liaison @ Peridot Headstart	Parents of children 0-5 yrs.	2/11	17
Community Liaison @ 7-Mile Headstart	Parents of children 0-5 yrs.	2/12	9
Community Liaison @ San Carlos Elementary	Parents of children 0-5 yrs.	2/13	17
Community Liaison @ Peridot Siding area	Parents of children 0-5 yrs.	2/20	15
Community Liaison @ Tulapai Acres and Belvado Park	Parents of children 0-5 years	2/21	17
Community Liaison @ Peridot Post Office	Parents of children 0-5 yrs.	2/24	14
Community Liaison @ Childcare	Parents of children 0-5 yrs.	3/5	10

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Community Liaison @ Child Readiness	Parents of children 0-5 yrs.	3/6	14
Community Liaison @ Marketplace/ Bashas	Parents of children 0-5 yrs.	3/11	33
Community Liaison @ St Charles and Peridot Mission Schools	Parents of children 0-5 yrs.	3/12,	15
Community Liaison @ Community Rodeo	Parents of children 0-5 yrs.	3/22, 3/23	58
Community Liaison @ Apache Burder and Market	Parents of children 0-5 yrs.	3/24	17
Community Liaison @ Teen Parenting	Parents of children 0-5 yrs.	3/27	6
Community Liaison @ Baseball Game	Parents of children 0-5 yrs.	3/30	13
Early Literacy Coordinator @ Library Story Time For Child and Parent	Children and Parents	1/8, 1/15,1/16, 1/22,1/28, 1/29,1/30, 2/5,2/12, 2/19, 2/26, 3/17, 3/18, 3/20,	46 Children 14 Families
Early Literacy Coordinator @ Brain Box Activity	Children and Parents	1/15, 1/22,1/29, 2/5,2/12,2/19,3/5, 3/17,3/19, 3/26,	39 Children 18 Adult
Early Literacy Coordinator @Storytime Bylas I and II	Children and Parents	1/14, 3/3, 3/11	113 Children 16Adults
Early Literacy Coordinator @ Storytime Peridot I and II	Children and Parents	1/14, 1/29,3/11,3/13	64 Children 8 Adults
Early Literacy Coordinator @ Storytime 7 Mile and Gilson	Children and Parents	1/21,1/23,2/11,3/4,3/6,3/10, 3/12,3/26	157 Children 19 Adults
Early Literacy Coordinator @ Daycare Toddlers	Children and Parents	3/6,3/21	30 Children 10 Adults
Early Literacy Coordinator @ Youth home	Children and Parents	3/5, 3/26	6 Children 3 Adults
Early Literacy Coordinator @ Brainbox and Storytime at ESSS Program	Children and Parents	3/21	14Children 12 Adults
Early Literacy Coordinator @ Bylas Diabetes Office	Children and Parents	3/25	0 Children 25 Adults
Early Literacy Coordinator @ Meeting at County Office		2/27	

Gloria Thompson is the Early Literacy Coordinator who conducts Parent/Child Story Hours at the San Carlos Library, Head Starts, and Day Care facilities. She has had measured success at most venues, while a few places have had no one show up.

Stephanie Dean continues to beat the bushes looking for parents of children birth to 5 years of age. She listens to the grapevine and logs into Facebook for new birth announcements and follows up with visits to the new parents to register the babies. As more children are registered, it becomes more difficult to find new prospects. There are days when she makes contact with many people that already are registered. For those contacts she takes the time to tell them about the Brainboxes that are at the San Carlos Library and stresses the importance of continuing the Early

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Literacy activities with their children. She feels that reinforcement is key to sustaining a successful program.

2. Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?

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

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

There were no issues related to staffing.

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

Lack of participation by community members at scheduled events continues to be a barrier. Since this is a new program to the reservation, we are hoping that eventually news will spread and there will be better response from the parents. In addition, the staff have been having difficulty in logging onto the Imagination Library site to input new children, coupled with the lack of staff at the Library District. We have a new staff person scheduled to begin at the County, so this issue should be resolved shortly.

Collaboration and Communication:

5. Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.

The Collaborative Meetings every two months continue to help us network with the other First Things First Grantees finding new contacts and opportunities for approaching parents. The District Staff, the Community Liaison, the Early Literacy Coordinator, and the San Carlos Librarian attended meetings on a regular basis.

6. Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

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

First Things First Quarterly Narrative Report

Due the 20th following the end of each Quarter

Support or Additional Information:

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

At this time there is no need for specific assistance from FTF Staff. LaToya Beatty continues to keep the District informed of any community activities that might be helpful to contacting parents.

8. Describe any additional information you would like to share about program implementation.

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



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: SFY14 Grantee Financial Report

BACKGROUND: Monthly Financial Information

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

SFY14 San Carlos Apache Contract Detail

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

Strategy	Original Allotment	Current Allotment Distribution				Total	Awarded	Unawarded	Expended	Unexpended
Family, Friends & Neighbors	\$54,000	\$44,000	-	\$10,000	-	\$54,000	\$54,000	-	\$11,820	\$42,180
Quality First	\$129,787	-	-	-	-	-	-	-	-	-
Quality First Academy	\$7,872	\$7,872	-	-	-	\$7,872	\$6,540	\$1,332	\$3,527	\$3,013
Quality First Child Care Health Consultation Warmline	\$379	-	-	-	\$379	\$379	\$379	-	\$183	\$196
Quality First Coaching & Incentives	\$117,663	\$117,663	-	-	-	\$117,663	\$117,663	-	\$87,943	\$29,721
Quality First Inclusion Warmline	\$1,751	\$1,751	-	-	-	\$1,751	\$1,751	-	\$907	\$843
Quality First Mental Health Consultation Warmline	\$1,801	\$1,801	-	-	-	\$1,801	\$1,801	-	\$1,321	\$480
Quality First Warmline Triage	\$700	\$700	-	-	-	\$700	\$700	-	\$526	\$174
FTF Professional REWARD\$	\$47,000	\$47,000	-	-	-	\$47,000	\$45,900	\$1,100	\$45,900	-
Scholarships TEACH	-	-	-	-	-	-	-	-	-	-
Child Care Health Consultation	\$20,160	-	-	-	\$19,781	\$19,781	\$15,566	\$4,215	\$1,902	\$13,664
Developmental and Sensory Screening	\$96,645	-	-	-	\$96,645	\$96,645	\$96,645	-	-	\$96,645
Nutrition/Obesity/Physical Activity	\$150,000	\$75,000	\$75,000	-	-	\$150,000	\$150,000	-	\$105,073	\$44,927
Curriculum Development – Parent Education	\$47,000	\$47,000	-	-	-	\$47,000	\$46,530	\$470	\$20,050	\$26,480
Food Security	\$10,000	-	-	-	\$12,500	\$12,500	\$9,900	\$2,600	\$9,900	-
Native Language Preservation	\$62,539	-	-	-	\$62,539	\$62,539	\$62,539	-	\$27,828	\$34,711
Parent Education Community-Based Training	\$115,000	\$57,500	\$57,500	-	-	\$115,000	-	\$115,000	-	-
Parent Outreach and Awareness	\$80,000	-	\$80,000	-	-	\$80,000	\$69,884	\$10,116	\$37,662	\$32,222

SFY14 San Carlos Apache Contract Detail

Statewide Evaluation	\$37,177			\$37,177	-	\$37,177	\$37,177	-	\$37,177	-
Service Coordination	\$1,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$12,085	\$2,915
Community Awareness	\$5,000	-	-	-	\$5,000	\$5,000	\$5,000	-	\$2,968	\$2,032
Community Outreach	\$15,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$12,573	\$2,427
Media	\$7,468	-	-	-	\$7,468	\$7,468	\$7,468	-	\$3,335	\$4,133
Total Allotment:	\$1,007,942	\$400,287	\$212,500	\$47,177	\$234,312	\$894,277	\$759,443	\$134,834	\$422,680	\$336,763
Total Unallotted:		\$1,910	\$2,966	\$25,325	\$885,922	\$916,122				



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: Regional Director's Report

BACKGROUND: The Regional Director will present updates since the last Regular Meeting and on upcoming events.

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



FIRST THINGS FIRST

Ready for School. Set for Life.

June 2014 Director's Report

First Things First
San Carlos Apache Regional Partnership Council

General Updates

Regional Director's Collaborations & Committee Work

- San Carlos Apache Tribe SCAT Health & Welfare Committee Meeting (May 21st)

Regional Council Recruitment

- Interviews of applicants have been conducted and recommendations will be presented to the First Things First State Board at their June 9-10 meeting. New terms begin July.

New Media Campaign

- The first draft advertisements have gone under review with the First Things First Communications and External Affairs teams. Rollout of the new campaign will be end of June for magazines and billboards and mid-July for radio and television.

Parent Education Community-Based Training Strategy Update

- The tribal grant agreement process for this strategy is still pending. After a delay in working on this strategy the San Carlos Apache Tribe Department of Health & Human Services (DHHS) called a meeting on May 28th to discuss the scope of work and to plan how to move forward.
- It was decided my DHHS Deputy Director, Regina Hovet, to continue to pursue this grant.
- Under guidance for FTF finance specialist a new scope of work questionnaire log entry has been submitted in order to begin the process of drafting a new and revised tribal grant agreement document.

Regional Benchmarking Update

- Due to a conflict in schedule the regional benchmarking for the school readiness indicators will take place at the July regional council meeting.

San Carlos Apache Early Childhood Development and Health Collaborative

...

Meeting July 30th
10:00 a.m.—12:00 p.m.

Location

Register Today!

...

FTF Early Childhood Summit
August 18-19
Phoenix Convention Center

