



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

AGENDA ITEM: Meeting Minutes

BACKGROUND: Meeting minutes of the June 12, 2014 Regular Meeting are included for review and possible approval.

RECOMMENDATION: The Regional Director recommends review and approval of the June 12, 2014 Regular Meeting Minutes.



Arizona Early Childhood Development & Health Board  
San Carlos Apache Regional Partnership Council  
Regular Meeting Minutes of June 12, 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, June 12, 2014 at the San Carlos Apache Tribe Social Services Department Conference Room, San Carlos Avenue, San Carlos, Arizona 85550.

Chair Poncho called the meeting to order at approximately 1:39 p.m. and completed a roll call.

**Members Present:**

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

**Members Absent:**

Mitch Hoffman

**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.

Vice Chair Talas stated she had a conflict of interest with agenda item #5 – SFY15 Grant Renewal and #6 – Tribal Grant Agreement due to her affiliation with both programs and her writing the grants. As a result, she recused herself from any discussion and vote related to the strategy.

Member Noline stated she had a conflict of interest with agenda item #6a – San Carlos Apache Tribe Family, Friend and Neighbor due to her overseeing the program. As a result, she recused herself from any discussion and vote related to the strategy.

**Meeting Minutes**

Chair Poncho presented the minutes from the May 8, 2014 Regular Meeting.

A motion was made by Vice Chair Talas to accept the Regular Meeting Minutes as presented, seconded by Member Noline. Motion carried 7-0 by roll call vote.

<b>Council Member</b>	<b>Vote</b>
Michelle Antonio	Yes
Mary Bendle	Yes
April Noline	Yes
Gilbert Patiño	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Yes

**SFY15 Grant Renewal**

LaToya Beatty, Regional Director, presented attachment 02 regarding the Developmental and Sensory Screening strategy. The Regional Council was informed that a one year extension is possible for the grantee due to their inability to reach their contracted

service units for SFY14. The grantee has stated that staffing, training and materials have delayed implementation of the grant in quarter 1 and 2 however; no quarter 3 data or narrative report was submitted. Ms. Beatty was informed by the grantee that 3 staff members are interested in the strategy and are qualified to complete the screenings. No recommendation was provided by staff regarding the extension.

A motion was made by Member Patiño to approve the renewal in the amount of \$96,645, seconded by Member Bendle. The motion was approved 6-0-1 by roll call vote. Vice Chair Talas abstained from voting due to her conflict of interest.

<b>Council Member</b>	<b>Vote</b>
Michelle Antonio	Yes
Mary Bendle	Yes
April Noline	Yes
Gilbert Patiño	Yes
Vernon Poncho	Yes
Delphine Rodriguez	Yes
Flora Talas	Abstain

**Tribal Grant Agreement**

Chair Poncho informed the Regional Council that this agenda item would be discussed at a future meeting due to conflict of interest.

**SFY14 Grantee Data and Narrative Reports – Quarter 3**

Ms. Beatty presented the data and narrative reports for quarter 3 to the Regional Council.

Chair Poncho verified Member Antonio and Rodriguez’s continued attendance over the teleconference line.

**SFY14 Grantee Financial Report**

Ms. Beatty presented the financial reports for quarter 3 to the Regional Council. A handout with the contract detail report was provided to the members. Multiple grantees had been red flagged by the First Things First finance department due to low expenditures. Currently, only the Native Language Preservation, Developmental and Sensory Screening and Family, Friend and Neighbor strategies are below 50% expenditures. Ms. Beatty informed the Regional Council that final SFY14 data will not be available until October.

Chair Poncho verified Member Antonio and Rodriguez’s continued attendance over the teleconference line.

**Regional Director’s Report**

Ms. Beatty informed the Regional Council that two strategy draft resolutions have been approved by the Health and Welfare Committee, the Education Committee and will be presented to the Tribal Council at their next meeting. The Regional Council Member recommendations have been approved by the First Things First State Board and will begin their terms at the July Regular Meeting. Ms. Beatty announced that the spring media campaign has launched and ads will be released in newspapers, TV commercials and billboards. Amy Kemp will attend the July Regular Meeting to discuss regional benchmarking.

**Announcements**

Chair Poncho announced the next Regular Meeting to be held July 17, 2014 from 9:00 a.m. – 11:00 a.m. at a location to be determined. The Collaborative will hold a meeting July 30, 2014 from 10:00 a.m. – 12:00 p.m. at a location to be determined.

**Adjournment**

Chair Poncho adjourned the meeting at 2:38 p.m.

**SUBMITTED BY:**

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Vernon Poncho, Chair  
San Carlos Apache Regional Partnership Council  
Dated this 17<sup>th</sup> day of July 2014

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LaToya Beatty, Regional Director  
San Carlos Apache Regional Partnership Council  
Dated this 17<sup>th</sup> day of July 2014



## FIRST THINGS FIRST

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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;"><b>Family, Friend &amp; Neighbor San Carlos Apache Tribe Apache Kid Child Care</b></p>	<p style="text-align: center;"><b>Geographic Area to be Served</b></p>	<p style="text-align: center;"><b>Amount Recommended</b></p>	<p style="text-align: center;"><b>Description of Program &amp; Rationale for Recommendation</b></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><b>Grant Period:</b> August 1, 2014-June 30, 2015</p>	<p>San Carlos Apache Indian Reservation</p>	<p>\$54,000</p> <p>Estimated Budget Breakdown:</p> <p>Personnel and ERE: \$33,889.20</p> <p>Professional &amp; Outside Services: \$0</p> <p>Travel: \$2,399</p> <p>Operating Expenses: \$11,582.80</p> <p>Non-Capital Sub Total: \$1,220</p> <p>Admin Costs (Max FTF 10%): \$4,909</p> <p>Total Requested: \$54,000</p>	<ul style="list-style-type: none"> <li>• <b>Recommendation:</b> Award</li> <li>• <b>Rationale:</b> 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.</li> <li>• <b>Brief Description:</b> 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.</li> <li>• <b>Target Service Numbers:</b> 10 unregulated Family, Friend &amp; Neighbor care providers.</li> </ul>



## FIRST THINGS FIRST

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**AGENDA ITEM:** Regional Benchmarking for the School Readiness Indicators

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

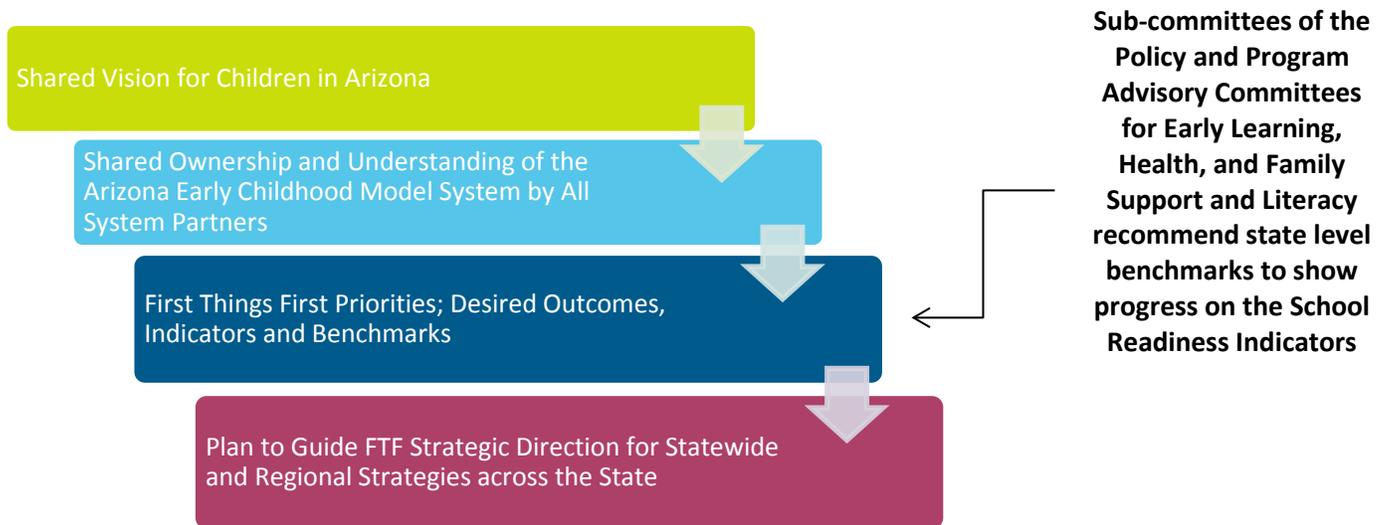
Each indicator was developed through a collaborative process with FTF Advisory Committees and vetted by the Regional Councils and the State Board. The School Readiness Indicators will be benchmarked by Advisory Committee Sub-Committees charged with identifying the amount of change that should be reasonably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

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

# Overview of State Level Benchmarks

## Introduction

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



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

In 2011, under the direction of First Things First Policy and Program Committee Chair, Dr. Pamela Powell, three Advisory Committees were convened in the areas of Early Learning, Health and Family Support and Literacy. The Advisory Committees are chartered to provide on-going early childhood expertise and make recommendations related to their content area to the First Things First Policy and Program Committee. Membership is geographically diverse and includes First Things First Regional Council members, content experts, and community partners. The work of these committees in 2011 focused on continuing the development of a strategic framework around the priority roles that will guide our work through 2020, and culminated in the recommendation of one additional priority role (Nutrition and Physical Activity) and 10 FTF School Readiness Indicators that provide a comprehensive composite measure for young children as they prepare to enter kindergarten. (See page 5-6 for a table of the 10 School Readiness Indicators.)

FTF School Readiness Indicators were chosen to reflect the effectiveness of funding strategies and collaborations built across communities to improve the lives of children residing in the state of Arizona and improve their readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the Board in making informed priority decisions. Building on this framework in 2012, the Advisory Committees formed four sub-committees to recommend state level benchmarks for each School Readiness Indicator for the year 2020. These

benchmarks provide First Things First with aspirational, yet achievable targets and will be monitored over time in order to determine progress in reaching systemic improvements for children and families.

### **State Level Benchmark Development**

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

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

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

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

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

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

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

### **State Level Benchmarks**

The state level benchmarks will be used to monitor changes in large populations of children and families by using aggregated data at the state level to measure progress toward the benchmark target. A process to develop benchmarks for School Readiness Indicators prioritized by each Regional Council will begin in fall 2012, with recommendations forwarded to the Board in April 2014. Benchmark targets at the state level, as well as the regional level are recommended for the year 2020, which allows sufficient time to develop some of the data sources and collection

methods that currently don't exist for tracking progress. The year 2020 also provides the time necessary to show significant systemic improvements for children and families.

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

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

A. Benchmarks with complete statewide data:

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

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

B. Benchmarks with baseline data collection just beginning:

- Indicator 2 – Children enrolled in high quality early learning programs
- Indicator 3 – Children with special needs/rights enrolled in high quality early learning programs
- Indicator 4 – Families accessing affordable high quality early learning programs

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

C. Benchmarks requiring further data development and decisions:

- Indicator 1 – Children demonstrating kindergarten readiness in developmental domains
- Indicator 5 – Children with newly identified developmental delays in the kindergarten year

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

## Using Benchmarks in Strategic Planning Decisions and Implications

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

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

## Implementation of Benchmarks

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

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

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

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

<b>Approved School Readiness Indicators and Proposed State Level Benchmarks</b>	
<b>1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</b>	<i>Benchmark: It is anticipated that a benchmark for 2020 may be recommended in FY15 upon analysis of baseline data from an Arizona kindergarten developmental inventory.</i>
<b>2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</b>	<i>Benchmark: Increase by 20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</i>
<b>3. #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</b>	<i>Benchmark: Increase by 20% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</i>
<b>4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars</b>	<i>Benchmark: Maintain the #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars</i>
<b>5. % of children with newly identified developmental delays during the kindergarten year</b>	<i>Benchmark: Indicator language and benchmark recommendations will be made in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.</i>
<b>6. #/% of children entering kindergarten exiting preschool special education to regular education</b>	<i>Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education</i>
<b>7. #/% of children ages <u>2-4</u> at a healthy weight (Body Mass Index-BMI)</b>	<i>Benchmark: 75% of children age 2-4 at a healthy weight (BMI)</i>
<b>8. #/% of children receiving <u>at least six well-child visits within the first 15 months of life</u></b>	<i>Benchmark: 80% of children receiving <u>at least six well-child visits within the first 15 months of life</u></i>
<b>9. #/% of children age 5 with untreated tooth decay</b>	

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

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

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



## STAR RATINGS

### HIGHEST QUALITY



Far exceeds quality standards

### QUALITY PLUS



Exceeds quality standards

### QUALITY



Meets quality standards

### PROGRESSING STAR



Approaching quality standards

### RISING STAR



Committed to quality improvement

### NO RATING

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

#### Criteria include:

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



## STAR RATINGS

### RISING STAR



Committed to quality improvement

### PROGRESSING STAR



Approaching quality standards

### QUALITY



Meets quality standards

### QUALITY PLUS



Exceeds quality standards

### HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99	ERS Average Program Score 4.0 – 4.99	ERS Average Program Score 5.0 and above
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score ES 4.5 CO 4.5 IS 2.0	CLASS™ Average Program Score ES 5.0 CO 5.0 IS 2.5	CLASS™ Average Program Score ES 6.0 CO 6.0 IS 3.0
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale 6-point minimum SQ 2 AP 2 CA 2	Quality First Points Scale 10-point minimum SQ 2 AP 2 CA 2	Quality First Points Scale 12-point minimum SQ 4 AP 4 CA 4
		No classroom score below 2.5	No classroom score below 3.0	No classroom score below 3.0

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

CLASS™ = Classroom Assessment Scoring System™

ES: Emotional Support Domain  
CO: Classroom Organization Domain  
IS: Instructional Support Domain

Quality First Points Scale

SQ: Staff Qualifications  
AP: Administrative Practices  
CA: Curriculum and Assessment

## School Readiness Indicators 2020 San Carlos Apache Benchmark Summary

<b>Indicator #3:</b>	<b>#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</b>
<b>Intent:</b>	Increase in the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs

### Key Definitions:

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

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

According to Special Education for Exceptional Children<sup>1</sup> Article 4; 15-761, "Child with a disability" means a child who is at least three years but less than twenty-two years of age, who has been evaluated pursuant to section 15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:

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

### Benchmark Data Source:

Data sources considered for this indicator include:

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

### Data source selected:

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

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

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

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

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

**Baseline (State and Region):**

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

**Benchmark 2020 (State and Region):**

State Benchmark for 2020: Increase by 20% over baseline

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

Region Benchmark A for 2020: Increase by      % over baseline

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

**Key Measures to Monitor (sub-measures):**

Recommended:

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

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



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AGENDA ITEM: SFY14 Grantee Financial Report

BACKGROUND: Monthly Financial Information

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

## SFY14 San Carlos Apache Contract Detail

Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	Award Expended	Allotment Expended	Reimbursement Activity		
			Total Allotment	Awarded			% of Award Expended	% of Allotment Expended	Pending	Paid (Last 30 Days)	
<b>Community Awareness</b>	<b>Community Awareness Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$2,968</b>	<b>\$2,032</b>	<b>59.4%</b>	<b>59.4%</b>		
	First Things First (FTF-Directed)	PSC-STATE-14-0651-01	07/01/2013-06/30/2014		\$5,000	\$2,968	\$2,032	59.4%			
	<b>Community Outreach Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$13,842</b>	<b>\$1,158</b>	<b>92.3%</b>	<b>92.3%</b>		
	First Things First (FTF-Directed)	PSC-STATE-14-0652-01	07/01/2013-06/30/2014		\$15,000	\$13,842	\$1,158	92.3%			
	<b>Media Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$7,468</b>	<b>\$7,468</b>	<b>\$3,379</b>	<b>\$4,089</b>	<b>45.3%</b>	<b>45.2%</b>		
	First Things First (FTF-Directed)	PSC-STATE-14-0660-01	07/01/2013-06/30/2014		\$7,468	\$3,379	\$4,089	45.3%			
	<b>Goal Area Subtotal:</b>			<b>\$27,468</b>	<b>\$27,468</b>	<b>\$20,189</b>	<b>\$7,279</b>	<b>73.5%</b>	<b>73.5%</b>		
<b>Coordination</b>	<b>Service Coordination Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$12,085</b>	<b>\$2,915</b>	<b>80.6%</b>	<b>80.6%</b>		
	First Things First (FTF-Directed)	PSC-STATE-14-0668-01	07/01/2013-06/30/2014		\$15,000	\$12,085	\$2,915	80.6%			
	<b>Goal Area Subtotal:</b>			<b>\$15,000</b>	<b>\$15,000</b>	<b>\$12,085</b>	<b>\$2,915</b>	<b>80.6%</b>	<b>80.6%</b>		
<b>Evaluation</b>	<b>Statewide Evaluation Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$37,177</b>	<b>\$37,177</b>	<b>\$37,177</b>	<b>-</b>	<b>100.0%</b>	<b>100.0%</b>		
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014		\$37,177	\$37,177	-	100.0%			
	<b>Goal Area Subtotal:</b>			<b>\$37,177</b>	<b>\$37,177</b>	<b>\$37,177</b>	<b>-</b>	<b>100.0%</b>	<b>100.0%</b>		

## SFY14 San Carlos Apache Contract Detail

Family Support									
<b>Curriculum Development – Parent Education Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$47,000</b>	<b>\$46,530</b>	<b>\$20,050</b>	<b>\$26,480</b>	<b>43.1%</b>	<b>42.7%</b>	
San Carlos Apache Tribe	GRA-RC029-13-0550-01-Y2	07/01/2013-06/30/2014		\$46,530	\$20,050	\$26,480	43.1%		
<b>Food Security Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$12,500</b>	<b>\$12,500</b>	<b>\$9,900</b>	<b>\$2,600</b>	<b>79.2%</b>	<b>79.2%</b>	
San Carlos Apache Tribe	GRA-RC029-12-0471-01-Y3	07/01/2013-06/30/2014		\$12,500	\$9,900	\$2,600	79.2%		
<b>Native Language Preservation Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$62,539</b>	<b>\$62,539</b>	<b>\$34,156</b>	<b>\$28,383</b>	<b>54.6%</b>	<b>54.6%</b>	<b>\$6,328</b>
San Carlos Apache Tribe	GRA-RC029-11-0061-01-Y3	07/01/2013-06/30/2014		\$62,539	\$34,156	\$28,383	54.6%		\$6,328
<b>Parent Education Community-Based Training Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$115,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	<b>0.0%</b>	
<b>Parent Outreach and Awareness Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$80,000</b>	<b>\$69,884</b>	<b>\$41,105</b>	<b>\$28,779</b>	<b>58.8%</b>	<b>51.4%</b>	<b>\$3,442</b>
Gila County Library District	GRA-RC029-13-0533-01-Y2	07/01/2013-06/30/2014		\$69,884	\$41,105	\$28,779	58.8%		\$3,442
<b>Goal Area Subtotal:</b>			<b>\$317,039</b>	<b>\$191,453</b>	<b>\$105,211</b>	<b>\$86,243</b>	<b>55.0%</b>	<b>33.2%</b>	<b>\$9,770</b>
Health									
<b>Child Care Health Consultation Strategy</b>		<b>Strategy Subtotal:</b>	<b>\$19,781</b>	<b>\$15,566</b>	<b>\$2,002</b>	<b>\$13,564</b>	<b>12.9%</b>	<b>10.1%</b>	<b>\$1,161</b>
First Things First (FTF-Directed)	PSC-STATE-14-0649-01	07/01/2013-06/30/2014		\$1,215	\$1,215	-	100.0%		
Maricopa County Department of Public Health	GRA-STATE-13-0503-01-Y2	To Be Determined		-	-	-	0.0%		
	GRA-STATE-14-0631-01	07/01/2013-06/30/2014		\$416	\$84	\$333	20.1%		
Navajo County Public Health Services District	GRA-STATE-13-0505-01-Y2	07/01/2013-06/30/2014		\$13,178	-	\$13,178	0.0%		\$1,092
Pima County Health Department	GRA-STATE-13-0525-01-Y2	07/01/2013-06/30/2014		\$757	\$704	\$53	93.0%		\$69

## SFY14 San Carlos Apache Contract Detail

	<b>Developmental and Sensory Screening Strategy</b>			<b>Strategy Subtotal:</b>	\$96,645	\$96,645	-	\$96,645	0.0%	0.0%	
	San Carlos Apache Tribe	GRA-RC029-11-0179-01-Y3	07/01/2013-06/30/2014		\$96,645	-	\$96,645	0.0%			
				<b>Strategy Subtotal:</b>	\$150,000	\$150,000	\$111,438	\$38,562	74.3%	74.3%	
	<b>Nutrition/Obesity/Physical Activity Strategy</b>			<b>Strategy Subtotal:</b>	\$150,000	\$150,000	\$111,438	\$38,562	74.3%		
	United Way of Tucson and Southern Arizona	FTF-RC029-13-0421-02-Y2	07/01/2013-06/30/2014		\$150,000	\$111,438	\$38,562	74.3%			
				<b>Strategy Subtotal:</b>	\$266,426	\$262,211	\$113,441	\$148,771	43.3%	42.6%	\$1,161
<b>Goal Area Subtotal:</b>											
<b>Professional Development</b>	<b>FTF Professional REWARD\$ Strategy</b>			<b>Strategy Subtotal:</b>	\$47,000	\$45,900	\$45,900	-	100.0%	97.7%	
	Valley of the Sun United Way	FTF-STATE-13-0346-01-Y2	07/01/2013-06/30/2014		\$45,900	\$45,900	-	100.0%			
	<b>Scholarships TEACH Strategy</b>			<b>Strategy Subtotal:</b>	\$0	-	-	-	0.0%	0.0%	
				<b>Strategy Subtotal:</b>	-	-	-	-	0.0%		
				<b>Strategy Subtotal:</b>	\$47,000	\$45,900	\$45,900	-	100.0%	97.7%	
<b>Goal Area Subtotal:</b>											
<b>Quality and Access</b>	<b>Family, Friends &amp; Neighbors Strategy</b>			<b>Strategy Subtotal:</b>	\$54,000	\$54,000	\$11,820	\$42,180	21.9%	21.9%	\$14,024
	San Carlos Apache Tribe	GRA-RC029-12-0472-01-Y3	07/01/2013-06/30/2014		\$54,000	\$11,820	\$42,180	21.9%		\$14,024	
	<b>Quality First Strategy</b>			<b>Strategy Subtotal:</b>	\$0	-	-	-	0.0%	0.0%	
				<b>Strategy Subtotal:</b>	-	-	-	-	0.0%		
				<b>Strategy Subtotal:</b>	\$7,872	\$6,540	\$4,004	\$2,537	61.2%	50.9%	\$476
Southwest Human Development	FTF-STATE-14-0431-03	07/01/2013-06/30/2014		\$6,540	\$4,004	\$2,537	61.2%		\$476		

## SFY14 San Carlos Apache Contract Detail

<b>Quality First Child Care Health Consultation Warmline Strategy</b>			<b>Strategy Subtotal:</b>	<b>\$379</b>	<b>\$379</b>	<b>\$241</b>	<b>\$138</b>	<b>63.7%</b>	<b>63.7%</b>		
University of Arizona Cooperative Extension	GRA-STATE-14-0629-01	07/01/2013-06/30/2014		\$379	\$241	\$138		63.7%			
<b>Quality First Coaching &amp; Incentives Strategy</b>			<b>Strategy Subtotal:</b>	<b>\$117,663</b>	<b>\$117,663</b>	<b>\$87,943</b>	<b>\$29,721</b>	<b>74.7%</b>	<b>74.7%</b>		
Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013-06/30/2014		\$117,663	\$87,943	\$29,721		74.7%			
<b>Quality First Inclusion Warmline Strategy</b>			<b>Strategy Subtotal:</b>	<b>\$1,751</b>	<b>\$1,751</b>	<b>\$1,122</b>	<b>\$628</b>	<b>64.1%</b>	<b>64.1%</b>	<b>\$118</b>	
Southwest Human Development	FTF-STATE-13-0426-01-Y2	07/01/2013-06/30/2014		\$1,751	\$1,122	\$628		64.1%		\$118	
<b>Quality First Mental Health Consultation Warmline Strategy</b>			<b>Strategy Subtotal:</b>	<b>\$1,801</b>	<b>\$1,801</b>	<b>\$1,455</b>	<b>\$346</b>	<b>80.8%</b>	<b>80.8%</b>	<b>\$134</b>	
Southwest Human Development	FTF-STATE-13-0344-02-Y2	07/01/2013-06/30/2014		\$1,801	\$1,455	\$346		80.8%		\$134	
<b>Quality First Warmline Triage Strategy</b>			<b>Strategy Subtotal:</b>	<b>\$700</b>	<b>\$700</b>	<b>\$584</b>	<b>\$116</b>	<b>83.4%</b>	<b>83.4%</b>	<b>\$58</b>	
Southwest Human Development	FTF-STATE-13-0351-02-Y2	07/01/2013-06/30/2014		\$700	\$584	\$116		83.4%		\$58	
<b>Goal Area Subtotal:</b>				<b>\$184,166</b>	<b>\$182,834</b>	<b>\$107,168</b>	<b>\$75,666</b>	<b>58.6%</b>	<b>58.2%</b>	<b>\$14,024</b>	<b>\$786</b>
<b>Overall Total:</b>				<b>\$894,277</b>	<b>\$762,043</b>	<b>\$441,170</b>	<b>\$320,873</b>	<b>57.9%</b>	<b>49.3%</b>	<b>\$14,024</b>	<b>\$11,716</b>

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# SFY14 San Carlos Apache Contract Detail

## Funding Plan Summary

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

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	\$4,004	\$2,537
Quality First Child Care Health Consultation Warmline	\$379	-	-	-	\$379	\$379	\$379	-	\$241	\$138
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	-	\$1,122	\$628
Quality First Mental Health Consultation Warmline	\$1,801	\$1,801	-	-	-	\$1,801	\$1,801	-	\$1,455	\$346
Quality First Warmline Triage	\$700	\$700	-	-	-	\$700	\$700	-	\$584	\$116
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	\$2,002	\$13,564
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	-	\$111,438	\$38,562
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	\$12,500	-	\$9,900	\$2,600
Native Language Preservation	\$62,539	-	-	-	\$62,539	\$62,539	\$62,539	-	\$34,156	\$28,383
Parent Education Community-Based	\$115,000	\$57,500	\$57,500	-	-	\$115,000	-	\$115,000	-	-

## SFY14 San Carlos Apache Contract Detail

<b>Training</b>											
<b>Parent Outreach and Awareness</b>	\$80,000	-	\$80,000	-	-	\$80,000	\$69,884	\$10,116	\$41,105	\$28,779	
<b>Statewide Evaluation</b>	\$37,177			\$37,177	-	\$37,177	\$37,177	-	\$37,177	-	
<b>Service Coordination</b>	\$1,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$12,085	\$2,915	
<b>Community Awareness</b>	\$5,000	-	-	-	\$5,000	\$5,000	\$5,000	-	\$2,968	\$2,032	
<b>Community Outreach</b>	\$15,000	-	-	-	\$15,000	\$15,000	\$15,000	-	\$13,842	\$1,158	
<b>Media</b>	\$7,468	-	-	-	\$7,468	\$7,468	\$7,468	-	\$3,379	\$4,089	
<b>Total Allotment:</b>	<b>\$1,007,942</b>	<b>\$400,287</b>	<b>\$212,500</b>	<b>\$47,177</b>	<b>\$234,312</b>	<b>\$894,277</b>	<b>\$762,043</b>	<b>\$132,234</b>	<b>\$441,170</b>	<b>\$320,873</b>	
<b>Total Unallotted:</b>		<b>\$1,910</b>	<b>\$2,966</b>	<b>\$25,325</b>	<b>\$885,922</b>	<b>\$916,122</b>					

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## 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.*

# July 2014 Director's Report

First Things First  
San Carlos Apache Regional Partnership Council

## General Updates

### Regional Director's Collaborations & Committee Work

- Statewide Executive Committee Meeting, Arizona Advisory Council on Indian Health Care (June 18<sup>th</sup>)
- Met with SCAT Education Executive Director & SCAT Language Preservation Director (June 19<sup>th</sup>)
- Navajo-Apache-Gila Oral Health Coalition Meeting (June 20<sup>th</sup>)
- FTF Tribal Technical Advisory Group Meeting (June 27<sup>th</sup>)

### Regional Council Recruitment

- The philanthropy seat for the San Carlos Apache Regional Partnership Council remains open. Applications are still being accepted and can be found at [www.azftf.gov/serve](http://www.azftf.gov/serve).

### Parent Education Community-Based Training Strategy Update

- The new and revised tribal grant agreement document has been completed and is now being filled out by the Tribe.



## ***San Carlos Apache Early Childhood Development and Health Collaborative***



**Meeting July 30<sup>th</sup>  
10:00 a.m.—12:00 p.m.  
Location TBD**

### ***Register Today!***



**FTF Early Childhood Summit  
August 18-19  
Phoenix Convention Center**