



FIRST THINGS FIRST

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

DRAFT MINUTES

Call to Order/Welcome

A Regular Meeting of the First Things First Navajo Nation Regional Partnership Council was held on July 22, 2014 at 10:00 a.m. (DST). The meeting was located at the Navajo Nation Museum, Resource Room, Loop Road and Highway 264, Window Rock, Arizona 86515.

The meeting was called to order by Chair Martin at approximately 10:13 a.m. followed by introduction of the Regional Council, staff, and guests.

Members Present: Benjamin Barney, Victoria Begay, Amelia Black, Grace Boyne, Rhonda Etsitty, Harry Martin, and Dawn Yazzie

Members Absent: Valonia Hardy, James Nez, and Paula Seanez

FTF Staff Present: Melissa Begay, Elyse Dempsey, Kate Dobler-Allen, Jeanne Martin, Memarie Tsosie and Virginia Turner

Call to the Public

There were no calls to the public at this time.

Discussion and Possible Approval of June 9, 2014 Regular Meeting Minutes

A motion was made by Member Barney that the Regional Partnership Council approve the June 9, 2014 Regular Meeting minutes as presented, seconded by Member Black. Motion carried.

Overview and Discussion of Navajo/Apache Regional Partnership Council's Priorities and Strategies

Kate Dobler-Allen, Regional Director of the Navajo/Apache Regional Partnership Council, presented to the Regional Council an overview of SFY2015 prioritized needs, school readiness indicators, and funded strategies and partners of the Navajo/Apache Regional Partnership Council. Ms. Dobler-Allen reported that although the needs have existed for six years, prioritization of needs in the region has changed over time including an increasing lack of access to quality child care due to geography of the region. Ms. Dobler-Allen attributed success of the regional strategies to system building efforts among early care programs and providers in addition to funding.

Chair Martin expressed interest in different strategies to be considered by the Regional Council to fulfill needs in the Navajo Nation Arizona Region.

Member Barney inquired of programs created by the Navajo/Apache Regional Partnership Council in response to a need identified in the region. Ms. Dobler-Allen indicated that Community-Based Professional Development for Early Care and Education Professionals was developed for local programs that do not have access to Quality First, and the Healthy Steps for Young Children Program, which provides well-child visits and a connection to parent resources for families. Ms. Dobler-Allen also indicated that children in foster care are a population of need in the region that is being considered in FY16-18 planning for the Navajo/Apache Regional Partnership Council.

Presentation on Parenting Arizona's Home Visitation Program

Katherine Mike, Parents As Teachers (PAT) Coordinator of Chicanos Por La Causa's (CPLC) Parenting Arizona, provided a program overview of family recruitment and implementation challenges in SFY2014, and goals/activities for SFY2015. For service areas of Kayenta, Chinle, Ganado, and Window Rock, Ms. Mike reported a fulfillment of target service units of 150 recruited families with additional families on wait-lists for Ganado and Kayenta service areas. In addition, CPLC Parenting Arizona implemented Group Connections – a monthly opportunity for families to socialize and participate in group activities surrounding early childhood development, and provided family referrals to support services as needed. Current program challenges include families being unable at time of visits, high maintenance cost of personal vehicles and fuel prices, and high-risk families not having additional visits in the month per PAT curriculum due to high cost of travel. Ms. Mike noted that although a 50 mile radius services area was reported, reduction to a 30 mile radius services area is being considered for one of four services hubs to reduce travel expenses. In year two, Ms. Mike informed the Regional Council that vision and hearing screenings will be performed.

Member Barney inquired of the inclusion of Navajo culture and language into the PAT curriculum. Mike confirmed that Navajo clanship and language are supported by the Parent Educators during visits to families.

Member Etsitty expressed concern for high-risk families and asked that consideration be made to place high-risk families as priority in SFY2015.

Member Yazzie also expressed concern for families who are located in more remote areas of the regions that may not have access to services.

Regional Director Begay recommended that the issue of high travel cost be brought to the attention of FTF Finance so that solutions may be presented to the Regional Council in September 2014.

Discussion and Possible Action on a No-Cost Extension for Arizona Department of Education Grant Contract #ISA-RC0001-14-0685-01, for Three Months to Complete the Remainder of the Scope of Work in SFY2015

Jeanne Martin, First Thing First (FTF) Fiscal Specialist, reminded the Regional Council that Arizona Department of Education (ADE) was awarded a 5 month contract in SFY2014 to provide assistance to three school districts with expansion and start-up of early learning programs for the 2014-2015 school year. Due to delays in supply order for playground safety materials, one school – Red Mesa Unified School District – was not able to complete the order by fiscal year end. Per procurement procedures, reimbursement for SFY2014 is not possible and requires action from the Regional Council to extend the contract with ADE to complete supply order, and permit previous SFY2014 funding to be moved to the SFY2015 strategy for Expansion: Start-Up and/or Capital Expense. Ms. Martin also noted that any left-over monies would be placed in SFY2015 Carry Forward.

A motion was made by Member Etsitty that the Regional Partnership Council approve a No-Cost Extension for Arizona Department of Education Grant Contract #ISA-RC0001-14-0685-01, for Three Months to Complete the Remainder of the Expansion: Increase Slots and/or Capital Expense Scope of Work in SFY2015, seconded by Vice Chair Boyne. Motion carried.

Discussion and Possible Action on SFY2015 Native Language Preservation Strategy

Regional Director Begay provided an overview of past efforts by the Regional Council to implement the Native Language Preservation Strategy including government to government grant agreements with Navajo Head Start and the Office of Diné Standards, Curriculum, and Assessment respectively, and a FTF Directed strategy that endeavored to identify and hire an Early Literacy Instructional Specialist. Most recently, programs reported challenges with recruitment of qualified early childhood professionals, which prevented implementation. In response, FTF program staff recommended the development of a strategy scope of work where year one is a planning period, year two is a professional and curriculum development period, and year three is dedicated to identifying an administrative home. Regional Director initially requested recommendations from the Regional Council in May to address strategy implementation, where Member Barney and Member Hardy provided comments and identified current resources. Regional Director Begay provided a discussion summary and asked the Regional Council to consider the future of the strategy in the region and alternative implementation strategies.

Member Barney asked that the Regional Council consider the benefits of providing Navajo language embedded curriculum.

Vice Chair Boyne commented on the importance of other languages and language preservation is a family initiative.

Chair Martin commented on the importance of language structure in early learning years and asked that the Regional Council consider a different delivery system that might more heavily incorporate parent engagement.

Member Black advocated for a home-based strategy where direct contact with families provided access to early literacy materials for Navajo language.

Member Yazzie proposed hiring a consultant to assess system needs, and recommended creation and use of media materials.

Regional Director Begay recognized the Regional Council's desire to continue the strategy, and recommended an approach that includes home-based and center-based implementation. Regional Director Begay indicated that assistance would be provided by FTF program staff to identify a vendor.

A motion was made by Vice Chair Boyne that the Regional Partnership Council approve to hire a consultant to determine a comprehensive needs assessment on the Navajo language in the region, seconded by Member Begay. Motion carried.

Discussion on FY2016-2018 Strategic Planning

Regional Director Begay reviewed the SFY2013 to 2015 strategic plan with attention to regional priority needs, strategies, funding, and school readiness indicators; and provided summaries for community partner programs, the 2012 Needs and Assets Report and historical growth of the regional Carry Forward balance for Regional Council consideration in planning for the SFY2016 to 2018 strategic plan. Regional Director Begay asked that the Regional Council consider the sustainability of prioritize needs while Carry Forward decreases over time, and short term investments to spend down the Carry Forward balance where grant partners are aware of limited funding.

Member Barney recommended that notice be provided to current regional partners to consider other sustainable sources for funding.

Member Etsitty inquired of the effects on Quality First scholarships for the Navajo Nation, Arizona region by FTF State Board action. Regional Director Begay noted that Quality First Scholarships will no longer be an inclusive package with Quality First. Instead, Regional Council will choose the number of scholarships for the region.

Regional Director Begay indicated that discussion will continue at the August Work Session for the Regional Council.

Presentation on Regional Community Outreach Plan

Community Outreach Coordinator Tsosie provided additional updates regarding the SFY2014-2016 Statewide Strategic Communication Plan including current goals and benchmarks for engagement. Per Regional Council member recommendations, Pre-K/K-12/Higher Education, Faith-Based, Families, Military/Veterans, and Community Leaders have been identified as priority audiences for the region for community awareness, outreach and engagement. In addition, the Informal Networking Event, where community members are able to facilitate discussions, has been recently added as a new outreach tactic.

Discussion and Possible Action for Election of Regional Chair and Vice-Chair for SFY2015

A motion was made by Member Barney that the Regional Partnership council maintain Harry Martin as Chair and Grace Boyne as Vice Chair of the Navajo Nation Regional Partnership Council for SFY2015, seconded by Member Black. Motion carried.

Discussion and Possible Action on SFY2015 Regional Council Meeting Date and Times

A motion was made by Member Etsitty for the Regional Partnership Council to approve the second Tuesday of each month for the Regular Meetings beginning at 10:00 a.m. with meeting locations to be determined at a later date, seconded by Vice Chair Boyne. Motion carried.

Regional Council Member Announcements

Chair Martin announced upcoming Regional Council events/meetings including the New Member Orientation on August 6, 2014 in Show Low, Arizona; the Early Childhood Summit on August 18 and 19 in Phoenix, Arizona; and the next Regional Council meeting schedule to be a Work Session on August 17, 2014 at 1:00 p.m. in Phoenix, Arizona.

Member Black announced a Dine Bizaad immersion camp on August 8th through 10th. Additional information is available on the Diné College website.

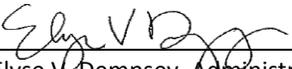
Adjournment

A motion was made by Member Yazzie to adjourn the meeting, seconded by Member Begay. Motion carried. Chair Martin adjourned the meeting at approximately 1:55 p.m.

Dated this 24th day of July, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Navajo Nation Regional Partnership Council



Elyse V. Dempsey, Administrative Assistant II

Harry Martin, Chair



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

DRAFT MINUTES

Call to Order/Welcome

A Workgroup Session of the First Things First (FTF) Navajo Nation Regional Partnership Council was held on August 17, 2014 at 1:00 p.m. The meeting was located at the Sheraton Phoenix Downtown Hotel, North Mountain Conference Room, 340 North 3rd Street, Phoenix, Arizona 85004.

The meeting was called to order by Chair Martin at approximately 1:03 p.m.

Members Present: Benjamin Barney, Victoria Begay, Amelia Black, Grace Boyne, Rhonda Etsitty, Valonia Hardy, Harry Martin, Dawn Yazzie and Paula Seanez

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

Team Building

For purposes of the session, Chair Martin asked that the Regional Council to recall previous discussions regarding the regional three year strategic plan for SFY2016 to 2018.

a. Icebreaker Activity

Chair Martin led the activity, in which all Regional Council members and FTF staff in attendance participated.

b. Review and Discuss Meeting Protocols

Chair Martin asked members to share considerations for Regional Council meeting protocols.

Member Etsitty and Member Barney recommended that meetings begin and end at designated times on meeting notices.

Chair Martin recommended changing the start time of Regional Council meetings from 10:00 a.m. to 9:00 a.m. local time, and end at 12:00 p.m. local time to allow for a three hour meeting period, if needed.

Member Etsitty asked to maintain the later start time of 10:00 a.m. in consideration of Regional Council Members who travel from greater distances.. In addition, Member Etsitty recommended that the Regional Council consider contributing to a lunch fund for extended meetings.

Member Seanez expressed concern for agenda items that do not receive appropriate attention due to limited time, and asked that the Regional Council and Regional Director Begay consider reducing the number of items on meeting agendas and creating a prioritized agenda with consideration of a two-hour allotment for regular meetings.

Regional Director Begay specified that time allocations are considered for meeting presenters and agenda items; specifically for items that are time-sensitive and require Regional Council approval.

Member Barney recommended that routine questions be directed to Regional Director Begay prior to the actual Regional Council meetings to reduce time spent on an agenda item. Virginia Turner, Senior Director for the Northeast Regional Area,

recommended that questions discussed with Regional Director Begay that may require further discussion by the Regional Council be provided at Regional Council meetings as needed.

Chair Martin recommended creating a yearly calendar schedule that identifies recurring business and action items to assist in planning meetings for the Regional Council. In addition, to maintain two-hour time allotments for monthly meetings, Chair Martin encouraged Regional Council members to arrive at designated start time to ensure quorum is established.

Vice Chair Boyne and Member Etsitty indicated that extended meetings from two-hours to three-hours are possible if provided advance notice.

Member Barney asked that all Regional Council members contribute to the discussion. Member Seanez recommended that Chair Martin and Vice Chair Boyne ensure that all members are contributing to discussion.

Member Seanez requested notice when questions for presenters should be limited by Regional Council members due to agenda item time allotment.

Member Hardy requested more frequent presentations from grantee in which more than 15 minutes is allocated for presentations and questions, recommended that the number of presentations be limited to two per meeting, and also requested additional presentations on early childhood topics to be identified by Regional Council members to enhance understanding of early childhood education and health. In addition, Member Hardy asked that the number of items for discussion on the Regional Director's report be limited.

Karen Peifer, Senior Director of Children's Health, mentioned resources such as one-page summaries of First Things First strategies can be made available for Regional Council members.

Regional Director Begay recommended reducing time allocated to the Regional Director's report by providing updates to the Regional Council as the information is provided as opposed to providing all updates and information monthly at Regional Council meetings.

Member Seanez recommended implementation of a Regional Council mentoring program where new Regional Council members are paired with experience Regional Council members to assist with questions and/or processes. Member Seanez also recommended more site tours with current grantees for Regional Council members who would like to enhance knowledge of programs/services. Regional Director Begay recommended that the Regional Council consider creating sub-committees and/or workgroups dedicated to specific facets of early childhood. Ms. Turner also asked that the Regional Council to consider attending Navajo Nation Regional Council Partnership's Grantee Coordination Meetings, where current grantees discuss program developments and partnerships.

Member Etsitty inquired of the meeting schedule for the Early Childhood Forum hosted by the FTF Navajo Nation Regional Partnership Council. Regional Director Begay indicated that initial meetings are being convened by the FTF Navajo Nation Regional Partnership Council, but are expected to evolve into a community led initiative. Member Etsitty and Member Begay also advocated for rotation in meeting locations for the forum to ensure that regional communities receive exposure to the forum.

Member Barney expressed interest in receiving more information and/or training on early childhood development for children two years old and younger. Member Seanez inquired of the possibility to reserve funding for Regional Council training. Regional Director Begay commented that opportunities for training provided by FTF include the FTF Early Childhood Summit and Smart Start in addition to the FTF Navajo Nation Regional Partnership Council's annual Parents and Caregivers Early Childhood Workshop.

Member Yazzie recommended that Regional Council members who are currently early childhood professionals provide presentations to the Regional Council to provide more knowledge of early childhood. Chair Martin recommended having

informational sessions as separate Special Meetings in addition to Regular Meetings for Regional Council members to receive additional information from guest presenters, as needed.

The Regional Council elected to maintain the meeting time of 10:00 to 12:00 p.m., and to rotate the meeting location across the region when possible. The Regional Council previously voted in July 2014 to maintain the second Tuesday of each month for the meeting date.

Discussion on Strategic Planning for State Fiscal Year 2016-2018

Regional Director Begay facilitated activities and reinitiated strategic planning discussion on establishing an early childhood system. The Regional Council was asked to consider the previously selected theme “to coordinate and influence a shared vision among early learning programs” as well as previous discussion on the regional Carry Forward, the 2012 needs and assets summary, community presentations, and discussion on current priority needs and funded strategies to continue conversation surrounding the SFY2016 to 2018 three year strategic plan.

Member Seanez commented that the Regional Council has heavily used FTF goal areas and identified service gaps to address needs of the Navajo Nation region.

Member Black commented that messaging for the importance of early childhood education is necessary throughout the Navajo Nation region.

Member Etsitty and Vice Chair Boyne identified limited access and availability to quality early childcare as a concern in the Navajo Nation region.

The Regional Council discussed and developed a vision for the SFY2016 to 2018 three year strategic plan: by 2018, the First Things First Navajo Nation Regional Partnership Council will make it a priority to have every caregiver, family, community and Early Childhood Education professional develop awareness and understanding about Early Childhood Education in order to provide coordinated access to quality care.

Regional Director Begay asked the Regional Council to consider for next meeting approaches and strategies and how to leverage strategies to move toward establishing an early childhood system.

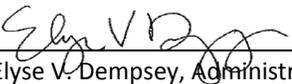
Adjournment

The meeting adjourned at approximately 4:52 p.m.

Dated this 21th day of August, 2014

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Navajo Nation Regional Partnership Council



Elyse V. Dempsey, Administrative Assistant II

Harry Martin, Chair



FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

Agenda Item #4: Presentation on Bureau of Indian Education Baby FACE's Parenting as Teachers Program

Background: The Bureau of Indian Education (BIE) Baby FACE program is one component of the early childhood system on the Navajo Nation. BIE Baby FACE is an early learning and development program that provides family support and leadership to:

- Provide accessible, early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.
- Support family with children to ensure they have nurturing and stable relationships with caring adults. The program recognizes that parents and other primary adults in children's lives are the first and foremost teacher.

The intent of the presentation is to provide a brief look at how the program provides direct services to families and children.

Recommendation: For information purposes only

Presentation to First Things First Navajo Nation Regional Partnership Council

Content from a PowerPoint presentation for September 9, 2014

To be given by Marsha Gebhardt, BabyFACE Project Director for Parents as Teachers

- **Parents as Teachers model overview**
 - Parent Educators are intensively trained, and must maintain certification through continuing professional development.
 - PAT Affiliate Programs must meet essential quality standards to retain their affiliate status. Technical assistance is available.
 - The PAT Foundational Curriculum – on-line; 1,000 pages of parent handouts, Activity Pages, parent educator resources.
 - 4 components of the model (also see *The BabyFACE Program* handout)
 - Bi-weekly personal visits
 - Developmental and health screenings
 - Resource network
 - Family Circle
- **History and presence in Tribal communities**
 - The PAT model has been serving families through BIE-funded schools and other Tribal settings since 1990.
 - In all cases the request for funding, to provide services to families through the PAT model, has come from the local Tribe.
 - There are *currently 125* American Indian/Alaska Native/Hawaiian Native programs using the PAT model:
 - FACE programs
 - Since 1990, the home-based component of the BIE's FACE programs has used the PAT model.
 - Currently, 43 FACE programs in BIE-funded schools
 - 19 are Navajo, including 8 in AZ
 - Schools/Tribes have to reapply to BIE to get this funding each year
 - Original BabyFACE programs – 2003 to 2006
 - 60 programs in BIE-funded schools
 - 21 were on Navajo; 10 of these became FACE programs and 2 are current BabyFACE programs
 - Funded by Title I (distributed to BIE as a "51st state")

- Funding ended when the US Department of Education said BIE couldn't make a blanket decision about how to use Title I funds, but had to distribute them to the individual schools.
 - About 8 schools/Tribes were able to fund their BabyFACE programs for at least a year. Two continued until the 2010 i3 Grant took over funding.
- PAT programs currently funded in other Tribal communities – *62 total*
 - 13 Federal home-visiting grants – Maternal Infant Early Childhood Home Visiting (MIECHV), through HHS. Half are urban grantees and half are Tribal grantees.
 - 17 Tribal programs – through a mix of funding
 - 10 Indian Head Start (Early Head Start)
 - 15 Alaska Native programs
 - 7 Hawaii Native programs
- **BabyFACE programs**
 - 20 programs, in BIE-funded schools
 - 7 are within the Navajo Nation Regional Partnership Council's region:
 - Black Mesa Community School (2 parent educators)
 - Cottonwood Day School (1)
 - Dennehotso Boarding School (2)
 - Lukachucai Community School (2)
 - Pinon Community School (1)
 - Seba Dalkai Boarding School (2)
 - Tuba City boarding School (2)
 - In 2010 PAT received a 5-year Validation Grant from the US Department of Education – 1 of 49 Investing In Innovations (i3) grants awarded out of 1700 applicants
 - The grant ends in June, 2015 and is non-renewable.
- **Outcomes**
 - I3 BabyFACE quantitative outcomes evaluation will not be completed until September, 2015. Comparison data is being collected through June, 2015.
 - PAT has therefore initiated a qualitative study, to be completed by January, 2015.
 - FACE outcomes
 - Prepared and published by an outside evaluator.
 - These give a good look at virtually equivalent PAT programs in equivalent settings. The following, most recent, results are from program year 2012-2013.
 - Overall

- 1,845 families; 2,177 children
- 71% received home-based services only
- 91% of home-based children were screened
- 26% of these were identified with developmental concerns (mostly in areas of language/communication; 14% of these were referred for services and 11% received services to address identified concerns
- 10% of children have ongoing medical conditions
- 17% (older than 1 ½ years) were diagnosed with dental abnormalities, mostly due to decay of their baby teeth
- 6% had an IEP or IFSP; 70% of those were diagnosed with a speech or language impairment
- Impact on children’s school readiness. Parent responses indicated a large impact on:
 - Increasing child’s interest in learning (80%)
 - Increasing their child’s interest in reading (70%)
 - Child’s verbal/communication skills (75%)
 - Preparing child for school (70%)
 - Increasing child’s self-confidence (70%)
 - Increasing child’s ability to get along with other children (66%)
- Impact on adults
 - Home-based parents set goals (70%) and completed them (58%)
 - Parents said participation helped *a lot* in:
 - Increasing the amount of time they spend with their child (84%)
 - Becoming a better parent (82%)
 - Becoming more involved in their child’s education (81%)
 - More effectively interacting with their child (80%)
 - Encouraging their child’s interest in reading (73%)
 - Increasing their ability to speak up for their child (69%)
 - Home-based parents read to their child *daily or almost daily* (78%) as a result of their participation in FACE.
- BabyFACE anecdotal and qualitative outcomes
 - Parent educators from some of the AZ BabyFACE programs present examples of effects of their work with families.
 - Health and developmental screenings, support for concerns and referrals as needed – Charlene Begay, Dennehotso

- Early literacy experience/skills; 100 books in home by 3rd grade – Perry Begay, Black Mesa
 - Connection with school; school readiness – Genevieve Yazzie, Seba Dalkai
 - Family well-being and connection to resources – Charlene Begay, Dennehotso
 - Support of language and culture – Perry Begay, Black Mesa and Arlinda Deschnene, Crystal Boarding (NM)
 - Family understanding of child development – Karen Begay, Black Mesa
 - Economic development, adult education and jobs – Annette McCabe Begay and Loretta Miles, Tuba City
- Reasons for continuing the 7 Arizona BabyFACE programs.
 - These 7 programs serve approximately 240-290 families each year. (12 parent educators, serving 20-24 families at any one time.)
 - The programs are fully operational, have a positive reputation in the communities, and are currently providing high-quality services to families.
 - Continuation of funding will enable taking advantage of existing set-up:
 - trained and experienced parent educators
 - full caseloads; community reputation
 - equipment (computers, printers, furniture, OAE hearing screening machine)
 - materials
 - Continuation could enable the programs to add home-based services for families with children 3 years through kindergarten entry; using the *PAT Curriculum for Ages 3 thru K*.
 - Continuation of funding will assure an effective extension of the i3 evaluation. Currently it compares children at age three. An extension will compare children at kindergarten entry.
 - Continuation will allow time to try to persuade other funders (the Navajo Tribe and/or BIE?) to provide on-going funding for home visiting with families of children prenatal through kindergarten.



The BabyFACE Program

On October 1, 2010, the U.S. Department of Education awarded a 5-year Investing In Innovations (i3) grant to Parents as Teachers (PAT) and a consortium of 20 Bureau of Indian Education (BIE) funded schools. The majority of the funding goes to the schools to provide services to families with children prenatal to three, following the PAT model of home visiting. It is almost identical to the home-based component of BIE's Family And Child Education (FACE) Program. Since 1990, BIE has contracted with PAT to provide the training, curriculum, technical assistance and continuing program development for home-based FACE. PAT is currently providing the same for the BabyFACE programs through the i3 grant. Goals of the program are to increase parenting knowledge and involvement; provide early detection of health and developmental concerns; prevent child abuse and neglect; increase school readiness and success; and enhance family well-being. In both FACE and BabyFACE additional emphasis has been placed on honoring and supporting the local language and culture.



Personal Visits

Families with children who are prenatal to three years old receive a visit in their home every two weeks. Parent educators partner with parents, and other caregivers, to help them to be the first and most important teachers of their children. Each visit includes: age-specific information about parenting issues and child development, and an educational activity between the parent and the child that is often adapted to emphasize the local culture and language. Each month families receive high-quality children's books and tips on using them effectively.



Family Circle

At least once a month, home-based families are invited to a group event which is held at the school in most cases. They hear speakers, make books and toys for their children that often include the local culture and language, do parent-child activities, and learn to feel good about being at the school.



Screening

Children's developmental progress is checked twice a year. Parents are included in this look at their child's development because they know their child best and because the screening is also used as parent education about child development. Each child's hearing and vision is checked annually. A Health Record is used to look for red flags, and to urge parents to get all of the necessary immunizations for their child.



Resource and Referral Network

Parent educators link families with Tribal and other resources, as needed. These may include resources specific to a child's health or development, as well as resources needed for more general family well-being.

Baby FACE (I3) Programs in BIE Schools



<u>School Name</u>	<u>City</u>	<u>ST</u>
Black Mesa Community School	Pinon	AZ
Cherokee Central Schools	Cherokee	NC
Coeur d Alene Tribal School	Desmet	ID
Cottonwood Day School	Chinle	AZ
Crazy Horse School	Wenblee	SD
Crow Creek Tribal Schools	Stephan	SD
Crystal Boarding School	Navajo	NM
Dennehotso Boarding School	Dennehotso	AZ
Lower Brule Day School	Lower Brule	SD
Lukachukai	Lukachukai	AZ
Pinon Community School	Pinon	AZ
Quileute Tribal School	LaPush	WA
Seba Dalkai Boarding School	Winslow	AZ
Taos Day School	Taos	NM
Tiospa Zina Tribal School	Agency Village	SD
Tiospaye Topa	Ridgeview	SD
Tohaali	Tohaali	NM
Tuba City Boarding School	Tuba City	AZ
Wa He Lut Indian School	Olympia	WA
Wounded Knee District School	Manderson	SD

Total: 20



Parents as Teachers®

BabyFACE Programs Help American Indian Parents Improve Children’s Educational Outcomes

Parents as Teachers (PAT) supports local programs that provide services to more than 1,000 children in more than 800 American Indian families through a project named BabyFACE. Funding comes through a five-year grant from the U.S. Department of Education’s Investing in Innovation (i3) Fund. This Federal investment in school reform supports innovative programs that help close the achievement gap and improve outcomes for high-needs students. Funds allow recipients to expand and develop successful innovative practices that can serve as models for the nation by improving school readiness and increasing parent engagement. PAT’s grant was one of 47 awarded out of a pool of 1,700 applicants.

In partnership with the Bureau of Indian Education (BIE), the programs participating in BabyFACE use the PAT model to serve American Indian families with children up to three years old. PAT-trained parent educators deliver services in 20 BIE-funded schools in six states (see attached map). Through bi-weekly personal visits, parent educators collaborate with parents to support child development, build parenting skills, enhance family well-being, and strengthen family, school, cultural and community connections. There also is a special focus on integrating tribal culture and language into home activities and traditional parenting.

The name BabyFACE was adopted in recognition of BIE’s high-impact Family and Child Education (FACE) program, which has been using the PAT model since 1990 in the home-based services it provides to families in BIE-funded schools. **External evaluations have consistently shown the positive impact FACE has on school readiness.** The i3 grant provided an opportunity to expand PAT’s

efforts to reach American Indian families living in high-poverty and extremely rural communities, using the innovative BabyFACE program as a way to help close the achievement gap at kindergarten entry for participating children.

What Parents as Teachers Brings

The PAT model, which has been designated as evidence-based by several research studies and independent organizations, has four components: 1) personal visits with families, 2) group connections to encourage parent networking and learning, 3) child developmental and health screenings, and 4) resource networking that connects families to community resources. Together, those components provide parents with tools to better prepare their young children to succeed in school and to reach their full potential.

The PAT national office provides ongoing technical assistance and facilitates sharing best practices. Due, in part, to the additional on-site technical assistance supported through

the i3 grant, the participating BabyFACE programs demonstrate significant and rapid strides in improving the quality of their PAT program.

Building an Individualized Program

Because the model adapts well to the culture and language of the families served by parent educators, individual American Indian communities can determine how to best implement their own PAT program.

- > Native language and culture are honored and encouraged by parent educators who are most often Tribal members and frequently know the language.
- > Parent educators support language and culture by adapting homemade parent-child activities, by honoring and teaching traditional parenting beliefs and strategies, and by connecting families with local cultural events.
- > Parent educators build collaborations with and among Tribal, school, and community resources.

Our vision is that all children will learn, grow and develop to realize their full potential

FACT SHEET

(continued)

Results

The Parents as Teachers approach has yielded results.

- > To date, BabyFACE Parent Educators have provided about 6,000 free health and developmental screenings for children. When these screenings result in earlier detection of developmental delays or health issues, Parent Educators help families connect with existing Tribal and state services, and are able to tailor their home visits to provide supplemental support.
- > Early literacy skills are strongly supported in BabyFACE families. They receive three children's books each month, thanks to i3 funds and a partnership with Imagination Library. This work has helped achieve a program goal to get at least 100 books into

each participating family's home. Early experience with books is shown to be a critical component of a child's future success – a 2001 study found that 4th grade students from homes with more than 100 books have higher reading achievement than students whose homes have few children's books.*

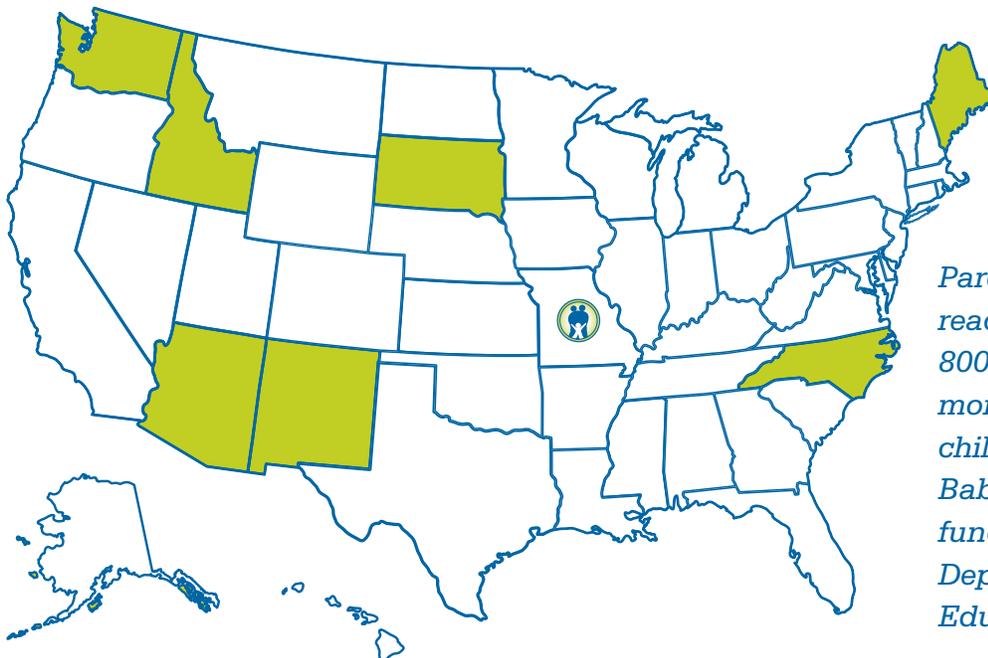
- > In the first year of the i3 grant (2010-2011), PAT's BabyFACE programs hired 44 full-time professional positions from within their local Tribal communities, which also bolstered local economic development.
- > Families are more connected to community resources.
- > Families are more engaged with their school and community through innovative and meaningful Family Circles.

PAT's Ongoing Connection to American Indian Communities

The PAT model has been used in Tribal communities across the United States since 1990, producing positive health, school readiness and parent engagement outcomes.

Currently, more than 100 Tribal communities in 20 states participate in American Indian-focused PAT programs – BabyFACE, BIE-funded FACE (Family and Child Education) and federally funded Tribal MIECHV (Maternal, Infant, Early Childhood Home Visiting). During that time, more than 10,000 American Indian families have received PAT-focused home visits from trained parent educators.

* http://timss.bc.edu/PDF/P06_IR_Ch3.pdf (p. 113)



Parents as Teachers reaches more than 800 families and more than 1,000 children through 20 BabyFACE programs funded by the U.S. Department of Education's i3 grant.



FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

Agenda Item #5:

Discussion and Possible Action on 2014 Regional Needs and Assets Report

Background:

The Norton School First Things First (FTF) Needs & Assets Project team recognized that communities need solid, regionally specific data to make informed decisions about how to prioritize their resources for supporting young children and their families. They also know that such data are often hard to come by, particularly in sparsely populated, rural areas. They are committed to pursuing meaningful data for the Navajo Nation region, and to work closely with the Navajo Nation Regional Partnership Council and FTF Regional staff to better understand and convey the particular character of the Navajo Nation area. The 2014 Needs and Assets Timeline and Activities included:

1. Review previous Needs & Assets Reports (2010 and 2012)
 - An initial data collection plan was provided on August 10, 2013
2. Met with Regional Partnership Council to review and prioritize data to be collected on July 9, 2013.
 - Identified data sources, included public Tribal data and methods most appropriate for report
 - Identified the tasks to be performed as part of the work for the Navajo Region
 - Needs and Assets Work Plan was approved.
 - A revision of the data plan was provided on October 10, 2013
3. Collect, clean, and analyze existing data
 - Non-Tribal secondary datasets analyzed
 - Results of non-Tribal secondary data analysis were coordinated in such a way to be easily understandable and interpretable
 - Meeting held with Navajo Nation agencies on December 3, 2013, and had valuable discussions regarding the potential use of public tribal data in the 2014 Needs and Assets Report
 - Regional Director presented and secured Resolutions from the following Governing Boards:
 - Tuba City Regional Health Care Corporation
 - Fort Defiance Indian Health Board
 - Winslow Indian Health Care Corporation
 - Navajo Nation Board of Education
 - January 2014, Regional Director sent a letter to Navajo Nation (NN) President requesting guidance and/or authorization to precede access and use of public tribal data for the 2014 Need and Assets Report.
 - Continuous follow up with NN Office of the President and Vice-President (OPVP) occurred February – May 2014
 - May through June 2014, Regional Director remained in contact with OPVP to secure authorization/acknowledgement to utilize public Tribal data

- July 2014, a draft letter authorizing FTF to proceed in data collection as outlined in the resolutions and use of data in the 2014 Needs and Assets Report was sent to NN Vice President to sign
- August 21, 2014, Regional Director received verbal confirmation from Executive Staff Assistant to NN Vice President the letter was signed and would be emailed.
- Several follow-ups were made and Regional Director is still waiting for receipt of letter

The following activities are pending until receipt of signed letter from NN OPVP:

4. Draft report to Regional Director by April 10, 2014
5. Regional Director reviews first draft and provides feedback by May 10, 2014
6. Draft report to Regional Partnership Council for review and comments by July 2014
7. Final draft based on Regional Council comments due August 2014
8. Produce and deliver Final Report by August 31, 2014

Recommendation:

Regional Director recommends the Navajo Nation Regional Partnership Council approve to request an extension of time for the submission of the 2014 Regional Needs and Assets report to January 2015.



FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

Agenda Item #7:

Presentation and Discussion on SFY 2015 – 2018 Strategic Planning

Background:

Fiscal Policy Decisions: On July 22, 2014, the First Things First State Board adopted the following Fiscal Policy Recommendations:

1. Allocate \$126.6 million in revenues to support Program spending beginning in FY16, and keep this amount constant for successive years.

This recommendation was based on the updated tobacco tax revenue projections report provided by the Arizona State University's W.P. Carey School of Business, First Things First could reasonably expect to sustain an expenditure level within the Program budget of \$126.6 million for the next 9 to 15 years.

2. In FY16, adjust total financing available to support regional allotments so that each region's projected fund balance (Carry Forward) is part of the allotment as opposed to being in addition to.

Regional carry forward balances grew significantly through Fiscal Year 2012. Since then, both budgeting and realized expenditures have resulted in the expectation that these dollars are to be fully expended by some point in the next three year Funding Plan cycle (SFY 2016-2018). Once these dollars are exhausted at a regional level, Funding Plans will need to be realigned down to equal the annual allocation made available by the Board. While it is projected that regional carry forward balances will be exhausted on average in FY17, each region will hit this "fiscal cliff" at different points in time over the next three years. After examining these regional "fiscal cliffs," the recommendation was that all regions go through the process of realigning budgets to the sustainable expenditure level at the same time (SFY16).

3. Set a minimum regional allocation amount of \$100,000.

Over the last few months the Board gathered feedback on the impact of these finance recommendations, and, a great deal of feedback was received on how relatively small allocations limit programing choices and impact the ability of regions to implement strategies.

4. Continue the distribution of Discretionary dollars using the three-part methodology; with part one being modified to align with the Board action regarding the minimum allocation amount.

The current three-part methodology includes:

- a. A set-aside (*to comply with the minimum regional allocation amount.*)
- b. A set-aside to be proportionately distributed (based on total number of children 0 through 5) between the regions which were classified as "frontier communities" under a federal definition related to populations being geographically isolated.
- c. Remaining (and bulk of) funds be proportionately distributed between all regions based on the percent of children 0 through 5 who are in poverty.

5. For population estimates required under FTF statute for FY16-18, utilize the same data as those used for setting of FY15 allocations - 2010 census data and 2010 American Community Survey (ACS).

This recommendation provides for greater stability and predictability in the amount of dollars available to a region year-over-year so programing efforts can be not only sustained but planned on.

Quality First: On July 22, 2014, the First Things First State Board adopted the following Program Policy Recommendations:

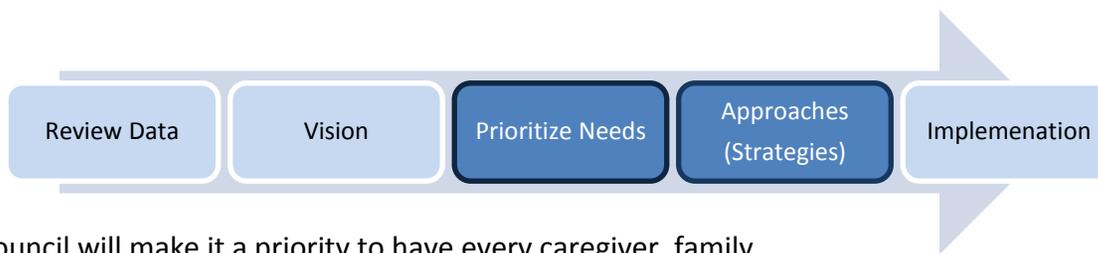
1. First Things First will separate Quality First improvement model costs from scholarship costs
 - Regional Councils will no longer receive further guidance on number of regional scholarships funded
 - Regional Councils will not reduce to the number of providers enrolled in Quality First
 - Incentives will be provided to 3-5 star Quality First programs

This recommendation is made with confirmation from the Policy and Program Committee of the importance for low-income children to have increased access to affordable quality early learning programs and the desire that First Things First supports local and state level planning decisions that result in funding for scholarships that provide such access.

2. First Things First will continue to identify approaches that are evidence-based or evidence-informed; realize possible and appropriate cost efficiencies; and, utilize data for continuous
3. Regional Councils will construct strategic funding plans based on an examination of available data to determine local needs; prioritization of needs that also align with the Regional Council's identified School Readiness Indicators; and, selection and development of evidence-based or evidence-informed funded and non-funded approaches that reflect system building to address those needs.

Recommendation: For information purposes only

Navajo Nation Regional Partnership Council Strategic Priorities and System Focus Areas



Vision: By 2018, the Navajo Nation Regional Partnership Council will make it a priority to have every caregiver, family, community and early childhood education professionals develop awareness and understanding about early childhood education in order to provide coordinated access to quality care.

Regional Priority Needs to be Addressed	SFY 2016 – 2018 Approaches (Strategies) to Address Priority Needs		School Readiness Indicators Aligned with Priority Needs and Approaches
	Continue Funded Approaches	Suggested Short-Term Approaches to address System Gaps	
1. Limited access to quality, affordable early care and education programs	<ul style="list-style-type: none"> Quality First Quality First Scholarships Family, Friends, and Neighbors Expansion: Start Up and/or Capital Expense 	<p>Kindergarten Transition Community of Practice: A community of practice model that brings together local groups of early care and education program providers with administrators and teachers from public school sites offering kindergarten. A Kindergarten Transition Specialist facilitates and supports collaborations to assure:</p> <ul style="list-style-type: none"> effective transitions for children from their pre-kindergarten program to the local public school district a plan is in place for programs participating in the community of practice to meet standards for sensory and developmental screening; a plan is in place to ensure inclusive environments for children identified with special needs; a review of the School District’s Literacy plan and implementation of activities to support the plan in all programs participating in the community of practice; sharing of resources for and implementing program self-assessment and continuous quality improvement sharing of resources for and implementing ongoing child assessment in all programs professional development plans for teaching staff in programs participating in the community of practice, development of a sustainability plan to ensure that the community of practice continues. 	<p>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p>

Regional Priority Needs to be Addressed	SFY 2016 – 2018 Approaches (Strategies) to Address Priority Needs		School Readiness Indicators Aligned with Priority Needs and Approaches
	Continue Funded Approaches	Suggested Short-Term Approaches to address System Gaps	
2. Increase family support services including parent education, preventive health and dental services, and early literacy	<ul style="list-style-type: none"> • Home Visitation • Curriculum Development Parent Education (<i>Native Language Preservation is merged into new strategy</i>) • Food Security • Nutrition/Obesity Prevention/Physical Activity • Oral Health • Parenting Outreach and Awareness (<i>replaces Parent Outreach & Awareness. Reach Out and Read & Injury Prevention are merged into new strategy</i>) 	<p>Professional Development Early Care and Education Professionals: Provides high quality professional development for those that teach and care for young children. Services must include at least two of the following components:</p> <ul style="list-style-type: none"> • providing professionals with a series of learning seminars; • establishment of communities of practice; and/or, • individual coaching for leaders and/or practitioners. <p>The expected results of the implementation of this strategy include: participants increasing their knowledge base of early childhood and changing their practice in supporting young children’s development and learning; and, participants receiving higher education credit for these learning opportunities that will articulate into a degree or certificate program.</p>	<p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p> <p>#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)</p> <p>#/% of children receiving timely well child visits</p>
3. Lack number of health specialists and professionals in early childhood development to ensure the healthy social-emotional development of young children	<ul style="list-style-type: none"> • Child Care Health Consultation (CCHC) • College Scholarships for Early Childhood Professionals (<i>replaces Scholarships TEACH and Scholarships non-TEACH. Recruitment – Stipends/Loan Forgiveness is merged into this new strategy</i>) • Professional REWARD\$ 	<p>CCHC for non-Quality First Centers: The intent of the evidence based CCHC strategy is to provide statewide health and safety consultation specific to early care and education settings for children birth to age 5. The expected results are improved overall quality of care, reduced illness, and increased school readiness by supporting best practices that increase provider knowledge and promote behavior change, policy development and improvements in program environments.</p> <p>Mental Health Consultation: The intent of the strategy is to build the skills and capacity of early childhood education professionals (including HV, FFN) to interact with children and their families. The expected result is the prevention, early identification, and reduction of challenging classroom behaviors and improved teacher skills.</p> <p>Professional Development Early Care and Education Professionals</p>	<p>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p>

Regional Priority Needs to be Addressed	SFY 2016 – 2018 Approaches (Strategies) to Address Priority Needs		School Readiness Indicators Aligned with Priority Needs and Approaches
	Continue Funded Approaches	Suggested Short-Term Approaches to address System Gaps	
4. Limited knowledge about the importance of early childhood development and health	<ul style="list-style-type: none"> • Community Outreach • Community Awareness • Media 	<i>Professional Development Early Care and Education Professionals</i>	% of families who report they are competent and confident about their ability to support their child’s safety, health and well being



FIRST THINGS FIRST

Navajo Nation Regional Partnership Council

Agenda Item #8: Regional Director's Report

Background: SFY 2014 Quarter Data Reports – Attached is the data reports Quarter 4. Below is a brief summary of the following Grantees who have met or exceeded their Contracted Service Units (CSUs).

- Family, Friends, and Neighbors – Child Care Development Fund served 123 home based providers.
- Food Security – St. Mary's Food Bank provided 49,852 food boxes. Note: this grantee utilizes a formula to calculate pounds of food into food boxes.
- Home Visitation – Chicanos Por La Causa served 150 families and provided 52 developmental screenings using the ASQ.
- Nutrition/Obesity Prevention/Physical Activity – Navajo County Public Health Services District provided a number of parent/family educational sessions, community events, and provider educational sessions of which a total of 6,621 adults and 1,598 children attended.
- Oral Health – Navajo County Public Health Service District provided 3,507 oral health screenings and applied 3,020 varnishes to children under 5 years of age, and provided trainings to 420 adults.
- Recruitment – Stipends/Loan Forgiveness – Arizona Department of Health Services recruited 2 therapists.
- Reach Out and Read (ROR) – American Academy of Pediatrics, Arizona Chapter has recruited another participating practice for ROR and has distributed 6,708 books.

List below are outcomes by the following Grantees:

- Expansion: Increase Slots and/or Capital Expense – Arizona Department of Education provided support to Red Mesa and Tuba City Unified School District to expand their preschool programming services.
- Food Security – St. Jude's Food Bank provided 3,850 food boxes of their 4,800 CSUs.
- Quality First – There are seven centers enrolled in Quality and 10 centers are pending selection.
- Quality First Scholarships – a total of 235 preschool aged children received scholarships.
- Scholarships non-TEACH:
 1. Coconino Community College – Seven Tuba City High School students received their CDA
 2. Northland Pioneer College – 25 participants were awarded a CDA credential
 3. Diné College – 14 students applied to received their associate's degrees.

Recommendation: Information purposes only.

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

Expansion: Increase slots and/or capital expense

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
ISA-RC001-14-0685-01 / Arizona Department of Education	Quarterly Data Submission Status*				2	3	
	Number of center based providers served	3					0
	Number of center based providers at the end of the quarter (subtracting disenrolled)						
	Number of providers who received Renovation support				0	1	
	Number of providers who received Capital Investment support				0	0	
	Number of providers who received supports to be regulated				2	2	
	Number of providers who received support for planning for renovation or capital investment				2	1	
	Number of providers who received Equipment/materials purchases to support expansion				2	1	
	Number of providers who received other support services				0	0	
	Number of center based providers that received a new license during the quarter				0	0	
	Number of infant slots added in center based providers				0	0	
	Number of toddler slots added in center based providers				0	0	
	Number of preschooler slots added in center based providers				0	0	
	Number of increased slots for participating children	60		0	0	0	0

• Tuba City High School Preschool & Red Mesa Unified School District receiving support

Arizona Department of Education is providing the following expansion services and support:

- coaching and technical assistance by mentors and assistance with licensing or certification fees to apply for Quality First
- facility and playground improvements and purchase and/or obtain the appropriate materials, equipment and supplies to create, expand and/or enhance the classroom setting to service additional children
- personnel to plan and assist with the start-up and enrollment of children
- and/or financial assistance for salaries and benefits for the teaching staff through the planning period

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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-RC001-12-0335-01-Y3 / The Navajo Nation - Office of the Controller - att: Social Services Child Care and Development Fund	Quarterly Data Submission Status*		3	3	3	3	
	Number of home based providers newly enrolled during the quarter		7	19	31	10	
	Number of home based providers served	75	63	82	113	123	123
	Number of home based providers at the end of the quarter (subtracting disenrolled)		47	49	73	83	
	Number of children served		36	16	19	10	
	Number of providers that applied for regulation		4	19	31	10	
	Number of providers newly regulated		6	3	1	0	
	Number of trainings conducted in home based settings		96	108	81	81	
	Number of providers trained in home based settings		96	108	81	81	
	Number of trainings conducted in community based settings		4	5	3	0	
	Number of providers trained in community based settings		9	29	11	0	

YTD, 10 home based providers are certified/regulated

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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
FTF-RC001-12-0340-01-Y3 / St. Jude Food Bank	Quarterly Data Submission Status*		3	3	3	3	
	Number of food boxes distributed	4800	923	962	900	1065	3850
	Number of families who received food boxes		923	962	900	1053	
	Number of children (0-5 yrs) in families who received food boxes		1535	1574	1385	1611	
	Number of families who received other items		167	324	449	367	
	Number of children (0-5 yrs) in families who received other items		192	530	518	419	
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-RC001-12-0340-02-Y3 / St. Mary's Food Bank Alliance	Quarterly Data Submission Status*		3	3	3	3	
	Number of food boxes distributed	12000	11727	13107	12254	12764	49852
	Number of families who received food boxes		11727	13107	12254	12764	
	Number of children (0-5 yrs) in families who received food boxes		18646	20840	19513	20293	
	Number of families who received other items		0	0	0	0	
	Number of children (0-5 yrs) in families who received other items		0	0	0	0	

Home Visitation (Primary Strategy)

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

Home visitor caseload for the quarter – when the ratio of home visitors to families served is above 1:20.

Staff turnover for the quarter – when the staff turnover is above 20% (from one quarter to the next).

Client turnover for the quarter - when the client turnover is above 20% (from one quarter to the next).

Clients disenrolled due to moving - when the percent of clients disenrolled due to "moving" is above 20%.

Clients disenrolled due to unable to locate - when the percent of clients disenrolled due to "unable to locate" is above 10%.

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-RC001-14-0468-01 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3	3	3	
	Number of families newly enrolled during the quarter		21	33	82	14	
	Number of families served	150	21	54	136	150	150
	Number of families at the end of the quarter (subtracting disenrolled)		21	54	135	139	
	Number of families continuing to receive services who have moved out of the region during the quarter		0	0	0	0	
	Number of families disenrolled during the quarter		0	0	1	10	
	Number of full time equivalent (FTE) home visitors at the end of the quarter		3.0	3.0	4.0	4.0	
	Home visitor caseload for the quarter		7.0	18.0	33.8	34.8	
	Staff turnover for the quarter		0	0	0	0	
	Family turnover for the quarter		0	0	0	0	
	Families disenrolled due to moving		0	0	100.0%	40.0%	
	Families disenrolled due to unable to locate		0	0	0	40.0%	
	Number of children newly enrolled during the quarter		26	35	107	14	
	Number of children served		26	61	168	182	
	Number of families who received community based referrals		1	25	147	399	

Caseload at FYE is 139 families

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Developmental and Sensory Screening (*Secondary Strategy for Home Visitation*)

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-RC001-14-0468-01 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3	3	3	
	Number of hearing screenings conducted	Delayed implementation of hearing and vision screening is due to pending staff training and delivery of equipment.	0	0	0	0	
	Number of hearing results forwarded to medical home		0	0	0	0	
	Number of families referred and having received an additional evaluation		0	0	0	0	
	Number of children received hearing screening		0	0	0	0	
	Number of vision screenings conducted		0	0	0	0	
	Number of vision results forwarded to medical home (physician of record) for evaluation and services		0	0	0	0	
	Number of families that report being referred and having received an additional evaluation		0	0	0	0	
	Number of children received vision screening		0	0	0	0	
	Number of developmental screenings conducted		0	36	43	52	Developmental screenings conducted using the Ages & Stages
	Number of developmental screening results forwarded to AZEIP, Part B or a medical home		0	0	1	0	
	Number of children referred for developmental delay follow-up		0	0	4	2	
	Number of children received developmental screening		0	25	46	52	
	Number of children receiving screening (children may have received 1-3 types of screenings)		0	25	0	23	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Health Insurance Enrollment (*Secondary Strategy for Home Visitation*)

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-RC001-14-0468-01 / Chicanos Por La Causa, Inc.	Quarterly Data Submission Status*		3	3	3	3	
	Number of families reporting they are un-insured		0	2	5	0	
	Number of families who received enrollment assistance for AHCCCS and/or Kids Care (new enrollment)		19	1	0	3	
	Number of families served requesting assistance with re-enrollment into AHCCCS or KidsCare		0	0	4	5	
	Number of families served		19	1	4	8	
	Number of families served requesting assistance that enrolled into AHCCCS		0	1	2	0	
	Number of families served requesting assistance that enrolled into Kids Care (KidsCare I or II)		0	0	0	0	
	Number of families not eligible for -AHCCS, KidsCare or IHS- public insurance referred to low-cost health care services		0	4	0	2	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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
GRA-RC001-12-0469-01-Y3 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3	3	3	
	Number of parent/family educational sessions conducted		99	119	121	176	
	Number of adults attending parent/family education sessions		524	1074	829	1323	
	Number of children (0-5yrs) attending parent/family education sessions		146	198	404	447	
	Number of community events conducted related to nutrition and physical activity, healthy living		7	1	23	14	
	Number of adults attending community events		61	7	391	307	
	Number of children (0-5yrs) attending community events		76	3	75	220	
	Number of provider educational sessions conducted		22	26	50	79	
	Number of professionals attending child care provider education sessions		240	191	554	622	
	Number of adults attended	3000	825	1272	1774	2252	6621
	Number of children attended	3000	222	201	479	667	1598
	Number of community projects started during the quarter		2	1	7	11	
	Number of community projects completed during the quarter		1	1	0	7	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Oral Health

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-RC001-13-0545-01-Y2 / Navajo County Public Health Services District	Quarterly Data Submission Status*		3	3	3	3	
	Number of oral health screenings given to expectant mothers	0	0	0	0	0	0
	Number of oral health screenings given to children (0-5yrs)	2000	860	988	838	821	3507
	Number of fluoride varnish applied to children (0-5yrs)	2000	801	890	714	615	3020
	Number of expectant mothers receiving oral health kits		0	0	0	0	
	Number of children (0-5 yrs) receiving oral health kits		949	1104	838	879	
	Number of trainings conducted		23	14	9	2	
	Number of adults attended	200	213	114	54	39	420
	Number of children attended		509	53	27	38	
	Number of expectant mothers referred to treatment providers		0	0	0	0	
	Number of expectant mothers receiving services		0	0	0	0	
	Number of children (0-5yrs) referred to treatment providers		860	988	838	821	
	Number of children (0-5yrs) receiving services		0	0	0	0	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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	19	4	4	5	7	7
	Number of Homes	5	0	0	0	0	0
	Number of Rating Only Centers	0	0	0	0	0	0

The following centers are pending selection:

- 9 CCDF centers in Arizona
- Tsehootsooi Integrated Preschool

Centers enrolled in Quality First:

1. Chinle Elementary School, Special Education Pre-K class
2. Cope Center, Kayenta
3. Kayenta ABC School
4. Little Folks Daycare & Preschool
5. Pinon Preschool
6. Tuba City High School Child Development Learning Center
7. Indian Wells Elementary

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	19	4	4	5	0	
	Number of Homes	5	0	0	0	0	
	Number of Rating Only Centers	0	0	0	0	0	

Quality First Scholarships

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-14-0440-01 / Valley of the Sun United Way	Quarterly Data Submission Status*		3	3	3	3	
	Number of center based providers served		3	3	4	4	
	Number of center based providers at the end of the quarter (subtracting disenrolled)		3	3	3	2	
	Number of children receiving scholarships		121	114	110	15	
	Center based providers: Number of infants receiving scholarships		0	1	1	1	
	Center based providers: Number of infants receiving scholarships at the end of the quarter (subtracting disenrolled)		0	1	0	0	
	Center based providers: Number of toddlers receiving scholarships		5	6	7	8	
	Center based providers: Number of toddlers receiving scholarships at the end of the quarter (subtracting disenrolled)		5	4	4	5	
	Center based providers: Number of preschool aged children receiving scholarships		178	211	234	235	
	Center based providers: Number of preschool aged children receiving scholarships at the end of the quarter (subtracting disenrolled)		85	87	85	26	
	Center based providers: Number of children with special needs receiving scholarships		29	38	39	40	
	Center based providers: Number of children with special needs receiving scholarships at the end of the quarter (subtracting disenrolled)		18	17	17	0	
	Number of Infant (0-12 months) slots filled end of the quarter		0.0	0.5	1.0	0.0	
	Number of toddler (13-35 months) slots filled end of the quarter		5.0	3.0	4.5	5.0	
	Number of preschooler (36 months - 5 yrs) slots filled end of the quarter		90.0	80.0	79.0	10.0	
	Number of slots filled with children (0-5 yrs) end of the quarter	192	95.0	83.5	84.5	15.0	15.0
	Number of FTF slots vacant for children (0-5 yrs)		0	0	0	4.0	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Reach Out And Read - 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
FTF-MULTI-13-0401-01-Y2 / American Academy of Pediatrics - AZ Chapter	Quarterly Data Submission Status*		3	3	3	3	
	Number of practices newly participating in Reach Out and Read program		0	0	0	1	
	Number of participating practices	7	0	0	0	1	1
	Number of practices at the end of the quarter (subtracting discontinued)		0	0	0	1	
	Number of physicians newly participating in Reach Out and Read program		0	0	0	12	
	Number of participating physicians		0	0	0	12	
	Number of participating physicians at the end of the quarter (subtracting discontinued)		0	0	0	12	
	Number of books distributed	12656	1677	1677	1677	1677	6708

The CSUs includes distribution of FTF purchased books and donated books.

Grantee is only reporting the number of books distributed purchased with FTF funds.

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Recruitment – Stipends/Loan Forgiveness

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-MULTI-13-0518-01-Y2 / Arizona Department of Health Services	Quarterly Data Submission Status*		3	3	3	3	
	Number of therapists receiving loan forgiveness	2	0	0	1	2	2
	Number of therapists newly contracted for loan forgiveness during the quarter		0	0	1	1	
	Number of therapists in first year of loan forgiveness service		0	0	1	2	
	Number of therapists in second year of loan forgiveness service		0	0	0	0	
	Number of therapists in third year of loan forgiveness service		0	0	0	0	
	Number of therapists in fourth year of loan forgiveness service		0	0	0	0	
	Number of therapists receiving stipends	2	0	0	1	2	2
	Number of therapists newly contracted for a stipend during the quarter		0	0	1	1	
	Number of therapists in first year of stipends		0	0	1	2	
	Number of therapists in second year of stipends		0	0	0	0	
	Number of therapists in third year of stipends		0	0	0	0	
	Number of therapists in fourth year of stipends		0	0	0	0	
	Number of therapists receiving both a loan forgiveness and stipend		0	0	1	2	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

Associate Degree					
Number of approved applications for participants who chose a CDA Pathway				101	
Number of participants who completed a CDA Pathway	70				0
Number of ECE units (credits) completed towards a CDA certification/credentialing			277	368	
Number of participants approved during this reporting period, with a CDA Pathway, who did not participate in the previous reporting period					
Total number of participants submitting CDA applications			7	17	
Number of participants approved for a CDA assessment			7	17	
Number of participants whose CDA application was REJECTED			6	0	
Number of CDA applications submitted to the Council for Professional Recognition (credentialing)					
Number of participants awarded a CDA Credential (approved by professional council)				25	
Number of participants approved for a CDA Mentor service			7	17	
Number of participants whose CDA Mentor applications was not approved			1	0	
Number of applications received for a COC			2	12	
Number of approved participants taking ECE coursework leading to a COC				12	
Number of participants awarded a COC			2	12	
Number of participants who had a COC Pathway and changed to another Pathway				3	
Number of ECE units (credits) completed towards a COC			32	368	
Number of participants approved during this reporting period, with a COC Pathway, who did not participate in the previous reporting period				12	
Total number of center-based programs (unduplicated)			29		
Total number of family child/group home care programs (unduplicated)			0		
Number of center-based programs who are in Quality First (FTF)					
Number of family child/group home care programs who are in Quality First			0		
Number of family child/group home care providers where a participant with a CDA Pathway works			0	1	
Number of center-based programs where a participant with a COC Pathway works					

Data Reports by Regional Partnership Council

Council: Navajo Nation

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Number of center-based programs where a participant with an AAS Pathway works						
Number of family child/group care providers where a participant with an AAS Pathway works			0			

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-RC001-14-0607-01 / Dine College	Quarterly Data Submission Status*					1	
	Total number of applications received for CDA, Certificate of Completion (COC), Associate Degree					14	
	Number of approved applications for participants who chose a CDA Pathway						
	Number of participants who completed a CDA Pathway	20					0
	Number of applications received for an Associate of Applied Science Degree					14	
	Number of approved participants taking ECE coursework leading to an Associate degree					14	
	Number of participants awarded an Associate degree					1	
	Number of ECE units completed towards an Associate degree					123	
	Number of participants approved during this reporting period, with an AAS Pathway, who did not participate in the previous reporting period						
	Total number of center-based programs (unduplicated)					0	
	Total number of family child/group home care programs (unduplicated)					0	
	Number of center-based programs who are in Quality First (FTF)					0	
	Number of family child/group home care programs who are in Quality First					0	
	Number of family child/group care providers where a participant with an AAS Pathway works					0	
	Number of AAS participants in Quality First programs					1	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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		2	2	2	2	
	Number of repeat callers		0	4	0	0	
	Number of calls received (new and repeat)	0	2	6	2	2	12
	Number of new calls from parent, caregiver, or family with children (0-5 yrs)		1	2	1	2	
	Number of new calls from other callers		1	0	0	0	
	Number of callers referred for follow-up service		0	3	1	2	
	Number of callers reporting receiving appropriate follow-up or service		0	3	1	2	

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y3 / SPF Consulting, LLC	Number of English cases distributed		13	12	13	13	
	Number of Spanish cases distributed		0	1	0	0	
	Number of cases distributed		13	13	13	13	
	Number of parent kits distributed		182	182	182	182	

Data Reports by Regional Partnership Council

Council: Navajo Nation

Fiscal Year: 2014

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		1	
	Total Number of Applicants			15		18	
	Total number of Approved Scholars			15		18	
	Number of Incentive awards distributed	81		15		18	33
	Total Number of Scholars by REWARD Tiers:			15		18	
	Tier 1			2		3	
	Tier 2			1			
	Tier 3			1		1	
	Tier 4			3		7	
	Tier 5			8		5	
	Tier 6					1	
	Tier 8					1	



FIRST THINGS FIRST

Ready for School. Set for Life.

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

FY2015 REGIONAL COUNCIL MEETINGS*

As determined by the FTF Navajo Nation Regional Partnership Council, Regular Meetings will take place on the second Tuesday of each month unless otherwise specified.

DATE	LOCATION	TIME
August 17, 2014	<u>Committee Meeting – Work Session</u> Sheraton Phoenix Downtown Hotel, North Mountain Room 340 North 3rd Street Phoenix, AZ 85004	1:00 p.m. DST
September 9, 2014	Navajoland Inn & Suites, Conference Room St. Michaels, AZ 86511	10:00 a.m. DST
October 14, 2014**	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. DST
November 10, 2014	<u>PROPOSED Special Meeting</u> Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. MST
December 9, 2014	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. MST
January 13, 2015	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. MST
February 10, 2015	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. MST
March 10, 2015	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. DST
April 14, 2015	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. DST
May 12, 2015 **	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. DST
June 9, 2015	Navajo Nation Museum, Conference Room #2 Window Rock, AZ 86515	10:00 a.m. DST

**Meeting dates, locations, and times are subject to change.*

*** Anticipated to be a three hour meeting from 10:00 a.m. to 1:00 p.m.*