

**TOHONO O’ODHAM NATION REGIONAL PARTNERSHIP COUNCIL
FUNDING PLAN
July 1, 2009 – June 30, 2012**

I. OVERVIEW OF THE THREE YEAR STRATEGIC DIRECTION

The Tohono O’odham Nation Regional Partnership Council began its strategic planning process in June 2008. The Regional Partnership Council reviewed the needs and assets of the region, taking into consideration the Regional Needs and Assets Report, input from Tribal Department Directors and staff, community members, and with the support of the Tribal Council. Through this review process the Regional Partnership Council identified the regional area’s priority needs to be addressed by First Things First.

Regional Needs and Assets

The Tohono O’odham Nation region is made up of 11 Districts and many communities that have tremendous capacity for increased opportunities for children and families. The total population for the region in 2006 was 13,151 of which 1,594 were children ages birth to five years. According to the Tohono O’odham Nation 2008 enrollment data, there has been a 37 percent increase in the number of children from birth to 5 years of age. This significant increase places a substantial burden on existing programs that provide services to young children and their families.

Existing Head Start and tribally licensed child care centers and home-care providers are definite assets on the Nation. There is a total of 6 Head Start Centers, 5 home-based providers, 5 tribally licensed child care centers, and 15 tribally licensed home care providers who offer early childhood development and health to the Tohono O’odham children ages birth to 5 years. However, these programs currently serve only 13 percent of children under the age of five and are not sufficient to meet the needs of this growing population, leaving many children without access to early care and education programs. There is a need for expanding access to these services by expanding facilities. Expansion and access could be addressed by increasing enrollment in Head Start programs, recruiting new providers and assisting them in certification/licensing, addressing transportation issues for families in isolated areas of the region, and diversifying hours of existing child care operations to include after-hours and weekends.

As early care and education needs are addressed, it will be critical to focus on improved quality of the child care and education settings. It is well documented that children experience optimal growth and development when they are in high quality learning environments. Expanding the number of child care centers and homes participating in Quality First! beyond the number provided through the statewide initiative will insure that Tribal early education staff receives the level of support they need to successfully address program improvement that will lead to better outcomes for the children they serve.

The educational level of the staff providing care and support to young children is closely tied to the quality of the early care and education settings. The Needs and Assets Assessment also identified professional development and continuing education for child care providers as an area for improvement. The Tohono O’odham Nation region is working to increase the professional training and credentialing of early childhood education professionals. There are multiple avenues for training and

certification available to professionals in this region, including online opportunities and on-site training and education degree programs through the Tohono O'odham Community College and the state universities. Through a partnership with the South Pima Region, two Teacher Education and Compensation Helps (TEACH) scholarships will be provided to Tohono O'odham early childhood education staff. Additionally, the Tohono O'odham Nation Education Department provides financial aid, scholarships and recruitment/retention services to enrolled tribal members of the Nation. Although these opportunities exist on the Nation, access is difficult if not impossible, due to lack of transportation and child care for the teachers themselves who are often attending classes after-hours and on weekends. Additionally, staff compensation rates tied to increased education will need to be addressed in order to retain qualified staff and improve the quality of experiences and outcomes for young children.

In addition to high quality early care and education settings, the Nation's families also require additional support to ensure the optimal development of their children. Throughout the Nation, families face several critical challenges that pose barriers to this goal. According to the U.S. Department of the Interior, Bureau of Indian Affairs, Office of Tribal Services' *American Indian Population, Labor Force Report 2003 and 2005*, the unemployment rate on the Nation was 75 percent in 2005. Consequently, over half of the families living on the Tohono O'odham Nation with children 18 years of age or younger are living at or below 100 percent of the Federal Poverty Level. Further, in 2006, 60 percent of Tohono O'odham children were living in single parent households. This rate is over four times that of Arizona and the United States. Families with high unemployment and poverty rates can benefit from comprehensive support to access medical services, continuing education to improve job skills, and information regarding early childhood development and health. These findings indicate a need for resources on the Nation that promote an understanding of early childhood development and health and provide information on resources available to support parents.

In addition, these conclusions assisted the Regional Partnership Council in ascertaining the need for family resources that promote an understanding of early childhood development and health in general, and the need for families to access the resources already available to them within the community for their own support. Another mechanism to support families would be through the use of a Family Advocate who could assist families to strengthen their parenting skills and knowledge of early childhood development, as well as support them to advocate for their children's needs and rights. Finally, there is a need in the region for enhanced system coordination between existing and/or new facilities and agencies serving children age birth to 5 years. An example is the need for coordination of services (including screening, referral, and evaluation services) for children with special needs.

The Tohono O'odham Nation's Chairman Ned Norris, Jr. stated in his *2007-2011 Tohono O'odham Nation, Administration Plan*, "...it is critical that the Tohono O'odham Nation begin strengthening our education for the very young'Mascama-Alidk Amjed'-Education: Start Early." His statement clearly indicates his acknowledgement of the importance of early childhood education and his desire to address the need during his term as the Chairman. The Tohono O'odham Nation Regional Partnership Council will continue to engage with other stakeholders and partners to plan for and evaluate the implementation of the strategies toward the goals and key measures.

Based on the needs and assets of the region, the Tohono O’odham Regional Partnership Council has prioritized the following needs to address in the next three year period:

1. Access to affordable quality early care and education
2. Access to quality early care and education
3. Educate families and community members who do not always understand the significance of early childhood development and health in a child life that prepares them for school success
4. Coordinate existing family support systems
5. Provide opportunities to access professional development

II. Prioritized Goals and Key Measures

Need: Access to affordable quality early care and education

Goal: (1) FIRST THINGS FIRST will improve access to quality early care and education programs and settings.

Goal: (3) FIRST THINGS FIRST will increase availability and affordability of early care and education settings.

Key Measures:

1. Total number of children enrolled in early care and education programs participating in QIRS system
2. Total number and percentage of early care and education programs participating in the QIRS system

Need: Access to quality early care and education in childhood settings

Goal: (1) FIRST THINGS FIRST will improve access to quality early care and education programs and settings.

Goal: (3): FIRST THINGS FIRST will increase availability and affordability of early care and education settings.

Key Measures:

1. Total number of children enrolled in early care and education programs
2. Total number and percentage of early care and education providers
3. Total number of children eligible and total number of available slots, proportional to the total population birth to age five

Need: Educate families and community members who do not always understand the significance of early childhood development and health in a child’s life that prepares them for school success.

Goal: (11) FIRST THINGS FIRST will coordinate and integrate with existing education and information systems to expand families’ access to high quality diverse and relevant information and resources to support their child’s optimal development.

Key Measures:

1. Percentage of families with children birth through age five who report they are satisfied with the level of coordination and communication among agencies serving their children
2. Percentage of families with children birth through age five who report that early childhood development and health issues are important and understand some such health concerns effecting the Nation’s children as: FAS, ADHD, ADD, etc

3. Percentage of families with children birth through age five who report reading to their children or giving oral stories daily in their primary language

Need: Coordinate existing family support systems

Goal: (12) FIRST THINGS FIRST will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Key Measures:

1. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being

Need: Provide opportunities to access professional development.

Goal: (8) FIRST THINGS FIRST will build a skilled and well prepared early childhood development workforce.

Goal: (9) FIRST THINGS FIRST will increase retention of the early care and education workforce.

Key Measures:

1. Retention rates of early childhood development and health professionals on the Nation
2. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development on the Nation
3. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree

III. Strategy Selection

The proposed strategies build on the foundational strategic planning of the Tohono O’odham Nation Regional Partnership Council. These strategies serve as the beginning of the work of the Regional Partnership Council and as the initial stage of improving services for families and children. These improvements are designed to be a part of our larger strategic plan which, in upcoming years, will increase the coordination, communications, and efficiency of our early childhood system.

The Regional Partnership Council will continue its strategic planning process for the next two years, as it develops further understanding and a baseline of data, outputs and outcomes related to the strategies implemented, and overarching goals for the Nation’s youngest children. The Regional Partnership Council has committed to continue in this ongoing planning and improvement process with the Nation’s Head Start Program, Early Childhood Education Program, the Individuals with Disabilities Education Act (IDEA), The Special Needs Division, Child Welfare, Behavioral Health, Indian Health Services (IHS), Bureau of Indian Affairs (BIA) and Indian Oasis-Baboquivari Unified School District, Tohono O’odham Community College, Pima Community College, University of Arizona, and Arizona State University, child care providers, and others.

Identified Need	Goal	Key Measures	Strategy
Access to affordable quality early care and education	(1) FIRST THINGS FIRST will improve access to quality early care and education programs and settings. (3) FIRST THINGS FIRST will increase availability and affordability of early care and education settings.	-Total number of children enrolled in early care and education programs -Total number and percentage of early care and education providers -Total number of children eligible and total number of available slots, proportional to the total population birth to age five	Expand existing early education programs and services that are already proving to be effective on the Nation.
Access to quality early care and education	(1) FIRST THINGS FIRST will improve access to quality early care and education programs and settings. (3) FIRST THINGS FIRST will increase availability and affordability of early care and education settings.	-Total number of children enrolled in early care and education programs participating in QIRS system -Total number and percentage of early care and education programs participating in the QIRS system	Expand the number of centers/homes on the Tohono O’odham Nation Region participating in Quality First beyond the statewide funded number.

Tohono O’odham Nation Regional Partnership Council
 REGIONAL COUNCIL 2010 Allocation: \$276,612

<p>Educate families and community members who do not always understand the significance of early childhood development and health in a child’s life that prepares them for school success.</p>	<p>(11) FIRST THINGS FIRST will coordinate and integrate with existing education and information systems to expand families access to high quality diverse and relevant information and resources to support their child’s optimal development.</p>	<p>-Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</p> <p>-Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child’s safety, health, and well-being</p>	<p>Collaborate with existing programs to create an information resource guide that provides information about early childhood development and health programs for families in the communities.</p>
<p>Coordinate existing family support systems</p>	<p>(12) FIRST THINGS FIRST will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.</p>	<p>-Percentage of families with children birth through age five who report they are satisfied with the level of coordination and communication among agencies serving their children</p> <p>-Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child’s safety, health, and well-being</p> <p>-Percentage of families with children birth through age five who report reading to their children or giving oral stories daily in their primary language</p>	<p>Create a Family Support/Child Development and Health Advocate Position.</p>
<p>Provide opportunities to access professional development</p>	<p>(8) FIRST THINGS FIRST will build a skilled and well-prepared early childhood development workforce.</p> <p>(9) FIRST THINGS FIRST will increase retention of the early care and education workforce.</p>	<p>-Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development on the Nation</p> <p>-Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate,</p>	<p>Collaborate with the South Pima Regional Partnership Council by participating in TEACH Early Childhood Arizona. The South Pima Regional Partnership Council has identified funding for two T.E.A.C.H. scholarships for the</p>

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		or degree -Retention rates of early childhood development and health professionals on the Nation	Tohono O'odham Nation early childhood educators, beyond those provided through participation in Quality First!.
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Strategy Worksheets

Strategy #1: Expand existing early education programs and services that are already proving to be effective on the Nation.

This strategy allocates funding to increase enrollment of 30 additional children into the existing Head Start Program on the Tohono O’odham Nation. Currently, the Head Start Program serves 163 children, ages 3 and 4, but has the capacity to serve 229 children in existing facilities, as estimated by the Head Start Director. This expansion will increase capacity to serve more preschool age children through a Head Start program by expanding slots for children who do not qualify for this program due to eligibility criteria. In addition, this allocation could increase accessibility to the program for children who meet the eligibility criteria for Head Start, but who live in communities that are a significant distance from existing Head Start facilities.

Head Start is an evidence-based federally regulated program with mandated indicators of high quality, a strong comprehensive and appropriate curriculum framework, ongoing student assessment, and an extensive external program evaluation known as the PRISM review. Where communities experience high rates of poverty, Head Start programs serve as a strong and influential support. By creating optimal learning experiences for young children and providing parent education and support, the Head Start program represents an inclusive program to meet the needs of all families, particularly those families who are considered at risk. For example, Dr. Jane Knitzer with the National Center for Children in Poverty, Mailman School of Public Health, notes that Head Start utilizes three primary interventions that facilitate healthy social and emotional development and strengthening of at risk families.¹ In partnership with families, Head Start works collaboratively to address the needs of young children through classroom-based interventions and evidence-based curriculum focusing on social emotional development of young children. The collaboration also extends to providing supportive services to families such as integrated teacher and parent education and assistance in referring young children for social services (i.e. early intervention, mental health consultation, etc.).

Additionally, more than 30 years of evidence and positive outcomes for young children exist. Research indicates that children who attend Head Start are more likely to demonstrate the academic, social, emotional, and physical skills they need to be successful when they enter kindergarten.

¹Knitzer, Jane (2003). *Social and emotional development in young low-income children: What research tells us and why it matters for early school success*. National Center for Children in Poverty, Mailman School of Public Health, Columbia University.

Goal Area: Quality and Access

Goal: (3) FIRST THINGS FIRST will increase availability and affordability of early care and education

settings.			
Key Measures:			
<ol style="list-style-type: none"> 1. Total number of children enrolled in early care and education programs 2. Total number and percentage of early care and education providers 3. Total number of children eligible and total number of available slots, proportional to the total population birth to age five 			
Target Population:			
This strategy will target children between the ages of three and five years of age who live in the Gu Vo, Pisinemo, San Lucy, and San Xavier Districts.			
Proposed Service Numbers	SFY2010	SFY2011	SFY2012
	July 1, 2009 - June 30, 2010	July 1, 2010 – June 30, 2011	July 1, 2011 - June 30, 2012
	30 students	30 students	30 students
Performance Measures SFY 2010-2012:			
<ol style="list-style-type: none"> 1. Total number of new children enrolled in Head Start programs Total number of children eligible and total number of available slots, proportional to the total population birth to age five 			
<ul style="list-style-type: none"> • How is this strategy building on the service network that currently exists: <p>This strategy builds on the Head Start program that currently exists and is meeting Head Start federal regulations and performance standards.</p>			
<ul style="list-style-type: none"> • What are the opportunities for collaboration and alignment: <p>At this time, there are not many opportunities for collaboration and alignment. Besides some BIE programs, Head Start is the only early education development and health program that exists on the Nation for the 3-5 population.</p>			
SFY2010 Expenditure Plan for Proposed Strategy			
Population-based Allocation for proposed strategy	\$150,000		

Budget Justification:

Fund 30 additional slots in Head Start Programs @\$5,000 per child

- 1.) Gu Vo and Pisinemo Districts (adding 10 students to the Pisinemo Center),
- 2.) San Lucy District (opening up the existing facility for 10 students), and
- 3.) San Xavier District (expanding services for 10 students).

Strategy #2: Expand the number of centers/homes on the Tohono O'odham Nation Region participating in Quality First beyond the statewide funded number.

Currently, tribal licensing is the only child care regulatory agency on the Tohono O'odham Nation. It is the goal of the Nation to improve the regulatory system and the Regional Partnership Council believes that participation of early childhood care and education program on the Nation in Quality First! will raise the level of quality beyond the current basic requirements. This strategy will support additional child care settings on the Tohono O'odham Nation beyond those funded through the state wide initiative.

With 13% of the Tohono O'odham Nation region's youngest children enrolled in child care settings, the need to increase access to high quality programs is undeniably important. A total of 6 Head Start Centers, 5 home-based Centers, 5 tribally licensed child care centers, and 15 tribally licensed home care centers operate on the Nation offering early child care and education and health services to the Tohono O'odham 's birth to 5 year old population. There is a great unmet demand and need for more child care settings.

The First Things First Board approved funding to design, build and implement the first phase of *Quality First!*, Arizona's Quality Improvement and Rating System (QIRS) for early care and education centers and homes.

State licensing regulations are considered adequate and minimal and do not include quality determiners, i.e. optimal recommended adult-child ratios, maximum group size, well-qualified personnel, and strong curriculum and environments. Many children are in settings where quality is poor or mediocre², and poor quality settings may harm children or may be a barrier to optimal development.

The Tohono O'odham Nation, in collaboration with the state, will now have a system and working model of early childhood care, education and health quality standards, assessment and supports (financial and other) in order to ensure public confidence in its validity and to systematically evaluate outcomes for children.

Quality improvement and rating systems are comprehensive strategies being used throughout the country to improve the quality of early care and education and inform families, providers, funders, regulators and policy makers about quality standards for early care and education. Currently, 17 states are operating statewide quality improvement and rating systems, and another 30 states have local pilots or are developing their systems.

Research conducted in 5 states with long-term quality improvement and rating systems, e.g. CO, NC, PA, TN and OK, show significant improvement in the quality of programs/settings participating in quality improvement and rating systems. Research also shows that low income children receive a higher level of benefit (i.e. school performance and other at-risk factors) from quality early care and education programs than children with higher income levels. Locally, the Tucson *First Focus on Quality* pilot program evaluation found significant improvement in 46 centers in key quality components such as physical learning environment, adult-child interactions, school readiness strategies, health & safety, and

director and staff qualifications.⁴ A new study of the Colorado’s Qualistar Quality Rating and Improvement System by the RAND Corporation⁵ suggests that the quality indicators which produce child outcomes measure not only the quality of the environment, but also the quality of interactions, in early care and education settings. Arizona is incorporating this research into its development of *Quality First!*

1 Vandell & Wolfe (2002); Cost, Quality and Child Outcomes Study Team; (1995); Helburn & Bergmann (2002); Phillips, (1995)
 2 Bryant.D., Bernier, K., Maxwell K., & Peisner-Feinberg, E. (2001) *Validating North Carolina’s 5-star child care licensing system*. Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Center
 3 Norris, D., Dunn, L., & Eckert, L. (2003). *“Reaching for the Stars” Center Validation Study: Final report*. Norman, OK: Early Childhood Collaborative of Oklahoma.
 4 LeCroy & Milligan Associates, Inc. (August 2006). *First Focus on Quality: Final Evaluation Report*.
 5 Zellman, Gail L., Perlman, Michal, Le, Vi-Nhuan, Messan Setodji, Claude (2008). *Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-Care Quality*. Rand Corporation.

Goal Area: Quality and Access

Goal: (1) FIRST THINGS FIRST will improve access to quality early care and education programs and settings.

Goal: (3) FIRST THINGS FIRST will increase availability and affordability of early care and education settings.

Key Measures:

1. Total number of children enrolled in early care and education programs participating in QIRS system
2. Total number and percentage of early care and education programs participating in the QIRS system

Target Population:

This strategy will target current tribally regulated early education settings including Head Start, child care centers and family child care homes.

Proposed Service Numbers	SFY2010	SFY2011	SFY2012
	July 1, 2009 - June 30, 2010	July 1, 2010 – June 30, 2011	July 1, 2011 - June 30, 2012
	-1 Child Care Center	-1 Child Care Center	-1 Child Care Center
	-1 Family Home	-1 Family Home	-1 Family Home

Performance Measures SFY 2010-2012:	
<ol style="list-style-type: none"> 1. # of Centers served through Quality First over a 3 year period/ 3 proposed 2. # of Family care homes served through Quality First over a 3 year period/ 3 proposed 3. # and % of Quality First! Centers and homes that improve their rating score by one level or more 4. # and % of children served at early care and education setting rated at level 3 or higher 	
<ul style="list-style-type: none"> • How is this strategy building on the service network that currently exists: FIRST THINGS FIRST will fund 1 center and 1 home through the Quality First! statewide grant. Tohono O’odham Nation region will build on the state system by funding an additional center and home in the region. This strategy will allow the Tohono O’odham Nation region to fund centers and homes that might not meet the selection priorities established by the state. 	
<ul style="list-style-type: none"> • What are the opportunities for collaboration and alignment: This strategy provides the opportunity for collaboration and alignment with the statewide initiative by expanding that system. The other four Pima Regional Partnership Councils are also utilizing Quality First! to raise the level of quality early education in centers and homes. Numerous partnering agencies will provide additional supports through Quality First! to participating child care settings supporting a state wide system for quality improvement. 	
SFY2010 Expenditure Plan for Proposed Strategy	
Population-based Allocation for proposed strategy	\$50,135
Budget Justification:	
\$28,890/per 1 center=\$28,890	
<u>\$21,245/per 1 home=\$21,245</u>	
TOTAL=\$50,135	

Strategy #3: Collaborate with existing programs to create an information resource guide that provides information about early childhood development and health programs for families in the communities.

A Tohono O’odham Nation Early Education and Health Publication/Information Resource Guide will be developed in partnership with the Regional Partnership Council and the community.

Community partners will include programs such as Head Start centers, Head Start Home-based programs, tribally approved child care centers, and tribally approved family child care homes, the BIE-Baby Family and Child Education Program, the BIE-Family and Child Education Program, Indian Health Services, the Division of Special Needs, the Division of Community Health STOP Program, the Division of Behavioral Health Fatherhood and Parenting Programs, the Division of Child Welfare Family Preservation Program, the book-mobile, parenting classes, and play-based parenting classes.

Through this effort, a Tohono O’odham Nation Early Education and Health Publication/Information Resource Guide will be created, listing all programs’ contact information and a description of each program’s services. The Guide will also include general information about early childhood education and health and the benefit of high quality programs to young children in relation to school readiness. The purpose is to increase the availability of information to help families understand the elements of high quality, and identify and locate programs and services.

The Tohono O’odham Nation Regional Partnership Council acknowledges that the development of this guide is the first step of a community awareness effort to provide families with knowledge and information they need in their roles as parents. The Regional Partnership Council believes that this strategy is critical to the success of FIRST THINGS FIRST in order to build and sustain the services and supports for children over time.

Goal Area: Family Support

Goal: (11) FIRST THINGS FIRST will coordinate and integrate with existing education and information systems to expand families access to high quality diverse and relevant information and resources to support their child’s optimal development.

Key Measures:

1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child’s safety, health, and well-being

Target Population:

This strategy is designed to target all communities in the region with priority given to programs serving children with special needs, pregnant women, teen parents, grandparents raising their grandchildren,

and families with children birth through five years of age.			
Proposed Service Numbers	SFY2010 July 1, 2009 - June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
	3,000 guides	3,000 guides	3,000 guides
Performance Measures SFY 2010-2012:			
<ol style="list-style-type: none"> Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child’s safety, health, and well-being The number of publications/resource guides created and disseminated within the community 			
<ul style="list-style-type: none"> How is this strategy building on the service network that currently exists: <p>This strategy builds upon the existing service network by identifying programs and the services they provide for the birth through age five population by sharing this information with the community at-large.</p>			
<ul style="list-style-type: none"> What are the opportunities for collaboration and alignment: <p>The opportunity for collaboration between existing programs and services will be strengthened by creating a system that supports sharing of information among programs and the community regarding services provided. This will prevent duplication of services and will help identify gaps to support future planning and advocacy for early childhood development and health services.</p>			
SFY2010 Expenditure Plan for Proposed Strategy			
Population-based Allocation for proposed strategy	\$15,000		
Budget Justification:			
The Regional Partnership Council roughly estimates the cost to be \$5 per guide to develop and print 3,000 resource guides per year. Cultural and linguistic appropriateness must be a strong consideration in the development of the resource guide.			

Strategy #4: Create a Family Support/Child Development and Health Advocate Position.

The Regional Partnership Council has developed a strategy that will implement a comprehensive intervention and home visitation program with outcomes aimed toward healthier pregnancies, competent parents and improved child development and health. This strategy is modeled after a previously funded position through the Division of Special Needs which no longer exists and will utilize a Family Support/Child Development and Health Advocate to support early intervention and provide families with education and information about resources available to them in the community.

Additionally, this individual will work closely with the Tohono O’odham Nation Coordinator to advocate for families of young children, attend meetings, provide relevant information about early childhood development and health, stressing the need to preserve the Tohono O’odham Language and oral tradition, to community and business leaders , philanthropic organizations, faith-based organizations, tribal departments and tribal government leaders, and distribute the Tohono O’odham Nation Early Childhood Development and Health Publication/information Resource Guide that will be developed through Strategy 3.

The Family Support/Child Development and Health Advocate will:

- Have extensive knowledge of the Tohono O’odham culture and communities.
- Coordinate with current programs and Departments to support families during pregnancy and in the early years of a child’s life.
- Provide information and education to parents on parenting classes offered through Head Start, the Education Department and the Health and Human Services Department.
- Provide families with information on early childhood programs in their community.
- Educate and assist mothers in reducing use of cigarettes, alcohol and illegal drugs.
- Assist families in obtaining WIC and any other supports to educate the family on the health and nutritional needs of the child.
- Connect parents to any needed services and provide referrals when needed (i.e. prenatal care, infant care classes, substance abuse, couples counseling, faith-based community groups, child development training, birthing classes, and Tohono O’odham “Him’dag” culture and traditions)
- Offer regular home visits, and provide early developmental screenings, as well as educating parents on the purpose and benefits of such screenings and how to share their concerns with their doctor.
- Educate families regarding the importance of early literacy whether oral or written and the use of preservation of the Tohono O’odham language and oral tradition.
- Support the development of social networks including interfamily relationships.

Dunst, Carl J., et. Al. (2006) **“Framework for Developing Evidence-Based Early Literacy Learning Practices”** *CELLpaper Volume 1 Number 1*. Center for Early Literacy Learning.

Pappano, Laura (2008) **“The Power of Family Conversation”** *Harvard Education Letter*.

Goal Area: Family Support			
Goal: (12) FIRST THINGS FIRST will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.			
Key Measures:			
<ol style="list-style-type: none"> 1. Percentage of families with children birth through age five who report they are satisfied with the level of coordination and communication among agencies serving their children 2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child’s safety, health, and well-being 3. Percentage of families with children birth through age five who report reading to their children or giving oral stories daily in their primary language 			
Target Population :			
<p>This strategy will target families with children birth to five years in all communities in the region with priority given to parents and families of children with special needs, pregnant women, teen parents, grandparents raising their grandchildren, and families with children birth through five years of age.</p>			
Proposed Service Numbers	SFY2010	SFY2011	SFY2012
	July 1, 2009 - June 30, 2010	July 1, 2010 – June 30, 2011	July 1, 2011 - June 30, 2012
	200	250	300
Performance Measures SFY 2010-2012:			
<ol style="list-style-type: none"> 1. # of parents who report being able to advocate for their child’s needs in order to receive services or enhance services already received 2. Percentage of families with children birth through age five who report they are satisfied with the level of coordination and communication among agencies serving their children 3. Percentage of families with children birth through age five who report that early childhood development and health issues are important and understand some such health concerns effecting the Nation’s children as: FAS, ADHD, ADD, etc. 4. Percentage of families with children birth through age five who report reading to their children or sharing oral stories daily in their primary language 			
<ul style="list-style-type: none"> • How is this strategy building on the service network that currently exists: 			
<p>Head Start is a comprehensive education program for children age three to five, but many children are entering the Head Start program and the public school far below expectation. This strategy would provide the education and resources for parents to support their children’s early brain development, and assist families in accessing the resources available to them in the community. Additionally, this</p>			

strategy will provide for better coordination of services so that children are healthy and ready for success in their early learning experiences.

- What are the opportunities for collaboration and alignment:

Opportunities exist to:

- Make connections between existing Tribal programs and services and to better coordinate the resources in the region.
- Partner with the local IHS clinic, Department of Human Services, and the Division of Special Needs to support and expand existing programs.
- Work in partnership with Head Start, child care providers, and the public school to identify and address the health and developmental needs of the child.
- Work in collaboration with AzEIP to provide early intervention for children birth to age three.
- Work in collaboration with the BIE-Baby Family and Child Education Program, BIE-Family and Child Education Program, Division of Community Health STOP Program, Division of Behavioral Health Fatherhood and Parenting Programs, Division of Child Welfare Family Preservation Program.

SFY2010 Expenditure Plan for Proposed Strategy

Population-based Allocation for proposed strategy	\$42,941
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Budget Justification:		
Family Support/Parent Advocate	Salary and Benefits:	\$38,647
Position	10% Operational costs:	\$ 4,294
	TOTAL:	\$42,941

Strategy #5: Collaborate with the South Pima Regional Partnership Council by participating in TEACH Early Childhood Arizona. The South Pima Regional Partnership Council has identified funding for two T.E.A.C.H. scholarships for the Tohono O'odham Nation early childhood educators, beyond those provided through participation in Quality First!

The educational level of the staff working with children directly impacts the quality of the child's experience. Based on information obtained from the Tohono O'odham Nation Needs and Assets Report, the majority of individuals working as teachers and assistants within child care centers and homes have only a high school diploma or the equivalent. The Tohono O'odham Nation Regional Partnership Council wants to insure that all early care and education staff be well-educated and qualified. The desire is to support early childhood educators in obtaining higher educational levels including a CDA credential, Early Childhood Associate's Degree, or Bachelor's Degree in Early Childhood through the TEACH program.

The Regional Partnership Council acknowledges the barriers, such as great distances, cost of fuel, and child care, many early childhood educators face that may prevent them from attending classes and will pay for 2 students' travel and child care for the two TEACH scholars funded through this collaboration with the South Pima Region.

The Regional Partnership Council recognizes the need to support the professional development of the early care and education workforce in any way possible. The key to quality child care is linked to the education and stability of the early childhood workforce. The preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system. There is extensive body of research showing that the education and training of teachers and administrators is strongly related to early childhood program quality and that program quality predicts development outcomes for children¹.

Programs enrolled in QUALITY FIRST! will have access to TEACH Early Childhood Arizona. The two Regional Partnership Councils wants to expand TEACH to those programs not yet enrolled in Quality FIRST!

Benefits to children: higher quality; stable and more capable professionals; improved care and services; better developmental outcomes for children.

Benefits to families: early childhood professionals who remain with their programs and continuously advance their skills and knowledge are better able to build relationships with children and families and to foster their growth and development.

Benefits to programs and staff: support and financial assistance for ongoing professional development

and educational pathways for staff leading to higher staff quality and better retention.

Working together, the Regional Partnership Council recognizes and supports all four elements of the scholarship program:

Scholarships - The scholarship usually covers partial costs for tuition and books or assessment fees. Many scholarships require that the recipient receive paid release time and a travel stipend.

Education - In return for receiving a scholarship, each participant must complete a certain amount of education, usually in the form of college coursework, during a prescribed contract period.

Compensation - At the end of their contract, after completing their educational requirement, participants are eligible to receive increased compensation in the form of a bonus (ranging from \$100 to \$700) or a raise (4% or 5%). Arizona will establish the formulas for each.

Commitment - Participants then must honor their commitment to stay in their child care program or the field for six months to a year, depending on the scholarship program that Arizona designs.

The Tohono O’odham Nation Regional Partnership Council funding support will cover travel costs (gas) and the students’ personal child care costs. This will be in addition to what is included in TEACH. either by the state funded sites or those supported by the South Pima Regional Partnership Council.

Information about the TEACH project is available on the web at www.childcareservices.org/ps/teach.html. State contacts are available at www.childcareservices.org/ps/statecontacts.html.

¹Ohio Department of Education (January 2006). *Critical Issues in Early Educator Professional and Workforce Development*. Columbus, OH:

Goal Area: Professional Development

Goal: (8) FIRST THINGS FIRST will build a skilled and well-prepared early childhood development workforce.

Goal: (9) FIRST THINGS FIRST will increase retention of the early care and education workforce.

Key Measures:

1. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development on the Nation
2. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree
3. Retention rates of early childhood development and health professionals on the Nation

Target Population (Description of the population to reach):

All areas of the region would be eligible for participation. However, recruitment efforts would be from Head Start Staff (Center and Home-based) and Early Child Care Staff (Center and Home-based).

Proposed Service Numbers	SFY2010	SFY2011	SFY2012
	July 1, 2009 - June 30, 2010	July 1, 2010 – June 30, 2011	July 1, 2011 - June 30, 2012
	2	2	2
Performance Measures SFY 2010-2012: <ol style="list-style-type: none"> # professionals working in early care and education pursuing a degree in early childhood over a three year period/6 proposed # professionals with a CDA Credential working in early care and education over a three year period/6 proposed # professionals with degree in early childhood education over a three year period/6 proposed 			
<ul style="list-style-type: none"> How is this strategy building on the service network that currently exists: <p>This strategy will utilize local colleges and universities to deliver the courses needed for scholars to complete their educational goals. It will build on the state-wide TEACH system.</p>			
<ul style="list-style-type: none"> What are the opportunities for collaboration and alignment: <p>Opportunities for collaboration and alignment might be a cohort of staff from various early care and education programs to mentor students to increase retention efforts. This strategy will build on the statewide TEACH system. The Tohono O’odham Nation Regional Partnership Council will work collaboratively with South Pima Regional Partnership Council. The South Pima Regional Partnership Council will contribute \$13,080 over the 3 year period to support these students.</p>			
SFY2010 Expenditure Plan for Proposed Strategy			
Population-based Allocation for proposed strategy	\$8,536		
Budget Justification: <p><u>Mileage</u> 300 miles/month @ 0.445=\$89, @ 8 months=\$1,068, @ 2 students=\$2,136</p> <p><u>Child Care</u> Tribal In-home Care @ \$20/day, @5 days=\$100/week, @ 32 weeks (Academic Year)=\$3,200, @ 2 students=\$6,400</p> <p>TOTAL: \$8,536 for 2 students</p> <p>South Pima Regional Partnership Council will pay for two scholarships at \$2,180 per student totaling \$4,360 per year.</p>			

IV. Summary Financial Table for SFY 2010 (July 1, 2009-June 30, 2010)

Revenue	
Population Based Allocation SFY2010	\$276,612
Expenditure Plan for SFY2010 Allocation	
Strategy 1: Head Start Expansion	\$150,000
Strategy 2: Expand Quality First!	\$50,135
Strategy 3: Information Resource Guide	\$15,000
Strategy 4: Family Support Advocate	\$42,941
Strategy 5: Expand TEACH	\$8,536
Regional Needs & Assets (if applicable)	\$10,000
Subtotal of Expenditures	\$276,612
Fund Balance (undistributed regional allocation in SFY2010)*	\$0
Grand Total (Add Subtotal and Fund Balance)	\$276,612

There is no planned fund balance.

**V. Building the Early Childhood System and Sustainability – Three Year Expenditure Plan:
 July 1, 2010 through June 30, 2012**

Revenue	FY 2010	FY 2011 (estimated)	FY 2012 (estimated)	Total
Population Based Allocation	\$276,612	\$276,612	\$276,612	\$829,836
Fund Balance (carry forward from previous SFY)	N/A	N/A	N/A	
Expenditure Plan				
Expenditure Plan	FY 2010	FY 2011	FY 2012	Total
Strategy 1: Head Start Expansion	\$150,000	\$150,000	\$150,000	\$450,000
Strategy 2: Expand Quality First	\$50,135	\$50,135	\$50,135	\$150,405
Strategy 3: Information Resource Guide	\$15,000	\$15,000	\$15,000	\$45,000
Strategy 4: Advocate	\$42,941	\$42,941	\$42,941	\$128,751
Strategy 5: TEACH	\$8,536	\$8,536	\$8,536	\$25,608
Regional Needs & Assets	\$10,000	\$10,000	\$10,000	\$30,000
Subtotal Expenditures	\$276,612	\$276,612	\$276,612	\$829,764
Fund Balance* (undistributed regional allocation)	\$0	\$0	\$0	
Grand Total	\$276,612	\$276,612	\$276,612	

This three year expenditure plan assumes a stable regional allocation of \$276,612 and consistent funding of services throughout the three years.

Southeast Arizona Regional Partnership Councils are partnering in these three areas: Communication, Evaluation and Needs and Asset Reports because we understand the importance of coordinating these activities from a regionally-based standpoint which goes beyond what the state’s scope of work is able to provide for these items.

VI. Discretionary and Public/Private Funds

Discretionary Funds:

The Regional Partnership Council would like to request discretionary funds as a match to support the Tohono O’odham Nation Education Department fund construction of a new Head Start Center in a low service area where there currently is little or no available child care. The estimated cost is \$8 million. The Nation will allocate \$2-\$3 million. The Nation will seek to engage many key stakeholders in a partnership to augment the Nation’s allocation in order to provide a match for discretionary funds. The Regional Partnership Council will explore resources from the Casino and various private foundations and/or other businesses. In addition, the Nation will work with the Office of Head Start as a potential resource.