U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160067

Gramts.gov Tracking#: GRANT12175538

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1237-ED GEPA 427 form)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1236-ABSTRACT)	e13
7. Project Narrative Form	e15
Attachment - 1 (1254-PROJECT NARRATIVE)	e16
8. Other Narrative Form	e51
Attachment - 1 (1238-Geographic Area to be Served)	e52
Attachment - 2 (1239-Data Analysis_2015 AZ Merit results for Gila Schools)	e53
Attachment - 3 (1240-Data Analysis_BWCS-DIBELS 15-16)	e58
Attachment - 4 (1241-Literacy Coodinator Job Description)	e59
Attachment - 5 (1242-Individual Resume for Tribal Education Office Lead)	e62
Attachment - 6 (1243-Partner Resumes)	e64
Attachment - 7 (1244-Statement Blackwater Community School)	e85
Attachment - 8 (1245-GRIC Indirect Cost Rate Agreement)	e86
Attachment - 9 (1246-Needs Assessment_Other Data Analysis)	e90
Attachment - 10 (1247-Needs Assessment_Regional Needs and Assets Report - 2014 - GRIC)	e110
Attachment - 11 (1248-Partnership Agreement)	e224
Attachment - 12 (1249-Evidence of Capacity)	e229
Attachment - 13 (1250-Evidence of Involvement of Indian Tribes and Parents)	e230
Attachment - 14 (1251-Demonstration of Research Basis)	e232
Attachment - 15 (1252-Description of Continuing Activities)	e236
Attachment - 16 (1253-Project Director Job Description)	e237
9. Budget Narrative Form	e239
Attachment - 1 (1234-Budget Narrative)	e240
Attachment - 2 (1235-Budget Work Paper)	e250
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e257
11. Form ED_524_Budget_1_3-V1.3.pdf	e258

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/31/2016	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Gila River Indian Community

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
86-0107023	0744493230000

d. Address:

* Street1:	525 WEST GU U KI
Street2:	P.O. BOX 97
* City:	SACATON
County/Parish:	
* State:	AZ: Arizona
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	85147-0097

e. Organizational Unit:

Department Name:	Division Name:
TRIBAL EDUCATION DEPARTMENT	COMMUNITY SUPPORT SERVICES

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	ISAAC
Middle Name:			
* Last Name:	SALCIDO		
Suffix:			

Title: Director

Organizational Affiliation:

* Telephone Number:	(520) 562-3662	Fax Number:	(520) 562-3348

* Email: Isaac.Salcido@gric.nsn.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Gila River Indian Community Growing Readers and Developing Leaders Project

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: AZ-001
* b. Program/Project: AZ-001

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2016
* b. End Date: 09/30/2020

18. Estimated Funding ($):

* a. Federal	975,772.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	975,772.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- [ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
- [ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- [x] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- [ ] Yes
- [x] No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

- [x] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.
* First Name: Stephen
Middle Name: R.
* Last Name: Lewis
Suffix:

* Title: Governor

* Telephone Number: (520) 562-9840
Fax Number: (520) 562-9849

* Email: Stephen.Lewis@gric.nsn.us

* Signature of Authorized Representative: Aimee Farmer
* Date Signed: 05/31/2016

OMB Number: 4040-0007
Expiration Date: 01/31/2019

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Aimee Farmer	Governor
APPLICANT ORGANIZATION	DATE SUBMITTED
Gila River Indian Community	05/31/2016

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Not Applicable

** Street 1* Not Applicable *Street 2*

** City* Not Applicable *State* AZ: Arizona *Zip*

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Indian Education -- Special Programs for Indian Children

CFDA Number, *if applicable:* 84.299

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Aimee Farmer

***Name:** *Prefix* ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

Title: **Telephone No.:** **Date:** 05/31/2016

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ED GEPA 427 form.pdf | Add Attachment | Delete Attachment | View Attachment

Requirements of GEPA 427

OMB Control No. 1894-0005 (Exp. 9/30/2017)

This application will ensure that all participants have equitable access or participation to program and services based on gender, race, national origin, color, disability, or age. There are no barriers that are applicable to this grant.

All communication and information disseminated regarding this grant will be made available in English as well as Spanish and O'Odham per request. Additionally all materials may be made available on audio tape or in Braille for students who are visually impaired or blind.

This grant will enforce all civil rights statutes applicable to the participants of this grant.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Gila River Indian Community

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Stephen Middle Name: R.

* Last Name: Lewis Suffix:

* Title: Governor

* SIGNATURE: Aimee Farmer * DATE: 05/31/2016

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: ABSTRACT.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

ABSTRACT

Purpose and Expected Outcomes of the Project: The ***Growing Readers and Developing Leaders*** project is designed to meet the **absolute priority of ensuring Native American youth are college and career ready through a comprehensive, needs-based model that includes key community partners**. The identified partners for this proposal include the Gila River Tribal Education Office (Lead), First One Hundred Institute (Coordinator), Blackwater Community School (BIE Pre-K-5), Casa Blanca Community School (BIE Pre-K-4), Gila Crossing Community School (BIE Pre-K–8) and Sacaton Elementary School District (Pre-K–8). The purpose of the project is to support the readiness of students on the Gila River Indian Reservation as they grow through key transitions from home to elementary school to middle school. The expected outcomes are to increase: 1) family engagement with reading, 2) kindergarten readiness, 3) knowledge of STEM and a habit of self-determined reading with K-8 students, and 4) reading proficiency scores K-8.

Defined Local Geographic Area: The Gila River Indian Community is a 374,000-acre Indian Reservation located in South Central Arizona, bordering the Phoenix metropolitan area. The Community lies south of the cities of Phoenix, Tempe, and Chandler, and north of Casa Grande. GRIC is the fourth largest federally recognized Native American Tribe in the United States and consists of two distinct tribes the Pimas (Akimel O'Odham) and Maricopas (Pee Posh).

The Barriers and Opportunities to be Addressed by the Project: The seeds for readiness are planted in the home — readiness for school, readiness for career success, readiness for college. Gila River Tribal families stand among thousands of Indian families nationwide who fight a continuing battle to achieve optimal conditions for growing career-oriented learners that are ready, in the words of Barack Obama, "for the special role they will play as citizens of tribal nations in defining the future of this country, and also in leading Native cultures, traditions, and

governments into the next century." This project is designed to establish a student-centered, community based model that leverages existing programs and services to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students. We intend to ***grow readers and develop leaders*** across the Gila River Indian Reservation by overcoming the biggest barriers to college and career readiness—book scarcity and a poor habit of self-determined reading; limited access to quality early childhood education; and low academic achievement in grades K-8.

Community-based Goals and Objectives: 1) Goal: *Grow habits of reading in the home through the distribution of culturally relevant books and supportive parent engagement.* Outcome: By the end of each year, participating families will increase the time spent reading with their children by 20% as measured by pre/post surveys for parents on the number of books in their home, their habits of reading, and the individual training sessions. 2) Goal: *Establish a demonstration preschool to expand high quality education and to share best practices with all preschools.* Outcome: The number of children entering kindergarten from the demonstration preschool will increase readiness skills by 10% annually on existing measures. 3) Goal: *Engage K-8 students in STEM-based, print-rich activities that promote a self-determined reading habit outside of the classroom.* Outcome: By the end of each year, K-8 students will show an increased knowledge of STEM activities, and a 10% increase in time spent reading self-selected books as measured by a pre/post surveys, and by school assessment data. 4) Goal: *Establish a cross-sector, professional learning community that builds the capacity of schools and existing community organizations to overcome the barriers of books scarcity in order to close the achievement gap.* Outcome: By the end of the project, the overall number of children in K-8 achieving reading proficiency skills will increase by 50% utilizing a variety of assessment tools.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** PROJECT NARRATIVE.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

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Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

Need for Project. The needs of the Gila River Indian Community are formidable, but not insurmountable. A 2014 needs assessment and subsequent data analysis unearthed the greatest barriers, both in and out of school, to the readiness of Indian students for college and careers: *1) book scarcity and a poor habit of self-determined reading; 2) limited access to quality early childhood education; and 3) low academic achievement in grades K-8*. The ***Growing Readers and Developing Leaders*** project is designed to leverage opportunities in the community to address these barriers and support students through existing programs and practices. The purpose is to improve Native American students' paths to college and career success. It is about the correlation of children's access to books and their reading habits, preparing preschool readers for kindergarten, and raising academic achievement through STEM and Junior Achievement. By equipping parents and teachers with strategies to improve students' academic achievement, they will support students in college and career preparation.

The **Need for the Project** is based on the following factors:

(i) *The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis*: A *2014 Needs and Assets Report* prepared by the *Frances McClelland Institute for Children* provided a snapshot of the current status of children and families of the Gila River Indian Community that was used to inform the project.

(1) *The greatest barriers both in and out of school to the readiness of local Indian students for college and careers*. The greatest barriers uncovered by the *2014 Needs and Assets Report*, plus an examination of partner school data, 2016 Arizona Merit results, and NAEP data for AI/AN on books in the home and reading habits, defined this project need.

(2) *Opportunities in the local community to support Indian students*; *and* (3) *Existing local policies, programs, practices, service providers, and funding sources.* Meetings with stakeholders, and a review of the existing opportunities in the communities—including partnerships, policies, programs, practices, and service providers—to support and contribute to this project were conducted. Outreach to these community agencies and programs provided the foundational groundwork on which this project was built. These existing entities include tribal organizations, the local school systems, the Family and Child Education program, First Things First, WIC, Gila River Health Care, Community Youth Council, Boys and Girls Clubs, Reach Out and Read, as well as existing Culture and Language programs.

The Gila River Indian Community (GRIC) is a 374,000-acre Indian Reservation located in South Central Arizona, bordering the Phoenix metropolitan area. The Community lies south of the cities of Phoenix, Tempe, and Chandler, and north of Casa Grande. GRIC is the fourth largest federally recognized Native American Tribe in the United States and consists of two distinct tribes, the Pimas (Akimel O'Odham) and Maricopas (Pee Posh).

The Community. The *2014 Needs and Assets Report,* prepared by the *Frances McClelland Institute for Children*, and funded by the First Things First Gila River Indian Community Regional Partnership Council, provided a look into the current status of children and families living in the Gila River Indian Community. The population of the region is approximately 11,712, of which 1,530 are children under the age of six. About three out of every ten households in the region are home to one or more children under six. The majority (58%) of these children are not living with their parents but with some other relatives. Many of those who are living with one or both parents also have a grandparent in the home. Multi-generational households are quite common in the Gila River Indian Community Region.

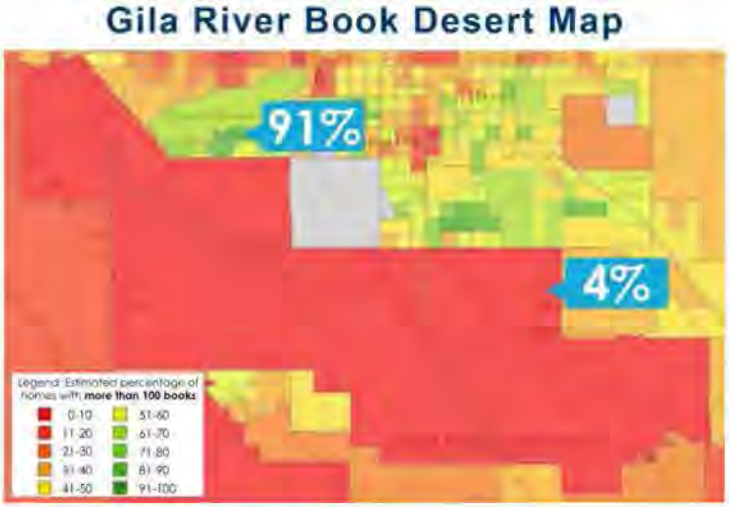
One third of the adults age 25 and older living the in the region have a high school diploma or GED. Half of the mothers giving birth in the community have less than a high school education. According to the 2016 Arizona Merit results for grades 3-8 for the four partner schools, over 80% of the students are below proficiency in English Language Arts.

The needs of the Gila River Community mirror those across all of Indian Country and the needs are not new. The 1991 **Indian Nations at Risk: An Educational Strategy for Action** identified similar reasons for concern. "*The major issue before the Task Force was deciding how best to improve academic performance of Native students. The Task Force believes that it is critical to start with community based early childhood education that involves parents and develops their parenting skills. Research indicates that early language acquisition is a key factor in developing the academic skills important to intellectual development...Early childhood education programs can provide the setting for significant improvement and prepare the parents for their critical role in their children's development (p 31).*" Clearly, the needs of our students are not being met. We must look deeper and utilize the latest tools to understand the root cause for the **persistent, decades-long gap** between the goals of educators across Indian Country and the outcomes of their students.

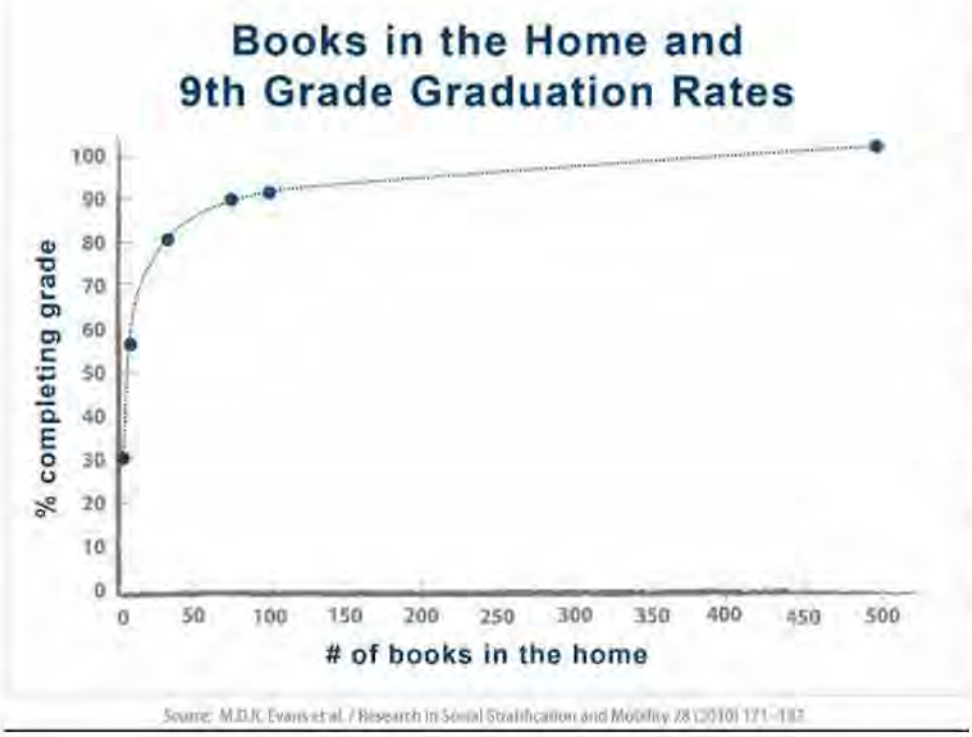
The Barriers. The project establishes a student-centered, community based model that leverages existing programs and services to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students. We intend to ***grow readers and develop leaders*** across the Gila River Indian Reservation by overcoming the biggest barriers to college and career readiness— 1) book scarcity and a poor habit of self-determined reading; 2) limited access to quality early childhood education; and 3) low academic achievement in grades K-8.

1) Book scarcity and a poor habit of self-determined reading.

The root of the problem is based upon the evidence that the Gila River Indian Community is a **Book Desert**. Data obtained from the Unite for Literacy Book Desert Map paints a clear picture. Using NAEP and census data, the predicted number of homes with more than 100 books on the Gila River Reservation is 4% compared to some census tracts within miles of the reservation that stand at 91%.



To further reinforce the point, books in the home were proven to be the best predictor of graduation rates in 27 countries in a research study that was conducted over a 20-year period. The researchers concluded that children whose homes have lots of books have great advantages over their counterparts with few books. As a predictor of college graduation rates, books in the home trump the education of the parents. A child who hails from a home with 25 books will, on average, complete two more years of school than would a child from a home without any books at all (Evans et al., 2010). In general, books help establish a scholarly culture in the home—**one that persists from generation to generation within families, largely independent of education and class**—creating a "taste for books" and promoting the skills and knowledge that foster both literacy and numeracy and, thus, lead to lifelong academic advantages (Evans et al., 2010). The most compelling data revealed by the study was the measurable advantage gained by each book added to a bookless home. Children coming from bookless homes had a 30%



probability of graduating 9th grade compared to a 90% chance for children who come from homes with 100+ books. In the climb from a bookless home to 100 books, **every book matters**.

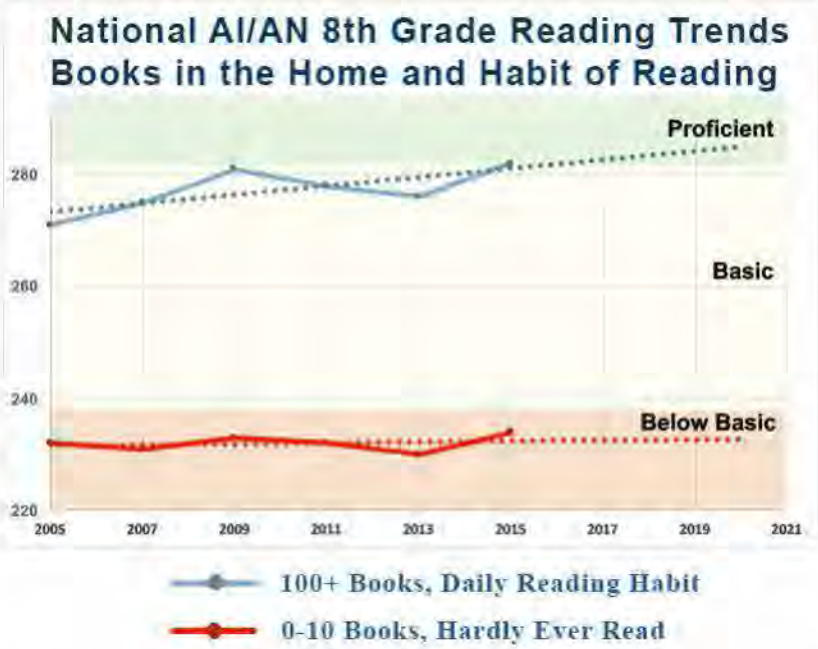
2) ***Limited access to quality early childhood education.***

With only 39% of the preschool-age children in the Community attending preschool, and with very little access to books in the home, children are not developing a regular habit of reading. Based on the *2014 Needs and Assets Report*, which includes Census 2010 data, shows the number of preschool children ages 3-4 years in each district, and the percentage of those children enrolled in a community-based preschool or kindergarten program. There are 546 children ages three and four years old in the region. This shows that an estimated 39 percent of the preschool-age children in the region received some type of center-based early care and education services, *leaving roughly 61 percent of the children unserved*, and with very little readiness preparation for kindergarten. Along with limited access to preschool, a *limited acquisition of Native Language* exists. Of the population 5 and older, a small percentage of

people in the Gila River Indian Community still speak a Native North American language at home (14%) than in Arizona reservations overall (52%).

3) ***Low Academic Achievement in K-8.***

According to the 2016 Arizona Merit results for 3rd through 8th grades at the four partner schools, over 80% of the students are below proficiency in English Language Arts. The chart below shows a **gap of nearly 40 points** between **American Indian** students with few books (who rarely read) and students with more than 100 books who read frequently. The plotted trend line predicts poor outcomes for students who grow up in book scarce homes. Nationally, AI/AN 8th grade students from homes with few books have stayed **Below Basic** for the last decade, and their trajectory into the future is flat. On the other hand, Indian students with more than 100 books who read frequently are on the path of **Proficiency**.



The Opportunities with Existing Programs. Based on evidence gathered within the last three years and historical data documenting decades of unsuccessful reforms, we believe this grant would provide the resources necessary to overcome the three identified barriers through focused, strategic efforts. We intend to build on promising programs such as the Bureau of Indian Education's Family and Child Education (FACE) program, Reach Out and Read, and

Raising a Reader, as well as our Culture and Language programs, and to build on the capacity of existing community supports—Gila River Health Care, Community Youth Council, Boys and Girls Clubs, and WIC—in order to plant the seeds of self-determination within our students.

Quality of the Project Design. The ***Growing Readers and Developing Leaders*** project addresses the needs of the families and students who attend the four identified partner schools (below). The identified partners for this proposal include the Gila River Tribal Education Office (Lead), First One Hundred Institute, (Coordinator) Blackwater Community School (Bureau of Indian Affairs (BIE)/State Charter Pre-K-5, enrollment: 350), Casa Blanca Community School (BIE Pre-K-4, enrollment 250), Gila Crossing Community School (BIE Pre-K-8, enrollment 489), and Sacaton Elementary School District (Pre-K-8, enrollment 584). All schools are located on the Gila River Indian Reservation with a total enrollment of 1673. First Things First, an Arizona statewide organization that funds early education and health programs to help children be successful once they enter kindergarten, provides both early childhood and Native Language Recovery funding to all schools. Meeting the goals of the proposed project will be a transformative change engine for the families and community.

The quality of the **Project Design** is based on the following factors:

(i) *The extent to which the project is focused on a defined local geographic area.* The ***Growing Readers and Developing Leaders*** project targets families and children living in the Gila River Indian Community, a 374,000-acre Indian Reservation located in South Central Arizona, bordering the Phoenix metropolitan area.

(ii) *The extent to which the proposed project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students.* The project is based on a number of research-based reports and studies,

including the 1991 Indian Nations at Risk, 2016 Arizona Merit reports, National Assessment of Education Progress (NAEP) results, and the local *2014 Needs and Assets Report*. It builds upon the work of existing agencies and programs, such as the Family and Child Education (FACE) program, First Things First, and the ongoing work of the community schools.

(iii) *The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.* The project proposes the following community-based goals and outcomes, which will be further detailed following this section: **1) Goal**: *Grow habits of reading in the home through the distribution of culturally relevant books and supportive parent engagement.* **Outcome:** By the end of each year, participating families will increase the time spent reading with their children by 20% as measured by pre/post surveys for parents on the number of books in their home, their habits of reading, and the individual training sessions. **2) Goal**: *Establish a demonstration preschool to expand high quality education and to share best practices with all preschools.* **Outcome:** The number of children entering kindergarten from the demonstration preschool will increase readiness skills by 10% annually on existing measures. **3) Goal:** *Engage K-8 students in STEM-based, print-rich activities that promote a self-determined reading habit outside of the classroom.* **Outcome:** By the end of each year, K-8 students will show an increased knowledge of STEM activities, and a 10% increase in time spent reading self-selected books as measured by a pre/post surveys**.** **4) Goal:** *Establish a cross-sector, professional learning community that builds the capacity of schools and existing community organizations to overcome the barriers of books scarcity in order to close the achievement gap.* **Outcome:** By the end of the project, the overall number of children in K-8 achieving reading proficiency skills will increase by 50% utilizing standard state measurements.

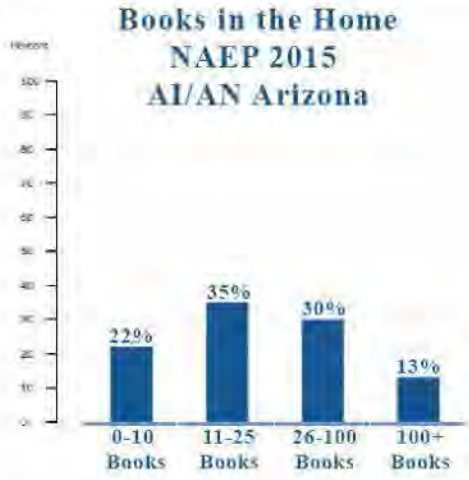
(iv) *The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.* The proposed project will address the needs of the target population through the four identified community-based goals, aligned with specific objectives and methods designed to meet four measurable outcomes. These goals, objectives, methods, and outcomes are detailed below in this Project Design section.

(v) *The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.* The identified partners for this proposal include the Gila River Tribal Education Office (Lead), First One Hundred Institute, (Coordinator) Blackwater Community School (Bureau of Indian Affairs (BIE)/State Charter Pre-K-5), Casa Blanca Community School (BIE Pre-K-4), Gila Crossing Community School (BIE Pre-K-8), and Sacaton Elementary School District (Pre-K-8). All schools are located on the Gila River Indian Reservation.

The ***Growing Readers and Developing Leaders*** goals, objectives, methods, and outcomes will meet the *absolute priority for College and Career Readiness for Native American Youth.* Each goal is tied to evidence-based research.

Goal 1. Grow habits of reading in the home through the distribution of culturally relevant books and supportive parent engagement.

***Evidence**:* According to the National Assessment of Education Progress (NAEP, 2015) report, children with more than 100 books in their homes are 3.1 times more likely to score at or above proficient on standardized tests. Children with a daily habit of reading *and* more than 100 books in their homes are 3.7 times more likely to score at proficient or above—and are the only subgroup of students that score on average, at or above proficient. Data shows (right) that nearly all American Indians in Arizona have far fewer books than is needed to support their growth toward proficient reading. (NAEP, 2015).



Objective 1: *By the end of 48 months, 80% of GRIC homes with children under age 6 will receive 100 books, including culture-based books in the O'Odham language to support the importance of preserving the Native culture and language.*

Method: The First One Hundred Institute will oversee this project and work with culture teachers and elders to create culturally and linguistically appropriate books. The Literacy Coordinator will oversee distribution of the books on a monthly basis through preschool classrooms, Head Start programs, and community services agencies such as Gila River Health Care, Boys and Girls Clubs, and WIC.

Objective 2: *400 families will have participated in literacy training from Southwest Human Development.*

Method: Families will be recruited to participate in *Raising a Reader* training that is adapted to the needs of the Community. Each session will cover various aspects of reading, engaging preschool children with books, and how to incorporate the habit of reading into daily practice.

Outcome for Goal 1: By the end of each year, participating families will increase the time spent reading with their children by 20% as measured by pre/post surveys for parents on the number of books in their home, their habits of reading, and the individual training sessions.

Goal 2. Establish a demonstration preschool to expand high quality education and to share best practices with all preschools.

Evidence: In the study *Eager to Learn: Educating Our Preschoolers*, Bowman, Donovan, and Burns, (2001) identify a number of broadly supported findings regarding the value of high-quality preschool programs. One finding states that "children who live in circumstances that place them at risk for school failure—poverty, low level of maternal education, maternal depression, and other factors that limit access to opportunities and resources—are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs."

Objective 1: *Participating preschool children will increase language, literacy, and communication skills.*

Method: The demonstration preschool program will utilize an evidence-based, developmentally appropriate preschool curriculum, such as HighScope or Creative Curriculum, with a strong focus on early language/literacy development. Preschool staff will receive curriculum training to establish the optimum learning environment, daily routines, and strategic lesson planning to support children's growth and development. The Arizona Early Learning Standards will be incorporated into the daily lessons and tracked for student mastery. Children will be assessed using the Work Sampling System and the DIAL-3, with 85% of the children demonstrating proficiency in all domain areas at preschool exit.

Objective 2: *Preschool children will increase understanding and usage of the Native language.*

Method: The O'Odham language will be integrated into the daily practice in the classroom by a fluent speaker to ensure the children gain foundational skills in their language. O'Odham books will be included in the classroom library; guest speakers will talk about O'Odham traditions and legends. 85% of the children will demonstrate a foundational knowledge of O'Odham language.

Objective 3: *Parents of participating preschoolers will increase their overall level of parent engagement, with a focus on children's language/literacy development, and reading readiness.*

Method: First One Hundred Institute staff will provide technical assistance to support preschool teachers to engage parents to support their children's language and literacy development, building on the *Raising a Reader* training provided in Goal 1. Support for parents and teachers will meet the varied needs of the program, and could include additional materials, workshops, Family Nights, and so on. Lessons learned and new ideas will be shared with the other preschool programs on the reservation.

Objective 4. *Preschool children will be screened for health and developmental concerns and referred to appropriate agencies.*

Method: All (100%) children will be screened for health and developmental concerns followed by referrals to appropriate agencies, with follow-up by teachers and school nurses.

Objective 5. *Preschool children will be kindergarten ready, and successfully transition into kindergarten.*

Method: All transitioning preschool children will have a transition plan developed by the preschool teacher, kindergarten teacher, and parents to ensure successful transition. Children will be assessed at kindergarten entry to determine reading readiness. The Evaluator will review all data from Work Sampling and DIAL-3, conduct classroom observations on curriculum

implementation, review screening and referral records, and transition plans to determine effectiveness of the program, and make program recommendations.

Outcome for Goal 2: The number of children entering kindergarten from the demonstration preschool will increase kindergarten readiness skills by 10% annually on existing measures.

Goal 3. Engage K-8 students in STEM-based, print-rich activities that promote a self-determined reading habit outside of the classroom. According to the Campaign for Grade Level Reading, "Interest in STEM (Science, Technology, Engineering and Math) can help develop reading skills. Many beginning readers actually prefer to read information texts—about snakes, spiders and other STEM topics—instead of the fiction books typically provided in the early years and early grades. Offering a varied selection of books may engage more children in reading."

Evidence: Enrichment programs in STEM have been shown to be effective in increasing student motivation (Weinberg, Basile, & Albright, 2011), and student motivation has been shown to affect intellectual performance and the construction of knowledge (Sinatra & Pintrich, 2003) as well as the type of cognitive strategies employed by students when faced with challenges (Elliot, McGregor, & Gable, 1999; Grant & Dweck, 2003).

Objective 1: *Engage students from grades K-8 in extra-curricular, project-based, and summer STEM activities, to encourage a regular habit of reading*

Method: Students in K-8 will participate in developmentally appropriate STEM projects. Examples of activities include: Promote summer reading in STEM grades K-2; a cohort group of 6-8 grade students from Sacaton School District and Gila Crossing Community School will attend the Summer Institute, which will include a visit to Arizona State University to meet Native college students, visit STEM related campus departments to interact with the faculty and learn about preparing for college and careers; project-based learning opportunities utilizing

STEM and Junior Achievement curriculum will be offered to a cohort of students in grades 4-8, including STEM summer camps, college campus visit at Arizona State University, and Stem-Work© class projects; students in grades 6-8 at both schools will take a career inventory assessment to identify potential careers and develop a College and Career Readiness plan. These STEM activities and more will form the basis for project-based learning activities and presentations to schools and the community.

Objective 2. *Increase student proficiency in higher-level thinking and academic reading through STEM as measured by school assessment data.*

Method: Students will participate in a variety of STEM related activities that will incorporate critical thinking skills, research, writing and reading. Potential STEM projects include The Natural World for grades 3-4; The Chemical and Natural World for grades 5-6; and The Technological World for grades 7-8. Thirty students at the elementary level and thirty at the middle grade level will attend a STEM Summer Institute that includes guest speakers, college campus visits, and project-based experiences. The enrichment program will consist of one week (half days for primary and full days for middle grades) of activities focusing on science, technology, engineering, and mathematics. The activities will require students to use higher-level thinking, inquiry, and science literacy skills. Sessions will be held in the community at a participating school. Partners in the community will serve as speakers and role models for students. Eastern Michigan University Student Teachers will be assigned to individual students to collaborate in building higher-level thinking and applications.

Objective 3. *Increase knowledge of financial literacy utilizing Junior Achievement curriculum.*

Method: Students in grades 5-8 will participate in a series of workshops sponsored by Junior Achievement curriculum on Financial Literacy. This includes Biz Town©, Finance Part

Virtual©, It's My Future© depending on the schedule at each partner school**.** An Open House will share information with the community. All students in 6-8 grade will take a career inventory test and review results with classroom teacher and counseling staff to develop a College and Career Readiness plan. The Evaluator will review student academic data for math, ELA, and science to determine any trends in student academic achievement correlated to these programs. Students will be give surveys to determine the impact of these programs on their comfort with STEM and Financial Literacy. Teachers will monitor and evaluate the project-based learning modulars. The summer STEM Institute will have a pre/post survey to determine how effective it was in raising students' interests in STEM and College and Career Readiness.

Outcome for Goal 3: By the end of each year, K-8 students will show an increased knowledge of STEM activities, and a 10% increase in time spent reading self-selected books as measured by a pre/post surveys, and by school assessment data.

Goal 4. Establish a cross-sector, professional learning community that builds the capacity of schools and existing community organizations to overcome the barriers of books scarcity in order to close the achievement gap.

***Evidence*:** In Richard DuFour's article, *What is a Professional Learning Community*, (Education Leadership, May 2004, p.6), he establishes the desired outcome for teachers. The collaboration that characterizes PLCs is a systematic process in which teachers work together to analyze and improve classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process leads to higher levels of student achievement.

Objective 1: *Within the context of STEM enrichment, increase teacher competency in effective strategies for engaging students focused on feedback and student lead learning.*

Method: Five teachers from each school will participate in the yearlong PLC training that includes the Summer Institute, Intersession training sessions and webinars. To increase the sustainability of the STEM enrichment, teachers from participating schools will be provided with professional development in STEM education. Research consistently shows that teacher quality is the most important factor in student achievement (Hunt & Carroll, 2003, McKinsey & Company, 2007). Dr. John Hattie's scientific research, *Visible Learning for Teachers, Maximizing Impact on Learning* model, and project-based learning will be tied to the STEM Summer Institute, along with Intersession and Webinar Support from Dr. Elizabeth Johnson and Kathy Walsh, Eastern Michigan University. In addition, there will be a second PLC for a cohort of teachers to increase their capacity in the delivery of STEM lessons and project-based learning.

Objective 2. *Provide education for parents, teachers and community members on the importance and daily practice of reading.*

Method: The Literacy Coordinator will deliver information and support to targeted community organizations at scheduled events throughout the year. As evidenced by a record of the number of events and contacts made, 80% of the community's members will receive messaging each year.

Objective 3: *Develop a community-based literacy campaign.*

Method: The Literacy Coordinator will engage a cross-sector group that includes students, parents, teachers, elders and community members to create messages and activities promoting self-directed reading. The campaign will use local and social media as well as community sporting and cultural events to engage the community as a whole. In addition, an annual Literacy Fair that is open to the community and includes all partners and students at the four schools will celebrate books and the habit of reading.

Outcome for Goal 4: *By the end of the project, the overall number of children in K-8 achieving reading proficiency skills will increase by 50% utilizing standard state measurements.* Reading data will be reviewed for all students in K-8 to determine if there is a correlation to these programs along with recommendations for future planning.

Quality of Project Personnel.

Tribal Education Director

Isaac Salcido has a Master's Degree in Education and is the current Tribal Education Director. He has previously served as an Assistant Principal and Head Start Manager. He will be tasked with the oversite of the Native Youth Community Grant to ensure all aspects of the grant, at the schools, summer institutes and community events, are implemented as presented in the grant. His time is an in-kind donation and represent approximately 10 hours a week.

Project Director - TBA

The Project Director oversees all program activities by coordinating all activities that have direct or indirect relationship as it pertains to the partnering communities.

Essential Duties and Responsibilities:

1. Works with the staff and partners in coordinating their activities by establishing an excellent working relationship with the staff and partners, 2. Coordinates school and community activities; 3. Develops a calendar of events; 4. Maintains resource list for staff; 5. Gathers all evaluations and summarizes for the evaluator; 6. Works to coordinate parent and district meetings; 7. Organizes material for reports to Gila River Indian Community organizations and council committees; 8. Organizes summer institutes and necessary supplies and logistics for the institutes; and, 9. Gathers and summarizes information for reports; and performs miscellaneous job-related duties as assigned.

Literacy Coordinator. TBA

Facilitates *Raising a Reader* © (RAR) parent trainings with community program staff, housing communities, and other community locations. Creates an interactive and engaging learning environment for all families. Adheres to all learning objectives within each training module. Presents and explains the RAR book bags and assists families in fostering an at home reading routine. Brings in speakers, provides information about other programs the agency has to offer as well as makes connections to services within the community that will enhance the parenting skills of all families through the "Resource of the Week" component of the program. Maintains all necessary reports associated with the position. Meets all performance standards as outlined in each contract. A complete job description is in the Appendix.

Partner to the Proposed Grant. ***First One Hundred Institute, Director William Mehojah*** is the former Director, Office of Indian Education. Currently he is a Consultant for First One Hundred Institute. His professional experience in education exceeds 35 years of service.

The following individuals will be contracted to provide the Professional Learning Community opportunities for teachers and students and the evaluation plan. Their vitas and resumes are located in the Appendices: Dr. Elizabeth Johnson and Kathy Walsh – PLC for teachers; Dr. Nancy Allen – PLC for teachers and STEM summer institute for students. Kate Hamm, Arizona State University, Principal Evaluator

Adequacy of Resources. *Arizona State University* has been a partner for external evaluation on the following grants secured by Blackwater Community School: Arizona State Department of Education 21st Century Community Learning Grant, Arizona Department of Education Reading First Grant, Title VII Preschool Demonstration Grant for three successful applications, First Thing First Kindergarten Summer Transition Grant, and First Things First Pre-Kindergarten Grant. Collectively, the nearly 20 years of ongoing partnerships with Blackwater

Community School have contributed to its recognition as a National Distinguished Title I School in 2011. The *First One Hundred Institute* has worked with more than twelve tribes throughout the southwest to include Arizona over the past several years in the area of language revitalization, and staff working with the Institute has worked with American Indian tribes nationally over the past twenty-five years. The Institute is currently working with an elementary school on the Gila River Indian Community funded by the state of Arizona's First Things First to revitalize the Native language in their community.

All aspects of the budget reflect appropriate costs associated with book distribution and training, professional development, STEM and Junior Achievement activities, a preschool program, supplies, technology, summer institutes, field trips, and personnel costs as noted in the budget/budget narrative.

Quality of the Management Plan. The management plan is effective and ensures proper and efficient administration of the program. All stakeholders share an equal responsibility for the programmatic and fiscal success of the program. The management model includes the active participation of the principal investigator, who will oversee the activities of staff and sub-contractors, to ensure fidelity to the program and the project design. This comprehensive approach to planning and monitoring will result in a program that meets the expectations of the grant and provides highly effective program outcomes. The plan will ensure a diversity of perspectives in the conduct of activities. Staff assigned to this project will be full time employees responsible for the implementation of the program as described in the application. The Management Plan with tasks, responsibilities, and timeline is detailed in the following chart.

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
1) Grow habits of reading in the home through the distribution of culturally relevant books, and supportive parent engagement;	Professional development for teaching staff Technical Assistance Conduct Literacy campaign Creation of digital library of cultural and non-cultural books Provide books to the homes *Raising a Reader*© PD Parent engagement activities Book credits for families	First One Hundred Institute Project Director First Things First Gila River Office School Librarians *Raising a Reader*© Staff Culture Teachers at each school	August 2016 –Task Force Meeting with stakeholders September 2016 – Launch Literacy Campaign Sept-Dec 2016 – Recruit parents for RAR PD Sept-Dec 2016 Meet with culture teachers/elders to discuss creating culture books and create a timeline for writing and production Sept-May 2016 –Schedule Family Literacy events
2) Establish a demonstration preschool to expand	Secure classrooms site Recruit 20 underserved students	Principal – Blackwater Community School Project Director	July 2016 – Recruit and hire Preschool Staff

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
high quality education, and to share best practices with all preschools	Hire teachers and paraprofessionals Provide professional development to teachers for high-quality language and literacy development, reading readiness Ensure quality cultural and non-cultural books in classroom Work with Native speakers and community elders to bring the Native language into the classroom Conduct appropriate screenings and assessments	Preschool Teacher and Paraprofessional Technologist HR Department Business Office Facilities Transportation Office First 100 Institute	July 2016 – Schedule High Scope/Assessment PD for newly hired preschool staff August 2016 – Recruit families to enroll for preschool program Sept 2016-May 2017 – Preschool program for 20 children with a focus on language/literacy Sept 2016-May 2017 –Conduct Preschool screenings for health and developmental needs; make referrals; conduct assessments 3X a year; host parent/teacher conferences 3X a year.

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
	Make referrals as necessary. Address language and literacy concerns Provide cultural experiences and language instruction Create transition plans Plan transition activities for kindergarten readiness		April 2017 – Schedule kindergarten transition meetings for eligible children Sept 2016-May 2017 Provide O'Odham daily language experiences in the classroom Sept 2016-May 2017 Schedule field trips
3) Engage K-8 students in STEM-based, print-rich activities that promote a self-determined reading	Select cohort of teachers Summer STEM camp for students Project-based STEM activities Buddy Reading Program	School Principals Project Director Counseling staff Teachers Paraprofessionals	July 2016 – Meeting with Principal, Literacy Coordinator, Curriculum Specialists, Counseling Staff and Teachers on

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
habit outside the classroom	Junior Achievement Curriculum workshops in each school Schedule guest speakers from many careers to present at the schools on College and Career Readiness Schedule College campus visits Career Interest Survey and Career Fairs Eastern Michigan University Student Teachers will be assigned to individual students to collaborate in building higher-level thinking and applications.	Curriculum Specialists at each school Consultant from Junior Achievement Guest Speakers for STEM and College and Career Readiness Dr. Nancy Allen Summer STEM	Leadership modular including STEM and JA curriculum to establish timeline for workshops August 2016 – Parent information Night on Leadership Program August 2016 – May 2017 Implement STEM and Junior Achievement workshops grades at each school January – April 2017 Career Inventory Testing and development of a College and Career Readiness Plan May 2017 – Recruit a cohort of students for summer STEM camp

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
			June 2017 – Summer STEM Camp
4) Establish a cross-sector, professional learning community that builds the capacity of schools and existing community organizations to overcome the barriers of book scarcity in order to close the achievement gap.	PLC cohort for professional learning of 5 teachers from each school to participate in a Summer Institute Follow up on Summer Institute during Intersessions as well as monthly Webinars Evidence of PLC in Lesson Plans, project-based learning opportunities and spring celebration of student work Deliver information and support to targeted community	Dr. Elizabeth Johnson, East Michigan University Kathy Walsh, Easter Michigan University Teachers Principal Project Director	July 2016 – Recruit cohort of teachers from each school for PLC July 2016 – Hold initial PLC meeting with stakeholders July 2016 Summer Institute July 2016 purchase PLC materials for teachers September 2016 – May 2016 Webinars and Intersession Workshops in October 2016 and March 2017 April Spring Celebration of Student work June 2017 summer institute

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
	organizations at scheduled events throughout the year. Develop the community-based literacy campaign by engaging a cross-sector group of students, parents, teachers, elders and community members. Create activities promoting self-directed reading. Utilize local and social media.		
Project Oversight	Project oversight Ensures effective implementation Review quarterly reports Administer budget Meet with evaluator and partners	Project Director Principals First Things First First One Hundred Institute Dr. Elizabeth Johnson	July 2016 – convene stakeholders meeting to review grant, expectations and timelines July 2016 Attend required training in Washington, D.C.

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
	Participate in training and technical assistance Convene and lead monthly meetings Oversee professional development Maintains professional contact with funder Submit require reports to tribe, community districts, and Department of Education	Kathy Walsh Dr. Nancy Allen ASU Evaluator Financial Personnel from each school	August 2016 – June 2017 monitors all aspects of the grant through monthly meetings with Principals, First Things First, 100 Books Institute, Evaluator, Dr. Johnson and Kathy Walsh and Dr. Nancy Allen. This can be include SKYPE for stakeholders who can't attend meetings August 2016 – June 2017 Coordinate and schedule guest speakers, college campus visits, and summer institutes for teachers and students

GOAL/ MANAGEMENT	TASKS	PERSON RESPONSIBLE	TIMELINE
			August 2016 – June 2017 prepare required reports with input from each partner to meet requirements of grant
Evaluation	Develop evaluation plan Visit school campus quarterly Observe classroom activities Meet with staff and director Provide feedback Write summative evaluation report	Arizona State University Project Director	August 2016 – May 2017 Visit school campus quarterly August 2016 – May 2017 Prepare formative reports quarterly and provide feedback as requested July 2016 – June 2017 June 2017 Write summative evaluation reports

Quality of the project evaluation. The evaluation plan is based on the ongoing assessment of the project's effectiveness in meeting the goals, objectives, outcomes and performance indicators outlined in this proposal and will include both process and outcome evaluations. The evaluation will be conducted by the Southwest Interdisciplinary Resource Center (SIRC) at Arizona State University. One of the primary goals of this evaluation is to capture the dynamics of the given set of activities to allow future replication of the project, and the Growing Readers and Developing Leaders program will serve as a model for the expansion of college and career readiness across Indian communities.

The Consolidated Standards of Reporting Trials (CONSORT) 2010 statement currently suggests that authors should report on "The interventions for each group with sufficient details to allow replication, including how and when they were actually administered." Based on this, the EQUATOR (Enhancing the QUAlity and Transparency Of health Research) network helped develop a checklist and guidance document called TIDierR (Template for Intervention Description and Replication). The overarching purpose of the TIDieR checklist is to prompt authors to describe interventions in sufficient detail to allow their replication. The checklist contains the minimum recommended items for describing an intervention for replication.

In order to document the intervention of the Growing Readers and Developing Leaders program, the concepts in the TIDieR will be used as well as other inputs, outputs and data sources. The checklist includes 12 items ranging from name of the intervention to rationale, handouts and how the program was implemented and by whom. These plus other key features—including duration, dose or intensity, mode of delivery, essential processes, and monitoring—all influence efficacy and replicability and will be described in the documentation of the program.

The description of the process of implementation is paramount if the intervention is to be replicated.

Further, the process evaluation will capture the dynamics of the Growing Readers and Developing Leaders program activities to provide a basis for future replication of the project and to provide ongoing information to the stakeholders so they can adjust their activities as necessary to enhance project success. The evaluation will assess communication, coordination and collaboration within and among the various organizations involved in the collaboration. A descriptive survey of each partner will be conducted to establish the baseline data about programs, attitudes and the efficacy of the partnership meetings and collaborative activities. The baseline information will provide a foundation for understanding and comparing changes in the program over time and will describe formal and informal communication between and among agencies. Because the evaluation will be a collaborative effort between the team and the stakeholders, it will include: data collection, the development of a reporting system and annual survey regarding communication and collaboration issues of all participating organizations.

Evaluation data from progress monitoring will provide details for immediate feedback and guidance that will determine if the strategies being used are effective for the youth being served. Through providing ongoing information, the project staff can adjust their activities as necessary to enhance project success. The evaluation will also document the extent to which the outcome objectives of the project are being met. It is the intent that the data collected on this program will demonstrate the direct correlation between a child's participation in the program and academic gains, higher reading proficiency skills, higher student proficiency in critical thinking through STEM, and improvement in social and financial literacy skills. Further, as a

result of the project, there will be a cadre of teachers who will exhibit best practices in reading and STEM instruction based on comprehensive training and results from pre and post surveys.

Summative evaluation data gathered for bi-annual and annual performance reports will provide the project and the Office of Indian Education with implementation strategies that are successful and can be used for replication as well as documentation of the extent to which the outcome objectives are met. Blackwater's experience in the delivery of quality programming, as evidenced by the nationally award winning FACE program, will guarantee the success of this application and ensure that the youth residing on Gila River are prepared to enter the kindergarten classrooms, have documented success in grades K-8 and will be better prepared to eventually transition to high school and college.

LOGIC MODEL - Targeted Outcome: Native American youth are College and Career ready through a comprehensive, needs based model that includes key community partners.
(see following chart)

Activities	Outcomes		
	Short-Term	**Intermediate**	**Long-Term**
Professional development provided on research- and standards-based instructional practices for language/literacy development, cognitive, social development, and kindergarten readiness. Technical assistance will support and sustain high-quality program implementation in the areas above. Research- and standards-based instructional practices conducted and carried out in the preschool classroom on a daily basis. A literacy campaign focus on creating a culture of literacy in the	*Preschool children:* Are exposed to teachers, teaching strategies, and learning environments that are research- and standards-based, and support their transition to kindergarten. *Preschool teachers:* Increase knowledge of preschool children's language and literacy development. Increase knowledge and skills to prepare preschool children socially and cognitively for kindergarten.	Children are prepared for kindergarten. Children's vocabulary is well-developed in Native and English language. Increased integration of language, culture, and traditions. Children communicate with their peers, parents, teachers, and other adults. Children are socially ready for kindergarten and can relate to peers, parents, teachers and other adults.	As a result of the project, children are socially and academically prepared for school, and successfully transition into kindergarten: Children have the language, communication, and literacy/pre-reading skills to succeed in kindergarten. Children have the cognitive skills and

Activities	Outcomes		
	Short-Term	**Intermediate**	**Long-Term**
home, along with publicity in the form of school newsletters, posters and flyers in the community, and public service announcements in reservation newspaper. Each preschooler's home will receive twenty-five digital books that are age, developmentally, and culturally appropriate. Develop culture-based books for the school libraries and home in native O'Odham language Raising a Reader training for a cohort of 25 parents at each school (total 100 parents)	Are trained and prepared to work with preschoolers and their families. Increase knowledge of how to promote family literacy, Native language and culture at home and in the classroom. Identify children with potential delays and health issues, refer for services, and ensure that services are carried out. Improve skills to help children transition smoothly from Preschool to kindergarten.	Increased numbers of books in Preschool children's homes. Children read and are read to more frequently at home, by parents and other family members. Early detection/awareness of developmental delays and health issues through early intervention contribute to lower numbers of special education placement. Preschool children will increase usage of the O'Odham language	conceptual knowledge to succeed in kindergarten. Children have social skills necessary to succeed in kindergarten. Parents and children will have in-home O'Odham/English books to support the revitalization of the Native language

Activities	Outcomes		
	Short-Term	**Intermediate**	**Long-Term**
Parent engagement supported through monthly training on language, literacy/reading, early learning standards, and kindergarten readiness. All preschool children screened in developmental, hearing, vision, and social-emotional domains. All preschool children assessed with specific language, communication, cognitive and social measurements. All preschoolers and families participate in planned transition	*Families/Parents:* Increase access to age and culturally appropriate books in various format Increase time reading at home Create new routines of learning and engagement with their children. Increase knowledge of their child's emerging growth and development toward kindergarten readiness. Practice and apply strategies at home with children.	Parents show increased engagement in their children's education at school and home and have high expectations for children's academic success. Involved families participate in the transition process for children from Preschool to kindergarten. Children and their parents develop habits of regular school attendance.	Parents will continue to support their child's educational goals when he/she transitions into kindergarten as evidenced by attendance at parent/teacher conferences. Parents will follow up with annual screening and referrals conducted by the school

Activities	Outcomes		
	Short-Term	**Intermediate**	**Long-Term**
activities from preschool to kindergarten. STEM Professional development provided for select elementary/middle school teachers Counselors conduct Interest Inventory Surveys for 6th-8th grade students, Career Fairs, and coordinate field trips to ASU for student career awareness A cohort of students from each school will participate in a summer STEM camp that exposes them to STEM careers and projects to increase critical thinking skills,	*Elementary Teachers/Students* Teachers will attend the summer institute and follow-up professional development. All students in 6-8 grade will take a career inventory test and review results with classroom teacher and counseling staff to develop a College/Career Readiness plan. The cohort of STEM summer camp students will learn about the cultural and historical knowledge in math and science through direct contact with university faculty and community elders.	Teachers will demonstrate an effective STEM lesson in their classrooms as measured by teacher observational records. Students will attend and successfully complete STEM summer camps and commit to yearlong project-based activities within their schools: Grades K-2: Summer reading activites Grades 3-4: ½ day sessions on Environmental Science Grades 5-6: ½ day sessions on Material Science and Chemistry	Teachers will have a strong understanding of the STEM instructional model and apply it in their classrooms. Teachers will have completed two intensive professional development institutes focused on evidence-based practices of student engagement and feedback to raise academic outcomes.

Activities	Outcomes		
	Short-Term	**Intermediate**	**Long-Term**
math, reading, research and related topics: Project-based STEM activities by grade K-8 will be incorporated throughout the school year A cohort of 5 teachers from each school will participate in a year-long professional learning community utilizing Dr. John Hattie's research.	Teachers will participate in a summer institute on STEM and project-based learning strategies to increase ELA, Math and critical thinking skills for College and Career Readiness.	Grades 7-8: ½ day sessions on Robotics, Computer Programming, Forensic Science, Rocketry, and Technology and the Arts. Teachers will apply project-based learning strategies in the classroom to increase ELA, Math and critical thinking skills for College and Career Readiness	Teachers will incorporate STEM and project-based learning as strategies to increase academic achievement for all students.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Geographic Area to be Served.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

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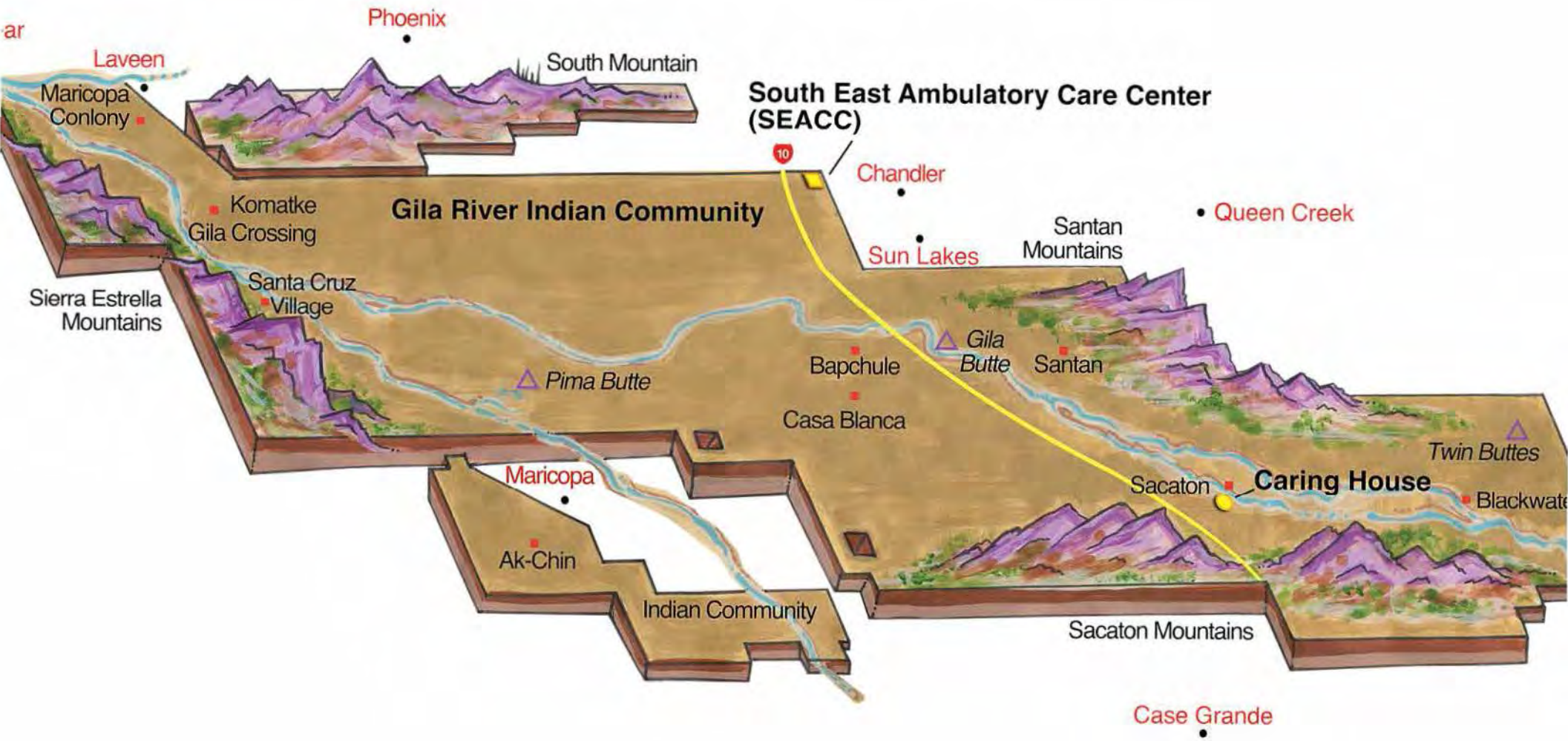
Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT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Caring House
Blackwate
Ak-Chin
Indian Community
Sacaton Mountains
Case Grande

TRIBAL EDUCATION DEPARTMENT
P.O. BOX 97 SACATON, ARIZONA 85247
520-562-3662 (P) 520-562-2924 (F)

MEMORANDUM:

TO: EDUCATION STANDING COMMITTEE

FROM: ISAAC SALCIDO, DIRECTOR
TRIBAL EDUCATION DEPARTMENT

DATE: JANUARY 21, 2016

RE: 2015 AZ MERIT SCORES

Attached are the collected 2015 AZ Merit scores from the school within the Community who took the 2015 AZ Merit test.

Gila River Indian Community
Tribal Education Department
2015 AZ Merit Results
English Language Arts (ELA)

3rd Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	11	76	14	11	0
Casa Blanca	50	2	78	20	2	0
Gila Crossing	65	5	86	9	5	0
Maricopa Village						
Sacaton District	45	7	78	16	4	2
Skyline D5				N/A		
St. Peters						

4th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	11	77	11	11	0
Casa Blanca	41	0	85	15	0	0
Gila Crossing	70	14	74	11	14	0
Maricopa Village						
Sacaton District	42	26	69	5	26	0
Skyline D5				N/A		
St. Peters						

5th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	13	63	25	13	0
Casa Blanca				N/A		
Gila Crossing	48	4	73	23	4	0
Maricopa Village						
Sacaton District	55	5	81	14	5	0
Skyline D5	22	0	82	18	0	0
St. Peters						

6th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater						
Casa Blanca				N/A		
Gila Crossing	58	7	84	9	7	0
Maricopa Village						
Sacaton District	50	12	60	28	12	0
Skyline D5	22	0	77	23	0	0
St. Peters						

Gila River Indian Community
Tribal Education Department
2015 AZ Merit Results
English Language Arts (ELA)

7th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater				N/A		
Casa Blanca				N/A		
Gila Crossing	42	10	79	12	5	5
Maricopa Village						
Sacaton District	52	2	87	12	2	0
Skyline D5	19	5	79	16	5	0
St. Peters						

8th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater				N/A		
Casa Blanca				N/A		
Gila Crossing	32	9	66	25	9	0
Maricopa Village						
Sacaton District	35	6	74	20	6	0
Skyline D5	23	17	48	35	17	0
St. Peters						

Gila River Indian Community
Tribal Education Department
2015 AZ Merit Results
Math

3rd Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	14	53	33	12	2
Casa Blanca	52	0	85	15	0	0
Gila Crossing	65	8	62	31	6	2
Maricopa Village						
Sacaton District	45	26	42	31	22	4
Skyline D5				N/A		
St. Peters						

4th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	20	48	31	20	0
Casa Blanca	43	0	93	7	0	0
Gila Crossing	71	11	60	20	8	3
Maricopa Village						
Sacaton District	43	26	42	33	26	0
Skyline D5				N/A		
St. Peters						

5th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater	NA	NA	63	23	10	5
Casa Blanca				N/A		
Gila Crossing	48	4	69	27	4	0
Maricopa Village						
Sacaton District	59	12	56	32	12	0
Skyline D5	22	0	68	32	0	0
St. Peters						

6th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater				N/A		
Casa Blanca				N/A		
Gila Crossing	58	7	84	9	7	0
Maricopa Village						
Sacaton District	50	18	62	20	16	2
Skyline D5	22	0	91	9	0	0
St. Peters						

Gila River Indian Community
Tribal Education Department
2015 AZ Merit Results
Math

7th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater				N/A		
Casa Blanca				N/A		
Gila Crossing	42	4	69	27	4	0
Maricopa Village						
Sacaton District	53	2	81	17	2	0
Skyline D5	19	11	68	21	11	0
St. Peters						

8th Grade

School	Student Count	% Passing	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Blackwater				N/A		
Casa Blanca				N/A		
Gila Crossing	42	10	79	12	5	5
Maricopa Village						
Sacaton District	36	6	69	25	0	6
Skyline D5	23	43	22	35	39	4
St. Peters						

All Grades Status - DIBELS Next - Former Goals

District: Blackwater Community School
Year: 2015-2016

Grade	Beginning				Middle				End			
K	n=61	34 (56%)	11 (18%)	16 (26%)	n=68	17 (25%)	16 (24%)	35 (51%)	n=69	7 (10%)	8 (12%)	54 (78%)
1st	n=51	8 (16%)	9 (18%)	34 (67%)	n=49	13 (27%)	4 (8%)	32 (65%)	n=50	12 (24%)	8 (16%)	30 (60%)
2nd	n=45	7 (16%)	6 (13%)	32 (71%)	n=42	9 (21%)	5 (12%)	28 (67%)	n=41	11 (27%)	6 (15%)	24 (59%)
3rd	n=47	14 (30%)	9 (19%)	24 (51%)	n=45	5 (11%)	16 (36%)	24 (53%)	n=44	11 (25%)	8 (18%)	25 (57%)
4th	n=54	18 (33%)	8 (15%)	28 (52%)	n=54	14 (26%)	5 (9%)	35 (65%)	n=55	5 (9%)	16 (29%)	34 (62%)
5th	n=40	5 (13%)	11 (28%)	24 (60%)	n=42	4 (10%)	15 (36%)	23 (55%)	n=42	3 (7%)	13 (31%)	26 (62%)
6th	No students with data.				No students with data.				No students with data.			
All	n=298	86 (29%)	54 (18%)	158 (53%)	n=300	62 (21%)	61 (20%)	177 (59%)	n=301	49 (16%)	59 (20%)	193 (64%)

Legend n = Number of Students Intensive Support Strategic Support Core Support

Results Based On DIBELS Composite Score

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05/11/2016, 1

Literacy Coordinator

POSITION:

TRAINING SPECIALIST- LANGUAGE AND LITERACY SPECIALIST

CLASSIFICATION:

EXEMPT

DEPARTMENT:

Tribal Education

SUPERVISOR:

Project Director

JOB SUMMARY:

Facilitates Raising A Reader (RAR) parent trainings with community program staff, housing communities and other community locations. Creates an interactive and engaging learning environment for all families. Adheres to all learning objectives within each training module. Presents and explains the RAR book bags and assists families in fostering an at home reading routine. Brings in quest speakers, provides information about other programs the agency has to offer as well as makes connections to services within the community that will enhance the parenting skills of all families through the "Resource of the Week" component of the program. Maintains all necessary reports associated with the position. Responsible for identifying locations for delivery of the program, establishing new partnerships and recruitment of participants for the program. Has knowledge of agency programs and Community as well as requirements for enrollment and eligibility. Assists in planning, developing, implementing and evaluating program services, policies and procedures. Meets all performance standards as outlined in each contract.

Training responsibilities:

a) Conduct 3 to 7 trainings per quarter
b) Model the reading process reflective of RAR modules
c) Actively engage parents and children to create a safe and nurturing environment
d) Create original ideas directly related to the curriculum
e) Assist in recruitment of families for all trainings including those of contracted trainers

Administrative responsibilities:

a) Attend and participate in all RAR staff and planning meeting
b) Maintain program related documentation, Unite for Literacy records, data reports, attendance sheets, pre and post tests, applications, media releases, and missing or damaged book forms
c) Keep track of all inventory
d) Assist in creating and monitoring quarterly schedules
e) Collect and maintain program related data
f) Attend outreach events

g) Assist in any added administrative help by needed by Program Director

- Uses independent judgment and discretion in setting daily priorities to complete tasks.
- Demonstrates sensitivity to linguistic, cultural, social, economic, individual and role differences among persons, families served.
- Provides services that are family-centered and relationship-based.

2. Functions as an effective team member with co-workers and the community to build productive, collaborative relationships and to achieve program goals and objectives.

- Develops positive and constructive working relationships with staff, participants and team members
- Maintains established work schedule, is punctual, keep appointments, willing to adapt schedule to meet unexpected needs and changes, and utilizes time effectively..
- Maintains, keeps clean, utilized efficiently and safely the agency/department's physical facility and equipment.
- Supports integrated team process for service delivery.

3. Communicates accurately, clearly and professionally.

- Communicates in a positive, respectful and courteous manner.
- Interacts with co-workers and the community to build productive, collaborative relationships to support the achievement of service goals.
- Understands and maintains private and sensitive information within the confines of need-to-know parameters.
- Composes letters, memos, minutes, forms, and reports using various writing styles and formats to produce documents that effectively communicate the purpose and intent.
- Proofs and revises work for correct grammar, spelling and format.
- Submits accurate and complete reports as per program guidelines and according to program timelines.

4. Uses supervision effectively, takes initiative to secure professional development opportunities, and applies relevant information in the work setting.

- Accurately identifies areas of mastery and areas targeted for personal growth and development. Seeks assistance and guidance when needed.
- Incorporates constructive direction from supervisor to improve job performance.
- Accepts responsibility for the quality of job performance and makes changes as needed.
- Maintains awareness of current professional information in the fields of activity; undertakes regular and ongoing efforts to maintain competencies in the skills used and incorporates new knowledge and skills on the job.
- Shares pertinent information with supervisor/director about work progress, barriers, successes, concerns, and other issues that may have an impact on the department's services.

EDUCATION, EXPERIENCE, AND OTHER QUALIFICATIONS

- Bachelor's Degree in Early Childhood Development or related field with expertise related to literacy development in young children 0-5. Excellent written and oral communication skills. Organizational and interpersonal skills required.
  Strong computer skills are required, including proficiency in Microsoft Office applications (i.e. MS Word, Excel, PowerPoint, Access, and Publisher). Classroom experience preferred but not required.

- Equivalent combination of education and experience.
- Certification in infant/toddler First Aid and CPR.
- Functional knowledge of AIDS/STD's and Occupational Safety and Health Administration (OSHA) standards and procedures.
- Knowledge of Child Protective Services reporting mandates.

STRENGTH AND MOBILITY

- Ability to lift 35 - 50 pounds.
- Ability to stoop,bend, and squat to child's eye level for appropriate amounts of time.
- Ability to sit for periods of time on the floor with children.
- Ability to get up and down from floor without assistance.
- Ability to run after a child, if necessary.
- Ability to climb flights of stairs.
- Ability to play with children, skip, run, and hop.

SALARY

$45,000-$50,000

This list of Essential Job Functions and tasks are accurate as of the date reviewed. If the Essential Job Functions of this job changes, including physical or mental demands, a re-determination of the Essential Job Functions should be done. Questions about the Essential Job Functions of a job should be addressed to the Director or Managing Supervisor for the position.

The above statements are intended to describe the general nature and level of work being performed by the person in this job and are not intended to be an exhaustive list of all responsibilities and skills required.

_____

Employee date

_____

Project Director date

Isaac Salcido, Director
Tribal Education Department
Gila River Indian Community
P.O. Box 97
Sacaton AZ 85147

Phone: (520) 562-3662
Fax: (520) 562-2924
Isaac.Salcido@gric.nsn.us

Resume

Education

2002 Master of Arts Arizona State University
Education Administration/Supervision
2000 Bachelor of Arts Ottawa University
Psychology

Experience

2015 – Present Director, Tribal Education Department, Gila River Indian Community

- Oversee on reservation and off reservation schools serving Gila River Children Students
- Early Childhood, Elementary and High School s well as Adult Education Programs and Student Services
- Curriculum, Assessment and Professional Development Alignment across all schools.
- Oversee Formative and Summative Assessment processes and protocols including timelines
- Serve as the Project Director for Education Department Grants and Contracts
- Supervise and Monitor Sovereignty in Education Community Plan
- Coordinate school activities and functions with Site Administrators
- Monitor and Coordinate BIE Schools, Public Schools, Parochial Schools and all other schools located on the Community

2004 – 2015 Elementary School Administration – Cartwright School District I have worked as an Assistant Principal at two schools: Sunset Elementary School 2010 – 2015, and Charles W. Harris Elementary School 2004 – 2010.

- Responsible to assist the School Principal in all facets of school management
- Staff Recruitment and Selection
- Staff Development
- Personnel Evaluation for Certified and Classified Staff
- Student Behavior Management
- Classroom Observations and Assessment
- Resource Management
- Parent/Community Involvement.

2002 -2004 Head Start Program Management – Cartwright School District

- Program Planning and Development
- Curriculum Planning and Monitoring
- Staff Observation and Evaluation

- Parent Involvement including participation in program planning and staffing
- Grant Development including Community Needs Assessment
- Coordinating with government entities including HHS officials, Department of Education, City of Phoenix Human Services Division and the Cartwright School District Administration.

1995 – 2002 City of Phoenix Head Start

- Parent Involvement Program Specialist
- Plan and Deliver Parent Training in 4 School Districts is Phoenix, Arizona
- Monitor Program Compliance with Head Start Program Performance Standards
- Participate in planning goals and objectives for Parental Involvement activities in schools and the community as a whole

William A. Mehojah, Jr.

1300 43rd Street N.E. Rio Rancho, New Mexico 87144 (505) 994-2279

- Over 35 years of management experience
- Managed national federal agency programs
- Excellent presentation and communication skills
- Supervised 26 managers located throughout the nation
- Proven ability to develop multiple programs and projects
- Responsible for managing federal programs with budgets in excess of 700 million dollars
- Past experience as a Board of Directors member for two national and international non-profit organizations

Professional Experience

Consultant-First One Hundred Institute: 2008-Present
Rio Rancho, New Mexico

- Work with schools in the Bureau of Indian Education system to facilitate their work with federal agencies.
- Developed grants for schools for submission to the Departments of the Interior and Education in the areas of school facilities and early childhood education and language\culture revitalization.
- Presented to First Things First Board of Directors (state of Arizona) on early literacy development in native communities.
- Organized two language and culture conferences in the southwest for tribes in Arizona and New Mexico
- Founded the First One Hundred Institute, a non-profit focused on native language revitalization and book integration in Indian communities.

Assistant Director-Detention Facilities: 2004-2007
Office of Facilities Management and Construction
Department of the Interior-Albuquerque, New Mexico

- Directed renovation and repair of 61 detention centers located throughout the United States.

- Developed budget submissions to Congress to support renovation of facilities as well as continued maintenance of detention facilities.
- Responsible for working with 19 American Indian tribes located in 12 states to coordinate construction of new detention facilities funded by the Department of Justice.
- Directly responsible for determining repair and renovation priorities of all detention facilities in the Bureau of Indian Affairs' inventory.
- Managed the development of a 40 year Master Plan to construct detention centers throughout the United States.
- Responsible for allocating and reconciling more than 8 million dollars each year and tracking construction schedules.
- Developed training program for agency facility managers on utilization of facility data base.
- Developed partnership with Office of Justice Services, Bureau of Indian Affairs, through monthly meetings with senior staff and quarterly meetings with field managers, to ensure coordination of facility repair and renovation.

Deputy Bureau Director
Bureau of Indian Affairs-Washington, D.C.: 2003-2004

- Responsible for managing five national programs for the Bureau of Indian Affairs to include Social Services, Tribal Government, Self Determination, Road Construction and Improvement, and Tribal Courts
- Developed budget submissions to Congress and managed the expenditures of program funds.
- Supervised five senior level managers and indirectly staff located in twelve regional offices located throughout the United States.
- Developed national polices and regulations for the five programs.
- Developed annual reports for submission to Congress.
- Managed program budgets in excess of 400 million dollars to include budget development, execution, and reconciling of financial accounts.
- Responsible for coordinating and conducting annual consultation services with American Indian tribes throughout the nation.

Director, Office of Indian Education Programs

Bureau of Indian Affairs-Washington, D.C.: 2001-2003

- Responsible for managing a national education program for 45,000 American Indian students attending 185 schools throughout the United States.
- Supervised two post secondary institutions funded by the BIA, and supported through annual budgets 20 tribal community colleges.
- Developed budget submissions to Congress and testified in support of the submissions.
- Prepared annual reports required by federal statute.
- Conducted national tribal consultation sessions on an annual basis and published findings in the Federal Register.
- Directly responsible for budgets in excess of 700 million dollars.
- Directly managed 24 education managers located throughout the nation.
- Worked with various national education organizations and served on two Boards of Directors.
- Coordinated two White House events in support of American Indian education initiatives.
- Developed a national non-profit foundation to benefit American Indian children.

Deputy Director, Office of Indian Education Programs: 1995-2001

- Responsible for day-to-day operations of the Office of Indian Education Programs.
- Developed partnerships with national education organizations to benefit the OIEP mission of providing quality education programs.
- Responsible for developing policies, procedures, and regulations for pre-elementary to post secondary programs funded or operated by the Bureau of Indian Affairs.
- Developed education program initiatives by working with other federal agencies and departments such as the Smithsonian Institution, National Park Service, and the Department of Education.
- Worked with tribes, school boards, and the OFMC to develop school construction priority lists and for follow up consultation with tribes and school boards.
- Responsible for managing over 200 million dollars.

Special Assistant to the Director, OIEP: 1992-1995

- Responsible for working with tribes, tribal organizations, and national Indian education organizations to develop programs to benefit Indian students enrolled in Bureau of Indian Affairs schools.
- Responsible for establishing positive working relationships with organizations to include Congressional committee staff, Office of Management and Budget, and Indian tribes and organizations.
- Assisted in the development of annual tribal consultation sessions with tribes throughout the nation.
- Drafted policy letters and coordinated internal department comments.

Branch Chief, Elementary and Secondary Education: 1984-1992

- Responsible for developing policies and program regulations for 184 elementary and secondary schools.
- Developed training programs for teachers, counselors, and education administrators.
- Managed federal program funds in excess of 100 million dollars from budget development to execution.
- Responsible for monitoring programs at schools located in 26 states and developing follow up procedures and programs to improve teaching and learning.
- Supervised 16 professional staff.

Administrator
Bureau of Indian Affairs-Anchorage Education Field Office-Anchorage, Alaska: 1977-1984

- Managed 34 professional staff who provided technical assistance to 54 Bureau funded schools and tribal contracted programs in the state of Alaska.
- Responsible for establishing positive working relationships with Alaska Native corporations that provided education programs funded by the Bureau of Indian Affairs.
- Responsible for budget execution of 54 million dollars.

Supervisory Education Specialist

Bureau of Indian Affairs, Rosebud Agency
Rosebud, South Dakota: 1974-1977

- Managed the Bureau's education program at the Rosebud Agency.
- Responsible for directly managing scholarship programs, one elementary and secondary school including two dorms housing 300 elementary and secondary students.
- Directly responsible for approximately five million dollars.
- Supervised six professional staff members

Education Specialist-Rosebud Agency: 1972-1974

- Counselor at Rosebud Agency Dormitories
- Responsible for providing counseling and guidance services to 300 students from ages 6 to 18.

Fort Benning, Georgia-U.S. Army: 1971-1972

- U.S. Army Infantry Officer's School

Alaska Army National Guard-Anchorage, Alaska: 1978-1982

- Captain, Company Commander

Honors:

2005: Board Member, High Scope Educational Research Foundation

2004: Indian Educator of the Year-National Indian Education Association

2004: Goodling Award for Literacy-National Center for Family Literacy

2002-2004: Board Member, Parents as Teachers National Center

2001: Leadership Award-Parents as Teachers National Center

Education:

1970: B.A. English and Secondary Education: University of North Dakota

1971: M.A. Education Psychology and Counseling

1995: Senior Executive Service Development Program, Department of the Interior

Other:

Member, Kaw Tribe of Oklahoma

Dr. Elizabeth K. Johnson

(b)(6)

Education

Wayne State University	Ed.D. K-12 Curriculum & Instruction Cognates: Professional Development, Educational Leadership
Eastern Michigan University	M.A. Educational Administration, Superintendent and Principal Endorsement (Michigan)
Arkansas State University	B.S.E. Physical Education, Recreation & Dance, Minor: Science

Work Experience

Eastern Michigan University	"Distinguished Professor" 1994 to Present
Wayne State University	Adjunct Professor & Student Teaching Supervisor 1985 to 1994
External Service Provider	1985 to Present (Provided Evidence-Based & Best Practice Consultation (Keynotes, Workshops, School Improvement Consultation, to Over 2,000 schools Including Working Within 7 Native Reservations Districts)
Educator	1976 to 1985 K-12 Teacher, Alternative Secondary & Adult Education Teacher, Assistant Principal, Rehabilitation Facilitator, Coach

Scholarly Works

- 2 Published Books on Evidenced-Based Teaching and Student Engagement
- $10,000, 000 Ten Year Grant (Skillman Foundation, Detroit Public Schools & Eastern Michigan University) Provided school on-site pre-service teaching training
- Over 30-juried International, National, Regional & State Conference Presentations/Papers Inclusive of United Tribes College/Standing Rock Reservation State Conference & Gila River Reservation Education Conference
- Current Journal Editor "Michigan Association of Teacher Educators"
- Past President "Michigan Association of Teacher Educators"

Honors & Community Involvement

Eastern Michigan University "Distinguished Faculty Teaching Award"
EMU "Alumni Teaching Excellence Award"
EMU "Holman Learning Center Faculty Award"
People Magazine's "Above & Beyond Award"
Dr. Martin Luther King, Jr. "Humanitarian Award"
EMU "Institutional Values Award"
EMU "Scholar/Athlete Teaching Award"
EMU University Diversity Council
Who's Who in American Colleges & Universities
EMU Counselor/Advisor "Kappa Delta Pi International Honor's Society for Educators"
EMU Counselor "His House Ministry"
EMU Faculty Advisor "Black Leaders Aspiring for Critical Knowledge"

Mary Kathleen Walsh, M.A.

(b)(6)

Statement of Purpose:

I am a literacy focused, dedicated, resourceful and goal driven educator who has a solid commitment to the social, emotional and academic growth of every student. I promote educational equity, teacher and student efficacy and am driven to increase levels of achievement for every student and offer quality professional development for every educator.

Certifications:
Michigan Provisional Certification Elementary K-5 all subjects
(K-8 All Subjects Self Contained Classrooms)
True Colors International, Trainer

Education
Masters in Curriculum and Instruction **Eastern Michigan University**
Bachelors of Science - Elementary Education **Eastern Michigan University**
Associates in Liberal Arts/Basic Studies **Washtenaw Community College**

Professional Organizations
Michigan Association of Teacher Educators
ASCD (Association for Supervision and Curriculum Development)
Phi Delta Kappa, Professional Organization for Educators
Kappa Delta Pi, International Organization for Educators
International Reading Association

Experience:
Extreme Teaching for Extreme Times, LLC Educational Consulting President/Co-Owner 2004-Present www.extreme-teaching.com
Michigan Association of Teacher Educators Board President 2008-Present
Michigan Association of Teacher Educators Board President Elect 2007
Michigan Association of Teacher Educators P-12 Representative 2006-2007
Michigan Association of Teacher Educators Michigan Student Teacher of Year Judge 2006-Present
Eastern Michigan University University Diversity Council Alumni Representative
Association of Teacher Educators Council of Unit President Michigan Representative and Midwest Representative
National Speaker in Multiple School Districts (Extensive List)
Common Core Institute Conference Speaker 2012
AdvancEd Invited Yearly Speaker

Achievements/Awards

Eastern Michigan University "*Extraordinary Woman of Excellence Award*"
Eastern Michigan University College of Education *Celebration of Excellence Honoree*
Eastern Michigan University Kappa Delta Pi "*Exemplary Educator Award*"
Co-Author: *We've Gotta Reach 'Em to Teach'Em; Where Teaching Intersects the Human Condition*"
National Public Radio Interview August 2005 Bismarck ND for Work With The Lakota Sioux Tribe
WWJ Radio Interview 2012
Eastern Michigan University Alumni Achievement Award Recipient 2016

NANCY ALLEN
(b)(6)
nancya@qu.edu.qa

EDUCATION
University of Texas at Austin
1995 Ph.D. in Curriculum and Instruction
1991 Master of Education Degree in Science
1986 Texas Teacher Certification, Composite Secondary Science & Biology
1968 Bachelor of Arts in Zoology, with Honors

PROFESSIONAL EXPERIENCE

27 years experience in teaching, teacher education, curriculum development, and program development, assessment, and evaluation.

2015-Present Consultant, Qatar Foundation National Priorities Research Program grant*: Learning4Teaching-Qatar: Examining Qatari teachers' experiences of professional development in English language teaching* (in partnership with University of Michigan, Carnegie Mellon Qatar, and the University of Qatar*).*

2012-Present Consultant, Qatar Foundation National Priorities Research Program grant: *Reading in the Content Areas* grant: (in partnership with Carnegie Mellon Qatar).

2010-Present President, Curriculum and Technology Consultants, LLC.
Selected Projects:

- Department of Homeland Security's U.S. Citizens and Immigration Services' Office of Citizenship (through Sensis, Inc.). Development of online volunteer training modules, lesson plans for students, and interactive student activities
- Oman Ministry of Education: Action Research (with the International Reading Association)
- Texas Education Region 13. Instructional designer for five online courses related to students with Autism Spectrum Disorders for Texas Education Agency through Education Center Region 13
- Barwa Knowledge: Development of the curriculum framework for Barwa Knowledge Schools
- North Texas University. External evaluator for the Noyce Scholarship Project, funded by the U.S. National Science Foundation (NSF).

2009-Present Visiting Faculty and Accreditation Coordinator, Qatar University. Main duties include quality assurance in all programs, college and university accreditation efforts, and faculty development

2013-2014 Lead Education Specialist, International Reading Association and USDA grant in Sierra Leone

2011-2013 Activities Director, E-Start Grant for increasing participation of Hispanic students in science, technology, engineering, and technology (STEM) careers, Howard College, Big Spring, Texas

2011-2012 Co-Principal Investigator, U.S. State Department's Middle East Partnership Initiative (MEPI) grant: *First Qatari International Literacy Conference* (in partnership with International Reading Association and Bloomsbury Publishing).

2009-2013 Adjunct Professor and Online Course Designer in Science Education, Texas Tech University

2009-2010 Co-Primary Investigator, Contracted Research: *How Has the Adoption of the K-NET Learning Management System Affected Teaching and Learning in Qatar?* Funder: ictQatar.

2008-2009 Co-Primary Investigator, Contracted Research: *Factors that Affect the Choice of a Career in the Oil and Gas Industry by Qatari Youth.* Funders included Exxon-Mobile, Dolphin Energy, and RasGas Energy Companies.

2006-2009 Associate Professor and Program Coordinator, Educational Leadership Masters Degree and Secondary Education Diploma Degree, University of Qatar, Doha, Qatar, teaching science education and leadership courses.

2006-2009 Professional Development Facilitator, Office of Faculty Improvement and Development, Qatar University.

2004-2009	Professional Development Facilitator for the Center for Educational Research and Development, providing science and pedagogy workshops to inservice teachers, Doha, Qatar.
2004-2006	Project Manager, Teacher Quality Grant, Funding from the U.S. Department of Education, Granted to Big Spring Independent School District and Howard College.
2003-2006	Professor, Biological Sciences, Howard College.
2005-2006	Fulbright Senior Specialist with assignment to Casa Grande University, Ecuador, to teach courses in pedagogy and technology to faculty.
2003-2005	Consultant, Smithsonian Institution, in culturally relevant curriculum development.
2003-2005	Program Project Coordinator, Texas Center for Educational Technology, University of North Texas, Denton, Texas. Responsibilities include: Coordinating SouthCentral Regional Technology Consortium's Higher Education Cadres, a five-state grant to advance technology infusion in teacher education; Manager of the professional development department; evaluator for TARGET grants; online course developer and instructor.
2002-2003	Coordinator, Middle School Teacher Education Program, Texas A&M University, College Station.
2000-2003	Associate Professor, Department of Teaching, Learning, and Culture, Texas A&M University, College Station.
1996-2010	External evaluator for 16 federal and state funded educational programs in science and/or technology, including the NSF Robert Noyce Scholarship Program for the University of North Texas, Teacher Quality Grants for Texas Tech University Department of Chemistry and North Texas University Department of Chemistry; TARGET (educational technology) grant projects for Education Service Centers in Texas Regions 14 and 15; and 12 Eisenhower Grants, Texas State University and the University of Texas at Austin.
1994-2000	University of Texas Challenge Grant Coordinator and Program Curriculum Consultant, Bureau of Indian Affairs Office of Indian Education and of individual tribal school.
1999-2000	University of Texas Project Coordinator, Online Academy in Teacher Preparation in Technology, Preparing Tomorrow's Teachers Catalyst Grant.
1995-2000	Developing Instructor, online courses in Curriculum Development Through Technology, Department of Curriculum and Instruction, The University of Texas at Austin.
1995-2000	University of Texas Project Director and Grant Curriculum Specialist, Four Directions Challenge in Technology Grant, Department of Education, a six year, six million dollar national project involving 19 American Indian tribal school and four universities.
1995-1996	Instructor, Biology, Austin Community College, Austin, Texas.
1995-1996	Instructional Designer and Curriculum Specialist, *Science Achievement for Students of Limited English Proficiency*, a collaboration of twenty-nine school districts and Texas Learning Technology Group, Austin, Texas.
1994-1996	Curriculum Designer and Science Specialist, Environmental Education, Texas Learning Technology Group, Austin, Texas.
1994	Chemistry, Physical Science Teacher, Burnet High School, Burnet, Texas.
1993-1995	Secondary Science Teacher: Biology, Physical Science, Environmental Science, Chemistry; Quest High School, Burnet, Texas.
1993	Student Teacher Supervisor: Primary, Intermediate, Middle, and Secondary Levels; Department of Curriculum & Instruction, The University of Texas at Austin.
1990-1993	Science Curriculum Development, Texas Memorial Museum, The University of Texas at Austin.
1992-1993	Teaching Assistant, Designs for Instruction, Department of Curriculum & Instruction, The University of Texas at Austin.
1991-1992	Student Teacher Supervisor, Department of Curriculum & Instruction, The University of Texas at Austin.
1984-1991	(Summer Employment). Drop-out Remediation Program, Texas Employment Commission, Burnet, Texas.
1984-1993	Middle School Science Teacher, Burnet Consolidated School District, Burnet, Texas.

SELECTED PUBLICATIONS

Sadiq, H. & Allen, N. (2016). Accreditation for the college of education, Qatar University: A journey toward excellence. In Nicholas M. Michelli, Robin Dada, Deborah Eldridge and Rana Tamin (Eds.) *An*

International Perspective on Teacher Quality and Teacher Education Quality: Accreditation from a Global Perspective [Pending Publication].

Allen, N. (2015). *Middle grad teachers' perceptions of applied reading activities structures and strategies versus observed practice in second language classrooms.* In Christina Gitsaki, Melanie Gobert, and Helene Demirci (Eds.) *Current issues in reading, writing, and visual literacy: Research and practice.* Cambridge, UK: Cambridge Scholars Publishing.

McDermott, P., and Allen, N. (2014). Bringing research-based methods to West Africa: Diagnostic teaching in Sierra Leone. *Reading Today, 32*(1), 38-39.

Zaki, E., Allen, N., Almula, B., Al Motawaha, F., & Fakhro, A. (2009, May). Roles and Responsibilities of Teaching Assistants in Primary Independent Schools of Qatar *Current Issues in Education* [On-line], *11*(7). Available: http://cie.ed.asu.edu/volume11/number7/

Al Kabasi, H. & Allen, N. (2008). Leadership for technology adoption in a reform community. Proceedings of Ed-Media: June 30, 2008 - Friday July 4, 2008, Vienna, Austria. Ed-Media 2008, World Conference on Educational Multimedia, Hypermedia and Telecommunications: Association for the Advancement of Computing in Education.

Allen, N. (2008). Teachers finding solutions through action research. *Education for a New Era 7*. pp. 14-15. Doha, Qatar: Supreme Education Council.

Zepp, R. & Allen, N. (2008). *The role of Qatar University in educational research and development*. Conference Proceedings, The Second Conference on Planning and Development of Education and Scientific Research in the Arab States: Towards Building a Knowledge Society" February 24-27, 2008, Dhahran, Saudi Arabic.

Allen, N. & Edmondson, R. (2006). *Science and technology: A partnership to increase minority participation.* Proceedings of Ed-Media: June 26-30, 2006, Orlando, Florida, USA. Ed-Media 2006, World Conference on Educational Multimedia, Hypermedia and Telecommunications: Association for the Advancement of Computing in Education.

Allen, N. Wigby, K., & Edmondson, R. (2006). *Crossing the digital divide: US-Ecuadorian partnership to develop online university courses*. Proceedings of Ed-Media: June 26-30, 2006, Orlando, Florida, USA. Science and Technology: Ed-Media 2006, World Conference on Educational Multimedia, Hypermedia and Telecommunications: Association for the Advancement of Computing in Education .

Solomon, G., Allen, N., and Resta, P. (Eds). (2003). *Toward digital equity: Bridging the divide in education*. Boston: Allyn & Bacon.

Allen, N; Christal, M.; Perrot, D.; Wilson, C.; Grote, B.; & Earley, M. (1999, April). Native American schools move into the new millennium. *Educational Leadership, 56*(7) 71-74.

Meadows, J., Settage, J., & Allen, N. (1998). Camera Connection, *Science Teacher, (66)* 3, 32-36.

Allen, N.J. & Crawley, F.E. (1998, February). Voices from the bridge: Worldview conflicts of Kickapoo students of science, *Journal of Research in Science Teaching, 35*(2), 111-32.

Allen, N.J. (1998). Not in our state: Authentic assessment for Native American students using digital photography. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998). ERIC, Resources in Education (RIE) Accession Number ED418851.

Allen, N.J. (1997). Indigenous models for science-and-culture curriculum development. 37p. Mar 1997. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 21-24, 1997). ERIC, Resources in Education (RIE) Accession Number ED407222

Allen, N; Garsow, K.; Johnson, S.; Martin, M.; Montgomery, S.; Olson, H. (1997). Technology, culture, and integrated curriculum: An on-line challenge. Paper presented at the Annual Meeting of the International Society for Technology in Education (Austin, TX, November 13, 1997). ERIC, Resources in Education (RIE) AN: Accession Number ED416074.

Allen, N.J. (1995). Voices from the bridge: Kickapoo Indian students and science education: A worldview comparison. Apr 1995. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995). AN: Accession Number ED387330.

Allen, N.J. (1992) Rediscovering America - Native American science education, *The Texas Science Teacher,* **21** (4), 17-19

Allen, N. (1998). *Vanishing species of Texas*, Interdisciplinary multicultural environmental curriculum, in cooperation with the Texas Memorial Museum. (as Project director and curriculum director).

Allen, N. (1997). *Time Quest: Journeys in the nature of science: Student activities and teacher's manual* Austin, TX: Texas Learning Technology Group.

Allen, N. (1997). *Adventures in discovery park: Journeys in life science: Student activities and teacher's manual* Austin, TX: Texas Learning Technology Group.

Allen, N. (1997). *Search for energy: Journeys in physical science: Student activities and teacher's manual* Austin, TX: Texas Learning Technology Group.

Allen, N. (1996). *EcoExpert: Case of the polluted playground: Student activities and teacher's manual.* Austin, TX: Texas Learning Technology Group.

Allen, N. (1996). *EcoExpert: Incident at Elk Run: Student activities and teacher's manual.* Austin, TX: Texas Learning Technology Group.

Allen, N. (1996). *EcoExpert: Shadow over Crystal Valley: Student activities and teacher's manual.* Austin, TX: Texas Learning Technology Group.

KEYNOTE PRESENTATIONS

2011 Jornadas Pedagógicas Mobile Learning Conference, Casa Grande University, Guayaquil, Ecuador, November 23, 2012. Keynot Address: *Research on Mobile Devices.*

2007 Third Annual Educational Symposium: Best Practices in E-Learning. March 24, Qatar University, Doha, Qatar: *Keynote Address: Best Practices in E-Learning* (with Dr. Ron Aust, Kansas University).

2006 Second Symposium in Early Childhood Education, November, Qatar University, Doha, Qatar: *Keynote Address: Culture and Technology in the Education of Young Children*.

2001 Preparing Tomorrow's Teachers to Use Technology (PT3) Annual Grantees' Meeting, August 2- 5, Washington, DC: *Keynote Panel: Digital Equity*

1999 Co-Chaired Symposium on Multicultural Science at the Annual Convention of the National Association for Research in Science Teaching, Boston, MA, March, 1999, with Okubukola Jegede and Glen Aikenhead.

INTERNATIONAL, NATIONAL, and STATE COMMITTEES

2003 Part of International Writing team for UNESCO's *Information and Computer Technology in Teacher Education, A Planning Guide* (Khvilon, E., Patru, M., Resta, P., Semenov, A.).

2000-2005 National Digital Equity Task Force, Preparing Tomorrow's Teachers in Technology Program, US Department of Education

1999-2005 Steering Committee, Technology Leadership Academy, a collaboration of institutes for teacher education in Texas, New Mexico, Kansas, Oklahoma, and Missouri

ACADEMIC SERVICE

Editorial Board -- *Academic Journal of Humanities and Social Sciences*
Reviewer – *Journal of Curriculum Studies*
Reviewer -- *Near and Middle Eastern Journal of Research in Education*

SELECTED PROFESSIONAL HONORS AND AWARDS

Global Volunteer Award, International Literacy Society (2015)
First Place Research Award, Poster Division, Qatar Foundation International Research Convention with Reynolds, D; Eslami, Z.; Cherif, M.; Wright, K. and Al-Sabbagh, S. (2013)
Outstanding Faculty Award, Qatar University (2007)
Outstanding Faculty Award, Howard College (2006)
Best Paper of Conference Award, National Association for Research in Science Teaching (NARST)
Finalist, Dissertation of the Year Award, National Association for Research in Science Teaching (NARST)
Phi Beta Kappa, Honor Society

POST-SECONDARY COURSES TAUGHT

Undergraduate Level

- Science in the Middle and Secondary School (Texas A&M College Station)
- Science Methods (Texas Tech Hill Country)
- Educational Psychology (Portland University)
- Biology (Howard College and Austin Community College)
- Botany (Howard College)
- Zoology (Howard College)
- Anatomy and Physiology (Howard College)

- Microbiology (Howard College0
- Entomology (Howard College)
- Nutrition

Post-Baccalaureate Level
- Thematic Curriculum (University of Texas Austin)
- Culturally Relevant Curriculum Through Technology
- Teaching Skills I (Texas A&M College Station)
- Science and Humanity (University of Texas San Antonio)
- Teaching Skills II (Texas A&M at College Station)
- Management of Education Technology (Educational Service Center Region 13)
- Curriculum and Instruction (Qatar University)
- Curriculum and Assessment (Qatar University)

Graduate Level
- Analysis of Teaching (Texas A&M College Station)
- Foundations of Educational Leadership (Qatar University)
- Educational Policy (Qatar University)
- Management of School Information Systems (Qatar University)
- Curriculum Design and Development (Qatar University)
- Instructional Supervision (Qatar University)

Faculty Professional Development Courses (Qatar University Office of Faculty Instructional Development)
- Writing for Publication
- Reaching Students at Risk
- Assessment Methodologies
- Active Learning
- Sheltered Science
- Course Design for Effective Learning

Kathryn D. Hamm

Employment

Southwest Interdisciplinary Research Center
Arizona State University Program for Adult
January 2011 – Present
Research Analyst/Evaluation Coordinator

- Responsible for data collection, evaluation and analysis of data for external federal evaluation of Streets of Success-Teen Outreach Program for Maricopa County Department of Health
- Conduct outcome measure and evaluation of parenting program for Friendly House
- Conduct evaluation for pre-school and after school programs on the Gila River Indian Community
- Perform evaluation of county wide capacity building grant

Arizona Prevention Resource Center
Arizona State University
July 1997 – January 2011
Research Specialist Senior

- Responsible for data collection, evaluation and analysis of data for federal and state grants including 21st Century Community Learning Centers, Olweus Bully Prevention Program, Project Challenge and demonstration grants on the Gila River Indian reservation
- Design and implement a data collection system for statewide tobacco prevention and cessation programs and manage multi-university program evaluation collaboration
- Conduct literature reviews and co-author articles
- Develop and test surveys and interview protocols
- Participate in writing research proposals for new funding
- Create and manage ACCESS and SPSS databases
- Analyze data and develop reports on all data collection activities
- Supervise support staff in data collection and data input
- Conduct and develop materials for multiple training events including: CHAMPS tobacco prevention, Grantworks and the Arizona Program Design and Evaluation Logic Model
- Develop, pilot test and disseminate evaluation kit for teachers to sustain program evaluation

Arizona Adult Literacy and Technology Resource Center (AALTRC)
January 1995 – July 1997
Program Coordinator

- Coordinated research, grant writing and direct contact activities with funding agents
- Actively sought additional contracts with state agencies and correctional facilities for staff development and research opportunities
- Implemented and developed research and evaluation studies based on graduates from the Arizona National Guard's Project Challenge program
- Database creation, spreadsheets, conducted surveys, organized data, wrote reports
- Drafted and edited articles for a center newsletter

Rio Salado College
September 1994 – November 1996
Instructor
Phoenix Library, Arizona State Prison Complex:
Arizona Center for Women and Phoenix West

- Trained participants in the five GED subject areas
- Implemented GED program for female inmates
- Focused on GED preparation while taking advantage of available technological devices
- Prepared clearly defined expectations, assignments and lessons
- Initiated a formal release plan for each inmate which targeted
- Developed materials for students with learning disabilities

Rio Salado College
January 1994 – January 1995
Program for Adult Student Success (PASS)

- Data collection, analysis and maintenance of database on 163 PASS graduates and compiled a final report
- Served as a liaison between students and administrators
- Recruited and retained students
- Assessed AA degree requirements for PASS students

Education

Shepherd College
September 1985 – May 1990

Bachelor of Science
Communication and Journalism major with an English minor

Arizona State University
January 2000 – May 2005

Master in Public Administration

COMPUTER SKILLS

Extensive computer experience with IBM Personal Word, WordPerfect, Publisher, Access, PowerPoint, SPSS, Outlook
Internet and E-Mail, World Wide Web Research

Training/Presentations Conducted

Arizona Logic Model
CHAMPS Peer Leadership Training of Trainer
CHAMPS Evaluation Implementation
Grantworks Grant Proposal Training
Best Practices in Program Evaluation
Olweus Bully Prevention Program

Publications

American Journal of Health Education September/October 2003

References

Professional references are available upon request.

Kim Jacobs – Literacy Consultant/Writer

(b)(6)

Expertise

Early Childhood Education, Early Language and Literacy Development, Family Literacy, Parent Engagement, Professional Development and Technical Assistance, Writing/Grant Writing, Speaking

Education

MASTER OF SCIENCE IN EDUCATION (SUMMA CUM LAUDE) | 1982 | UNIVERSITY OF KENTUCKY, LEXINGTON, KY

· Major: Vocational Education/Home Economics-Family Studies Emphasis
· Related coursework: Family Education, Child Development, Education, Women's Studies
· Additional Post Masters coursework completed in Early Childhood Education-Preschool (pre-practicum coursework)

BACHELOR OF SCIENCE IN EDUCATION (MAGNA CUM LAUDE)| 1979 | MOREHEAD STATE UNIVERSITY, MOREHEAD, KY

· Area of Concentration: Vocational Home Economics
· Related coursework: Family Living, Child Development, Consumer Education, Food & Nutrition, Interior Design, Clothing Design & Construction
· Extra-curricular: Delta Zeta Sorority, Student Government

HIGH SCHOOL DIPLOMA (WITH HONORS)| 1975 | MIAMI TRACE H.S., WASHINGTON, C.H., OHIO

· Areas of Study: Art & Music curriculum emphasis
· Extra-curricular: Future Teachers, Student Council, Band, Chorus/Musicals

Experience

LITERACY CONSULTANT/WRITER | SELF-EMPLOYED | SEPT 2015 - PRESENT

· Provide professional development and classroom observations/technical assistance to Jefferson County Public Schools (Louisville, KY) Early Childhood Education (Preschool and Head Start) Programs for the National Center for Families Learning (NCFL)
· Writing/Revising educational products for NCFL (What Works in Early Language/Literacy Development, CIRCLE Preschool Curriculum writer, Teacher of the Year publication)

CEO/PUBLISHER | TURQUOISE MORNING PRESS | FEBRUARY 2010 – OCTOBER 2015

· Chief Operating Officer for Turquoise Morning Press, a small digital publishing house of genre fiction.
· Duties included staff management, accounting, payroll, overseeing publication schedules, formatting of ebook and print files, upload documents for print/publishing, cover art creation

DIRECTOR| NATIONAL CENTER FOR FAMILIES LEARNING | APRIL 2011 – FEBRUARY 2014

· Director of the Family and Child Education (FACE) project, funded by the Bureau of Indian Education
· Direct management of BIE contract, supervision of staff, budget; direct provider of training and technical assistance to FACE programs.

TRAINER/MANAGER/DIRECTOR | NATIONAL CENTER FOR FAMILIES LEARNING | FEBRUARY 2000-JANUARY 2010

· Training Specialist—design and deliver professional development to schools and programs nationwide,

particularly with Head Start. Coordinated and delivered trainings with regional and federal Head Start Bureau staff. (2000-2002)
· Program Manager for design and development of research-based training products; publisher liaison for the development of early childhood products with Kaplan Early Learning Company. (2002-2003)
· Project Manager over a research-based elementary school parent engagement model, *All Your Parents AYP* funded by the Annenberg Foundation. (2004-2006)
· Training Specialist and Director of the Family and Child Education (FACE) project funded by the Bureau of Indian Education (2003-2010)

PROGRAM COORDINATOR | WOODFORD COUNTY SCHOOLS, VERSAILLES, KY | JULY 1996-JANUARY 2000

· Coordinator of Infant/Early Childhood Services. General program administration including budget, grant writing and funding, supervision of staff, and collaboration with community agencies such as Head Start, Social Services, Adult Education, and Community Education.
· Provided direct services to families with children ages birth to five years.

HOME ECONOMICS TEACHER | SCOTT COUNTY SCHOOLS, GEORGETOWN, KY | 1979-1996

· Middle and High School Home Economics Teacher.
· Director of Scott County Teen Parent Program and On-site Day Care (licensed)

Certifications

· Kentucky Life-time Teacher Certification, grades 7-2
· Certified Trainer, National Center for Families Learning
· Kentucky Credentialed Early Childhood Trainer, Level 5
· Parents as Teachers Parent Educator: Birth to Three; Three to Five; Born to Learn
· Kindermusik Instructor Training
· C.I.R.C.L.E. Early Literacy Training
· Early Childhood Educator's Academy, U.S. Department of Education
· Developmentally Appropriate Practice (High/Scope)
· Equipped for the Future, adult education framework
· Kentucky Intact Workshop for Community Education, National Center for Community Education
· Head Start Training and Technical Assistance training
· Head Start New Directors and Education Coordinators training
· The Grantsmanship Center, grantwriting workshop
· Equipped for the Future (EFF) Adult Education training
· Fundamentals of Effective Training System
· Rapid Instructional Design by Thiagi
· Effective Management for Supervisors

Selected Trainings/Presentations

Family and Child Education (FACE) Implementation Training, Annually, 2003-2012
Family and Child Education (FACE) Follow-up Training, Annually, 2003-2012
NCFL Family Literacy Implementation Training, Annually, 2000-2005
Children's Literacy—Infants and Toddlers, April 2005, National Conference on Family Literacy Preconference
Session. Louisville, KY
Dialogic Reading, March 2005, FACE/Baby FACE National Training, Choctaw, MS
Putting Findings from the National Early Literacy Panel into Practice, July, 2004, FLSN Family Literacy Learning Luau, Los Angeles, CA

Working with Families: Parent Engagement for Student Achievement, July, 2004, NCFL Summer Institute, Louisville, KY
Advancing the Quality of Education and Promoting Literacy Workshop: May, 2004
High Quality Language and Literacy Development, Chicago Public Schools Early Childhood Professional Development Initiative, Chicago, IL
Family Literacy: Strong Partnerships for Student Success, February 2004, National Title 1 Conference, New Orleans, LA.
Family Literacy: Increasing Student Achievement, February, 2004, NCEE America's Choice Principal Academy, St. Simon's Island, GA
Children's Education in Family Literacy—Preschool, November, 2003, National Center for Family Literacy, Louisville, KY
Scientifically Based Reading Research in Family Literacy Programs, October, 2003, Ohio Even Start Coordinators and Parent Educators, Columbus Ohio
Engaging Parents for Success, August 2003, Indiana Literacy Conference, Brazil, Indiana,
NCFL imPACT Training System for Family Literacy Professionals, March 2003, National Conference on Family Literacy
Foundations in Family Literacy: imPACT Training for Family Literacy Professionals, National Conference on Family Literacy, Long Beach, CA March, 2003
Working with Teen Parents in Family Literacy Programs, NCFL Summer Institute, July 2002, Louisville, KY
Meaningful Parent-Child Interactions: Implications from Research, National Conference on Family Literacy, March 2002, Albuquerque, NM
Family Literacy Design and Development Training, Ohio Family Literacy Conference, August 2001Columbus, OH
Component Integration: Making the Family Literacy Quilt, July 2001, NCFL Summer Institute, Louisville, KY
Family Literacy and the Head Start Project Awareness Training, May 2001, National Head Start Conference, Orlando, FL
Finger Paints and Rhythm Sticks: Active Pathways to Literacy Development, March 2001, National Conference on Family Literacy, Dallas, TX
Implementing Teen Parent Programs into the High School Setting, November 1997, CACSAP Conference, San Diego, CA

Selected Published Works

Jacobs, K. (2007, September). *2007 Literacy Day Tabloid*. The Newspaper Association of America Foundation.
Jacobs, K. (Ed.) (2006). *All your parents = AYP: Parent involvement in elementary schools*. Louisville, KY: National Center for Family Literacy.
Jacobs, K. (2006, September). Let's talk. *2006 Literacy Day Tabloid*. The Newspaper Association of America Foundation. Jacobs, K. (2006, Spring). Professional development that works: Job embedded professional development strategies. *Connecting. 5.*
Jacobs, K. (2006, Winter). Professional development that works: Talking about books, dialogic reading. *Connecting*, 5, 7.
Jacobs, K. & McMaster, J. (2005, October). Reading launches a successful future. *Kentuckiana parent magazine*. 1, 41.
Jacobs, K. (2005, Fall). Professional development that works: Parent involvement. *Connecting*, 5, 16-17.
Jacobs, K. (2005, September). Preschoolers: Getting ready to read. *2005 Literacy Day Tabloid,* The

Newspaper Association of America Foundation.
Jacobs, K. (2005, Spring). Professional development that works: Building programs with families. *Connecting*, 4, 8-10.
Jacobs, K. (2005). *Children's literacy: Infants and toddlers*. National Center for Family Literacy.
Jacobs, K. (2004). Parent and child together time. In B. Wasik (Ed.), *Handbook on family literacy*. NJ: Lawrence Erlbaum Associates, Inc.
Jacobs, K. (2004, September). Reading voyage. *2004 Literacy Day Tabloid,* The Newspaper Association of America Foundation.
Jacobs, K. (2004, August). Building literacy into Parent Time and PACT Time. *Momentum.*
Jacobs, K. (2004, Summer). Professional development that works: Family literacy and English language learners. *Connecting*, 4, 18-19.
Jacobs, K. (2004, March). Professional development that works: NCFL imPACT training system for family literacy professionals. *Connecting,* 3, 14-15.
Jacobs, K. (2003, December). Professional development that works: Administration in Even Start. *Connecting*, 3, 5.
Jacobs, K. (2003). *Children's literacy: Preschoolers*. National Center for Family Literacy.

BLACKWATER COMMUNITY SCHOOL

"Quality Education Begins Here"

May 26, 2016

STATEMENT OF PRIOR GRANT AWARD

It is to notify the Office of Indian Education, US Department of Education that Blackwater Community School was awarded 'Demonstration Grant for Indian Children' under the title of "**Blackwater Community School- Preschool Demonstration Grant**" with the award number being **S299A130020 (under the CFDA Program 84.299A).** The grant award was made for four years beginning from the school year 2012-13 till school year 2016-17 (July 1, 2013 thru June 30, 2017).

It is to be further notified that Blackwater Community School is one of the many partners currently working with Gila River Indian Community (Tribe) to submit a grant application for the Native Youth Community Project.

Please feel free to call the school at (520)215-5859 or cell phone at (b)(6) should you need additional information about the prior grant award.

Sincerely,

(b)(6)

Jagdish Sharma (Principal)
Blackwater Community School
3652 East Blackwater School Road
Coolidge, AZ 85128 - 6609

United States Department of the Interior

INTERIOR BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815

Interior Business Center

RECEIVED
MAY 3 2016
OFFICE OF THE TREASURER

April 28, 2016

Mr. Robert G. Keller, Treasurer
Gila River Indian Community
P.O. Box 216
Sacaton, AZ 85147-2160

Dear Mr. Keller:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

Common fiscal year end dates and proposal due dates are listed below:

Fiscal Year End Date	Proposal Due Date
September 30th	March 31st
December 31st	June 30th
June 30th	December 31st

Please visit our Web site at http://www.doi.gov/ibc/services/Indirect_Cost_Services for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other Web sites.

Sincerely,

(b)(6)

Deborah A. Moberly (b)(6)
Office Chief

Enclosure

cc: Self-Determination Specialist, Western Regional Office, Bureau of Indian Affairs
Director, Self-Determination Services, Indian Health Services, HQE
Compact Negotiator, Office of Self Governance, North West Field Office, BIA

Ref: J:\Native Americans\Western (Phoenix PH)\Gila River Indian Community (Gricw046) (289)\FY 2016\Issue.ltr.docx

Phone: (916) 566-7111
Fax: (916)566-7110
Email: ICS@ibc.doi.gov
Internet: http://www.doi.gov/ibc/services/Indirect_Cost_services

Indian Organizations
Indirect Cost Negotiation Agreement

EIN: 86-0107023

Organization:

Gila River Indian Community
P.O. Box 2160
Sacaton, AZ 85147-2160

Date: April 28, 2016

Report No(s).: 16-A-0736

Filing Ref.:
Last Negotiation Agreement
dated July 14, 2015

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period From	Effective Period To	Rate*	Locations	Applicable To
Fixed Carryforward	10/01/15	09/30/16	21.93%	All	All Programs

***Base:** Modified total direct costs: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

A. **Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. **Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. **Changes**: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. **Rate Type**:
1. Fixed Carryforward Rate: The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. Provisional/Final Rate: Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. Predetermined Rate: A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. Rate Extension: Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. **Agency Notification**: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. **Record Keeping**: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. **Reimbursement Ceilings**: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. **Use of Other Rates**: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. **Other:**

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

Gila River Indian Community
Tribal Government

(b)(6) /s/

Robert G. Keller
Name (Type or Print)

Treasurer
Title

4-22-16
Date

By the Cognizant Federal Government Agency:

U.S. Department of the Interior
Interior Business Center
Agency

(b)(6) /s/

Deborah A. Moberly
Name

Office Chief
Office of Indirect Cost Services
Title

APR 28 2016
Date

Negotiated by Elena Chan
Telephone (916) 566-7102

FIRST THINGS FIRST

(b)(6)

Early Childhood System Building

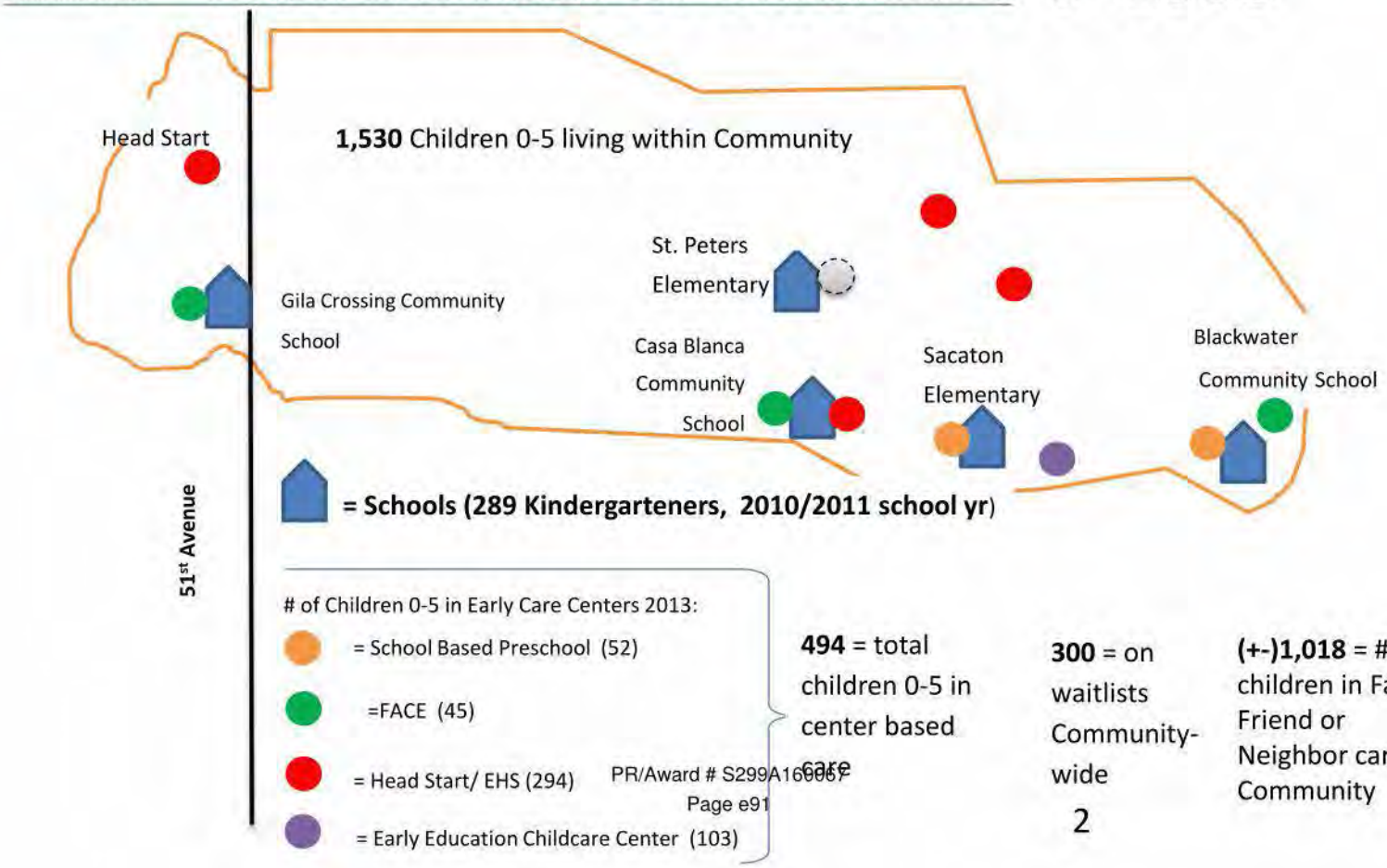
Joint planning Session: Education Standing Committee, Health and Social Standing Committee and First Things First Gila River Regional Partnership Council

1. *Priorities*
2. *Outcomes wanted?*
3. *Goals, target service #'s, target population & target areas?*

READY FOR SCHOOL. SET FOR LIFE.

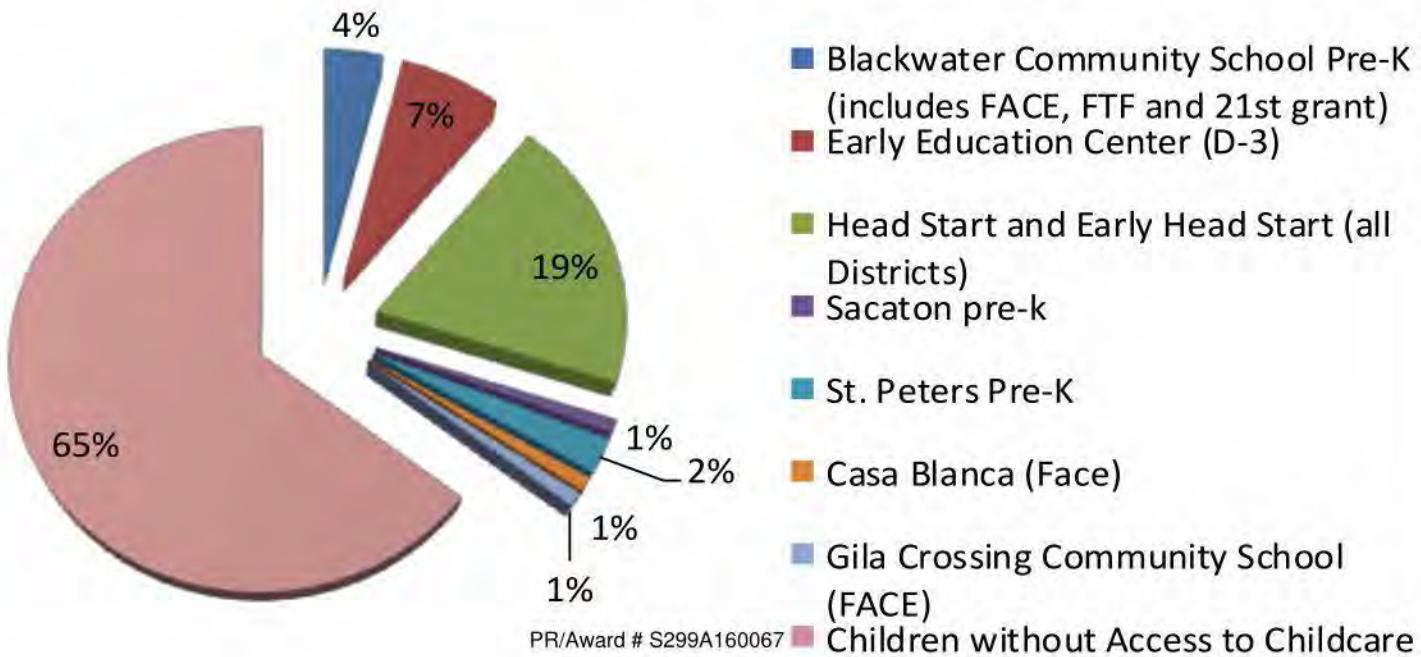
2011 Types of Early Care in the Community

Total Number of Children 0-5=**1530**



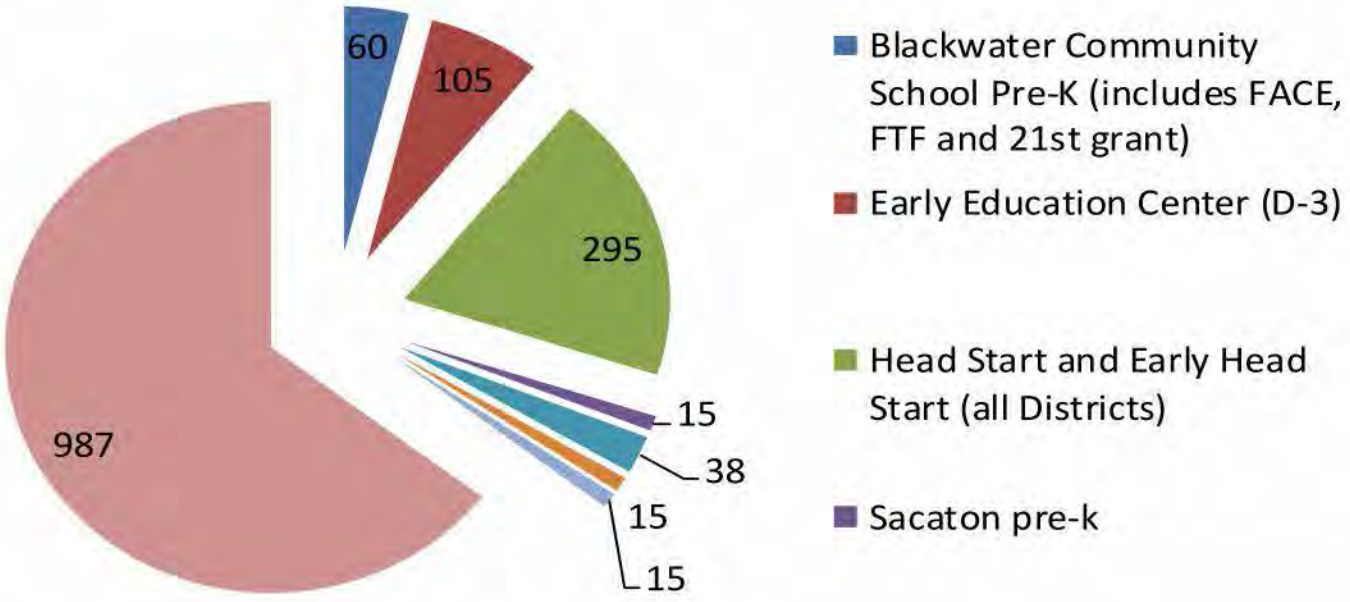
2016 Reach & Scope: To Build the Early Childhood System

Does the number of children reached reflect the way we have prioritized our youngest children?

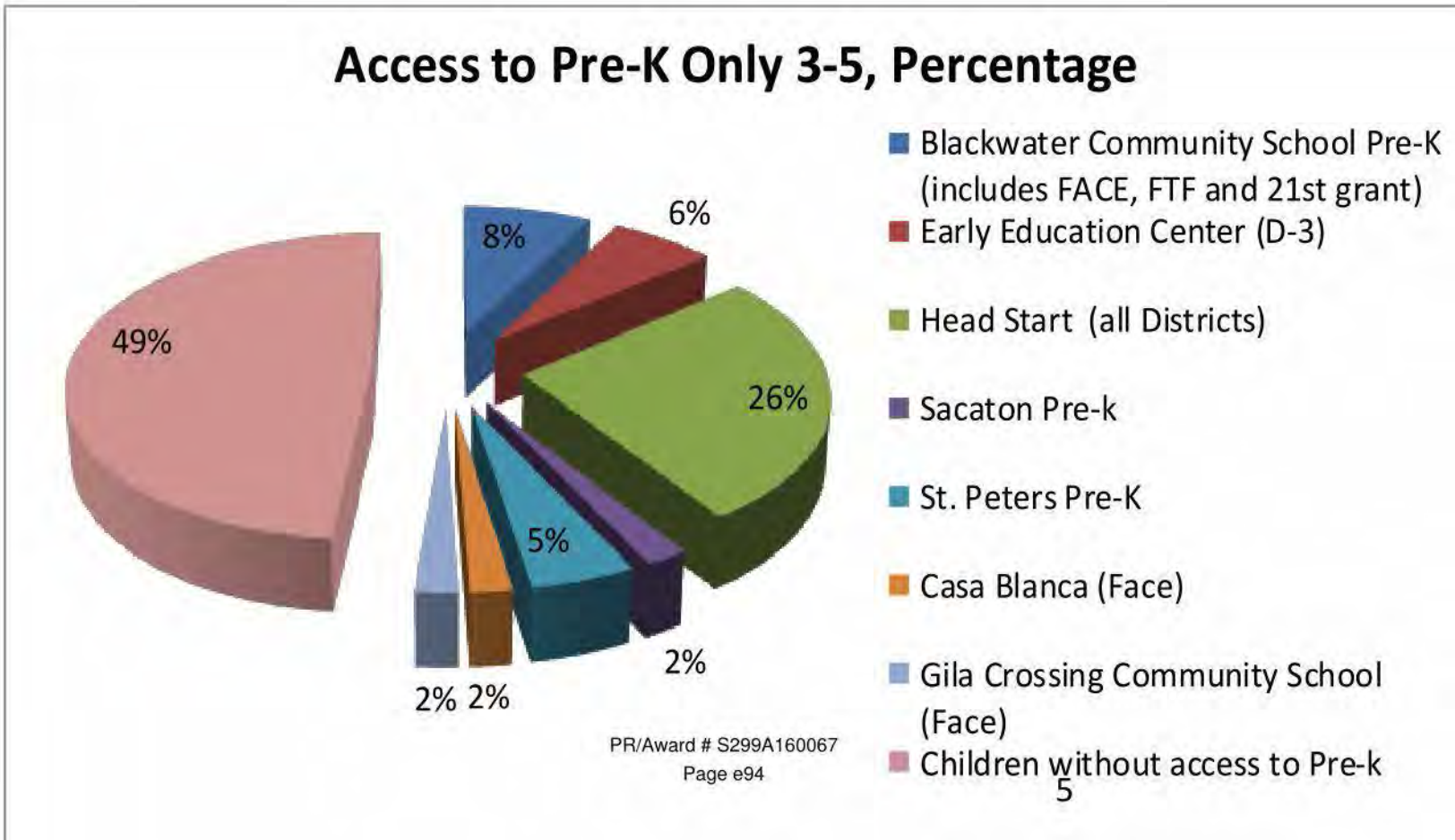


2016 Reach & Scope: Access to Early Care

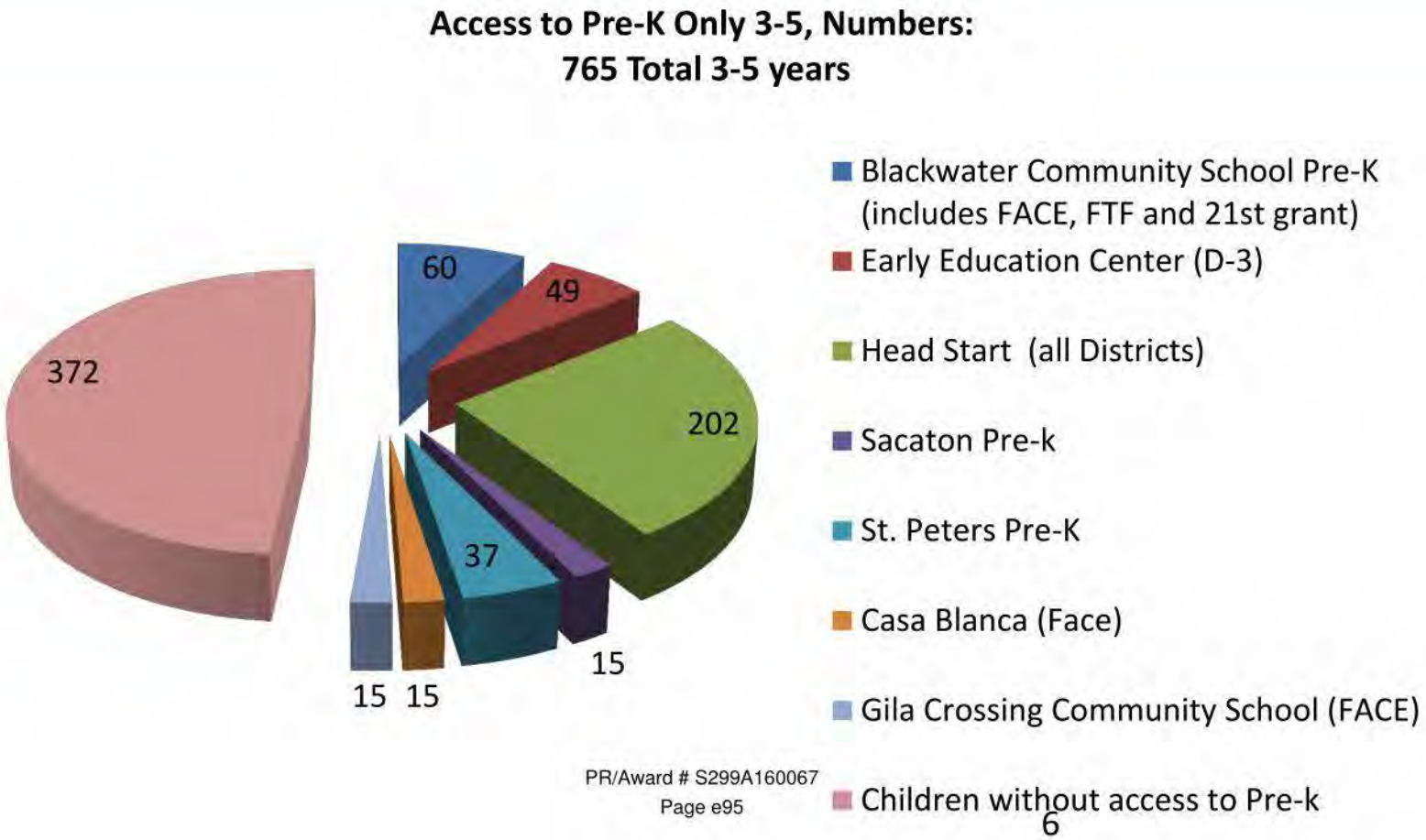
Access to Childcare 0-5, Numbers: 1530 Total Children



2016 Reach & Scope: Access to Preschool (3-5 year olds)



2016 Reach & Scope: Access to Preschool (3-5 year olds)



Cost to Scale: Pre-K (765 children 3-5)

What **%** of children do we need to reach to have an impact on school readiness?

- **75% 100%**

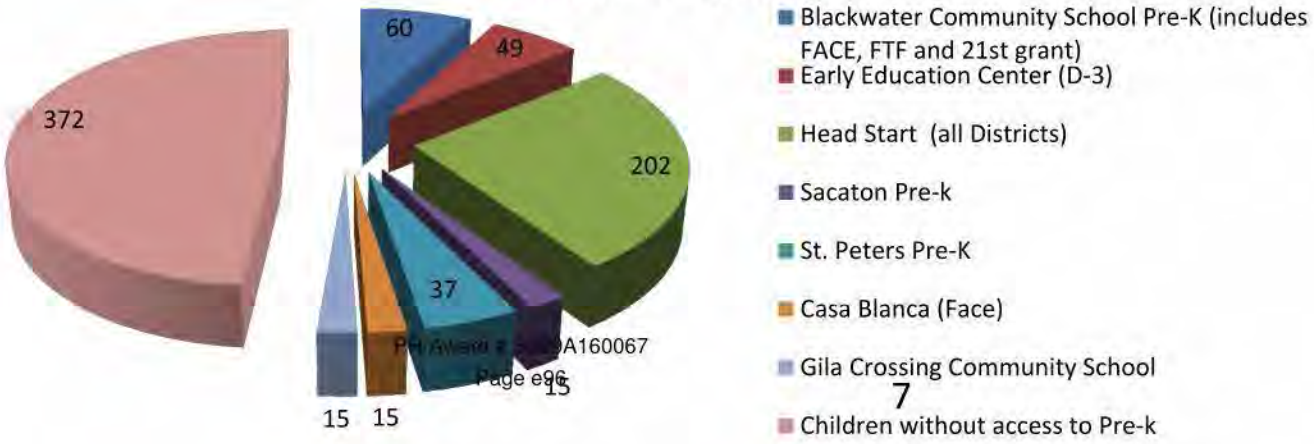
How many **classrooms** do we need to get to scale and see school readiness?

- **18 classrooms (20:1) = 100% access (372 children)**
- **21 Classrooms (17:1) = 100% access (372 children)**

What is the cost to scale?

- 1 classroom = $125,000 x 18 classrooms = **2.2 million**
- 1 classroom = $125,000 x 21 classrooms **= 2.7 million**

Access to Pre-K Only 3-5, Numbers:
765 Total 3-5 years

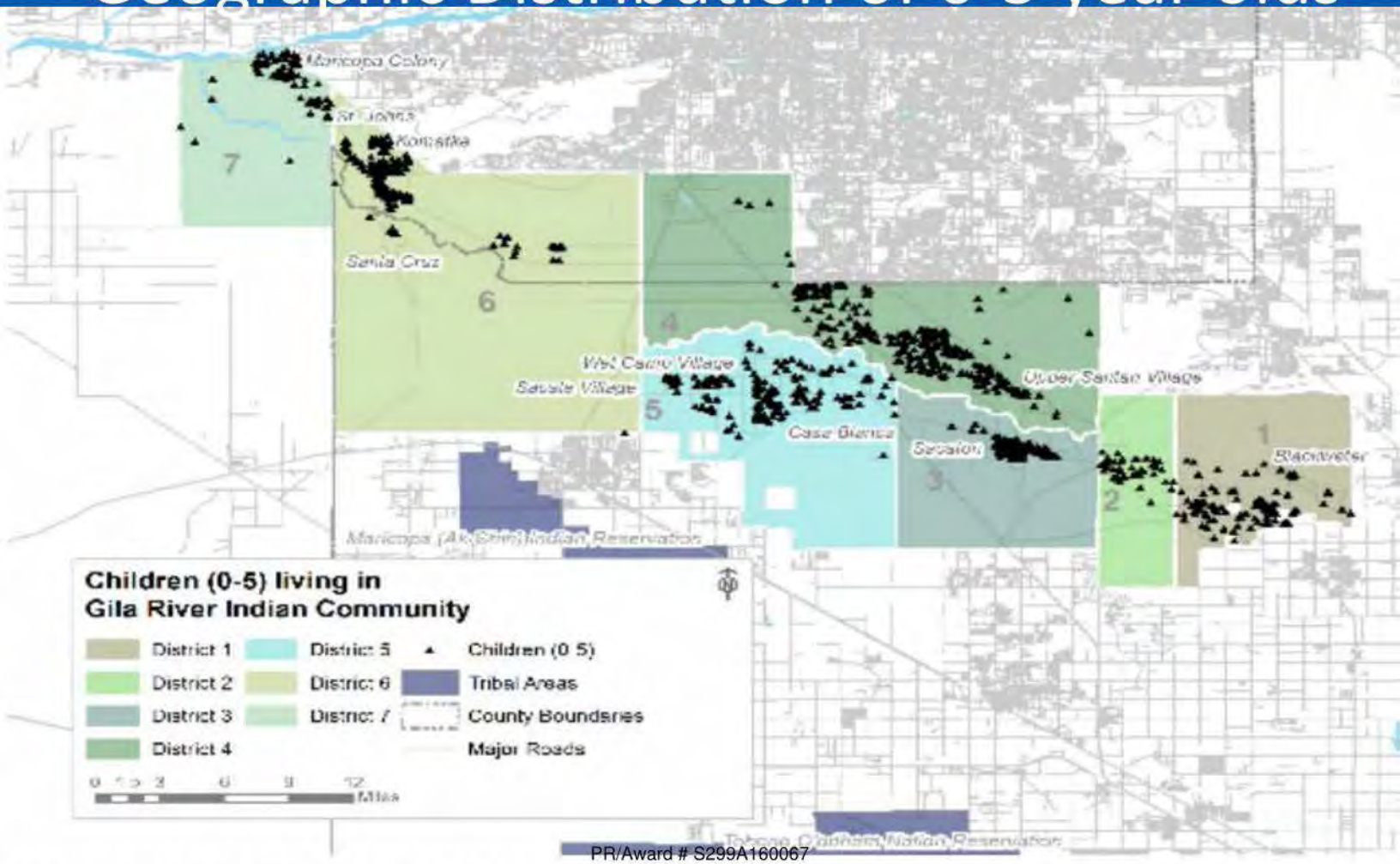


Is our Early Childhood System sufficiently impacting children in our remote areas/high growth areas/?

Children 0-5 by District	Population (Age 0-5)	Households with one or more children (0-5)	
Gila River Indian Community	1530	905	30%
District 1 - Blackwater	146	95	28%
District 2 - Hashen Kehk	55	40	25%
District 3 - Sacaton	363	212	33%
District 4 - Santan	344	197	34%
District 5 – Casa Blanca	226	140	28%
District 6 – Komatke	301	168	31%
District 7 – Maricopa Colony	95	53	24%

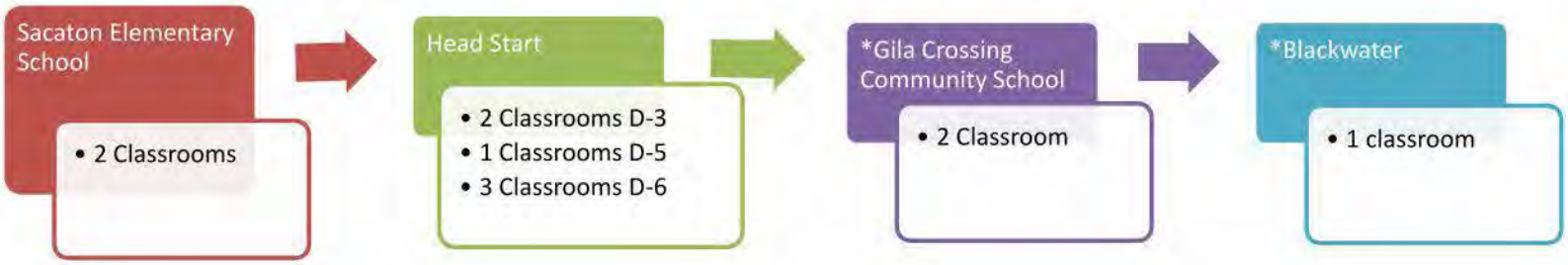
FIRST THINGS FIRST

Geographic Distribution of 0-5 year olds



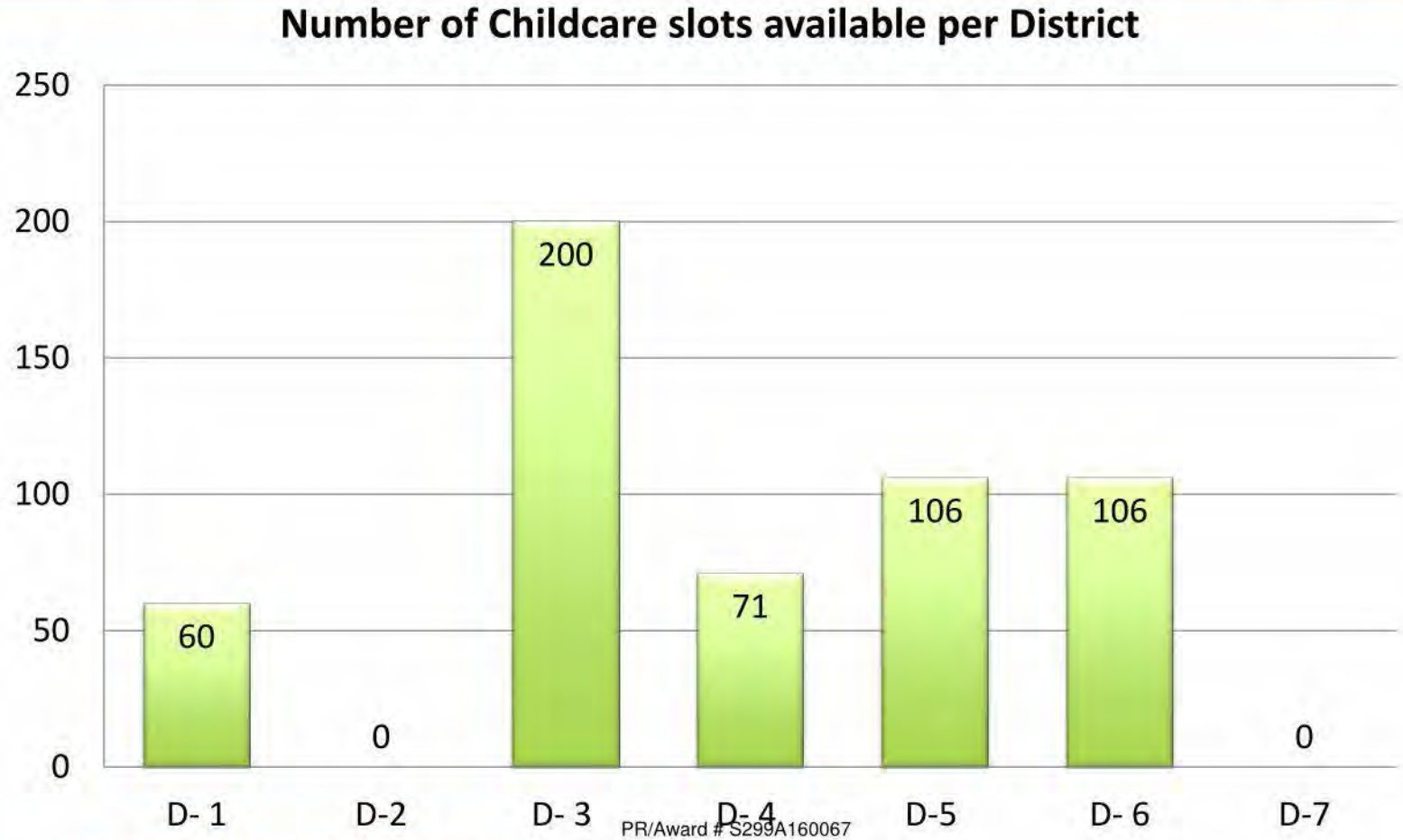
US Census (2010) Table P14, and 2010 TIGER/Line Shapefiles prepared by the US Census. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Infrastructure: Community-Wide



FIRST THINGS FIRST

Access: Childcare Slots Per District (0-5)



FIRST THINGS FIRST

What type of early care do parents need?

Full Day- supports working parents

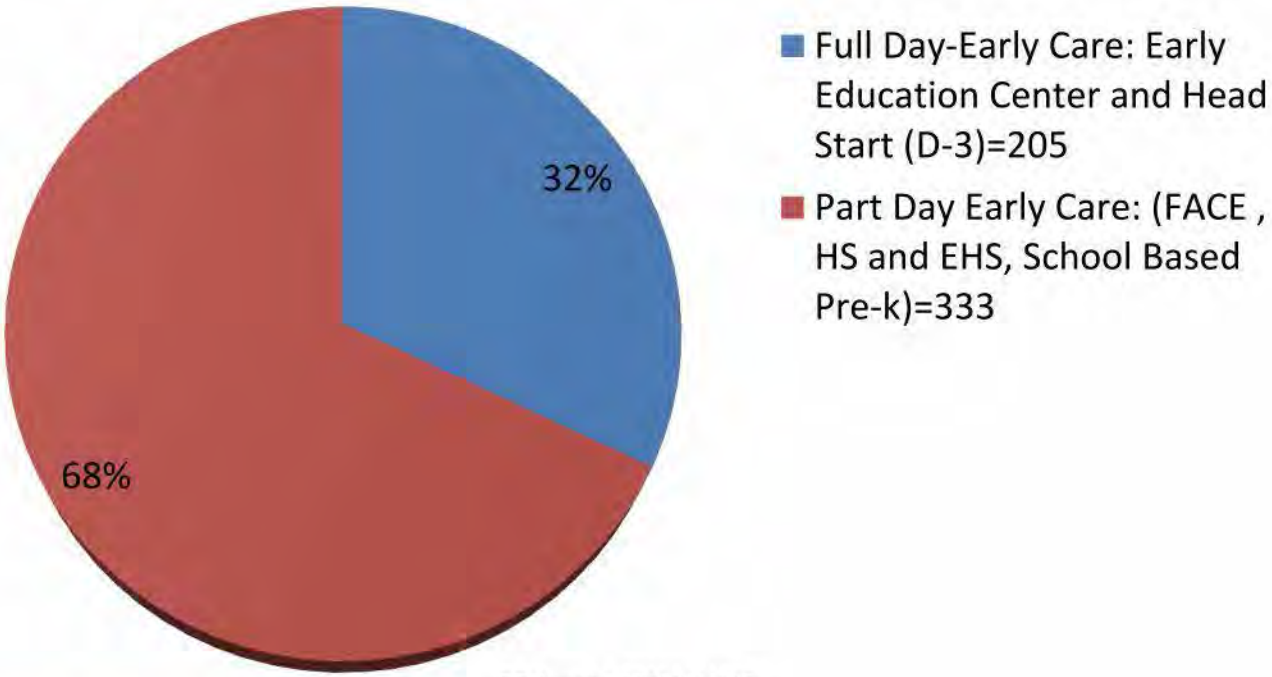
Part Day Parent Involvement & Training- supports non-working and parents training for work

- 1530 = 0-5 year olds
- 764 = 3,4,5 Preschoolers
- 766 = 0-3 Infant/Toddlers
- Unemployment rate 26%
- 48% of children in the Community live with a single parent **not in the labor force**
- 36% of children in the Community live with a single **parent in the labor force**.
- 11% of children live with both parents and they are **both in the labor force**

FIRST THINGS FIRST

Type of childcare available Community-wide

Full-Day Early Care (including Infant) Compared to Part-Day Early Care



FIRST THINGS FIRST

*2016: Infant/ Toddlers (*0-3 year olds)

Questions:

- How many infant/toddlers have access to early care or family support programs
- What services are shown to have the best outcomes for 0-3 year olds?

(b)(6)

FIRST THINGS FIRST

*Reach & Scope: Infant/ Toddlers (*0-3 year olds)

1530 = 0-5 year olds

764 = 3,4,5 Preschoolers

766 = 0-3 Infant/Toddlers

Unemployment rate 26%

48% of children in the Community live with a single parent not in the labor force

36% of children in the Community live with a single **parent in the labor force**.

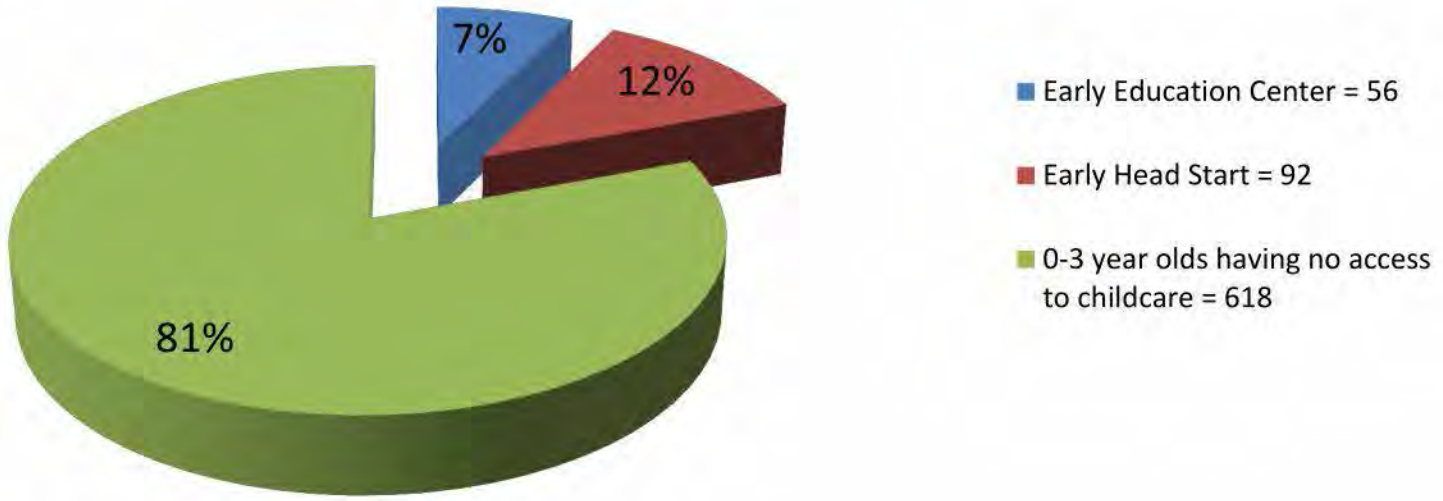
11% of children live with both parents and they are **both in the labor force**

FIRST THINGS FIRST

Infant/ Toddlers Access to Childcare

Total number of infants/ toddlers = 766

Infant/Toddler Access to Center Based Childcare



FIRST THINGS FIRST

How else do we support 81% of Infants/Toddlers not in Childcare?

Supporting families with infants/toddlers

What's our target # of families to support through Home Visitation Programs?

1530 Children 0-5

979 Children live in Poverty (64%)

612 Families w/ children 0-5 (1530 /2.5 children per/family)

324 Estimated # of families living in poverty (53%)

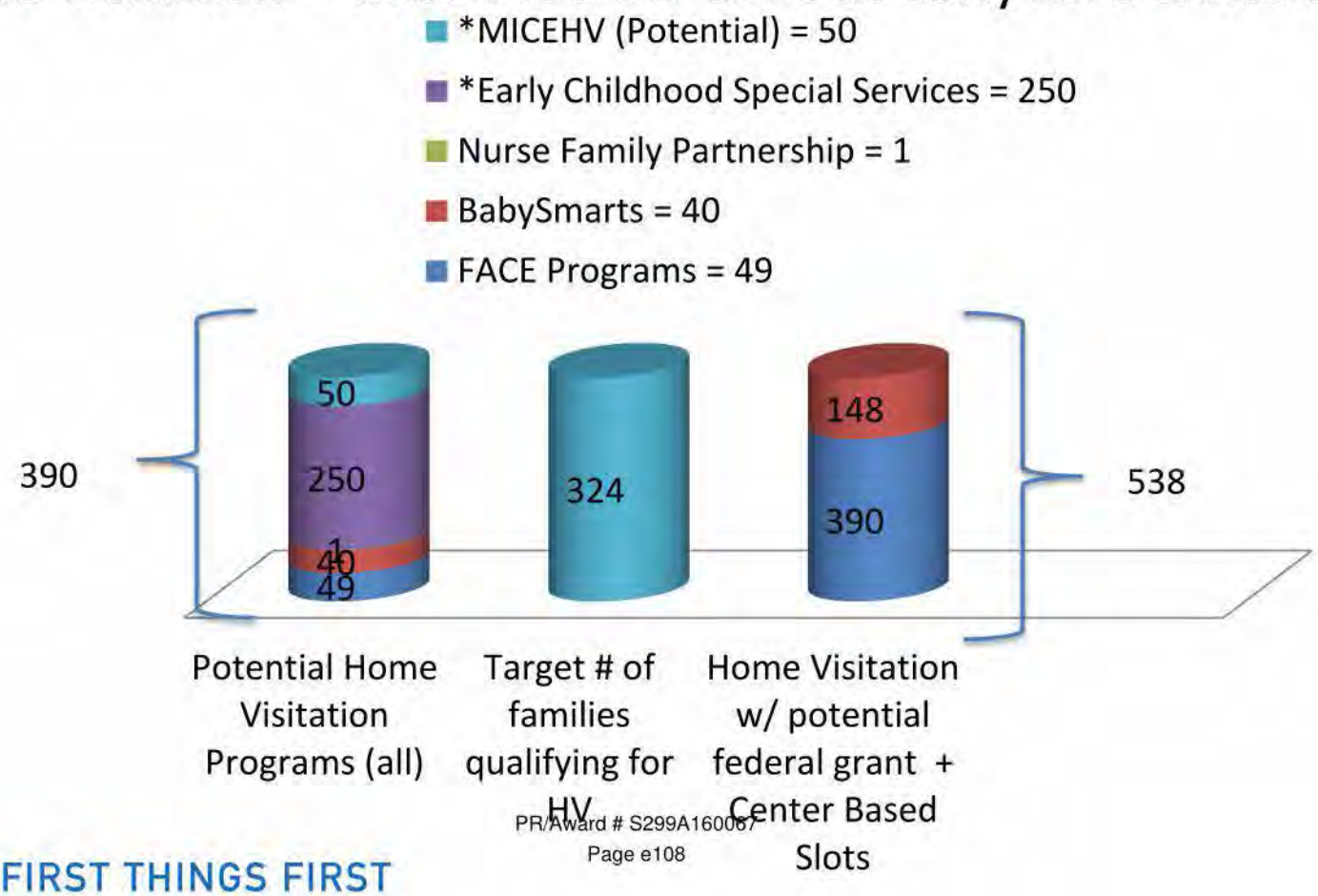
FIRST THINGS FIRST

What other programs support the 81% of children and families who don't have access to early care programs in the Community?

Home Visitation Programs	Number of Families Served
Baby FACE Blackwater Community School (#HV's)	22 Families (2)Home Visitors
Baby FACE Casa Blanca Community School (#HV's)	15 Families (2) Home Visitors
Baby FACE Gila Crossing Community School (2 HV's)	12 Families (2)Home Visitors
Baby Smarts- Community- Wide	40 Families (2 Home Visitors
Nurse Family Partnership	1 Family
Tribal Social Services	* Not using a H.V. model
Early Childhood Special Services	*250 Not using a H.V. model
Total Home Visitation	**90-*340**
Center Based Infant Toddler Slots	**Number of Infant/Toddlers Served**
Early Head Start	
Total EHS	**92**
Early Education Center (D-3)	**56**
Total Infant/Toddler Center Bases Slots	**148**

How Close to Scale are We?

Home Visitation + Infant Toddler slots at early care centers



FIRST THINGS FIRST

What is the vision for early care in the Community?

How many more classrooms to get to scale?

What will it take to get 100% of pre-k children access to Childcare?

18 – 21 additional classrooms

Cost of additional classrooms?

What will it take to fully support 100% of families with infant/toddlers?

Coordination of existing programs

Expansion of current programs **– federal $$**

FIRST THINGS FIRST

(b)(6)

2014 NEEDS AND ASSETS REPORT

GILA RIVER INDIAN COMMUNITY REGIONAL PARTNERSHIP COUNCIL

FIRST THINGS FIRST

Ready for School. Set for Life.

Gila River Indian Community Regional Partnership Council

2014

Needs and Assets Report

Prepared by the
Frances McClelland Institute for Children, Youth and Families
Norton School of Family and Consumer Sciences
College of Agricultural and Life Sciences
The University of Arizona

Funded by
First Things First Gila River Indian Community Regional Partnership Council

Norton School of Family and Consumer Sciences
College of Agricultural and Life Sciences
The University of Arizona
PO Box 210078
Tucson, AZ 85721-0462
Phone: (520) 621-8739
Fax: (520) 6214979
http://ag.arizona.edu/fcs/

FIRST THINGS FIRST

4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012
Phone 602.771.4994
Fax 602.274.7040
www.azftf.gov

Chair
Melissa Madrid

Vice Chair
Dale Enos

Members
Priscilla Antone
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February 23, 2015

Message from the Chair:

The 2014 Gila River Indian Community Regional Needs and Assets Report is the forth in a series of assessments conducted every two years for the First Things First Gila River Indian Community Regional Partnership Council. The assessment provides a snapshot of the current status of children and families in the region. It is a collection of useful data and community information that will be used to help determine how best to invest resources to improve the lives of young children and families in the region.

The Gila River Indian Community Regional Partnership Council takes great pride in the progress made over the past six years. Together with our community partners, we are delivering on our promise to build a solid foundation for young children and their families. During the past year, we have provided support to young children and their families through grant awards and activities addressing teen parenting, early education/child care, native language and literacy and home visitation.

The Gila River Indian Community Regional Partnership Council is grateful for the support and guidance received from the Gila River Indian Community Tribal Council. With the on-going support of tribal leadership, The First Things First Gila River Indian Community Regional Partnership Council will continue to advocate and provide opportunities for healthy growth in the first years of life, parent education on child development, and ongoing professional development opportunities for child care providers, teachers, and family caregivers.

Thanks to the dedicated staff, volunteers, and partners, First Things First is making a real difference in the lives of our youngest citizens, not only in the Gila River Indian Community, but throughout the entire State.

Sincerely,

(b)(6)

Melissa Madrid, Chair

Chair, Gila River Indian Community Regional Partnership Council

Gila River Indian Community Regional Partnership Council

Introductory Summary and Acknowledgments

The way in which children develop from infancy to well-functioning members of society will always be a critical subject matter. Understanding the processes of early childhood development is crucial to our ability to foster each child's optimal development and is fundamental to all aspects of wellbeing of our communities, society and the State of Arizona.

This Needs and Assets Report for the Gila River Indian Community Geographic Region provides a clear statistical analysis and helps us in understanding the assets, needs, and gaps for young children and points to ways in which children and families can be supported.

The First Things First Gila River Indian Community Regional Partnership Council recognizes the importance of investing in young children and empowering parents, grandparents, and caregivers to advocate for services and programs within the region. A strong focus in the Gila River Indian Community Region in the past year was working with stakeholder's through-out the large region to further develop and refine the strategies required to reach our common goals. Great progress has been made in building the partnerships and relationships necessary to implement programs across the key focus areas of early learning, health and family support to meet the varying needs of young children and families. This report provides data that will aid the Regional Council's ongoing strategic planning and help to build a comprehensive statewide early childhood system.

Acknowledgments:

The First Things First Gila River Indian Community Regional Partnership Council owes special gratitude to the agencies and stakeholders who participated in numerous work sessions and community forums throughout the past four years. The success of First Things First is due, in large measure, to the contributions of numerous individuals who consistently give their time, skill, support, knowledge and expertise.

To the current and past members of the Gila River Indian Community Regional Partnership Council, you are the heart and soul of First Things First. Your dedication, insight, and extreme passion, have guided our effort to make a difference for young children and families within the region. Our continued work together will further aid in building a truly comprehensive early childhood system for the betterment of young children within the region and the entire State.

Our gratitude is also given to the Gila River Indian Community Council, without your support and guidance we could not move the work of understanding and establishing an early childhood system which supports our youngest members. Additionally, the Gila River Health Care, Blackwater, Gila Crossing, and Casa Blanca Community Schools, Sacaton Elementary School, and St. Peter Indian Mission School and their respective boards have all provided vital information and guidance to this report. Also, Arizona Department of Economic Security and,

the Arizona Department of Health Services and the Arizona State Immunization Information System, the Arizona Department of Education, and the Arizona Health Care Cost Containment System for their contribution of data for this report. In addition, our grantees: Gila River Head Start and Early Head Start, Baby Smarts program, VHM and Ira Hayes high schools, Gila River's WIC and Commodities program, and the Early Education Childcare Center are our partners and allies in advancing the early childhood movement in Gila River Indian Community and we are honored to work alongside them. We'd also like to thank all the individuals throughout the region who took the time to talk and meet with us to provide information for the 2014 Needs and Assets Report. This input was invaluable to understanding the needs and assets of young children and their families throughout the Gila River Indian Community.

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Table of Contents

Executive Summary 10
Who are the families and children living in the Gila River Indian Community Region? 12
The Gila River Indian Community Region 12
Regional Boundaries and Report Data 12
General Population Trends 17
Additional Population Characteristics 20
Household Composition 20
Ethnicity and Race 23
Language Use and Proficiency 25
Economic Circumstances 28
Tribal Enterprises 28
Income and Poverty 28
Unemployment 30
Public Assistance Programs 33
Educational Indicators 39
Educational Attainment 42
Standardized Test Scores 46
The Early Childhood System: Detailed Descriptions of Assets and Needs 50
Quality and Access 50
Early Care and Education 50
Professional Development 60
Scholarships 62
Opportunities for Professional Development 62
Health 64
Access to Care 64
Pregnancies and Births 66
Gila River Indian Community WIC Program Maternal and Child Health Indicators 76
Insurance Coverage 79
Developmental Screenings and Services for Children with Special Developmental and Health Care Needs 83
Immunizations 87
Behavioral Health 88
Oral Health 91
Overweight and Obesity 94
Family Support 95
Parental Involvement 96
Home Visitation Programs 97
Child Welfare 97
Incarcerated Parents 100
Domestic Violence 103
Public Information and Awareness and System Coordination 104
Summary and Conclusion 106

Appendix A. Table of Regional Assets 108
Appendix B. Table of Regional Challenges 109
Appendix C. Table of Regional Funded Strategies, Fiscal Year 2015 110
Appendix D. Sources 112

List of Tables

Table 1. Population and households with children ages 0-5 17

Table 2. Comparison of U.S. Census 2000 and U.S. Census 2010 18

Table 3. Number of children living in a grandparent's household 22

Table 4. Race and ethnicity for adults 24

Table 5. Race and ethnicity for children ages 0-4 25

Table 6. Home language use for those 5 years and older 26

Table 7. Household home language use 27

Table 8. Median family annual income and persons living below the U.S. Census poverty threshold level 29

Table 9. Median family annual income for families with children (0-17) 30

Table 10. Employment status of parents of young children 32

Table 11. Percent of housing units with housing problems 33

Table 12. Monthly snapshots of children ages 0-5 receiving SNAP (Supplemental Nutritional Assistance Program) 34

Table 13. Monthly snapshots of children ages 0-5 receiving TANF (Temporary Assistance for Needy Families) 35

Table 14. Gila River Indian Community WIC Program participation, 2012-2014 37

Table 15: Free and reduced lunch eligibility requirements for 2014-2015 school year 38

Table 16. Free and reduced lunch eligibility by school district 39

Table 17. Educational achievement of adults 43

Table 18. Children (3-4) enrolled in nursery school, preschool, or kindergarten 45

Table 19. Math 3rd grade AIMS results, 2013 47

Table 20. Reading 3rd grade AIMS results, 2013 47

Table 21. Local Education Agency Preschools 52

Table 22. Cost of full-time child care by percent of median income (parents who do not qualify for CCDF assistance) 53

Table 23. Gila River Indian Community Head Start and Early Head Start waiting lists by district 56

Table 24. Center-based enrollment (children 3 to 5 years old) in early childhood education programs 57

Table 25: Quality First Rating Scale 59

Table 26. Credentials of early childhood education professionals in the Gila River Indian Community Region 61

Table 27. Degrees and Professional Development Opportunities Proximal to the Gila River Indian Community Region 63

Table 28. Infant and child health indicators from Gila River Indian Community WIC clients 77

Table 29. Maternal health indicators from the Gila River Indian Community WIC program clients 78

Table 30. Percent of population uninsured 82

Table 31. Head Start services for children with special developmental and health care needs .. 84

Table 32. Percent of preschool and elementary school children enrolled in special education .. 86

Table 33. Percent of Head Start children up-to-date on immunizations 88

Table 34. Child Mental Health Services through Head Start 89

Table 35. Tooth decay among young children 93

Table 36. Child Oral Health Services for children enrolled in Head Start 93

Table 37. Family Education Services through Head Start 96

List of Figures

Figure 1. The Gila River Indian Community Region 13

Figure 2. The Gila River Indian Community Region, by zip code 15

Figure 3. Geographic distribution of children under six according to the 2010 Census (by census block) 19

Figure 4. Living arrangements for children 20

Figure 5. Type of household with children (0-5) 21

Figure 6. Annual unemployment rates in the Gila River Indian Community, All Arizona Reservations and the state, 2009-2013 31

Figure 7. Monthly snapshot of children ages 0-5 receiving SNAP in January 2012 34

Figure 8. Monthly snapshot of children ages 0-5 receiving TANF in January 2012 36

Figure 9. School districts serving the Gila River Indian Community Region 40

Figure 10. Births by mother's educational achievement on the Gila River Indian Reservation Region (2009-2012) 43

Figure 11. Math and Reading achievement testing data, Casa Blanca Community School and Gila Crossing Community School, 2012-2013 48

Figure 12. Total number of births in the Gila River Indian Community and the state (2009-2012) 69

Figure 13. Percent of births with prenatal care begun first trimester (2009-2012) 70

Figure 14. Average percent of births with prenatal care begun first trimester (2002-2011) 70

Figure 15. Percent of births with fewer than five prenatal care visits (2009-2012) 71

Figure 16. Average percent of births with fewer than five prenatal care visits (2002-2011) 71

Figure 17. Percent of births with low birth weight (5 lbs., 8oz. or less) (2009-2012) 72

Figure 18. Average percent of low birth weight (5 lbs., 8oz. or less) births (2002-2011) 72

Figure 19. Percent of births to mothers ages 19 and younger (2009-2012) 73

Figure 20. Rate of teen births (ages 19 and younger) per 1,000 females ages 14 to 19 (2002-2011) 74

Figure 21. Percent of births that are preterm (less than 37 weeks) (2009-2012) 74

Figure 22. Average infant mortality rate per 1,000 live births (2002-2011) 75

Figure 23. Births covered by AHCCCS or IHS by year (2009-2012) 75

Figure 24. Average percent of uninsured births (2002-2011) 75

Executive Summary

The Gila River Indian Community is located on 372,000 acres of land in south-central Arizona. The Community lies south of the cities of Phoenix, Tempe, and Chandler, and north of Casa Grande. Tribal membership includes the Akimel O'otham (Pima) and Pee Posh (Maricopa) tribes. The Community is divided into seven districts with the central government seat in Sacaton, Arizona. The boundaries of the First Things First Gila River Indian Community Region match those of the reservation boundaries.

In the 2010 US Census, the population of the region was 11,712. Of these, 1,530 were children under the age of six. About three out of every ten households in the region is home to one or more children under six. The majority (58%) of these children were not living with their parents but with some other relatives (such as grandparents or other family members). Many of those who were living with one or both parents also had a grandparent in the home. Multigenerational households are quite common in the Gila River Indian Community Region.

A minority of the residents of the region (14%) report speaking a Native Indian language at home. Several language-preservation projects are active, some of which are supported by First Things First.

The median income for families living in the region ($25,400) is less than half of that for all families in Arizona ($59,600). More than half (53%) of the region's residents—and nearly two-thirds of its young children (64%)—live in poverty. The unemployment rate in the region has decreased in the past years from 34 percent in 2009, to 26 percent in 2013 but continues to be substantially higher than the state rate of 8 percent.

According to American Community Survey data, 11 percent of the region's children live with two parents who are both in the labor force (either employed or actively looking for work). An additional 39 percent live with a single parent who is in the labor force. Adding these two percentages together, 50 percent of the region's children are likely without a stay-at-home parent, and in need of some kind of child care. Most of the remaining children (48%) are living with a single parent who is not in the labor force, who may also require child care to help them re-enter it.

The proportion of Gila River children under six who received SNAP benefits was 57 percent in 2012. About 6 percent received TANF benefits that year. In 2014, three-quarters (75%) of the children under five participated in the WIC program.

Among adults (age 25 and older) living the in the region, about one-third (34%) have a high school diploma or GED, but no college. A slightly greater proportion (36%) have neither a diploma nor GED. Four percent have a bachelor's degree. Over the four years from 2009 to 2012, about half (51%) of the mothers giving birth had less than a high school education. (This

number would include young women who were still in high school, and might earn their diplomas after the child was born).

The Gila River Indian Community Region has several types of early-education programs: child care centers, home-based care, school-based preschools, Family and Child Education (FACE) programs, Head Start and Early Head Start. These programs provide center-based early care and education services to about two-thirds of the preschool-age children in the region. In contrast, about 20 percent of the children birth to three years old received center-based services. This highlights a need for additional child care services for the youngest children in the region.

Comprehensive health care services are available in the region through the tribally-operated Gila River Health Care facilities: Hu Hu Kam Memorial Hospital and Gila Crossing Clinic (now the Komatke Health Center). Health care services are also available to community members through mobile medical units that visit various locations throughout the seven districts on a regular basis. A major asset in the region is the coordinated care provided by the Women's Health Center and the Pediatrics Clinic.

In 2012, the most recent year for which data are available, there were 83 births to women who lived on the Gila River Indian Community. About 80 percent of the mothers started prenatal care during their first trimester, and an estimated 13 percent had fewer than five prenatal visits. Just under ten percent of the births were preterm.

Child welfare services in the region are provided by the Gila River Indian Community Social Services Department. In order to better support families involved with the system, stakeholders in the Gila River Indian Community Region established the Children in Crisis Coalition, which focuses on best practices, coordination and communication, and training. Key informants identified the coordinated efforts of the Coalition as an important asset in the region.

Support for teen parents in the Community is available through the BabySmarts Program that targets students in the two local high schools but is also offered to young parents in the Community at large.

Key informants recognize that the Community offers a wide range of services and programs to families with young children.

A strength of the Gila River Indian Community is the degree to which service providers and others form partnerships and work together collaboratively. The Gila River Indian Community First Things First Regional Partnership Council has been leading an effort around building a strong early childhood system in the region to ensure that young children and their families receive the necessary support to be ready for school.

Who are the families and children living in the Gila River Indian Community Region?

The Gila River Indian Community Region

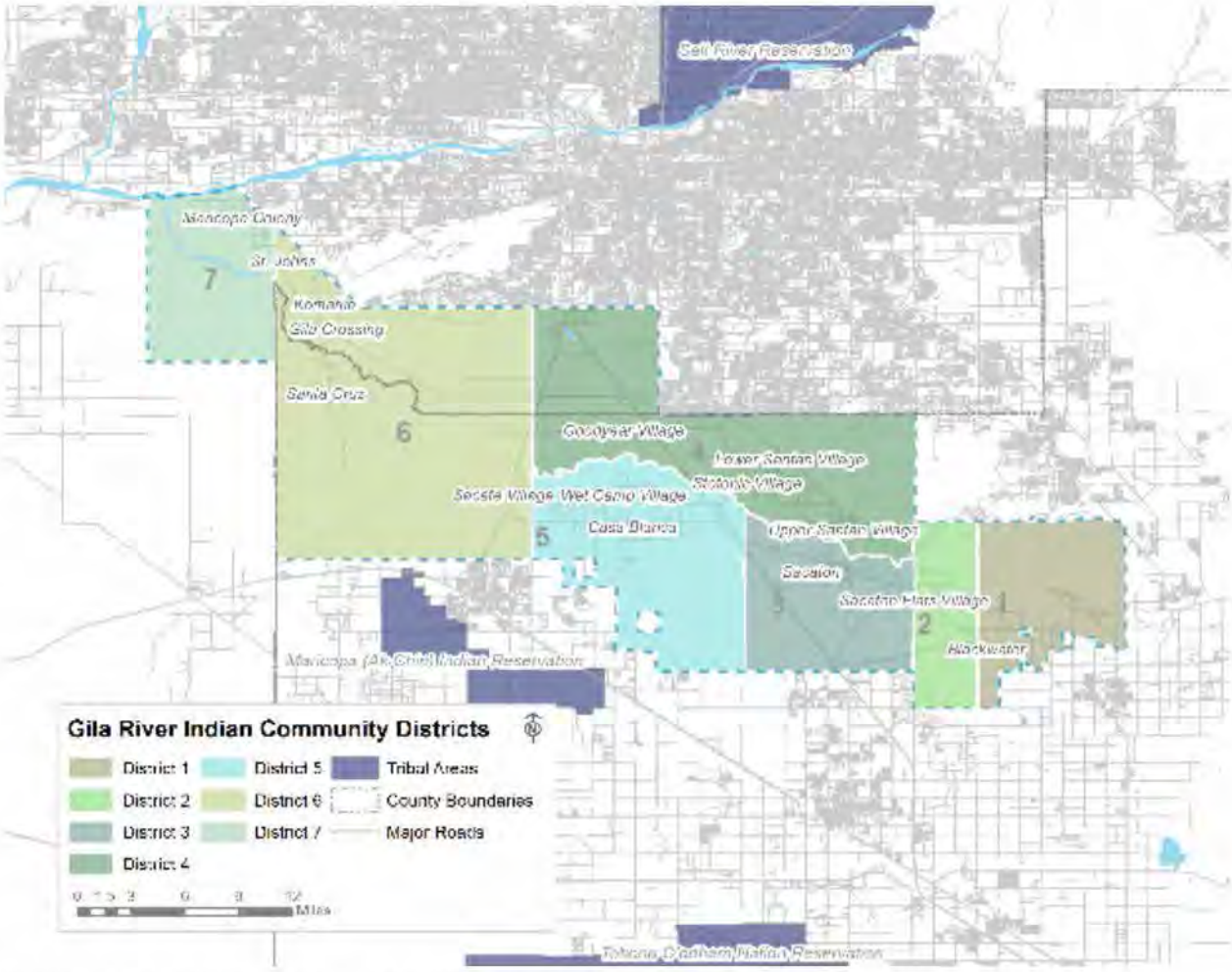
When First Things First was established by the passage of Proposition 203 in November 2006, the government-to-government relationship with federally-recognized tribes was acknowledged. Each Tribe with tribal lands located in Arizona was given the opportunity to participate within a First Things First designated region or elect to be designated as a separate region. The Gila River Indian Community was one of 10 Tribes that chose to be designated as its own region. This decision must be ratified every two years, and the Gila River Indian Community has opted to continue to be designated as its own region.

Regional Boundaries and Report Data

Geographically, the Gila River Indian Community is located on 372,000 acres of land in south-central Arizona. The Community lies south of the cities of Phoenix, Tempe, and Chandler, and north of Casa Grande, and its east to west borders run from Coolidge to Tolleson. The Reservation was established on February 28, 1859 by an Act of Congress. Tribal membership includes the Akimel O'otham (Pima) and Pee Posh (Maricopa) tribes. The Community is divided into seven districts with the central government seat in Sacaton, Arizona. Each district maintains one to four seats on the Tribal Council. The boundaries of the First Things First Gila River Indian Community Region match those of the reservation boundaries.

The map below, Figure 1, shows the geographical area covered by the Gila River Indian Community Region.

Figure 1. The Gila River Indian Community Region



Source: 2010 TIGER/Line Shapefiles prepared by the US Census, 2010

The information contained in this report includes data obtained from state agencies by First Things First, data obtained from other publically available sources and data provided by Gila River Indian Community agencies and departments. It also includes findings from additional qualitative data collection that was conducted specifically for this report through key informant interviews with representatives from tribal agencies and departments in the spring of 2014.

In most of the tables in this report, the top row of data corresponds to the FTF Gila River Indian Community Region. When available, the next rows present the data for the seven districts that comprise the Community. The next three rows show data that are useful for comparison purposes: all Arizona reservations combined, Pinal County, and the state of Arizona.

The level of data (community, zip code, etc.) that is presented in this report is driven by certain guidelines. The UA Norton School is contractually required to follow the First Things First Data Dissemination and Suppression Guidelines:

- "For data related to **social service** and **early education** programming, all counts of **fewer than ten**, excluding counts of zero (i.e., all counts of one through nine) are suppressed. Examples of social service and early education programming include: number of children served in an early education or social service program (such as Quality First, TANF, family literacy, etc.)"
- "For data related to **health or developmental delay**, all counts of **fewer than twenty-five**, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed. Examples of health or developmental delay include: number of children receiving vision, hearing, or developmental delay screening; number of children who are overweight; etc."

-First Things First—Data Dissemination and Suppression Guidelines for Publications

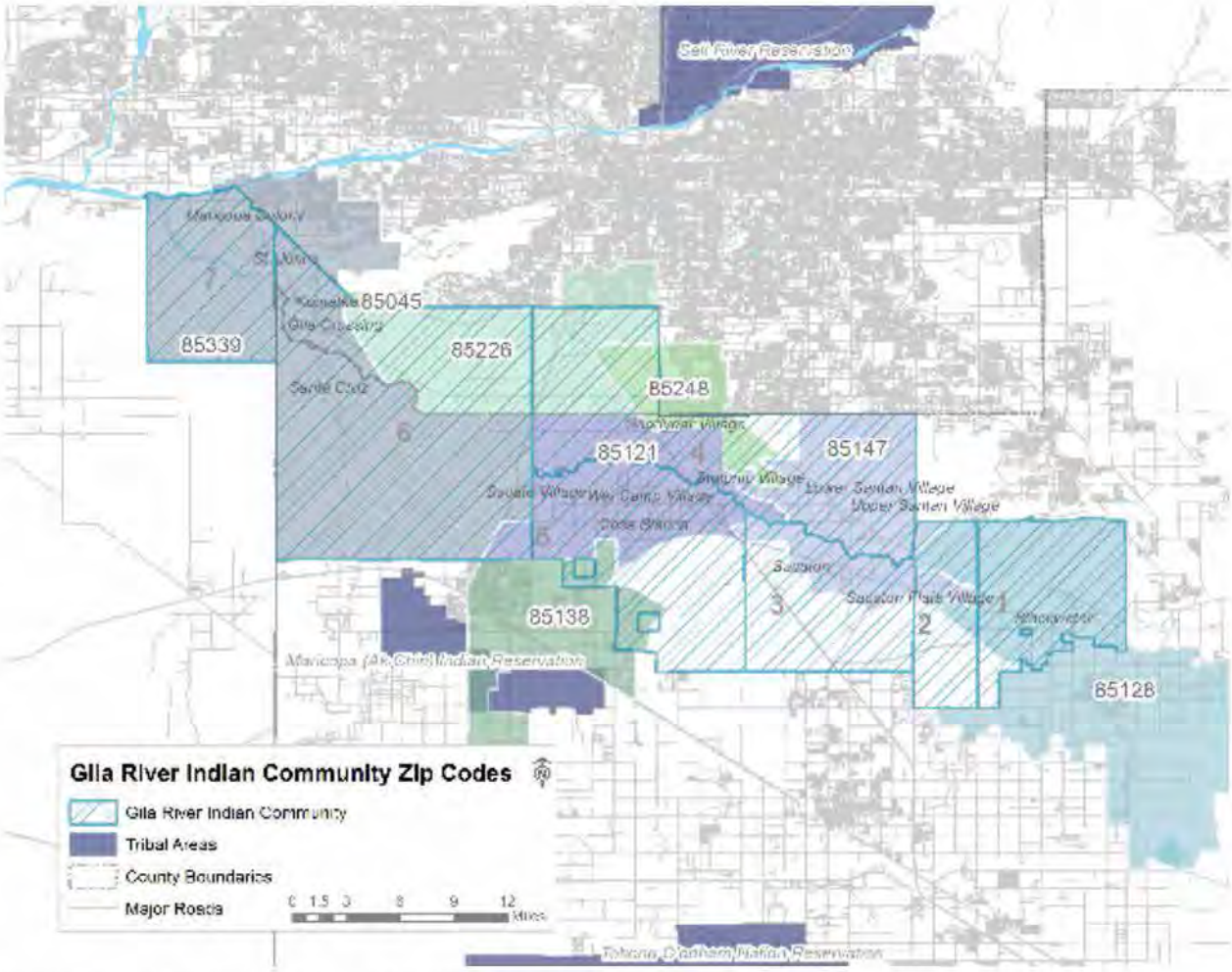
Throughout the report, suppressed counts will appear as either <25 or <10 in data tables, and percentages that could easily be converted to suppressed counts will appear as DS (for "data suppressed").

Please also note that some data, such as that from the American Community Survey, are estimates that may be less precise for smaller areas (see additional information on caveats regarding ACS data in tribal areas, below).

Data for certain tables were provided by FTF through their State Agency Data Request at the zip code level. Because the zip code boundaries do not exactly match those of the region we estimated a share of the numbers to the Gila River Indian Community Region by applying the following formula: we used the percentage of each zip code area's population of children 0-5 which are Gila River Indian Community residents and then applied these percentages the zip code level agency data (e.g. SNAP, TANF) to calculate estimates for the Gila River Indian Community Region.

Figure 2 shows the zip codes included in the region.

Figure 2. The Gila River Indian Community Region, by zip code



Source: 2010 TIGER/Line Shapefiles prepared by the US Census, 2010

In this report we use two main sources of data to describe the demographic and socio-economic characteristics of families and children in the region: US Census 2010 and the American Community Survey. These data sources are important for the unique information they are able to provide about children and families across the United States, but both of them have acknowledged limitations for their use on tribal lands. Although the Census Bureau asserted that the 2010 Census count was quite accurate in general, they estimate that "American Indians and Alaska Natives living on reservations were undercounted by 4.9 percent."[1] In the past, the decennial census was the only accessible source of wide-area demographic information. Starting in 2005, the Census Bureau replaced the "long form"

[1]"Estimates of Undercount and Overcount in the 2010 Census" (May 22, 2012). www.census.gov/newsroom/releases/archives/2010_census/cb12-95.html

questionnaire that was used to gather socio-economic data with the American Community Survey (ACS). The ACS is an ongoing survey that is conducted by distributing questionnaires to a sample of households every month of every year. Annual results from the ACS are available but they are aggregated over five years for smaller communities, to try to correct for the increased chance of sampling errors due to the smaller samples used.

According to the State of Indian Country Arizona Report[2] this has brought up new challenges when using and interpreting ACS data from tribal communities and American Indians in general. There is no major outreach effort to familiarize the population with the survey (as it is the case with the decennial census), and the small sample size of the ACS makes it more likely that the survey may not accurately represent the characteristics of the population on a reservation. The State of Indian Country Arizona Report indicates that at the National level, in 2010 the ACS failed to account for 14% of the American Indian/Alaska Native (alone, not in combination with other races) population that was actually counted in the 2010 decennial census. In Arizona the undercount was smaller (4%), but according to the State of Indian Country Arizona report, ACS may be particularly unreliable for the smaller reservations in the state.

While recognizing that estimates provided by ACS data may not be fully reliable, we have elected to include them in this report because they still are the most comprehensive publically-available data that can help begin to describe the families that First Things First serve. Considering the important planning, funding and policy decisions that are made in tribal communities based on these data, however, the State of Indian Country report recommend a concerted tribal-federal government effort to develop the tribes' capacity to gather relevant information on their populations. This information could be based on the numerous records that tribes currently keep on the services provided to their members (records that various systems must report to the federal agencies providing funding but that are not currently organized in a systematic way) and on data kept by tribal enrollment offices.

A current initiative that aims at addressing some of these challenges has been started by the American Indian Policy Institute, the Center for Population Dynamics and the American Indian Studies Department at Arizona State University. The Tribal Indicators Project[3] begun at the request of tribal leaders interested in the development of tools that can help them gather and utilize meaningful and accurate data for governmental decision-making. An important part of this effort is the analysis of Census and ACS data in collaboration with tribal stakeholders. We

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[2] Inter Tribal Council of Arizona, Inc., ASU Office of the President on American Indian Initiatives, ASU Office of Public Affairs (2013). *The State of Indian Country Arizona. Volume 1.* Retrieved from http://outreach.asu.edu/sites/default/files/SICAZ_report_20130828.pdf

[3] http://aipi.clas.asu.edu/Tribal_Indicators

hope that in the future these more reliable and tribally-relevant data will become available for use in these community assessments.

General Population Trends

According to U.S. Census data the Gila River Indian Community Region had a total population of 11,712 in 2010 (the most recent year for which detailed population data are available), of whom 1,530 were children under the age of six. Table 1, below, lists the total population and number of households for the Gila River Indian Community Region and the state. The proportion of households with children under the age of six (30%) in the region is nearly twice that seen on the state as a whole (16%), and is slightly higher than all Arizona reservations combined (26%).

Table 1. Population and households with children ages 0-5

GEOGRAPHY	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	
Gila River Indian Community	11,712	1,530	2,982	905	30%
District 1 - Blackwater	1,139	146	339	95	28%
District 2 - Hashen Kehk	555	55	163	40	25%
District 3 - Sacaton	2,687	363	634	212	33%
District 4 - Santan	2,378	344	587	197	34%
District 5 - Casa Blanca	1,960	226	504	140	28%
District 6 - Komatke	2,180	301	535	168	31%
District 7 - Maricopa Colony	813	95	220	53	24%
All Arizona Reservations	178,131	20,511	50,140	13,115	26%
Pinal County	375,770	36,181	125,590	24,750	20%
Arizona	6,392,017	546,609	2,380,990	381,492	16%

US Census (2010). Tables P1, P14, P20. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

A comparison between censuses provides information about increases and decreases in population. Table 2 shows changes in population between the 2000 Census and the 2010 Census.

The Gila River Indian Community region experienced an overall population increase as well as an increase in the population of children aged 0-5. However, as shown in Table 2, there was some regional variation in the changes in population between censuses. Although District 4 experienced an important growth in its population of children 0 to 5 years of age, District 5 experienced the opposite trend and a decrease of 20 percent occurred in its population of

young children under the age of six. The Gila River Indian Reservation experienced a 7 percent increase in the number of children aged 0 to 5 across the entire reservation, although Arizona reservations overall experienced a 3 percent decrease.

Table 2. Comparison of U.S. Census 2000 and U.S. Census 2010

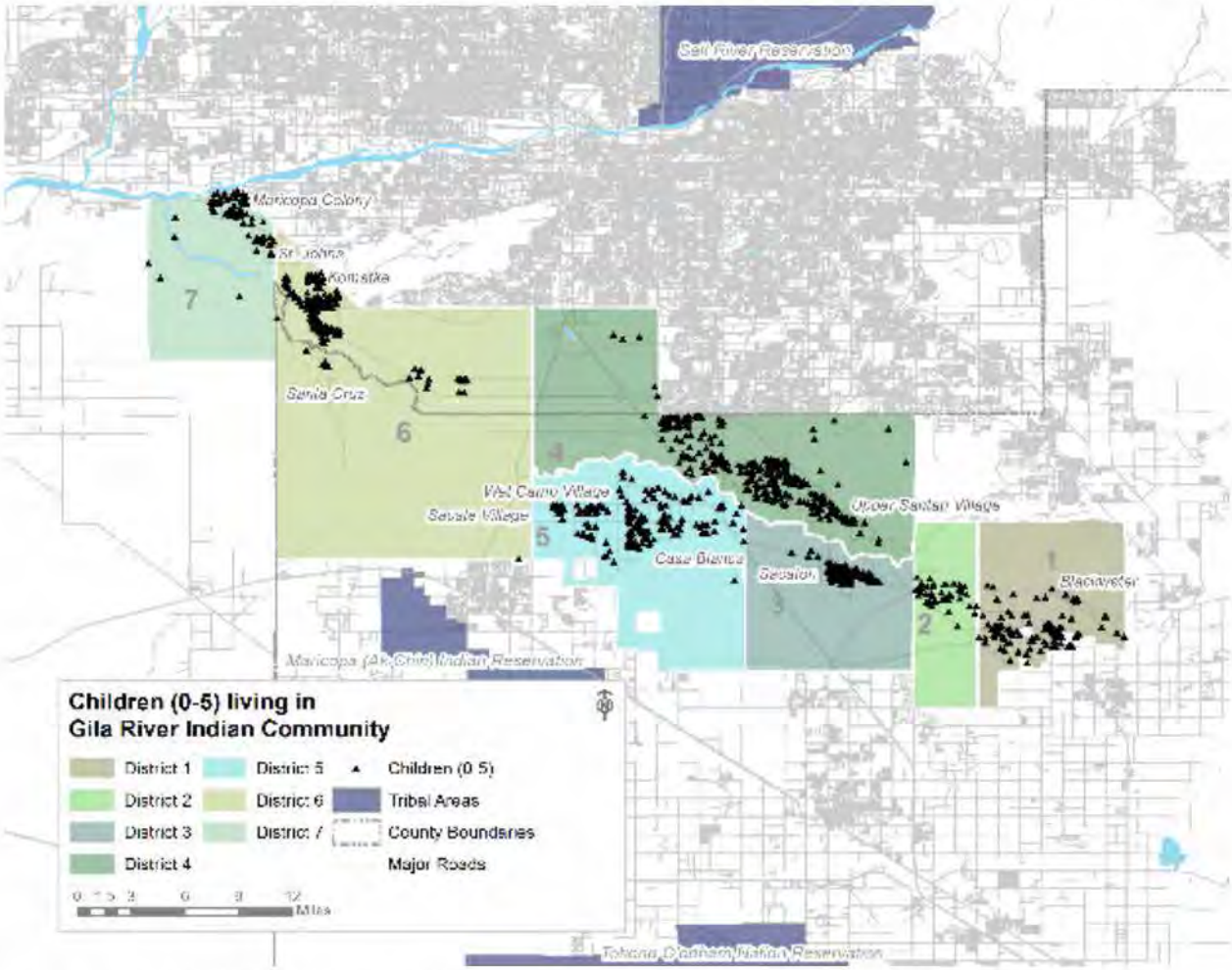
GEOGRAPHY	TOTAL POPULATION			POPULATION OF CHILDREN (0-5)		
	2000 CENSUS	2010 CENSUS	CHANGE	2000 CENSUS	2010 CENSUS	CHANGE
Gila River Indian Community	11,257	11,712	4%	1,429	1,530	7%
District 1	879	1,139	30%	111	146	32%
District 2	368	555	51%	43	55	28%
District 3	3,014	2,687	-11%	337	363	8%
District 4	2,153	2,378	10%	250	344	38%
District 5	2,115	1,960	-7%	281	226	-20%
District 6	1,968	2,180	11%	309	301	-3%
District 7	760	813	7%	98	95	-3%
All Arizona Reservations	179,064	178,131	-1%	21,216	20,511	-3%
Pinal County	179,727	375,770	109%	14,472	36,181	150%
Arizona	5,130,632	6,392,017	25%	459,141	546,609	19%

US Census (2010). Tables P1, P14; US Census (2000) Table QT-P2. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

The "Change from 2010 to 2012" column shows the amount of increase or decrease, using 2010 as the baseline. The percent change between two given years is calculated using the following formula: (Number in Year 2 – Number in Year 1)/Number in Year 1 x 100)

Figure 3 shows the geographical distribution of children under six in the region, according to the 2010 U.S. Census. A triangle on the map represents one child. The dots do not pinpoint each child's location, but are placed generally in each census block in which a young child was living in 2010.

Figure 3. Geographic distribution of children under six according to the 2010 Census (by census block)



US Census (2010) Table P14, and 2010 TIGER/Line Shapefiles prepared by the US Census. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Additional Population Characteristics

Household Composition

In the Gila River Indian Community Region, fewer than half of the children 0 to 5 years of age (41%) are living with at least one parent according 2010 Census data. This percentage is substantially lower than that of the state as a whole, (81%), and less than the proportion of children living with at least one parent across all Arizona reservations (53%). The majority of children (58%) are living with relatives other than their parents (such as grandparents, uncles, or aunts).

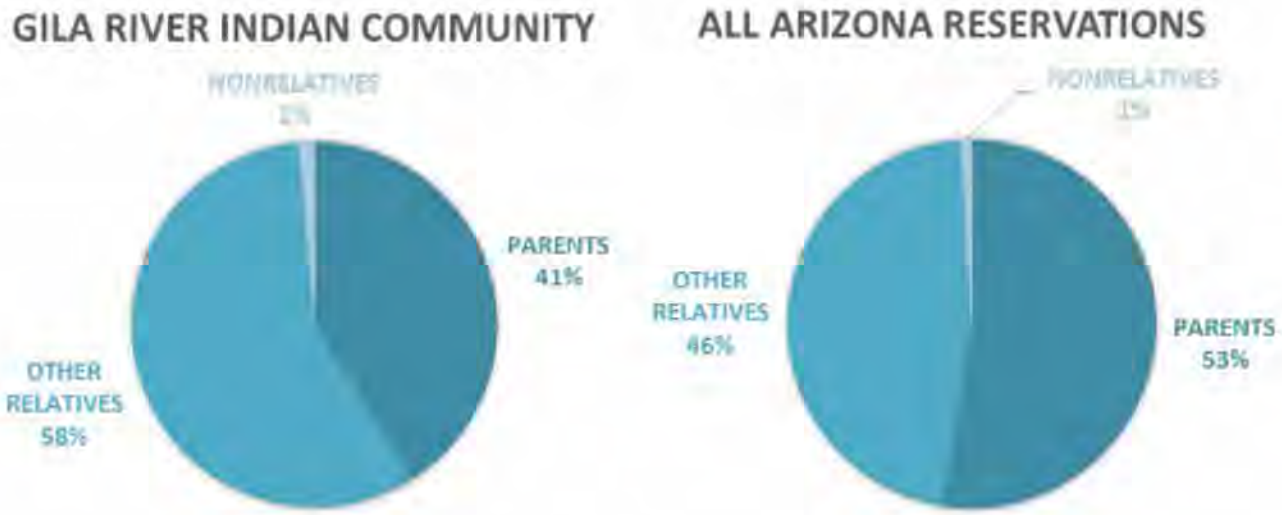
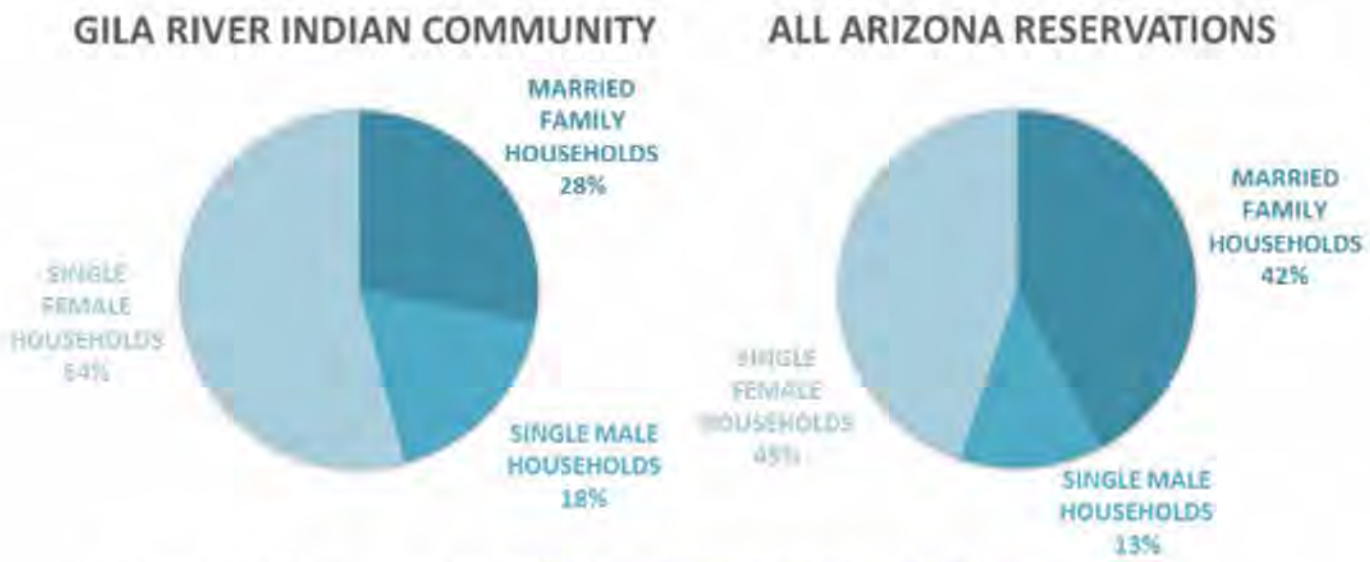


Figure 4. Living arrangements for children

US Census (2010). Table P32. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

More than half of the households with children 0 to 5 years of age in the region (54%) are single female households according to the 2010 Census data (U.S. Census Bureau, Table P20). This proportion is slightly higher than that across all Arizona reservations (45%), and substantially higher than the percentage of single female households in the state as a whole (23%).

Figure 5. Type of household with children (0-5)



US Census (2010). Table P20. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

The percentage of grandparents caring for grandchildren varies across the state. The Arizona Children's Action Alliance reports that in Arizona, approximately 36 percent of grandparents caring for grandchildren under 18 have been doing so for at least five years, and that 21 percent of these grandparents are living in poverty.[4]

In the Gila River Indian Community, 719 children 0-5 (47%) are reported to be living in a grandparent's household. This is a substantially higher percentage than the statewide rate (14%), and is also higher than the rate in Arizona reservations overall (40%). Table 3 below shows detailed data about grandparents caring for grandchildren by district. The proportion of households with three or more generations in the Gila River Indian Community Region (21%) is also higher than both the statewide proportion (5%) and the rate for Arizona reservations overall (16%).

[4] Children's Action Alliance. (2012). *Grandfamilies Fact Sheet.* Phoenix, AZ. Retrieved from http://www.azchildren.org/MyFiles/2012/grandfamilies%20fact%20sheet%20pic%20background.pdf.

Table 3. Number of children living in a grandparent's household

GEOGRAPHY	POPULATION (AGES 0-5)	CHILDREN (0-5) LIVING IN A GRANDPARENT'S HOUSEHOLD		TOTAL HOUSEHOLDS	HOUSEHOLDS WITH 3 OR MORE GENERATIONS	
Gila River Indian Community	1,530	719	47%	2,982	636	21%
District 1	146	63	43%	339	47	14%
District 2	55	19	35%	163	23	14%
District 3	363	146	40%	634	135	21%
District 4	344	181	53%	587	136	23%
District 5	226	125	55%	504	123	24%
District 6	301	144	48%	535	135	25%
District 7	95	41	43%	220	37	17%
All Arizona Reservations	20,511	8,239	40%	50,140	8,104	16%
Pinal County	36,181	4,622	13%	125,590	6,869	5%
Arizona	546,609	74,153	14%	2,380,990	115,549	5%

US Census (2010). Table P41, PCT14. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

It must be noted that extended families that involve multiple generations and relatives along both vertical and horizontal lines are an important characteristic of many American Indian families. The strengths associated with this open family structure -mutual help and respect- can provide members of these families with a network of support which can be very valuable when dealing with socio-economic hardships[5].

Multigenerational households may also have different needs and strengths. For example, they may be more likely to have grandparents provide home-based child care. This may result in families being less connected with outside support services available to them. On the other hand, having grandparents help with child care may create greater employment opportunities for parents. Multigenerational families must find the balance between not paying for child care (which may be subsidized) and needing to distribute low wages across more household members. In other cases, grandparents and parents may both be working which results in higher income for the household but an increased need for child care.

However, there are also considerable challenges that grandparents can face when they become the primary source of care for their grandchildren not because of choice, but because parents become unable to provide care due to the parent's death, physical or mental illness, substance abuse, incarceration, unemployment or underemployment or because of domestic violence or

[5] Hoffman, F. (Ed.). (1981). *The American Indian Family: Strengths and Stresses*. Isleta, NM: American Indian Social Research and Development Associates.

child neglect in the family.[6] Caring for children who have experienced family trauma can pose an even greater challenge to grandparents, who may be in need of specialized assistance and resources to support their grandchildren. In addition, parenting can be a challenge for aging grandparents, whose homes may not be set up for children, who may be unfamiliar with resources for families with young children, and who themselves may be facing health and resource limitations. They also are not likely to have a natural support network for dealing with the issues that arise in raising young children.

There is some positive news for grandparents and great-grandparents raising their grandkids through a Child Protective Services (CPS) placement by the state of Arizona. Starting in February 2014, these families are offered a $75 monthly stipend per child. To qualify, a grandparent or great-grandparent must have an income below 200% of the FPL. They also must not be receiving foster care payments or Temporary Assistance for Needy Families (TANF) cash assistance for the grandchildren in their care.[7] Those grandparents raising grandkids not in the CPS system might also be eligible for this stipend in coming months if Arizona Senate Bill 1346 is passed.[8] This bill, however, will not benefit grandparents whose grandchildren were placed with them by Tribal Child Protective Services departments.[9]

Ethnicity and Race

Table 4 shows the ethnic/racial breakdown for individuals 18 years old and older in the Gila River Indian Community. The vast majority (84%) of the adults living in the region identify themselves as American Indian. Most of the rest (12%) identify as Hispanic. This trend is similar to the racial breakdown of Arizona reservations overall, although the proportion of Hispanic population in the region (12%) is higher than that of all Arizona reservations combined (5%).

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[6] *More U.S. Children Raised by Grandparents*. (2012). Population Reference Bureau. Retrieved from http://www.prb.org/Publications/Articles/2012/US-children-grandparents.aspx

[7] Children's Action Alliance, January 15, 2014 Legislative Update email.

[8] Children's Action Alliance, February 21, 2014 Legislative Update email.

[9] Information provided by staff from the Arizona Department of Child Safety on June 25, 2024 through personal correspondence.

Table 4. Race and ethnicity for adults

GEOGRAPHY	POPULATION (18+)	HISPANIC	NOT HISPANIC				
			WHITE	BLACK	AMERICAN INDIAN	ASIAN or PACIFIC ISLANDER	OTHER
Gila River Indian Community	7,438	12%	2%	0%	84%	0%	1%
District 1	753	20%	3%	1%	74%	0%	3%
District 2	369	9%	1%	0%	88%	0%	1%
District 3	1,718	9%	1%	0%	89%	0%	1%
District 4	1,475	14%	2%	0%	82%	0%	2%
District 5	1,280	12%	1%	0%	86%	0%	0%
District 6	1,308	12%	2%	0%	83%	0%	2%
District 7	535	10%	1%	0%	87%	0%	0%
All Arizona Reservations	117,049	5%	5%	0%	88%	0%	1%
Pinal County	276,070	24%	63%	4%	5%	2%	1%
Arizona	4,763,003	25%	63%	4%	4%	3%	1%

US Census (2010). Table P11. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

The majority (93%) of children ages birth through four living in the region were identified as American Indian and Hispanic (22%). This trend, again, is similar to the breakdown among all Arizona reservations. However, the percentage of Hispanic children in the Gila River Indian Community Region (22%) is more than twice that reported in all Arizona reservations combined (9%).[10]

[10] The Census Bureau reports the race/ethnicity categories differently for the population 0-4 and for the adults. For adults, Table 4 above shows exclusive categories where someone who identifies as Hispanic is only counted once as Hispanic, even if the individual also identifies with another race (e.g. Black). For the population 0-4, Table 5 shows non-exclusive categories and this is the reason why the percentages in the rows do not add up to 100%. This means, for instance, that if a child's ethnicity and race are reported as "Black (Hispanic)" he will be counted twice: once as Black and once as Hispanic.

Table 5. Race and ethnicity for children ages 0-4

GEOGRAPHY	POPULATION (AGES 0-4)	HISPANIC OR LATINO	WHITE (NOT HISPANIC)	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN OR PACIFIC ISLANDER
Gila River Indian Community	1,280	22%	0%	0%	93%	0%
District 1	118	32%	0%	0%	83%	0%
District 2	47	11%	0%	0%	100%	0%
District 3	296	21%	0%	0%	93%	0%
District 4	283	25%	0%	0%	95%	0%
District 5	199	23%	0%	0%	97%	0%
District 6	252	19%	0%	1%	91%	0%
District 7	85	20%	0%	0%	91%	0%
All Arizona Reservations	17,061	9%	1%	0%	92%	0%
Pinal County	30,182	38%	49%	4%	6%	2%
Arizona	455,715	45%	40%	5%	6%	3%

US Census (2010). Table P12B, P12C, P12D, P12E, P12F, P12G, P12H, P12I. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Note: The number for children ages 0-5 are not readily available from the US Census, but it is likely that the percentage distribution for children 0-4 will be similar to that of children 0-5.

Language Use and Proficiency

Data about language use at home provide additional information about the characteristics of the population in the Gila River Indian Community Region. Of the population 5 and older, a smaller percentage of people in the Gila River Indian Community speak a Native North American language at home (14%) than in Arizona reservations overall (52%) (Table 6). In the Gila River Indian Community, the native languages spoken are Akimel O'otham and Pee Posh. O'otham is a Uto-Aztecan language and Pee Posh is a Yuman language.

Table 6. Home language use for those 5 years and older

GEOGRAPHY	PERSONS (5+) WHO SPEAK ONLY ENGLISH AT HOME	PERSONS (5+) WHO SPEAK SPANISH AT HOME	PERSONS (5+) WHO SPEAK A NATIVE NORTH AMERICAN LANGUAGE AT HOME	PERSON (5+) WHO SPEAK ENGLISH LESS THAN "VERY WELL"
Gila River Indian Community	80%	4%	14%	3%
District 1	92%	0%	8%	3%
District 2	86%	0%	14%	2%
District 3	75%	7%	13%	2%
District 4	79%	6%	15%	6%
District 5	79%	1%	19%	5%
District 6	88%	2%	10%	3%
District 7	75%	5%	19%	7%
All Arizona Reservations	44%	4%	52%	14%
Pinal County	77%	19%	1%	1%
Arizona	73%	21%	2%	2%

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B16001. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

An estimated 35 percent of the households in the Community report that a language other than English is spoken at home. This proportion is about half that reported for the households in all Arizona reservations (74%). Table 7 below also shows that the percentage of linguistically isolated households in the Gila River Indian Community is lower than that seen in the state as a whole and in Arizona reservations overall. A household is linguistically isolated if all adults (14 and older) speak a language other than English and none speaks English "very well".

Table 7. Household home language use

GEOGRAPHY	HOUSEHOLDS IN WHICH A LANGUAGE OTHER THAN ENGLISH IS SPOKEN	LINGUISTICALLY ISOLATED HOUSEHOLDS
Gila River Indian Community	35%	2%
District 1	27%	7%
District 2	32%	0%
District 3	27%	0%
District 4	34%	4%
District 5	46%	0%
District 6	30%	5%
District 7	54%	0%
All Arizona Reservations	74%	12%
Pinal County	23%	2%
Arizona	27%	5%

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B16002. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Note: A "linguistically isolated household" is one in which all adults (14 and older) speak English less than "very well."

Language Revitalization and Preservation Efforts

There are ongoing language and cultural revitalization efforts in the region. The Gila River Indian Community First Things First Regional Partnership Council funds and supports one such effort through the Native Language Enrichment strategy, which aims to connect young children in the Gila River Indian Community to their language and culture. The program provides outreach and materials in order to promote language acquisition and cultural learning among young children and their families. In addition to the First Things First-funded programs, other language and culture revitalization efforts in the community include: the native language early literacy curriculum implemented at FACE and pre-K programs and at the Early Education Child Care Center; and the language and culture class offered to students at the VHM alternative high school. In addition, elders from the Community get together each week at service centers to teach the O'odham and Pima languages. In these classes, students can learn the O'odham /English orthography approved by the Community council.[11]

[11] Juan, K. Elders put forth effort to sustain O'odham language. *Gila River Indian News*. Retrieved from: http://www.gilariver.org/index.php/news/92-august-2009-grin/750-elders-put-forth-effort-to-sustain-oodham-language

Economic Circumstances

Tribal Enterprises

The Gila River Indian Community is steadily increasing and diversifying its industrial, agricultural, retail and recreational economic base. The Community currently operates three industrial parks that are home to several local and national companies. One park, Lone Butte Industrial Park, is nationally acclaimed as one of the most successful Indian industrial parks in the United States.

Agriculture continues to play a prominent economic role in the Gila River Indian Community's economy. The Community's farm grows crops such as cotton, wheat, millet, alfalfa, and barley, among others, on 12,000 acres. In addition, the Gila River Indian Community owns and operates related agricultural activities, such as a chemical fertilizer plant, cotton gin, and grain storage facilities.

Other tribally owned and operated enterprises include Gila River Telecommunications Inc., which provides residential and business phone and internet service to the Community and Gaming Enterprise, which operates three casinos within the Community. Gaming continues to be a positive economic development activity for the Gila River Indian Community. Wild Horse Pass Hotel and Casino, Vee Quiva Casino and Lone Butte Casino are the three gaming facilities in the Community.

Income and Poverty

Income measures of community residents are an important tool for understanding the vitality of the community and the well-being of its residents. The Arizona Directions 2012 report notes that Arizona has the 5th highest child poverty rate in the country.[12] The effects on children of living in poverty can be felt throughout their lives. Living in poverty increases the likelihood that a child will live in chaotic, crowded and substandard housing and that he or she may be exposed to violence, family dysfunction, and separation from family; all of these factors increase the risk of poorer mental health status later in life.[13]

According to the American Community Survey, the percentage of people living in poverty in the Gila River Indian Community (53%) is higher than that of all Arizona Reservations (40%) and more than three times as high (17%) as the state as a whole. Similarly, more than half (64%) of the young children in the Gila River Indian Community are living in poverty. This proportion is

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[12] Arizona Indicators. (Nov. 2011). *Arizona Directions Report 2012: Fostering Data-Driven Dialogue in Public Policy.* Whitsett, A.

[13] Evans, G.W., & Cassells, R.C. (2013). Childhood poverty, cumulative risk exposure, and mental health in emerging adults. Clinical Psychological Science. Published online 1 October 2013. http://cpx.sagepub.com/content/early/2013/09/26/2167702613501496

also higher than that among all Arizona reservations (53%) and the state (27%). The median family income in the Gila River Indian Community is less than half of the median family income across the state.

Table 8. Median family annual income and persons living below the U.S. Census poverty threshold level

GEOGRAPHY	MEDIAN FAMILY ANNUAL INCOME (2010 DOLLARS)	POPULATION IN POVERTY (ALL AGES)	ALL RELATED CHILDREN (0-5) IN POVERTY
Gila River Indian Community	$25,403	53%	64%
District 1	$12,375	66%	-
District 2	$36,071	26%	-
District 3	$28,667	53%	-
District 4	$28,611	51%	-
District 5	$23,722	53%	-
District 6	$18,438	59%	-
District 7	$27,708	41%	-
All Arizona Reservations	-	40%	53%
Pinal County	$55,856	15%	21%
Arizona	$59,563	17%	27%

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B17001. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
Note: Because of small sample sizes estimates for the districts cannot be reliably calculated

In general, women are more likely to be living in poverty than men for a number of reasons: 1) they are more likely to be out of the workforce, 2) they are more likely to be in low-paying jobs, and 3) they are more likely to be solely responsible for children. In 2012, 79 percent of low-income single-parent households in Arizona were headed by women.[14]

The proposed increase in the federal minimum wage would have an effect on a portion of Arizona families, especially those headed by women. A recent study estimated that 21 percent of the Arizona workforce would be affected by increasing the federal minimum wage to $10.10 by July 2016, and this in turn would impact 18 percent of Arizona children (who have at least

[14] Castelazo, M. (2014). Supporting Arizona Women's Economic Self-Sufficiency. An Analysis of Funding for Programs that Assist Low-income Women in Arizona and Impact of those Programs. Report Produced for the Women's Foundation of Southern Arizona by the Grand Canyon Institute. Retrieved from http://www.womengiving.org/wp-content/uploads/2014/03/WFSA-GCI-Programs-Supporting-Women_FINAL.pdf

one of their parents affected by this change).[15] In many of Arizona's rural counties, wages are low and poverty is high, and an across the board increase in wages could have a marked affect.

Table 9 below shows the median annual income for families with children birth to 17 by type of family.

Table 9. Median family annual income for families with children (0-17)

GEOGRAPHY	MEDIAN FAMILY INCOME			
	ALL FAMILIES	HUSBAND-WIFE FAMILIES	SINGLE MALE FAMILIES	SINGLE FEMALE FAMILIES
Gila River Indian Community	$25,403	$63,850	$28,000	$10,474
District 1	$12,375	-	-	-
District 2	$36,071	-	$41,932	-
District 3	$28,667	$63,000	$30,603	$26,125
District 4	$28,611	$78,031	-	$6,622
District 5	$23,722	$86,500	$10,884	$11,422
District 6	$18,438	$28,571	$25,208	$8,182
District 7	$27,708	$64,750	-	-
All Arizona Reservations	-	-	-	-
Pinal County	$55,856	$65,905	$42,011	$25,719
Arizona	$59,563	$73,166	$36,844	$26,314

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B19126. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
Note: Because of small sample sizes estimates for some districts cannot be reliably calculated

Unemployment

Parental job loss results in families having fewer resources to meet their regular monthly expenses and support their children's development. This is especially pronounced when the family income was already low before the job loss, the unemployed parent is the only breadwinner in the household or parental unemployment lasts for a long period of time. Family dynamics can also be negatively impacted by job loss as reflected in higher levels of parental stress, family conflict and more punitive parental behaviors. Parental job loss can also impact children's school performance (i.e. lower test scores, poorer attendance, higher risk of grade repetition, suspension or expulsion among children whose parents have lost their jobs).[16]

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[15] Raising the Federal Minimum Wage to $10.10 Would Lift Wages for Millions and Provide a Modest Economic Boost. Cooper, D. Economic Policy Institute, Briefing Paper #371, December 19, 2013. Retrieved from http://www.epi.org/publication/raising-federal-minimum-wage-to-1010

[16] Isaacs, J. (2013). Unemployment from a child's perspective. Retrieved from: http://www.urban.org/UploadedPDF/1001671-Unemployment-from-a-Childs-Perspective.pdf

Annual unemployment rates, therefore, can be an indicator of family stress, and are also an important indicator of regional economic vitality. As shown in Figure 6 below, the unemployment rate in the state of Arizona and all Arizona reservations decreased only slightly from 2009 to 2013. In the Gila River Indian Community the unemployment rate has decreased more substantially in the same period. Data from the Gila River Indian Community for the year 2013 show an unemployment rate of 26%, similar to that of all Arizona reservations (24%), but still substantially higher than the state rate of 8%.

Figure 6. Annual unemployment rates in the Gila River Indian Community, All Arizona Reservations and the state, 2009-2013

Arizona Department of Administration, Office of Employment and Population Statistics (2014). Special Unemployment Report, 2009-2014. Retrieved from http://www.workforce.az.gov/local-area-unemployment-statistics.aspx

Table 10 below shows the employment status of parents of young children. Almost half of the young children in the region (48%) live with a single parent who is not in the labor force. In all Arizona reservations combined, about a third of the children live with a single parent who is not in the labor force.

Table 10. Employment status of parents of young children

GEOGRAPHY	CHILDREN (0-5) LIVING WITH TWO PARENTS			CHILDREN (0-5) LIVING WITH SINGLE PARENT	
	BOTH PARENTS IN LABOR FORCE	ONE PARENT IN LABOR FORCE	NEITHER PARENT IN LABOR FORCE	PARENT IN LABOR FORCE	PARENT NOT IN LABOR FORCE
Gila River Indian Community	11%	1%	1%	39%	48%
District 1	0%	0%	0%	58%	42%
District 2	-	-	-	-	-
District 3	10%	0%	0%	28%	62%
District 4	18%	0%	0%	35%	48%
District 5	9%	0%	0%	43%	48%
District 6	8%	6%	5%	46%	35%
District 7	61%	10%	0%	0%	29%
All Arizona Reservations	14%	11%	2%	39%	34%
Pinal County	33%	33%	2%	24%	10%
Arizona	32%	29%	1%	28%	10%

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B23008. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Note: Because of small sample sizes estimates for District 2 cannot be reliably calculated

Note: "In labor force" includes adults who are employed or looking for employment

The percentage of housing units in the region that have housing problems and severe housing problems is higher than the state rate but similar to the rate of all Arizona reservations combined. The US Department of Housing and Urban Development defines housing units with "housing problems" as housing units lacking complete kitchen facilities or complete plumbing facilities, housing units that are overcrowded (with more than 1 person per room), or housing units for which housing costs exceed 30% of income. Housing units with "severe housing problems" consist of housing units lacking complete kitchen facilities or complete plumbing facilities, housing units that are overcrowded (with more than 1.5 person per room), or housing units for which housing costs exceed 50% of income.[17] Districts 3 and 7 though appear to be the ones most affected by housing problems in the Gila River Indian Community Region.

[17] US Department of Housing and Urban Development (2011). CHAS Background. Retrieved from http://www.huduser.org/portal/datasets/cp/CHAS/bg_chas.html

Table 11. Percent of housing units with housing problems

GEOGRAPHY	TOTAL HOUSING UNITS	HOUSING PROBLEMS	SEVERE HOUSING PROBLEMS
Gila River Indian Community	3,083	43%	36%
District 1	294	46%	23%
District 2	228	24%	24%
District 3	600	56%	50%
District 4	591	37%	30%
District 5	554	46%	42%
District 6	474	31%	26%
District 7	105	57%	50%
All Arizona Reservations	45,911	45%	38%
Pinal County	118,883	37%	18%
Arizona	2,326,354	38%	20%

US Department of Housing and Urban Development (2011). CHAS 2008-2010 ACS 3-year average data by place. Retrieved from http://www.huduser.org/portal/datasets/cp/CHAS/data_download_chas.html

Public Assistance Programs

Participation in public assistance programs is an additional indicator of the economic circumstances in the region. Public assistance programs commonly used by families with young children in Arizona include Nutrition Assistance (SNAP, Supplemental Nutrition Assistance Program, formerly known as "food stamps"), Temporary Assistance for Needy Families (TANF, which replaced previous welfare programs), and Women, Infants, and Children (WIC, food and nutrition services).

Supplemental Nutrition Assistance Program (SNAP)

Nutritional Assistance, or SNAP, helps to provide low income families in Arizona with food through retailers authorized to participate in the program. According to the U.S. Department of Agriculture Economic Research Service, in 2010, about 20 percent of Arizonans lived in food deserts, defined as living more than a half-mile from a grocery in urban areas and more than 10 miles in rural areas.[18] Families living in food deserts often use convenience stores in place of grocery stores. New legislation in 2014 could have an effect on what's available in these stores, as they will have to begin stocking "staple foods" (such as bread or cereals, vegetables or fruits, dairy products, and meat, poultry or fish) to continue accepting SNAP.[19] The estimated proportion of young children in the region receiving SNAP has increased substantially over the

[18] http://www.ers.usda.gov/data-products/food-access-research-atlas/about-the-atlas.aspx#.UxitQ4VRKwt

[19] http://cronkitenewsonline.com/2014/02/new-food-stamp-requirements-could-affect-arizona-convenience-stores/

last several years (Table 12). However, as Figure 7 shows, the most recent estimate for the region (January 2012, 57%) is still lower than the estimate for all Arizona reservations (70%).

Table 12. Monthly snapshots of children ages 0-5 receiving SNAP (Supplemental Nutritional Assistance Program)[20]

GEOGRAPHY	2010 CENSUS POPULATION (AGES 0-5)	JANUARY 2010	JANUARY 2011	JANUARY 2012	CHANGE 2010-2012
Gila River Indian Community	1,530	25%	46%	57%	+128%
All Arizona Reservations	20,511	66%	68%	70%	+7%
Pinal County	36,181	27%	28%	31%	+12%
Arizona	546,609	39%	37%	40%	+2%

Arizona Department of Economic Security (2014). [SNAP data set]. Unpublished raw data received from the First Things First State Agency Data Request

US Census (2010). Table P14. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Note: The "Change from 2010 to 2012" column shows the amount of increase or decrease, using 2010 as the baseline. The percent change between two given years is calculated using the following formula: (Number in Year 2 – Number in Year 1)/Number in Year 1 x 100

Figure 7. Monthly snapshot of children ages 0-5 receiving SNAP in January 2012

Arizona Department of Economic Security (2014). [SNAP data set]. Unpublished raw data received from the First Things First State Agency Data Request

Twenty five percent of children enrolled in the Gila River Indian Community Head Start program received SNAP benefits in the 2012-2013. In the same year, 14 percent of children in the Gila River Early Head Start Program participated in the SNAP program.[21]

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[20] Data for this table were provided by FTF through their State Agency Data Request at the zip code level. We applied the following formula to estimate a share of the numbers to the Gila River Indian Community Region: we used the percentage of each zip code area's population of children 0-5 which are Gila River Indian Community residents and then applied these percentages SNAP data to calculate estimates of SNAP recipients for the Gila River Indian Community Region.

[21] Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

Temporary Assistance for Needy Families (TANF)

At the state level, the number of children receiving TANF has decreased over the last several years. This is likely due to new eligibility rules and state budget cuts to the program, which have been enacted annually by state lawmakers. In addition, a 2011 rule which takes grandparent income into account has led to a decline in child-only TANF cases, and fiscal year 2012 budget cuts limited the amount of time that families can receive TANF to two years.[22] Over the last decade federal TANF funds have also been increasingly re-directed from cash assistance, jobs programs and child care assistance to Child Protective Services. Federal cuts to funding to support TANF, including supplemental grants to high growth states, have also been enacted. It is estimated that there will be a deficit in Arizona TANF funds between 10 and 29 million dollars in fiscal year 2014, with a projected to increase to 20-39 million dollars in fiscal year 2015.[23] This decreasing trend in the number of TANF recipients can be seen across all Arizona reservations combined and the state as a whole. In the Gila River Indian Community, however, the estimated percent of young children receiving TANF benefits has increased somewhat, as shown in Table 13.

Table 13. Monthly snapshots of children ages 0-5 receiving TANF (Temporary Assistance for Needy Families)

GEOGRAPHY	POPULATION (AGES 0-5)	JANUARY 2010	JANUARY 2011	JANUARY 2012	CHANGE 2010-2012
Gila River Indian Community	1,530	5%	5%	6%	+29%
All Arizona Reservations	20,511	9%	5%	4%	-53%
Pinal County	36,181	3%	2%	1%	-49%
Arizona	546,609	4%	2%	2%	-48%

Arizona Department of Economic Security (2014). [TANF data set]. Unpublished raw data received from the First Things First State Agency Data Request

Note: The "Change from 2010 to 2012" column shows the amount of increase or decrease, using 2010 as the baseline. The percent change between two given years is calculated using the following formula: (Number in Year 2 – Number in Year 1)/Number in Year 1 x 100

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[22] Reinhart, M. K. (2011). *Arizona budget crisis: Axing aid to poor may hurt in long run.* The Arizona Republic: Phoenix, AZ. Retrieved from http://www.azcentral.com/news/election/azelections/articles/2011/04/17/20110417arizona-budget-cuts-poor-families.html

[23] The Arizona Children's Action Alliance. *Growing up Poor in Arizona: State Policy at a Crossroads.* May 2013. http://azchildren.org/wp-content/uploads/2013/06/TANF_report_2013_ForWeb.pdf

Figure 8. Monthly snapshot of children ages 0-5 receiving TANF in January 2012

Arizona Department of Economic Security (2014). [TANF data set]. Unpublished raw data received from the First Things First State Agency Data Request

Similar rates of TANF participation can be seen among children enrolled in the Gila River Indian Community Head Start (5%) and Early Head Start Program (3%).[24]

Gila River Indian Community Women, Infants and Children (WIC) Program

WIC is a federally-funded nutrition program which services economically disadvantaged pregnant, postpartum, and breastfeeding women, as well as infants and children under the age of five. More than half of the pregnant and postpartum women, infants, and children under age five are estimated to be eligible for WIC in Arizona, and in 2011, Arizona WIC served approximately 62 percent of the eligible population.[25] A primary goal of the WIC program is obesity prevention through the promotion of breastfeeding, nutritious diet, and physical activity. Changes to WIC in 2009 may in fact be impacting childhood obesity. In that year, WIC added vouchers for produce and also healthier items such as low-fat milk. Studies following the change have shown increases in purchases of whole-grain bread and brown rice,[26] and of reduced-fat milk,[27] and fewer purchases of white bread, whole milk, cheese and juice.[28]

In many Arizona tribal communities the WIC program was initially funded through the state of Arizona. Over time, however, several tribes advocated for services that were directed by the tribes themselves and that met the needs of tribal members. As part of this effort, in 1986 the

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[24] *Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/*

[25] Arizona Department of Health Services, Bureau of Nutrition and Physical Activity. (2013). WIC needs assessment. Retrieved from http://www.azdhs.gov/azwic/documents/local_agencies/reports/wic-needs-assessment-02-22-13.pdf

[26] Andreyeva, T. & Luedicke, J. Federal Food Package Revisions Effects on Purchases of Whole-Grain Products. (2013). American Journal of Preventive Medicine, 45(4):422–429

[27] Andreyeva, T., Luedicke, J., Henderson, K. E., & Schwartz, M. B. (2013). The Positive Effects of the Revised Milk and Cheese Allowances in the Special Supplemental Nutrition Program for Women, Infants, and Children. Journal of the academy of nutrition and dietetics, Article in Press. http://www.yaleruddcenter.org/resources/upload/docs/what/economics/WIC_Milk_and_Cheese_Allowances_JAND_11.13.pdf

[28] Andreyeva, T., Luedicke, J., Tripp, A. S., & Henderson, K. E. (2013). Effects of Reduced Juice Allowances in Food Packages for the Women, Infants, and Children Program. Pediatrics, 131(5), 919-927.

Inter Tribal Council of Arizona (ITCA), led by the by Colorado River Indian Tribes, Gila River Indian Community, Salt River Pima-Maricopa Indian Community and the Tohono O'odham Nation, applied for and received approval to become a WIC state agency through the USDA, initially funding seven Tribes. Currently, the ITCA WIC program provides services to 13 reservation communities and the Indian urban populations in the Phoenix and Tucson area.[29] The Gila River Indian Community WIC is one of the tribally operated programs under the ITCA WIC umbrella. As of May 1, 2014, the program's funded caseload is 1,175 (the previous year it had been 1,150).

The Gila River Indian Community WIC program provides services to Community members and also to residents of the surrounding communities of Casa Grande, Chandler and Coolidge. The table below shows the number of WIC clients (women, infant and children) participating in the program, which has increased overall since 2012. In January of 2014, the number of children 0-4 served by the Gila River Indian Community WIC Program was the equivalent of three-quarters of the total population of children in that age range in the Community. WIC Programs also keep data regarding their no-show rates, which are defined as the percent of clients who are enrolled in the program but do not show up for their scheduled appointment and are therefore considered 'not-participating.' No-show rates for the Gila River Indian Community WIC Program have remained at less than 20 percent in the past three years (see Table 14).

Table 14. Gila River Indian Community WIC Program participation, 2012-2014

MONTH	WOMEN	INFANTS	CHILDREN (1-4)	TOTAL	% INFANTS AND CHILDREN 0-4	NO-SHOW RATE
January 2012	258	298	588	1,144	69%	19%
January 2013	263	319	571	1,153	70%	19%
January 2014	276	329	626	1,231	75%	16%

Gila River Indian Community WIC Program. (2014). January 2014, January 2013 and January 2012 Caseload Management Reports. Unpublished data provided by the Gila River Indian Community WIC Program.
US Census (2010). Table P14. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
The percent of infants and children 0-4 is calculated using the Census 2010 population of children in that age range.

According to program staff, families who live off the reservation boundaries but receive prenatal care at Gila River Health Care facilities also choose to access WIC services from the Community's program. This may help explain the high enrollment rate.

[29] http://itcaonline.com/wp-content/uploads/2012/01/2010-Annual-Report.pdf

The Gila River Indian Community Head Start and Early Head Start Program Information Reports show that 55 percent of children enrolled in Early Head Start and 58 percent of children enrolled in Head Start receive WIC benefits.[30]

Free and Reduced Lunch

Free and Reduced Lunch is a federal assistance program providing free or reduced price meals at school for students whose families meet income criteria. These income criteria are 130 percent of the Federal Poverty Level (FPL) for free lunch, and 185 percent of the FPL for reduced price lunch. The income criteria for the 2014-2015 school year are shown below.

Table 15: Free and reduced lunch eligibility requirements for 2014-2015 school year

FEDERAL INCOME CHART: 2014-2015 SCHOOL YEAR						
	FREE MEALS – 130%			REDUCED PRICE MEALS – 185%		
Household Size	Yearly Income	Monthly Income	Weekly Income	Yearly Income	Monthly Income	Weekly Income
1	$15,171	$1,265	$292	$21,590	$1,800	$416
2	$20,449	$1,705	$394	$29,101	$2,426	$560
3	$25,727	$2,144	$495	$36,612	$3,051	$705
4	$31,005	$2,584	$597	$44,123	$3,677	$849
5	$36,283	$3,024	$698	$51,634	$4,303	$993
6	$41,561	$3,464	$800	$59,145	$4,929	$1,138
7	$46,839	$3,904	$901	$66,656	$5,555	$1,282
8	$52,117	$4,344	$1,003	$74,167	$6,181	$1,427
Each Additional Person	$5,278	$440	$102	$7,511	$626	$145

http://www.fns.usda.gov/sites/default/files/2014-04788.pdf

As Table 16 shows, a large proportion of the students in the school districts that serve children from the Community (except for the Kyrene Elementary District) are eligible for free or reduced

[30] Office of Head Start (2013). *2013 Performance Indicator Report Data Extract.* Retrieved from https://hses.ohs.acf.hhs.gov/pir/

lunch (for a map showing the school districts and how they overlap with the Community boundaries see Figure 9 below).

Table 16. Free and reduced lunch eligibility by school district

SCHOOL DISTRICT NAME	PERCENT ELIGIBLE FOR FREE OR REDUCED LUNCH
Coolidge Unified District	66%
Kyrene Elementary District	29%
Sacaton Elementary District	82%
Union Elementary District	85%

Arizona Department of Education (2014). Percentage of children approved for free or reduced-price lunches, October 2013. Retrieved from http://www.azed.gov/health-nutrition/frpercentages/

Educational Indicators

A national report released in 2012 by the Annie E. Casey Foundation ranked Arizona among the ten states with the lowest score for children's educational attainment.[31] More recent reports have illustrated similar concerns: *Quality Counts*, an annual publication of the Education Week Research Center, gave Arizona an overall K-12 education rank of 43 in 2013.[32] A 2013 Census Bureau report indicates that Arizona schools receive less in state funding than most states. In 2011, Arizona schools received about 37 percent of their funding from the state, compared to a national average of about 44 percent. The report also found that Arizona has one of the lowest per-pupil expenditures nationally. Arizona spent $7,666 per pupil in 2011, below the national average of $10,560 for that year. Arizona also spent the lowest amount nationally on school administration in 2011.[33]

The educational system in the Gila River Indian Community includes schools operated by the Arizona Department of Education (ADE), Bureau of Indian Education (BIE) schools, and schools chartered under the Community.

The Sacaton School District, which includes Sacaton Elementary School and Sacaton Middle School, is the only ADE district that lies fully within the reservation boundaries.

Figure 9 below shows the school districts on and around the reservation boundaries.

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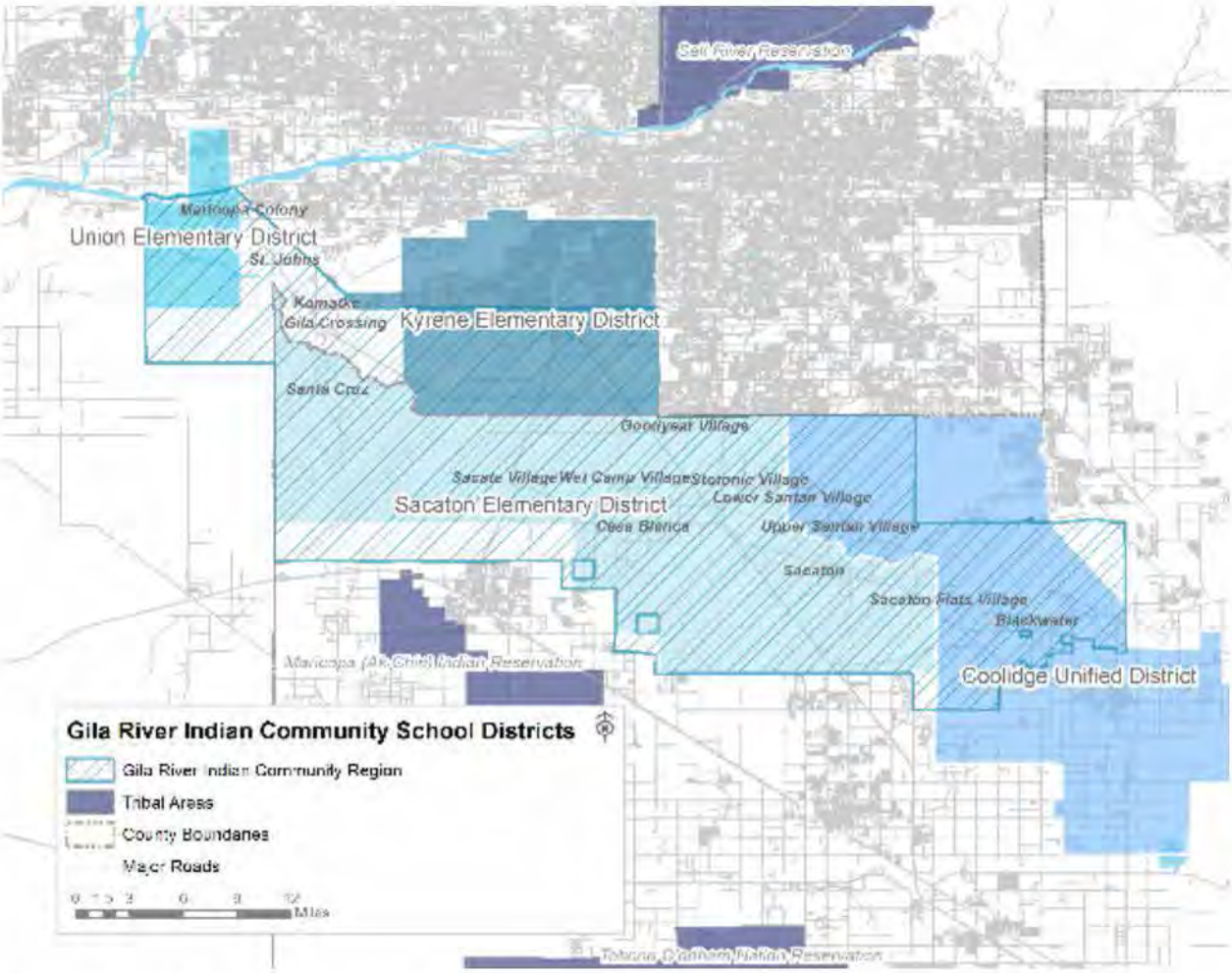
[31] Annie E. Casey Foundation. (2012). *Analyzing State Differences in Child Well-being*. O'Hare, W., Mather, M., & Dupuis, G.

[32] Education Week. (2014). *Quality Counts 2013 Highlights*. Retrieved from http://www.edweek.org/media/QualityCounts2013_Release.pdf

[33] Dixon, M. (2013). *Public Education Finances: 2011, Government Division Reports*. Retrieved from http://www2.census.gov/govs/school/11f33pub.pdf.

Figure 9. School districts serving the Gila River Indian Community Region



Source: 2010 TIGER/Line Shapefiles prepared by the US Census, 2010

Blackwater Community School, Casa Blanca Community School and Gila Crossing Community Schools are all BIE grant schools.

Akimel O'Otham Pee Posh Charter School and Blackwater Community School operate as one school under a unique partnership between federal, state and tribal governments; according to the school's website, the charter school is located on federal trust land operated under the Bureau of Indian Affairs, Bureau of Indian Education (BIE). The school was established as a K-2 day school (currently Blackwater Community School, serving preschool to second grade). In order to expand to higher grades, the school board and administration requested permission from BIE for the school to apply as a state charter school for grades 3 – 5. This was granted and in 2000 the State Board of Charters approved the application.

In the fall of 2012, the principal of Blackwater Community School, Jacqueline Power, was named as one of the 2012 National Distinguished Principals. She was the first principal of a Native American School to receive this recognition.[34]

Casa Blanca Community School is a single-school district serving children from kindergarten to 4th grade. The school describes itself as a safe and drug-free educational environment in which cultural identity and respect for the history and language of the Gila River Indian Community are combined with knowledge of the present. The school prides itself on offering a student to teacher ratio of 18:1.[35]

Gila Crossing Community School located on the northwest corner of the Gila River Indian Community, serves pre-K to eighth grade students with a current enrollment of about 500 students. Gila Crossing was formerly a Bureau of Indian Affairs School and in 1995 it became a grant school chartered under the Gila River Indian Community. It is the largest Bureau-funded school in the Community. In January of 2002 the school took over a neighborhood school formerly known as Estrella Mountain Accommodation School. The new location became Gila Crossing Community School North Campus, currently called Middle School.[36]

New legislation at the federal and state levels have the objective of improving education in Arizona and nationwide. These initiatives are described in the following sections.

Common Core/Early Learning Standards

The Common Core State Standards Initiative is a nationwide initiative which aims to establish consistent education standards across the United States in order to better prepare students for college and the workforce. The initiative is sponsored by the Council of Chief State School Officers (CCSO) and the National Governors Association (NGA). Common Core has two domains of focus: English Language Arts/Literacy (which includes reading, writing, speaking and listening, language, media and technology), and Mathematics (which includes mathematical practice and mathematical content). The initiative provides grade-by-grade standards for grades K-8, and high school student standards (grades 9-12) are aggregated into grade bands of 9-10 and 11-12.

To date, 44 states and the District of Columbia have adopted the Common Core State Standards. Arizona adopted the standards in June of 2010 with the creation of Arizona's College and Career Ready Standards (AZCCRS). A new summative assessment system which reflects

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[34] National Center for Family Literacy. (January 2013). *Blackwater Community School FACE Site Visit Report*. Unpublished report provided by Blackwater Community School.

[35] More information about the school's mission and vision can be found at: http://www.cbcschools.com/index.cfm?pID=5995

[36] http://www.gccseagles.org/

AZCCRS will be implemented in the 2014-2015 school year. This assessment will replace the AIMS test. More information about the Common Core State Standards Initiative can be found at www.corestandards.org, and additional information about AZCCRS can be found at http://www.azed.gov/azccrs.

Move on When Ready

The Arizona Move on When Ready Initiative is a state law (A.R.S. Title 15, Chapter 7, Article 6) and is part of the National Center on Education and the Economy's *Excellence For All* pilot effort. Move on When Ready is a voluntary performance-based high school education model that aims to prepare all high school students for college and the workforce.

Key components of the Move on When Ready model include offering students individualized education pathways; moving away from a "one-size-fits-all" educational approach; and a new performance-based diploma called the Grand Canyon Diploma that can be awarded voluntarily to students. Grand Canyon Diplomas have been available since the 2012-2013 academic year. They can be awarded to high school students who have met the subject area requirements specified by the statute and who also meet college and career qualification scores on a series of exams. After a student earns a Grand Canyon Diploma, he or she can opt to remain in high school, enroll in a full-time career and technical education program, or graduate from high school with the Grand Canyon Diploma and attend a community college.

Schools may participate in Move on When Ready on a voluntary basis. As of April 2014, the Center for the Future of Arizona reported that 38 schools were participating in Move on When Ready. None of the school districts in the region are currently participating in this initiative.

Educational Attainment

Several socioeconomic factors are known to impact student achievement, including income disparities, health disparities, and adult educational attainment.[37] Some studies have indicated that the level of education a parent has attained when a child is in elementary school can predict educational and career success for that child forty years later.[38]

Adults in the Gila River Indian Community show lower levels of education than the state of Arizona overall and all Arizona reservations combined with 36 percent of adults in the region

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[37] Annie E. Casey Foundation. (2013). *The First Eight Years: Giving kids a foundation for lifetime success.* Retrieved from http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/F/FirstEightYears/AECFTheFirstEightYears2013.pdf

[38] Merrill, P. Q. (2010). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *NIH Public Manuscript*, Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/

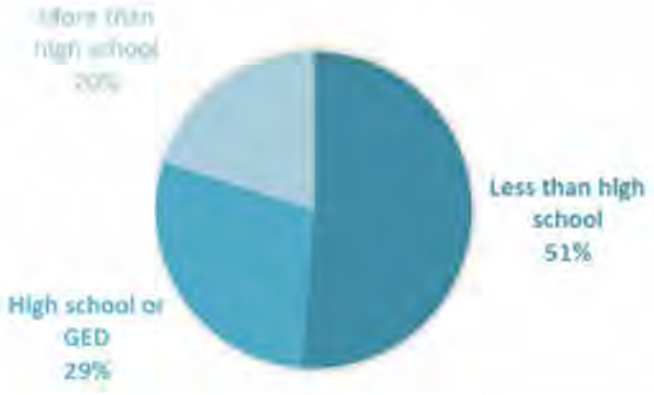
without a high school diploma or GED (see Table 17). In addition, more than half of births in the region are to women without a high school diploma (see Figure 10).

Table 17. Educational achievement of adults

GEOGRAPHY	Adults (ages 25+) without a high school diploma or GED	Adults (ages 25+) with a high school diploma or GED	Adults (ages 25+) with some college or professional training	Adults (ages 25+) with a bachelor's degree or more
Gila River Indian Community	36%	34%	26%	4%
District 1	46%	38%	17%	0%
District 2	31%	17%	46%	6%
District 3	33%	32%	32%	3%
District 4	39%	39%	18%	3%
District 5	29%	34%	31%	6%
District 6	45%	37%	13%	4%
District 7	36%	27%	33%	4%
All Arizona Reservations	30%	33%	29%	7%
Pinal County	16%	29%	37%	18%
Arizona	15%	24%	34%	27%

US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B15002. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Figure 10. Births by mother's educational achievement on the Gila River Indian Reservation Region (2009-2012)



Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

Youth in the Gila River Indian Community attend high schools at two local alternative charter schools (Ira H. Hayes High School and Vechij Himdag MashchamakuD), off-reservation boarding schools, and off-reservation public high schools in the surrounding communities. In the 2013-

2014 school year, there were 66 students enrolled at Ira H. Hayes High School and 74 students enrolled at Vechij Himdag MashchamakuD.[39]

Vechij Himdag MashchamakuD high school (VHM) constitutes a major asset in the community, providing at-risk youth with opportunities to continue with their education and receive job training so they can graduate and go to college with work experience and technical training. After going through a major restructuring process that reorganized the academic program and curriculum in the summer of 2009, VHM high school currently offers a combination of online and traditional classes; for their online work, each student has access to a laptop computer and tutors are available on-site to provide any needed assistances. According to school staff, partnering with the community was a crucial element of the restructuring process and the consequent success the school has experienced in the years after. VHM high school emphasizes the need to set a high level of academic rigor while removing, to the extent possible, the barriers that at-risk youth face when trying to stay in school and graduate.

VHM works closely with a wide range of community partners and tribal agencies and departments. Establishing these close partnerships was an important aspect of the restructuring process; it has helped the school successfully place its students in training opportunities and connect enrolled youth to services available to them.

Early Education and School Readiness

The positive impacts of quality early education have been well-documented. Previous research indicates that children who attend high-quality preschools have fewer behavior problems in school later on, are less likely to repeat a grade, are more likely to graduate high school, and have higher test scores.[40] Enrollment in preschool provides children with social, emotional and academic experiences that optimally prepare them for entry into kindergarten. In 2012 in Arizona, two-thirds of children aged three and four were not enrolled in preschool (compared to half of children this age nationally). In 2013, Arizona was ranked 3rd to last nationally in the number of preschool aged children enrolled in preschool.[41] In the Gila River Indian Community Region, the estimated proportion of children ages 3 and 4 who are enrolled in early education settings (39%) is about the same as that of all Arizona reservations (41%). Both of these estimates are higher than the percent of children estimated to be enrolled in early education

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[39] *Arizona Department of Education (2014). October 1 Enrollment 2013-2014. Retrieved from http://www.azed.gov/research-evaluation/arizona-enrollment-figures/*

[40] Annie E. Casey Foundation. (2013). *The First Eight Years: Giving kids a foundation for lifetime success*. Retrieved from http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/F/FirstEightYears/AECFTheFirstEightYears2013.pdf

[41] Children's Action Alliance. Retrieved from http://azchildren.org/wp-content/uploads/2014/01/2013-NAEP-Fact-Sheet-one-sided-version.pdf

settings at the state level, suggesting that children living in tribal communities may be more likely to access early childhood opportunities than children who live in non-tribal areas.

Table 18. Children (3-4) enrolled in nursery school, preschool, or kindergarten

GEOGRAPHY	2010 CENSUS PRESCHOOL-AGE CHILDREN (AGES 3-4)	ESTIMATED PERCENT OF CHILDREN (AGES 3-4) ENROLLED IN NURSERY SCHOOL, PRESCHOOL, OR KINDERGARTEN
Gila River Indian Community	546	39%
District 1	53	-
District 2	20	-
District 3	119	52%
District 4	115	32%
District 5	89	17%
District 6	106	36%
District 7	44	-
All Arizona Reservations	6,881	41%
Pinal County	12,348	28%
Arizona	185,196	34%

US Census (2010). Table P14. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml; US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, Table B14003. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
Note: Because of small sample sizes, estimates for some districts cannot be reliably calculated

Arizona reduced funding for kindergarten from full-day to half-day in 2010, and eliminated funds for pre-K programs in 2011. First Things First funds a limited number of preschool scholarships across the state, including $13.7 million for Pre-K Scholarships and $39 million for Quality First Scholarships in FY 2013.[42] More information about how these scholarships are used in the Gila River Indian Community Region can be found in the *Early Childhood System* section of this report.

First Things First has developed Arizona School Readiness Indicators, which aim to measure and guide progress in building an early education system that prepares Arizona's youngest citizens to succeed in kindergarten and beyond. The Arizona School Readiness Indicators are: children's health (well-child visits, healthy weight, and dental health); family support and literacy (confident families); and child development and early learning (school readiness, quality early education, quality early education for children with special needs, affordability of quality early

[42] The Build Initiative. Arizona State Profile. Retrieved from http://www.buildinitiative.org/Portals/0/Uploads/Documents/ArizonaProfileFinal.pdf

education, developmental delays identified in kindergarten, and transition from preschool special education to kindergarten).[43]

Standardized Test Scores

The primary in-school performance of current students in the public elementary schools in the state is measured by Arizona's Instrument to Measure Standards (AIMS).[44] AIMS is required by both state and federal law, and is used to track how well students are performing compared to state standards. Performance on AIMS directly impacts students' future progress in school. As of the 2013-2014 school year, Arizona's revised statute[45] (also known as *Move on When Reading*) states that a student shall not be promoted from the third grade "if the pupil obtains a score on the reading portion of the Arizona's Instrument to Measure Standards (AIMS) test…that demonstrates that the pupil's reading falls far below the third-grade level." Exceptions exist for students with learning disabilities, English language learners, and those with reading deficiencies.

The tables below show the math and reading AIMS test scores for schools on the reservation (Sacaton Elementary District and Akimel O'Otham Pee Posh Charter School) as well as other districts whose boundaries overlap with those of the region. Overall, the Sacaton Elementary third graders performed similarly to students statewide in math, but showed a slightly lower level of achievement in reading when compared to Arizona third graders. These rates, however, are an improvement from those reported on the 2012 Needs and Assets Report, where 12 percent of Sacaton Elementary students who took the test scored "far below standard" in math and the math passing rate (indicated by a combination of the percentages for "approaches" and "falls far below") was 62 percent. Similarly, the 2012 report shows 10 percent of students scoring "far below standard" in reading (compared to 0% in the table below) and 64 percent passing the reading component.

Test scores for the students in the Akimel O'Otham Pee Posh School in the reading portion of the test were similar to those of the Sacaton Elementary Children. However, the rate of students passing the math component was substantially lower than both the Sacaton Elementary and the statewide rates.

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[43] First Things First. *Arizona School Readiness Indicators.* Retrieved from: http://www.azftf.gov/Documents/Arizona_School_Readiness_Indicators.pdf

[44] For more information on the AIMS test, see the Arizona Department of Education's Website: http://www.ade.az.gov/AIMS/students.asp

[45] Arizona Revised Statute §15-701

Table 19. Math 3rd grade AIMS results, 2013

Local Education Agency (LEA)	Math Percent Falls Far Below	Math Percent Approaches	Math Percent Meets	Math Percent Exceeds	Math Percent Passing
Sacaton Elementary District	4%	27%	57%	13%	70%
Akimel O'Otham Pee Posh Charter School, Inc.	13%	50%	27%	10%	38%
Coolidge Unified District	21%	32%	35%	12%	47%
Kyrene Elementary District	4%	15%	40%	41%	81%
Union Elementary District	15%	35%	38%	12%	50%
Arizona (All charter and district schools)	9%	23%	43%	26%	68%

Arizona Department of Education (2013). AIMS and AIMSA 2013. Retrieved from http://www.azed.gov/research-evaluation/aims-assessment-results/

Table 20. Reading 3rd grade AIMS results, 2013

Local Education Agency (LEA)	Reading Percent Falls Far Below	Reading Percent Approaches	Reading Percent Meets	Reading Percent Exceeds	Reading Percent Passing
Sacaton Elementary District	0%	30%	63%	7%	70%
Akimel O'Otham Pee Posh Charter School, Inc.	2%	29%	65%	4%	69%
Coolidge Unified District	11%	37%	50%	2%	52%
Kyrene Elementary District	2%	12%	64%	22%	87%
Union Elementary District	4%	42%	53%	2%	54%
Arizona (All charter and district schools)	4%	21%	62%	13%	75%

Arizona Department of Education (2013). AIMS and AIMSA 2013. Retrieved from http://www.azed.gov/research-evaluation/aims-assessment-results/

Data about academic achievement in school year is available for BIE schools in the region.[46] Of the schools in the region, detailed data about academic achievement is available only for Casa Blanca Community School and Gila Crossing Community School. No data are available from the Akimel O' Otham Pee Posh/Blackwater Community School because they tested fewer than 10 children.

The attendance rate in Casa Blanca Community School was high, with 92 percent of students attending each day. In the 2012-2013 school year, 49 percent tested as proficient or advanced in reading, and 21 percent scored as proficient or advanced in math.[47]

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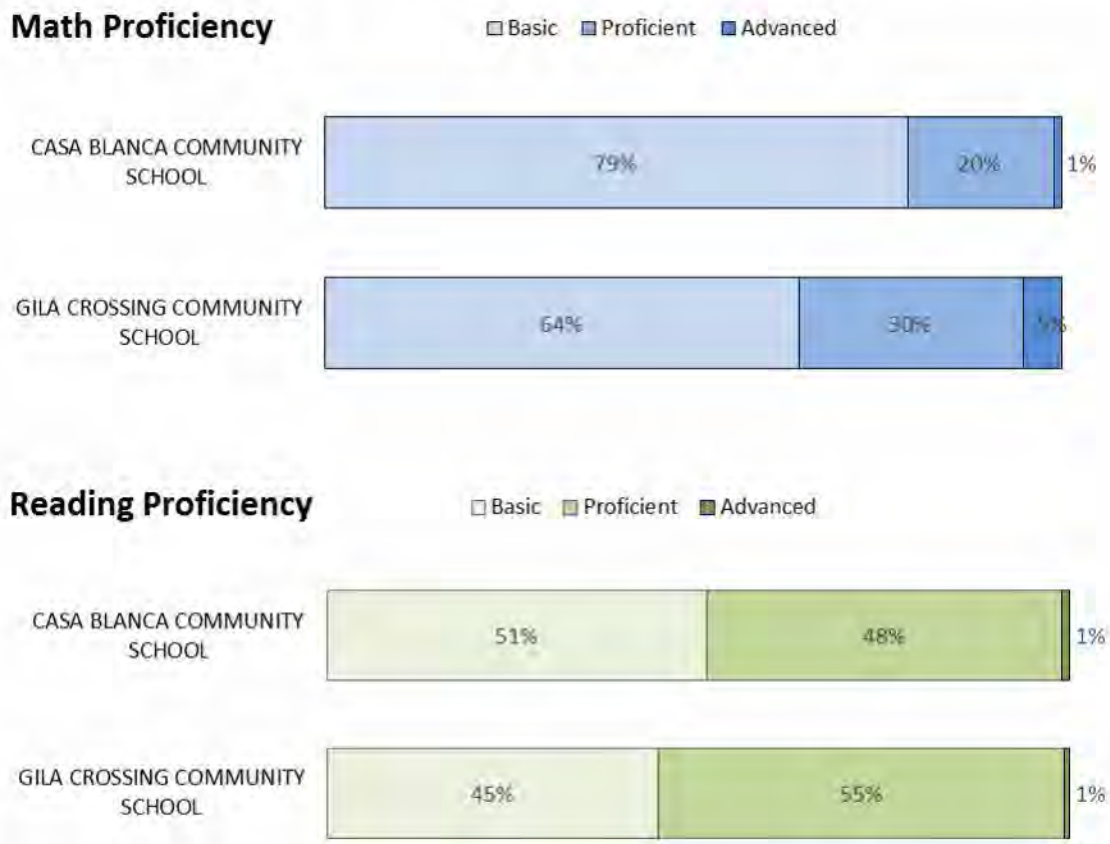
[46] Data were obtained from the BIE School Report Cards available at http://www.bie.edu/HowAreWeDoing/Scorecards/index.htm. Note that statewide comparison for all BIE schools in Arizona was not available from the School Report Cards website.

[47] http://www.bie.edu/cs/groups/xbie/documents/text/idc1-026221.pdf

In the Gila Crossing Community School the attendance rate was also high at 92 percent. Data from the 2011-2013 school year show that 55 percent of students tested as proficient or advanced in reading and 36 percent scored as proficient or advanced in math.[48]

Figure 11. Math and Reading achievement testing data, Casa Blanca Community School and Gila Crossing Community School, 2012-2013



U.S. Bureau of Indian Education Division of Performance and Accountability. (2013). School Report Card 2012-2013. Retrieved from http://www.bie.edu/HowAreWeDoing/Scorecards/index.htm

A sample of students in grades 4, 8, and 12 also takes the National Assessment of Educational Progress (NAEP), which is a nationally administered measure of academic achievement that allows for comparison to national benchmarks. A 2014 report by the Annie E Casey Foundation highlighted early reading proficiency across the nation using the National Assessment of Educational Progress data. In Arizona, the percentage of fourth graders reading at or above

[48] http://www.bie.edu/cs/groups/xbie/documents/text/idc1-026340.pdf

proficient levels increased from 23 percent in 2003 to 28 percent in 2013, compared to a national average of 34 percent in 2013.[49]

Strong disparities exist based on income. Eighty-five percent of low-income fourth graders in Arizona were reading below proficiency, compared to 57 percent of fourth graders from high income households.

Other research shows that five year-olds with lower-income, less-educated parents score more than two years behind on standardized language development tests by the time they enter kindergarten. Further, new research posits that this gap in language development begins as early as 18 months of age.[50]

This data reflects not only the need to enhance language development among Arizona's children, but also the need for increased early intervention among the state's poorest children. However, Arizona has decreased or eliminated funding for a number of child-focused programs including full-day kindergarten, Healthy Families, family literacy and the Early Childhood Block Grant. Between 2009 and 2014, Arizona's financial investment in early education is estimated to have fallen from more than $450 million to less than $150 million.[51] The need for strengthening the early childhood system at the state level is clear. The following section will highlight local efforts in this area taking place in the region.

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[49] Annie E. Casey Foundation. (2014). Early Reading Proficiency in the United States. January 2014. Retrieved from http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/E/EarlyReadingProficiency/EarlyReadingProficiency2014.pdf

[50] Carey, B. (2013). Language gap between rich and poor children begins in infancy, Stanford psychologists find. Retrieved from Stanford News http://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html

[51] Children's Action Alliance. Arizona's Investment in Early Education has Fallen Substantially. Retrieved from http://azchildren.org/wp-content/uploads/2014/01/chart-for-NAEP-enews-story.pdf

The Early Childhood System: Detailed Descriptions of Assets and Needs

Quality and Access

Early Care and Education

Children who take part in high-quality early education programs have better success in school, are less likely to enter the criminal justice system,[52] and have better long-term outcomes into adulthood as seen through higher high school graduation rates, increased employment opportunities and earnings, and lower rates of depression and drug use.[53] Studies of the cost-effectiveness of investing in early education (pre-kindergarten) programs show a substantial return on investment in the long term through increases in economic productivity and decreases in expenses to the criminal justice system.[54]

Early care and education options available to parents of young children in the Gila River Indian Community include child care centers, home-based care, school-based preschools, Family and Child Education (FACE) programs, Head Start/Early Head Start Programs and off-reservation child care services. Despite the variety of options, early care for children in the Community is limited: All of these programs combined provide about 500 early childhood care and education slots available to children under six in the region. This means that about two thirds of the children ages 0 to 5 have little to no access to formal early care settings.

Center and home-based Care

School-based preschool programs - School-based preschool programs in the Gila River Indian Community Region currently include the Blackwater Community School pre-K program and the Sacaton Elementary School preschool program.

The Gila River Indian Community First Things First (FTF) Regional Partnership Council provides funding to the Blackwater Community School for a 20-student preschool program. This program is modeled after the Bureau of Indian Affairs Family and Child Education program -FACE (for more information on the FACE programs see p. 53 below). Other program components include the Houghton Mifflin Preschool Curriculum, Every Day Counts Calendar Math™, Stages of

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[52] Lynch, R. (2007). Enriching Children, Enriching the Nation (Executive Summary). Washington, DC: Economic Policy Institute. Retrieved from http://www.epi.org/content.cfm/book_enriching

[53] The Annie E Casey Foundation. *The first eight years; giving kids a foundation for lifetime success*. (2013). Retrieved from http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/F/FirstEightYears/AECFTheFirstEightYears2013.pdf

[54] Castelazo, M. (2014). Supporting Arizona Women's Economic Self-Sufficiency. An Analysis of Funding for Programs that Assist Low-income Women in Arizona and Impact of those Programs. Report Produced for the Women's Foundation of Southern Arizona by the Grand Canyon Institute. Retrieved from http://www.womengiving.org/wp-content/uploads/2014/03/WFSA-GCI-Programs-Supporting-Women_FINAL.pdf

Writing Development Measurements, Arizona Literacy Plan (birth to five section), cultural development with O'Odham culture and language, and nutrition education through the school lunch program and GENESIS Diabetes Prevention Program.[55]

The FTF Blackwater preschool program collaborates closely with other programs in the region providing services to young children such as the Early Childhood Special Services Program providing services in the areas of speech and language development, occupational and physical therapy, counseling and behavior modification to children with special needs enrolled in the program. In addition, the Gila River Health Care school nurse is available to provide services to children in the preschool program. The Genesis Program provides health and fitness education with a cultural component to enrolled children. The preschool program also collaborates with the Blackwater FACE Program (se FACE Programs section below) on planning of lessons and activities for the children.

In addition to the FTF-funded program, Blackwater Community School was able to secure funding from the 21st Century Community Learning Centers program for another 20-student preschool program, which began in 2012-2013. Funding for this program will be available through 2015.

In school year 2012-2013 Gila Crossing Community school also received funding from the FTF Gila River Indian Community Regional Partnership Council and the Gila River Indian Community Tribal Council for two preschool classrooms that enrolled a total of 12 and 13 children each. This program was in place for only one year as funding from the Tribal Council could not be secured for the following year.

An important addition to the early childhood education system in the Community is on the way, as St. Peter Indian Mission School is currently in the process of adding two pre-K classrooms to the school. St. Peter's school staff has been working in close collaboration with the FTF Regional Director and Regional Partnership Council, as well as with staff from the Early Education Childhood Center in the planning and design of their pre-K classrooms.

Local Education Agency (LEA) Preschools

Under the No Child Left Behind Act (NCLB), Title I provides preschool, elementary, and secondary schools with financial assistance in order to assist all children, including educationally disadvantaged children, in meeting the state's academic standards. Title I funding is intended to assist schools in administering supplementary programs, such as those designed to increase parent involvement, additional instructional services, and school wide reform efforts. The U.S.

[55] Southwest Interdisciplinary Research Center. (August 2013). *Blackwater Community School Preschool Evaluation Report August 2012-June 2013*. Unpublished report provided by the Blackwater Community School

Department of Education encourages the use of these funds to support early childhood education, recognizing that this is an area that often has not had sufficient resources. Sacaton Elementary School is the LEA in the region that offers a preschool program. This program, however, exclusively serves children with special needs in the Community. The program operates two days a week from 8:00 am to 3:00 pm. By the end of the 2013-2014 school year this program enrolled a total of 23 children. As of September of 2014, there were 13 children enrolled in the program for the 2014-2015 school year, although key informants indicated that enrollment tends to increase as the school year progresses.

Table 21 below shows the LEA preschools in school districts on or around the Gila River Indian Community reservation boundaries (only the Sacaton Elementary School District lies fully within the Community's boundaries).

Table 21. Local Education Agency Preschools

LOCAL EDUCATION AGENCY (LEA)	NUMBER OF PRESCHOOL PROGRAMS	PRESCHOOL STUDENTS ENROLLED
Sacaton Elementary District*	1	23
Coolidge Unified District	2	59
Kyrene Elementary District	10	406
All Pinal County Districts	4	144
All Arizona Districts	220	10,063

Arizona Department of Education (2014). October 1 Enrollment 2013-2014. Retrieved from http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

**Information provided through personal communication with staff at Sacaton Elementary School. The number of children enrolled shown in the table reflects end-of-year enrollment.*

Early Education Child Care Center (EECC) – The EECC is a tribally owned and operated program. The EECC Center receives federal funding from the Child Care Development Fund. The EECC center is tribally licensed through GRIC Department of Public Health Environmental Health Services. The EECC is a one of the child care services options provided by the Child Care and Development Services Department to families in the Community who meet income guidelines and who are in need of child-care services because they are either: employed or looking for employment, in training, attending school or training. Child care services through this Department are also available to children involved with CPS or in foster care.[56] The EECC also serves GRIC employees who are either qualified for the Child Care and Development funding or

[56] Gila River Indian Community Employees who are enrolled with another tribe may be eligible for child care assistance if they meet the following criteria: proof of enrollment in a federally recognized tribe; proof of tribal enrollment for children; meet income guidelines and provide any necessary documentation for application process. http://mygilariver.com/gricted/earlyeducation/childcare/childcare.htm

full-pay parents. In addition to Child Care Development Fund subsidies, EECC also provides 25 child care scholarships through Valley of the Sun United Way.

The EECC is located in District 3 (Sacaton) and has a capacity to serve a total of 122 children from as early as six weeks old. As of June of 2014, EECC enrollment was 100 (43 children ages birth to three and 57 children three to five years old).The Center rarely has any 0 to 3 slots available because those get filled as soon as they become vacant. Recently, there was a substantial increase in the number of children on the EECC waiting list, from 58 in 2012 to 92 in June of 2014. Key informants indicated that a possible cause of this increase, which has doubled the number of children waiting for an EECC spot, may be the number of families who have recently moved into the Community after a substantial number of new homes had been built on the reservation. This could suggest a possible increase in the demand of other services for families with young children in the region. Another possible reason may be that Community members are becoming more aware of the child care subsidy program, which, as of last year's funding plan, is only available to Community members.

Although EEEC rates for full-time child care are low relative to the rates charged by full-time regulated child care centers in surrounding counties and in the state overall, the rates are still very challenging for many families in the Gila River Indian Community to meet. The table below shows the cost of child care in the EECC center by percent of median income for parents who do not qualify for CCDF assistance.

Table 22. Cost of full-time child care by percent of median income (parents who do not qualify for CCDF assistance)

CHILD CARE PROVIDER	MEDIAN FAMILY INCOME	CHILDREN UNDER 1	CHILDREN 1-2 YEARS OLD	CHILDREN 3-5 YEARS OLD
Gila River Indian Community	$25,403.00	25%	23%	21%
Maricopa County	$64,841.00	16%	14%	13%
Pinal County	$55,856.00	17%	16%	13%
Arizona	$59,563.00	17%	15%	13%

US Census (2013). American Community Survey 5-year estimates, 2008-2012. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml; Arizona Department of Economic Security (2012). Child Care Market Rate Survey 2012. Retrieved from https://www.azdes.gov/InternetFiles/Reports/pdf/MarketRateSurvey2012.pdf; Gila River Indian Community (2014). Gila River Indian Community Early Education/Child Care Centers Rates. Retrieved from http://www.mygilariver.com/gricted/child_care/rate_sheet.pdf

The Gila River Indian Community Child Care and Development Services Department, which oversees the EECC, also has funds available for home-based child care providers. However,

currently there are no providers available in the region. Key informants noted that recruiting home-based providers is often difficult. One of the challenges may be the low reimbursement for home-based providers. Going through the process of backgrounds checks required of home-based providers may be another challenge. The process takes a long time and past offenses may prevent potential providers from clearing background checks.

However, key informants emphasized that home-based child care is an important option for families in the Community, and there is a constant effort to recruit additional providers at community events and health fairs.

The Gila River Indian Community Child Care and Development Services Department also provides support for families with children birth to 13 years old who are in need of off-reservation child care services. According to key informants, this support is mostly used for early care and after-school programs during the school year, and for summer camps during the summer months. This benefit is utilized mostly by families with school-age children. As of June 2014 there were 30 families representing a total 43 children receiving this type of financial support.

FACE Programs

Family and Child Education (FACE) is an early childhood and parental involvement program for American Indian families in schools sponsored by the Office of Indian Education Programs, Bureau of Indian Affairs. The goals of the FACE program include increasing family literacy; strengthening family-school-community connections; promoting the early identification and provision of services to children with special needs; and promoting the preservation of the unique cultural and linguistic diversity of the communities served by the program. FACE services and activities are currently taking place in 46 Bureau of Indian Education schools, 12 of which are located in the state of Arizona.

FACE has both a center-based and a home-based component. The home-based component includes personal visits and screenings by parent educators and is aimed at families with children from birth to age three. The center-based component includes an early childhood education program for children aged three to five, adult education for the children's parents, and parent/child time. Through FACE children are also screened for developmental delays and health concerns, including yearly vision and hearing tests. If learning or health special needs are identified, parents and caregivers are then connected to the appropriate programs or agencies in the "Resource Network" so that services can be provided to the child.

In the Gila River Indian Community Region FACE programs operate at Blackwater, Casa Blanca and Gila Crossing Community Schools. However, each program is independent and must apply for funding individually.

The Blackwater FACE program has been in place for 20 years. In 2008 the program earned accreditation by the National Association for the Education of Young Children (NAEYC) and was reaccredited again in 2012. According to the FACE Site Visit Report of January 2013, the FACE team at Blackwater are experienced and work well together, with participation rates of over 80 percent. All children enrolled in the program receive Imagination Library books. The program has strong administrative, community and school support and is considered a vital part of the Blackwater Community School. Recently, the Blackwater FACE program secured funding to obtain e-readers (Kindle Fires) that are used to promote literacy among both adults and children during Parent And Child Time (PACT), as well as during adult classroom time. Other agencies and departments within the region work closely with the FACE program at Blackwater Community school including: the Genesis Program, Tribal Recreation Department for District I and the Drug and Alcohol Program. School staff supports the program by serving as mentors and substitutes and making sure that families in the FACE program receive appropriate transportation and food services. FACE staff members are included in all professional development and staff meetings at Blackwater Community School.[57] In school year 2012-2013 there were 15 children participating in the center-based component of the Blackwater FACE program.

The Casa Blanca Community School FACE Program had 15 children enrolled in center-based services and 24 in the home-based program in school year 2012-2013.

The Gila Crossing Community School FACE program enrolled a total of 11 children in the center-based component during school year 2012-2013.

Head Start/Early Head Start

The Gila River Indian Community operates federally regulated Tribal Head Start and Early Head Start programs. Head Start is an early education program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Eligibility requirements for the Head Start program include: the child must be three or four years old by September 1st, parents must meet income eligibility guidelines, and priority is given to four year old children with special needs.[58] The Gila River Indian Community Head Start

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[57] National Center for Family Literacy. (January 2013). *Blackwater Community School FACE Site Visit Report*. Unpublished report provided by Blackwater Community School.

[58] As of March 2012, eligibility criteria for the Head Start program include: being a resident of Arizona; being a parent or primary caregiver for a child who is too young for public school; having a pre-tax household income of $10,830 for a one-person household, of $18,310 for a two-person household, $22,050 for four-person household, of $25,790 for a five-person household, of $29,530 for a six-person household, of $33,270 for a seven-person household, of $37,010 for an eight-person household, and

is a half-day program funded to enroll a total of 203 children in four centers throughout the Community: Sacaton Head Start Center, with three classrooms serving 60 children and families; Santan Head Start Center, with two classrooms serving 43 children and families; Vah-Ki Head Start Center, with three classrooms serving 60 children and families; and the District Six Head Start Center, serving 40 children and families in morning and afternoon groups.[59] As of September of 2014, there were a total of 160 children in the Head Start/Early Head Start waiting list.

Table 23. Gila River Indian Community Head Start and Early Head Start waiting lists by district

PROGRAM	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6	TOTAL
Early Head Start	29	25	11	18	83
Head Start	5	28	20	24	77

Gila River Indian Community Head Start/Early Head Start Program. Waiting list as of September 2014. Unpublished data provided by the Gila River Indian Community Head Start/Early Head Start Program

In early 2014 a new Head Start/Early Head Start facility was opened in Sacaton. The new 40,000-square-facility has eight classrooms, four of them serving infants and toddlers in the Early Head Start Program, and another four dedicated to preschool-age children in the Head Start Program.[60]

As it has been described in this section, there are a number of early childhood care and education programs available to families in the region. Table 24 summarizes the enrollment of preschool age children in the various center-based programs.

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of $40,750 for a household larger than eight person. $3,740 may be added for each additional person in the home for larger households. Arizona residents not meeting these criteria may still be eligible for Head Start if: their income status is low or very low, they are under-employed, unemployed, or about to become unemployed, facing pregnancy, or under 19 years of age. Retrieved from http://www.benefits.gov/benefits/benefit-details/1897.

[59] http://mygilariver.com/gricted/earlyeducation/headstart/centers.htm

[60] http://www.gilariver.org/index.php/news/4318-new-head-start-facility-opens-in-sacaton

Table 24. Center-based enrollment (children 3 to 5 years old) in early childhood education programs

PROGRAM	ENROLLMENT (3-5)
Early Education Childcare Center (EECC)	57
Blackwater Preschool Program	40
Blackwater FACE Program	15
Casa Blanca FACE Program	15
Gila Crossing Community School Preschool Program*	25
Gila Crossing Community School FACE Program	11
Head Start	203
Sacaton Elementary School preschool**	23
TOTAL	366

Data provided by each of the programs listed are for year 2013-2014 with three exceptions: the EECC number reflects data as of June 2014; the Sacaton Elementary School preschool program enrollment is as of September 2014; and the Gila Crossing School preschool program data, which reflects enrollment from 2012-2013, the only in which this program was in place before it was suspended due to funding cuts.
*** This program is only available to children with special needs and it operates two days a week.*

Although the table above shows the enrollment of children three to five years old, it can be assumed that the majority of these children are in the 3-4 years old age range since children can transition into kindergarten by age five. According to Census 2010 data, there are 546 children ages three and four years old in the region. This means that an estimated 67 percent of the preschool-age children in the region received some type of center-based early care and education services. In contrast, a total of 131 children birth to three years of age received center-based services from the EECC or Early Head Start Programs.[61] This represents a much lower proportion (about 18 percent) of children in this age range participating in center-based early care and education programs. Altogether, 497 children birth to five years old were enrolled in center-based programs, representing an estimated 32 percent of the young children in the region.

In order to support unregulated, home-based child care providers as well as those providing kith and kin care for young children in the region the First Things First Gila River Indian Community Regional Partnership Council funds the Family, Friends and Neighbors strategy. In the Gila River Indian Community this program is provided through a contract with the

[61] Note: center-based enrollment for Early Head Start includes children only (no pregnant women). Total funded enrollment is 92, with 4 pregnant women included.

Association for Supportive Child Care. Funding is available to provide training and financial incentives to 30 home-based providers in the region.

Quality First

Quality First, a signature program of First Things First, is a statewide continuous quality improvement and rating system for child care and preschool providers, with a goal to help parents identify quality care settings for their children.

Quality First provides financial and technical support for child care providers to help them raise the quality of care they provide young children. Program components of Quality First include: assessments, TEACH scholarships, child care health consultation, child care scholarships, and financial incentives to assist in making improvements. The Quality First Rating Scale incorporates measures of evidence-based predictors of positive child outcomes. Based on these, a center is given a star rating that ranges from 1-star – where the provider demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements – to 5-star, where providers offer lower ratios and group size, higher staff qualifications, a curriculum aligned with state standards, and nurturing relationships between adults and children.[62] Quality First providers with higher star ratings receive higher financial incentives and less coaching while those with lower ratings receive more coaching and lower financial incentives.[63] Table 25 describes the rating scale as defined by First Things First.

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[62] First Things First (2011). *Measuring Quality in Early Childhood Education*. Retrieved from http://www.azftf.gov/WhoWeAre/Board/Documents/Policy_Brief_Q2.pdf (April 2012)

[63] The BUILD Initiative. Arizona State Profile. Retrieved from http://www.buildinitiative.org/Portals/0/Uploads/Documents/ArizonaProfileFinal.pdf

Table 25: Quality First Rating Scale

1 Star (Rising Star)	2 Star (Progressing Star)	3 Star (Quality)	4 Star (Quality Plus)	5 Star (Highest Quality)
Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.

In the Gila River Indian Community Region there are currently three Quality First sites: the Early Education Child Care Center and the preschool programs at Blackwater Community School and Sacaton Elementary School.

Professional Development

Formal educational attainment of Early Childhood Education (ECE) staff is linked with improved quality of care in early care and education settings. According to the 2012 Early Care and Education Workforce Survey, the number of assistant teachers obtaining a credential or degree increased from 21 percent in 2007 to 29 percent in 2012, and the percentage of all teachers holding a college degree rose from 47 to 50 percent over the same time period. During that same period however, the wages of assistant teachers, teachers and administrative directors working in licensed early care and education settings across the state decreased when adjusted for inflation. Those working in early care and education settings in Arizona, only make about half the annual income of kindergarten and elementary school teachers across the state.[64] It is likely that these issues impact retention and turnover of early care and education professionals across the state. The table below shows the educational attainment of teachers and teaching assistants at the various early childhood education centers in the region.

[64] Arizona Early childhood Development and Health Board (First Things First). (2013). Arizona's Unknown Education Issue: Early Learning Workforce Trends. Retrieved from http://www.azftf.gov/WhoWeAre/Board/Documents/FTF-CCReport.pdf

Table 26. Credentials of early childhood education professionals in the Gila River Indian Community Region

Professionals	Total	ECE [65]	CDA[66]	AA[67]	BA[68]	MA[69]
Blackwater Community School						
Teachers	3	0	0	0	0	3 (100%)
Teacher Assistants	4	0	0	2 (50%)	2 (50%)	0
Head Start						
Teachers	16	0	0	8 (50%)	3 (19%)	0
Teacher Assistants	19	0	1 (5%)	1 (5%)	0	0
Early Head Start						
Teachers	12	1 (8%)	1 (8%)	5 (42%)	5 (42%)	0
Teacher Assistants	11	0	0	1 (9%)	0	0
Gila Crossing Community School						
Teachers*	2	0	0	0	1 (50%)	1 (50%)
Teacher Assistants*	2	0	1 (50%)	1 (50%)	0	0
Casa Blanca Community School, Inc.						
Teachers	1	0	0	0	0	1 (100%)

[65] Early Childhood Education

[66] Child Development Associate's Degree

[67] Associate's Degree

[68] Bachelor's Degree

[69] Master's Degree

Teacher Assistants	1	0	0	0	1 (100%)	0
Early Education Child Care Centers						
Teachers*	12	4 (33%)	3 (25%)	4 (33%)	1 (8%)	0
Teacher Assistants*	12	3 (25%)	0	0	0	0

Scholarships

First Things First offers Teacher Education and Compensation Helps (TEACH) Scholarships to support child care providers in their pursuit of their CDA certification or Associate of Arts (AA) certificate/degree. Through participation in TEACH, child care providers (center or home based), directors, assistant directors, teachers, and assistant teachers working in licensed or regulated private, public and Tribal programs are able to participate in 9-15 college credits of college coursework leading to their CDA (Child Development Associates) credential or AA degree. A Bachelor's Degree model of the TEACH program is also currently being piloted in one FTF Region. According to the region's 2015 funding plan, as of fiscal year 2014, there were 4 child care professionals in the Gila River Indian Community Region who had received TEACH scholarships to take coursework leading to an early childhood credential or degree.[70]

Opportunities for Professional Development

Other early childhood education professional development opportunities are available in the region. One is the Arizona Department of Economic Security Child Care Administration (DES/CCA) Child Care Professional Training (CCPT) offered through Yavapai College to residents of Pinal County and through the Association for Supportive Child Care to residents of Maricopa County. This training is a no-cost, two week (60-hour) course covering the basics of child development, nutrition, early reading and math activities and child-care licensing to prepare participants to enter the early care and education workforce. The training is aimed at individuals with minimal or no work-experience in child care and early education. The grant provides up to 15, 60-hour workshops in 11 counties in Arizona each year. Each CCPT session includes rolling of fingerprints for individuals in need of a finger print card for employment. Upon completion, students can earn either 60 training hours or 3 college credits.[71]

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[70] Gila River Indian Community FTF Regional Partnership Council. (2014). SFY 2015 Regional Funding Plan. Retrieved from http://azftf.gov/RPCCouncilPublicationsCenter/Funding%20Plan%20-%20GRIC%20SFY15.pdf

[71] Child Care Resource and Referral. (April-June 2014). Early Childhood Quarterly. Retrieved from http://www.arizonachildcare.org/pdf/quarterly.pdf

A number of professional development and credentialing opportunities are available to child care professionals in the Gila River Indian Community Region through colleges proximal to the region. Table 27 below shows information about programs and degrees available.

Table 27. Degrees and Professional Development Opportunities Proximal to the Gila River Indian Community Region

School	Degree or Certificate
Central Arizona Community College	Early Care and Education (Transfer Pathway) AAS in Early Childhood Education CDA in Early Care and Education
	A.A.S. Early Childhood Education
	Certificate in Early Childhood Education
Mesa Community College	AAS in Early Care and Education AA in Transfer Partnership: Early Childhood Teacher Ed AAS in Early Learning and Development
Arizona State University - Tempe	B.A.E. Early Childhood Special Education*
Northern Arizona University (Online Programs)	B.A.S. in Early Childhood Education
	M.Ed. in Early Childhood Education

Health

Access to Care

As a result of the Indian Self-Determination and Education Assistance Act (PL-93-638) (ISDEAA), federally recognized tribes have the option to receive the funds that the Indian Health Service (IHS) would have used to provide health care services to tribal members. The tribes can then utilize these funds to directly provide services to tribal members (they can also opt to take the funds from IHS and provide the services through another entity). This process is commonly known as utilizing "638 contracts".

This means that tribes have three options regarding the overall management of their health services: 1) Having IHS fully manage all services; 2) Having IHS manage some services and taking over responsibility for other services (a 638 contract); or 3) Taking over control of *all* services from IHS and have them be fully managed by the tribe (known as 638 compact). Most tribes in Arizona currently have their health services managed through options 1 or 2. The two exceptions are the Gila River Indian Community and the Ak-Chin Indian Community, whose health services are fully tribally managed. Through contracts and compacts, ISDEAA enables tribes more control over the federal funds that are allotted to the IHS for health care enabling tribes to self-determine how funding will be distributed based on the tribe's own identified needs and priorities.

In 1995, the Gila River Indian Community assumed responsibility from IHS for the operation and management of health care facilities in the region: Hu Hu Kam Memorial Hospital and Gila Crossing Clinic (now the Komatke Health Center). The Gila River Indian Community formed a 501c(3) Tribal Health Corporation. This quasi-private sector model allows a more autonomous and independent relationship with the Tribe, as the Corporation is not dependent on Tribal Procurement and personnel practices. Gila River Health Care employs 700 people and their budget is supported by the IHS, grants and third-party revenues (such as Medicare, private pay, Blue Cross, and Medicaid).

The Gila River Health Care is a major asset in the Community. It provides general medical and surgical care for inpatient, outpatient, and emergency services which are available 24 hours a day, seven days a week.

The wide array of services provided by Gila River Health Care include: primary care, medical imaging, pharmacy, dental, infection control, optometry services, podiatry, behavioral health, dialysis, dietetic services, laboratory, physical therapy, life center - diabetes education, school

health services, public health nursing, family planning, emergency transportation services, medical transportation services and cancer support services.[72]

Health care facilities operated by Gila River Health Care include the Hu Hu Kam Memorial, a 10-bed hospital located in Sacaton which also offers services to the Ak-Chin Indian Reservation. Gila Crossing Health Center (now the Komatke Health Center), a freestanding clinic located in District 6 in the Village of Gila Crossing.

According to key informants, prenatal and pediatric care services are easily accessible to families in the region and it is easy for families to make an appointment. However, transportation to the health care facilities in the region is a challenge for parents of young children. In addition to providing transportation services, Gila River Health Care Public Health has other services in place to help families cope with the challenge posed by lack of transportation: the Public Health Nurses, for instance, are able to fill prescriptions and make medication available to families through their home visitation services. In addition, mobile health care units are available to serve families in various parts of the reservation. These include the Public Health Nurses and the Family Planning mobile units.

Key informants indicated that while many health services are available to families in the region, many Community residents may still not know about their existence. Continued coordination among the different systems that work with young children and their families (e.g. health care facilities, schools) can help make sure families get connected to the services they need.

The Arizona Department of Health Primary Care Area Program designates Primary Care Areas (PCAs) as geographically based areas in which most residents seek primary medical care within the same places.[73] The labels for the Primary Care Areas are drawn from the major population centers for those areas. The Gila River Indian Community Region is a PCA.

Medically Underserved Areas and Populations (MUAs and MUPs) are federally designated areas or populations that have a need for medical services based on: too few primary care providers; high infant mortality; high poverty; and/or high elderly population. Groups designated as an MUP include those with economic barriers such as being largely low-income or Medicaid-eligible populations, or those with culture and/or linguistic access barriers to primary care

[72] http://www.grhc.org/getpage.php?name=index

[73] Definition based on Arizona Department of Health Services, Division of Public Health Services Data Documentation for Primary Care Area and Special Area Statistical profiles. Bureau of Health Systems Development.

services. With 36 MUAs and 10 MUPs in Arizona, each of Arizona's 15 counties has some areas designated as medically underserved areas or population.[74]

The Arizona Department of Health Primary Care Area Program designates Arizona Medically Underserved Areas (AzMUAs) in order to identify portions of the state that may have inadequate access to health care. Each PCA is given a score based on 14 weighted items including points given for: ambulatory sensitive conditions; population ratio; transportation score; percentage of population below poverty; percentage of uninsured births; low birth weight births; prenatal care; percentage of death before the U.S. birth life expectancy; infant mortality rate; and percent minorities, elderly, and unemployed. Based on its scores on these indicators, the Gila River Indian Community Primary Care Area is designated as Medically Underserved.

A new priority for the State Title V priorities for 2011-2016 for Arizona's maternal and child health population is to improve access to and quality of preventive health services for children. According to a 2013 report, Arizona may have increasing capacity to provide preventive health services for children ages birth though five years through funding from First Things First, and through potential funding for home visiting programs through the Affordable Care Act.[75]

Pregnancies and Births

Pregnant women in the Gila River Indian Community have access to on-reservation prenatal care provided at the Gila River Health Care Women's Health Center (previously known as the Purple Clinic), a facility that is part of the Gila River Health Care Corporation. This clinic moved to a new building in early 2014. In addition to Community members, the Women's Health Center also serves women from surrounding communities in the Phoenix Valley area such as Glendale, Tempe and Mesa. Medical staff with the Women's Health Center also provide ob/gyn services at the Komatke Health Center. Deliveries do not take place at this facility but in the various hospitals in the Phoenix Valley area.

Soon after their initial appointment confirming they are pregnant, patients at the Women's Health Center schedule a one-on-one prenatal education appointment with a nurse educator (staff with the clinic indicated they found individual educational sessions to be more successful that group classes).

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[74] Arizona State Health Assessment, December 2013. Arizona Department of Health Services. http://www.azdhs.gov/diro/excellence/documents/az-state-health-assessment.pdf

[75] Maternal and Child Health Services Title V Block Grant, State Narrative for Arizona, Application for 2013, Annual Report for 2011. http://www.azdhs.gov/phs/owch/pdf/mch/title-v-block-grant-narratives-2013.pdf

The Women's Health Clinic has set up a good follow-up system for patients who do not show up for their appointments. In the past, they had found that limited follow-up resulted in higher no-show rates –patients' frequent change of address and telephone numbers was one of the challenges that they encountered. The clinic involves a care coordinator in the follow up process who reaches out to the patient both by phone and mail. A safety check can be initiated for no-show patients living on the reservation though the Public Health Program. This safety check allows the clinic to find out if the patient's absence is due to at-risk situations such as domestic violence and substance abuse; or to help arrange transportation for the patient, if this is the reason for her missed appointment. Patients who reside off-reservation limits are followed up by mail or phone. Although this system has helped improve the clinic's no-show rates, staff pointed out that other barriers still exist. Lack of transportation is one of the main problems patients face; in addition, a common belief that pregnancy is 'something natural' that does not require frequent medical monitoring or intervention can also become an obstacle to adequate prenatal care. This can be problematic considering that staff with the clinic estimates that about 80 percent of their patients have high-risk pregnancies related to factors such as diabetes, teen pregnancy, chronic hypertension, elevated BMI and substance abuse. For these high-risk pregnancies the Women's Health Center uses the services of contracted perinatologists that serve as consultants and co-manage care for these patients. The clinic has an obstetrics high-risk task force that meets weekly. A consultant perinatologist joins the task force when available to go over patients' files and provide advice and education to clinic staff.

The care coordinator at the Women's Health Center also conducts follow-up for the clinic's patients after delivery. The clinic is alerted about admissions in the hospitals throughout the valley to obtain a discharge summary. The patient is also contacted by phone to ensure that a six-week follow up appointment is in place. The continuum of care for the newborn is ensured through good coordination with the pediatrics department. The care coordinator with the Women's Health Center notifies the case manager in the pediatrics department of babies that are born and of any potential high-risk health issues they may face.

Similar to the role of the care coordinate at the Women's Health Center, pediatric case managers with Gila River Health Care's Pediatrics clinic play a crucial role in making sure that newborns and children receive adequate care after women give birth in the Phoenix Valley area hospitals or after children are hospitalized and return to the Community.

After newborns are discharged, pediatric case managers reach out to the families to make sure they get connected to services available to them in the Community such as the Public Health Nurses, BabySmarts, Car Seat, and the Women, Infants and Children (WIC) programs. They can also connect families with Gila River Health Care's benefits coordinators who can assist families with their Arizona Health Care Cost Containment (AHCCCS) applications; according to key informants, benefits coordinators can assist families in their own homes.

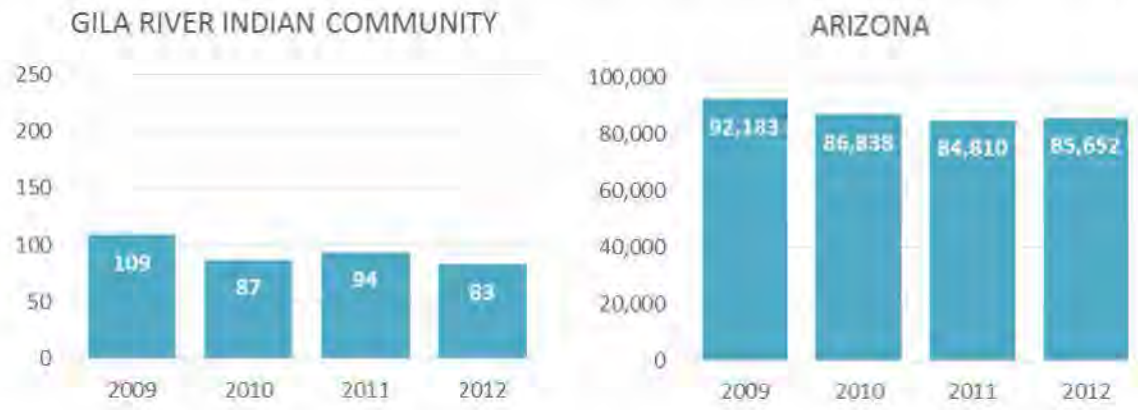
Pediatric case managers interact with the various hospitals facilitating access and communication between families from the Community and their health care providers. They also make sure that health care providers at Gila River Health Care's Pediatrics Clinic have access to the child's health records: pediatric case managers have the ability to remotely access electronic health records for patients receiving care at Gila River Health Care who were born or hospitalized in the Phoenix Valley area hospitals. According to key informants, pediatric care coordinators put a strong emphasis on building relationships with nearby hospitals, many of which recognize the value of these connections which may result in fewer hospital re-admissions. Pediatric care coordinators work closely with parent liaisons (some of whom are Native American) who can visit hospitalized patients and make sure families are receiving the care they need. Parent liaisons can reach out to families in person if there are any particular concerns about hospitalized patients. They can deliver materials to the parents about resources or services available to them and even serve as an additional resource to the hospital, providing one-on-one support to Community families.

As with any others services provided at Gila River Health Care, pediatric case management is provided to families with children living on and off-reservation as patients at Gila River Health Care come from different communities. According to key informants, many Native families that belong to other tribes may seek services at Gila River Health Care because they feel more comfortable with the Native staff and programs available there.

This level of coordinated care is a major asset in the region. Coordination between the Women's Health Center and the Pediatrics Clinic facilitates an important continuum of care (i.e. prenatal care- labor and delivery - pediatric care) that is particularly relevant as women must go outside of the region to give birth.

From the 1950's until the economic downturn in 2008, the number of babies born in Arizona had increased each year. Since 2008, the number of babies born each year has been less than the number born the year before. This decreasing trend may be over, as the number of babies born in 2012 (85,652) was greater than the number born in 2011 (84,810). A decreasing trend can be seen in the Gila River Indian Community Region between 2009 and 2012, too, with 83 babies born to mothers residing in the region in 2012 compared to 109 in 2009.

Figure 12. Total number of births in the Gila River Indian Community and the state (2009-2012)



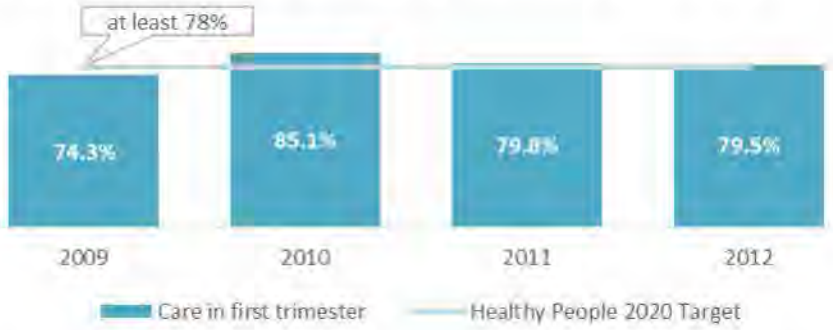
Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

Many of the risk factors for poor birth and neonatal outcomes can be mitigated by good prenatal care, which is most effective if delivered early and throughout pregnancy to provide risk assessment, treatment for medical conditions or risk reduction, and education. Research has suggested that the benefits of prenatal care are most pronounced for socioeconomically disadvantaged women, and that prenatal care decreases the risk of neonatal mortality, infant mortality, premature births, and low-birth-weight births.[76] Care should ideally begin in the first trimester.

Healthy People is a science-based government initiative which provides 10-year national objectives for improving the health of Americans. Healthy People 2020 targets are developed with the use of current health data, baseline measures, and areas for specific improvement. The Healthy People 2020 target for receiving prenatal care in the first trimester is 78 percent or more. In Arizona as a whole, seventy-nine percent of births meet this standard. From 2010 until 2012 (the last year for which data are available) the Gila River Indian Community Region has exceeded the Healthy People 2020 of assuring that at least 78 percent of pregnant women receive prenatal care in the first trimester.

[76] Kiely, J.L. & Kogan, M.D. *Prenatal Care.* From Data to Action: CDC's Public Health Surveillance for Women, Infants, and Children. Centers for Disease Control and Prevention. Retrieved from: http://www.cdc.gov/reproductivehealth/ProductsPubs/DatatoAction/pdf/rhow8.pdf

Figure 13. Percent of births with prenatal care begun first trimester (2009-2012)



Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

Because the Gila River Indian Community Region is relatively sparsely populated, data from any one year for rare occurrences (such as births) tend to vary from one year to the next. The Gila River Indian Community Primary Care Area Statistical (PCA) Profile provides data on a number of maternal and child health indicators averaged over a ten-year span (2002-2011). PCA data are also available for Pinal County, all Arizona tribes combined, and the state as a whole. Where available, in this report we will present both the yearly trend data provided to First Things First by the Arizona Department of Health Services (as shown in Figure 13) and the PCA data that allows for comparisons to the county, all Arizona reservations, and the state (Figure 14).

The graph below shows that women in the Gila River Indian Community receive early prenatal care at a higher rate than women in all Arizona reservations combined.

Figure 14. Average percent of births with prenatal care begun first trimester (2002-2011)

Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

In addition to early care, it is important that women receive adequate prenatal care throughout their pregnancy, in order to monitor their health and provide them with information for a healthy pregnancy and post-natal period. The American College of Obstetrics and Gynecology (ACOG) recommends at least 13 prenatal visits for a full-term pregnancy; seven visits or fewer

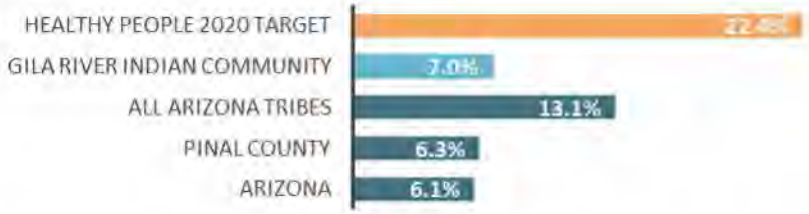
prenatal care visits are considered an inadequate number.[77] The Healthy People 2020 target for receiving fewer than five prenatal care visits is 22.4 percent or less. The Gila River Indian Community Region has consistently met this target since 2009.

Figure 15. Percent of births with fewer than five prenatal care visits (2009-2012)

Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

When looked at from 2002-2011 the rate of inadequate care was about half the rate (7%) than all Arizona reservations combined (13%) and similar to the county rate (see Figure 16).

Figure 16. Average percent of births with fewer than five prenatal care visits (2002-2011)



Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

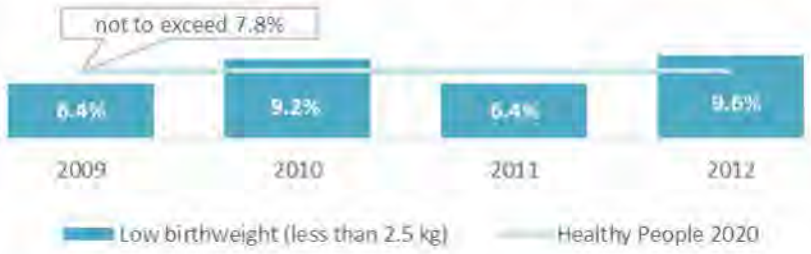
Low birth weight is the risk factor most closely associated with neonatal death; thus, improvements in infant birth weight can contribute substantially to reductions in the infant mortality rate. Low birth weight is associated with a number of factors including maternal smoking or alcohol use, inadequate maternal weight gain, maternal age younger than 15 or older than 35 years, infections involving the uterus or in the fetus, placental problems, and birth defects,[78] as well as air pollution.[79] The Healthy People 2020 target is 7.8 percent or fewer

[77] American Academy of Pediatrics, American College of Obstetricians and Gynecologists. Guidelines for perinatal care. 5th ed. Elk Grove Village, Ill.: American Academy of Pediatrics, and Washington, D.C.: American College of Obstetricians and Gynecologists, 2002

[78] Arizona Department of Health Services. Preterm Birth and Low Birth Weight in Arizona, 2010. Retrieved from: http://www.azdhs.gov/phs/owch/pdf/issues/Preterm-LowBirthWeightIssueBrief2010.pdf

births where babies are a low birth weight. Figure 17 shows that in 2012 the region exceeded this target. However, the rate presented in Figure 18 shows that the region's 10-year averaged low birth weight rate (6.4%) does meet the Healthy People 2020 target and is also lower than the state and all Arizona tribes rates.

Figure 17. Percent of births with low birth weight (5 lbs., 8oz. or less) (2009-2012)



Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

Figure 18. Average percent of low birth weight (5 lbs., 8oz. or less) births (2002-2011)

Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

Teenage parenthood, particularly when teenage mothers are under 18 years of age, is associated with a number of health concerns for infants, including neonatal death, sudden infant death syndrome, and child abuse and neglect.[80] In addition, the children of teenage mothers are more likely to have lower school achievement and drop out of high school, be incarcerated at some time during adolescence, give birth as a teenager, and face unemployment as a young adult. Teenaged mothers themselves are less likely to complete high

[79] Pedersen, M., et al. (2013). Ambient air pollution and low birth weight: A European cohort study (ESCAPE). The Lancet Respiratory Medicine. Advance online publication. Doi: 10.1016/S2213-2600(13)70192-9

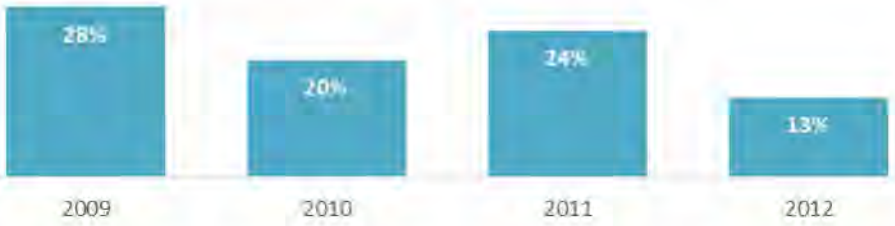
[80] Office of Population Affairs, Department of Health and Human Services, (2010). Focus area 9: Family Planning, Healthy People 2010. Retrieved from: http://www.healthypeople.gov/Document/HTML/Volume1/09Family.htmgov/Document/HTML/Volume1/09Family.htm

school or college, and more likely to require public assistance and to live in poverty than their peers who are not mothers.[81]

The teen birth rate in Arizona in 2012 was 18.7/1000 for females aged 15-17, and 66.1/1000 for females aged 18-19. Although the number of teen births in Arizona has dramatically decreased in recent years, Arizona still has the 11th highest teen birth rate nationally.[82] Because young teen parenthood (10-17) can have far-reaching consequences for mother and baby alike, and older teen parenthood (18-19) can continue to impact educational attainment, these rates indicate that teen parenthood services for teen parents may be important strategies to consider in order to improve the well-being of young children in these areas.

In 2012, 13 percent of all births in the region were to mothers aged 19 or younger, compared to nine percent in Arizona as a whole. The 2012 teen birth rate in the region is substantially lower than in previous years (Figure 19).

Figure 19. Percent of births to mothers ages 19 and younger (2009-2012)



Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

PCA data averaged over ten years show that the rate of teen births per 1,000 females in the region has been, and similar to the state rate and somewhat lower than the combined all Arizona tribes rate. Reducing the rate of teen pregnancy among youth less than 19 years of age is one of the ten State Title V priorities for 2011-2016 for Arizona's maternal and child health population.[83]

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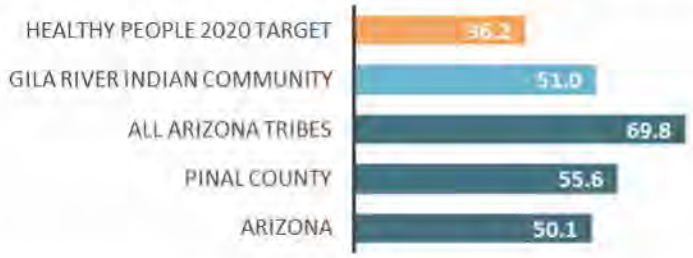
[81] Centers for Disease control and Prevention. Teen Pregnancy. About Teen Pregnancy. Retrieved from: http://www.cdc.gov/teenpregnancy/aboutteenpreg.htm

[82] The National Campaign to Prevent Teen and Unplanned Pregnancy. Teen Birth Rate Comparison, 2012. http://thenationalcampaign.org/data/compare/1701

[83] Maternal and Child Health Services Title V Block Grant, State Narrative for Arizona, Application for 2014, Annual Report for 2012. http://www.azdhs.gov/phs/owch/pdf/mch/title-v-block-grant-narratives-2014.pdf

Figure 20. Rate of teen births (ages 19 and younger) per 1,000 females ages 14 to 19 (2002-2011)



Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

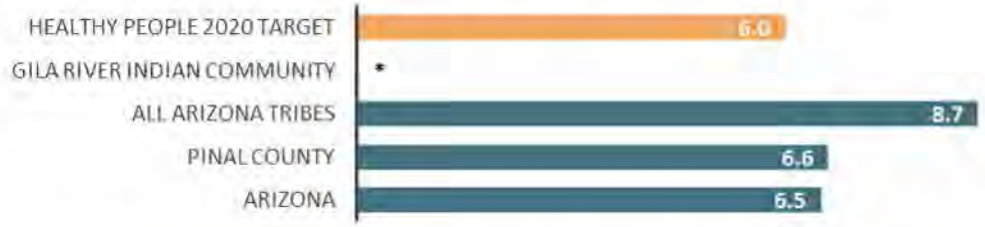
Two of the consequences that has been linked to high teen birth rates are preterm births and high infant mortality. In 2012, the percent of preterm births in the region (16%) exceeded the Healthy 2020 target of 11 percent or fewer (Figure 21).

Figure 21. Percent of births that are preterm (less than 37 weeks) (2009-2012)

Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

The Healthy People 2020 target for all infant deaths is 6.0 infant deaths or fewer per 1,000 live births. The Primary Care Area Statistical Profiles include data about the average infant mortality rate. However, there were insufficient data to report this rate for the Gila River Indian Community Region in the 2012 Profile. In the same year, the rate across all Arizona reservations (which includes the Gila River Indian Community) was 8.7 per 1,000 live births, which is higher than the state rate of 6.5 per 1,000 live births. Both of these rates exceed the Healthy People 2020 target of 6.0 per 1,000 live births or less.

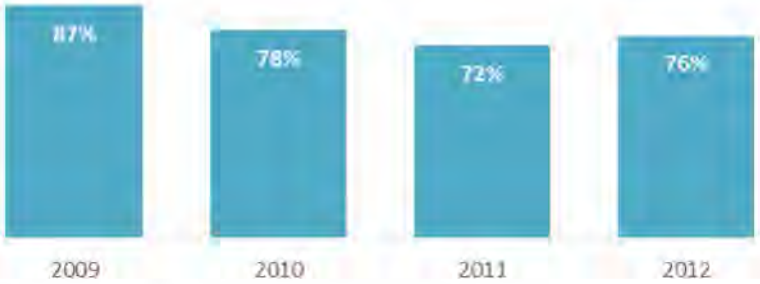
Figure 22. Average infant mortality rate per 1,000 live births (2002-2011)



Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

The percent of births to that were covered by the Arizona Health Care Cost Containment System (AHCCCS, Arizona's Medicaid) or the Indian Health Service (IHS) has decreased since 2009 (Figure 23). In 2012, 76 percent of the births in the region were covered by AHCCCS or IHS, a proportion that is considerably higher than the statewide rate of 55 percent. The average percent of uninsured births (defined as self-pay or 'unknown' payee in the Vital Statistics birth record) in the region over ten years (3%) is similar to the Arizona rate (4%), and half of the proportion of all Arizona reservations births covered by public payee (6%, see Figure 24).

Figure 23. Births covered by AHCCCS or IHS by year (2009-2012)



Arizona Department of Health Services (2014). [Vital Statistics data set]. Unpublished raw data received from the First Things First State Agency Data Request

Figure 24. Average percent of uninsured births (2002-2011)

Arizona Department of Health Services (2013). Primary Care Area Statistical Profiles 2012. Retrieved from http://www.azdhs.gov/hsd/data/profiles/primary-care/

According to key informants, a wide array of maternal and child health services are currently available to families in the region. Nevertheless, additional support may be needed in the areas

of postpartum depression, families with premature babies (to foster bonding) and helping parents cope with a diagnosis of developmental disabilities for their young children.

Gila River Indian Community WIC Program Maternal and Child Health Indicators

As mentioned above, the Gila River Indian Community WIC Program operates under the Inter Tribal Council of Arizona (ITCA) WIC Program umbrella. ITCA regularly produces a *WIC Program Maternal and Child Health Profile* for each of the participating tribal programs. The tables below show a selection of the maternal and child health indicators contained in the 2012 and 2014 Profiles (please note that the actual data in the reports are for years 2011 and 2012, respectively). Data from the ITCA WIC program as a whole are included in the tables below for comparison.[84]

In 2012, about nine percent of the newborns enrolled in the Gila River WIC Program had a low birth weight (defined as weighing less than 2.5 kilograms, or 5.5 pints). This rate is over the Health People 2020 target of 7.8 percent. About nine percent[85] of Gila River WIC babies were premature (defined as a gestation of less than 37 weeks). This rate meets the Healthy People 2020 target of 11.4 percent or fewer.

The Gila River WIC breastfeeding rate of 69.2 percent is much lower than the Healthy People 2020 target of 81.9 percent but is consistent with the rate reported by all ITCA WIC programs combined (67.5%).

[84] The "ITCA WIC" rates include aggregated data from all the tribal and urban Indian programs under the ITCA umbrella which include: Colorado River Indian Tribes WIC, Gila River Indian Community WIC, Havasupai Tribe WIC, Hopi Tribe WIC, Hualapai Tribe WIC, Native Health WIC, Pascua Yaqui Tribe WIC, Salt River Pima Maricopa WIC, San Carlos Apache Tribe WIC, Tohono O'odham Nation WIC, White Mountain Apache Tribe WIC and Yavapai Apache Nation WIC.

[85] Please note that this rate corresponds to 2011. Data for 2012 were not available for this indicator.

Table 28. Infant and child health indicators from Gila River Indian Community WIC clients

	GILA RIVER INDIAN COMMUNITY WIC		ITCA WIC		HEALTHY PEOPLE 2020 TARGET
	2011	2012	2011	2012	
AGES OF INFANTS AND CHILDREN DURING 2012					
0	27%	30%	24%	25%	-
1	23%	24%	22%	21%	-
2	17%	17%	18%	18%	-
3 to 4	33%	30%	36%	36%	-
BIRTH WEIGHT					
High birth weight (4 kg or more)	9.2%	8.8%	7.4%	7.8%	-
Normal birth weight	70.8%	74.1%	73.5%	73.3%	-
Low birth weight (2.5 kg or less)	10%	8.6%	9.5%	9.4%	7.8%
PRETERM BIRTHS					
Less than 37 weeks	8.7%	NA	6.8%	NA	11.4%
INFANT BREASTFEEDING					
Ever breastfed	69.5%	69.2%	64.8%	67.5%	81.9%
OVERWEIGHT AND OBESITY IN CHILDREN (2-4 YEARS OLD)					
Overweight (85th to 95 percentile)	19.8%	22.9%	20.9%	20.9%	-
Obese (95th percentile or greater)	31.1%	27.6%	25.5%	25.5%	9.6%

Inter Tribal Council of Arizona, Inc. (December 2012).Gila River Indian Community WIC Program Maternal and Child Health Profile. Unpublished report provided by the Gila River Indian Community WIC Program
Inter Tribal Council of Arizona, Inc. (February 2014).Gila River Indian Community WIC Program Maternal and Child Health Profile. Unpublished report provided by the Gila River Indian Community WIC Program

The rate of obesity in the older children (2 to 4 years old) in the Gila River WIC program (27.6%) is substantially higher than the Healthy People 2020 target (9.6%). However, there has been a slight decrease in this rate since 2010, when the proportion of Gila River WIC children who were obese was 33 percent.[86]

Of the mothers enrolled in the Gila River Indian Community WIC program in 2012, 6.5 percent were under the age of 18. This is a slightly higher rate than the one for all ITCA WIC programs combined. (see Table 29).

High overweight and obesity rates are also a concern among women of childbearing age in the Community. At the beginning of pregnancy, 60.5 percent of the Gila River WIC mothers were obese. The rate of obesity is substantially higher than the ITCA average (43.8%).

[86] First Things First Gila River Indian Community Regional Partnership Council. (2012). Needs and Assets Report. Retrieved from: https://www.azftf.gov/RPCCouncilPublicationsCenter/Gila_River_Indian_Community_Needs_and_Assets_Report_2012.pdf

Table 29. Maternal health indicators from the Gila River Indian Community WIC program clients

	GILA RIVER INDIAN COMMUNITY WIC		ITCA WIC		HEALTHY PEOPLE 2020 TARGET
	2011	2012	2011	2012	
MATERNAL AGE					
17 or younger	19.8%	6.5%	16.4%	5.1%	-
18 to 19	16.4%	12.9%	16.7%	11.9%	-
20 to 29	55.6%	60.6%	56.0%	59.6%	-
30 to 39	8.2%	17.8%	10.9%	22.1%	-
40 or older	0.0%	2.2%	0.1%	1.2%	-
PRE-PREGNANCY BODY MASS INDEX (BMI)					
Normal weight (or Underweight)	15.0%	17.6%	27.0%	28.2%	53.4%
Overweight (BMI 25 to 30)	20.1%	21.9%	27.5%	28.1%	-
Obese (BMI over 30)	64.9%	60.5%	45.5%	43.8%	-
PRE-PREGNANCY OVERWEIGHT OR OBESE					
2006	70.7%		61.7%		-
2007	67.0%		60.1%		-
2010	84.7%		72.9%		-
2011	85%		73%		-
PRENATAL CARE					
Begun during first trimester	79.7%	76.3%	81.1%	82.4%	77.9%
ALCOHOL AND TOBACCO					
Mother smokes at initial WIC visit	2.1%	6.5%	9.3%	2.9%	1.4%
Smoker present in the household	8.9%	11.3%	8.5%	8.0%	-
Alcohol consumption in last trimester	0.3%	0.9%	0.2%	0.3%	1.7%

Inter Tribal Council of Arizona, Inc. (December 2012).Gila River Indian Community WIC Program Maternal and Child Health Profile. Unpublished report provided by the Gila River Indian Community WIC Program

Inter Tribal Council of Arizona, Inc. (February 2014).Gila River Indian Community WIC Program Maternal and Child Health Profile. Unpublished report provided by the Gila River Indian Community WIC Program

More than three-quarters of Gila River WIC mothers reported beginning prenatal care during the first trimester of pregnancy. This rate matches the Healthy People 2020 target (77.9%).

About seven percent of Gila River mothers reported smoking at the time of enrollment in the WIC program.

Reported alcohol consumption (less than 1%) during the third trimester meets the Healthy People 2020 target (1.7%).

An important resource to families in the Community is the Family Planning/HIV Program, which provides innovative outreach medical services directly to the Community using a Medical Mobile Unit (MMU) that features professional medical staff and state-of-the-art medical equipment. The goal of the program is to bring comprehensive, culturally sensitive reproduction health services directly to the Community with an emphasis on the prevention of unintended pregnancies, sexually transmitted infections (STI), and HIV (Human Immunodeficiency Virus). Services include well-woman examinations, a wide variety of birth

control options, pregnancy testing, post-partum care, emergency contraception, and reproductive health education for men and women. The Mobile Medical Unit (MMU) and staff travel to and provide services in all seven districts of the Gila River Indian Community, and to the Ak-Chin Indian Community. The program provides services to both high schools in the community, and to the juvenile and adult correction facilities. Both Native and non-Native men and women are able to access care, and no patient will be denied services due to the inability to pay a fee.

Insurance Coverage

Affordable Care Act and Medicaid Expansion

In 2012, Arizona had the third highest rate of uninsured children in the country, with 13 percent of the state's children (those under 18 years of age) uninsured.[87]

The Patient Protection and Affordable Care Act (ACA) was signed into law on March 23, 2010. The ACA aims to expand access to health care coverage, requires insurers to cover preventative and screening services such as vaccinations, and ensures coverage for those with pre-existing conditions. In 2013, states could choose to expand Medicaid, with the federal government covering the entire cost for three years and 90 percent thereafter, which Arizona chose to do. Arizonans who earn less than 133 percent of the federal poverty level (approximately $14,000 for an individual and $29,000 for a family of four) are eligible to enroll in Medicaid (AHCCCS), while those with an income between 100 percent and 400 percent of the federal poverty level who are not eligible for other affordable coverage may receive tax credits to help offset the cost of insurance premiums.[88] These individuals can purchase health insurance thru health insurance exchanges. The ACA requires most Americans to obtain insurance coverage.

In addition to immunizations, the ACA requires insurance plans to cover of a number of "essential" services relevant to children. These include routine eye exams and eye glasses for children once per year, and dental check-ups for children every six months.[89] However, in Arizona, offered health plans are not required to include these pediatric vision and oral services, as long as supplemental, stand-alone pediatric dental and vision plans are available to

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[87] Mancini, T. & Alker, J. (2013). Children's Health Coverage on the Eve of the Affordable Care Act. Georgetown University Health Policy Institute, Center for Children and Families. http://ccf.georgetown.edu/wp-content/uploads/2013/11/Children%E2%80%99s-Health-Coverage-on-the-Eve-of-the-Affordable-Care-Act.pdf

[88] The Affordable Care Act Resource Kit. National Partnership for Action to End Health Disparities. http://health.utah.gov/disparities/data/ACAResourceKit.pdf

[89] Arizona EHB Benchmark Plan. Centers for Medicare & Medicaid services. http://www.cms.gov/CCIIO/Resources/Data-Resources/Downloads/arizona-ehb-benchmark-plan.pdf

consumers.[90] A potential barrier to this method is that a separate, additional premium for this supplemental plan is required,[91] and subsidies will not be available for these separately purchased plans.[92] Both these factors may make these supplemental pediatric dental and vision plans unaffordable for some families. In addition, when these "essential" services are offered in a stand-alone plan, families are not required to purchase them to avoid penalties. These factors may limit the uptake of pediatric dental and vision coverage in Arizona.

Affordable Care Act and American Indians and Alaska Natives

As mentioned, the ACA aims to improve the health of all Americans by increasing health care coverage and health care services. The ACA also permanently reauthorizes the Indian Health Care Improvement Act, which legalizes the provisions of healthcare to be provided to American Indians and Alaska Natives (AIANs). Under the ACA, all Indian Health Service providers and functions will continue to operate as before; and AIANs who acquire health care coverage through the Market Place are still eligible to receive services from Indian Health Service and tribal and urban health clinics/programs. In addition, the ACA contains several mandates concerning American Indians and Alaska Natives (AIANs), tribal health delivery systems, and tribal employers that are important to take note of.

American Indians who are members of federally recognized tribes (and Alaska Natives who are members of ANCSA Corporations) have special privileges under the ACA that other Americans do not have. One such privilege is the ability to enroll in a health insurance plan at any time during the year, regardless of open enrollment time frames. AIANs are also able to change their health insurance plans as often as once a month. Qualified AIANs are also eligible for special insurance plan rates. Those who make below 300 percent of the federal poverty level (approximately $34,500 for an individual and $70,700 for a family of four) are eligible to enroll in Zero Cost Sharing plans which require no out-of-pocket costs to enrollees. Additionally, qualified AIANs who make above 300 percent of the federal poverty level, are eligible to enroll in Limited Cost Sharing plans. AIANs are also eligible to apply for exemption from the fee (Shared Responsibility Fee) that applies to Americans who can afford to buy health insurance, but choose not to buy it. Those who are not members of a federally recognized tribe but are still eligible to receive Indian health care services, can also benefit from special cost eligibility requirements for both Medicaid and the Children's Health Insurance Program (CHIP).

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[90] Essential Health Benefits. Arizona Department of Insurance. June 1, 2012. http://www.azgovernor.gov/hix/documents/Grants/EHBReport.pdf

[91] Can I get dental coverage in the Marketplace? https://www.healthcare.gov/can-i-get-dental-coverage-in-the-marketplace/

[92] Kids' Dental Coverage Uncertain under ACA. Stateline, The Daily News of the Pew Charitable Trusts. http://www.pewstates.org/projects/stateline/headlines/kids-dental-coverage-uncertain-under-aca-85899519226

Enrolling in Medicaid, CHIP, and private insurance plans offers both individual health benefits and benefits for entire tribal communities and all AIAN people. Individuals who enroll in a health insurance plan gain increased access to health care services by being able to visit their insurance plan providers and Indian Health Services, Tribes and Tribal Organizations, and Urban Indian Organizations (I/T/Us). Entire AIAN communities benefit because when an outside insurer is billed for medical services there is a savings in Contract Health Service. The money saved through outside billing (3rd party billing) can then be used in other ways to benefit all tribal citizens.

Another mandate of the ACA is that many employers must offer health care insurance coverage to their employees. Tribes are unique in this sense because many tribes also function as employers, therefore, this mandate will apply. However, this mandate will effect tribes and tribal employers differently, depending on the number of full-time and full-time equivalent employees the tribe/tribal enterprise has. As a basic rule of thumb, employers who employ 50 or more full-time or full-time equivalent employees are classified as a 'Large Employer' and required to offer health insurance to their employees or pay a fine. More information regarding employer health insurance mandates and an interactive questionnaire for employers can use to find out what their business is classified as and what their health insurance responsibilities are can be found at http://tribalhealthcare.org/tribal-employers/.

The estimated proportion of uninsured young children in the region (30%) is slightly lower than the rate for the population overall (34%), and both of these rates are higher than the proportion of young children and total population who are uninsured across all Arizona reservation. The uninsured rates vary by district, with D1 having the highest estimated rate of uninsured population in the Community among all ages (52%) and young children.

Table 30. Percent of population uninsured[93]

GEOGRAPHY	CENSUS 2010 POPULATION (ALL AGES)	ESTIMATED PERCENT OF POPULATION UNINSURED (ALL AGES)	CENSUS 2010 POPULATION (0-5)	ESTIMATED PERCENT OF POPULATION UNINSURED (0-5)
Gila River Indian Community	11,712	34%	1,530	30%
District 1	1,139	52%	146	78%
District 2	555	53%	55	-
District 3	2,687	36%	363	24%
District 4	2,378	27%	344	0%
District 5	1,960	19%	226	12%
District 6	2,180	41%	301	50%
District 7	813	40%	95	0%
Arizona	6,392,017	17%	546,609	11%
All Arizona Reservations	178,131	29%	20,511	23%
Pinal County	375,770	15%	36,181	10%
Arizona	6,392,017	17%	546,609	11%

US Census (2010). Tables P1 and P14. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
US Census (2013). American Community Survey 5-Year Estimates, 2008-2012, B27001. Retrieved from http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
Note: Because of the small sample size, the estimate for District 2 cannot be reliably calculated

Medicaid (AHCCCS) Coverage

Children in Arizona are covered by the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid, through both the Title XIX program (Traditional Medicaid and the Proposition 204 expansion of this coverage of up to 100 percent of the Federal Poverty Level or FPL) and the Title XXI program (Arizona's Children's Health Insurance Program known as KidsCare). KidsCare operates as part of the AHCCCS program and provides coverage for children in households with incomes between 100 percent -200 percent of the FPL. However, due to budget cuts at the state level, enrollment in the KidsCare Program was frozen on January 1, 2010, and eligible new applicants were referred to the KidsCare Office to be added to a waiting list.

Beginning May 1, 2012 a temporary new program called KidsCare II became available through January 31, 2014, for a limited number of eligible children. KidsCare II had the same benefits and premium requirements as KidsCare, but with a lower income limit for eligibility; it was only open to children in households with incomes from 100 percent to 175 percent of the FPL, based

[93] Please note that if an individual indicated that his only coverage for health care services is through the Indian Health Service (IHS), the ACS considers this person to be "uninsured."

on family size. Monthly premium payments, however, were lower for KidsCare II than for KidsCare.[94]

Currently, enrollment for the original KidsCare remains frozen in 2014. Children enrolled in KidsCare with families making between 133 percent and 200 percent of the FPL will remain in KidsCare as long as they continue to meet eligibility requirements, and continue paying the monthly premium. Children enrolled in KidsCare whose families make between 100 percent and 133 percent of the FPL will be moved to Medicaid (AHCCCS). New applicants to KidsCare with incomes below 133 percent of the FPL will be eligible for Medicaid (AHCCCS). Applicants with incomes above 133 percent of the FPL will be referred to the ACA health insurance exchanges to purchase (potentially subsidized) health insurance.[95]

Data on AHCCCS or KidsCare enrollment at the regional level were not available to be included in this report.

Developmental Screenings and Services for Children with Special Developmental and Health Care Needs

The National Survey of Children with Special Health Care Needs estimated that 7.6 percent of children from birth to 5 (and about 17% of school-aged children) in Arizona have special health care needs, defined broadly as "those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally." [96] The survey also estimates that nearly one in three Arizona children with special health care needs has an unmet need for health care services (compared to about one in four nationally).

In addition, although all newborns in Arizona are screened for hearing loss at birth, approximately one third of those who fail this initial screening don't receive appropriate follow up services to address this auditory need.[97]

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[94] Monthly premiums vary depending on family income but for KidsCare they are not more than $50 for one child and no more than $70 for more than one child. For KidsCare II premiums are no more than $40 for one child and no more than $60 for more than one. Note that per federal law, Native Americans enrolled with a federally recognized tribe and certain Alaskan Natives do not have to pay a premium. Proof of tribal enrollment must be submitted with the application. http://www.azahcccs.gov/applicants/categories/KidsCare.aspx and http://www.azahcccs.gov/applicants/KidsCareII.aspx

[95] Arizona State Health Assessment, December 2013. Arizona Department of Health Services. http://www.azdhs.gov/diro/excellence/documents/az-state-health-assessment.pdf

[96] "Arizona Report from the 2009/10 National Survey of Children with Special Health Care Needs." NS-CSHCN 2009/10. Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [08/06/12] from www.childhealthdata.org.

[97] Maternal and Child Health Services Title V Block Grant, State Narrative for Arizona, Application for 2013, Annual Report for 2011. http://www.azdhs.gov/phs/owch/pdf/mch/title-v-block-grant-narratives-2013.pdf

The Arizona Child Find program is a component of the Individuals with Disabilities Education Act (IDEA) that requires states to identify and evaluate all children with disabilities (birth through age 21) to attempt to ensure that they receive the supports and services they need. Children are identified through physicians, parent referrals, school districts and screenings at community events. Each Arizona school district is mandated to participate in Child Find and to provide preschool services to children with special needs either though their own schools or through agreements with other programs such as Head Start.

Table 31 shows the services provided to children with special needs enrolled in the Head Start Program.

Table 31. Head Start services for children with special developmental and health care needs

PROGRAM NAME	% CHILDREN WITH IEP OR ISFP	RECEIVING SERVICES FOR SPEECH IMPAIRMENT	RECEIVING SERVICES FOR HEARING IMPAIRMENT	RECEIVING SERVICES FOR DEVELOPMENTAL DELAY
Early Head Start	5%	-	-	-
Head Start	14%	4%	0%	11%

Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

Screening and therapy services are provided by the Gila River Early Childhood Special Services (ECSS). ECSS is a Community program for families with children birth to five who may have disabilities and developmental delays. Early Childhood Special Services provides support to families through educating and providing developmental services to their children to help them reach their full potential. Services for children can include: Hearing and vision checks, physical, occupational, and speech and language therapy, activities geared to help develop learning skills, activities to help social and emotional development, continuing services at age three as the child moves on to school, supportive child care providers or preschool teachers of enrolled children. Family services can include: Parent trainings, access to support groups, and family services, coordination of district wide agencies that provide social and health services, in home and community settings.

AzEIP Referrals and Services

Screening and evaluation for children from birth to three are provided by the Arizona Early Intervention Program (AzEIP), which also provides services or makes referrals to other appropriate agencies (e.g. for Department of Developmental Disabilities case management). Children eligible for AzEIP services are those who have not reached 50% of the developmental milestones for his or her age in one or more of the following areas: physical, cognitive, communication/language, social/emotional or adaptive self-help. Children who are at high risk for developmental delay because of an established condition (e.g., prematurity, cerebral palsy, spina bifida, among others) are also eligible. Families who have a child who is determined to be eligible for services work with the service provider to develop an individualized Family Service

Plan that identifies family priorities, child and family outcomes desired, and the services needed to support attainment of those outcomes.

AzEIP providers can offer, where available, an array of services to eligible children and their families, including assistive technology, audiology, family training, counseling and in-home visits, health services, medical services for diagnostic evaluation purposes, nursing services, nutrition, occupational therapy, physical therapy, psychological services, service coordination, social work, special instruction, speech-language therapy, vision services, and transportation (to enable the child and family to participate in early intervention services).

AzEIP moved to a team based model for delivery of early intervention services in 2013. In this model, a team lead is the primary partner with the family in the provision of services. The team lead's focus is on collaborative coaching of families as the primary intervention strategy. The lead is supported by other team members, through regular team meetings and joint visits with the family.[98] The move to this team model required that contracted agencies be able to provide multiple therapeutic services (such as OT, PT, speech therapy, etc.) which lead to specialized and smaller agencies being excluded from participation, and resulted in more contracts with larger agencies in urban settings who either sub-contracted services out to more rural communities, or had to travel to the areas to provide services.

Private insurance often does not cover the therapies needed for children with special needs. The 2009-2010 National Survey of Children with Special Health Care Needs found that 22 percent of families with a child with special health care needs pay $1000 or more in out of pocket medical expenses (U. S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, 2013). The cost of care has become an even more substantial issue as state budget shortfalls led AzEIP to institute a system of fees for certain services (called "Family Cost Participation"). Although no fees are associated with determining eligibility or developing an Individualized Family Service Plan, some services that were previously offered free of charge, such as speech, occupational and physical therapy, now have fees. The families of AHCCCS-enrolled children are not required to pay the fees. The cost of services is based on location and how difficult an area is to serve; urban areas are considered "base" and have lower rates per hour compared to rural areas. According to the AzEIP website, the agency is in the process of updating their Early Invention Policies and Procedures. The proposed revisions would eliminate the Family Cost Participation, and public comment on the new policy was received through June 16, 2014.[99]

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[98] https://www.azdes.gov/AzEIP/KeyPrinciples/

[99] https://www.azdes.gov/main.aspx?menu=98&id=13684

Regional AzEIP data were unavailable for the current report, however some state-level summaries were provided. Data provided include AzEIP statewide data for the total unduplicated number of children served for 2012 (note: these numbers include children served in AzEIP only, DDD and ASDB (AZ Schools for the Deaf and Blind)). During the month of February 2013, there were 5,451 AzEIP eligible children with an Individualized Family Service Plan. In addition, the total number of children served in Arizona in 2012 based on an October 1st count was 5,100. Of those, 667 were one year old or younger, 1,561 were between the ages of one and two and 2,872 were between two and three years of age. The total number of infants and toddlers receiving early intervention services from July 1, 2011, through June 30, 2012 was 9,738 (this includes all AzEIP eligible children including AzEIP only, DDD and ASDB).[100]

The region's AzEIP service provider is the Easter Seals Blake Foundation and RISE Early Intervention Services, depending on where Community residents live.

Preschool and elementary school children enrolled in special education

Another indicator of the needs for developmental services and services for children with special needs is the number of children enrolled in special education within schools. As can be seen in Table 32, the percentage of preschool and elementary school students enrolled in special education in the Sacaton Elementary District is twice the rate as among all Arizona Public and Charter schools.

Table 32. Percent of preschool and elementary school children enrolled in special education

LOCAL EDUCATION AGENCY (LEA)	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	STUDENTS ENROLLED IN SPECIAL EDUCATION	
Coolidge Unified District	10	1,919	252	13%
Kyrene Elementary District	52	13,641	1,103	8%
Sacaton Elementary District	4	373	91	24%
Union Elementary District	4	1,386	155	11%
All Arizona Public and Charter Schools	2,846	610,079	72,287	12%

Arizona Department of Education (2014). [Preschool and Elementary Needs data set]. Unpublished raw data received from the First Things First State Agency Data Request

According to key informants, good services are available to help parents and caregivers of children with special needs in the region. Sometimes, however, finding vendors that are qualified and licensed to serve children in the region may be a challenge because the region lies on both Pinal and Maricopa Counties and vendors may be able to provide services in one county but not the other. Key informants pointed out that the provision of services being

[100] Arizona Department of Economic Security. (2014). [AzEIP data set]. Unpublished raw data received through the First Things First State Agency Data Request.

divided by county lines is confusing for parents and other health providers in the region, and may result in families not accessing the services available to them.

In addition, lack of local providers often means that families have to drive more than one hour to receive services (for physical therapy services at Cardon Children's Medical Center in Mesa, for instance).

Immunizations

Recommended immunizations for children birth through age six are designed to protect infants and children when they are most vulnerable, and before they are exposed to these potentially life-threatening diseases.[101] Personal belief exemptions, parents/guardians opting out of required immunizations for their children for personal reasons rather than medical ones, have risen in Arizona kindergartens in recent years from 1.6% in 2003 to 3.9% for the 2012-2013 school year.[102] More than a third of kindergartens (35%), and 29 percent of child care facilities in the state have personal belief exemption rates greater than five percent. Personal belief exemptions are most often done for convenience (it may be easier than obtaining vaccination records) or due to fears about the negative health consequences of the vaccine itself. Those obtaining personal belief exemptions in kindergarten settings are more likely to be from white, higher income families, with higher rates also found in charter schools compared to public schools.[103] This is particularly interesting when considered along with the fact that Arizona has the highest number of charter schools in the country. Geographic clustering of high personal belief exemption rates also exists in the state, which is of particular concern when considering the likelihood of vaccine-preventable disease outbreaks, e.g., pertussis. In sum, parental refusal to vaccinate is contributing to levels of under-vaccination across the state.

In response to these concerns, the Arizona Department of Health Services has developed an Action Plan to Address Increasing Vaccine Exemptions.[104] This plan includes strategies aimed at schools, child care centers, physicians' offices and parents consisting of revisions to exemptions

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[101] Centers for Disease Control and Prevention. Immunization Schedules. Retrieved from http://www.cdc.gov/vaccines/schedules/easy-to-read/child.html

[102] Birnbaum, M. S., Jacobs, E. T., Ralston-King, J. & Ernst, K. C. (2013). Correlates of high vaccination exemption rates among kindergartens. Retrieved from http://www.azdhs.gov/phs/immunization/documents/statistics-reports/personal-beliefs-exemption-study/correlates-of-high-vaccination-exemption-rates-among-kindergartens.pdf

[103] Birnbaum, M. S., Jacobs, E. T., Ralston-King, J. & Ernst, K. C. (2013). Correlates of high vaccination exemption rates among kindergartens. Retrieved from http://www.azdhs.gov/phs/immunization/documents/statistics-reports/personal-beliefs-exemption-study/correlates-of-high-vaccination-exemption-rates-among-kindergartens.pdf

[104] Arizona Department of Health Services. *Action Plan to Address Increasing Vaccine Exemptions*. 10/1/2013. Retrieved from http://azdhs.gov/phs/immunization/documents/statistics-reports/action-plan-address-vaccine-exemptions.pdf

forms, education and training, streamlined immunization reporting and better resources covering immunization requirements. Implementation of these strategies have begun and rates of exemptions will be tracked over time to judge the success of these strategies.

The table below shows the proportion of children in the Head Start and Early Head Start programs that were up-to-date with on their immunizations at the end of the 2012-2013 year.

Table 33. Percent of Head Start children up-to-date on immunizations

PROGRAM	CHILDREN ENROLLED	PERCENT UP-TO-DATE ON IMMUNIZATIONS AT END OF YEAR
Early Head Start	111	77%
Head Start	222	100%

Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

Behavioral Health

Researchers and early childhood practitioners have come to recognize the importance of healthy social and emotional development in infants and young children.[105] Infant and toddler mental health is the young child's developing capacity to "experience, regulate and express emotions; form close interpersonal relationships; and explore the environment and learn."[106] When young children experience stress and trauma they have limited responses available to react to those experience. Mental health disorders in small children might be exhibited in physical symptoms, delayed development, uncontrollable crying, sleep problems, or in older toddlers, aggression or impulsive behavior.[107] A number of interacting factors influence the young child's healthy development, including biological factors (which can be affected by prenatal and postnatal experiences), environmental factors, and relationship factors.[108]

A continuum of services to address infant and toddler mental health promotion, prevention and intervention has been proposed by a number of national organizations. Recommendations to

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[105] *Research Synthesis: Infant Mental health and Early Care and Education Providers*. Center on the Social and Emotional Foundations for Early Learning. Accessed online, May 2012: http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

[106] Zero to Three Infant Mental Health Task force Steering Committee, 2001

[107] Zero to Three Policy Center. Infant and Childhood Mental Health: Promoting Health Social and Emotional Development. (2004). Retrieved from http://main.zerotothree.org/site/DocServer/Promoting_Social_and_Emotional_Development.pdf?docID=2081&AddInterest=1144

[108] Zenah P, Stafford B., Nagle G., Rice T. *Addressing Social-Emotional Development and Infant Mental Health in Early Childhood Systems.* Los Angeles, CA: National Center for Infant and Early Childhood Health Policy; January 2005. Building State Early Childhood Comprehensive Systems Series, No. 12

achieve a comprehensive system of infant and toddler mental health services would include 1) the integration of infant and toddler mental health into all child-related services and systems, 2) ensuring earlier identification of and intervention for mental health disorders in infants, toddlers and their parents by providing child and family practitioners with screening and assessment tools, 3) enhancing system capacity through professional development and training for all types of providers, 4) providing comprehensive mental health services for infants and young children in foster care, and 5) engaging child care programs by providing access to mental health consultation and support.[109] Table 34 shows information about the mental health services to children in the Gila River Indian Community Head Start Program.

Table 34. Child Mental Health Services through Head Start

PROGRAM	MENTAL HEALTH PROFESSIONAL ON-SITE (AVERAGE)	% CHILDREN WITH INDIVIDUAL MENTAL HEALTH ASSESSMENTS	% CHILDREN REFERRED FOR OUTSIDE MENTAL HEALTH SERVICES	% CHILDREN REFERRED FOR MENTAL HEALTH SERVICES THAT RECEIVED SERVICES
Early Head Start	20 hours/month	0%	0%	-
Head Start	20 hours/month	5%	3%	100%

Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

The Arizona Department of Health Services/Division of Behavioral Health Services is the permanent authority for publicly-funded behavioral health services in the state. The Division contracts with Regional Behavioral Health Authorities (RBHAs) and Tribal Regional Behavioral Health Authorities (TRBHAs) to deliver integrated managed care services through six geographic service areas throughout the state. In 2012, over 213,000 Arizonans were enrolled in the public behavioral health system. According to Arizona Department of Health data, 68,743 (32.2%) of enrollees were children or adolescents, up from 21.3 percent in 2011; children aged 0-5 comprised 4.6 percent of all enrollees[110] in 2012, compared to 3.8 percent in 2011.[111] With about 546,609 children aged birth to 5 in Arizona, this means that almost two percent of young children statewide are receiving care in the public behavioral health system.

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[109] Zero to Three Policy Center. Infant and Childhood Mental Health: Promoting Health Social and Emotional Development. (2004). Retrieved from http://main.zerotothree.org/site/DocServer/Promoting_Social_and_Emotional_Development.pdf?docID=2081&AddInterest=1144

[110] Division of Behavioral Health Services, Arizona Department of Health Services. (2013). *An Introduction to Arizona's Public Behavioral Health System*. Phoenix, Arizona. Retrieved from http://www.azdhs.gov/bhs/documents/news/az-behavioral-health-system-intro-2013.pdf

[111] Division of Behavioral Health Services, Arizona Department of Health Services. (2012). *An Introduction to Arizona's Public Behavioral Health System*. Phoenix, Arizona.

It is likely that there are a much higher proportion of young children in need of these types of services than are receiving them. The lack of highly trained mental health professionals with expertise in early childhood, particularly in more rural areas, has been noted as a barrier to meeting the full continuum of service needs for young children. Better equipping healthcare and other service providers to meet infant mental health needs and to serve as effective sources of referral has been proposed as one strategy to help with this barrier to access to this level of care.[112]

The Gila River Regional Behavioral Health Authority is the contracted agency providing services in the region.

The Behavioral Health Services Department of Gila River Health Care serves all tribal members, AHCCCS enrollees and the uninsured. Services available through this department include: outpatient mental health counseling program (individual and family counseling); child and adult psychiatric services; crisis intervention; medical social work services and prevention. Case management is provided by a clinical liaison in several offices throughout the community, although most clients receive services in Sacaton.

The Behavioral Health Services Department also has a 90-day substance abuse treatment component. A residential program for adults is available within the Community and clients can bring in their children 12 and under.

Counselors with the Department conduct mental health observations of the children in the Gila River Indian Community Head Start program at least twice a year (within the first 60-90 days of school). Depending on the results of these observations counselors might have more frequent visits. If any behavioral health issues arise as part of the observations a meeting with the parents is set up and a referral to psychological or psychiatric services is made when appropriate. Counselors are also available to do in-services for the Head Start staff. A Maricopa county fellowship program for child psychologists allows fellows to provide services once a week at the Gila River Behavioral Health Services Department on a rotation basis. Fellows conduct observations with clients and can also offer training for the Department's staff; they are also able to attend meetings set up with parents to provide education to reduce the stigma surrounding behavioral health services.

According to key informants, a recent development in the Gila River Behavioral Health Services Department has been a closer relationship with the hospital-based behavioral health services, in an effort to integrate both areas. The department has also been collaborating more closely

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[112] U.S. Department of Health and Human Services. (2000). Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda. Washington, DC: Author.

with other programs under Gila River Health Care such as the Pediatrics Department and the Life Center (diabetes prevention). These programs have been working together in gathering information about how diabetes education is being delivered by different programs in the Community (e.g. Early Head Start, WIC, Early Childhood Special Services) so they can develop a consistent message.

Another project that the Behavioral Health Services Department's Prevention Program has recently been involved with is a suicide registry. Starting in January of 2013, this registry tracks information about cases of suicide attempts or completion from the Emergency Medical Services (EMS) first responders. The goal is to be able to identify areas in the Community with higher rates and do targeted prevention programming. This work has been possible through a grant from the Indian Health Service (IHS).

Oral Health

Oral health is an essential component of a young child's overall health and well-being, as dental disease is strongly correlated with both socio-psychological and physical health problems, including impaired speech development, poor social relationships, decreased school performance, diabetes, and cardiovascular problems. Although pediatricians and dentists recommend that children should have their first dental visit by age one, half of Arizona children 0-4 have never seen a dentist. In a statewide survey conducted by the ADHS Office of Oral Health, parents most frequently cited difficulties in finding a provider who will see very young children (34%), and the belief that the young child does not need to see a dentist (46%) as primary reasons for not taking their child to the dentist.[113] Among Arizona third-grade children screened in 2009-2010, American Indian children showed higher rates of decay experience (treated and untreated) than did non-Native children (93 percent compared with 76 percent), with 62 percent showing signs of untreated decay (compared to 41 percent among non-American Indian children). American Indian children were also less likely to have seen a dentist during the year prior to their screening (59 percent, compared to 73 percent for non-American Indian children).[114]

Dental services for children 6 months of age to 5 years of age are available through Gila River Health Care.

In 2009 IHS launched a national initiative called Early Childhood Caries (ECC) Collaborative with the overall goal of the program being to draw attention to, and prevent Early Childhood Caries,

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[113] Office of Oral Health, Arizona Department of Health Services. (2009). *Arizona Oral Health Survey of Preschool Children.*

[114] *Arizona American Indian Oral Health Summit, Final Report* (2011). Retrieved from http://www.azdhs.gov/diro/tribal/pdf/reports/OralHealthSummit2011.pdf

which affects more than half of American Indian children nationwide. Early Childhood Caries (ECC, also known as early childhood tooth decay) is an infectious disease that can start as early as when an infant's teeth erupt having lasting detrimental impact on a child's health and well-being.

The ECC Collaborative is a multi-faceted program designed to enhance knowledge about early childhood caries prevention and early intervention among dental providers, healthcare providers in general, other programs working with young children (such as WIC and Head Start) and the community at large. The IHS Division of Oral Health provides funding for this Collaborative for printed materials, training for conducting dental health surveillance in participating communities utilizing the Basic Screening Survey (BSS), travel costs for presentations to engage community partners at many levels, and the conduction of the actual BSS. One finding of the 2010 BSS survey of particular importance was that nationwide, by the age of two years old, 44 percent of children already had some form of dental carries, leading the IHS ECC Collaborative Committee to make the statement that "two is too late" for children to be receiving their first oral exam by a dentist.

The ECC Collaborative has collected oral health data from IHS Service Areas 6 months prior to, and 6 months after the ECC was launched around their four objectives of: 1) Increasing access to care, 2) Increasing number of sealants applied, 3) Increasing the number of fluoride varnish applications, and 4) Increasing the number of ITRs applications for American Indian/Alaska Native children 0 to 5 years of age. Currently, the IHS ECC Collaborative is in its 5th and final year of operation, final data collection will take place in the fall of 2014. After final data is collected, the IHS ECC Collaborative will then evaluate various interventions that have been on-going since the initiative began, and identify which interventions were most the most effective in reducing the prevalence of ECC in American Indian Children. [115]

Data from the 2010 and 2011 ECC Basis Screening Survey (BSS) for the Phoenix Area (which includes the Gila River Indian Community) show that more than half (57%) of the 571 children 0 to 5 who participated in the survey had tooth decay. Over one third (36%) of the children participating had untreated tooth decay and the mean number of teeth with decay among them was 3.69. In the IHS Phoenix Area overall, more than half of the young children surveyed (52%) had caries by age two. By five years of age, 75 percent of the children had caries.[116]

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[115] Indian Health Service Early Childhood Caries Collaborative (2014). The IHS ECC Collaborative: Beginning the 5th and Final Year. *The IHS Dental Explorer*, 1-14.

[116] Huber, D. (2013, June). *Arizona Basic Screening Survey Results 2010, 2011*. Presentation delivered at the 2013 Intertribal Circle of Caring and Sharing Training Conference, Prescott, Arizona.

Table 35. Tooth decay among young children

GEOGRAPHY	% CHILDREN (0-5) WITH TOOTH DECAY	% CHILDREN (0-5) WITH UNTREATED TOOTH DECAY	MEAN NUMBER OF TEETH WITH DECAY	NUMBER OF PARTICIPATING CHILDREN
Phoenix Area IHS	57%	36%	3.69	571
All IHS	54%	39%	3.5	NA

Huber, D. (2013, June). Arizona Basic Screening Survey Results 2010, 2011. Presentation delivered at the 2013 Intertribal Circle of Caring and Sharing Training Conference, Prescott, Arizona.

The IHS ECC encourages collaboration between dental providers and key partners such as Head Start programs. In 2012-2013 the majority of children enrolled in the Gila River Indian Community Head Start program received an oral health exam (87%) and more than a third received (39%) preventative services. Fifty two percent of the children examined were found to need dental treatment, and of those, 79 percent were reported to have received treatment.[117]

Table 36. Child Oral Health Services for children enrolled in Head Start

PROGRAM	% CHILDREN WITH CONTINUOUS ACCESSIBLE DENTAL CARE	% CHILDREN WITH DENTAL PREVENTATIVE CARE	% CHILDREN WITH ORAL HEALTH EXAM	% CHILDREN DIAGNOSED NEEDING DENTAL TREATMENT	% CHILDREN RECEIVING DENTAL TREATMENT
Head Start	41%	39%	87%	52%	79%

Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

In additional to the IHS ECC Collaborative going on at the national level, there are other local initiatives at the state level promoting awareness on the importance of early childhood oral health among Native children in Arizona. In April of 2011 the first Arizona American Indian Oral Health Summit was held at the Fort McDowell Yavapai Nation. One of the recommendations that originated from this gathering was the creation of an Arizona American Indian Oral Health Coalition with the goal of improving oral health literacy, prevent oral health disease, increase the quality of treatment, and increase the number of Native oral health professionals in the state. The Arizona American Indian Oral Health Coalition was awarded a grant from the DentaQuest Foundation to conduct a series of Tribal Leaders' Roundtables with representatives from all Arizona tribes. These gatherings provided recommendations for the structure and future goals of the Coalition, whose overall goal is to advocate for improved oral health among American Indians living in Arizona.

[117] Office of Head Start (2013). *2013 Performance Indicator Report Data Extract*. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

Overweight and Obesity

Overweight children are at increased risk for becoming obese. Childhood obesity is associated with a number of health and psycho-social problems, including high blood pressure, high cholesterol, Type 2 diabetes and asthma. Childhood obesity is also strong predictor of adult obesity, with its related health risks. Of particular concern for younger children is research that shows a child who enters kindergarten overweight is more likely to become obese between the ages of five and 14, than a child who is not overweight before kindergarten.[118]

A major new report revealed promising news however: a 43 percent decline in the obesity rate among children aged two to five years-old in the United States over the past decade, from about 14 percent to about 8 percent.[119] While the cause for the decline is not known, possible reasons include reduced consumption of overall calories and sugary drinks by young children, increased breastfeeding and/or state, local or federal policies aimed at reducing obesity. While this decline is indeed promising, the disproportionate rates of obesity in minority and low-income children remain. Nationally among two to five year olds in 2012, about four percent of White children were obese, compared to 11 percent of Black children and 17 percent of Hispanic children. This is in spite of fairly similar obesity rates for children under two years old. And while 18 other states have shown a decrease in obesity among low-income preschoolers between 2008 and 2011, Arizona was not one of those states[120].

As mentioned above, the obesity rate of children ages 2 to 4 who participated in the Gila River Indian Community WIC program in 2012 was 27.5 percent.

One of the efforts in the region aimed at addressing the high rates of obesity and diabetes is the Genesis program. This program aims to promote awareness of the health benefits of breastfeeding, healthy food choices, and family fitness activities in order to improve the health and longevity of Gila River Indian Community children and families. The program offers breastfeeding information and support, and awareness education about nutrition, physical activity, and diabetes. Three categories of nutrition classes are offered: Nutrition Education for Infants, Nutrition Education for Toddlers and Young Children (ages 1-5), and Nutrition Education for Families. Nutrition education and physical activation classes are offered in a location selected by each client, including the client's home, school, clinic, or the Genesis office.

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[118] Cunningham, S. A., Kramer, M. R., & Venkat Narayan, K. M. (2014). Incidence of Childhood Obesity in the United States. The New England Journal of Medicine. 370 (5); 403-411.

[119] Ogden, C. L., Carroll, M. D., Kit, B. K., & Flegal, K. M. (2014). Prevalence of Childhood and Adult Obesity in the United States, 2011-2012. JAMA, 2014; 311(8):806-814. http://jama.jamanetwork.com/article.aspx?articleid=1832542

[120] CDC. Vital Signs: Obesity among Low-Income, Preschool-Aged Children — United States, 2008–2011. MMWR, August 9, 2013 / 62(31);629-634

The program also offers breastfeeding classes for pregnant women and mothers. Class topics include breastfeeding and common problems, prenatal nutrition, developing a support system, and returning to work or school. Transportation to classes is provided for registrants who live within the Gila River Indian Community boundary. Breast pumps and other supplies are additionally provided to Gila River Indian Community members by Genesis.

Family Support

Family well-being has been identified as an important factor in child success.[121] Warm, nurturing, responsive, and consistent interactions can be protective factors for young children and help buffer them from adversities. Young children who experience exposure to abuse, neglect or trauma, however, are more likely to show abnormal patterns of development.[122] Providing resources, education, and supports to families can reduce childhood stresses and help young children reach their fullest potential in school and in life.

Key informants indicated that living in a small community, where most members know each other and care about their children is one of the main positive aspects of raising children in the region. Key informants also highlighted the fact that family is very important to Community members, and that there is a strong expectation of 'being there' for family members when they are in need. A diversity of programs and services available locally to families with young children was also reported to be a strength of the Community.

In terms of the most challenging aspects of raising children in the region, key informants pointed out that navigating some of the existing systems (e.g. child welfare; support for children with special needs) can be overwhelming for parents, who often are unsure of where to start in terms of accessing services. Another need identified by key informants was resources that target young parents (teenaged but also in their twenties) to provide them with parenting skills.

Other challenges reported by key informants were those related to the high rate of families living in poverty, and to the impact of historical trauma and alcoholism.

This section describes programs that are available to support families in the region.

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[121] Martinez, Mehesy, & Seeley, 2003

[122] Scheeringa, M. S., & Zeanah, C. H. (1995). Symptom expression and trauma variables in children under 48 months of age. Infant Mental Health Journal, 16(4), 259–270.

Parental Involvement

Parental involvement has been identified as a key factor in the positive growth and development of children,[123] and educating parents about the importance of engaging in activities with their children that contribute to development has become an increasing focus.

Parent Education

Parenting education supports and services can help parents better understand the impact that a child's early years have on their development and later readiness for school and life success. Early Head Start and Head Start are important sources of parent education in the Community.

Table 37. Family Education Services through Head Start

PROGRAM	% FAMILIES RECEIVING AT LEAST ONE FAMILY SERVICE	% RECEIVING HEALTH EDUCATION	% RECEIVING PARENTING EDUCATION	% RECEIVING ADULT EDUCATION	% RECEIVING JOB TRAINING
Early Head Start	36%	36%	29%	4%	33%
Head Start	12%	7%	12%	2%	5%

Office of Head Start (2013). 2013 Performance Indicator Report Data Extract. Retrieved from https://hses.ohs.acf.hhs.gov/pir/

Teen Parenting

A key component of the VHM high school is the Teen Parenting Program, which provides crucial on-site support to teen parents to help them continue with their education. Youth who are expecting a child or are already parents have priority in enrollment. An important component that distinguishes the Teen Parenting program at VHM from similar programs is the fact that VHM is not limited to teen mothers but it is also geared towards the fathers. The school estimates over 80 percent placement of its students in some post-secondary endeavor (college or employment). As part of the Teen Parenting program, in 2010 VHM partnered with Early Head Start to bring a small child care center to the school campus. However, in early 2014 the Early Head start component that had been housed at VHM was moved to the new Head Start/Early Head Start facility that opened in Sacaton, located less than a mile away from VHM. While the new Early Head start location is still within easy access from the VHM campus (a 15-20 minute walk), key informants expressed some concerns about how even this relatively short distance might affect teen mothers' ability and willingness to breastfeed because of not having their babies as close to them as it used to be. Key informants, however, also pointed out that the new facility provides for a more adequate and ample space for the children.

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[123] Bruner, C. & Tirmizi, S. N. (2010). *The Healthy Development of Arizona's Youngest Children.* Phoenix, AZ: St. Luke's Health Initiatives and First Things First.

Support for teen parents at VHM is also available from the Baby Smarts Program, funded by the Gila River Indian Community FTF Regional Partnership Council. Baby Smarts has two components: teen parent education and home visitation. The teen parent education component is provided to teen parents at both of the high schools in the Community (VHM and Ira H. Hayes). The teen parent education program puts a strong emphasis on preventing second pregnancies and on supporting teen parents so they can graduate from high school.

Home Visitation Programs

As mentioned in the previous section, the Gila River Indian Community Regional Partnership Council is currently funding a home visitation component as part of the Baby Smarts Program. The home visitation component provides in-home services for families, and focuses on education about topics such as parenting skills, child development, early literacy, and health using the Parents as Teachers (PAT) curriculum. According to the Region's SFY15 Funding Plan the target number of families to be served by this program is 40. There are two home visitors employed by the program and they work closely with the teen parent education coordinator but putting a stronger emphasis on the parent-child relationship.

Home visitation services are also available from the Gila River Health Care Public Nurses. According to key informants, this program is currently moving into the direction of aligning with the FTF-funded Baby Smarts one by also utilizing the PAT curriculum.

Child Welfare

Child abuse and neglect can have serious adverse developmental impacts, and infants and toddlers are at the greatest risk for negative outcomes. Infants and toddlers who have been abused or neglected are six times more likely than other children to suffer from developmental delays. Later in life, it is not uncommon for maltreated children to experience school failure, engage in criminal behavior, or struggle with mental and/or physical illness. However, research has demonstrated that although infants and toddlers are the most vulnerable to maltreatment, they are also most positively impacted by intervention, which has been shown to be particularly effective with this age group. This research underscores the importance of early identification of and intervention for child maltreatment, as it cannot only change the outlook for young children, but also ultimately save state and federal agencies money in the usage of other services.[124]

Indian Child Welfare Act (ICWA) - Special federal guidelines are currently in place to regulate how Native children and their families interact with the state's child welfare system. In 1978,

[124] Zero to Three: National Center for Infants, Toddlers, and Families. (2010). *Changing the Odds for Babies: Court Teams for Maltreated Infants and Toddlers.* Washington, DC: Hudson, Lucy.

Congress passed the Indian Child Welfare Act (ICWA) after investigations found that a disproportionately high number of Native (American Indian and Alaska Native) children were being placed in foster care and adoptive care with non-Native families and that those children who were being placed in non-Native families were experiencing problems adjusting to life away from their Native families and communities. Directly prior to the passing of the ICWA, under the Indian Adoption Project between 1961 and 1976, approximately 12,500 Native children had been removed from their reservation homes and placed with non-Natives parents through adoption procedures. Investigations conducted in 1969 and 1974 by the Association of American Indian Affairs found that at the time, between 25 percent and 35 percent of Native children were living in homes or institutions away from their families and communities. These findings, coupled by past policies and the practice of forcibly removing Native children from their homes into boarding schools, led Congress to passing the Indian Child Welfare Act. Representative Morris Udall of Arizona, a strong supporter of the ICWA, stated "there is no resource that is more vital to the continued existence and integrity of Indian tribes than their children." ICWA established federal guidelines that are to be followed when an Indian child enters the welfare system in all state custody proceedings.[125]

Under ICWA, an Indian child's family and tribe are able and encouraged to be actively involved in the decision-making that takes place regarding the child, and may petition for tribal jurisdiction over the custody case. ICWA also mandates that states make every effort to preserve Indian family units by providing family services before an Indian child is removed from his or her family, and after an Indian child is removed through family reunification efforts. If an Indian child is removed by state Child Protective Services, ICWA requires preference for the child's placement to be first, with the child's relatives; second, with fellow tribal members; third, with another Indian person. Under IWCA, only in extreme cases can a tribal child be placed somewhere other than the preferences that have been established by the law.[126]

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[125] ICWA defines an "Indian child" as any unmarried person, below the age of 18 who is either a member of a federally recognized tribe, or eligible to become a member and is the biological child of a recognized tribal member.

[126] Frichner, T.G. (2010). The Indian Child Welfare Act: A National Law Controlling the Welfare of Indigenous Children. American Indian Law Alliance.

National Congress of American Indians. Child Welfare & TANF. National Congress of American Indians. Retrieved from http://www.ncai.org/policy-issues/education-health-human-services/child-welfare-and-tanf

National Indian Child Welfare Association. Frequently Asked Questions About ICWA. Retrieved from http://www.nicwa.org/indian_child_welfare_act/faq/#active_efforts

Palmiste, C. (2011). From the Indian Adoption Project to the Indian Child Welfare Act: the resistance of Native American communities. Indigenous Policy Journal 22(1), 1-10.

Child welfare services in the Gila River Indian Community are provided by the Gila River Indian Community Social Services Department.

In order to better support the families in the child welfare system, stakeholders in the Gila River Indian Community Region have worked to create a Children in Crisis Coalition. This group was established in 2009 when it became a model court system that involved the tribal Social Services Department, attorneys, prosecutors, tribal behavioral health services and the youth home. The Coalition started to focus on protocols and best practices, and also on trauma-informed care. In the fall of 2013 Coalition members made a decision to concentrate their efforts on young children (birth to five). Since then, the Coalition holds monthly meetings and has increased its list of stakeholders and agencies invited to participate. This expanding list now includes departments that had traditionally not been part the work children in crisis team such as pediatric care coordinators, the Gila River Indian Community WIC program and the Police Department.

In addition to bringing key stakeholders together to share information and build a better system to support families in crisis, the Coalition also provides training opportunities for staff from the departments directly involved with the children (e.g. tribal Child Protective Services foster parents, tribal Social Services Department).

One of the current projects of the Coalition is a "Judges' Checklist" that will help make sure all the different pieces of information about a child are available to them (e.g. medical records, any known developmental delays, upcoming appointments and immunization records). The Children in Crisis Coalition is currently focusing this work on young children who are wards of the court with the goal of expanding its efforts to older children and children who are not wards of the court. The goal is to start implementing the use of the Judges' Checklist by January 2015.

Another project that the Coalition is working on is the Parent Port: a notebook that "travels" with children in out-of-home placements that includes important information about the child such as medical records, information from previous foster homes or Individualized Education Program (IEP), if one is in place for the child.

According to key informants the work of the Coalition has been very much welcomed in the Community and stakeholders are interested in participating. One of the challenges to the Coalition's work (and to the region's child welfare system in general), however, is a high

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Senate Report 104-288. 104th Congress. Retrieved from http://www.gpo.gov/fdsys/pkg/CRPT-104srpt288/html/CRPT-104srpt288.htm

turnover rate in some key areas, particularly in the Prosecutor's Office and the Social Services Department.

In addition to the Children in Crisis Coalition, other assets in the region's child welfare system identified by key informants include: a comprehensive Ordinance in place that establishes with detail how cases must be handled; and staff in the various agencies involved who really care about the safety of the children.

Key informant also identified some of the current challenges to the child welfare system in the region as well as some of the unmet needs which include:

- Assistance for parents to help them navigate the system, which can be very overwhelming. In particular, key informants noted that parents could use additional support to help them understand how visitations should happen and what is expected of them.
- Support for children who age out of the child welfare system without family to rely on
- Assistance for grandparents who are caring for their grandchildren with very limited financial support.
- Recruiting more foster homes within the Community and providing additional support for current foster families (e.g. working with a benefit coordinator to make sure they access all the services that the children may qualify for).

Key informants also advocated for a preventative approach to supporting at-risk families, providing parents with the skills and support needed in order to prevent child abuse.

Incarcerated Parents

A 2011 report from the Arizona Criminal Justice Commission estimates that in Arizona, about three percent of youth under 18 have one or more incarcerated parent. This statistic includes an estimated 6,194 incarcerated mothers and an estimated 46,873 incarcerated fathers, suggesting that in Arizona, there are over 650 times more incarcerated fathers than incarcerated mothers.[127] More recent data from the Arizona Youth Survey corroborate this estimation. The Arizona Youth Survey is administered to 8th, 10th, and 12th graders in all 15 counties across Arizona every other year. In 2012, three percent of youth indicated that they currently have a parent in prison. Fifteen percent of youth indicated that one of their parents has previously been to prison. This suggests that approximately one in seven adolescents in Arizona have had an incarcerated parent at some point during their youth.

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[127] Arizona Criminal Justice Commission. Statistical Analysis Center. (2011). *Children of Incarcerated Parents: Measuring the Scope of the Problem.* USA. Phoenix: Statistical Analysis Center Publication.

This represents a population of Arizona youth who are at great risk for negative developmental outcomes. Previous research on the impact parental incarceration has on families demonstrates that parental incarceration dramatically increases the likelihood of marital hardship, troubling family relationships, and financial instability. Moreover, children who have incarcerated parents commonly struggle with stigmatization, shame and social challenges, and are far more likely to be reported for school behavior and performance problems than children who do not have incarcerated parents.[128] In recent studies, even when caregivers have indicated that children were coping well with a parent's incarceration, the youth expressed extensive and often secretive feelings of anger, sadness, and resentment. Children who witness their parents arrest also undergo significant trauma from experiencing that event and often develop negative attitudes regarding law enforcement.[129]

The emotional risk to very young children (0-5) is particularly high. Losing a parent or primary caregiver to incarceration is a traumatic experience, and young children with incarcerated parents may exhibit symptoms of attachment disorder, post-traumatic stress disorder, and attention deficit disorder.[130] Studies show that children who visit their incarcerated parent(s) have better outcomes than those who are not permitted to do so[131] and the Arizona Department of Corrections states that it endeavors to support interactions between parents and incarcerated children, as long as interactions are safe.[132] Research suggests that strong relationships with other adults is the best protection for youth against risk factors associated with having an incarcerated parent. This person can be, but does not necessarily need to be, the caregiver of the child. Youth also benefit from developing supportive relationships with

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[128] Arizona Criminal Justice Commission. Statistical Analysis Center. (2011). *Children of Incarcerated Parents: Measuring the Scope of the Problem.* USA. Phoenix: Statistical Analysis Center Publication.

[129] Children of incarcerated parents (CIP). Unintended victims: a project for children of incarcerated parents and their caregivers. http://nau.edu/SBS/CCJ/Children-Incarcerated-Parents/

[130] Adalist-Estrin, A., & Mustin, J. (2003). *Children of Prisoners Library: About Prisoners and Their Children.* Retrieved from http://www.fcnetwork.org/cpl/CPL301-ImpactofIncarceration.html.

[131] Adalist-Estrin, A. (1989). *Children of Prisoners Library: Visiting Mom and Dad.* Retrieved from http://www.fcnetwork.org/cpl/CPL105-VisitingMom.html.

[132] Arizona Criminal Justice Commission. Statistical Analysis Center. (2011). *Children of Incarcerated Parents: Measuring the Scope of the Problem.* USA. Phoenix: Statistical Analysis Center Publication.

other adults in their community.[133] Other studies have suggested that empathy is a strong protective factor in children with incarcerated parents.[134]

According to the US Department of Justice,[135] the number of inmates confined in Indian Country jails increased between 2011 and 2012 by 5.6%. Of the 14 facilities in Indian Country that held the majority of inmates, six were in Arizona. About 43 percent of all inmates in custody in Indian Country were held in Arizona. This increases the likelihood that there may need to be supports for children of incarcerated parents.

The Gila River Department of Rehabilitation and Supervision (DRS) is the largest correctional facility in Indian county. The 277-bed adult facility is co-ed and operated by tribal and federal funding. On average, this facility houses 200-225 inmates. This facility offers a wide variety of programs and services to inmates with the ultimate goal of reducing recidivism. These include education and vocational training, life-skills, healthy relationships, and child-development classes. Self-directed GED computer resources are available to inmates working towards their certificate. GED testing fees are paid for by DRS and staff from Central Arizona College routinely comes onsite to conduct the testing. Staff from various tribal departments come to the facility on a weekly basis to provide services such as sexual health education, screening and testing. The Gila River Tribal Social Services Department offers parenting classes, and numerous volunteer organizations regularly visit inmates. On-site counseling and medication management are also available to inmates from the Community's Behavioral Health Clinic.[136]

The DRS Juvenile facility has the capacity to hold up to 106 inmates. Key informants pointed out that re-entry into school programs is one of the main challenges for adjudicated youth due to credit transfer and curriculum differences. The disconnect between the educational opportunities they are able to pursue inside correctional facilities and regular educational settings outside of detention results in an very high dropout rate among this population.

An important and unique collaboration has been established between the DRS Juvenile facility's Education Department and Vechij Himdag Alternative School (VHM) that allows adjudicated youth to more easily re-enter into their school programs after being released. A shared web-

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[133] La Vigne, N. G., Davies, E. & Brazzell, D. (2008). *Broken bonds: Understanding and addressing the needs of children with incarcerated parents*. Washington, DC: The Urban Institute Justice Policy Center.

[134] Dallaire, D. H. & Zeman, J. L. (2013). Empathy as a protective factor for children with incarcerated parents. *Monographs of the Society for Research in Child Development, 78*(3), 7-25.

[135] Minton, T. (2013). *Jails in Indian Country, 2012*. Bureau of Justice Statistics, Office of Justice Programs, US Department of Justice.

[136] http://www.gilariver.org/index.php/departments-cols5-colw1190-colw2190-col3w190col4w190-col5w190-right0-tribal-departments/80-department-of-rehabilitation-and-supervision-adult-division

based curriculum has been available to students at both VHM and the DRS Juvenile detention center since 2009. This means that a student at VHM who is adjudicated can continue his education while in detention using the same curriculum that he had been working on at school. And when leaving the facility, this same student can go back to the school and resume his work just where he left it at during his time in the detention facility. This can make a big difference in terms of whether students (who are often teen parents themselves) continue enrolled in school or drop out. Key informants indicated that this agreement requires a good amount of coordination, but it has allowed both entities (VHM and the Juvenile detention center) to address one the main challenges that adjudicated youth face in terms of continuing their education.

Other programs, such working in a garden that grows traditional crops, are also available to youth at the DRS Juvenile facility.

Domestic Violence

Domestic violence includes both child abuse and intimate partner abuse. When parents (primarily women) are exposed to physical, psychological, sexual or stalking abuse by their partners, children can get caught up in a variety of ways, thereby becoming direct or indirect targets of abuse, potentially jeopardizing the their physical and emotional safety.[137] Physically abused children are at an increased risk for gang membership, criminal behavior, and violent relationships. Child witnesses of domestic violence are more likely to be involved in violent relationships.[138]

Promoting a safe home environment is key to providing a healthy start for young children. Once violence has occurred, trauma-focused interventions are recommended.[139] In order for interventions to be effective they must take the age of the child into consideration since children's developmental stage will affect how they respond to trauma. While trauma-specific services are important (those that treat the symptoms of trauma), it is vital that all the providers a child interacts with provide services in a trauma-informed manner (with knowledge

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[137] Davies, Corrie A.; Evans, Sarah E.; and DiLillo, David K., "Exposure to Domestic Violence: A Meta-Analysis of Child and Adolescent Outcomes" (2008).Faculty Publications, Department of Psychology. Paper 321. http://digitalcommons.unl.edu/psychfacpub/321

[138] United States Department of Justice, National Task Force on Children Exposed to Violence. (2012). Report of the Attorney General's National Task Force on Children Exposed to Violence. Retrieved from http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf

[139] United States Department of Justice, National Advisory Committee on Violence against Women. (2012). Final report. Retrieved from http://www.ovw.usdoj.gov/docs/nac-rpt.pdf

of the effects of trauma to avoid re-traumatizing the child). Children exposed to violence need ongoing access to safe, reliable adults who can help them regain their sense of control.

According to the US Department of Justice, over one-third of Indian women and one-eighth of Indian men in the United States will experience domestic violence.[140] By midyear of 2012, 38 percent of the total inmate population at the Gila River Department of Rehabilitation and Supervision Adult facility was in custody because of domestic violence-related offenses compared to 13 percent among all detention centers in Indian Country.[141]

On June 1, 2012 the Gila River Indian Community opened "On Eagle's Wings," the Community's first domestic violence shelter, located in Sacaton. Other programs in the Community such as Family Planning have started conversations with the shelter about collaboration. The Gila River Behavioral Health Department has begun to provide training for the shelter staff, teaching the workers what to look for and how to make referrals to their services

Public Information and Awareness and System Coordination

Key informants agreed that continuing to promote parents' and caregivers' awareness of early childhood is important in the region, especially among young parents who may benefit from additional support in their parenting skills.

Key informants also noted that an increasingly connected system is in place in the region to make sure that this and other services are easily accessible and utilized by parents and caregivers in the region. They pointed out that overall, there is good coordination and communication among the different programs and agencies in the region providing services to families with young children. Some key informants, however, pointed out that these coordinated efforts could be improved by helping individual programs 'see the big picture.' And they also highlighted that current efforts are in place that aim at addressing this need. Collaborative undertakings such as the Children in Crisis Coalition are bringing together diverse groups of providers to enhance communication and coordination among them. Informants indicated that these efforts are key to ensure families are receiving the support they need

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[140]Department of Justice, Office of Justice Programs, *Extent, Nature, and Consequences of Intimate Partner Violence*, NCJ 181867 (Washington, D.C.: 2000). Justice uses the term Indian in this study to refer to persons who self-identify as American Indian or Alaska Native and does not limit the term to those enrolled in state- or federally recognized tribes.

[141] Minton, T. (2013). *Jails in Indian Country, 2012*. Bureau of Justice Statistics, Office of Justice Programs, US Department of Justice. Note that without more context, it is difficult to interpret these numbers. A lower rate of prosecutions for domestic violence can be attributed to increased awareness and prevention of domestic violence incidents, or to a decrease in a willingness of victims to prosecute.

without being 'inundated' with information about services that may not even be the most relevant for them.

In addition, in the past year the Gila River Indian Community Regional Partnership Council has been leading an effort around building the early childhood system in the region. This initiative is an ongoing process that will continue through 2015.

Summary and Conclusion

This Needs and Assets Report is the fourth biennial assessment of early education and health services in the Gila River Indian Community Region.

Through both quantitative data assembled, and through interviews with regional service providers, it is clear that the region has substantial strengths. The early childhood education system in the region offers a variety of programs and provides services to a large proportion of preschool-age children. Community members are able to access comprehensive health care services delivered locally in a culturally-appropriate manner through tribally-operated facilities. A number of health care services are also easily accessible to Community members who may lack transportation through mobile medical units that visit all the Community districts on a regular basis. A table containing a full summary of identified regional assets can be found in Appendix A.

However, there continue to be challenges to fully serving the needs of families with young children throughout the region. A table containing a full summary of identified regional challenges can be found in Appendix B. Many of these have been recognized as ongoing issues by the Gila River Regional Partnership Council and are being addressed by current FTF-supported strategies in the region. Some of these needs, and the strategies proposed to address them, are highlighted below. A table of Gila River Indian Community Regional Partnership Council Planned Strategies for fiscal year 2013 is provided in Appendix C.

- **A need for additional quality childcare services** – Although the early childhood education system in the region offers a variety of programs to families, most of them operate at capacity. Lack of quality child care can have an impact not only on the well-being of the child, but on a family's employment situation. Having reliable child care makes it easier for parents to avoid missing work or being late. The Regional Partnership Council has recognized this need and supported Pre-K program expansion initiatives at Gila Crossing Community School and Blackwater Community School. In addition, a number of strategies are in place to improve the quality of existing programs through Quality First, and to support access to those programs through scholarships. The Family, Friend and Neighbor Strategy addresses the reality of many families who only have access to, or deliberately chose to have their children cared for, by kith and kin. Professional development scholarships aim to assure a trained early childhood workforce.
- **A need to support teen and young parents** – Key informants note that teen and young parents in the Community require additional support in their parenting skills. Current strategies attempt to address this through home visitation and community-based parent education programs.

This report also highlighted some additional needs that could be considered as targets by stakeholders in the region.

- **Children living with grandparents** —The majority of young children in the region are living with relatives other than their parents, many of those with grandparents. Grandparents have identified a number of supports that would be helpful to them in facing the unique physical, emotional, legal and financial challenges of raising their young grandchildren. Among these are: financial assistance similar to that provided to foster parents; support groups of other grandparents that include child care; respite support that provides safe child care; and a resource guide targeted specifically at the needs of elders taking care of grandchildren.
- **Lack of transportation** – A lack of transportation among families has been identified as one of the primary local barriers in the region to accessing child care, health, social and employment services. Highlighting this issue among collaborating service agencies may help identify additional services that could be referred to or developed to meet these needs of families without access to reliable transportation.
- **Additional support for foster families**– Key informants noted that a challenge to the child welfare system is the recruitment of foster families as well as making sure that participating foster parents are well connected to services available to them. Additional support, such as that of a benefit coordinator, could help parents access services that they or their children may qualify for.

Successfully addressing the needs outlined in this report will require the continued concentrated effort of collaboration among the Gila River Indian Community Regional Partnership Council and staff; Tribal leadership; First Things First and other state agencies; local providers; and other community stakeholders in the region. Doing so will help continue to support families and young children in this Community where members are known for "being there" for one another.

Appendix A. Table of Regional Assets

First Things First Gila River Indian Community Regional Assets
Small community where most people know each other and care about the wellbeing of children
Early childhood care and education system that includes a large selection of programs, which enroll a large proportion of preschool-age children in the region
High quality public schools - Akimel O'otham Pee Posh/Blackwater School – nationally recognized
Gila River Health Care – comprehensive health care services operated by the Gila River Indian Community itself available locally in the Community, including provision of services through mobile medical units
High quality prenatal care that is reflected in rate of first-trimester prenatal care meeting Healthy People 2020 target
Coordination of care among providers of prenatal care services and pediatric care services to make sure pregnant women and newborns receive timely and appropriate services
Supportive leadership – Tribal Council supportive of early childhood initiatives and programs
A wide variety of programs and services available locally for families with young children
Parent education sessions at both local high schools including innovative Teen Parenting Programming
Children in Crisis Coalition that brings together stakeholders relevant to the child welfare system to better support families in need

Appendix B. Table of Regional Challenges

First Things First Gila River Indian Community Regional Challenges
Need for expanding the capacity of current child care and early education programs, especially for children birth to 3 years old
Lack of transportation
Need for increasing parent awareness of the importance of early childhood health and development
Need for supporting foster families
High rates of childhood obesity
Substance abuse
High unemployment rate
Need for supporting grandparents caring for their grandchildren

Appendix C. Table of Regional Funded Strategies, Fiscal Year 2015

Gila River Indian Community Regional Partnership Council First Things First Planned Strategies for Fiscal Year 2015		
Goal Area	**Strategy**	**Strategy Description**
	Quality First	Supports provided to early care and education centers and homes to improve the quality of programs, including: on-site coaching; program assessment; financial resources; teacher education scholarships; and consultants specializing in health and safety practices.
Quality and Access	Quality First Child Care Scholarships	Provides scholarships to children to attend quality early care and education programs. Helps low-income families afford a better educational beginning for their children.
	Child Care Health Consultation	Addresses the region's limited access to high quality, affordable early care and education programs for children living within the region.
	Pre-Kindergarten Scholarships	Provides scholarships to quality preschool programs in a variety of settings to allow programs serve more children.
Professional Development	Scholarships TEACH	Provides scholarships for higher education and credentialing to early care and education teachers. Improves the professional skills of those providing care and education to children 5 and younger.
	Conference Scholarships	Increase knowledge and awareness about early childhood development and health issues by providing increased access to seminars and conferences within and across the region.
Family Support	Parent Education Community-Based Training	Provides classes on parenting, child development and problem-solving skills.
	Home Visitation	Provides voluntary in-home services for infants, children and their families, focusing on parenting

		skills, early physical and social development, literacy, health and nutrition.
	Native Language Enrichment	Provides materials, awareness and outreach to promote native language and cultural acquisition for the young children of Tribal families.
	Family, Friends and Neighbors	Supports provided to family, friend and neighbor caregivers include training and financial resources.
	Summer Transition to Kindergarten	Provides first time classroom experiences for children who are about to begin kindergarten, and information to their parents.
Evaluation	Statewide Evaluation	Statewide evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils, examples are baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.
Community Awareness	Media	Increases public awareness of the importance of early childhood development and health via a media campaign that draws viewers/listeners to the ReadyAZKids.com web site.
	Community Awareness	Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities.

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GILA RIVER INDIAN COMMUNITY

TRIBAL EDUCATION DEPARTMENT
Education Administration
Post Office Box 97
Sacaton, Az 85147
Phone: (520) 562-3662
Fax: (520) 562-2924

Partnership Agreement

This Partnership Agreement is entered into by and between the following entities: Gila River Indian Community and its tribal entities, Tribal Education Department (GRIC TED); Blackwater Community School (BWCS); Gila Crossing Community School (GCCS); Casa Blanca Community School (CBCS); Sacaton Public Schools; and First One Hundred Institute. This agreement reinforces the partner's commitment to improving Native American student's preparation for college and careers and outlines the roles and responsibilities of each entity for the purpose of collaboration for the Native Youth Community Program.

1. Scope of Work.
Each partner agrees to participate in the proposed Department of Education, Indian Education, Demonstration Grant-Native Youth Community Project (NYCP) that is set forth in this group application for the FY 2016 NYCP competition and conduct activities and carry out responsibilities as may be identified in this application.

2. Grantees of the Department of Education.
If funded, each applicant understands that it will be a grantee of the U.S. Department of Education ("USDOE"). Each group applicant further understands that, if the group application is funded, it will assume responsibilities to carry out the intent of the grant as written and submitted to the USDOE and as further outlined herein. While the lead applicant (Gila River Indian Community Tribal Education Office) holds fiscal and administrative responsibility for regular interaction with the primary granting agency, this does not restrict the partners from collectively developing a structure that reflects the diversity of its partners and allows for maximum participation in strategy development and decision making.

3. Partner Responsibilities.
Consistent with the parties' application, this Agreement sets forth the individual responsibilities of each of the partners.

a. GRIC Tribal Education Department (TED):
If awarded a NYCP grant, the TED will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements. This office will hire a coordinator to assure adequate oversight of the grant, involvement of partners through the Project Advisory Team and community organizations as well as parents, and ensure the grant is implemented according to the project design.

b. Blackwater Community School:
If awarded a NYCP grant, BWCS will be responsible for implementation of a demonstration early childhood program, early literacy activities through book distribution through its pre-school programs, and conducting literacy events in its school attendance area; participation in STEM summer institutes and professional development activities outlined in the grant narrative; and providing reports as needed.

c. Gila Crossing Community School:

If awarded a NYCP grant, Gila Crossing Community School will be responsible for participating in summer STEM institutes and professional development activities for teachers and staff; participation in book fairs, book distribution and literacy events for parents in its school attendance area; conducting books distribution through its early childhood centers to include literacy training for parents of the enrolled children; participation in career and college awareness for its middle school students through Junior Achievement, sponsorship of career days at its school, providing interest inventory surveys, field trips to businesses and college campuses, and career and college awareness for parents.

d. Casa Blanca Community School:
If awarded a NYCP grant, CBCS will be responsible for participation in literacy events in it school attendance area; book distribution and training of parents through its existing early childhood program; participating in STEM summer institutes and teacher professional development activities; and providing needed reports.

e. Sacaton Public Schools:
If awarded a NYCP grant, Sacaton Public Schools will be responsible for participating in summer STEM institutes and professional development activities for teachers and staff; participation in book fairs, book distribution and literacy events for parents in its school attendance area; conducting books distribution through its early childhood centers to include literacy training for parents of the enrolled children; participation in career and college awareness for its middle school students through Junior Achievement, sponsorship of career days at its school, providing interest inventory surveys, field trips to businesses and college campuses, and career and college awareness for parents.

f. First One Hundred Institute:
If awarded a grant the First One Hundred Institute, a non-profit organization, will coordinate activities with literacy providers such as Southwest Human Development, Raising a Reader, Reach Out and Read, and Unite for Literacy to include book distribution, literacy training, implementation of an early childhood demonstration pre-school, and book development activities on Gila River as outlined in the grant. First One Hundred will work with the Gila River Tribal Education Department and its tribal organizations to provide books and literacy materials as necessary to meet the literacy requirements outlined in the grant narrative.

F. **Other participating organizations for this partnership include but are not limited to the following:**
   1. Head Start Center-Will provide developmental appropriate books to the children enrolled in its programs reservation wide and will participate in literacy training and provide literacy training at its Head Start sites.
   2. Women Infant Children's Program-Will provide developmental appropriate books to children and parents during their monthly visits with clients and will participate in literacy training offered through the grant.
   3. Health Clinics-Will participate in book distribution to children during well baby clinic visits and will participate in literacy training offered through the grant.
   4. First Things First (FTF) Gila River Regional Council-Will be responsible for supporting the coalition by attending NYCP Partnership Meetings. The FTF GRIC Regional Council will also encourage its early childhood grantees to collaborate with the TED NYCP Literacy Program.

4. Lead Applicant and Fiscal Agent.

The GRIC TED will serve as the lead applicant. As the lead applicant, GRIC TED will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, GRIC TED understands that it is responsible for the receipt and distribution of all grant funds, for ensuring the project is implemented by the group in accordance with Federal, State and tribal requirements.

5. Use of Funds.

All partners in this grant agree to use the funds they will receive from the lead applicant under this Partnership Agreement in accordance with all federal, state and GRIC tribal requirements that apply to the grant, including any restrictions on the use of Federal funds set forth in the Request for Proposals provisions of the approved RFP application and applicable provisions of the USDOE.

6. Joint Responsibilities for Communications and Meeting Milestones.

All partners agree to the following joint responsibilities-

a. Each partner will appoint a point of contact (the "key contact") for the NYCP grant.
b. These points of contact will become members of the Project Advisory Team (PAT) that will allow participation in strategy development and decision-making. This PAT will be formed by the partners to guide the implementation of the grant.
c. These contacts will maintain frequent communication to facilitate cooperation in implementation of the grant.
d. These key contacts will work together to meet milestones for the project and provide updates and status reports throughout the whole grant project duration.
e. Ensure that all activities are aligned with project goals and ultimate outcome of preparing students for college and careers.
f. Assist in identifying potential sources of support for implementation and sustaining activities beyond federal funding.

g. Assist in conducting outreach to the community and families served to ensure the plan developed reflects the needs and desires of the community.

7. Assurances.

The partners assure the USDOE that they are familiar with the NYCP application and are committed to working collaboratively to meet the responsibilities specified in this grant in order to ensure the NYCP's success. They also agree to comply with all the terms of the grant and all applicable federal and state laws and regulations, including laws and regulations applicable to the project.

8. Modifications.

This Partnership Agreement may only be amended in writing and must be signed by each of the partners to the Agreement. Modifications do not relieve members of the group from implementing the content of the approved NYCP application; therefore any modification that would require a change in the approved application must first be approved by the USDOE.

In no case will a modification of this Agreement relieve any member of the group of its responsibility to ensure the Agreement details the activities that each member of the group is to perform nor shall any modification release any member of the group from any statement and/or assurance made in the NYCP application.

9. Effective Date/Duration/Termination.

This Partnership Agreement shall take effect upon the lead applicant's receipt of notice of grant award of NYCP funds from the USDOE. If a grant award is made, this Agreement continues in effect until the expiration of the grant period. The lead applicant agrees not to terminate the Agreement prior to the end of the project period. The lead applicant also agrees to sustain the effort to improve education opportunities for the students outlined in the NYCP application through funds available to the partners from existing resources at the conclusion of the NYCP grant.

10. Signatures.

Agreement to serve as Partner to the Gila River Indian Community Native Youth Community Program:

Gila River Indian Community on behalf of the Gila River Tribal Education Department and Gila River Tribal Organizations:

Signature: _____

Date: 5-26-16

Blackwater Community School:

Signature: (b)(6) _____

Date: 5/25/2016

Gila Crossing Day School:

Signature (b)(6) _____

Date: 5/25/16

Casa Blanca Day School:

Signature: (b)(6)

Date: 05-24-16

Sacaton Public Schools:

Signature: (b)(6)

Date: 5-26-16

First One Hundred Institute:

Signature:

Date:

First One Hundred Institute:

Signature: (b)(6)

Date: May 26, 2016

Gila River Indian Community First Things First Regional Council

Signature: (b)(6)

Date: 5/24/16

Evidence of Capacity

Arizona State University has been a partner for external evaluation on the following grants secured by Blackwater Community School: Arizona State Department of Education 21st Century Community Learning Grant, Arizona Department of Education Reading First Grant, Title VII Preschool Demonstration Grant for three successful applications, First Thing First Kindergarten Summer Transition Grant, and First Things First Pre-Kindergarten Grant. Collectively, the nearly 20 years of ongoing partnerships with Blackwater Community School have contributed to its recognition as a National Distinguished Title I School in 2011. The *First One Hundred Institute* has worked with more than twelve tribes throughout the southwest to include Arizona over the past several years in the area of language revitalization, and staff working with the Institute has worked with American Indian tribes nationally over the past twenty-five years. The Institute is currently working with an elementary school on the Gila River Indian Community funded by the state of Arizona's First Things First to revitalize the Native language in their community.

In addition to the expertise and long history of successful implementation of Title VII grants as well as Bureau of Indian Affairs' grant (21st Century Community Learning Grant, Education Enhancement Grant, Technology Grants, and Family and Child Education Grants), the Gila River Indian Community was award a Sovereignty Grant two years ago from the Bureau of Indian Affairs. Both entities have a proven track record in the ability to implement a federal grant of this magnitude.

A description of how Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

The Growing Readers Growing Leaders proposal was developed with the assistance of the The First Things First Needs and Assets Report that forms the nucleus of the needs assessment data for this grant proposal. It was developed over the past four years by community organizations to include the Gila River Indian Community Tribal Council, Gila River Health Care, Blackwater, Gila Crossing, and Casa Blanca Community Schools, Sacaton Elementary school and their respective boards. Additionally input was made by parents, school staff, and school board members at District meetings. The Community Tribal Council was involved in numerous meetings with the First Things First Regional Council. The First Things First Regional Council represents parents from throughout the community. Numerous parents were interviewed to develop the Needs Assessment. Additionally the Needs Assessment was developed in part through input by the Early Head Start, Baby Smarts program, Gila River Head Start, and health clinic pediatric staff. The four Bureau of Indian Education schools' administrators and staff, along with the Tribal Education Department staff, Culture Coordinator, Boys and Girls Club, Youth Council manager, and council members attended meetings to provide input to the development of this grant. Those meetings occurred on March 23, 2016 and May 3 and 4, 2016.

Parents and care-givers will be involved in the grant in various ways. Parents will be informed of the grants implementation activities through monthly District meetings where reports will be made by the TED office and schools; monthly

reports at school board meetings; through Growing Readers Growing Leaders campaign materials in the community's news letters and at literacy events throughout the community's districts, community organizations, and at schools. Parents will be recruited to participate in book distribution activities and will be informed at monthly WIC meetings, well baby clinic visits, and through Head Start, Family and Child Education parent meetings, and through community elders who will be involved in developing culturally appropriate books for distribution throughout the seven districts.

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Description of Continuation Activities

The **Growing Readers and Developing Leaders** grant will focus on long range gains, not only from the funding the community partners receive from the U.S. Department of Education, Title VII, but also from the larger community vision and financial investment that will continue to support the four goals of the grant.

Each school partner will seek out additional funding opportunities within existing budget that can sustain the elements of the grant after four years of implementation. These funds may include Impact Aid, Title I, State Maintenance and Operations, State and Federal competitive grants, ISEP, and Tribal funding options. Collectively, the schools will use the four years of the grant to establish a strategic financial plan to ensure the identified programs continue to support the focus on College and Career Readiness for Native Youth. The collaborative nature of the grant has already established new opportunities for the four schools to support each other in identifying funding to change the future of education on Gila River Indian Community.

In addition, the connections made with the First One Hundred Institute, First Things First Gila River Office, Eastern Michigan University, Arizona State University, Southwest Human Development and Dr. Nancy Allen will continue to provide valuable input into the sustainability of the grant goals. The expertise of these agencies and individuals will assist the schools in identifying future funding options.

The need to address the crisis facing Native American Youth will be the driving force behind all partners and entities to maintain the funding for this project beyond the four year grant period.

Project Director

Position:
Project Director-Literacy and Language Specialist

Classification:
Exempt

Department:
Tribal Education

Job Summary:

The Project Coordinator oversees all program activities by coordinating all activities that have direct or indirect relationship as it pertains to the partnering communities.

Essential Duties and Responsibilities:
1. Works with the staff and partners in coordinating their activities by establishing an excellent working relationship with the staff and partners
2. Coordinates school and community activities
3. Develops a calendar of events
4. Maintains resource list for staff
5. Gather all evaluations and summarize for the evaluator
6. Works to coordinate parent and district meetings
7. Organizes material for reports to Gila River Indian Community organizations and council committees
8. Organizes summer institutes and necessary supplies and logistics for the institutes
9. Gathers and summarizes information for reports; and perform miscellaneous job-related duties as assigned.

Skills and Knowledge:
1. Ability to organize, implement and administer community outreach activities
2. Ability to foster a cooperative work environment
3. Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies
4. Skill in organizing resources and establishing resources
5. Ability to organize, prioritize and schedule work assignments
6. Proficient in Microsoft Word and Excel programs to develop documents needed to perform tasks

The Requirements listed below are representative of the knowledge, skills and/or ability required.

Education and Experience:
Masters Degree in the field of education with no less than a Bachelor's Degree with five years of experienceP.

Language Skills:
Ability to read and interpret documents such as correspondence, memoranda, and procedure manuals. Ability to write correspondence, memoranda, and procedure manuals. Ability to effectively present information in one on one and small group situations.

Math Skills:
Ability to calculate amounts such as discounts, interest, percentages, circumference and volume. Ability to draw and interpret graphs.

Reasoning Ability:
Ability to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variable in a standardized situation.

Salary:
$65,000

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Gila River Indian Community Native Youth Community Project

Budget Justification

PERSONNEL: $196.200 Years 1 – 4

Project Director: The Project Director oversees all program activities by coordinating all activities that have direct or indirect relationship as it pertains to the partnering communities.

Essential Duties and Responsibilities:

1. Works with the staff and partners in coordinating their activities by establishing an excellent working relationship with the staff and partners, 2. Coordinates school and community activities; 3. Develops a calendar of events; 4. Maintains resource list for staff; 5. Gather all evaluations and summarize for the evaluator; 6. Works to coordinate parent and district meetings; 7. Organizes material for reports to Gila River Indian Community organizations and council committees; 8. Organizes summer institutes and necessary supplies and logistics for the institutes; and, 9. Gathers and summarizes information for reports; and perform miscellaneous job-related duties as assigned.

Literacy Coordinator: Facilitates *Raising a Reader* © (RAR) parent trainings with community program staff, housing communities, and other community locations. Creates an interactive and engaging learning environment for all families. Adheres to all learning objectives within each training module. Presents and explains the RAR book bags and assists families in fostering an at home reading routine. Brings in speakers, provides information about other programs the agency has to offer as well as makes connections to services within the community that will enhance the parenting skills of all families through the "Resource of the Week" component of the program.

Maintains all necessary reports associated with the position. Meets all performance standards as outlined in each contract.

Tribal Education Director – In-Kind Contribution

Isaac Salcido has a Master's Degree in Education and is the current Tribal Education Director. He has previously served as an Assistant Principal and Head Start Manager. He will be tasks with the oversite of the Native Youth Community Grant to ensure all aspects of the grant at each school, summer institutes and community events are implemented as presented in the grant. His time is an in-kind donation and represent approximately 10 hours a week.

FRINGE BENEFITS: **$58,860 (Year 1 – 4).**

All Personnel costs are set at 30% in order to cover federal, state, medical and retirement costs. These can vary depending on the election of medical and retirement that the employee selects; however, 30% is a solid estimate of costs.

TRAVEL: $79.512.

Project Director/Partner Meeting

Travel expenses for the Project Director and Literacy Coordinator to attend required meeting in Washington, D.C includes the following estimated costs: Airfare: $600 round trip from Phoenix, AZ. Lodging for 3 nights for two rooms @$300/night. Per Diem for 2 people for 4 days @$74.00/day. Mileage @ .0575/mile for 50 miles to and from airport. Plus, airport parking @ $25.00/day for 4 days x 2 people.

Preschool Teacher and Principal Directors Meeting in Washington, D.C.

The travel expenses are for the Principal and Preschool Teacher to attend mandatory Directors' Meeting. The costs are estimates: Airfare for 2 people @$600 round trip from Phoenix. Lodging for two people @$300/night x 3 nights x 2 people. Per Diem @$74/day for 4 days x 2 people. Mileage @$0.0575/mile x 50 miles x 2 people to and from airport. Plus, airport parking @$25.00/day for 4 days for 2 people. This travel supports Goal 2.

Preschool Teacher and Aide training on High Scope

The demonstration preschool program is based on the scientifically-research-based High Scope model of instruction and requires the preschool teacher and classroom aide to attend training on this program. The costs are estimates: Airfare @ $600 roundtrip times 2 people. Lodging @$300/night times 5 days times 2 people. Per Diem @$74.00/day times 5 days times 2 people. Mileage @ $0.0575/mile times 50 miles times 2 people and airport parking at $25.00/day for 5 days times 2 people. In addition, the cost for tuition is $3400/person for the High Scope training.

Technical Assistance Meetings with Partners held quarterly

The meetings will be held in Sacaton, AZ and hosted by the Tribal Education Director. The invited partners from out of state include United for Literacy Consultants (2), First One Hundred Institute (1), Dr. Nancy Allen, STEM Coordinator, Dr. Elizabeth Johnson and Kathy Walsh, Eastern Michigan University/PLC Co-Facilitators. In addition, Kate Hamm, ASU Evaluator, Kathy Thornton-Brown, First Things First Gila River Indian Community Regional Director and other Tribal entities. The site location, lunch and materials will be In-Kind donations from the Gila River Tribal Education Office. The following costs are estimates for the meetings:

Airfare @ $600 each x 6 consultant's quarterly meetings

Lodging @ $300/night x 3 nights x 6 people

Per Diem @ $74/day x 3 days x 6 people

Mileage @ $125/day rental car x 3 days x 6 people

Technical Assistance Visits – Travel

The following costs are to support the technical visits in support of the four goals of the grant. Unite for Literacy and First One Hundred Institute will focus on Goal 1 on book scarcity and the habit of reading and the associated training with Raising a Reader and book production and distribution activities.

Unite for Literacy

Literacy/Early Childhood Specialist

$700/day x 6 TA Visits (inclusive of airfare, hotel, car rental, per diem)

Author

Development of Localized books

$700.day x 8 TA visits (inclusive of airfare, hotel, car rental, per Diem)

First One Hundred Institute Travel

$700/day x 12 visits (inclusive of airfare, hotel, car rental, and per diem)

Technical assistance travel for the Summer Institutes on STEM for students and the teachers' PLC which is a year-long PLC for teachers, including intersession *workshops* support Goals 3 and 4. The travel is out-of-state for the STEM Coordinator and PLC Facilitators. The expertise

of these individuals will ensure that the students and teachers receive a high quality and rigorous training program.

Student Travel for Summer STEM Institute

Rental of bus $350/day x 5 days

Per Diem @ $50/day breakfast and lunch x 20 students x 5 days

Teacher Travel for Summer PLC Institute

Per Diem @ $50/day x 20 teachers x 5 days

Mileage @ 50 miles RT at $.0575/mile x 20 x 5 days

Co-Facilitator Travel for Teacher Summer PLC and Intersession Workshops @ $1400/trip x 4 inclusive of air fare, hotel, per diem, car rental

STEM Facilitator Travel @$700/trip

(Inclusive of airfare, per Diem, hotel and car rental)

EQUIPMENT; $83,000.

The equipment listed in the budget will provide essential computers and printers to participate in STEM related activities during the summer institute. In addition, each participating school will receive a budget to purchase computers and printers for designated classrooms and/or computer labs/media centers. Moreover, the STEM kits will be utilized during the Summer Institute and at each school site to expand the learning opportunity to more students utilizing the students who attended the Summer Institute as mentors.

The newly funded preschool classroom will required computers and printers and a SMART Board to facilitate the implementation of the High Scope Instructional Model. The following items constitute the Equipment Budget line item:

Laptop computers and printers for STEM Summer Institute @$500/computer x 20 students

Computers and printers for each school x 4 @ $10,000 x 4 schools

STEM Kits @$500/kit x 5 x 4 schools

Preschool classroom computers and printers @$5,000

Furniture for preschool classroom, tables, chairs, cubbies, bookshelves @ $15,000

SMART Board @$3000

SUPPLIES: $177,050.

Teacher Summer Institute PLC, Intersession Workshops and monthly Webinars: $700.00

The following items represent the required supplies for the various goals that are associated with the grant. In order to meet the goal of the PLC for teachers, the reference book will be Dr. John Hattie's *Visible Learning for Teachers Maximizing Impact on Learning* (2012). The teacher cohort group will utilize this book in developing and increasing their capacity to maximize learning for all students. All classroom assignments and postings will be referenced to this textbook for the PLC.

Raising a Reader Parent Training: $20,000 ($200/family x 4 schools)

The books for the 25 families who participate in *Raising a Reader* program will be given a book voucher to purchase books of their interests at the school's Scholastic Book Fair to support Goal

1 focused on book scarcity in the home and the habit of reading concerns. The books will reflect the interests of all children in these enrolled families.

Raising a Reader Training Supplies: $60,000 ($15,000/school x 4)

Junior Achievement: $4000.00 ($1000/school)

The books necessary for the Junior Achievement workshops offered at the Middle Schools will be tied to the specific program that is being utilized to develop financial literacy and college and career readiness skills. All students in grades 5 – 8 at the two Middle Schools will participate in these workshops.

The Digital Book Development: $67,350.00

The project will be specific to Goal 1 and the writing, production and distribution of Native Language Books. The distribution of these digital books will be made available to all families residing on Gila River Indian Community as well as Native families in other states.

First One Hundred Institute will make a digital collection of Native American books available **online for free to all Native American** families during the lifetime of the project. The number of new titles that feature Native American life is set at 100. This will be the first collection of its kind that leverages the mobile wave to create access to emergent books for the 2.9 million American Indian/Alaska Native families across the country.

Unite for Literacy will provide digital platform hosting and all associated licensing fees to First One Hundred Institute as a donation to the project. Unite for Literacy will additionally provide in-kind fees of $100 per title for digital development and English narrations services. Unite for Literacy will provide the expertise and resources for the localization of relevant picture book

content and will work with local elders and tribal members to localize select books from the First One Hundred Institute collection at a cost of $2,350.00 per title, which includes all associated travel and expenses. Unite for Literacy will publish print editions each year: 22,500 Emergent Reader Books, 13,000 Emergent Reader Native American Books, and 12,000 Native Language Learner Books at a total cost of $126,100.00 per year.

General Supplies: $20,000 ($5,000/school x 4 schools (paper, pencils, toner, ink cartridges, art supplies, poster boards, marker pens, glue, scissors, rulers, erasers, etc.).

CONTRACTUAL: $258,350.

Unite for Literacy and First One Hundred Institute

Goal 1 is the focus of the grant in terms of providing the rationale for addressing books scarcity and the habit of reading as the underlying factors that are contributing to the data that demonstrates that Native children are not prepared to enter school with critical vocabulary and a habit of reading that builds on the key principles for reading – alphabetic principles, phonics, phonemic awareness, vocabulary, fluency and comprehension. In order to combat these statistics of poor academic achievement that continues from K-12 grades, a strong campaign on book scarcity and reading habits will be launched utilizing the expertise of Unite for Literacy and First One Hundred Institute. These consultants will provide the technical expertise to deliver the training to schools and community agencies as well as oversee a variety of literacy events. In addition, the consultants will produce the Native language books to support the introduction of books that reflect the community and language (O'Odham). Currently, there are very few books which are in English and O'Odham to support this important component of the grant.

Unite for Literacy: $73,950

Literacy and Early Childhood Specialist

@$600.day x 15 days: $9,600

Author fees for Localization, photography, development and technical assistance for one year $58.750

Technical Assistance site visits with author @$700/day x 8 days: $5,600

First One Hundred Institute: $38,400

Technical Assistance to 4 schools for 24 days @$100/hr. x 8 hrs. ($19,200)

Technical Assistance and Literacy Activities for 4 schools for 24 days @$100.hr. x 8 hrs. ($19,200)

STEM Facilitator for Summer Institute: $5,000

@$100.hr. x 10 hrs. Including prep time x 5 days

PLC Co-Facilitators $80,000

$40,000/yr. x 2 Facilitators for one year PLC of 25 teachers 5 from each school to participate in a summer institute, 2 week long intersession workshops, monthly webinar development, academic blog site for weekly check-in with teachers, and development of materials for workshops, institutes, and supporting research material for distribution to teachers.

Guest Speaker fees on College and Career Readiness: **$16,000**

$100/speaker x 5/speakers x 8 months x 4 schools

Evaluation: **$45,000**

Arizona State University 5% of grant total.

OTHER: $52,800

The costs associated with this category include the following items to support the daily operations of the grant at each school:

Postage @$100/month x 12 months x 4 schools ($4800)

Telephone/Internet @$200/month x 12 months x 4 schools ($9600)

Facilities costs @$600/month x 12 months x 4 schools ($28,800)

Copy/Duplication @$200/month x 12 months x 4 schools ($9600)

TOTAL DIRECT COST: $905,772

TOTAL INDIRECT COST: $45,000 (5% OF GRANT TOTAL)

TRAING STIPENDS FOR 25 TEACHERS FOR SUMMER INSTITUTE: $25,000

Each teacher (25) attending the Summer PLC will receive a stipend of $200/day x 5 days.

TOTAL COST OF PROPOSAL: $975,722

Gila River Indian Community Native Youth Community Project Budget

Category	Year One	Year Two	Year Three	Year Four	Total
Personnel					
Project Director – 1 FTE @ $75,000/yr.	$75,000	$75,000	$75,000	$75,000	$300,000
Literacy Coordinator – 1 FTE @ $45,000/yr.	$45,000	$45,000	$45,000	$45,000	$180,000
Preschool Certified Teacher – 1 FTE @ $45,000/yr.	$45,000	$45,000	$45,000	$45,000	$180,000
Preschool Aide – 1 FTE @ $31,200 @ $15.00/hr.	$31,200	$31,200	$31,200	$31,200	$124,800
Total Personnel	**$196,200**	**$196,200**	**$196,200**	**$196,200**	**$784,800**
Fringe Benefits					
Calculated at 30% for federal, state, medical and retirement benefits per person.	$58,860	$58,860	$58,860	$58,860	$235,440
Total Fringe Benefits	**$58,860**	**$58,860**	**$58,860**	**$58,860**	**$235,440**
Travel					
Project Director/Partner Meeting Airfare 2 $600 rt x 2 staff Lodging @ $300/night x 3 nights x 2 staff Per diem @ $74/day x 4 x 2 staff Mileage @ 50 miles x 0.575/mi x 2 staff to airport Airport parking @ $25.00/day x 4 days x 2 staff **Preschool Teacher and Principal**	$3,798	$3,798	$3,798	$3,798	$15,192

Directors Meeting in Washington, D.C. Airfare 2 @ $600 rt x 2 staff Lodging @ $300/night x 3 nights x 2 staff Per diem @ $74/day x 4 days x 2 staff Mileage @ 50 miles x .0575/mi x 2 staff to and from airport Airport parking @$25/day x 4 days x 2 staff	$3,798	$3,798	$3,798	$3,798	$15,192
Preschool Teacher and Aide training on High Scope Airfare 2 @ $600 rt x 2 staff Lodging @$300/night x 5 nights x 2 staff Per diem @$74/day x 5 days x 2 staff Mileage @ 50 miles x .0575/mi x 2 staff to and from airport Airport parking @$25/day x 5 days x 2 staff	$5,196	$5196	$5196	$5196	$20,784
Tuition @$3400 x 2 staff	$6,800	$6800	$6800	$6800	$27,200
Technical Assistance Meetings – Travel					
Airfare @ $600 each x 6 consultants quarterly meetings Lodging @ $300/night x 3 nights x 6 people Per Diem @ $74/day x 3 days x 6 people	$23,382	$23,382	$23,382	$23,382	93,528

Mileage @ $125/day rental car x 3 days x 6 people					
Technical Assistance Visits - Travel Unite for Literacy **Literacy/Early Childhood Specialist** $700/day x 6 TA Visits (inclusive of airfare, hotel, car rental, per diem)	$4,200	$4,200	$4,200	$4,200	$16,800
Author Development of Localized books $700.day x 8 TA visits(inclusive of airfare, hotel, car rental, per diem)	$5,600	$5,600	$5,600	$5,600	$22,400
First One Hundred Institute Travel $700/day x 12 visits (inclusive of airfare, hotel, car rental, per diem)	$8,400	$8.400	$8,400	$8,400	$33,600
Student Travel for Summer STEM Institute Rental of bus $350/day x 5 days Per diem @ $50/day breakfast and lunch x 20 students x 5 days	$6,750	$6,750	$6,750	$6,750	$27,000
Teacher Travel for Summer PLC Institute Per Diem @ $50/day x 20 teachers x 5 days Mileage @ 50 miles rt at $.0575/mile x 20 x 5 days	$5,288	$5,288	$5.288	$5.288	$21,152
Co-Facilitator Travel for Teacher Summer PLC and Intersession Workshops @ $1400/trip x 4 inclusive	$5,600	$5,600	$5,600	$5,600	$22,400

of air fare, hotel, per diem, car rental					
STEM Facilitator Travel @$700/trip (Inclusive of airfare, per diem, hotel and car rental)	$700	$700	$700	$700	$2,800
Total Travel Budget	**$79,512**	**$79,512**	**$79,512**	**$79,512**	**$318,048**
Equipment					
Laptop computers and printers for STEM Summer Institute @$500/computer x 20 students	$10,000	$10,000	$10,000	$10,000	$40,000
Computers and printers for each school x 4 @ $10,000 x 4 schools	$40,000	$40,000	$40,000	$40,000	$160,000
STEM Kits @$500/kit x 5 x 4 schools	$10,000	$10,000	$10,000	$10,000	$40,000
Preschool classroom computers and printers @$5,000 Furniture for preschool classroom, tables, chairs, cubbies, bookshelves @ $15,000 SMART Board @$3000	$23,000	$23,000	$23,000	$23,000	$92,000
Total Equipment Budget	**$83,000**	**$83,000**	**$683000**	**$83,000**	**$332,000**
Supplies					
Books for PLC $35.00 x 20 teachers	$700	$700	$700	$700	$2,800
Books for 25 families in Raising a Reader Training @$200/per x 25 x 4 schools	$20,000	$20,000	$20,000	$20,000	$80,000
Junior Achievement Kits @$1000 x 4	$4,000	$4,000	$4,000	$4,000	$16,000

schools **Digital Book Development** Native Language Development Books Emergent Reader Books @$1.00/book x 22,500; Emergent Reader Native American Books @ $1.65/book x 13,000; and Emergent Reader Native Language Learners @$1.85/book x 12,000	$67,350	$67,350	$67,350	$67,350	$269,400
Raising a Reader Program Supplies @15,000/25 families x 4 schools	$60,000	$60,000	$60,000	$60,000	$240,000
General Supplies @$5,000/school x 4 schools (paper, pencils, toner, ink cartridges, art supplies, poster boards, marker pens, glue, scissors, rulers, erasers, etc.)	$20,000	$20,000	$20,000	$20,000	$80,000
Preschool classroom supplies including books, CDS, software, headsets, tape recorder, etc.at $5000	$5,000	$5,000	$5,000	$5,000	$20,000
Total Budget for Supplies	**$177,050**	**$177,050**	**$177,050**	**$177,050**	**$708,200**
Contractual					
Unite for Literacy Literacy and Early Childhood Specialist @$640.day x 15 days	$9,600	$9,600	$9,600	$9,600	$38,400
Author fees for Localization, photography, development and technical assistance for one year	$58,750	$58,750	$58,750	$58,750	$235,000

Technical Assistance site visits with author @$700/day x 8 days	$5,600	$5,600	$5,600	$5,600	$22,400
First One Hundred Institute Technical Assistance to 4 schools for 24 days @$100/hr. x 8 hrs. ($19,200) Technical Assistance and Literacy Activities for 4 schools for 24 days @$100.hr. x 8 hrs. ($19,200)	$38,400	$38,400	$38,400	$38.400	$153,600
STEM Facilitator for Summer Institute @$100.hr. x 10 hrs. including prep time x 5 days	$5,000	$5,000	$5.000	$5,000	$20,000
PLC Co-Facilitators @$40,000/yr. x 2 Facilitators for one year PLC of 25 teachers 5 from each school to participate in a summer institute, 2 week long intersession workshops, monthly webinar development, academic blog site for weekly check-in with teachers, and development of materials for workshops, institutes, and supporting research material for distribution to teachers.	$80,000	$80,000	$80,000	$80,000	$320,000
Guest Speaker fees on College and Career Readiness: $100/speaker x 5/speakers x 8 months x 4 schools					
Evaluation – Arizona State University 5% of grant total.	$16,000	$16,000	$16,000	$16,000	$64,000

	$45,000	$45,000	$45,000	$45,000	$180,000
Total Contractual Budget	**$258,350**	**$258,350**	**$258,350**	**$258,350**	**$1,033,400**
Other					
Postage @$100/month x 12 months x 4 schools ($4800) Telephone/Internet @$200/month x 12 months x 4 schools ($9600) Facilities costs @$600/month x 12 months x 4 schools ($28,800) Copy/Duplication @$200/month x 12 months x 4 schools ($9600)	$52,800	$52,800	$52,800	$52,800	$211,200
Total Other Budget	**$52,800**	**$52,800**	**$52,800**	**$52,800**	**$211,200**
Total Direct Costs	**$905,772**	**$905,772**	**$905,772**	**$905,772**	**$3,623,088**
Total Indirect Cost @5%	**$45,000**	**$45,000**	**$45,000**	**$45,000**	**$180,000**
Training Stipends Summer Institute for 25 teachers at $200/day x 5 days	**$25,000**	**$25,000**	**$25,000**	**$25,000**	**$100,000**
Total Costs	**$975,772**	**$975,772**	**$975,772**	**$975,772**	**$3,903,088**

OMB Number: 1894-0007
Expiration Date: 08/31/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Isaac		Salcido	

Address:

Street1: 525 West Gu U Ki
Street2: P.O. Box 97
City: Sacaton
County:
State: AZ: Arizona
Zip Code: 85147
Country: USA: UNITED STATES

Phone Number (give area code): 520-562-3662
Fax Number (give area code): 520-562-3348

Email Address:
isaac.salcido@gric.nsn.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Gila River Indian Community

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	196,200.00	196,200.00	196,200.00	196,200.00	0.00	784,800.00
2. Fringe Benefits	58,860.00	58,860.00	58,860.00	58,860.00	0.00	235,440.00
3. Travel	79,512.00	79,512.00	79,512.00	79,512.00	0.00	318,048.00
4. Equipment	83,000.00	83,000.00	83,000.00	83,000.00	0.00	332,000.00
5. Supplies	177,050.00	177,050.00	177,050.00	177,050.00	0.00	708,200.00
6. Contractual	258,350.00	258,350.00	258,350.00	258,350.00	0.00	1,033,400.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	52,800.00	52,800.00	52,800.00	52,800.00	0.00	211,200.00
9. Total Direct Costs (lines 1-8)	905,772.00	905,772.00	905,772.00	905,772.00	0.00	3,623,088.00
10. Indirect Costs*	45,000.00	45,000.00	45,000.00	45,000.00	0.00	180,000.00
11. Training Stipends	25,000.00	25,000.00	25,000.00	25,000.00	0.00	100,000.00
12. Total Costs (lines 9-11)	975,772.00	975,772.00	975,772.00	975,772.00	0.00	3,903,088.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): U.S. Department of Interior, Interior Business Center, Indirect Cost Services

The Indirect Cost Rate is 21.93 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

Name of Institution/Organization

Gila River Indian Community

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12175538 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 12:35:44 PM EDT