



# FIRST THINGS FIRST

**Tohono O'odham Nation**  
Regional Partnership Council

State Fiscal Years 2019 - 2022



Strategic Plan

Presented to the First Things First Board  
January 16 - 17, 2018



## Vision

All Arizona's children are ready to succeed in school and in life.

## Mission

First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high quality early childhood system that supports the development, health and early education of all Arizona's children birth through age 5.

## Regional Partnership Councils

First Things First's statewide Board and its 28 regional partnership councils share the responsibility of ensuring that early childhood funds are invested in strategies aimed at improving educational and health outcomes for young children. Regional partnership councils identify the unique needs of their communities and decide how to best support young children and families in their areas. Regional councils, comprised of local volunteers, provide vision and leadership, governance and oversight. They identify, implement and fund strategies and build collaborations aimed at helping young children across Arizona succeed in school and life.

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### Tohono O'odham Nation Regional Partnership Council

**Kymerlii Tenario**, Chair, philanthropic representative

**Louis Johnson**, Vice Chair, at-large representative

**Albert Adler**, health services provider representative

**Elsa Bonilla**, early childhood educator representative

**Cheryl Conde**, child care provider representative

**Joseph Mease**, school administrator representative

**Jesse Navarro**, faith community representative

*Open*, at-large representative

*Open*, at-large representative

*Open*, business representative

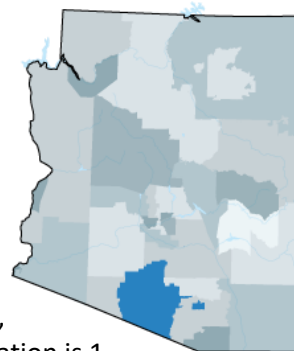
*Open*, parent representative

**Travis J. Le Duc**, Regional Director, First Things First

**Note:** *The primary data source included in this strategic plan is the 2014 Regional Needs & Assets Report from this region. Other sources may have been used (as needed). Please contact the FTF Regional Director for any questions about data included in the document.*

## About the Tohono O’odham Nation Region

The First Things First Tohono O’odham Nation Region has the same boundaries as the Nation’s federally-recognized reservation boundaries. These include the noncontiguous San Xavier (Tucson) and San Lucy (Gila Bend and Glendale) districts; Florence Village, a small community outside the City of Florence in Pinal County and the eight contiguous districts that make up the majority of Western Pima County and small southern portions of Maricopa and Pinal counties. They include Gu Vo, Hickiwan, Sif Oidak, Gu Achi, Pisinemo, Chukut Kuk, Sells, Shuk Toak and Baboquivari Districts. The Tohono O’odham Nation is 1 of 10 Arizona tribes that has chosen to be designated as its own First Things First region.



	Tohono O’odham Nation	Arizona
# of children 0-5	1,180	546,609
# of families with children 0-5	738	384,441
% of children 0-5 living in poverty	69%	28%
% of children entering kindergarten with pre-k experience	34%	10%

The Tohono O’odham Nation is a large, tribal and predominantly rural region. According to 2010 U.S. Census data, the Tohono O’odham Nation Region had a population of about 10,200, of whom 1,180 were children under 6 years old. Total tribal enrollment, which includes members living off the reservation, was 28,089 in 2007. The 2010 U.S. Census reported that about 44 percent of young children in the Tohono O’odham Nation Region are living with at least one parent. About 54 percent are living with relatives other than their parents, and two percent are living with non-relatives. Multigenerational households are common in the region. Nearly 20 percent of all households have three or more generations living in them and 43 percent of children birth to 5 are living in a grandparent’s household.

A significant resource to support adult educational needs is the tribally-operated Tohono O’odham Community College (TOCC), a two-year college that offers associate degrees for transfer to four-year universities; degrees, certificates and apprenticeships for direct employment; and developmental education including adult basic education and GED classes. The Tohono O’odham Nation has several ventures to support economic development and employment opportunities in the region. In addition to direct employment with the Tohono O’odham Nation, other opportunities are available through the Tohono O’odham Utility Authority, Tohono O’odham Economic Development Authority, Tohono O’odham Gaming Enterprise and at a Tohono O’odham Nation-owned industrial park located near Tucson. Nonetheless, a high unemployment rate and low educational attainment represent significant challenges to the region. The 29 percent unemployment rate for the Tohono O’odham Nation Region is more than three times the rate of the state as a whole and higher than the rate for all Arizona reservations combined. This rate, however, has decreased from 36 percent in 2009 to 29 percent in 2013. Despite these high unemployment rates, 61 percent of parents of young children, including 38 percent of single parents, are in the labor force. Adults in the Tohono O’odham Nation Region on average achieve lower levels of education than the state of Arizona overall, with 33 percent of adults in the region without a high school diploma or GED, which is over double

the statewide rate of 15 percent. In addition, almost 50 percent of births in the Tohono O’odham Nation Region are to women without a high school diploma or GED.

Poverty is a challenge for families in the region with 69 percent of young children living in poverty. Public assistance programs such as Temporary Assistance for Needy Families (TANF), and nutrition assistance through the Supplemental Nutrition Assistance Program (SNAP) and Women, Infants, and Children (WIC) provide an important resource for families in the Tohono O’odham Nation Region. In 2012, two-thirds of the children birth to 5 were enrolled in SNAP and 16 percent were enrolled in TANF. In 2014, an estimated 82 percent of infants and children in the region participated in the Tohono O’odham Nation WIC program.

Child care and early education options for families in the Tohono O’odham Nation include the tribal child care centers, Head Start programs, tribally-approved family home providers and a preschool program housed within an elementary school in the Baboquivari Unified District. An estimated 74 percent of children 3 and 4 years old in the region received early education services from Head Start or the Baboquivari Unified District preschool program in 2012-2013. This is a high percentage in comparison to the state of Arizona as a whole. All seven of the region’s center-based early care and education programs are participating in Quality First, with 4 of the 7 achieving a three stars or higher rating. This high proportion of children participating in early childhood education programs and the dedication to quality improvement is an asset in the region. Professional development opportunities for early childhood education staff through the TOCC and the First Things First-funded community of practice are also major assets in the region. Language and cultural preservation are a priority in the region. Programs emphasizing native language and culture exist in the tribally-operated child care and Head Start programs, as well as in TOCC.

While there are strengths in the area of early care and education, challenges exist accessing quality early care and education for the noncontiguous and isolated communities of the Tohono O’odham Nation. In June 2017, Dr. Alberto Siqueiros, Tohono O’odham Nation Executive Director of Education, shared in regional tribal consultation that there is an opportunity to enhance coordination to leverage resources and services beyond the education division with other wraparound services on the Tohono O’odham Nation.

Health care in the Tohono O’odham Nation is provided by the Tohono O’odham Nation Department of Health and Human Services and Tohono O’odham Nation Health Care. In 2012, the most recent year for which data are available, there were 163 births to women who lived in the Tohono O’odham Nation Region. Only 44 percent of those mothers started prenatal care during their first trimester and over 25 percent of them had fewer than five prenatal visits. Nearly 20 percent of the births during 2012 were to teenaged mothers with 10 percent of the births delivered pre-term. According to 2014 Indian Health Service (IHS) data, 28 percent of children 2 to 5 in the IHS Tucson area were obese. According to 2011 the Tohono O’odham Nation WIC program data, 32 percent of the children 2 to 4 were obese.

Although families in the region face challenges related to poverty, unemployment and limited educational attainment, there are considerable strengths in the region. Providing early childhood education and care opportunities that emphasize the importance of the O’odham language and culture, supporting the professional development of the early childhood workforce and reaching out to families in remote areas that have limited access to early childhood settings are some examples of the ways in which the Tohono O’odham Nation Region continues to build a support network for the youngest members of the community.

## Regional Roles and Strategic Priorities

The regional council has prioritized the roles it will play in advancing the early childhood system. The roles chosen were from a list identified by the 2017 Early Childhood Task Force and approved by the First Things First Board. Prioritization of these roles does not necessarily mean the region will always lead efforts in these areas or is solely responsible for their success. Instead, by aligning the region's work to the statewide roles, the region can align its work to that of the statewide Board and other regions across the state.

The Tohono O'odham Nation Regional Partnership Council is prioritizing the following roles for its region for SFY 2019 – 2022.

- **Professional Development System and Recruitment and Retention of Professionals in the Early Childhood System** - Convene partners, provide leadership and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality and articulation. Convene partners, provide leadership and provide funding for the recruitment, adequate compensation and retention of high quality, culturally diverse early childhood professionals.
- **Quality, Access, and Affordability of Regulated Early Care and Education Settings** - Convene partners, provide leadership and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.
- **Supports and Services for Families** - Convene partners, provide leadership, provide funding and advocate for development, enhancement and sustainability of a variety of high quality, culturally responsive and affordable services, supports and community resources for young children and their families.
- **Building Public Awareness and Support** - Convene partners, provide leadership and provide funding for efforts to increase public awareness of and support for early childhood development, health and early education among partners, public officials, policymakers and the public.
- **Early Childhood System Leadership** - Convene partners, provide leadership and provide funding for the conceptualization and implementation of a high quality, child and family-centered, coordinated, integrated and comprehensive early childhood system that includes clearly defined roles and responsibilities.

To address the needs of young children and families in the region, the Tohono O’odham Nation Regional Partnership Council has outlined the following strategic priorities:



## FAMILY SUPPORT

**Goal** To increase families’ understanding and use of parenting practices which promote positive child development, health and literacy outcomes for their children.

### Rationale

% of children  
0-5 living in poverty

69% (AZ=28%)

% of children  
whose families lack a high school  
diploma

33% (AZ=24%)

The Tohono O’odham Nation Region is choosing to focus on family support and literacy, given the number of children living in poverty and the low level of education among parents in the region. During regional and statewide tribal consultation, held in June and September 2017, respectively, Tohono O’odham Nation leaders and representatives shared that education starts at conception, and it is important that families receive services immediately upon their child’s birth and priority be placed on supporting direct family services. Our approach for providing family support and literacy is to provide a linkage point to the robust services that are available to the members of the Tohono O’odham Nation while empowering families on how to access needed services. We will fund family support coordination services for families with children birth to 5 that build on federally-funded, other tribal and non-tribal family support services. The family support coordination strategy will build upon the available programs and serve as an entry point for families being connected to services and supports. If families need a higher level of intensity, they can transition to an evidence-based home visitation program such as the Tohono O’odham Nation’s Healthy O’odham Promotion Program Family Spirit home visitation services.

### Programmatic Strategies

#### Family Support Coordination

- Funding Allotted: \$152,208
- 60 families to be served

The **Family Support Coordination** strategy provides short-term, family-level intervention that assists families having difficulty accessing and engaging with timely and effective services to meet their children’s needs. Family support coordination service providers help families at risk or with high needs mitigate barriers to accessing services by providing home and community-based support and working intensely with families in a condensed period of time. The expected result is increased utilization of available community support services and resources to promote family self-sufficiency and stability. The increased utilization of existing resources will build on current investments, leverage funding and help to identify gaps in services. Family support coordination is based on the theory that all families have strengths and are able to effectively address challenges, even in times of difficulty and crisis and providing information and connections to concrete supports can be a tremendous help to families.

## Other System-Building Strategies

The Tohono O’odham Nation Regional Partnership Council is also pursuing another system-building strategy aimed at building the network of family supports and services that exist for parents of young children in the region.



*Strategy: Convene community partners to improve coordination of services.*

The regional council plans to support the Tohono O’odham Nation in convening tribal and non-tribal family support service providers on a bi-monthly basis to re-establish an early childhood collaborative group. Tohono O’odham Nation representatives at the regional tribal consultation shared that there are opportunities to enhance coordination between tribal and non-tribal partners supporting young children by convening meetings amongst partners. Up until 2014, the Tohono O’odham Nation, IHS and other system partners convened a quarterly early childhood collaborative group that has yet to be reconstructed due to staff turnover and significant health system change. The purpose of this group is to ensure family support service providers, early care and education and health care providers have up-to-date information on early intervention services, understand how to make referrals to other social service providers and establish a coordinated family education and support services system. In addition, the group will identify opportunities to continue to further leverage resources and support of the Tohono O’odham Nation’s existing services.



## HEALTH

**Goal** To increase alignment of federal, state, local and tribal funding that supports a comprehensive early childhood system.

### Rationale



The Tohono O’odham Nation Region is choosing to focus on alignment of health supports for the region, given the high percentage of children that are obese and the low percent of mothers receiving prenatal care during their first trimester. The regional council recognizes that the health resources available in the region are being underutilized and are not patient-focused. While there are no fiscal investments being made in this area, the regional council will act as connector and convener of an early childhood and prenatal care collaborative group working to align federal, state, local and tribal funding that supports a comprehensive early childhood and prenatal health system. The regional council will support the development of coordinated community based systems to provide prenatal care and identify and serve children with physical, behavioral, developmental and health needs.



*Strategy: Expand the prenatal and child health system.*

The regional council plans to support the Tohono O’odham Nation Health Care in establishing a health systems learning community. In regional and statewide tribal consultation, Tohono O’odham Nation Vice Chairman Verlon M. Jose identified the priorities of the Tohono O’odham Nation as Himdag (culture, language, identity and connection to the land), child development, health, and direct services to families. The purpose of this learning community is to ensure that health care providers and partners identify resources, gaps, best-practices and changes required to achieve child obesity, prenatal care and health system outcome goals. In addition, the learning community will identify opportunities to continue to further leverage resources and support of the Tohono O’odham Nation’s existing services.



### EARLY LEARNING

**Goal To increase the number of Arizona children birth to 5 with access to and participation in quality early care and education.**

**To implement, align and continuously improve Arizona’s professional development system to support the education, recruitment and retention of early childhood professionals.**

#### Rationale

% of 3 and 4 year old children enrolled in preschool	74% (Arizona = 36%)
Number of children enrolled in care by a Quality First provider on the Tohono O’odham Nation	327
Number of professionals participating in community of practice	57

The Tohono O’odham Nation Regional Partnership Council recognizes the importance and need for high quality early childhood education and the significant role that early care and education professionals have in supporting the optimal development of young children.

The Tohono O’odham Nation Regional Partnership Council is choosing to focus on professional development for early care and education professionals, given the lower levels of education among early care and education professionals in the region, the number of early care and education professionals engaged in professional development and the significant number of children attending early care and education programs. Our approach for providing professional development for early care and education professionals



is multi-pronged. The Professional Development for Early Childhood Professionals and bachelor’s degrees through the Registry and College Scholarships strategies are priorities of the regional council. In addition the regional council will also work with the Tohono O’odham Nation to convene collaborative quarterly meetings of tribal and non-tribal system partners. We will provide leadership in the continued development, implementation and institutionalization of a comprehensive early care and education professional career path and development system while identifying entities for partnerships to leverage resources and support of the Tohono O’odham Nation’s efforts.

The regional council will also fund Quality First participation for all the center-based early care and education environments on the Tohono O’odham Nation, including the newly recognized San Lucy Head Start center. In the course of regional tribal consultation, the San Lucy District was identified by Dr. Alberto Siqueiros as an area for expansion of early care and education opportunities. The regional partnership council in recognition of this opportunity has supported and funded expansion in the San Lucy District since SFY 2010. Since consultation, the Tohono O’odham Nation Head Start was notified of federal recognition of the San Lucy Head Start Center. The regional council will continue to work to expand early care and education services to isolated communities through partnerships that seek and secure additional resources. Quality First child care scholarships will also be provided. Even though the majority of early care and education is delivered through Head Start or by other low or no-cost programs and the cost of center-based care is lower on the Tohono O’odham Nation than elsewhere, incomes are also lower. Thus, there is a still a need to support low-income families through Quality First child care scholarships.

### Programmatic Strategies

#### Quality First Academy

- Funding Allotted: \$6,000
- 8 Quality First center-based providers to be served

#### Quality First Coaching and Incentives

- Funding Allotted: \$111,689
- 8 center-based providers to be served

#### Quality First Child Care Scholarships

- Funding Allotted: \$114,829
- Targeting 16 slots for children 0 - 5

#### Professional Development for Early Childhood Professionals

- Funding Allotted: \$120,000
- 50 professionals to be educated

#### Registry and College Scholarships

- Funding Allotted: \$21,600
- 2 full-time scholarships for bachelor's degrees

The **Quality First** strategy will be implemented to increase access to high quality, affordable early childhood education. This strategy aims to expand the number of children who have access to high quality care and education, including learning materials that are developmentally appropriate, a curriculum focused on early literacy and teachers trained to work with infants, toddlers and preschoolers. Additionally, the targeted **Quality First Scholarships** strategy will be implemented along with Quality First so that low-income families are able to attend quality early care and education programs. The Quality First Scholarships are targeted at the Baboquivari Unified District three-star preschool program because they are the only provider in the region with available capacity.

The **Professional Development for Early Childhood Professionals** strategy will be implemented to increase the access to professional development opportunities, including college credit, for those working with children birth to 5 years old. This strategy will equip the professionals with the tools they need to best support children’s development and learning. It will be implemented in a community of practice model focusing on transition to kindergarten. The Professional Development for Childhood Professionals strategy will be delivered using a communities of practice model. The model has been successful in achieving high percentages of attendance of professionals serving the region and the amount of college credits earned. In addition, the **Registry and College Scholarships** strategy will be implemented to provide access to higher education opportunities through bachelor’s scholarships. The regional council continues to invest in Registry and College Scholarships in recognition of the successful matriculation of the participants in the communities of practice to bachelor’s degree programs and the continued need for degreed professionals in the classroom.

### Other System-Building Strategies

The Tohono O’odham Nation Regional Partnership Council is also pursuing other system-building strategies aimed at building the network of family supports and services that exist for parents of young children in the region.



*Strategy: Convene partners and provide leadership in the development, implementation and maintenance of a comprehensive early care and education professional career path and development system.*

Since 2008, the regional partnership council has worked with system partners to expand early childhood education degree and program options available on the Tohono O’odham Nation, and identify funding options and opportunities for scholars to enroll and participate in higher education programs and employment and retention opportunities for degreed professionals. The Tohono O’odham Community College, in addition to offering child development associate and associate’s degrees, is seeking additional opportunities to partner and align with public and private higher education institutions. In August 2016, TOCC completed a 2 + 2 agreement with Northern Arizona University (NAU) that will allow early childhood education professionals to complete the first two years of their bachelor’s degree at Tohono O’odham Community College and the remaining two years at NAU. This work has been driven in part by the Office of Head Start, mandating that there be a teacher with a bachelor’s degree leading each classroom. The goal of the Tohono O’odham Nation Education Department is to have all Head Start classrooms staffed with at least one degreed professional by 2020. The Tohono O’odham Nation Education Department, TOCC and Quality First coaches are working with early care and education programs to develop and implement a comprehensive professional career pathway that is aligned with the local professional development system, as well as state and national licensing and accreditation systems. The regional partnership council will continue to emphasize the importance of highly trained and qualified early childhood education professionals and their role in providing high quality early care and education services.

## EVALUATION

**Goal** To conduct a comprehensive evaluation of the early childhood system and use results for continuous improvement of the system.

### Rationale

Early childhood programs, services and resources are evaluated and results are used to foster continuous improvement. Data collected will help FTF monitor grantees, inform decision making, enhance program effectiveness and help FTF measure outcomes resulting from the collective investments of Arizona's early childhood system.

#### Evaluation

- Funding Allotted: \$21,259

## COMMUNITY AWARENESS, OUTREACH AND MEDIA

**Goal** To increase the number of diverse constituencies who use consistent, compelling messages to actively raise awareness of and build public support for the importance of early childhood as an issue that impacts all Arizonans.

**To increase families' understanding of the importance of early childhood and awareness of resources available to help them ensure positive experiences in their child's first five years.**

### Rationale

**Community Outreach** seeks to influence how community members think about, value and engage in supporting early childhood development and health. Community outreach reinforces the awareness of the importance of early childhood and transforms that awareness to action on behalf of young kids. The tight-knit and dispersed nature of the communities of the Tohono O'odham Nation requires consistent, face-to-face interaction to build respected relationships.

#### Community Outreach

- Funding Allotted: \$65,000

**Regional Allocation and Proposed Funding Plan Summary SFY 2019 - 2022**  
**Tohono O’odham Nation Regional Partnership Council**

<b>Allocations and Funding Sources</b>	<b>SFY 2019</b>	<b>SFY 2020 PROJECTED</b>	<b>SFY 2021 PROJECTED</b>	<b>SFY 2022 PROJECTED</b>
FY Allocation	\$511,385	\$511,385	\$511,385	\$511,385
• Population Based Allocation	\$334,425	\$334,425	\$334,425	\$334,425
• Discretionary Allocation	\$176,960	\$176,960	\$176,960	\$176,960
• Other (FTF Fund balance addition)				
Carry Forward From Previous Year*	\$101,881*	\$76,451*	\$51,022*	\$25,592*
<b>Total Regional Council Funds Available</b>	<b>\$613,266</b>	<b>\$587,837</b>	<b>\$562,407</b>	<b>\$536,978</b>
<b>Strategies</b>	<b>Proposed Allotment</b>	<b>Proposed Allotment</b>	<b>Proposed Allotment</b>	<b>Proposed Allotment</b>
Quality First Academy ( <i>statewide</i> )	\$6,000	\$6,000	\$6,000	\$6,000
Quality First Coaching & Incentives ( <i>statewide</i> )	\$111,689	\$115,543	\$115,443	\$115,295
Quality First Scholarships ( <i>statewide</i> )	\$111,349	\$111,349	\$111,349	\$111,349
Professional Development for Early Childhood Professionals	\$120,000	\$120,000	\$120,000	\$120,000
Registry and College Scholarships ( <i>statewide</i> )	\$21,600	\$21,600	\$21,600	\$21,600
Quality First Child Care Health Consultation ( <i>statewide</i> )	\$18,760	\$18,760	\$18,760	\$18,760
Family Support Coordination	\$152,208	\$152,208	\$152,208	\$152,208
Statewide Evaluation ( <i>statewide</i> ) (FTF Directed)	\$21,259	\$21,259	\$21,259	\$21,259
Community Outreach (FTF Directed)	\$65,000	\$65,000	\$65,000	\$65,000
<b>Total</b>	<b>\$627,865</b>	<b>\$631,719</b>	<b>\$631,619</b>	<b>\$631,471</b>
<b>Total Unallotted</b>	<b>(\$14,599)**</b>	<b>(\$43,882)**</b>	<b>(\$69,212)*</b>	<b>(\$94,493)**</b>

\* Carry forward balances include any unallotted funds and projected savings from the prior fiscal year, estimated based on historical spending patterns in the region. These amounts will be updated and funding plans will be revised, as necessary, each fiscal year based on actual expenditures.

\*\*In order to maximize the funding available to support regional programs for children, the amounts regions allotted to strategies take into account dollars that are historically unspent. As a result, the dollars allotted appear to exceed funds available. In reality, the region is expected to end the year with a carry forward balance, which is reflected accordingly above.

**-END OF PLAN-**

**APPENDIX A (internal use)**  
**Tohono O’odham Nation Regional Partnership Council**  
**SFY 2019 Proposed Target Service Units**

Goal Area	Strategy	Service Unit	Target
Quality and Access	Quality First Academy	Note: Regional council not required to set service unit.	-
	Quality First Coaching & Incentives	Number of centers	8
		Number of comes	-
		Number of rating-only Centers	-
	Quality First Scholarships	Number of scholarship slots for children 0-5 years	16
Professional Development	Professional Development for Early Childhood Professionals	Number of professionals educated	50
	Registry and College Scholarships	Number of CDA assessment fees paid	-
		Number of full-time scholarships for Associate degrees	-
		Number of full-time scholarships for bachelor's degrees	2
Health	Quality First Child Care Health Consultation	Number of center based providers served	8
		Number of home based providers served	-
		Number of non-Quality First centers	-
		Number of non-Quality First Homes	-
Family Support	Family Support Coordination	Number of families served	60
Communications	Statewide Evaluation	No service unit	-
	Community Outreach	No service unit	-

**Notes about SFY 19 Target Service Units**

**Quality First Coaching and Incentives:**

The Tohono O’odham Nation Regional Partnership Council does not fund rating-only centers, thus, there are no targeted service units.

The Tohono O’odham Nation Regional Partnership Council does not fund home care providers, thus, there are no targeted service units.

**Registry and College Scholarships:**

The Tohono O’odham Nation Regional Partnership Council does not fund scholarships for CDA/AA, so there are no targeted service units.

**Quality First Child Care Health Consultation:**

The Tohono O’odham Nation Regional Partnership Council does not fund child care health consultation outside of Quality First. Thus, there are no targeted service numbers for non-Quality First centers and homes.

**APPENDIX B**  
**Changes in Strategies from SFY 2018 – SFY 2019**

<b>Strategy</b>	<b>SFY 2018</b>	<b>SFY 2019</b>
<b>Quality First Scholarships (<i>statewide</i>)</b>		
Funding Level Changes:	\$222,140	\$114,829
TSU Change:	Number of scholarship slots for children 0-5: 32	Number of scholarship slots for children 0-5: 16
Target Population Change(s):	No change	
Explanation of Change(s):	The reduction in funding is in response to the total amount of regional funds available. The regional council recognizes that other, non-FTF sources of funding exist to also expand access to early learning in the community. The level of support was also influenced by the amount of regional funds available.	
<b>Registry and College Scholarship (<i>statewide</i>)</b>		
Funding Level Changes:	\$43,200	\$21,600
TSU Change:	Number of full-time scholarships for bachelor's degrees: 4	Number of full-time scholarships for bachelor's degrees: 2
Target Population Change:	No change	
Explanation of Change(s):	The reduction was made to align with usage.	
<b>Family Support Coordination</b>		
Funding Level Changes:	\$225,000	\$152,208
TSU Change:	Number of families served: 90	Number of families served: 60
Target Population Change(s):	No change	
Explanation of Change(s):	The reduction in funding is a result of the regional council aligning funding and target service units with the implementation outcomes of the strategy.	
<b>Community Awareness (<i>FTF Directed</i>)</b>		
Funding Level Changes:	\$5,000	\$0
TSU Change:	No change	
Target Population Change(s):	No change	
Explanation of Change(s):	The reduction in funding is the result of the regional council's prioritization of direct service versus indirect services.	

<b>Media (FTF Directed)</b>		
Funding Level Changes:	\$5,000	\$0
TSU Change:	No change	
Target Population Change(s):	No change	
Explanation of Change(s):	The reduction in funding is the result of the regional council's prioritization of direct service versus indirect services.	