



**FIRST THINGS FIRST**

**CENTRAL MARICOPA REGIONAL PARTNERSHIP COUNCIL**

**GRANTEE UPDATES**

**SFY2012 Q3 NARRATIVE REPORT SUMMARIES**

**City of Chandler**  
**Community Awareness Strategy**

<b>TOTAL AWARD: \$20,000</b>	<b>SFY12 FUNDS EXPENDED YTD Q3:</b>	<b>\$10,620</b>
<b>TARGET SERVICE NUMBER</b>		<b>N/A</b>
<b>TOTAL NUMBER</b>		<b>N/A</b>

**Narratives Reports Summary**

**Program Implementation:**

We were able to gain exposure to some 12,000 fans at the Suns/Pistons game, where the coalition was featured and had a community table.

**Collaboration and Communication:**

We plan to move forward with the speaker's group presentations and we are starting to reach out to the community offering training in child abuse prevention and reporting.

**Barriers: N/A**

We are volunteer and reliant upon coalition members helping out with tables, speaking engagements and outreach. With the establishment of bylaws and better organization we will achieve much more this upcoming year

**Additional Information:**

FTF has been the cornerstone for the coalition and has contributed to our current success and will certainly be a stakeholder in our future success as well.

**Chandler Christian Community Center**  
**Family Support Strategy- Family Resource Center**

<b>TOTAL AWARD: \$175,000</b>	<b>SFY12 FUNDS EXPENDED YTD Q3:</b>	<b>\$97,950</b>
<b>TARGET SERVICE UNIT:</b>		<b>1,250</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 2232</b>	<b>YTD: 6,496</b>

**Narratives Reports Summary**

**Program Implementation:**

As we have been working to develop programs that are available to families during the weekends, we have seen great success in partnering with churches. Presently, we have established two partnerships that provide both fun, family centered activities for the community bi-monthly, and with another that provides a monthly, free hot meal to the community, with celebration and community resources available. We see an average of 70-80 people at these events. We saw over 150 people attend the community carnival. These are opportunities to continue to build the relationships within our community and reach out to our families.

We have integrated the Kinder Prep program into our Family Interactive Play, with one ending and the other beginning on our Friday distribution. We are seeing an increase in participation in both programs, with parents becoming more actively involved.

Giggles, Squiggles and Squirms continue to be our signature program, providing quality instruction in a small group environment. The average family participates an average of 18 hours per month in this program, meeting two days a week, for a two hour period each time

**Collaboration and Communication:**

Through a partnership with United Food Bank, we continue to provide diapers and formula on a supplemental food distribution day. Infant boxes have normally been distributed only with an Emergency Referral. With this partnership we are providing supplemental diapers and formula to needing families. This distribution is the 4<sup>th</sup> Friday of every month. We are supporting between 30-50 families with this distribution monthly.

Working collaboratively within our center, we are providing families who are receiving an emergency food box with a book, born learning materials and other educational information in regards to learning and nutrition for children 0-5. We are making an effort to brand FTF with placing stickers on all books and the infant bags are all packaged in FTF/CCCC grocery totes, helping us to identify families as well.

**Barriers:**

We did not have a successful parenting program this quarter. This program, which is designed to have a maximum of 20 participants for the 12 week course, had 7 people registered and attend at certain points, but only one, completed the program. We have taken steps to ensure the participation in the next scheduled program by working with the parent liaisons in the Chandler schools and have adjusted the time to be earlier in the morning when parents drop off their children to school. We will move to this earlier time to allow parents to come and have coffee together and spend the first part of the day and evaluate from there

**Additional Information:**

We continue to consistently work to build relationships with other agencies to best maximize the services available to our families. Our volunteer base is crucial to the success of our programs and the outreach has provided us with a connection for recruitment.

Omar, who is 4 years old, has been in Giggles, Squiggles and Squirms since he was 3 and will be graduating to move into Kindergarten in the fall. Omar, and his mother, Mari, came to the program speaking no English, and Omar displayed some behavior issues. Through the participation in the GSS program, Omar has learned new behaviors which have been conducive to his growth in both the learning and social areas. His English skills have improved tremendously and his level of social participation has also increased. This program has provided an opportunity, for this boy, who was not accepted into Head Start, to enter Kindergarten ready to learn. Both he and his mother are ready to succeed in the school system and she says that this would not have been possible without the program.

**Chandler Unified School District**  
**Family Support Strategy – Family Resource Center**

<b>TOTAL AWARD: \$376,757</b>	<b>SFY12 FUNDS EXPENDED YTD:</b>	<b>\$188,282</b>
<b>TARGET SERVICE UNIT:</b>		<b>3,118</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 4825</b>	<b>YTD:21,189</b>

**Narratives Reports Summary**

**Program Implementation:**

Chandler CARE Center personnel visit selected businesses and churches on a scheduled rotating basis to deliver flyers and talk in person to the community members who frequent these sites. Outreach continues through detailed calendars of Chandler CARE Center activities and events. Flyers are being distributed specifically for First Things First early literacy classes.

**Collaboration and Communication:**

The Chandler CARE Center programs, including First Things First programs, continue to be built on a model of integrated medical, dental, behavioral health, and social services. Each department in the CCC continues to educate parents and children who present for that given service about all the other services at our center. We continue to collaborate with Chandler Unified School District schools as well as with Chandler Regional Medical Center, Banner Health of Arizona, local businesses, area churches, and non-profit agencies in our greater service area. As always, our goal is to provide maximum service opportunities for our clients and patients as well as to avoid unnecessary duplication of services

**Barriers: N/A**

**Additional Information: Collaborators and Community Partners include:**

- Maricopa County Head Start Zero-Five program (Para Las Familias and other classes)
- Southwest Behavioral Health Services (Erin South, Psy. D., Developmental Milestones, Positive Discipline, and other classes for parents and their preschool children)

**Medical Partners of the Chandler CARE Center:**

Gary Auxier, M.D. (Volunteer medical provider)  
Banner Health of Arizona/Desert Samaritan Hospital (Volunteer medical provider)  
Jeannette Camacho, M.D. (Volunteer medical provider)  
Chandler Regional Medical Center  
Nilam Khurana, M.D. (Volunteer medical provider)  
Katherine Krieg, M.D. (Volunteer medical provider)  
Keith Lavender, DC (Volunteer chiropractic provider)  
Allison Wilcock, M.D. (Volunteer medical provider)

**Dental Partners of the Chandler CARE Center:**

Chandler Regional Medical Center (Provides free preventative dental services)  
Patterson Dental Supply (Discounted dental supplies)  
First Things First fluoride varnish program (weekly)

**Clinical Counseling Services Partner of the Chandler:**

Southwest Behavioral Health Services (Provides free counseling services)

### **Community-Based Funding and Volunteers for the Chandler CARE Center:**

- Chandler Unified School District (Many in-kind support services)
- Chandler Fire Department (Free holiday gifts for more than 2,400 children)
- Chandler Rotary Club (Fiscal support)
- Chandler Rotary Club (Fiscal support)
- Hidden Treasures Thrift Shop (Fiscal support)
- Holy Trinity Lutheran Church (Fiscal support)
- Solera Chandler (More than 100 volunteers operate food bank)
- Toyota Financial Services (Selected volunteers help operate food bank)
- United Food Bank (Donated food)
- Wal-Mart (Fiscal support)

**Tempe Community Council**  
**Family Support Strategy - Family Resource Center**

<b>TOTAL AWARD: \$582,539</b>	<b>SFY12 FUNDS EXPENDED YTD:</b>	<b>\$361,857</b>
<b>TARGET SERVICE UNIT:</b>		<b>1,000</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 7788</b>	<b>YTD: 10,757</b>

**Narratives Reports Summary**

**Program Implementation:**

Thrive to five distributed approximately 150 “Kinder Kits” at the Kindergarten Round Ups at five elementary schools. With the advice of kindergarten teachers, Kinder Kits were developed to address some of the basic skills that children are expected to have when they enter kindergarten. Each family who registered a child for kindergarten received a kit which contained activities to help develop early literacy and math skills. Tools such as safety scissors, pencils, glue stick and markers were also provided so that parents would have what they need to work with their soon-to-be students during the months before kindergarten begins.

Thrive to Five was nominated for an **Arizona School Public Relations Association award** for “contribution to public education” by a community organization. Thrive to Five won this award! The ceremony is April 27 at the East Valley Institute of Technology.

***Just for Dads*** continues to draw all types of dads who are eager to learn how they can be better fathers and role models for their young children. Dads and their kids are treated to dinner. Then they break into separate groups. Dads are asking for more information and support. Beginning in April, ***Just for Dads*** is being expanded to a 3-week series.

**Collaboration and Communication:**

We are very excited about a new partnership with **Scottsdale Public Library**. We have been searching for a program that would fit with our Family Resource Center model. Scottsdale provides two different 6-week programs for parents and their 3-5 year old child. One series focuses on the 6 parts of literacy development. The second series uses books as a way to help children name and express various emotions. Both series are currently being funded by First Things First Northeast Region. Their staff will provide both series at the Kyrene Family Resource Center in June. They will implement these series at four FRCs this fall. Also during the fall, Thrive to Five staff will also be trained to implement this series beginning in January of 2013.

In addition, the **Tempe Public Library** will provide training to Thrive to Five staff on the importance of early literacy and the use of basic literacy components in everyday life using the Public Library Associations’ **Every Child Ready to Read** program.

**Barriers:**

Getz School continued to have problems bringing in parents for classes and services. Part of the problem is lack of space to hold classes and childcare. In order to address this, the administration of Getz has promised that next year, Thrive to Five would have their own classroom. This would be a huge improvement over the current year. Changing the position, as mentioned above, will also help engage parents of special needs children at this site.

**Additional Information:**

Local experts are coming to FRCs in their community to request presenting information to families at no cost. We had a dad attend one of our outreach activities last summer for fathers and their 4-5 year old children. He was so impressed by what he learned that he brought **his** father to a Just for Dads workshop!

Anna, a third grade teacher at Wood Elementary School wrote a note to the Thrive to Five liaison at Wood because she had noticed one of her student's had suddenly become much more attentive in class. The mom, who only speaks Spanish, said that she was learning from the Thrive to five classes about how to her children's learning and was applying this new information to all her children. Here is an expert from the note:

"I wanted to share some information that I received from two people who attend the Thursday Spanish classes. I was impressed with how one of my parents was able to share what she has been learning and how she is applying it with her third grade daughter. When we spoke about ideas for comprehension, she had ideas from the class about helping kids apply what they learn. She understood that mental activities are important for kids to evaluate, describe explain, investigate, etc. I was impressed by the language she used. She said she has changed her way of doing things with her daughter."

Despite the fact that parents come in to learn about how to support their preschool children, parents understand that they can apply these same good practices to support all their children. The fact that teachers can see a difference gives us a warm feeling inside.



## Chandler Christian Community Center

### Food Security Strategy

<b>TOTAL AWARD: \$27,500</b>	<b>SFY12 FUNDS EXPENDED YTD Q3:</b>	<b>\$19,974</b>
<b>TARGET SERVICE UNIT:</b>		<b>3,000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q3: 1008</b>	<b>YTD: 4,479</b>

### Narratives Reports Summary

#### **Program Implementation:**

We continue to pre-pack bags with identified items created for 3 specific age groups within 0-5 using FTF logo printed bags for branding. We are now working with United Food Bank as a partner serving clientele aged 0-5 milk vouchers from Bashas, placing the power in the parents control with the ability to purchase the milk when most needed.

We have trained our volunteers on a new data base to be able to have an electronic count of how many 0-5 clientele we serve. We have also trained our volunteers on what nutritional information and kid's activity books to put in our 0-5 bags.

As we have completed this quarter with the new intake system, the ease of traffic flow allows us to not only retrieve data with more ease, but also to serve our clients in a more efficient and effective manner, reducing the wait time.

The consistency in volunteers serving in this role is key to successful program implementation.

Concerning the milk vouchers we trained volunteers the rules and regulations needed to follow per our partnership and program, and how to log the amounts give per day.

#### **Collaboration and Communication:**

Through a partnership with United Food Bank has allowed us to augment our distribution to the families, though additional First Things First funding of diapers, milk coupons and baby formula for our families with children 0-5.

Costco continues to be a strong partner with diapers and baby wipes.

#### **Barriers:**

We have not had any barriers with any of the new programs due to the volunteers demonstrating the willingness to do whatever necessary to serve the clients.

#### **Additional Information:**

We continue working to ensure efficient family eligibility and service delivery. Training with volunteers has been completed and staff work together to ensure programs are communicating and collaborating to best meet the holistic needs of each family

My name is Maritza Sandoval. I have a family of eight. Four of my children are between the ages of one and five years old. I have been struggling to be able to feed my family a healthy nutritional meal. I don't have a job, my husband is a laborer. I go to the Chandler Christian Community Center to get food, diapers, formula, and they even give me books and nutritional meals and information to be able to feed and educate myself and my kids in good, healthy eating habits. I am very grateful for all the help that I've received. I pray that God will bless this place. Thank you, Maritza Sandoval.

**Tempe Community Action Agency**  
**Food Security Strategy**

<b>TOTAL AWARD: \$27,500</b>	<b>SFY12 FUNDS EXPENDED YTD Q3:</b>	<b>\$13,081</b>
<b>TARGET SERVICE UNIT:</b>		<b>5000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q3: 418</b>	<b>YTD: 1,329</b>

**Narratives Reports Summary**

**Program Implementation:**

TCAA coordinated a food distribution event on January 23<sup>rd</sup> in Tempe, February 27<sup>th</sup> in the Town of Guadalupe and March 19<sup>th</sup> in Tempe.

Staff have focused their efforts in the third quarter on distributing all the diapers, formula and healthy food items ordered through the United Food Bank partnership grant. Staff has taken a full inventory and are preparing to portion the remaining supplies for the 4<sup>th</sup> quarter. TCAA staff are looking to expand the distribution events to other locations including the North Tempe Community Center to allow access to more low income families with children age 0-5.

**Collaboration and Communication:**

TCAA is a part of the FTF Guadalupe Community Partnership. TCAA also maintains a strong collaboration with the United Food Bank and CostCo to obtain needed food items and works closely with Chandler CARE and Chandler Christian Community Center. TCAA has also built collaborative relationships with the local faith community to distribute marketing materials for the events.

**Barriers:**

Storage continues to be a challenge for TCAA. The United Food Bank has been a great partner agreeing to help store some of the bulk purchases of diapers and formula until distribution events occur. The ability to purchase Milk Vouchers through the United Food Bank has greatly reduced our storage needs.

**Additional Information:**

Basic needs continue to be the most needed items and services families with children are seeking at TCAA. The partnership between the United Food Bank, TCAA, Chandler CARE, and Chandler Christian Community Center is a great example of sharing resources and maximizing our efforts to purchase in bulk diapers, formula, and milk vouchers to distribute efficiently to families in need.

**United Food Bank**  
**Food Security Strategy**

<b>TOTAL AWARD: \$95,000</b>	<b>SFY12 FUNDS EXPENDED YTD:</b>	<b>\$73,921</b>
<b>TARGET SERVICE UNIT:</b>		<b>4000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q3: 1,978</b>	<b>YTD: 4,679</b>

**Narratives Reports Summary**

**Program Implementation:**

Additional families being reached through this program are provided additional assistance through the partner agency. These Families may not know what services are available without using this program. Outreach to families in need is a priority activity of partners.

**Collaboration and Communication:**

Staff visits the partner agencies on a regular basis to observe and assist the program distribution. The Distribution partners have great collaborations within their own communities and are aggressive in using those partnerships to reach out to families and solicit additional complementary product. A Partner Agency meeting was held to network and discuss the status of the current program, how we can partner to assist more people and what direction we want to take for 2012-2013.

**Barriers:**

There has been no cessation in the need for families to supplement their children's needs at local assistance agencies. We have seen an increase for nutritious food for children, therefore the proposal for renewing this grant will include no dry products will be purchased, and we will concentrate on protein for children.

**Additional Information:**

Agencies are so grateful of the assistance they receive from this grant. The cost of diapers and formula can be prohibitive and having this safety net is greatly appreciated. Additionally, the milk voucher provides a gallon of fresh milk that families "LOVE."

**Arizona Partnership for Children (AzPaC) –  
Home Visitation Strategy (PAT) - #1**

<b>TOTAL AWARD: \$152,328</b>	<b>SFY11 FUNDS EXPENDED Q3:</b>	<b>\$98,524</b>
<b>TARGET SERVICE NUMBER</b>		<b>60</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 62</b>	<b>YTD: 62</b>

**Arizona Partnership for Children (AzPaC)  
Home Visitation Strategy (PAT)- #2**

<b>TOTAL AWARD: \$216,714</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$156,661</b>
<b>TARGET SERVICE NUMBER</b>		<b>100</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 104</b>	<b>YTD: 280</b>

**Narratives Reports Summary**

**Program Implementation:**

The Parents as Teachers Facebook page has been a great resource for parents. The program has six staff members that rotate each week being responsible for the page. Staff members make a minimum of three posts per week. Posts include answering any questions that have been posted on the page, posting child development topics, and links to websites, quotes, community events, and starting discussion topics for the current “friends” of the page. The program is also looking at how to increase current program participants’ involvement on the page. A flyer for current clients has been developed and is currently being given to parents to raise awareness about the page and encourage families to join. Additionally, Program Coordinators are discussing offering an incentive to client participant who are actively involved on the page. Some other strategies being discussed are posting ads for Parents as Teachers on general Facebook, utilizing a separate discussion board for ongoing topics and discussions, with client consent; posting pictures from program Group Connection Meetings, and having a “Meet Your Parent Educator” spotlight. The hope is that the number of friends of the page, people suggesting the page, interaction on the page, and requests for services will increase. Staff continues to look at ways to improve our use of Facebook and other mediums to recruit/retain families in the Parents as Teachers program. At this time, our Parents as Teachers Facebook page has 319 followers.

**Collaboration and Communication:**

AzPaC continues their collaboration with the My Child’s Ready Alliance in the Southeast Region and Central Regions. The Alliance has been beneficial in so many ways to all the Regions AzPaC serves. As an Alliance, we have been able to collaborate on the creation of data points for a data collection system, discussions have taken place regarding what quality assurance measures programs would like to track for quality improvement, alliance members have been able to support each other, address programmatic issues, assist with community resources, assist each other with time management techniques for staff members, assist each other with supervisory tools, and AzPaC receives referrals from the Alliance for the Central Region. In addition, as an Alliance, we have been able to extend a variety of training opportunities to our partners, as well as participate in trainings that are held by other Alliance members. The collaboration, at this time, is utilizing a third party to map out the alliance and its partners to assist in community awareness and understanding.

**Barriers:**

Currently the program is fully staffed; however there is a waiting list for families in the Central Region. At this time, there are 71 families on the wait list. Of these, 9 are Spanish speaking families. Staff has re-contacted everyone that had been on the wait list prior to this quarter informing them that there is an indefinite wait list at this time. The family is then asked if they would like for us to keep their information in the event of an opening. Additionally, families are sent an information packet with some developmental information.

**Additional Information:**

During this reporting period, 54 families (program wide) completed 1 or 2 years with the Parents as Teachers program, in the Central Region 14 families celebrated 1 year, with 5 families having completed 2 years with Parents as Teachers. Participants who completed an anniversary with the program were given a certificate of service completion. Staff members and Program Supervisors, along with client feedback are looking at what other incentives can be offered to participants who celebrate an anniversary with the program

**Southwest Human Development**  
**Home Visitation Strategy (Healthy Families)**

<b>TOTAL AWARD: \$222,489</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$174,239</b>
<b>TARGET SERVICE NUMBER</b>		<b>58</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q3: 71</b>	<b>YTD: 190</b>

**Narratives Reports Summary**

**Program Implementation:**

- Families are offered a variety of books to choose from and can pick one to keep and use with their children. Staff follows up, expanding literacy opportunities using this book and any other materials available.
- Outreach efforts continue to pay off with many of the families we serve. One prenatal family we serve was on outreach until after the birth of their child. The family responded to one of the texts the home visitor sent and set up their first appointment.
- Mental health consultations continue to offer staff new tools that they can use with families. These tools can be used with several families, not just the ones being presented. Two staff are now planning upcoming home visits using strategies on supporting a structured home environment discussed at the last mental health consultation.

**Collaboration and Communication:**

The Healthy Families Maricopa County program strives to develop and maintain robust community collaborations with other agencies in each FTF region. It is vital that families have the opportunity to receive a wide variety of services based on their individual need.

Parents may have basic survival or mental health needs that are beyond the capacity of the program to provide. However, these needs must be met in order for the parent to focus on parenting his or her young child. The more effective agencies are at creating a seamless network of services for families to meet these basic needs, the more prosperous our communities will be.

**Barriers:**

- No Barriers at this time.

**Additional Information:**

- Nancy is the mother of 3; three month old Carla, 3 year old Noel and 6 year old Erin. Nancy began the Healthy Families Program when she was 8 months pregnant. She had left an abusive relationship and moved in with her mother. Nancy had been laid off from a phone center job and decided it was a good time to work on her GED. Nancy and her family support specialist (FSS) created a goal along with steps required to accomplish this task. A little over six months later, Nadine received her certificate in the mail. She took a picture of it and texted it to the FSS. The FSS thanked Nadine for sharing and Nadine replied, "of course I'd share it with you. You have been my greatest source of encouragement throughout this ordeal. Thank you!" Nancy's current goal is to take classes at her local community college to attain an associate's degree. Nancy had been looking for work since being laid off and after adding GED to her resume, she has been offered a position with three different companies.

**Arizona Children's Association**  
**Parent Education Community Based Training Strategy**

<b>TOTAL AWARD: \$387,441</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$155,927</b>
<b>TARGET SERVICE NUMBER</b>		<b>2440</b>
<b>TOTAL NUMBER OF ADULTS SERVED</b>	<b>Q3: 575</b>	<b>YTD: 1470</b>

**Narratives Reports Summary**

**Program Implementation:**

A pre and post participant survey was created for use in our one and two-hour Introduction to Wired for Success® workshops, Kinder Prep and Brain Time workshops. Arizona's Children Association's Outcomes Coordinator, Harriet Earley, assisted with the data collection by setting up a database and testing the results obtained from two pilot groups early this quarter. Adjunct faculty are beginning to utilize the surveys and administrative support staff have been working on the database. Complete roll-out of the pre and post surveys will begin in April for those workshops we conduct for this grant and for sub-contracts we have with other agencies, i.e. Thrive to Five, East Valley Child Crisis Center, Salt River Pima-Maricopa Indian Community and Native Health to name a few. See initial pilot results depicted in reports at the end of this report.

We are also pleased that we have been able to make some headway in the faith-based communities. Several churches have allowed us to do workshops for families and the feedback has been wonderful. In fact, those churches are asking us for more. We are hoping that once other churches that might be 'sitting on the fence' hear about the workshops from moms who attended them that they will want us to come to their churches.

**Collaboration and Communication:**

All of our other community venue representatives are amazing to work with as well i.e. Chandler Christian Community Center, Tempe Public Library, Escalante Center, Chandler Downtown, Sunset, Basha and Hamilton libraries, etc.

We are in the process of reaching out to churches and local moms clubs as part of our third year grant. (See Current outreach, recruitment and retention activities matrix, question 1 and question 4.)

Nurses at Tempe St. Luke's have been extraordinary in their support of our workshops. To use the words of Dr. Stamm they have become 'brain junkies' and can't get enough brain information. They are so passionate about early brain development and their ability to share this information that it has impacted everything they do. We feel very fortunate. Carol Stautberg, the Tempe St. Luke's Community Outreach staff member, has also been a pleasure to work with and has been extremely supportive of NDI and the workshops held at the hospital. It seems as if we give her 500 copies of our Wired for Success® flyers to distribute every month :o)

**Barriers:**

Eloisa Matsch is continuing to make headway in Guadalupe where she has been experiencing very poor attendance at her *Brain Time* programs at the library. Despite distributing over 700 flyers in the backpacks of all the children at Frank Elementary to take home to parents, among other strategies; we are only getting one or two families to participate. Eloisa is collaborating with the FLIGHT 33 volunteer coordinator, Christine Puzauskas, to piggyback our Brain Time with their program which has great adult attendance and participants also bring their children. Both Eloisa and Christine decided to move both programs to Frank Elementary where families feel comfortable, there is more space to hold programs and school staff are supportive. Over time this may encourage other families to want to attend the full workshop series. A previous Brain Time program, held at Frank Elementary some time ago, had great attendance due to the support of Normalicia Blanco. With luck we can do that again.

Another barrier we are facing is getting our programs into the faith-based centers. Many of the churches with older community members feel they do not need to know the information about early brain development because their kids are all grown. Others do not want to try something new and stick to their same programming. Foothills Presbyterian, Corpus Christi Catholic and the First Baptist Church of Tempe were brave and let us do programs there and are now asking us back. As you will see from the activities listed above, Eloisa has contacted many churches and is still trying to get them to 'try' one of our workshops and see how the families respond. One way she has been able to even get 'to first base' was to utilize her membership in her own church's moms group to reach out to other moms groups. We hope this will yield one or two workshops because we know that once the members experience our programs we will be able to offer them others – seeing is believing!

**Additional Information:**

The following are testimonials captured from teen moms and pregnant moms attending our **Wired for Success**® program this quarter at Compadre High School:

*"It was good to have this class because I'm a mom now and I have learned a lot to teach her...like having routines and rituals." (teen mom)*

*"I learned things that I did not know and this class has helped improve my way of thinking about babies. I know how to care for my baby now. You gave me new ideas. Thank you so much for coming." (teen mom)*

*"I learned that I need to make eye contact with my baby, and staying at my baby's eye level is important." (teen mom)*



## Dignity Health (Catholic Healthcare West)

### Oral Health Strategy

<b>TOTAL AWARD: \$318,277</b>	<b>SFY11 FUNDS EXPENDED Q3:</b>	<b>\$148,948</b>
<b>TARGET SERVICE NUMBER</b>		<b>1500</b>
<b>TOTAL NUMBER OF CHILDREN SERVED</b>	<b>Q3: 545</b>	<b>YTD: 1108</b>

#### Narratives Reports Summary

##### **Program Implementation:**

The third quarter has been a busy one with a variety of events occurring.

- **Chandler Unified School District:** Clinics were held at 9 Chandler School District preschools and at the Migrant Family Parent night. Most preschool visits include morning and afternoon sessions.
- **Immunization Clinics:** The program continues to hold weekly clinics at the Chandler CARE Center in partnership with the CHW Immunization Clinic. Monthly clinics are held at Chandler Regional Medical Center, also coinciding with the CHW Immunization Clinic. A new monthly immunization clinic at Chandler Fashion Square Mall has been added to the schedule.
- **Chandler Christian Community Center:** Regularly scheduled clinics continue once a month during the Center's surplus food distribution event.
- **Family Resource Centers:** Monthly clinics are held at four different Family Resource Centers located on Tempe and Kyrene school campuses.
- **WIC Clinics.** Clinics are held twice a month at the Guadalupe and Chandler WIC offices and additional days when scheduling permits.
- **Community Events:** The Guadalupe Community Partnership Event was a great opportunity to provide information about oral health prevention to families. Families enrolled in Parents as Teachers met at the Jewish Community Center in Chandler to receive oral health screenings and fluoride varnish.
- **Pregnant women and moms** were educated at the Pregnancy Care Center, Teen Childbirth Preparation class, and Gestational Diabetes classes, WIC offices, immunization clinics, and family resource centers.
- **Child Care Centers:** Oral health education, screening and fluoride varnish were provided to 13 childcare centers. The Tooth Brushing program was implemented at one childcare center.

The workshop for dental professionals was a great success. Thanks to lessons learned from the initial workshop in 2010 and the hard work of Linda King at A.T. Still University, 104 dentists and dental hygienists attended the workshop titled Dental Home: Good for your Practice; Good for your Patients. Dr. Rocio Quinonez presented the North Carolina Baby Oral Health Program. She called attention to the importance of providing dental care to children beginning at age one and creating a dental home for patients. She identified the barriers that might be experienced and provided techniques to move beyond the challenges. She demonstrated an oral health exam and fluoride varnish application on a nine-month-old baby and the parent education that should be part of the young child's early dental visits.

##### **Collaboration and Communication:**

A new collaboration has been initiated with the Mesa Community College dental hygiene program. Students in the program get a better understanding of the need for community-based oral health prevention by attending oral screening/fluoride varnish clinics at WIC offices, immunization clinics, and preschools/childcare centers. This quarter, nineteen students will have the opportunity to attend one clinic. It is hoped that moving forward; there will be opportunities for students to attend more than one clinic.

Oral Health education has been introduced to pregnant women attending the Gestational Diabetes classes provided by the Center for Diabetes Management at both Chandler Regional Medical Center and Mercy Gilbert Medical Center. The information has been very well-received by these women who gain knowledge both for themselves regarding the connection between diabetes and oral health and for their newborns oral health care.

A presentation was made to Chandler School District health aides and school nurses. Karen Felty, RDH and Nancy Tolman, RN presented an overview of the Early Childhood Oral Health Prevention Program and the services available to preschool students. In addition, and more importantly, Karen and Nancy taught those in attendance the importance of early childhood oral health prevention and discussed some of the oral health issues commonly seen in preschoolers and what the appropriate action and/or referral should be. This session will be repeated at an upcoming meeting for those nurses/health aides who were not able to attend.

#### **Barriers:**

We were fortunate during the third quarter to encounter few challenges. Staff continue to do a great job of scheduling clinics, maintaining supplies and developing collaborations with community partners.

Our biggest challenge continues to be referring children who need dental care. In order to increase the possibility that children get the care they need, we have initiated conversations with the school districts where we provide care to determine if any support services exist within the schools. The Chandler School District and Kyrene and Tempe Family Resource Centers are able to provide some follow-up support to families to assist them with scheduling and attending dental appointments. Head Start students in need of care are referred to the Head Start Health Coordinator. Using these resources has helped several families with transportation and cost barriers.

#### **Additional Information:**

Staff have seen a number of children in the third quarter with urgent dental needs. They have worked with families, school health aides, and family resource center staff to obtain care for the children. Below are just a few of their stories.

*A 4 year old little girl was screened and found to have several cavities, swollen, red gums and pain. Her pain was severe enough that she could not close her mouth because her teeth hurt so badly. We were able to talk face to face with her mom, because she happened to be taking a class at the school at that time. We instructed the child's mom to take her to the nearest doctor, dentist, or Emergency Room because her health and nutritional status were being compromised. We explained that serious/fatal complications could result from not taking the child to get emergency care. Mom stated that they had just lost their AHCCCS insurance and were looking for another insurance company. We provided her with a list of community dental resources, but again stressed the importance of taking her daughter to the doctor or dentist to get antibiotics. Mom verbalized understanding and stated she would take her child to the doctor. Mom shared with us that the night before; her daughter had spent quite a bit of time in the bathroom brushing her teeth because she knew the "dental people" would be visiting the school the next day. Her front teeth have black spots, caries, and her mom said that she brushed the night before really hard trying to get those black spots out of her teeth, because she did not want the dentist to see her teeth that way. The little girl was very embarrassed by the way her teeth looked.*

**Rio Salado College**  
**Community Based Professional Development Strategy**

<b>TOTAL AWARD: \$489,909</b>	<b>SFY11 FUNDS EXPENDED Q3:</b>	<b>\$289,350</b>
<b>TARGET SERVICE NUMBER</b>		<b>900</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q3: 398</b>	<b>YTD: 943</b>

**Narratives Reports Summary**

**Program Implementation:**

All participants have worked towards meeting their individual training and/or education goals identified in the professional development plan.

All participants have maintained their relationship with their coach.

All participants have participated in at least one of the community based training opportunities offered through this grant or have enrolled in college coursework.

During this quarter some of the participants decided not to continue with the project. Decision not to participate was based on a variety of reasons that included but were not limited to leaving their place of employment and moving outside of the region/state for new employment, leaving the ECE field all together, personal issues that could not be overcome with coaching/college intervention.

**Collaboration and Communication:**

The project is working with **Lakeshore Learning Materials** to provide a support for the Arizona Director's conference which will be held on April 21, 2012. This conference is designed to provide early care and education director's, managers and administrators with information, skills and knowledge that will assist them in identifying the management, administration and leadership skills needed to operate a high quality center based child care business.

The project is working with **Lakeshore Learning Materials and the National Association for Family Child Care** to provide a support for the Arizona Family Child Care Conference conference which will be held on May 19, 2012. This conference is designed to provide family child care providers with information, skills and knowledge that will assist them in identifying the management, administration and leadership skills needed to operate a high quality family child care business.

The project has provided information on the **Smart Support, Arizona's Early Childcare Mental Health Consultation System, The Professional Career Pathways Program, TEACH AZ, and the Arizona Department of Education Early Learning Standards** at some of the Great Seminars and through the Coaches to assist with getting the word out about these programs and resources.

**Barriers:**

During this quarter a challenge has been the retention of 100% of the protégé's in the project. Several strategies have been implemented by the Coaching staff including face to face contact with the protégé to identify and provide any resources available in the community or within the college to mitigate the barriers to participation in the project. This has been effective for some of the protégé's.

**Additional Information:**

One of our protégés was a homeless woman living in her car in July of 2011, when she was hired as a toddler teacher at one of the child care centers in the Central Region. She had worked in child care before, so she had experience, but she had no formal training. She was recruited into the APEX project in August 2011 and established an education goal with the help of her Coach to obtain an infant/toddler college certificate. She immediately began to put what she was learning in her college courses to work in her classroom. The Director of her program, who was expecting a baby, watched her progress and enthusiasm for the job and decided to begin to train her as the Assistant Director. She needed someone who would be able to step in while she was on maternity leave. Although there were employees that had been there longer, our protégé was the one she chose. The protégé continued to work on her certificate while she was being mentored by the Director and is scheduled to finish all her coursework during Summer 2012 semester and then apply for graduation. When her Coach ask her about her long term goals, she responded that she won't be finished with college until she has her doctorate degree! The child care center has also begun to work with the protégé to make her a partner in the business.

**Southwest Human Development**  
**Director Mentoring Strategy**

<b>TOTAL AWARD: \$22,500</b>	<b>SFY11 FUNDS EXPENDED Q3:</b>	<b>\$4,632</b>
<b>TARGET SERVICE NUMBER</b>		<b>5</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q3: 4</b>	<b>YTD: 4</b>

**Narratives Reports Summary**

**Program Implementation:**

The third quarter was a busy time for the Emergent Leader class as they worked on their required literacy-focused Director’s Projects. Each Director is asked to submit a Project Presentation Summary report. Here are some of the comments included in Assistant Director Brenda Belt’s report, Central Maricopa Region:

“Through workshops with Emergent Leaders, working with a Professional Development Plan and Barb (mentor), I saw that I had a new vision that could impact our program. I try to think outside the box and bring literacy into everything I do and teach in a relaxed/fun way. My awareness has changed in all areas.”

**Collaboration and Communication:**

A resource information session has been implemented at the lunch recess during our scheduled workshops for the current class of Emergent Leaders. Representatives of various programs that are valuable resources for the participants will be invited to share their program information and take questions from the group. Participants will have a better understanding of what the program offers as well as how it can support the needs of their individual centers and schools. The following representatives presented to the Emergent Leader class this third quarter:

On January 12, 2012, Charlotte Quiros, Child Care Training Director with SWHD, presented to the group. SWHD offers training and technical assistance to early childhood care and education staff throughout Maricopa County as part of the Early Care and Education Training Consortium. The workshops are designed to provide training at no cost to ADHS and DES licensed or certified child care providers to support their work with young children. Workshops accommodate the learning needs of both novice and experienced child care professionals.

**Additional Information:**

As a result of the January workshop, A Great Place to Work, Sandra Brown, Southwest Maricopa, decided to do staff surveys to see if their feelings match her own in regards to the climate at their school. She identified two of the organizational climate dimensions that she would like to address; professional growth, and the physical setting. Her big issue has been how to help the staff connect with her vision for the center. Addressing these two climate dimensions should help with this process.

The educational background of the two Central Maricopa participants is as follows:

- Masters Degree - Early Childhood- Linda Pauley, Risen Savior Lutheran Preschool
  - Technical school graduate-nursing - Brenda Belt, Sunny Days Learning Center
- The educational background of the participant from Southwest Maricopa is:
- Currently working on an Associates Degree-Early Childhood Education/Management at Rio Salado College thru the TEACH program- Sandra Brown, Garden Lakes Christian Academy

**Maricopa Community College District**  
**Infant and Toddler Strategy**

<b>TOTAL AWARD: \$400,000</b>	<b>SFY11 FUNDS EXPENDED: \$7,818</b>
<b>TARGET SERVICE NUMBER</b>	<b>6</b>
<b>TOTAL NUMBER OF CLASSROOMS SERVED</b>	<b>NA</b>

**Narratives Reports Summary**

**Program Implementation:**

- The assessors from Southwest Human Development were trained to reliability for PITC/PARS by West Ed.
- The first PITC/AITI training is set for April 28, 2012. The second PITC/AITI training is set for June 2, 2012. Both will take place at Perry High School in the Chandler U.S.D.
- The first Community of Practice-Directors meeting will be held on May 3 and June 7, 2012 respectively will be held at the Chandler U.S.D. conference office.
- The first two Community of Practice-Teacher meetings will be held on May 3 and June 7, 2012 respectively at Perry High School of the Chandler U.S. D.
- The first Project Committee meeting is scheduled for June 6, 2012 at the Central Maricopa Regional Office in Mesa.

A challenge we faced during recruitment was the newness of the project. As new project, potential participants needed a great deal of information about the project. This problem diminished rapidly as soon as the news spread by word of mouth and there was soon an incredible interest in joining the project.

An ongoing challenge is one of timing and fiscal cycles. This pilot project will cross two fiscal years and this influences the budget and the purchasing for program improvement. The original intent of the project included a dialogue with participants around program improvement purchases to enhance continuity of care and primary caregiving. These materials were budgeted for in fiscal year 2011-2012. These materials may need to be purchased without the desired amount of discussion and collaboration with the participants. This is a concern for the Innovations staff around the integrity of the project design. Another budget modification will be made to address the number of classrooms in the pilot project, 26 rather than the original 20.

**Collaboration and Communication:**

Collaborators include:

Innovations in Early Childhood Education (training and technical assistance)

Southwest Human Development (Infant-Toddler Environmental Rating Scale and PITC Program Assessment Reliability Scale (PARS) assessors)

Dr. Diana Schaack (researcher)

West Ed (PITC PARS training)

McCormick Center for Early Childhood Education (Program Administration Scale (PAS) and Early Childhood Job Satisfaction Scale administration)

Child and Family Resources (Program for Infant and Toddlers (PITC) training)

First Things First Central Maricopa Regional Partnership Council members and staff

Paradise Valley Community College Early Childhood Department

## Statewide or Multi-Regional Strategies

### Arizona Academy of Pediatrics Care Coordination/Medical Home Strategy

<b>TOTAL AWARD: \$197,859</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$93,715</b>
<b>TARGET SERVICE NUMBER</b>		<b>10</b>
<b>TOTAL NUMBER OF CHILDREN SERVED</b>	<b>Q3: 10</b>	<b>YTD: 135</b>

#### Narratives Reports Summary

##### **Program Implementation:**

Shannon Graffius, Care Coordination Manager, met with care coordination practice sites in January and February to discuss program implementation, successes and barriers to implementation.

Hired a Full-Time Care Coordinator, Imelda Ojeda, to work within the South Phoenix region and assist with program implementation. Launched care coordination program at Pendleton Pediatrics in the Central Maricopa FTF region on 01/17/2012. A parent meeting for Sierra Pediatrics was held at the Chandler Christian Community Center on 01/31/2012. This fellow grantee has been very accommodating with use of their space to allow children and families of this practice to come together with the care coordination staff to provide feedback on their practice as well as decrease social isolation for the families.

Pendleton Pediatrics launched their care coordination program in January 2012. Dr. Pendleton has been so impressed with the services provided to the children and families at her practice that she has written a letter of support on behalf of Best Care for Kids. A care coordinator works in the practice 2.5 days per week and works closely with practice staff as well as the patients and families. In this region, we have 2 care coordinators, one who is embedded in a larger multi-provider practice and one who is works part-time in a two-provider practice.

##### **Collaboration and Communication:**

The Best Care for Kids care coordination team met with Raising Special Kids (RSK) in March 2012 to discuss programs which are offered to families. Many of our practices utilize RSK in a variety of ways. In addition, the team was able to tour the Disability Empowerment Center and view the wide range of services and activities provided.

In February 2012, the CC Manager met with the Clinical Director of Quality Care Network (QCN) to provide another view and description of care coordination at the medical practice level. In addition, the CC Manager discussed and addressed an ongoing concern provider's share regarding referring a child into the behavioral health system. In order to streamline the AHCCCS eligible children into the behavioral health system, all care coordinators have been given the direct intake number to QCN to share with providers and families within the practice. Thus far, the care coordination team has been referring families to QCN for children to receive behavioral health intervention and counseling.

As previously mentioned, in December 2011, the Arizona Chapter of the American Academy of Pediatrics, Best Care for Kids, created a Care Coordination Learning Community, where the ultimate goal is to develop a sustainable model(s) of care coordination that will be useful to practices, the healthcare community as a whole, and also to payers for care (i.e. AHCCCS and commercial health insurers). Staff from AzAAP and additional staff from outside organizations have been invited to participate and post questions and respond to subject matter in an effort to better understand the work we are collectively doing. Thus far, several staff are engaged in the subject matter and have shared articles, information, data and methods for sustainability.

In March 2012, the CC Manager had the opportunity to speak with Dr. Kevin Berger of Phoenix Pediatrics. Dr. Berger's practice has a designated care coordinator on staff and he spoke about the importance of tracking all care

coordination related activities, which is what the BCFK care coordination team presently does. These activities will help capture in increments of time how much time is being dedicated to care coordination. The CC Manager will be visiting Phoenix Pediatrics next quarter for a follow-up discussion.

**Barriers:**

- All of our care coordinators delve into issues that affect the whole child. Some of these issues pertain to eligibility with AHCCCS, ALTCS, AzEIP/DDD and the School District. Our team of care coordinators personally takes this journey with the family dissecting the barriers that potentially affect eligibility. For example, when a provider suspects that a child may have a developmental delay or disability, the protocol is to make a referral to AzEIP. Care coordinators report that the process is often difficult for families as well as the professionals involved. Our team is working diligently to try and create a feedback loop so that the referring provider not only has input on the IFSP but also for tracking and follow-up purposes.
- Another potential barrier which we address on a case by case basis is ensuring effective and clear communication amongst members of the child's care team. This care team includes several people and professionals involved in the child's care, such as, school district, specialty providers, behavioral health, AzEIP/DDD, and the team within the practice setting. The Care Coordination Manager meets face to face with the practice staff and providers on a quarterly basis as well as a minimum of a monthly call and frequent emails to address such barriers to implementation. Each practice site is dedicated to finding solutions.

**Additional Information:**

The following is a success story shared by our care coordinator from Sonoran Sky Pediatrics. "I have been following a family who has 2 ½ year old adopted twins one who is a CSHCN. I was able to help mom work on the transition from Arizona Early Intervention to DDD and special education preschool. I set up an appointment for mom to meet with school and discuss an individual education plan for her son, including the 1:1 aide he will need to address his special needs. Mom discussed the transition with her early intervention coordinator and we were able to set up an IFSP meeting to address her son's goals, and the therapies he should need moving forward and after his third birthday. The other twin was enrolled in a preschool program as well at the same school. I also introduced the entire family to Raising Special Kids where the family has reached out for support, and enjoyed a community family day with the organization. I will continue to follow this family and address the different needs that come up for the entire family."



**Scholarships non-TEACH  
Strategy**

<b>TOTAL AWARD: \$240,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$32,816</b>
<b>TARGET SERVICE NUMBER</b>		<b>120</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q3: 51</b>	<b>YTD: 51</b>

**Narratives Reports Summary**

**Program Implementation:**

An Outreach Specialist position (25 hour per week) was added to the PCPP on August 1, 2011. The activities of this position include: marketing and recruitment activities.

**Collaboration and Communication:**

The PCPP has 16 collaborating colleges statewide. The college representatives are referred to as "Collaborators." The PCPP holds two meetings each grant year for the sharing of information with these "Collaborators." FTF/RPC affiliates are invited to attend the Collaborator's Meetings.

**Barriers:**

The PCPP is a college based program that operates according to the college semester/term schedule. The PCPP automated system, aka PASS, was developed to accommodate this format and is not based on calendar dates. Therefore, when Grant services are amended to accommodate additional RPC affiliates, doing so in conjunction with the Grant year cycle is preferred. It may not always be feasible to capture accurate invoicing and data reporting information when affiliates initiate participation mid semester/term.

**FTF PROFESSIONAL REWARD\$  
Strategy**

<b>TOTAL AWARD: \$300,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$225,228</b>
<b>TARGET SERVICE NUMBER</b>		<b>112</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q3: 85</b>	<b>YTD: 98</b>

**Narratives Reports Summary**

**Program Implementation:**

Technical assistance on-site proved extremely helpful in making new connections with providers who has previously not understood the purposes of the program. Students have reported to vendors feeling increasingly excited about goals of working towards new levels.

**Collaboration and Communication:**

Ongoing relationships continue to be built with Head Start, school districts and community colleges offering early childhood coursework. Face to face meeting in which program information and technical assistance is given have been scheduled as needed in the communities being served. These communications have increased application numbers and thus eligible applicants being awarded much that greatly improve their economic condition. Ongoing collaboration with contracted vendors has enabled the program to maintain a relationship based focus where students can be served where they are or have taken courses.

**Barriers:**

Ongoing barriers surround ensuring there is consistency among vendors when doing verifications. Staff have worked to do ongoing training, audits and are working on a database feature where the level history will show for each applicant as linked by a social security number.

**Additional Information:**

Program staff is proud of the increase in application numbers as this shows outreach efforts are working to help those eligible for awards receive them. In addition, in analyzing data across periods changes can be seen in applicant levels across time which is indicative of workforce changes over time.

**Arizona Department of Education**  
**Strategy**

<b>TOTAL AWARD: \$930,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$928,325</b>
<b>TARGET SERVICE NUMBER</b>		<b>255</b>
<b>TOTAL NUMBER OF SLOTS</b>	<b>Q3: 248</b>	<b>YTD: 276</b>

**Narratives Reports Summary**

**Program Implementation:**

The mentor works with programs on a regular basis to provide modeling, conduct observations, set goals, provide technical assistance and any other support that is needed by the programs.

Multiple training opportunities have been provided in the Region. These trainings are open to any program in the area not only those participating in PreK Scholarships.

- We have quarterly meetings with our mentor, district partner and other community partners to discuss any concerns, issues and changes related to successful grant implementation. We keep in contact with our district and community partner through emails. We are regularly observed by of FTF pre-k grant mentor and given recommendations for improving quality in the classroom
- Monthly meetings with FTF Community Partners - book study on K transitions.
- Community Partners invited to attend district sponsored training sessions.
- This is our second year so we are more familiar with grant requirements & implementation. I am looking forward to the Saturday trainings planned by Beth for the Early Learning Standards beginning Oct 22<sup>nd</sup>.
- We attend the community partner meetings and have been included in several trainings offered by the district. We are involved in the Early Childhood Consortium. I attend as many of the meetings as possible.

**Additional Information:**

We have terrific parent involvement this year from parents in the FTF program. They are very involved in the classrooms and outside the classroom. Parents have asked for parenting support and information on curriculum. As a school we feel incredibly supported by FTF and ADE. I have been at Desert Sun for 15 years and we have never received the support and training like we have for the past two years. Thank you to FTF we can share our knowledge with the parents and the children. Thank you for making a difference in the lives of young children. We feel honored to be involved in the program. We look forward to supporting parents and children in the program for years to come.

**Scholarships TEACH**  
**Strategy**

<b>TOTAL AWARD: \$338,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$80,177</b>
<b>TARGET SERVICE NUMBER</b>		<b>125</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q3: 41</b>	<b>YTD: 41</b>

**Quality First!**  
**Strategy**

<b>TOTAL AWARD: \$586,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$361,067</b>
<b>TARGET SERVICE NUMBER</b>		<b>22 Centers 6 Homes</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q3: 36/5</b>	<b>YTD: 36/5</b>

**Quality First Child Care Scholarships**  
**Strategy**

<b>TOTAL AWARD: \$500,000</b>	<b>SFY11 FUNDS EXPENDED:</b>	<b>\$500,000</b>
<b>TARGET SERVICE NUMBER</b>		<b>54</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q3: 88</b>	<b>YTD: 88</b>