



**FIRST THINGS FIRST**

**CENTRAL MARICOPA REGIONAL PARTNERSHIP COUNCIL**

**SFY2012 Q4 GRANTEE**

**DATA and NARRATIVE REPORT SUMMARIES**

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

<b>TOTAL AWARD: \$20,000</b>	<b>SFY12 FUNDS EXPENDED: (100%)</b>	<b>\$20,000</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 reach out to families, children and advocacy groups during each of the events we attended. We provided information to many at risk families and were able to direct them to resources at various events and speaking engagements.

We are a volunteer group, so we have no staffing issues. We utilized an intern this fiscal year and it worked out very well.

**Collaboration and Communication:**

We were able to purchase banners, give away items (marked with [preventchildabuse.us](http://preventchildabuse.us) and 1-800-4-A-CHILD) as part of the campaign. We continue to have two PSA's in circulation in both English and Spanish and one audio PSA for radio. Our website is operational ([www.preventchildabuse.us](http://www.preventchildabuse.us)) and we have informational door hangers ready for dissemination to the communities we serve. We are currently using an updated PowerPoint program for coalition members to use when making speaking engagements. We have advertising actively being shown at multiple Harkins Theaters in several FTF Regions. We also participated in the following events:

- Shared booth at multiple events
- April Family event in Chandler
- Phoenix Suns Event
- Theater Ads
- Speaking engagements throughout the County

**Barriers:**

The greatest challenge we face is continued group organization and development of continuing programs. Through leadership and funding we will resolve these challenges as we move forward. We have a strategic plan, a formal board and currently a sub-committee looking into 501(c)(3) status.

**Additional Information:**

Moving forward, we will continue advertising via movie theaters and TV PSA ads, along with public speaking events by coalition members at HOA, PTA, church groups and public and private organizations and regional meetings across Maricopa County. We will continue to grow the coalition through formal meetings and board voting. We have already taken on several new groups and this upcoming year we will have new board members taking positions. For fiscal year 2012/2013 a new city will be hosting the April Family Day event. It looks like either Tempe Town Lake or maybe Scottsdale's West World.

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

<b>TOTAL AWARD: \$175,000</b>	<b>SFY12 FUNDS EXPENDED: (89%)</b>	<b>\$156,486</b>
<b>TARGET SERVICE UNIT:</b>		<b>1,250</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 2242</b>	<b>YTD: 8,759</b>

**Narratives Reports Summary**

**Program Implementation:**

As we have been working to develop programs that are available to families during the weekends, the partnerships developed continue to provide great opportunities for families in the area. We see an average of 70-80 people at these weekend events. These are opportunities to continue to build the relationships within our community and reach out to families.

Through the e-mail distribution of information we are able to get our program information out to referring agencies, who then in turn get the information to families they serve. We are beginning to see the number of persons seeking services through referral from this information distribution increase.

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. We saw an additional increase in this program during this quarter.

**Collaboration and Communication:**

A new partnership was developed with Arizona Literacy and Learning Center, bringing in the Early Childhood Development Screening program to 27 children in the month of June. Every child in the Giggles, Squiggles and Squirms early literacy program was screened, with one discovery for the need of glasses with one young boy.

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 40-60 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, nutritional resources and other educational information in regards to learning and nutrition for children 0-5. We continue 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.

Partnering with Chandler Regional Hospital (Dignity Health), Oral Health, families have the opportunity to bring their children in for free fluoride treatments and oral health checks. This service is offered once a month. Families can come in for services once every 3 months.

A collaborative partnership with Chandler Gilbert Community College brings pre-education students into a work place environment as volunteers working within our programs to provide an arena for on the job training working directly with families. This partnership has expanded, bringing three Nutrition Education students to develop menus and

information for diabetics. This has allowed us to help families utilize the food received in a more nutritious and efficient manner.

We partner with Best Care for Kids and serve as a site hosting the monthly Parent Advisory Committee meetings, allowing for an effective meeting space with the use of the Family Resource Center to engage the children during the meeting.

**Barriers:**

We continue to work on building the Kinder Prep program. This program began with a weekend schedule, but has not resulted with the number expected. We have integrated the program to follow the Interactive Family Play and this has increased the numbers. We will continue to evaluate.

We have not had the maximum capacity of participants in our Strengthening Multi-Ethnic Families program, and are working to build a network of program supporters to help with the outreach of the program. The participants continue to graduate at 100% meeting the attendance requirements with 12 total graduates.

**Additional Information:**

We have graduated 5 children from Giggles, Squiggles, and Squirms this quarter that will be entering kindergarten. Stevie was accepted into Advanced Kindergarten, demonstrating a great leap in his development from his entrance into the GSS program.

Two mothers of recently graduated GSS students have accepted an invitation to remain in the GSS program as Family Mentors. Carmen, mother of Luis, stated she was thrilled as she believes so strongly in this program she didn't know what she would do if she wasn't coming here. Both mothers expressed excitement to help another family as they were helped and loved.

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

<b>TOTAL AWARD: \$376,757</b>	<b>SFY12 FUNDS EXPENDED: (72.5%)</b>	<b>\$273,014</b>
<b>TARGET SERVICE UNIT:</b>		<b>3,118</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 3990</b>	<b>YTD: 30,354</b>

**Narratives Reports Summary**

**Program Implementation:**

The Chandler CARE Center Parent Education Coordinator left the school district in April 2012, so the Project Director became responsible for scheduling and implementing all remaining First Things First parent/child classes. The director decided to offer off-site classes in the community, targeting parents and their preschool children from the Hartford and Knox Elementary School attendance boundaries. The principals and Title I home liaisons were ecstatic to have New Directions Institute for Infant Brain Development and ASU Channel Eight classes available for their families and allowed almost full-time access to the home liaisons, who did the bulk of the recruiting. We provided 30 different classes in May 2012 with a total of 419 adult participants as well as their preschool children. We actually had to turn away parents for some classes because there simply was not enough space to accommodate them. The

parents loved the classes and asked for more! Lesson learned: Classes in a school-based setting can be very successful.

**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) - Program successfully completed.
- Mountain Park WIC closed its satellite sites in June 2012, including the one at the Chandler CARE Center. The CCC is now served by Maricopa County WIC; there has been no interruption in services for families with children birth to five years of age.

The new Chandler CARE Center Parent Program Coordinator is very eager to be trained on her approved First Things First curriculum. She is already recruiting families for her first session, which will be held in August.

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

<b>TOTAL AWARD: \$582,539</b>	<b>SFY12 FUNDS EXPENDED: (94.8%)</b>	<b>\$552,490</b>
<b>TARGET SERVICE UNIT:</b>		<b>1,000</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 819</b>	<b>YTD: 8,333</b>

**Narratives Reports Summary**

**Program Implementation:**

Thrive to Five recently launched a Facebook page. To date, we have 39 people who “like” us. We will do a big push in the fall to drive more people to the page to discuss the classes and services they have participated in and to invite new

people. We will continue to build on our relationships with the hospitals so that all parents with babies born in east valley hospitals will have information about Family Resource Centers.

There will be two changes in the next year. As mentioned previously, the Enrollment Specialist position is being taken in-house rather than contracted to another organization. The position was posted and has been filled by a very experienced bilingual individual, Katie Harrison, who will begin work on July 9, 2012. She will rotate at the 4 sites with the highest poverty rates.

The second change is that the position at Getz School is being changed from a liaison to a certified teacher. The Tempe Elementary School District will be posting this position shortly. This bilingual person will be trained to administer Ages and Stages Screening and will also teach the early literacy classes. The Family Resource Specialist, Catherine Mayorga will also be trained to teach these classes and administer Ages and Stages which will give us two bilingual individuals who can offer these services at multiple locations.

### **Collaboration and Communication:**

We began two new partnerships in June. The Scottsdale Public Library brought their two 6-week early literacy programs *Ready to Read Family Literacy* and *Books Can* to the Kyrene Family Resource Center. Parents and their 3-to-5-year-old child attend class together. Parents learned how to enhance reading time with songs and activities that reinforce early language and literacy. Scottsdale Library will continue to provide these classes in the fall while also training four Thrive to Five staff (including 2 bilingual staff) to independently provide these workshops beginning in January 2013. A second new partnership was with the Arizona Science Center. They provided a workshop for children 3-5 called "Freeze" at the Kyrene Family Resource Center. Children learned about how things change from liquid to solid and made ice cream during the class.

#### *New partnerships include:*

- Tempe Public Library—consulting on the early literacy program development and will provide training to staff on the Every Child Ready to Read program during our summer staff training.
- Musicology—teaches brain development through the use of songs and rhythms.
- My Child's Ready—We will be distributing free books to all families who receive a home visitor during the month of August. Books will contain our flyer with information on the Family Resource Centers.
- Arizona Department of Education—will be providing training to all staff on the Early Learning Standards.

### **Barriers:**

We recently learned that the individual who was providing the *Just for Dads* classes has taken a full-time job with First Things First and will no longer be able to teach these classes. He is trying to locate an alternate instructor, but people with his skills are rare. *Just for Dads* may be taking a break while we study alternative ways of meeting the unique needs of fathers

### **Additional Information:**

Acceptance seems to be the theme this reporting period. We have noticed more "non-typical" families attending classes. One such mom is Fatimah, the mother of three children ages 1, 3, and 5. Fatima attended every class offered at the Kyrene Family Resource Center in June. She came fully covered as her culture dictates. She said that she often feels

uncomfortable around non-Muslims because she feels she is judged. However, she felt accepted at the KFRC and she knew the information that was being taught was important for her and her children.

Another mom, Elisa (not her real name), brought her two children, a 3-year-old girl and a 1-year old boy. The boy has hearing loss and wears a hearing aide. She was afraid that he would be made to feel “different” because of this disability. However, the other parents and children accepted him like any other kid and this made Elisa feel good.

We were fortunate enough to receive about 3,000 books from First Book in the past 1-2 months. We will be distributing these books in the FRCs beginning in August. In the meantime, we are providing My Child’s Ready and Kids Zone Preschool with books for each of the children they serve.

Also, we are looking forward to learning more in depth about the Early Learning Standards and how to incorporate them into the FRC programs.

**Chandler Christian Community Center**  
**Food Security Strategy**

<b>TOTAL AWARD: \$27,500</b>	<b>SFY12 FUNDS EXPENDED: (100%)</b>	<b>\$27,500</b>
<b>TARGET SERVICE UNIT:</b>		<b>3,000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q4: 1047</b>	<b>YTD: 5,526</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 working with United Food Bank as a partner serving clientele aged 0-5 milk vouchers from Bashes, placing the power in the parents’ control with the ability to purchase the milk when most needed. Survey results have been as follows: 99.7% strongly agree that this food program provides support to families in need, 99.2% strongly agree that getting services from this food program is easy and convenient, 99.4% strongly agree that this food program provides items they really use, and 99.2% strongly agree that their children are better off because of this food program.

We have trained our volunteers on a new database 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.

**Collaboration and Communication:**

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. The amount of volunteer organizations continues to provide a flow for the work that needs to be done.

**Barriers:**

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

**Additional Information:**

We continued to implement the original training with First Things First, relating the same message and ensuring that veteran and new volunteers and staff are equipped to work with our families.

**Successes:**

I, Shari G, am very grateful with the Chandler Christian Community Center. If they would not be here my children and I would not eat healthy foods. We would live on Raman noodles and not eat as healthy. We are truly grateful that our children and ourselves have access to meat, veggies and whole grains we could otherwise not afford. Gabe lost his job as an Electrician a year and a half ago. We could not afford the car payment and lost the car. Without a car he can't look for a job and we barely make our bills each month. We need the Chandler Christian Community Center.

I really appreciate this food bank. I have a family of four. I am a single mom and I work. I come to the food bank and they help me with diapers, formula and they give me healthy food for me and my kids. I don't know what I would do without this help. The workers here are very nice and always very friendly.

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

<b>TOTAL AWARD: \$27,500</b>	<b>SFY12 FUNDS EXPENDED: (100%)</b>	<b>\$27,500</b>
<b>TARGET SERVICE UNIT:</b>		<b>5000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q3: 493</b>	<b>YTD: 1,822</b>

**Narratives Reports Summary**

**Program Implementation:**

TCAA coordinated food distribution events on April 23<sup>rd</sup> and May 21<sup>st</sup> in Tempe and distributed supplemental food items to families with children age 0-5 through the TCAA Food Pantry throughout the month of June.

Staff have focused their efforts in the fourth quarter on portioning out the remaining supplies of diapers, formula and healthy food items ordered through the remaining funding from the First Things First Grant. TCAA staff are looking to expand the distribution events in FY 2012-13 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.

Program implementation has concluded successfully for this year and we are on track to begin our new contract in July.

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

<b>TOTAL AWARD: \$95,000</b>	<b>SFY12 FUNDS EXPENDED : (100%)</b>	<b>\$95,000</b>
<b>TARGET SERVICE UNIT:</b>		<b>4000</b>
<b>TOTAL NUMBER OF FOOD BOXES</b>	<b>Q4: 2,231</b>	<b>YTD: 6,910</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:**

*REAL STORY:* I have a grandmother who just took custody of her three grandchildren (ages 6 months – 5), two of which are still in diapers. Her son was sentenced to prison and the mother is out of the picture. This grandmothers depends greatly on the assistance she receives from our center and with the emergency food distribution she also gets the much needed diapers, formula and milk coupons. Then she is able to get additional assistance as we provide a supplemental distribution for formula and diapers once a month as well. If not for the help here, she would not be able to make ends meet for these children.

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

<b>TOTAL AWARD: \$152,328</b>	<b>SFY12 FUNDS EXPENDED YTD: (99.6%)</b>	<b>\$151,720</b>
<b>TARGET SERVICE NUMBER</b>		<b>60</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 67</b>	<b>YTD: 67</b>

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

<b>TOTAL AWARD: \$216,714</b>	<b>SFY12 FUNDS EXPENDED: (87.6%)</b>	<b>\$189,879</b>
<b>TARGET SERVICE NUMBER</b>		<b>100</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 104</b>	<b>YTD: 104</b>

**Narratives Reports Summary**

**Program Implementation:**

Attendance to monthly Group Connection Meetings continues to be on the rise. Staff members have really been thinking outside the box, with client feedback, on different ideas they can implement for each month’s meeting. In April, the Group Connection Meeting was held at Arrowhead Park in Chandler from 10-12. Children participated in crafts using recycled materials to celebrate Earth Day. There were 30 children in attendance and 40 participants total, program-wide. The Group Connection for May was titled Mother’s Day Garden: planting seeds/learning how they grow.

In June, Parent Educators tried a new format for the Group Connection. This new format, a “Parent Café” allowed parents to sit together in small groups and discuss important parenting topics including self-care, dealing with tantrums in public, and activities to do during the hot summer months. Seventeen families attended, and they gave positive feedback about the format. Several parents have asked to do this format again in the future.

During this reporting period, 17 families program wide celebrated 1 year with the Parents as Teachers program and 17 families enrolled program wide celebrated a 2 year anniversary. Participants who completed one year with the program were given a certificate of 1 year service completion. Staff members and Program Supervisors, along with client feedback are looking at what other incentives can be offered to participants who complete an anniversary.

Currently the program is fully staffed; however, there is a waiting list for families in the Central Region. There were 34 new referrals for this quarter and they have all been placed on hold. At this time, families are being informed that they are on an indefinite wait list to begin services. In total, there are 107 families on hold in the Central region.

**Collaboration and Communication:**

AzPaC maintains its collaborative efforts with Parenting Arizona and Tanner Community Development Corporation. Referrals are made between programs when one of the agencies receives a referral in a region they do not serve. These

four agencies also work with other Parents as Teachers programs around the state to coordinate these trainings. AzPaC, Tanner, and Child Crisis have also shared the responsibility of being the lead on organizing and hosting the trainings.

When granted permission by the family, Parent Educators collaborate with any other services/agencies working with the family. Coordination of services is essential for optimal success. The more support and coordination of services a family has, the higher the results will be for success. Communication among providers will also avoid any duplication of services.

**Barriers:**

Some Parent Educators have identified families not showing or canceling appointments as a barrier. Parent Educators have begun to call families to remind them of the appointment the day before the scheduled appointment. For some families, having their appointment the same day and time weekly or bi-weekly has helped them to keep appointments. Parent Educators are also very flexible with their time and being available to meet with families in the evenings or on weekends.

During the quarter, staff noted that there were a lot of visits that did not take place due to families being out of town on vacation. Unfortunately, many families did not remember to inform their Parent Educator which resulted in Parent Educators showing up for visits with no one home.

A barrier that staff faced this quarter was getting enough parents interested in the Triple P level 2 seminars to attend. The seminar was conducted twice and at both sessions there were only 2 parents. Next quarter, the plan is to try different times of day to see if it was a scheduling issue or an interest issue.

Another issue that has come to light is in regards to retention of families. While we strive to keep our families engaged in the program it results in high caseloads with families involved for long periods of time and a limited amount of space for new referrals. This is an issue that we have been aware of for some time, recognizing that we are limited in the amount of staff we can have, which results in limitations of families that can be served. At this time, we continue to attempt to weed out families that are not as vested or motivated at this time, to make room for families that are. This is always done in a positive, professional manner, encouraging the families to return in the future if they are interested in doing so.

**Additional Information:**

Below are is a story written by a family participating in our programs:

- A. For me, it has been a very enriching and great experience because I have learned to be my daughter's teacher and to help her in an appropriate way. (The program has) not only helped my youngest daughter but my older children as well.

It is fascinating the way all of the children started becoming involved in working on the activities brought out by the parent educator. We enjoy the activities and learn at the same time. One thing that I would like for you to know is that we have learned as a family. We have all learned to interact and share like we were children.

- Strategies on how to control our emotions
- The importance of talking with positive, respectful, loving and clear words in order to nourish the brain.
- That all games have something to teach children.
- That children learn through play

And thank you for all of the material and advice brought out by the parent educators. I as a mother who is involved in this program am immensely grateful for all of the information I have received because all of the

information has helped me grow as a person, as a mother, and as a human being. My parent educators help me secure information that I need and help clear up my doubts and this is why I give a big thank you to Mr. Manual Martinez and Ms. Dalisa Jimenez. I also want to recognize the supervisors and persons who work in the office who make it possible for these programs to come into our homes. Many thanks, you do a good job.

Below are successes written by Parent Educators:

- A. I had an interesting case this quarter that got me interested in Sensory Processing Disorder. The particular case that I'm referring to the child had a communication delay and M & F were in denial for a couple of months. After receiving the same feedback from the doctor's office at a well visit checkup M & F began speech therapy for the child. The speech therapist stated that the child may have sensory processing disorder. M & F were amazed to see the difference that jumping on a trampoline or swinging at the park as on their child's communication. PE was shocked to hear the child's voice and see the child smile and be enthusiastic about something.
- B. At a home visit with one of my clients, I noticed Mom model for her son how to hold the end of his tongue behind his upper teeth to enunciate the "th" sound. I asked Mom if she was taking her son to speech therapy. Mom stated that she was not. So, I asked her how she learned to model the sounds for the child. Mom stated that she learned it from me. I was really touched that she actually paid attention to what I was telling her awhile back. Mom reminded and modeled a couple of times during the home visit how to say words with the "th" sound. The child did as Mom showed him and the words came out as clear as day. I was so impressed with Mom's efforts, her consistency and that she followed my instructions on how to model the sounds by knowing how to shape your lips, and where your tongue is placed to create the sounds needed to say the words clearly.

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

<b>TOTAL AWARD: \$222,489</b>	<b>SFY12 FUNDS EXPENDED: (100%)</b>	<b>\$222,477</b>
<b>TARGET SERVICE NUMBER</b>		<b>58</b>
<b>TOTAL NUMBER OF FAMILIES SERVED</b>	<b>Q4: 76</b>	<b>YTD: 76</b>

**Narratives Reports Summary**

**Program Implementation:**

Our outreach efforts continue to pay off. Some families can surprise us. We lose contact and we assume we will never see them again. However, one family had moved and lost their cell phone, which contained the home visitor's phone number. The mother did not remember the name of our program but still asked several community resources about home visitation programs. A WIC staff member mentioned our agency as a resource, the mother called and was able to get in contact with the home visitor and thus resumed home visits.

Thanks to a Delta Dental grant, we have been able to offer toothbrushes, toothpaste (adult and child flavored) as well as dental floss to families we serve. Staff was trained on oral health issues and they passed along this information to families as well as encouraging them to make and keep ongoing dental appointments. Follow up resources were provided to those families whom needed more dental intervention.

**Developmental Screenings:**

- Healthy Families utilizes the Ages and stages Questionnaire (ASQ) and the Ages and Stages Questionnaire – Social emotional (ASQ-SE) with each child in the family who is under 5 years old.
- Home visitors utilize the information to set child development goals with the family. If a child is suspected to have a developmental delay based on the screen, a referral for further testing is given to the family.

- This past quarter Healthy Families has identified 4 children as having a possible developmental delay and referred the children to the Arizona Early Intervention Program (AzEIP) or the appropriate school district.

The Central Maricopa team is fully staffed, 3 staff and one manager. One of the three home visitors is bilingual English/Spanish. A second staff is fluent in sign language.

### **Collaboration and Communication:**

The Central Maricopa team manager continues to attend regional meetings and is getting to know community organizations by the representatives that show as well. The manager has collected literature provided by some of these agencies and brought back to the home visitors to use with families who could use their services.

We collaborate with CPS. Attending team meetings to provide as holistic as possible picture of challenges that families face and help to determine what supports will help them keep their children.

We have had great relationships with some area pediatricians and together have helped two families find therapy service providers that better suit the families' individual needs.

### **Barriers:**

Currently, there are no barriers or ongoing challenges of concern.

### **Additional Information:**

- We serve a family where the mother was not provided any form of education as a child. She enrolled into the program with birth of her third daughter. After a few weeks, the home visitor realized that the mother was using the activities being taught to her daughters to learn the concepts herself. The home visitor was careful not to embarrass the mother but carefully brought up the subject about what this mother would like to learn more about. The mother asked the home visitor if she could help her learn to make phone calls. The home visitor found activities for the mother to learn her numbers. She had a very difficult time, as she confused her 2's and 5's. The home visitor started to modify some of the activities to help the mother practice identifying the numbers 2 and 5. The mother's goal was to learn to dial two phone numbers. After several weeks, the mother was able to dial these two numbers. In a way, this goal turned out to be self-serving, soon after the mother asked for help to learn to dial the home visitor's work cell number.
- We are working with a family whose pediatrician referred the target child to an orthopedic specialist. The referral was made because child's head/skull was growing in an irregular manner. The specialist recommended that the child be fitted for a custom helmet that would be adjusted to help the child's head grow in a more symmetrical shape. The mother was upset and did not reach out to family or friend because was worried something much worse may be wrong with her son. She did eventually confide in the home visitor as she had been stalling setting an appointment with the specialty clinic. The home visitor reached out to her manager and decided to visit together and discuss the mother's options. The manager had worked with children with special needs in the past and was able to answer questions the mother had. The home visitor and manager helped this mother work through the fear the mother had been dealing with as well as normalizing what the child was going to go through. The mother followed up with the clinic and the specialist. After 4 months, she was told that the helmet had done its job and that the choice was hers as to when to stop using the helmet. The mother continued to use the helmet with her son for two more months, following up with appointments. The specialist now feels that this child's skull will have no further need of this kind of intervention.

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

<b>TOTAL AWARD: \$387,441</b>	<b>SFY12 FUNDS EXPENDED: (78.7%)</b>	<b>\$304,765</b>
<b>TARGET SERVICE NUMBER</b>		<b>2440</b>
<b>TOTAL NUMBER OF ADULTS SERVED</b>	<b>Q4: 526</b>	<b>YTD: 1996</b>

**Narratives Reports Summary**

**Program Implementation:**

Adjunct faculty are now utilizing the pre- and post- surveys for our Brain Time and Kinder Prep series developed and implemented during this grant year and we are beginning to generate reports thanks to our Arizona's Children Association Outcomes Coordinator, Harriet Early.

Pamela Webb, Jill Stamm, Candy Blakemore and Tracy Phelps continue to work on a Kinder Prep B series that will be piloted during August and September. This is in response to many requests from families who enjoyed it so much that they wanted MORE!!! Currently, we have four sessions in the Kinder Prep B series that will be piloted at those sites where parent feedback for additional sessions was greatest. The pilot will help us to determine which activities work the best and then we will cull the four sessions down to three. Materials and incentives have been chosen and a sampling ordered for use in the pilot as well.

We are also pleased that we have been able to make some headway in the faith-based communities. Corpus Christi Catholic Church, First Baptist Church of Tempe and Our Lady of Mt. Carmel have allowed us to do workshops for families and the feedback has been wonderful. In fact, those churches are asking us for more Brain Time and Kinder Prep programs.

Our goal this year was to improve our marketing and collaboration efforts in order to improve attendance at our workshops. We were hoping to have 1400 participants attend our workshops this contract year and had a total of 1998 so we are very happy with our efforts thus far and have learned a lot that will help us achieve future goals we set for ourselves.

Tempe St. Luke's trained nursing staff is now presenting Wired for Success® completely on their own in both English and Spanish with occasional support from NDI. NDI supplied nurses with raffle prizes (Baby Brain Boxes and copies of Dr. Stamm's paperback books) and participant workbooks

**Collaboration and Communication:**

Staff of Thrive to Five have been an amazing partner to work with. They have arranged for workshop venues for us to make up for ones that had to be cancelled at other locations, helped us by providing childcare, advertised our other workshops as well as countless other supportive efforts. We have thoroughly enjoyed working with the staff and the eight Family Resource Center coordinators.

All of our other community venue representatives were also amazing to work with i.e. Chandler Christian Community Center, Tempe Public Library, Escalante Center, Chandler Downtown, Sunset, Basha and Hamilton libraries, Chandler Regional/Mercy Gilbert, Compadre High School, etc.

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:**

Chandler Regional and Mercy Gilbert staff trained to present our Wired for Success® will no longer be able to present the workshops for us due to staff reassignments and fiscal constraints but will lend support in other ways in order for workshops to continue although less frequently.

The Chandler Christian Community proved to be a significant challenge to us despite the wonderful cooperation and support we got from center staff. While 'numbers' are important, Eloisa believes that this community really needs our brain information. As the facility itself is remodeled and enlarged we would like our workshops to have a permanent place there.

Our final challenge was providing workshops in the Guadalupe community despite flyers, working with the school, library, Boys & Girls Club, chamber, town hall staff, tribal staff, balloons, sandwich signs at the street, etc. We have participated in the Guadalupe Coalition and have attended most community events coordinated by this group in order to establish a presence all to little or no avail.

Another barrier we faced initially was getting our programs into the faith-based centers. We asked Eloisa, in addition to her training duties, to do outreach. She has concentrated a great deal of effort that yielded good results for the first year. Families at churches where we presented Brain Time and Kinder Prep workshop series absolutely loved them and have asked for more.

### **Additional Information:**

Joanne and Courtney were always helpful if/when I did need their help or if they had suggestions or recommendations. One suggestion was the notion of adding workshops to our series to make them longer because parents liked them so much, thus Kinder Prep B was born.

We are working with nurses from Tempe St. Luke's to bring more Spanish-speaking families to our Wired for Success® classes. One idea they had was to add Infant Brain Development as the 6th class of childbirth classes to get families interested in wanting to learn more and attend the four-hour workshop. Nurses have already started doing that for both English and Spanish childbirth classes.

The following are testimonials from caregivers attending our **Brain Time** workshops at various locations within the region:

*"It is a great program with lots of practical advice on expanding our children's brain development." (Mother)*

*"My son really enjoyed attending this class; he loves the interaction with the other children." (Mother)*

*"This program helped me to improve my knowledge about paying attention and bonding with my child. Thank you." (Mother)*

*"This was a wonderful class! I learned a lot and was reminded of things that I could do with my son. We enjoyed this class very much. Thanks." (Mother)*

*"This is all stuff we did with our first child and then kind of forget it. It is good to be reminded and hear it again." (Mother)*

*"I was doubtful that my son and the other preschoolers in the class would be able to measure or understand the concept of measurement. I was impressed and pleased that I was wrong. My son learned to measure and was eager to learn more." (Father)*

Translation from Spanish – *"Thank you for this opportunity to be a better parent so we can help the brain development of our children." (Mother)*

*"Wonderful! The kids enjoyed themselves and were actively engaged each day of the class. They loved all the activities and I loved learning new strategies to help them develop. It was so helpful to be able to take all the materials home. Thank you for offering such a fabulous class for this age group." (Mother)*

*"It was a very interactive and intelligent program. The activities helped bring out different skills in children. I loved the program and will recommend it to everyone. Tracy was an amazing teacher and fabulous guide for this course, would love to be a part of a class she conducts." (Mother)*

**Dignity Health (Catholic Healthcare West)**  
**Oral Health Strategy**

<b>TOTAL AWARD: \$318,277</b>	<b>SFY12 FUNDS EXPENDED YTD: (73.1%)</b>	<b>\$233,681</b>
<b>TARGET SERVICE NUMBER</b>		<b>1500</b>
<b>TOTAL NUMBER OF CHILDREN SERVED</b>	<b>Q4: 643</b>	<b>YTD: 2203</b>

**Narratives Reports Summary**

**Program Implementation:**

The fourth quarter provided many clinic opportunities as well as professional education and program successes.

- **Chandler Unified School District:** Clinics were held at 14 Chandler School District preschools. 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 Dignity Health Immunization Clinic. Monthly clinics are held at Chandler Regional Medical Center and Chandler Fashion Square Mall, also coinciding with the Dignity Health Immunization Clinic.
- **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:** Program staff attended the Child Abuse Prevention and Awareness EXPO in Chandler and the Dia de la Nino event in Guadalupe. Both provided an opportunity to provide oral health education to a large number of children and parents.

- **Pregnant women and moms** were educated at the Gestational Diabetes classes, WIC offices, immunization clinics, and family resource centers.
- **Child Care Centers:** Oral health education, screening and fluoride varnish were provided to 3 childcare centers. The Tooth Brushing program was implemented at one childcare center.

### **Collaboration and Communication:**

We are very pleased to report that we now have three dental offices partnering with us to provide restorative dental care at no cost to children referred from our program. We are extremely grateful to Dr. Olga Nouri with the Sunrise Smile Center, Dr. Walter Villanueva at Kidiatric Dental, and all the dentists at the new Mesa location of Magic Smiles who are partnering with us to provide care to children who might otherwise go without needed care. Children referred to these dentists for free treatment have no dental insurance and were identified as having pain, abscess, and/or swelling during their oral screening. These practices have also been added to our dental referral list which we provide to families.

The collaboration with the Mesa Community College dental hygiene program was very successful. First year students each attended one oral screening/fluoride varnish clinics in the community. Students had the opportunity to provide education to parents and children and perform oral screenings and fluoride varnish application under the direct supervision of either an RN or RDH. Many students expressed their surprise regarding the need for oral health prevention activities at the community level. MCC Hygiene Program staff were very pleased with the experience and have already committed to having both first and second year students participate in the fall and spring semesters.

### **Barriers:**

The only challenge we encountered during the fourth quarter was a good one. April and May were very busy months so staff were kept busy maintaining supplies and getting to clinics. June was a bit slower and gave staff a chance to regroup and begin planning for the New Year.

### **Additional Information:**

A customer satisfaction survey was implemented in order to ensure patients and their families who receive our services at WIC offices, immunization clinics and other community locations are receiving quality care. The responses from these surveys will be used to improve program services. Responses from clinics in June revealed that 100% of participants strongly agreed that staff were courteous and respectful, that they explained things clearly, and that all questions were answered. 35% of respondents chose our services because of the convenient location, 53% because the services were free, and 12% because they have no insurance coverage for the service. 89% strongly agreed and 11% agreed that they would refer friends or family for the service. Many participants added comments thanking us for the provided services

Thanks to the generous support of First Things First and the Central Maricopa Regional Partnership Council, the Early Childhood Oral Health Prevention Program has been able to provide oral health prevention activities to many East Valley children and family members over the past three years. Our staff has worked hard to develop a program that provides quality services in a respectful and culturally competent manner. Staff have continually reviewed and updated the curriculum to ensure that parents are receiving accurate and up-to-date oral health prevention information. They have attended education sessions to increase their knowledge in all aspects of pediatric and community oral health prevention services. They have developed relationships with dental providers to ensure continuum of care for those who need restorative care. We look forward to continuing to improve the services we provide in the community and are proud to be participants in the fight to decrease Early Childhood Caries in the East Valley.

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

<b>TOTAL AWARD: \$489,909</b>	<b>SFY12 FUNDS EXPENDED YTD: (85%)</b>	<b>\$416,512</b>
<b>TARGET SERVICE NUMBER</b>		<b>900</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q4: 336</b>	<b>YTD: 1279</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 worked **Lakeshore Learning Materials, The National Association for Family Child Care and the Arizona Child Care Association** to provide the 2012 Arizona Directors Conference on April 21, 2012 and the 2012 Arizona Family Child Care Conference on May 19, 2012. Both conferences were well attended by protégés and the larger early childhood community.

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:**

None

**Additional Information:**

- 1 protégé will receive her Academic Certificate in Child & Family Professional Development in July 2012. She has finished all the course requirements and applied for graduation.
- 15 protégés have submitted their applications for the CDA National Credentialing (CDA). Rio staff will continue to maintain contact with these protégés and provide any additional support needed for them to complete this process.

- 15 protégé's from the 2010-2011 project year received their Certificate of Completion from Rio Salado College. 8 of these protégés participated in the graduation ceremonies held at the Orpheum Theatre in Phoenix on May 17<sup>th</sup>, 2012.

The project held a celebration event for the participants on June 9, 2012. Each participant was provided with a certificate of participation.

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

<b>TOTAL AWARD: \$22,500</b>	<b>SFY12 FUNDS EXPENDED Q3:</b>	<b>\$4,632</b>
<b>TARGET SERVICE NUMBER</b>		<b>5</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q4: 7</b>	<b>YTD: 7</b>

**Narratives Reports Summary**

**Program Implementation:**

Linda Pauley, Risen Savior Lutheran School, Central Maricopa region said this regarding her Director’s Project which was developing an emergent literacy training program for her staff and how it impacted her relationship with them and parents:

“Staff recognizes the high standards we are setting for ourselves. They have reported our goals as ‘high but fair’. They like being part of a team that focuses on excellence. Parents see us as a high quality center, and like that we are engaged in reflective practice.”

**Collaboration and Communication:**

The Arizona Emergent Leader Program is recognized as a National Leadership Development Program by the National Association for the Education of Young Children (NAEYC). As a result of this recognition, Linda Pauley, Central Maricopa region, was chosen by NAEYC to participate in their Legacy Leader Fellowship (LLF) program. The intent of this program is to nurture leadership nationally among a broad array of individuals working in the early childhood education field. Linda was selected from a pool of applicants having diverse backgrounds, experiences, and perspectives. Linda’s participation in LLF allowed her to participate in NAEYC’s National Institute for Early Childhood Professional Development, in Indianapolis and the Annual Conference in Orlando. She was required to create a professional development plan, participate in periodic mentoring contacts with the LLF Program Coordinator, and complete a project with the state affiliate, AZAEYC. Linda was able to meet all the requirements of the LLF program along with requirements of the Arizona Emergent Leader program. She brought national attention to the Emergent Leader program as she spoke about her experiences in the program as well as her participation in the LLF program. Linda plans to continue promoting high quality early childhood education by continuing to be involved at the state affiliate level.

**Barriers:**

As a result of limited funding opportunities from the regions for professional development for early care and education directors and assistant directors, the Arizona Early Education Emergent Leader program will not be offered in 2012-2013. Consideration will be given to other formats to meet the ongoing requests of Directors for more information and training for their professional development.

**Additional Information:**

The hope is that FTF staff will encourage regional councils to make strategies available for bid that will fund professional development opportunities for early care and education directors.

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

<b>TOTAL AWARD: \$400,000</b>	<b>SFY12 FUNDS EXPENDED YTD: (70.1%)</b>	<b>\$119,471</b>
<b>TARGET SERVICE NUMBER</b>		<b>50</b>
<b>TOTAL NUMBER OF CENTER-BASED PROVIDERS SERVED</b>	<b>Q4:50</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.

**Barriers:**

“Additional challenges as reported by Innovations in Early Childhood Education around the training and coaching are as follows:

1. Not all teachers in participating classrooms are part of the First Relationships Project. This creates challenges for those teachers who do not attend the AITI/PITC training sessions and the COP teachers’ meetings. This requires that extra coaching time be spent with classroom teams to problem-solve individual concerns and issues. Challenges include:
  - Lack of support of the proposed changes by non-participating teachers.
  - Resistance to the proposed changes First Relationships teachers and their coach want to make.
  - Limited experiences in quality improvement projects and overall resistance to change.

2. Gathering data on staffing patterns to lead to consistent staffing and primary caregiving has proven particularly difficult. These topics will continue to be addressed in AITI/PITC sessions and in COP teacher and director sessions.

Reasons for the difficulty include:

- Enrollment declines
- Current local economy
  
- Part time staff schedules
- A lack of understanding of why and how consistent staffing schedules might be better “

These challenges may be inherent in any quality improvement project. These programs have all been “effectively” operating for a number of years? What is the underlying motivation for changing practice for the educators, administrators, owners, or boards? There is an anticipated unevenness in practice and motivations. These challenges will be noted in the qualitative aspects of the research with possible recommendations to address them.

**Collaboration and Communication:**

During this reporting period, Child and Family Resources and Innovations in Early Childhood Education, conducted the contracted AITI/PITC, COP Director, COP Teacher, and onsite coaching training. Our data collectors, Southwest Human Development and the Association for Supportive Child Care supplied to pre assessment data to the McCormick Center for Early Childhood Leadership and Dr. Diana Schaack. The McCormick Center for Early Childhood Leadership collated their data and also sent to Dr. Diana Schaack. Dr. Schaack reviewed all of the data and delivered the pre assessment report in June 2012.

All of the above mentioned collaborators are named in the FY2013 contract and identified to continue the pilot project training and collect the pilot post assessment data in spring of 2014.

**Statewide or Multi-Regional Strategies**

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

<b>TOTAL AWARD: \$197,859</b>	<b>SFY12 FUNDS EXPENDED: (55.9%)</b>	<b>\$110,613</b>
<b>TARGET SERVICE NUMBER (Care Co.)</b>		<b>NA</b>
<b>TOTAL NUMBER OF CHILDREN SERVED (Care Co.)</b>		<b>YTD: 189</b>
<b>TARGET SERVICE NUMBER (MED. HOME)</b>		<b>10</b>
<b>TOTAL NUMBER OF PARTICIPATING PRACTICES</b>	<b>Q4:11</b>	<b>YTD: 11</b>

**Narratives Reports Summary**

**Program Implementation:**

- Central Maricopa: Healing Hearts Pediatrics in Chandler has been successfully implementing care coordination since June 2011 and is making the necessary changes within the practice to sustain care coordination over a long period of time. The CC Manager continues to get positive feedback from both Healing Hearts and Pendleton Pediatrics physicians and staff regarding the impact care coordination has on patient care. At the close of this fiscal year, we presently have (2) care coordinators working within

(2) pediatric practices. Provider input continues to focus on serving the whole child and meeting those medical as well as non-medical needs. At the close of this fiscal year, our care coordinators are working with 9 clinicians within two pediatric practices.

### **Collaboration and Communication:**

The Best Care for Kids care coordination team recently collaborated with the Chandler Care Center, who is also a FTF grantee, to hold our multi-site parent meeting at the facility. This topic for the meeting was creating healthy lifestyles. A Registered Dietician spoke to the group about food choices, increasing physical activity as well as portion sizes. In addition, a representative from Wil Power Challenge discussed a free and low-cost recreation program for children and families. Families were able to access literature at the Chandler Care Center as well regarding their programs and resources.

On 06/26/2012, AzAAP hosted a collaboration meeting at the Chapter office. Key care coordination personnel from Maricopa Integrated Health Systems (MIHS) as well as Phoenix Children's Hospitals Care Connect Az programs were in attendance. Dialogue focused on ways that each care coordination strategy that was funded through FTF can be of a support to each other and the work that is being done with children in the region. Members of each organization were invited to join the Care Coordination Basecamp site in an effort to increase communication between one another as well as identify and maximize resources available for families to access. Future meetings will be scheduled on a quarterly basis.

Members of the Best Care for Kids staff met with leadership from Department of Developmental Disabilities (DDD) as well as Arizona Long Term Care (ALTCS) in an effort to build communication and address issues surrounding eligibility, fragmentation of services, and provide actionable patient data that care coordinators have been collecting that display flaws in the delivery system and how patients access services. A follow-up meeting with these entities is scheduled for 07/20/2012.

We have engaged Dr. William Johnson, health economist, to develop a Cost-Benefit Analysis for our care coordination strategy. He has developed a data collection model, which our team will implement over the next several months. The goal of this evaluation effort is to gather data that will inform our group, and practices and health plans, about the financing of care coordination over time.

### **Barriers:**

Hiring of qualified care coordinators has been an ongoing challenge throughout this fiscal year. Many lessons have been learned around finding the best "fit." A care coordinator must integrate themselves into several different teams. There is the team within the medical practice as well as the care coordination team. In order to be successful, a care coordinator must establish strong relationships with providers, practice staff, families, community partners and school districts. This is a very unique position in the sense that care coordinators are immersed in healthcare but interface with State systems, educational and social service entities. It is crucial to hire candidates who can work independently as well as within the scope of all these areas. We have been lucky thus far to have hired very competent and dedicated staff and looking toward the coming year, our hope is that we will be able to continue hiring quality staff.

An ongoing challenge within care coordination revolves around working with the multiple State systems and advocating on behalf of the patients we work with to ensure that each child receives all of the necessary medical and non-medical related services in a timely manner. Physicians, families and care coordinators often report that working with AzEIP, DDD, ALTCS and school districts can be confusing, time-consuming and report that the process is often difficult for families as well as the professionals involved. Our team continues to act as strong advocates for the family, documenting all care coordination related activities and filing appeals and grievances when warranted. In addition, the care coordinators encourage the families to investigate and file a grievance, if necessary, on behalf of their child. Members of

the AzAAP Best Care for Kids team are involved in active discussions with DDD and ALTCS management in regards to eligibility, referrals, grievances and appeals in an effort to reduce silos between State agencies and healthcare providers as well as increase communication between service providers. In the near future, a similar meeting will be held with AzEip (Arizona Early Intervention Program.) A spreadsheet has been created for care coordinators to access to document any struggles or barriers they encounter in an effort to link children to much needed services.

Another barrier that is encountered is the absence of a reimbursement structure for care coordination services within the primary care practice. Physicians and staff have seen the benefits of a team-based approach needed to accomplish the numerous care coordination tasks with the care coordinator playing an integral part in that dynamic. The expenses of care coordination activities are the financial responsibility of the practice. The face to face visits are billable time whereas referrals or communicating with patients outside the office visit is not. Providers continue to look at a cost model that will allow them to hire and retain their care coordinators who work diligently within their practices and assist with medical home transformation. Best Care for Kids staff continues to have dialogue with AHCCCS health plans and private health plans around the reimbursement issues for care coordination

#### **Additional Information:**

Our care coordination team and program has been very fortunate to have the ongoing support from First Things First and supporting the medical home/care coordination strategy. For practices, having a designated care coordinator at a site, allows communication to be facilitated amongst all team members and in all directions. The long-term success of this strategy requires intervention at all levels within the health care system and across multiple sectors of the community.

The Arizona Chapter of the American Academy of Pediatrics, Best Care for Kids, has been extremely fortunate to have been given the opportunity to provide practice-based care coordination in multiple practices throughout three First Things First regions. Our pilot program began very small, with work being done in (3) pediatric practices in Central and Southeast Maricopa. At the close of this fiscal year, I am happy to report that care coordination services are being provided in (9) medical practices by (6) care coordinators in Central and Southeast Maricopa as well as the South Phoenix First Things First region. We have grown significantly and are continuing to partner with pediatric practices to transform them into true medical homes.

This vital pediatric service would not have been possible without the support from First Things First. Providers can truly see that effective care coordination enhances access to services and resources, promotes optimal health and functioning of children and youth, and supports improved quality of life. Practice-based care coordination, delivered in a family-centered team context, is essential to the medical home. An investment in care coordination has value for children and families and lends vitality to primary care clinicians who struggle to meet the complex and ongoing priorities of the children and families within their practices.

The staff at Best Care for Kids looks forward to this continued endeavor in the coming year and having the opportunity to share our continued successes and positive outcomes with all staff at First Things First.

### **Scholarships non-TEACH** **Strategy**

<b>TOTAL AWARD: \$240,000</b>	<b>SFY12 FUNDS EXPENDED: (19.5%)</b>	<b>\$46,762</b>
<b>TARGET SERVICE NUMBER</b>		<b>120</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q4: 53</b>	<b>YTD: 53</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>SFY12 FUNDS EXPENDED: (75.1%)</b>	<b>\$225,228</b>
<b>TARGET SERVICE NUMBER</b>		<b>112</b>
<b>TOTAL NUMBER OF PROFESSIONALS SERVED</b>	<b>Q4: 85</b>	<b>YTD: 98</b>

**Narratives Reports Summary**

**Program Implementation:**

We awarded more dollars this application period than we ever had. We ran out of funding for the first time in Coconino and North Phoenix. In addition, we have worked on more policy and program developments during the month of May and June. During this time meetings were held with the vendors as well as FTF representatives in order to gather data on equivalency courses that are counted across the college system. During the month of May a meeting was held with First Things First in which some changes including the 50/50 split, when packets would be mailed out as well as approval of new resource information was discussed and agreed upon.

During the spring period Rio Salado College decided not to participate as a vendor. These challenges were worked out previous to this period but ongoing discussions surrounding processing applications within the required timeline continued. For administrative home staff, we did lose a staff member in our finance department but due to cross training and our strategy of having multiple staff work on the project the transition posed no disruption for implementation.

**Collaboration and Communication:**

Collaboration is at the heart of this program. We continue to collaborate with First Things First as well as our community college vendors. In addition, per the recommendation of our existing partners we are in the exploratory stages of possibly bringing on Northern Arizona University as a partner as well. We strive for collaboration across FTF programs and as a result, maintain ongoing communication among TEACH, Quality First and Scholarship staff.

**Barriers:**

We are working with First Things First in ensuring consistency across institutions pertaining to the vendor verifications. To enhance the tools at hand we have revised the levels document and are working on an equivalency guide vendors will use. As we continue to grow the program there are always ongoing discussions about course prefixes and titles that have not been seen previously.

**Additional Information:**

We conducted another survey to REWARD\$ applicants. Successes continue to surrounding the sense of appreciation and value as professionals these providers get through their application. Several pieces of feedback consistently shared that this has proven a huge incentive to continue to work at not only their facility but also in the field.

Feedback from the survey included some of the following:

- “It has given me motivation to continue working at my place of employment as well as given me extra money to save to be able to go back to school and complete a bachelor’s degree.”
- “The rewards program helped me pay some of my student loans.”
- “Receiving this award has helped me professionally by having acknowledgement of the work that I have done for so many years for little compensation.”
- “Receiving this award is a great opportunity and it just makes me want to extend my knowledge working as a childcare provider.”
- “The reward tells me that I am appreciated for my education and experience, and for applying it to the job I have. It helps a LOT because school is expensive, but salaries for ece teachers are insanely low! My salary wouldn’t support myself and my two kids!!!! I agree with early childhood education and think that having better, more educated teachers is important for children everywhere.”

**Arizona Department of Education**  
**Pre-Kindergarten Strategy**

<b>TOTAL AWARD: \$930,000</b>	<b>SFY12 FUNDS EXPENDED:</b>	<b>\$928,325</b>
<b>TARGET SERVICE NUMBER</b>		<b>255</b>
<b>TOTAL NUMBER OF SLOTS</b>	<b>Q4: 248</b>	<b>YTD: 276</b>

**Narratives Reports Summary**

**Program Implementation:**

We have been able to integrate a number of students with special needs in a less restrictive environment option due to the availability of general education preschool classes that would not be available without the grant.

**Barriers:**

We needed to assign preschool staff to other grades or positions pending the approval of our proposal. With approval coming later this year, it made it difficult for principals to hire the best qualified candidates for other positions because they were "holding spots" for the preschool teachers. Retention is a big component of the new quality first standards. The funding system needs to be set up so that school districts know in late March early April what funding is available so we can maintain and hire the highest quality staff. Teachers get really weary of the "not knowing I have a job" until almost May.

**Additional Information:**

We had our last partner meeting for the year in May. It will be interesting to see how the partnerships change as the system changes next year. We did talk and make a commitment to collaborate on a regular basis. It will be nice not to have the additional paperwork. We will just have to work harder to keep the collaboration going.

Introductory CLASS training was provided for all currently participating programs to allow for clearer understanding of the CLASS tool as we move into FY13 implementation of the Star Rating System.

Boot Camp was offered to the public to provide ADE/ECE provided training opportunities. Opportunities for General Education Teachers, Community Partner Teachers and Special Education Teachers to all learn together at Boot Camp offered at an amazing price is wonderful. Teachers learn together and net work.

We greatly appreciate the support offered through FTF trainings and coaches as well as the funding that provides needed preschool for our students who would not otherwise attend preschool.

**Scholarships TEACH**  
**Strategy**

<b>TOTAL AWARD: \$338,000</b>	<b>SFY12 FUNDS EXPENDED: (29.1%)</b>	<b>\$98,266</b>
<b>TARGET SERVICE NUMBER</b>		<b>125</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q4: 41</b>	<b>YTD: 56</b>

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

<b>TOTAL AWARD: \$586,000</b>	<b>SFY12 FUNDS EXPENDED: (89.5%)</b>	<b>\$524,191</b>
<b>TARGET SERVICE NUMBER</b>		<b>36 Centers 6 Homes</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q4: 35/5</b>	<b>YTD: 35/5</b>

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

<b>TOTAL AWARD: \$500,000</b>	<b>SFY12 FUNDS EXPENDED: (100%)</b>	<b>\$500,000</b>
<b>TARGET SERVICE NUMBER</b>		<b>54</b>
<b>TOTAL NUMBER OF SERVED</b>	<b>Q4: 88</b>	<b>YTD: 88</b>

