

FTF STRATEGY TOOLKIT

GOAL AREA: Coordination

FTF Priority: Early Care and Education System Development and Implementation – Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.

Goal Area Overview:

The system goals of First Things First can only be achieved through coordination with both public and private entities in order to leverage funding, ease families’ access to services, and maximize optimal results for young children. The overall goal is to facilitate coordination among the federal, state, private and tribal systems related to early childhood development and health to ensure a common understanding of the systems and to share ownership in ensuring access to services for all children. The priority role of FTF is to develop a clear plan for the early care and education system that describes the system, aligns programs and services across all types of settings and with the full continuum of the educational system (P-20), and defines roles and responsibilities of those involved in its implementation. This will result in alignment of the early care and education programs and services, including monitoring for access and quality for those programs and services which are the responsibility of varied early care and education agencies and organizations.

Page #	Strategies	Strategy Workgroup and Leads	Policy Staff	Grants and Contracts Specialist
	Court Teams	Coordination Workgroup: Gary Arnold and Judy Walruff	Judy Walruff	

Coordination/Collaboration Survey

Regional Partnership Name:

1. Successful collaborations have a shared vision and clarity of purpose.

	<i>Not at this time</i>	<i>Some progress</i>	<i>Moderate Progress</i>	<i>Substantial progress</i>	<i>Fully Developed</i>
<p>a. Shared vision. Our collaborating partners have the same vision for young children and agreed upon mission.</p>					
<p>b. Clear purpose. Our work does not duplicate existing efforts, but adds unique value to members of the group and to other related initiatives.</p>					
<p>c. Concrete, attainable goals and objectives. Goals and objectives are clear, measurable and benefit children and families.</p>					
<p>d. Resources are directly linked to the Discovery's goals and objectives. Our resources funding, time, talents, etc. are aligned with our goals and objectives. Do you have enough of the right resources to get the job done?</p>					
<p>e. Members share a stake in both process and outcome. Collaborating partners value the process of engagement as the means to achieve their outcomes.</p>					

2. Successful collaborations are broad-based, include key stakeholders, and reflect the diversity of the community.

	<i>Not at this time</i>	<i>Some progress</i>	<i>Moderate Progress</i>	<i>Substantial progress</i>	<i>Fully Developed</i>
<p>a. Appropriate cross-section of members. Our collaborating partners represent each segment of the community who will be affected by the work including parents, health and human service professionals and a range of public/private organizations.</p>					

Coordination/Collaboration Survey

<p>b. Mutual respect, understanding, and trust. Our collaborating partners share an understanding and respect for each other and their respective organizations: how they operate, their cultural norms and values, limitations, and expectations.</p>					
<p>c. Continual openness to drawing in new members. Our collaborating partners have the willingness to and a process for widening the circle to include new partners over time.</p>					

3. Successful collaborations promote a community engagement process that builds and continuously renews relationships.

	<i>Not at this time</i>	<i>Some progress</i>	<i>Moderate Progress</i>	<i>Substantial progress</i>	<i>Fully Developed</i>
<p>a. Development of clear roles, policy, and operating guidelines. Our collaborating partners clearly understand the roles and responsibilities of being a member of the group and are accountable for implementing specific activities.</p>					
<p>b. Awareness and buy-in among partners. Every level (board, upper/mid management, line staff) within each partnering organization in the group is aware of and buys into our Discovery goals and strategies.</p>					
<p>c. Influence over decisions and resources. Collaborating partners make recommendations about and influence decisions over the work, particularly how funds are used.</p>					
<p>d. Ability to reach consensus. Our collaborating group embodies a spirit of cooperation and has the ability to discuss problems and issues openly. Group members are willing to compromise to achieve the vision and goals of the collaborating group.</p>					
<p>e. Progression from simple to complex activities. Our group has gained confidence through success with smaller projects and, at the appropriate pace, is undertaking more complex issues and tasks.</p>					
<p>f. Open communication. Our collaborating partners interact often and have created formal, planned channels of communication to ensure all necessary information is conveyed to one another and to people outside the group.</p>					

Coordination/Collaboration Survey

<p>g. Clear understanding of staff roles and responsibilities. Our collaborating group has determined the level of staff support needed to facilitate the collaborative process, has developed a job description, specified tasks and has a process for participatory evaluation.</p>					
<p>h. Sufficient operating resources. Our collaborating group has an adequate, consistent financial base to support its operations.</p>					
<p>i. Leveraging resources. Our group leverages and influences the allocation of resources to support the community agenda for young children.</p>					

4. Successful collaborations have public visibility and accountability.

	<i>Not at this time</i>	<i>Some progress</i>	<i>Moderate Progress</i>	<i>Substantial progress</i>	<i>Fully Developed</i>
<p>a. History of collaboration in the community. Our collaborating partners are aware of and build on prior experience and success with collaboration.</p>					
<p>b. Community awareness of the issue. Our community is aware of the issues facing young children and knows that a focus on early care and education is needed.</p>					
<p>c. Influences the political/social climate. Our collaborative includes and works with political leaders, opinion-makers, persons who control resources, and the general public in our community to improve policies and practices that benefit young children.</p>					
<p>d. Cultivating champions. We engage high-profile community leaders and emerging leaders who can motivate others, to assume leadership roles and promote the vision and work of our Discovery effort.</p>					
<p>e. Communication with diverse constituents. Our collaborating group has developed communication strategies that identify multiple audiences and ways to listen to various constituencies' perspectives and accommodate their points of view.</p>					

Coordination/Collaboration Survey

f. Facilitates public dialogue. Our collaborating partners facilitate a public dialogue of issues and maintains regular contact with the media.					
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5. Successful collaborations are flexible, and have the capacity to adapt to changing community conditions.

	<i>Not at this time</i>	<i>Some progress</i>	<i>Moderate Progress</i>	<i>Substantial progress</i>	<i>Fully Developed</i>
a. Systematic gathering of information and analysis of community issues. Our collaborating group assesses the community's strengths and needs by collecting data, and by getting community input and feedback on an ongoing basis.					
b. Adaptability. Our collaborating group uses the information to refine our strategies and has the ability to sustain a community agenda during changes in the environment or among participants.					
c. Seeks and effectively uses technical assistance and training to gain needed skills and knowledge. Our collaborating group seeks out and takes advantage of training to increase participants' skills. Members of our group, including parents, use experts to consult or provide hands-on training.					
d. Partners with organizations outside the community and other communities. Members learn and gain motivation from their peers in other communities within their regions, the state, and elsewhere.					
e. Invests in continuous learning. Our collaborating group creates opportunities to reflect, assess what is learned and apply it to their community change work and within their respective organizations.					

Coordination/Collaboration Survey

Scoring:

Not at this time= 0

Some Progress= 1

Moderate Progress= 2

Substantial Progress= 3

Fully Developed= 4

Total Score:

Foundation/Networking level= 0-35

Individuals or organizations come together for relationship building, and information sharing

Moderate/Cooperation level= 36-60

Partners share information only about the subject at hand. Each organization retains authority and keeps resources separate.

Developing/Coordination level= 61-90

More formal relationships and an established mission. More open communication channels between organizations.

Advanced/Collaboration level= 91+

Participants bring separate organizations into a new structure with a formal commitment to a common mission.

GOAL AREA: COORDINATION

STRATEGY NAME: COURT TEAMS

GOAL: <ul style="list-style-type: none"> FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families. 			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>The principal goals of Court Teams are to improve outcomes and reduce the recurrence of abuse and neglect for infants and toddlers. These goals are achieved by developing court-community teams led by superior court judges to:</p> <ul style="list-style-type: none"> Raise awareness of the developmental needs of maltreated infants and toddlers. Assure case plans that support the developmental needs of these children Assure a permanency plan that results in stable placements for children with foster families, relatives, or other caretakers. Assure continuing focus on child wellbeing when children are returned to parents, relatives, or other caretakers. <p>Court teams promote policies and procedures that will foster a system of care that focuses on meeting the developmental needs of children and supports their healthy development.</p> <p>Court Team implementation involves eight core components: 1. Judicial Leadership: Local judges in Court Team communities are the catalysts for the programs that meet the needs of vulnerable children and their families. When beginning a Court Team, a local judge</p>	<p>Established court team pilots outcomes:</p> <ul style="list-style-type: none"> A significant increase in the services provided to eligible children and their parents, particularly in health care (100% of the children had at least one pediatric visit) and developmental (Part C) screening for early intervention services (64% of the children received a full developmental assessment and at least 20% of those who had been screened had begun receiving services). Reductions in the number of out-of-placements. Almost half of the children have remained (42%) in one foster home throughout their time in out-of-home care. An increase in parent-child visits. Very young 	<ul style="list-style-type: none"> Extensive planning and research may be required to determine the readiness and resources to implement this strategy. The strategy requires consent from and collaboration with the presiding juvenile or family court judge of the Superior Court responsible for dependency hearing in the region (County). Children under the jurisdiction of the juvenile court are usually involved with Child Protective Services. Considerable additional collaboration with Child Protective Services, community based family services, early Intervention and developmental disabilities service providers, and mental health providers is also required. Court Teams established in regions that include a Tribal area will need to also coordinate with Tribal social services Multi-year planning and commitment is required. Court systems, especially those in rural areas, may have limited resources to assume costs for court team operations. This is an area for discussion and negotiation during a planning phase. The implementation of Court Teams is 	<p>Cost may vary from region to region depending on the resources available from the state or county. Cost are driven by considerations such as the existence of a team or partial team, available state or county funds, or funding from other public or private sources. Essential staff costs include a coordinator and full or part time of administrative support staff.</p> <p>2011 allocations from Regions Partnership Councils range from \$49,000 to \$450,000.</p>

<p>convenes the initial meeting with representatives of community, service providers and other stakeholders to build commitment and cooperation.</p> <p>2. Local Community Coordinator: In each Court Team community, a local Community Coordinator serves as a resource for child development expertise for the court. The Community Coordinator coordinates services and resources in support of infants and toddlers in the court systems.</p> <p>3. Court Team: The Court Team is made up of key community stakeholders who commit to working to restructure the way the community responds to the needs of maltreated infants and toddlers. The makeup of Court Teams varies from community to community, but typically the team includes pediatricians; child welfare workers; attorneys representing children, parents, and the child welfare system; Court Appointed Special Advocates (CASAs); Guardians Ad Litem (GALs); mental health professionals; substance abuse treatment providers; representatives of foster parent organizations and children’s advocacy groups; Early Head Start and child care providers; and Court Improvement Project staff.</p> <p>4. Monthly Case Reviews: Each month, all individuals and organizations delivering court-mandated services to infants and toddlers meet together with the judge to review progress on each case. This monitoring process in and of itself can help prevent very young children from falling through the cracks in the child welfare system and ensure that the services they are receiving are effective and age appropriate.</p>	<p>children need to see their parents multiple times each week to develop a trusting relationship for reunification purposes. Prior to the Court Teams Project, visits between parents and their young children in foster care occurred less than once a week.</p> <ul style="list-style-type: none"> • An increase in relative/kinship placements. Approximately 37% of all placements have been with relatives. Reunification plans often include relatives as an additional support for the child.¹ 	<p>enhanced with alignment with other regional strategies such as continuing education for court team members to enhance knowledge and skills related to early childhood development; and parent support strategies such as parenting skills, language and literacy programs, and home visiting.</p> <ul style="list-style-type: none"> • Court Teams strategies are usually implemented through intergovernmental agreements with the County Superior Court. • Timeline for implementation may range from three to six months. • This strategy is applicable to a continuum of services available to the most at-risk children and should be considered as an enhancement to the child welfare system of the region. 	
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¹ Zero to Three, *Changing the Odds for Babies: Court Teams for Maltreated Infants and Toddlers*, Fact Sheets. [Zero to Three Funded Projects - Court Team](#).

<p>5. New Court Order Forms: Court-ordered service referrals have been expanded in Court Team sites to include a variety of services for children. By focusing attention on the children themselves, it is hoped that children’s needs for medical and mental health interventions will be incorporated into resolving the family’s child welfare system involvement.</p> <p>6. Training and Technical Assistance: Training and technical assistance to court personnel and community service providers on topics such as being more responsive to, and responsible for, the children’s social and emotional development needs; general infant and toddler development; parenting interventions; services available to foster children in the community; and the impact of trauma on children.</p> <p>7. Mental Health Treatment: Ideally each Court Team will have the capacity to refer parents to mental health services which are designed to improve the parent-child relationship by focusing on reading and responding to cues in ways that support child development and to address unmet emotional needs that the parent may have which impacts her/his ability to meet the needs of baby.</p> <p>8. Resource Materials: Access to resource materials including bench books and training videos developed by Zero to Three and other organizations involved with the development of Court Teams.</p>			
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Policy Specialist – Judy Walruff

To view a copy of the IGA please contact the Policy Specialist

Court Teams

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to data reporting:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template captures the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

Definitions:

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Court Teams**, the units of service are:

Total number of Court Team trainings provided

Total number of children with a service checklist within one month of entry into the child welfare system

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Court Teams**, performance measures are:

Total number of Court Team trainings provided / proposed service number

Total number of children with a service checklist within one month of entry into the child welfare system / target service number

Total number of Court Team meetings held/ proposed service number

Total number of system improvement measures implemented / target service number

Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Court Teams**, the data reporting template is:



Evaluation Report

CONTRACT DATES

7/1/2010
TO
7/31/2010

TEST PRODUCTION AGENCY (APPS)

Address: Parter Address Agency Details
Test City, AZ 85032
Contract ID: GRA-STATE-10-0218-01

[View Reporting Instructions and FAQ](#)

COURT TEAMS

GENERAL INFORMATION

User Completing Report AZFTF\mishahi

Reporting Period Month Year
7 2010

Regional Partnership Council State

Status In Progress

Date Completed

Number of court team meetings held during current reporting period. *

Did any new children come into the court system during this reporting period? *

Yes No

If Yes, Number of new children entering the court team program during the current reporting period. *

Number of CONTINUING children served by your Court Team Program during the current reporting period. *

Number of NEW children Served by your Court Team Program during the current reporting period. *

Did any children disenroll from your Court Team Program during the current reporting period? if yes please enter data below. *

Yes No

REASON FOR DISENROLLMENT:

Returned to parents

Adoption

Unknown Reasons

Other (Please Specify)

Number of children with a Court Team Checklist within one month of entry into the child welfare system? *(e.g. Best for Babies Service, Mohave County Juvenile Court Infant checklist)

How many system improvement measures are being continued during this reporting period? *

Did you implement any NEW system improvement measures during current reporting period? *

Yes No

If Yes, Number of system improvement measures implemented during current reporting period. *

Did you complete any system improvement measures during current reporting period? *

Yes No

If Yes, Number of system improvements completed during the reporting period.

Number of court team trainings held during current reporting period. *

Did you conduct any court team training sessions this reporting period?*

Yes No

If Yes, please enter information about your training activities below. Enter as many as apply.

Name of Court Team Session	Session Description	Date of Session	Session Location - City
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Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Court Teams**, the data reporting instructions are:

INFORMATION

Your data report is always due on the 20th day of the month following the end of each quarter. Each quarterly submission will include information for the entire quarter broken out by month. Each data report submitted will include information for the entire preceding quarter.

- 1st Quarter – July-September 2009 – Report due October 20
- 2nd Quarter – October-December 2009 – Report due January 20
- 3rd Quarter – January-March 2010 – Report due April 20
- 4th Quarter – April- June 2010 – Report due July 20

- Data should be only reported for services funded by First Things First.
- Data should be reported for each Regional Partnership Council area in which contracted services are provided. For example, if your community based training program is contracted to provide services in both Central Maricopa and Northeast Maricopa regions, two separate reports must be submitted.

OVERVIEW

- For each quarter, **data should be tallied for each month of service.**
- Your final data submission for the quarter cannot be completed until you complete all monthly reports.

DATA ENTRY

***Any data field with an asterisk mark is required, you cannot skip it.**

1. ***Number of Court Team meetings held during current reporting period:** In this data field, please enter the number of Court Team meetings held during this current reporting month.
2. **Did any new children come into the court system during this reporting period? YES or NO.**
If yes, Number of new children entering the court team program during the current reporting period. In this data field, please enter the number of new children entering the court team program during the reporting period.
3. **Number of CONTINUING children served by your Court Team Program during the current reporting period.** In this data field, please enter the Number of CONTINUING children served by your Court Team Program during the current reporting period

4. **Number of NEW children served by your court team program during the current reporting period.** In this data field, please enter Number of NEW children served by your court team program during the current reporting period
5. **Did any children disenroll from your court team program during the current reporting period? Select: YES or NO.** If yes, please enter the reason for disenrollment
 - **REASON FOR DISENROLLMENT: Please enter number of children disenrolled for each listed reason.**
 - i. Returned to Parents _____
 - ii. Adoption _____
 - iii. Unknown Reasons _____
 - iv. Other (Please specify) _____
6. ***Number of children with a Court Team Checklist within 1 month of entry into the child welfare system:** In this data field, please enter the number of children that received a Court Team Checklist within a month of entry into the child welfare system.
7. **How many system improvement measures are being continued during this reporting period:** In this data field, please enter the number of system improvement measures being continued during the current reporting month.
8. **Did you implement any NEW system improvement measures during current reporting period? Select: YES or NO.**
If yes, Number of system improvement measures being implemented during current reporting period. In this data field, please enter number of system improvement measures being implemented during current reporting period.
9. **Did you complete any system improvement measures during current reporting period? Select: YES or NO.**
If yes, Number of system improvements completed during the reporting period. In this data field, please enter number of system improvement measures completed during current reporting period.
10. **Number of Court Team trainings held during current reporting period:** In this data field, please enter total number of Court Team Trainings conducted during the current reporting month.
11. **Did you conduct any court team training sessions this reporting period? Select: YES or NO. If yes, please enter the following training session data variable for each session:**

Court Team Training Session data fields

1. ***Name of Court Team Session:** In this data field you will enter the name of the Court Team session.
2. ***Topic of Court Team Session:** This data field has multiple choice fields for a session topic. You can choose more than one topic. If none of the topics applies to the training session you are conducting, please choose “**Other (please specify)**” box and enter (type in) the topic of your session in the text box provided under the Other (Please Specify)” option.

3. ***Session Description:** In this text field you will enter a brief description about the Court Team session.
4. ***Session Format:** This data field is a drop down menu. You can choose ‘**One on One Training**’, ‘**Small Group**’, ‘**Large Group**’, or ‘**Other.**’ If you choose “**Other (please specify)**”- then you need to enter the format of your session in the text box provided under the Other (Please Specify)” option.
5. ***Session Duration:** This data field is a drop down menu. You can choose only one choice that best applies for your session. The choices are: **less than an hour, 1 hour, 2 hours, 3 hours, or more than 3 hours.**
6. ***Session Venue:** This data field is a drop down menu. You can choose either one of the **listed** options or the ‘**other (please specify)**’ option. If you choose “**Other (please specify)**”- then you need to enter the venue at which your session took place in the text box provided under the Other (Please Specify)” option.
7. ***Date of Session:** For this data field you will report the date on which a Court Team session occurred.
8. ***Session Location – City:** In this data field you will enter the **City** name in which the Court Team session occurred. Example: City – Phoenix.
9. ***Session Location – Zip:** In this data field you will enter the zip code of where the Court Team training session occurred. Example: 85012.
10. ***Target Audience:** In this data field, please enter the number attended by the type of audience from the **listed** options or the ‘**other (please specify)**’ option. If you choose “**Other (please specify)**”- then you need to enter the target audience of your Court Team session on the line provided and enter the number attending.

Target Audience	Number Attended
Child Protective Service	
Court Appointed Special Advocate (CASA)	
Baby Court Appointed Special Advocate (CASA)	
Early Childhood Professionals	
Foster Parents	
Arizona Early Intervention Program (AzEIP)	
Child Welfare Providers	
Attorneys	
Health/Mental Health Care Providers	
Other (Please specify):	

Definitions:

1. **Early Childhood Professionals** – Child Care Providers, Preschool Teachers, Assistant Teachers etc.
2. **Health/Mental Health Care Service Providers** – Medical Professionals, Behavioral Health Providers, Therapists, Social Workers etc.

3. **Child Welfare Providers** – Private social service agencies, etc.

Frequently Asked Questions

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Court Teams**, the frequently asked questions are:

In development