East Maricopa Regional Partnership Council
Meeting Minutes
February 17, 2016

Welcome and Call to Order
A regular meeting of the First Things First East Maricopa Regional Partnership Council was held on February 17, 2016 at the Vista del Camino Park and Community Center, 7700 East Roosevelt Street, Scottsdale, Arizona 85257.

Chair Narducci welcomed everyone and called the meeting to order at approximately 4:30 p.m. Council Members introduced themselves.

Members Present:
Frank Narducci, Chair               Marie Raymond, Vice Chair
Trinity Donovan (appearing telephonically)  Cheryl Foster
Beth Haas                      Mara Funke
Becky Henry                    Bill Myhr
Emily Rajakovich            Marin Velarde

There were 13 members of the public present.

Conflicts of Interest
None of the Council members indicated they had a conflict of interest with any of the items on the agenda.

Call to the Public
None.

Approval of January 20, 2016 Meeting Minutes
Council Member Myhr moved to approve the meeting minutes of January 20, 2016. Council Member Foster seconded the motion, and it passed unanimously, 10-0.

Update on First Things First Chair and Vice Chair Leadership Forum
Vice Chair Raymond reported that the Statewide Communications Plan was reviewed at the forum, with those in urban areas expressing a preference for the Harkins Theatre advertisements and those from rural areas stating they felt that the billboards were more productive.

Vice Chair Raymond stated that the group also discussed strategic planning and system building.

Read On Communities Presentations
  a. Read On Chandler
     Joanne Floth, Director of Read On Chandler, provided a background on their program, current efforts, and future efforts as well as answered questions from the Council members.
b. **Read On Tempe**
   Tara Chmielowski with Read On Tempe provided information about that program and answered questions from the Council. Becky Bond with Experience Corps provided information about the one-on-one tutoring provided by the Experience Corps volunteers.

c. **Read On Scottsdale**
   Mary Ellertson and Mariko Whelan with Read On Scottsdale provided information about their program and answered questions from the Council.

Chair Narducci thanked all three groups for their presentations and stated that the Council will be funding the Read On Communities through the Parenting Outreach and Awareness strategy in Fiscal Year 2017 and supporting the distribution of 15,000 copies of a family resource calendar, three parenting workshops and three events for families of children birth to five to increase families’ awareness of the importance of early childhood development, including early learning and language acquisition, and quality literacy opportunities.

**Community Outreach Update**
Community Outreach Coordinator Joy Leveen reported on her community outreach activities for the month of January, 2016.

Let the record reflect that Council Member Foster left the meeting at 5:38 p.m.

Community Outreach Coordinator Leveen presented an update about the Regional Champion nomination and asked for volunteers from the Council to narrow down the nomination field to one nominee. Council Members Haas, Henry and Rajakovich all volunteered to assist in the process.

**SFY 2016 Countywide Grantee Quarterly Reports**
   a. **Parent Partners Plus**
   b. **Family Resource Network**
   c. **FindhelpPhoenix**
   d. **Oral Health**

Regional Director Lindo provided updates on the four Maricopa Countywide grantee narrative reports.

Let the record reflect that Chair Narducci left the meeting at 5:56 p.m. and turned over the meeting to Vice Chair Marie Raymond.

**Director’s Updates**

   a. **Family Resource Centers and Care Coordination Request for Grant Applications**
      Regional Director Lindo reminded Council members that if anyone has questions regarding any of the Request For Grant Applications (RFGA), they are to be directed to grants@azftf.gov. Once an RFGA has been issued, all questions must be addressed in that manner in order to maintain the confidentiality of the RFGA process.

      The Council members stated they would like to have representation in the review process this year and Council Members Rajakovich and Velarde volunteered to be part of a review committee.
b. **Care Coordination Medical Home – Fort McDowell Yavapai Nation**
   Regional Director Lindo stated that he and two First Things First Program staff members met with Dr. Myhr and the clinical director of the Ft. McDowell Health Center to discuss logistics about the strategy, provide an overview of expectations and answer questions. The Care Coordination Medical Home Tribal Agreement recommendation will be taken to the Tribal Council in March for their approval.

c. **SFY 2015 Regional Impact Report**
   Regional Director Lindo asked Council members to let him, Joy or Caitlyn know if they would like color copies of the report to disseminate. Vice Chair Raymond stated that she has already shared the report with the Tempe Mayor and City Council Members.

d. **2018 Regional Needs and Assets Vendor Kickoff Meeting**
   Regional Director Lindo stated that the vendor will be presenting at the March Council meeting and asked the Council members if there were any areas or topics they would like to delve into deeper or prioritize. He asked the Council members to write down two or three items which they would like the vendor to highlight and he will provide those topics to the vendor.

e. **SFY 2017 Contract Renewal Guidelines**
   Regional Director Lindo stated that the renewal recommendations will be coming forth in April.

f. **Quality First Update**
   The update was part of the meeting packet.

g. **Quality First Centers – Newest Star Level Ratings**
   Regional Director Lindo reported on six centers that had increased in their star level rating, including the Summit School of Ahwatukee which increased from a three-star to a five-star rating.

h. **Smart Start Conference**
   Regional Director Lindo stated that he and Council Member Velarde will be attending the Smart Start Conference in North Carolina from May 2-5, 2016.

i. **The Arizona Helping Boys Thrive Summit Video**
   Regional Director Lindo played the video and Vice Chair Raymond stated that one of their Experience Corps staff members attended the summit and spoke very highly about the event.

**Regional Council Updates**

Council Member Rajakovich stated that she sent an email to her legislator regarding the recent legislative proposal and Council Member Myhr stated he also spoke personally to one of his representatives and suggested to him that he attend a Regional Council meeting to learn specifics about First Things First.

Council Member Rajakovich stated she sent an email to the Fellows of the Flinn Foundation’s Leadership Development Program informing them of the need for persons to fill the Philanthropy seats on regional councils and received very good feedback.

Council Member Funke stated that she attended the recent oral health site visit and found it very interesting to see the program in action.

**Adjournment**

Vice Chair Raymond asked for any additional questions or comments from the Council and receiving none adjourned the meeting at 6:31 p.m.
A cellphone was used for Council Member Donovan to participate in the meeting. Additionally, the cellphone was moved so that it was close to the Read On speakers during their presentations so that she could easily hear all of the information.

Submitted By:

Caitlyn Hollins, Administrative Assistant III

Approved By

Frank Narducci, Chair
Purpose of this Presentation

- To introduce the project team from Community Research, Evaluation, and Development (CRED) at the Norton School
- To provide an overview of the 2018 Needs & Assets Report process
- To discuss 2018 report cycle priorities and options

The Community Research, Evaluation & Development (CRED) team

- Michele Walsh, PhD
- John Davis, PhD
- Madeleine deBlios, ScD
- Kara Tanoue
- DeeDee Avery, MPH
- Violeta Domínguez, MA
- Alyssa Begay
Goals of the Needs & Assets Report

- To understand and convey the particular character of the East Maricopa Region and its families and children
- To identify community needs and to recognize and document the considerable strengths of the East Maricopa Region that can be leveraged to meet those needs
- To identify, in partnership with the Council, relevant and actionable recommendations based on the information gained

Scope of the report

- Examine First Things First's five targeted goal areas, and the demographic and economic context of the region, by collecting and analyzing available data
  1. Early learning
  2. Child health
  3. Family support and literacy
  4. Communication, public information, and awareness
  5. System coordination among early childhood programs and services

Process overview: Project steps

- Prioritize content and focus
- Collect and analyze data
- Data interpretation session with the Council and other stakeholders
- Prepare report draft
- Discuss report findings with Council
- Finalize report
Process overview: Project timeline

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Process overview: Secondary data analysis

- The FTF Evaluation staff obtain some data from other state agencies
  - Arizona Dept of Education (ADE)
  - Arizona Dept of Health Services (ADHS)
  - Arizona Dept of Economic Security (DES), and others
- The Norton School team obtain other data from public sources
  - US Census Bureau, public reports, and others
- Data are available at a variety of levels
  - State, county, cities and towns
  - Zip code areas, school districts, census tracts, and others

2018 Priorities and Options

- Recap of the Council’s experiences with RNA reports
- Prioritize key topics and content areas for the 2018 report; identify local data sources
- Discuss possibilities for defining subregions
- Discuss options for the additional maps provided by CRED
2018 Priorities and Options

- Recap of the Council’s experiences with RNA reports
- Prioritize key topics and content areas for the 2018 report; identify local data sources
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Eleven communities

- Ahwatukee
- Carefree
- Cave Creek
- Chandler
- Fountain Hills
- Guadalupe
- Paradise Valley
- Paradise Valley Village
- Rio Verde, Fort McDowell, and Goldfield Ranch
- Scottsdale
- Tempe

 Communities

[Map of communities]
Communities

- The 2014 NEA Report used subregions based on zip code areas.
- The 2018 NEA report will use the 2010 boundaries.
- We don't know yet at what level data will be available from other state agencies (ADHS, ADE, DES, etc).
- Data at the subregion level will be available for Census and American Community Survey data.
  - Demographics
  - Poverty and income
  - Race, ethnicity, language
- Data from ADHS may or may not be available at the school district level.

2018 Priorities and Options

- Recap of the Council’s experiences with RNA reports.
- Prioritize key topics and content areas for the 2018 report: identify local data sources.
- Discuss possibilities for defining subregions.
- Discuss options for the additional maps provided by CRED.
Examples of additional maps possible at the regional level:

- Grandchildren living with grandparents
- Grandparents in poverty
- Limited-English-speaking households
  - Households in which no adult speaks English "very well"
- Childcare and Head Start centers
- Child poverty
- Family median income
- Households with no vehicle available
- Internet download speeds
- Households receiving SNAP
- SNAP and WIC authorized retailers
  - Types and locations
Households receiving SNAP

SNAP and WIC authorized retailers

Next steps

- Finalize work plan with consultation with Regional Director by April 30, 2016
- Gather any additional data that Council can provide
TAKE ACTION

Please list any upcoming outreach opportunities where you could share a message about Early Childhood or First Things First.

1. __________________________________________________________
2. __________________________________________________________

Please share with Joy if you need any First Things First materials.

SUPPORTER AND CHAMPION CORNER

2/2/2016    Mara Funke participated in an oral health site tour with First Teeth First and the Bright Horizons Center. She shared oral health core messages with attendees.

2/20/16     Jennifer Beam, Lauren Preble, and the Arizona Science Center staff hosted a booth at the Chandler’s Science Saturday Sci-Tech Festival, sponsored by the East Maricopa Region. Children and their parents conducted science experiments related to color, the color spectrum, and bubbles.

2/27/16     Kim Graber and the staff of God’s Garden Preschool shared East Maricopa Family Resource Guides and crayons during their annual Transportation Day.

STAFF LED OUTREACH

2 Early Childhood Every Day trainings, including 50 Early Childhood students at McClintock High School

3 One on one meetings with community members

2 Events

3 Networking meetings

FTF Core Message of the Month

Nationally, more than 51 million school hours are lost each year to dental related issues.

Google Maps

https://www.google.com/maps/d/edit?mid=zGNXIBQCerYg.khHLrgAWljZ0&usp=sharing

Upcoming Events

Early Childhood Every Day training at Mesa office, March 17, 10 am to 12 pm

Parent Education Site Tour, March 24, 4-4:45 pm
We visited the Bright Horizons Center at Scottsdale and Shea Roads while Natalie and Tirsia were visiting a Pre-K classroom to discuss how to brush, how often to brush, foods that support oral health and foods that do not, as well as what tools Natalie uses during the screening.

Joy Leveen
Community Outreach Coordinator
East Maricopa
jleveen@azftf.gov
Office 602.771.4992  Cell 602.708.4866
EAST MARICOPA REGIONAL PARTNERSHIP COUNCIL

SFY 2016

2nd Quarter Grantee Data and Narrative Summary Report
Chandler Christian Community Center
Family Support Strategy- Family Resource Center

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Narrative Report Summary

Program Implementation:

*Describe the most successful outreach activities (i.e. providing information about Family Resource Centers) to families, community members and organizations completed during the reporting period including the outcome of the activity, such as the number of referrals received into the Family Resource Center as a result of the outreach activity.*

The greatest success for outreach for our programs is in partnership with our food bank distribution. Daily, information is provided to parents entering CCCC for a food box which delivers the message of the importance of early childhood education and development. Strategically, the Benefits Coordinator conducts the intake process for our supplemental distribution, which serves 150-200 families every Friday. This outreach effort allows for a consistent connection to families and creates a screening opportunity for connection to SNAP and AHCCCS benefits. The ability to develop relationships of trust with the families that enter the center frequently provides a conduit for effective programming, allowing us to go more in depth with those we serve to reach the root of issues and creates pathways to success in the family and community.

In addition, the development of the Child Watch program, which supports parents with young children while obtaining a food box, attending a class or an appointment, provides a relationship that fosters information dissemination, recruitment and referrals through outreach.

*Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Parenting Education programs offered at the Family Resource Center) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.*

In the Giggles, Squiggles and Squirms program, and throughout our organization, one of the most successful programs for retention has been the implementation of the Child Watch program. This program reduces the barriers for parents participation in classes, reduces the stress factor of waiting in long lines or going to appointments for assistance with young children in tow. Child Watch also enables building relationships of trust with more frequent families and opens a pathway to engaging them in multiple programs.

*Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?*
Space can be a barrier for program implementation as we have expanded programming by over 200% since our inception in 2010. With this challenge, and two expansion projects, we continue to provide quality programming to hundreds every month. This challenge is addressed through our Family Resource Center Coordinator who provides space usage coordination for our entire center, bridging all programs into the FRC umbrella for seamless programming for those we serve.

**Collaboration and Communication:**

Describe newly established collaborative efforts that have begun during the reporting period including the nature of the collaborative effort, how the collaborations are established/maintained (MOUs, interagency agreements), services offered as a result, and the partners involved in the effort. Briefly describe anticipated and/or experienced results of the collaboration.

The CCCC Family Resource Center places collaboration as a vital component for the success of our programs. A new partnership with Science in the Home provides additional family program around early literacy that fosters healthy family relationships and develops skills with the whole family in a fun and interactive environment. These skills are meant to be simple and reproducible in the home environment, creating learning science habits in the home and in everyday life.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the First Things First Board, or the general public. Please limit to no more than three success stories.

Mya and her three children, ages 6 months, 2 and 4, began attending the Story Time program as Mya wanted to earn points towards a bike for her 4 year old. Through our Operation Santa holiday assistance program, parents don’t have to do anything but register to receive a minimum of 3 gifts per child, although we provide a points incentive program allowing parents to attend classes for higher end gifts such as bikes, etc. Mya was very disengaged during her time in the program over the first two weeks. The 2 and 4 year old loved the program and when the program was almost over would cry, and then get very excited about the books they got to take home. About the third week something changed. Mya was sitting at the table, engaged in an activity with her kids. She sat on the carpet while the stories were read and immediately jumped in to work on the craft with them. The facilitators, noticing the change, did not make any obvious comments, but rather observed with excitement and mom and children were learning and playing together. At the end of the fourth week, Mya told one of the facilitators that this class had opened her mind to reading with her kids again. She confessed that she hated reading to them because they would never sit still, always cried and didn’t ever listen until she finished the story. She thanked them for helping her to see that it wasn’t about reading the whole book, but about the time they spent together and the learning that could happen.
Narrative Report Summary

Program Implementation:

Describe the most successful outreach activities (i.e. providing information about Family Resource Centers) to families, community members and organizations completed during the reporting period including the outcome of the activity, such as the number of referrals received into the Family Resource Center as a result of the outreach activity.

In September, the Chandler CARE Center announced registration and distribution dates for the thanksgiving distribution event. The information was available on the CARE Center’s monthly calendar, website, social media, and it was emailed to all Chandler Unified School District (CUSD) employees. During October and the first two weeks of November, over 630 families registered for the event. Over 520 families came to the CARE Center and received a turkey and the food necessary for their thanksgiving meal.

In November, registration for the toy distribution event was announced. Once again, the information was shared with the community through monthly calendar, social media, and email. About 330 families registered 1040 children ages 0 to 18. The registration list was shared with other agencies within the area to avoid duplication. Toys, bikes, and gift cards were collected by the Chandler Fire, Health and Medical Department, CUSD schools, and community members. About 920 children received gifts during the distribution, and they also had the chance to decorate cookies and chat with Santa. In addition to the gifts, the Chandler CARE Center distributed holiday food bags to 407 families. The food was distributed through the food bank during the first two weeks of December.

On the other hand, the parent education strategy showed significant success as well. A monthly calendar including description and location of classes was distributed to all Title I schools, and it was also sent to all CUSD schools via email. Parent education programming is broad and designed to meet the needs of parents where they are. Classes offered at the Title I schools are scheduled following CUSD calendar, thus parents can attend classes while their children go to school. During this quarter 57 new parents attended parent education classes.

In addition, Learning Together has become well known by the community around the Title I schools. Due to the increasing request to enroll children in the class, two additional classes at two Title I schools, Bologna Elementary and San Marcos Elementary, have been opened. Currently, there are 31 children attending to this class once a week.
Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Parenting Education programs offered at the Family Resource Center) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.

We consider that having a close connection with parents is a very successful retention strategy. For instance, Frye Elementary has been a parent center with low parent participation in parent education classes. Recently, they hired a new parent liaison who has been also a member of the school PTA. She has a close relationship with parents and staff members, and this has reflected in the number of parents attending parent education classes offered at the parent center.

In addition, parent education instructors are well known by the community and have more than 8 years of experience teaching classes in this community. The credibility of parent educators is a valuable retention strategy that encourages returning and new parents to participate and complete classes. Instructors meet all the FTF parent education standards of practice and CUSD requirements as parent educators.

Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?

During the past holiday season, families registered for holiday assistance programs. Some of the agencies in the area followed a point system that requires families to accumulate community hours in order to receive assistance. One way to obtain points was by attending parent education classes or parent workshops. At first, this seemed like a good strategy to motivate new parents to attend parent education classes. However, this tactic became distractive to other parents that were regularly attending to classes without using the point system. Several parents using the point system would start attending classes after multiple sessions have passed, requiring instructors to dedicate time to review concepts with them. Attendance rates this quarter were also affected because several parents following the point system did not complete the classes.

In order to address this issue in future, parents following the point system will get their attendance confirmed only if they attend at least to 75% of the class. Parent education calendars will be shared with other agencies before they register families for their assistance programs, and will be informed about the changes made to the attendance validation.

Collaboration and Communication:

Describe newly established collaborative efforts that have begun during the reporting period including the nature of the collaborative effort, how the collaborations are established/maintained (MOUs, interagency agreements), services offered as a result, and the partners involved in the effort. Briefly describe anticipated and/or experienced results of the collaboration.

The local Head Start social worker invited members of the Chandler CARE Center staff to share information about services and upcoming classes with parents. It is expected that more parents of children going to Head Start programs take advantage of the free services available for them and their children.

Chandler CARE Center is now a partner with Read On Chandler. The main goal of this partnership is to join efforts to promote parent involvement and early literacy awareness.
Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the First Things First Board, or the general public. Please limit to no more than three success stories.

“I would do anything I can to give back to the CARE Center” said Mrs. Fletcher when I asked her if she could be interviewed by a SanTan Sun News journalist that wanted to write an article about our family resource center. Mrs. Fletcher is a mother of four children, all of them under five. Several months ago, she came to the CARE Center food bank, “I was a little hesitant, but you guys made me feel welcome”. In her interview, Mrs. Fletcher shared her experience coming to our family resource center: “The CARE Center has helped our family by providing enrichment activities for the children and supplemental uses to ... fill in the gaps for our family” “Everyone is kind, upbeat, and treats you with respect. We get to know people from all different backgrounds and no one is concerned with why you’re there”.

Complete article is available in the following link: http://issuu.com/timespub/docs/110715_santan_book
Chicanos Por La Causa, Inc. – Parenting Arizona
Family Support Strategy - Guadalupe Family Resource Center

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Narrative Report Summary

Program Implementation:

*Describe the most successful outreach activities (i.e. providing information about Family Resource Centers) to families, community members and organizations completed during the reporting period including the outcome of the activity, such as the number of referrals received into the Family Resource Center as a result of the outreach activity.*

*During this reporting period the Guadalupe Family Resource Center did not attend any outreach events.*

*Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Parenting Education programs offered at the Family Resource Center) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.*

In October, the Guadalupe Family Resource Center hosted a Fall Harvest Social. This event was centered on promoting Halloween safety for children and families partaking in trick-or-treating. The families were split up in teams of three and each group was given a pumpkin to carve. Each child was also given their own mini pumpkin to paint and decorate. Lemonade and cookies were provided as snack and children were able to decorate their pumpkin shaped cookies to take home. Families started to inquire how healthy it was to eat pumpkin and the different ways to cook and prepare it. They were all happy to learn that pumpkin was considered a vegetable and were excited to go home and try different ways to prepare their own pumpkin, either through a pie, muffins, or cookies. A total of 6 families and 7 children ages 0-5 attended the social.

In the month of November, the Guadalupe Family Resource Center Hosted a Thanksgiving Social for families. At the social families made a craft with the children, it was a turkey snow globe in which they used the children hands as cuts to be used for the turkeys’ feathers. Glitter and water was put in a glass jar and was used to make the snow globe. The parents then helped the children glue eyes, a mouth and the feathers to their globe. The families then partook in enjoying pumpkin pie and hot cocoa. The parents then discussed the different traditions they do with their families during the holidays and expressed the importance of creating these memories with their children. A total of 6 families and 7 children ages 0-5 attended the social.

*Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?*

None at this time.
Collaboration and Communication:

Describe newly established collaborative efforts that have begun during the reporting period including the nature of the collaborative effort, how the collaborations are established/maintained (MOUs, interagency agreements), services offered as a result, and the partners involved in the effort. Briefly describe anticipated and/or experienced results of the collaboration.

The Guadalupe Family Resource Center has collaborated with Child Resource and Referral in this reporting period. Child Resource and Referral will be coming in to give families information on how to navigate their services and better understand how to properly receive quality child care for their children. They will also learn more about how the referral process works. In addition, Child Resource and Referral will provide our organization quality information to our program coordinators and educators and will be hosting an information session for CPLC Parenting Arizona so that the information given to families is clear and up to date.

A newly developed partnership Parents Partners Plus and the Guadalupe Family Resource started in quarter 2. Parents Partners Plus tables once a month at the Guadalupe Family Resource Center to inform families of the programs that they offer. Through this collaboration families become aware of programs within their communities and they get referrals to programs including family resource centers, home visitation programs and other supportive programs. Rather than search for organizations on their own Parents Partners Plus helps them narrow down the programs nearest to them in their community without having to do extensive research. From there Parents Partners Plus makes the referrals for the families and the organizations then reach out to the families.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the First Things First Board, or the general public. Please limit to no more than three success stories.

The Guadalupe Family Resource Center has been working with the Martinez family for a year. The Martinez family is a two parent household with a 4 year old little girl. The Martinez family came into the Guadalupe Family Resource Center looking for WIC services and quickly learned about all the other resources the family resource center had to offer. The Martinez family took interest in the Play n Learn classes looking for a socialization group for their daughter. The Martinez family was also in need of other resources including food resources which they were able to then connect to the food voucher program. The 4 year old little girl attends Play n Learn every week and also attends the monthly social hosted at the Guadalupe Family Resource Center. The Martinez family feels that they feel more supported and feel that they have someone in the community they trust to go to in times of need or just when they have a simple question. The Martinez family has also been an advocate for the Guadalupe Family Resource Center; they have told their family and community members of the resources available to them at the family resource center.
TOTAL AWARD: $460,000  SFY16 Q2 FUNDS EXPENDED: (23.5%)  $108,151

CONTRACTED SERVICE UNIT

10,000

TOTAL NUMBER OF FAMILIES SERVED

Q2: 2,599

NUMBER OF FAMILIES WHO RECEIVED INFORMATION/RESOURCES

Q2: 12,491

NUMBER OF FAMILIES REFERRED FOR HEALTH INSURANCE

Q2: 50

NUMBER OF FOOD BOXES DISTRIBUTED

Q2: 772

TOTAL NUMBER OF ADULTS WHO COMPLETED A PROGRAM MODEL SERIES

Q2: 207

Narrative Report Summary

Program Implementation:

Describe the most successful outreach activities (i.e. providing information about Family Resource Centers) to families, community members and organizations completed during the reporting period including the outcome of the activity, such as the number of referrals received into the Family Resource Center as a result of the outreach activity.

Parent University is our largest Thrive to Five specific outreach event. We invite community experts, such as New Directions, Child Crisis Arizona, Read On Tempe, Dignity Health, Parent Partners Plus and many others to provide information to families in the cafeteria during the entire event. At the same time, Parents can select from a host of sample sessions of parent education series we offer throughout the year. This allows families to see if they would like to commit, for example, to a 3-week Positive Discipline or a 6-week literacy series. Child care was provided for the parent-only classes. Families were asked to attend a minimum of 3 sessions in order to receive the incentives which include free diapers, 5 children’s books, home safety items, and nonperishable food. Our 3rd annual event took place on Saturday, October 17th, at Getz Preschool in Tempe. We had almost 200 people in attendance, including adults, children, instructors, vendors, volunteers, and child care providers.

Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Parenting Education programs offered at the Family Resource Center) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.

Families have commented that they love the learning tools they receive at the end of a class series. The intent is for families to have the tools to continue the learning and practice they began in the class. These incentives vary and include a bilingual cookbook for completing the nutrition class, jump ropes and ball for completing the Family Fitness class, and children’s books for completing one of the early literacy series. This is a very big incentive to families, as they would like to keep working with their children.

Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?

No barriers identified at this time.
Collaboration and Communication:

Describe newly established collaborative efforts that have begun during the reporting period including the nature of the collaborative effort, how the collaborations are established/maintained (MOUs, interagency agreements), services offered as a result, and the partners involved in the effort. Briefly describe anticipated and/or experienced results of the collaboration.

Thrive to Five implemented two Family Financial Stability workshops through the Tempe Financial Stability Initiative, which focus on financial literacy workshops for families. We hosted our first two-part workshops in October at Getz Family Resource Center. The second workshop took place in November at Curry Family Resource Center. Since the initiative is housed at Tempe Community Council along with Thrive to Five, no MOUs or interagency agreements are involved.

Staff from the Tempe Elementary District (TD#3) have been attending the Regional Council meetings to better understand the priorities of the council. We are moving forward with the plan to transition Thrive to Five to TD#3. The C2S program director is committed to helping the district with the grant application once it becomes available. Meetings with key district staff are scheduled for early January in order to ensure a smooth transition is the application is successful.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the First Things First Board, or the general public. Please limit to no more than three success stories.

When you see Dahlia Camacho with her grandson, Alain, the first thing you notice is the loving bond between them. “Mi reina” he calls her, “my queen”. She proudly watches as Alain participates in one of Thrive to Five’s literacy programs.

At just four years old, Alain has seen more hardship in his life than many adults. Alain was five months old, living with his parents and older sister in Mexico, when his father died unexpectedly. Dahlia immediately moved in with his family as they transitioned to Arizona for a fresh start. Alain’s mom now works long hours to support the family while Dahlia stays at home with him.

At the beginning of this school year, Dahlia’s neighbor brought her and Alain to Getz to one of the Thrive to Five classes offered in Spanish, “El Barril de los Libros”.

Rosemary, the Thrive to Five liaison at Getz Preschool, immediately noticed Alain’s curiosity and interest in learning. She mentioned to Dahlia that he had the potential to be a great peer student in one of the Getz preschool classrooms. Dahlia was very eager to get him into the low cost preschool within walking distance of their house. She signed him up for the peer screening at the end of September. However, being the first time he was separated from his grandmother to go to a class, Alain cried the entire time and was deemed not yet ready to be a peer student. Rosemary and Dahlia thought maybe he would need a little more practice with separating from grandma so they decided to register for another Thrive to Five class where Alain would be in childcare while Dahlia would learn with other adults. Although the first day was rough, Alain eventually grew more comfortable with the process of separating and playing with peers and teachers. At the end of October, Alain completed another peer screening and did extremely well. He is now a proud Getz student, preparing for kindergarten!

When talking with Dahlia on the lasting impact of the Thrive to Five classes on her life, she mentions how she is learning new and different ways to read and interact with her grandchildren to support their learning. She said, “My parents never read to me or talked to me in the ways that we are learning about. They never talked to me about the
The importance of reading or the variety of emotions that we experience as children. Now I read much more to Alain and his sister. He gets excited about reading new books with me and talking about all sorts of things.”

Dahlia has seen other changes in Alain: “He is much more sociable and happy now. He used to be very jealous of his sister’s friendships but now he is happier because he has more friends of his own.”

Dahlia feels Alain is doing well and is now on the right path: “I am so grateful for the Thrive to Five classes and for the opportunity for Alain to attend preschool. It has meant so much to me and my family.”
Arizona Partnership for Children (AzPaC) –
Home Visitation Strategy (Parents As Teachers) –

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Narrative Report Summary

Program Implementation:

Of the families newly enrolled in your Home Visitation program during this reporting period, how many of the families had a prenatal (pregnant) mother at the time of enrollment? (Please note, this number should not exceed the number reported in the data template - this is a subset of the families newly enrolled for the quarter).

No new prenatal families enrolled during this quarter. This represents the number of families who report a current pregnancy and who choose to enroll in prenatal visits. Some expectant parents choose to enroll only their older children and therefore will not be captured in this category. This quarter we did have 4 existing families enroll a prenatal child in addition to services with their older child or children. Regardless whether the child is enrolled prenatally, the Parents as Teachers (PAT) model emphasizes support of the entire family. Parent Educators provide the expectant parents in our program with relevant information and resources to meet their needs.

Describe the most successful recruitment activities (i.e. activities conducted that reach families directly and encourages them to enroll in Home Visitation) completed during the reporting period including the outcome of the activity, such as the number of families who enrolled as a result of the recruitment activity.

During this reporting period, AzPaC primarily received new families through our collaboration with Parent Partners Plus (PPP), which provided a total of 39 referrals. Our program has a Refer a Friend program in which families can refer their friends to the program. This quarter, we received 7 Refer a Friend referrals. Two referrals for this quarter were families who were previously enrolled in the program and wished to participate in services again.

Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Home Visitation and avoid premature dis-enrollment) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.

AzPaC continues to offer incentives to families to encourage their ongoing participation in the program. We hold raffle prize giveaways at our monthly Group Connections and reward first time Group Connection attendees with a gift. We provide a lending library opportunity which allows families to check out books between their home visits. For children’s birthdays we give a birthday card and a book as a gift. When families have accomplished their goals with Parents as Teachers and are appropriately transitioning out of the program, we celebrate their successes by providing graduation certificates and museum passes for the family.
This quarter we also gave away Sea Life Aquarium tickets to families who had accomplished a special achievement. Families received tickets as recognition for meeting their goals, having overcome a significant challenge, or working consistently to address a concern with their child’s development. We distributed 44 Sea Life Aquarium tickets through this special retention activity.

Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?

We continue to work closely with the Parent Partners Plus collaboration to determine the recruitment needs for our program. PPP is still in the process of establishing walk-in sites and regular outreach activities in the Southeast Region. AzPaC will also implement internal marketing strategies as needed. We feel confident that through our partnership with PPP and our development of a comprehensive approach for recruitment activities, we will be able to enroll the number of families needed to meet our target services units.

Collaboration and Communication:

Describe collaboration efforts that have been newly undertaken during the reporting period. Describe the nature of the collaborative effort and potential or current partners in the effort. Briefly describe anticipated results of the collaboration.

AzPaC is participating in the Parent Partners Plus Central Intake Alliance along with the other 0-5 home visitation programs in Maricopa County. During this quarter AzPaC Program Managers attended PPP meetings and contributed to the collaboration’s efforts to develop and streamline new coordinated referral processes. AzPaC continues to collaborate with the Child Crisis Center in Mesa to facilitate a PAT Advisory Council, which fulfills the requirement from the Parents as Teachers Quality Assurance Guidelines. The focus of this Advisory Council is to support the development and promotion of our PAT programs as well as to provide input into program planning, activities, events, and evaluation. The council will continue to address the common issues that both Parents as Teachers programs face and help to resolve these challenges. AzPaC continues to collaborate with the Catholic Charities domestic violence shelter, My Sister’s Place. Two staff members facilitate a monthly discussion group regarding parenting skills.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First, or the general public. Please limit to no more than three success stories.

The following success stories were written by families during this quarter:

- “My daughter is 20 months and in October we welcomed a baby boy into the family. In preparation for the arrival of our son [our Parent Educator] Christine made our daughter a busy box for those times when I needed to tend to the baby. Once the baby was born our daughter was confused and needing attention from both mom and dad. The hardest was giving her what she wanted or needed while I was breastfeeding my son. We got into a habit of pulling out the busy box before I was about to feed my son to let her explore. Not only did she explore the box but she played quietly while I needed to nurse my son. This was important because I had my daughter learning new skills while learning how to be patient. This helped our family dynamic because it made it less stressful while our family adjusted to a second child.”

- “This program has helped me and my family in many ways! I am learning new things during every visit. My parent educator brings me helpful and informative materials to help with tantrums, potty training, etc. I learn about the different events that are going on around my area to do with my family. I learn about new and fun activities to
do with my son. It’s helped us to bond together and work with our children on projects that gear toward their development. It has brought to light the areas my toddler struggles with in his developmental skills and what specifically we need to do to help him thrive.”

- “An important concept the program introduced to us is the use of play in educational activities. Incorporating play into a learning activity stimulates the mind of the child and creates a positive association between investigation and discovery. As simple as this might sound, it did not come natural to me, but thanks to the program I can now think of education more from the playful perspective of my child. Another technique our parent educator taught us was to use common objects found in the home to create learning and motor skills activities. For instance, making a pair of rackets out of paper plates and paint stirrers for a game of balloon badminton was a success with my son. Though the activity is usually geared toward younger children, my parent educator put my son’s sensory processing disorder into consideration and knew that the activity would help him with focusing his attention. Indeed, he stayed engaged in this activity for days! He now improvises his own version of this game by using flat objects in the house to toss small balls or soft objects.”

The program has done well coordinating Group Connections with outside agencies and vendors. The October Group Connection was held at the Espee Splash Pad Park, and the Chandler Fire Department came to talk to parents about water safety. The families were also able to tour the firetruck. The November Group Connection partnered with the i.d.e.a. Museum to provide a parent child interaction event where families made small crafts together. In December, AzPaC worked with the Family Spot Resource Center in Mesa to facilitate a playgroup for monolingual Spanish speaking families.
Ft. McDowell Yavapai Nation
Home Visitation Strategy (Early Steps to School Success)

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Narrative Report Summary

Program Implementation:

Of the families newly enrolled in your Home Visitation program during this reporting period, how many of the families had a prenatal (pregnant) mother at the time of enrollment? (Please note, this number should not exceed the number reported in the data template - this is a subset of the families newly enrolled for the quarter).

There are zero new enrollees who enrolled in the Home Visitation Program this quarter who are classified as prenatal.

Describe the most successful recruitment activities (i.e. activities conducted that reach families directly and encourages them to enroll in Home Visitation) completed during the reporting period including the outcome of the activity, such as the number of families who enrolled as a result of the recruitment activity. Recruitment during this quarter yielded 2 new families and 3 new children. Word of mouth has been our strongest recruitment tool.

Recruitment activities this quarter included participation in Trunk or Treat at the ‘Hman ‘shawa Early Childhood Development Center and Frite Nite at the Fort McDowell Yavapai Nation Recreation Center. During these events the Home Visitors had the opportunity to interact with parents and explain the Early Steps to School Success Program along with the opportunity to promote early childhood development within the FMYN Community.

Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Home Visitation and avoid premature dis-enrollment) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.

One retention activity we employ is the flexibility with the scheduling of appointments. The families are offered evening and weekend appointments to accommodate their schedules. A second retention activity is the families in the Home Visitation Program are allowed to participate in Field Trips with the ‘Hman ‘shawa Early Childhood Center as well as participate in other events/activities the Center may host. Another retention activity is that the Early Steps to School Success Program hands out certificates to parents for the number of times read to their child during the ‘Hman ‘shawa Early Childhood’s Quarterly Awards.
At this time we have not specifically tracked retention rates. This is an area we will need to continue to explore.

**Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?**

One challenge we faced this quarter was the implementation of the new database. During this quarter training was held on Visit Tracker and all family/child data from the files was entered into the database. Training will continue to make this a more timely process.

**Collaboration and Communication:**

**Describe collaboration efforts that have been newly undertaken during the reporting period. Describe the nature of the collaborative effort and potential or current partners in the effort. Briefly describe anticipated results of the collaboration.**

The Home Visitors attend the Staff Meetings weekly at the ‘Hman ‘shawa Early Childhood Center participated in the Trunk or Treat held at the Center during Halloween. This allows the Home Visitors the opportunity to connect and collaborate with fellow early childhood educators as well as interact with parents of children 0 to 5.

**Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First, or the general public. Please limit to no more than three success stories.**

The Early Steps to School Success Program participated in the annual “Frite Nite” held at the Fort McDowell Yavapai Nation’s Recreation Center. This annual event is a Halloween carnival with food, games and entertainment that is well attended by the FMYN Community. The ESSS Program set up a booth with a game aimed at children two to five. Prizes were given out for those who participated in the form of healthy snacks and books. (All other game booths hand out candy and toys.) Towards the end of the evening one of the parents whose child participated in our booth sent one of the Home Visitors a picture of their child sitting down during the carnival reading her book. The parent was amazed that with all the distractions, fun being had, food, toys and games that her child wanted to read a book. The parent was thankful for the ESSS Program offering the books.
Southwest Human Development
Home Visitation Strategy (Healthy Families)

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Narrative Report Summary

Program Implementation:

*Of the families newly enrolled in your Home Visitation program during this reporting period, how many of the families had a prenatal (pregnant) mother at the time of enrollment? (Please note, this number should not exceed the number reported in the data template- this is a subset of the families newly enrolled for the quarter).*

- There were no prenatal enrollees in this reporting period.

*Describe the most successful recruitment activities (i.e. activities conducted that reach families directly and encourages them to enroll in Home Visitation) completed during the reporting period including the outcome of the activity, such as the number of families who enrolled as a result of the recruitment activity.*

- The Healthy Families assessment team visits birthing hospitals including Mercy Gilbert Medical Center, Banner Desert Medical Center and Banner Baywood Medical Center. There were 47 families referred and seven enrolled. Twenty nine families were referred by community social service providers and 17 enrolled.

*Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Home Visitation and avoid premature dis-enrollment) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.*

- On December 11, 2015, the SEM Healthy Families teams hosted a family social at Adelante Health Center. A total of 177 people attended. We publically recognized four families that had completed the program after five years. There were a variety of crafts and resources available for families. We solicited the help of one of our moms to facilitate a craft activity. Her Family Support Specialist (FSS) has observed her skills in this area during home visits and we wanted to demonstrate to other participants, how families can be involved in the community events. She was also a role model for creating activities for a child from simple materials that will enhance the child’s development and support parent child relationships. We toured interested families through the center so they were aware of the health resources available in their neighborhood. Thanks to Athena Salman, SEM Outreach Coordinator, FTF bags & resources were distributed to all families.
Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?

- There are no challenges during this reporting period.

Collaboration and Communication:

Describe collaboration efforts that have been newly undertaken during the reporting period. Describe the nature of the collaborative effort and potential or current partners in the effort. Briefly describe anticipated results of the collaboration.

- Healthy Families managers continue to attend FTF SEM Council meetings and Grantee Meetings on a regular basis.
- Healthy Families collaborates with the following agencies and programs:
  - Center For Hope
  - Parents Partners Plus
  - Good Fit – infant toddler mental health program
  - Arizona Early Intervention (AzEIP) and Divisions of Developmental Disabilities (DDD)
  - School Districts/ developmental preschools
  - Newborn Intensive Care Program (NICP)
  - Substance exposed Newborn safe Environment (SENSE)

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First, or the general public. Please limit to no more than three success stories.

- Dental care is an ongoing focus with all families. A mother of three including a 9 month old decided her goal for the next six months would be to schedule dental checkups for all three children. The Family Support Specialist (FSS) provided a list of pediatric dentists in the area for mom’s consideration. Mom was able to make appointments and she followed through. Her three and five year old daughters had no cavities or any other concerns. Like his older sisters, the 9 month old boy received a positive report and Mom has scheduled appointments for all children again within a six month time frame. In the mean time she is working on weaning her son off the bottle as advocated by her FSS and the doctor.

- A discussion around brain development put a new mother at ease. She was under the impression that picking up her crying infant every time could lead to spoiling yet she felt bad when he would cry so long. Her FSS explained how when a baby is responded to quickly he will develop trust and security. He will know he can count on his parent to take care of his needs and keep him safe. This safe and secure feeling will support brain development in areas so a child will grow up to be confident and socially adept. Mom was very happy to know she could pick him up and comfort him without any fear of “messing up my kid”.

Mom was pregnant with her second child but she disclosed to her FSS that she was nervous and didn’t remember much from her first pregnancy since it was eight years ago. Mom and FSS made a birth plan and a check list of items that would be needed the first few weeks after baby’s arrival. Mom shared that the weekly visits helped answer questions and concerns that she didn’t realize she had until the FSS brought them up. She now feels like a strong and effective mother because of the support and resources provided by Healthy Families.
Program Implementation:

Describe the most successful recruitment activities (i.e. activities conducted that reach families directly and encourages them to enroll in Parenting Education) completed during the reporting period including the outcome of the activity, such as the number of families who enrolled as a result of the recruitment activity.

This quarter we have collaborated with the staff at Compadre High School in Tempe to offer parenting education to the teen parents enrolled in Compadre’s Pregnant and Parenting program. Our work together has resulted in 15 teens participating in Nurturing Parenting and 17 teens participating in Raising a Reader. The teens are very involved in the classes and have expressed interest in learning more about what they can do with their children to facilitate growth and learning. The program has been so successful that they have asked us to offer another Nurturing Parenting next quarter.

Contacting previous participants to promote the classes with family and friends was very effective. 100% of the participants at Westside Community Center were referred by other participants from previous workshops.

Other community events attended were: Guadalupe Community Partnership meeting, 10/22/15, reached 25 other grantees/possible partners/market workshops. Annual Interfaith Breakfast, St. Patrick Catholic Community, Scottsdale, 10/29/15, reached 120 other grantees/possible partners/market workshops. *Early Childhood Networking Meetings at Association for Supportive Child Care, Tempe, 11/4/15 & 12/2/15, reached 20-30 other grantees/possible partners/market workshops.

Social media is a great way to outreach to families about our workshops. We currently use Facebook quite often, we posted 40 times this past quarter. Content of posts include information about: upcoming workshops, community events, articles and quotes for parents about brain development, benefits of reading, developing social/ emotional skills and family projects.

Describe the most successful retention activities (i.e. activities intended to maintain families’ engagement in Parenting Education and avoid premature dis-enrollment) completed during the reporting period including the outcome of the activity, such the approximate number of families retained as a result of the activity.

The Parent Educators do an amazing job at allowing the participants to share their concerns and give them time to answer their questions. Our staff will stay after the classes to answer questions the participant may not feel comfortable talking about during the sessions. It is important that they have an opportunity to have a voice during
these workshops. So that even though they are in a group setting the participants walk away feeling they received some individual feedback.

Parent attendance was 9 of 9 at 100% at Getz School. This was achieved by calling the parents to remind them about the classes, offering make-up classes, following-up with their requirements and helping them to get more information about resources that are available to them. We also created a sense of community in the group.

Conducting make-up sessions raised retention at CCCC. Our Parent Educator met with 6 of the 8 participants for makeup sessions. Several parents asked for a make-up session to reach 100% attendance.

Offering the teen parents at Compadre raffle and incentive gifts has helped retain the students in the class. Approximately 15 participants have been retained due in part to the gifts that they receive for attending.

Our largest class this quarter was our 1,2,3,4 Parents! that was offered at the YMCA in Scottsdale. This was a new venue for us and they have been great to work with. We started with 13 participants and 8 of them completed the series. We received wonderful feedback from these participants about the workshop, including that they appreciated all the support from the instructors.

Several parents share that they feel a connection with our instructors and that we have created a safe and comfortable classroom environment for them to share parenting concerns. We believe this is a very successful retention activity and helped us reach the 51 parents that completed a series in this quarter.

Describe any barriers to successful program implementation or other challenges (e.g. barriers to outreach, recruitment, retention, etc.). If the challenge is ongoing, what is your plan for resolving these issues?

The standards set for low teacher-to-child ratio in child care can limit the number of parents we can recruit for some workshops. There are numerous factors that cause us to have limited staff available to help in childcare for example the time of day, multiple workshops scheduled at the same time, or when workshops are at different times but the venue distance is too great to use the same staff at both locations. We continue to recruit on-call child care staff members to help us with these challenges. We recently added some current Arizona’s Children Association employees that work for other programs and are helping us as a secondary position.

Venues: Some venues do not have an adequate logistic for classes. For example, Chandler Christian Community Center was difficult because several times they asked to finish a class earlier because they needed the room and sometimes I had to teach in the childcare room which is not appropriate for teaching a class. The last session there was not a room available and our Parent Educator had to teach the session in a table in the lobby.

We have very enthusiastic partners from the Cave Creek School District and the Desert Foot Hills YMCA who are willing to help us provide workshops and market them for the parents in their community but after much effort it was difficult to get families to sign up. It may benefit us to try a different workshop or different location in the spring. We are currently working with them to confirm a workshop.

At some of the events, parents/caregivers are very interested in our workshops but have children over five years old. I encourage them to pass on our information to their friends/family with younger children. Also, low attendance at some events.
Collaboration and Communication:

Are there successes that can be shared during this reporting period? Include your best success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the First Things First Board or the general public. Please limit to no more than three success stories.

One teen parent at Compadre told the Parent Educator, “I wasn’t going to come to school today, but then I remembered it is Nurturing Parenting day! So I came to school because I didn’t want to miss it!”

Following are successes written by the participants of a Raising a Reader series held at Compadre High School in Tempe:

- He learns fast
- When she follows with her finger like I do when I’m reading to her
- More excitement when reading
- Points out things they have seen in the books
- Now he listens and pays attention when I change my tone and when I ask him questions
- She is learning how to show emotions: she laughs when I read to her and pays more attention as I am reading

1,2,3,4 Parents! -

“The most important piece of information to me was about learning to take time to listen to my child.”

“Be a better mom, understand my son and teach him positive routines. The class was great and enjoyed the presentation. I learned that I should speak to my children and yell less. Also to understand their feelings.”

“To be calm and give my kids more time.”

Nurturing Parenting -

“My self-esteem has gotten better and has helped me when caring for my children and grandchildren.”

“For me the whole class was great, it left me liberating due to past domestic violence in my childhood and also young adult life.”

At Hohokam Traditional School in one of our Spanish classes, 6 out of 8 participants mentioned at the end of class survey that they would like to have more sessions and an increase in hours per session. This reflects how important and useful they consider the parenting education.
American Academy of Pediatrics – AZ Chapter  
Care Coordination/Medical Home Strategy

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<tr>
<td>NUMBER OF CHILDREN RECEIVING SCREENING</td>
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Narrative Report Summary

Program Implementation:

*Describe barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan to resolving these issues?*

There continues to be no support for care Coordination from Payers (insurance companies). Therefore, the sustainability of Care Coordination as it was designed through this grant does not look hopeful. The Doctors see the positive impact on their patients from care coordination, yet have no way to bill for the time, and therefore cannot pay the salary and benefits for a care coordinator themselves.

Collaboration and Communication:

*Describe collaboration effort that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.*

Continued collaboration between Care Coordinator staff to provide one another with up-to-date resources and support for families. Additionally the Care Coordinator share their resources freely with the referral coordinators in the practice offices they support thereby helping to provide for a longer term solution should a Care Coordinator not work in a practice after the grant is complete.

*Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.*

On December 4, 2015, AzAAP held its annual fundraiser and recognition event, *Speak up for Kids*. This year we included two testimonials, one of which was from a mother who participated in the Care Coordination program. Her recount of the support she received from a Care Coordinator reflected the real value of the Care Coordination Program. She is a foster mom to two siblings, one who had serious medical issues requiring multiple hospitalizations. This caused the mom to lose time from work and eventually her job, her apartment, and caused extreme stress on the family. Through the support and resources of care coordination, she was able to get back into
stable housing, get financial support and eventually get back to work. One aspect that dramatically shows the value of the work of care coordination was this mom was a social worker and often provided similar resources to the families she worked with. However, when faced with her own challenges, she found it difficult to navigate those same resources.

However, the distinguishing factor was that the care coordinator was there to walk her through the options available to her, follow-up with her to ensure they were the resources she needed, and provide the encouragement necessary to keep moving forward when it seemed an overwhelming task. Without that support, she may not have experienced such a successful outcome.

Dr. Khurana referred a family to care coordination because of concern with mom’s post-partum depression and anxiety. She wanted to be sure that mom had all the resources she needed to take care of herself and be a successful parent to her one-month-old baby, Charles, and her 4-year-old, William. Dad is in the Marines, stationed in Bali, and planning to return June 2016.

Mom reported less anxiety due to moving into their own rental (they had been staying with others for a time). Some breathing issues with Charles had been resolved. She is nursing, which calms her. She takes prenatal vitamins, fenugreek (for good milk supply), and uses essential oils for relaxation. She knows she needs to reach out when she feels anxious, and was being proactive in her self-care.

Mom had some breastfeeding challenges and questions. The CC referred her to La Leche League, and the AZDHS 24-hr Breastfeeding Helpline. Mom was also interested in information about Mesa Family Resource Center and Family SPOT Resource Center for supportive and fun groups/classes/workshops for her and her kids, so they could have fun and interact with other community families. The CC told her about My Child’s Ready, a free home visitation program which would help her screen and track the development of her children, learn fun activities to enhance their development, and receive referrals to other community programs and resources. Mom definitely wanted to sign up.

After following up over the next 3 months via email and office visits, mom was doing great. She had started an anti-depressant that was considered safe for breastfeeding. She had gotten in touch with La Leche League for support and would be attending a meeting. She had joined a baby-wearing group, and was excited to start the home visitation program and go to the community activities. Mom was energetic and joking about parenting challenges, and the most beautiful thing was seeing her interact with her two boys in ways that showed she was totally in love with them! She expressed gratitude that the CC had come alongside her and had offered so much information and support.
Arizona State University
Professional Development for Early Childhood
Professionals Strategy

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Narrative Report Summary

Program Implementation:

Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed? In this section you should indicate achievements, milestones, and/or program implementation highlights).

By the end of the 2nd quarter, 127 early educators and directors had attended one or more learning seminars or foundation courses at Mesa Community College. In addition, two others were among staff in Tier/Option 3 (self-study and coaching) to participate in on-site coaching with Entry Points consultants, bringing the total of different care providers to 129. We have been pleased with the positive response, with numbers a bit higher in the southern part of the East Maricopa Region, but recruitment in the northern part is growing.

The application and selection process for the self-study and on-site coaching (Tier/Option 3) was completed with 12 centers applying and four centers, two in North and two in South portions of the East Maricopa Region, selected. Initially, we received only one application from the North, and this school was not on the Quality First waiting list, so we extended the deadline and made more phone calls to centers and got more applications. Detailed application forms were reviewed by consultants and project PI and the criteria used for program selection included how many staff members wanted to participate in professional development opportunities through Entry Points, how long the program has been on the QF waiting list, the number of children served and the age groups served. We were pleased with the diversity of the four centers selected.

Entry Points consultants, Barbara Milner and Barbara (Mezzio) Thackrah visited all centers and began the self-study process. Staff from all selected centers expressed appreciation for the opportunity to participate in a FTF supported program while on the waiting list for Quality First. After being on the QF waiting list (one center has been on for 6 years), participation in Entry Points has been positively received. They are interested in the self-study approach to center improvements and learning more about the systems in AZ regarding Early Care and Education, while being able to make improvement to their environments and center practices prior to being accepted into Quality First program. There have been many questions about the Quality First program and other initiatives funded by FTF and the participants are excited to learn.

Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues? Please indicate the actions that were/will be taken to overcome or address the barriers.

Due to the high attendance at sessions in the South, the Entry Points leadership team decided to move the spring workshops for this region from the Chandler YMCA (which did not lend itself as well for more participatory workshops and felt crowded once we went over 30 people) to a hotel in Chandler. At the end of the 2nd Quarter, we were exploring options for the remaining learning seminars in this part of the Region so that seminars are held in more professional environments that can accommodate the larger numbers.
Recruitment for the Mesa Community College Foundation courses has proved to be more challenging in the North than South, with the first class to be offered at Scottsdale Community College cancelled due to not reaching the required 8 minimum students. CFS 123 Health and Nutrition for the Young Child was scheduled to be offered on Nov 7 & 14 at the North location of Scottsdale Community College with credit earned from Mesa Community College. Four potential students were interested in this course, and 3 of the 4 interested students attended the class when it was offered at the south location. The other student had a conflict of schedule and, therefore, did not attend the class at the south location.

Collaboration and Communication:

Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration by including the steps taken to enhance the current early childhood system building efforts connected to this strategy.

Project leadership continued to Career Registry staff to attend the Learning Seminars to reach Entry Points participants. Laptops being made available for registration at sessions, particularly Saturdays between morning and afternoon seminars.

Collaboration between MCC and ASU with experienced community consultants/leaders continues to go very well. Dr. Annapurna Ganesh is the college contact person who has been able to provide advisement to the Entry Points grant participants. Some examples of advisement include:

- Three students are interested in pursuing their Associates’ Degree and are in the process of applying for the First Things First College Scholarship for their remaining classes.
- Two interested students had already completed a three-credit version of the course. Hence, they were discouraged from duplicating the course.

As mentioned earlier in a Table, Dr. Ganesh has also come to learning seminars to provide information on taking learning seminars for credit and on the MCC Foundation courses and fielded a number of calls with questions about the credit-bearing options.

We also reached out to the Valley of the Sun AEYC to request they order the DAP (developmentally appropriate practice) books for the learning seminar on that topic, which made this resource possible within our budget (in other words they could provide for our purchase at a discount).

In addition, we reached out to the Arizona Dept. of Education Early Childhood Division and received copies of the Arizona Early Learning Standards and Arizona Infant and Toddler Developmental Guidelines so that participants could explore and discuss these during an activity on intentional planning. This underscores one of Entry Points’ goals, to connect participants to the larger system and explore how they can utilize system resources and tools in their programs.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

A major success was reaching 129 different participants in learning seminars, foundation courses, and on-site coaching. Evaluations of the learning seminars offered in the 2nd quarter were very positive – a summary follows.

Feedback from 10.24.15 Learning Seminar “Language Literacy
• Dr. Billie Enz was easy to understand and very motivating. I would love to hear more on language.
• I loved the recipe/cooking activity. And how it related to the book. Very informative.
• Professional and so much information!!! Fun while teaching! Updated information.
• Excellent and interactive. I loved how Billie taught us how you could read a book by demonstrating. I loved that she incorporated all of the senses.
• During this seminar, I learned how important it is to immerse children in a language rich environment. Starting early with conversations with children is critical, and they can learn as many as 12 words a day. Also, I learned that the socio-economic environment plays a large part in the development of language. It depends greatly on how adults interact and connect visually with children.
• After taking this seminar, I will incorporate daily ready time in the classroom as a whole and with as many students individually as much as possible. One on one interaction is crucial. I will be sensitive to the diverse family background that children come from. In the classroom, children should not feel isolated because something they don’t know that the family didn’t teach them.

Feedback from 10.24.15 Learning Seminar “Developmentally Appropriate Practice.”

• Joanne Floth gave us excellent information. I will definitely use the resource book. The presentation renewed my interest and need to use DAP.
• Loved the presenter. She was entertaining and very knowledgeable.
• I heard about DAP for the first time today. It’s making sure to adapt curriculum and learning for every child. I am looking forward to using these points to help better myself as a teacher and help my students.
• Absolutely loved the class and presenter! Informative and enjoyable! Thank you.
• Although I was aware of the concepts before, I did not know specifically about the Core Considerations.
• Before coming here today I have not heard of Developmentally Appropriate Practice, but I have been following the lead of the people who have trained me. I learned many new concepts, but the two that stuck out to me the most was tailoring activities by what a specific child needs and learning where that child came from.

Feedback from 11.12.15 Learning Seminar “Child Development.”

• The presenters were very knowledgeable. I enjoyed listening to all three presenters.
• Topic was very interesting and presenters made it fun.
• One thing I’m going to change in my work is to provide time for children to “warm up” to the experience. Provide several experiences and opportunities for the children to engage in.
• I have a greater understanding of cognitive development and how important problem solving is for children.
• They will start thinking for themselves and stop looking for teacher to do for them and be ready for harder tasks.
• We learned how development and experiences are directly related. One person may have an experience that can impact their learning for the rest of their life.
• We learned the importance of changing and adapting activities in the classroom to play to every child’s strengths.

Describe any additional information you would like to share about program implementation.

The Teacher Resources provided to all participants at sessions have been well received and have included infant/toddler and preschool books related to the seminar topic, resources for centers regarding child guidance, DAP practices, and child development theory. For the family diversity session, positive books address race/ethnicity, language, family diversity or taking anti-bias approaches were shared. When possible, presenters have modeled the use of the resources. For example, Dr. Billie Enz shared the children’s book *Chicks and Salsa* in her language and literacy session, including making salsa, providing a laminated recipe card and providing props (e.g., finger puppets) that Dr. Enz modeled.
**Southwest Human Development**  
**Mental Health Consultation Strategy**

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**Narrative Report Summary**

**Program Implementation:**

*Are there any specific outcomes that have been achieved during this reporting period that may not be reflected in the data reporting you have completed?*

We have reached TSU’s for the region and will continue to serve these sites. We also expect to serve additional sites as existing sites to reach their goals and complete services. Making referrals to appropriate community resources is a vital component of the work of early childhood mental health consultation. During this quarter, EM MHC’s made over 50 referrals during the course of consultation to EM centers and homes. The most frequent referrals for children and families during Q2 were made to: early intervention services, school district screenings/evaluations, child/family mental health services, parenting classes, and food/security resources. Likewise, we continued to refer center directors and staff to the DCS foster Grant training program, and to make referrals to directors for leadership enhancement programs.

**Describe current issues related to staffing necessary for program implementation.**

There are no staffing issues within the EM region.

**Describe any barriers to successful implementation or other challenges. If the challenge is ongoing, what is your plan for resolving these issues?**

There are no significant to report.

**Collaboration and Communication:**

**Describe collaboration efforts that have been undertaken or are continuing during the reporting period. Describe the nature of the collaborative effort and who potential or current partners are in the effort. Briefly describe anticipated results of the collaboration.**

In addition to regular communication via the Extranet and collaboration meetings at centers, Smart Support mental health consultants and supervisors continue their enrollment in the Quality First Academy which has improved harmony and teamwork amongst all Quality Improvement Partners (QIP). We are hopeful that the academies’ quarterly “community of learners” workshops will make possible more coordinated services for early childcare providers.

At SWHD, program managers and supervisors from all QIP programs meet monthly to identify current barriers to progress as well as general program needs. The goal of these meetings is to promote appreciation and
understanding of one another’s roles, identify and problem-solve common solutions, and improve our mutual partnership with the providers we serve. Smart Support senior program managers also meet quarterly with the managers of other First Things First QIP programs to develop improved collaboration practices across the state.

Are there successes that can be shared during this reporting period? Include success stories that would be of interest to stakeholders including First Things First Regional Partnership Councils, the Board of First Things First or the general public.

This story was recently shared by a Smart Support Consultant in the EM region. Smart Support partners with childcare centers and families to help make sure all kids aged birth to five years in Arizona are prepared to learn when they enter kindergarten. Research tells us that early intervention gives children the best possible outcomes, giving caregivers the hope and confidence they need to build successful relationships to have meaningful, positive, brain building interactions. Smart Support strives to educate child care providers, who then in turn educate families on developmentally appropriate practice, reducing risk factors like caregiver stress and child maltreatment. The following story illustrates the power of early intervention and helping parents through the referral process and collaboratively developing a positive behavioral support plan to best meet a child’s needs.

This corporate center has participated in QF and Smart Support programs for the last few years and has worked diligently on improving the overall quality of center teamwork to better serve children and families. During a visit at this center, the teacher (Sarah) shared observations she had concerning delayed developmental milestones for a new child who recently joined her classroom. Sarah and this MHC wondered together about the many different dynamics that could possibly influence this child’s behaviors and development. Sarah was motivated to discuss her observations with the center Director (Kim), and the child’s parents to partner in helping this child be more successful with peers and adults in the classroom environment, as well as assist the child and family in pursuing community services for further support.

Through weekly consultation visits, this MHC, teacher Sarah and director Kim discussed child’s social/emotional challenges as result of child’s delays in development. Kim and this MHC consulted about how best to approach child’s parent in a supportive, nonjudgmental manner while offering options and appropriate community resources. During this process, Kim had the opportunity to engage in proactive, reflective communication skills with this child’s parent as well as validating teacher Sarah’s feelings about the challenges she faces in the classroom when the child is struggling.

Kim and Sarah were both passionate about supporting this concerned, first-time mom who was scared and unsure about what to do next. Through involvement in the program the mother felt relieved and empowered. Kim and Sarah provided ongoing support and encouragement while assisting mother in making a referral to the AZ Early Intervention Program.

The child has now been professionally evaluated and is in the process of developing a service plan to include therapies and developmental services to address developmental and behavioral challenges. With this foundation, this MHC will continue to collaborate with the Kim and Sarah in developing strategies to promote social/emotional learning while incorporating recommendations from service providers. Director, Teacher and parent report a reduction in child’s challenging behaviors and steps toward improvement in reaching developmental milestones. Director Kim beams with pride, reflecting on the success of this collaborative intervention.

Through the development of trusting relationships with child care administrators and staff, we hope to change professional thinking and practice. Through the experience of this supportive, dependable relationship with the MHC and the development of a shared language, we believe that child care providers will be better equipped to adopt a stance of: curiosity about the meaning of children’s behaviors, flexibility in thinking about young children’s
needs, emotional availability to the children in their care, openness to new information, and respect and value for self as a professional. In this case, both the director and teacher also felt empowered and capable of supporting this first-time Mom through the delicate process of initial identification of developmental concerns and referral. They also became more reflective about serving children who may need additional support successfully integrating into a preschool classroom.

Describe any additional information you would like to share about program implementation.

Program implementation is going well. This quarter we received our amended contract to begin providing services to sites with PDG funding, and we have begun plans for outreach, collaboration, service delivery and reporting. We met with FTF several times to ensure that reporting elements are in place.

In the third quarter, we plan to focus efforts on attending and presenting at FTF Regional Council meetings, where we will share program updates, success stories, and our evaluation success. We also look forward to engaging with regional directors and seeing if they have feedback or ideas for us.

We would like to share that nationally the term Infant/Early Childhood Mental Health Consultation (I/ECMHC) is being more commonly used to describe programs like ours. We agree that adding the “infant” in the description draws specific attention to the fact that infants have mental health that can be promoted and may be compromised and that caregivers may avail themselves of mental health consultation to support the needs of the very youngest children in early care and education settings.
Quality Assurance Site Visit – Overall Impressions

Program Introduction/Contractual Alignment Statement:
The Chandler Christian Community Center (CCCC) Family Resource Center (FRC) is implementing (in addition to FRC), Food Security, Health Insurance Enrollment, and Parenting Education.

CCCC has done an exceptional job in providing quality services in their community and has showed exemplary practices in cultural competency and community outreach which can be seen through the development of the Child Watch program. The Child Watch program was a need/opportunity to engage with a vulnerable population while creating a gateway to a continuum of services which empower families to achieve their highest potential. Child Watch is on-site child care provided to families who are participating in services or while a parent or adult guardian is waiting in line for a food box or onsite appointment. This service allows staff the opportunity to build trust and engage families while also educating them on their child’s developmental milestones. Through their extensive list of community partners, volunteers, and hardworking staff CCCC has gone above and beyond to ensure they are meeting all domains of the child development outlined within the FRC Standards of Practice. One of their biggest partnerships has been with Dignity Health. Additionally, through their Giggles, Squiggles, and Squirms early literacy program which is provided by two certified teachers and their extended programs with Musicology, Baby Brain Boxes and Brain Time, Storytime, and Raising A Reader.

CCCC implementation of the strategy is in alignment with the Standards of Practice and Scope of Work with the exception of minor items. More detail is listed in the development areas.

Summary of Site Visit Observations:
When entering the front lobby of CCCC everyone is welcomed immediately and supported by navigating them to the most appropriate staff member to support their need. The Program Director reviewed the importance of the receptionist role being vital as they are the first impression a family has of the center. The professionalism and passion of the program staff during the assessment was never questioned and it was easy to see how they have gained the respect from the community, parents, and professionals in their region.
This Quality Assurance Site Visit consisted of multiple observation opportunities as everything was located onsite. The collaboration between the Family Resource Center, Parenting Education, Food Security, and Health Insurance Enrollment strategies were smooth and seamless.

During the Quality Assurance Observation parent educator, teachers, and mentors reviewed the goals and inquired how families were incorporating the different resources provided to them. Staff were intentional with their modeling and thoughtful towards each family's individual need. Based upon the staff's connections they have made with the family, families were able to answer questions with honesty and were open to incorporating new resources provided.

While attending Giggles, Squiggles and Squirms early literacy program the teacher and mentors provided educational tips, resources, and examples of how to infuse music and play as a developmental tool into their daily lives. Through the interactive songs infused within their curriculum children were able to develop skills of oral language, phonological sensitivity (volume), and listening/thinking skills which are building blocks of a child’s development. This session also incorporated imagination, where teachers and mentors would stop periodically to review new words and their meanings.

**Strengths and Highlights:**
- CCC staff have been hired based upon their passion, qualifications, and natural ability to meet the needs of the target population.
- With this passion, staff are committed to making an impact in their community and in the lives of the families they work with.
- CCC staff were knowledgeable about the needs of their community and ensured they were respecting each family's culture and developmental needs. By treating each family with respect and dignity they have created a strong working relationship which allows the family to feel empowered.
- Child-Watch program is engaging/understanding of the value of establishing trust during a vulnerable time in a family's life.
- The Child-Watch program is engaging, insightful, understanding, and shows true compassion/passion in reaching out to the most vulnerable target population to provide support when it is most needed. From this service, staff are able to build trust with families and engage/educate families on the important services of these early years along with the services they and other community partners provide to support the family/child’s individual needs.
- CCC has been intentional with incorporating parent child interaction within their Parenting Education sessions.
- Warm and welcoming environment fosters collaboration with families and ensures they feel important and never shamed.
- Has built strong working relationships with community partners who can provide resources and services to families either at the CCC facility or nearby.
- Has intentionally placed focus on engaging fathers into their program and offers sessions outside normal business hours to meet their individual need.
• The Food Bank has built upon their community partners and has a well-established program which also educates and provides opportunities for families to feel empowered.
• The Giggles Squiggles and Squirms program is provided by two certified teachers.

**Development Areas/Action Plan Items:**

• For Parenting Education specifically, CCCC submitted a written narrative detailing a plan of their plans for obtaining each families individual assessment moving forward.
• During the Action Plan, Program Director reported purchasing a wall which would create a barricade between stacked chairs and children.
• Provided proof of completion or date of registration to complete training requirements for 1. Family Resource Center staff and Parenting Education staff must receive training through Arizona Department of Education (ADE) on the Early Learning Standards and Program Guidelines for High Quality Education: Birth through Kindergarten. 2. Provide all staff with initial and annual professional development on the First Things First (FTF) Standards of Practice for PE, FRC, FS, HIOEA.
• Submit Data Change Request form, to make corrections to the duplication identified in Parenting Education.
• Curriculum will infuse healthy choices, attending well-child visits and children receiving age-appropriate immunizations.

*The Action Plan items have been adequately addressed by the grant partner staff and this site visit is now closed.*
HIGH-QUALITY INTERACTIONS

The interactions you have with children each day play a very important role in children's learning and brain development. High-quality interactions stimulate a child's brain to develop stronger and better organized connections. While great interactions sometimes just happen; they are usually the result of careful planning. You can increase the likelihood of having positive interactions with children by creating lesson plans that identify the materials, resources and methods used to engage children in the learning objectives you have identified for the day. When emphasis is placed on how your students will experience and explore the materials and resources you have provided, you will naturally start thinking about all of the possible conversations and interactions that could take place. Thinking about and planning for engaging learning activities that will naturally lead to positive instructional discussions is one way to increase the likelihood that high-quality interactions will be a regular part of your day. For more information on the importance of high-quality environments and interactions for young children, read this policy brief from the National Institute for Early Education Research (NIEER): http://nieer.org/resources/policybriefs/1.pdf.

FREE CLASS RESOURCES

Quality First uses the Classroom Assessment Scoring System (CLASS) tool when observing the quality of adult-child interactions in the classroom. The CLASS looks at interactions through the lens of 10 different dimensions including: Regard for Student Perspective; Instructional Learning Formats; and Quality of Feedback. Teachstone, the publisher of the CLASS, has made several free resources available to the public to support your understanding of what effective adult-child interactions look like in practice. These resources include the What is CLASS Info Sheet, What is CLASS E-Book, and the Effective Teacher-Child Interactions Video. In addition to these resources, Teachstone also publishes a blog with teacher and coach tips to help support you in building your understanding of each of the assessment dimensions and intentionally creating those high quality interactions we all strive for. To subscribe to their free blog, please visit: info.teachstone.com/blog.

ANNUAL SURVEY

In lieu of the annual Quality First Participant Satisfaction survey this year, you will be receiving a Quality First Participant survey from Child Trends. Child Trends is a non-profit research organization that focuses on improving the lives of children and their families. First Things First has contracted with Child Trends to conduct a Quality First Implementation and Validation Study. Completing this survey is a great way to ensure that your voice is heard. So, keep an eye out for the Quality First Implementation and Validation Study participant survey from Child Trends!