



Governor's Council on
Child Safety and
Family Empowerment

GOVERNOR'S COUNCIL ON CHILD SAFETY AND FAMILY EMPOWERMENT

Hybrid Meeting

March 07, 2024, 10:00 AM

1700 West Washington Street, Suite 104, Phoenix, Arizona 85007

A general meeting of the Governor's Council on Child Safety and Family Empowerment convened on **March 07, 2024**, notice duly given.

Members Present (18)	Members Absent (05)
Maria Cristina Fuentes , Co-Chair	Darlene Newsom
Colleen McNally , Co-Chair	Mark Upton
Paulet Green (proxy for Berisha Black)	Ginger Ward
Pastor Terry Crist	Richard Yarbough
Obed Escobar	Ryan Young
Tonya Hamilton	
*Dr. Lorrie Henderson	
Claire Louge	
David Lujan	
Sara Micflikier (proxy for Rachel Mitchell)	
*James Molina	
*Paul Mulligan	
*Katie O'Dell	
Kathryn Blades Ptak	
Leslie Reprogle	
*Abi Saifi	
*Torrie Taj	
*Jeff Taylor	
Staff & Guests Present (07)	
Amy Peep , GOYFF	*Nannette Salasek , Presenter
Chantel Hutchinson , GOYFF	Amanda Glass , Presenter
Ann Carver , GOYFF	Ena Binns , Presenter
	Erica Melies , Presenter

**Indicates Virtual Attendance*

Call to Order

- **Maria Cristina Fuentes, Co-Chair**, called the Governor's Council on Child Safety and Family Empowerment (CSFE) meeting to order at 10:07 AM with **18** members and **05** staff/guests present. She reviewed the Council meeting procedures, welcomed all those joining via Zoom, and thanked them for their flexibility.

Approval of Minutes

- With the quorum met, **Maria Cristina Fuentes, Co-Chair**, requested a review of the **January 11, 2024** meeting minutes.
 - **Leslie Reprogle** moved to accept the **January 11, 2024** meeting minutes.
 - **Pastor Terry Crist** seconded the motion.
- The motion passed with no dissenting votes at **10:12 AM**.

GOYFF Program Administrator Update

- **Colleen McNally, Co-Chair**, announced that **Amy Peep**, the Governor's Office of Youth, Faith and Family (GOYFF) Human Trafficking Specialist and the Council's Program Administrator, will give an update to the Council
- **Amy Peep** directed the Council member's attention to the conflict of interest training documents in the blue folders. She explained that all Council members will need to complete this process. Once members have completed the training, she requested they email her their completion certificate. Suppose members identify that they do have a conflict that impacts their role as a Governor's Council on Child Safety and Family Empowerment member. In that case, they also need to complete the [Disclosure Statement Form](#).
 - She noted that if members do not have any conflicts of interest at this time but circumstances change in the future (e.g., job description changes or becoming a member of a new board), members will need to complete this form.
 - Members must complete the training and the disclosure statement (if needed) before the next Council meeting on May 9, 2024.
 - In addition to the training, she instructed Council members to review the [Arizona Open Meeting Law Handbook](#).
- **Amy Peep** announced that the GOYFF will host a free "Back to the Basics" Grant Writing Workshop on March 21, 2024. She asked members to email her if they are interested in attending.

Department of Child Safety Update

- **Colleen McNally, Co-Chair**, welcomed **Cabinet Executive Officer (CEO) David Lujan** to provide an update from the [Arizona Department of Child Safety \(DCS\)](#).
- **CEO David Lujan** provided an update regarding the [DCS — Performance Audit and Sunset Review](#) by the [Arizona Legislature](#) and the [Arizona Auditor General](#). Since the last Council meeting, the Sunset Review bill has passed out of the House, and the Senate committee has introduced and passed an identical bill, setting DCS' continuation for four years. State agencies are now undergoing reviews at a faster pace than they did before.
- **CEO David Lujan** also mentioned three programs DCS recently launched or plans to launch.
 - [Extended Foster Care Coaching Program](#) (November 2023): Passed by the legislature in 2023, youth aging out of the foster care system can now opt to stay in foster care from the time they turn 18 until they turn 21. Upon aging out, individuals receive a monthly coach to help them transition into adulthood, including finding housing, college admissions, and financial management. The DCS is working with [Arizona State University \(ASU\)](#) to establish metrics to show how this program has reached measurable success.
 - [Kinship Navigator Program](#) (February 2024): The Department strongly focuses on increasing the number of kinship providers (e.g., grandparents, aunts, or uncles) as they have witnessed a steady decrease since 2020 in traditional community foster families. The DCS hopes that by emphasizing kinship providers, they will be able to offset some of that loss in traditional community foster families and, most importantly, reduce the group home population. For the Kinship Navigator Program, the DCS contracts with several providers for when families get matched as kin, they will get matched with a navigator to help them through the system and connect them to resources
 - The barriers that exist for kin include but are not limited to navigating the child welfare system, financial challenges, or receiving behavioral health services.
 - The Navigator can also assist the kin in getting a license. Although this is unnecessary, they can draw down an additional \$300 monthly stipend from the federal government if they decide to get licensed.
 - [Cultural Brokers Program](#) (Pilot): Due to the significant disproportionality in the child welfare system, Cultural Brokers has succeeded in connecting with families and building trust. When a family enters the child welfare system, they get paired with a caseworker of the same race and culture. They work with the family to provide resources and have a collaborative relationship.
 - Last month, Arizona was accepted into the program. The DCS will pilot the program in a few zip codes with the highest number of calls. The goal is that the program will be officially online by the end of the calendar year.
- **Pastor Terry Crist** asked if **CEO David Lujan** could provide an update regarding the license application timeline and whether the process is faster now.

- **Kathryn Blades Ptak** responded that the goal is 60 days for individuals to receive their license. Foster Parent College (FPC) is housed in-house at the DCS (instead of the licensing agencies). They issue waivers to reduce the time required for fingerprinting and life safety measures.
- **Obed Escobar** commended the Department for its kinship placement program and its success.
- **Torrie Taj** thanked **David Lujan** and stated that Child Crisis Arizona is thrilled to be one of the providers participating in kinship and extended care coaching for foster children and youth.
- **Colleen McNally, Co-Chair**, emphasized the power of peer support and connectors; this cannot be overstated.

Raising Special Kids

- **Maria Cristina Fuentes, Co-Chair**, stated that March is National Developmental Disabilities Awareness Month, and today's meeting will focus on this topic, including presentations from organizations and state agencies discussing how they support children within the family or the foster care system.
- **Maria Cristina Fuentes, Co-Chair**, introduced **Nannette Salasek** to give an overview of her organization, [Raising Special Kids](#), and discuss the programs and services they offer to support children and families.
 - **Nannette Salasek** is a licensed social worker who serves as Raising Special Kids' Healthcare Systems Administrator. She recognizes the great value of working with a staff of parents who know firsthand how to raise a child with special needs. In addition to her work at Raising Special Kids, Nannette also serves on the Family Advisory Council at Phoenix Children's Hospital.
 - Nannette and her husband, Ched, have six beautiful children. After having two healthy children, their third child, Annie, was born with Spina Bifida. Annie is a happy and loving young lady who bravely takes on the many challenges of living with Spina Bifida. Their next daughter would receive a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) and Sensory Integration Issues. Just when they thought they had seen it all, their youngest daughter was born with Intestinal Malrotation that required emergency surgery and Feeding Therapy. Nannette is passionate about supporting families and letting them know they are not alone in the advocacy journey for their children with special needs.
- **Nannette Salasek** started her presentation by relaying her story of being a parent to a child with special needs before explaining that Raising Special Kids' mission is "strengthening families and systems of care to improve outcomes for children with disabilities and special healthcare needs."
- **Nannette Salasek** discussed how Raising Special Kids provides services to families with children aged from birth to 26 years, and the most common age group they serve is 6-11. She mentioned that this is when children start school, and their behaviors may become more noticeable. It's important to note that Raising Special Kids has no age restrictions and welcomes everyone who needs their services. They cater to a variety of disabilities, with autism being the most frequent one.
- **Nannette Salasek** explained that families expect confidentiality, connection to community resources or other informed parents, experience, readiness to assist in problem-solving, and finally, opportunities for training on various topics in both English and Spanish.
 - Raising Special Kids offers multi-tiered support to help prepare parents for what's to come, even though they might not even know what support they need, if at all.
- **Nannette Salasek** discussed how the Parent-to-Parent program is what Raising Special Kids was founded on. The program helps parents support their child's special needs by offering guidance. The program matches parents with trained parent leaders who have gone through similar experiences and can offer advice and encouragement. Whether a parent is dealing with a new diagnosis or has a concern, the Parent-to-Parent program ensures they do not have to face these challenges alone.
- **Nannette Salasek** continued with her presentation, explaining how to refer a parent to Raising Special Kids through the [website](#). She emphasized that parents are understandably overwhelmed and that Raising Special Kids needs consent to reach out following the referral. They do not want the parents caught off guard if someone contacts them.
- **Leslie Reprogle** asked if Raising Special Kids reach out to elementary schools.
 - **Nannette Salasek** answered yes; they give presentations to districts and school staff about the services they provide. They accompany parents to meetings and consistently connect them to resources.
- **Paul Mulligan** thanked Nannette for sharing her story. He expressed gratitude for the organization's compassion and how they are engaging with the community.

- **Claire Louge** referenced Nannette's anecdote about Arizona being the best state to live in if you have a child with special needs, asking how Arizona is the best, why, and what she thinks accounts for that.
 - **Nanneete Salasek** answered that she believes Arizona is the best state because of the many programs that helped support her child. Most states only have Medicaid or private insurance, and with medical care for children being extremely expensive, having programs/organizations like Raising Special Kids to provide critical support makes Arizona unique.
- **Torrie Taj** commented that Raising Special Kids is a fantastic organization. She thanked Nannette for her presentation and said they are highlighting them at the upcoming Child Crisis Arizona Gala.
- To view **Nannette Salasek's** presentation, [click here](#).

Disability Services for Children in Foster Care

- **Colleen McNally, Co-Chair**, introduced **Amanda Glass** to speak to the Council about how, in her position at [Disability Rights Arizona \(DRAZ\)](#), she addresses disability services for children in foster care.
 - **Amanda Glass** is the Education Team Managing Attorney at DRAZ. She began her legal career at DRAZ as an Equal Justice Works Fellow with a fellowship project focused on improving access to special education and mental health services for children affected by Arizona's foster care system. Amanda has continued that work over the last four years in her subsequent roles at DRAZ as a staff and managing attorney. Amanda is an ASU Sandra Day O'Connor College of Law graduate. Before attending law school, Amanda earned her master's degree in special education and spent two years as an elementary school special education teacher in Los Angeles through Teach for America.
- **Amanda Glass** started her presentation by giving an overview of DRAZ being a non-profit protection and advocacy agency, providing advocacy, information, referral services, community legal education, and, in selected cases, legal representation to individuals with disabilities.
- **Amanda Glass** discussed why special education is essential for foster youth, stating the numbers are bleak for foster students with disabilities. While any child with a disability faces challenges, children with disabilities in the foster care system are even more vulnerable and are represented disproportionately, with twice as many students eligible for special education than in the general population.
 - Although they are entitled to services and support, Arizona foster youth with disabilities are routinely denied those necessary accommodations and end up in worse learning environments because they lack consistent educational advocates. The result is that foster youth with disabilities are more likely than their peers to face poor outcomes.
 - About 40% of Arizona foster youth change schools at least once a year, compared with 10% of other students.
 - The dropout rate for foster youth is triple the rate of students statewide.
 - The special education system in the United States (US) works to create individualized education plans for students in collaboration with parents and teachers. This approach can be very effective when parents are actively involved and informed about special education proceedings. However, if a child's parents are not involved, schools are left to make decisions about the child's education, which can lead to inadequate support. Many schools in Arizona are understaffed and underfunded, meaning they often only provide the minimum amount of support, which can be particularly problematic for foster children with disabilities, who may not receive the support they need to succeed.
 - Special education is the practice of educating students in a way that addresses their differences and needs.
- **Amanda Glass** continued her presentation by explaining the two relevant federal laws that pertain to children with disabilities:
 - [Individuals with Disabilities Education Act \(IDEA\)](#) - Requires states to provide appropriate special education and related services to all eligible children with disabilities.
 - IDEA Part B applies to eligible children age three until they graduate from high school (or through age 21).
 - IDEA Part C applies to infants and toddlers with developmental delays and entitles them to early intervention services.
 - Key IDEA decisions are made with informed consent from a designated decision maker (the IDEA "parent").

- [Section 504 of the Rehabilitation Act](#) - Protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including public school districts.
 - It covers more students due to a broader definition of disability than IDEA, which requires schools to provide services and changes to the learning environment to meet the child's needs as adequately as other students.
- IEPs and 504 Plans – What's the Difference?
 - Students who qualify under IDEA will be given an [Individualized Education Program \(IEP\)](#).
 - All students with disabilities are protected by Section 504 of the Rehabilitation Act, which is a broad civil rights law that protects students from disability-based discrimination.
 - If a student with a disability is not eligible for IDEA, they may still receive accommodations and related services through a 504 plan.
 - **Eligibility:** The eligibility requirements for IEPs are narrower than those for 504 plans, so fewer students are eligible for IEPs than for 504 plans.
 - **Services:** Students with IEPs may receive special education, related services, and accommodations. Students with 504 plans are typically only provided accommodations and sometimes related services.
 - **Specificity:** IEPs come from IDEA, a law with far more requirements than Section 504. For that reason, IEP documents typically include more information than 504 plans.
 - **Rights:** Students with disabilities are entitled to a free and appropriate education under IDEA and Section 504. However, students eligible for IEPs under IDEA have more procedural safeguards than with Section 504.
- **Amanda Glass** explained that if parents disagree with the services the school is providing to the children, they have the right to choose the following [options](#):
 - [Independent Educational Evaluation](#) - If the IDEA parent disagrees with the school's evaluation of a child, the parent may request a second evaluation at the school's expense.
 - [Mediation](#) - The Arizona Department of Education (ADE) oversees this process. In mediation, the parents and school staff meet to discuss and try to resolve the issue(s) in dispute. Unlike a judge or an arbitrator, a mediator does not decide who is right or wrong or how to resolve the dispute. Instead, the mediator helps the parties communicate with each other, including identifying what issues the parties agree on versus those contested.
 - [File a State complaint](#) - Parents may file a complaint with the State if they believe a public school has violated a special education law. If the ADE's investigation finds that the public school is violating - or is "out of compliance" with - the law, the State must correct the problem and make sure it does not happen again. The ADE must complete the investigation, including issuing a written decision, within 60 days of the date the complaint is filed
 - [Due process](#) - When the parents of a student with a disability and the public school disagree about the student's eligibility for special education, or what type of special education program received, either side can request a due process hearing.
- **Amanda Glass** explained that if the child is in foster care, identifying the IDEA parent has challenges because IDEA requires a "parent's" written consent. If more than one person meets the definition of a parent, the biological or adoptive parent is presumed to be the parent for IDEA purposes unless termination of educational rights has occurred. The biological/adoptive parent is the IDEA parent, even when a child is in out-of-home care. The biological/adoptive parent is the IDEA parent, even if the parent is incarcerated or institutionalized.
 - A foster parent may become the IDEA parent when:
 - The identity or whereabouts of the biological/adoptive parents are unknown.
 - The biological/adoptive parents' rights have been terminated.
 - The biological/adoptive parents fail to participate in the special education process actively, and the child's school designates a foster parent as the IDEA parent.
 - If no person qualifies as the IDEA parent, the Local Education Agency (LEA) must make reasonable efforts to appoint a surrogate parent within 30 days. Surrogate parents can be volunteers, court-appointed special advocates (CASA), family members, etc. A surrogate parent

- cannot be a person who is an employee of an education or child welfare agency providing education or care to the child.
- If foster families are concerned about the child's development and the biological parent does not want them involved or does not want to proceed with the referral, the foster family may access services through the [Comprehensive Medical and Dental Program \(CMDP\)](#).
 - Who is the IDEA Parent?
 - If more than one party meets the definition of a parent, the biological or adoptive parent must be presumed to be the parent for IDEA purposes unless termination of the biological or adoptive parent's educational rights has occurred.
 - The biological/adoptive parent is the IDEA parent, even when a child is in out-of-home care and even when the parent is incarcerated or institutionalized.
 - The child welfare agency (including group home staff) is never the IDEA parent*
 - Limited exception for tribal social services.
 - The school is never the IDEA parent.
 - When is the biological/adoptive parent, not the IDEA parent?
 - The identity or whereabouts of the biological/adoptive parents are unknown.
 - The biological/adoptive parents are deceased.
 - A court has severed the biological/adoptive parents' rights.
 - The biological/adoptive parents fail to participate in the special education process actively, and the child welfare agency identifies another person who can serve as the IDEA parent (ARS 8-514.08(B)).
 - If a party to the case believes biological/adoptive parents are not acting in the best interests of the child, the party may move the court to temporarily suspend biological/adoptive parents' special education decision-making rights and name someone else as the IDEA parent.
 - For kids in foster care, the identity of the IDEA parent is not always clear, especially when there is more than one person who could be the IDEA parent (e.g., the child placed in a foster home, but the biological parent's rights have not severed). If schools do not know who has special education decision-making rights, they may delay or deny special education evaluations and services to the child's detriment.
 - If foster families are concerned about the child's development and the biological parent does not want them involved in the process or does not want to proceed with the referral, the foster family may access services through CMDP.
 - The school must notify the IDEA parent, the DCS caseworker, and the out-of-home care provider of special education needs or meetings.
 - If no person qualifies as the IDEA parent, the LEA must make reasonable efforts to appoint a surrogate parent within 30 days.
 - Surrogate parents can be volunteers, CASAs, family members, etc.
 - A surrogate parent cannot be an employee of an education or child welfare agency providing education or care to the child.
 - Special Education vs. General Education Decisions
 - The IDEA parent is not the person making all school-related decisions for the student; only the special education decisions governed by IDEA.
 - General education decisions, like enrolling a student in school, consenting to field trips, and handling attendance issues, are the responsibility of the child's legal guardian—usually the DCS or the placement holding the DCS Notice to Provider.
 - In other words, you do not need to be the IDEA parent to enroll a student in school, but the DCS Specialist should not consent to special education testing.
 - **Amanda Glass** discussed [Ariz. R. P. Juv. Ct. 310\(c\)](#), a new juvenile court rule approved in the Summer of 2022 to tackle this issue.
 - **Amanda Glass** explained that school stability is an essential factor for children in out-of-home care, considering about 40% of Arizona foster youth change schools at least once during a school year (compared with 10% of other students), foster youth lose approximately 4-6 months of academic progress with every school change, and receive zero/poor IEP services.

- During the Team Decision-Making (TDM) meeting, a 'best interests determination' for the foster child's school attendance is made.
 - School of origin is the default; only change schools if it's not in the child's best interest to stay at the school of origin.
 - If a child's foster care placement changes, the school of origin would then be considered the school where the child enrolled at the time of the placement change.
 - The cost of transportation cannot be considered when determining the child's best interest.
 - Factored into the best interest determination should be safety, wishes of the parent/caregiver/child, distance and time for the child to travel to and from school, projected duration of out-of-home care, the child's academic, developmental, and socialization needs, and the effect of school change will have on the child's learning/any potential for loss of credits.
 - When a determination is made that remaining in the school of origin is not in a child's best interest, LEAs must ensure that a child in foster care is immediately enrolled in their new school, even if the student does not have the required documentation.
 - The enrolling school must contact the student's prior school for relevant records.
 - If staying at the school of origin, the case plan should include a plan for the DCS and LEA to arrange transportation to school.
 - Takes into account educational stability when making placement decisions.
- **Leslie Repogle** asked what happens if there is parent turnover after the court names the IDEA parent.
 - **Amands Glass** responded an out-of-court motion would be filed to name another parent. Ideally, resolving relatively quickly.
- **Paul Mulligan** asked if she has witnessed any trends related to mental or behavioral health post-COVID.
 - **Amanda Glass** responded yes, she has experienced increased calls, and the behaviors are more severe than pre-pandemic. Multiple factors contribute, such as the teacher shortage, education staff being unprepared to meet the needs of children with behavioral issues, etc.
- To view **Amanda Glass'** presentation, [click here](#).

Arizona Early Intervention Program (AzEIP)

- **Maria Cristina Fuentes, Co-Chair**, introduced **Ena Binns** and **Erica Melies** to speak to the Council about the [Arizona Early Intervention Program \(AzEIP\)](#) housed within the [Arizona Department of Economic Security \(DES\)](#).
 - **Ena Binns** is the AzEIP Bureau Chief/Part C Coordinator with almost 25 years of experience in the Human Services field. She has a Bachelor of Science in Early Childhood Education and a Master of Arts in Higher and Postsecondary Education. Ena has held various roles in the Arizona government for the last 17 years, including Early Childhood Policy Specialist and Director of Quality First. She founded a nonprofit organization in 2021 to help women and young adults navigate crises and reach their personal and educational goals.
 - **Erica Melies** is the AzEIP Quality Improvement Manager. Erica has engaged with AzEIP as a parent, a provider, and now as the Quality Improvement Manager, ensuring that the services provided by AzEIP contracted providers align with IDEA Part C and AzEIP's policy and procedures.
- **Ena Binns** began the presentation by relaying a personal story of caring for her child with special needs before explaining that the AzEIP is Arizona's statewide interagency system of services and support for families of infants and toddlers, birth through two years of age, with disabilities or delays. Established by Part C of the IDEA, AzEIP provides eligible children and their families access to services to enhance the capacity of families and caregivers to support the child's development. The program builds upon and provides support and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities. The earlier developmental delays are detected and intervention begins, the greater the chance a young child has of achieving their best potential. Families benefit from early intervention by better meeting their children's needs from an early age and throughout their lives.
 - The program's key principles include:
 - Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

- All families can enhance their children's learning and development with the necessary support and resources.
- The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
- The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles, and cultural beliefs.
- Individualized Family Service Plan (IFSP) outcomes must be functional and based on children's and families' needs and family-identified priorities.
- The family's priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
- Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.
- State interagency agreements
 - [Arizona Department of Education \(ADE\)](#)
 - [Arizona Department of Health Services \(ADHS\)](#)
 - [Arizona Health Care Cost Containment System \(AHCCCS\)](#)
 - [Arizona State School for the Deaf and the Blind \(ASDB\)](#)
 - Arizona Department of Child Safety (DCS)
- Service provider agencies (SPAs)
 - Twenty-three Regions/Up to two SPAs per Region
 - Team-Based Early Intervention Service Model
- Additional contracts and agreements
 - [Division of Developmental Disabilities \(DDD\)](#)
 - Raising Special Kids
 - Memorandum of Understanding (MOU) with Early Head Start
- **Ena Binns** explained graphics in the presentation:
 - Slide 11: Represents the number of children who have received services under AzEIP from 1998 to 2023; children aged between birth to 1-year-old makeup only a small percentage of the total child count which is why AzEIP is working to improve services for this demographic because early intervention leads to better outcomes.
 - Slide 12: Represents locations of Arizona children in AzEIP; Maricopa County has the highest number of children receiving services.
- **Erica Melies** discussed the current family engagement initiatives AzEIP is implementing. For example, family surveys targeting needed technical assistance/parent resources, community relations liaison/tribal relations liaison, linkages to community resources, interagency coordinating council (ICC)/Facebook page, and monthly newsletters.
 - The initiatives in progress include:
 - Equity Initiative - Partnering with ASU to review current AzEIP policies and procedures and identify areas of improvement.
 - Text Messaging Pilot.
 - Family Forums.
 - AzEIP Resource Library Updates.
 - Plain Notice Revisions.
 - Website Reform.
- **Erica Melies** discussed AzEIP eligibility criteria
 - Fifty percent developmental delay in one or more developmental domains (Cognitive, Communication, Adaptive, Social-Emotional, and Motor).
 - Established Condition (Medical records with a diagnosis).
 - Informed Clinical Opinion
- **Erica Melies** stated all children and families receive a service coordinator who assists and enables an infant or toddler with a disability and the child's family to receive the services and rights required under IDEA Part C. Children eligible for AzEIP may also be eligible for DDD with service coordination for children with AHCCCS or [Arizona Long](#)

Term Care System (ALTCS) insurance.

- The AzEIP service coordinator ensures families receive appropriate services.
- Typically, the family will go through the initial planning process (evaluation, eligibility decision, etc.), then to ongoing services and support (service coordinator, home visits, parents coaching, etc.), and finally, transition and exit (transition meetings, ADE developmental preschool/headstart/private preschool, etc.).
- **Erica Melies** explained the strategies AzEIP implements to ensure children are safe.
 - Building Family's Capacity
 - Supporting the Child and Family
 - Family Choice of Natural Environments
 - Team Based Service Model
 - Connecting families with community resources
 - Collaborate with Department of Child Safety
 - AzEIP Staff are Mandated Reporters
- **Paul Mulligan** thanked them for their presentation and sharing their personal story.
- To view **Ena Binns** and **Erica Melies'** presentation, [click here](#).

Workgroup Updates

- **Maria Cristina Fuentes, Co-Chair**, introduced the Prevention Workgroup Chair, **Claire Louge**, to share any updates with the Council.
- **Claire Louge** explained they are still working on identifying Family Advocacy Centers (FACs) in the state. They are currently analyzing the data from the survey and would like to share information with the Council when it becomes available.

Upcoming Meeting

- **Colleen McNally, Co-Chair**, reminded members that the next meeting will be on **May 09, 2024, at 10:00 AM** in the Executive Tower and offered in a hybrid format. Members are welcome to attend in person or virtually.

Adjournment

- **Colleen McNally, Co-Chair**, thanked everyone for being part of the meeting and asked for a motion to adjourn.
 - **Sara Micflikier** moved to adjourn.
 - **David Lujan** seconded the motion.
- The motion passed with no dissenting votes. The meeting adjourned at **11:47 AM**.

Dated 8 of March 2024
Governor's Council on Child Safety and Family Empowerment
Respectfully Submitted By:
Amy Peep
GOYFF