



Targeted Investments Program Year 3 (10/1/2024-9/30/2025)

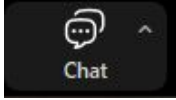
Quality Improvement Collaborative #3

May 8, 2025: 11:30 AM to 1:00 PM

ASU Arizona State University

AHCCCS
Arizona Health Care Cost Containment System

Zoom Expectations



Do not enter your name or organization in the Chat. Zoom will automatically record your attendance. Please only use the chat for questions and comments.



At least one representative from each TI organization must have registered and attend the QIC session using that registration link.



Participants will automatically be muted and videos off as they join.



When interested in participating in the discussion, please raise your hand and unmute yourself.

Disclosure

This is a CME activity



Acknowledgment: This CME event is not supported by any commercial entity.

Disclosure: All speakers and members of the planning committee have no relevant financial relationships with a commercial interest to disclose.

Credit Statement: Arizona State University designates this live activity for a maximum of 1.5-credits from the following:

- ***AMA PRA Category 1 Credit™ – CME – 1.5 credit hour per session***
- ***Nursing Continuing Professional Development – NCPD – 1.5 credit hour per session***
- ***Psychology – APA – 1.5 credit hour per session***
- ***Social Work – ACE – 1.5 credit hour per session***
- ***Interprofessional Continuing Education – IPCE – 1.5 credit hour per session***

**Providers should only claim credit commensurate with the extent of their participation in the activity.*



Learning Objectives

1. Explore a variety of educational resources and job training programs available to patients.
2. Learn how to conduct a basic assessment of a patient's educational and employment needs and goals.
3. Develop strategies for providing effective referrals to education and job training programs.
4. Understand how to collaborate with community partners to provide comprehensive support for patients seeking education and employment.
5. Understand how to provide ongoing support and follow-up to patients pursuing education and job training.

Agenda

Time	Topic	Presenter
11:30 AM	Welcome	Matt Martin
11:35 AM	Programmatic Information and Updates	Matt Martin
11:45 AM	Subject Matter Experts on Workforce Development	Bertha Tapia, Valley of the Sun United Way Ana Guzman, Unlimited Potential
12:20 PM	Peer Presentation: Job Training & Workforce Development	Linda Scott, Jewish Family & Children's Services
12:55 PM	Closing	Matt Martin

Programmatic Information & Updates

Matt Martin

Arizona State University

AHCCCS Office Hours Schedule

- Monday, May 12, 2025 (11:00 a.m.) - [Register Here](#)
- Monday, June 16, 2025 (12:00 p.m.) - [Register Here](#)
- Monday, July 14, 2025 (11:00 a.m.) - [Register Here](#)
- Monday, August 11, 2025 (12:00 p.m.) - [Register Here](#)
- Monday, September 8, 2025 (12:00 p.m.) - [Register Here](#)
- Year 3 Milestones Information Sessions - **Postponed (Dates TBD)**

TI Year 3 Schedule

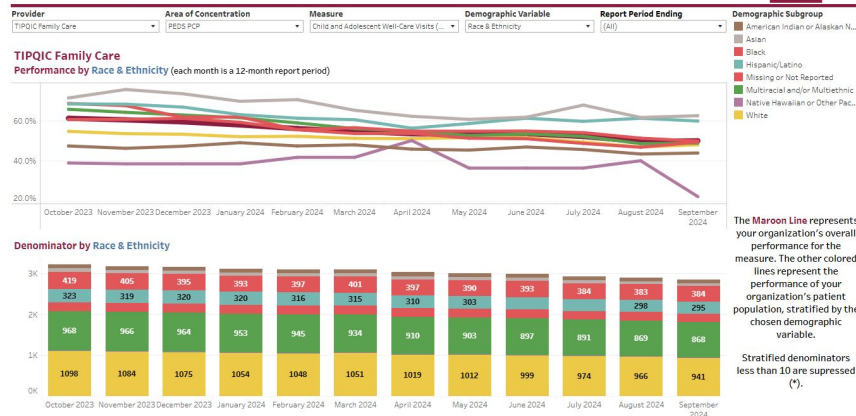
TI Online Projects

Project #	Deliverable	Date	TI Year 3			
			Q4	Q1	Q2	Q3
Project B	Project Charter	December 31 2024				
	Project Map	December 31 2024				
	Root Cause Analysis	March 31 2025				
	PDSA Cycle	March 31 2025				
Project C	Project Charter	June 30 2025				
	Project Map	June 30 2025				
	Root Cause Analysis	September 30 2025				
	PDSA Cycle	September 30 2025				

TIPQIC Dashboards

TIPQIC Patient Demographics Dashboard

Stratified Measure Performance



TIPQIC Measure Dashboard

TIP Targeted Investments Program
QIC Quality Improvement Collaborative



The dashboard was last updated on **January 23, 2025**. The analysis was performed with encounter data adjudicated through **December 31, 2024**.

Provider: TIPQIC Family Care Report Period Ending: September 2024

	Your Performance	Your Numerator/ Denominator	2023 CMS Arizona Average	% Diff. From AZ Avg.	AOC Performance	AOC Numerator/ Denominator	% Diff. from AOC
September 2024 Performance							
PEDS BH							
Follow-Up After Hospitalization for Mental Illness (FUH) - 7 day	73.3%	88 / 120	68.7%	↑ 4.6%	69.7%	1,908 / 2,738	↑ 3.6%
Follow-Up After Hospitalization for Mental Illness (FUH) - 30 day	93.3%	112 / 120	84.6%	↑ 8.7%	88.3%	2,417 / 2,738	↑ 5.1%
Metabolic Monitoring for Children and Adolescents on Antipsychotics (APM)	34.9%	65 / 186	41.3%	↓ 6.4%	34.8%	1,742 / 5,002	↑ 0.1%
Child and Adolescent Well-Care Visits (WCV)	49.9%	1,425 / 2,858	45.0%	↑ 4.9%	51.9%	70,551 / 135,897	↓ 2.1%
PEDS PCP							
Lead Screening in Children	11.9%	16 / 134	34.6%	↓ 22.7%	34.3%	2,893 / 8,442	↓ 22.3%
		719 /				39,563 /	

The provider identification and attribution methods directly impact which members each provider organization is held accountable for (your denominator). Attribution is done at the billing and servicing provider ID level. More information can be found on our website at <https://tipqic.org/measure.html>.

The information contained in this dashboard may contain privileged and confidential information and is intended for the individuals designated by the named organization for quality improvement purposes. Please contact us at tipqic@asu.edu with questions, feedback, and ideas related to this dashboard.

data.tipqic.org

Guides available at: tipqic.org/dashboard.html

Workforce Development

Bertha Tapia, Director of Community Development & Engagement
Valley of the Sun United Way

VALLEY OF THE SUN UNITED WAY

Our Mission

Valley of the Sun United Way envisions a community where every child, family and individual is healthy, has a safe place to live and has every opportunity to succeed in school, in work and in life. As we implement MC2026, our plan for Mighty Change in Maricopa County, we're leveraging our network of partners across the Valley to focus our aid on the areas that need it most.

EDUCATION

**WORKFORCE
DEVELOPMENT**

HEALTH

**HOUSING &
HOMELESSNESS**

OUR PARTNERS

We convene partners to both address immediate needs and work toward long-term solutions. Together, we're working towards a future where every person in our community can thrive.



225+

MC2026 COALITION PARTNERS

23,000+

DONORS

500+

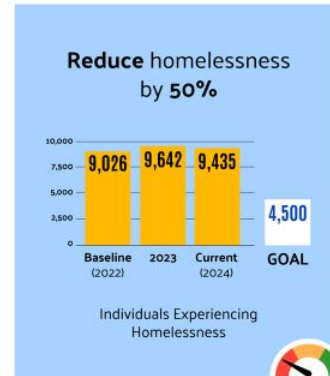
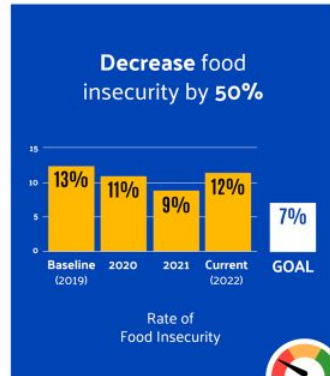
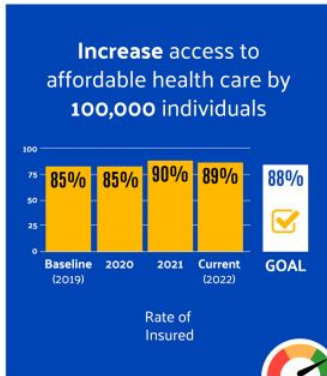
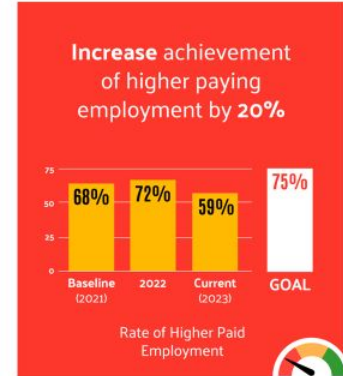
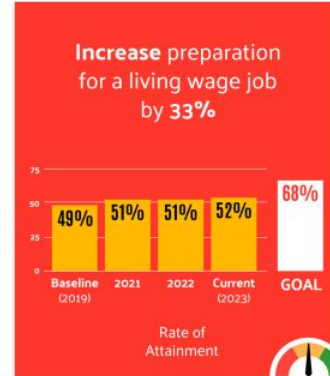
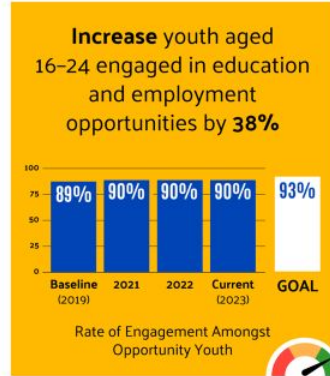
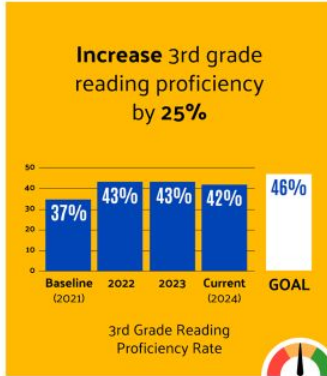
CORPORATE PARTNERS

5,500+

VOLUNTEERS



CURRENT COMMUNITY SNAPSHOT



WORKFORCE DEVELOPMENT

Open pathways to better-paying jobs.



WORKFORCE DEVELOPMENT

COMMUNITY TRENDS

Cost of Living

A living wage in Maricopa County (\$24.70/hour) is insufficient to afford many types of housing, creating challenges for low-income individuals.

Child Care Costs

The annual cost of child care in AZ per year is: \$14,040 (infant), \$12,662 (toddler), \$10,920 (4 year-old). This is 21-27% of the typical salary in Arizona.

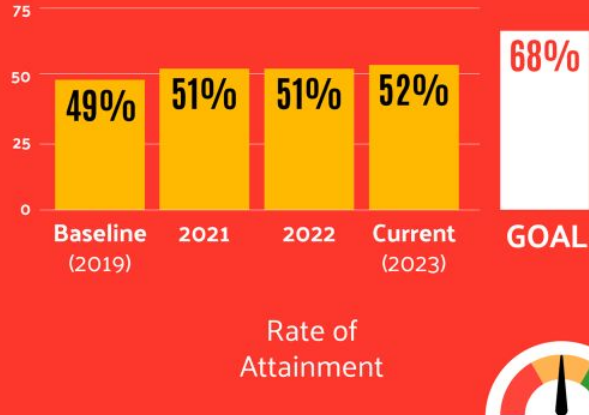
Justice-Involved

It typically takes formerly incarcerated individuals at least six months to find a job after being released, and still large employment disparities for formerly incarcerated individuals exist due to immense hurdles, with national unemployment rates higher than 27%.



GOAL 1**PROGRESS**

Increase preparation
for a living wage job
by **33%**

**ADDRESSING IMMEDIATE NEEDS**

United Way is working with community agencies, local educational institutions and private-sector employers to advance workforce development initiatives.

Working with our partners, approximately:

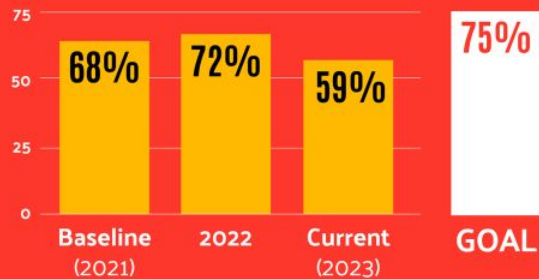
- 6,600 people received job training
- 11,000 children received scholarships for quality childcare, ensuring parents could pursue career or education knowing their children are in a supportive quality learning environment

GOAL 2

PROGRESS

ADDRESSING IMMEDIATE NEEDS

Increase achievement
of higher paying
employment by **20%**



Rate of Higher Paid
Employment



United Way is working with community agencies, local educational institutions and private-sector employers to advance workforce development initiatives.

Working with our partners, approximately:

- 2,500 people obtained employment through initiatives we were involved in
- 1,200 people experienced increased income

Workforce Development

Ana Guzman, Director of Community Health
Unlimited Potential



Unlimited Potential

www.unlimitedpotentialaz.org

Our Story

Since 1985, Unlimited Potential has addressed the needs of the underserved population in south Phoenix. We started with parents wanting to improve their literacy in order to build a better future for themselves.



Our Mission

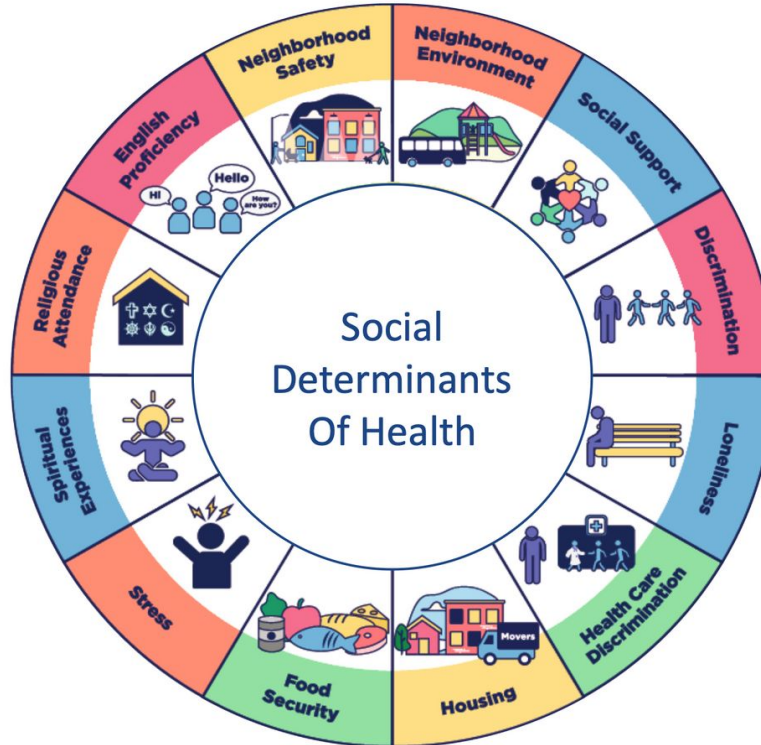
To ignite unity, pride, and dignity through education and advocacy.

Vision

Equitable opportunities grounded in acceptance and respect, promoting strong families and communities.



Understanding



A Whole Human Approach





Adult Education/Workforce Development

Healthy Communities

Healthy Living





Adult Education Classes

GED

These classes are 4 materials (Social Studies, Mathematics, Science, Language Arts). Each material is taught every 6 weeks, you can jump in the next opening times (information on our website). We do have morning and evening classes available.

ESL

Our English as a Second Language classes are offered twice a year; January - May and again from August - December. There are 4 different levels offered we go from learning your ABC to having conversations and writing essays in English.

Technology Classes

Want to get better in your technology skills? We offer two different levels of technology classes beginner and advanced.



Workforce Development

CHW Training

Also known as our Core Competencies program. This is a class dedicated on training individuals looking to get their Community Health Worker certification. This class is offered twice a year, one in English and the other in Spanish. They're both 16 weeks

Arborism

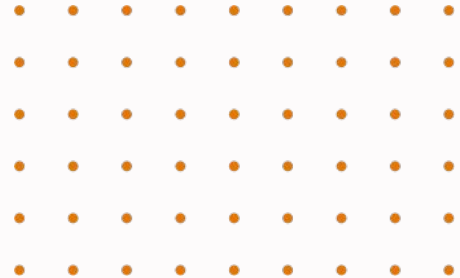
Tree Care Standard defines arboriculture as the art, science, technology, and business of commercial, public, and utility tree care. This includes planting, pruning, and disease management.



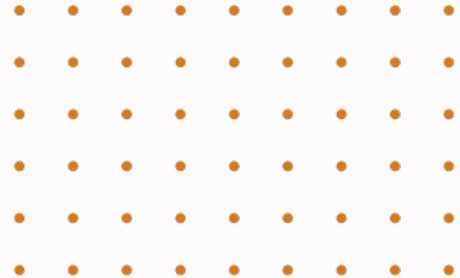
Unlimited Potential is an Arizona Community
Health
Worker Association (AzCHOW) approved
training center



Unlimited Potential Commitment



Community Health Worker Certification



Questions?



Job Training & Workforce Development

Linda Scott, VP of Child & Family Solutions
Jewish Family & Children's Services



Who do we serve?

We serve Opportunity Youth (Those not in school or working), ages 16-24, who are facing multiple barriers and need additional support to reach their academic and employment goals.

Some of these barriers are:

- Aging out of DCS foster care
- Managing mental health challenges
- Low income
- Pregnant/parenting

Program staff provide:

- Case Management
- Work readiness and pre-job training
- Living skills training
- Paid internships
- Online High school, GED Preparation & Tutoring
- Knowledge of how to access systems of care and other community resources
- Financial resources for post-secondary education
- Guidance and Mentorship
- Job development and referrals

Staffing

*Program Director

*Youth Development Coordinators

*Education Coordinator

*Program Support (data tracking
etc)

*Job

Placement Developer

Approach

Serving current and former foster care youth, and general population opportunity youth. Building academic achievement, work-readiness and independent living skills

Youth Development Principals

***Build on strengths**

***Offer a network of supportive and supported opportunities**

***Ask for, and honor, youth voice**

Develop confidence, competence, usefulness, belonging and power

***High expectations within caring relationships**

Strive for the program to become the constant, caring, consistent adult support needed by this population

Trauma Informed Care

- Welcoming
- Respect, empathy, compassion, kindness
- Recognize that trust must be earned and that “resistance” is often learned self-protection.
- Give space
- Think “what happened to you? what have you had to deal with?”
Instead of “what’s wrong with you?”



What we accomplish

We prepare youth for adulthood by teaching skills necessary for independence and self-sufficiency, while emphasizing the importance of education and employment.





An Individual Service Strategy (ISS) is developed for Education, Employment and Personal goals.

The ISS also identifies barriers that may interfere with goal achievement and support needed to overcome the barrier.

The youth decide what they want to work on and when they work on it.

IT'S AT THEIR PACE, NOT OURS!

Intake

All youth who are seeking GED or Online School receive the following:

Academic Assessment-
Determine current grade level

Career Assessment-Identifies interests and training & education required

Living Skills Assessment—Identifies skills known and needed

Partnerships Are Key!

Build Career Pathways – Education to Career

Post-secondary Education & Training Programs

*Healthcare

*Apprenticeships

*Online High School

*Technical

*Community Colleges

*Mentor opportunities

*Community Resources

*Housing relationships

Real World Work Experience


LIVING SKILLS:

- Financial Literacy—Managing \$, bank accounts, budgets, credit
- Sexual Health—Birth control and STIs
- Drug & Alcohol Education—Awareness—Peer pressure – health effects
- Finding Affordable Housing—Location, cost, on a bus line
- Roommates—How to get along and manage
- Nutrition—Cooking affordable meals
- Safety—At home, on bus, in community, at work

Educational Resources

We offer:

- High School Equivalency (GED) preparation
- Online High School Credit Recovery Curriculum (Grad Solutions)
- 1:1 Tutoring, on and off-site, Virtual
- Post secondary exploration for degree and certificate programs
- Some financial-aid assistance/Resources



Interested Youth can learn basic skills that transfer over to the “Real World”

Retail: Thrift store on site—Assist shoppers, organize clothing, stock

Food Pantry: Stock shelves, organize food

Clerical: Use copy machine, answer phones, taking messages, labeling, use computer programs-MS Office

Maintenance: Light housekeeping tasks around office (trash, clean, dishes, keep warehouse neat, etc.)

WORK READINESS

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graph LR; A[WORK READINESS] --- B[Punctuality & Attendance]; A --- C[Completing Tasks assigned]; A --- D[Making Career Decisions]; A --- E[Appropriate work attire]; A --- F[Interviewing]; A --- G[Being a team player]; A --- H[Demonstrating positive attitudes and behaviors at work]; A --- I[Résumé Development]; A --- J[Filling Out Applications];
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Punctuality &
Attendance

Completing Tasks
assigned

Making Career
Decisions

Résumé
Development

Demonstrating good
interpersonal relations

Appropriate
work attire

Filling Out
Applications

Being a team player

Interviewing

Demonstrating positive
attitudes and behaviors
at work

Financial Assistance

We help to eliminate temporary/short term barriers so the youth can focus on completing their education and employment goals.

All assistance is provided on a case-by-case basis and is meant for short term assistance.

Examples:

Clothing-Personal and Work

Food

Rent, phone and utilities

Bus passes & gas cards



Examples
of
community
businesses
sites where
we have
placed
youth:

- Healthcare settings
 - CNA, Phlebotomy, EKG Tech
- Automotive/technician
- Office/Data Entry/Clerical
- Retail
- Restaurants
- Veterinary/Animal Care
- Human Services/Food Banks
- Computer Technology
- Construction

How are youth referred to us?

Where Do Referrals Come From?:

Department of Child Safety

Independent Living Skills workers

Group Home Staff

JFCS and Other Local Agency Staff

Word of mouth

Academic Partners

We serve approximately 150 youth per
year

Success In Program Year 2025

35 Youth
Completed
Post-Secondary
Training
Programs

Another 15
Completed
High School
Equivalency

More Than 30
Young People
Placed In
Community
Businesses For
Work
Experience

More Than 50
Youth Have
Achieved A
Measurable Skills
Gain

that is
Success!

For further questions about our program, please
contact us at :

602 279-0084

or email:

Program Director Gina Harper – Gina.Harper@jfcsaz.org
V.P. Child & Family Solutions, JFCS – Linda.Scott@jfcsaz.org

Questions?

All

Closing & Next Steps

Matt Martin

Arizona State University

Next Steps

- Continuing Education Units (CEUs)
 - The post-event CEU evaluation survey will appear in your browser once the meeting ends.
 - In order to secure CEUs you must complete this survey.
 - If you are unable to find the survey, please look for the post-QIC follow-up email and/or email from support@tipqic.org.
- Feedback Survey
 - A TI Online Project feedback survey is posted to Canvas and will also be distributed in the post-QIC follow-up email

Thank You!

Please email TIPQIC@asu.edu if any questions