

Regional Forum Feedback on All Indicators

General

- Understand the need for a common set of indicators statewide (all moving in the same direction, “common language for all”)
- Local decision making = funding plan development, regional strategies implemented to move the universal indicators
- This will help regional councils to prioritize (especially considering projected revenue decline)
- ? Are other revenue stream being considered e.g. tax on alcohol
- Caution: “teaching to the test” – assessing children, families: to what end? Are we trying too hard with all of these indicators? Will we be spending too much time collecting data vs. service provision
- Concern: multi-factorial impact upon indicators i.e. not solely FTF impact: other socio, economic and political factors
- ? isolate FTF impact – leads to tracking of individual children
- Concern? Collecting data via self-report? Mostly parent/ family self-reporting - not necessarily reliable but important to hear ‘family voice’
- ? How will baseline data be identified/ set? And at what level?
- Concern: data collection is difficult at regional level e.g. shared zip codes across some regions, no school district in some regions, tribal data collection (willingness and/or approval to collect and share)
- ? Can data collection for indicators be incorporated into Needs and Assets efforts?
- One of the best FTF forums: informative, relayed complex information in easily understandable format

Roles Goals and Indicators

EARLY LEARNING

- Assessment: huge gap in understanding and knowledge – how to assess (who), tools to use, how to apply results
- Assessment: ?coordination with ADE? e.g. require special ed programs to use same assessment tool?
- ? How will rating system align with indicators? QF! is example but how are we looking at all strategies
- FFN: Not isolate this as a separate group/ role. Families using for a variety of reasons: no access, would always choose this option. SO how to bridge to quality?

- Less confident about moving EL indicators i.e. #/% of children in QF! 3 to 5 stars. Consider capacity of rural/ tribal
- Role 1: Under How Well - ? why is HS only included and not the other types of ECE programs such as school district, center based etc.
- Role 3: % cost of care to Median Income – is this UNREALISTIC? Especially for middle income families?
- Role 4: Needs something in 'Better Off' e.g. measure quality and relate to school readiness. Consider S Phx only has 69 regulated centers; so where are the children?

HEALTH

- "identify delay by age 1" - ? re-work to 2 years of age – consider language delays
- ? why are dentists separate?
- '% of children receiving well-child visits' consider economic impacts especially current economic downturn therefore not a direct FTF impact or other regional difference???
- ? well child visits indicator – how will this be done?
- Consider other influences to 'access' such as transportation
- We see indicators about oral health but what about indicators about hearing and vision
- Not taking advantage of available programs – why are families not participating – e.g. Delta Dental providing sealants but very few participate
- What happens if EMPOWER goes away? Calling out a program name?
- Role 1: add 'family practice'
- Role 2: high deductibles
- Role 2: ?How will we be able to capture info for families and children who are IHS eligible?
- Role 3: some regions don't have obesity prevention/ physical activity strategies
- Role 3: system indicator: playgrounds/ parks – is this possible to collect in rural/ tribal communities. How else should we be thinking about this i.e. community gardens
- Role 6: include all other health professionals not just dentists
- Nutrition indicators: what about hunger measures? See St. Lukes study
- ADD indicator Role 3: # of parents active with children
- Add indicator: # of health providers who cover PEDIATRIC dentistry services
- Add indicator: use of developmental screening tool under how much/ how well

- Add indicator: “Better Offs” healthy weight (BMI) #/% of children with childhood diabetes

FAMILY SUPPORT AND LITERACY

- Parent self- report pros and cons
- Safety Indicator maybe too broad – issues of culture/ definition
- Role 3 Add Indicator: under How Well - # of providers who do participate and how they implemented what they learned into practice
- Move % of children at 3rd Grade reading at grade level to a monitored indicator – too many other factors impact this issue NOT just an FTF impact