



Arizona Early Childhood Development and Health Board Family Support and Literacy Advisory Committee

Draft Meeting Minutes

Call to Order/ Welcome and Introduction

The regular meeting of the First Things First – Arizona Early Childhood Development and Health Board, Family Support and Literacy Advisory Committee was held on February 17, 2012 at First Things First, 4000 North Central Avenue, Suite 800, Phoenix, and Arizona 85012.

The meeting was called to order by Co-Chair Dal Pra at approximately 9:20 a.m. A brief welcome to everyone was made. Everyone in attendance introduced themselves.

Committee Members in Attendance

Ally Baehr, Irene Burton (telephonically), Colleen Day Mach (telephonically), Sherie Gifford, Paula Hale (telephonically), Holley Henley, Chris Linn (telephonically), Christine Niven, Jenna Shroyer (telephonically), Marilee Da Pra, Terri Clark (telephonically), Christine Scarpati (telephonically), Danielle Gagnier (telephonically)

Committee Members Absent

Patty Merk, Janna Murrell, Beth Rosenberg, Becky Ruffner, Noreen Sakiestewa, Suzanne Schunk, Karie Taylor

Facilitator

Aaliyah A. Samuel, Senior Director Family Support and Literacy

Guest

Terri Clark, State Director of Literacy

Consent Agenda

A motion was made by Member Baehr to approve the Consent Agenda with changes, seconded by Member Gifford. Motion was carried.

Update of Committee Membership

Member Dal Pra gave an update of committee membership stating that the following committee members have stepped down from the committee; Ana Bae, LaVonne Douville, Susie Huhn, Carlo Saldana, Eric Schindler, and Janice Mickens.

Member Dal Pra welcomed four additional new members to the committee; Terri Clark, Ally Baehr, Danielle Gagnier, Jenna Shroyer and Irene Burnton. Members of the committee were asked to review the roster to ensure their information was accurate.

Review Family Support and Literacy Accomplishments

Member Samuels gave a brief update on the School Readiness Indicators on page 13, stating that moving forward indicator number ten- (% of families who report they are competent and confident about their ability to support their child's safety, health and wellbeing) will be track to ensure that children are prepared and ready for school. Ms. Samuels explained that the committee will take a deeper look into the School Readiness Indicators and the role that they play in the Early Childhood System and determining our strategy direction.

Introduction to Terri Clark- State Literacy Director

Member Samuel gave a welcome introduction to Terri Clark, State Director of Literacy, stating that Terri Clark will help lay the foundation and provide information on where we are in the state on literacy.

Terri Clark, State Director of Literacy gave a presentation on Arizona Literacy, stating that the State Literacy Plan was formed to create a cohesive, seamless roadmap for all stakeholders, outlines the stages of language and literacy development for birth through 12th grade, provides guidance on the support that is required at all stages of growth to ensure learning is maximized and to make

sure the adoption of Common Core Standards align assessments in 2014 and 2015. Member Clark explained that the implementation of the Common Core Standards puts us on track to have the expectations and rigor needed to achieve and increase literacy skills of Arizona's children. Literacy is infused throughout every category of the new standards, a common thread among the four key skills of a 21st Century student: critical thinking, communication, collaboration and creativity.

Member Clark talked about the key advances and explained that the program Move On When Reading takes effect in the 2013-2014 school years and requires schools to retain third-grade students who attain a "Falls Far Below" designation, the lowest reading level category, on the AIMS test and who don't qualify for an exemption. Member Clark stated that BUILD AZ is about supporting Arizona's children by strengthening and linking the early care and education and K-12 systems. Member Clark talked about the Read On Arizona Collaboration, a statewide public/private partnership of agencies, philanthropic organizations and community stakeholders who are committed to collaborative approach in determining the gaps, identifying solutions and implementing an effective, systematic continuum of supports to improve language and literacy outcomes for Arizona's children ages Birth-8.

Statewide Literacy Update

A. BUILD Grade Level Reading Success:

B. Move On When Reading: Move On When Reading takes effect in the 2013-2014 school year, it requires schools to retain third-grade students who attain a "Falls Far Below" designation, the lowest reading level category, on the AIMS test and who don't qualify for an exemption.

C. Common Core:

Review Family Support and Literacy Purpose Document

Member Samuel explained that the committee description document outlines the focus, goals and purpose of the committee. She stated that the purpose of the committee is to provide family support and literacy content expertise and to make recommendations to the First Things First Board Policy and Program Committee regarding family support and early childhood language and literacy development for Arizona's young children and their families.

- A. Framework Presentation: Member Samuel gave a presentation of the Framework document, stating that the document provides an overview of current trends in family support and literacy, highlighting the work of First Things First in addressing service gaps and assisting with building an early childhood system. The intent of this framework is to advance the discussion on system initiatives in First Things First's Family Support and Literacy Division with a focus on aligning program goals and the coordination of services across programs to meet the needs of Arizona's children and families. The system framework is constructed on evidence-based research, First Things First research and evaluation findings, Family Support & Literacy policy committee and stakeholder input that is flexible and adaptable for local implementation. Member Samuel explained that Arizona currently has a number of family support components in place but these services are often disjointed, have limited scope and lack the coordination which might produce the best outcomes. The improvements are necessary to assure all Arizona families have what they need to provide nurturing, stable and caring environments for their children. She also explained that the three factors influencing families are; economic and education, family demographics and environmental risks and community characteristics.

Member Samuel stated that the 10 School Readiness Indicators are progress measures toward implementing the First Things First priority roles, achieving the goals and AZ Early Childhood System Outcomes and the intent of the framework document is to find the strengths and gaps in family support system. She talked Coffman's framework and how it serves as a construct to engage in a systems building discussion to advance the strategic direction both statewide and regionally to change outcomes for children. She stated that First Thing First is utilizing this approach with its Regional Directors and Council members as systems discussions continue and the statewide and regionally funded strategies ensure that a sufficient and comprehensive supply of quality and affordable programs and services are in place to support the components of a system and begin to make connections across systems. First Things First has devoted funding to putting in place high quality, high performance, evidence based programs, services and interventions for Arizona's children and families

Member Samuels reviewed First Things First Strategies and talked about the recommendations and asked members of the Committee for feedback.

- B. Family and Community Survey: Member Samuel gave a brief update on the Family and Community Survey stating that one of the key areas of discussion is language and literacy. She explained that 50% of parents reported that they or other family members do not read stories to their child/children seven days a week and 50% of the parents believe that a child's language benefits equally from watching TV versus talking to a real person. She stated that this has strong implications that there is a need for literacy awareness for the early childhood population and parents don't have significant amount of information or resources, awareness to know what child needs based on developmental care.

Family Support and Literacy Strategic Direction

Member Dal Pra asking the question “What direction is Family Support and Literacy moving towards?” now that the foundation has been laid and the groundwork has been done. She asked for insight and feedback for the members on how the felt the direction of Family Support and Literacy was going. Member Dal Pra talked to the committee about moving forward who should be at the table helping make decision going forward. She talked about engaging everyone in the work but being mindful that it is a commitment and the committee should be strategic about who should help with work.

Member Dal Pra opened the floor for discussion and feedback from the committee.

Future Work and Next Steps- Discussion Topics

- A. *Is there anything else that can be done to support literacy?*
- B. *Are parents getting stronger in literacy awareness and knowledge?*
- C. *How is First Things First supporting literacy (in the content of supporting families)*
- D. *Amplifying strategies to improve knowledge and awareness about literacy.*
- E. *More intentional on what literacy looks like in Family Support.*

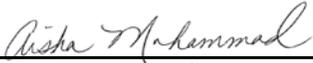
Next Meeting

April 18, 2013 9:00 a.m. until 11:00 a.m., First Things First- Board Room

Adjourn

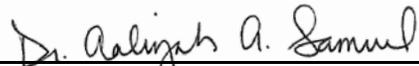
There being no further business, the meeting was adjourned at 11:00 a.m.

SUBMITTED BY:



Aisha Muhammad, Executive Assistant

Approved:



Aaliyah Samuel, Family Support and Literacy, Senior Director

Committee Approval:

**Marilee Dal Pra, Co-Chair
Family Support and Literacy Advisory Committee**

Committee Approval:

**Colleen Day Mach, Co-Chair
Family Support and Literacy Advisory Committee**