



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board

August 11, 2011

4000 North Central Avenue

Phoenix, Arizona 85012

1:00 p.m.

Policy and Program Committee Meeting Minutes

Members Present: Dr. Pam Powell, Bill Berk, Randal Christiansen, Amy Corriveau, Coleen Day-Mach (by Phone) Julianne Hartzell, Toni Harvier, Naomi Karp, Kim Van Pelt

Members Absent: Gayle Burns, Mary Ellen Cunningham, Kenton Laffoon, Eva Marie Shivers, Laurie Smith, Brad Willis

Special Guests: Michael Kelley, Co-Chair of the Early Learning Advisory Committee

Advisory Committee Members: Marilee DalPra and Coleen Day-Mach (by phone), Co-Chairs of the Family Support and Literacy Advisory Committee

FTF Staff Facilitators: Karen Woodhouse, Ida Rose Florez, Sandy Foreman

Chair Powell called the meeting to order at approximately 1:05 p.m.

Chair Powell asked for review and possible approval of the meeting minutes from the past two meetings. Called for questions or comments on the minutes and there were none. Member Corriveau moved to approve, seconded by Member Karp, all in favor with no discussion. Minutes approved with no changes.

Chair Powell called for member updates.

Member Corriveau provided update on work between ADE, FTF and other stakeholders around the issue of readiness. Arizona does not currently have a State definition of readiness but ADE is meeting with the Head Start Community and with the Federal Office of Head Start to discuss readiness development. These discussions may result in development of a definition or a profile but ADE will continue looking at research and indicators around readiness and come to an agreement about what readiness looks like. ADE will communicate with the Birth-5 and the K-12 community to ensure them that they are working towards the idea of readiness in Arizona.

Chair Powell shared that Dr. Ida Rose Florez resigned her position with ASU to take the position of Senior Director for Strategic Initiatives at FTF.

Rose Phillips was not able to attend today and will be invited to present at a future meeting.

Karen Woodhouse gave an update on the Early Learning Challenge Grant as well as on the Home Visitation Grant and reviewed the packet handout. Karen announced that FTF received the Affordable Care Act Maternal Infant & Early Childhood Home Visiting Program Grant.

The Governor designated ADHS to apply for a formula grant and they have completed the first and second phase of submissions. An additional opportunity for a \$9 million a year – four year competitive grant has also been submitted by ADHS in partnership with other agencies including ADE/Head Start, DES and FTF and hopes to hear the status this Fall.

The Governor's office also convened with ADE, FTF and WestEd to apply for the Race to the Top: Early Learning Challenge Grant of \$700 million with \$500 million specified for 0-5 services which is out in August and has an application deadline in October with awards being made by December 31st. Arizona would be eligible for a \$70 million award and we believe we're well positioned to compete as the requirements of this grant are aligned with work being done in the State among the Early Childhood partners.

Member Corriveau discussed a grant through the U.S. Department of Education for Striving Readers which will create a literacy plan for the 0-12 Community with a percentage allotted to the 0-5 Community for capacity building. Committees have completed a plan and have applied it will be notified of awards in September.

Chair Powell continued with the review and discussion of the FTF School Readiness Indicators. She thanked the Advisory Committee Chairs and Members for all their work. Karen Woodhouse led the Committee through the process, development and review of the recommended FTF Indicators. Karen provided a brief overview of the work of the Arizona Early Childhood Taskforce which developed a model for an early childhood system in Arizona and for identifying the role FTF would take in that system and which helped identify where FTF would focus their time and resources. The Taskforce developed an early childhood system model, including characteristics we want to see in the system as well as which partners would need to be involved. The Taskforce identified 20 roles, eight being designated as priority roles for FTF and which formed the basis of the work FTF was charged with. This work was also around which the Advisory Committees were convened, to provide recommendations and advisement on for the Program Committee. Based on discussion and recommendations from the Advisory Committees and with the recommendations from the Program Committee, these indicators will be forwarded to the Board at the August 29th meeting for their review and possible vote. When the Indicators are approved, FTF will use them in their FY12 statewide funding plans.

The Early Childhood System Model identified six outcomes to focus on; early learning, health, family support, public awareness, access to high quality care and preventive care. The three Advisory committees refined the goals and developed the Indicators for 15 of the 20 roles recommended by the Taskforce and approved by the Board. Five of those 20 roles we didn't assign to the Committees because they were regarding public awareness & system building and aligned better with the FTF Communications Plan. The Health Advisory Committee has recommended one additional role be added for a total of nine priority roles. The recommendation relates to the nutrition & physical activity role and a joint letter from the Health Advisory Committee Chairs has been provided for your review. FTF does support their rationale and will be open for discussion today. FTF Staff Member, Kelly Murphy believes the letter well describes their rationale on why they want to add this role.

Development of the Indicator entailed an initial review by the Advisory Committees who looked at goal statements and identified possible indicators and then organized and translated that information to what could be shared with the public and partners. FTF also received national assistance through an Early Childhood Systems Grant and used an adaptation of results based on accountability by Mark Freedman's work from Santa Fe, New Mexico. Dr. Freedman's work allowed us to look at indicators sorted and tiered into four categories. These included; How Much (did we do for Children, Families and Teachers), How Well (did we actually do the work and what was the impact), and are they Better Off (what are the results) and are there Systems Supports (in place and how do we identify needs). Dr. Freedman's approach was to focus on the third area, are children and families better off, and this is where the work of the Advisory Committees focused. The larger "universe" of indicators were distilled into nine, looked at list of Better Offs and sorted the 20 roles and how many Better Off indicators we had which at that time was 29. We then sorted duplicates and came up with 19 which were again sorted into another layer and looking at the remaining Better Offs related to the nine priority roles. Eight were approved by the FTF Board and assuming a ninth would be approved, we came up with 12 Better Offs with nine Priority Roles.

The Committee reviewed the Indicator handouts and will focus on the listing of Better Off Indicators for the priority roles and on the recommended FTF Indicators. Discussed the school readiness indicator column and FTF would like to brand, or call this collective set/composite set of indicators, "School Readiness Indicators".

In reviewing items 1-3, early learning indicators, Michael Kelley commented these were the items the Early Learning Advisory Committee spent the most time on and unanimously recommended these move forward. FTF is recommending that items 4 and 5 be taken off the list of school readiness indicators because we believe it's a How Well indicator and role two includes this as a bulleted measure and these items are captured elsewhere. All Advisory Committees had a concern that this measure of cultural responsiveness, as well as being inclusive of children with special needs, does not get lost and is somehow imbedded within the roles.

Karen Woodhouse shared that these measures are imbedded in the very DNA of the FTF framework but understands the concern of the Advisory Committees that unless we specifically call them out, they may get lost. Staff Member Dr. Kemp shared that these measures are captured in the FTF Program Guidelines as well. Member Hartzell inquired if the Program Committee could make a recommendation to the FTF Board that, minus these items from the list of recommended indicators, could they approve the recommended indicators with the understanding that items 4-5 will require further study? Marilee Dal Pra also shared her concern that these items be captured and believes they should be captured in each indicator overall. Member Corriveau questioned if Regional Partnership Councils would use this information for the developing of funding plans and Karen confirmed that yes, that's exactly what this set of indicators will be used for, to help determine funding allocations. Councils will look at data and then decide what this data tells us we need to change based on these set of indicators. In this process, we're not funding an indicator, we're

developing the strategies that you will fund, that move the data on the indicators. We start with data, select what indicators to change and identify strategies to use and fund to change the data for that indicator. Member Christensen shared we need some flexibility as you start to measure, because the Better Offs are the most difficult to measure, certainly measuring cultural sensitivity is very difficult, vs. measuring clear numbers.

Discussion on the measure for quality. Anytime Parents are surveyed about what has led them to their child care choice, quality is usually in the top three as are location and cost. This may be something all Advisory Committees need to continue discussing.

Moving onto item six, regarding accessibility and access where families are spending no more than 10% of their income for care. Member Karp believes this number reflects a low cost to Families and actually costs more. The data came from national research which often cited 10% was the norm but understand, that depending on where Families live, costs would change. Overall, we believe that our target goal is that Families should not pay more than 10% of their income for child care and is a target to aspire towards.

With the various scenarios which can affect any given indicator, we need to develop an intent statement for each of the indicators.

Discussing items numbers 6-7, Member Corriveau shared that ADE does have a developmental delay category for children that is relatively new in Arizona. It's only be implemented for the last two-three years and it works for children who are three years old until their eight birth date, until they turn nine. It can carry them through preschool, into those first primary grades of school and it's the only special education program that does so. We're looking at this globally for Arizona because we have other categories that cover developmental delays because a child doesn't necessarily have to fit a special education category to have a developmental delay. Staff Member Dr. Florez questioned, does a child have to be identified with a developmental delayed in preschool in order to have a developmental delay category later on, or could a first grader be categorized as developmentally delayed? Member Corriveau confirmed, yes. What would happen in past is that children that had a specific category in preschool would get re-evaluated to see if they were eligible for the K-12 system and if they didn't match the law as written, then they were dropped or placed in an inappropriate category. If our intent is to capture the kids who would fall through the cracks, maybe developmental delays isn't necessarily the category and needs to be better defined. What we really want is for kids to be identified early, getting the intervention and exiting out prior to having to transition to kinder or exiting after kinder. The Program Committee recommends that the wording be changed or recognized that the term developmental delay captures our intent. The Health Advisory Committee intended that there needed to be a broad definition around this word "developmental delay" to include children with special health care needs, that might not necessarily be considered developmentally delayed. Karen Woodhouse stated that this would not just be a category, this is something that the rules of Arizona says that the term "developmental delay" intended to encompass children with special needs no matter how they were categorized.

Item number eight, early learning role, intent was that numbers would go up. The intent is that intervention provided in the early years is effective and more kids are entering kinder without needing additional intervention.

Item number nine, better off added. The Health Advisory Committee is recommending we add a new priority role under nutrition/physical education/prevention.

Items number 10-12 were reviewed with no comments.

The Committee next discussed the policy decision on how the indicators would be utilized in FTF. The set of indicators will primarily be used in funding plan development. FTF recommends that the Regional Partnership Councils select three of their highest priority indicators based on data for their region and to be tracked annually and benchmarked every three years. Indicators for any other FTF priority role that are not included in the set of 12 cannot be utilized by the Council unless their local community data reflects why resources needed to be priorities if not on the top priority set. Some indicator data will show changes have happened sooner than later and Councils find this data helpful. FTF has a "strategy universe" with over 40 strategies that Councils have developed and funded over the years and which Councils have used to develop new strategies or to update current strategies based on data received. Regional Councils make their funding decisions based on how they want to make improvements for their community but FTF is trying to get a more common focus on what we're going to prioritize across the organization.

Currently the FTF key measures align with the How Much/How Well Indicators. The key measures are tracked and not benchmarked. We're not asking the Program Committee to approve a key set of measures but to discuss the context. Councils will not be required to select any particular indicators, they are free to determine which indicators are appropriate for their community but we would like to ask that they select a minimum of three indicators. At the last Program Committee meeting we briefly discussed the topic of policy movement and system development. We want to capitalize this work with the FTF Board and then

move it out across the organization. Needs and Assets Reports will eventually include a dashboard for progress on the School Readiness Indicators at the Council level. Several of the How Much/How Well Indicators are already included in the Needs and Assets Report for FY13 but it's not intended as a baseline report but something that will tell a good data story and will help move funding planning forward. If Councils want to talk with vendors regarding indicator data needed, they can include this request if costs allow. The Logic Model helps Council Directors and Members with data and how to back that into the Indicators. We think many Councils will end up funding similar strategies to what they're currently funding. But we're starting to see bigger movement towards a collective set of indicators but also see bundling strategies to get at a larger scale, rather than impacting a small number of communities. Smaller Councils may choose to focus on three indicators but there may be one strategy that impacts across more than one indicator. Ultimately indicators are what we want to move that's going to help tell our story about the impact any investment is having related to whether kids and families are better off. If there is another way to impact the goal movement, we should be able to consider it. Funding plans will focus on indicators not necessary to have to develop a narrative around a goal statement. When you select indicators you have an alignment to the role and goals and that's how we got to the indicator in first place. Will need to discuss further and talk through the full process.

A motion was made by member Karp that the program Committee recommends that the FTF Board accept the Health Advisory Committee recommendation to add an additional priority role, which is Health Role #3: Nutrition and Physical Activity – Collaborate with partners to support improved nutrition and increased age/developmentally appropriate physical activity levels among children. Seconded by member. Motion carried.

A motion was made by member Hartzell that the Program Committee recommend that the State Board approves the set of 10, out of the 12, School Readiness Indicators as developed by the FTF Advisory Committees for Early Learning, Health and Family Support and Literacy. To include the intent of the indicators and have further development and study of 4 & 5 which were removed. Seconded by member Willis. Motion carried.

A motion was made by member Corriveau that the Program Committee recommend that the FTF Board approves that three, that Regional Councils will select a minimum of three FTF School Readiness Indicators to guide development of funding plans and that FTF School Readiness Indicators are benchmarked at a statewide and local level every three years or in alignment with the funding plan cycle. Seconded by member Willis. Motion carried.

Michael, how will you let the various committee members know exactly what's moving forward would hate to see members surprised since two of recommendations proposed may not go forward, maybe an e-mail can be sent out and why decisions made prior to summit would be helpful. Karen Woodhouse will prepare a narrative of the proposed School Readiness Indicators for the FTF Board books and will also send out this report to the Advisory Committee Members.

The next steps for the Program and Advisory Committees in 2012 will be to begin work on developing FTF Benchmarks. For FY13/14 FTF plans to align funding plans with the School Readiness Indicators and to know what Benchmarks we're striving for and meeting. As any agency does, FTF continually looks at the strategic plan for direction and tracks progress and areas needing improvements.

Beverly Russell, Senior Director for Tribal Affairs provided an update and reviewed copies of the Tribal E-Bulletin, which is a compilation of activities in the Early Childhood Community in Arizona and across the country which highlights the work and upcoming events of the Regional Partnership Councils (RPCs) and the Tribal RPCs. Reported that FTF hosted the second formal Tribal Consultation with an increase of participation by about two Tribes and had a total of six Tribes represented this year. Participants had great dialogue and Beverly is happy to report that Tribes who attended stated they'd provide written reports on the indicators if they had any comments.

Beverly announced that for the first time there will be a Pre-Summit Tribal Session for a half day on the 28th. We have an exciting agenda with two keynote speakers, Mr. Albert Pooley, Executive Director of Native American Families and Fatherhood Association and Colin Kippen, Executive Director of National Indian Education Association (NIEA). They will share information and on early childhood efforts across the country and how FTF may be able to help work with other initiatives by sharing our expertise with NIEA.

Beverly in partnership with three FTF Tribal RPC Regional Directors will present at the NAEYC conference in November in Florida. FTF will also be part of a breakout session and in the Learning Gallery at the National Indian Association conference in New Mexico in October.

With the resignation of Dr. Ida Rose Floes from the Program Committee, Chair Powell called for recommendations for replacement with someone from Maricopa County or for recommendations for additional members who should be invited to join the Committee. Karen Woodhouse will confirm if the vacant seat needs to be someone who also sits on a Regional Council and recommendations

can be forwarded to Karen Woodhouse, Cynthia Chavarria or Chair Powell. Member Corriveau may want to consider inviting someone in the early education community.

Chair Powell announced that the Program Committee would meet three times in 2012 and the Advisory Committees would meet four times in 2012 each on a quarterly basis. Program Committee meetings will again be scheduled for the third Wednesday of the month as allowed. FTF will send out scheduling requests to determine meeting dates.

Chair Powell adjourned the meeting at approximately 5:00 p.m.

DRAFT