



**ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD
POLICY AND PROGRAM COMMITTEE
EARLY CHILDHOOD TASK FORCE
EARLY LEARNING SUB-COMMITTEE MEETING MINUTES
APRIL 10, 2017**

A meeting of the First Things First (FTF) - Arizona Early Childhood Development and Health Board, Policy and Program Committee, Early Childhood Task Force, Early Learning Sub-Committee was held on April 10, 2017 at 9:00 a.m. The meeting was held at First Things First, 4000 North Central Avenue, Suite 800, Boardroom, Phoenix, Arizona 85012.

Welcome and Call to Order

Chair Melissa Busby, Director of Early Education, Central Arizona College, called the meeting to order and welcomed all members. She thanked everyone for their time and commitment to working with FTF to develop their five-year statewide program and policy strategic plan.

Members Present:

Chair, Melissa Busby
Alecia Jackson
Amelia Black
Bill Rosenberg
Josiane Tyrell
Lauren Zbyszinski, Ph.D.
Lourdes Ochoa
Michael Kelley, Ph.D.
Robert Dooley, Ph.D.
Suzanne Perry

Members via WebEx:

Melissa Madrid
Pat Berry

Members Absent:

Brook Herrera
Eva Marie Shivers
James Scott
Jonathon Gonzales
Naomi Karp

Members of the Public:

Dawn Craft

First Things First Staff:

Ginger Sandweg
Michelle Katona
Roopa Iyer, Ph.D.
Amy Dixon

Facilitator:

Peter Flanagan-Hyde

Documents Provided and Publically Posted:

1. Public Notice and Agenda for April 10, 2017 Early Learning Sub-Committee Meeting
2. Minutes of the Early Learning Sub Committee March 6, 2017 Meeting
3. Revised Early Learning Sub Committee Goal Statements, Areas of Focus and Proposed Measures of Success
4. Brown, K. E. (2014). Early Learning and Child Care. *United States Government Accountability Office, GAO (14), 325t, 1-2.*
5. The Assessment Continuum Guide for Pre-K through Third Grade in Arizona. (2016). *Arizona Department of Education, 1-30.*

Chair Busby requested a motion to approve the Minutes of the March meeting. Dr. Michael Kelley motioned to approve the minutes, Bill Rosenberg seconded the motion, all were in favor, none opposed, and the motion passed to approve the March 6th meeting minutes.



Guiding Principles and Group Norms

Facilitator Peter Flanagan-Hyde reviewed the Guiding Principles and Group Norms.

Overview of Cross-Cutting Themes

Chief Program Officer Michelle Katona noted that there were several cross-cutting themes shared in the Early Learning, Children’s Health, and Family Support Committees of the Early Childhood Task Force. She reviewed the last page of the handout with the cross-cutting themes to ensure that all committee members are aware of those connections.

Review of revisions to Goals

Sr. Director, Ginger Sandweg reviewed the revisions to the Goal Statements, Areas of Focus and Proposed Measures of Success. Two documents were mentioned as additional information provided for two of the goals:

- Goal 1 - the GAO Report handout was pointed out as a starting place in identifying federal programs that could be aligned with the early childhood work, policies, and standards.
- Goal 2 - the Assessment Continuum Guide for Pre-K through Third Grade in Arizona handout was pointed out as a resource for supporting the work of this goal.

Discussion about the goals included:

- Goal 3 – the wording of the goal mentions access to quality, but the enrollment and engagement in quality programs is just as important. So, recommendation to change the wording to indicate “access to and participation in.”

Review of revisions to Areas of Focus

Sr. Director, Ginger Sandweg reviewed the revisions to Areas of Focus. Discussion included:

- Goal 1 Focus Areas
 - Common intake/eligibility – consider the reality of the undocumented population in Arizona.
- Goal 2 Focus Areas
 - The revised areas of focus for Quality Early Care and Education Standards, Curriculum and Assessment are specific and adequate to the birth to five populations.
- Goal 3 Focus Areas
 - Alignment with Quality First – it is important to recognize and minimize the duplication of efforts with QF and other program requirements. Sr. Director Sandweg said that in the QF Redesign, those are the things that are being looked at and included.
- Goal 4 Focus Areas
 - In addition to developing and strengthening educational pathways, identification of barriers is important to understand and resolve.

Overview of proposed Measures of Success

Facilitator Peter Flanagan-Hyde mentioned the meeting for today is to come to consensus on Measure of Success. The question is not all the possible measures of success we have gotten, or benchmarks to track, but to essentially charge to FTF that we are moving forward. Roopa Iyer, Ph.D, Sr. Director for Research and Evaluation joined the group to discuss the Measures of Success regarding the data system of Early Learning, Family Support, and the Health of Children prior to attending Kindergarten. Facilitator Flanagan-Hyde asked repeatedly what is it that we want people to look at to say there is progress taking place here.

Discussion and consensus of Measures of Success

- Goal 1 Measure of Success
 - Importance of alignment with Tribal programs was highlighted as necessary to add to the language of the measure.
 - Tactics such as mapping out State, Federal and Tribal programs were identified.
 - Targeted measurements to track over time that were suggested include:
 - progress in building the infrastructure for a common intake/eligibility system
 - progress in coordination towards a comprehensive data system
 - the federal dollars used for early childhood that come into this state and understanding if there are increases is important to track
 - identifying where duplication exists
- Goal 2 Measure of Success
 - Suggestion to map where research/evidence based curriculum is already being used
 - In reservations and Indian Health Services the majority of the data comes in in terms of Special Education. An Individual Family Services Plan is not something that we always get and the school does not reassess a student until they are 8 or 9 years old. When they go into Kindergarten the teachers do not know the child has special education issues if they do not get an IEP. Another goal the Kindergarten readiness the native people are oral. How do you measure that? How do we say there are successes?
 - Targeted measurement to track over time that were suggested include:
 - Exiting special education in 1st and 2nd grades
 - Sometimes there's an IEP team that is reluctant to discharge a child as they are going into normal school. They say let's just watch him or her.
 - This is also about a 5 year strategic plan if you move them into first grade or second grade the impact will be a different data point.
 - Number of children with special needs participating in inclusive settings
 - Number of infants and toddlers transitioning out of AzEIP
 - Department of Economic Security (DES) is starting to collect preschool expulsion rate as a measure of success. Only on children who are receiving DES subsidy. Suggested that this might be something to track.
- Goal 3 Measure of Success
 - Targeted measurement to track over time that were suggested include:
 - Length of time to achieve quality levels in Quality First
 - Is enrollment capacity increasing in Quality First 3 to star rated programs?
 - Number of program closures
 - Number of children participating in Quality First 3 to 5 star settings:
 - Children receiving DES subsidy
 - Children involved in the child welfare system
 - Children with special needs
 - Infants and Toddlers
 - Children in tribal and rural communities
 - Children in poverty
- Goal 4 Measure of Success
 - It was recommended that the percentage/number of Early Childhood Teachers with degrees measure should include Administrators.

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- In addition to measuring the number of statewide programs offering professional development aligned with the WFKC, it was recommended that the number of professionals participating in that PD be measured.
- Targeted measurement to track over time that were suggested include:
 - Retention of early childhood professionals – this needs to be clearly defined. Is this retention:
 - In the field
 - In the same position
 - In the same region
 - At the same program
 - Length of time to achieve a credential or degree
 - Markers towards degree completion (i.e. successful completion of courses, continuous enrollment in college courses from one semester to the next).

Sr. Director Sandweg repeated back the discussion points to ensure that the revised document would capture the thoughts and recommended changes of the committee.

If there is anything significant from the National Panel, this is the last meeting here and will be a conference call if necessary. We will do a revision to the document to send to everyone as well as that will go to the NAP, if we feel there is something causing a significant change then it will be brought to the Task Force on May 23.

Approval of Goals, Areas of Focus and Measures of Success as revised

Chair Busby called for a motion to approve the revised goals, areas of focus, and measures of success. Dr. Kelley made the motion to accept, Member Ochoa seconded the motion, all in favor, none opposed, and none abstained, motion passed. Dr. Dooley had a comment that he's been in many committees and this has been a very smooth process and thanked everyone. Chair Busby thanked everyone for their hard work and commitment to this work.

Summary and Next Steps

Facilitator Flanagan-Hyde made sure there were no more questions regarding all the information discussed.

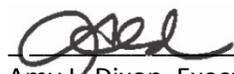
Adjourn

There being no further discussion, Chair Busby adjourned the meeting at approximately 11:45 a.m.

Telephone Procedures

First Things First provided a teleconference line to allow for any members of the public to hear the Early Learning Sub-Committee meeting. Speakers physically present at the meeting spoke into microphones to ensure that members on the telephone could hear. All callers were muted upon connection.

Respectfully submitted on this 17th day of April, 2017.



Amy L. Dixon, Executive Staff Assistant