

**ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD  
POLICY AND PROGRAM COMMITTEE  
EARLY CHILDHOOD TASK FORCE MEETING MINUTES  
DECEMBER 13, 2016**

A Policy and Program Committee, Early Childhood Task Force Meeting of the First Things First (FTF) - Arizona Early Childhood Development and Health Board was held on December 13, 2016 at 9:00 a.m. The meeting was held at The Embassy Suites, Phoenix Biltmore, Junior Ballroom, 2630 East Camelback Road, Phoenix, Arizona 85016.

**Welcome and Call to Order**

Co-Chair Nadine Mathis Basha called the meeting to order at approximately 9:10 a.m. Co-Chair Mathis Basha welcomed attendees and noted this meeting was scheduled as the second Task Force meeting to specifically recommend a five year statewide program and policy strategic direction to the board. In lieu of a roll call, all Task Force members and guests were required to sign-in as proof of attendance. Co-Chair Mathis Basha thanked everyone for their time and expertise and recognized Representative Kelly Townsend for being a part of the Task Force. Co-Chair Mathis Basha noted that the agenda would focus on the early childhood system with specific emphasis on First Things First's priorities and impact. She continued by saying that the goal of the Task Force meeting would be to determine additional opportunities critical to changing outcomes for our young children and that FTF staff is working on fulfilling the various requests for information and data from Task Force members.

**Members Present:**

Nadine Mathis Basha, Co-Chair  
Don Budinger, Co-Chair  
Amy Corriveau  
Andrea Benkel  
Bryant Powell  
Councilman Francisco Munoz  
Darlene Little, Ed.D  
Darren Hawkins, D.Min  
Erin Hart  
Erin Lyons  
Ginger Ward  
Joyce Millard Hoie  
Keri Campbell  
Kim Russell  
Laurie Liles  
Laurie Smith  
Lavonne Douville  
Leah Landrum Taylor  
Liz McKenna, MD  
Lyn Bailey, Ed.D

Marie Peoples, Ph.D  
Marilee Dal Pra  
Neil G. Giuliano  
Nicol Russell  
Mayor John Giles  
Pam Powell, Ed.D  
Patrick Contrades  
Rene Bartos, MD  
Representative Heather Carter  
Representative Kelly Townsend  
Richard Yarbough  
Riley Frei  
Robert Weigand  
Shalom Jacobs  
Shana Malone  
Sheila Sjolander  
Suzanne Pfister  
Terri Clark  
Verna Johnson  
Vice Chair Deal Begay  
Victoria Begay

**Members Absent:**

Annapurna Ganesh, Ph.D  
Brian Spicker  
Dana Naimark  
Jessica Jarvi  
Representative Jill Norgaard  
Karen Ortiz, Ph.D  
Mary Baldwin  
Ruth Solomon  
Senator David Bradley  
Shana Malone  
Verna Johnson  
Vivian Juan Saunders

**Members of the Public:**

Dawn Craft  
Dawn Gerundo  
Kim Flack  
Susana Lopez

**First Things First Staff:**

Sam Leyvas  
Michelle Katona  
Amy Dixon  
Angela Mussi  
Carol Lopinski  
Ginger Sandweg  
Kim VanPelt  
Jessica Brisson  
Joe Fu  
Julia Chavez  
Linda Hernandez  
Liz Barker Alvarez  
Melinda Schmied  
Roopa Iyer, Ph.D  
Tiburcia Yocopicio-Chambers  
Trisha Robinson  
Veronica Lucas

**Consultants:**  
Lori McClung  
Rebecca Cohen  
Scarlett Boudier  
Sharon Flanagan-Hyde

Co-chair Mathis Basha requested a motion to approve the November 16, 2016 Task Force meeting minutes provided to everyone prior to the meeting and in their meeting packets. Reverend Darren Hawkins moved that the minutes should be approved, Suzanne Pfister seconded that motion. Co-chair Mathis Basha asked the members for those in favor, it was noted that all were in favor. Co-chair Mathis Basha asked the members for those opposed, it was noted that no one opposed. The motion passed and the minutes were approved.

**Documents Provided and Publically Posted:**

1. Agenda for December 13, 2016 Early Childhood Task Force Meeting
2. Meeting minutes for the November 16, 2016 Early Childhood Task Force Meeting
3. Background Document No. 1: Arizona's Early Childhood System: Desired Outcomes and Opportunities
4. First Things First: A Critical Partner in Advancing Arizona's Early Childhood System

**Strategies Implemented by FTF to advance the early childhood system (presentation)**

Michelle Katona, Chief Program Officer, reviewed the PowerPoint presentation provided-- First Things First: A Critical Partner in Advancing Arizona's Early Childhood System. The presentation included the following topics:

- a. Desired outcomes for the early childhood system and a breakout of the strategies and percentage of FTF funds allocated to each.
- b. Review of the early learning desired system, priorities and impact.
- c. Review of the professional development desired system, priorities and impact.
- d. Review of the family support desired system, priorities and impact.
- e. Review of the children's health desired system, priorities and impact.
- f. Review of the public awareness desired system, priorities and impact.
- g. Review of the early childhood system desired infrastructure, priorities and impact.

**Questions and Answers**

Lori McClung from the facilitation team led the discussion for questions and answers on the presentation, from the documents that were sent out in advance or any questions on the early childhood system.

- What strategies are we using to promote Quality First and to get more licensed programs to participate? Michelle Katona responded that we are looking at changes to the model, as funding is currently based on available slots in each region. We have a set of recommendations to refine the model and build on our partnerships with Head Start, Department of Economic Security and the Child Care Development Block Grant as well as our school districts.
- What strategies are helping to get developmental screenings done at child care programs? Ginger Sandweg, Senior Director for Early Learning responded that in early care and education programs, and in looking for opportunities to improve developmental screening, we focus on ongoing progress monitoring of young children. If we have early care and education professionals in the classrooms with children, they can identify their developmental progress, any red flags, and need for screening. Programs can then provide referrals for screening. This is an important component of a quality early care and education program.

- Is there a place to get region data on oral health? Michelle Katona responded that regional specific data was provided in the set of meeting materials from the first meeting. It is also available by county.
- Do you have any data on increasing the participation of children with disabilities in the Quality First program? Michelle Katona responded, “No,” but that we have an inclusion strategy focused on how to support young children with delays and disabilities to be supported in an inclusive early care environment. It is not a statewide strategy; there may be areas where that data is available in the regions where it is funded. We have information from some of our regions but not across Quality First as a whole.

### **Review and continued assessment of the early childhood system - discussion**

Lori McClung facilitated the Task Force in having table discussions to identify any additional opportunities by each desired outcome and place those up on the wall. Members then had the opportunity to review the opportunities identified by the members. Members used the background document-- Arizona’s Early Childhood System: Desired Outcomes and Opportunities. Lori reviewed the document and instructions for the table discussion and stations feedback.

#### **Guiding principles**

Scarlett Boudier of the facilitation team presented the guiding principles that have emerged from the qualitative data, Task Force discussions and survey responses. These guiding principles will be used by FTF as they develop action plans for implementing the recommended prioritized roles. The group was asked to review the guiding principles and raise any questions. The guiding principles are:

1. FTF will emphasize the whole child.
2. FTF will support children across diverse socio-economic, geographic, cultural, and educational backgrounds.
3. FTF will prioritize serving underserved and at-risk children and their families.
4. FTF will continue to foster and promote collaboration with early childhood system partners.
5. FTF will continue to serve in a leadership, convening, and funder capacity in advancing the early childhood system (as a whole).

Several comments and questions were made that confirmed the guiding principles. A comment was made that health is not represented and consider revising number four to address this. A comment was also made about defining what the “whole child” means. Someone noted that potential partners may also be those who do not see themselves as part of the early childhood system such as business partners and recommended that number four end after the word collaboration so that it is more inclusive to those who are invested in a child’s well-being. Someone also noted that the key word “leverage” is missing from number four and/or number five. The Task Force members were in support of the guiding principles with the suggested changes.

### **Discussion on the areas for which FTF should provide leadership, convene and fund - small group discussions**

Members were asked to move to their assigned breakout group and initiate a discussion on the opportunities, for which FTF can provide leadership. The Table below provides a summary of the discussion in each breakout group in regards to where FTF can play a leadership role and where they can continue to serve in a partnership role.

The breakout groups also had a discussion on ideas for criteria to use in preparation for the January meeting where the Task Force will recommend a set of prioritized roles for FTF. The following ideas were generated from the breakout groups:

1. Statutes of FTF and adherence to the mission and guiding principles
2. Sustainable
3. Ability of other agencies and organizations to lead
4. Measurable (a quality indicator or shared performance measure)
5. Impactful and scalable
6. Current positive strong outcomes
7. Gaps in service existence, access and availability
8. Feasibility
9. Realistic
10. High need, population, neighborhood
11. Data driven

**Report out from Small Group Discussions**

Breakout group discussions on areas for FTF to lead/partner:

<b>Leadership Role - Early Learning</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>• Bring in other partners/players that have a role in convening around early learning and education.</li> <li>• Convene and lead agency partners and stakeholders to support and better understand the cost of quality.</li> <li>• FTF to play a leadership role in recruitment and retention of the early childhood workforce, including convening and engaging partners.</li> <li>• Take early childhood education to scale by expanding reach beyond Quality First.</li> <li>• Convene and bring together early care and education and K-12.</li> </ul>	<ul style="list-style-type: none"> <li>• FTF should have responsibility for early learning.</li> <li>• Take the lead on licensing requirements aligning with quality standards.</li> </ul>	<p>Be a leader in:</p> <ul style="list-style-type: none"> <li>• Early care and education system development and implementation.</li> <li>• Quality, access, and affordability of regulated early care and education settings.</li> <li>• Quality early care and education standards, curriculum and assessment.</li> <li>• Leveraging the business community in supporting the push for quality.</li> <li>• Be a convener to address priority needs in rural and tribal areas.</li> </ul>

<b>Partnership Role - Early Learning</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>• Work with partners to inform and engage the legislature on early childhood (i.e.: Arizona Early Childhood Alliance (AZECA)).</li> <li>• Partner with the business community to inform and promote business participation (how FTF could support to engage businesses as system partners and supporters of early childhood in their communities).</li> <li>• Develop partnerships with the tribal communities.</li> </ul>		<ul style="list-style-type: none"> <li>• Partner with businesses.</li> <li>• Partner with family friend and neighbor care.</li> </ul>
<b>Leadership Role - Access to Health</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>• Address social determinants health for children and promote it as a key priority.</li> <li>• Take the lead on care coordination and helping families find a medical home.</li> <li>• Promote cross-discipline integration of knowledge and practices as a priority to inform and transform practices to adapt to children’s needs (i.e.: inform pediatricians about other early childhood topics).</li> <li>• Define, convene partners, and promote integrated care. Specifically, identify how to embed integrated care in early childhood education settings. Explore/define what an integrated system of care looks like brings state partners together.</li> </ul>	<ul style="list-style-type: none"> <li>• Care coordination of all resources including use of promotora, a social work and medical model that uses experts in the Hispanic community to support families.</li> <li>• Increase use of promotoras to increase health care access in rural and tribal areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead and help all involved coordinate developmental and sensory screenings.</li> </ul>

<b>Partnership Role - Access to Health</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>• Partner to expand trauma informed care and integrated care.</li> <li>• Partner on navigating the Affordable Care Act and healthcare reform.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner to expand access to health insurance coverage.</li> </ul>	Partner on the following: <ul style="list-style-type: none"> <li>• Access to quality health care coverage and services,</li> <li>• Supply of health care services,</li> <li>• Medical and dental homes, and</li> <li>• Nutrition and physical activity.</li> </ul>
<b>Leadership Role - Family Support</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>• Take the lead on home visitation, including:               <ul style="list-style-type: none"> <li>○ sustaining funding,</li> <li>○ leveraging Medicaid funding,</li> <li>○ supporting the family as a whole,</li> <li>○ convening partners such as community health workers,</li> <li>○ promoting and linking to pediatricians</li> <li>○ Convening/partnering with other organizations that do home visiting to coordinate better, link and connect to well-child visits and developmental screening.</li> </ul> </li> <li>• Educate the early childhood workforce about other areas they may not know about (e.g. home visiting).</li> <li>• Leverage funding and coordinate with services.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize the children most in need, including children with disabilities and developmental delays. Plan to serve all of the most vulnerable children.</li> <li>• Coordinate family support services.</li> </ul>	Move to scale with the most vulnerable, including planning for scale - for those who are most in need, the “underserved.”

<b>Partnership Role - Family Support</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
	<ul style="list-style-type: none"> <li>Partner to increase credentials and professional capacity in infant-toddler mental health and attachment.</li> </ul>	<ul style="list-style-type: none"> <li>Partner to leverage funding.</li> </ul>
<b>Leadership Role - Professional Development</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>Provide leadership to promote recruit and retain the early childhood workforce.</li> <li>Convene public schools, community colleges, and institutions of higher education to prepare the early childhood workforce.</li> <li>Preserve specialized certification for early childhood programs.</li> </ul>	<ul style="list-style-type: none"> <li>Increase access to health care services in rural and tribal regions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide leadership to strengthen the early childhood workforce, including:               <ul style="list-style-type: none"> <li>Professional development system,</li> <li>Recruitment and retention, and</li> <li>Support for family support providers.</li> </ul> </li> <li>Help get information that is used in coursework from institutions of higher education directly into the hands of parents/ caregivers of infants (i.e. attachment).</li> <li>Increase support for early childhood pathways at institutions of higher education.</li> <li>Coordinate the development of early childhood pathways.</li> </ul>
<b>Partnership Role - Professional Development</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>Partner to increase recruitment and retention for the family support and health care workforce.</li> <li>Partner with community colleges to improve early childhood workforce and credentialing process.</li> </ul>	<ul style="list-style-type: none"> <li>Be a vocal partner to strengthen the early childhood workforce, including attraction and retention.</li> </ul>	<ul style="list-style-type: none"> <li>Partner to provide training for health care providers.</li> </ul>

<b>Leadership Role - System</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
	<ul style="list-style-type: none"> <li>System infrastructure, system funding, not just from government organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Be an early childhood system leader.</li> </ul> Continue to provide the needs/assets report as a system evaluation tool.
<b>Partnership Role - System</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<ul style="list-style-type: none"> <li>State agency coordination collaboration (i.e. AHCCCS.)</li> </ul>	<ul style="list-style-type: none"> <li>Partner with the foster care system and help identify ways to work together more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Partner on early childhood data systems, evaluation, and funding.</li> <li>Partner with the Navajo Nation to build capacity to be a leader in the community.</li> </ul>
<b>Leadership Role - Public Understanding</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
	<ul style="list-style-type: none"> <li>Leverage social media.</li> <li>Be a leader in early childhood messaging.</li> <li>Use a business model to test messaging before full roll out.</li> <li>Understand policymaker perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Take the lead on and develop an elevator pitch.</li> <li>Lead in outreach to policymakers. There may be some limitations as a state agency, so FTF must have partners to "do the work."</li> <li>Clarify misunderstandings in the legislature.</li> </ul>
<b>Partnership Role - Public Understanding</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
	<ul style="list-style-type: none"> <li>Engage millennials and entrepreneurs to help develop messaging that will help communicate to and engage younger generations.</li> <li>Help others understand the entire early childhood system and how system partners help children and families.</li> </ul>	

### **Next Steps and Adjourn**

Co-Chair Budinger closed by stating, "The work that you are doing now is the enabling work for the committees (children's health, family support and early learning). We will tee them up with a report from your feedback."

# FIRST THINGS FIRST

Co-chair Budinger announced the chairs for each committee. The chair of the early learning committee is Melissa Busby, director of the early childhood program at Central Arizona College and incoming president for the Arizona Association for the Education of Young Children. The chair for the family support committee is Irene Burnton, former Chief of Children's Health at the State of Arizona Department of Health Services and now Associate Director and Professor of Practice for the School of Social Work at ASU (Arizona State University). Finally, the co-chairs for the children's health committee will be Kevin Earle, Executive Director for the Arizona Dental Association and Debbie McCune Davis, Executive Director for the Arizona Partnership for Immunization.

Co-chair Budinger closed the meeting by advising that we can choose to be citizens extraordinaire, to have our voices heard. We can choose to be responsible and invest in the things that are important. There is no more important thing than investing in our kids. We have 500,000 kids who need our help and FTF is a marvelous example of how to do this work. It combines the best of our government, private enterprise, leadership, intelligence and resources. It has a clever funding source and it is private sector led. FTF is of the people, by the people and for the people and it must succeed. Let us have FTF be what we will it. There being no further discussion, Co-Chair Budinger adjourned the meeting at approximately 12:15 p.m.

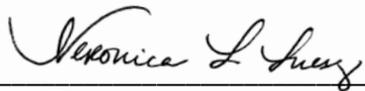
## **Next Meeting**

To be held on January 26<sup>th</sup>, 2016 at 9:00 a.m. to 12:00 p.m. at a location to be determined.

## **Telephone Procedures**

First Things First provided a teleconference line to allow for any members of the public to hear the main session of the Task Force meeting. The teleconference line did not include audio of the breakout sessions and the main session reconvened immediately following the end of the small group discussions. 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 19<sup>th</sup> day of December, 2016.



---

Veronica L. Lucas, Executive Staff Assistant