

Great Start Collaborative-Oakland

Early Care & Education Subcommittee

Meeting Notes

March 3, 2009
 1:30 – 3:30 p.m.
 Oakland Schools, Room 230

In Attendance:

Betsy Spiker, Oakland 4C; Danelle Watts, Oakland 4C; Chris Boisvert, Oakland Schools; Carin Goodrich, Lighthouse PATH; Hollie West, Parent; Laura Brown, Rochester Schools; Lisa Sturges, GSC-O; Darlene Zimny, GSC-O.

Action Agenda Status:

EARLY CARE & EDUCATION Families have access to high quality early care and education. Children are ready to succeed in school and in life.			
OBJECTIVE/ACTION STEP	TARGET DATES	PROGRESS MEASURES	STATUS
Goal ECE1: <i>Children with special needs are identified early and are connected to appropriate early intervention services.</i>			
Strategy ECE1.A: Outreach to physicians and provide technical assistance on child screening/assessment and community resources.			
ECE1.A.1 -Survey physicians regarding their knowledge of early childhood screening/assessment, community resources, and best communication vehicles.	5/31/09	Survey will be completed by a representative sample of physicians regarding their knowledge of early childhood screening/assessment, community resources, and best communication vehicles.	Our grant was submitted on January 19, 2009. The original date to hear back for the grant was 2/06/09 but as with the grant itself this date has been pushed back to the beginning of March. We STILL haven't heard. No news continues to be good news for now!!
ECE1.A.2 -Include information on screening and developmental assessments in public awareness and outreach efforts, aligning with the GSC Communication Plan, public awareness activities directed towards physicians, and Early On Oakland Goals.	12/31/09 (based on OU/ Beaumont Grant)	Presentation of information provided to at least 15 events.	See above

Strategy ECE1.B: Outreach to GSC partners and others and provide technical assistance on child screening/assessment and community resources.			
ECE1.B.1 -Include information on screening and developmental assessments in public awareness and outreach efforts, aligning with the GSC Communication Plan	9/30/09 (ongoing)	Documentation on where information is shared, what information is shared and who information is shared with	See above.
Goal ECE2: <i>Early childhood care and education professionals have access to professional development and technical assistance.</i>			
Strategy ECE2.A: Provide training and networking opportunities for early care and education professionals that address the diverse and special needs of families.			
ECE2.A.1 -Analyze surveyed training needs and identify gaps in training for early care and education professionals.	4/30/09	Completed report of training needs of early care and education professionals.	There are currently 3 different survey's that have been collected or are being collected in order to better understand training needs for early care and education professionals. The analysis of the survey by Michigan 4C Association is still underway, results are expected soon. Julie Ricks-Doneen inclusion survey has been distributed but she is unhappy with the response rate. Julie is currently exploring alternate ideas in order to increase the number of responses. Julie Ricks-Doneen's research class completed the analysis of the challenging behavior surveys. The social emotional subcommittee is currently reviewing the synthesis and recommendations from this survey.
ECE2.A.2 -Investigate funding sources to support training of early childhood professionals.	9/30/09	Completed at least one proposal for funding to support training of early childhood professionals.	The Early Learning Community Hub at Hazel Park continues to grow and is regularly providing training to its members intended to improve the quality of the professionals and programs attending.
Strategy ECE2.B: Connect child care professionals to training opportunities and community resources.			
ECE2.B.1 -Create a professional resource guide for child care providers represented in career lattice representing a progression of roles and levels that practitioners can achieve and the pathways between these detailing the amount of training/education and experience needed to qualify for that role	4/30/09	Professional resource guide will be completed.	Lisa brought a different copy of the career lattice which was meant to reflect last month's discussion. The career lattice was really a chart for career opportunities and rather than showing how you can move up the ladder in various locations (i.e. Head Start or GSRP) this lattice showed how more opportunities for your position open up with more training and education. The group liked this copy and discussed making it larger (16 x 20 size). The group also discussed adding a back side that would include minimum requirements to be hired at various

			locations. Lisa will work on this for next meeting. The group continued to discuss what our next steps might be and how we might want to use this document. Lisa mentioned the TA conference call with ECIC and informed the group that ECIC will be working with NCCIC to evaluate Michigan's work to date on professional development systems. Lisa also brought in an article from NAEYC on the 6 components of a professional development system and the group discussed which areas we could work on as a county and which issues were more of a statewide concern. The group agreed that for now we will complete our career lattice and then we will consider what our next steps might be.
ECE2.B.2 -Disseminate Guide to professionals in the county, including Family and Group Home Day Care Programs, Child Care Center Programs, Preschools, School-based Centers, etc.	9/30/09	Guide will be disseminated to professionals in the county as resources permit.	See above
Goal ECE3: <i>High quality early care and education is available for families in their communities.</i>			
Strategy ECE3.A: Identify high quality early care and education programs and research QRIS for Oakland County.			
ECE3.A.1 -Work with ECIC and state efforts on QRIS development entry.	9/30/09	Documentation of ECIC communication in meeting minutes.	Last month Lisa shared a suggestion from Joan Firestone and Donna Lackie that we focus on Quality Improvement for Oakland County rather than a full QRIS system. The idea was that we currently have three models in Oakland County that are working on quality improvements and are using the PQA as the tool to do so. Sue Allen and Betsy Spiker are working with child care centers through a United Way grant, Danelle Watts is working with family, friend and neighbor care through the Early Learning Community Hazel Park Hub, and Chris Boisvert is working with school districts. Lisa brought in some sample interview questions for the group to review. The group discussed additional questions that could be added regarding the QI model they are following, what types of technical

			assistance they have used, areas for financial support, and how they use their data from the PQA to help decide next steps. Lisa will redraft these questions for the group to review next time. Next steps would include interviews with each of the models. Laura Brown brought in an article efrom BUILD regarding the use of stimulus \$\$ for QRIS work. Some copies were passed out at the meeting and Lisa agreed to e-mail the link to the article to the group. Finally, Lisa also shared with the group a letter from ECIC stating that there is no funding currently to move forward with the QRIS program. However, work on Quality Improvement (such as that suggested above) is highly encouraged and in the spring they will be asking communities to come together to share the work being done to improve quality. Oakland will hopefully be able to showcase what we have learned with our three models at this meeting.
ECE3.A.2 -Investigate the feasibility of becoming a pilot site for ECIC and state QRIS efforts.	9/30/09	Documentation of ECIC communication in meeting minutes.	No updates
Strategy ECE3.B: Provide quality improvement training and technical assistance to early care and education programs.			
ECE3.B.1 -In alignment with the Great Start Communication Action Plan, communicate with professionals what the early learning standards are and what their purpose is.	ongoing	Outcomes will align with the Great Start Communication Action Plan to be determined.	No updates
ECE3.B.2 -Provide training on MI Standards of Quality for Prekindergarten and Infants & Toddler Programs.	ongoing	Training will continue to be provided.	No updates
ECE3.B.3 -In alignment with the Great Start Communication Action Plan, communicate with professionals what quality is and what characteristics are included	ongoing	Outcomes will align with the Great Start Communication Action Plan to be determined.	No updates
ECE3.B.4 -Provide training and technical assistance on National Accreditation, PQA, and Environment Rating Scales.	ongoing	Training will continue to be provided.	No updates

Goal ECE4: *Children are prepared for kindergarten, teachers and schools are prepared for the children they will receive and parents are prepared to participate in the process.*

Strategy ECE4.A: Research kindergarten status assessment for Oakland County

<p>ECE4.A.1 -Survey local school districts on tools implemented locally to determine kindergarten readiness</p>	<p>6/30/09</p>	<p>Report of tools implemented in Oakland County to determine kindergarten readiness.</p>	<p>ECIC is conducting a Kindergarten Teacher Opinion Survey. An e-mail with information and an online link to the survey was sent to building administrators in every Michigan public school/academy that serves Kindergarten students the week of February 23rd. The purpose of the survey is to collect information about the perceptions and practices of kindergarten teachers relative to school readiness of students entering their classrooms. Similar studies in other states have yielded valuable information about the status of young children across our nation. A final report, including survey questions and results will be developed and released in early spring. ECIC's intention is to use the survey results for messaging and in their public will building efforts at both the state and local levels. They have also indicated that survey responses may be able to be disaggregated by ISD service region for use by GSC's, assuming that response rates are high enough to yield useful data.</p>
<p>ECE4.A.2 -Work with ECIC and state efforts on kindergarten status assessment.</p>	<p>9/30/09</p>	<p>Documentation of ECIC communication in meeting minutes.</p>	<p>No updates</p>
<p>ECE4.A.3 -Investigate the feasibility of becoming a pilot site for ECIC and state kindergarten status assessment efforts.</p>	<p>9/30/09</p>	<p>Documentation of ECIC communication in meeting minutes.</p>	<p>No updates</p>
<p>Strategy ECE4.B: Build partnerships between schools and early childhood programs to ensure a smooth transition into elementary school.</p>			
<p>ECE4.B.1 -Survey transition models that local school districts are implementing to assist with the transition from early childhood programs to kindergarten (including work with parents and preschools/Head Start/GSRP).</p>	<p>6/30/09</p>	<p>Report of transition models that local school districts are implementing to assist with the transition from early childhood programs to kindergarten.</p>	<p>See above</p>

Other Issues and Concerns:

A couple of other projects were discussed at this month's meeting:

- (1) Regional focus on access to early care and education-Lisa mentioned that following the poverty summit in November 2008, access to early care and education was voted as one of the top three priorities for our region (includes Oakland, Macomb, Monroe and Wayne). DHS is leading the group to create a plan which would help to address these priorities. The next meeting is 3/10/09 and then 3/24/09. Lisa asked that the group begin to think about what suggestions or ideas they might have in order to reduce poverty through increased access to early care and education. With limited time, the group agreed to do this via e-mail. Lisa will continue to keep the group updated on this project.
- (2) Discipline policies-Lisa mentioned that the social emotional subcommittee has been working to collect some discipline policies to review as a possible link to child care expulsion. The group discussed possibly working with the social emotional subcommittee to (1) help to create some model policies-linked to NAEYC and other standards and (2) team up with the group to use these policies to do staff development. Chris offered to join with Jen in doing training on discipline and diversity as it links to behavior.
- (3) TEACH scholarship-Lisa also mentioned the idea that Joan Firestone had for us to research the use of TEACH scholarships. The group discussed looking into what issues there are for providers to utilize this scholarship. The group suggested that we look into any surveying they have done, the accountability for the program and for the recipient of the scholarship, participants experiences, etc. Lisa will begin to do some legwork on this.
- (4) Joint recruitment and Enrollment for GSRP and Head Start Programs-Lisa brought in a sample of the beginning work plan draft for the group that met on February 20th regarding joint recruitment and enrollment in GSRP and Head Start Programs. Darlene mentioned that this is definitely something that will be integrated into the work that we do with this subcommittee. More information to come.

Announcements:

None at this time.

Next Steps:

Next meeting is scheduled for April 7th, 2009.