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AHSA Quarterly Meeting
Early Care and Education Committee Agenda & Meeting Minutes
Meeting Date: 2/23/2012
Meeting Time: 1:30 pm-4:00pm
Meeting Location: University of Phoenix, Tempe, AZ

DATE OF MEETING: Time: 2/23/2012 1:30PM		LOCATION OF MEETING: University of Phoenix
2/23/2012 Committee Members Present: JoAnn Jackson – City of Phoenix; Edith Eubank – Catholic Charities; Carla Ramsey, Amy Hust - Pinal Gila Community Child Services; Margaret Larsen, Angelica Rosell-Chicanos Por La Causa; Cindy English – Crisis Nursery; Catherine Mulligan – NACOG; Norma Arreola – WACOG;		
Committee Members Absent: Kim Tan – Maricopa County		
VISITORS: Valerie Andrews-James		
NEXT QUARTERLY COMMITTEE MEETING: Date: May 17, 2012 Location: Phoenix area To be determined		
AGENDA ITEM	DISCUSSION/RECOMMENDATION	PERSON(S) RESPONSIBLE/ PRESENTER
I. Call to Order & Welcome		Angelica Rosell
II. Adoption of Agenda		
III. Approval of Minutes	Due to not having an ECE meeting last quarter, no minutes approved.	Angelica Rosell



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<p>IV. Content:</p>	<p>GOLD update---</p> <p>Question was asked if anyone is skipping Science/Technology, Arts, and Social Studies this year...several programs are doing that. It is recommended that you start doing them because they will be required soon.</p> <p>When reporting to the Region, what reports in GOLD would be most helpful? General consensus is that the snapshot report and widely held expectation report would be the most helpful.</p> <p>For home based programs—trying to get enough observations has been challenging. CPLC is training parents to be observers. Made “cheat sheets” for parents to record observations on. It has been successful. Gel will bring an example of this next time.</p> <p>Working with children who are dual funded---CPLC has had some experience with this. Having dialogues about who does what. The guidance that went out initially is still what you should follow. Need to have a lot of individual dialogue with the districts...ADE can help with this. The person you should call is Holly. WACOG expressed some struggles with this. You have to go through Holly to set up the system to work correctly so that administrators can review child data for these shared children.</p> <p>Self-care dimensions---there are some issues with access. You need to be under the ADE umbrella to have access. Otherwise, they only show up for special needs children.</p> <p>Gross motor data doesn't show up on the widely held expectations report. It does show up on the snapshot report...Margaret will email out instructions for getting gross motor data.</p>	<p>ECE, Mental Health and Disabilities Committee Group</p>
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CLASS discussion--

My Teaching Partner---CPLC uses this and recommends it. It is a professional development option for CLASS through TeachStone. Classrooms are videotaped and then sent to a coach, who works with them...targeting the CLASS items. The coach works with them to increase skills through self-reflective dialogue. It is a 2 week cycle for each video. The coach also has a coach, which has been a helpful piece for them. They have seen an increase in their CLASS scores through this program.

TeachStone also has a video library of exemplars. Margaret will send information about this to Gel to send out to the group.

Do programs give their teachers their CLASS scores? Some programs don't. Others found that they needed to in order to get teacher buy in to improvement.

DEPARTMENT OF EDUCATION Q&A with Val regarding GOLD

- As children transition from IFSP to IEP...if they stay in your EHS program, you have to exit them from part C and enter into part B and update color bands. There are wrinkles in the process. There is an OSEP process outlined in the ADE assessment manual. You have to have a virtual classroom within a classroom to adjust the color band for that child. Margaret will forward the additional guidance that she got to the chairs so that information gets out to everyone. Holly will also include this guidance in a GOLD Nugget
- There will be an updated manual coming out prior to next school year. Until then, any little updates or clarifications will come through



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GOLD Nuggets. Many people are still not receiving GOLD Nuggets...that information is not coming down from Program Directors. Talk to your individual Directors to make sure you are getting that information. The Nuggets and Newsletters are also on the ADE early childhood website under the Assessment and Communications tabs.

- Make sure you are reviewing the GOLD manual frequently, reading the Nuggets and writing down your processes and procedures so that you don't forget what has worked. Create a local manual for your own program.
- There has been some good success in transferring children between programs.
- There has also been some success in dialoging with school districts to eliminate duplicate children.
- Info from Holly regarding duplicate children: We need to set a goal to make sure that each child only has 1 portfolio in GOLD. And that all persons who work with that child has access to that child through Team Central. How that happens is still up for discussion. It works better for Head Start if they are the keeper of the child and gives access to the district through Team Central. It becomes challenging when the district has the child. There has been success with archiving the duplicate district portfolio. Everyone on the team needs to be involved with the final rating decision for the child. This model will not work if you are a program that is not under the ADE license yet. In that case, the district needs to be the keeper of the child and give Head Start access. In that case, the Head Start can get



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administrator access for that child to see data. Give ADE feedback on the process—what works, what doesn't. If you come up with a great idea, share the information!

- Be sure you contact Holly with any questions you may have...she is very responsive and is willing to walk you through anything.
- Baseline data---1 observation in each area is sufficient to do a baseline rating. For special needs children, when newly identified, use the evaluation for data.
- It is important for parents to know their rights when it comes to IEPs. If children are not getting the services that they need through the district, we can help the parent file a complaint with the state. It is a legally binding document and they are entitled to services. Parents are often so overwhelmed, they need help with going through the process. We can be advocates for them. There are forms and information regarding dispute resolution, due process and state complaints on the ADE website. Teachers should keep a calendar of when the therapist comes and when they don't. Hold them accountable for the services they are supposed to be providing. Districts generally DO respond if parents bring up issues...you often don't even need to go through dispute resolution, it often just takes a phone call.
- Draft IEP....how long should it be in existence? There is no law, but it generally should be finalized at the meeting or very shortly thereafter....as soon as possible. If it is too long, make a state complaint or escalate issues to a higher level within the District.



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<p> </p>	<ul style="list-style-type: none"> • Make sure that districts put in the IEP what services the parent has requested that they are refusing and what the justification is for the refusal. That should be very detailed. <p>Toddler CLASS---there are some upcoming trainings...go to Teach Stone website for dates and locations. It is very different from the Preschool CLASS, it is NOT just a watered down version. Gel will send out the score sheets for everyone to take a look at.</p> <p>Infant CLASS is still in development.</p>	
<p>V. Old Business</p>	<p>No Old Business</p>	
<p>VI. New Business</p>	<p>USING DITTOS IN CLASSROOMS</p> <p>Shared some resources and had a discussion about the use of dittos in classrooms vs. homework. How do you talk to parents about how young children learn and why you don't use dittos and flashcards, etc?</p> <ul style="list-style-type: none"> • Use Creative Curriculum letter to parents • Use the "I am learning while I'm playing" poem <p>Can AHSA develop a position statement regarding the use of dittos? Gel will talk to Bonnie and the management team tomorrow about whether or not this is something AHSA can do? Can there be an "AHSA supports" kind of statement?</p>	<p>All Members</p>



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SCHOOL READINESS GOALS

What are programs doing?

- EHS—CPLC---using GOLD statements as the guide for goals, also Zero to Three and OHS guidance. Focus on social emotional development for EHS goals. Looking at GOLD data to determine goals....percentages.
- PGCCS – Amy---has a draft version, needs to be narrowed down. Trying to figure out how to fit in birth-three into what they have. That will be happening in the next couple of years. They also used TSG data to show the data for their goals. They have worked a lot with Laura and Mary to develop goals. Sent information to LEAs for review/input.
- WACOG—Already had a school readiness plan. Now just synthesizing and ensuring they have all the parts they need. Collected data, looked at TSG baseline data...had an education committee team look at the data and analyze it. Sent information to Policy Council for review.
- County---done with their goals.
- Crisis Nursery—has a draft.
- Programs would like to share school readiness information with each other. If you want to share your goals with others, send them to Gel and she will distribute.



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	INFANT TODDLER GUIDELINES Should be done this Spring. You can still send input via the website/email to Kim.	
VII. Announcements:	Next Meeting May 17, 2012. Motion to Adjourn---Amy All in favor.	Angelica Rosell
VIII. Ideas for next meeting:		
IX. Adjourn		Adjourn at 3:50PM