

ELEMENT FOUR / EARLY CHILDHOOD GROUP

Members present: Tammie Shaw, Wendy Bleecker, Sandra Szambelan, Patt Earley, Sally Pritchard, Stacy Loudermilk, Christie Richardson, Nicole White, Rick Phillips, and Nikki Easterling

New: Diane Hutton (TLC/Educare)

SS/HS Grant Reporting Required Objectives:

Goal: Improve outreach and identification of children birth through age five and provide culturally responsive training to increase family access and engagement to high quality early childhood psychosocial and emotional development services

Objective 1: Increase access of children birth through age five to early childcare and education

Objective 2: Improve parents and caregivers understanding of positive parenting and family management that is culturally responsive

Objective 3: Provide outreach to county pre-schools, childcare providers, and early childhood programs

Agenda Item: Resources List

Related Grant Objective: #2

| <i>Needs Related to the Grant Goals</i> <i>Issues that must be resolved so you can reach program objectives</i> |
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| <ul style="list-style-type: none"> • Create a comprehensive list of parent resources for early childhood providers • Increase knowledge and awareness of available parent resources for early childhood in Spokane County • Increase knowledge of referral criteria, referral process, and costs for services for parent resources |

| Activities <i>Actions, plans, meetings, discussions, etc., that this element or it's members have had that resulted that resulted in some sort of strategy or plan to address the need</i> | Accomplishments <i>What this element or it's members did as a result of the activity or what barriers that this element or it's members had to overcome to use this strategy</i> | Outcomes <i>What happened as a result of the accomplishment or what people do as a result of the accomplishment</i> |
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| At previous Element meeting (06/06/06), Nicole distributed first draft of "Parent Resource List". She requested and | Nicole utilized element member suggestions, recommendations, and overall input to revise and modify the | Revised resource list created and distributed to element group members |

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| <p>received suggestions, recommendations, and modifications regarding the draft list</p> <p>Distribute revised Parent Resource list to each element group member</p> <p>Discuss and review revised Parent Resource list – including soliciting input and suggestions from element group</p> | <p>resource list</p> | |
| <p>Discussion A: Additions to resource list</p> <ul style="list-style-type: none"> • United Way • WSU • Therapeutic Preschool (located at the Transitions Center). Onsite childcare for 2 ½ to 6yrs old – will be expanding to serve birth to 3 yrs. Have an AM and PM session; serve 12 children for each session. One staff member to every five children. | | |
| <p>Action Item:</p> <p>Nicole will take the element group’s feedback and suggestions to modify and amend the revised Parent Resource List</p> | | |

Agenda Item: DECA Training (Update)

Related Grant Objective: #1, #3

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| <p><i>Needs Related to the Grant Goals</i> <i>Issues that must be resolved so you can reach program objectives</i></p> |
| <ul style="list-style-type: none"> • Ensure that element group members have current information as to the status of DECA training • Identify DECA project progress in regards to the various aspects of implementation |

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| <p>Element group determined to facilitate a DECA training as a strategy to meet element goals and objectives</p> | <p>Nicole White utilized element group input, feedback, and suggestions to organize and plan DECA training</p> | <p>DECA training scheduled and organized as suggested by element members</p> |

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| <p>Element group members suggested that the two day training format be split into separate trainings, at least a few months apart to accommodate participant/provider schedules, improve knowledge retention, and provide opportunity for implementation</p> | <p>Nicole White contacted DECA with element group's concerns and feedback regarding provider community needs</p> | <p>DECA agreed to modify their existing training format and split training dates (September – Day 1 and October – Day 2)</p> |
| <p>Discussion A: DECA Training Info</p> <ul style="list-style-type: none"> • Scheduled Training Dates: September 9th (Day 1) and October 21 (Day 2) • Location: ESD 101 Conference Center • DECA Trainer: Rachel Sperry • Training class size: 40 people (training is currently full, no available slots) • Provider able to send up to five staff per center/site • <p>Discussion B: Status of County Schools on DECA</p> <ul style="list-style-type: none"> • Still experiencing some resistance from county schools • Tammie Shaw (ESD 101) and Nicole White are currently in conversation with key people within the county schools on ideas and strategies • Focus the majority of effort on piloting within areas served by SPS <p>Discussion C: Issues/concerns raised by element group members</p> <ul style="list-style-type: none"> • Have key people/agencies been notified and/or invited to DECA training? • May be good idea to involve SRHD because they have a significant voice and impact in county <ul style="list-style-type: none"> ○ SRHD has birth to 3 yrs program and DECA is focused on 3 yrs to 5 yrs ○ DECA is in the process of developing a birth to 3 yrs tool ○ Group suggestion – Connect with SRHD and ask about interest. Make one slot available if interested • Lee Williams (St Anne's) has been invited and is planning to attend training • Involvement of district kindergarten teachers in DECA training <ol style="list-style-type: none"> a) Kindergarten teacher training more a part of long-term strategy. For this training, starting with district preschool teachers b) Will begin to prep kindergarten teachers regarding DECA at move-up meetings • Since this training session is full, may be a good idea to develop a “wait list” for interested people • How to process incoming DECA data, such as classroom and individual profiles <ol style="list-style-type: none"> a) Two possible options: E-DECA or use an “in house” data system | | |
| <p>Action Item:</p> <p>Nicole White to connect with SRHD to gauge interest in DECA training. If interested, make one slot available</p> <p>Information RP needs for Baseline Data Number of providers contacted for DECA training Number of providers contacted that are attending the DECA training Total number of providers in Spokane County</p> | | |

Agenda Item: Additional Provider Training

Related Grant Objective: #1, #2, and #3

| <i>Needs Related to the Grant Goals</i> <i>Issues that must be resolved so you can reach program objectives</i> |
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| <ul style="list-style-type: none"> • Identify childcare provider training needs • Prioritize childcare provider needs |

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| <p>Nicole White summarized provider training needs based on element group and other community provider discussions</p> <p>Discuss training ideas and prioritize training need</p> | <p>Utilize the input, suggestions, and feedback from element group members and other community childcare providers to develop and implement training based on identified needs</p> <p>Discuss potential formats for training implementation</p> | |

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| <p><u>Discussion A:</u> Training focused on skills around “Communicating with Parents”</p> <ul style="list-style-type: none"> • One of the most frequently heard need from providers <ul style="list-style-type: none"> A. Content Ideas <ul style="list-style-type: none"> • Strategies for communicating different kinds of subject matter (behavior problems, developmental concerns, etc.) • Not only communication skills, but also access to parents • Relationship building skills – strategies to facilitate provider / parent relationship • Parent roles and provider roles – finding new ways to see those “traditional” roles • Using teachable moments B. Format / Trainers <ul style="list-style-type: none"> • Understanding different personality / communication styles: “True Colors” • Lee Williams recommended Libby Hein as a trainer around this topic area. Has experience and previous training was well received • Sallie Christensen (SPS) also has the “True Colors” training materials and has facilitated trainings C. Importance of providing not just training but ongoing support <ul style="list-style-type: none"> • Issues around sustainability • Idea: This element group could find ways to develop and facilitate a mentoring network/system between providers • Idea: Using internet (chat rooms, bulletin boards) as a means for support, questions/answers on difficult issues. Puget Sound ESD is currently using this technology for ESD staff and seems to be working well |
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- Involvement of SPEC – could SPEC potentially play a role in providing this kind of support?
- Involvement or partnership with Born Learning campaign
- Family / Provider Partnership: Piece of provider accreditation? May drive interest and drive from providers
- Involvement of “Thrive by 5” - Focused on communication with parents. Has a meeting schedule with parents and parent education (United Way King County)

D. Some findings/learnings from ELOA Grant (around provider/parent relationships)

- The relationship between parents and providers needs to be facilitated
- Providers report having excellent relationships with parents of children who are not difficult. The real challenge is around provider / parent relationships with children who are difficult or have special needs
- Support for childcare providers allows them to keep the child in their center /site (this is especially important in rural areas where there are less childcare resources)

E. Other

- Home based providers may have easier time with relationship building due to structure and staffing format
- Special education support services: About half of children with social/emotional or behavior problems are not able to qualify for special education services

Action Item:

Nicole will continue to explore training options around this topic and update the element group on the status

Agenda Item: Working with Mental Health Element Group

Related Grant Objective: #1, #2, and #3

| <i>Needs Related to the Grant Goals</i> <i>Issues that must be resolved so you can reach program objectives</i> |
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| <ul style="list-style-type: none"> • Identify key mental health providers that serve children in our community • Build partnerships with those key mental health providers • Identify opportunities for collaboration between early childhood and mental health • Utilize the partnerships and collaborations to increase services target (birth to 3 yrs) population |

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| Attend Mental Health Element meetings (as | | |

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| <p>schedule permits)</p> <p>Continue discussions with Mental Health and Early Childhood element group members to identify concerns, barriers, ideas, and opportunities</p> <p>Stacy Loudermilk brought a copy of the report “Helping Traumatized Children Learn” website on how to access a copy of report, and input from Roy Harrington to element group</p> | <p>Mental Health element group member suggested Stacy Loudermilk review and present the report “Helping Traumatized Children Learn” to Early Childhood element</p> | <p>Stacy Loudermilk presented opinions based on her review and recommended report to element group members</p> |
| <p>Discussion A: Report “Helping Traumatized Children Learn” A report and policy agenda (www.massadvocates.org/helping-children-learn)</p> <ul style="list-style-type: none"> • Roy Harrington (Mental Health) suggested using this report as a way to connect the mental health and early childhood elements • Report looks at increasing the understanding of how violence impacts children and strategies to create a supportive learning environment for children who have been traumatized • Roy Harrington has worked extensively with the issue of children and trauma (effects of trauma on children). In Spokane County survey, 40% of adults reported being traumatized as children • This issue (Traumatized Children), is becoming a significant model for working with children. WSU facilitated a training on understanding traumatized children (based on report) and 119 providers attended. Looking at facilitating more training around this issue focused on empathy, understanding, and empowerment as well as an appreciation for each child’s unique situation. Looking at possibly two classes/workshops: 101 Understanding traumatized children and 102 Connecting with parents – what to say and what not to say | | |
| <p>Action Item:</p> <p>Interested element group members can go to website (www.massadvocates.org/helping-children-learn) to view and read the report. Bring thoughts, comments, ideas to next meeting</p> | | |

Evaluation / Data Needs:

- Element’s goal to increase the number of childcare providers receiving support by 5%
- Need total number of providers in grant service area (RP) – Approx 200 childcare centers and 300 home-based providers. Check with FCR
- If element members bring a provider or other provider support agency to this meeting, that translates as engaging providers and providing support

Other Issues/Concerns/Questions:

- A. Difference between DECA and Brigance
- Brigance is used mainly as a qualifier for Special Education services

- Used to assess development in several domains - speech/language, motor, social/emotions and general knowledge and readiness

DECA

- DECA is not used as a qualifier for Special Education services
- Used more as a classroom observation tool
- Used to set individually based goals and objectives for the child
- Focused on social and emotional development



Resources/Ideas/Suggestions:

- Unity in the Community scheduled for Saturday, August 19th. Early Childhood will have a booth set up at event
- CICC – Day in the Park (Audubon Park)

NEXT MEETING:

TUESDAY AUGUST 15TH 8:30 AM AT: THE CHILDREN'S HOME SOCIETY