

BEST BEGINNINGS ADVISORY COUNCIL

JUNE 28-29, 2016
RADISSON HOTEL, HELENA

Meeting Notes

JUNE 28, 2016

AGENDA

Time	Agenda Item
<u>Business of the Council</u>	
Objective: Collective understanding of the BBAC work and the outcomes of this meeting.	
8:00AM-8:30AM	Sign-In and Networking
8:30AM-9:00AM	Welcome/Introductions/Meeting Objectives <i>Julie Benson-Rosston, Facilitator</i>
9:00AM-10:00AM	BBAC Overview and Charge Update <i>Sally Tilleman and A.C. Rothenbuecher, BBAC Co-Coordiators</i>
10:00AM-10:15AM	Break
10:15AM-11:15AM	Activity: BBAC Accomplishments: How Have You Been Involved? <i>Julie Benson-Rosston, Facilitator</i>
11:15AM-12:45PM	Lunch On Your Own
<u>Work of the Council</u>	
Objective: To learn about current work of the council and provide feedback. For this meeting, current work includes the Kindergarten Entry Assessment Work Group, Part B, and preventing expulsion and suspension policy work.	
12:45PM-1:45PM	Discussion and Q&A: Kindergarten Entry Assessment (KEA) Work Group Presenter: <i>Jill Christensen, Preschool Specialist, Montana Office of Public Instruction</i> Panelists: <i>Christine Lux, Assistant Professor Early Childhood Education and Child Services ECCC Representative</i> <i>Cindy O'Dell, Education Department Chair, Salish Kootenai College</i> <i>Nicole Peterson, MPDG Regional Specialist</i> <i>Melody Wall, Kindergarten Teacher, Helena Public Schools</i>
1:45PM-2:45PM	Discussion and Q&A: Draft policy for Social-Emotional Development and Behavioral Health: Preventing Expulsion and Suspension <i>Patty Butler, Bureau Chief, Early Childhood Services</i>
2:45PM-3:15PM	Break
3:15PM-4:30PM	Discussion and Q&A: Preschool Special Education <i>Danni McCarthy, Compliance Specialist, Preschool Specialist, Hearing Conservation Program Specialist, Interpreter Program Specialist – Special Education Division, Montana Office of Public Instruction</i>
4:30PM-4:45PM	Public Comment
4:45PM-5:00PM	Closing <i>Julie Benson-Rosston, Facilitator</i>

MEETING NOTES

Welcome & Introductions/Meeting Objectives

Julie Benson-Rosston, Facilitator

Discussion Summary

- Members introduced themselves and identified what they get from their participation in the BBAC. Many report that the information shared from the state is very beneficial. The complexity of the early childhood systems is difficult to navigate, and the work of the council helps decipher that. They also reported that the connections and relationships that are developed are one of the most important things. It is helpful for the coalition coordinators to meet and share good ideas and best practices. The council has transformed and changed over the years as the needs of the early education system has changed.

ITEMS OF DISCUSSION

Action Needed

BBAC Overview and Charge Update

Sally Tilleman and A.C. Rothenbuecher, BBAC Co-Coordinators

Discussion Summary

- Coalition members are all wearing an orange dot.
- Talked about why we are here. That is our work with children and families. Reviewed the strategic goal and four key areas of work. The BBAC will keep these as their focus.
- Thank you to the current members as this is the last official meeting of the charge. There has been a lot of great work, collaboration, and success that has been done.
- What does the BBAC do- workgroups that subcomponents of the BBAC; local coalitions, report work and info back to agencies.
- Discussion about the four key areas of work in that the BBAC has really focused on these and made great progress in each of these areas.
- Moving forward – new membership will be determined in August, possibly September
- Want to work together as a system in coordinated needs and focus areas of each of the grants that fund the BBAC
- At the last BBAC there were some questions about what has been the work of the council and the good things that have been done. This meeting is structured differently based on those comments.
- The survey that will go out after the meeting has changed. The questions are different. We would appreciate if all members will fill out the survey.

ITEMS OF DISCUSSION

Action Needed

Activity: BBAC Accomplishments: How Have You Been Involved?

Julie Benson-Rosston, Facilitator

Discussion Summary

- Successes of workgroups
 - Assessment for MPDG (KEA)
 - Head start collaboration
 - Ages & Stages collaboration
 - Coalition workgroup
 - Launch
 - CCDF
 - Expulsion & suspension
 - Group size for childcare
 - Homelessness
 - Special needs
 - Policy
- 20 local coalitions
 - Children's Trust Fund gave out 5 \$25,000 grants to support work in communities
 - Home visiting program collaboration – Flathead Family Partners
 - Work carries on even if original funding stream ends
 - Intentional Collaboration - Realized the importance of collaborative work of many agencies around the family home visiting
 - Trusted in the community
 - Forum for multi-sector communication, alignment work, and resource deployment
 - Developed and grew community programs
- Alignment work
 - Head Start/STARS/Licensing
 - Crosswalk work is ongoing
 - Collaboration
 - Early Head Start grantee partnership with ECSB
 - Vision 21 Fed grant through Office of Victims of Crime/MT Board of Crime Control. - Linking systems of care grant to align systems in MT (early childhood, K-12, Juv. Justice)
 - DPHHS and OPI
 - MPDG grant and collaborative work and passion for early childhood education
- More Insurance for MT
 - Medicaid Expansion
 - Public/Private partnership
- Pyramid Model Integration
 - All MPDG staff and programs are receiving training and opening these trainings up to others
 - STARS consultants and Pyramid model coaches will receive training together as well as STARS providers. Systems approach for all to get same info
 - Will be in all 7 regions
 - Through the BBAC, able to deliver the training to mental health workers and CPS – more than just early childhood.
 - LAUNCH grant
- Expansion and promotion of STARS to Quality
 - Started marketing plan, working directly with R&Rs, intentional work on how talk to programs and 'sell' STARS and importance of being involved
 - Now 223 childcare providers in STARS with quite a few pending applications.

- STARS was funded last session as one time only. Hoping to be ongoing in state budget.
- Great thing for programs to promote their participation in STARS
- Not only more programs in STARS, but those that are already participating are increasing quality and achieving higher levels
- Alignment of STARS coaches and Pyramid model trainers will help programs
- Increased Professional Development Opportunities
 - MPDG provides financial assistance for folks working on furthering education – workforce development
 - 2 coalitions have been successful in working with part C and training for interventionists
 - In Big Horn County, using coalition to provide 8 hours of training for licensed providers
 - In ECP, seeing greater numbers of providers offering to provide trainings.
 - ACEs training being provided through coalition. Childwise facilitated training and brought more people to the table. Opened eyes and shared information about programs. Breaking barriers.
 - Early Childhood Higher Ed consortium to expand offerings to meet needs of P-3 and early childhood education
 - Development of MELS and ch. 63 Preschool standards was very collaborative and worked to align preschool and K-15 education
 - Tribal collaboration
 - Missoula coalition used MPDG funds to build trainings to meet new CCDF requirements
- Keeping Early Childhood Issues as a Priority
 - BBAC is Governor's advisory council, and his policy advisor participates. This allows this info to inform the decisions that are made
 - More awareness of cultural competency through trainings, awareness, and respect
 - Varied people are coming to the table to talk about early childhood
 - Other agencies (jail, crime) recognize that early childhood investments pay off
- Participants put stickers next to the items that they participated

ITEMS OF DISCUSSION

Action Needed

- For future charge, remember to revisit what was done and talk about the good work and successes. Important to talk about the systems work and collaboration for new members.
- A report will be created at the end of this 2 year cycle and would be helpful to provide to new members in the next charge.

Discussion and Q&A: Kindergarten Entry Assessment (KEA) Work Group

Presenter: *Jill Christensen, Preschool Specialist, Montana Office of Public Instruction*

Panelists: *Christine Lux, Assistant Professor Early Childhood Education and Child Services
ECCC Representative*

Cindy O'Dell, Education Department Chair, Salish Kootenai College

Nicole Peterson, MPDG Regional Specialist

Melody Wall, Kindergarten Teacher, Helena Public Schools

Discussion Summary

- Jill described the who, what, why of the assessment workgroup
- It will not be called a 'kindergarten entry assessment' but rather 'kindergarten information transition tool' (KITT) to better reflect the intent
- The assessment workgroup decided to establish some sub-groups to work on the various components of the goal.
- Want to pilot the recommended tools in the 2017-18 year
- Panelists shared their reasons for being involved in the workgroup. These included learning about the available resources; importance of developing the relationships between kids, teachers, schools, parents, and communities; kids are changing and school/teacher need to be ready for them (not just kids being ready for school); use assessment to identify the school's and teacher's readiness; professional development
- How to be a pilot site? Will first work with the MPDG sites and local school districts.
- How will private child care providers be included in discussions and work with the assessments and develop the relationships? Workgroup is interested in including more representation from private providers. Group will be providing recommendations on school readiness to share with parents, providers, and schools. Need to come up with common language.
- The workgroup is planning on surveying school districts to find what they are already doing in regards to transition and readiness assessments.
- Is the draft tool available for anyone to read? It is not yet put together.
- One doorway into local childcares is to partner with the early head start childcare partnership.
- How will this information be shared with parents? Still working on this. Each tool that we are looking at has a different approach. Need to look at positive communication strategies with parents. Both information on school readiness expectations, and from the results of the assessments. Training is a key piece. Need to have a best practices for communicating with parents. Must include Montessori.
 - Butte Head Start (Lynnette) shared info about their process. Use ASQ and share with pediatricians.
 - Readiness is that school should be ready for the kids. Communicate with the parents about how schools will use the information from the assessment to make accommodations/adaptions for the child in the classroom right away.
- How will K teachers accept the information and use it? Training is a big part of the plan for the KITT. Timing for the assessment, and how/where it will be administered.
- Will the data be compiled to be able to be used in the community? The grant was not written to have the data be used beyond its intended use for the receiving teachers and sending programs. The grant is planning on developing the toolkit to be used as recommendations. There aren't plans to collect the student outcome data at the state level.
- Hoping KITT can help open the dialogue for all – parents, providers, centers, schools - to understand best practices, training, fill in the gaps, helps inform parents and teachers. Want to reach out to all involved.
- Establishing trust between the parent and teacher – doing home visits – kids need to have one person who is an advocate for the child.

ITEMS OF DISCUSSION

Action Needed

Discussion and Q&A: Draft policy for Social-Emotional Development and Behavioral Health: Preventing Expulsion and Suspension

Patty Butler, Bureau Chief, Early Childhood Services

Discussion Summary

- Explained that reauthorization of CCDF brought sweeping changes especially around area of health and safety.
- Shared policies on absent days & continuity of care, and social/emotional development behavioral health- expulsion and suspension
- Workgroup around Expulsion and suspension was led by Carrie Leu. Specifically for providers that receive the best beginnings scholarship (CCDF monies). Another policy for how to prevent expulsion and suspension in the quality area (STARS).
- Went out to 6 communities and got a lot of feedback.
- Used definitions of expulsion and suspension from Caring for Children.
- social/emotional development behavioral health- expulsion and suspension is a new policy. Written in terms in how to support the provider and families. Want to prevent expulsion and suspension; be proactive. Want them to communicate to parents way ahead of time before there is an issue.
- Included activities that the state will do to support providers in implementing this new policy.
- Is really about supporting the pyramid model.
- Now that we have defined it, we need to collect data from programs, to help support. How do we do this?
- Initial feedback on what this might mean to providers, thoughts, etc.
 - Does licensing ensure that providers have this policy in place?
 - What are the consequences for not having the policy?
 - Does the policy only apply to providers that accept child care scholarships?
 - R&R can ask questions of providers in their network and tracked. How reliable the data is suspect.
 - This exact topic just came up in national conference on neglected and delinquent conference in DC. One of the other states said that looking using preschool expulsions and suspensions can tell us which kids will likely enter the school to prison pipeline. Collecting this data is critical. Need to know, not as punishment, but to allow us information to help provide supports.
 - Doesn't see the support identified. Support can't be added to the policy. This is where the quality initiatives come in. Expectation is to communicate to families.
 - Project LAUNCH in Bozeman/Livingston is doing a survey to identify the number of suspensions and expulsions. Can Lisa share the instrument before it is sent you?
 - Exclude or exclusion are very negative terms.
 - Want to be thoughtful, and intentional
 - In new policy for definition for expulsion - flip and put health issue first and put challenging issue second.
 - About the data, curious about those children that are unable to attend child care because of the extensive needs? They are really excluded from enrollment.
 - In regards to Head Start, there is supposed to be a new definition in the new standards. Head Starts are not supposed to be expelled now, but there may be other program options.

- How can home visiting be involved in providing supports?
- Would adding the word “transfer” or “transition” help in clarifying the circumstances and is not negative?
- The R&R should be able to track when there is a change in provider, to find out if expulsion is a piece of the change. Would not get those children that are not in the scholarship program.
- One reason people transition is from lack of payment. The policy specifically does not address this. It might be a data point may want to think about then collecting data on transfers.

ITEMS OF DISCUSSION

Action Needed

- In new policy for definition for expulsion - flip and put health issue first and put challenging issue second.

Discussion and Q&A: Preschool Special Education

Danni McCarthy, Compliance Specialist, Preschool Specialist, Hearing Conservation Program Specialist, Interpreter Program Specialist – Special Education Division, Montana Office of Public Instruction

Discussion Summary

- Part C to B transition meeting can be requested (60 days to complete assessments and IEP must be in place)
- Evaluation Report – can be eligible in one of 13 categories
- IEP must be in place by the time the child turns 3 – can start services later but IEP must be in place
- PreK SpEd children are 3, 4, and 5 years old
- PreK SpEd are “services” – does not mean it’s a program through the school – could be a service such as Head Start or a public preschool
- Expulsion/Suspension – OPI does not collect data on this for preschool aged children – prek children are not technically enrolled in public school
- Resources for referrals – who to contact - Elementary schools, OPI
- Hearing Conservation Program – Audiologists - provide training – do an eval – parents contact SpEd manager if in school, Elementary school, OPI SpEd Director
- EIPA – Educational Interpreter Performance Assessment – for those interested in becoming an interpreter in the school district
- What percentage of children are referred to Part B and at what age are they identified? Most referrals come from Part C (assumption is they are identified before age 3) or parents. If a referral comes from a Pediatrician/Doctor it is considered a parent referral.

ITEMS OF DISCUSSION

Action Needed

Public Comment

Discussion Summary

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ITEMS OF DISCUSSION

Action Needed

JUNE 29, 2016

AGENDA

Time	Agenda Item
<p style="text-align: center;"><u>System Level Work of the Council</u></p> <p style="text-align: center;">Objective: To discuss current accomplishments and ongoing challenges in early childhood mental health in Montana's communities and how to move forward in a systematic way.</p>	
8:00AM-8:30AM	Sign-In and Networking
8:30AM-8:45AM	Welcome and Objective Review <i>Julie Benson-Rosston, Facilitator</i>
8:45AM-9:00 AM	Mission Moment: "Building Adult Capabilities to Improve Child Outcomes: A Theory of Change" Video – Harvard University <i>Kathy Rich, Head Start State Collaboration Director, Early Childhood Services Bureau</i>
9:00AM-9:30AM	Montana Project LAUNCH Update <i>Sarah Webb, Young Child Wellness Coordinator, Montana Project LAUNCH, Greater Gallatin United Way</i>
9:30AM-10:30AM	Small Group Discussion: Early Childhood Mental Health
10:30AM-10:45AM	Break
10:45AM-12:00PM	Large Group Discussion: Early Childhood Mental Health <i>Julie Benson-Rosston, Facilitator</i>
12:00PM-12:15PM	Public Comment
12:15PM-12:30PM	Closing Thoughts <i>Julie Benson-Rosston, Facilitator</i>

MEETING NOTES

Welcome and Objective Review

Julie Benson-Rosston, Facilitator

Discussion Summary

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ITEMS OF DISCUSSION

Action Needed

Mission Moment: “Building Adult Capabilities to Improve Child Outcomes: A Theory of Change” Video – Harvard University

Kathy Rich, Head Start State Collaboration Director, Early Childhood Services Bureau

Discussion Summary

- Kathy shared a video- Building Adult Capabilities to Improve Child Outcomes: A Theory of Change
 - https://www.youtube.com/watch?v=urU-g_FsS5Y

ITEMS OF DISCUSSION

Action Needed

Montana Project LAUNCH Update

Sarah Webb, Young Child Wellness Coordinator, Montana Project LAUNCH, Greater Gallatin United Way

Discussion Summary

- Sarah Webb described the LAUNCH partnership within the Gallatin and Park counties.
- The focus of the grant is on preventative health model. It is a system of support for social emotional wellness for children ages 0-8
- Successes so far:
 - Gallatin-City County Health Department jumped on the plan right away. Partnered with OB at clinic to identify early referrals for services. Have had a lot of cross-over multi-agency trainings.
 - Positive comments from parents that have attended parenting classes. Focus on adult's attitudes and strategies to improve child's
 - Holistic Health approach to support direct service workers doing home-health visits.
 - Child Care Provider Support – Child Care Connections provided additional training for providers in implementing ASQ & ASQE
- Sustainability is being explored. Goal is to have a statewide implementation.

ITEMS OF DISCUSSION

Action Needed

Small Group Discussion: Early Childhood Mental Health

Discussion Summary

ITEMS OF DISCUSSION

Action Needed

Large Group Discussion: Early Childhood Mental Health

Julie Benson-Rosston, Facilitator

Discussion Summary

- What is going well in communities?
 - Universal models. Pyramid model is being implemented statewide. Good structure. How to handle the increased referrals that may result for increased use.
 - Project Launch is positive for families
 - Coordinated Referral System being replicated
 - Trauma informed care, what is next. Building resilience
 - STARS promoting social/emotional care
 - Innovating conversations about the pilots happening and how to link these.
 - Interesting conversations with non-traditional partners
 - ASQSE is being implemented and need to track the trainers
 - Home visitors are trained and can deal with many varied occurrences
 - Work done with drug affected babies
 - Work done with MBI
 -
- Supports and practices that can be expanded in other communities
 - Early home visit services
 - Mental health and wellness coaching for families and providers
 - Eligibility – connect with men and with CAC
 - How to connect with services that look at the whole family and how to pay for this
 - Build adult capacity in order to increase child wellness and outcomes
 - Payment- Medicaid walls
 - MH providers need training in best practices. Need to remember that this is a continuum of care
 - Ensure that service support staff have strong knowledge to link services
 - Need for more school based health centers
 - Targeted case management – need for lots of training and understand the level of complexity on needs
 - State needs Mental Health consultant as state level
 - Expand community health workers. Doulas could be used
 - More money for child care providers
 - Use of KEA that can be used at community level, not just in classroom
 - Need for ongoing coaching in ASQSE to followup
 - Baby friendly hospitals
 - Reaching out to parents on both ends of the spectrum
- Success in engaging parents
 - Home visits in rural areas
 - HS model for family engagement has been very successful.

- Mindset and practice shifts with MPDG. Ensure that schools are ready for kids, rather than kids ready for school
- Importance is in the relationship building and value their input
- EH professionals have a high level of communication skills. Any training would need to have a strong component with how to work with parents.
- How to reach people on both ends of the spectrum with home visits
- APTT
- Nutritional needs – tied to outcomes
- Training and workforce development
 - Need to connect individuals and groups with various opportunities around the state
 - Need for intermediate training (entry level training is ongoing due to staff turnover)
 - Need for resiliency training that could apply to other sectors
 - Need for coordination of trainings
 - Early childhood and mental health need for training and need coordination of offerings
 - Need network of know who professionals are in the community. If can come in to natural context of child and who pays for it.
 - Practitioner registry for mental health
 - How to share information with other agencies that aren't as connected (law enforcement)

ITEMS OF DISCUSSION

Patty wrapped up by asking how BBAC can support these areas. Talked about lots of system work and collaboration over last two days.

Action Needed

- Create synopsis in form of table of questions and answers and a column to identify work needs and action steps
 - Develop a workgroup between now and next meeting to help summarize this information and develop action steps. Wants this information to move BBAC forward and direct us. Can provide this information with other groups
 - Workgroup members: Collette Box, Terri Barclay, Christy Hill Larson, Kim Hawn, Bev Masko, Charrisse Jennings, Project Launch, Leslie Lee, AC Rothenbuecher, Patty Butler, Person from home visiting program (Diana Fink's area)
 - Make summary table of information from small group discussions

Public Comment

Discussion Summary

- No public comments

ITEMS OF DISCUSSION

Action Needed

Closing Thoughts

Julie Benson-Rosston, Facilitator

Discussion Summary

ITEMS OF DISCUSSION

Action Needed

Upcoming Meetings:

October 5-6, 2016: Radisson Colonial Hotel, Helena

January 25-26, 2017: Radisson Colonial Hotel, Helena

June 7-8, 2017: Radisson Colonial Hotel, Helena

October 25-26, 2017: Radisson Colonial Hotel, Helena