

Kansas Interagency Coordinating Council on Early Childhood Developmental Services

Meeting Minutes – Topeka, KS
October 17, 2014

MEMBERS PRESENT

Mary Duncan, Chair & Governor's Representative
Kim Kennedy, Dept. for Children & Families
Melisa Schellhamer, Parent Member (phone)
David Lindeman, Regents Representative (phone)
Tammy Scheopner, Parent Member
Sarah Walters, Ks Department of Health & Environ.
Vera Stroup-Rentier, Ks State Department of Educ.
Kathy Kersenbrock-Ostmeyer, Provider Member
Matthew Connell, Provider Member

NON MEMBERS IN ATTENDANCE

Doug Bowman, Council staff
Deb Mai, Rainbows United
Darla Nelson-Metzger, Families Together

MEMBERS NOT IN ATTENDANCE

Kansas Insurance Department Rep
Representative Valdenia Winn
Senator Elaine Bowers

Call to Order: Mrs. Duncan called the meeting to order with a welcome and asked for introductions.

Meeting Minutes: Kathy K-O moved that the September 2014 meeting minutes be approved as written. Matt Connell seconded the motion. Meeting minutes were approved unanimously.

Meeting Agenda: The agenda item of Executive committee elections was added to the draft agenda. Tammy Scheopner made a motion to approve the meeting agenda as amended. Kathy K-O seconded the motion. The motion was approved unanimously.

Public Forum: None at this time.

Old Business: There was none at this time.

Parent Participation – Darla Nelson-Metzger: Mrs. Duncan welcomed our guest, Darla Nelson-Metzger of Families Together, who also recently completed a term as a parent member of our Council. Darla led an informal discussion on what kind of parent makes a good ICC member. She followed that with a discussion on how the ICC can help initially. Finally, she led a discussion on how the ICC can help on an ongoing basis.

It was suggested that staff could create a letter to potential parent members, inviting their interest and explaining the role of a parent member to the ICC. It was agreed that the orientation session was a critical contribution. Tentative dates for the next orientation are November 12 or 13. This will be based upon appointments by the Governor and the schedules of these new appointees. Orientation material may also be added to our web site.

Committee/Work Group Reports:

Executive Committee: Mrs. Duncan reported that this group met on October 7. A written report was provided. The agenda for the Council meeting was set. Family Engagement will be a focus, with Darla Nelson-Metzger as a speaker. The web site progress was reviewed. The proposal for additional support from Susan Threinen for the web site was discussed. All of the committees were discussed. The draft survey of Local ICCs will also go forward to the full Council. A brief update was given on Council finances.

Staff Report: Mr. Bowman gave a preview of recent trips to Local ICCs. He has recently visited Hays and Southwest Kansas this month.

Staff reported on the Governor’s Conference on the Prevention of Child Abuse and Neglect in Wichita this week. He also noted the Parent Leadership Conference on November 7-8 in Topeka.

Executive Committee Elections: Staff gave some background on the Executive committee and what our Council by-laws say about this committee. After reading a letter of nomination for Matt Connell, the Chair asked for other nominations. None were forthcoming. So, based upon her letter of nomination – Pamela Beach nominated Matt Connell as the newest member of the Executive Committee for a two-year term. Tammy seconded this motion. The motion was approved unanimously.

Website workgroup: No formal report was given. Work continues on the web site. Susan Threinen will be utilized to assist in the writing of content.

Communication/Collaboration workgroup: Kim gave a report on plans for a survey of Local ICC. Some feedback was given on the draft provided. Kim then made a motion to approve the draft survey (including the edits proposed today), with final approval given by the ICC Executive committee. Vera seconded the motion. The motion passed unanimously.

Research Committee: They had their first meeting earlier today. Their focus will be upon pre-service training for teachers and other professionals. The questions will include: how much early childhood in general, and how much social/emotional development and skills, in particular. Information will be collected and analyzed.

SPP/APR work group: Sarah Walters reported that they have been working to revise the plan. Additional information continues to come from our federal partners, as evidenced in a recent national conference on data. Sarah also reported that Carolyn Nelson will be utilized for some of the efforts around this initiative. Plans are for the committee to meet regularly through the next several months, specifically before the November 19th ICC meeting.

Agency Reports:

KDHE: Sarah Walters had nothing more to add to her SPP/APR Committee report given earlier.

Insurance: No insurance representative present.

KSDE: Vera Stroup-Rentier noted the written report that was sent out in advance.

Families Together: A written report was given.

DCF: No written report was given. Kim Kennedy made a few comments about her work with the Head Start Collaboration Office.

Adjournment: The next Council meeting will be the November 19th in Topeka. The Council will meet in the AM and then have lunch with and meet with the Special Education Advisory Council.

Post on Web site approved minutes	Council Staff	October 23, 2014

Early Childhood Special Education, Section 619 (Submitted by Vera Stroup-Rentier)

We are currently working on our Early Childhood indicators for the APR/SPP. Indicator 6 is Early Childhood Least Restrictive Environment, Indicator 7 is Early Childhood Outcomes and Indicator 12 is Transition from Part C to Part B.

We continue to work on making the expectations Part C to Part B Electronic Referral (CBER) clearer. More language has been added to help Part B programs understand they are supposed to reject referrals coming from Part C.

We continue to make progress on our SPP/APR. We are working hard to finalize our work for Indicator 17 (SIMR).

Parents as Teachers (submitted by Janet Newton)

Parents as Teachers Google HelpOuts: Parents as Teachers National Center has teamed up with Google to offer Parents as Teachers Helpouts, a great opportunity to reach parents in a dynamic new way. Google Helpouts enables individuals to connect to experts who provide advice and support on a variety of subjects using live video chat. Given that parents are increasingly going online for parenting advice and support, and have more experience with video chatting.

Each Parents as Teachers Helpout session is 15 minutes and is appropriate for anyone with a young child (birth to kindergarten entry), regardless if they are currently enrolled in a PAT program. Parents as Teachers Helpouts are free (most other Helpouts have a fee, which is determined by the specific organization or company). For parents already in a PAT program, Parents as Teachers Helpouts are a nice complement to the support and visits by the parent educator. For families without access to a PAT program, Parents as Teachers Helpouts are a way to deliver high-quality parenting support and education using the PAT approach.

To access Helpouts, you must first have a Google account, which then must be upgraded to Google Plus (both are free). Then, select the appropriate Parents as Teachers Helpout topic from the list below. You can begin chatting immediately with a PAT parent educator (if the educator is online at the time), or you can schedule a mutually agreed-upon time later to talk via live video chat.

Parents as Teachers' Helpouts enable parents to connect with a certified PAT parent educator for parenting and child development support and guidance on five relevant topics:

- Smooth Transitions for You and Your Child
- Safe Exploration for Your Healthy Child
- Helping to Improve Your Child's Behavior
- Balancing Your Child's Nutrition
- Rest Assured – Your Child's Healthy Sleep

The Parents as Teachers' Coordinator's meeting occurred September 10-11 including a celebration of the local PAT Programs' dedicated work to the implementation of Essential Requirements, continuous quality improvement and fidelity with the PAT National model to improve outcomes for families and their children. This is also the 25th year for PAT in Kansas!

During the 2013-14 program year, 9,039 families with more than 10,000 children participated in the Kansas Parents as Teacher program. More than 97% of families enrolled in the Parents as Teachers program report that the program has increased their understanding of their child's development. In addition, the program motivated them to try new parenting strategies and that the program activities in their visits helped strengthen their relationship with their child. Sixty-eight percent of families reported building new relationships with other families. Nearly 80% of families stated the program made them feel less stressed. Most families partnered with their Parent Educator to set goals for themselves or their children with 64% achieving at least one goal during the year. Most families connected with at least one community resource that helped them achieve their goal(s).

Early Identification of concerns is critical to provide children with the extra supports they need to alleviate later more expensive remediation. Parent Educators screened 90% of the children enrolled in PAT identifying 1,361 children recommended for further evaluations. As a result, 874 children were identified early and received the support and services they need. Parent Educators identified not only developmental and social/emotional concerns, but hearing and vision concerns; critical for early brain and language development occurring in the child's first three years.

Each child's developmental milestones are noted with the families helping parent to learn about their child's emerging development. Parent-Child interaction is a key component of the PAT model with research informed foundational curriculum that involved parents in their child's activities and emphasizes the important of reading. Ninety-eight percent of families reported that their Parent Educator encourages them to read book to their child and 76% of families stated someone reads to their child daily. More than 90% of families engage in daily discussions with their child about what happened during the day and was actively involved in their child's play.

Overall, 98% reported being very satisfied with the Parents as Teachers program and would recommend the program to a friend. Parents as Teachers achieves a high level of family retention (85%) in the program.

<http://www.parentsasteachers.org/resources/google->

State Pre-Kindergarten (formerly the Four Year Old At-Risk) Program (Submitted by Gayle Stuber)

Data collection using the Early Childhood-Success in School web application began October 1 on child outcomes using the KELI-4 and classroom practices and family surveys. This year programs can generate their own reports beginning with the 2013-14 school year.

Kansas Preschool Program (formerly the Pre-K Program) (Submitted by Gayle Stuber)

KPP leaders from the sites of the Kansas Preschool Program continue implementing MTSS. The first meeting for the 2014-15 year took place September 3rd. Future meetings in the 2014-15 year will provide technical assistance around analyzing the data collected via using myIGDI's in literacy. Program Leadership Teams will be put in place in all KPP sites. All community sites will begin this year (2014-15) to collect data using the KELI-4, Classroom Practices, Transition Surveys, Family Surveys, and Protective Factor Surveys and entering the information in the Foundations for School Success web application.

Kansas Early Learning Standards (Submitted by Gayle Stuber)

The Kansas Early Learning Standards are posted on the KSDE website. Please go to: <http://www.ksde.org/Default.aspx?tabid=3321> for your copy. In the past, the Early Learning Standards have been printed for distribution, however due to a lack of funding, no hard copies are available.

School Readiness Framework: (Submitted by Gayle Stuber)

The School Readiness Framework provide a structure for The Kansas School Readiness Framework includes four school readiness components: Community, Educational Environment, Family, and Child. This Framework acknowledges that school readiness depends on family practices, a range of community features, diverse auspices for early learning programs, and children's development and health. It carefully distributes responsibility across all four components. The result is a cohesive and compelling frame of reference for catalyzing efforts to promote and support school readiness in Kansas through a State Framework. Updates on using the Framework at local and state program levels will be available in 2015.

Homeless (Submitted by Tate Toedman)

2014 NAEHC national conference that will be in Kansas City, Missouri at the Westin Crown Center October 25-28. The National conference will have a strong early childhood presence this year.

School year 2013-2014 identified 10,425 homeless students in Kansas school districts last year.