



Early Childhood Education Task Force

(Wednesday) March 30, 2016

Mesa Counts on College Access Center

635 East Broadway Road, Mesa, AZ (South entrance)

(Take stairs to 2nd floor meeting room)

Meeting Begins at 1 p.m.

Dr. David Luna, Chair	Rhonda Anderson, Member	Jake Brown, Member
Mike Hutchinson, Member	Paul Luna, Member	Dr. Anjum Majeed, Member
Cynthia Melde, Member	Linda McKeever, Member	Allison Mullady, Member
Nancy Salmon, Member	Dr. James Zaharis, Member	Deanna Villanueva-Saucedo, Member
Dr. Dawn Foley, Member		

1. Call to order
2. Review and take action on the Task Force meeting minutes of March 24, 2016
3. Hear opening remarks by Task Force Vice Chair, Deanna Villanueva-Saucedo
 - a) Discuss interest in tours of the Mesa Community College Early Education Center and the Mesa Public \ Schools Jordan Center for Early Education.
4. Hear guest speaker presentations, discuss and provide feedback:
 - a) Heather Wolf, Mesa's Library Director
 - b) Brian Peterson, Development Executive for K-12 Education – How Technology can be used in early learning.
 - c) Vice Chair Deanna Villanueva—San Antonio field trip overview, lessons learned
 - d) Sunnee O'Rork, Mesa's Youth Museum Administrator
6. Task Force to participate in the start of a facilitated discussion regarding: Of all the research, observations, presentations and your own experiences, what do you believe is the best path forward for Mesa? Discuss April 15th session and ensuring Task Force preparedness.
7. Discuss next steps and meeting schedule
8. Confirm next meeting: Friday, April 15, 1 p.m., Mesa Counts on College Access Center
9. Adjourn meeting (Motion and Second)

Task Force Members are highly encouraged to attend each meeting in person. By special request to the Chair, members might also attend by telephone conference call, if needed. City Council members may elect to attend the meeting for their own information, not for purposes of any legal action nor decision making by the Council. The City is committed to making its public meetings accessible to persons with disabilities. For special accommodations, please contact the City Manager's Office at 480-644-3333 at least two days before the meeting. Si necesita asistencia o traducción en español, favor de llamar al menos 48 horas antes de la reunión al 480-644-2767.

Agenda Item 2

MEETING MINUTES

CITY OF MESA
Early Childhood Education Task Force
Mesa Counts on College Access Center
635 E. Broadway Rd, Mesa, AZ 85201

Date: March 24, 2016 Time: 1:00 P.M.

MEMBERS PRESENT	MEMBERS ABSENT	STAFF PRESENT
Dr. David Luna, Chair	Rhonda Anderson	Mayor John Giles
Dr. Dawn Foley	Jake Brown	Deputy City Attorney Alfred Smith
Mike Hutchinson	Paul Luna	Marrisa Ramírez-Ramos
Cynthia Melde	Dr. Anjum Majeed	Natalie Lewis
Linda McKeever		Amy Trethaway
Dr. Allison Mullady		Niel Curley
Nancy Salmon		
Deanna Villanueva-Saucedo		FACILITATOR:
Dr. James Zaharis		Karen Kurtz

1. **CALL TO ORDER:** Task Force Chair and D5 Councilmember, Dr. David Luna, called the meeting of the Early Childhood Education Task Force to order at 1:07 P.M.
2. **REVIEW AND TAKE ACTION ON THE TASK FORCE MEETING MINUTES OF FEBRUARY 17, 2016:** Chair Luna called for a Motion to approve the minutes of the February 17, 2016 meeting.

MOTION: Mike Hutchinson made a Motion to approve the minutes as presented

SECOND: Deanna Villanueva-Saucedo

DECISION: Passed unanimously

3. **HEAR OPENING REMARKS BY TASK FORCE CHAIR, DR. DAVID LUNA:**

Dr. Luna will be unable to attend the next few Task Force meetings and asked if the group would prefer to appoint someone from the Task Force as Vice Chair to run the meetings or have another Councilmember take Dr. Luna's place. It was agreed to have a Task Force member fill in as Vice Chair and Deanna Villanueva-Saucedo offered to take on that role.

MOTION: Mike Hutchinson made a Motion to appoint Deanna Villanueva-Saucedo as Vice Chair of the Early Childhood Education Task Force during Dr. Luna's absence

SECOND: Dawn Foley

DECISION: Passed unanimously

The Task Force will focus on solutions and tools for early learning during the presentations. At the next meeting there will be a report on the San Antonio tour as well as a presentation on how we use technology in the Pre-K setting. With any time remaining, the Task force will begin to form recommendations and/or discuss process forward. There will be a follow up meeting on April 15, 2015 to finalize recommendations and begin planning for a report to the Mayor and Council in May or early June.

4. **PRESENTATION OF MAP WITH DEMOGRAPHIC OVERLAYS:**

Niel Curley presented Maps of the East Valley area including:

- Percent of Population Below the Federal Poverty Level
- Total Number of Households
- Population Age 5-17 that Speaks a Language other than English
- Population 18 and Younger with No Health Insurance Coverage
- Percent of Population that Visited a Doctor in the Last 12 Months
- Concentration of Childcare Facility Capacity (Not including home-based)
- Concentration of Low Childcare Facility Capacity
- Concentration of Kids Under Age 5 Over Childcare Facility Capacity

It was noted that some facilities report lower capacity as it would cost less for licensing. Mr. Curley stated the 3 and 4 year old population in Mesa is 8,000 to 12,000.

5. **HEAR GUEST SPEAKER PRESENTATIONS, DISCUSS AND PROVIDE FEEDBACK:**

- a) **Kim Freehan, Mesa Public Schools Early Childhood Specialist, Jordan Center for Early Education.** Every facility that serves children younger than kindergarten age is licensed as a childcare facility under the Arizona Department of Health Services (DHS). Licensing numbers may not reflect the actual number in the classroom. Several programs are now unified under the name KinderU.

ABC's of Preschool:

- A – Access: Preschool programs rely entirely on external funding. Grants set the maximum number of children
- B – Basics: KinderU serves 3-4 year olds in a unified preschool/pre-k
- 24 Locations serving 750 children
 - 14 Head Start locations serving 450 children
 - 1100 Special needs students
 - A.M. and P.M. sessions
 - Classroom ratio of 1 to 9
- C – Certification: Teachers in Mesa Public Schools have a minimum four year degree and meet standards of the Department of Education, Department of Health Services and First Things First

Mesa adheres to the Program Guidelines for High Quality Early Education, written in collaboration with First Thing First. Preschool teachers in Mesa are on the same salary schedule as kindergarten teachers. A tuition-based program is offered as well as training activities for parents. Ms. Freehan will look into the salary and tracking data.

- b) **Leslie Totten, First Things First Quality First Director; and Michele Katona, First Things First Chief Program Officer.** Considerations: Our children; mixed service delivery; cradle to career; leveraging resources; quality matters.

Indicators of Quality Early Care and Education:

- Environment—Healthy, safe spaces; appropriate supervision; availability/access of materials
- Positive Adult-Child Interactions—Emotional climate; classroom organization; instructional support

- Established Administrative Practices—Staff qualifications & retention; curriculum and assessment; ratio and group size

5 Star Rating Scale—Scored on environment, interactions and administration.

Participation: 946 Quality First slots funded in Arizona (38 in Mesa)
 344 Programs on wait list (74 in Mesa)
 50,981 Children served (33,811 preschoolers in the state)

The average cost to participate in the program per site is \$30,000 per year. Scholarships are paid directly to programs at an average of \$7,500. Programs with a 3 to 5 star rating have access to scholarships. \$3 Million is invested in scholarships and \$2 Million in Quality First programs. Cynthia Melde will provide more detailed funding information to the Task Force.

The 5 Star rating scale could change based on a validation study that will be done over the next year. Quality First has partnered with the Department of Education in a multi-state effort to develop a Kindergarten Developmental Inventory, which will allow for adjustments in the early years, rather than waiting until the 3rd grade.

Mesa Scholarships: 233 scholarships are allocated in Mesa. The only Five Star provider in Mesa is the Mesa Community College preschool program. There is also one Five Star provider in Gilbert.

c) Nancy Kessay, Head Start Family Community and Partnership Manager; and Denise Corvino, Child Development and Health Manager for Maricopa County Human Services Department Head Start Zero to Five.

The Condition: Children not ready for school; Achievement gap
 The Patient: Mesa's underserved children
 The Treatment: Different strategies for different individuals
 Dosage: Frequency and Duration – strategies with appropriate dosage
 Triage: Connecting families with available resources

Publicly Funded Initiatives (Treatments): A list was provided of federal, national, state and local initiatives.

Head Start: One treatment that works for children in poverty

- Early Head Start - Home-based (0-3)
- Head Start - Center-based part and full day (3-5 year olds)
- Options for local childcare providers to provide Early Head Start

The locations in Mesa Public Schools offer A.M. and P.M. sessions and are limited in dosage as they are closed in the summer. All programs include a parent engagement component.

Teachers have an Associate degree or 18 credits in early childhood education; assistants are CDA Certified. Dual language teachers include a child's home language in the classroom, although children are taught in English. Teachers are Maricopa County employees and the average entry level salary is \$17 plus per hour with full benefits.

Gilbert Public Schools has locations in Mesa proper and are working on offering Head Start in two locations.

d) Dr. Jill Stamm, New Directions Institute and Arizona Children's Association

New Directions educates parents on how early experiences have a decisive impact on the architecture of the brain and affect the way the brain is wired. Parents discover how to impact their child's brain development by talking, reading, singing, playing, touching and cuddling with their child.

By the end of a child's third year a gap is established in learning abilities. Many of the neural connections relating to vision, hearing, language and higher cognitive functions are made in the first year of life.

New Directions Provides Two Programs:

- Brain Time with Brain Boxes (0 to 3) Teaches parents how to use everyday books and toys at home through simple interactions to impact a child's brain. Set up to focus child's attention on learning.
- Kinder Prep (6 parent/child sessions) and Kinder Ready (4 parent only sessions) Taught by retired teachers, focused on skills needed for kindergarten and executive functions (decision making, consequences, impulse control).

New Directions has served thousands of adults and children in the east valley. First Things First is no longer funding the programs, although interest is generated through First Things First promotions on television.

The programs are being imbedded in hospitals and libraries. Boeing is providing monetary support to have these programs in the Mesa schools.

Cost: Kinder Prep Program—6 parent-child sessions \$1,800. Brain Time—Set of 12 Brain Boxes \$2,000 with instructions in English and Spanish.

e) Heather Wolf, Mesa Library Director and Dena Milliron, Arts and Culture Youth Education Curator at the i.d.e.a. Museum, City of Mesa

This presentation was postponed due time considerations.

f) WestED—PD To Go Video

A link to the video presentation has been provided to the Task Force members.

6. TASK FORCE TO PARTICIPATE IN A FACILITATED DISCUSSION REGARDING:

Based on what you heard today or other materials provided to you in advance, what stood out for you? Did you have any "ah ha" moments?

- Mesa Public Schools are doing more for early education, although additional resources are needed
- There are existing programs in place—be sure no new efforts to recreate them
- Cradle to 3 element is critical; need to work on both 0-3 and 3-5
- How to partner with and align resources
- How to measure outcomes when a child gets to school
- San Antonio model—build something sustainable
- Keep it simple for parents to navigate access points or standardize across systems on a basic set of conditions
- Sustainability—look at building less labor-intensive models, use and maintain what is already in place

- Partner with and expand upon in-home services
- Need to increase capacity across the board and leverage existing resources
- Focus on one or two manageable slices

What didn't you hear?

- Narrow down geographic or demographic slice to focus on
- Utilize MAG's Read On Arizona MapLIT resource
- Link and leverage existing resources
- Cannot miss this great opportunity for Mesa

7. DISCUSS NEXT STEPS AND MEETING SCHEDULE:

The next meeting will include additional presentations and the Task Force will begin to form recommendations to present to Council.

8. CONFIRM NEXT MEETING DATE: Wednesday, March 30, 2016, 1:00 P.M., Mesa Counts on College Access Center, 635 E. Broadway Rd, Mesa, AZ 85201

9. ADJOURN MEETING:

MOTION: Mike Hutchinson made a Motion to adjourn the meeting

SECOND: Deanna Villanueva-Saucedo

DECISION: Passed unanimously. The meeting was adjourned at 3:06 P.M.

Submitted By:

Dr. David Luna, Task Force Chair,
D5 Councilmember

(Prepared by Dana Desing, TE: 14082507)

Agenda Item 4



Programs for Early Learners

March 30, 2016

Heather Wolf, Library Director

Infants to Toddlers

Baby Lapsit

Introduces the rhythm and beauty of language to babies

Family Playspot

Provides books and “Play on the Go” activities



Toddlers

ToddlerTime

Presents stories, songs,
and finger play fun



Pre-School

Family Storytime

Presents stories, music and fun

Sensory Storytime

Presents stories, music and fun for children on the autism spectrum



Pre-School

Tablet Time

Demonstrates early literacy apps

ArtFul Tales

Combines story time and a hands-on art activity



Series



Kinder Prep

Focuses on the skills needed for kindergarten

Brain Time

Presents facts about brain development and early literacy

Nurturing Parenting

Offers interactive discussions, video clips, and activities

Pre-Readers Summer Reading Program

Improves

Aptitude for learning

Basic speech skills

Pre-reading skills

Communication skills

Mastery of language

Logical thinking

Concentration





PRE-K 4 SA

**OBSERVATIONS & LESSONS FROM SAN ANTONIO
MARCH 2016**



BACKGROUND

PRE-K 4 SA

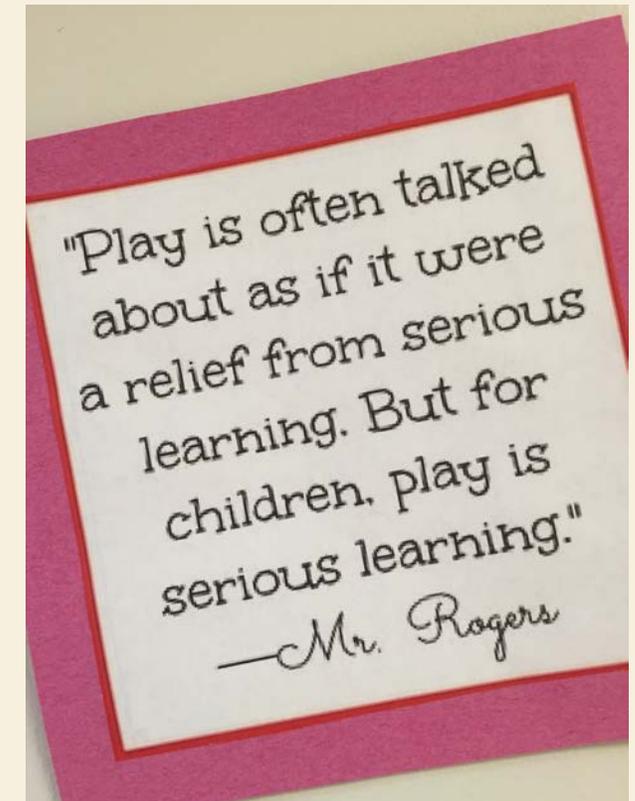
PRE-K 4 SA– COMMUNITY CONTEXT

- Mayor's Initiative – San Antonio 2020 – revealed education as a community priority.
- Sales tax is capped and remaining .8% in the cap was used for Pre-K 4 SA with \$25m-\$33m annual revenues.
- Voter approved sales tax had an 8-year sunset requiring Council support in 2020 to renew.
- Many existing programs and models – State provides \$3800 per child for half-day Pre-K. Capacity (space, staffing) an issue at some schools.



PRE-K 4 SA– COMMUNITY CONTEXT

- 17 School Districts in San Antonio. Of that, nine largest Districts partnering in program– 92% of their overall student population.
- Memorandum of Understanding (MOU) between City and each District.
- Key messages to gain community approval:
 - Community-based priority.
 - Collaboration with Districts.
 - Workforce development for the city.
 - Strong Business/Chamber support.
 - Goal of improving 3rd Grade Reading citywide.



PRE-K 4 SA-- MODEL

- Four Centers in different geographic areas with consistent, comprehensive programming for full-day Pre-K serving 4-year-olds.
 - Year 1: Two centers opened
 - Year 2: Two more centers opened
 - Year 3: Reached enrollment capacity of 2,000 4-year-olds
- State's half-day funding split between Pre-K 4 SA and school districts (approximately 80-20%)
- Grant program included to help existing programs improve and serve more children.
- Professional development opportunities for internal and external staff.
- Emphasis on parent engagement.



PRE-K 4 SA-- MODEL

- Staffing – high staff/student ratios; high starting salary (\$65k); city employees; no union or education pension
- New program – completely new sets of policies and procedures needed.
- Next Steps/Challenges –
 - Tax sunsets in 4 years
 - New Mayor–political support
 - Mixed outcomes/goals
 - Data sharing difficulties
 - Still many unserved early learners





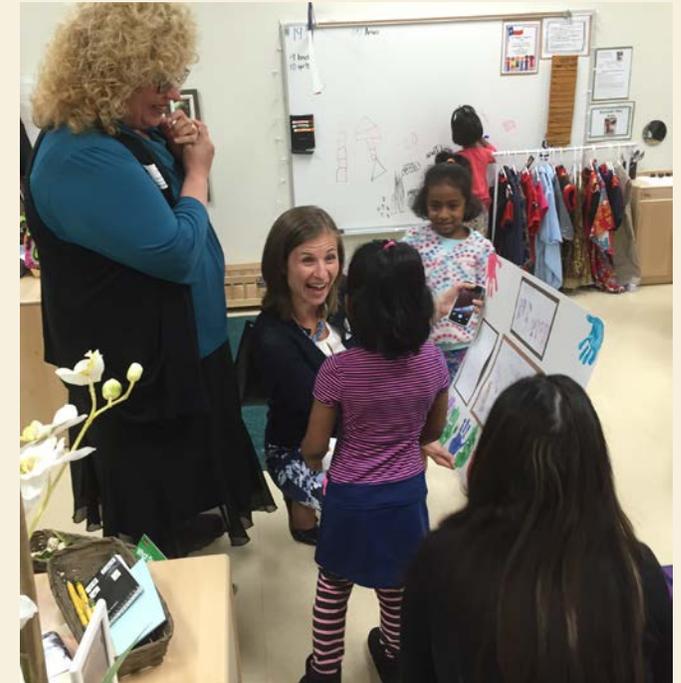
LESSONS 4 MESA

PRE-K 4 SA

LESSONS 4 MESA

TAKEAWAYS FROM SAN ANTONIO/CITY LEADERS

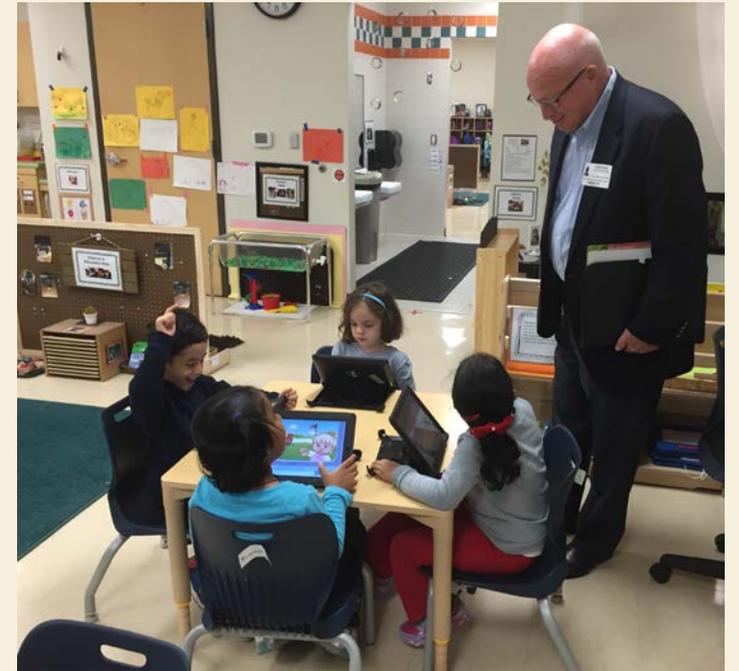
- Community-Based Support is important.
- Build collaborative relationships including data sharing between key partners.
- Strong business community support for work force development needs to make municipal role clear.
- No Union— Teachers as City employees critical to ensuring right investment, right outcomes for the Council and community.
- Ensure funding is sustainable. Sales tax requires ongoing political support. Many needs for this funding resource.
- Grant process key to building other existing programs.
- Same MOUs for all Districts— great Education Attorney.
- Branding critical to ensure visibility/support in community is ongoing.



LESSONS 4 MESA

TAKEAWAYS FROM SAN ANTONIO TASKFORCE

- Phased approach critical.
- \$65k starting salary ensured outstanding talent with strong educator support (first Exec. Director).
- Parent engagement critical part of program success.
- Governance board—ensure mix of male/female and education/business.
- Districts data sharing critical to measuring outcomes (currently focused on cognitive only rather not social/emotional)
- Specific messaging for school districts was needed to avoid concerns of competition and focus on student preparation.
- Clear outcomes/goals need to be articulated – increased reading scores citywide, professional development research and innovation.



LESSONS 4 MESA

MESA EARLY EDUCATION TASK FORCE THOUGHTS

- Preparation for K is an issue of economics not ethnicity.
- Cultural competency is critical to serving students and families successfully.
- Make sure we are clear on our purpose, how we will evaluate outcomes – and that outcomes (promises made) are achievable.
- Broad community-based support is key.
- Mesa has many existing resources that can be leveraged rather than re-creating programs.
- Phased approach best for Mesa.





PRE-K 4 SA

**OBSERVATIONS & LESSONS FROM SAN ANTONIO
MARCH 2016**



Programs for Early Learners

MARCH 30, 2016 PRESENTATION

DENA MILLIRON, CURATOR OF EDUCATION

CHELSEA MARSH, MUSEUM EDUCATION ASSISTANT

i.d.e.a. Museum inspires children of all ages to experience their world differently through art, creativity and imagination.

- ▶ **Whiteman Family Gallery**
- ▶ **HUB Gallery**
- ▶ **ArtVille**



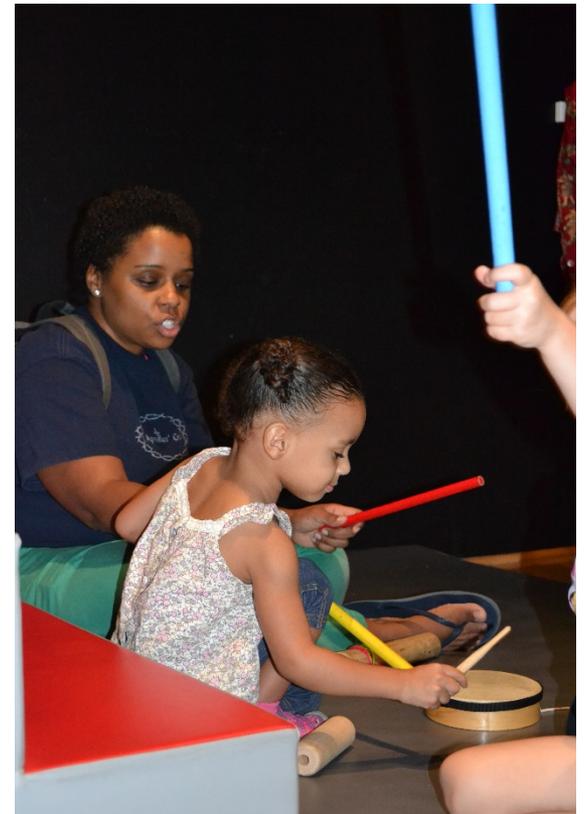
ArtVille: Spaces

- ▶ TOT Square and Amy Train
- ▶ Performing Arts Center
- ▶ Wee Design and Big Blocks
- ▶ Puppets and Kitchen
- ▶ Garden and Living Room
- ▶ Arts Studio



ArtVille: Programs

- ▶ Classes: Pre-Registered
 - ▶ Messy Creations
 - ▶ Infant Messy Creations
 - ▶ STEAM Kids
 - ▶ Art Core
- ▶ Programs: Drop-in
 - ▶ ArtFul Tales
- ▶ ArtFul Tales Experiences
- ▶ Special Programs:
 - ▶ Toddler and the Table
 - ▶ Caterpillar's Footprint by Kerfuffle



ArtFul Tales Experience (ATE)

Outreach & Library Partnership



Artful Tales by the I.d.e.a. Museum © Mesa Public Library



Our Vision for the Future

- ▶ Enlarge ArtVille
- ▶ Parental engagement classes
- ▶ Increased off-site programs
- ▶ Center for Early Learners (Renovations Needed)
- ▶ Training/support for Caregivers & Providers
- ▶ Increased Partnerships with Libraries & Preschools
- ▶ NEED Resources: Space, Staffing & Funding

