

Planning Region Team 21

Annual Meeting

May 18, 2018

The Public Meeting Act is posted on the all and available for public inspection.

Sign-in and Welcome

- **Welcome and Introductions**

- **Purpose of the Early Childhood Planning Region Team**
 - The purpose of Planning Region 21 is to assist in collaborative planning and development of a family-centered, interagency, community-based system for all children, with emphasis on those with disabilities, birth to age 5
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- **PTI -Connie Shockley**
Parent survey pertaining to recruiting parent representatives for PRT -
 - A handout (attached) was provided outlining recruitment strategies, suggestions for meetings to make parents feel welcome, and understanding the parent role on PRTs

- **Dissemination of Results/Part C**
 - **Referral summary:** between 5/17/17 and 5/17/18 there have been 392 referrals; 112 have verified with 36 still in process
 - **Age at the time of referral:** 0-12 mo - 80/20%; 13-24 mo - 33; 25-36 mo - 47%

- **Child Find Activities: Wee Screen - included 0-5 this year**
 - 3 screenings held this year; 31 screened with 11 referred on for evaluation

- **Family Survey Results: 16-17 Data**
 - State Return Rate of 82% Our return rate 73.8%
 - A. Know their rights: State Target: 85% PRT 21: 78%
 - B. Communicate child's needs: State Target: 82% PRT 21: 76%
 - C. Held child develop and Learn: State Target: 91.5% PRT 21: 80%

- **Annual Performance Report**
 - Performance Report information is being reviewed and will be shared in the Fall

- **Targeted Improvement Plan**
 - RBI Implementation (currently 100% reliable)
 - Writing Measurable Outcomes - November 2017 NDE reviewed a random sample
 - 22 child outcomes were reviewed; 74 met criteria with a mean of 3.68/5 (baseline of 1.1)
 - 20 family outcomes were reviewed; 56% met criteria with a mean of 1.95/3 (baseline of 1.6)
 - Quality Home Visits
 - Training June 5

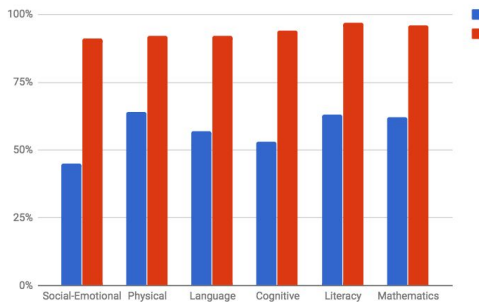
- **Dissemination of Results/Part B**
 - **Referral Summary**
212 referrals - 53% verified - 86 screened out - 15 DNQ
 - **Results Matters**
 - **CLASS (Program Quality)**

**CLASS Dissemination of Results
2016-2017**

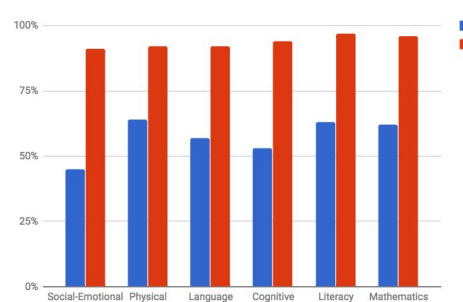
Domain	Dimensions	State Scores	Millard Scores Spring 2017	Millard Scores Fall 2017	Range
Emotional Support	Positive Climate	6.08	6.81	6.9	4.25-7
	Negative Climate	6.97	6.98	7	6.25-7
	Teacher Sensitivity	5.80	6.43	6.54	3.5-7
	Regard for Student Perspectives	4.92	5.89	5.93	2.5-6.5
		5.94	6.52	6.59	4.31-6.75
Classroom Organization	Behavior Management	5.86	6.43	6.47	3.5-7
	Productivity	5.62	6.42	6.36	3.75-6.75
	Instructional Learning Formats	4.72	6.66	5.71	3-6.25
		5.40	6.50	6.18	3.5-6.59
Instructional Support	Concept Development	2.51	4.45	3.74	1-5
	Quality of Feedback	2.77	3.91	4.25	1-5.25
	Language Modeling	3.91	4.03	4.49	1.5-5.33
		3.06	4.13	4.16	1.5-5.33

■ **GOLD (Child Outcomes)**

**Widely held expectations
3 year olds**



4 year olds



- **Part C Monitoring** - files are reviewed every 3 years; Corrective Action Plan was completed with training provided to staff; some form revisions; and on-going file reviews by ESU and MPS to monitor

- **Year Round services** - staff work year round to serve children who are part C referrals- district rep is available year round
- **FRC Update** - 15 families receiving EI services have utilized free membership funded by PRT

- **Budget - Grant Allocation of \$24,625**
 - \$10,875.77 to date
 - Expenditures include: Education Conferences/Trainings; Bounce U Family Nights; Home Visit Training; Family Resource Center Support; Child Find; Family Night at Children's Museum, Early Learning Connection Support

- **MPS Early Childhood Program Planning**
 - 1.1 Promote Millard Early Childhood Programs to ensure we are reaching at-risk families
 - Create a document and then advertise MPS Early Childhood services
 - Screenings - new name and offer at elementary buildings (18-19)
 - 2.1 Provide professional development in order to successfully implement the preschool curriculum.
 - Social Emotional Learning Professional Development
 - 2.2 Develop a collaborative community by using district and community resources and enhancing family engagement. (18-19)
 - 3.1 Maximize the impact of Millard Early Childhood Programs and the number of birth to 5 students (Title 1, Special Education, and Parent Pay) served.
 - Effectively use early childhood data
 - 3.2 Maximize efforts to actively and systematically engage families and community members with the specific intent to empower families, expand the individual impact of early childhood program, and ensure the development of the whole child. (18-19)
 - 3.3 Research funding and resources for preschool programs and initiate using these towards specific areas of need
 - Utilize social media

- **Subcommittees**
 - Child Find Committed developed and printed a brochure with information about all district programs for 0-5; presented child find info at MOPS; is organizing child find activity in elementary buildings for Fall (target Title buildings first)

- **Early Learning Connection (ELC) (Jennifer Haggart)**
 - Quarterly infant/toddler specific training will continue
 - October 27 will be the the 2018 Early Literacy Conference "This Crazy Thing Called Life" highlighting how literacy can support children age 2-8 through the ups and downs in their Lives
March 23, 2019 is the scheduled date for the Infant/Toddler Symposium

- **Community Partners Update**
 - Nebraska Respite Network -handouts attached

- **Group Brainstorming Activity Results**
 - Child Find: What are some additional (or old ways that we want to recycle) ways we can promote early intervention?
 - Wee Screens
 - Info to Doctor's Offices
 - Reaching out to childcare: mailings; phone calls; presentations
 - School newsletters
 - Banner in schools
 - Reach out to social workers and child life specialists
 - Social Media
 - Highly frequented spots for children; church cry room, BounceU, etc.

- Family Outcomes: How can we consistently communicate with families: How do we help them understand some of the questions?
 - Definition sheet for families prior to survey revisited multiple times throughout the year. (SC every other month visit) Terms on survey matched to language teams use regularly
 - Share data with families - let them know why survey matters
 - E-mail families prior to visits
- Gaps and Barriers: What are unmet needs in our community?
 - Behavior difficulties in child care centers
 - Families finding child care
 - Quality interpreters
 - Trust building & relationships
 - Transportation
 - Limited program space
 - Families wanting to connect with other families
- **18-19 PRT Dates** - All meetings from 12:00 - 1:00 pm at DSAC
 - September 14, 2018
 - November 9, 2018
 - January 18, 2019
 - March 15, 2019
 - May 17, 2019 - Annual Meeting