



NMCAA Policy Council Meeting Minutes

Thursday June 8, 2023

10a.m.-12p.m.

Present: Blair Cole, Jesse Stoner, Jessica Creary, Kat Byers, Kim Brumbaugh, Melanie Chaney, Monique Newman, Nichole Johnson, Tori Oglesbee

Absent: Amber Holmgren, Bonita Eickenroth, Brian Buckley, Brittney Larive, Cecelia Staats, Christine DuVal, Christianna Jones, Destiny Kasben, Ember Simar, Erica Gaylord, Jessica Dean, Jessica Morefield, Jessica Warner, Kaitlin John, Kia Richards-Manns, Rebecca Lutz, Ritta Johns, Shiana Scribner, Stephanie Clay, Shyanne Chrisco

Welcome and Call to Order- Kat Byers, Policy Council Chair

- Roll call - called to order 10:10 by Kat Byers
- Approval to use roll call as attendance (establish quorum) - Melanie Cheney motioned, Nichole Chaney second
- Review of agenda
- Approval of minutes from last meeting - Melanie Chaney, Nichole
- Quorum was not established- all motions were approved via executive committee (all members present)

Agency Connection- Kerry Baughman, NMCAA Executive Director

- Supporting Parents in Entering the Early Care and Learning Field
 - Working on Strategic Planning
 - Doing some work in in the community - initiative we are working on (Childcaring Now) and gathering input
 - Difficult to find child care and it is expensive
 - This has become a priority
 - 100 people have come together to support child care growth
 - Results from Community Needs Assessment - what services do we need to provide to support our community - child care needs were in the top 3 needs, not having child care was an obstacle to going back to work after COVID19
 - Data regarding birth to five children in each county from 2020 and the capacity of that community to provide child care
 - Even child cares that have the capacity to provide child care may not have the staff
 - Ratios that are over 2 are considered child care deserts - many counties fall within this range
 - We cannot increase capacity if we do not have people that want to join this career (many obstacles - pay being one of them)
 - Recruiting parents into the System - about 1/3 of our staff were HS/EHS parents
 - What are some of the connections that brought them into our work force?
 - What kept them from entering this work force
 - Will be doing a large focus group with child care personnel asking what brought them to the field, what we the obstacles
 - Question #1: What might motivate a parent/caregiver to enter the field of early childhood?
 - Kids old enough to start school



- Over the last 5 years her children and nephew have received HS services; the teachers' impact motivated her to join this field - especially as one of her children had little speech when he began school; his attachment to his teachers brought him out of his shell and he is understandable with a large vocabulary and ready for kindergarten. Supported skills and growth in all her children
- Became a stay at home mom due to lack of child care; no care for children in the summer, scheduling of classroom teachers meets the needs of her family
- Obstacles: working with 3 year olds can be a lot of work, but understanding why 3 year olds behave the way they do can be applied to personal and professional - this education makes her more likely to work in a classroom. More equipped to be a HS employee after being a HS parent
- Motivations - benefits, pay, the difference you can make in a child's life, messaging, flexibility
- Ensure parents are aware of programs that can support them working in this field, may need to let them know more than once, as the first time it is shared might not be the right time in their life
- Taking steps - volunteering, then subbing, then assistant teacher, etc so it does not feel overwhelming
- The TEACH scholarship can pay for the education to work in the field
- Parents could not come into the classroom during COVID19; now we can encourage families to come back into the classroom to volunteer
- Sharing our own journey with parents regarding how we got into the field, especially the stories of parent who are now our staff
- Explaining how to apply - talk about it at our Parent Advisory meetings
- As an early childhood partner, what can we do to remove barriers for parents interested in a career in early childhood?
 - Child care for children under 3 delays career in child care - has to wait until children begin pre-school
 - Let volunteers know they can move to subbing, then assistant teacher, etc - they may not know they can move beyond volunteering.
 - Sharing that we have professional development and mentors to support those that are interested in the field
 - Paying for education, sharing resources
 - Parents are not aware that there is coaching to support you in the beginning of the work; knowing this could make it less scary
- Hopeful to continue this conversation as a toolkit is developed



Program Information Summary- Management Team

- Results of the NMCAA FY 2022 Single Audit
- Data postcard review
 - SR birth - age 5; have the assessment completed 3-4 times a year depending on program
 - Reviewed areas
 - Head Start and GSRP are separated
 - Numbers ended strong - often in low 90's at the end of the year, but with COVID and many disabilities affecting the data, so feeling positive with percentages in the 80's
 - Math is always our lowest, but seeing growth
 - S/E is lower than typical, COVID affected our children - this has been a focus for staff to support social-emotional growth in our kids
 - GSRP - many were in mid-90, six of our classrooms, some were not full and children got some really individualized attention
 - EHS often does not reflect a lot of change; what we find is that when we break them down by age, our 2 year old data shows where our need is
 - Early On v. EHS - what is the difference - EHS serves all families, EARly On serves children with a 20% or higher delay
- 2022 Financial Audit- No findings for NMCAA Financial Audit
 - see Program Information Summary and NMCAA.net for further information
- Review of updated 5 year goals- how might parents be involved in supporting growth
 - Looking at SR data over several years, we find our goals from this data
 - Proposed goals: (how can we support you as parents in supporting your child's growth as you are your child's first and most important teacher - activity calendars are a piece of this) - TS GOLD is our assessment that teachers and home visitors share with parents - asking school districts what their expectations of children coming into kindergarten
 - Approaches to Learning: Children will demonstrate persistence and problem solving skills when completing tasks.
 - Demonstrated by: EHS & HS Objective 11 - Demonstrates positive approaches to learning
 - a. Persistence
 - b. Problem solving
 - S/E:
 - Children will increasingly regulate their emotions and behaviors in order to engage in maintain positive interactions with others
 - Children will increasingly regulate their emotions and behaviors in order to build connections and relationships with others.
 - Thoughts:
 - Combine both
 - #1 will lead to #2
 - In order to build POSITIVE relationships: does positive mean the same thing to everyone, on the fence with this - want everyone to have the same perspective
 - Successful connections
 - In order to improve - success may not mean the same thing to everyone, building connections looks different for each child



- Goal is not to have my child have ALL positive behaviors, negative interactions they learn from
- How to build and navigate (other parents liked the word navigate) because we want children to know how to navigate situations, critical thinking to do this
- One final thought - 2nd one - “navigate relationships with others” at the end
- Language and communication
 - Children understand, follow, and use appropriate social and conversational tools when interacting with others.
 - Objective 10: Use appropriate conversational and other communication skills
 - Engages in conversations
 - Uses social rules of language
 - Thoughts:
 - Add in age appropriate?
- Cognition: Children will use play to increase their understanding of symbolic representation as it relates to mathematical concepts such as number names and count sequence
 - EHS Objective 14 - Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - HS Objective 20 - Uses number concepts and operations
 - Counts
 - Thoughts: Let parents know that counting is an expectation when getting into kindergarten - these are the skills ISD’s would like, but it is not a requirement
- Perceptual, Motor, and Physical Development - Children and adults will participate in family style meals that promote relationships, nutritious food choices, and eating habits
 - EHS/HS - Meal and snack time observation tool
 - Family Outcomes Tool
 - MSU Healthy Families data
 - BMI data (ChildPlus)
 - Plan and approval for family engagement events
 - Learning Genie
 - Thoughts - like the word “healthy”, maybe add healthy relationships with food?
 - Participate in family style meals that promote connection, and healthy relationships with food
 - We are not focused on preventive, we are often only working with underweight and overweight - can we add in the word preventative?
 - Do we want to connect to motor, as children are serving themselves in HS centers and EHS socializations - this may be an objective
 - Individualizing



MHSA Updates- Kat Byers, Blair Cole, Melanie Chaney

- Initial keynote speaker - spring analogy, planting seeds, things take time. We tend to do a lot of productivity goals, but this has nothing to do with you as a person, look at identity based goals. I will be better at tidying, rather than having a clean house - work on yourself, rather than your environment. Plant small seeds within yourself rather than things you can't control. Work on turn down techniques - taking a walk, taking a break, listening to music, talking with friends - grounding yourself. Practice gratitude. Use your hands - high five yourself in the mirror, give yourself positive reinforcement. Use your fingers to remind yourself what to focus on, count them on your fingers. End goal - aim for 1% better, focus on what you can change
- Parent workshop - Advocating - you are your child's first and primary advocate. Advocating at a larger level, how will the debt ceiling affect HS and affect your child
- Parent workshop - continued advocating - if you don't feel comfortable advocating at a larger level, advocate for your individual child
- Must have opportunity and confidence to be a good leader
- The smallest opportunity can have the largest impact
- Last keynote speaker was inspirational - you don't climb mountains by accident and then spoke to the mountains we need to climb as an agency, as a society and at a congress level
- Parent workshop - relaxation - discussed the self-control development in children. The ability to stop themselves does not come until age 2, then finding alternative physical outlets, adult provided, children decided; these are your options, what do you want to do. Providing creative activities to channel their feelings into. This was put on MSU Extension, a lot of these classes are available if you go to their website. Courtney Aldrich is a great educator
- Continue to advocate for anything you are passionate about. For those that might not have advocated before, it could be helpful to share what is out there - politician coffee hours
- A lot of the advocacy stories shared pointed out that individual parents sharing their stories can have a huge impact, bringing legislators into the classroom to read a story can have a huge impact also

Review of Updated Orientation Training & Family Partnership Agreement- Stacey Parent, PFCE Manager

- DEIA self assessment group - you will hear more about this, as it is an OHS priority - as a program we are all looking at how we are respecting and honoring anyone that comes to us
 - Parent handbook - looking at a checklist that parents agree to in order to be part of our program, we are also looking at what staff are agreeing to. Edits to wording?
 - Stacey took notes within the document to reflect on at next DEIA group meeting

Personnel

- Reviewed
- Motion - Melanie Chaney, second Nichole Johnson
- Motion passed by all present and via vote by executive committee

Adjourn - Kat adjourned meeting at 12:01

Meeting Objectives

1. Better understanding of Head Start locally and nationally
2. Provide input on 5 year goals and Updated Documents
3. Future Council Planning



Next Meeting August 10, 2023

NMCAA Vision *NMCAA leads in strengthening our communities by empowering people to overcome barriers, build connections and improve their quality of life*

Chair – Kat Byers; Vice Chair – Blair Cole; Secretary – Open; Treasurer – Tori Oglesbee; Parliamentarian Jessica Creary; State Delegates – Cecilia Staats, Melanie Chaney; Alternates- Blair Cole, Open