

## Minutes for the Early Childhood Outcomes Meeting 6/2/05

Attending: Anne, Brenda, Sara Yerman, Connie Nink, Suzie Bond, Margaret Lubke  
Susan Ord, Vanya Mabey, Partice Isabella, Diane Behl, Sue Olsen, Rachel Blair-  
Thatcher, Debbie Ballard, Chris G

Need an Outcome statement

Vision / discussion

Should it be birth to 3...Anne feels it should be birth to K, not including K year. The feds like what Kentucky is doing. Statement should say what skills kids should have as they enter K. Kindergarten core exists, but not complete. K core focus' on exit skills.

Need a Vision statement...states our goal or purpose.

**“All infants, toddlers, and young children in Utah are healthy and safe, possess the foundation that will enable them to thrive developmentally and come to school ready to learn. They will live in strong families that are supported and strengthened within their communities.”**

Anne's presentation:

- 1. Is the format easy to follow?**
- 2. Do the guidelines include easy to understand standards, benchmarks, and examples?**
- 3. Is the language understandable to a range of early intervention and preschool providers?**
- 4. Do the examples reflect child-adult interactions in center-based, family childcare, and home settings?**
- 5. Are the specific guidelines based on the latest, most rigorous research**
- 6. Overall, please rate each of the domains on a five point scale.**

Consensus...the things they liked

Arizona - focuses on birth to 3 – standard – Children display a healthy self image I a safe, supportive – has phases

Florida – birth to five, age anchored, start a birth, 6month intervals, gross motor, to fine motor, no activities teachers do to accomplish goals, looks like test items – no activities

Kentucky – starts with big standard, no age anchor, birth to 3, then 3 to 4, starts with developmental goes to academic. Does not say when a child should be doing certain things. The format is easy to read. 1-3 month segments,

Tenn – Birth to 5...format is easy to read – no benchmark – Younger age span is 6 month, older kids are one year – like Headstart

Conn – Development – large muscle - Family friendly – 9 to 12 months – Supportive environment includes 1-3 month segments to start with.

Question: What are our domains? Consensus around US is that they are standardized.

#### **DOMAINS—**

- **Adaptive/Self Help Development**
- **Physical Development**
- **Social Emotional Development**
- **Language Development**
- **Cognitive Development and General Knowledge**

Missouri – Format is friendly to teachers and parents – easy to read, Pre K

Maryland – a suggestion (Sue Olson). The staff may not look further than the box – they may limit themselves to what is written. Brenda – It should be tied to outcomes and measurement, accountability.

Brenda – we are here to decide on a format – forget what's in each box – Utah will write their own words – or borrow from different states. Let's look at each state and choose what we like – then create ours.

What we like – Maryland's format, also Kentucky's

Connie – does not agree to age anchor, prefers development steps – with goals – standards.

Age equivalence helps parents see where their child is. Pacing is important for children who don't make progress- those with multiple problems – need to focus on functional skills.

Kentucky does not age anchor.

Parents like age anchor – they like to know where their child is – age anchor is a good point of reference – anchoring helps us to organize our goals - to show our progress helpful in reporting – to know where we are headed.

Rachel – need to identify – talking about 2 things – formatting and age anchor.

Anne: We need the standards. The question was asked “who is going to look at this? Teachers? When they are writing IEP's”?

Standards give us a common outcome or goal – logical progression – standards should be measurable – standards can be use in IEP's and IfSP. – can be our goal – helps with resource allocation and reporting. Standards are to show progress (instead of testing showing progress) There would still be curriculum assessment .

From the state point of view – different districts may not all follow it. If is approved by state it will be mandatory for the districts. The guidelines we currently have are not mandatory. There is nothing on the grant that says the state has to approve it. If we develop standards, and the state approves them, then they will be mandatory. If they don't approve them, then they are not mandatory.

Consensus:

is intent is to embed the standards in IEPs or IFSPs

Birth to three needs to be age anchored

3 months increments for 0-1

6 months increments for 1-3

1 year increments for 3-5

Most people liked age anchored

They liked Maryland and Connecticut / format - like some of Maryland's wording

Kentucky has 3 addendums with additional info –

States what skills you will have before you come into K – developmentally.

Next Meeting: August 19, 9:30 am, State Office Bldg.