

Nevada EARLY CHILDHOOD ADVISORY COUNCIL (ECAC) Minutes

“Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.”

Public Meeting
Tuesday, August 4, 2015
9:00 AM

Meeting Locations by Video Conferencing

Las Vegas: Nevada Department of Education, Board Room
9890 S Maryland Parkway, Suite 221, Las Vegas, 89183

Carson City: Nevada Department of Education, Board Room
700 E Fifth Street, Carson City, 89701

Reno: Early Childhood Professional Development Center, Training Room
240 S. Rock Blvd, Suite 143, Reno, 89502

Elko: 850 Elm Street, ECSD Admin Conference Room
Elko, NV 89801

Ely: 995 Campton Street, WPC COOP Ext
Ely, NV 89301

PUBLIC NOTICE

The public is hereby noticed that the Nevada Early Childhood Advisory Council reserves the right to take agenda items out of posted order (except that public hearings will not begin earlier than posted times); items may be pulled or removed from the agenda at any time; and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. A time limit of three minutes will be imposed by the Council Chair, for public comments, in order to afford all members of the public who wish to comment, with an opportunity to do so within the timeframe available to the Council. The Council Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. Individuals providing testimony must fill out a visitor card.

Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Chantel Wakefield at 702-688-4329 or cwakefield@doe.nv.gov, at least five business days in advance so that arrangements can be made.

This public notice has been posted at the offices of the Department of Education in Carson City and Las Vegas; Department of Health and Human Service in Carson City; and at the Nevada State Library and Archive in Carson City. Notice of this meeting was posted on the Internet through the Nevada ECAC website at <http://nvecac.com>.

The support materials to this agenda are available, at no charge on the Nevada ECAC website at: <http://nvecac.com/> (under the meeting date referenced above) or by contacting Chantel Wakefield at the Department of Education Office, 9890 South Maryland Parkway, Suite, 221, Las Vegas Nevada, 702-668-4329 or cwakefield@doe.nv.gov.

AGENDA

1. Welcome, Call to Order, and Roll Call

*Marty Elquist, Nevada Early Childhood Advisory Council Chair
Called to order at 9:05*

Carson Members

Anna Severens, State PreK, NDE
Brenda Bledsoe, IDEA Part C
Jack Zenteno, Division of Welfare and Supportive Services

Public Carson

Thomas Kapp, ADSD, Early Intervention

Steve Canavero, Deputy Superintendent, DOE

Las Vegas Members

Carrie Paldi, Creative Kids Learning Center
Dolores Hauk, Southern Nevada Non Profit
Angela Triche, Sunrise Children's Foundation, Early Head Start
Tammie Williams, Head Start State Collaboration, NDE
Sherry Halley, Early Childhood Special Education, NDE

Public Las Vegas

Melissa
Ronald Barakat, NDE
Dave Pelloff, John Hopkins University Center for Technology and Education
Robin Kincaid, Nevada Prep and TACSEI Family Engagement Coordinator
Judy Walker, Early Learning Branch of the Maryland State Department of Education
Amanda Haboush- Deloye, Nevada Institute with Children's Research and Policy
Chris Sesoms, Director of Research and Evaluation, John Hopkins University Center for Technology and Education
Angela Trahill, Nevada Institute for Children's Research and Policy
Joanne Jensen, West Ed
Shelby Henderson, Children's Advocacy Alliance
Jonah Stuart, Teaching Strategies
Chantel Wakefield, Office of Early Learning and Development, NDE

Phone Members

Catherine Lyons, UNLV
Kathleen Bent, Division of Public and Behavior Health

Phone Public

Melissa Burnham, UNR

Reno Members

Julie Hitchcock, Kinder Care Learning Center
Tina Springmeyer, Washoe County School District
Marty Elquist, The Children's Cabinet

Reno Public

Kimberly Regan, SNACKS and P20 Council
Sherry Waugh, UNR Child and Family Research Center
Elizabeth Christiansen, UNR/Turning Point, Inc.
Cindy Johnson, QRIS, NDE
Diane Nicolette, Truckee Meadows Community College

Elko

Stacie Zeiszler, Elko County School District
Lisa Calder, Elko County School District
Lynette McFarland, Great Basin College

2. Public Comment #1

Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. The Council Chair of the Nevada Early Childhood Advisory Council will impose a time limit of three minutes. Public Comment #2 will provide an opportunity for public comment on any matter within the Council's jurisdiction, control or advisory power.

Chairwoman, Marty asked if there was any public comment. There was none.

3. Approval of Flexible Agenda

(For Possible Action) Marty Elquist, Council Chair

Motion

- Marty asked for a motion to approve a flexible agenda.
- Catherine Lyons Put forth a motion to approve a flexible agenda.
- Carrie Paldi seconded the motion.
- There was no further discussion.
- All were in favor.
- Motion carried at 9:13 am.

4. Approval of Consent Agenda

(Information, Possible Action) Information concerning the following consent agenda items has been provided to Board members for study prior to the meeting. Unless a Board member has a question concerning a particular item and asks that it be withdrawn from the consent list, items are approved through one action.

Approval of June 2, 2015 minutes

Motion

- Chairwoman, Marty, asked for a motion to approve the agenda.
- Sherry Halley put forth a motion to approve the consent agenda.
- Tina Springmeyer seconded the motion.
- Carrie Paldi asked if the minutes would also be approved at this point.
- Chairwoman, Marty, stated that they would be done as an additional item.
- Anna stated that two more people joined in Carson.
- All were in favor.
- Motion carried at 9:16 am.

5. Item A: Election of the Officer Positions

(Information/Discussion/Possible Action) Marty Elquist, Council Chair

Chairwoman, Marty, read the definition of the council vice chair.

Motion

- Carrie Paldi moved to nominate Tammie Williams to the position of Vice Chair.
- Angela Triche seconded the motion.
- All were in favor.
- Motion carried at 9:20 am.
- Carrie Paldi asked to begin the approval of minutes.

- Sherry Halley stated that on page 7 under item D it should read \$40.00 not \$0.00. She stated that a couple of rows down wording to the effect of, “to the Early Childhood Personnel Center” needed to be added. There needs to be a period after the word link and there is an extra space between stated and that. She stated that Julie Kasper’s name needs to be spelled with a K not a C on page four.
- Angela Triche stated that on page nine, it is not she, but another Angela who made that statement.
- Dolores stated that it was Angela Rose from the United Way of Southern Nevada who made the statement.
- Carrie Paldi stated that on page seven, the wording should be “might” instead of “would”, where she is discussing Amanda.
- Chairwoman, Marty Elquist stated that Amanda Haboush-Deloye was spelled incorrectly. She asked Chantel to do a search for sentences missing periods or having double periods. She stated that on page 3, CLASS should be all caps on CLASS observations. She stated that, on the second bullet from the bottom, in Elko she believed that that should be Martha Schott-Bernius responded that she was there. There is a missing four criteria on the bottom of page five. Please fill in the missing four. She asked that the acronyms be changed to CCSSO throughout to make it consistent. On page ten, the second bullet, American Bar Association needs to be capitalized. On the bottom of page twelve ‘Bureau’ is spelled incorrectly. Take out the “Marty stated” portion on page seven before number eight. She stated that Diane Nicolet was spelled wrong, Sherry with Y not IE, and Pati Falk was also spelled wrong.
- Anna Severens stated that Valerie Dockory is with the Carson City School District and Jack is with the Child Care Development Fund. She stated that she can send edits to Chantel. She stated that she believes that the minutes should be reviewed ahead of time.
- Chairwoman, Marty Elquist stated that Chantel should let the Council review the minutes ahead of time.
- Carrie Paldi agreed and stated that Anna needs to finish her corrections so that the minutes can be approved.
- Anna stated that, on page two, Sherry’s name is spelled wrong. On the last bullet it should be Carson City local ECAC not they. She stated that the last bullet, on page seven, except was spelled wrong. Anna further stated that there should be a search and replace on most of the capitalized ‘early childhood’. She stated that on page five, seven bullets down, it should state the system and training needs. Anna that there needs to be clarification on the sixth bullet down.
- Sherry Halley stated that she has had a name change and her last name will be different by the next meeting. Her last name will be Bingham.

Motion

- Tammie Williams motioned to have the agenda approved as amended.
- Chairwoman, Marty Elquist, asked her to modify her motion.
- Tammie motioned to have the minutes approved as amended.
- Dolores Hauk seconded the motion.
- All were in favor.
- Motion carried at 9:36 am.
- Carrie Paldi wanted to indicate that draft minutes have the DRAFT watermark placed on them.
- Chairwoman, Marty asked Chantel to post the draft minutes a month prior to the next meeting for review, with the council getting them back to Chantel for revisions to be made.
- Carrie Paldi asked Chantel to send an email when they are posted.

6. Item B: Subcommittees Based on the ECCS Asset Map

Chairwoman, Marty Elquist, stated one of the articles in the bylaws that they left for this meeting was to focus on what subcommittees they needed to build their early childhood system. She stated that the strategic plan needs to be comprehensive, and that it all sectors of the early childhood system. Marty also stated that she wants to make sure that they give the local ECACs a voice, in the system, moving forward. She stated that, in February, they created subcommittees. She told the council that they had people sign up with the idea that the petal graphic would be used as the foundation. Marty further told the Council that since then there has been some discussion that some of the petals may overlap with regard to building subcommittees. She asked if the Council would like to move forward with the petals as is, or if there is some other logical structure that they would like to use for the subcommittees. She stated that the subcommittees are where the ECAC is going to move their work forward, and that this is where all of the subcommittees can really link up to the work that is already happening in Nevada.

- Tina Springmeyer asked if the list of subcommittees was available for Council review.
- Chairwoman, Marty Elquist stated that Tammie Williams did.
- Tammie Williams asked Chantel if she had the petal map or the list. Tammie stated that she would work on getting it.
- Carrie Paldi stated that she liked the direction of merging some of the petals. She stated that five might be too tasking and she believed there would be more participation if there were less subcommittees
- Diane Nicolet asked if the middle of the petal is the listing of the key elements under which everything else falls.
- Sherry Halley stated that the petals were originally done by a work group called Expanding Opportunities. She stated that Access, Participation and Support are the three elements that the DEC and the NAEYC decided are necessary and integral elements for the success of all students, whether disabled or not. Diane further stated that that is why those three concepts are on the graphic and why it is organized this way.
- Diane Nicolet asked where the money is because she believes that it could help them focus. (I'm not sure what money she is talking about...did she say more?)
- Sherry Waugh stated that the other purpose of the Asset Map was to help identify what was currently in existence, and from where the funding came.
- Sherry Halley stated that the TA provider who helped guide the development of the Asset Map said that some other states had more streamlined sources of revenue.
- Dolores Hauk stated that it was now five or six years later, and the performance standards are going to be the uniting umbrella, because the money streams are diverse. She stated that they should look at the ultimate goal; and determine what is measurable and reportable.
- Carrie Paldi stated that the key word in the center of the graphic is access.
- Anna Severens stated that she agreed on keeping "access" in the center; keeping in line with all of the goals assuring access to services for children ready to learn. She stated that those are the funding streams, and that they should merge some of the petals. She did, however, state that she would like the Council to keep in mind that merging the social emotional and early education may make sense, but it would be a very large petal.
- Catherine Lyons stated that in order for them to have access, they need participation and support as well.
- Chairwoman, Marty Elquist stated that because the petal graphic has changed she wondered what the council would think about moving this to an ad hoc committee.
- Tammie Williams agreed 100% that an ad hoc committee would be very important in this situation.

- Chairwoman, Marty Elquist agreed and stated that it would give the members of Head Start, the local ECACs, and the public a larger chance to be involved.
- Jack Zenteno asked about intent. He stated that one piece sounds like identifying sources of revenue and he would like to know what they are planning to do with the petal graphic.
- Chairwoman, Marty Elquist stated that it is having active subcommittees so that voices don't get lost. She stated that it will be the glue that moves them forward.
- Tina Springmeyer stated that it demonstrates all of the areas around the state, and how they are focused on early childhood. She stated that it would give them more movement and support the Governor's plan as well.
- Chairwoman, Marty Elquist stated that it was the first comprehensive infographic of what early childhood looked like in Nevada.
- Carrie Paldi stated that a couple of people that were a part of the original creation of the petal graphic should be a part of the ad-hoc committee.
- Chairwoman, Marty Elquist stated that the subcommittees are a way to link up all of the committee work that is going on in the state. She stated that one of the jobs of the ECAC was to connect with the other committees and break down silos.
- Tammie Williams stated that it no longer under the Head Start Collaboration Office, so the sub committees will help us keep up with the requirements of the Head Start Act.

Motion

- Chairwoman, Marty Elquist, asked for a motion to move to an ad hoc committee.
- Anna Severens asked if they could add the members as well.
- Chairwoman, Marty Elquist stated that it was a different motion, so there would be two separate motions.
- Sherry Halley moved to create an ad hoc committee to begin the work of designing petals infographic to meet the needs of the Nevada Early Childhood Advisory Council and define what the subcommittees would be from that graphic.
- Catherine Lyons seconded the motion.
- All were in favor.
- Motion carried at 10:01 AM

Chairwoman, Marty Elquist, asked who would like to sit on the committee.

- Tammie Williams, Brenda Bledsoe, Jack Zenteno, Angela Triche, Dolores Hauk, and Anna Severens all stated that they would like to be on the committee.
- Chairwoman, Marty Elquist stated that they would have to follow open meeting law, and that this would be face to face or over the phone.
- Sherry Halley asked how many people had volunteered so far.
- Chairwoman, Marty Elquist, stated that six had volunteered so far and she would like to be added to that list.
- Sherry Halley stated that she would not volunteer because Anna, Jack, and Catherine were all a part of the original Expanding Opportunities.
- Chairwoman, Marty Elquist asked how many public should be on the ad hoc committee.
- Thomas Kapp volunteered.
- Chairwoman, Marty Elquist stated that Julie Hitchcock should be added to the members list.
- Carrie Paldi stated that she thought it would be beneficial for the public to be represented in some of the areas of the petals where they may be missing some expertise.
- Tammie Williams stated that we needed to have a Pediatrician to participate as well

- Anna Severens asked how many members of public should be involved. She stated that they should add members from the local ECACs, and that there should be five to seven members of the public.
- Catherine Lyons asked if they had covered the different areas.
- Diane Nicollet stated that the public representation should be higher than Council representation.
- Stacy Zeisler stated that she would like to sit on the committee. She is on the Elko ECAC and teaches Kindergarten.
- Chairwoman, Marty Elquist stated that they needed to decide how big the ad hoc committee would be.
- Dolores Hauk stated that she completely agrees that the public is important and she will step off. She stated that she would like to reach out to Dr. Rutu Ezhuthachan.
- Tammie Williams stated that she would reach out to her, and that she also recommended Deborah Aquino.
- Carrie Paldi stated that she agreed with Diane and that she had no problem with more members of the public than the Council.
- Chairwoman, Marty Elquist, stated that they have Tammie Williams for Head Start State Collaboration, Brenda Bledsoe with Health and Early Intervention, Jack Zenteno with the Child Care and Development Fund/Child Care Subsidy, Angela Triche with Head Start, Dolores Hauk with Housing, Anna Severens with PreK and The NDOE, Marty Elquist with the nonprofit agencies, Thomas Kapp with Early Intervention, Dr. Rutu for pediatricians and health, Stacy Zeisler with the Local ECAC, and Deborah Aquino with oral health.
- Dolores stated she was removing herself from the list.
- Sherry Halley asked Brenda to cover early intervention and early childhood special education.
- Catherine Lyons stated that they needed to add higher education.
- Brenda Bledsoe stated that she was willing to represent Early Intervention and preschool programs. She stated that they should have a member of the public represent family support.
- Anna Severens stated that she appreciates Diane's comment of having more public than Council members, and a member of the public should cover higher education.
- Diane Nicolet would like to see someone like Crystal Swank to represent the Community College or Lynette from Great Basin.
- Sherry Halley stated that Catherine had been cut off, and that other people had presented interest.
- Tammie Williams asked who had replaced Deb Aquino.
- Amanda Haboush-Deloye stated that Melanie Lopez is the new person with Nevada Home Visiting and Laura Holder is who she is currently speaking with since Deborah is no longer with that agency.
- Tammie Williams stated that they need representation from that group.
- Lynette McFarland volunteered to serve as the representative for the Community Colleges.
- Chairwoman, Marty Elquist, asked if there would be a representative from the community college as well as Catherine Lyons.
- Diane Nicolet stated that she thought that it was a wonderful combination because there was Northern and Southern representation at both the University and College levels.
- Carrie Paldi cautioned that because they have to follow open meeting law there will have to be a quorum.
- Brenda Bledsoe asked for a count.

- Chairwoman, Marty Elquist stated that there were 12 so far. Thirteen if you counted Melody Lopez stated that Kimberly Regan could represent those groups.
- Sherry Halley asked how many are on Council vs public.
- Cindy Johnson asked if she had been put down as well.
- Chairwoman, Marty Elquist, stated that there are seven council members, and she had not put Cindy Johnson down yet.
- Cindy Johnson stated that she would do the CCDF quality side.
- Chairwoman, Marty Elquist, stated that they are missing representation from the Nevada Registry, Career Ladder side.
- Angela Triche asked if there was a representative for mental health.
- Chairwoman, Marty Elquist, said no.
- Carrie Paldi stated the importance of having every area represented. Her concern was that is the group was too large to get work done. She stated that not every agency needed to be represented.
- Diane Nicolet agreed with Carrie, and had a strong recommendation that there be only two ECAC members on the ad hoc committee.
- Carrie Paldi stated that they should only get people who could commit to attend the ad hoc committee meeting(s).
- Chairwoman, Marty Elquist, asked for other thoughts to limit the ECAC involvement to 2.
- Angela Triche said she would step down as long as Tammie remained.
- Catherine Lyons stated that she would step down as long as Anna remained.
- Chairwoman, Marty Elquist stated that she would step down as well. She stated that it would leave Anna, Jack, Brenda, and Tammie.
- Anna Severens asked if it could be three to four ECAC members and ten public.
- Diane Nicolet stated that four council members would be ideal, and nine public.
- Chairwoman Marty stated that the members were Tammie Williams, Brenda Bledsoe, Jack Zenteno, Anna Severens, Thomas Kapp, Dr. Rutu, Stacy Zeiszler, Deborah Aquino, Lynette McFarland, Kimberly Regan, Cindy Johnson, Joyce Larson, and Melany Lopez.
- Anna Severens stated that they were missing K-3.
- Chairwoman, Marty Elquist, stated that Kimberly would meet that area, because she has elementary school levels within her school.
- Kimberly stated that she has K-8, and she serves on the Governors P-20 council.
- Angela Triche asked Tammie if, in addition to Head Start, she does not want to lose infant-toddler representation.
- Tammie Williams stated that she can do that as well.
- Robin Kincaid stated that she would be willing to try to give the parent perspective on the ad hoc committee.
- Anna Severens stated that Kimberly does have the district background, but that a stronger district representation is needed.
- Lisa Calder asked if Anna is requesting a teacher.
- Anna Severens stated that she wants to strengthen that component and maybe get a superintendent or a district-level administrative person.
- Tina Springmeyer stated that it would be great to have a district level admin person to participate, but it is a really busy time for them, and that it is not the right time to ask for that kind of support.
- Diane Nicolet stated that it is up to them to query their colleagues.
- Chairwoman, Marty Elquist stated that there were nine members of the public, ten including Robin Kincaid, and four members of the council.
- Sherry Halley stated that Robin was on the original stake holder group as well.

- Chairwoman, Marty Elquist stated that the purpose is to revise the petal graphic to represent the structure of the subcommittees of the ECAC, who will do the real work, and carry the work of the strategic plan forward.
- Lynette McFarlane stated that we need a really strong leader or chair for the committee.
- Chairwoman, Marty Elquist stated that she would volunteer if they want her too, but she feels that they would have a strong chair in one of the members of the ECAC.
- Tammie Williams stated that she would be the chair.
- Chairwoman, Marty Elquist stated that she is a facilitator and will not be included in the quorum count. She again read the names of the ad hoc committee.
- Tammie Williams stated that she would reach out to Deb Aquino.
- Chairwoman, Marty Elquist stated that Tammie will reach out to Deb and Dr. Rutu. Cindy will reach out to Joyce Larson, and Angela will reach out to Melanie Lopez.
- Carrie Paldi added that if Dr. Rutu is not available, then they can reach out to the community health nurse at the Southern Nevada Health District.
- Chairwoman, Marty Elquist asked if there was a motion to approve the ad hoc committee members.
- Anna Severens stated that if any of those people are not able to follow through maybe they can reach out to some more K-3 people.
- Amanda Haboush-Deloye stated that another potential pediatrician was Dr. Andy Eisen. She stated she would give the contact information to Tammie.
- Chairwoman, Marty Elquist stated that before they vote for the members, she wanted to acknowledge Anna and her thoughts on K-3 not having enough representation. She asked if they are ok with adding one more member.
- Catherine Lyons stated that Anna's suggestion on reaching out is a great idea.
- Chairwoman, Marty Elquist asked if anyone came to mind for this.
- Anna Severens suggested the P-3 coordinator with Washoe or the one with RPDP. She asked Sherry for more suggestions. Anna also suggested Shelly Smith and Laura Malkovich.
- Chairwoman, Marty Elquist stated that she liked that suggestion.
- Carrie Paldi stated that the people who volunteered today, with the exception of the Dr. or a nurse, all of the other areas are covered.
- Chairwoman, Marty Elquist stated that she appreciates those who are reaching out and to report back to Chantel within a week. She stated that next Thursday Chantel would send her a list of members.
- Diane Nicolet stated it is an honor, and recommended the ECAC send a letter to welcome them, and it could be on Governor letterhead maybe.
- Tammie Williams stated that it is a nice thought. She asked if there was a mental health person.
- Cindy Johnson stated that it was Joyce Larson.

Motion

- Chairwoman, Marty Elquist, asked if there was a motion to approve
- Tammie Williams moved to accept the ad hoc committee members.
- Angela Triche seconded the motion.
- All were in favor.
- The Motion carried at 10:40 am

7. Item C: Revision of Silver State Strong Plan

Chairwoman, Marty Elquist, stated that they cannot revise anything until their subcommittees are figured out. She stated that in reviewing the plan, it was largely created as they were writing the

Race to the Top Early Learning Office grant. She stated that Nevada has made a lot of progress. She also stated that there is work in every area, and she would like to pause to celebrate. She stated that the plan goes through 2017 and they should link the work that needs to be done to the subcommittees.

- Tina Springmeyer agreed with Marty.

Motion

- Chairwoman, Marty Elquist, asked for a motion to table it.
- Brenda Bledsoe made a motion to table it to a future meeting.
- Catherine Lyons seconded the motion.
- All were in favor.
- Motion carried at 10:46 Am.

8. Item D: Revision of Nevada ECAC By-laws

Chairwoman, Marty Elquist, stated that they would not be able to work on the subcommittee portion of the Bylaws today, however, there was additional work needed to follow up on the 1608B1 report. She stated that she could not find anything on it.

- Tammie Williams stated that she reached out to Ana Lyn and that it was there, and that what they have is fine. She stated that Analyn was still very vague on it, that she had received no solid answer.
- Carrie Paldi stated that it was a one-time report with a specific date.
- Tammie Williams stated that Analyn said they are fine with the wording they have.
- Dolores Hauk asked if the report was submitted. She asked for it in writing from Analyn.
- Tammie Williams stated that she would be happy to do that.
- Chairwoman, Marty Elquist, stated that on the bottom of page three, section four A1G, prepare reports strike as outlined in 1608(B1).
- Angela Triche stated that they should still spell out the acronym.
- Carrie Paldi stated that they may want to add, "At which time the council wants to provide a report as well, because they may want to do one when it is not being requested."
- Tammie Williams agreed with Carrie.
- Chairwoman, Marty Elquist, asked for a suggestion for the modification of the wording.
- Dolores Hauk asked that we add a section H. It would read as, 'We provide reports as the Council sees fit for public education and information.'
- Sherry Halley stated that under E use the same wording 'Provide report as deemed necessary.'
- Chairwoman, Marty Elquist, stated that they should keep special meetings in case they do need to hold one which is the officer's job to do.
- Sherry stated that she did not mean to strike that. She just wanted to use the wording of it.
- Chairwoman, Marty Elquist, stated that she liked that wording. The wording 'Prepare special reports as necessary'. She stated that the wording revision for G is striking out 1608B1 with LCB being spelled out. She asked Tammie about clarification of terms.
- Tammie Williams stated that Analyn said it was an internal issue that we would need to determine on our own. Analyn said that we may want to consider following the term of the Governor.
- Chairwoman, Marty Elquist, stated that the terms of council members are three years and officers are two.

- Carrie Paldi stated that Tammie will need to reapply to be reappointed to the Council. She stated that it should be terms of officers will be two years unless officer is not reappointed to the Council.
- Chairwoman, Marty Elquist, stated that revision for E on the bottom of page three, would now read that 'Terms of officers shall be every two years...' She asked Carrie to continue it.
- Carrie Paldi added unless an officer is not reappointed to Council.
- Sherry Waugh asked if the people who are representing the agencies and their position does not change, they will not be leaving the Council.
- Chairwoman, Marty Elquist, stated that they have to be reappointed because their appointment letters are for only two years. She stated that the area they are on is for officers.
- Sherry Waugh stated that it was not clear.
- Carrie Paldi stated that there will be a rotation of terms for certain people, and there are certain positions from Head Start that have to be on the Council.
- Chairwoman, Marty Elquist, asked if there were any more opinions on the wording of terms.
- Tina Springmeyer stated that her letter stated that she was appointed for one year not three.
- Tammie Williams stated that she did not hear her comment.
- Carrie Paldi stated that Tina's term aligned with the rest of the Council's term.
- Tammie Williams stated that her's was the same.
- Carrie Paldi stated that the entire Council turns over at same time.
- Chairwoman, Marty Elquist, stated that wording does not match that.
- Carrie Paldi stated that it is because it was believed they would be appointed for three years. She agreed that it was not correct at the top.
- Chairwoman, Marty Elquist, asked Tammie to work with Analyn on the wording for that section.
- Tammie Williams agreed to contact her.
- Sherry Halley asked to table it until clarification is made.
- Carrie Paldi stated that she is ok to table the Bylaws.

Motion

- Chairwoman, Marty Elquist, stated that she would like a motion to table the Bylaws.
- Anna Severens made a motion to table the bylaws until they follow up with Analyn, and get the wording correct.
- Sherry Halley seconded the motion.
- All were in favor.
- The motion carried at 11:02 am.

Anna Severens stated that looking at the time that she recommends taking 11, 12, and 16 out of order.

- Carrie Paldi stated that they let visitors go first and address the last item with a vote before Sherry leaves at twelve.
- Chairwoman, Marty Elquist, stated that Kimberly Regan also had an update to give on the P20 council and she needed to leave at eleven thirty.
- Carrie Paldi stated that she can go last, as she would be there until the end.

9. Item K: P-20 Council

Kimberly Regan stated that the first meeting under the new Legislation requirement was held on July 15, 2015. She stated that they had several new members, and that they reviewed the history of the state longitudinal data system and the legislation related to that. They reviewed the Governor's new executive order for the P-20 Council. He charged them with reviewing existing efforts with the state, and making recommendations for the successful transitions of children from preschool to elementary, elementary to middle, middle to high, and high to post-secondary. Their other charge is that the Council can form committees, and that the Council must meet quarterly to review and formulate recommendations related to methods to increase completion rates at every level of education; roles of career pathways as a means of college and career readiness, and methods to increase parental, community, business and other stakeholder involvement in the process of developing college and career readiness guidelines. Another charge given the Council to review existing statewide longitudinal data systems in Nevada, and how the use of the data can inform the Council's work, and the role of distance education in the secondary and post-secondary work force development settings as a means of increasing education to education necessary competencies, and any necessary legislation or recommendations of the Council. She stated that NDE presented an overview of the technology architecture. She is impressed with what they are rolling out. She stated that there was a soft rollout on July 22nd which was for folks to go on and start testing out the system and see what is working. She stated that the data reminded her of the early childhood longitudinal studies that had been done nationally. She stated that there will be two streamlines for data, one pipeline for researchers and one for agencies and reporting purposes. She stated that it shows the importance of the PreK and kindergarten standardized tests to streamline it, and the third grade were the SBAC is starting. She stated that the next meeting would be October 2, 2015. She told the council that Superintendent Erquiaga, and representatives from DTER, NSHE, and someone from economic development community will pull together with two members of the P-20 council to determine what those agencies see as priorities according to what the Governor's executive order is. They will bring those results back to the P-20 Council so they can decide what their focus is and what their next steps are.

- Chairwoman, Marty Elquist, asked if there is discussion how to link up the Early Childhood Data Systems stores to the State Longitudinal Data System.
- Kimberly Regan stated, "Not yet", but it is on the radar.
- Chairwoman, Marty Elquist, asked if there were any questions. She thanked Kim for the update.
- Tammie Williams asked to do Item J as Sherry needed to catch a flight.

10. Item J: Early Childhood Inclusion Conference

Sherry Halley stated that on July 13 and 14 they had their first Early Childhood Inclusion Conference. There were 150 attendees and that did not include the vendors or the presenters. She stated that of the 150 participants representing Head Start, Early Intervention, community childcare and preschool, as well as 10 of the 17 school districts. She stated that there will be a follow-up meeting in September. She also stated that they would decide whether they want to have a follow-up conference next year or not.

- Chairwoman, Marty Elquist, asked if there were any questions. She stated that they were moving on to item G.
- Tammie Williams stated that Jonah Stuart would give the update. She stated that there were technical difficulties so it would take a minute.
- Carrie Paldi asked Chantel if they would need her computer.
- Chantel said no.
- Chairwoman, Marty Elquist, asked if they need to move onto the KRA.
- Tammie Williams stated that that they should move on to a different agenda item for a minute.

- Chairwoman, Marty Elquist, stated that they were moving onto number thirteen item I.

11. Item I: SS Kids Pilot Evaluation

Elizabeth Christianson stated that she was representing Turning Point and the UNR Center for Program Evaluation. She stated that Deborah Loesch-Griffin is traveling and JoAnn Everts is taking care of her grandchildren. She stated that she just wanted to give highlights from the report and then answer any questions. She stated that at the end of the report there are basic conclusions and some recommendations. She stated that it is not very different from the June meeting. She stated that Teaching Strategies Gold was a very useful tool, particularly at the PreK level. She stated that there were difficulties at the Kindergarten level. She told them that there were a high number of drop outs at that level, and that they did not end up with many users at that level. She stated that they found it difficult to use the tool with all of the other requirements they have in Kindergarten. She said that their recommendation is that it is very useful at the PreK level, and a good idea to mandate use of this tool state wide up to third grade. She stated that there would need to be a lot of support and buy in to get all users at the level where they need to be. She asked if there were any questions.

- Diane Nicolet asked if it was problematic at the Kindergarten level because of all of the things that teachers had to do and the teachers at the PreK level did not have as much to do so it was ok.
- Elizabeth Christianson stated that, at the PreK level, they are more used to working in a developmental way, so it was built into how they operate their classrooms. She stated that, at the Kindergarten level, they felt like it did not align with the Nevada Academic Standards. She told them that there were guidelines out there for that, but many of the teachers were not aware of that. She stated that they did not adapt to this as well because of all of the other assessments that they were required to do.
- Diane Nicolet asked if she had a sense that because Kindergarten teachers have so many tests and assessments and PreK people do not, the PreK people had an easier time to fit it into their classrooms.
- Elizabeth Christianson stated that from the Kindergarten perspective, they had a lot of things that they had to do, and there was a lot of assessing happening. She stated that the Kindergarten sites they had left to review, did better, like in Pine County, because the PreK and Kindergarten programs were integrated. She stated that in Fallon at the Early Learning Center also did embrace it, but some things still dropped off.
- Anna Severens stated that a big part of the challenge is the infrastructure and training needs to support this at the Kindergarten level. She asked if Elizabeth could speak to this.
- Elizabeth Christianson stated that training and support was an issue at all levels. She stated that they need support from experienced users. She told them that they had an action learning circle of six committed users that would get together with Debbie and Joann virtually. She said that they took on action learning projects to get into the tool further. She said that the group support was key to them learning how to use the tool best. She stated that according to the surveys, some kind of ongoing peer support would be useful, as well as support from the state or district level. She stated that some people never got beyond the technology part, and some were just entering data instead of using it as a comprehensive tool.
- Steve Canavero asked if Elizabeth would be willing to entertain questions from the public.
- Chairwoman, Marty Elquist gave the public permission to speak on the matter.
- Steve Canavero stated that he read the report, and a section gave him the impression that the perceived use of TSG in Clark County may be overstated. He asked if that is accurate.

- Elizabeth Christiansen stated that it is in the report, and she can clarify what Debbie meant by that. She stated that what it means is that, in Clark County, it's really a PreK tool. She stated that they didn't implement it at a Kindergarten level. She stated that it is very wide spread at the PreK level in Clark County. She stated that she believes that that is what is meant.
- Steve Canavero stated that on page 35 he stated that, from his understanding, they iterate suggestions that the field has provided in terms of suggestions for Improving TSG. He stated that as he read the list, and some of the comments, it makes him ask at what point they would modify the list or the assessment to where it is no longer the tool. He asked how far you can change the assessment and still have it be the TSG.
- Elizabeth Christiansen stated that in Washington they used a modified version of it with fewer objectives for the Kindergarten level. She stated that there is also an alignment with the Nevada Academic Standards on their website that teachers and other users can refer to. She stated that it would be a philosophical discussion to decide whether it is useful to modify the tool.
- Tammie Williams stated that there were presenters from the Maryland Ohio Consortium and TSG. She stated that many of those questions can be answered by TSG.
- Steve Canavero stated that in the interrater reliability certification, it stated that 9% of the users were certified. He asked if that came out in their discussions with the individuals as a barrier in obtaining their certification, or lack of certification, in the use of the results, or if it was simply a statement of fact based on the population of people who were reviewed.
- Elizabeth Christiansen stated that it was a statement of fact as well as some discussion about it. She stated that there are some different perceptions of interrater reliability. She stated that last year they did a focus group with people who had completed the certification and they felt that it was extremely important to do so, and they felt that it was vital. She told them that the perception was not widespread amongst those who had not done it so they didn't feel the need to do it. She stated that some of the comments were even negative when it came to the teachers doing the certification.
- Steve Canavero asked if the ones that were certified were clustered.
- Elizabeth Christiansen stated that they were clustered. She stated that they had someone to assist them. She also told them that it was emphasized at an administrative level.
- Chairwoman, Marty Elquist, asked if there were any additional comments or questions. She stated that they were moving onto Teaching Strategies Gold.

12. Item G: Teaching Strategies Gold (TSG)

Jonah Stuart introduced himself. He stated that it is a new assessment especially at the Kindergarten level. He stated that training at an administrative level is very important so that they can provide the necessary support. He told them that the plan is to provide a quick overview of TSG and provide an update on some of the features in the tool including them expanding its use through third grade. He stated that they had been involved with authentic observation based assessment for close to fifteen years starting with the creative curriculum developmental continuum in 2000. He told them that Teaching Strategies Gold was launched in 2010, which was the first time they had had a seamless birth through Kindergarten tool. He stated that in the last few years they had been focusing on expanding the tool through third grade. He stated that all improvements that have happened in that time have been due to new research that they have been following and incorporating into the tool as necessary. He told them that they had added new technology to make it more time saving, efficient, and easier to use. He stated that they also used information that is received in the field; especially from their state partners. He told them that the purpose of the tool is to observe and document children's learning over a particular point of time to support and inform planning for

teacher's instruction, based on the material that they are collecting. He told them that it helps identify children that may benefit from special help, screening, or further evaluation. He stated that the teachers can share the information that they are collecting with family members and stake holders, and provide reports for administrators that can help guide program planning, professional development decisions and to collect child outcome information that can be used as one part of a larger accountability system. He stated that it is unique because it includes online professional development modules, professional development support for teachers, and they are in the process of developing new innovative online courses. He stated that they have inter-rater reliability certification to guarantee that the teachers are using the tool as intended. He stated that many of the states that use TSG GOLD require the certification, and it is their recommendation that teachers are certified. He stated that it is a comprehensive tool and it is a whole child assessment which means that it covers all areas of development and learning. He told them that it is possible to integrate the common core standards into the online progressions. He explained that it is customizable to meet specific state needs, and at every state that has implemented it at a state level their implementation is unique. He told them that it is always done in consultation with their content team to make sure that they keep the validity of the tool itself.

- Anna Severens asked how many states are using the modified version vs how many are doing the full version.
- Jonah Stuart stated that it is much more common for it to be modified for KEA versus Preschool. In preschool almost all states use it in its entirety. He stated that their research team had concluded a study on a limited set of items that have been validated that are still whole child held assessments, so it still includes all of the domains but with a limited set of items. He stated that about thirty states are using the tool. He told them that it is available in English and Spanish and is culturally and linguistically appropriate. He told them that it includes a variety of activities that help support the assessment. It includes a family portal to help strengthen and simplify communication with families. He stated that it was a two way communication so the teacher can share updates, activities, and reports with family members. He said that the family members can post feedback and observation with teachers as well that can become a part of the child's portfolio. He stated that it includes a free mobile app to make it easier and more efficient for teachers to collect documentation through photos, audio, and visual. He stated that it is aligned to the PreK standards, common core standards, Head Start outcomes framework, and OSEP outcomes. He stated that it has been proven with research to yield valid and reliable results. He stated that GOLD is built around progressions of development, and learning that include color bands that represent research based widely held expectations for each year as well as each class grade. They have added three new color bands representing first, second, and third grade. He stated that it is grounded in 38 research based objectives for development and learning. He stated that these include predictors of school success. It covers social emotional, physical, language, cognitive, literacy, math, science and technology, social studies, the arts, and English language acquisition. He stated that it is a hierarchy which in his example the highest level, which is the area, is math. He stated that for each area there are objectives, and that some of the objectives include dimensions, which look at more specific parts of that objective. The indicators help teachers understand different milestones along the developmental progression. He stated that if you use the common core standards they will be embedded into the online progressions, and based on that alignment, teachers can see that in the online tool. He stated that there are examples for each indicator as well. He showed an example of what teachers would see in the tool and explained it by stating that many of the activities and resources that are imprinted in the tool can be used as printouts and are available in hard copy. He stated that one of the newest tools is the KEA survey which helps teachers

hone in on the part of the progression that you would typically be looking at at the beginning of the Kindergarten year. He stated that they can look forward and backwards along the progression as necessary, but it helps focus in on that part of the progression. He stated that there are assessment prompts and survey questions that help teachers recognize that, during the beginning of the Kindergarten year, they haven't had as much time to observe children in all of the areas, so it helps streamline the KEA process. He stated that another exciting enhancement is GOLD plus which is a resource that helps strengthen the length between assessment and instruction. It also makes it easier through technology for teachers to use the rich information that they are collecting on an ongoing bases. He stated that it includes innovative planning features for teachers as well. He told them that at the core of this new enhancement are the intentional teaching experiences which are activities that allow the teachers to personalize the activity for which levels the students are at in that objective. He stated that with the expansion through third grade, GOLD becomes a seamless tool across the entire birth through third grade continuum. He stated that it strengthens the alignment to the common core standards as well. He stated that it makes it easier for teachers to become familiar with the common core standards to clearly see the alignment between common core and GOLD. He stated that they have focused on enhancing the technology so that the platform and the user interface, for example, being able to use it with tablets. He stated that they have made the adding documentation and entering check points ratings a lot more streamlined, and they have added a lot of timesaving features there. He stated that the platform looks the same so teachers who are already using it will not have a hard time adjusting. However, there are a lot more subtle things that teachers may not even notice, and some that they will notice. He stated that one of the new enhancements to the interface is making it easier for teachers to track progress against the common core standards as well. He told them that the last thing that he wants to highlight is the training and implementation support. He stated that when they are working with states they are always looking at how the entire process, both the tool and implementation plan can be customized to best meet that particular state's needs. He told them that it starts with a Needs Assessment and a conversation about what the goals and objectives are. He stated that it is an ongoing partnership and dialogue to make sure that they are continuing to use best practices and to learn from experiences within that state and other states as well. He stated that they have a customized training plan and there are a lot of lessons learned around that as well. He stated that they have a dedicated account manager who quarterbacks all of the other support that they provide across all of their departments. He stated that they work to analyze the data as well as working to integrate or interface it with the states longitudinal data system. He stated that he would welcome any questions that they had for him.

- Chairwoman, Marty Elquist, asked how long it would take for kindergarten teachers to complete the assessment from the beginning to end.
- Jonah Stuart stated that it was still a part of the larger tool, but the survey can be turned on just for the KEA piece to streamline that process. He stated that there are different variables in how long it takes. He stated that the range is in between fifteen and thirty minutes.
- Chairwoman, Marty Elquist, opened up the questions to the public.
- Stacey Zeisler asked for his contact information.
- Jonah Stuart gave his email address.
- Steve Canavero stated that Nevada has a number of things happening at the same time and one of those is the Read by Three guarantee law. He stated that there is a ground swell in the field that is pretty intense and the department shares this concept of

integrated assessment. So rather than adding more, they are looking at pairing them down and having one assessment that serves multiple masters. He stated that he thought that it was pretty well expressed in the report that they heard earlier. His question, which is related to Colorado, is that they have broad use of TSG across the state. He asked if that was true.

- Jonah Stuart stated that it is true. He stated that they have multiple approved options at both the PreK and Kindergarten levels. He stated that GOLD is approved and widely used for both.
- Steve Canavero stated that when looking at Colorado's read by third grade and focus on literacy, they have a requirement in their law that the state has to identify the assessment to be used for their literacy component. He stated that he does not see TSG listed there. He asked if that was accurate.
- Jonah Stuart stated that it was a result of the expansion being so new. He stated that the tool is not currently used anywhere beyond Kindergarten. He stated that it would be available on a more broad base starting next school year
- Steve Canavero asked if TSG can meet the requirements that are currently spelled out as the criteria that would enable an assessment to get on their state approved level.
- Jonah Stuart stated that it would vary from state to state. He thinks though, that to Steve's earlier point, looking at the initiative fatigue is a real issue for teachers. He stated that they had talked to a lot of states and teachers that are required to use, in some cases eight to ten assessments across the board. He stated that they are doing assessments on how, if some of the assessments are for the same thing how can they be combined or at the least aligned. He stated that the short answer is yes but it has to be a conversation about what other requirements there are; what other tools are currently in use, and how can they work together to help teachers connect the dots rather than them having no way to pull the information together.
- Steve Canavero asked as they are thinking through their literacy, is there a way to uncouple within the portfolio of domains that are being addressed, and is there a way to uncouple a literacy screener. He asked if that is where they are headed or is that where they are.
- Jonah Stuart stated that there is not currently a screener. He stated that there are some more direct components but it does continue to be an authentic observation based tool. He stated that in this case it would be if a screener is currently being used, how they would integrate that information. He stated that in order for that question to be fully answered, Steve would need to talk to TSG's content team.
- Anna Severens commented that the best practice of having a statewide Kindergarten entry assessment that is observation based and whole child focused and connected with how that is also meeting literacy. She stated that she believes that Minnesota is also a state that is using TSG and has Read by Three Legislation.
- Jonah Stuart stated that many states have this new legislation and they all have the same goal to make it easier, and make the information that teachers are collecting more valuable to them.
- Dolores Hauk stated that the difference between authentic observation, visual observation, and an active learning environment, as they go into the first, second, and third grade what are the challenges. She asked what the strengths are and what is being accomplished. She stated that more time in the seat is recognized as children progress. She stated that when they are going from PreK to Kindergarten they should be more inclusive in those thought processes.
- Jonah Stuart stated that over the last few years states have come to them and said that they love what they are doing at the PreK level. He stated that the standardized test is

happening in the first grade, but what is happening in between is kind of a black hole. He stated that there is a lot of assessment taking place, but people feel it is not done in a coordinated way. He stated that there is not as much ongoing observation formative assessment taking place so that if children are not developing in a way that is expected in a manner that can be identified. He stated that most of the time that is not happening in a way that is looking at the whole child. He stated, "That is why it is exciting looking at the assessment through the B3 or P3 lens, but there are challenges along with that as well because we see them in Kindergarten and early elementary as well". He stated that this is new, and so that is where conversations around the professional development and the ongoing support are beginning. He stated that there are certain states that are looking at this assessment in a broader context of what is a developmentally appropriate practice, and whether it is through ongoing seminars or comprehensive K3 guidelines.

- Diane Nicolet stated that she is not a TSG user, but asked to what extent does the assessment drive the curriculum or vice versa.
- Jonah Stuart stated that with the GOLD Plus enhancement the goal is that those two things are constantly informing one another. He stated that the assessment is based on developmentally appropriate and research based widely held expectations. He stated that what they are trying to accomplish is that those two things are constantly part of a fluid process, and that as you are assessing you are using that information to inform instruction. He stated that then as you are teaching you are using that experience and those opportunities to collect your documentation that will inform your assessment ratings as well.
- Sherry Waugh stated that she has 40 teachers using it. She stated that no matter the curriculum approach the assessment fits.
- Jonah Stuart stated that the Creative Curriculum and GOLD are based on the same set of objectives however it is used with many different types of curriculum.
- Chairwoman, Marty Elquist, asked if there were additional comments. There were not. She asked if the Council should take a five or ten minute recess.
- No motion was made.

13. Item H: KRA

Chairwoman, Marty Elquist, asked if Elko was having issues seeing the presentation on screen.

- Elko stated that they were.
- Chantel Wakefield stated that because it could not be run from Carson that is the way it works when it is run from Vegas.
- Marty Elquist asked the presenters to state their names.
- Anna Severens asked if we needed someone in Carson to make it not pixelated. She asked if everyone had the hand out.
- Chantel Wakefield stated that if they cannot hold the actual slide shows from Carson they have to do it from Las Vegas. She stated that they gave the handouts so that everyone could still follow along.
- Chairwoman, Marty Elquist, stated that they had the printouts and we should continue.
- Joanne Jensen introduced herself. She stated that she was with West Ed.
- Judy Walker from the Maryland State Department of Education introduced herself.
- David Peloff with the Johns Hopkins Center for Technology and Education introduced himself.
- Chris Sessums with the Johns Hopkins University Center for Technology and Education introduced himself.
- Joanne Jensen stated that they wanted to focus on the development and implementation of what Maryland and Ohio call the Kindergarten Readiness

Assessment. She stated that when they worked with two states the primary purpose was to provide information to the stakeholders at the local, regional, and state level about how well the students were prepared for Kindergarten. She stated that the goal was the stakeholders would have information to support programmatic decision making. She stated that during Judy's presentation she would talk about the results. She stated that it did impact decision making in Maryland. She stated that they have to be realistic and given the expectations that are increasing for students' learning. She stated that they really have to start identifying achievement gaps as early as possible so that the interventions can happen. She stated that what they had that day was a true collaboration that shows the commitment that Maryland and Johns Hopkins. She stated that Chris Sessums will be talking about the professional development that went into it as well as their system for professional development. She stated that Dave Pilaf would talk about the technology and the pieces that were designed to support the administration and scoring. She stated that Judy would give some context behind why they came together and what they were hoping to achieve.

- Judy Walker stated that Maryland has had a statewide Kindergarten assessment since 2001. She stated that over the years they were hearing more feedback from the teachers and the field who decided that school systems need more data and found that additional assessments were being given that increased the teacher's burdens. She stated that they felt that it was time to update the system that they had. She told them that the timing was right with the race to the top funds that were available. She stated that they looked at the products that were currently out there and none of them were quite what they were looking for because they wanted a product that was not totally observational. She stated that they felt like there were items that could be done more quickly through a performance task and with students giving responses. She stated that that is what they accomplished with their Race to the Top funding. She told them that teachers didn't want assessments that took as long. She stated that Ohio was in the same place with wanting a state wide assessment. She told the Council that up until that time Ohio only had a literacy screener in place, and they also had the third grade reading guarantee in place. She stated that they got together because they both had race to the top funds and started creating an assessment. She said that since that time there was an additional race to the top early learning grant that they received to create a consortium. She stated that since then they have had Connecticut involved in working on a version 2.0. She stated that this past year was their first administration which was 1.0. She stated that they did teacher surveys and received feedback from all of the stakeholders in the field and made a few modifications for this coming year which is version 1.5. She told them that they had some opportunity with the remaining funds to make final changes and enhancements to the assessments. She stated that Nevada may be a part of the final 2.0 version.
- Joanne Jensen stated that she would like to talk about the development process. She stated that they were really looking for is a standard based assessment and they want to say, "What is your curriculum, what do your standards say the expectations for students at the end of PreK for entering Kindergarten, and what should the skills be". She stated that in working with other states, they had to come to an understanding of what standards they thought were critical. She stated that they developed what they called the Common Language Standards, wherein Maryland and Ohio looked through their content and said, Here are the things that they had the same expectations for, and there were also critical indicators that they think for Kindergarten readiness. She stated that they provide the direct link to each state so the state can map their common language standards to their own standards. She stated that they did not adopt new standards. She

stated that Nevada was at the table when they had the conversations about what the new standards should look like for the 2.0 assessment. She stated that Anna Severens attended those meetings. She stated that Nevada's input was a part of the process and they would like for them to be a bigger part of them. She stated that as Maryland and Ohio were reviewing things they understood that a lot of what they are looking for is required to be done observationally like the social foundations. She stated that they had observation rubrics in context of a typical classroom activity. She stated that they are trying to make it a naturalistic observation and they apply the rubric to that. She stated that they also want some direct assessment measures to find out what can child do on their own. She stated that they had selected response items, which were three options and the child would select one and they also had performance tasks were the children had to engage in one activity. She stated that it is a process and it began with cognitive interviews in Maryland and Ohio. She stated that they came up with preliminary tasks and watched students interact with teachers and received teacher feedback in both interviews and question data. She stated that they completed a pilot test to look for feasibility. She stated that they finally did a large field test lasting on the basis of that they selected the items based on that whole statistical process. She stated that they had their first operational administration last fall and John Hopkins can explain that their system window was back up again Saturday August one. She stated that they have social foundations, language and literacy, mathematics, physical wellbeing, and motor development. She stated that within the social foundations is where they have executive function which is where the some of the social studies type of activities were students interact with each other, and the value of observation as students inquiry as you would see in science, they incorporated it within the social foundations. She stated that they are looking at the concept of the whole child not just certain aspects. She stated that Ohio did have a reading by three guarantees so they established a cut score for them based on literacy that they could use for the third grade reading guarantee in Kindergarten.

- Chris Sessums began talking about the professional development and how they had reached 14,000 professionals across two states. He stated that they provided separate training for data managers to make sure that people that were uploading all of the important demographics for the system were aware of how the system worked. He stated that to understand the training landscape they worked with states to identify their training networks and what was already in place so that they were not duplicating any processes. He stated that originally they developed the training to be delivered online and through feedback of working with Ohio and Maryland they also developed a face-to-face and a blended training. He stated that it is a total of three days' worth of training and can be done in combination of online and face-to-face, also in other variations depending on the needs of the clients. He told them that in addition, they have a number of training resources that were designed using evidence based cycle of instruction which was developed by Johns Hopkins University. He stated that it consisted of a set up activity which activated prior knowledge and it also included a presentation where they would use a narrated power point video and a set of coordinated readings. He stated that this is followed by team based activities and a just for me reflective activity. He stated that finally they do a check for understanding assessment and then a wrap up as a part of their professional development to review learning and its applications. He stated that what made it a very powerful system for their users was a communitive practice that they had established for every training group. He stated that it was online communities where the trainers at Hopkins also worked with the trainers at the state level as well as the teachers. He stated that there were a number of ways they

could address questions concerns and provide additional training feedback to those who were participating. He stated that the trainers were also following up using their online community. He told them that the training content itself is built in three pieces. The first stage is the pre-assessment where they focus on the importance and benefits for teachers and policy makers. In this stage they focus on the why (why is this important) and they also work on strategies for communication with parents. The second component is the assessment administrations where they focus on giving teachers and trainers the practice administrating the assessment. They also make sure that understanding of the content is being addressed, scoring protocols are being addressed and how to use that data to inform instruction. They also provided an over view of universal design portals and allowances and support for the different types of learners that are out there. The third component is the post assessment which focuses on understanding the results of the assessment and how to communicate those results to parents and the use of that data to inform instruction. He stated that in terms of the professional development evaluation they have multiple parts to that as well. Teachers are required to pass the content assessment which is based on a set of cut scores that were approved by the states for making sure that teachers passed at a rate that was acceptable. He stated that they also use an online simulation to ensure inter-rater reliability so they give teachers the opportunity to use the simulation that comes in video format where you are watching examples of a child and rating the child. He stated that they also have more diagrams were there are certain activities that teaches the teachers to observe and rate those students as well. He stated that they go back and make sure they are assessing on the same level. He stated that they also include measures to check fidelity of the training. He stated that they survey the trainers after each training, the teachers, and they provide additional fidelity checks of core components by observation and interview the focus groups. He stated that the four major takeaways that they got out of this is they found that just in time training is the most effective for teachers. He stated that another important feature that they found was their communities of practice which really provided a tremendous amount of support for teachers. He stated that they had somewhere around 200,000 engagements in their online community across trainers and teachers. He stated that the simulator was a really powerful way to ensure iterator reliability and give teachers practice which is really critical in how to use the assessment. He stated that finally teachers need time with the assessment materials to effectively plan how to implement their instruction.

- David Peloff stated that he would provide the Council with an overview of the technology components that supported the project. He stated that Joanne did a great job of describing the development process and he thinks what is unique and interesting in this case is that technology was at the table from the very beginning. He stated that they were working with the assessment developers, the administrators, and the educators so that they built a system where they all informed in the development of the system. He said that it was not that a group of technologists came in and built something to match an existing assessment. He stated that he would like to show how they came up with the technology components, a little bit about the architecture, then he would like to show some screen shots that showed what the teacher see's and what the students see when the assessment is being delivered, and to talk about some lessons learned and where they are going with the assessment. He stated that the development process mirrored what Joanne talked about. He told the Council that the system requirements where developed early on and then validated with all of the stakeholders mentioned. He stated that it took a long time; it was a full year long process before they were ready to start building their field test. He stated that they finally delivered a field

test version back in November of 2013, and gathered a large amount of feedback, which improved the system significantly for the first census launch which occurred in the fall of last year. He stated that they are live with version 1.5 now even though most schools have not started yet. He showed the Council an example of how school districts get the data through to the system. He stated that this was one of the most difficult parts of this because of the different types of student information systems, different levels of technology expertise at the local level, and the different levels of support needed. He stated that they tried to build a system that was easy to use, and allowed data managers to upload their teacher file first which automatically creates user accounts and sends emails to the teachers so that they can log in. He stated that then they load their student files and then they could either load them periodically on their own or they could set up a script that sends it to a secure FDP site. He stated that in Kindergarten, student data is very fluid in the early months. He explained the middle area and how it shows that they are storing all of this data using a cloud based architecture. He stated that there are two major components that the classroom teacher works with. One is the teacher interface which can be used with any computer, laptop, iPad and Android device to enter data on the assessment. He stated that they also developed an app that the students interact with. With the teacher interface each state has their own unique page that's branded according to their state. He told them that the functionality is the same and showed them where everyone logged in. He stated that it was where they could also download different versions of the child friendly app. He stated that this year they added a flash-based version of the app to help support chrome book. He stated that when the teachers logged in they could see all of the assessment items and there are three major modules which are mathematics, language and literacy, and observational. If the child is an English language learner they can press a comment button to indicate that. He stated that they can go into each individual student and score the assessment that way. He stated that the teacher can also create unique groups according to their classroom. He stated that the teachers could also do it all offline if they needed to use the printed teacher administration manual and then use the spread sheet view to enter the data into the system. The student interface was originally for iPad's, and this year they have rolled it out to Android devices, Chrome books, and desktops as well. He stated that this year seventeen of the fifty items can be delivered via the teacher logging into the item and giving it to the student to complete. He stated that there are voice prompts that can be repeated and a tutorial item that quickly teaches students how to use it. It is very easy. He stated that lessons learned are that they automate it so they don't have to keep reloading the file. He stated that, after the first year, there needed to be a standard setting process that allowed a lot of research to take place after the data was collected. He stated that they did not want to give the data back to teachers in reports that were not necessarily valuable or meaningful. He stated that this year teachers will have a lot of access to the data that they put in and the formats that they can use instructionally. He stated that those reports and views will be made available immediately after the window closes. He told them that technical support is available. He stated that they do want to do more imbedding of the professional development since it is even more just in time so they can deliver the assessment. He stated that they are expanding this with an informative assessment that will be parallel so that teachers can add artifacts.

- Judy Walker stated that she would like to explain what they do with the data that they receive from the assessment. She stated that the teachers give the assessment to the students on the first day of school and they have eight weeks to complete it as November first is their closing date. She told them that one of the things that the school system found is that they have to help show the teachers how to imbed these items in

their curriculum because they had some teachers who felt that they should sit down with the child and go through all of the items at one time at that is not at all what was intended. She stated that a lot of the school systems, last summer went through their curriculum planning guides to make a match and help guide teachers. She stated that during that eight week period teachers can see the real time data. She stated that they asked Maryland to ask parents when they enrolled where the children are when they are four. She told the Council that parents get information in November and it is a two page report that just gives the data points for the child, and it tells the parent overall if the child is demonstrating readiness for Kindergarten. She stated that the data they receive really helps open up discussions on where the children need help and where they need to focus funds. She stated that the data, over time, helped get them resources that they needed. She stated that they need to work more with the teachers to show them how important the data is. She told them that third grade used to be the big testing grade, and that is five years too late. She stated that they did have a pushback this last year, because they got caught up in the fact that it was an assessment. She stated that they did make adjustments and cut back some of the items. They increased the app items which was one of the things the teachers stated in their surveys they felt helped make it easier for them.

- Chairwoman, Marty Elquist, asked Tammie and Cindy if the meeting was going to shut off due to the five minute warning signal.
- Tammie Williams stated that Chantel was making a phone call to add additional time.
- Chairwoman, Marty Elquist, asked if there were any more questions.
- Dolores Hauk asked if the assessments are just given once a year or more.
- Judy Walker stated that it was just given once a year; however, Ohio, because they have the reading guarantee, has a different time line.
- Chairwoman, Marty Elquist asked if there were any other questions from the Council.
- Carrie Paldi stated that in the report that was passed out, she has a breakdown of the different types of centers, and she is curious about what they are referencing when they say nonpublic nursery. She asked if that was private nursery schools.
- Judy Walker stated that it is private nursery schools.
- Chantel Wakefield told Chairwoman, Marty Elquist, that they had an additional hour.
- Chairwoman, Marty Elquist asked if there were questions from the Council or the public.
- Stacey Zeisler asked if the assessment is given once a year.
- Judy Walker stated that she did.
- Stacey Zeisler asked if they have an estimate of how long, per child, the assessment takes.
- Judy Walker stated it was hard to say because it is not a one shot sit down assessment. She stated that it was about 50 minutes right now per student. She stated that this year should be less because they have added the additional app items.
- Steve Canavero asked for them to speak to Ohio, because they have the reading guarantee but they don't have the ELA or KRA as one of their approved assessment instruments to measure the development of literacy across k-third grade. He asked them how Ohio is looking at this from a policy prospective.
- Joanne Jensen stated that the KRA was allowed as one of the measures for the third grade reading guarantee in Kindergarten. So they made the decision ready/not ready. She stated that when they get to first grade they would have to have another measure that would determine whether or not the child is on track. She stated that this last year Ohio had a requirement under legislation that they had to have the third grade reading guarantee assessments done within thirty days. She stated that that requirement was just lifted from legislation.

- Steve Canavero asked if there are plans to expand it to first, second, and third grade.
- Judy Walker said no and at this time the early learning assessment piece goes to 72 months.
- JoAnne Jensen stated that a part of that was based on the federal funding and they were really focused on the KEA.
- Steve Canavero stated that the KRA is specifically used in Kindergarten and PreK setting only.
- JoAnne Jensen stated that it is designed to be used as they enter Kindergarten and is aligned to the expectations of the standards for the end of PreK.
- Steve Canavero asked if the program quality looked back to the PreK preparation for students entering Kindergarten.
- Judy Walker stated that from a public school the principles are certainly interested in how the students who came from their public PreK classrooms were doing so they could use that to improve quality in their public PreK classrooms. She stated that the community looks at the results based on the prior care give them kind of a global view as far as Head Start. She stated that it's not tied directly to individual programs by name, it's by category. She stated that what they had found this past year, and this summer, is that they had some academies where they had brought together principals with teams of staff from their schools and the community providers that feed into their schools and they are starting to see a lot of collaboration in efforts for principals to start looking at the programs that feed into their schools, and how they can use this data to help improve the quality of those programs. She stated that the state ECAC's are starting to use it in their strategic plan.
- Angela Triche asked if it was full-day Kindergarten.
- Judy Walker stated that it was full day.
- Angela Triche asked what the teacher buy-in had been.
- Judy Walker stated that they had been giving an assessment for twelve years so it was not a huge push for them. She said that in Ohio it was a little different, because all they had been giving is something called the CRAWL which was a literacy screener that wasn't even always given by teachers. She stated that it was 10-12 questions. She stated that Ohio had a lot more professional development to do to get teachers to understand why this would be a good thing.
- Steve Canavero stated that he wants to appreciate the presenters and their time. He stated that both presenters had been incredibly informative and he thanked the Chair for putting these on the agenda.
- Chairwoman, Marty Elquist, thanked them as well. She stated that she would have Mr. Canavero as the next speaker from the Agenda.

14. Item L: Overview of Assessment

Steve Canavero thanked the ECAC. He thanked Anna and Patti for reminding him to assess a whole child. He stated that he was going to start with his authority and what he can and cannot do. He stated that he has the authority to define the kindergarten entry assessment for their PreK entry sites, and can state what all of the sites will use. The other area of authority he had is the read by third grade bill. He stated that it comes into effect in the 2020 school year. He stated that the way that this legislation was built, is that in the first two years of the biennium, they award through some competitive grants, approximately five million dollars the first year, and twenty two million in the second year. He stated that in the first year they incubate strong policies, and strong district plans with literacy in the early years. He stated that in the second year they plan to scale the good stuff up and that would be when the students for which the third grade reading guarantee would apply when they get into the 19/20 school year. He stated that the thought process behind that is that A) the state needs a bit of time to

really get the focus on literacy down into the classroom. He stated that the other is also that the various programs and increases in funding that passed through the legislation would provide the opportunity to stand up and serve the children and adults in the field to enable them to benefit from all of those programs prior to holding them accountable. He stated that Anna's, Patti's, and Marty's work is to begin alignment between the early learning and k-12 community so they can serve children better. He stated that they are able to help the children with assessment instruments, programming, and standards. He stated that when they start to get down to the nitty gritty alignment, it becomes more challenging. He stated that Patti had a meeting with the Department of Education and they had some folks from the CCSO that helped them navigate some of this, they helped build on to the P3 Governors symposium and the work that many of the Council Members had a large and long discussions at Scheels, where they started to talk about next steps. He stated that to bring all of this to a point, he believes that they should begin that alignment process by focusing on literacy. He stated that the 'How do we do this alignment', and he stated that they can do much of that alignment by leveraging the state literacy plan. He stated that it is being received very well and with accommodation from a number of organizations who do nothing other than study literacy. In the plan there is an early childhood component as well as all the way through the continuum to the adult component. He stated that it really makes sense for the state literacy plan to stand behind and support the policy framework that states how they do this while they roll it out. He stated that they get some of this alignment through the plans that will be submitted and laying out the very detailed policy's that the districts will employ as they insure that all children are ready to read at grade level by third grade. He stated that the read by three guarantees the first step that the board took at their last meeting, based on a recommendation from the department was to essentially accept what is currently in the field being used for literacy assessment. He stated that they took what was, looked at; what other states had done, and reviewed some work. He stated that they cross referenced those and the majority of districts using correct and approved ones. He stated that it is on the SBOE meeting details that they wish to align PreK through third grade with the literacy assessment. He told them that it matters, what is in the value of the state room. He stated that there are competing interests. He stated that it can be one of many values and they are just starting the conversation. He stated that they will submit an RFQ or RFI. He told the Council that they would then approve a responsible time line for transition for any districts that are using an assessment that is not on the list. He stated that the documents title is Comprehensive PreK through Third Grade Early Literacy Assessment and Support System. He stated that it is a draft and a first start so it is something that he hopes will engage the Council and representatives of the Council as well as representative from kindergarten through third grade. He stated that it is only allowed in statute and this particular statute is significant in many ways. One is extending the State Boards authority to identify a literacy assessment in these early years. He stated that the extent that they can enforce it in the PreK environment is a question. He stated that every time they have funds available, they could require that they use that assessment. His hope is that they can align and that the first area they align on is early literacy, and they can agree on the project and perhaps get more traction in its use around the state. Running parallel to that is the requirement for him to select the KEA. He suggests a similar process that they not only discuss the early literacy component but also discuss the KEA and find out what the state values in a Kindergarten assessment. He stated that having the presentations from the KRA and TSG at the state time was genius. He told the Council that they do both meet the KEA requirement if they were to adopt one. He stated that he was not here when the decision was made to go with TSG and he honors that decision for the pilot. In order for him to meet his obligations for the KEA, he suggests a similar exercise in parallel with the early literacy assessment. He stated that they can issue the RFQ's simultaneously with the other assessments which would give the vending community an opportunity to respond to both. He asked the chair to identify representatives from the field to help sit with them have them help make decisions. He stated that he was happy to answer questions

- Chairwoman, Marty Elquist, stated that the agenda items were a stroke of genius of all of the members. She stated that Silver State Kids has been an agenda item for a while and it was Anna Severens who wanted the consortium to come and speak so they could get an update of what they were working on as well.
- Dolores Hauk asked if he is looking for a product that has a demonstrated track record or something that's in development.
- Steve Canavero stated that he is not predisposed either way. He stated that the law said it must be valid and reliable.
- Chairwoman, Marty Elquist, asked about the request that he made earlier if it would be an official role on the ECAC. She stated that at that point it would be a subcommittee.
- Steve Canavero stated that he only needs a few folks who have worked with the assessments like the pilot project so they can get some of their experience. He stated that he would not suggest a formal role for the ECAC; however they should be involved with updates and reports.
- Chairwoman, Marty Elquist, stated that one of the items on their agenda coming up is the responsibilities by statute of the funding source that names the ECAC and one of them is the PreK development grant. She stated that two of the objectives that were specifically named in, is to work in concert with the PreK grant manager in developing the list of assessments. She stated that she is a little bit concerned that the intent of the grant was that the ECAC work hand in hand in developing that list or review the list and provide input.
- Steve Canavero stated that they should review the list and provide input. He believed that ultimately the decision is his. The way he envisions making that decision is through engaging a group of people from the ECAC and K12 that have PreK programs in order to have the conversation that involves the literacy component specifically.
- Chairwoman, Marty Elquist, thanked him for the clarification. She wanted to make sure that the ECAC was providing the support he needs, and that they are doing their job in his eyes.
- Steve Canavero asked if they can have some key members help weigh in on the process.
- Chairwoman, Marty Elquist, stated that they are not adding a formal ad hoc committee.
- Steve Canavero stated that one of the key considerations for the ECAC is what's next. He stated that under the PreK development grant what it means if they contribute to and the state selects Maryland Ohio or TSG. He asked what it means to the ECAC.
- Chairwoman, Marty Elquist, agreed and thinks that whatever strategies and what their role is this is the exact sort of thing belongs in their subcommittees and their strategic plan. She asked if there were any other questions. She stated that if people want to participate please email Chantel.
- Steve Canavero asked if the Council intends on receiving the names soon. He would like them soon and if it was possible to have a Friday deadline.
- Chairwoman, Marty Elquist, stated that Friday is a good deadline.

15. Item E: Updates

Carrie Paldi stated that Ron would pass out items. She stated that the Southern Nevada Association for the Education of Young Children is starting their next emerging leaders and mentors program and they are currently accepting registration. She stated that the days of the classes are all on Saturdays. She stated that the SNAEYC is also holding a fall mini conference which is scheduled for Saturday November 14, 2015. She asked Chantel to please share the flyer via email with the other Council members. She stated that the conference is being held in partnership with the Southern Nevada Library District. She stated that they recently held the early childhood recognition awards at three square and they received certificates from Senator Harry Reid. She stated that Senator Reid's

office approached them and asked how they could recognize the people in the field. She stated that the Reno Association for the Education of Young Children would be having a rural mini conference on September 12 from 9-4 at WNC Carson City and if you're interested in information about the conference you could contact Mary Rocha. On October 17, RAEYC will be holding a mini conference from 8-3:15 at Truckee Meadows Community College. She stated that RAEYC is also accepting applications for their third annual Leadership Academy which is being held in Reno one Saturday per a month and their first annual rural director's academy. She stated that both are being held in September and people can contact Kaitlyn Ogden for more information or to apply. She stated that November 14th will be the Reno Association for the Education of Young Children's early childhood celebration.

- Chairwoman, Marty Elquist, asked if there were any questions.

16. Item F: Local ECAC

Chairwoman, Marty Elquist, asked if there was an update from Carson City ECAC and Churchill. They had none. She then asked if Elko had any updates.

- Lisa from the stated that they are having a training with a focus on social/emotional development on birth through third grade featuring the national TACSEI presenters from Denver Colorado on October 23 and 34. It will be a half CEU with Nevada registry and NAEYC members will receive a reduced tuition fee and in the spring they hoping to bring in Jon Medina.
- Anna Severens stated that she wanted more information.
- Chairwoman, Marty Elquist, asked how much space they had.
- Lisa stated that they have enough space for 130-150 people.
- Chairwoman, Marty Elquist, stated that if they need help getting the word out to let The Children's Cabinet know.
- Anna Severens offered help from the State level as well.
- Chairwoman, Marty Elquist, asked Nye and Southern Nevada for updates
- Amanda Haboush-Deloye stated that they have been working on the annual step up for kid's day festival which they are hoping will be statewide again this year. For southern Nevada the event on Monday September 28th at the Springs Preserve. She stated that they are excited to have exotic animals and a trapeze troupe. She stated that they are working on is thinking about messaging and framing. She stated that they have been watching some Ted talk videos about why aren't more people on board with early childhood. She stated that there is a great guide that Zero-to-Three put out and it has messaging across all fields. She stated that they are asking how they can change their message to get people more excited. She stated that at the next meeting they are going to look at conflicting values and if their message is good why aren't people jumping on board. She stated that we should let them know if we need help from the local councils.
- Chairwoman, Marty Elquist asked if Washoe County had any updates.
- Sherry Waugh from UNR stated that she and Tina are continuing to work with the local ECAC. She stated that their focus will continue to be PreK through third however they have had some shifts in leadership at both the district and university level. She stated that they would be interested in informing Steve's workgroup around assessment. She stated that they have some partners in the ECAC that they think could be good informants.
- Chairwoman, Marty Elquist asked for representation from the Tribal ECAC. There was none.

17. Item M: Nevada ECAC Responsibilities By Statute and Funding April 7th - October 1st, 2015

Chairwoman, Marty Elquist stated that she would refer to the handout that they have reviewed two times now just to make sure that they are still on track. The first law or funding source for the ECAC is specifically named as the Childcare and Development Block Grant. She stated that it is a specific responsibility of the ECAC in the state's plan. She asked Jack to address it.

- Jack Zenteno stated that they had a site visit last week and they gave them some additional information on what requirements they have from the federal reauthorization that happened at the end of last year and what they need to write in to their state plan to say that they are meeting the new letter of the law. He stated that now that they have this new information they can take the next steps and they have a draft that can get them to a solid working draft. He asked what the Council needed in terms of a timeline. He stated that they can tie it in to make sure that they have a solid draft. He stated that they need it available for Welfare in January.
- Chairwoman, Marty Elquist, stated that the ECAC would have December's meeting or October' but we can call a special meeting if needed in January. She stated that if they could not provide them with a draft of the state plan by December's meeting they need to let her know so a special meeting can be called in January.
- Jack Zenteno stated that perhaps we should have something on the agenda in December.
- Tammie Williams stated that they are currently fulfilling their responsibility in these areas. She asked that everyone go to the OHS website, and take a look at the proposed Head Start Performance Standards. She stated that they would be out until August 18 for comment.
- Angela Triche stated that one of the more impactful proposed changes is the length of time that children are in the program. She stated that the proposal is that they extend the number of days per a year from 130 to 180 and that they eliminate double sessions so it would be six hours.
- Chairwoman, Marty Elquist, asked if there were any other performance standards or suggested changes they should be aware of.
- Tammie Williams stated that the Head Start Child outcomes Framework had also been released but is not up for comment.
- Chairwoman, Marty Elquist stated that when they revise the Bylaws one of the things that they did is that they took the responsibilities from AB 79 and the Head Start Act and imbedded them right into the Councils Bylaws.
- Anna Severens asked if we still needed the MOU's signed by all of the ECAC members.
- Tammie Williams stated that we did but because it somehow did not make the Agenda she was waiting for public comment.

18. Item N: ECE Public Policy Updates

Chairwoman, Marty Elquist asked Shelby Henderson to speak on ECE Public Policy.

- Shelby Anderson stated that most have followed the legislative in this past session. She wanted to make the Council aware that they are conducting a thorough in depth analysis of those policies, specifically looking at the early childhood pieces. They are also doing a comprehensive scope of the education to understand what pieces of the k12 make it in and what can they do to put that into a preschool perspective for their advocacy efforts. She stated that looking at the Strong Start campaign they are excited to announce that they have a person up north that is working specifically on this. She stated that they are increasing their efforts as far as tabling, and really trying to reach out to parents to create resources for them that they can use and have that logo to increase their knowledge of early childhood education. She stated that they are starting to push into the business

community. She stated that they will be releasing report by the end of October/ the beginning of November.

19. Item O: Future Agenda Items

Chairwoman, Marty Elquist, stated that the future agenda items are the Bylaws, and the Ad Hoc Committee report.

- Carrie Paldi suggested adding to the October agenda discussion of and planning the meetings for 2016.
- Angela Triche suggested that they do an update on the Head Start performance standards.
- Anna Severens suggested that they add an update on Steve's work group.
- Chairwoman, Marty Elquist stated that if any other agenda items come to mind then Email Chantel.

20. Public Comment #2

Tammie Williams stated that since we are now associated with the NDE there are some different guidelines or requirements that they need to follow. There is an MOU that you sign that states that you are a volunteer and if anything happens to you while you are at the meetings you will be given workers compensation if necessary. She asked for them to read and sign these. She stated that they have to have the originals and asked them to please mail them to Chantel.

- Chairwoman, Marty Elquist stated that they don't have one.
- Tammie Williams stated that she would send it to them.
- There was no other public comment.

21. Adjournment

- Tina Springmeyer motioned to adjourn the meeting.
- Carrie Paldi seconded the motion.
- All were in favor.
- The meeting was adjourned at 1:58 PM.