

City of Phoenix
Head Start Directors Meeting
Thursday, December 18, 2003

Planning Notes

Facilitator Role

- Like to be involved but avoid having a stake in it
- Conceptual/teaching; i.e.: active listening, problem solving processes, etc.
- Coaching (looking at things a different way)
- Process observations
- Making the implicit explicit
- Ask stupid questions

Ground Rules

- Speak for yourself
- Tell the truth
- Participate in the process; i.e.: get your own voice heard
- Truth above harmony
- Discussion not debate
- One voice at a time
- No side bars
- There is no right or wrong, it just is
- Ask stupid questions
- Have fun!

Purposes of This Meeting

- City-wide goals – 2-3 year horizon
- Input for grant refunding
- Focus on community needs
- Validate assessment data

Common Themes from Region Interviews

Facilitator Report:

- Large Hispanic population
 - Language issues: mono-Spanish parents; mono- and bilingual students
 - Cultural issues: different holiday sched.
 - Literacy issues
- Transience: families move frequently; can't track students
- Growth: nearly every district has a rapid growth pocket
- Special needs children: autism, physical

Discussion Notes:

- Nan: Construction increasing; population changing from Hispanic to ?

- Dorothy: Access to health services delivery
- Carolyn: Profound: Hispanic and growth; will new homes qualify for Head Start?
- Elaine: Missing from list is poverty, and stressors that go with it
- Theresa: Poverty affects all of these themes
- Carolyn: Lack of Black children in program
- Karen: Not seeing diversity in classroom anymore; i.e.: teachers and children are from the same ethnic group (may be feedback loop)
Why special needs comment? Nationally, needs are increasing.
Surprised not seeing that families need Head Start more than ½ day (Hispanic culture extended families care for children in afternoons)
- Recruitment and eligibility; Spanish-speaking parents recruit more Hispanic parents
- Need for full-day programs

Most Important Categories of Need

- Health (including medical, dental and mental health); note: undocumented immigrants have no access to subsidized health care.
- Safety & crime (including juvenile, gangs, car theft, identity theft, other)
- Domestic violence
- ESL/GED: largely immigrant population; 61 languages in schools; immigrants tend to live in clusters, mostly in inner city areas
- Affordable housing / utility assistance
- Child care (extended families; inexpensive extended care)
- Citizenship / legal residency (services affect citizenship)

Categories of Need We Can Impact

1. *After school care*: who are providers; refer clients to providers; develop partnerships with providers; ensure care for school inter-sessions
2. *Health* (medical, dental and mental):
 - Put together partnerships
 - Track family eligibility lapses
 - Child care while other children get medical care
 - Transportation to medical care
 - Provide medical care during other service delivery – evenings
3. *ESL/GED*
 - Partner with Community Colleges
 - Flexible times
 - Transportation
 - Child care
 - Use grants & resources to tap partners and community resources
 - Deliver services directly (need ESL teaching certification)

4. *Domestic violence*: education, awareness, partnerships, referral, support, child care
5. *Crime/safety*: provide education; help organize community
 - Also *utility assistance*: City help; caseworkers on-site; no impact on affordable housing

City-Wide Goals

1. To increase affordable after-school / wraparound opportunities for Head Start children in 50% of delegate agencies by 2006.
2. To add 6 new Community Health Care Partnerships by June 2005 (est. 2 per region).
3. To increase the number of GED and ESL classes by 25% by the end of 2007.
4. To increase awareness of domestic violence by 20% by December 31, 2007.
5. To increase the number of educational opportunities related to personal / neighborhood safety throughout the Grantee by having each region coordinate two events/trainings per year by 2006.
6. To increase the enrollment of ethnic minorities within the Grantee from 3% (check percentage) to 10% by 2006. (i.e.: change eligibility requirements).

Meeting Evaluation

Pluses

- Productive; time well spent
- Achievable – we can do this
- Accomplished a lot in two hours
- Team facilitators
- Safe, comfortable; set tone early
- History produces insight quickly
- Lots of experience
- Exercise easy
- Policy Chair present

Deltas

- Not sure next steps
- Not clear where I fit in
- Still not sure how to recruit more diversity
- Check back to common themes
- Process to revisit mission
- Get notes back:
 - Facilitator roles
 - Ground rules
 - Purposes
 - Notes