

Our Purpose

Core Team

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Heather Melton, Sunnyside
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Jill Schoet, Avondale
Juleah Ferreira, Littleton
Kathleen Owen-Jones, Balsz
Kim Fanning, Crane
Kristen Turner, Paloma
Laurie Dagostino, Tucson
Lina Galvan, Gadsden
Araceli Gamez,
Lisa Holland, Douglas
Melisa Lunderville, Santa Cruz
Mia Armenta, Someton
Sas Jakeo, Roosevelt
Vincent Medina, Fowler

Our Group Norms

Preschool Development Grant CoP Meeting

Communiqué

Date & Time: November 5, 2015; 3:30pm

Meeting Location: ADE Central Building; Conference Room 16-103

Attendees:

Objectives: Leading by Convening

Communities of Practice

Leading by Convening, how communities of practice work, buy in through utilizing communities of practice

Collaboration, feds expect us to collaborate, tear down silos

Leading by Convening is you, HNC representatives

Community, you and your neighbors, area of town, all of state, United States or World, can be many things

As leader there are many times give presentation where later can see thinking has changed, but practices have not changed and the goal is to get practices to change

Reviewed Leading by Convening model

Going to come together around common topic, in this case early childhood education, specifically PDG

Relevant participation: Don't want to meet for meeting's sake, want to make a commitment to meet for as long as it takes but that it for relevant reasons

Ensuring relevant participation is taking a look at who is attending and being invited, but then looking at non-traditional participation; who else should be at the table?

In a community of practice, work is on-going. Why? To sustain efforts so it isn't just what people like to do. There are people who do follow up, check ins so that work is sustained.

Work on non-traditional people you can invite (at table groups)

What do you like about the model?

Community involvement, not just us in the district, going out into the community for participation

Ensuring relevant participation, like the connection with Gold and where teachers are supposed to be going, standards to keep everyone on the same page and all using the same rubric or guidelines that we are assessing children on, part of working together

(Field)

Stakeholders, think about others beyond our own district

Not doing work from the top

I like how the work is on-going but worry about how to keep the work relevant

Habits that are necessary to make a COP effective – Elements of Interaction

Technical is the what – where we focus our efforts

Adaptive means a lot of different things, in this case the human component - what is it that is going to motivate people to do the work after the grant ends?

Operational

Depths of Interaction

Informing – who you are, why this is important

Networking – two or more individuals say what can we do together about this?

Collaboration – actually doing the work together

Transforming – doing it long enough that practice changes, only happens when you stick with it

Have conversation about graphic – what do you like and what do you still have questions about?

Great to be able to get a jump start in school, need supplies to make learning fun

and engaging, nice to be able to provide these services now, looking toward their future

Depth of interaction, informing piece – getting to know one another will allow us to network and then move to collaboration and move changes forward

(field) none

Getting to non-traditional participants

Starts at federal level – have name, contact information

State-wide level

Classroom teachers/practitioner level – local people who are doing the work (have a voice, best characteristics for implementation)

Become practitioner experts

School level

Classroom level

In COP make contact with other states that are engaged in same work you are

One of key factors in COP is engagement

Meet people where they are at

Referenced slide with bullseye graphic – Levels of Participation

Core level

Key level

Extended level

If you have enough participation the hope is to get to practice change

Consider slide

Think of experts in early childhood – people who do the work and do it well that will give you feedback – experts can be practitioners in the field and do the work well

Researchers – Universities

Those who have authority over the work you do for the grant in your work (ie board, principal, director, etc)

Support

Beneficiaries – kids in the room

Communique – how the community of practice is going to work

Who is involved, name and role and way to contact them

People learn best from their peers

Purpose very clear so everyone knows why they are getting communique

Done while meeting is going on, summary, bullet points

Everyone needs a chance to process after a meeting

Time to apply it to your thinking and possibly making some changes

Cement that pulls the COP together

Model can fit just about anything you chose it to

Professional Development

Required

Introduction to Program Guidelines (will be recorded webinar) for Directors/Administrators (not teachers/assistants) 2 hours

First all day module for Program Guidelines on Family Engagement will be in Dec sometime (again for Directors/Administrators)

Sustainability: take back to local COP or district – where are you with being able to sustain? PDG has only been funded for years 1 and 2 so far, no funding in Federal budget yet for years 3 and 4

Who can you reach out to? Senators, legislators, advocacy, parents

Some sites will be interviewed, so if you have exciting stories, share so it can be shared at the federal level

What we did:

- ✓ Reviewed Community of Practice and how to utilize it in our work
- ✓ Learned about Leading by Convening
- ✓ Reviewed Professional Development requirements

What we learned:

- ✓ Look at non-traditional participants
- ✓ Communities of Practice is model being used by PDG so expectation is that this core team will be using this model with their programs
- ✓ Funding is secured only for years 1 and 2 so far, funding is not in federal budget for years 3 and 4 yet
- ✓ Utilize FTF Regional Directors and other non-district personnel who can reach out to staff, parents, utilize personal time
- ✓ Most in Need, point system that is being utilized for selection of children for enrollment
- ✓ Programs that will get less slots next year due to converting from part time to full time can apply for additional slots/funding, no guarantee will get awarded but can still apply
- ✓ Head Start has a selection criteria already in place so don't have to change based on COP but can share information they use to other programs
- ✓ Ensure all children on IEPs, no matter what diagnosis such as Speech only, have to have a Gold portfolio, even if attending Head Start or private center or home center, if receiving services, have to have Gold portfolios

What we accomplished:

- ✓ Came up with list of their own experts, core, and those who have authority over the work (Who needs to be at the table? Worksheet)
- ✓ Doodle will be sent out regarding Dec. meeting to find day and time that works for majority
- ✓ More guidance will be sent out regarding items needed for Dec meeting

Next Steps:

- ✓ Family Engagement
- ✓ Most In Need
- ✓ Child Find Marketing

Next Meeting: December 3, 2015 at 3:30pm (Tentative)

We Want to Hear from You!

We look forward to hearing from the community at large, Key Advisors and Extended Partners on our work to date and future agenda items. If you have any questions, comments or concerns, please contact us at the following address:

PDG@azed.gov

Questions:

If we are in the grant, is the expectation that we use this model? (Ans. Yes)

Date for Dec. full day Program Guideline on Family Engagement, when is it?

(Need date soon due to calendars being full already for Dec.)

Who can we contact to advocate?

What does Most in Need mean?

What about part time slots, now have to all be full time slots next year, are we going to get less slots for next year?