

PDG Connection

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Arizona's Kindergarten Developmental Inventory and K-3 Formative Assessment

It is an exciting time to be in the early childhood field in Arizona. After four years of preparation, and even more years of research and effort, Arizona is about to embark on the use of a kindergarten developmental inventory and K-3 formative assessment process. You may be asking yourself: How do PDG and KDI fit together? One of the requirements of the Preschool Development Grant was the use of a kindergarten entrance assessment (KEA). Since Arizona did not have a KEA in place at the time of our application, ADE indicated we would use Teaching Strategies GOLD --the statewide required ongoing progress monitoring tool for preschool - data as a placeholder.



Through an extensive, collaborative process Arizona determined its common definition of school readiness is: "Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving, and confidence), Physical Well-Being and Motor Development and Self-Regulation of attention and emotion. Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn." In 2016, a significant amount of work was done to continue Arizona's work to develop an appropriate tool, including conducting a field test. ADE also continued its participation in the North Carolina K-3 Formative Assessment Consortium to help develop a valid and reliable Kindergarten Developmental Inventory (KDI) --Arizona's kindergarten entrance assessment.

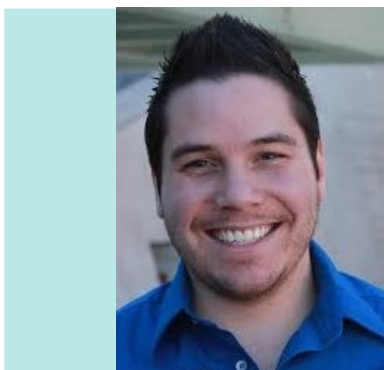
In 2016, to determine the number and percentage of PDG-funded children ready for kindergarten, we sampled data from fifty percent of TSG portfolios for those children enrolled in PDG. In the school year 2015-2016, there were 1,252 children in slots funded by PDG. Of those 1,252 children, we received data on 1,007 children. When we sampled 50% of those children's portfolios (504 portfolios), we determined 438 children (87%) were ready for kindergarten. To determine "readiness," we used the Teaching Strategies Gold Snapshot Report. From the report we extracted the number of children "Meeting and Exceeding" age-level expectations upon the final reporting point for the school year. We have an alignment of the TSG objectives to our early learning standards which are the standards we use for a child upon exiting preschool and entering kindergarten. If the child is meeting or exceeding the TSG objectives in the 4-year old color band, then we can confidently say the child is meeting or exceeding Arizona's early learning standards, and is ready for kindergarten. In the 2017-18 school year, we will use KDI data to make this report.

Nicol Russell, Deputy Associate Superintendent,
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Our Mission

To provide leadership and support to schools, organizations, educators, families and communities in implementing programs that assist all children from birth through age 8 to become successful lifelong learners.





Eric Bucher is the Preschool Development Grant Administrator and Early Childhood Science & STEM Program Specialist at Arizona Department of Education.

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Sustainability of Preschool Quality

Celebrating What We've Done and Imagining What We Can Do

Eric Bucher | *ADE ECE Program Specialist*

As we complete Year 2 and look forward into Year 3 of Preschool Development Grant, let's pause for a moment to celebrate the accomplishments we have made together:

In Years 1 and 2, a variety of early learning contexts including district, Head Start, private, non-profit, faith-based, and home care providers participated in comprehensive services in their High Needs Communities (HNC's) and developed systems to coordinate LRE, Child Find, and Family Engagement efforts.

In Year 1, 1,940 PDG slots for eligible children were allotted to local HNC's. By Year 2, the number of slots increased to 2,687. Now, moving into Year 3, ADE allocated 3,353 PDG slots to programs around the state!

In 2016, 203 scholars utilized ADE PDG college scholarships, working towards attaining BA or MA credits in ECE and ECE Special Education.

The hard work and dedication that it takes to increase access to quality preschool programs was collaborative thanks to the concerted efforts of programs like yours which invest in quality improvement efforts and understand the importance of early childhood education and its

impact on children's success in school and in life.

A strong focus of our scope of work for Year 3 involves planning and implementing for sustainability, both with funding as well as in the continuity of quality services for young children and their families.

We encourage you in your planning to consider the following questions:

- ⇒ What program values and beliefs drive this work?
- ⇒ What impacts have the program made for children? For families? In the community?
- ⇒ How can the program collaborate with local, statewide, and national partners to sustain efforts to increase quality?
- ⇒ What strategies can the program implement that focus on building partnerships through collaboration, engaging stakeholders and advocating for support, and finding applicable funding?

As always, please let us know if you have any questions or ideas. We look forward to continuing this important work.

With respect and gratitude.

Important Dates

Deadlines

- ⇒ 6/2/17: Spring TSG Checkpoint
- ⇒ 7/1/17: Accessing PDG Application in GME
- ⇒ 7/20/17: Submit final attendance report for June to ALEAT
- ⇒ 9/1/17: PDG programs must be fully operational
- ⇒ 9/30/17: Grant application due

Conferences

- ⇒ Teacher's Institute & Leading Change, 6/12-6/16, 2017
- ⇒ 2017 Summer Conference, "Framing the Work: Achieving Excellence in ECE", 6/21-6/23
- ⇒ Kindergarten Transition Summit, 10/10-10/11, 2017 *
- ⇒ Family Engagement Conference, 12/8-12/9, 2017 *
- ⇒ Early Childhood Special Education Summit, 2/14-2/16, 2018 *
- ⇒ Brain Research Conference, 4/17-4/18, 2018 *

* More details to come

Congratulations!

**PDG FY18 Year Three
Awarded Sub-grantees**

View the [full list](#) of
awarded programs



Upcoming Conference!

Framing the Work: Achieving Excellence in Early Childhood Education

June 21-23, 2017 | Tucson, AZ



Featured Keynote: Rebecca Isbell

Author of *Nurturing Creativity: An Essential Mindset for Young Children's Learning*, Rebecca Isbell is a captivating, nationally-renowned speaker and workshop leader of early childhood education. Dr. Isbell's keynote on "Inspiring Young Children to be Creative Thinkers: A Survival Skill for the 21st Century" is sure to leave you energized and ready to make positive changes in your classroom!

Featured Keynote: Richard Cohen

A proud early childhood professional for 30 years, Richard Cohen is currently a full-time professor of Early Care and Learning at St. Louis Community College in Ferguson, Missouri. Cohen specializes in facilitating engaging learning experiences for adults. His topics range from "Zen and the Art of Early Childhood Education" to "The Spirit of Play" and are applicable to ECE teachers, administrators, caregivers, and parents.



Details

Where: Westward Look, 245 E. Ina Rd. Tucson, AZ 85704

Book your room at [Westward Look Room Reservation](#) before May 29th to receive the block rate of \$91.00/night

What's included? The \$215/person registration fee includes registration for and all materials associated with the conference as well as breakfast, lunch, and snacks for all three days (June 21-23). Please note a grab-and-go lunch will be provided to attendees on the last day of the conference as it will be a half day, ending at 12:15pm.

Register Now ! ➡

Glendale's Kindergarten Transitions

A Community's Collective Effort to Ensure Effective Kindergarten Transition for Children and Families

Elizabeth Hamilton | *ADE ECE Program Specialist*

The Glendale HNC is made up of four sites in the Preschool Development Grant (PDG) zip code. They are all different environments as well, which has been fabulous for the entire HNC to learn about each other. One site is tuition based and corporate, another is tuition-based and privately operated, while another is tuition-and-faith-based, and one site is a school district. Since most of the children are going to Kindergarten either at Our Lady of Perpetual Help or Glendale ESD, the Glendale HNC wanted to collaborate for Kindergarten transitions for all students at all 4 sites!

Although the HNC has several Kinder transition events, none was so exciting as "A Night for Kindergarten". The event was held at Glendale ESD's board room at the district office. Everyone from Glendale was invited to attend!

There were preschool students, older students, younger siblings that were waiting at the door at 5pm.

As soon as the doors opened up, the students were greeted by their preschool teachers. The children and their

families got to move around to 7

different tables engaging in learning

activities led by Kindergarten, first, and

second grade teachers! The activities included glitter writing your name, BINGO, tracing letters/numbers in the Bag-O-Paint, and several more!

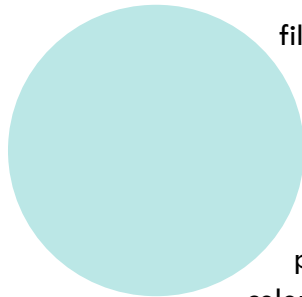
It was not long before the room was filled with laughter and excitement as Kindergarten was asked about, talked about, and described to each parent and student.

In the middle of the event the team gave away some raffle toys to incoming Kindergarten students. The Glendale HNC also took the time to introduce themselves, speak about their programs, and answer any questions to incoming preschool students who might be attend PDG classrooms next year.

As the night wrapped up, United Way supplied each incoming Kindergartner with a backpack



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filled with everything a Kindergarten student needs.

The students also received a folder with papers to draw, write, color, and scribble with a box of colored pencils to take home. Each family took home books to read together as well. It was a remarkable event that would get anyone excited for Kindergarten but especially those young kiddos preparing for this transition. It was a remarkable display of how programs can support each other from

different funding sources and we can work together to improve the outcomes for students.

It was a remarkable display of how programs can support each other from different funding sources





KDI Ambassadors

It has become common understanding in recent years that for education initiatives to succeed, practitioners must be involved in their planning and implementation. The Arizona Department of Education created the KDI Ambassador program as one means of recognizing the critical impact educators have on student outcomes and school success. Teachers, principals and other school staff members understand better than anyone the rewards of public education, as well as the need for some dramatic improvements (ed.gov).

School staff members provide vital leadership in classrooms and schools, but too often lack opportunities to contribute their knowledge to the development of initiatives on a broader scale. The Arizona Department of Education designed the KDI Ambassador program to enable outstanding field test teachers to bring their school and classroom expertise to the Department and to expand their knowledge of the state dialogue about education. In turn, KDI Ambassadors facilitate the learning and input of the KDI tool for other educators and community members.

KDI Update

The Kindergarten to Developmental Inventory (KDI) is an assessment that captures teacher and administrator reflection. In part to the efforts of kindergarten teachers will enter full implementation of the statewide in the 2017-2018 school year. ADE is currently reviewing vendor proposals, with the intent to announce the KDI assessment—as a tool platform in the beginning of June. Accompanying this announcement will be the alignment tools, depths of each child's resources, and professional development. This is an exciting time for the state and the initiatives in helping students and teachers achieve!

It is intended to be used as a formative assessment throughout the entire school year to help teachers identify the knowledge and abilities in all areas of development. In 2016, ADE launched a field test study, inclusive of grades K-3, with an added companion effort

ADE is excited to announce that 19 field test teachers have signed on to continue their support of the KDI through the role of KDI Ambassadors for the 2017-2018 school year!

Our Journey to Inclusion

How Yuma School District One Utilized PDG Funds to Support Best Practice for Children with Special Education Needs

Mary Beth Turner | *Preschool Director, Yuma School District One*

At the time I took over this position the district offered the required special education self-contained preschool classrooms and we received funding for typical preschool classrooms from First Things First. We also had Migrant funded programs for a total of 8 preschool classrooms.

For the 15-16 school year we applied for the Preschool Development Grant and were awarded 40 scholarships. This allowed the district to expand the scholarship sponsored programs for typical students and continue to offer Migrant funded programs and special education programs for a total of 9 preschool classrooms.

All of these classrooms operated as what I refer to as the “silo” mentality and did not provide the full continuum of options for Least Restrictive Environment (LRE). With the help of the Arizona Department of Education Early Childhood Unit I was able to have many conversations about how to change that mindset. We talked about different configurations for how to place students in the classrooms and we also discussed different ways to allocate money. It was truly an exercise in “out of the box thinking”. Eventually I had a clearer picture of what could be possible and approached various different district personnel about my discussions and how to change this thinking.



The people that I talked to included our Superintendent, Associate Superintendents, Special Education Director, Human Resource Director and Coordinator of Special Projects. The district understood the need for more inclusive practice in the preschool setting and I was tasked with developing an inclusion model for preschool.

For the 17-18 school year we will have 7 inclusion classrooms, 2.5 special education self contained classrooms, and 2 Migrant classrooms.

The student population for the inclusion classrooms will be a mix of typical students and students with disabilities. The typical students will be students who qualify for the PDG or First Things First Scholarship.

The students with disabilities will be students who are eligible for services primarily as Speech Language Impaired. However, as with every placement, the option of general education preschool will be discussed and if it is appropriate and meets the needs of the student, even if the child has eligibility other than SLI, they may be placed in this inclusive setting.

These programs will operate for 7 hours per day. There will be 1 teacher and 2 paraprofessionals assigned to each inclusion classroom.

The ESS classrooms will be ½ day 3 hour programs offered at 2 sites. One of the classrooms will operate for an AM session only. For the afternoon the teacher in that program will support the inclusion classrooms with delivering specialized instruction, providing the teacher with strategies, technical support, and IEP management. These classrooms will have 1 teacher and 3 paraprofessionals.

The third option for attending preschool in our district is the Peer Model Program. This program is a tuition based program that families may choose for their child. The child will be assigned to one of the ESS classrooms as a peer model for their “friends”. 2 peer models are assigned to each ESS classroom.

The fourth preschool option offered by the district is the Migrant Preschool. At this time it will continue to serve families that qualify using the Migrant protocol.

The funding for the inclusion, special education and migrant programs will be a combination for of PDG, FTF, IDEA Preschool Grant, migrant and M&O.

I believe that the ability to continually expand the offerings of preschool in my district and to ensure that we have least restrictive placement

options is the direct result of the guidance and support I received from the ADE Early Childhood Unit and the willingness of district administration to think outside the box and be willing to commit district money to the expansion. The district is very committed to this inclusion model and would like to expand even further in the years to come.

“The guidance and support I received help me to formulate and present this new and improved preschool delivery system to my district Administration”

- Mary Beth Turner

It has been a long and arduous journey but with the help of my program specialist and key players responsible for the Preschool Development Grant, the guidance and support I received help me to formulate and present this new and improved preschool delivery system to my district administration. Throughout our many discussions it became abundantly clear that everyone is ready to embrace the new model and the support has been exceptional.

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ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
TBD 602-364-1910 TBD	Avondale Tolleson Littleton Paloma Riverside	Gila Bend, Littleton, Morristown, Nadaburg, Phoenix El	Maricopa County: Aguila, Arlington, Avondale, Buckeye, Dysart, Gila Bend, Isaac, Laveen, Liberty, Litchfield, Littleton, Madison, Mobile, Morristown, Murphy, Nadaburg, Palo Verde, Paloma, Phoenix, Riverside, Tolleson, Union, Saddle Mountain, Sentinel, Wickenburg
Erika Argueta 602-542-3160 Erika.Argueta@azed.gov	Gadsden/ San Luis Crane Somerton	Kingman, Valentine, Wellton, Yuma, Yucca	La Paz County: Bouse, Parker, Quartzsite, Salome, Wenden Pima County: Ajo Yuma County: Crane, Gadsden, Hyder, Mohawk Valley, Somerton, Wellton, Yuma Mohave County: Bullhead City, Hackberry, Kingman, Lake Havasu, Mohave Valley, Owens, Topock, Valentine, Yucca, Littlefield, Peach Springs, and Colorado City

ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
Elizabeth Hamilton 602-364-1948 Elizabeth.Hamilton@azed.gov	Fowler Glendale Pendergast Stanfield	Blue Ridge, Florence, Fowler, Picacho El, Red Rock, Stanfield	Navajo County: Blue Ridge, Heber-Overgaard, Holbrook, Joseph City, Show Low, Snowflake, Whiteriver, Winslow Maricopa County: Fowler, Glendale, Pendergast, Pinal County: Eloy, Picacho, Ray, Red Rock, Superior, Toltec, Apache Junction, Casa Grande, Coolidge, Florence, J. O. Combs, Maricopa, Sacaton, Stanfield
Juliana Panqueva 602-542-8812 Juliana.Panqueva@azed.gov	Fiscal Support	Fiscal Support	Fiscal Support
Lori Masseur	Alhambra Wilson Osborn	Alhambra, Kayenta, Round Valley, Vernon	Apache County: Alpine, Chinle, Concho, Ganado, McNary, Red Mesa, Round Valley, Sanders, St. Johns, Vernon, Window Rock Coconino County: Chevelon Butte, Coconino County Accommodation, Flagstaff, Grand Canyon, Maine Consolidated, Page, Tuba City, Williams and Fredonia Navajo County: Cedar, Kayenta, Pinon Maricopa County: Alhambra, Wilson, Osborn
Ariana Lopez 602-542-4615 Ariana.lopez@azed.gov	Douglas Willcox Santa Cruz	Cochise, Naco, Nogales, San Simon, Sonoita	Cochise County: Apache, Ash Creek, Benson, Bisbee, Bowie, Cochise, Double Adobe, Douglas, Elfrida, Fort Huachuca, McNeal, Naco, Palominas, Pearce, Pomerene, San Simon, Sierra Vista, St. David, Tombstone, Willcox Santa Cruz County: Nogales, Patagonia, Santa Cruz, Santa Cruz Valley, Sonoita

ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
Millie Archer 602-364-1966 Millie.Archer@azed.gov	Sunnyside Flowing Wells Tucson Uni- fied	Empire, Oracle, Pima, Solomon, Tanque Verde, Thatcher	Pima County: Altar Valley, Amphitheater, Baboquivari, Catalina Foothills, Continental, Empire, Flowing Wells, Marana, Pima Accommodation, Redington, Sahuarita, San Fernando, Sunnyside, Tanque Verde, Tucson, Vail Graham County: Bonita, Fort Thomas, Graham County Special Services, Klondyke, Pima, Safford, Solomon, Thatcher Pinal County: Mammoth-San Manuel, Oracle
Sas Jakeo-Singer 602-542-3183 Sas.Jakeo-Singer@azed.gov	Creighton Balsz Tempe	Chandler, Paradise Valley, Payson, San Carlos, Scottsdale	Gila County: Gila County Regional, Globe, Hayden-Winkelman, Miami, Payson, Pine Strawberry, San Carlos, Tonto Basin, Young Maricopa County: Chandler, Creighton, Fountain Hills, Gilbert, Higley, Kyrene, Mesa, Paradise Valley, Queen Creek, Scottsdale, Tempe Greenlee County: Blue, Clifton, Duncan, Eagle, Greenlee County Accommodation, Morenci
Eric Bucher 602-542-3143 Eric.Bucher@azed.gov	Washington Peoria Cartwright Deer Valley	Ash Fork Joint, Canon, Cartwright, Crown King, Hillside, Mayer, Seligman, Yarnell	Maricopa County: (North) Cartwright, Cave Creek, Deer Valley, Peoria, Washington Yavapai County: Ash Fork Joint, Bagdad, Beaver Creek, Camp Verde, Canon, Chino Valley, Clarkdale-Jerome, Congress, Cottonwood-Oak Creek, Crown King, Hillside, Humboldt, Kirkland, Mayer, Prescott, Sedona-Oak Creek, Seligman, Skull Valley, Walnut Grove, Williamson Valley, Yarnell

A Note About Contacting ADE ECE Specialists:

Although ADE ECE Program Specialists are assigned to specific geographic locations throughout Arizona, please do not hesitate to contact any available Specialist when calling or emailing with questions. If your designated specialist for your area is unavailable, feel free to reach out to another ADE ECE Specialist as they are all equally knowledgeable and eager to assist.

Thank you!

We'd love to hear from you!

Send your thoughts on this issue, as well as topics
you'd like to read about in future issues to
ECEinbox@azed.gov



Diane Douglas

**State Superintendent of Public
Instruction**