

Preschool Development Grant B-5 Strategic Planning Template

Priority Area: Workforce Development- Degree Completion

Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:	Resources Needed			
				People	Financial	Other Resources	Time Frame
AzAEYC- Arizona Higher Education Accreditation Facilitation Project (AzHEA)	To advance the quality of early childhood system in Arizona through an adaptable and sustainable accreditation technical assistance model for the Early Childhood Education programs at Institutes of Higher Education facilitated by the AzAEYC.	<p>This project began in June 2018 with funding from the PDG. The PDG B-5 would support the next phase and the expansion of the project including the funding of the accreditation site visit fees for new program, the maintaining accreditation fees for renewing programs, coaching, and creating new slots for new programs to complete and maintain accreditation.</p> <p>The National Association for the Education of Young Children (NAEYC) Accreditation of Early Childhood Higher Education Programs is the sole accreditor of early childhood degree programs. NAEYC accredits associate, baccalaureate and master's degree programs that prepare early childhood educators.</p> <p>Following are the steps in the accreditation process:</p> <ol style="list-style-type: none"> 1. Submit accreditation eligibility application - This allows staff to review the program for threshold indicators that it is eligible to begin the accreditation process. 2. Self-Study Phase - Once a program's application is approved, it moves into the self--study phase and works toward preparing a self-study report (via a NAEYC template). 3. Submit Self Study Report - Self-study culminates in the submission of a Self-Study Report. In the report, the program describes its mission/role, program design, candidates, faculty, program infrastructure, learning opportunities (curriculum), assessments and data on student performance on the assessments. 4. Hold a Site Visit - When the Self-Study Report is designated complete, the program then becomes a candidate for accreditation. A site visit is arranged for the following semester. A team of three peer reviewers (early childhood faculty) will visit the program to validate the evidence provided in the Self-Study Report. Peer Reviewers will write a Peer Review Report and the program has the option to provide a Written Response to the Peer Review Report. 5. Commission Decision - Once the site visit, Peer Review Report, and Written Response are complete they are forwarded to the Commission on the Accreditation of Early Childhood Higher Education Programs. The 	<p>The number in each Cohort beginning the process annually will be between 5-10.</p> <p>All New programs will maintain timeline expectations and Existing programs will submit Self-studies per the timeline.</p> <p>All Existing programs will receive accreditation per timeline expectations.</p>	<p>5-10 representatives from Institutes of Higher Education per cohort</p> <p>AzAEYC personnel</p> <p>SAzAEYC personnel as necessary</p> <p>NAEYC personnel</p>	<p>Per Item</p> <p>Application Fee (new programs) \$561</p> <p>Self-Study Report Review (new programs) \$1683</p> <p>Accreditation Fee (renewing programs) \$1683</p> <p>2 faculty Bootcamps (new programs) \$1000</p> <p>1 accreditation coach per institution \$5000</p> <p>Site Visit (existing program) \$6500</p> <p>Do these change or carry on???</p> <p>-2 Accreditation Facilitators Was \$20,000</p> <p>-Project Coordinator Was \$26,000</p> <p>-Employee related expenses @ 30% was \$11,250</p>		<p>3-year cycle for each cohort to complete with the first year comprising of outreach to institutions, TA, and accreditation instruction.</p> <p>-Cohorts that submitted their self-study in fall 2019 will receive site visits in will have site-visits in spring 2020 and receive an accreditation decision in Summer of 2020.</p> <p>- Cohorts that submitted their self-study in spring 2019 will receive site visits in will have site-visits in fall 2020 and receive an accreditation decision in Winter of 2021.</p>

Preschool Development Grant B-5 Strategic Planning Template

Priority Area: Childcare Deserts

Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:	Resources Needed			
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Funding of High Quality Childcare and Education for Arizona’s children ages birth-five.	Through the use of a multi-tiered approach, Arizona will design and implement a quality childcare funding system that leverages the childcare funding streams of system’s partners.	<ul style="list-style-type: none">Programs will have the option choosing three pathways for participation. Those options are as follows:<ul style="list-style-type: none">Program is already leveraging current childcare funding options and is <i>only</i> seeking assistance with becoming an accredited program or seeking assistance with joining the Quality First model so that they can be deemed a quality program/setting.The program is seeking assistance with the funding of childcare slots <i>and</i> they are seeking assistance with becoming either an accredited program or seeking assistance with joining the Quality First Model.The Program is already an accredited program or member of the Quality First Model and they are <i>only</i> seeking assistance with the cost of childcare slots.Participating programs must ensure that they are or within the first year will become a DES Authorized provider/site.Participating programs must have a process/procedure in place for working with Head Starts for those children who are at or below 100% of the federal poverty level.Programs that are requesting slots through PDG and that are also receiving Quality First Childcare scholarships must have a process/procedure in place for determining which children are served by QF and which children are served through the PDG program.Each program must attend professional learning on creating a sustainability plan and on braiding, blending, and layering of funds.	Application for consideration Annual fiscal and programmatic monitoring Letters of Assurance	FTF Participating Programs	Accreditation Cost QF Coaching model cost QF Inclusion coaching cost QF Smart Support and Mental Health Coaching Cost ADE staff FTE and ERE for monitoring, technical assistance, and professional development		

Partners identified to collaborate on this work:
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Preschool Development Grant B-5 Strategic Planning Template

Priority Area: Inclusion

Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:	Resources Needed			
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Itinerant Model of Early Childhood Special Education	The goal of the strategy is to increase the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs for those programs selected to participate in the yearly cohorts.	<p>Educating Early Childhood Practitioners and Administrators on ECSE within the General Early Childhood Settings such as: Head Starts, Community Based Early Childhood Programs, Family Childcare, Public School Early Childhood Programs, etc to increase their awareness and understanding. This will be done through a research based service delivery model.</p> <p>The Itinerant Early Childhood Special Education Service Delivery Model/Method will provide ECE/ECSE Administrators and providers with the following:</p> <ul style="list-style-type: none"> • Alternatives to pulling children out of the classroom to separate spaces • Alternatives to placing young children in separate classes, programs, or schools. • Ability to have the Itinerant Teacher to provide consultative services embedded into the general classroom routines and activities • Partnerships with general education ECE teachers to carry over activities throughout the week • Services and supports provided seamlessly within the child's natural environment <p>Use of a web based consultation model training with the writers of <i>A Guide to Itinerant Early Childhood Special Education</i> Laurie Dinnebeil and Bill Mc Inerney. The training will cover the following:</p> <ul style="list-style-type: none"> • Introduction to Itinerant Early Childhood Special Education Services • Roles of the Itinerant teacher • Rationale of IECSE consultation • Models for providing Itinerant services • MEPI process, Matrix Planning Tool <p>Selection of participating teams for the cohorts will be done through an application submittal process. Teams are encouraged to have the following: District Administrator, general education teacher, special education teacher, related service provider, para professional, head start personnel, EC Community based providers, etc.</p>	<p>Annually the ADE ECE Unit will use the program's/district's preschool Least Restrictive Environment (LRE)- Indicator 6 to look for a reduction in the number of children attending separate settings.</p> <p>Pre/Post professional development survey data</p>	<p>5-6 program/district teams participating in each cohort</p> <p>ADE ECE Personnel</p> <p>L. Dinnebeil & B. McInerney</p>		<p><i>A Guide to Itinerant Early Childhood Special Education</i></p> <p>Web based learning platform</p>	1-2 Cohorts each year of the grant

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Inclusive Classroom Profile	The goal of the strategy is to evaluate the quality of inclusive experiences of young children ages 2-5 with disabilities and to use this data to support programs with increasing the quality of those inclusive experiences for young children.	<p>The Inclusive Classroom Profile (ICP) Project was identified as a tool and adopted as a method to support preschool education programs to evaluate the inclusive experience of its children with disabilities. The ICP is an observation tool for classrooms serving children ages 2–5 and assesses 12 key practices cited to have the strongest research base for supporting the education and development of young children in inclusive programs. The ICP assesses each programs’ current inclusive practices, establishes a baseline for measuring future progress, and allows programs to tailor professional development toward the teacher’s specific needs.</p> <p>The ICP Project Process is as follows:</p> <ul style="list-style-type: none">Review of potential participants by ADE staff, taking into consideration the capacity to adopt a new initiative and their ability to engage with all the required activities.One day overview training of the ICP tool for six ECE/ECSE teams.Six early childhood Educator Leaders (one from each team) will be chosen to engage in the work of learning to use the ICP and who would then teach others at their site to use it.The six early childhood educator leaders (L2s) would be trained reliable on the use of the tool to Brook’s Publishing and would then be authorized to do one generation of reliability training on the tool to their fellow team members (L1s).The process will include 2-3 Data Collection CyclesData collected will be reviewed and analyzed.The data after each cycle will be used to provide tailored technical assistance and to share professional development aligned to the program’s assessment results.	<p>Number of Educator Leaders (L2s) trained.</p> <p>Number of ECE educators (L1s) trained by the Educator Leaders (L2s)</p> <p>Data/scores from the Collection Cycles</p>	<p>5-6 program/district teams participating in each cohort</p> <p>ADE ECE Personnel</p> <p>Brooke’s Publishing ICP Trainers</p>	<p>\$15,000/year to train 6 teams on the one day overview training and a designated lead from each day for 5 days to be trained to Reliability</p> <p>FTE/ERE cost for ICP trained ADE staff to provide on-going technical assistance and support</p>	<p>Inclusive Classroom Profile Manual</p> <p>Web based learning platform</p> <p>On-going technical assistance and support from ICP trained ADE staff</p> <p>Early Childhood Special Education literature and resources aligned to the 12 ICP Indicators</p> <p>Web based data collection platform</p>	<p>1 Cohort each of the grant consisting of 6 teams</p>

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Preschool Development Grant B-5 Strategic Planning Template							
Priority Area: Effective Transitions for All							
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Ensuring effective transitions for all using the Early Childhood Quality Improvement process	Using the model set forth by Dr. Daniel Pianta, the ADE ECE Unit, with an intentional focus on transitions as a process that takes place over time, will continue to provide supports and guidance on Quality Transitions For All.	<p>Quality kindergarten transition processes are the responsibility of the community, and typically led by the local education agency. A quality transition plan should include the child, families, preschool and elementary teachers, and support services within the community.</p> <p>ADE recommends that in Arizona, the work of planning and implementing a quality kindergarten transition process lies within the framework of the Early Childhood Quality Improvement Practices (ECQUIPECQUIP). As part of the ECQUIP process the kindergarten transition process should include the following elements/components:</p> <ul style="list-style-type: none">• Communities organize to establish collaborative teams• Identify transition coordinator(s) to follow the plan to fruition• Teams should be made up of a variety of people within a community and/or school• Some of the members should be teachers (preschool and kindergarten), parents, child care and preschool leaders, community and school leaders, and transition coordinators• Include agencies that may touch families of young children such as health organizations, parent groups, Head Start, or library services• Identify key personnel related to transition in that school, meet regularly, identify transition needs for parents, children, and teachers in that school and in preschools serving that school, identify current transition practices and resources in the school, develop a transition plan and associated transition practices in that school, identify a transition coordinator for that school, and implement, evaluate, and revise transition on an ongoing basis (minimally on an annual basis)• Fostering relationships between preschool teachers and kindergarten teachers, among peers, and between	Submittal of ECQUIP plan to include membership	ADE Head Start	FTEs and EREs for ADE personnel to support and provide guidance and technical assistance to programs.		
			Submittal of Kindergarten plan to include membership. Revision of plan to be completed each year	LEAS PEAS Faith Based			
			Kindergarten Transition professional learning	Community Based Private Childcare	Professional learning cost.		

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System Navigator	To advance the quality of the early childhood profession in Arizona by strengthening the preparation of early childhood educators.	<p>The project began in the summer of 2018, with funding from the Preschool Development Grant.</p> <p>The System Navigator is responsible to: Facilitate and lead the "Higher Education Faculty/Staff Community of Practice"-leads development, implementation and assessments of a community of practice (COP) for higher education faculty and staff who work directly with early childhood students on educational planning and advising to develop shared tools and aligned models of supports. To hold CoP meeting times and/or share media/collateral materials</p> <p>Develops a scalable model for a statewide early childhood higher education student organization including recruitment, resource development that enhances relationships, and program assessment. Provide opportunities for Early Childhood students to understand and use professional</p> <p>Connections to AZ Early Childhood Higher Ed System: 1. Strengthen Pima Community College (PCC) Somos Enlace Early Childhood Student Organization 2. Expand Somos Enlace Early Childhood Student Organization 3. Explore Somos Enlace collaboration with other IHE Early Childhood Student Organizations 4. Design media/ collateral materials for Somos Enlace 5. Electronic distribution of media/ collateral materials on FB, Twitter, ADE ECE web page, FTF PD</p> <p>Degree Completion Data- Maintains and reports data on graduation rates of early childhood students development tools in Registry. Network website, College and University ECE web pages, AZ NAEYC Affiliates websites, etc. from Arizona’s public Early Childhood degree programs.</p> <p>Deliverables: 1. Establish Shared advising tools and educational coaching models that promote inclusion, multicultural engagement, and equity.</p>	<p>Provided through Monthly Summary Reports to ADE ECE staff.</p> <p>Is this position supporting capacity of Higher Education staff to work with students individually using shared tools and educational coaching model?</p> <p>Evidence of Design collateral materials to support IHE and systems partners.</p> <p>Evidence of the expansion of Somo Enlace Early Childhood Student Organization.</p> <p>Summary that addresses ways that Somos Enlace connects Early Childhood college and university students and supports retention and completion for ADE ECE staff, Systems Navigator, and 1 or more Somos Enlace officers to present at national conferences.</p> <p>Demonstrate the work with Somos Enlace students by creating a newsletter for Somos</p>	Shanna Kukla (contractor)	Salary \$55,000 Travel \$7000 ----- Total \$62,000		<p>On-going annually</p> <p>Reporting Monthly</p>

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Early Childhood Task Force on Inclusion	Advance a common understanding of what inclusion is and to increase inclusive practices through the sharing of resources, research, and working collaboratively to identify barriers and establish goals to inform practice change	<p>The Task Force is made up of a partnership of educators, administrators, practitioners and families from across our state. The task force is committed to raising awareness at a statewide level about the value of inclusion by working collaboratively to share research and inform practice. The group is committed to increasing the number of children who access services to and within high quality inclusive environments. The Task Force is utilizing the Leading by Convening model for the structure of the community of practice and following implementation science as the core mechanism for moving the group from theory to practice.</p> <ul style="list-style-type: none">• Work to advance the understanding and use of specially designed instruction• Review and Analyze data relative to the Itinerant service model to make data informed suggestions and guidance and at statewide level• Review and analyze data relative to the Inclusive Classroom Profile to make data informed suggestions and guidance at a statewide level• Review and analyze Indicator 6, 7, and 12 data to make date informed suggestions and guidance at a state level• Work on the installation of our theory of action now that we have our four theories/strategies delineated. We have the why, what, and will work on the how.• Development of competency systems, development of organizational systems, and development of leadership systems.	Data Systems for Itinerant service model	State Personnel (DHS, DES, ADE)	FTEs of ADE Personnel		The listed goals are hoped to be done over the next 2-4 years. However, the task force is intended to continue as an on-going state level Community of Practice
			Data Systems for Inclusive Classroom Profile	District Administrators ADE Personnel	Travel Cost		

Partners identified to collaborate on this work:
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Preschool Development Grant B-5 Strategic Planning Template

Priority Area: Early Language and Literacy

Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:	Resources Needed			
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Teaching Reading Effectively	This strategy/goal aims to increase teacher knowledge around the science of reading and to improve teacher practice in teaching students to read.	<p>Teaching Reading Effectively (TRE)is a training that focuses on the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. In addition, TRE guides educators/practioners through the assessments used for diagnosing a student’s specific area of struggle when learn to read. The content of TRE includes research and evidence-based practices that are necessary to develop a student’s oral language, decoding and encoding skills, fluency, academic vocabulary, and reading comprehension.</p> <p>TRE ECE Model:</p> <ul style="list-style-type: none">• Cohorts with teams to include the following: 0-5 teachers/practioners, K-3 general education teachers, K-8 reading interventionist, literacy coaches, and school leadership.• Teams will be selected using data related to AzMerit data scores and growth.• Teams will be selected in part based on alignment to ReadOn Arizona Communities• A 20 delivery model that includes<ul style="list-style-type: none">○ Onsite Training○ Coaching/Modeling/Instructional Support/Planning/Observation○ Leadership Development/Systems Support○ A Choice of the following models:<ul style="list-style-type: none">- 20 separate days- 2 half-day trainings per month for 5 months	<p>Number of teachers trained (birth-grade 3)</p> <p>Number of teachers trained from economically disadvantaged schools/programs (birth- grade 3)</p> <p>Pre/Post survey data to determine if there was an increase in teacher’s knowledge around the science of reading.</p>	ADE K-3 staff ADE ECE Staff TRE Coaches	Coaching supports per site \$2800 TRE Training per site \$3000	Assessing Reading: Multiple Measures Fundamentals of Literacy Instruction and Assessment	3+ years with continued delivery of the TRE model as a 5 day training through the use of MOWR funds.

Partners identified to collaborate on this work: Read On Arizona; Arizona Department of Education K-12 Unit

