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:		Resource	s 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.	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. 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. Following are the steps in the accreditation process: 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	The number in each Cohort beginning the process annually will be between 5-10. All New programs will maintain timeline expectations and Existing programs will submit Self-studies per the timeline. All Existing programs will receive accreditation per timeline expectations.	5-10 representatives from Institutes of Higher Education per cohort AzAEYC personnel SAZAEYC personnel as necessary NAEYC personnel	Per Item Application Fee (new programs) \$561 Self-Study Report Review (new programs) \$1683 Accreditation Fee (renewing programs) \$1683 2 faculty Bootcamps (new programs) \$1000 1 accreditation coach per institution \$5000 Site Visit (existing program) \$6500 Do these change or carry on??? -2 Accreditation Facilitators Was \$20,000 -Project Coordinator Was \$26,000 -Employee related expenses @ 30% was \$11,250		3-year cycle for each cohort to complete with the first year comprising of outreach to institutions, TA, and accreditation instructionCohorts that submitted their selfstudy in fall 2019 will receive site visits in will have sitevisits in spring 2020 and receive an accreditation decision in Summer of 2020 Cohorts that submitted their selfstudy in spring 2019 will receive site visits in will have sitevisits in will have sitevisits in will have sitevisits in will have sitevisits in fall 2020 and receive an accreditation decision in Winter of 2021.

Commission will issue an accreditation decision within	-Facility Rental	-New cohor
six (6) months.	\$5700	will begin th
6. Maintaining Accreditation - Programs are accredited for	-Bootcamp	3-year cycle
seven (7) year terms. Each year the program submits an	Supplies \$6000	upon the
Annual Report and Annual Fee to maintain accreditation.	-Travel \$8282	receiving of
AzAEYC shall serve as the administrative home for AzHEA, and as		Grant funds
a state Affiliate of NAEYC would partner closely with both		
Southern Arizona Association for the Education of Young	Need #s and	
Children (SAZAEYC) and leadership at the national headquarters	budget info for	
to ensure that the end goals of the project are achieved.	existing	
	programs.	
AzAEYC shall recruiting a cohort of five (5) to ten (10) institutions		
per cohort to participate in the project. AzAEYC shall guide the		
programs through the accreditation process at an accelerated		
pace, requiring programs to complete the self-study phase		
within one and a half (1) to two (2) years.		
For AzHEA, the contract funds shall cover the accreditation fees		
(application fee, self-study review fee, site visit fee, and 1st		
year annual fee) for programs in the cohort, faculty release		
time, costs for holding two (2) to three (3) faculty institutes,		
fees for technical assistance coordinators, and administrative		
costs for AzAEYC to manage the grant. AzAEYC shall hold the		
funds allocated for accreditation fees "in escrow" and would		
disburse them as programs reached the steps in the		
accreditation process (as described above).		
accreditation process (as described above).		
Responsibilities are listed below in the Identified Partners		
section.		
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Partners identified to collaborate on this work: **AZEAYC** will Serve as the fiduciary agent for the contract, manage initial outreach to programs to secure the cohort (ensuring that programs complete the eligibility application), Manage logistics for faculty institutes (including meeting room space, food, av, outreach to faculty for registration, etc.), Secure and manage TA coordinators to provide onsite guidance to programs, Coordinate with programs to secure faculty release time. **SAZAEYC** will Secure and manage TA coordinators for cohort programs in the southern region of the state. **NAEYC** will Support for accreditation process and faculty institutes, Manage the accreditation process for the cohort programs (review eligibility applications, review self-study reports, coordinate the site visits, and ensure Commission decisions are made), Provide online TA through the accreditation resource library, our ongoing webinars that are open to all programs in the accreditation system, and through sessions at NAEYC's Annual Conference and Professional Learning Institute, Provide content for and facilitate faculty institutes held in Arizona, and Offer additional cohort webinars as needed.

		Preschool Development Grant B-5 Strategic P	lanning Template				
Priority Area: Childcare Deserts							
Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:		Resour		
				People	Financial	Other Resources	Time Frame
Funding of High Quality Childcare and Education for Arizona's children ages birth-five. Partners identified to collaborate on this	Through the use of a multitiered approach, Arizona will design and implement a quality childcare funding system that leverages the childcare funding streams of system's partners.	 Programs will have the option choosing three pathways for participation. Those options are as follows: Program is already leveraging current childcare funding options and is only 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 and 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 only 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 Annual fiscal and programmatic monitoring Letters of Assurance	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		

Priority Area:	Inclusion
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Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:		Resourc	es Needed	
				People	Financial	Other Resources	Time Frame
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.	Educating Early Childhood Practioners and Administrators on ECSE within the General Early Childhood Settings such as: Head Starts, Community Based Early Childhood Programs, Early Childcare, Public School Early Childhood Programs, et to increase their awareness and understanding. This will done through a research based service delivery model. The Itinerant Early Childhood Special Education Service Delivery Model/Method will provide ECE/ECSE Administrators and providers with the following: • 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 Use of a web based consultation model training with the writers of A Guide to Itinerant Early Childhood Special Education Laurie Dinnebeil and Bill Mc Inerney. The training will cover the following: • Introduction to Itinerant Early Childhood Special Education Services • Roles of the Itinerant teacher • Rational of IECSE consultation • Models for providing Itinerant services • MEPI process, Matrix Planning Tool 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.	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. Pre/Post professional development survey data	5-6 program/district teams participating in each cohort ADE ECE Personnel L. Dinnebeil & B. McInerney		A Guide to Itinerant Early Childhood Special Education Web based learning platform	1-2 Cohorts each year of the grant

<u>Preschool Development Grant B-5 Strategic Planning Template</u>
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Priority Area:	Inc	lusion
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Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:		Resource	es Needed	
				People	Financial	Other Resources	Time Frame
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.	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. The ICP Project Process is as follows: • 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 Cycles • Data 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.	Number of Educator Leaders (L2s) trained. Number of ECE educators (L1s) trained by the Educator Leaders (L2s) Data/scores from the Collection Cycles	5-6 program/district teams participating in each cohort ADE ECE Personnel Brooke's Publishing ICP Trainers	\$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 FTE/ERE cost for ICP trained ADE staff to provide on-going technical assistance and support	Inclusive Classroom Profile Manual Web based learning platform On-going technical assistance and support from ICP trained ADE staff Early Childhood Special Education literature and resources aligned to the 12 ICP Indicators Web based data collection platform	1 Cohort each of the grant consisting of teams

Preschool Development Grant B-5 Strategic Planning Template

Priority Area: Effective Transitions for All

	The state of the s					rces Needed	
				People	Financial	Other Resources	Time Frame
	Using the model set forth by	Quality kindergarten transition processes are the responsibility of	Submittal of ECQUIP	ADE	FTEs and EREs		
Ensuring effective transitions for all	Dr. Daniel Pianta, the ADE	the community, and typically led by the local education agency. A	plan to include		for ADE		
ising the Early Childhood Quality	ECE Unit, with an intentional	quality transition plan should include the child, families,	membership	Head Start	personnel to		
mprovement process	focus on transitions as a	preschool and elementary teachers, and support services within			support and		
	process that takes place over	the community.	Subittal of Kindergarten	LEAS	provide		
	time, will continue to provide	ADE recommends that in Arizona, the work of planning and	plan to include		guidance and		
	supports and guidance on	implementing a quality kindergarten transition process lies	membership. Revision	PEAS	technical		
	Quality Transitions For All.	within the framework of the Early Childhood Quality	of plan to be completed		asstance to		
		Improvement Practices (<u>ECQUIPECQUIP</u>). As part of the ECQUIP process the kindergarten transition process should include the	each year	Faith Based	programs.		
		following elements/components:	Kindergarten	Community	Professional		
			Transistion professional	Based	learning cost.		
		 Communities organize to establish collaborative teams 	learning				
		 Identify transition coordinator(s) to follow the plan to 		Private			
		fruition		Childcare			
		 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 					

	families and schools can serve as a bridge from preschool to kindergarten and foster children's adjustment
	Timeline involved regarding how the events will happen and who will be responsible to ensure they take place
	 Include multiple agencies within the community that provide preschool options and services for children
	 Plans should include strategies for collaboration prior to kindergarten and during the first few weeks into kindergarten
	 School transition teams/ECQUIP teams should include both parents of current kindergarteners as well as those with incoming children.
	 Kindergarten activities in the home and at the school site should link to the Arizona School Readiness Framework and be based on the Arizona Early Learning Standards
	 All activities and events should be based on appropriate expectations for young learners.
	 Kindergarten transition plans for Arizona schools and communities include ways to reach out to various preschool options including but not limited to child care, home child care, Head Start, faith-based, and tribal child
	care. Representatives from childcare should serve on the transition teams/ECQUIP and be included in all parts of the planning and outreach.
	 Ensuring that all members of the transition team have a common understanding about quality transitions is critical to successful, sustained implementation.
	Professional development is important to not only the kindergarten team, but those who will be implementing the kindergarten transition plan, most likely preschool and kindergarten teachers, should receive information
	and guidance • Programs need to incorporate a literacy component in their transition plans. As part of kindergarten transition plans, local plans may involve specific literacy programs
ners identified to collaborate on this work:	to support pre-literacy skills prior to kindergarten.

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 Fram
System Navigator	To advance the quality of the early childhood	The project began in the summer of 2018, with funding from the Preschool Development Grant.	Provided through Monthly Summary	Shanna Kukla (contractor)	Salary \$55,000 Travel \$7000		On-going annually
	profession in Arizona by strengthening the preparation of early childhood educators.	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	Reports to ADE ECE staff. Is this position supporting capacity of Higher Education staff to work with students individually using shared tools and educational coaching model?		Total \$62,000		Reporting Monthly
		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	Evidence of Design collateral materials to support IHE and systems partners.				
	1. C	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	Evidence of the expansion of Somo 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	Summary that addresses ways that Somos Enlace connects Early Childhood college and university students				
	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.	and supports retention and completion for ADE ECE staff, Systems Navigator, and 1 or more Somos Enlace officers to present at					
		from Arizona's public Early Childhood degree programs. Deliverables: 1. Establish Shared advising tools and educational coaching models that promote inclusion, multicultural engagement, and equity.	national conferences. Demonstrate the work with Somos Enlace students by creating a newsletter for Somos				

Partners identified to collaborate on this work: Contractor, ADE-ECE, Cu	 2. Higher Ed Faculty/Staff Community of Practice Deliverables to be updated and shared with ADE ECE staff monthly: Navigator shall attend the following six (6) meetings: (1) ECE ATF (fall), (2) Professional Career Pathways Project Collaborators (PCPP) (spring/fall), (1) Professional Development Work Group (PDWG) 1/4ly (fall). (2) AzHEA Project (fall/spring) Provide the Design media/ collateral materials that support IHE and system partners understandings of: Strengths of early childhood B-5 workforce Barriers to early childhood engagement retention and completion Best practices of early childhood student educational planning, advising, and coaching Common characteristics of early childhood community college students Different purposes of Associate of Arts ECE, Associate of Applied Science ECE, Bachelor's ECE with teacher certification, bachelor's ECE without teacher certification Purpose of bridge coursework 3. Navigator shall attend Articulation sub group meetings (12/yr) and AZAEYC board meetings (2/yr) to seek opportunities to leverage student engagement in work around updating Career Lattice, PD & Ed plan, PD plan in Registry as well as AzHEA project. 4. Provide monthly itemized invoices. rrent Institution Somos Enlace Members: Central Arizona College, Pimerrent Instit	Enlace Early Childhood Student Organization Evidence of the continued creation of individualized fillable form for each IHE that includes: 1. Pre-made listing of each degree and program code offered at IHE 2. Space for IHE to record number of each degree completed report listing numbers of degrees awarded	uth			
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Priority Area:	Inc	lusion
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Strategy/Program/Initiative/Strategy:	Intended Goal/Outcome:	Programmatic Details/Description:	Performance Measure:		Resour	ces Needed	es Needed	
				People	Financial	Other Resources	Time Frame	
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	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. • 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 state 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 Data Systems for Inclusive Classroom Profile	State Personnel (DHS, DES, ADE) District Administrators ADE Personnel	FTEs of ADE Personnel Travel Cost		The listed goals are hoped to be done over the next 2-4 years. However, the task force is intended to continue as a on-going state level Community of Practice	

Partners identified to collaborate on this work:

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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.	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. TRE ECE Model: • 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 • Onsite Training • Coaching/Modeling/Instructional Support/Planning/Observation • Leadership Development/Systems Support • A Choice of the following models: • 20 separate days • 2 half-day trainings per month for 5 months	Number of teachers trained (birth-grade 3) Number of teachers trained from economically disadvantaged schools/programs (birth- grade 3) Pre/Post survey data to determine if there was an increase in teacher's knowledge around the science of reading.	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 at a 5 day training through the use of MOW funds.

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