

HSCO UPDATES

MAY 2019



STAFF CHANGES

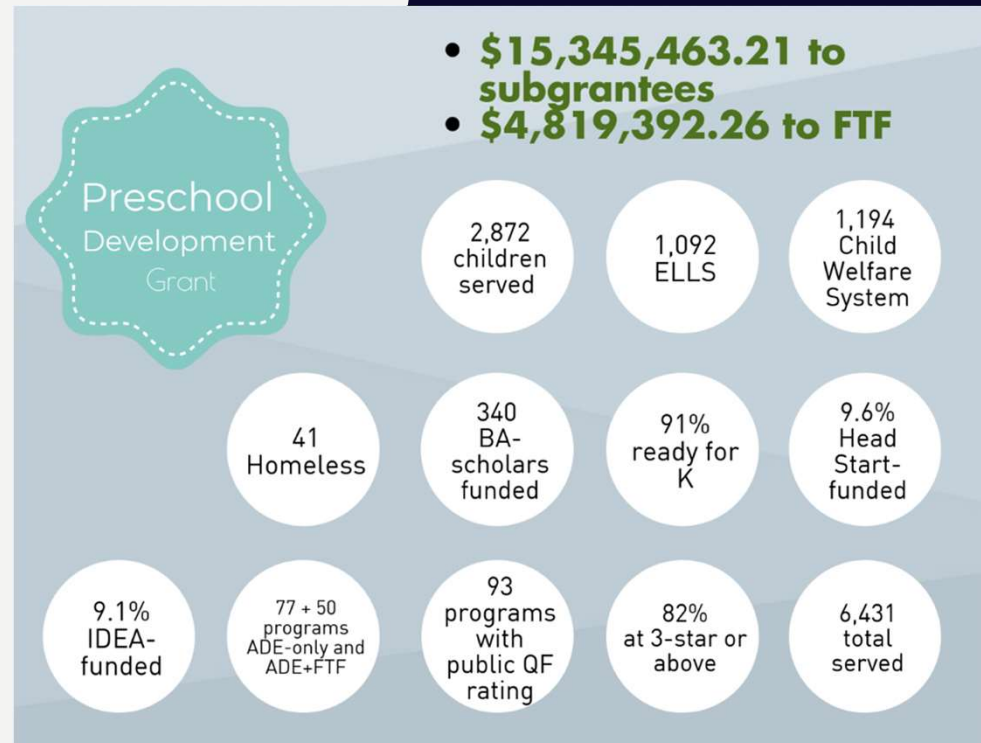
PDG UPDATES

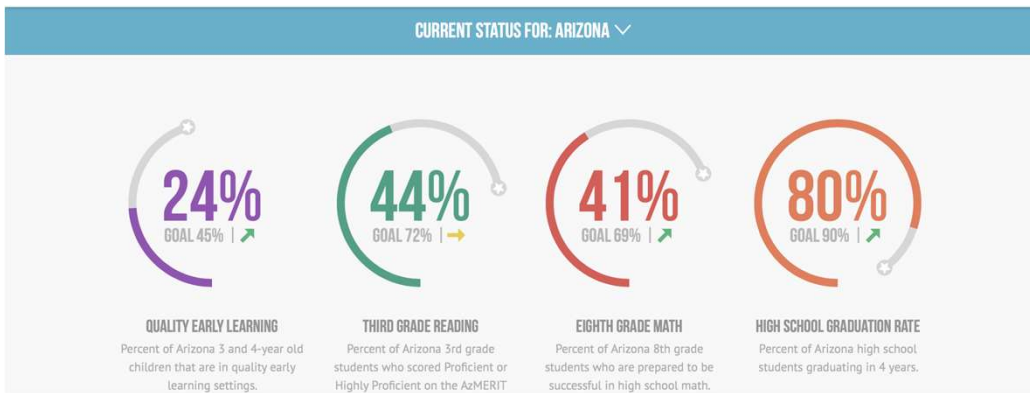
- Current rendition for FY19 is winding down
- II program continuing on until December 2019 with no-cost extension funds
- Local Planning Committee (LPC) meetings are underway
- LPC membership thus far includes Head Start representatives, school districts, private childcare, faith based childcare, family childcare, AzEIP reps, local libraries, FTF regional directors, etc.



PDG: THE ORIGINAL

The application was done in a similar way we are being asked to approach this application—we considered what the **needs** were in the state, what **plans** already existed, and looked for opportunities to **leverage** what was in existence, **create** what was missing, and **expand or enhance** what was working.





WHAT NOW?

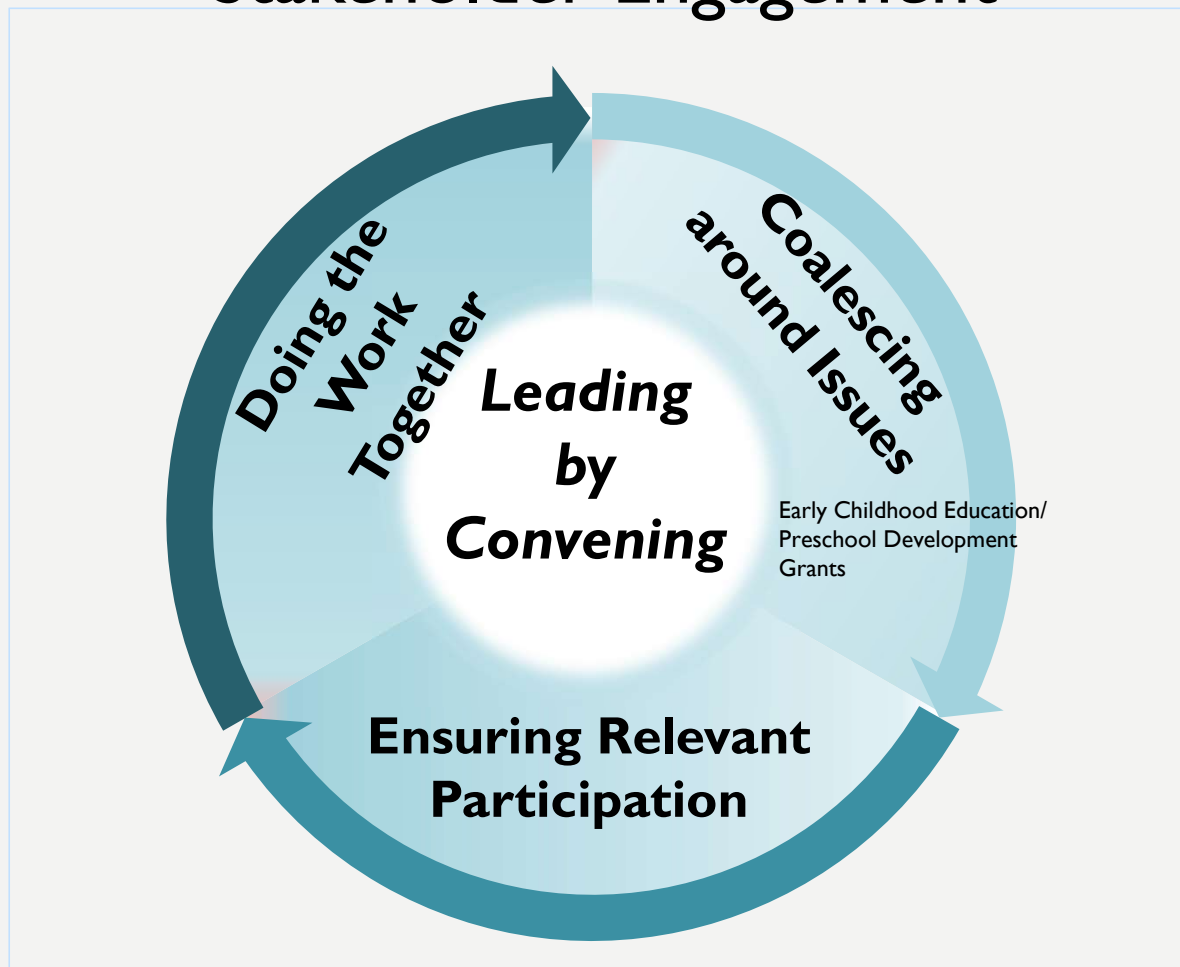
Now we have an opportunity to reassess our B5 status and our State's priorities. The [Education Progress Meter](#) is designed to help us .



- Arizona Head Start Collaboration Office Five Year Plan
- First Things First Strategic Plan
- FTF 2018 Annual Report
- Read On Arizona Strategic Plan
- DES CCA FY2019-FY2021 CCDF Plan

STATEWIDE NEEDS ASSESSMENTS AND STRATEGIC PLANS

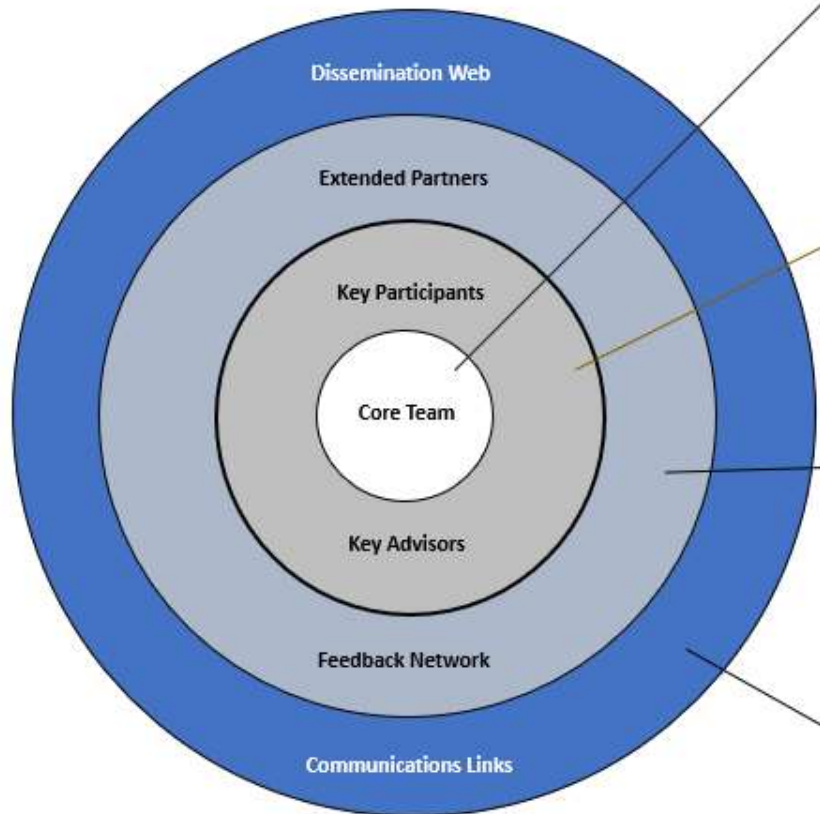
A Framework for Stakeholder Engagement



Consider

Impact	Name /Role and/or Title	Contact Information
Experts (National, state and or local experienced individuals regarded as being “experts”)	Professionals in the area of and “practitioners” already doing this well	Email address, phone number or physical address
Researchers (Research and data from national, state and/or local level on EBP, best-practice, and/or emerging practice)	Theorists, University representatives, technical assistance centers, etc.	Email address, phone number or physical address
Authority Over the Work (Administrator, Supervisor, Director, Decision Makers, Legal, other)	Principals, Superintendents, CEOs, Board members, etc. Remember Charter as well as LEAs	Email address, phone number or physical address
Support (Funders, IT,AT, Professional Development/ Technical Assistance, outside agencies, other)	Related Services, Counselors, Intervention personnel	Email address, phone number or physical address
Practitioners (Implementers of the practice, teacher, paraprofessionals, related services, outside agencies, other)	The person/people who actually implement the work at the student/client level. Include those “not” familiar with the work. First time staff. Paraprofessionals, COTAs, etc.	Email address, phone number or physical address
Beneficiaries (Parents, Students, Clients, other)	Parents from your agency/site/school, Parent organizations. PTO representative, National honor society or student body leaders	Email address, phone number or physical address

Community of Practice Levels of Participation



Convene the group.
Take responsibility for structuring each convening and follow up.
Plan and monitor interaction.
Create engagement strategies.
Organize activities.
Communicate with decision makers.
Oversee review and evaluation.

Act as regular contacts for information on the issue.
Give advice and help the core team sense issues and adapt activities in a variety of contexts.
Make opportunities for the work to be reviewed within their personal networks.
Bring their personal network information back into the work of the Core group.
Promote the cross-stakeholder approach to problem identification and problem solving.
Join the core team periodically when their expertise is needed

Volunteer to become involved and represent the perspective of their organization and/or network.
Bring the perspective of their role and/or organization into the work.
Bring important learnings back to their networks.
Identify opportunities within their networks to showcase the learning.
Hold both their organizational identity and the group identity while interacting with the group.
Identify other practitioners and family members who may become active

Receive information.
Redistribute information through newsletters, news blasts, meetings, etc.
Submit information from newsletters, news blasts, meetings, etc.
Customize messages for their particular audience.

**WHAT'S
NEXT**



The Road to PDG B-5
LPC Strategic Planning

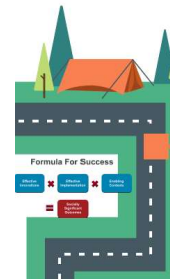


The Road to PDG B-5 LPC Strategic Planning

Region 2: Maricopa County



Through the use evidence-based tools for program evaluation and implementation planning, LPCs will create community-specific strategic plans of action and will inform the development of a statewide strategic plan aimed to effect change on a scale necessary to meet Arizona's goals of increasing the percentage of three and four-year old children in quality early learning settings and improving third grade reading proficiency.



May 2019

- Implementation Science overview training for regional Core Team members and Key Participants/Advisers (May 7th)
- Crosswalk creation and review of statewide needs assessments and strategic plans. (May 22nd)



June 2019

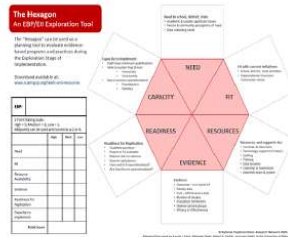
- Data Analysis Institute (June 19th)
- Report generation from MapLit and School Data Center (June 19th)
- 1/2 Day Virtual Consultation with NIRN over Root Cause Analysis to include the Fishbone activity, the Five Whys, and initiative inventory. (June 27th)





July 18, 2019

- Lectio Program Evaluation Training
- Initiative Inventory
- Program Evaluation



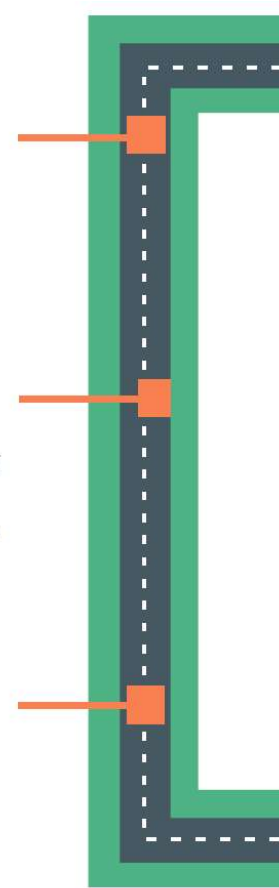
July 30, 2019-

- 1/2 day virtual consultation with NIRN
- Installation Drivers
- Analyzing Infrastructure
- Use Drivers Best Practices Checklist to help identify infrastructure gaps and develop plan



August 2019- Grant Submission

- Core Team Members set dates for upcoming meetings
- LPCs continue to work on developing local strategic plan



EARLY CHILDHOOD TASK FORCE ON INCLUSION

- Itinerant Service Model Project
- Inclusive Classroom Profile Capacity Building Project
- Have created three Practice Profiles related to Braided Funding, Family Partnerships, and Leadership