



# HSSCO Meeting November 2019

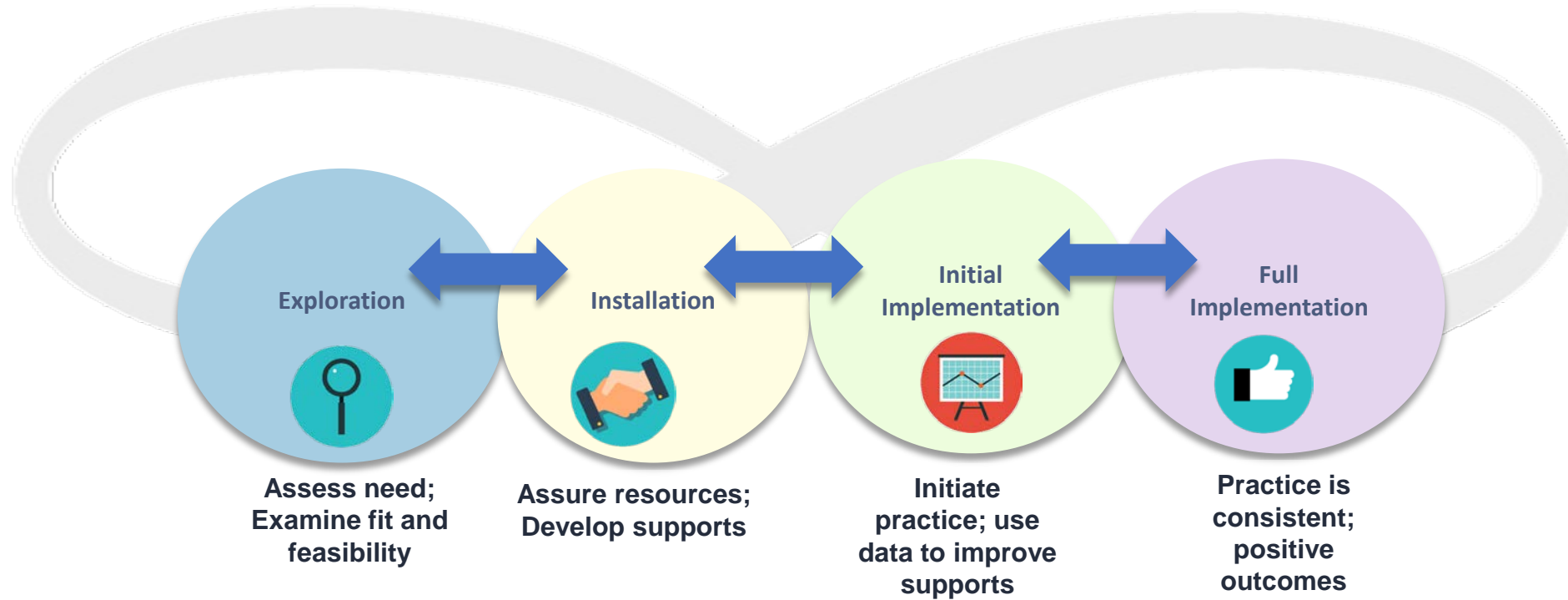


## Stakeholders

- Parents/Families
- LEA Representatives
- FTF Regional Directors
- Head Start Personnel
- Library Personnel
- Institutes of Higher Education
- Private & Faith Based Childcare
- Tribal Partners

# Active Implementation Stages

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)



# Preschool Development Grant B-5: Summer of Fun

Sharing the Process from Regional Team Development to Regional Goals Proposals

## Implementation Science

This overview prepares teams to understand the structures and processes needed to be successful when moving from "current situation" to "idea implementation".

It is the foundation of the work, the road map to get from initiative to practice.

## Then...



### What are our needs?

- Review Partner Goals
- Connect Partner Goals to 5 Core Areas of Need
- Identify Regional Needs and Goals
- Create a crosswalk



### Why are we here?

The Data Analysis Institute shared the tools and data sets teams can use to further frame regional needs.

Tools such as MAP Lit, etc. will be shared to begin to frame issues in each of the regions.

These issues typically fall into one of the 5 core areas.

## Next...



### Getting to the Root Cause

Teams will use their data and their needs assessments to discover root causes for the issues highlighted. Dealing with the cause of the problem is better than treating the symptoms in the long run.

## Exploration

Assess need; Examine fit and feasibility

### Are existing programs doing the job?

Teams analyze existing programs to evaluate their impact on identified issues using the LECTIO Model Framework.



## And...

### If not, what else might we do?

Connecting the Program Design Evaluation Tool back to Implementation Science, identify any new practices that need to be implemented and any current practices that need to be shifted to address regional needs.

### Examine the proposed strategies, interventions, programs and practices

The Hexagon Tool from the National Implementation Research Network is used by teams to ensure that there is a fit between the program and the need and the ability of those receiving the program to tolerate it.



## Finally..

### Share the Regional Decisions

Each region will have made decisions about what is needed to improve access to childcare, quality programs, educated workforce. Proposals to address these decisions will be presented to federal partners for approval and funding.



The Preschool Development Grant is a one year planning grant designed to assist families and practitioners statewide to engage in strategic planning to develop regional, evidence informed plans to improve outcomes of children birth-five years old.

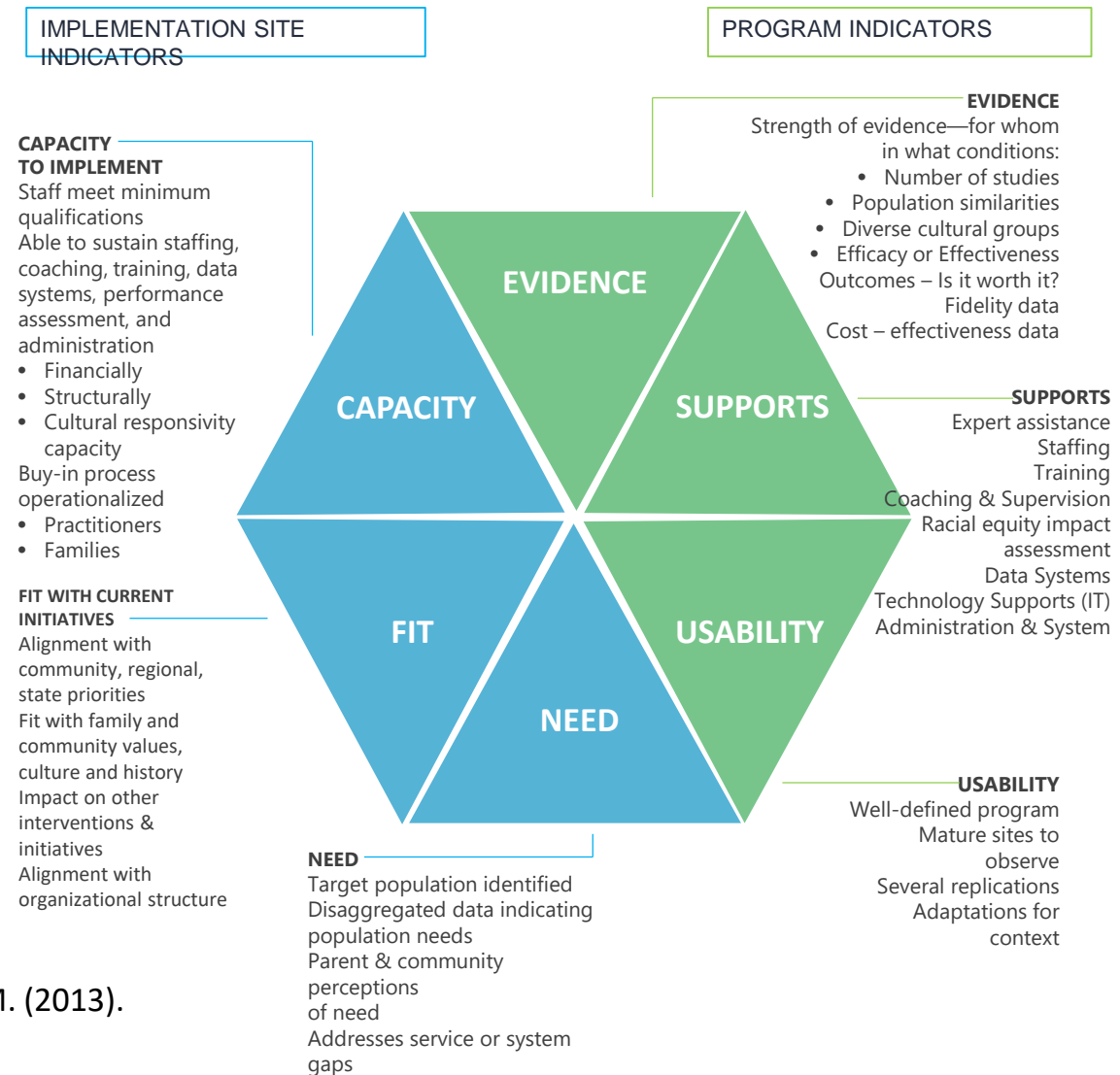
# The Hexagon Tool

Developed for use in  
implementation informed  
assessments

Reviewed and edited by the Racial  
and Ethnic Equity and Inclusion  
Team (REEI)

For use by organizations and  
communities

Adapted from Blase, K., Kiser, L. and Van Dyke, M. (2013).



# PDG B-5

## AZ Statewide Strategic Plans Crosswalk

### Priority Areas

EFFECTIVE TRANSITIONS.....p. 3

CHILD CARE DESERTS.....p. 4-17

INCLUSION.....p. 18-24

EARLY LANGUAGE & LITERACY.....p. 26-32

### WORKFORCE DEVELOPMENT

Degree Completion.....p. 33-43

### WORKFORCE DEVELOPMENT

Professional Development & Coaching.....p. 44-55

### Strategic Plans for Priority Areas:

-  Head Start State Collaboration Office (HSSCO) Strategic Plan
-  First Things First
-  Department of Economic Security (DES) Child Care Administration CCDF State
-  Read On Arizona
-  Department of Economic Security (DES) FY 2019 Strategic Plan
-  Regional Alignment
-  Arizona Department of Education (ADE)

CHILD CARE DESERTS		Arizona has a significant child care supply and demand gap		
Regional Alignment				
Region 1: Improve High Quality Early Childhood Education Coalition	Create a visual map of each sector's work and implementation practices of the ACE's interventions.			
Region 1: Enhance Quality First Scholarships to Families	Increase number of families receiving QF scholarships for high quality child care settings across the region.			
Region 2: Increase training and support provided to caregivers in a variety of settings	<div><div>Provide training and support to family, friend and neighbor child care providers to improve the quality of care provided to children in unregulated settings.</div><div><ul style="list-style-type: none"><li>Arizona Kith and Kin Project</li><li>Series of trainings delivered over a 14-week period</li><li>Trainings include: child development, health and safety, positive guidance and discipline, nutrition, brain development, and language and literacy</li></ul></div></div>			
Region 3: Support United Way Childcare Network in order to increase affordable childcare for those exceeding low-income qualification subsidy guidelines, specifically the working class families.	<div><div>Reducing overhead cost of childcare through River Cities United Way</div><div><ul style="list-style-type: none"><li>Recruiting sites that offer space as a donation</li><li>Address insurance and licensing cost</li><li>Partner with agencies who have the ability to train, provide accreditation and supplies for programs.</li></ul></div></div>			
Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

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CHILD CARE DESERTS	Arizona has a significant child care supply and demand gap			
DES - Child Care Administration CCDF State Plan				
1.4 Coordination with partners to expand accessibility and continuity of care	1.4.1 DES is working with an Early Head Start (EHS) Child Care Partnership grantee in layering funding sources (EHS and CCDF) to expand accessibility and continuity of care, and to assist children enrolled in the EHS-Child Care Partnership to receive full-day services that meet the needs of their working families. DES continues to develop and expand these collaborative efforts with other EHS-Child Care Partnership grantees (p. 18)			
	The CCDF Lead Agency is housed within the Arizona Department of Economic Security's Division of Employment and Rehabilitation Services which assists individuals who are unemployed and underemployed, and those with barriers to employment, to prepare for and obtain gainful employment... Coordination within the Division has resulted in shared communication and identification of issues that relate to the provision of child care services to families that are receiving multiple services from the Division. TANF eligibility is handled internally through policies and procedures so that appropriate child care services are provided for TANF recipients. (p. 19)			
	Child care for children residing in homeless or domestic violence shelters is available via contract to licensed child care programs operating in homeless or domestic violence shelters. The funding is inclusive of all costs associated with the delivery of this service, which includes training of teachers and other staff and obtaining and retaining national accreditation or the Quality First Star Rating in the quality level for the child care program.			
Through these contracts, DES is able to work with the contractors who provide child care for children and assist their parent or guardians in attaining necessary life-skill training and obtaining employment to become self-sufficient. DES eligibility workers screen for homelessness during the eligibility determination process in order to appropriately refer homeless families to shelters with onsite child care programs and to determine eligibility and authorize services to accommodate shelter directed activities (p.21)				
Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

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CHILD CARE DESERTS		Arizona has a significant child care supply and demand gap		
First Things First				
System Outcome for Early Learning:  All children have access to high quality, culturally responsive early care and education that promotes their optimal development.	Recommended Goal:	To increase the number of Arizona children birth through five with access to and participation in quality early care and education.		
	Area of Focus:	Focus outreach to ensure access to early care and education programs serving the following populations: <ul style="list-style-type: none"><li>• Tribal and rural</li><li>• Infants and toddlers</li><li>• Children in the child welfare system</li><li>• Children with special needs</li><li>• High poverty and unemployment areas</li></ul>		
	System Level Measures	<ul style="list-style-type: none"><li>• Percent / number of children 0 - 5 enrolled in a program participating in QF by age groups.</li><li>• Percent / number of children 0 - 5 enrolled in a 3-5 star program participating in QF by age groups.</li><li>• Retention of programs maintaining a Quality First rating of 3-5. (p. 6)</li></ul>		
System Outcome for Family Support:  All families have the information, services, and support they need to help their children achieve their fullest potential.	Recommended Goal:	To increase families' understanding and use of parenting practices that promote positive child development, health and literacy outcomes for their children.		
	Area of Focus:	To increase the availability of and access to high quality family support services for families with young children.		
	System Level Measures:	Percent of parents / caregivers who report that they are competent and confident about their ability to support their child's safety, health, literacy and well-being (Family Caregiver Survey). (p. 14)		
Workforce Development	Workforce Development	Early Language &	Inclusion	Child Care Deserts

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CHILD CARE DESERTS		Arizona has a significant child care supply and demand gap		
HSSCO Strategic Plan				
Long Range Goal 1:  Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.	Short Term Objective A	Members become advocates for Head Start through active participation on Boards, committees, and workgroups such as: First Things First (FTF) Quality First (QF) subcommittee on Tiered Rating Improvement Systems (QRIS impact on Quality settings). (p. 7)		
	Short Term Objective E	Head Start and Early Head Start is actively involved in the review of Arizona's TQRIS Quality First to ensure that it meets the quality improvement needs of Head Start and Early Head Start programs. p. 10		
	Short Term Objective F	Head Start and Early Head Start is actively involved in collaboration with Early Head Start Child Care Partnership Initiatives. (p. 11)		
Long Range Goal 2:  Families in Head Start - who need full day services - have increased access to high quality, early care and education services.	Short Term Objective A	Increase Head Start and Early Head Start program applied for and/or participating in Quality First (TQRIS). (p. 13)		
Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

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# AZ Statewide Strategic Plan Crosswalk

## Priority Areas – Child Care Deserts

CHILD CARE DESERTS		Arizona has a significant child care supply and demand gap	
HSSCO Strategic Plan			
Long Range Goal 1: Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.	Short Term Objective A	Members become advocates for Head Start through active participation on Boards, committees, and workgroups such as: First Things First (FTF) Quality First (QF) subcommittee on Tiered Rating Improvement Systems (QRIS impact on Quality settings). (p. 7)	
	Short Term Objective E	Head Start and Early Head Start is actively involved in the review of Arizona's TQRIS <i>Quality First</i> to ensure that it meets the quality improvement needs of Head Start and Early Head Start programs. p. 10	
	Short Term Objective F	Head Start and Early Head Start is actively involved in collaboration with Early Head Start Child Care Partnership Initiatives. (p. 11)	
Long Range Goal 2: Families in Head Start - who need fully day services - have increased access to high quality, early care and education services.	Short Term Objective A	Increase Head Start and Early Head Start program applied for and/or participating in Quality First (TQRIS). (p. 13)	
Workforce Development PD & Coaching		Workforce Development Degree Completion	
Early Language & Literacy		Inclusion	
Child Care Deserts			

## Priority Areas – Inclusion

Inclusion		Promote meaningful participation and offer a continuum of services to children with special needs
First Things First		
<b>System Outcome for Children's Health:</b>  All children are provided access to early periodic screening and diagnosis to identify physical, mental, and developmental health issues and, if necessary, follow-up treatment / services are provided.	<b>Area of focus:</b>	Support medical homes (including tribal health partners) providing care coordination services for children with an emphasis on children with complex needs, and high risk vulnerable children.
	<b>System Level Measures:</b>	Percent of AZ children age 9 months to 5 years who receive standardized screening for developmental or behavioral problems (National Children's Health Survey, AHCCCS). (p. 11)
	<b>Areas of focus:</b>	Collaborate with partners to increase awareness of / access to a continuum of information, support and services for families and their children who have or at risk of having developmental, physical, and/or mental health issues.
	<b>System Level Measures:</b>	Support standardized developmental, autism, oral health and sensory screening services. (p. 13)
<b>System Outcome for Family Support:</b>  All families have the information, services, and support they need to help their children achieve their fullest potential.	<b>Area of focus:</b>	Continue to support the strengthening of AZ's Home Visitation System. Continue to coordinate with state agencies and partners to ensure resources are maximized, avoid duplication, and concentrate on complimentary services. Create an infrastructure, policies, programs and resources to support families of children with special needs. (p. 15-16)
	<b>System Level Measures:</b>	Percent of parents/caregivers who report that they are competent and confident about their ability to support their child's safety, health, literacy and well-being (Family Caregiver Survey). (p. 14)
<div> <div>Workforce Development PD &amp; Coaching</div> <div>Workforce Development Degree Completion</div> <div>Early Language &amp; Literacy</div> <div><b>Inclusion</b></div> <div>Child Care Deserts</div> </div>		

## Priority Areas – Early Language & Literacy

Early Language & Literacy	Promote meaningful participation and offer a continuum of comprehensive services to children with special needs
Read On Arizona	
Read On Arizona Statewide Initiative	<b>Goal:</b> Increase the percent of children demonstrating school readiness at kindergarten entry in the language and literacy domain. (p. 15)
<b>Strategy 3: Effective Practices</b> Implement strategies to develop and strengthen literacy and language acquisition along the continuum. <i>The right program, at the right time, for each child.</i>	<b>Action Items:</b> <ul style="list-style-type: none"> <li>• Use the AZ State Literacy Plan, Arizona Infant Toddler Developmental Guidelines, Arizona Early Learning Standards and K-12 Arizona College and Career Ready Standards to develop standards of effective practices for literacy supports in identified areas such as English Language Learners, Native American learners, family partnerships, professional development, etc.</li> <li>• Focus on making a priority language-rich curriculum coordinated for impact with a fidelity to implementation. The right program, for the right child at the right time in the right amount.</li> <li>• Prioritize ongoing assessments and screenings as early as possible.</li> <li>• Work with partners to extend literacy effective practices throughout the state.</li> <li>• Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators and engaged stakeholders. (p. 17)</li> </ul>

Workforce Development PD & Coaching
Workforce Development Degree Completion
**Early Language & Literacy**
Inclusion
Child Care Deserts

## Priority Areas – Workforce Development (Degree Completion)

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students			
DES - Child Care Administration CCDF State Plan				
6.1 Professional Development Framework	<p>The framework should include these components:</p> <ul style="list-style-type: none"><li>• Professional standards and competencies</li><li>• Career pathways</li><li>• Advisory structures</li><li>• Articulation</li><li>• Workforce information</li><li>• Financing</li></ul>			
	<p>6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. (p. 210)</p>			
	<p>6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council. (p. 216)</p>			
	<p>The Arizona Early Childhood Development and Health Board (First Things First) is the State Advisory Council. First Things First convenes the Professional Development Work Group that developed the Workforce Knowledge and Competencies and Professional Development Instructor and Technical Assistance Standards. Representatives from the Arizona Department of Economic Security, Child Care Administration are members of the Professional Development Work Group and participated in the development of the competencies and standards. (p. 216)</p>			
Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

## Priority Areas – Workforce Development (PD & Coaching)

WFD PD & Coaching		Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona		
Regional Alignment				
Region 1:  Improve the Quality of childcare in regulated centers and homes for children birth to age 5	Provide coaching to providers.			
	Conduct formal assessments to measure progress.			
	Provide incentives for quality:	<ul style="list-style-type: none"><li>• Incentives to finish education, like tuition reimbursement</li><li>• Incentives to increase star ratings</li><li>• Increase scholarships for children and families</li><li>• Incentives to reach goals, purchase PD or supplies for the center or home</li><li>• Technical assistance (TA) to providers in homes and centers</li></ul>		
Region 1:  DES Professional Development Training Sites	Help early childhood professionals develop specialized skills to ensure overall child development for children in their care.			
	Group professional development series based on research, real life experiences, and best practices. Participants create action plans to implement and can involve staff follow-up through onsite technical assistance.			

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts
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Workforce Development  
PD & Coaching

Workforce Development  
Degree Completion

Early Language &  
Literacy

Inclusion

Child Care Deserts

# Arizona Focus – Effective Transitions

EFFECTIVE TRANSITIONS	Quality Transitions for All	
Arizona Department of Education		
Ensuring effective transitions for all using the Early Childhood Quality Improvement Process	Intended Goal/ Outcome:	Using the model set forth by Dr. Daniel Pianta, the ADE ECE Unit will continue to work on the establishment of Quality Transitions for All.
	Intended Goal/ Outcome:	Create data subcommittee to establish common philosophy, key components, practices and expectations.
Region 7: Comprehensive Data System	Intended Goal/ Outcome:	Align with current data system and participate in professional development around current tools and how they are used.

# Executive Summary SYSTEM PARTNERS

## Arizona's Early Childhood Statewide Strategic Plans

### EXECUTIVE SUMMARY

Arizona's federally reviewed and approved comprehensive statewide needs assessment took a unique approach in leveraging current strategic plans of Arizona's Early Childhood System Partners. These comprehensive plans represent the system as a whole and address the concerns and issues related to quality and availability of early childhood care and education throughout the state.

The Arizona Department of Education (ADE) collaborated with seven regions throughout the state. These regions served as Local Planning Committees (LPCs) in which they leveraged system partners' strategic plans to determine key goals and outcomes for their communities relative to Arizona's five priority areas.



Read On Arizona (ROA) is the home of Arizona's appointed Literacy Director who is responsible for working in partnership with ADE, HSSCO, FTF, and other local philanthropic partners to lead statewide efforts around early literacy.



Through the Head Start State Collaboration grant from the US Department of Health and Human Services, the AZ Head Start State Collaboration Office (HSSCO) serves to establish linkages among Head Start, child care, social welfare, health and state funded preschool programs, and K-12 education.



The Department of Economic Security - Child Care Administration (DES-CCA) has administrative oversight for the Child Care Development Block Grant (CCDBG) and the administration of child care subsidies within the state.



First Things First (FTF) serves as the Health and Development Board for Arizona as well as the State Advisory Council (SAC) for Early Childhood.



System Partners

PDG B5 2019-2023

# Executive Summary PRIORITY AREAS

## Arizona's Early Childhood Statewide Strategic Plans

### EXECUTIVE SUMMARY

**HSSCO:** Assist with developing state policies and decisions impacting early literacy data.

**FTE:** Ensure that the early childhood system is comprehensive and child and family centered.

**ADE:** Implement Teaching Reading Effectively to early childhood educators.

**ROA:** Increase awareness and understanding of the importance of early literacy and school readiness.

**HSSCO:** Close the learning gap between typically developing children and children with special needs.

**FTE:** Provide access to early periodic screening and diagnosis to identify developmental issues.

**ADE:** Provide training on Itinerant Model and Inclusive Classroom Profile and a task force on inclusion.

**ROA:** Implement strategies to develop and strengthen literacy and language acquisition along the continuum.

Early  
Language  
& Literacy

Child Care  
Deserts

Quality  
Transitions  
for All

Workforce  
Development  
PD & Coaching

Inclusion

Workforce  
Development  
Degree  
Completion

**HSSCO:** Increase access to high quality early care and education services.

**FTE:** Increase access to high quality early care and education that promotes optimal development.

**DES:** Expand accessibility and continuity of care and improve availability of child care services to families.

**ROA:** Build a community of practice that make early literacy a priority.

**HSSCO:** Increase availability and quality of early childhood PD.

**FTE:** Implement, align, and improve PD to support early childhood professionals.

**DES:** Support training and PD of child care workforce.

**ROA:** Improve quality of professional learning by increasing capacity of practitioners.

**HSSCO:** Increase access to high quality, early care and education services.

**FTE:** Improve quality and compensation of early childhood education professionals.

**DES:** Follow PD framework to support child care workforce.

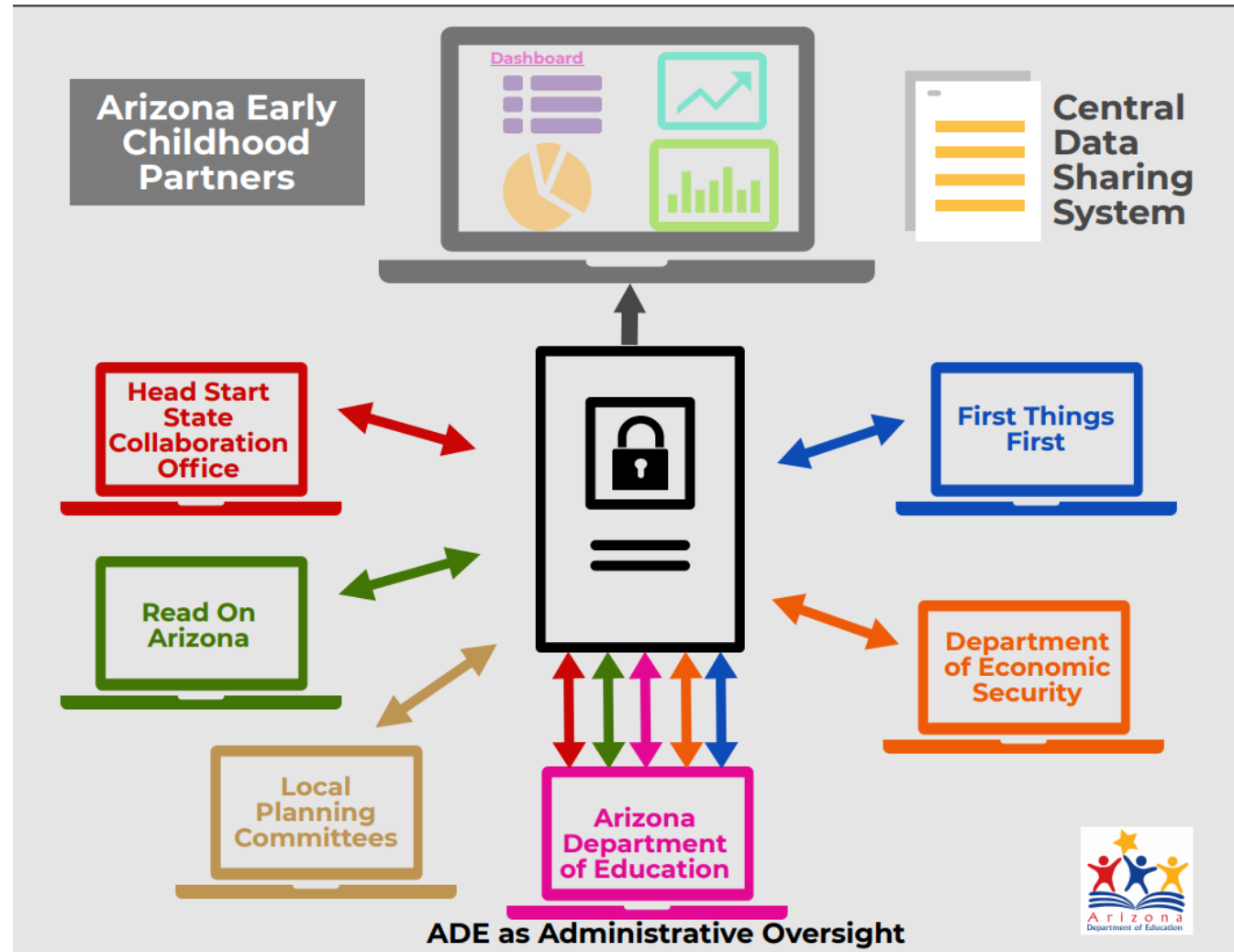
**ROA:** Strengthen the practitioners/early childhood teacher training around early literacy and reading instruction.

Quality transitions for all children is a primary focus for Arizona and expands to all priority areas and strategic plans throughout the early childhood system.

Priority Areas

PDG B5 2019-2023

# Statewide Centralized Data System





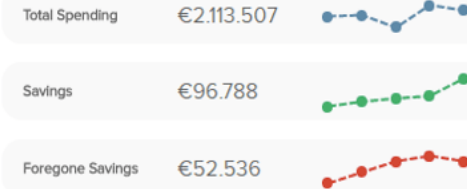
## SUPPLIER COMPLIANCE STATS



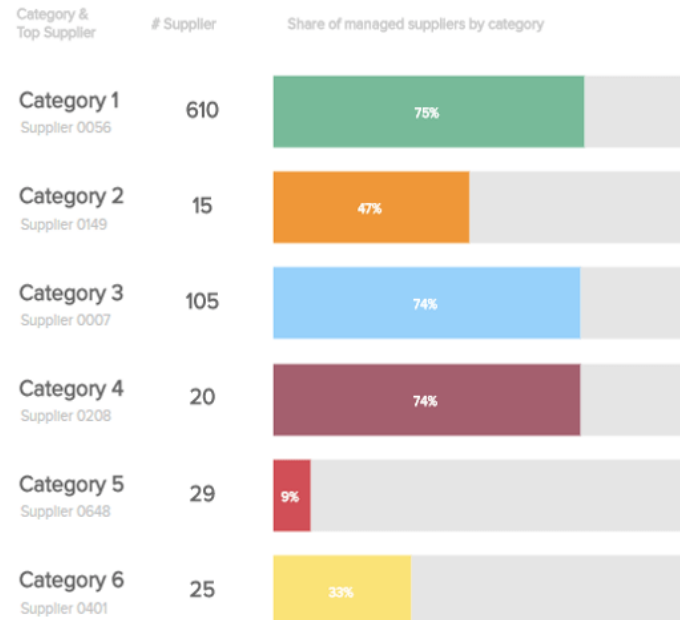
### Top Suppliers by Partner Status



### 5-Year-Trend



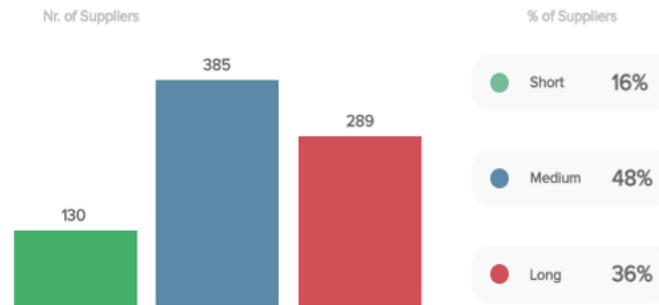
### RATE OF CONTRACT COMPLIANCE BY SUPPLIER CATEGORY



### AVG. PROCUREMENT CYCLE TIME (IN DAYS)



### AVG. PROCUREMENT CYCLE (SUPPLIER CLASSIFICATION)



# Helpful Links

- PDG B5 Initial Grant Application [here](#)
- Preschool Development Grant B-5 Page [here](#)
- AZ Regional Strategic Plans [here](#)
- AZ Statewide Strategic Plans Executive Summary [here](#)
- AZ Statewide Strategic Plans Crosswalk [here](#)
- DES CCDF Strategic Plan [here](#)
- FTF Strategic Plan [here](#)
- HSSCO Strategic Plan [here](#)
- Read On Strategic Plan [here](#)
- Central Data System [here](#)
- PDG B5 Renewal Application [here](#)



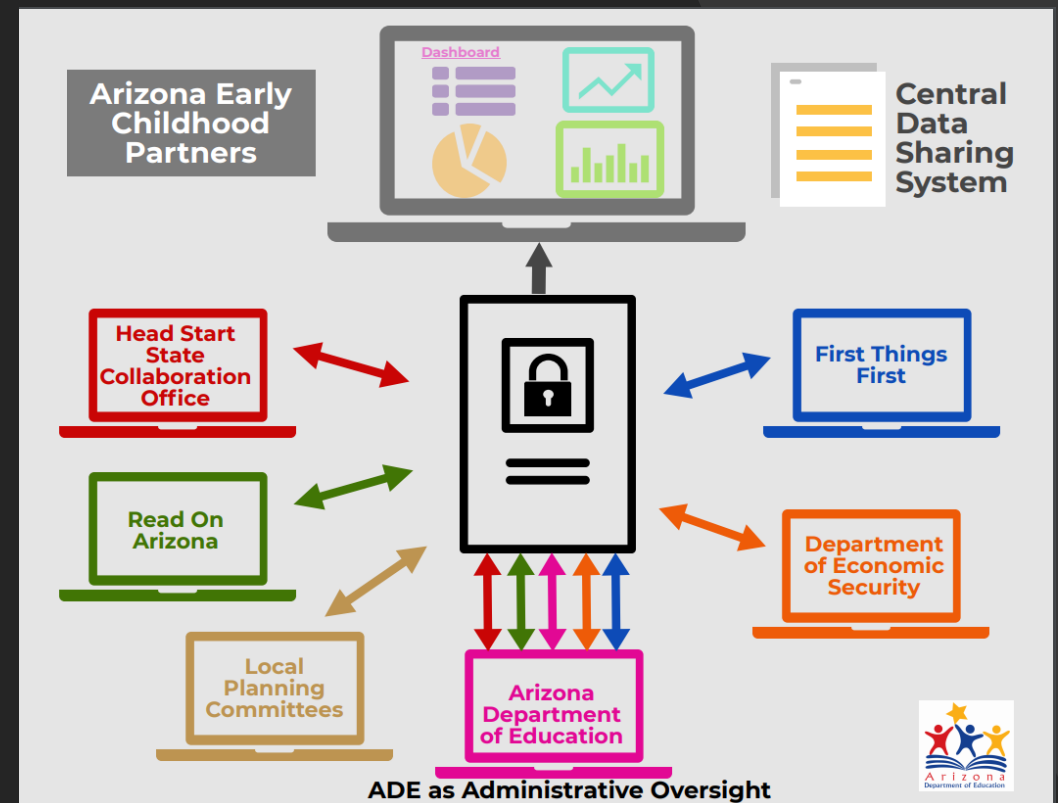
## Activity 1: Needs Assessment

The needs assessments and strategic plans identified for contributing to the PDG B-5 needs assessment and strategic plan were those with comprehensive processes for conducting needs assessments and creating strategic plans and included the largest representation of Arizona's ECE system partners and constituents. These partners with a large footprint in the ECE system include:

- The Arizona Head Start State Collaboration Office (HSSCO)
- First Things First (FTF)
- The Department of Economic Security – Child Care Administration (DES-CCA)
- Read On Arizona (ROA)

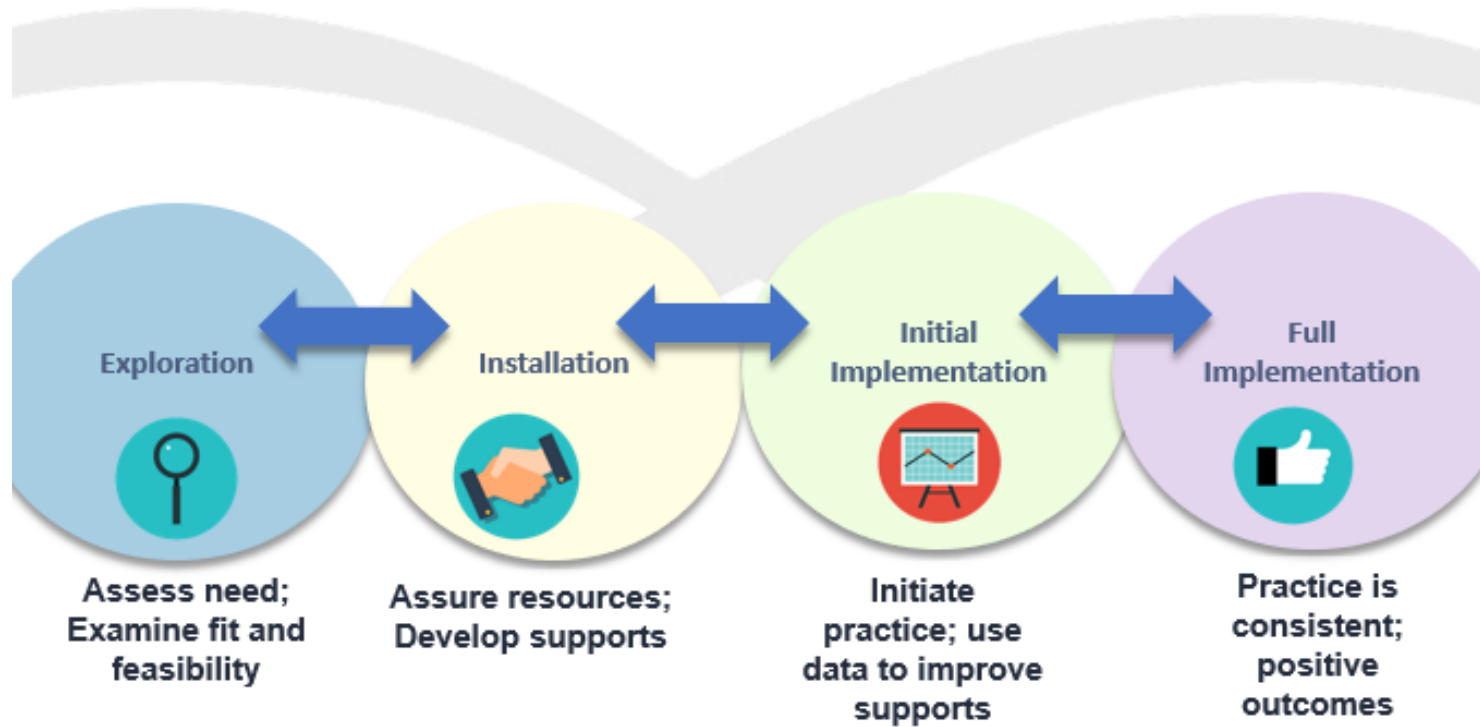
# Activity 1- Needs Assessment

In a state-level review of the needs assessments of our partners, ADE identified that although each partner knew about their place in the ECE system, they were collecting and reporting about their data independent of one another. Thus, the results or findings from one partner's needs assessment were not being shared and/or cross-referenced with another partner's findings, potentially slowing any progress that could be had through integrated data sharing



*Table 1. Timeline for updating needs assessments.*

Partners	2020	2021	2022
HSSCO	Needs Assessment Strategic Plan Creation	Strategic Plan Implementation Priority Review	Priority Review Progress Indicator Updates
FTF	Publication of Regional Needs and Assets Report	Publication of FTF Annual Report	Publication of Regional Needs and Assets Report
DES	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data
ROA	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data
Statewide ADE	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data	Review/Analysis of Needs Assessment Data



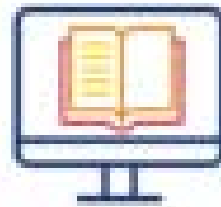
## Activity 2- Strategic Planning

- Each region produced strategic plans reflecting their needs within the five priority areas and developed relationships with key practitioners as well as our staff in each region.
- The LPCs will continue to be supported through the next phase of implementation to install, implement (including evaluate) and sustain programs identified by the regions to address statewide needs through the use of the Implementation Science Framework and the Leading by Convening Model.
- Activities are being developed to share data and assess progress through regular meetings in support of the ongoing activities of the regions.

# Activity 3- Maximizing Parent and Family Knowledge, Choice, and Engagement

Leveraging of current constructs that currently exist within the AZ ECE System. The following partnerships and initiatives have been established for engaging families:

- Child Care Resource and Referral (CCR&R)
- Local Head Start Policy Council and Parent Committees
- Maternal Infant and Early Childhood Home Visiting (MIECHV)
- FTF Regional Partnership Councils
- FTF Family Resource Network
- Interagency Coordinating Council (ICC)
- Raising Special Kids (RSK)
- The Arizona Statewide Family Engagement Center (SFEC).
- Arizona PBS
- Read On Communities (ROCs)
- The Early Childhood Quality Improvement Process (ECQUIP)



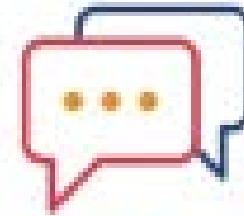
## Family Literacy Resources

Free resources for families and practitioners.



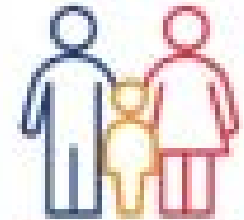
## Explore AZ Schools

Learn about schools in Arizona.



## Parent-to-Parent Portal

Get updates about family literacy in AZ.



## About the AZ Family Engagement Center

Learn more about the project.

# The Pyramid Model

for Promoting Social-Emotional Competence  
in Infants and Young Children



## Activity 4- Sharing Best Practices and Professional Development

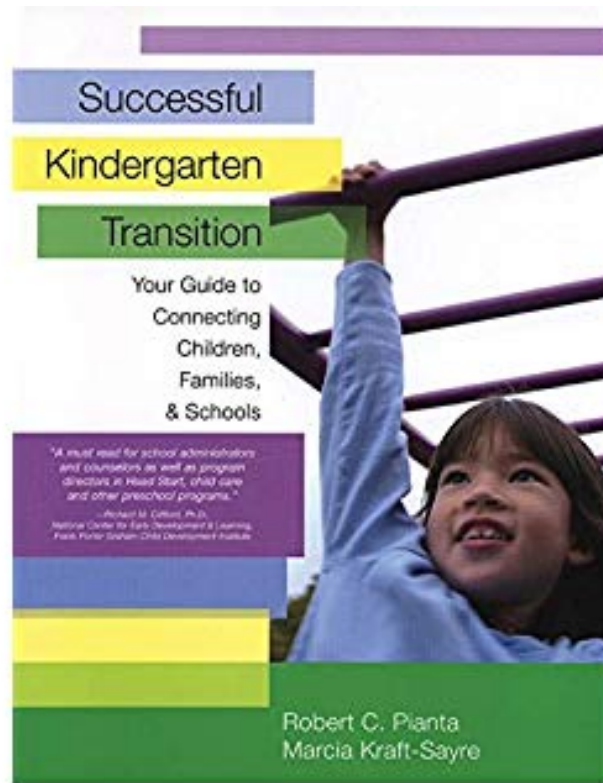
- Leveraging of current professional development systems (i.e. Head Start Regional TA and PD, Arizona Early Childhood Career and Professional Development Network, Professional Development Work Group, College Scholarships for Early Childhood Professionals)
- The Inclusion Task Force, Inclusive Classroom Profile, and Itinerant Service Model
- Social Emotional and Early Learning- Pyramid Model
- Partnership with CACFP

## Activity 5- Improving Overall Quality

- Arizona Kith & Kin Project
- Increase Access to High-Quality Early Learning Settings (competitive process, quality pathways, staff qualifications, funding requirements)
- Participation in statewide assessment system
- Quality Pathways (accreditation, QF 3 Stars and above)
- STAR Autism training and coaching
- Teaching Reading Effectively coaching
- Smart Talk Modules
- Arizona Higher Education Accreditation
- Early Childhood Higher Education System Navigator

Table 2. Per child allocation.

	Ages 0-2	@10 months operation	Ages 3-5	@10 months operation
<b>Center</b>	\$900	\$9,000	\$600	\$6,000
<b>Family Home Provider</b>	\$600	\$6,000	\$500	\$5,000

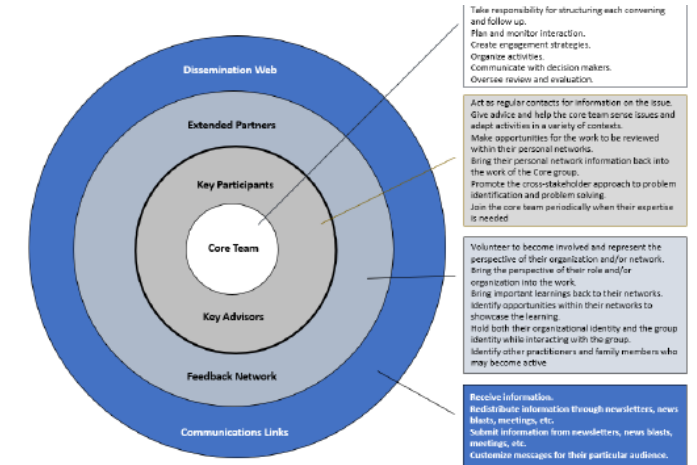


# Effective Transitions For All

- Use of Kindergarten Transition teams working with families, schools, and communities, and early child providers to design and implement transitions inclusive of all children.
- Kindergarten Developmental Inventory Training and selection of pilot sites
- Creation of ADE data sharing platform for K+ teachers to access 0-5 assessment data. Will be used as an early warning indicator for K-3 reading.
- Continued partnership with ROA and MAG on an interactive mapping tool that serves as a population-level integrated data system- MapLit

# Activity 6- Monitoring, Evaluation, and Data Use for Continuous Improvement

- Quantitative Evaluation through the use of a centralized data system that will allow for state partners to house their data related to the foals we have identified as shared and common to us all.
- Align preschool data with ADE's State Longitudinal Data System- creation of unique identifiers for preschool students.
- Qualitative Evaluation through the creation of a PDG B-5 website that will be used to house monthly content, photographic images, and video content. This method will also include onsite documentation of LPC activities relative to their proposed strategies.
- Utilize the Leading by Convening Model as the governance structure
- Use of Implementation Science Framework for sustainability



7

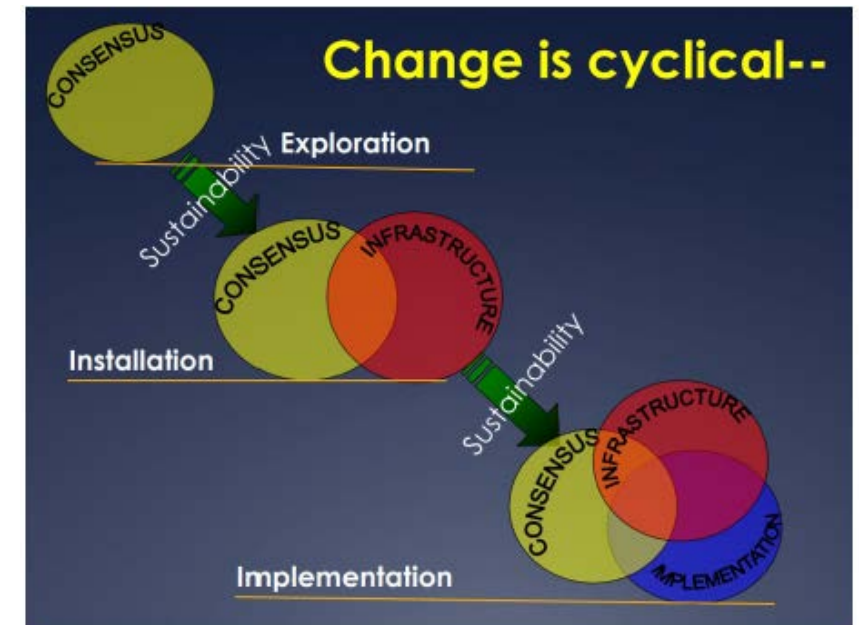


Figure 6. NIRN implementation cycle.

# HSSCO 2020 Planning

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2020  
**Head Start  
Planning Meeting**

<b>WHO:</b> AZ Head Start Grantees, Delegate Directors, and AZHSA Committee Leadership	<b>WHEN:</b> <b>Jan. 15, 2020</b>  10AM-12PM  <b>WHERE:</b> AZ Dept of Ed 3300 N. Central Phoenix, AZ 85012 Floor 16 Rm. #100	<b>WHY:</b> Planning and Review of Head Start priorities relative to the five year grant
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We are asking for your input regarding HSSCO's goals and objectives relative to the previous five year grant application.

Please fill out this survey by December 31, 2019.

[Click here to take the survey.](#)



RSVP: <https://selectsurvey.net.azed.gov/TakeSurvey.aspx?SurveyID=92M19n2K>

Survey: <https://selectsurvey.net.azed.gov/TakeSurvey.aspx?SurveyID=8IM195IK>