



HSSCO Updates

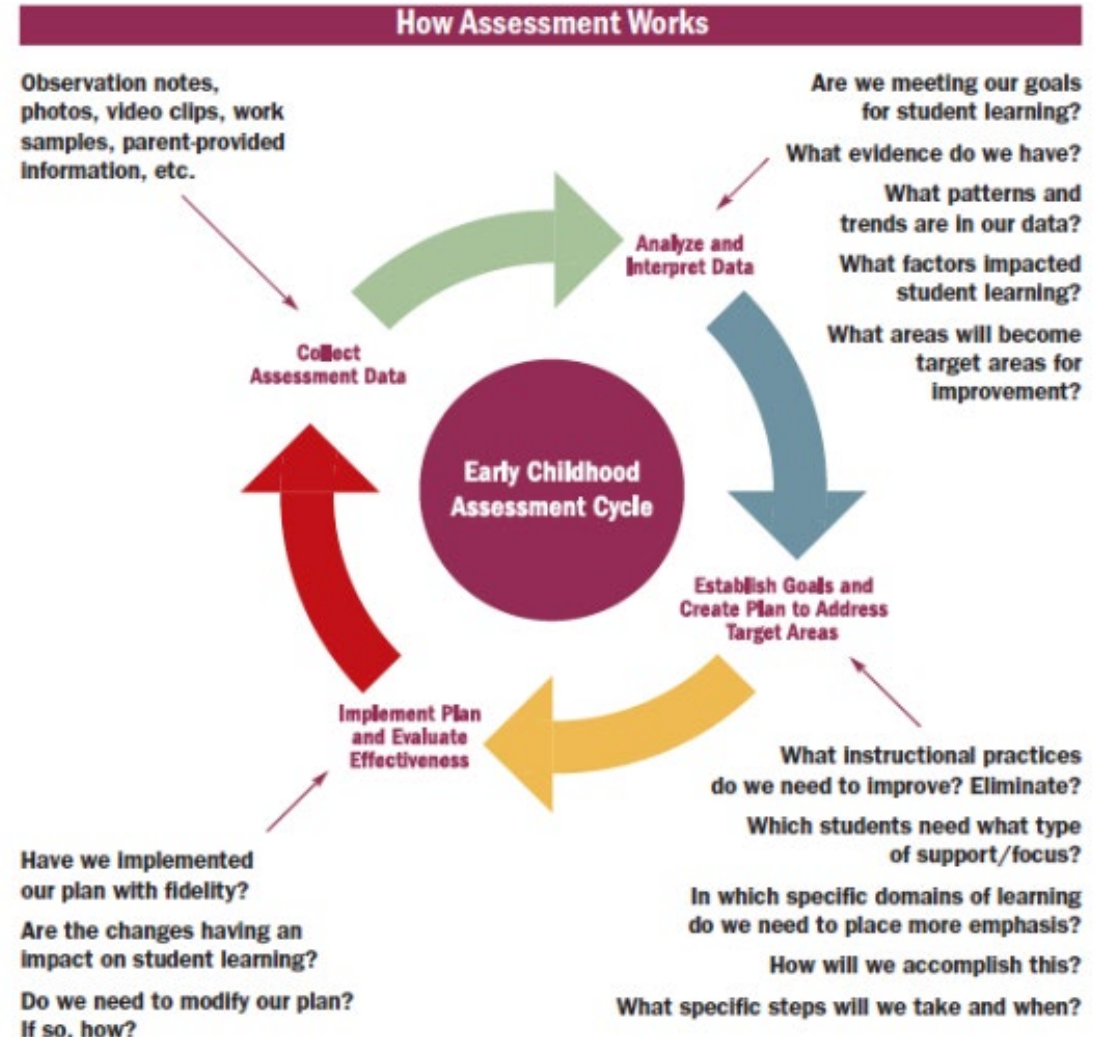
February 18, 2021

• Ongoing Progress Monitoring Tool

Status Update



- **Current Contract with Teaching Strategies Gold has been extended until June 2023.**
- **March 2021- Stakeholder Feedback Session (Invitation Only)**
- **Discussion will be on must have vs nice to have on future tool(s)**
- **This discussion will inform the Request For Information/Proposals for the next iteration of the tool(s)**
- **Will leverage previously gathered input and data to inform meeting.**



Grant Updates

Comprehensive State Literacy Development Grant



- **Guidance Document is Live**
- **Eligible Sites Posted**
- **Grant Narrative Questions Posted**
- **Evidence-Based Interventions Posted**
- **Grant Application....**
- **2/16 Live Webinar for Eligible sites**
- **Overview and Q&A webinar posted**



Grant Updates

Comprehensive State Literacy Development Grant- Head Start Only



LEGALNAME
BENSON HEAD START
C.P.L.C./ WILLCOX MIGRANT & SEASONAL HEAD START
CASA GRANDE HEAD START
CHICANOS POR LA CAUSA - DYSART MIGRANT & SEASONAL HEAD START
COOLIDGE HEAD START
ELOY HEAD START
GREATER PHOENIX URBAN LEAGUE HEAD START - ALTA E.
GREATER PHOENIX URBAN LEAGUE HEAD START -
GREATER PHOENIX URBAN LEAGUE HEAD START - FRANK DAVIDSON
GREATER PHOENIX URBAN LEAGUE HEAD START -
JACINTO PARK HEAD START
LATTIE COOR HEAD START
LIBERTY HEAD START
M.S.D.#21 - ARTHUR M. HAMILTON - MURPHY HEAD START
M.S.D.#21 - JACK L. KUBAN HEAD START
M.S.D.#21 - W.R. SULLIVAN SCHOOL HEAD START
MORNING STAR HEAD START
N.A.C.O.G. - FLAGSTAFF EARLY HEAD START
N.A.C.O.G. - PONDEROSA HEAD START
N.A.C.O.G. - SILER HEAD START
N.A.C.O.G. - WINSLOW HEAD START
R.E.S.D.#66 - CESAR CHAVEZ HEAD START
ROBERTS HEAD START
SOUTHWEST HEAD START @ EXCELENCIA SCHOOL
SOUTHWEST HEAD START @ PALOMINO SCHOOL
STANFIELD HEAD START CENTER
TOLTEC HEAD START
WESTERN HEAD START
WILLCOX HEAD START
WRIGHT HEAD START

If you intend to apply, please reach out. We need to verify and confirm in what capacity you are applying and verify information related to your program/site identification number.



CLSgrant@azed.gov

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Office Hours: Wed/Fri 2:00-4:00pm

Lori Masseur

ECE Director | Head Start State Collaboration Director
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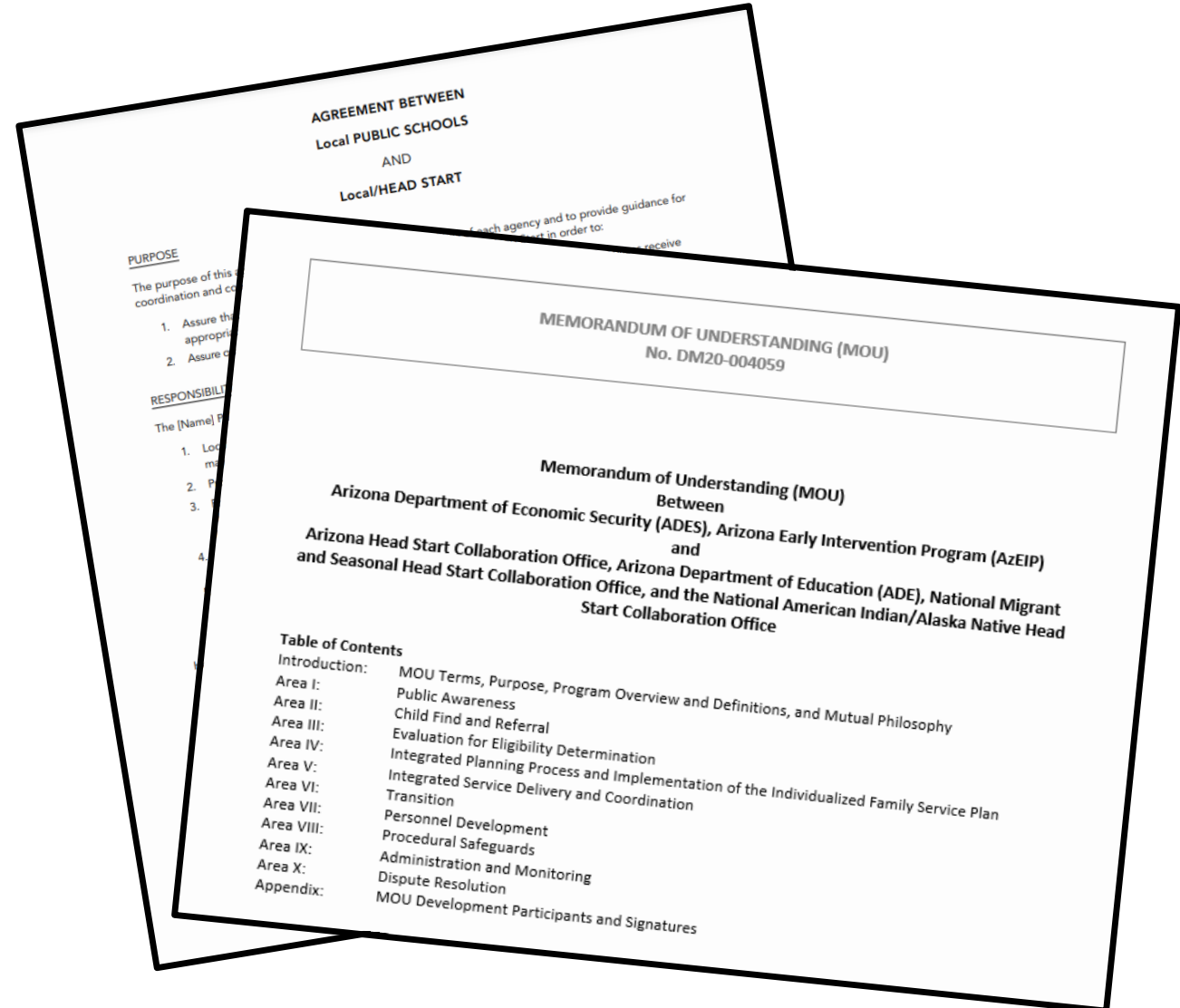
Office Hours: Tues/Thur 7:30-8:30am

• Memorandum of Understanding



Status Updates

- **Arizona Department of Child Safety**
 - Improve access to EHS and HS for AZ children in foster care.
- **Arizona Early Intervention Program (AzEIP)**
 - Effective identification of children needing early intervention services and enhanced coordination between EHS and AzEIP Service Providers
- **Department of Economic Security**
 - Describe how EHS/HS grantees and DES will work together to inform families with DES subsidy of FT EHS/HS options
- **NHSA MOU Work Group**
 - Local MOUs



• Memorandum of Understanding

Local MOU work



• Collaborative Work done with NHSA work group, AZSHA, and AZ HSCO.

- Kindergarten Transition
- Supporting Children with Disabilities
- Data Sharing
- Supporting Vulnerable Populations

• Ascertain what MOUs currently exist

- Up-to-date
- With what LEAs or Public Charters
- Topics Covered
- On file with HSCO & AZSHA (?)
- Survey

• Future Technical Assistance

- Homeless Education

Head Start Site MOU Survey

The purpose of this survey is to determine what CURRENT Memorandum of Understandings (MOUs) that Head Start sites and/or grantees have with school districts (including public charters).

1. Head Start site name

2. Program Contact Name

3. Grantee and/or Delegate Agency Affiliation

- Catholic Charities
- Chicanos por las Causa
- Child Parent Centers
- City of Phoenix
- Maricopa County Head Start
- Northern Arizona Council of Governments
- Pinal Gila Community Child Services
- Southwest Human Development
- Western Arizona Council of Governments
- Other

4. What school district(s) does your program feed into/support?

• Legislative Updates

House Bill 2015



- **Preschool Development Grants**
- **FY21-22 through FY23-24**
- **Appropriation: \$45 million over three years**
- **Eligibility criteria very similar to PDG**
- **ADE would oversee the grant allocations, data gathering, and monitoring components**

HB 2015

1 Be it enacted by the Legislature of the State of Arizona:
2 Section 1. Appropriations; department of education; preschool
3 development grants; fiscal years 2021-2022,
4 2022-2023 and 2023-2024; evaluation; intent
5 A. The following amounts are appropriated from the state general
6 fund in the following fiscal years to the department of education to
7 distribute preschool development grants to eligible providers:
8 1. In fiscal year 2021-2022, \$7,500,000.
9 2. In fiscal year 2022-2023, \$15,000,000.
10 3. In fiscal year 2023-2024, \$22,500,000.
11 B. The eligible providers must use an evidence-based curriculum
12 that has a clear scope and sequence and an explicit focus on coaching to
13 assist teachers with curriculum implementation.
14 C. Beginning January 1, 2023, the department of education shall
15 evaluate the use of the preschool development grant monies by the eligible
16 providers. The evaluation must include an analysis of child outcome gains
17 associated with the preschool development grants. On or before January
18 31, 2024, the department shall submit the report on the evaluation to the
19 governor, the speaker of the house of representatives, the president of
20 the senate and the secretary of state.
21 D. The legislature intends that the monies appropriated in
22 subsection A of this section first be used to replace federal monies that
23 are no longer available to eligible providers that participated in the
24 preschool development grants program in fiscal year 2018-2019 or
25 2019-2020.

HB2015

First Read

1/12/21- The bill is first introduced by Rep. Sierra. The bill is then referred to the standing committee (education). Passes 6-3- 1. With 3 reserving the right to change on the floor. House speaker refers the bill on for a second reading (appropriations)

Committee Reports

2/15/21- Committee recommendations are read to the house. Leadership moves the bill to the consent calendar. Members by comment consent have agreed to not debate the bill on the floor.

Next Step

The Third reading is where the bill will be voted on. If the COW vote is in favor of recommending the bill the bill is re-printed with the COW-approved amendments (can be done on the floor) and incorporated into the original text. The bill is voted on in the Third Reading

1/13/21- The second reading is with the appropriations committee. Passes 10-3. Bill is then assigned to the rules committee. The actual vote to pass a bill takes place in the Third Reading.

Second Reading

2/16/21 No member objected in the specified time period to being on consent calendar the bill bypasses floor debate and advances directly to vote (i.e. Third Reading)

Next Steps

If approved in the Third Reading the bill now goes to the Senate

Potential Next Step



Legislative Updates



Senate Bill 1572

- **Update to ARS 15-501.01- Teacher requirements and certification**
 - Applicable to ALL Certificates
 - Educator Literacy Assessment
 - IHE Educator Prep programs to prepare applicants on teaching foundational reading skills
- **Update to ARS 15-701- Common School requirements**
 - Statewide Kindergarten Entry Evaluation Tool
- **Update to ARS 15-704- Dyslexia Screener**
 - Use of Kindergarten Entry Evaluation Tool
 - Parent Notification and bi-weekly updates
 - Pupil Improvement Plan
 - Research-based reading interventions

3. BEGINNING AUGUST 1, 2022, SHALL REQUIRE THAT ALL APPLICANTS FOR ALL CERTIFICATES FOR COMMON INSTRUCTION PASS A LITERACY INSTRUCTION ASSESSMENT TO SHOW THAT THE APPLICANT IS CAPABLE OF DOING ALL OF THE FOLLOWING:

(a) EFFECTIVELY TEACHING FOUNDATIONAL READING SKILLS, PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY AND COMPREHENSION.

(b) IMPLEMENTING READING INSTRUCTION USING HIGH-QUALITY INSTRUCTIONAL MATERIALS.

(c) PROVIDING EFFECTIVE INSTRUCTION AND INTERVENTIONS FOR STUDENTS WITH READING DEFICIENCIES, INCLUDING STUDENTS WITH CHARACTERISTICS OF DYSLLEXIA.

4. BEGINNING AUGUST 1, 2022, SHALL PROVIDE FOR ADDITIONAL REQUIREMENTS FOR INSTRUCTION AND ALL EDUCATION PREPARATION PROGRAMS IN THIS STATE TO REQUIRE APPLICANTS SEEKING TEACHER RECERTIFICATION TO PASS A LITERACY INSTRUCTION ASSESSMENT AND PROVIDE FOR:

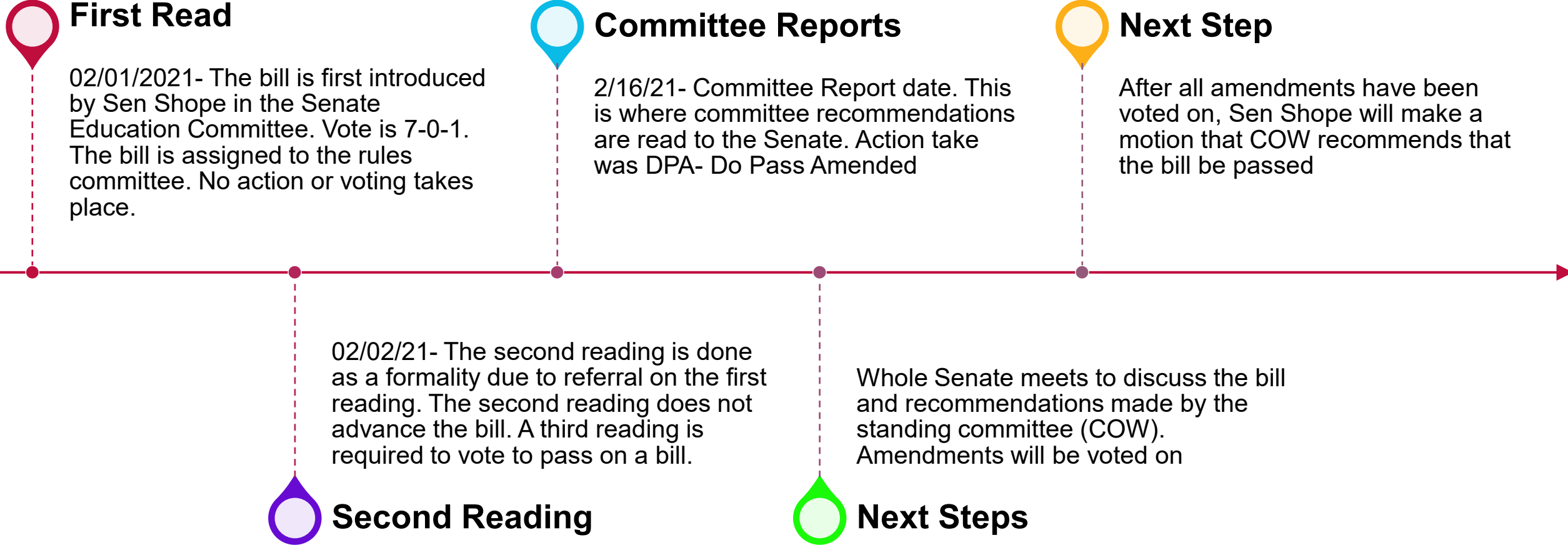
(a) PREPARING APPLICANTS TO EFFECTIVELY TEACH FOUNDATIONAL READING SKILLS, PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY AND COMPREHENSION.

(b) IMPLEMENTING READING INSTRUCTION USING HIGH QUALITY INSTRUCTIONAL MATERIALS.

3. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one through three that is designed to identify pupils who have reading deficiencies pursuant to section 15-704. IF SUFFICIENT MONIES ARE APPROPRIATED, BEGINNING IN THE 2022-2023 SCHOOL YEAR, THE STATE BOARD OF EDUCATION SHALL ADOPT A STATEWIDE KINDERGARTEN ENTRY EVALUATION TOOL TO ADMINISTER TO PUPILS IN KINDERGARTEN PROGRAMS WITHIN FORTY-FIVE CALENDAR DAYS AFTER THE BEGINNING OF EACH SCHOOL YEAR OR WITHIN FORTY-FIVE CALENDAR DAYS AFTER A PUPIL ENROLLS.

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom-based instructional reading assessments, including a motivational assessment, as defined by the state board of education, AND THE KINDERGARTEN ENTRY EVALUATION TOOL ADOPTED PURSUANT TO SECTION 15-701, SUBSECTION A, PARAGRAPH 3, to monitor student progress. Each school shall use the diagnostic information to plan evidence-based appropriate and effective instruction and intervention.

SB1572



• Kindergarten Entry Assessment

Live Webinar - Tool Overview



This live webinar will provide an overview of both the Kindergarten Entry Assessment (KEA) and the Kindergarten Developmental Inventory (KDI). We invite teachers and administrators to join us as we demonstrate how to leverage and utilize these authentic and developmentally appropriate formative assessment tools to support young learners and inform instruction.

- This session will include:
- The history of the KEA and KDI in Arizona
- Overview of the KEA/KDI
- Current overview of the platform
- Pilot Program Data
- Interactive Q&A session with the current vendors of the KEA/KDI tool


March 30th Session 930am-11am

March 31st Session 330-5pm

ACADEMIC STANDARDS– EARLY CHILDHOOD

“Kindergarten Entry Assessment Overview”

SAVE THE DATE



Wednesday
March 31, 2021
3:30pm - 5:00pm

REGISTRATION NOW OPEN
Click HERE to Register

Live Webinar

- Overview and KEA
- Overview of Platform
- Pilot Data

Click HERE for our K-3 webpage

Questions? Please contact the Early Childhood Education Unit

Phone: 602-364-1530 | Email: ECEInbox@azed.gov

