

Arizona Head Start Collaboration Office

Updates, November 2018

Nicol Russell, Director

Focus on the
application for
the Preschool
Development
Grant Birth
through Five



The Approach



Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Needs Assessment	Strategic Plan	Maximizing Parent Knowledge and Choice	Sharing Best Practices	Improving Overall Quality

Arizona's theory of change is:

If we develop local planning committees to collect, review, analyze, and plan using data and if we provide adequate professional development and technical assistance on evidence-based tools for program evaluation and implementation planning,
...then we will increase the likelihood of those local planning committees creating community-specific strategic plans of action and informing the development of a statewide strategic plan aimed to effecting 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.

Arizona's PDG B-5 Goals and Logic Model

- To prepare more children from vulnerable populations to enter school prepared to succeed.
- To create a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health, and early education of all Arizona's children birth through age 5.
- To use collaboration and coordination of the early childhood education system to maximize parent knowledge and choice; engage all partners with a vested interest in Arizona's children ages 0-5; leverage our resources (time, money, and energy) to ensure work is aligned and coordinated so as not to duplicate or supplant other federal or state initiatives.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes	Evaluation Plan
<p>To accomplish our goals, we will need the following resources:</p> <ul style="list-style-type: none"> -Funds from this grant -Read On Arizona matching funds/in-kind supports -ADE personnel support (5 Education Program Specialists; 1 Fiscal Program Specialist; 1 Early Childhood Education Director; 1 Deputy Associate Superintendent) 	<p>Accomplishing the following activities will result in achieving our measurable deliverables:</p> <ul style="list-style-type: none"> -Create local planning committees (LPCs) to conduct needs assessment -Provide professional development and technical assistance on strategic planning process to LPCs -Convene monthly meetings to share best practices 	<p>Our measurable deliverables will be:</p> <ul style="list-style-type: none"> -Changes in methods used to engage families -Increased capacity to make data-based decisions, to conduct program evaluation, and to plan for successful implementation -Increased capacity to support high-quality early language and literacy development supports 	<p>We expect the following measurable changes within the life of the grant:</p> <ul style="list-style-type: none"> -More opportunities for State agency partners and outside organizations to collaborate and create more alignment -More regularly scheduled opportunities for providers and families to meet so families' voices are heard and used for planning -More schools have information on successful transitions from preschool to K 	<p>We expect the following impacts/trends within the next three to seven years or more:</p> <ul style="list-style-type: none"> -More children from vulnerable populations enter school prepared to succeed -More children will have access to high-quality ECE programs -More children will have smooth transitions to K -More children will meet 3rd grade reading proficiency levels 	<p>We will know we are making progress if the following happens:</p> <ul style="list-style-type: none"> -The percentage of children in quality learning settings will increase -Kindergarten-readiness will be measured using the Kindergarten Developmental Inventory (KDI) -More students will be identified as on track to meet 3rd grade reading proficiency level

Timeline



Timeline

Timeline for Local Activities			
Quarter	Activities 1 and 2	Activities 3 and 4	Activity 5
1 (Jan – March)	<ul style="list-style-type: none"> -Convene LPCS in <p>Leveraging the HSS State New Assess</p>	<ul style="list-style-type: none"> -Determine content for BBT messaging -Determine frequency of BBT messaging -Determine ongoing recruitment strategies -Participate in monthly meetings 	<ul style="list-style-type: none"> -In select regions, participate in child care deserts data pilot
2 (April – June)	<ul style="list-style-type: none"> -Participate in the 2016-2021 HSSC Year St Pl 	<ul style="list-style-type: none"> -Determine content for BBT messaging -Determine ongoing recruitment strategies -Participate in monthly meetings <p>Leveraging the 2016-2021 HSSC Year St Pl</p>	<ul style="list-style-type: none"> -Participate in funding placemat training
3 (July – Sept)	<ul style="list-style-type: none"> -Participate in Implementation Sc training 	<ul style="list-style-type: none"> -Participate in the AHS commitment structure 	<ul style="list-style-type: none"> -Participate in funding placemat training
4 (Oct – Dec)	<ul style="list-style-type: none"> -Determine strategic model -Participate in creating strategic plan for LPC 	<ul style="list-style-type: none"> -Participate in the AHS commitment structure -Participate in monthly meetings 	<ul style="list-style-type: none"> -Participate in funding placemat training

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Timeline continued



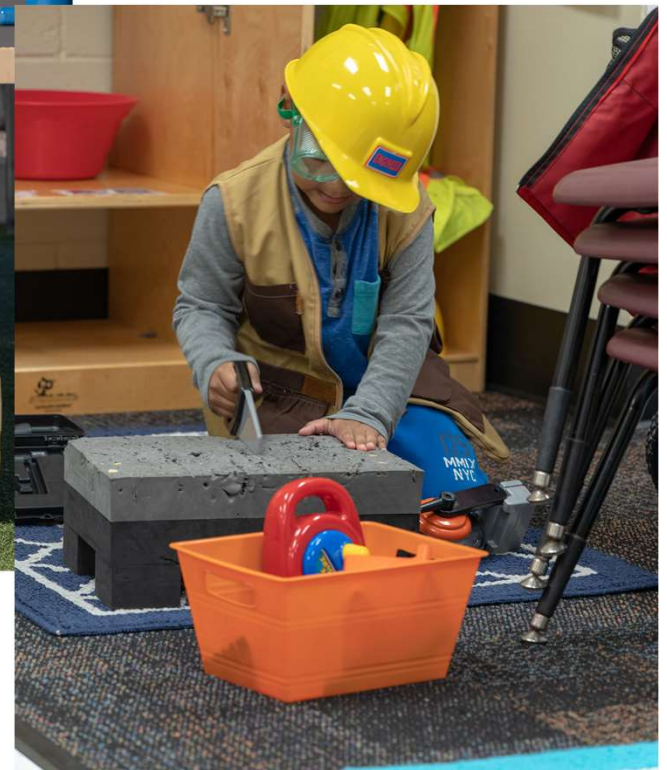
Timeline for Statewide Activities

Quarter	Activities 1 and 2	Activities 3 and 4	Activity 5
1 (Jan – March)	<ul style="list-style-type: none"> -Kickoff webinar -Start recruitment for LPCs -Conduct <i>Leading by Convening</i> training -Conduct <i>Data Analysis Institutes</i> 	<ul style="list-style-type: none"> -Determine content for BBT messaging -Determine frequency of BBT messaging -Determine ongoing recruitment strategies -Determine content for PDG website -Secure consultants 	<ul style="list-style-type: none"> -Work with consultant on child care deserts data pilot -Work with consultants on work force development strategies for IHEs and students -Work with Task Force on practice profiles
2 (April – June)	<ul style="list-style-type: none"> -Schedule Lectio training -Conduct training 	<ul style="list-style-type: none"> -Share content through BBT -Participate in monthly meetings 	<ul style="list-style-type: none"> -Conduct funding placemat training
3 (July – Sept)	<ul style="list-style-type: none"> -Schedule Implementation Science Training -Conduct training 	<ul style="list-style-type: none"> -Share content through BBT -Participate in monthly meetings 	
4 (Oct – Dec)	<ul style="list-style-type: none"> -Conduct strategic planning with LPCs 	<ul style="list-style-type: none"> -Share content through BBT -Participate in 	

Next Steps

Pre-Plan for the Plan for Planning Phase

Updates from ADE



Social-Emotional and
Early Learning
Conference



Early Childhood Special Education Summit Planning

Tracks and Focus Groups Proposed:	Behavior	Family Engagement	Inclusion
Presentations should either wholly focus on one of these groups or include info for each of these groups: <ul style="list-style-type: none"> • Administrative Perspective • Practitioner Perspective • Family Perspective 	Adverse Childhood Experiences	Keynote: Ron Suskind Communication-- thinking outside of the box	Embedded Learning Opportunities
	Conscious Discipline	Parent Panel-RSK: 0-3, 3-5, 5-8 representation	Evidence Based Practices that improve Inclusive Opportunities
	Trauma Informed Care	Assistive Technology: training teachers to train families to communicate with their children using AT (low and high tech)	Braiding Funding
	Pyramid Model	Children in Foster Care	Data Based Decision Making
	Self-care	Sharing formative assessment data with families	ICP
	Suspension and Expulsion	Bright By Text	Itinerant Model-MEPI and Planning Matrix
	Social Emotional Resources Lakeshore		Leadership: What worked for us
			Executive Functioning

State Funding for Special Education

Children also generate state funds based on service category and Average Daily Membership (ADM).

To calculate the state's cost per preschool child, begin with the Average Daily Membership, the maximum ADM for a preschool child is 0.5. Next, looking at SPED, preschool children are only funded for SPED under the five categories of DD, SLI, HI, PS-D, and VI. Preschool student weight (PSD-Preschooler with a disability) is 1.45, additionally each of those weights has an add-on weight in section B of the base level calculations which is included below. Also included are anticipated costs of soft capital and unrestricted capital. The calculations below does not factor in any transportation or growth factors, as those vary depending on the students and schools – there is no way to estimate those amounts. (ARS Section 15-943(2)(a)-(b))

In the following calculation, 1 is assumed for teacher index. To calculate the funding for a preschool child based on each category is displayed below:

	Add on Weight	Calculation	Funding for 0.5 ADM
SLI and DD	0	$= (1.45 + 0) * 0.5 * 1 * 3267.72 + 0.5 * (225 + 225.73)$	\$ 2,594.48
HI	4.771	$= (1.45 + 4.771) * 0.5 * 1 * 3267.72 + 0.50 * (225 + 225.73)$	\$10,389.62
PS-D	3.595	$= (1.45 + 3.595) * 0.5 * 1 * 3267.72 + 0.50 * (225 + 225.73)$	\$ 8,468.20
VI	4.806	$= (1.45 + 4.806) * 0.5 * 1 * 3267.72 + 0.50 * (225 + 225.73)$	\$10,446.81

Funding is not based on the October 1 count. District funding is based on prior year. Funding for a current year's preschool children will be paid to the district in the coming year. The child count information is required under IDEA Section 618 and is used to determine eligibility of Federal Part B IDEA Entitlement Funds allocated to PEA's (break down of preschool grant). The district only reports one category. The highest category gets picked up by the computer

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In the following calculation, 1 is assumed for teacher index. To calculate the funding for a preschool child based on each category is displayed below:

	Add on Weight	Calculation	Funding for 0.5 ADM
SLI and DD	0.003	$= (1.45 + 0.003) * 0.5 * 1 * 3960.07 + 0.5 * 450.76$	\$ 3,102.37
HI	4.771	$= (1.45 + 4.771) * 0.5 * 1 * 3960.07 + 0.50 * 450.76$	\$12,543.18
PS-D	3.595	$= (1.45 + 3.595) * 0.5 * 1 * 3960.07 + 0.50 * 450.76$	\$ 10,214.66
VI	4.806	$= (1.45 + 4.806) * 0.5 * 1 * 3960.07 + 0.50 * 450.76$	\$12,612.48

2019 NAEYC Governing Board: Meet the Candidates



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[Bio](#) | [Video](#)

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