



Arizona Head Start Collaboration Office Grant Application

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INTRODUCTION

The Arizona Department of Education is the agency designated in 2010 by the Governor of Arizona to serve as Arizona's Head Start State Collaboration Office (HSSCO). The Office strives to link together Head Start (to include Early Head Start, HS/EHS Home based programs, EHS Center based programs, EHS childcare partnerships, Tribal HS/EHS, and Migrant and Season HS/EHS) with the work of the state agencies, First Things First (state's B-5 initiative), local education agencies, institutes of higher education, early care and education programs, and health and human services programs. This application is for the 2021-2026 grant period.

Arizona is home to 520,556 young children under the age of six¹ and there are notably fewer 3- and 4-year old children in Arizona enrolled in preschool (40%) than nationwide (48%). In addition, only 22% of our 3- and 4-year-olds in preschool have access to a high-quality early learning setting². According to the 2019 National Institute for Early Education Research (NIEER) Report³, Arizona was found to meet just 3 of the 10 quality indicators for early childhood education. "Early childhood development and enrollment in high quality education are associated with positive, long-term education outcomes, including increased high school graduation rates..." This is further compounded by the fact that 26% of Arizona's young children live in poverty with 71% of the non-working poor with children under age 5 citing lack of access to adequate care for the reason they are not working.

Within this context, HSSCOs have responsibility for establishing partnerships and collaborations related to national and regional priorities:

1. Partnerships with state childcare systems
2. Use of program and child outcomes data to guide ECE systems decision making
3. Work with state professional development systems to promote career development for staff.
4. Working with State Quality Rating Improvement Systems to improve program quality

¹ First Things First FY19 Annual Report: https://www.firstthingsfirst.org/wp-content/uploads/2019/09/FY2019_Annual_Report.pdf

² Arizona Town Hall: Creating Vibrant Communities: https://www.aztownhall.org/113_Town_Hall

³ http://nieer.org/wp-content/uploads/2020/04/Arizona_YB2019.pdf

5. Working with state school system to ensure continuity between Head Start and Kindergarten Entry.

The Arizona Head Start State Collaboration Office (HSSCO) 2021-2026 Strategic Plan was developed based on the 2019-2020 Needs Assessment Survey and the Regional Needs and Assets reports conducted on a bi-annual basis by our State's Health and Development Board and State Advisory Council, First Things First, and a year's worth of planning and working with collaborating partners that coincided and aligned with the state's PDG B-5 statewide needs assessment and planning (see Appendix A). This process helped to ensure that the goals not only reflected national and regional Head Start priorities but also aligned to Arizona's system building efforts within the field of early childhood education. In addition, the HSSCO continued to ensure that goals and objectives identified supported the Arizona state plan for school-readiness.

Consistent with the philosophy of Head Start and the Arizona HSSCO, the strategic planning process included representation from stakeholders at the state and local levels as well as Head Start Grantees, and the Arizona Head Start Association (AHSA). Participants in the planning sessions will continue to provide their expertise, advice, and guidance throughout the implementation of the Plan. Their experience and expertise throughout this process will guide the Arizona HSSCO in the following areas:

1. On an ongoing basis, review, prioritize and, as needed, further define strategies for implementation of the Plan in the context of the current environment.
2. Assist in reviewing, synthesizing, and analyzing data and outcomes to inform and meet the HSSCO requirement for an annual update to the Needs Assessment.

A major source of information that is fundamental to the systems building in Arizona is the work conducted by the Governor designated Early Childhood Health and Development Board and State Advisory Council, First Things First. First Things First 2020 Annual Report: [*Fulfilling Our Commitments to Children & Communities*](#), 2019 Impact Reports, and Regional Needs and Assets Reports are the most current publications outlining the current needs, assets, and opportunities for families and children birth to five. Each of these

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documents played a pivotal role in identifying the direction for Arizona's systems regarding early childhood in our state. These documents were leveraged and used by the strategic planning group members to inform decisions about the Head Start State Collaboration Office Strategic Plan.

The data collected through the Needs Assessment was leveraged to create the long-range goals, short term objectives, and process goals. As a result, a robust strategic plan was created that meets the needs of local Head Start and Early Head Start programs. Strategic planning was based upon the information and data gathered that is reflected within the Needs Assessment. Strategic Planning sessions for Head Start Grantees and Delegates were held starting in January 2020. Strategic Planning took place in a two-prong approach. Every other month all planning partners would gather to recap previous meetings and to discuss next steps moving forward. In addition, each of the six work groups met on a monthly basis to engage in information gathering, data analysis, recommendations for next steps, and the crafting of suggestions for long range goals and measurable outcomes moving forward. These strategic planning sessions included the HSSCO Director, AHSA leadership, Head Start Grantees and Delegate Agencies, and State Agency representatives.

One of the initial steps that we took in determining Arizona's 2021-2026 goals was taking time to review and reflect upon the 2016-2021 strategic plan. Rather than deviating from, the proposed activities in the 2021-2026 plan build upon the efforts, initiatives, and strategies identified in the prior strategic plan. Please see Appendix D & E for the templates and guidance used for reviewing, revising, and determining progress on the 2016-2021 goals. Arizona continues to prioritize supporting vulnerable populations, enhancing early childhood systems, and national/regional Head Start priorities.

Sub-Section A: Goals

In the process of developing its goals for the next five years, the HSSCO developed long range and process goals aligned with the Office of Head Start (OHS) [national priorities](#), as well as [regional priorities](#). The regional priorities include services to children experiencing homelessness, services to children with disabilities, health services, child welfare, parent and family engagement, subsidy, community services, and military families.

According to the Arizona's Childcare Gap Assessment, performed in concert with the Bipartisan Policy Center (www.childcaregap.org), there are approximately 300,000 children under the age of six with parents in the labor force potentially needing care. However, based on childcare capacity, Arizona only has the capacity to serve just over 256,000 (these numbers exclude parent choice, operation capacity numbers, and access to affordable care). Using a distance-based methodology the childcare gap in rural areas is 14.4% and in urban areas is 42.2 % in rural areas. This gap is exacerbated for those belonging to minority groups, with limited English, and for those below 200% of the federal poverty level. More detailed information related to this can be found in the Needs Assessment and in Appendix A. This data illustrates the need for system partners to work collaboratively to support increasing access to quality childcare, especially for our most vulnerable and underserved. As an integral part of the system, ADE and the HSSCO will continue to convene key cross sector and cross agency partners to support Head Start grantees, Early Head Start Grantees, and the early care and education system.

Arizona's goals are detailed below and demonstrate alignment to National OHS priorities, Regional OHS priorities, and Arizona Head Start Association Sub-Committees:

The HSSCO Collaboration Office exist to “facilitate partnerships among Head Start agencies and other state entities that provide services to benefit low-income children and their families”. The HSSCO and AZHSA, serving as a HSSCO subgrantee, strive to support policy, planning, ad implementation of cross agency

State systems for early childhood that include and serve the Head Start Community. As demonstrated in our Statewide Needs Assessment (Appendix A), HSSCO and AZHSA members are members of boards, committees, and workgroups that work collaboratively in early childhood system building efforts. Membership on such committees/task force as the Read On Arizona State Wide Task Force and Quality First Subcommittees, will ensure a more comprehensive system of early childhood education.

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: Beginning March 2021, Head Start staff, parents and community members become advocates for Head Start through active participation on boards, committees and workgroups and early childhood system building efforts.

Process Goals:

1. Identify Boards, committees, and workgroups focused on issues impacting Head Start and Early Head Start and the Arizona ECE System.
2. Ensure that a Head Start and Early Head Start stakeholder is a member of each identified group
3. As a member, the Head Start and Early Head Start stakeholder will assist in the development of policies, plans, processes, and decisions that impact Head Start and Early Head Start and the Arizona early childhood system and keep Head Start and Early Head Start informed through updates at the Arizona Head Start Association (AZHSA) meetings.

Partners identified to collaborate on this work:

Arizona Head Start and Early Head Start Grantees and Delegates, AZHSA, Arizona Indian Head Start Directors Association (AIHSDA), Arizona Department of Health Services (DHS), Arizona Department of Child Safety (DCS), Arizona Department of Economic Security Child Care Administration, Read on Arizona, First Things First (FTF), Arizona Early Intervention Program (AzEIP).

Expected Outcomes:

1. Increase awareness of the role of Head Start and Early Head Start in the Arizona early childhood system.
2. Increase Head Start and Early Head Start representation in the Arizona early childhood system.

Progress Monitoring:

A survey of membership in the above-mentioned groups will be conducted by the HSCO once a year for each of the five years of the grant period as part of the HSCO evaluation plan.

Short Term Objective B: Annually, strengthen Head Start and Early Head Start evaluation and information dissemination processes and expand partnerships related to early childhood messaging initiatives.

Process Goals:

1. Attend and participate in meetings of the State Early Learning Advisory Council (*First Things First* Board).
2. Publish the Annual Statewide Head Start Report and Fact Sheet.
3. Expand distribution of the Head Start Annual Report and disseminate information briefs about results.
4. Engage on ongoing evaluation and needs assessment of HSSCO efforts and disseminate results.
5. Work in collaboration with partners promoting media and branding campaigns supporting early childhood education and development.
6. Identify Head Start and Early Head Start families to promote advocacy and speak on behalf of Head Start and Early Head Start.

Partners identified to collaborate on this work:

-Arizona Head Start/Early Head Start Grantees and Delegates, Arizona Head Start Association (AZHSA), Arizona Indian Head Start Directors Association (AIHSDA), Arizona Department of Health Services, - Arizona Institutions of Higher Education, Arizona Department of Education, Local Education Agencies, - First Things First, Arizona Early Intervention Program (AzEIP)

Expected Outcomes:

Increase community awareness of Head Start and Early Head Start and early childhood initiatives

Progress Monitoring:

An annual survey will be conducted of various stakeholders on the awareness of current initiatives of Head Start and Early Head Start as part of the HSSCO evaluation plan.

Short Term Objective C: Starting in March 2021, Head Start and Early Head Start is actively involved in the continued support and implementation of the Arizona Early Childhood Workforce Registry.

Process Goals:

1. Ensure that a Head Start and Early Head Start stakeholder is a member of the working group(s) developing the Early Childhood Professional Registry.
2. Assist in the development and implementation of the Registry to ensure that it meets the needs of Head Start and Early Head Start professionals.
3. Disseminate information about the Registry to Head Start and Early Head Start professionals and encourage participation in the system.
4. Establish a baseline number of HS/EHS personnel currently registered within the system
5. Develop and implement a plan for HS/EHS representation in the Registry.

Partners identified to collaborate on this work:

-First Things First, Arizona Head Start/Early Head Start Grantees and Delegates, Arizona Head Start Association (AZHSA), -Arizona Indian Head Start Directors Association (AIHSDA)

Expected Outcomes: Each year increase by 10% the number of Head Start and Early Head Start professionals participating in the Arizona Early Childhood Workforce Registry.

Progress Monitoring:

Using the AZ Registry database, annually review the number of Head Start and Early Head Start participants in the Registry.

Short Term Objective D: Starting in March 2021, 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.

Process Goals:

1. Ensure a Head Start and Early Head Start stakeholder is a member of the working group(s) on the TQRIS.
2. Assist in the review of the TQRIS to ensure that it meets the needs of Head Start and Early Head Start professionals.
3. Disseminate information about participation in the TQRIS to Head Start and Early Head Start grantees and delegates and encourage participation in the system.

Partners identified to collaborate on this work:

-First Things First, Arizona Head Start/Early Head Start Grantees and Delegates, Arizona Head Start Association (AZHSA), Arizona Indian Head Start Directors Association (AIHSDA).

Expected Outcomes:

Increase Head Start and Early Head Start participation in the Arizona TQRIS Quality First.

Progress Monitoring:

Annual review *Quality First* data on the participation levels of Head Start and Early Head Start as provided by Quality First.

Short Term Objective E: Starting in March 2021, Head Start and Early Head Start is actively involved in collaboration with Early Head Start Child Care Partnership initiatives.

Process Goals:

1. Child Care Partnerships are aware of AHSA and attend AHSA meetings.
2. Collaborate with Child Care Partnerships and Department of Economic Security (DES) - Child Care Development Block Grant to ensure coordination and Head Start and Early Head Start representation in the development of standards for quality reimbursements.
3. Participate on DES workgroups writing the Child Care and Development Fund State Plan.

Partners identified to collaborate on this work:

-First Things First, Arizona Head Start/Early Head Start Grantees and Delegates, Arizona Head Start Association (AZHSA), Arizona Indian Head Start Directors Association (AIHSDA), Child Care Partners.

Expected Outcomes:

Greater awareness and collaboration between Head Start and Early Head Start and Child Care partners

Progress Monitoring:

A survey of awareness of EHS-CC partnerships will be conducted on an annual basis during the grant period as part of the HSCO evaluation plan. This will be used to determine an increase in awareness each year.

Short Term Objective F: Starting in March 2021, Head Start and Early Head Start is actively involved in efforts to share data and increase data-based decision making.

Process Goals:

1. Through Head Start and Early Head Start representation on working groups and committees, understand relevant, ongoing data sharing work of initiatives such as the following:

- *Quality First*
- Arizona Early Childhood Workforce Registry
- Read on Arizona MapLIT tool
- Department of Economic Security—Child Care Administration
- *First Things First* data center
- WIC
- Arizona Department of Education
- Arizona Academy of Pediatrics
- Arizona Health Cost Care Containment System EPSDT providers

2. Develop and update, as needed, memorandums of understanding or data sharing agreements to include Head Start and Early Head Start data in identified data sharing initiatives.
3. Coordinate collection, submission, and quality control of Head Start and Early Head Start data to identified data sharing initiatives.
4. Develop strategic goals for statewide and grantee use of PIR and other data sources for program improvement.

Partners identified to collaborate on this work:

-First Things First, Arizona Head Start/Early Head Start Grantees and Delegates, Arizona Head Start Association (AZHSA), Arizona Indian Head Start Directors Association (AIHSDA), First Things First, Department of Economic Security, Arizona Department of Education, Read on Arizona, WIC.

Expected Outcomes:

1. Greater awareness of Head Start and Early Head Start and Head Start and Early Head Start data
2. Increase usage of PIR and other Head Start and Early Head Start data to inform decision making and continuous quality improvement

Progress Monitoring:

A survey of awareness and use of EHS-CC data will be conducted during the grant period as part of the HSCO evaluation plan.

Arizona Head Start Association Sub-Committee Alignment: Early Childhood Development Committee

National OHS Priority Alignment: ALL

Regional OHS Priority Alignment: Child Welfare, Military Families, Subsidy TANF, ALL

Arizona Statewide Strategic Plan Alignment: ALL

As indicated by the childcare gap analysis within our statewide need’s assessment, Arizona has approximately 300,000 under the age of 6 (with parents in the labor force) potentially needing childcare. This is resulting in an almost 12% childcare gap in urban areas and a gap of almost 50% (on average) in our rural

communities. Furthermore, this gap significantly increases more minorities, those with limited English, and for those families living in poverty. This is exacerbated by the fact that according to Arizona's Vitalyst Health⁴, only 22% of three and four-year-old are enrolled in high quality preschool settings. In reviewing 2018 TQRIS Data for participating Head Start programs, 14,294 children are being served in participating head start programs with 31% of those children being served in a full day setting. HSSCO will continue to work on increasing access to full day care.

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: Beginning March 2021, increase Head Start and Early Head Start programs apply for and/or participating in the state's Tiered Quality Rating Improvement System.

Process Goals:

1. Provide information on and promote the Quality First (TQRIS) system to Head Start and Early Head Start grantees and delegates.
2. Advocate to First Things First and Quality First for a menu of options for TQRIS that support the needs of Head Start and Early Head Start.
3. Provide information and support to Head Start and Early Head Start Grantees and delegates on Quality First scholarships, childcare subsidies, and financial sustainability models for quality early care and education
4. Establish baseline data related to HS/EHS participation in the TQRIS
5. Annually review HS/EHS baseline data
6. Provide guidance and resources relative to supporting improved ratings and financial models to support sustainable quality practices.

Partners identified to collaborate on this work:

First Things First, Quality First,

Expected Outcomes:

1. Increase Head Start and Early Head Start application/participation in the Arizona TQRIS Quality First.
2. Increase the quality star rating of Head Start and Early Head Start providers enrolled in TQRIS.
3. Increase the number of Head Start and Early Head Start providers with sustainable financial plans to support the provision of ongoing quality early education

Progress Monitoring:

Quality First data will be used to monitor Head Start and Early Head Start participation and star ratings in the TQRIS in the HSSCO Evaluation plan

Short Term Objective B: Beginning in March 2021, increase Head Start and Early Head Start children served in a full-day option through partnerships and/or braided funding.

Process Goals:

⁴ Arizona Town Hall: Creating Vibrant Communities: https://www.aztownhall.org/113_Town_Hall

1. Provide information on and promote *Quality first* and scholarships to Head Start and Early Head Start grantees and delegates.
2. Provide information and support to Head Start and Early Head Start grantees and delegates on *Quality First* scholarships, childcare subsidies, and financial sustainability models for quality early care and education.
3. Convene financial and facilities planning leaders of Head Start and Early Head Start grantees and delegates to create professional development resources to support improved budgeting for improvement and sustainability of quality.
4. Work closely with the Arizona Department of Economic Security Child Care Development Block Grant to strengthen partnerships with Head Start and Early Head Start.
5. Convene Head Start and Early Head Start grantees and delegates to explore additional funding opportunities for full-day quality early education.
6. Support training of family support and eligibility staff to guide families in seeking full day education.
7. Convene Head Start and Early Head Start and Child Care partners to share resources and information on guidelines for quality early care environments and the financial planning needed to support them.

Partners identified to collaborate on this work:

Quality First, Department of Economic Security Child Care Administration, Child care partners (EHS-CCP partners, School District Community Ed, Tempe PRE and other municipalities that may be funding public preK)

Expected Outcomes:

1. Increase the number of full-day enrollment opportunities in Head Start and Early Head Start (PIR data).
2. Increase the number of children served in full day, high quality Head Start and Early Head Start programs (PIR data).
3. Increase the number of children with childcare subsidies enrolled in Head Start and Early Head Start (PIR and DES data).
4. Increase the number of Head Start and Early Head Start providers with sustainable financial plans to support the provision of ongoing quality early education, including appropriate environments and facilities (HSSCO Evaluation plan).

Progress Monitoring:

1. PIR data will be used to evaluate the number of full-day enrollment opportunities and the number of children served in full-day HEAD START AND EARLY HEAD START programs;
2. DES data will be used to evaluate the number of children with childcare subsidies served in Head Start and Early Head Start programs;
3. Increase the number of Head Start and Early Head Start providers who have completed the professional development training to support improved budgeting for improvement and sustainable financial plans to support the provision of ongoing quality early education, including appropriate environments and facilities (HSSCO Evaluation plan)..

Short Term Objective C: Increase the availability of quality early education for three year old children.

Process Goals:

1. Form a working group to explore data to better understand the availability of quality early education for 3-year-olds.
2. The working group will provide findings, recommendations, and strategies to AHSA to increase availability of quality early education for 3-year-olds.

3. The working group will assess the strategies for effectiveness.

Partners identified to collaborate on this work:

AHSA board, possibly pull workgroup members from the committees

Expected Outcomes:

To increase the availability of quality early education for 3-year-olds.

Progress Monitoring:

The working group will create a report based on their findings and a list of effective strategies.

Short Term Objective D: Annually increase Head Start and Early Head Start staff obtaining degrees or acquiring higher education degrees.

Process Goals:

1. Disseminate information about the Arizona Early Childhood Workforce Registry to Head Start and Early Head Start professionals and encourage participation in the Registry system.
2. Hold an annual meeting for Head Start and Early Head Start staff focused on participation in the Arizona Early Childhood Workforce Registry on site, facilitated by the grantee and delegates at a time and convenient for them in the year.
3. Provide regular updates on the Registry at AHSA meetings.
4. Support the development and utilization of non-traditional educational opportunities, such as cohorts and online training.
5. Form a working group to examine impediments to early childhood professionals pursuing degrees.
6. Disseminate information on the programs approved for certification on the ADE-ECE website.
7. Convene a working group to establish a definition of “related fields” for Arizona Head Start and Early Head Start grantees and delegates; utilize the First Things First career lattice to define the number of credits and type of coursework needed for employment at Head Start and Early Head Start.
8. Coordinate with Arizona Institutions of Higher Education to develop a recognized certificate for Arizona Head Start and Early Head Start and is recognized by the Office of Head Start.

Partners identified to collaborate on this work:

First Things First Registry personnel, Arizona Dept of Education ECE Unit, institutions of higher learning personnel, a workgroup or two, Office of Head Start personnel

Expected Outcomes:

1. Increase the number of qualified Head Start and Early Head Start staff.
2. Increase the number of Head Start and Early Head Start staff with bachelor’s degrees or higher.
3. Increase the number of Head Start and Early Head Start staff participating in FTF Registry scholarships.
4. Increase the number of Head Start and Early Head Start staff participating in the Registry and statewide systems of teacher quality.

Progress Monitoring:

1. PIR data will be used to evaluate the number of qualified staff and the number of staff with a bachelor’s (or higher) degree.
2. First Things First and Arizona PBS data systems will be used to determine and evaluate the number of HEAD START AND EARLY HEAD START staff participating in the Registry and receiving scholarships.

Short Term Objective E: By 2026, increase availability of quality infant/toddler professional development for Head Start and Early Head Start staff.

Process Goals:

1. Form a working group to identify the available infant/toddler development courses in Arizona.
2. Coordinate with partners to support the growth of the infant/toddler workforce.
3. Conduct a summit around infant/toddler education.
4. Utilize the Arizona Early Childhood Workforce Registry to identify patterns in infant/toddler education and qualifications in the state.
5. Support the development and utilization of non-traditional educational opportunities, such as cohorts and online training.

Partners identified to collaborate on this work:

CSPD (Comprehensive System of Personnel Development) in-service Workgroup, FTF Registry, Institutions of Higher Education personnel, AZEIP, FTF for funding, ADE-ECE unit

Expected Outcomes:

Increase the number of Head Start and Early Head Start professionals with infant/toddler professional development training.

Progress Monitoring:

PIR data, ADE PD data and data gathered from Arizona Early Childhood Workforce Registry.

Short Term Objective F: By 2026, increase the recruitment of childcare professionals into Head Start and Early Head Start.

Process Goals:

1. Identify key personnel for coordination and collaboration at institutes of higher education.
2. Coordinate and collaborate with local institutes of higher education for students to conduct "Service Learning" and/or internship within Head Start and Early Head Start programs.
3. Market and promote early childhood education and careers to professionals entering the pipeline.
4. Explore and coordinate with the Arizona Department of Education's Career Technical Education office to incorporate service learning into CTE-ECE standards or other personnel standards.
5. Form a working group to support partnerships with professional organizations that could link Head Start and Early Head Start programs with interns and create resources and materials to support programs in staff recruitment efforts.

Partners identified to collaborate on this work:

ADE-ECE unit, ADE-CTE ECE person, AzAEYC, Other institutes of higher education personnel, Recruitment and Retention CSPD workgroup

Expected Outcomes:

Annually increase the number of Head Start and Early Head Start professionals.

Progress Monitoring:

PIR data, CSPD R&R workgroup data, and data gathered from the institutes of higher education and Head Start & Early Head Start agencies.

Arizona Head Start Association Sub-Committee Alignment: Early Childhood Development Committee

National OHS Priority Alignment: Support the expansion and access of high quality, workforce and career development opportunities for staff & Collaboration with State Quality Rating Improvement Systems (QRIS)

Regional OHS Priority Alignment: Subsidy/TANF

Arizona Statewide Strategic Plan Alignment: Workforce Development & Childcare Deserts

As indicated in our statewide need's assessment, 62% of Arizona's three and four-year-old children don't go to preschool and our children residing in rural communities and living below the poverty line are experiencing the highest gaps in accessing childcare. This is compounded by the fact that Arizona has seen the 4th largest increase in homeless people in families with children and has seen a 10% increase in its homelessness. During this same time frame 5% of the Head Start population was identified as homeless and 3% as being involved in the foster care system. With this data and information in mind, HSSCO and stakeholders determined it was best to continue to focus on supporting vulnerable populations.

Long Range Goal 3: Increase the number of children in vulnerable populations served by Head Start. Vulnerable populations include children experiencing homelessness, refugee status, foster care, and children from military families and with an IEP/IFSP.

Short Term Objective A: Annually, identify obstacles for the different vulnerable populations in the different communities to enroll and remain in Head Start programs.

Process Goals:

1. Create a working group to examine PIR and programmatic data to identify trends in low enrollment and high enrollment of vulnerable population to identify who does this well and who needs more support.
2. Executive committee will oversee the discussion of trends and strategies for identifying obstacles for the enrollment of vulnerable populations.
3. Parent Family and Community Engagement Committee will be responsible for sharing out trends and strategies with ERSEA program staff for grantees.

Partners identified to collaborate on this work:

ADE, McKinney Vento data, DES, MapLit, DHS, AZHSA, DCS

Expected Outcomes:

1. Increased identification of obstacles to the enrollment of vulnerable populations.
2. Increase the number of children enrolled in Head Start and Early Head Start from families experiencing

homelessness, poverty, refugee status, kith & kin care, foster care, military and IEP/IFSP.

Progress Monitoring:

Annually, Parent survey data, programmatic data (enrollment of different vulnerable populations), state level data (ADE, McKinney Vento data, DES, DCS, MapLit, DHS, state of the young child data), AZHSA executive committee will assign appropriate and applicable committee(s) to monitor progress and collaboratively share out data. Review of data/trends will take place annually (at a minimum) at AZHSA meetings.

Short Term Objective B: ENROLLING CHILDREN: Annually, implement initiatives to assist families to overcome the identified obstacles to enroll children from different vulnerable population into Head Start programs.

Process Goals:

1. Review national Head Start strategies to reach the different vulnerable populations, possible trainings.
2. Helping programs identify and sustain a system to identify children from different vulnerable populations within the community that could be enrolled in Head Start
3. Promote cross agency collaborations and resources to reduce the identified obstacles to enroll the children from different vulnerable population into Head Start programs.

Partners identified to collaborate on this work:

DES, DCS, ADE, School Liaisons, Social Workers, Refugee organizations, Military Liaisons

Expected Outcomes:

Increase Head Start and Early Head Start enrollment numbers for children in the different vulnerable populations.

Progress Monitoring:

Parent survey data, programmatic data (enrollment of different vulnerable populations), state level data (DES, DCS, McKinney Vento, MapLit, DHS, state of the young child data), reports that are presented to the AZHSA committee, AZHSA executive committee will assign appropriate and applicable committee(s) to monitor progress and collaboratively share out data. Review of data/trends will take place annually (at a minimum) at AZHSA meetings.

Short Term Objective C: REMAINING ENROLLED: Annually, implement initiatives to assist families from different vulnerable populations to overcome the identified obstacles to **remain enrolled** in Head Start programs.

Process Goals:

1. Helping programs identify and sustain relationships in the community across agencies and resources to support the child and family.
2. Helping programs identify what professional development they do offer to staff to support the children and families and what still needs to be offered in that community.
3. Promote increased communications between Grantees for children and families that relocate.

Partners identified to collaborate on this work:

Early Head Start and Head Start Grantees and Delegates

Expected Outcomes:

Increased percentage of children from the different vulnerable populations completing the enrolled term at

various Head Start programs.

Progress Monitoring:

PIR data-The percent of children completed the enrolled term compared over time, AZHSA executive committee will assign appropriate and applicable committee(s) to monitor progress and collaboratively share out data. Review of data/trends will take place annually (at a minimum) at AZHSA meetings.

Arizona Head Start Association Sub-Committee Alignment: Parent, Family and Community Engagement Committee

National OHS Priority Alignment: Work with state efforts to collect data regarding early childhood programs and child outcomes

Regional OHS Priority Alignment: Services to children experiencing homelessness, services to children with disabilities, child welfare

Arizona Statewide Strategic Plan Alignment: Inclusion

For the last several years HSSCO has promoted interoperability between Head Start systems and those of state preschool and K-12 systems specifically with regard to measuring outcomes. Currently Head Start Programs are part of the Arizona State Board of Education approved ongoing progress monitoring tool. In reviewing the last three years' worth of data, approximately 86% of children are meeting or exceeding age level expectations. It is of utmost importance to maintain and improve upon this trajectory to ensure not only continuity of services but that children are prepared for their K-3 academic careers.

Long Range Goal 4: Building relationships to ensure continuity of services between birth to five programs and kindergarten to 3rd Grade.

Short Term Objective A: Annually, engage School Leadership in the work of the birth to five community to become champions for ECE.

Process Goals:

1. Convene a working group to do strategic planning to engage principals in schools that have grades kindergarten through 3rd.
2. Establish and support a community of practice for principals related to early childhood.
3. Educate District partners on Head Start and Early Head Start data.

4. Head Start and Early Head Start staff and leaders participate in ECQUIP meetings and know their LEA partners and local private childcare centers.
5. Principals participate in ECQUIP meetings and know their Head Start and Early Head Start Partners; in addition, Principals are invited to participate in AzHSA quarterly meetings.
6. Increased awareness of and decrease incidence of early entry of 4-year-olds into Kindergarten.
7. Increase Head Start and Early Head Start and LEA collaboration in kindergarten transition policies and procedures, especially with the use of Teaching Strategies GOLD data.

Partners identified to collaborate on this work: School Principals, District partners, local childcare centers.

Expected Outcomes: Increased participation in all early childhood meetings and workgroups.

Progress Monitoring: Data gathered by ADE through ADE Connect-Event Management System (ADE system that houses training and participant event data); the HSSCO Evaluation plan.

Short Term Objective B: Annually, broaden and/or maintain the participation of Early Head Start Childcare Partners in AZHSA.

Process Goals:

1. Head Start and Early Head Start grantees invite Early Head Start Childcare Partners to AHSA meetings.
2. Educate Head Start and Early Head Start staff on the Head Start Collaboration Office and AHSA.
3. Ensure content of meetings includes items specific to Child Care Partners
4. Create a Child Care Partnership work group for collaboration and information sharing.

Partners identified to collaborate on this work: Childcare centers participating in the Early Head Start Childcare Partnership

Expected Outcomes: Increased AZHSA membership.

Progress Monitoring: AZHSA membership data.

Short Term Objective C: By 2022-23, hold a Birth to Five Regional School Readiness Summit.

Process Goals:

1. Create a strategic planning group for a Regional School Readiness Summit.
2. Identify funding for a Regional School Readiness Summit.
3. Hold and evaluate a Regional School Readiness Summit.
4. As part of the Regional School Readiness Summit, inform stakeholders about the Kindergarten Developmental Inventory and how to assist families to understand its relevance for their child.

Partners identified to collaborate on this work: School District partners, Childcare partners, ADE

Expected Outcomes: Increased awareness of current trends, issues, and/or concerns in Relative to School Readiness and best practice.

Progress Monitoring: A School readiness Summit evaluation will be done after the Summit is conducted.

Arizona Head Start Association Sub-Committee Alignment: Early Childhood Development Committee & Parent, Family, and Community Engagement

National OHS Priority Alignment: Work with state school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA)

Regional OHS Priority Alignment: Community Services

Arizona Statewide Strategic Plan Alignment: Effective Transitions & Language & Literacy

Based on PIR health trend data of children in HS/EHS, approximately 90% of enrolled children are up to date on immunizations with 62% being at a healthy weight. However, we recognize that immunizations and healthy weight are just a couple of indicators that impact a child's overall physical and mental well-being. In reviewing statewide data, we see that tooth decay and ACES scores for young children in Arizona are high. Taking these facts into consideration, Arizona has chosen to move forward with a continued and refined focus on supporting children's physical and mental well-being.

Long Range Goal 5: Head Start/Early Head Start children receive needed health care including medical and dental prevention and treatment services; and *family-focused socio-emotional health prevention and treatment services.*

Short Term Objective A: With stakeholder input and feedback, will create a codified system for the collection of health data collected within the PIR and Head Start grantee data systems and annually reevaluate the system and data collected.

Process Goals:

1. Develop timeline for Short Term Objective A Process Goals.
2. Write survey questions to determine what data grantees can provide about children's health services and outcomes, how each grantee defines a complete physical, and how each grantee determines eligibility for religious exemptions to immunizations
3. Determine which survey tool to use.
4. Complete setting up the survey tool.
5. Administer the survey and follow up with grantees to maximize the number of completed surveys received. (End of Year 10)
6. Collect survey data and analyze (beginning Year 2)
7. Determine which short-term objectives will be pursued, based on survey responses, and modify process goals as necessary.
8. Create 2nd survey to collect health data for each short-term objective, using the same survey tool as for the first survey. Year 2.
9. Administer the health services and outcomes data survey for the following short-term objectives, and follow up with grantees to maximize the number of completed surveys received. (Year 3)
10. Collect survey data, summarize, and analyze. Year 4.

Expected Outcomes:

1. Creation of a codified data collection system
2. Increase awareness of HS/EHS grantees on the use of health data to make informed decisions.

Partners identified to collaborate on this work: AHSA IH&S Committee, AHSA grantees, HS/EHS parents

Progress Monitoring: Meet timeline goals, determine which health information grantees can provide, and collect first year of health information. HSSCO Survey, PIR, and partner program-specific data.

Short Term Objective B: Increase the % of children who receive a **complete** well-child exam within 90 days of enrollment. For each child who did not receive a well-child exam within 90 days, identify the reasons why. Once obstacles are identified, develop strategies to address those obstacles.

Process Goals:

1. Obtain data by grantee on the percentage of children who received a complete well-child exam within 90 days of enrollment.
2. For children who didn't receive this service, grantees investigate the reason(s) why. The data is collected and grouped into standard categories, with representative examples for each category. (Examples of standard categories: transportation, forgot appointment, unable to get childcare for other children in the family).
3. Team 5 collects the data from each grantee and develops standard categories with representative examples.
4. Team 5 develops a strategy to identify children at risk for delayed well-child exams and develops strategies to support families in obtaining timely well-child exams. This may require recruiting additional AHSA members, HS/EHS staff, and parents to participate.
5. The group will then share its findings with AHSA, the AHSA Integrated Health and Safety Committee, and discuss how grantees could implement the new strategies to improve rates of timely well child exams.

Expected Outcomes:

1. Improve identification of children who are at risk for delayed well-child exams
2. Increase the knowledge and capacity of HS/EHS staff on strategies to support families in obtaining timely well-child exams.
3. Increased use of HS/EHS grantees' data on timely well-child exams for children to improve program practice.

Partners identified to collaborate on this work: Arizona Head Start Association Integrated Health and Safety (IH&S) Committee, AHSA Early Childhood Development Committee, AHSA Disabilities and Mental Health Committee, AHSA Head Start and Early Head Start (HS/EHS) grantees.

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Short Term Objective C: Increase the % of children who receive sensory screening within 45 days of enrollment.

Process Goals for Sensory Screening:

1. Obtain data by grantee on the percentage of children who **did not** receive a developmental and sensory screening within 45 days of enrollment.
2. Grantees research why each child didn't receive timely screenings, to identify the obstacles for each child. The data is collected and grouped into categories, with representative examples for each category.
3. HSSCO and AZHSA Health Subcommittee review collects the data from each grantee and develops standard categories with representative examples.
4. Grantees report the percentage of children who needed further evaluation and treatment.

5. Team develops a strategy to identify children at risk for delayed developmental and sensory screening and develops strategies to support families in obtaining these services. This may require recruiting additional AHSA members, HS/EHS staff, and parents to participate.
6. The group will then share its findings with AHSA, the AHSA Integrated Health and Safety Committee, and discuss how grantees could implement the new strategies to improve rates of timely sensory screenings.

Expected Outcomes:

1. Improve identification of children early in enrollment who are at risk for delayed sensory screenings.
2. Increase the knowledge and capacity of HS/EHS staff on strategies to support families in obtaining timely sensory screenings.
3. Increased use of HS/EHS grantees' data on timely sensory screenings for children to improve program practice.

Partners identified to collaborate on this work: AHSA IH&S Committee, HS/EHS grantees, HS/EHS parents

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Short Term Objective D: Increase the percentage of children who receive a dental exam within 90 days of enrollment and the percentage of children who complete the necessary treatment.

Process Goals for Dental Exams:

1. Obtain data by grantee on the percentage of children who **did not** receive a dental exam within 90 days of enrollment.
2. Grantees research why each child didn't receive a timely dental exam, to identify the obstacles for each child. The data is collected and grouped into categories, with representative examples for each category.
3. the percentage of children who **did not** receive a dental exam within 90 days of enrollment.
4. Team 5 collects the data from each grantee and develops standard categories with representative examples.
5. Team 5 develops a strategy to identify children early in enrollment who are at risk for a delayed dental exam. This may require recruiting additional AHSA members, HS/EHS staff, and parents to participate.
6. The group will then share its findings with AHSA, the AHSA Integrated Health and Safety Committee, and discuss how grantees could implement the new strategies to improve rates of timely dental exams.

Expected Outcomes:

1. Improve identification of children who are at risk for not getting dental exams.
2. Increase the knowledge and capacity of HS/EHS staff on strategies to support families in obtaining timely dental exams.
3. Increased use of HS/EHS grantees' data on timely dental exams for children to improve program practice.

Partners identified to collaborate on this work: AHSA IH&S Committee, HS/EHS grantees, HS/EHS parents

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Process Goals for Dental Treatment

1. Obtain data by grantee on the percentage of children who needed dental treatment, and who completed dental treatment during the school year.
2. For children who needed dental treatment, but didn't complete the treatment, grantees investigate the reason(s) why. The data is collected and grouped into categories, with representative examples for each category.
3. Team 5 collects the data from each grantee and develops standard categories with representative examples.
4. Team 5 develops a strategy to identify children at risk for not receiving dental treatment when it is needed and develops strategies to support families in obtaining this care. This may require recruiting additional AHSA members, HS/EHS staff, and parents to participate.
5. The group will then share its findings with AHSA, the AHSA Integrated Health and Safety Committee, and discuss how grantees could implement the new strategies to improve rates of treatment for children with diagnosed oral health issues.

Expected Outcomes:

1. Improve identification of children early in enrollment who are at risk for not receiving dental treatment.
2. Increase the knowledge and capacity of HS/EHS on strategies to support families in obtaining dental treatment.
3. Increased use of HS/EHS grantees' data to measure progress in obtaining dental treatment for children.

Partners identified to collaborate on this work: AHSA IH&S Committee, AHSA Early Childhood Development Committee, AHSA Disabilities and Mental Health Committee, HS/EHS grantees, First Things First, Arizona Early Childhood Career and Professional Development Network, AZDE, AZDE Arizona Family Engagement Center, Read On Arizona, U of A Cooperative Extension Family Engagement Programs,

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Short Term Objective E: Improve the efficacy of Arizona Head Start programs in getting children immunized

Process Goals:

1. Obtain data by grantee on children's immunizations, broken down into:
 - a. Children who are complete for all shot required.
 - b. Children who are on the catch-up schedule
 - c. Children who are delinquent on required immunizations.
 - d. Children who have religious exemptions
 - e. Children who have medical exemption. on required immunizations
2. Compare immunization data with prior years and within the school year (immunizations pre and post enrollment).

3. Each grantee researches children are delinquent, to identify the obstacles for each child. The data is collected and grouped into categories, with representative examples for each category.
4. HSSCO and Health Subcommittee collects the data from each grantee and develops standard categories with representative examples.
5. HSSCO and Health Subcommittee develops a strategy to identify children at risk for delinquent immunizations and develops strategies to support families in obtaining immunizations. This may require recruiting additional AHSA members, HS/EHS staff, and parents to participate.
6. The group will then share its findings with AHSA, the AHSA Integrated Health and Safety Committee, and discuss how grantees could implement the new strategies to improve immunization rates.

Expected Outcomes:

1. Improve identification of children early in enrollment who are delinquent on their immunizations, and/or at risk of becoming delinquent during the school year.
2. Increase the knowledge and capacity of HS/EHS on strategies to support families in obtaining immunizations.
3. Increased use of HS/EHS grantees' data to measure progress in keeping children up to date on their immunizations.

Partners identified to collaborate on this work:

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Short Term Objective F: Starting in March 2021, increase the availability of training and technical assistance to HS/EHS staff for supporting social/emotional (SE) well-being and family engagement (FE) in Head Start families. The first year would be focused on developing the systems to support early childhood staff education in SE/FE and raising awareness of the importance of SE/FE training for staff. The second year would begin training opportunities.

Process Goals:

1. Identify available SE wellbeing and FE courses in Arizona or online.
2. Identify systems partners to support the Head Start workforce (ongoing).
3. Develop partnerships with identified systems partners to support the Head Start workforce. (This will be ongoing as new partners are identified and new partnerships established.)
4. Raise awareness among HS/EHS management and staff of the importance of training in SE/FE to better support children and families.
5. Use PIR data to
6. Provide training opportunities to HS/EHS staff.
7. Leverage early childhood workforce registry and ADE event management system to identify HS/EHS staff and practitioners participating in FE/SE training.

Expected Outcome:

1. Increased availability of SE/FE courses in Arizona or online.
2. Established partnerships to promote SE/FE training for HS/EHS staff.
3. Ability to track HS/EHS staff participating in trainings.

4. Annually, increase training of HS/EHS staff in SE/FE by 10%.

Partners identified to collaborate on this work: ADE ECE, SEEL Team, ACES Consortia, ADE Social Wellness Committee, Infant Toddler Mental Health Coalition, Prevent Child Abuse Arizona, Becky Bailey Conscious Discipline, Pyramid Model.

Progress Monitoring: PIR, HSSCO Survey, and partner program-specific data

Arizona Head Start Association Sub-Committee Alignment: Integrated Health & Safety Committee

National OHS Priority Alignment: Support the expansion and access of high quality, workforce and career development opportunities for staff

Regional OHS Priority Alignment: Health Services & Parent and Family Engagement

Arizona Statewide Strategic Plan Alignment: Workforce Development

Enhancing systems that support inclusionary practices in center-based and home-based settings has long been a goal in Arizona. Improved coordination between entities will continue to lead to timely services for children with disabilities. This in turn will lead to improved educational models that will enhance opportunities for better outcomes for children with disabilities and/or developmental or health concerns who do not meet the state criteria/definition for special education services. Currently 4.36% of Arizona's children age 0-5 have a disability. 10.6% of children HS/EHS in Arizona have an IEP or IFSP. Over the last five years we have seen an increase (25-33%) of children with disabilities being served in inclusive settings. Despite the increase in rates of inclusivity, we have seen a decline over the last five years in the percent of children exiting preschool meeting age level expectations. Due to this, Arizona continues to have a focus on closing the learning gap for children with disabilities.

Long Range Goal 6: Through effective and appropriate inclusionary practices, close the learning gap between typically developing children and children with identified special needs.

Short Term Objective A: Starting March 2021, annually, improve the growth percentages, as demonstrated by Arizona's state-approved ongoing progress monitoring tool, of children with special needs from the beginning of their Early Childhood Special Education services to completion.

Process Goals:

1. Assist in the implementation of the state-wide inter-governmental agreement (IGA) between AzEIP and Early Head Start.
2. Increase awareness of changes in the state-wide IGA with AzEIP and its implications for Early Head Start practice and collaboration.
3. Develop a state-wide leadership team to support implementation of evidence-based strategies to support social/emotional development.
4. Hold a summit to engage families in special education/inclusion
5. Work with partners to encourage families of children with special needs to enroll in Head Start and Early Head Start.
6. Convene grantee working groups to examine PIR data to identify gaps in serving children with special needs by geography, subgroup of children/families or other variables.
7. Create a working group to examine the extent and circumstances in Head Start and Early Head Start waivers for ten percent children with IEP/IFSP.
8. Coordinate with First Things First to monitor and support measurement and attainment of School Readiness Indicator number six.

Expected Outcomes: Expected Outcomes:

Decrease the gap between typically developing children and children with special needs as demonstrated on Arizona's state approved ongoing progress monitoring tools for preschool or other developmental assessment data.

Progress Monitoring: PIR data; Data gathered thorough developmental assessment.

Partners identified to collaborate on this work: Head Start Representatives, ADE- ECSE Unit and ADE - ECE Unit

Short Term Objective B: Starting March 2021, annually increase the use of PIR and other Head Start and Early Head Start data sources to improve services and outcomes for children.

Process Goals:

1. Annual August meeting to review reports, data, generate recommendations
2. Annually Review inclusion percentages by site/program/classroom
 3. Annually report on trends observed in the data analysis
 4. Annually share with education group through common meetings
 5. Annually determine correlations or differences between children with and without disabilities
 6. Annually meet with education group to develop/identify PD needed, supports, strategies that will address identified needs and program improvement.
 - a. Identify PD

b. Identify presenters

Expected Outcomes: Increase usage of Arizona's state approved ongoing progress monitoring tools for preschool and other developmental assessment and PIR data to inform decision-making and continuous quality improvement in instructional practices and administrative decisions.

Progress Monitoring: State's Ongoing progress monitoring tool, PIR data, and HSSCO annual survey

Partners identified to collaborate on this work: AZHSA disabilities work group, HS/EHS disabilities coordinator, ADE

Short Term Objective C: Starting March 2021, AZHSA disability and mental health committee workgroups to annually examine PIR and Child Outcomes exit report data (and compare to statewide data) to identify gaps in achievement for children with special needs by geography, subgroup of children/families or other variables.

Process Goals:

1. Educate District partners on Head Start and Early Head Start data related to children with special needs.
2. Convene grantee working groups to examine PIR data (and compare to state-wide data) to identify gaps in achievement for children with special needs by geography, subgroup of children/families or other variables.
3. Develop strategic goals for state-wide and grantee use of PIR and other data sources for program improvement.
4. Keep AZHSA aware of the State Systemic Improvement Plan Annual Report and progress in closing the gap between typically developing and children with special needs.

Expected Outcomes: Increase usage of Arizona's state approved ongoing progress monitoring tools for preschool and other developmental assessment and PIR data to inform decision-making and continuous quality improvement in instructional practices and administrative decisions.

Progress Monitoring: HSCO Evaluation plan.

Partners identified to collaborate on this work: Head Start Representatives, ADE- ECSE Unit and ADE - ECE Unit

Short Term Objective D: Starting March 2021, Identify and disseminate, implementing effective inclusionary practices for children in early head start and head start programs to improve access and participation in Head Start programs

Process Goals:

1. Collaborate with AzEIP and ADE by engaging in regular meetings
2. Use the ECTA [program level assessment](#) tool to gauge current level of quality inclusion-at the program/site/classroom level
3. Use inclusion data from the grantees to identify waiver use and rationale
4. Use the results of the self-assessment to identify action steps by sharing at quarterly meetings

Expected Outcomes: Through effective and appropriate inclusionary and instructional practices, close the learning gap between typically developing children and children with special needs by increasing by 5% the number of children who exit 'at age level expectations' in the areas of social, emotional, adaptive, and knowledge and skills as measured by the Arizona state recommended on going progress monitoring tool.

Progress Monitoring: Indicator 7 Outcome data for children with disabilities, ECTA self-assessment, and action plan results

Partners identified to collaborate on this work: AZHSA Disabilities workgroup, ADE, AzEIP, and HS/EHS Disability Coordinators

Arizona Head Start Association Sub-Committee Alignment: Disabilities & Mental Health Committee

National OHS Priority Alignment: Work with state efforts to collect data regarding early childhood programs and child outcomes

Regional OHS Priority Alignment: Services to Children with Disabilities

Arizona Statewide Strategic Plan Alignment: Inclusion

Program Impacts

It is clear that Head Start and the Arizona HSSCO must be strong contributors to the systems building work that is continuing to evolve in the state. Relationship building and policy informing are necessary to increase access to high quality preschool programming for our most vulnerable children and to ensure that we have a highly qualified and skilled workforce. Upon the conclusion of the 2021-2026 grant, the HSSCO office will have contributed to coordination, collaboration, and alignment of systems and services.

The HSSCO Director will be a thought partner and collaborator with state agency representatives to accelerate work in the following areas:

- Increase in the number of children age birth to five accessing quality early care and education resulting in children each year demonstrating growth of meeting age level expectations as measured by the State Board approved assessment tool.
- Increase in the number of children with disabilities served in quality inclusionary settings by helping to ensure access to technical assistance, coaching, and professional development as measured by state and district level least restrictive environment (LRE) and child outcomes data.
- Increase in the number of caregivers accessing the current professional development system for continued professional learning opportunities
- Increase the number of educators earning credits leading to degree completion.
- Increase the number of families accessing comprehensive services

In addition, the next five years will afford the Arizona HSSCO the opportunity to support and build the capacity of grantees, delegates, and partners on making programmatic and systemic decisions that will lead to improved outcomes for young children and their families. Leveraging and sharing data across systems and partners will support a more qualified workforce, increase access to high quality care and education, and increase awareness and understanding around early childhood supports and services. This will include continued and enhanced participation on State Partnership work group meetings, support and alignment to partners strategic plans (see Appendix B), participation in system partner's strategic planning updates and initiatives, and a commitment to improving and closing the learning gap for our most vulnerable children.

Each of the long-range goals demonstrates an alignment and commitment to supporting the OHS overarching goals of school readiness and supporting parent, family, and community engagement. As demonstrated within the Long-Range Goals, the Arizona HSSCO was intentional in demonstrating alignment to

the OHS priorities, regional priorities, AZHSA subcommittees, and the statewide ECE plan that demonstrated the coordination between partners to move statewide priorities and initiatives forward.

Cross-agency/partner coordination and collaboration demonstrates a commitment by HSSCO and partners to ensure that all of Arizona's children are prepared for kindergarten. The Arizona HSSCO recognizes that healthy children are ready to learn. Relationships between the early care and education field, as demonstrated in long range goal five, are critically important. During these next five years the HSSCO and AZHSA will work with local partners to promote children's optimal health development around developmental screenings, sensory screenings, hearing screenings, dental health, and social emotional well-being. This is paramount as we highlight the intersection between physical and mental health and its impact on children's learning and outcomes.

Furthermore, the next five years will provide the opportunity for HSSCO and ADE to work on increasing the knowledge, skills, and capacity of EHS, EHS-CC, and HS personnel on the Arizona School Readiness Framework, strategies to support children's school readiness, creating environments that promote readiness for kindergarten, and Arizona's School Readiness Indicators (children's health, family support and literacy, child development and early learning). These activities will not only benefit Head Start but will benefit LEAs, childcare, and the early care and education system in Arizona as a whole. In addition, as demonstrated in our Statewide ECE strategic plan proposed initiatives and interventions have been aligned to the Child Care Development Block grant, the First Things First Strategic Plan, and the Read On Arizona Strategic plan.

During this grant period Arizona will also be working on the Comprehensive Literacy State Development Grant (CLSD). The CLSD grant proposes to improve child literacy skills, instructional staff capacity of the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth to grade 12 in high-needs schools, programs, and qualified opportunity zones serving Arizona's most-disadvantaged students. Fifteen percent of this grant has been earmarked for the birth through age five, prior to kindergarten entry. The work on the CLSD grant will allow us to accelerate and enhance work relative to accessing education services, braiding funds to support children and

practitioners, increasing access to quality professional development, and building relationships to ensure continuity of services between birth to five programs and kindergarten to 3rd grade and beyond.

Sub-Section B: Collaboration Service Delivery

Partnering with State childcare systems, emphasizing EHS-CC Partnerships

Currently in Arizona there are seven Early Head Start Childcare partnerships in operation. These seven grantees were awarded funding by the U.S. Department of Health and Human Services in March of 2015. The goal of

EHS-CC Partnership	Funds Awarded
City of Phoenix	3.3 million
Southwest Human Development	1.8 million
Maricopa County Head Start	2.5 million
Gila River Indian Community	900,000
Chicanos Por La Causa	2.2 million
Western Arizona Council of Governments	1.1 million
Child Parent Centers	1.5 million

these grants is to allow new or existing Head Start programs to partner with local childcare centers and family childcare providers in serving infants and toddlers from low income families. Based on the 2018-2019 *State Level Enrollment Statistics Report*, there are 1,244 funded enrollments within these centers. These 1,244 children and their families are receiving care and comprehensive services through this partnership.

As Indicated In Long Range Goal 2, the Arizona HSSCO has set out to collaborate with early care and education system partners, including the Department of Economic Security (DES)- Child Care Development Block Grant to ensure coordination and that Head Start and Early Head Start have representation in discussions relative to standards and quality reimbursements. To date the HSSCO (ADE ECE) has been an active participant in State Partnership meetings (these meetings also include our state licensing department with Department of Health Services) in which support and implementation of the DES-CCDF plan has been discussed. Furthermore, during the statewide needs assessment and strategic planning process, of which the Program Administrator of the DES- Child Care Administration was apart of, data regarding reimbursement rates, subsidy utilization, executive budget recommendations, and child care deserts was discussed. The DES-

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CCDF 2019-2021 was mapped and aligned to that of HSSCO, First Things First, and Read On Arizona in five key priority areas: Child Care Deserts, Inclusion, Early Language and Literacy, Work Force Development, and Effective Transitions. Within the DES-CCDF plan 1.4.1 states the following:

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.

This collaboration is further illustrated on pg. 23 of the plan:

DES staff have been meeting with representatives from the Arizona Department of Education (Arizona's designated HSSCO) as well as the Early Head Start-Child Care Partnership grantees to identify opportunities to coordinate services for families who are enrolled in Early Head Start and eligible, or potentially eligible, for child care subsidies. One of the intended outcomes of this coordination is to expand accessibility and continuity of care, and to assist families enrolled in Early Head Start to receive full-day services.

The HSSCO (ADE ECE) will continue to partner with DES-CCDF to improve the quality and capacity of high-quality infant and toddler care. In addition, support of licensing and monitoring activities is part of the DES-CCDF plan. Over the next five years HSSCO (ADE ECE) will continue to support work and work collaboratively with both DES and DHS. As indicated in Long Range Goal 1, Short Term Objective A, both DES and DHS have been identified as partners in which HS/EHS, AZHSA, and HSSCO/ADEECE will have active participation via workgroups and committees.

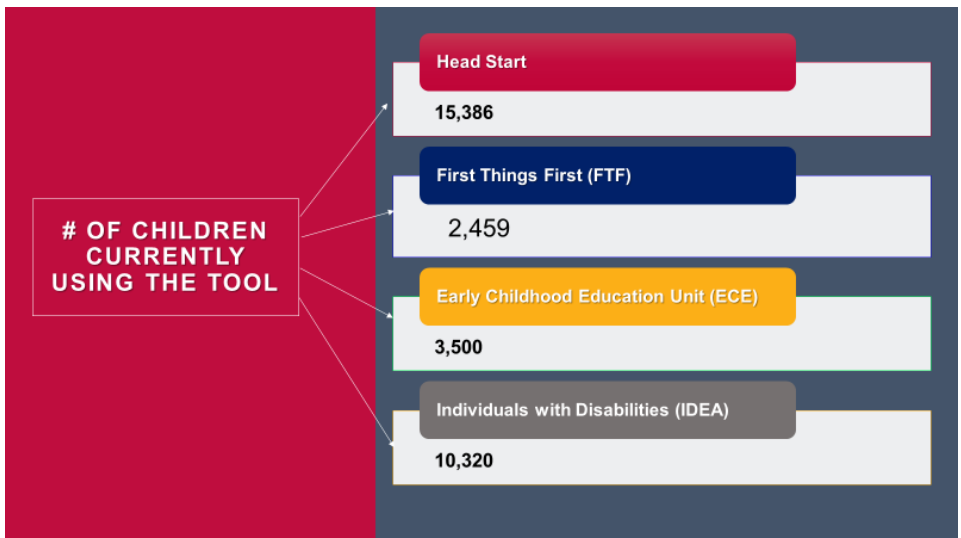
Currently the HSSCO is actively involved in the MOU process for Early Head Start programs and the Arizona Early Intervention Program (AzEIP), which is housed with DES. This MOU should be completed by the start of 2021. This MOU will help to ensure that EHS children ages birth-36 months receive screenings, evaluations, and services in a timely manner. In addition, in 2016 HSSCO helped to support the creation and

implementation of two MOUs that are currently in place and set to expire in 2021. Currently there exist an MOU between the Arizona Department of Health Services, Women, Infants, and Children (WIC). This MOU was developed to ensure coordination of services and confidentiality of data, while streamlining administrative procedures for staff, participants, and applications of both WIC and Head Start programs. This MOU eliminated the need for a release of information to be completed between WIC and Head Start programs in Arizona. In addition, 2016 saw an MOU emerge between the Arizona Department of Child Safety and the Arizona Department of Education acting as the Arizona Head Start Collaboration Office. The purpose of this MOU was to describe how Arizona's Head Start grantees and DCS will work together to improve access to Early Head Start and Head Start programs throughout Arizona for children in foster care. Lastly, the Arizona HSSCO and AZHSA Director will be engaging in the NHTA MOU Working Group Meetings. These work groups will focus on building MOUs between our State Association and Collaboration Office.

Work with State efforts to collect data regarding early childhood programs and child outcomes

In 2015, using funds from the Preschool Development Grant, ADE ECE (which serves as the AZ HSSCO) set aside \$2.2 million to support infrastructure-building in information technology (IT) to align preschool data with ADE's State Longitudinal Data System (SLDS). This included building applications in ADE's systems to create unique identifiers for all preschool students, not just preschool students with disabilities. Once this application was created, it was able to be utilized by any entity in Arizona that provided

early childhood education to any of Arizona's children. At the same time, Head Start entities received an Early Head Start Child Care Partnership grant and began generating these unique identifiers for infant and toddlers, in addition



to the already existing general education Head Start students. Because of this application and the ability for all entities to generate the unique identifier, ADE ECE was able to have a successful mixed deliver system for ECE programs throughout the state, which maximized parent choice for where they wanted their preschool student to attend. This increased the number of ECE programs that were then able to submit growth data via the mandated assessment tool used and ADE ECE could report Kinder readiness (meeting age level expectations) data for all early childhood students. As of Spring 2020 there were 31,665 children currently using the tool in Arizona. Of those, 48.5% were EHS/HS children.

In addition to the successful data integration of early childhood student level data, was the successful activity of displaying data to parents, schools, and teachers on our School Report Cards (SRC) site. The SRC replaced the prior AZ Dash platform referenced in the 2016-2021 strategic plan. This task again successfully connected student level data to specific entities using unique identifiers for school districts and school sites in Arizona. This unique identifier ensures that data can be displayed at district and school level for all districts and sites in our state including non-district sites that are childcare centers and Head Starts. The data displayed currently on SRC is the Preschool Environments for students with disabilities indicator, the Preschool outcomes for students with disabilities indicator, and the percentage of all preschool students that are meeting or exceeding age level expectations in six learning areas (Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics). This activity is again in regular practice for ECE and IT teams and is in maintenance.

Participation in the SLDS has enabled ADE-ECE and early learning providers to identify achievement gaps, pinpoint initiatives that best promote positive outcomes, and access data for longitudinal analysis. Recognizing the successful integration of early childhood data to the SLDS, has become a priority for ADE-ECE to evaluate additional opportunities to support vertical articulation of outcomes data along the early childhood continuum (birth through third grade).

Additionally, in year one of PDG implementation, ADE-ECE partnered with Read On Arizona (ROA) and the Maricopa Association of Governments (MAG) to launch a data-mapping tool called “MapLIT.” This

population-level integrated data system (IDS) combines data from a range of programs that serve children and young adults. In essence, it serves as a clearinghouse for census, school, health, and family engagement data.

The intended uses of MapLit are as follows:

- Identifying neighborhoods with high need and low service
- Exploring or tracking improvement over time using tools from the data center
- Sharing information with Read On Arizona community partners and decision-makers to inform strategic planning centered around improving early language and literacy outcomes
- Presenting on the challenges and opportunities in the community with would-be partners
- Demonstrating need for additional resources

ADE ECE, serving as the HSSCO, intends to build capacity of EHS/HS, partners, and policy makers around using the tool to identify gaps in early care and education, particularly among children and families from economically disadvantaged neighborhoods. This the inception of MapLit, ADE ECE has also provided input and insight into the creation of two additional data tools created by ROA and MAG: Explore AZ Schools and Arizona Schools Data Center. While MapLit displayed data sets along the birth through grade continuum, Explore AZ Schools (intended for use by families) and the Arizona Schools Data Center provided analytics to the user based on customized search factors such as English language arts scores, math scores, student demographics, full or half-day kindergarten, A-F school letter grades and more.

Support for the expansion and access of high-quality workforce and career development opportunities for staff

According to the 2018-2019 Program Information Report, there has been a 5% increase over the last five years in the percentage of preschool classroom teachers with a BA degree or higher while there has been a 6% decrease in the percentage of classroom assistant with a CDA or higher. A critical component of closing the learning gap for our most vulnerable students is to increase the educational attainment, knowledge, and skill set

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of the EHS/HS workforce. The Arizona HSSCO recognizes that intentional strategies for supporting EHS/HS practitioners is critical. According to the 2018 Early Childhood Workforce Index for Arizona, we have 16,940 members of the early childhood teaching force. 4,303 (25%) of these were Head Start and Early Head Start staff. Moving into the next five year grant cycle, work will focus and center on increasing the number of personnel prepared to work with infants, toddlers, and preschoolers; increasing the awareness of the impact of high-quality early learning among program administrators; supporting degree seekers to reach completion; and to support practitioners in their abilities to support early language and literacy development grounded in the Science of Reading.

In 2012, Arizona set about to develop an integrated cross-sector early childhood professional development system. The development of this system involved early care and education professional from the HSSCO, ADE-ECE, for profit childcare, non-profit childcare, community-based programs, the Arizona Department of Economic Security (DES), and an array of other of other early care and education entities. ADE-ECE (HSSCO) partnered on this cross-sector collaboration which resulted in the creation of the Arizona Early Childhood Career and Professional Development Network (the Network) supported by FTF. The network is intended to serve all of Arizona's early learning professional working in direct and non-direct service roles on behalf of young children. It is accessible to early learning professionals through the professional development website. This website provides a central access point for the following: The Arizona Early Childhood Workforce Registry; The Arizona Workforce Knowledge and Competencies; The Arizona Career Lattice; and The Professional Development Instructor and Technical Assistance Provider Standards.

This coordinated and comprehensive professional development system helps to ensure that more ECE educators advance along an articulated career pathway that is aligned with the statewide *Workforce Knowledge and Competencies* (a uniform set of expectations that define the content and skills that adults work with young children need), *Career Lattice* (tool that provides the pathway of education, professional development, and work experience for early childhood

professionals), and *Arizona Professional Development and Technical Assistance Provider Competencies* (define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce entry through advanced levels), and creates an increased number of early childhood professionals capable of obtaining the ECE Certificate or Endorsement. The expected result of this is to elevate and professionalize the field and to support and increase the quality of services provided to young children. Since joining the Registry is voluntary, Head Start and Early Head Start staff are encouraged to participate in this part of the Network. Long Range Goal, Short Term Objective C establishes the plan relative to EHS/HS participation in the Arizona Early Childhood Workforce Registry.

As noted in the 2016-2021 strategic plan, credentials and degrees directly related to infants and toddlers is lacking. Many of the community colleges and state four-year universities offer Early Childhood degree programs with course work related to developmental stages or child development pre-natal through age three. At the time of the 2015 plan only one community college, Rio Salado, had credentials in the infant and toddler space. Currently, according to [Arizona Early Childhood Career and Professional Development Network](#), the following institution(s) offer certificates in Infant and Toddler Education:

- Arizona Western College (AWC)
- Central Arizona College (CAC)
- Maricopa Community Colleges (MCCCD)

The following institution(s) offer a degree In Early Childhood Infant-Toddler

- Central Arizona College (CAC)- Associate of Applied Science (AAS)
- Maricopa Community Colleges (MCCD) B-5 Associate of Applied Science (AAS)

Currently at this time our state universities do not offer degrees or certificates with an emphasis in infants and toddlers. There currently exist articulation agreements between the state community colleges and state universities.

The PDWG is a community of professionals and advocates passionate about the progress of the early childhood profession in Arizona. Members from across the state come from a variety of fields, like teaching, advocacy, institutes of higher learning, state agencies and strategic partnerships. The PDWG is open to all interested in building Arizona's early education workforce and promoting the early childhood professional development system. To support ongoing projects and strategic initiatives, there are 3 subgroups that gather on a monthly or bi-monthly basis, both in-person and through online conferencing for those unable to travel. Collectively the PDWG meets quarterly at First Things First.

One of the subgroups, the **Articulation subgroup** focuses on the transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits. Currently the group is working on revising the Career Lattice and other professional portfolio documents. The Articulation Group is moving the work forward around re-conceptualizing professional identity in the AZ EC Workforce Registry. The group is focusing on the new professional identity framework. The goals for the Professional Identity framework are to frame a more inclusive picture of the current early childhood workforce; make the tools within the Registry more useful and inclusive; support and encourage ongoing professional growth; collect and use accurate data to describe the Arizona early childhood workforce; make improvements to the Arizona early childhood professional development system. Presently the Articulation Subgroup is beginning a plan to bring Early Childhood Higher Education associate & bachelor's program heads and directors together to examine updated, revived, and new early childhood higher education transfer pathways.

Collaboration with QRIS

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First Things First, our State’s Health and Development Board and Advisory Council, created Quality First.

Quality First is our State’s Quality Improvement Rating System that was created to “establish a unified,

measurable standard of care, inform parents on

their local providers’ proximity to that

standard, improve quality and promote school

readiness”⁵. Through \$28.1 million

investments, Quality First has provided

coaching, targeted technical assistance,

incentive grants and college scholarships to

improve the quality of early learning. In addition, FTF invested \$43.3 million dollars in QF scholarships that

helped over 8,000 children birth through age five access a quality early learning experience.



QUALITY FIRST
FIRST THINGS FIRST

STAR RATINGS

RISING STAR	PROGRESSING STAR	QUALITY	QUALITY PLUS	HIGHEST QUALITY
★★★★★ Committed to quality improvement	★★★★★ Approaching quality standards	★★★★★ Meets quality standards	★★★★★ Exceeds quality standards	★★★★★ Far exceeds quality standards
ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>
CLASS SM Average Program Score N/A	CLASS SM Average Program Score N/A	CLASS SM Average Program Score (ES* 4.5) (CO 4.5) (IS* 2.0)	CLASS SM Average Program Score (ES* 5.0) (CO 5.0) (IS* 2.5)	CLASS SM Average Program Score (ES* 6.0) (CO 6.0) (IS* 3.0)
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>10-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>12-point minimum</i> (SQ 4) (AP 4) (CA 4)

As of January 2020, there were 126 Head Starts participating in Quality First-119 Full participation model and 7 Rating Only Model (See Appendix F Head Start Trends Data). Overall, 112 of the 126 Head Starts had a final star rating as follows:

- 2 stars = 21
- 3 stars = 20

⁵ First Things First FY20 Annual Report: <https://www.firstthingsfirst.org/wp-content/uploads/2020/09/FTF-2020-AnnualReport.pdf>

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- 4 stars = 53
- 5 stars= 18

12 programs are mid-assessment and in their Points Scale Assessment window. Below are the ratings based on only ERS and CLASS scores. The rating cannot increase based on the Points Scale Assessment scores, it can only maintain or decrease.

- 3 stars= 1
- 4 stars= 5
- 5 stars=6

Two programs had mid-assessments but were not far enough along in the process to predict a rating.

For all participants, including Head Start and Early Head Start, participation in Quality First starts with an initial program assessment which will provide a clear picture of the program, both strengths and opportunities for growth. A highly trained Quality First assessor will visit the program to observe classrooms and interview teachers. The assessor will then rate various aspects of the program, including the environment, curriculum, teacher-child interactions and more, using valid and reliable assessment tools. These scores are used to determine a site's initial *Quality First* Star Rating. The rating system is on a five-star scale, 1 being the lowest and 5 being the highest. *Quality First* is a voluntary program and, unfortunately, space is limited. FTF is currently at scale and does not have the capacity to enroll every provider in the state that wants to participate.

Work with state school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA)

In 2013, the Arizona Department of Education joined a multi-state consortium led by North Carolina in developing and implementing the Kindergarten Developmental Inventory (KDI) which became available in Arizona for all kindergarten classrooms in the 2017-18 school year once it was approved by the Arizona State Board of Education.

CLASS Scores compared to the OHS national average			
	Emotional Support	Classroom Organization	Instructional Support
Arizona HS Average	6.25	5.66	2.24
2018 OHS Average	6.08	5.8	2.96
National Lowest 10%	5.66	5.28	2.31
OHS minimums	4	3	2
Average ERS Score			
	3.55		
Average QF Star Rating			
	2.66		

Source: Arizona Head Start Programs from PDG sites- Assessment cycle scores, all cycles 12-24-18

OHS Scores- <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2018>

Minimum Scores: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1304-11-basis-determining-whether-head-start-agency-will-be-subject-open>

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The KDI is an assessment that kindergarten teachers use to obtain an in-depth understanding of the developmental strengths and needs of every child. It is intended to be used as a formative assessment—as a tool used throughout the entire school year to help teachers identify the depths of each child’s knowledge and abilities in all areas of development: (1) Social and Emotional, (2) Language and Communication, (3) Approaches to Learning, (4) Cognitive, and (5) Physical. The initial formative assessments capture this information within the first 45 days the student is in the classroom to ensure an appropriate baseline for continuous progress monitoring.

The Goal of the HSSCO is to educate the K-12 Education System about Head Start and other early care and education programs that feed into their system so that ECE programs are viewed as equal partners along the educational continuum. This has included significant work around kindergarten transitions and effective kindergarten transition plans. Educating K-12 partners, EHS/HS, and early care and education partners around formative assessment and formative assessment tools across the continuum is vital and a task that the HSSCO has undertaken.

The KDI focuses on the whole child. This means that it addresses five domains of learning and development and includes attention to areas beyond those typically assessed (e.g., mathematics and literacy). Research clearly indicates the importance of attending to and supporting children’s growth and development in all of these areas especially since children’s development in one area impacts their development in other areas. For example, if a child does not feel well, he or she may not approach a new task with vigor and interest or remember the two-step directions that were given. Therefore, we have to increase practitioner awareness about when we plan for children’s learning and development, we need to consider the whole child. Vital in this process, is demonstrating the alignment of the KDI with the Arizona Early Learning Standards and the Arizona K-12 Academic Standards which allows for continuity of learning and provides the framework for the planning of quality learning experiences leading to the use of the KDI in kindergarten. These alignments support Arizona law, [A.R.S. §15-701](#), known as “Move On When Reading” (MOWR) states that if data on the third grade statewide reading assessment (AzMERIT) is available and demonstrates that a student scored an

equivalent of “falls far below” (FFB) on the reading component of the assessment, the student shall not be promoted from third grade.

The HSSCO will utilize the five-year grant cycle to increase awareness around the following:

- The KDI is a user-friendly, effective resource for teachers, parents, students, policymakers and others who care about education in the critical early years.
- The KDI provides clear, immediate and relevant reports on children’s learning and development to inform decisions at a classroom level, a program level and at a state policy level.
- The KDI will begin at kindergarten entry generating a Child Profile of learning and development, and will continue through third grade, making information available to both teachers and families to inform teaching and learning.
- The comprehensive nature of the KDI allows for its use with both typical children and children with special needs, which leads to Arizona’s efforts in expanding inclusive classroom settings.

In an effort to prepare teachers and administrators for the implementation of the KDI, the Arizona Department of Education contracted with the Alesi Group (2015- March 2019), to provide a series of dynamic professional development trainings, workshops and opportunities that offered a comprehensive lens for evidence-based practices that support the whole child in kindergarten. These identified practices are the foundation for the effective and successful implementation of the KDI as they support the whole child and increase the likelihood of academic and lifelong success. Moving forward, the ADE ECE has taken the trainings and offered them in a Learning Management System in which practitioners may take these trainings at their own pace accessing supporting materials, handouts, and video vignette’s.

Subsection C: Organizational and Management Structures, and Ongoing Oversight

Arizona will meet the Head Start Collaboration requirements established in Section 642B of the Head Start act by designating Lori Masseur as the State Director of Head Start Collaboration. Ms. Masseur is the Director of Early Childhood Education at the Arizona Department of Education and thus, in a position with

sufficient authority and access to ensure that the collaboration within the state is effective and involves a range of state agencies and appropriate linkages to the Governor's office. An organizational chart is provided in Appendix F. One of the executive officers of the Arizona Head Start Association was part of the panel that reviewed the job description and criteria of the Director for Early Childhood, and interviewed Ms. Masseur when she applied for the position as the Director for Early Childhood, and was directly involved in her selection.

The internal process for the Head Start State Collaboration Office will be to utilize utilizes three groups for guidance, decision making, and support. First is the HSCO Advisory Group, this will be a small group of advisors who give direct guidance and play key roles in ensuring Head Start is well represented as part of the systems building efforts. This group will meet on a regular and as- needed basis. A list of the Advisory Group is available in the Needs Assessment (See Appendix A). Secondly, a larger group of stakeholders/state partners meets on a monthly basis. This group is made up of a wide group of stakeholders and used for the purposes of vetting materials and ensuring that the work of the early care and education system is moved forward and inclusive of a variety of early learning providers and settings. Lastly, the other key group of informants to the HSCO is the Executive Council for the AHSA, which includes the chairs of the AHSA standing committees. The HSCO Director meets with this group on a monthly basis.

The HSCO continues to strive to build relationships with the Tribal Head Start Collaboration Director, local tribal E/Head Start and the tribal communities. The HSCO participates in the Intertribal Council Early Childhood Working Group that includes tribal Head Start and Early Head Start, Child Care, and other tribal stakeholders. The HSCO Director participates in and reports out to the Inter-Tribal Council of Arizona Early Childhood Work group, which meets quarterly to facilitate enhanced communication between tribal early childhood agencies (childcare and Head Start) and state and federal agencies and local resources. Also, Tribal Head Start Programs are invited to regional opportunities for meetings and technical assistance.

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To accomplish the ambitious, yet achievable goals of the HSCO, the HSCO Director plans to continue much of the work started in the previous grant period, with an emphasis on sustaining the accomplishments of systems building work. The HSCO Director will remain actively engaged in state level cross-agency work groups, leadership teams, professional development opportunities, and governing boards, when appropriate. Additionally, the HSCO Director will utilize key staff to collaborate with the AHSA to coordinate HSCO activities for Head Start and Early Head Start personnel. The HSCO Director will also work closely with the ADE personnel across the birth through age five continuum to prioritize supports for young children in the areas of homeless education, English language learners, migrant education, and foster care.

Budget Narrative

The Arizona Head Start State Collaboration budget is made up of two parts, the \$175,000 grant from the Office of Head Start and an additional \$43,750 in match funds. The ADE Early Childhood Division also serves as the HSSCO. There are five employees who make up the office. Two employees are partially funded with HSSCO funds while the other employees are paid out of both state and federal funds to support the early childhood work

Line Item Information

Personnel: \$21,250 of the federal share portion will be used to support a partial FTE for the Head Start Collaboration Director. \$31,000 will be used to for a partial FTE for an additional Program Specialist.

\$18,810 is budgeted for Fringe Benefits. The Fringe Benefits are calculated at 36% of the Head Start FTE salary allotment. (Total: \$71,060). The remaining FTE of the Head Start Director Collaboration Director and Program Specialist will come from other K-12 Academic Standards State Funding.

The personnel supporting the Head Start Collaboration Program are distributed between four positions: Director of Early Childhood, ECE Program Specialist- English Language, ECE Program Specialist- Homeless Education and ECE Program Specialist- Migrant Education. Personnel costs for each

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position are allocated based on the estimated time and effort everyone spends on the Head Start

Collaboration Program and their other assigned ADE responsibilities. The calculation is as follows:

<u>Position</u>	<u>Funding Source</u>	<u>Fund Type</u>	<u>FTE</u>	<u>Amount Allocated</u>	<u>ERE</u>
Dir	Head Start	Federal	0.25	\$21,250.00	\$7,862.50
Dir	K12 Standards	State	0.75	\$63,750.00	\$23,587.50
<u>Position</u>	<u>Funding Source</u>		<u>FTE</u>	<u>Amount Allocated</u>	
ECE Program Specialist- EL Learners	Head Start	Federal	0.5	\$31,000.00	\$11,470.00
ECE Program Specialist- EL Learners	K12 Standards	State	0.25	\$15,500.00	\$5,735.00
ECE Program Specialist- EL Learners	OELAS	State & Federal	0.25	\$15,500.00	\$5,735.00
<u>Position</u>	<u>Funding Source</u>		<u>FTE</u>	<u>Amount Allocated</u>	
ECE Program Specialist- Homeless	NCFL	Federal	0.25	\$15,500.00	\$5,735.00
ECE Program Specialist- Homeless	Homeless Ed	Federal	0.25	\$15,500	\$5,735.00
ECE Program Specialist- Homeless	K12 Standards	State	0.5	\$31,000.00	\$11,470.00
<u>Position</u>	<u>Funding Source</u>		<u>FTE</u>	<u>Amount Allocated</u>	
ECE Program Specialist- MEP	K12 Standards	State	0.5	\$31,000.00	\$11,470.00
ECE Program Specialist- MEP	Migrant Ed	Federal	0.5	\$31,000.00	\$11,470.00

The Fringe benefits have the same cost allocation as the salaries.

Contracted services

A total of \$82,000.00 has been budgeted for contracted services. These contracted funds will directly support the work of the office through the Arizona Head Start Association. The Arizona Head Start Association will operate as a subgrantee and extension of the HSSCO to advance and support the Long-Range Goals and

Arizona Head Start Collaboration Office Strategic Plan 2021 - 2026 initiatives outlined with the strategic plan. Through the utilization of the committee and executive governance structure collaborative work is conducted on behalf of the collaboration office. Examples of this work include:

- Creation of the AZ Head Start Annual reports and Fact Sheets.
- Develop and provide informational newsletter distributed to collaborating partners about issues, opportunities, and systems building updates to further the building of an ECE profession and relationships between Head Start and other ECE entities.
- Host early care and education opportunities to address physical and mental well-being, kindergarten transitions, early language and literacy, etc.

Other Operating Expenses

The estimated “Other Operating Expenses” are based on recent actual costs for similar federal grant project budgets determined by the ADE and the Arizona Department of Administration for all State agencies.

Other Operating Expenses	
Telephones/ Communication Services (\$750/FTE)	\$562
Internet Access (Mgmt. Info Sys) (\$1,450/ FTE)	\$1,087
Rent/Occupancy (\$7,752/FTE)	\$5,817
Printing	\$100
Insurance/ Risk Management (\$345/ FTE)	\$258
Total	\$7,824

Indirect Costs

The Arizona Department of Education has an indirect cost rate of 15.2% (FY21) which is \$9,393 of the annual federal HSCO budget.

GAN AWARD	Admin	Contractual	Indirect Cost
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\$175,000	\$80,384	\$82,000	\$80,384 X 15.2% = \$12,218
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Travel

The HSCO plans to participate in national meetings and conferences:

Travel to Region IX Airline Travel:

\$392.00

Per Diem: \$64.00 per day (x3) = \$192.00

Hotel: \$250.00 per night (x3) = \$750.00

Incidental costs (taxi, tips, and fees): \$175.00 Total trip:

\$1,509.00

Travel to the ECE Conferences, such as, NAEYC Conference

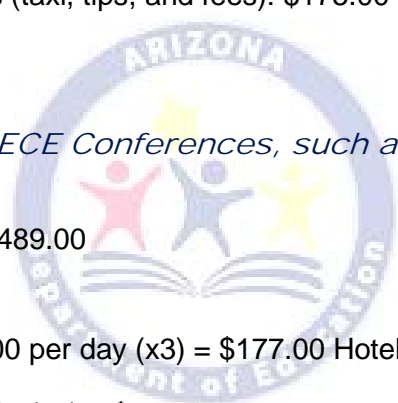
Airline Travel: \$489.00

Per Diem: \$59.00 per day (x3) = \$177.00 Hotel:

\$250.00 per night (x3) = \$750.00

Incidental costs (taxi, tips, and fees): \$150

Total trip: \$1,566



Match Share Portion

A \$43,750.00 match is required for Arizona's Head Start State Collaboration Office. Through State K-12 Funds, \$43,750 (FTE & ERE) will be utilized to support the work of the HSSCO Director and Program Specialist to support early care and education and continuity along the B-grade twelve continuum. This amount meets the minimum matching contribution required.

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www.qualityfirstaz.org

www.azed.gov

www.readonarizona.org

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