

- 1. Describe the overall purpose of your program and how it aligns with the ADDPC Goal of Self-Advocacy, Integrated Employment or Inclusion. Explain why the ADDPC should continue funding your program for a second year.**

The Inclusive Classroom Profile (ICP) Project was identified as a tool and adopted as a method to support preschool education programs to evaluate the inclusive experience of its children with disabilities. The ICP is an observation tool for classrooms serving children ages 2–5 and assesses 12 key practices cited to have the strongest research base for supporting the education and development of young children in inclusive programs. The ICP assesses each programs' current inclusive practices, establishes a baseline for measuring future progress, and allows programs to tailor professional development toward the teacher's specific needs.

The proposed *Inclusion Classroom Profile Capacity-Building Project* is focused on building local capacity to use the Inclusion Classroom Profile (ICP) tool with fidelity to improve the settings in which children with disabilities may be receiving their special education services. It is the responsibility of the state's education agency (ADE-ECE) to support programs to ensure children with disabilities receive a free and appropriate public education. This training will support ADE-ECE in its continued efforts to ensure that technical assistance and professional development efforts are aligned to the specific needs of inclusive classroom programs.

Prior to the ICP, there were no state level initiatives that utilize a self-assessment tool to assess the use of high quality inclusive practices with fidelity. Common statewide program evaluation tools such as ECERS and CLASS evaluate the quality of environments and teacher child interactions, but do not assess inclusiveness. The use of the ICP for the past year has been used to help remediate this problem and improve upon the quality of practices within these settings.

ADE-ECE is uniquely positioned to know and understand the complexities school districts and charter schools face when considering how to adequately and consistently provide high-quality preschool inclusion opportunities to children with disabilities. As the administrative home of the *Individuals with Disabilities Education Act* (IDEA), Part B, Section 619, ADE-ECE receives all data related to reporting to the Office of Special Education Programs (OSEP) and has developed strategies for improving student outcomes based on this data. One data point relevant to this proposal is the number of children receiving their special education services in their least restrictive environment (LRE). We believe this project will help us help programs improve their outcomes in this area, too.

- 2. Provide a summary of the program achievements for the current year of funding. Include all key activities that have been undertaken based on the current implementation plan. Describe key barriers that were overcome, and what activities are being undertaken in the last quarter.**

## *Quarter One*

Six early childhood Educator Leaders were chosen to engage in the work of learning to use the ICP who would then teach others at their site to use it. The selected Leader Educators are from the following programs: Southwest Human Development, Page Unified School District, Mesa Unified School District, Flowing Wells Elementary School District and two Program Specialists from the Arizona Department of Education's Early Childhood Unit with special education backgrounds. In much of our documentation they are referred to as "L2" or top level trainers. To begin the process of becoming reliable, on January 14<sup>th</sup> the Leader Educators (L2) and their teams (L1) participated in a half-day overview training provided by Brookes Publishing Co., the only organization approved to provide this training. . As "L2's" they are trained to reliability from Brookes Publishing and would be able to train others.

- While the intention was to train six school leaders to reliability, only five were able to meet the criteria, which is not out of the ordinary according to the trainers from Brookes. The training is rigorous and difficult. The individual who did not meet fidelity initially to Brookes will be trained to fidelity to one of the Educator Leaders (L2).
- A map was created to support participants in the project to keep track of the activities over time. This map is visual, able to be filled in as activities are completed and was provided to each of the Educator Leader participants and their trainees. On the map leaders are referred to as "L2's" and their trainees are titled "L1's". (Please see [Scope and Sequence Visual Map](#))
- Overcome Barriers- The timing of the applications approval process from the council and from ADE resulted in a delay in securing the trainers for the project and in having programs available. ADE received the contract from the ADDPC in October. The time frame in which it was received by ADE was past the October deadline for board approval submissions. The State board did not convene in November. Thus, the contract could not be reviewed and approved by the State board until December. This resulted in a two-month delay of launching the project. This delay was over the winter holiday and it presented a challenge in securing sites prior to the holiday break and recruitment of programs to participate once schools reconvened in January. This compounded with the limited availability of the trainers resulted in a bit of a crunched and rushed timeline. However, the ADE ECE unit was able to secure the trainers for January 2019 to deliver the in-person face-to-face ICP training for 20+ ECE educators for a five-day intensive training workshop

## *Quarter 2*

Over the course of April and May of 2019, practitioners used the Inclusive Classroom Profile (ICP) to observe preschool age children with disabilities in inclusive settings and rate the children's experience. The users of the ICP completed 25 observations. The goal was for each of the five educators trained by Brookes Publishing (our L2's) back in January, to train other new users on the ICP tool. As L2's trained their colleagues (we call L1's) they were able to collect new data about the inclusion experience for children in classrooms around the state. These new observations yielded the following results:

Overcome Barriers- During this last quarter we had turnover with ADE staff that had been certified as reliable within the tool. In addition, one of the L1s went on FMLA maternity leave. This impacted the amount of data at sites that we were able to collect and report on and this impacted the amount of L1s that the L2s were able to train reliable to them. The use of the survey tool as a means of capturing raw data from participants as proved to be an area that programs have done well with. This has allowed the ADE team the

opportunity to pull the raw data and interpret and analyze that data to help determine next steps and supports for those programs.

*Quarter 3 and Quarter 4*

To provide customized and tailored supports based on programmatic data, the ADE ECE Unit performed a Data Dive. This Data Dive had teams of ADE ECE Program Specialist reviewing site level ICP data. This data dive allowed Program Specialist the opportunities to look for trends, make inferences, explore what additional data or information may be needed, and to determine what technical assistance, guidance, and support the programs needed relative to their identified strengths and areas of improvement noted.

This data dive resulted in the creation of support plans for the participating programs. In addition, Inclusion coaches with Southwest Human Development committed to supporting this programs in their identified areas of support to improve the quality of inclusive experiences.

Arizona during Quarter Three and carrying over into Quarter Four has shared online resources and trainings with programs in order to raise awareness and knowledge around improved practices connected to areas that their data indicated they needed additional supports. In addition, Arizona intends work with the STAR Autism vendor to purchase a 1 year subscription for each of the L1s and L2s for their digital media Library. We anticipate that access to the Media Center will come to fruition in the fourth quarter of this project. Furthermore, literature on evidence-based practices, children’s books feature children with disabilities, supplies

**ICP Data Dive Questions**

1. What are some patterns, categories, or trends that are emerging?
  
2. What inferences/explanations/conclusions might we draw?
  
3. What surprised you or what did you find most interesting about your data?
  
4. What additional data do you have, or would you want to have to have a fuller picture of the current context?
  
5. What are some solutions we might explore? What Technical assistance or guidance could/should we offer the program(s)?

to increase child access and participation, and visual supports will be purchased for the participating sites. Quarter Four will see the collection of an additional set of ICP to look for growth and to identify continued areas of support for participating programs.

D	E	F	G	H	I	J
<b>Conflict Resolution</b>	<b>Membership</b>	<b>Relationships Between Adults and Children</b>	<b>Support for Communication</b>	<b>Adaptations of Group Activities</b>	<b>Transitions Between Activities</b>	<b>Feedback</b>
<a href="#">Strong Start: A Social &amp; Emotional Learning Curriculum</a>	<a href="#">Engagement of every child in the preschool classroom</a>	<a href="#">Consultation In Early Childhood Settings</a>	<a href="#">Talk To Me, Baby!</a>	<a href="#">Cara's Kit</a>	<a href="#">Cara's Kit</a>	<a href="#">Little Kids Big Worries</a>
<a href="#">Prevent-Teach-Reinforce for Young Children</a>	<a href="#">Addressing Challenging Behaviors in early childhood settings</a>	<a href="#">Little Kids Big Worries</a>	<a href="#">Building Blocks (Brook</a>	<a href="#">Building Blocks (Brooks</a>	<a href="#">Engagement of every child in the preschool classroom</a>	<a href="#">Consultation In Early Childhood Settings</a>
<a href="#">Addressing Challenging Behaviors in early childhood settings</a>	<a href="#">First Steps To Preschool Inclusion</a>	<a href="#">Blended Practices For Teaching Young Children In Inclusive Settings</a>	<a href="#">Story Friends Teacher Guide</a>	<a href="#">Blended Practices For Teaching Young Children In Inclusive Settings</a>	<a href="#">Teaching Young Children With Disabilities in Natural Environments</a>	<a href="#">An Activity Based Approach to Early Intervention</a>
<a href="#">Blended Practices For Teaching Young Children In Inclusive Settings</a>	<a href="#">Blended Practices For Teaching Young Children In Inclusive Settings</a>	<a href="#">An Activity Based Approach to Early Intervention</a>	<a href="#">Assistive Technology for Young children</a>	<a href="#">The Data Model for Teaching Preschoolers with Autism</a>	<a href="#">Building Blocks (Brook</a>	<a href="#">Blended Practices For Teaching Young Children In Inclusive Settings</a>
<a href="#">Making Preschool Inclusion Work Presentation</a>	<a href="#">Blended Practices</a>	<a href="#">First Steps To Preschool Inclusion</a>	<a href="#">Do-Watch-Listen Say</a>	<a href="#">Engaging Young Engineers</a>	<a href="#">First Steps To Preschool Inclusion</a>	<a href="#">Blended Practices Presentation</a>

**3. Describe the role of community partners that are part of the project and the role they are in charge of doing to support the project.**

Each of the selected programs for the ICP Capacity building had to be a current participant in the Tiered Quality Rating Improvement System (TQRIS) with a star rating of a three or higher. The TQRIS is based on the environment, staff qualifications, and CLASS scores (emotional support and instructional support) to children. Each participating site received Quality First Coaching. Coaches support enrolled child care providers in their efforts to achieve quality milestones. Quality First Coaches provide the following:

- Coaching and training tailored to the individual needs of the program
- Classroom management tips and techniques
- Curriculum guidance and support
- Strategies to support teaching and administrative practices
- Ideas to strengthen family involvement
- Guidance on how to use financial incentives to address barriers
- Team support with child care health consultation, as well as Smart Support Mental Health Consultation and Early Care and Education Inclusion Coaching

**4. Summarize feedback from participants, professionals and other stakeholders during the current funded period. Explain how this feedback will be integrated in program design for year 2, and part of the overall evaluation process.**

Quarter Four activities will include a participant's survey to allow participants the opportunity to formally share feedback on the process and to share their perceptions of inclusiveness within their environment. Information will be used to review the implementation process of the activities for year two. The initial practices and data gleaned from year one of the project will be used to improve supports to ensure that in year two and subsequent years that practice is consistent and positive outcomes are achieved.

**5. Describe efforts to work in or promote the program in underserved or unserved areas of the state or with certain populations that are overlooked.**

During our recruiting process several factors were taken into consideration. As part of the application for consideration applicants had to indicate the following:

- Is the applicant a current Preschool Development Grant (PDG) participant- targeted at High Needs Communities based on if they are rural or tribal, families at or below 200% of the poverty level, % of children who are eligible for free and reduced lunch, % of English Learners, each classroom must reserve 10% of their slots for children with an identified disability.
- Type of classroom- to honor parental choice and a mixed delivery system
- Current Quality First participant with 3-5 Star rating
- Program must have capacity to implement the program.

In year one of the project the aforementioned criteria were used with a target on those programs serving children from vulnerable populations. Our most remote location was Page Arizona which sits just off of the Navajo Nation. The data from year one will be shared and leveraged to encourage future program participation.

Using the programs and/or local districts Least Restrictive Environment (LRE) data known as Indicator 6, Child Outcomes data (Indicator 7), with the above-mentioned indicators participating programs will be selected for future participation.

**6. Summarize Evaluation Findings to date, including the number of participants served, and their level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Include other data/performance measures you are tracking.**

Our five “L2’s” or Lead ICP users had the task of training up to 4 additional users. This was quite a heavy demand as there needed to be many hours dedicated to setting up schedules, completing the actual observations in classrooms, reflecting on the scoring practices, agreeing on scores obtained and entering data into the data collection tool. Our L2’s selected colleagues willing and able to adopt the new skill (using the ICP) and set out to accomplish the overview training and the 4 days of observations it takes to become reliable to use the ICP. Observations/trainings took place in Page Unified School District, Flowing Wells Elementary School District, Mesa Unified School District, Pendergast Elementary School District and Tempe Elementary School District. Our proposal was intended to build the capacity in specific regions and program types to use the ICP tool and train others to use the tool. Some the classrooms were Head Start classrooms, others were Preschool Development Grant classrooms and others were district inclusion classrooms.

According to the data collected during the observations those whose classrooms were being observed held a range of qualifications. Teachers in most classrooms had paraprofessionals supporting them in the classroom.

Master's Degree	4	10%
Bachelor's Degree	14	33%
Associates Degree	12	29%
No Degree	12	29%

Children with disabilities in the observed classroom were eligible for special education services under the following categories. These data reflect a similar distribution of eligibility counts statewide.

Eligibility Category of Children with Disabilities	Counts of CWD's	Percent of CWD's
Developmental Delay	32	48.5%
Speech Language Impairment	30	45.5%
Preschool Severe Delay	4	6.1%
Hearing Impairment	0	0.0%
Visual Impairment	0	0.0%

Observations were completed yielding new results around each of the key practices, presented here, sorted from lowest to highest:

Scoring Key:

1	2	3	4	5	6	7
Inadequate		Minimal		Good		Excellent

Table of Scores:

Average Scores of ICP Key Practices	March-May 2019	January 2019
Conflict Resolution	2.7	1.00
Feedback	4.24	4.00
Support for Communication	4.33	3.87
Adult Involvement in Peer Interactions	4.67	3.75
Relationships Between Adults and Children	4.67	3.62
Monitoring Children’s Learning	4.67	2.38
Adults' Guidance of Children's Free-Choice Activities and Play	4.95	4.88
Transitions Between Activities	5.05	2.00
Family-Professional Partnerships	5.10	4.13
Adaptations of Group Activities	5.52	6.50
Membership	6.15	5.13
Adaptations of space, materials, and equipment	6.24	6.50

Across both assessment periods scores for Adaptations of Space, Materials, Equipment and Membership Categories maintained the highest scores. Family-Professional Partnerships, Transitions Between Activities and Monitoring Children’s Learning increased significantly over earlier observations done during the initial training. Adaptations of Group Activities scores were significantly lower than the observations done at the site in January. We continue to build capacity to evaluate the quality of the inclusive experience for preschool aged children.

In quarter four L1s and L2s will collect their final ICP data sets for the project period. In addition, quarter four will be used to evaluate the program’s perceptions of inclusiveness and reflection data of the quality of inclusion collected and evaluated through participant self-evaluations.

**7. Describe any changes that will be planned for the second year, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.**

As Arizona proposes to scale up this initiative we find it vital to align our efforts with other systems initiatives to strengthen and improve outcomes for CWD. As we continue to message the importance and benefits of inclusive practices it is vital that we not only provide the “why” behind inclusion but that we focus on strategies that provide the “how” to make inclusion happen. As we move forward with the ICP project we as a unit will also be simultaneously educating programs on how to properly code LRE placement data, continuing to use ICP data to provide guidance to the field through our Early Childhood Task Force on Inclusion, and operate cohorts on the Early Childhood Special Education Itinerant Service Model. As we move into year two we will continue our partnership with our sister agency, First Things First, ensuring that programs participating are Quality First programs receiving coaching supports to allow them the capacity to use the ICP and its data to make informed decisions relative to improving the experiences of CWD receiving their services in inclusive settings. In addition, given the heavy lift of this project at a statewide level we find it necessary to fund a partial FTE to provide administrative oversight as we move toward initial implementation into a scaled up model.

**8. Elaborate on sustainability efforts that show commitment from other sources of funds to fund the program post ADDPC funding.**

Currently at this time Arizona does not have an ADE legislative budget that supports preschool for children. This is a barrier in helping to ensure that their settings with typical children located within district boundaries. For this reason, ADE is offering the ICP to those programs whose Indicator 6 data shows that at their CWD are in settings where at least 50% of the children are typically developing children. In addition, current participating programs must be programs who have demonstrated a commitment to providing quality programming as demonstrated with their participation with Quality First. Furthermore, ADE will submit a federal grant application NLT November 5<sup>th</sup> for the PDG Birth-Five grant. Within this grant, that spans for three years, we are requesting funding to continue the implementation of the ICP beyond year 2. The ICP project with its L2s certifies participants to be reliable on the tool with ability to train one generation below them to reliability. This certification is good for two years. Therefore, the ability to continue the ICP practices and assess programs extends beyond the grant project and L2s are capable of assessing programs outside of their own. Furthermore, ADE has been education programs at a statewide level on how to braid and layer funding to support the provision of high quality programming.

**9. Budget Narrative (Also Listed in Attachment Two)**

<b>Award Amount:</b>	<b>\$50,000</b>
<b>Effective Date:</b>	<b>12/20/2019</b>
<b>CATEGORY</b>	<b>AMOUNT</b>
<b>1. Personnel</b>	\$22,200
<b>2. Fringe Benefits</b>	\$7,800
<b>3. Travel</b>	\$0
<b>4. Equipment</b>	\$0
<b>5. Supplies</b>	\$0
<b>6. Professional and outside services:</b>	\$18,000
<b>7. Training Stipends</b>	\$2,000
<b>8. Other</b>	\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$50,000</b>
<b>10. Indirect Costs</b>	\$0
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$50,000</b>

- **Personal Services:** To continue to sustain and support a high-quality project, Early Childhood Program Specialists (ECPS) that are trained in ICP reliability will continue to conduct ongoing technical assistance and oversight to the LEAs that are participating in Year Two. Based on time and effort undertaken by ADE-ECE staff in Year One, it is anticipated that the human resource investment in the administration of the project will be a supplementary cost of \$22,200 in Year Two, which equates to approximately 0.4 FTE.

- **Fringe Benefits:** Funding for the employee-related expenses (ERE) portion of the budget is based on standard ERE required by ADE. The rate for ADE is 35% of the total salary for a staff position and includes actual rates that are consistent with other funds charged, as well as actual costs designated by the State of Arizona for all standard benefits offered to employees and charged to agencies (FICA, Medicare, Retirement, Long Term Disability, Workers Compensation, etc.). The total benefits cost for personnel during Year Two will be a supplementary cost of \$7,800.
- **Travel:** The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. ADE-ECE will braid or layer funds to cover the projected travel expenses of personnel for 2019-2020.
- **Professional and Outside Services:** The cost of ICP reliability training for 25 people during 5 days is estimated at \$18,000 based on such expenditures in Year One.
- **Stipends:** Stipends for classroom teachers allowing teams to practice the ICP \$500 x 4 classrooms = \$2,000.
- **Total Funds Requested:** The total funds requested amount is \$50,000
- **In-Kind Match of 25% :** ADE-ECE and the National Center for Families Learning (NCFL) have partnered to support statewide capacity-building around family engagement through developing professional development for family engagement technical providers, delivered as a train-the-trainer model; providing localized capacity for implementing the strategies of the professional development through targeted technical assistance; and ensuring programming is aligned to the state's strategic plan, etc. ADE-ECE has agreed to make appropriate and necessary staff available for participation in the project, which NCFL has agreed to reimburse at \$50,000/year. ADE-ECE plans on coordinating at least \$16,700 of the personnel activities of this partnership with ICP-related activities with regards to family engagement. Thus, this \$16,700 will serve as the in-kind match of 25% of \$50,000.

## 10. Key Personnel (Also Listed in Attachment Three)

- *Lori Masseur, M.Ed., Deputy Associate Superintendent of Early Childhood Education, Head Start State Collaboration Office Director.*

Ms. Masseur has spent over five years with ADE-ECE, serving three years as the Education Program Specialist overseeing Northern Arizona, and two years serving in the capacity of Director prior to becoming the DAS for the unit. Ms. Masseur's professional background includes twenty years in the early childhood education and elementary education fields. For over ten years Lori was an educator in the Department of Defense Education (DODEA) system, working with military and military-connected children and families. Following her tenure in the DODEA system, Lori transitioned as an educator to the civilian sector serving six years as an Early Childhood preschool director. Prior to joining the ADE-ECE Lori also served as a vocational rehabilitation counselor, providing supported educational services to Arizonans with developmental disabilities.



With her extensive knowledge of the statewide ECE system in Arizona and understanding of the key partners and stakeholders, Ms. Masseur will be vital in coordinating linkages between appropriate ECE partners within the early care and education field. This extensive knowledge will uniquely enable the her to speak to a larger statewide early care and education systems-building effort. As part of the ADE-ECE leadership team, Ms. Masseur collects, manages, analyzes, and summarizes data to help inform and determine plans, not only for ADE-ECE, but also for the early care and education field. This has been instrumental in the development of guidance and support to the field. For the initial PDG grant, Ms. Masseur was responsible for an array of supports related to infrastructure-building and quality enhancements.

- *Suzanne Perry, M.Ed. Director of Early Childhood Special Education/619 Coordinator.*

As the 619 Coordinator for the State of Arizona, Ms. Perry has been responsible for administering the Individuals with Disabilities Education Act (IDEA) preschool grant and supervising the programs engaged in offering services to preschool aged children with disabilities. This is Ms. Perry's third year as the 619 Coordinator. The role includes important technical activities related to such things as gathering and evaluating data. The data analysis of federal indicators includes reviews of children's outcomes, their access to inclusive environments, and whether they obtained timely support and services. ADE-ECE, in turn, supports programs to examine their own data and adjust their practices so that children have access to quality programming. Ms. Perry works on ensuring that data is submitted by each entity, that the data includes all required elements, and that the practices used to gather it reflects what is occurring in the early childhood environment. The data helps to determine ADE-ECE's next steps.

Ms. Perry oversees, and reviews use of the entitlement funds offered to over 400 public education agencies and support educators to use the funds not only according to regulation, but also wisely. How programs report that funds will be used is collected and factored into ADE-ECE's monitoring and technical assistance support processes.

Ms. Perry regularly updates the field about national events, initiatives and trends in special education through presentations and professional development at conferences, to school district leadership, and Head Starts agencies and regional groups. Ms. Perry attends national conferences to collaborate with 619 coordinator colleagues across the country to discuss strategies that work, and challenges all are experiencing, and to access guidance from our National TA Centers. Ms. Perry organizes new professional development for programs to access around the state and supports ECPS to support the field. Their work entails delivering professional development and technical assistance, regulatory guidance, programmatic guidance, and the sharing evidence-based practices aligned to district identified needs.

## Budget Request Form

Contractor Name: Arizona Department of Education / Early Childhood Education Unit

Contractor Address: 1535 W. Jefferson Street, Bin #15, Phoenix, AZ 85007

Project Name: Inclusion Classroom Profile-Capacity Building Project

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	\$22,200		\$12,400	\$34,600
Fringe Benefits	\$7,800		\$4,300	\$12,100
Supplies   Operating Expenses				
Travel				
Rent or Cost of Space				
Contracted Services / Professional Services	\$20,000			\$20,000
Administrative / Indirect Costs				
<b>Total Costs</b>	<b>\$50,000</b>		<b>\$16,700</b>	<b>\$66,700</b>

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

William Buckley

Name of Certifying Official

Director of Fiscal Operations

Title of Certifying Official

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Phone

Email

## Budget Narrative

<b>Award Amount:</b>	<b>\$50,000</b>
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## Key Personnel

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*Suzanne Perry, M.Ed. Director of Early Childhood Special Education/619 Coordinator.*

As the 619 Coordinator for the State of Arizona, Ms. Perry has been responsible for administering the Individuals with Disabilities Education Act (IDEA) preschool grant and supervising the programs engaged in offering services to preschool aged children with disabilities. This is Ms. Perry's third year as the 619 Coordinator. The role includes important technical activities related to such things as gathering and evaluating data. The data analysis of federal indicators includes reviews of children's outcomes, their access to inclusive environments, and whether they obtained timely support and services. ADE-ECE, in turn, supports programs to examine their own data and adjust their practices so that children have access to quality programming. Ms. Perry works on ensuring that data is submitted by each entity, that the data includes all required elements, and that the practices used to gather it reflects what is occurring in the early childhood environment. The data helps to determine ADE-ECE's next steps.

Ms. Perry oversees, and reviews use of the entitlement funds offered to over 400 public education agencies and support educators to use the funds not only according to regulation, but

also wisely. How programs report that funds will be used is collected and factored into ADE-ECE's monitoring and technical assistance support processes.

Ms. Perry regularly updates the field about national events, initiatives and trends in special education through presentations and professional development at conferences, to school district leadership, and Head Starts agencies and regional groups. Ms. Perry attends national conferences to collaborate with 619 coordinator colleagues across the country to discuss strategies that work, and challenges all are experiencing, and to access guidance from our National TA Centers. Ms. Perry organizes new professional development for programs to access around the state and supports ECPS to support the field. Their work entails delivering professional development and technical assistance, regulatory guidance, programmatic guidance, and the sharing evidence-based practices aligned to district identified needs.