

Community Collaboration Coaches Initiative – 2008
Purpose, Outcomes and Expectations

In The Areas Of:
Early Childhood Education and Care
Homelessness and Poverty
Access to Health Insurance and Medical Homes
Mental Health and Social-Emotional Development
Parenting Education and Family Support

Funding: The funding for this project comes from several different streams from two state departments. These funds have been “braided” into one DPI account (8448) for the previous four years under the project. The total sources and amounts are summarized below and a detail breakout of funding follows:

- Department of Public Instruction:
 - IDEA Preschool Discretionary Funds = \$60,000
 - McKinney Vento Homeless Program = \$25,000 (Request under separate proposal)
 - Special Education State Professional Development Grant = \$90,000
- Department of Workforce Development:
 - Child Care and Development Block Grant = \$10,000
 - Wisconsin Head Start Collaboration Office = \$20,000
- Department of Health and Family Services
 - Early Childhood Comprehensive Systems Grant = \$25,000

Purpose:

1. Network, share information, provide input, and promote collaboration within the state and regional early childhood infrastructure to support statewide planning and implementation of an early childhood comprehensive system in WI.
2. Ensure the regional action teams include representation from a wide, comprehensive, range of early childhood programs and areas including early intervention, early childhood special education, four-year-old kindergarten, child care, Head Start, parent education, family support, health/medical home, and mental health/social emotional development.
3. Work with the Wisconsin Early Childhood Collaborating Partners Regional Action Teams to support the networking infrastructure, develop and implement work plans, and coordinate professional development system.
4. Support and assist community leadership to expand their ability to promote, plan, and implement 4 year-old-kindergarten (4K) and community approaches.
5. Support and assist community leadership to expand their ability to implement an array of educational environments & preschool options for young children with disabilities with emphasis on transition, preschool options/inclusion, and interagency agreements.
6. Facilitate and assist in the delivery and implementation of the Wisconsin Model Early Learning Standards training to assure statewide access.
7. Promote networks and awareness of poverty and homelessness issues and the strategies early childhood professionals may use to increase access to services for children who are experiencing homelessness.
8. Participate in training on a model for personnel development and designing of methods to improve current early childhood personnel development focus areas.

Outcomes:

1. Representatives from the designated program areas will be informed about the regional networks and participate in periodic constituency meetings, video conferences, statewide conferences, and other activities.
2. Representatives from the comprehensive early childhood components will be designated and participate as members of the regional Action Teams such as CESA Early Childhood Program Support Teacher, child care regional licensing, Head Start, Child Care Resource and Referral, Birth to 3 Program, Children’s Trust Fund/Parent Education and Family Support programs, public health regional offices, children with special health care needs regional centers, mental health, and local coordinating councils.
3. Each region will have a work plan that defines activities in conjunction with mini-grant priorities, and state action team work plan.
4. The regional websites on www.collaboratingpartners.com will become functional in each region as an information-sharing tool and publicized as such to those working in all comprehensive early childhood areas.
5. Technical assistance on community approaches will be provided to a minimum of 50 communities and information to a minimum of 300 school districts, 17 Resource and Referral Agencies and 30 Head Start programs.
6. The number of school districts providing four-year-old kindergarten and those using community approaches will increase.
7. The number of school districts providing special education services in community settings will increase
8. At least two Wisconsin Model Early Learning Standards 12-15 hour training packages will be offered in each region of the state and WMELS comprehensive overview will be provided at a minimum of four statewide conferences (WECA/WDEC, Strongest Links, WECCP, and Assessment). WMELS new content will be distributed at multiple available opportunities throughout the year to generate interest, feedback and support in updated materials.
9. Best practice and strategies will be developed and promoted to address the barriers that families experiencing homelessness experience when trying to enroll their preschool children into early education/childcare programs.
10. Early childhood professionals will be informed and educated on best practice, strategies, and educational rights under the McKinney-Vento Homeless Education Assistance Act to address the experiential and developmental deficits children from families experiencing homelessness or in poverty may bring with them to the classroom.
11. Interagency agreements between schools, Head Start, and county Birth to 3 Projects will be revised and increased.
12. The Wisconsin Professional Development Framework will be explored and applied to transition, educational environments, and WMELS trainers.

Basic categories within these positions:

- Process Coach: Process coaches provide state level function for specialty areas of 4K collaboration, WI Model Early Learning Standards, and Homelessness.
- Content Coach: Work under the direction of the process coach to provide additional support within the area of Wisconsin Model Early Learning Standards.
- Community Coach: Basic roles with general focus in all areas as defined in purpose document.

Performance Expectations and Activities:

<p>Participate in meetings with coaches and state early childhood project leaders to network, share information, and provide input to statewide planning.</p>	<ul style="list-style-type: none"> • Participate in meetings with coaches and state early childhood project leaders to network, share information, and provide input to statewide planning including: <ul style="list-style-type: none"> ○ Reflective practices work with other coaches ○ Periodic meetings with the project funders ○ Personnel development model training (Feb 26-27) and strategic implementation sessions: • Attend 2008 events to make contacts, identify resources, and network with communities when coaches roles are utilized and regional representation is designated including: <ul style="list-style-type: none"> ○ Preserving Early Childhood (March 5-6) ○ Early Childhood Special Education Program Support Teacher meetings or IDEA grant coordinators meetings (Spring and fall) ○ WI Early Childhood Collaborating Partners Action Team and Video conferences including: and WECCP video conference (Tentatively Feb 7, April 10, May 8, August 17, October 9, and Nov 6) • Other meetings if determined
<p>Build and expand the regional early childhood infrastructure by facilitating the work of regional early childhood action team and regional networks.</p>	<ul style="list-style-type: none"> • Work with State Action Team to ensure that a representative from each of the early childhood component areas are identified, oriented, and participate in the regional Action Teams. • Develop and oversee regional work plan in conjunction with the Regional Action Team that links to the regional mini-grants, coaches' priorities, and the State Work Plan. • Maintain regular communications with Action Team members and the regional network to ensure inclusive regional planning and facilitate activities of broad interest <ul style="list-style-type: none"> ○ Provide catalyst for networking and sharing of information on with regard to the comprehensive areas. ○ Network with existing team members and communities to expand participation in regional networks activities to include stakeholders in all the comprehensive early childhood areas ○ Ensure the regional network has a communication system through email, phone contacts, participation in activities, community visits, and/or established listservs. ○ Support and promote the utilization of Wisconsin Early Childhood Collaborating Partners video conference/web casts series, state conferences, and regional activities as appropriate ○ Facilitate the utilization of the regional network web pages on www.collaboratingpartners.com and promoting as a communications tool among providers in all early childhood comprehensive areas. • Network within the regions and on the state level to ensure a coordinated training effort by being aware of local, regional, and state training events and providing information to regional networks and state agencies in all early childhood component areas. • Act as a link between the state action team and the regional action team.
<p>Promote community approaches early childhood care and education</p>	<ul style="list-style-type: none"> • Promote community approaches to early childhood care and education by: <ul style="list-style-type: none"> ○ Facilitate or provide resources and technical assistance to communities through direct technical or referral to regional liaisons, process coaches, grant resource people, mentors, or other resources. ○ Share information and/or participate in regional constituency meeting as planned by state or regional efforts ○ Assist in the connecting communities to new resources or grant opportunities such as: <ul style="list-style-type: none"> ○ State Four-Year-Old Kindergarten Start-Up Grants ○ Early Childhood Special Education Inclusion. • To promote the expansion of preschool options for young children with disabilities by coordinating the implementation of Ready, Set, Go: Birth to 3 Transition Training: <ul style="list-style-type: none"> ○ Work with the Action Team to include training in work plan ○ Assure reporting of presentations • To promote the expansion of preschool options for young children with disabilities by.... • For each collaboration coach anticipates 6-10 school districts/communities for direct contacts and 20-40 school districts/communities for information or participation (except Milwaukee coach which focuses only on Milwaukee). • Promote the development of informed referral networks and community early childhood councils. • Support the development/revision of interagency agreements between schools, Head Start, and County Birth to 3 programs.
<p>Promote the implementation of Wisconsin Model Early Learning Standards WMELS</p>	<ul style="list-style-type: none"> • The standards process coach will lead the work to monitor implementation of the second edition of WMELS, determine any needed changes to the training materials especially related to the new continuum and birth to three range, enhance support to statewide trainers, ensure a coordinated training plan, oversee the WMELS website, guide the alignment with the WI Model Academic Standards, present at designated state events, and generally oversee the utilization of WMELS. Through meetings with the State Steering Committee and collaboration with the other coaches, the standards process coach will collect and share next steps and lead discussions for visioning. • The content coaches will work with the process coach as appropriate on revisions and expansion of WMELS materials and presentation at state events. They will work under the guidance of the process coach to support implementation of the continuum and birth to 3 age range, assist in the development of training materials, present at designated state events, or other activities as determined. • All collaboration coaches will: <ul style="list-style-type: none"> ○ Provide or coordinate with regional networks and Child Care Resource and Referral Agencies to assure training goals are met and communities are encouraged to utilize WMELS. ○ Coordinate WMELS training opportunities in the region, utilizing Approved Trainers to assure full region access to training. Share information with trainers on available resources and training content materials from http://www.collaboratingpartners.com/secure/ and the Child Care Information Center. ○ Provide quarterly WMELS report information to the Child Care Section, identifying location of training, sponsor of training, number of hours of training, training dates, number of participants: child care, head start, public school, special education, parent

	<ul style="list-style-type: none"> birth-to-three, other. ○ WMELS training event information is updated on the Collaborating Partners- Training Opportunities web page: http://www.collaboratingpartners.com/training.htm and The Registry TNet web page: http://www.t-net.org/default.htm.
Promote networks and awareness of poverty and homelessness issues and the strategies early childhood professionals may use to increase access to services for children who are experiencing homelessness.	<ul style="list-style-type: none"> ● The poverty/homeless process coach will: <ul style="list-style-type: none"> ○ Facilitate the development of a plan to increase awareness of issues including specific strategies based on research on access barrier to families who are homeless, mechanisms to provide information about education rights of preschool children from homeless families under McKinney-Vento Homeless Education Assistance Act. ○ The poverty/homeless process coach will initiate implementation of the plan as appropriate by share resources and training information, and present at designated state events including ECPST meetings. ○ Share research and support materials to early childhood teachers need related to the experiential and developmental deficits children experiencing homelessness may have when entering preschool, P5 Kindergarten programs. ○ Work with the Wisconsin Head Start Collaboration Project, Wisconsin Head Start Directors Association, and Community Action Commission related to the plan. ○ Work with coaches from other regions to support regional planning and action strategies. ● All coaches will be involved by: <ul style="list-style-type: none"> ○ Networking within their regions to collect information, share resources, and facilitate regional discussions on the topic. ○ Attend statewide training(s) on poverty/homelessness and take part in regional training as defined.
Participate in training on a model for personnel development and designing of methods to improve current early childhood personnel development focus areas.	<ul style="list-style-type: none"> ● Coaches will participate in a two day meeting to learn more about the SDGD professional development model. ● Coaches will participate in up to 3 days of follow-up activities to investigate how to apply the model to transition, educational environments, and WMELS trainers. ● Coaches will share this information within their region and will consider implications for regional work plans.
Reports and record keeping	<ul style="list-style-type: none"> ● DPI weekly payroll reporting and monthly expense reports ● Quarterly technical assistance summaries identifying communities or assistance provide. ● Other information as determined for grant sources mid year and final report including WMELS and Ready, Set, Go ● Purchase of Service Invoices must be submitted quarterly (May, August, November, February)