

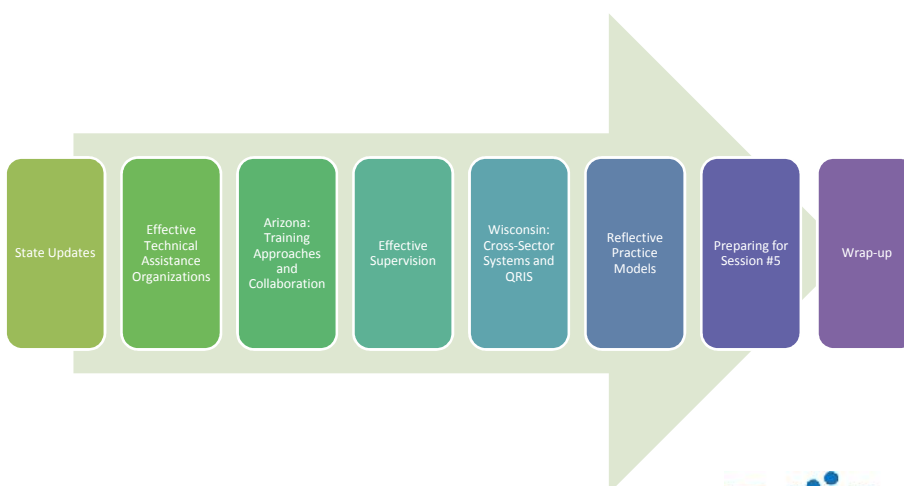


Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs

Session 4, Cohort A
Effective Training, Technical Assistance Organizations, and Supervision



Agenda



**CCLU, CCR&R,
PTAN, BOOST NH**

**HS
EHS
ECMH
DOE
CACFP**

**CCLU, CCR&R,
PTAN, BOOST NH**

New Hampshire - The Granite State

CCLU=Child Care Licensing Unit:
9 consultants

CCR&R=Child Care Resource and Referral 15 coaches

PTAN=Preschool Technical Assistance Network: 12 consultants

EEIN=Early Education Intervention Network: Based on need, topical mentorships

BOOST NH=Better Out of School Time: 18 consultants

EC (Early Childhood) Mental Health: Teams are located across state

DOE=Department of Education: Special Education providers, literacy coaches

HS, EHS=Head Start, Early Head Start: 2 TA consultants

Credentialed Program Consultants: 101

Credentialed Individual Mentors: 127

NHAEYC- Accreditation TA plan

CACFP-sponsors responsible for TA

Division for Public Health-NAP
SACC
Child and Family Services- regional

State Updates by IL, MI, NC, NH, PA

Describe one new goal or action step that your State added to its TA Planning Template as a result of Session 3

From the homework scenario, identify one strategy you suggested to strengthen the TA Organization and one strategy to strengthen the supervision approach and WHY.



Effective Technical Assistance Organizations

Considerations for Providing Support to TA Organizations



Build a Learning Organization

- “The organization’s that will truly excel in the future will be the organizations that discover how to tap people’s commitment and capacity to learn at all levels in an organization.”
- Peter Senge, The Fifth Discipline: The Art of the Learning Organization



Checklist for Setting the Foundation

- ✓ Identify clear goals/outcomes for TA
- ✓ Identify a model or framework
- ✓ Develop a checklist to monitor fidelity
- ✓ Increase motivation for programs and practitioners by TA introduction and incentives
- ✓ Protocol to make decisions about who receives TA



Checklist for Supporting TA Professionals Cont.

- ✓ Identify TA professional qualifications, job descriptions, interview protocols
- ✓ Develop pre-service training based on core competencies
- ✓ Develop ongoing training for generalists and specialized TA professionals
- ✓ Develop a manual with purpose, philosophy, TA activities, ethics, and guidance on responding to challenging situations



Consultation Framework



Buyse, V., & Wesley, P. W. (2006). Evidence based practice: How did it emerge and what does it really mean for the early childhood field?. *Zero to Three*, 27(2), 50-55.



Maine's Training

- ▶ **Part 1:** *Foundations of Collaborative Consultation* – 20 hours
- **Part 2:** *Application of Collaborative Consultation within Early Childhood Environments* – 20 hours (12 hours, plus 8 hours Positive Behavior Supports)
- **Part 3:** Mentoring Competency Validation (Field Application of Collaborative Consultation) – 6 months
- **Part 4:** Validated RELATE-trained early childhood mental health consultants (ECMHC) using ECMHC competencies and portfolio development.



Georgia's Training: The Art of TA

1. Introduction and overview of a TA system
2. Forming client partnerships
3. Assessing Needs: Finding the facts
4. Facilitating Change: Taking Action
5. Joint Problem-solving
6. Maintain Cutting Edge Knowledge
7. Education and Training
8. Effective management of caseloads



Technical Assistance in Arizona

Funding, Support and Collaboration

Brooke Travis, Quality First Program Coordinator

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Technical Assistance Organizations and Funding

Technical Assistance Organizations in Arizona

- Have TA organizations across the state to reach all geographic areas.
- Have a very diverse population in our state.
- Strive for TA professionals to work in the areas they serve.
- Still working on mapping all TA happening in the state.

Funding

- Provided by First Things First through regional and statewide grants to TA organizations.
- Other State and Federal monies and grants(ex. IDEA, Head Start, etc...).



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Hiring of TA Professionals

Hiring of TA Professionals

- The grantees and agencies that house the different Technical Assistance (TA) strategies throughout the state hire all TA Professionals and Supervisors according to their own hiring processes.
- The TA grant may include education and experience requirements to be followed for hiring of TA professionals.
- Recruitment of TA Professionals is statewide and national.



Support for TA Professionals

Standards of Practice are created for each TA strategy to provide guidelines for support for TA professionals.

Support is provided by TA Supervisors and Professional Training at each TA Agency through:

Orientation

- o Specific tools and approaches to field of work.

Shadowing of on-site visits

Ongoing professional development training

- o Adult Learning
- o Strength-based goals and reflection
- o Specific trainings that continue to build expertise in specific TA specialties.

Reflective Supervision

- o Many TA agencies have a reflective supervision model they practice with their employees on a regular basis.



Current Work and Tie to Quality First Academy

Powerful Interactions Training Series

- o Currently being implemented with QF Coaches and Supervisors.
- o The series began to address the Instructional Support domain of the PreK CLASS assessment.

Future of Powerful Interaction Trainings

- o Offer the training through Quality First Academy to all TA Professionals.
- o Begin to offer the training to providers. Discussions regarding communities of practice.
- o Series training offered to faculty of IHE in Arizona, so that they may begin to incorporate it into coursework for college students.



Quality First Academy- Ongoing Professional Development

Quality First Academy

- Quality First Academy was created to integrate the professional development of the TA Professionals providing on-site services in Quality First (QF).
- Intent is to provide specific professional development opportunities to TA Professionals throughout the state that are currently providing service to QF programs.
- TA Professionals will be able to maximize their interactions with QF providers and support the providers toward the goal of ensuring each child is ready to start school healthy and ready to succeed.
- Quality First Academy will support the work being done with BUILD Arizona.



Phases of Quality First Academy

Phase 1- Assets and Areas of Focus Assessment (data collection)

- July 1, 2013-December 31st, 2013
- Conduct a thorough examination of skills, knowledge and ability assets among current TA Professionals to determine areas of focus.

Phase 2- Quality First Academy Curriculum and Delivery System development

- January 1, 2014- June 30, 2014
- Plan and finalize the curriculum, delivery system, marketing and communication plan.
- Plan must be aligned with the individual TA strategies, standards of practice and competencies for each TA strategy.

Phase 3- Quality First Academy Full Implementation

- Begins on July 1, 2014



Joint Service Collaboration

What...

- Supervisors and Program Managers from each TA agency and other State stakeholders (licensing, department of education, etc...) attend a quarterly meeting or webinar to collaborate.
- Have over 40 people on the invite for this collaboration.

How it came to be...

- Heard from providers that there were too many services coming into their program with different approaches.
- A need for everyone to understand each service being provided and the type of approach each service had.
- Help TA specialists and providers see a team approach through aligning efforts to best support the children and families in the programs.



Joint Service Collaboration Work

Barriers to Work

- Bringing everyone to the table and helping them understand the importance of collaboration.
- Seen more collaboration as more alignment work has been done at the quarterly meetings.

Work Accomplished

- Webinars and in-person presentations on each TA service working with the providers.
- Common goal form was created for TA Professionals to use with providers.
- TA Specialist information sheet to introduce each TA Professional working in a program.

Future of Joint Service Collaboration

- Incorporate BUILD TA group into the meeting along with QF Academy grantee to continue the work being done with this grant.



Checklist for Compensation and Workforce Issues



- ✓ Identify compensation that will lead to recruitment and retention of skilled TA professionals and supervisors
- ✓ Set caseloads that lead to outcomes
- ✓ Policies to ensure racial and linguistic diversity
- ✓ Policies to ensure expertise in various settings
- ✓ Budget for adequate supervision, planning, and administration



Compensation

Use survey feature:

- What is the hourly wage range for part-time TA Professionals?
- What is the annual salary range for full-time TA Professionals?
- What benefits do they receive?
- What is annual salary range for full-time supervisors?

Discussion: Does your state's current compensation allow you to recruit and retain a high quality TA workforce?



Checklist for Effective Supervision

An effective supervisor

- Supports coaches in fidelity to TA model
- Offers a variety of opportunities for support (e.g. phone calls, emails, meetings)
- Provides on-site observations and feedback
- Provides opportunities for ongoing reflection like peer consultation and Communities of Practice
- Uses technology to supplement training/support
- Provides time for self-reflection and identification of professional growth strategies



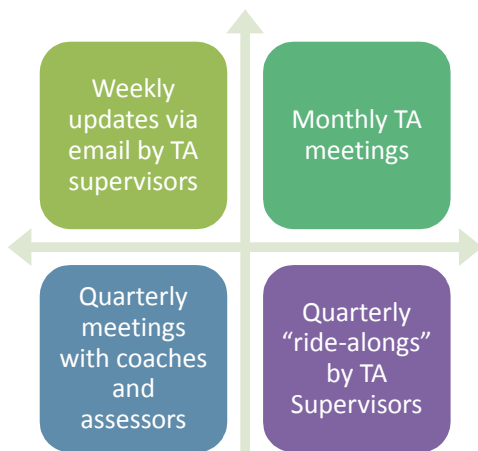
NCCP Study: What TAPs want and need

TA Providers offered the following :

- Increase the overall amount of training and supervision
- Offer training and supervision that provide models of effective practices and on-site guidance to TA Providers
- Within training sessions, provide opportunities to practice new skills
- In training and supervision, focus more on coaching methods and strategies for working in sites where staff are resistant to change

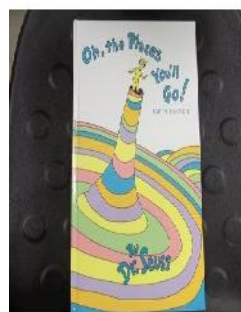


Delaware STARS Supervision



Wisconsin

Ann Ramminger and Jeanette Paulson



WI Cross-Sector PD: Connecting the Dots

Career Pathways & Structures

- Registry Professional Development Approval System
- Articulation and Credit for Prior Learning Efforts
- YoungStar Quality Rating System
- T.E.A.C.H and REWARD
- Race to the Top Early Learning Challenge efforts
- Higher Education Scan in progress
- Career Guide Revisions
- EC Longitudinal Data System

Cross Sector Alignment

- Braided Funding between State Departments
- Regional Collaboration Coaches, Action Teams and CoP's
- WI Early Learning Standards
- WI Pyramid Model of Social Emotional Competence
- Community Approaches to 4K
- Workforce Core Competencies
- TAP Core Competencies
- TAP & IHE Networking Events



Cross-sector Commitment to TA

Community Collaboration Coaches, Action Teams
and Regional Communities of Practice

Early Learning Standards

- Mentoring process among TA providers
- Self assessment/action plan that flows from training to the TA system

Pyramid Model of Social Emotional Competence

- Internal and External coaches

Community Approaches to 4K

- Regional peer support and TA linkages



Opportunities/Challenges of the TA System

Do we ever arrive?



Or are we always emerging?



Opportunities

- WI Early Childhood Collaborating Partners started in 1993 and going strong
- Race to the Top emphasis on TA Systems
- Continued Braided Funding for Collaboration Coaches
- Professional Development Initiative
- Individual/agency commitments and leadership

Challenges

- Welcoming all system partners makes the work more complex and time intensive
- Initiatives spread across 3 state agencies requires intentional communication and coordination



YoungStar – WI Quality and Improvement System

What is YoungStar?

- YoungStar is a program of the Department of Children and Families created to improve the quality of child care for Wisconsin children. YoungStar:
- Evaluates and rates the quality of care given by child care providers
- Helps parents choose the best child care for their kids
- Supports providers with tools and training to deliver high quality early care
- Sets a consistent standard for child care quality



YoungStar by the Numbers

- ✓ Over 5,000 Family and Group Child Care Programs participate in YoungStar
 - Programs can receive an automated rating (No TA) or have access to YoungStar services.
- ✓ Over 1,000 Family Child Care Providers received TA and over 1,500 Group Programs received TA
- ✓ Approximately 100 people work in YoungStar and of that there are 60 Technical Consultants providing technical assistance to programs statewide.



Provision of Services

Regional Approach

Types of technical assistance –

- Technical Consultation and Formal Rating
 - Common job description, common practice
 - Must be at Registry Level 13 or higher
 - Must be a Master Trainer on The Registry System
 - Trained and reliable on the ERS tools
 - Common training – eg: Cultural Competence, consultation, WI Model Early Learning Standards, etc.
 - Programs receive an average of 10 hours of onsite TA per year
- Professional Development Consultation
 - Programs receive an average of 2 hours of PD counseling per year
- Microgrants
 - Programs who participate in technical assistance receive an annual stipend which varies by size of program.
- Training
 - Regional training which supports attaining YoungStar components.



YoungStar Governance

Policy decisions and statewide oversight -

- WI Department of Children and Families – <http://dcf.wisconsin.gov/youngstar/>

Consortium of Organizations

- Wisconsin Early Childhood Association – www.wisconsinearlychildhood.org
- Supporting Families Together Association – www.supportingfamieliestogether.org
- Celebrate Children's Foundation – www.celebrate-children.org



Communities of Practice



Think of Communities of Practice as a container for sustained collaboration and leadership support



Definition of a CoP

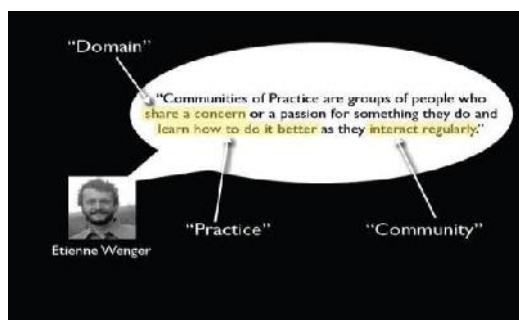


“A CoP is a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.”

Etienne Wenger



Components of a CoP



PA Keys Ongoing Support

- Survey monkey on competencies to ID most needed topics
- Full day session for group leaders
- Monthly webinars followed by group leader phone conference
- Culminating event
- Survey monkey post-assessment



The Art and Science of TA for Continuous Improvement

A Year-long PD Series for Technical Assistance Professionals

Topics

- Hard to Reach: Hard to Serve
- Sustaining Change
- Cultural Competence
- Connecting Learning to Child Outcomes



CoP Examples

Colorado Department of Education

- CoP for coaches working in pre-school settings serving children with disabilities.

<http://www.cde.state.co.us/early/downloads/CHILDFIN/CoPCoFactsheet2012.pdf>



More CoP Examples

Minnesota's CoP for early childhood partners using CLASS

TA Partnership for Child and Family Mental Health

- CoP for those working with children birth-8 with mental health challenges.

<http://www.tapartnership.org/CoP/earlychildhood>



Session 5: Using Data to Build an Effective and Efficient Cross-Sector TA System

READING

• *Keystone STARS Technical Assistance*. (2013 February). Research Brief, Volume 2, Issue 2.

ACTIVITY

- What are 3 questions you would like answer that would help to administer and manage your TA system?
- What are 3 questions you would like to answer to assess the impact of TA on QI in programs?

Submit the questions by May 1st to:

dmathias@buildinitiative.org &
peggy.ball@icfi.com



Thank you!

Follow-up Contacts:

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Session 5 Homework to dmathias@buildinitiative.org &
peggy.ball@icfi.com by May 1st

