Tiered Technical Assistance Model
**COMMIT Orientation Session Goals**

- Present Agenda for Children’s Technical Assistance (TA) model & answer questions
- Ensure all Type III Program Partners have a clear understanding of their responsibilities
- Help Type III Centers understand what services they can receive from Agenda’s Child Care Resource & Referral (CCR&R) department & how these services can improve program quality
- Provide information on how to update program information in NACCRRAware
- Complete a commitment to participate in technical assistance that reflects program needs
Agenda for Children’s CCR&R is contracted with the LA Department of Education to improve families’ access to quality early childhood education in 16 parishes in SE Louisiana through:

**Foundational Trainings**
- General Trainings
- Targeted Trainings *
  - *based on needs identified through TA*

**Technical Assistance**
- Basic
  - Phone, Email & Skype
- Intensive TA
  - • On-Site Coaching
  - • Professional Learning Communities

**Referrals to Families**
- Basic
  - phone or in-person
- Online

All Type III Centers & FCCs are eligible to benefit from the services highlighted in blue. Services in yellow will be made available to programs who engage in the tiered coaching process.
The Evolution of On-Site TA

Pre-2014
- Any A center called for help & we came out!
- TA was not tied to training
- TA was helpful, but not as effective as it could be

FY 2014-2015
- On-Site TA is ONLY offered to centers in a network
- Programs are prioritized according to needs & motivation
- Each coach is assigned 15-20 centers
- Focus is on CLASS, TS GOLD & ELDS

FY 2015-2016
- Every Type III Center is part of a network; over 500 centers potentially eligible for on-site TA
- Programs still prioritized according to needs & motivation
- TA and training are more aligned
- Agenda expects a greater commitment from centers receiving on-site TA, and will also offer more support in return

August 17, 2015
Why our TA model had to change

As of July 1, 2015, our regions include over 500 centers that are part of a network (and therefore, eligible for on-site TA)

Providing on-site TA to every center would require that each of our 8 coaches would have a caseload of more than 60 centers

Offering a “little help to a lot of people” is not effective

Center needs and motivations vary widely—not every program needs or is ready to engage in intensive on-site TA

We needed a fair and transparent way to decide which centers receive which services

We decided to make the best possible use of limited resources by focusing the most intensive services to programs that can benefit from them the most—centers with high needs AND a strong motivation to improve
LOWER Quality/LOW Motivation Centers
- Foundational Trainings
- Basic TA to encourage & support them in the quality improvement process
- Limited on-site TA if they progress to tiers 2 or 3
- Goal is to help these programs move into the “blue group”

HIGH Quality/LOW Motivation Centers
- Foundational & Targeted Trainings
- Professional Learning Communities
- “Tune-Up” On-Site TA
- Opportunities to Mentor Peers

LOWER Quality/HIGH Motivation Centers
- Foundational & Targeted Trainings
- Prioritized for intensive, on-going on-site TA
- Professional Learning Communities
- Opportunities to be mentored by their peers in the high quality/high motivation group
- As centers become high quality, they move onto the yellow group-high quality/high motivation.

HIGH Quality/HIGH Motivation Centers
- Foundational & Targeted Trainings
- Professional Learning Communities
- “Tune-Up” On-Site TA
- Opportunities to Mentor Peers

Quality vs. Motivation

Strong Administrative Skills & Motivation

Weaker Administrative Skills & Motivation

Lower Quality

High Quality

We expect that relatively few centers will be in this category.
Considerations for Networks

• Are these requirements reasonable?
• Is anything missing?
• How will the centers in your network react?
• Is the process clear and fair?
• How can CCR&R align with and support your network goals?
Tiered Technical Assistance Model

**COMMIT**

*to improving program quality for children*

1. Attend Quality Improvement Orientation meeting.
2. Submit Commitment to Participate in Technical Assistance.
3. Submit current licensing review free of deficiencies.
4. Update Program Profile with Agenda for Children. (NACCRRAware profile)

**PREPARE**

*by completing required trainings & self assessments*

1. Program leaders and teachers attend training sessions:
   - Connect (on-line)
   - Intro to TS GOLD
   - Intro to CLASS
   - 3 hours of CLASS-related training

2. Program Leader Sessions:
   - Center Management
   - Intro to ERS
   - CLASS Overview and Feedback for Administrators
   - TS GOLD for Administrators

3. Complete Self Assessments:
   - Administrator’s Self-Assessment
   - Quality Checklists for each classroom
   - Submit Pathways Directors’ Audit

Receive limited # of coaching sessions focused on:

- Implementing TS GOLD
- Understanding ERS Scores
- Understanding CLASS Scores

**ACHIEVE**

*improved program quality with Technical Assistance Coaching*

1. Coach visits the program and meets with director and staff.
2. Coach completes observation to verify Quality Checklists and Administrators Self-Assessment Checklist.
3. Together, coach and director:
   - prioritize program need based on the results of Classroom Quality Checklists and Administrators Self-Assessment Checklist;
   - determine goals to work on based on the priorities of the center; and
   - create Action Plan with Action Steps toward improvement.
4. As goals are achieved and action steps are completed, the director submits evidence to the coach through email or telephone call.

Participate in intensive TA/Coaching, which may include:

- customized, intensive on-site coaching
- targeted trainings
- web-based learning
- professional learning communities

*Foundational training* will be provided to all Type III centers through Agenda for Children and the Department of Education’s Foundations trainings. *Targeted training* will be offered to centers in the “Prepare” and “Achieve” levels based on trends identified in action plans & data from TS GOLD and CLASS.
**Tiered Technical Assistance Model**

**COMMIT**

To improving program quality for children

1. Attend Quality Improvement Orientation meeting.
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3. Submit current licensing review free of deficiencies.
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**PREPARE**

Receive basic Technical Assistance (TA)/coaching through telephone and email contact.

**ACHIEVE**

Foundational training will be provided to all Type III centers through Agenda for Children and the Department of Education’s Foundations trainings. Targeted training will be offered to centers in the “Prepare” and “Achieve” levels based on trends identified in action plans & data from TS GOLD and CLASS.
Commitment to Participate in Child Care Resource & Referral Technical Assistance

Contact Information

**EARLY LEARNING CENTER NAME**

**LICENSE #**

**CENTER OWNER**

**CENTER DIRECTOR**

**ADDRESS**

**STREET**

**CITY**

**ZIP**

**CONTACT INFORMATION**

**BUSINESS PHONE**

**CELL PHONE**

**FAX**

**OWNER’S EMAIL**

**DIRECTOR’S EMAIL**

About your program

When did you join your local community network (formerly known as “pilot networks”)?

Have you received coaching or financial support from any other organization within the past year? For example, you may have received coaching from your community network, an Infant Mental Health Consultant or funding from Success by 5th.

- [ ] No
- [ ] Yes, from: ___________________________

If you have received coaching from any other organization, what did the coaching focus on?

Does your center participate in the Child and Adult Care Food Program?

- [ ] Yes
- [ ] No, but I would like more information about it.
- [ ] No, and I don’t plan to enroll.

What is the salary range for lead teachers at this center? For example, if the lowest paid lead teacher earns $8 an hour and the highest paid teacher earns $10 an hour, the salary range is $8 to $10 an hour.

From $___________ to $___________

What is the salary range for assistant teachers at this center?

From $___________ to $___________

About your coaching needs and goals

**My teachers tend to struggle with or need information about:**

- Planning for individual children
- Positive Guidance
- Preventing biting
- Stress relief
- Supervision
- Teaching Problem Solving

As a Director/Program Leader, I could use assistance with:

- Transitions from one activity or routine to another
- Using advanced language with children
- What to do outside
- Other: _____________________________

Supporting teachers:

- Curriculum development
- Developing a professional development plan
- Improving CLASS scores
- Making the best use of T-S GOLD
- Improving teaching practices
- Other teacher supports: _____________________________

Tell us about your top three goals for your program.

Be as specific as possible, and include a date when you would like to have achieved these goals. For example, you could say that you want to fully implement the Creative Curriculum by May 2016.

1) ___________________________

2) ___________________________

3) ___________________________

Tell us about the types of assistance you would find most helpful.

<table>
<thead>
<tr>
<th>Type of Assistance</th>
<th>Your Level of Interest</th>
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<tbody>
<tr>
<td>Basic TA (Calls, Emails or Skype sessions with Agenda staff)</td>
<td>None</td>
</tr>
<tr>
<td>Targeted group trainings based on your program’s specific needs</td>
<td></td>
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<tr>
<td>Webinars</td>
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<tr>
<td>Conference Calls</td>
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<tr>
<td>On-Site Coaching</td>
<td></td>
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<tr>
<td>Professional Learning Communities (group of educators who meet regularly to share expertise and work collaboratively to improve teaching skills and the development of the children in their care)</td>
<td></td>
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</tbody>
</table>

Please share any comments or other information that would help us better understand your current needs for coaching.
Tiered Technical Assistance Model: PREPARE

COMMIT

to improving program quality for children

1. Attend Quality Improvement Orientation meeting.
2. Submit Commitment to Participate in Technical Assistance.
3. Submit current licensing review free of deficiencies.
4. Update Program Profile with Agenda for Children. (NACCRAware profile)

Receive ongoing basic Technical Assistance (TA)/coaching through telephone and email contact.

PREPARE

by completing required trainings & self assessments

1. Program leaders and teachers attend training sessions:
   • Connect (on-line)
   • Intro to TS GOLD
   • Intro to CLASS
   • 3 hours of CLASS-related training

2. Program Leader Sessions attend training sessions:
   • Center Management
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3. Complete Self Assessments:
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Receive limited # of coaching sessions focused on:
   • Implementing TS GOLD
   • Understanding ERS Scores
   • Understanding CLASS Scores

ACHIEVE

improved program quality with Technical Assistance Coaching

1. Coach visits the program and meets with director and staff.
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3. Together, coach and director:
   • prioritize program need based on the results of Classroom Quality Checklists and Administrators Self-Assessment Checklist;
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4. As goals are achieved and action steps are completed, the director submits evidence to the coach through email or telephone call.

Participate in intensive TA/Coaching, which may include:
   • customized, intensive on-site coaching
   • targeted trainings
   • web-based learning
   • professional learning communities
**Tiered Technical Assistance Model**

**COMMIT**

- to improving program quality for children
  1. Attend Quality Improvement Orientation meeting.
  2. Submit request for Technical Assistance.
  3. Submit current licensing review free of deficiencies.
  4. Update Program Profile with Agenda for Children. (NACCRAware profile)

Receive basic Technical Assistance (TA)/coaching through telephone and email contact.

**PREPARE**

- by completing required trainings & self assessments
  1. Program leaders and teachers attend training sessions:
     • Connect (on-line)
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  • Understanding ERS Scores
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**ACHIEVE**

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  • customized, intensive on-site coaching
  • targeted trainings
  • web-based learning
  • professional learning communities
ACHIEVE improved program quality with TA Coaching

Initial Coach Visit
- Coach observes classrooms
- Coach verifies Self-Assessments

Coach & Leader Meet to
- Scoring rubric (reflecting needs & motivation) is used to inform the amount & types of TA to be provided to each center
- Determine center priorities
- Establish shared goals
- Create action plan with action steps

Center is Ranked
- Basic TA
- Targeted TA/Training
- Intensive, On-Site Coaching

Center Receives TA

The tiered coaching process and rankings are designed to make the best possible use of limited resources by focusing the most intensive services to programs that can benefit from them the most—centers with high needs AND a strong motivation to improve.

Programs with fewer needs, as well as those who or are not able to commit fully to the intensive quality improvement process will also receive services and support, including training and basic TA.
Intensive On-Site TA Coaching Cycle

Beginning meeting with the director to discuss progress & achievements toward goals

Observations in classrooms based on checklist information, ERS, CLASS and TS GOLD

Modeling best practices & strategies

Feedback to teacher

Follow up meeting with director & teacher, away from duties whenever possible, in order to reflect and collaborate to determine new goals and action steps.
Continuation of coaching depends upon

- Program desire to continue collaborating with TA/Coach
- Program’s submission of evidence of work towards quality improvement
- Demonstration of continued progress toward established goals
- Needs of other programs eligible for on-site coaching
Tiered TA Model Benefits

- Programs have a **clear understanding of what they can expect** from the TA process.
- Programs **know what their responsibilities** are in the TA process.
- **TA content is targeted to the needs of individual programs** based on shared goals and action plans.
- **Amount of TA is individualized** based on a program’s needs and participation.
- Programs **have time to practice** strategies in between coaching visits.
- More programs **benefit from coaching** as they are ready and able to join the process.
Frequently Asked Questions

What will happen if my center currently receives on-site TA from Agenda?

Programs will be grandfathered in for the first six months of our new contract. Beginning on January 1, all centers will need to have completed all the steps in the Prepare & Commit tiers in order to continue receiving on-site TA. Grandfathered programs that have made no progress in moving to Level 2 may receive fewer visits.

What if I get 100% of my teachers trained in the “Prepare” required trainings, but then I hire two new teachers?

Teachers will have six months from their hire date to receive the required trainings.
Questions?
Contact with questions for now...

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