

Quality Counts Tuolumne

Raising the Quality of Early Learning and Care

Application for Funds: Quality Counts Coach

FY 19-20 through FY 22-23

Cover Sheet

Application Deadline February 15, 2019 by 5:00pm

Name of Applicant Organization: ATCAA Early Childhood Services	
Mailing Address: 427 N. Highway 49, Suite 305, Sonora 95370	
Contact Person: Marcia Williams	Phone: 209.533.0361 x241
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Total Amount of Request for Four Fiscal Years:	
Project Start Date: July 1, 2019	Project Completion Date: June 30, 2023

I authorize submission of this application:

Marcia Williams

ATCAA Early Childhood Services

Name of authorized agency
official

Name of agency/organization

ECS Director

Title of authorized agency
official

Marcia Williams 2/14/19

Authorized Signature

Date

Please answer the following questions by typing your answers in the section below each question. Please strive for a balance between a complete answer and conciseness. Please see the guidelines for submission instructions and deadlines.

1. A required qualification is that the organization has an administrative structure that supports Human Resources related work, including arranging for supervision and oversight, as well as training and mentoring. Please give an overview of how the Coach will be supported in these areas. Please identify the individual(s) that will provide direct supervision, and a brief description of what this will look like (frequency, depth, etc.). How will training and mentoring take place?

Answer:

ATCAA Early Childhood Services (ECS) as part of the ATCAA agency has a dedicated Human Resources Director and provides annual training and support to its employees. All ECS staff receive training in a variety of subjects and they also have opportunities and support for individual training goals and needs. ATCAA Managers are trained in *Practice Based Coaching* and can mentor new coaches in the coaching process.

The position will be supervised by the Early Childhood Services Director, Marcia Williams. Ms. Williams has a master's degree in education and a California Multiple Subject Teaching Credential and 25 plus years' experience in supervising staff and educational programs. She has been a mentor teacher as well as a coach for over 15 years. Ms. Williams has been a part of the Quality Counts Consortium since its inception and has regularly attended First 5 IMPACT regional meetings. She is also very familiar with the SELF program as it has been funded by First 5 through the years.

Ms. Williams has provided coaching for the California Department of Education Even Start programs and has also been a coach for new Head Start Directors. She has been trained in the reflective supervision method. She has completed the *Practice Based Coaching* program and is currently being trained on the National Pyramid Model (The latest version of CSEFEL.) Ms. Williams has been supervising Early Childhood Coaches since 2010 and started the coaching program at ATCAA Head Start. She will meet on a regular basis with the coach (probably weekly to start, and then bi-weekly afterwards) and help with training, connecting to community resources and other issues as needed.

2. A required qualification is that the organization will provide systems and training to ensure culturally competent and respectful services. This position will be working primarily with ECE teachers and parents. What systems and training will your organization provide to ensure the employee is providing culturally competent and respectful services to these groups? What oversight will you employ to follow up to verify that these skills are being employed in the field?

Answer: ATCAA ECS staff start employment with orientation training which defines and emphasizes a variety of competencies including cultural competency and respectful communication and relationships with families. All staff receive training in respectful communication with families, *Trauma Informed Practices*, and learn strategies for working with children with disabilities and/or behavioral challenges. We are rolling out the Pyramid Model (CSEFEL) training for all staff in the 2019/2020 program year. (continued)

2. A required qualification is that the organization will provide systems and training to ensure culturally competent and respectful services. This position will be working primarily with ECE teachers and parents. What systems and training will your organization provide to ensure the employee is providing culturally competent and respectful services to these groups? What oversight will you employ to follow up to verify that these skills are being employed in the field?

ANSWER CONTINUES:

ATCAA ECS programs demonstrate a strong cultural competency component as seen by our *Promotores de Salud* program, Family Learning Center program and the diversity of our staff – 36% of whom are former Head Start parents.

New employees receive evaluations at 3 months, 6 months and annually that measure professional competencies including relationships with families and culturally competent practices. New staff set goals for professional growth and these goals are revisited at each evaluation and annually thereafter. Staff focus groups and surveys currently help us to evaluate the success of our coaching program. If we get this grant and move out to the community, we would implement the survey to other entities receiving coaching.

3. A required qualification is that the organization has a track record of working collaboratively and effectively with First 5 and community partners. It will also be important for the Coach to make effective community linkages. Please briefly describe your plan to ensure that the Coach makes these linkages. Please list what you feel are the important local, regional and state linkages that the new employee be made aware of and be connected to. Who at your organization will ensure that the Coach is aware of these and has made connections?

Answer: Working collaboratively with community partners is critical to the well-being of our families and the success of our program. Linking families with services is one of the strengths of ATCAA Early Childhood Services. To do this, we have to be knowledgeable about what community services are and strong linkages with service providers.

ATCAA Early Childhood Services (ECS) as an organization has a long track record of working collaboratively with First 5 and community partners. ATCAA ECS Managers are part of many collaborative working groups including: First 5 Tuolumne County, Prevent Child Abuse Tuolumne County, Local Childcare Planning Council, Columbia College Early Childhood Advisory Committee, Dental Coalition, and other community collaboratives. We have contracts and/or MOU's in place with Tuolumne County Department of Social Services, Tuolumne County Health Department, Tuolumne County Behavioral Health, ICES and are in the process of creating one with CNVC. In addition, we have been working with community partners to present community resource forums to families on a monthly basis. We work closely with Tuolumne County Schools Special Education and have shared staff, classrooms and resources with them for years. Assuming the coach that is hired does not already participate and know about these resources and collaboratives, her supervisor and/or other managers will take the new coach to meetings and introduce her and ensure that she participates as appropriate.

Outside our local community, her supervisor would make sure that the new coach is aware of and participates in:

- The First 5 HUB Assessor Learning Community,

3. A required qualification is that the organization has a track record of working collaboratively and effectively with First 5 and community partners. It will also be important for the Coach to make effective community linkages. Please briefly describe your plan to ensure that the Coach makes these linkages. Please list what you feel are the important local, regional and state linkages that the new employee be made aware of and be connected to. Who at your organization will ensure that the Coach is aware of these and has made connections?

ANSWER CONTINUES:

- First 5 Early Childhood Conferences and Trainings
- State Quality Rating and Improvement System (QRIS) programs (continued)
- California Dept. of Education Child Development Division Conferences, newsletters and trainings
- Strategies Webinars and Trainings especially the five protective factors
- Relevant Head Start Education and Early Childhood trainings – especially the Family Childcare Partnership Initiative.

4. A required qualification is that the organization will provide resources for office space, computer, related office equipment, and IT technical assistance for an employee doing this work.

- a. If you can meet this requirement, check the YES box. YES
- b. If you cannot meet this requirement, check the NO box and explain further.

Further explanation, if your answer is NO:

5. What other in-kind resources, in addition to those you listed in your response to question #1, can you provide to support the individual who fills this position? For example, training provided by your organization, access to an organization's vehicle, peer support, or any other in-kind resources that you are aware of?

Answer:

ATCAA ECS will provide office space/furniture, computer, and a phone. We will also provide a cell-phone and a tablet to use during site visits. In addition, ATCAA provides the coach with a company vehicle to use when visiting sites and traveling out of the area.

ATCAA ECS has many staff who are very knowledgeable about iPinwheel, DRDP Tech, CLASS resources and other technology that will be highly useful to a person in this position. Peer mentoring will be provided through our other managers who have been trained in *Practice Based Coaching* as well as CSEFEL and PITC (Program for Infant Toddler Caregivers) all of which are high relevant to the work the coach will be doing.

ATCAA ECS staff are currently being trained to train teachers and childcare providers on the Pyramid Model (The updated CSEFEL Model) and can share those resources and expertise with the coach.

Head Start also provides training for our region on CLASS, *Practice Based Coaching*, Reflective Supervision and other tools that will benefit the coach. Head Start's new Family Childcare Partnership initiative also provides free resources and training modules through its on-line Early Childhood Learning and Knowledge Center.

6. This position is somewhat unique in that the Coach will also need to remain flexible in regards to direction from the QRIS Consortium and the Quality Counts Coordinator. This makes supervision and oversight a little more complex. How do you anticipate approaching this duality of systems?

Answer:

Since ATCAA will be partnering with ICES to coordinate the Quality Counts program in Tuolumne County, we do not anticipate any problems in working with the Quality Counts Coordinator or the Consortium. In addition, as a grant funded organization, we are very familiar with the way funders change focus and expectations. We have managed to blend successfully two different programs for preschool – California Department of Education State Preschool Program and Head Start despite their differences. We are committed to making sure this program meets the needs and expectations of the QRIS Consortium, First 5 as well as the community.

7. The minimum qualifications for the Quality Counts Coach position will be negotiated at contract time, but the desires of the Commission at this time are listed in the appendix of this application. In regards to these desired qualifications, please answer the following questions:

- a. **Would you add, subtract, or change any of these desired qualifications? If so, please provide an explanation.**
- b. **Do you feel that there are specific qualifications that may be hard to find in an applicant? If so, which ones.**
- c. **If the highest qualified applicant does not have all of these qualifications, how would you go about addressing that lack of capacity?**

Answer:

- a. I would not make any changes to the *minimum* qualifications. I would encourage adding a *desired* qualification of a minimum of 2 years of experience working with children 0-5 in a center-based position. It would be also highly desirable to have a coach who has infant/toddler units and/or experience working with children 0-3. I would also add as a desired qualification some experience/knowledge in working with children with disabilities and/or behavioral challenges. I know that teachers appreciate a coach who has real life experience in a classroom or a family childcare center.
- b. I do not feel that it will be hard to find a qualified applicant. I do think it may be hard to find someone with the knowledge of the tools (CLASS, ERS) and the CSEFEL/Pyramid curriculum but I think that can be remedied through training.
- c. If someone was missing qualifications, it may be possible to create a plan to increase capacity. For example, if the person is not familiar with Tuolumne County resources, we have resource binders and other staff who can provide help with learning these resources.

8. Do you have any questions or concerns about the proposed Coach Job Duties listed in the Appendix?

Answer: No

9. On a very practical level, what do you think will be the biggest obstacle or barrier for a new Coach in performing the Job Duties? Please identify at least one area. Then tell us how you would assist your employee in addressing one identified obstacle or barrier.

Answer: A Coach is a journey guide—someone who walks beside another on her journey. Coaches support professional development and work to build excellence in the daily practice of teaching/caregiving staff. Teachers benefit from the support they receive from a more experienced professional who helps them reach their goals and share their challenges. In order to make that the most productive and meaningful relationship there needs to be clarity of purpose, trust and time. The biggest barriers that a coach may encounter in this program are:

- 1) To build trust and develop a positive, non-judgmental relationship with caregivers and teachers.
- 2) Finding the time to engage with caregivers/teachers who have a myriad of other things to do and not enough time to get them done.

These two barriers are related as it often takes time to build a trusting relationship. The way we would help the coach address these barriers is:

- **Trust:** The coach and the caregiver/teacher will create a coaching contract that clearly spells out the goals of the coaching relationship. The contract will cover confidentiality and preferred ways of working together
- **Trust/Time:** We will provide reflective supervision support for the coach so that she can reflect on what she is bringing to the coaching relationship. This supervision would also help the coach problem solve challenges that arise either through lack of time and/or follow-through.
- **Time:** Provide technical support in e-coaching tools such as *Coaching Companion*, *Head Start In-Service Suites* and *iPinwheel* to help the coach support teachers/caregivers remotely. We have found that this option works very well, especially for follow up on action plans.

10. What is your plan for filling this position? Do you plan to do a competitive hiring process, or do you plan to move someone from your organization into this position, and then fill their position? If you have a staff member identified to potentially fill this position, please provide some information on their qualifications. Also please explain how funds will not be supplanted. If you plan to go through a hiring process, what do you anticipate will be the time-lag after a contract is negotiated?

Answer: We will start with an internal hire then go out to a competitive hire process if necessary. We will start the hire process as soon as we are notified of the results of our application. If it is an internal hire, there will be no time-lag. If it is an outside hire, we usually can complete the hiring process in a month if fingerprinting is not an issue.

Funds will not be supplanted: ATCAA ECS currently employs a coach paid for by First 5. She will continue to work with our preschool programs on CLASS goals. She also helps our staff with Educational Plans and Permits and does CLASS and ERS ratings.

The new coach will provide social emotional coaching and coaching directly related to Quality Counts objectives. In addition, this position will cover toddler programs which our current coach is not able to do.

11. Why is your organization interested in applying for funding to support the Quality Counts Coach position? What benefits would it bring to your organization? How does it align with your mission? Please note, this is not a question about your qualifications, simply about your interest and desire. Why do you want the Quality Counts Coach to be housed at your organization?

Answer: Our organization has as its focus and mission helping families and their children aged birth to five years old to be healthy, contributing members of their community. In our classrooms and in our community, we are facing the increasing challenge of helping children who come from generational trauma and poverty be successful in school settings. We know that early intervention helps children and their parents have a better chance of making positive changes. Because of this, we want to implement a strong social emotional coaching program not only in Early/Head Start classrooms but across the community. Staff, children and families have benefited from the current SELF program and we would like to see the program continue and expand.

Having the Quality Counts Coach position housed as part of ATCAA Early Childhood Services would be good for us, good for the coach, and I believe, an asset to the community. I am passionate about the value of coaching as a transformational form of professional development and the value of developing the skills of our teachers, parents and caregivers in the social emotional domain. Not only does this approach help children improve their ability to be ready to learn and succeed, it helps caregivers and teachers be more successful, less stressed, and ultimately stay in the field longer.

Research shows that coaching is the most effective approach to help teachers improve. We have seen the impact of coaching on our teachers' interactions with children and their ability to create high quality learning environments and are eager to continue to implement this strategy. And, our teachers are struggling with the increasing number of children coming into our centers with challenging behaviors.

I also welcome the opportunity to expand our existing collaboration with the Columbia College Early Childhood programs, Belleview State Preschool and Special Education Preschool classrooms. I also look forward to establishing new relationships with private preschools and family childcare homes. Families and staff move from program to program and having a unified approach will help us share resources and make programs more consistent.

We have a number of staff who came from the Family Childcare world into teaching or managing for Head Start. Nancy Miner, our Family Services Manager, was a coach and trainer for Family Childcare programs in Calaveras County for years. She is looking forward to working with the coach as she works with this population. Bringing all these 0-5 caregiving/education programs together will help us leverage resources, support staff and improve the lives of children and their families. And, that's what we are all about!

12. Briefly, summarize why you think your organization is the best entity to support the Quality Counts Coach position for the next 4 years. (Limit your response to 3 paragraphs or less, please.)

Answer: ATCAA ECS is the best entity to support the Quality Counts Coach position for the next four years for the following reasons:

1. The managers that will supervise and/or support this position have the *time and expertise* to provide direct supervision, technical assistance and training on a regular basis to the coach. These managers include:

Marcia Williams, MA, Ed, Program Director. Will directly supervise the coach. Classroom teaching experience, Family Literacy experience, Coaching experience and Supervision Experience; Also has been attending regional and local Quality Counts/QRIS meetings since the start of IMPACT.

Cary Grenland, MA, Ed., Disabilities and Mental Health Manager. Will provide technical assistance for the coach who is supporting families of children with disabilities; will help to create behavior plans for children with challenging behavior; links coach and families to mental health consultants. 35 years' service in Head Start

Nancy Miner, MA ECE, Family Engagement and Service Manager. Will provide technical assistance and training in Social Emotional Pyramid (CSEFEL) curriculum; Will provide training and resources for family engagement; Will also provide technical assistance and training resources for coaching Family Childcare Home providers. Nancy spent 17 years as a family home childcare provider and has been a trainer and a coach herself for family childcare providers.

All three managers mentioned above, plus others, are familiar with the California Infant Toddler and Preschool Learning Foundations and have been trained in a variety of research based parenting curricula. They have years of experience working with parents and children who struggle with the effects of trauma and/or intergenerational poverty and have mentored and coached staff who work with these families. Their focus and interest is families and children aged birth to five years old. **This combination of focus, experience and specific education and training in the tools for implementing a social emotional coaching program are unique in this county.**

2. We can provide more leveraged resources and some cash towards the projects due to our links with state and national resources and in-house expertise. We can link the coach and other community providers to the Head Start resources such as the *Early Learning Knowledge Center; Coaching Companion* and Family Engagement assessment tools, Head Start and State Conferences. We also have contracts with mental health consultants who work directly with teachers and families as well as do regular classroom observations. The coach will be part of the monthly child study team that does case management for children with behavior plans. We will also provide technical and training for the coach as match to this grant as outlined in the budget narrative. In many cases, we would be able to provide additional parenting support to families participating in the program as leverage.

3. We have demonstrated the ability to provide high quality family engagement due to our long experience working with families. Our staff have shown that they can engage with families at all income levels successfully. One reason for this is that we reflect the community which we serve – 36% of staff are former Head Start parents.

12. Briefly, summarize why you think your organization is the best entity to support the Quality Counts Coach position for the next 4 years. (Limit your response to 3 paragraphs or less, please.)

(answer continues)

The other reason is the value put on parents as the child's first teacher. We build parents' capacity as their children's advocates and teachers and help them work towards self-sufficiency. In Head Start programs, the coach will have the center team as back up to help parents make the changes at home that support the child's success in the classroom. This includes linking parents to mental health counseling, going with them to IEP or IFSP meetings and helping them access medical services as needed. For parents that are not connected with Head Start, we can provide access to research based parenting curriculum such as "Ready Rosie" and "Growing Great Kids". We are currently providing home visiting to 30 families which shows our ability to work with parents. Our Family Advocate and Home Visiting staff are experts in linking families with services and will be able to provide back up and leverage in many cases to the coach and the families she is working with.

BUDGET

Please provide a 4 year budget, using your own organization's budget format. Put in detailed information for personnel (salary and benefits), and operating costs. Use four columns for the fiscal years FH 19-20, FY 20-21, FY 21-22, and FY 22-23 and an additional column for the 4-year totals. Please submit this electronically in Excel format. The total 4 year budget shall not exceed \$418,363.

Please address the following budget narrative questions.

Budget 1. Provide a description of the Coach position hire, in terms of FY (July-June) hours, paid time off, benefit rate and any other issue that may seem important. The reviewers need to be able to understand how many weeks/year the employee will be in the field working and what benefits are included in the hiring package.

Answer:

Salary:

The coach position will be offered at a range of \$24.97 - \$26.89 an hour depending on experience and education. Work weeks are negotiable. In the past, the SELF coach had the summer off. In order to maximize the time that the coach can spend with private and family childcare programs, plus College and ATCAA toddler programs, all of which go year round, the coach *could* work a full year schedule. This would be a point of negotiation for hiring. School year employees are expected to come back to work in early August to help teachers get ready for school and for training purposes. The estimated hours for a school year position would be 1720 hours or about 38 weeks = about 83% FTE.

Estimated annual salary for full year employee: at step A (\$24.97) = \$55,125

Estimated annual salary for full year employee: at step C (\$26.89) = \$51,189

Estimated prorated salary (83% FTE) at step A = \$42,948

Estimated prorated salary (83% FTE) at step C = \$46,251

Benefits:

ATCAA employees are eligible for health insurance after 30 days. The agency pays for \$900/month of insurance costs for the employee and family. For a single person, this covers the cost of the premium. To add family members, there is an extra cost born by the employee. There are several health plans to choose from. Health insurance also includes contributions by ATCAA of \$200/month to an HSA (Health Savings Plan). ATCAA also pays Medicare, Workers Comp, SUI for employees.

Full time ATCAA employees get 4 weeks of Paid Time Off (PTO) a year plus 12 paid holidays.

After 3 years of service, employees get 5 weeks of PTO.

Retirement:

ATCAA employees can choose to participate in the Agency's retirement plan in lieu of contributing to Social Security. The Agency contributes 7% of salary to the account and the employee can contribute as well. There are several options for investment (e.g., low risk, aggressive, etc.) and some financial counseling is provided. ATCAA employees can also choose to participate in Social Security if instead of the Agency's retirement plan. In that case, 7% is deducted from their paycheck as their share of Social Security.

Education:

Eligible staff may get reimbursed for the cost of college course work. This includes tuition and books.

Quality Counts Coaching	BUDGET				
	FY 19/20	FY20/21	FY 21/22	FY 22/23	Total
Personnel					
ECS Director (FTE = 0.026)*	9,968	9,968	9,968	9,968	39,872
Quality Counts Coach**	55,931	57,609	59,337	61,117	233,994
Total Salaries and Wages	65,899	67,577	69,305	71,085	273,866
Fringe Benefits ECS Director	2,492	2,492	2,492	2,492	9,968
Fringe Benefits Coach	19,576	20,163	20,768	21,391	81,898
Total Personnel	87,967	90,232	92,565	94,968	365,732
Operating Costs					
Supplies: Office and Tech***	4,000	1,000	1,000	1,000	7,000
Rent & Utilities (includes communications)	500	500	500	550	2,050
Transportation (gas/maintenance)	1,056	1,077	1,099	1,132	4,363
Staff Training/Travel	1,500	500	500	500	3,000
Total Operations	7,056	3,077	3,099	3,182	16,413
Total Direct Costs	95,023	93,309	95,664	98,150	382,146
ATCAA Indirect Costs @ 11.3%	10,738	10,544	10,810	11,091	43,182
Total Budget with full time coach	96,089	98,117	100,251	102,382	396,839
Total Budget with school year coach	86,309	86,634	87,040	87,391	347,374

*Share does not increase because the time for supervision is assumed to be less as the program continues

** Figured at Step C - year round with a 3% annual Cost of Living increase

*** First year includes purchase of desk, laptop, tablet and phone

Budget 2. Provide a description of all personnel and indirect costs in the budget other than the Coach. For example, if there are admin personnel in the budget, please describe their role, FTE, etc. If there are indirect costs, please describe what organizational departments or functions are supported by the indirect rate. Reviewers should be able to clearly understand the budgeted costs that are not directly incurred by the Coach.

Answer:

PERSONNEL

ECS Director Salary (FTE = .026) or about 55 hours a year. (2080 working hours a year/55 hours). No increase is figured on Director's salary and benefits because it is assumed that she will spend less time training as the program progresses. Additional training and supervision time, if needed, will be absorbed by Head Start and Early Head Start funds.

Quality Counts Coach Salary As noted in the budget spreadsheet, the coach's salary is calculated as a full time position with an annual 3% increase. If it turns out to be a school year position, the increase is still the same.

ECS Director Fringe The prorated costs of the Director's actual fringe costs

Coach Fringe Estimated assuming that the coach uses 100% of the Health Benefits. This amount will be less if the coach has a health plan through another entity.

OPERATING COSTS:

Supplies: Estimated startup costs for desk, computer, tablet and phone. Annually after that estimated cost of supplies used for classroom coaching, reporting, etc. (answer continues)

Budget 2. Provide a description of all personnel and indirect costs in the budget other than the Coach. For example, if there are admin personnel in the budget, please describe their role, FTE, etc. If there are indirect costs, please describe what organizational departments or functions are supported by the indirect rate. Reviewers should be able to clearly understand the budgeted costs that are not directly incurred by the Coach.

Continues:

Rent and Utilities: includes internet, phone, etc. Rent is allocated to the contract by percentage of space.

Transportation: Estimated cost of gas and minimal maintenance (e.g., oil change, car wash) for the agency vehicle used by the coach. Vehicle insurance and maintenance will be paid for by Head Start. Transportation costs are reduced if the coach is a school year employee and isn't traveling to sites during the summer.

Staff Training/Travel: Cost of travel for out of area HUB meetings, conferences and other training. First year is higher due to estimated need for training at hire.

INDIRECT COSTS: ATCAA Indirect is determined by the Federal Health and Human Services Agency. Indirect costs cover payroll, liability, personnel, fiscal management, accounts payable, most of Information Technology costs, audit and Executive Director salary.

Budget 3. If the budget increases annually over the 4-year period, please describe what percentage rate was used for the annual increase, and why it was chosen.

Answer:

There is a cost of living increase in salary and the related fringe which is 3% a year. There is a small increase in the cost of rent and utilities (\$50) by year four due to the ever increasing cost of water, propane and utilities. There is also a 2% cost figured into transportation because of the rising cost of gas. All of these together equal a 2% annual increase.

Budget 4. If additional funds will be leveraged to support this position, please clearly show them in the budget.

Answer:

It is difficult to tell at this point how other funds can be used to support this position. Resources brought into the program through ECS would be access to mental health consultants, support from family advocates, and other staff. The biggest leverage is the training that is accessible through the Head Start Training and Technical Assistance network and programming. Again, that isn't measurable at this point because it is unknown what training will be needed. Head Start would also cover the related travel expenses.

Depending on the population that the coach is serving, more Head Start funds can be used to support the coach. One way other funds may be used to support the coach is the time provided to help the coach from other ECS managers as explained above. Again, since it is unknown at this time what experience and qualifications the coach will have, any estimate would be unreliable.

Once the program was in operation we could track and report on fund leveraging to the First 5 Commission.

Budget 5. First 5 funds will inevitably decline. The First 5 Commission is always looking for strategies to imbed critical services in the community by utilizing additional funding sources. Please describe whether or not you see any possibility for now or in the future of your organization supporting ECE coaching services with funding other than First 5 funds. If so, would this be coaching only within your organization or to a broader ECE audience.

Answer:

We have and could still use Head Start Training and Technical Assistance for limited coaching. For example, we have contracted with someone to do some coaching on supervision skills with a new Lead Center Teacher.

As a state funded preschool program we have access to QRIS funding and could use some of those funds towards the coaching of state funded programs including Belleview, Columbia College, Curtis Creek and ATCAA sites.

We appreciate the volatility of funding sources and the importance of continuing the coaching strategy to improve the quality of early childhood education. We will always be on the look out for new funding streams and other creative ways to support this program.

FIRST 5 FUNDS CANNOT BE USED TO SUPPLANT

State law prohibits Commission funds from funding (replacing) existing levels of service or programs. To ensure compliance with this provision, please provide the following information. If you have questions about how to fill out this form, please call Sarah Garcia 536-2070.

1. Has your organization provided any of the following services in Tuolumne County in FY 18/19 with any type of funding, including First 5 funding:

Coaching for ECE teachers within your organization YES NO

Coaching for ECE teachers outside of your organization YES NO

2. Did you receive any other funds other than First 5 funds to perform these services in the last year? Please explain.

Our Early/Head Start grants provide approximately \$55,000 for Early Head Start and Head Start training and technical assistance in Amador and Tuolumne Counties. (This amount has varied over the years because it is based on our grant amounts). These funds cover the cost of all required staff training, training for parents, conferences and Director meetings. We have used some funding from Head Start to hire outside coaching and technical assistance. We have not used Head Start funding for internal coaching because there is not enough funding left over from the required trainings/activities to fund a coach.

3. If so, will this other funding be available, to the best of your knowledge, in FY 19/20 and during the 4 years of this grant for providing coaching to ECE teachers?
- a. If yes, please provide more detailed information on this funding, such as the source of funding, dates and amounts. (And explain how new funds will not supplant these funds.)

Yes, it is extremely likely that these Head Start Training and Technical Assistance funds will still be available. Of course, these funds could not be used to support coaching for entities outside of ATCAA. As explained above, these funds are not enough to support a coach for Early Head Start and Head Start in both counties. Without First 5 funds, we could not afford a full-time coach.

- b. If no, please explain why the funds will no longer be available.

Appendix 1

1 Quality Counts Coaching Duties

- a. Provide onsite-support of teachers and family child care providers grappling with child behavioral issues that are disrupting the classroom/Family Child Care home. This includes whole classroom observations (followed by concrete suggestions for environmental adjustments), as well as individual child observation, if parents have consented.
- b. Provide warm hand-off referrals of children and parents to other community agencies as appropriate.
- c. Provide assistance to teachers in responding to developmental assessment findings that show delays in children: assist with communicating results to parents, and assist with referrals and curriculum suggestions, as appropriate.
- d. Provide coaching for teachers enrolled in the Quality Counts program, including Family Child Care Providers (with a limited caseload/year, based on time availability). This includes meeting with teachers, designing learning opportunities (including on-line learning) and doing follow-up and reflection. This coaching can be stand-alone or provided in combination with classroom/child consultation.
- e. Participate in additional community-based ECE work as appropriate (CPIN, Columbia College Child Development Advisory Committee, LCCPC, QRIS Consortia, etc.)

2. Minimum Qualifications for the Coach position will be negotiated at contract time, but the desires of the Commission at this time are:

1. Children's Center Permit Site Supervisor or Program Director level
2. BA in Child Development or related field (Associates Degree could be considered with other experience, but ATCAA funds would not be available to leverage.)
3. Minimum of 5 years working with children 0-5 or 3-5
4. Knowledge of Tuolumne County resources
5. Ability to create relationships with teachers, administrators, children and families
6. Familiarity with most of the following: ERS, CSEFEL, CLASS, DRDP, the Preschool Foundations, Practice Based Coaching
7. Willingness to learn to use the iPinwheel database system
8. Knowledge and experience with Microsoft Office programs