



## **ECEAP and Child Care Aware Early Achievers Coach Collaboration Guidance**

The Department of Early Learning (DEL), Child Care Aware of Washington (CCA of WA) and the University of Washington's Childcare Quality & Early Learning Center for Research & Professional Development (CQEL) created this guidance to support coaches who work at sites with more than one coach. Coaches who support site(s) with multiple funding streams could include Infant Toddler Consultation, ECEAP, CCA or Head Start coaches. Coaches can use the ideas listed below to create a collaborative approach that supports sites participating in Early Achievers. Regardless of the coaching combinations partnering is vital to site success. To begin coaches will:

### **Identify other coach(es) you will work with at the shared site.**

- DEL and CCA of WA will share an initial list and then update the document quarterly to share with coaches working in the field.

### **Set up an initial meeting with the coach(es) you will collaborate with at the shared site.**

- This meeting could be in addition to other meetings that you may set up throughout the year. Some coaching teams may choose to set up a meeting separate from site staff so that they can get to know one another and begin to strengthen their teaming efforts as a coaching unit. Others may choose to not meet outside of the sites visits and add some of the suggested topics below to site visits.
- Either coach can set this meeting up.
  - Schedule an initial meeting before ratings are finalized. If this is not possible, then set up a time to meet as soon as you can. Regardless of whether the site rating is finalized or not, the suggestions below still can apply.
    - Meeting as soon as possible is needed because of the tight timeline that ECEAP funded sites face in rating Level 4 or 5 in Early Achievers. Many coaches at ECEAP funded sites already have a relationship built with the site staff and will begin planning with them as soon as ratings are finalized.

### **For this initial meeting create an agenda together. Below are some suggested conversation topics:**

- Share areas of expertise with one another. Highlight your coaching background and work to date.
- Share what you have already accomplished as a coach. This could allow coaches who share sites begin to think how they can collaborate and support one another and the site without duplication of efforts.
  - Find out how your approaches are similar and how they are different.
  - Let one another know the multiple roles you may hold within your system.
- What you already know about the site from your rating readiness work.
- Ideas you have for working together as a team.
- Letting each other know the best way to get in touch with one another (Via email, telephone, etc.).
- Share any feedback the coach working with ECEAP has heard from the ECEAP contractor director (The ECEAP contractor director is the staff designated as the lead with the ECEAP contract with the DEL. This role is often, but not always different from the site director role).

- Talk about the work you can do together to meet the rigorous time lines for reaching a Level 4 rating for ECEAP funded sites and classrooms and how this could impact coaching and staff at the site.
- Discuss how you will address each of you being able to see each other's data in WELS. What can you put in place to increase success?
- Talk about how you are going to set goals at this site. Some factors to consider are:
  - Review the coaching notes in WELS (possibly from multiple coaches) and action plans already set from previous visits as well as ratings data together, reviewing each standard area.
  - Highlight strengths and opportunities for growth of the program for each age range.
  - Identify similarities/trends in the areas of strength and growth between classrooms with ECEAP slots and non-ECEAP funded classrooms.
  - Think about how coach areas of expertise support overall facility improvement.
    - This could include inviting one another and staff from neighboring classrooms to participate in scheduled trainings or sharing resources that you readily have on hand.
    - If a teacher recently experienced success in a new approach to concept development you could have her showcase her process and planning with co-workers at the site.
    - Decide together where you can support one another and the center while maintaining a manageable workload.
    - Share your ideas with the other coach(es) at the site, or together brainstorm strategies to be more successful.
  - Schedule a planning or goal setting meeting with the site director and/or teacher(s) as applicable, based on identified areas of improvement and remedial plan activities if applicable.

### **Ongoing Communication**

- How and when you will include the site director. (The site director is the staff designated as the lead at a site participating in Early Achievers. If the coaching team decides to not meet together before meeting at sites then this does not apply).
- Make a plan about particular points in time that coaches will check in with one another. Scheduling quarterly meetings together as part of the CCA Relationship Based Professional Development (RBPD) meetings is strongly recommended. These meetings are an opportunity to come together with other RBPD staff in an effort to increase coordination and contribute towards building a seamless system of support services
- Agree on a process to implement if roadblocks or problems come up.
  - Who will you contact and what kind of supports will you ask for? One example could include talking about what you do when classroom staff thinks they are receiving conflicting messages from coaches.
  - If resolution cannot be achieved between coaches, then CCA coaches can contact the appropriate Regional Coordinator (RC) for support. ECEAP coaches can contact the ECEAP

Contractor director and DEL Pre-K Specialist (PKS) working with their program. Once contacted the PKS and RC are alerted to an issue they will contact one another and create a plan of support together.

- Consider completing a task grid together. (See Table 1. below as an example to build upon and individualize for your work together)

**Complete a planning or goal setting meeting with the site director.**

- Both coaches should attend this meeting with the site director and the ECEAP contractor director as needed. Decide if any additional staff who should attend.

**Table 1 Task and Responsibilities Grid (Optional)**

<b>Person/ Roles</b>	<b>Tasks</b>					
	<b>Curriculum &amp; Staff Supports</b>	<b>Environment and Interactions</b>	<b>Child Outcomes</b>	<b>File of Supporting Material (Until Evaluation)</b>	<b>Family Engagement</b>	<b>Ensuring Readiness to Rate</b>
<b>Site Director</b>	Implementing Communities of Practice or Mentoring			Update all professional development information in MERIT	Strengthening Families Self-Assessment	Orienting staff to Early Achievers
<b>Coach 1:</b>	Teaching Strategies GOLD feedback and guidance	Mock ERS/CLASS observation completed by reliable coach on _____	Mini trainings by _____ Covering the following topics: Individualization & Observational Assessment			Share existing materials on ERS with other coaches staff by _____
<b>Coach 2:</b>		Mock ERS/CLASS observation completed by reliable coach on _____		Work with site director to complete I-RRT		Share existing materials on CLASS with other coaches staff by _____
<b>Coach 3:</b>		Mock ITERS observations completed by reliable coach on _____	Mental Health Consultation			