**WY Inclusion Model Program Implementation**

**Application Announcement**

While multiple programs in Wyoming demonstrate evidence-based practices to support children ages 0-5 with, or at risk for, disabilities and delays, a process for establishing Inclusion Model Program Sites can be especially helpful for the field. These model programs demonstrate how a Program Leadership/Implementation Team uses data to make ongoing decisions around resource allocation, coaching support and monitoring to promote, sustain, and scale up the use of evidence-based practices to improve experiences for children and their families. Model programs also demonstrate the intentional use of evidence-based practices in the areas of: Environment, Family Partnership, Instruction, and Interaction. Additionally, model programs provide data to the State Leadership Team to assist in planning statewide supports to implement, sustain, and expand the use of evidence-based practices. See Attachment 1, *Model Program Sites Q&A* for more information about the importance of model programs.

To establish a standard process for selecting Inclusion Model Program sites, the State Leadership team will pilot a process with 2-3 model program sites. The pilot will inform the final standard process for designating model program sites to be applied statewide once the pilot is complete. The selected model programs must have a strong program implementation/leadership team and identify staff who can receive training and support to serve as practitioner coaches. Model Program Leadership Teams must include an administrator who can allocate resources and make fiscal and personnel decisions and program staff who will serve in the role of practitioner coach to program practitioners. Teams that include a parent will receive special consideration during the selection process. See Attachment 2, *Practitioner Coach Description* for more information about the practitioner coach role. You’ll also find more information about the support you can expect in the *Inclusion Model Site Assurances* document, Attachment 3, which identifies the responsibilities and expectations of the model program site and the support the model program will receive. You will need to sign the Assurances document and include the signed Assurances along with your responses on the Model Program Site Application document, found in Attachment 4.

Please return the completed application (Attachment 4) and the signed Assurances document (Attachment 3) to Sheila Ricley at sricley@thealignteam.org ***on or before September 3, 2021***. Selected programs will be announced in late September or early October 2021. If you have questions, please contact Nikki Baldwin at **307-703-0154** or **nikb@uwyo.edu**.

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**Model Program Sites Q & A**

The following addresses common questions related to the selection and development of Inclusion Model Program sites. The term “inclusion model program sites” is used to describe sites that are working to implement evidence-based and recommended practices program-wide within their agency, center, or with their practitioners. “Model programs” will refer to a set of sites used to showcase implementation of evidence-based and recommended practices (e.g., promoting their program, hosting tours) and make public their data on implementation and outcomes.

**Why Have Model Program Sites?**

One of the key ingredients to adopting, scaling-up, and sustaining EBPs is selecting sites throughout the state that agree to function as model programs. These programs serve four vital functions, as described next.

1. Model programs show all interested parties the potential for staff, children, families, and service systems. There always will be competing initiatives that vie for time, attention, and resources. If EBPs are to permeate a large system, there must be clear evidence that this initiative is value-added and that it yields fundamentally better results for providers, families, and systems as a whole.
2. Model programs help build the political will needed to scale-up and sustain an implementation initiative. The State Leadership Team (SLT) can offer site visits to model programs strategically to make certain that key funders, politicians, administrators, advocates, family members, and the general public have a clear understanding of what EBPs have to offer them.
3. Model programs also serve the direct function of providing a “model” of EBPs use for other providers. It is said that “seeing is believing,” but there is more to this story. It is also true that seeing someone more like you is even more believable. This is why it is important to have a multiple model program sites that together represent a broad array of contexts, providers, and administrative arrangements.
4. Model programs also help “ground” the SLT in the realities, ongoing needs, successes and challenges faced by those implementing EBPs. The SLT needs and greatly profits from regular contact with model program sites. In order to foster such contact, some SLTs have organized yearly celebration conferences to highlight demonstration sites, and they have invited focused presentations by model program leaders at regular SLT meetings. Some SLTs have invited model program site representatives to join the SLT.

**How Are Inclusion Model Program Sites Selected?**

The goal of the state EBP initiative is to plan, implement, and sustain a professional development system to enhance the knowledge and skills of the early childhood work force in meeting the educational needs for young children, particularly those with or at-risk for delays or disabilities, in inclusive and natural environments. Model Program Sites might vary greatly in their organizational structure and will serve to showcase the implementation of evidence-based practices with fidelity.

The SLT will recruit and select model program sites through an application process and use a rubric to guide decisions about selection.

A critical component in the success of a model program site is the commitment of the administrative team from the selected programs. The SLT will need to confirm that administrators are willing to allocate resources necessary to sustain implementation (budget, time, staff, etc.). Administrators must exhibit a true commitment to implementing EBPs, ongoing professional development, and a data-based decision-making process program-wide. It might be necessary for a representative from the SLT to meet with potential administrators to describe the implementation process, the level of commitment expected, and the length of time required to reach fidelity. The administrator should leave this meeting with information and resources that can be taken back and shared with his or her staff.

**Practitioner Coach Description**

A staff member who is skilled at training, professional development, or the guidance of program staff to implement professional practices is often selected as the practitioner coach in a program. The practitioner coach might have other responsibilities in addition to responsibilities in the provision of coaching to practitioners in the program. The practitioner coach is an essential member of the model program leadership team (PLT) and should attend monthly meetings. The practitioner coach will use practice-based coaching, a cyclical coaching framework, to support practitioners in the implementation of the selected evidence-based practices with fidelity.

# Skills/Competencies:

* Knowledge of early intervention or early childhood practices
* Experience in a classroom or home visiting practitioner role
* Extensive knowledge of the selected practices or willingness to be trained deeply in the selected practices.
* Understanding of adult learning principles and collaborative teaming
* Experience in providing professional development to practitioners
* Experience in providing resources and materials to promote the implementation of evidence-based practices
* Excellent written and verbal communication skills
* Experience with, or willingness to be trained in, data-based decision making
* Experience with, or willingness to be trained in, the use of practice observation or assessment tools

# Responsibilities:

* Collaborate with program leadership team to plan, implement, and evaluate professional development activities
* Establish collaborative coaching partnerships with practitioners being coached
* Conduct direct observation of practitioners and provide feedback
* Collect, enter, and report data on practitioner implementation of practices
* Collaboratively develop action plan for practice implementation with coachee
* Provide coachees with resources, materials, and recommendations to strengthen practice implementation
* Collect and summarize data on coaching contacts, interaction, and coaching strategies used in the support of coaches using a coaching log

**WY Inclusion Model Program Site Assurances**

**2021-2023**

Inclusion Model Program Sites can provide a clear and precise demonstration of the high fidelity use of evidence-based and recommended strategies and practices and inform the State Leadership Team as they make ongoing decisions about resource allocation and coaching support needed for sustaining and expanding the evidence-based practices. The State Leadership Team identifies model program sites and partners with them to provide support and data to inform decision making at the state and program levels.

**The assurances** outlined in this document include activities, and expectations for model program sites and support provided by the state leadership team.

|  |  |
| --- | --- |
| **STATE**  **ACTIVITIES/ ASSURANCES** | **Support for Program Leadership Team:**   * Orientation training for model Program Leadership Team * Support from state-provided consultants to train model program’s practitioners on evidence-based practices and train model program’s coaches on coaching practices and observation tool and provide ongoing technical assistance support to coaches as they coach practitioners. * Support from state-provided consultants to assist Program Leadership Team with planning, supporting, and tracking implementation of evidence-based practices. * Support from state-provided consultants to assist with Program Leadership Team Benchmarks of Quality pre- and post-assessment * Funding to cover meals and travel expenses related to attending the Kickoff Meeting, as needed   **Support for Practitioner Coaches:**   * Training for the program’s designated coaches on coaching practices and process, including coaching observations, data collection and action planning * Technical Assistance/Implementation Coaching sessions with the program’s designated coaches to assist with planning and problem-solving relating to their support of the practitioners they are coaching * Facilitated peer-to-peer support with other practitioner coaches to share ideas and strategies and problem-solve together * Funding to cover meals and travel expenses related to attending the Kickoff Meeting, Recommended Practices training, and coaching training, as needed   **Support for Practitioners:**   * Training for the program’s designated practitioners on evidence-based practices * Practitioner Focus Group to review data with practitioners and get feedback on the coaching experience * Supportive coaching sessions with their program’s practitioner coach * Practice Guides to provide to families to encourage partnerships with family to implement supports in the home and community * Funding to cover meals and travel expenses related to attending the Kickoff Meeting, Recommended Practices training, and other materials and supplies related to the initiative, as needed |
| **PROGRAM ACTIVITIES/ ASSURANCES** | Please check items to ensure agreement with criteria:  Designate practitioner coach(es) to provide coaching support to selected practitioners  Designate practitioners to be coached on evidence-based practices  Ensure time is available to coaches and practitioners to participate in training sessions, TA sessions, and observations and coaching sessions  Ensure time is available for program leadership team to meet regularly to review implementation and coaching data and track progress  Assist with presenting at statewide and regional meetings, as requested by State Leadership Team |

**Signatures: *The signatures below provide assurance that the model program site and state leadership team agree to accept the terms of this agreement and will fulfill the responsibilities and activities described above.***

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Program Director or Program Leadership Team Representative Date

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Program Board Representative Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Leadership Team Representative Date

# [Insert Program Name]

# Application for Inclusion Model Program Site

# Proposed Leadership Team Members, Practitioner Coaches, and Practitioners (Teachers in Centers and/or Home Visitors)

#### **Model Program Site Leadership Team**

Please describe how your Program will provide leadership support for this initiative:

What is your vision for embedding evidence-based practices to support inclusion and family partnerships into your program’s work?

What existing efforts for improving and supporting family partnerships are you engaged in?

Please list the names of the persons who will commit to serving on the Model Program Leadership Team and their team responsibilities in the table provided. This team should represent the program and consist of administrators, therapists, consulting staff, home visitors, teachers, and a family member. Center program teams may choose to include practitioners who represent both infant/toddler classes or home visitors and also classes for 3- to-5-year-olds.

Teams MUST include an administrator who can allocate resources and make fiscal and personnel decisions and someone who will serve in the role of practitioner coach to program practitioners. Teams that include a parent will receive special consideration during the selection process. Teams should also consider including a representative from their local non-profit Board of Directors to promote alignment and avoid duplication of efforts. List your proposed Program Leadership Team members in the table below.

Listed team members will commit, to the best of their ability, to the following:

* Meet as a model program leadership team on a monthly basis;
* Facilitate collection of data and make data-based decisions as a team;
* Assist staff in identifying professional development needs;
* Support coaches and practitioners receiving coaching by arranging resources to allow time to attend training and technical assistance sessions and participate in coaching observations and sessions
* Access e-mail on a regular basis for communication purposes; and
* Complete Program Leadership Team Orientation Module
* Attend Model Program Site Kickoff Meeting in April/May 2022

|  |  |  |
| --- | --- | --- |
| Leadership Team Role[1](#_bookmark0) | Print Name | E-Mail |
| Administrator |  |  |
| Practitioner Coach[2](#_bookmark1) |  |  |
| Data Coordinator[3](#_bookmark2) |  |  |
| Practitioner |  |  |
|  |  |  |
|  |  |  |

1 Add additional rows if needed for more members.

2 The practitioner coach must be provided with the time to be trained and coached by the state-supported Consultants and to coach program practitioners

3 Any team member can serve in the role of data coordinator. The data coordinator will collect evaluation data and organize and bring it to Leadership Team meetings for review.

#### **Model Program Site Practitioner Coach(es)**

Please answer the questions below. Refer to Attachment 2: *Practitioner Coach Description* to help with selecting a proposed practitioner coach. It is recommended that a practitioner coach provide support to **no more than** two practitioners initially. If you are proposing that more than two practitioners will be coached, please complete the information for another practitioner coach. If you are not proposing more than two practitioners be coached, you are only required to fill out the information for one coach. However, if you are proposing that two practitioners will be coached and **you prefer** that your selected coaches only coach one practitioner each, you may propose an additional coach. There is no limit on the number of practitioner coaches you would like to propose. You will just need to be sure that each proposed coach will have someone to coach once they complete the coaching training.

Practitioner coaches will be expected to attend the Model Program Site Kickoff Meeting in April/May 2022. Coaches are also expected to complete Recommended Practices Training AND Practitioner Coaching Training in Summer 2022. Coaches will begin coaching practitioners in September 2022. Coaches will also attend virtual TA/Consultation sessions in November 2022, February 2023, May 2023, and Aug 2023 during which they will receive additional support and resources as they coach their assigned practitioners.

**Proposed Practitioner Coach’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implements evidence-based practices.

How do you know this person will be interested in providing coaching support?

*Please check all that apply to the proposed coach in the table below:*

|  |  |
| --- | --- |
| **Does the proposed coach have:** | **Check if this applies; If not, leave blank** |
| Knowledge of early intervention or early childhood practices |  |
| Experience in a classroom or home visiting practitioner role |  |
| Extensive knowledge of the selected practices or willingness to be trained in the selected practices. |  |
| Understanding of adult learning principles and collaborative teaming |  |
| Experience in providing professional development to practitioners |  |
| Experience in providing resources and materials to promote the implementation of evidence-based practices |  |
| Excellent written and verbal communication skills |  |
| Experience with, or willingness to be trained in, data-based decision making |  |
| Experience with, or willingness to be trained in, the use of practice observation or assessment tools |  |

*If proposing more than one practitioner coach*, please complete below:

**Proposed Practitioner Coach’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implemented evidence-based practices.

How do you know this person will be interested in providing coaching support?

*Please check all that apply to the proposed coach in the table below:*

|  |  |
| --- | --- |
| **Does the proposed coach have:** | **Check if this applies; If not, leave blank** |
| Knowledge of early intervention or early childhood practices |  |
| Experience in a classroom or home visiting practitioner role |  |
| Extensive knowledge of the selected practices or willingness to be trained in the selected practices. |  |
| Understanding of adult learning principles and collaborative teaming |  |
| Experience in providing professional development to practitioners |  |
| Experience in providing resources and materials to promote the implementation of evidence-based practices |  |
| Excellent written and verbal communication skills |  |
| Experience with, or willingness to be trained in, data-based decision making |  |
| Experience with, or willingness to be trained in, the use of practice observation or assessment tools |  |

**Proposed Practitioner Coach’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implemented evidence-based practices.

How do you know this person will be interested in providing coaching support?

*Please check all that apply to the proposed coach in the table below:*

|  |  |
| --- | --- |
| **Does the proposed coach have:** | **Check if this applies; If not, leave blank** |
| Knowledge of early intervention or early childhood practices |  |
| Experience in a classroom or home visiting practitioner role |  |
| Extensive knowledge of the selected practices or willingness to be trained in the selected practices. |  |
| Understanding of adult learning principles and collaborative teaming |  |
| Experience in providing professional development to practitioners |  |
| Experience in providing resources and materials to promote the implementation of evidence-based practices |  |
| Excellent written and verbal communication skills |  |
| Experience with, or willingness to be trained in, data-based decision making |  |
| Experience with, or willingness to be trained in, the use of practice observation or assessment tools |  |

#### **Model Program Site Practitioner(s) to be Trained and Coached**

The selected practitioner (or practitioners) can work in a classroom setting or be dedicated home visitors. You are only required to propose one practitioner, but you may propose more than one if you prefer (as long as you have also proposed practitioner coaches to provide support to coachees, as needed). Selected practitioners will be expected to attend the Model Program Site Kickoff Meeting in April/May 2022 and complete the Recommended Practices training in Summer 2022. They will also commit to receiving coaching support from your program’s selected practitioner coach(es) beginning in September 2022 to help them apply what they learned from the training to their work. Selected practitioners should have a desire to be designated as a “model” practitioner and to receive coaching support to help them feel confident in that role. It is recommended that the selected practitioner have at least two years of experience in their current role (either as teacher or home visitor) and already demonstrate implementation of evidence-based practices in their current role. *Please complete the information below for each proposed practitioner:*

**Proposed Practitioner’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implements evidence-based practices.

How do you know this person will be interested in receiving coaching support to be designated as a model practitioner?

*If proposing more than one practitioner*, please complete below:

**Proposed Practitioner’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implements evidence-based practices.

How do you know this person will be interested in receiving coaching support to be designated as a model practitioner?

**Proposed Practitioner’s Name:**

**Number of Years Working in the Program in Current Role:**

Has this person demonstrated quality implementation of evidence-based practices? For how many years? Please explain how you determined that this person implements evidence-based practices.

How do you know this person will be interested in receiving coaching support to be designated as a model practitioner?