



## Vermont Early MTSS

### *Inclusion Project*

## Cohort Site

### Expectations, Roles & Responsibilities

The purpose of this agreement is to clearly identify the expectations, roles and responsibilities of the VT Agency of Education (AOE) and \_\_\_\_\_ in the provision of professional learning and support for the Early Multi-Tiered Systems of Support (Early MTSS) Inclusion Project.

The goal of the Early MTSS Inclusion Project is to implement and sustain a professional development system to enhance the knowledge, skills and practices of early childhood leaders, administrators, teachers, families and providers in meeting the early learning and developmental competence and confidence of young children, particularly those with or at risk for developmental delays or disabilities in inclusive early childhood settings and natural environments.

To meet this goal, the specific objective of Early MTSS is to build state capacity to foster professional development of the early learning and development workforce that:

1. enhances practitioner knowledge, skills and use of inclusive evidence-based practice and DEC Recommended Practices (RPs)
2. supports the implementation and sustainability of inclusive evidence-based practice and RPs
3. increases the number of skilled leaders and practitioners to support the early learning and development of young children (birth–5 years) in inclusive early childhood settings and natural environments

As a chosen cohort site, Early MTSS will help build the internal capacity of your early childhood program/s to develop, implement and sustain a Multi-tiered System of Supports (MTSS)\* to build program capacity implementation of inclusive evidence based practices with fidelity and ultimate sustainability of the model.



## Early MTSS Inclusion Project Benefits and Expectations:



### *What are the benefits of becoming a Pilot Site?*

The state level Early MTSS will provide:

- Training and individualized technical assistance and coaching support that represents over \$10,000 in high-quality professional development.
- External systems coach to support the work of Early MTSS program-wide Implementation
- External Inclusion Coach to work with identified classroom teachers and support staff to support Inclusive evidence-based practice implementation to fidelity
- Training to identified teachers and staff
- Consultation to program administrators
- Community of Practice Network and Support System
- Processing of evaluation data, analysis and reports



### *What are the expectations for Inclusion Project Sites?*

As an Early MTSS Inclusion Project Site you will agree to:

- Maintain a high quality early childhood program with a strong family component, open to children of all cultures and/or abilities, with a consistent staff and strong leadership.
- Maintain 4/5 STARS or NAEYC accreditation standards as required by Vermont's quality recognition system for registered family child care providers and/or licensed early childhood programs (including Head Start and Act 166 Universal PreK partnership programs).
- Serve young children with disabilities (on IEPs/IFSP or One Plan) in natural or inclusive settings through program partnerships. Ideal partnerships include Act 166 PreK partnerships, Essential Early Education (EEE), Children's Integrated Services/Early Intervention (CIS/EI), Head Start/Early Head Start, and Early Childhood Mental Health, etc.
- Establish a program Early MTSS Inclusion Project leadership team that meets on a regular basis and includes program staff and key stakeholders. The local leadership team will



collaborate with the Early MTSS Inclusion Coach to develop a local implementation plan and ensure that the project moves forward.

- Commit and adopt 5 Key Components and indicators for developing and implementing Early MTSS
- Identify early childhood program classroom/s or setting/s that will implement inclusive evidence based practices
- Assure attendance of all program staff to participate in training and coaching sessions
- Commit to necessary resources for staff to attend trainings and receive on-going coaching
- Offer parent trainings on the benefits of Inclusive EBP
- Identify internal coach to support fidelity and sustainability of inclusive practices
  1. Commit to Internal coaches participation in Early MTSS training sessions specifically designed for coaches
- Collect and submit evaluation data on teacher implementation of evidence-based practices at each tier level, child and program outcomes as requested:
  2. Systems Development—Early MTSS Program Inventory (bi-annual)
  3. Teacher Implementation--Inclusive Classroom Profile (coach's tool)
  4. Child Outcomes--TBD
- Designate program staff member to actively participate on regional Building Bright Futures council (i.e., program designee shares pilot site implementation updates and data)
- As a sending and/or receiving program commit to communicate and collaborate with other entities (e.g., child care, public schools, CIS/EI, Head Start, ECFMH) to support and share knowledge of Inclusion practices and resources, use of common language and strategies, and offer recommendations that will ensure smooth and effective transitions for children and families as they move through daily routines, from program to program, from provider to provider, age up to a new classroom, or as they prepare for and enter kindergarten.
- Work collaboratively with the Early MTSS Inclusion Coach to ensure adoption and implementation of the 5 Key Components of Early MTSS and inclusive evidence based practices.
- Allow program leadership team to meet with Early MTSS state staff at mid-year and end of year to review data, share progress and work to solve any evident problems.





## ***Commitment to Participate as an Early MTSS Inclusion Project Site***

**As an administrator of this early childhood program, I commit the program and staff to:**

- Work collaboratively with state, regional and local Early MTSS trainers and coaches to ensure adoption of 5 key components of Early MTSS and use of inclusive EBP.
- Complete the Early MTSS Program-Wide Inventory on a biannual basis, develop implementation plan and adjust accordingly.
- Implement the use of Inclusive evidence-based practices
- Collect and submit evaluation data on the teacher, child and program outcomes as requested.
- Select and send key staff to attend training
- Identify internal coaches to participate in coach training sessions.
- Identify early childhood program classroom/s or setting/s that will implement Inclusive evidence based practices.
- Establish a leadership team that meets on a regular basis and includes key local stakeholders. The local leadership team will collaborate with Early MTSS inclusion coach to develop a local implementation plan and ensure that the project moves forward and is being implemented with fidelity to the model.
- Designate program staff member to actively participate on regional Building Bright Futures council (i.e., program designee shares pilot project implementation updates and data)
- Participate in evaluation and on-going self-assessment activities.
- Meet with Early MTSS state level team at mid-year and end of year to review data, share progress and work to solve any evident problems.





## Early MTSS Cohort Site Agreement

This is a responsibility agreement between the VT Agency of Education

and \_\_\_\_\_

### I. Purpose and Scope

The purpose of this agreement is to clearly identify the roles and responsibilities of the VT Agency of Education (AOE) and \_\_\_\_\_ in the provision of professional learning and support for the Early MTSS Inclusion Project.

The goal of Early MTSS is to implement and sustain a professional development system to enhance the knowledge, skills and evidence based practices of the early childhood work force in meeting the social and emotional, early literacy and early numeracy competence and confidence of young children, particularly those with or at risk for delays or disabilities in inclusive and natural environments.

### II. Agreement Term

The term of this Agreement is the period of \_\_\_\_\_ to December 2017. This agreement will be reviewed and renewed annually over the life of the RTT-Early Learning Challenge Grant Early MTSS Inclusion Project.

### III. VT Agency of Education's Responsibilities

The VT Agency of Education (VT AOE) shall undertake the following activities during the duration of the agreement term. At the state level, Early MTSS will provide:

- External coach to support program-wide adoption and implementation of Early MTSS
- Professional development to build a program's internal coach expertise
- Professional development in the form of Train-Coach-Train Training series for all program staff
- Schedule and coordinate all local, regional and state-wide training and evaluation logistics
- As a subgrantee of the RTT ELC Early MTSS Grant, \_\_\_\_ will be awarded \$5,000 to support implementation of Early MTSS as stated in this agreement.



#### **IV. Early Childhood Program/Agency Responsibilities**

- Support and secure resources for the program leadership team in the development and implementation of Early MTSS.
- Designate internal coach to work with external coach.
- Release designated internal coach/s to work with external coach and to attend training events identified by local data.
- Release designated teaching staff for training series per tier level.
- Gather and forward requested/required program data for the external evaluation of the RTT-ELC grant federal reporting.

#### **V. Modification and Termination**

- Any and all amendments must be made in writing and agreed to and executed by the parties before becoming effective.
- This agreement may be cancelled or terminated without cause by either party by giving (30) calendar days advance written notice to the other party. Such notification shall state the effective date of termination or cancellation.

#### **VI. Subgrantee**

- As a subgrantee of the RTT ELC Early MTSS grant \_\_\_\_\_ will be awarded \$5,000 to implement Early MTSS and you agree to all cohort site expectations as stated in this agreement.
- As payment provision, the state agrees to compensate \_\_\_\_\_ for services performed up to \$5,000 provided the scope of the grant.



## Subgrantee Request of Funds

As an Early MTSS Inclusion Cohort Site, \_\_\_\_\_ agrees to Early MTSS expectations, responsibilities as stated in this agreement and as a subgrantee of the RTT-ELC grant, respectfully requests funds as stated in the following budget not to exceed \$5,000.

### *Sample Grant Request*

Professional Development	Item	Est. Cost	Total
Release time for staff training			
Release time for lead teacher coaching			
Personnel Development (related course work/workshops)			
Purchase of Materials			
Visual Supports			
Children's Books			
Parent Informational Materials			
DEC Recommended Practice Monographs			
Purchase of Equipment			
iPads			
Laminator			
Digital camera			
Other			
<b>Total Grant Funds</b>			<b>\$5,000</b>





## Agreement, Contact and Signature Page

We, the undersigned, have reviewed and agree with the *Early MTSS Expectations, Roles and Responsibilities*, and scope of work as a subgrantee, and commit to participate as an Early MTSS Inclusion Project cohort site for at least 3 years from date of this agreement.

This agreement shall be effective upon the signature of authorized officials representing both parties. It shall be in force from \_\_\_\_\_ to December 2017. The VT Agency of Education and \_\_\_\_\_ indicate agreement by their signatures.

### FOR Early Childhood Program:

\_\_\_\_\_  
Name of School/Program

\_\_\_\_\_  
Name of identified pilot classroom/setting #1

\_\_\_\_\_  
Signature of teacher pilot classroom/setting #1

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of identified pilot classroom/setting #2

\_\_\_\_\_  
Signature of teacher pilot classroom/setting #2

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Director/Administrator's Signature**

\_\_\_\_\_  
Date

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### FOR Agency of Education Early MTSS:

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