

**Meeting Minutes –Collaboration Committee**  
**August 7, 2002**

- **Welcome and Introductions** – Bill Huebner
  - \* The purpose of this meeting will be to lay the foundation for the work of the committee and to specifically discuss community collaboration in relation to SB-247.
- **Review and Discuss SB 247** - Bill Huebner
  - \* Bill Huebner reviewed the basic history and components of Senate Bill 247 utilizing a printout of a power-point presentation developed by DOE and DHHR. This discussion helped bring all of the committee members up to date as to the reason for the creation of the Collaboration Committee under the PIECES Advisory Committee.
  - \* The committee discussed how important it is to consider all the needs of the various partners, including Head Start, child care, public education, and others. The challenge will be to speak with one voice, utilizing common language about the elements that are so important to all.
- **Committee Charge**
  - \* The committee charge was reviewed and discussed. Today’s agenda was drawn from the charge, focusing on core community parnters, their roles and needs, as well as the requirements for community plan content.
- **Review and Discuss /Draft DOE Rules** – Cathy Jones
  - \* Cathy reviewed with the committee the draft of the DOE Policy as it relates to SB-247. It will be submitted to the State Board of Education in September and will go out for comments upon their approval. Submit suggestions to Cathy Jones (fax 558-6268 e-mail ctrjones @ access.k12.wv.us

**For the afternoon the committee divided into two groups to discuss the following:**

**Group I - Kay**

Common Definition of Collaboration  
Review and discuss listed core partners

**Group 2 - Bill**

Common Definition of Collaboration  
Four Year Old Plan Content and Format

Results of the group work is attached on the following pages. The committee will re-visit the discussion of the common definition of collaboration at its next meeting scheduled tentatively for August 26<sup>th</sup> pending development of a draft community plan format by DOE and DHHR.

### **PIECES Collaboration Committee Charge:**

- **Identify “core” and “suggested” partners and their potential roles in the community planning process.**
- **Develop the framework/format for county plans (four year old plan within birth through 5 context).**
- **Identify and disseminate resources that will assist the collaborative partners.**
- **Develop specific strategies to support parents as equal partners.**
- **Determine methods/strategies to overcome barriers to collaboration.**
- **Adopt models for evaluating and monitoring the collaborative process.**
- **Adopt a common definition of “collaboration”.**
- **Work through the tools developed, training and support provided, formats, and processes designed.**

**The PIECES Advisory Committee felt the challenge for this committee is to consider the needs of all stakeholders, to locate all stakeholders, and obtain “buy in”. However, opportunities exist through the actual work of committees, since there will be a better understanding of the groups represented in the various committees.**

## **County Plan Development:**

**The following notes reflect input from the PIECES Collaboration Committee, Senate Bill 247, and the DRAFT Department of Education Policies Related to SB 247:**

- **The County Plan format distributed to counties should have a cover letter/endorsement from the Secretary of DHHR and the State Superintendent of Schools that includes the rationale and definition of joint responsibilities.**
- **County demographic information that relate to the Early Childhood Education program implementation, population projection and history over the past 5 years, information on the array of early childhood services in the county,**
- **Facility needs**
- **Personnel needs**
- **Financial requirements**
- **Funding sources to be utilized**
- **Details on collaborative efforts related to plan development and implementation (how collaboration will occur)**
- **Timelines for implementation**
- **Methods and processes for informing the public about the value and availability of quality early education programs**
- **Process for documenting the ongoing implementation process, progress towards goal acquisition, and programmatic benchmarks (a rubric should be provided)**
- **Potential obstacles - strategies for addressing and resolving them.**
- **Assurance of maximization of federal/state/local funds.**
- **Assurance of maximization of programs (Head Start, child care. . .)**
- **Process for supporting families whose children are chronically absent or tardy,**

- **Transition to inclusion into the USIP and the UCIP**
- **Plans for meaningful parental involvement**
- **Plans for meaningful community involvement**
- **Plans/procedures for transition into and out of the early childhood program**
- **Curricula - designate from accepted list and include plans for related professional development to implement, acquisition of appropriate materials to implement, environment adaptations, (note: training and curricula must be scientifically research based)**
- **Inclusion plan for children with IEP's**
- **Transportation plans (if provided)**
- **Plan for how funds generated by the early childhood program through the school funding formula will be utilized to support the ongoing operation of the program**
- **Documentation of the process/approach to the development of the county plan**
- **Core partners must sign off on the county plan before submission**

**Two questions:**

**Should copies of contracts and/or memoranda of understanding generated by the collaborative plan be attached to the county plan upon submission?**

**Should plans for local monitoring be required and included with the county plan?**

## **Partner Discussion (Collaboration Committee)**

### **CORE PARTNERS:**

#### **COUNTY SCHOOL SYSTEM -**

- **Preschool - Need knowledge base of Title I, Even Start and other preschool funding sources.**
- **Preschool Special Needs - knowledge of regulations and requirements for preschool special needs**

**COMMUNITY BASED LICENSED CHILD CARE - in larger counties consider more than one participant for fair representation**

**HEAD START - Knowledge of Head Start and their current partnerships with community groups and agencies.**

**PARENTS OR GUARDIANS OF PRESCHOOL CHILDREN - at least one parent or guardian of a child with special needs.**

**DHHR (local) - Knowledge of licensure, children's services, and work force investment**

#### **FAITH-BASED EARLY CHILDHOOD PROGRAM PROVIDER -**

### **SUGGESTED PARTNERS:**

**EARLY HEAD START**

**EARLY PARENT EDUCATION PROGRAM REPRESENTATIVES**

**FAMILY HOME PROVIDERS**

**CHILD CARE RESOURCE AND REFERRAL**

**WORK FORCE INVESTMENT**

**COLLEGES, UNIVERSITIES**

**BIRTH TO THREE**

**PARENT EDUCATOR RESOURCE CENTERS**

**FAMILY RESOURCE NETWORK**

**CHILD ABUSE PREVENTION**

**APPRENTICESHIP FOR CHILD DEVELOPMENT SPECIALIST COUNCIL**

**HEALTH**

**STARTING POINTS**

**COMMUNITY ACTION PROGRAMS**

**BUSINESS PARTNERS**

