EARLY CARE & EDUCATION PROGRAM COLLABORATION MODEL DESCRIPTION

Agency/Home Name: **Rogy's Gingerbread House**
Contact Person: **Kathie Raiborn**
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1. **Model (Please check only one. Complete separate forms for different collaboration models.)**
   - X **One Agency, Multiple Funders**
      A single program or agency blends/braids funds and program requirements from multiple sources at a single site.
   - ❑ Multiple Agencies Partner
      Two or more agencies, which are separate legal entities, partner to serve children at a single site.
   - ❑ Partnering with Family Child Care
      A program or agency partners with family child care home providers.

2. **Collaboration Type (Check all that apply to this collaboration model.)**
   - ❑ Child Care/Early Head Start
   - ❑ Child Care/Head Start
   - X Child Care/PreK
   - ❑ Child Care/Head Start/PreK
   - ❑ Head Start/PreK

3. **Partnership Initiated By**
   - X Child Care
   - ❑ Head Start/Early Head Start
   - ❑ PreK
   - ❑ Other (specify): _____

4. **Demographics**
   - X Urban
   - ❑ Rural
   - ❑ Suburban

5. **Schedule**
   Hours per day: __11.5 hours child care__   From: 6:30 a.m. To: 6:00 p.m   PreK – 3 hours per day
   Days/Weeks per year: _5 days/week; 52 weeks/year child care. PreK – 9 mos._____
   Holidays or other time "off" or closed: _12/24-25, 12/31-1/1, Thanksgiving & day after, Memorial & Labor Days, July 4_____

6. **Number of Children Served Full-Day/Year by Location, Setting & Age**
   Setting includes: Head Start/Early Head Start site; Child care center; Family child care homes; Public/private school system; Other (explain/describe)

Location	Setting	# Infants	# Toddlers	# Preschool
Rogy's Gingerbread House, 11523 W. Candletree Dr., Peoria 61614 (capacity 230) & 1221 NE Glen Oak, Peoria 61603 (capacity 160)	Child Care Centers			40 PreK

40 PreK |
| South Side Catholic CC Center, 1010 Johnson, Peoria 61605 (capacity 116) | Child Care Center | | | 40 PreK |
| Jesu Children's Enrichment Center, 2900 Heading, Peoria 61604 (capacity 104) | Child Care Center | | | 20 PreK |

7. **Total number of children served by organization**
   - ❑ 0-150
   - ❑ 151-500
   - X 501-2000 *(all centers capacities together)*
   - ❑ 2001-6000
   - ❑ 6001+

8. **Total number of children served by partner's organization (if applicable). Note: this means an early care & education partner with whom you are collaborating. Agencies that checked "One Agency, Multiple Funders" in question 1, page 1 of this survey will NOT complete this question.**
   - ❑ 0-50
   - ❑ 51-150
   - ❑ 151-300
   - ❑ 301+

9. **Funding used to support full-day/year services (Check all that apply.)**
   - ❑ Federal Early/Head Start
   - X State Early Childhood Block Grant from IL State Board of Education
   - ❑ State Early Childhood Block Grant from School District (including Chicago Public Schools)
   - ❑ State Child Care Assistance Program through contract with IL Dept. of Human Services
   - X State Child Care Assistance Program through local Child Care Resource & Referral Agency certificate program
   - X Parent Fees
   - X Other (Specify): *CACFP, Local Funders (Community Foundation), IDHS Enhancement Grants*

10. **Administration/Management (Check either yes, no or not applicable – NA – for each item.)**

a. Does the collaboration have a legal written agreement/contract?	❑ No	X Yes	❑ NA
b. Other than a contract, does the collaboration have a written partnership plan?	X No	❑ Yes	❑ NA
c. Are there written monitoring/oversight procedures?	❑ No	X Yes	❑ NA
d. Are there written procedures for communication among partners?	❑ No	X Yes	❑ NA
e. Is there a written cost allocation plan/budget for the collaboration?	❑ No	X Yes	❑ NA
f. Is there a written training/professional development plan?	❑ No	X Yes	❑ NA
g. Do job descriptions reflect staff' collaboration responsibilities?	❑ No	X Yes	❑ NA
h. Is there a shared computerized MIS system?	❑ No	X Yes	❑ NA
i. Do the partners share business operations & equipment costs?	❑ No	X Yes	❑ NA
j. Do the partners purchase transportation jointly?	❑ No	X Yes	❑ NA
k. Is there a competitive written RFP process for partner selection?	❑ No	X Yes	❑ NA
l. Is there an ongoing advisory group for the collaboration?	❑ No	X Yes	❑ NA
m. Did the partnership develop out of a broad based community planning process?	X No	❑ Yes	❑ NA
n. Are parents involved in the collaboration planning & evaluation processes?	❑ No	X Yes	❑ NA
o. Does the collaboration have a written evaluation process?	❑ No	X Yes	❑ NA
p. Has the agency had any audit findings in the past 3 years?	X No	❑ Yes	❑ NA
q. When was the agency's last federal monitoring review?_____ Were there any problems identified?	❑ No	❑ Yes	X NA
r. When was the agency's last licensing visit?___Vary by site_____ Were any problems identified?	X No	❑ Yes	❑ NA
s. When was the agency's last DHS monitoring visit?__12/04_____ Were any problems identified?	X No	❑ Yes	❑ NA

11. **Has the collaboration had an impact on the partner's internal practices with regard to (check yes or no for each item):**

a. Parent Decision Making	❏ No	X Yes
b. Parent Education	❏ No	X Yes
c. Parent Involvement	❏ No	X Yes
d. Family Support Services	❏ No	X Yes
e. Staff Salaries	❏ No	X Yes
f. Employee Benefits	❏ No	X Yes
g. Management Practices/Structure	❏ No	X Yes
h. Staff Training/Professional Development	❏ No	X Yes

12. **Program Services (Make 2 checks for each item – 1 to indicate which partner is primarily responsible for direct service delivery and the other to indicate which children receive that service – all or just the collaboration children.)**

Services Provided	Partner Responsible for Direct Service Delivery				Children Receiving Services	
a. Child education services	❏ E/HS	❏ CC	X PreK	❏ Other	❏ All	X Collab
b. Family support services	❏ E/HS	❏ CC	X PreK	❏ Other	❏ All	X Collab
c. Health services	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab
d. Mental health services	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab
e. Parent education/involvement	❏ E/HS	❏ CC	X PreK	❏ Other	❏ All	X Collab
f. Transportation services	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab
g. Nutrition services	❏ E/HS	X CC	❏ PreK	❏ Other	X All	❏ Collab
h. Transition services	❏ E/HS	❏ CC	X PreK	❏ Other	❏ All	X Collab
i. Disabilities services	❏ E/HS	X CC	❏ PreK	❏ Other	X All	❏ Collab
j. Parent home visits	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab
k. Sick child care	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab
l. Parent conferences	❏ E/HS	❏ CC	X PreK	❏ Other	❏ All	X Collab
m. Non-traditional hours service	❏ E/HS	❏ CC	❏ PreK	X Other	❏ All	❏ Collab

13. **Primary objectives for beginning this collaboration (check all that apply)**

- ❏ Enhance family health services
- X Enhance the quality of children's education services
- X Expand services into new communities
- ❏ Extend service hours
- X Improve & maximize staff training/professional development
- X Link early care & education systems in the community
- X Maximize funding and cost effectiveness
- X Maximize use of facilities
- X Offer increased service options
- ❏ Offer parents home visits
- X Respond to parents' changing needs
- X Serve a wider age range of children
- ❏ Extend days of service
- X Serve siblings in one program
- X Provide more economically & culturally diverse programming
- X Increase the number of children served
- X Provide continuity of care
- X Improve staff compensation packages

14. **Collaboration Development & Management**

a. When did the collaboration begin?		FY2004
b. Are regular written management reports required to support the collaboration? If yes, explain below.	❑ No	**X Yes**
c. Are there regular required meetings between collaboration partners? If yes, explain below.	❑ No	**X Yes**
d. Is there written documentation to support the content of meetings?	❑ No	**X Yes**
e. Does the program/collaboration have a written planning process that includes all partners?	❑ No	**X Yes**
f. Does the collaboration have a written decision making process?		

g. Why did the collaboration begin? *With ongoing discussion about implementation of Universal Preschool/ Preschool for All, Rogy's wanted to be a part of a system that would enhance educational opportunities for the children attending our centers who were at risk for academic failure. Rogy's collaborated with the Illinois State Board of Education to provide these services.*

h. How were partners selected? *Rogy's first approached the school district (city and county) to submit a joint proposal for services to be housed in our child-care centers, but the districts were not interested. So Rogy's submitted its own proposal. Community partners pledged informal support for our program.*

i. When there is a disagreement or conflict, how is it resolved with partners? *There have not been any disagreements. Rogy's and the community partners have worked together to create a consistent service delivery system. Those who have chosen to be a part of the partnership are committed to family needs as the priority.*

j. When a decision has to be made about the collaboration, how is this done with partners?
When there is a concern or issue, the program coordinator works through it with the appropriate contact. If there is a system wide problem, the Early Childhood Network serves as a gathering for discussion & problem solving.

k. Explain how often reports & meetings are done/held.
Internally: Program Coordinator works with Site Directors & teaching staff at each of the centers. Coordinator monitors & evaluates the program, plans professional development, & submits state reports. There is an orientation meeting for staff in August, a mid-term staff meeting in January, & an end of the year Program Evaluation with staff. Program Coordinator observes each site monthly, with informal weekly visits. Staff meetings held as needed. E-mail used as daily communication tool with Directors and Teachers for "what's happening," upcoming training, paperwork that is due & other programmatic items.
Externally: Early Childhood Network meets monthly during the school year. Meetings with collaborators are on-going as needed.

15. **Program Components:** Please answer the following questions about your collaboration program. Show in column 2 which partner is responsible for each program component. Check which children receive the program component in the last 2 columns – either all children in the classroom(s) or just the collaboration children.

		Responsible Partner	Children Receiving Services	
a. Does the program use a standardized curriculum? If yes, which curriculum?_____	**X No** ❑ Yes	CC/ISBE	❑ All	**X Collab**
b. Does the program do child screening? If yes, what instrument is used? _Brigance_____ How often are screenings done? _1X/year_____	❑ No **X Yes**	CC/ISBE	❑ All	**X Collab**
c. Does the program do ongoing child assessment? If yes, what instrument is used? Work Sampling_____ How often is assessment done? _2X/year_____	❑ No **X Yes**	CC/ISBE	❑ All	**X Collab**
d. Does the program take field trips? If yes, how often? __4X/year_____	❑ No **X Yes**	CC	**X All**	❑Collab
e. Does the program have family support staff/case managers?	**X No** ❑ Yes		All❑	❑ Collab

f. BRIEFLY describe your collaboration program's social service delivery, if you have one, for example explain your crisis intervention and/or referral process(es): *The Directors/Teacher bring a family support issue to the attention of the Program Coordinator and there is a decision made as to what referral/s would be necessary. The Program Coordinator or Director (depending on the referral) follows through with the referral process. Rogy's staff facilitates some referrals. Other agencies expect the parent to call for services as proof of commitment. We explain the options to parents and assist them during the process of finding services.*

16. List/describe any other program components included in the collaboration that are not described in items 12 and 15 (pages 3-4).
Peoria's Children provides free family counseling for families/children exposed to violence; Strengthening Families Collaboration with Crittenton Center Pilot Project formed to survey need for social services and problem solve provision of these services; Children's Home provides support for families regarding mental health issues; SEAPCO County Screening/Special Ed. Services; Peoria Public School #150 City Screening/Special Ed. Services; Early Childhood Network is collaboration for comprehensive services and transition between programs

17. Please describe how budgeting and cost sharing among funding sources is done. How do you decide how costs will be shared? What are the financial arrangements between partners?
The funds are allocated through separate line items in the budget. The financial arrangement between Rogy's and ISBE is that all funds received will be expensed in the budgeted categories within the ISBE guidelines. ISBE funds are allocated for recruitment of eligible children, enhanced services, highly qualified staff, educational materials and equipment and professional development.

17. Please explain how your collaboration is staffed. Include classroom and support staff and tell how this is changed/different from your regular program. Who funds the staff's salaries? Who supervises the staff and who employs them? What salaries and benefits are offered collaboration staff and is this different from other staff? *Each site has1 04-certified Early Childhood Teacher & 1 Teacher's Aide paid with ISBE funds. 2 support staff/aides per classroom are paid by the center. All staff receive Rogy's benefits. In addition to this, the 04 teachers' receive additional leave time that allows them to plan, observe & document. Certified teachers are also provided additional training opportunities. Rogy's hires all staff. The Program Coordinator is responsible for the implementation & support for the program, as well as ongoing monitoring & evaluation. The Program Coordinator supervises the teaching staff and Site Directors regarding the overall expectations for compliance with ISBE guidelines. The Site Director is responsible for the daily operation and supervision of staff. The Program Coordinator, Site Director and Certified Teacher function as a supervisory team.*

19. Please tell about your written agreement, if you have one. Include: what the agreement covers (section titles); term (what the time period is); if finances are part of the agreement and how these were figured; etc. *PreK grant from ISBE.*

20. Please describe the training system for your collaboration. Include what kind of training is done, how costs are shared among funding sources and/or partners, and how it has changed since the collaboration began. *In house training: The Program Coordinator has developed materials based on the Early Learning Standards, OWL Literacy/Math Program, the Model Classroom materials and Rogy's Pre-kindergarten Curriculum, which was developed through extensive research and backed by 35 years of experience. There is orientation training for teachers in August and staff support is ongoing. Community training opportunities are offered through: ISBE, StarNet, Peoria Public School District #150, Peoria County Bright Futures, Peoria's Children, AEYC Conferences.*

21. Please give any other details about your collaboration that you believe are important, but not covered elsewhere.
Rogy's provides full day care for working parents. A child can receive PreK services & full day care in the same environment. This system creates a learning experience with fewer transitions in the child's day. The program focuses on serving children who would most likely not receive services from another program such as Head Start or District Pre-K. Rogy's found that the extensive community involvement that they had nurtured throughout the year was extremely important as a component of the process. Growing a new program can be overwhelming. It is important to have professionals available to share their knowledge and expertise when the inevitable questions arise.

22. If you could start your collaboration over again, knowing what you know now, what would you do differently?
I would have been prepared for the difficulty center staff would have with the new program. Existing staff was puzzled regarding the difference between what we already provided for PreK education & care and the ISBE program. Team building was an important part of the first year process of implementation.

23. What advice do you have for agencies/homes starting new collaborations?
I have three pieces of advice for agencies/homes deciding whether to enter collaboration.
   1. *Build community relationships.*
   2. *Evaluate the impact a collaboration will have on your agency/home – positive or negative.*
   3. *Be prepared to work together to problem solve issues with an objective attitude.*
In the three years Rogy's has been providing PreK services through ISBE funding, the collaboration between city & county has grown. The screening referrals, at one of Rogy's sites, were complicated by location. The center was located across the street from the city & therefore located in the county. The children attending the center lived both in the city & the county and services needed to be based on the child's home address. The situation brought agencies together who could create a less rigid system. Because of the need for consistency in the city/county system of delivery, a screening/transition committee of the Early Childhood Network is working on a Screening/Transitions Booklet for agencies and parents. This Booklet will provide scenarios of transitions with goals, transition plans and evaluation of the process. The book will contain referral information, glossary of terms and comprehensive forms used for transition purposes.