Enhancing State Early Childhood System Infrastructure to Ensure Quality Services

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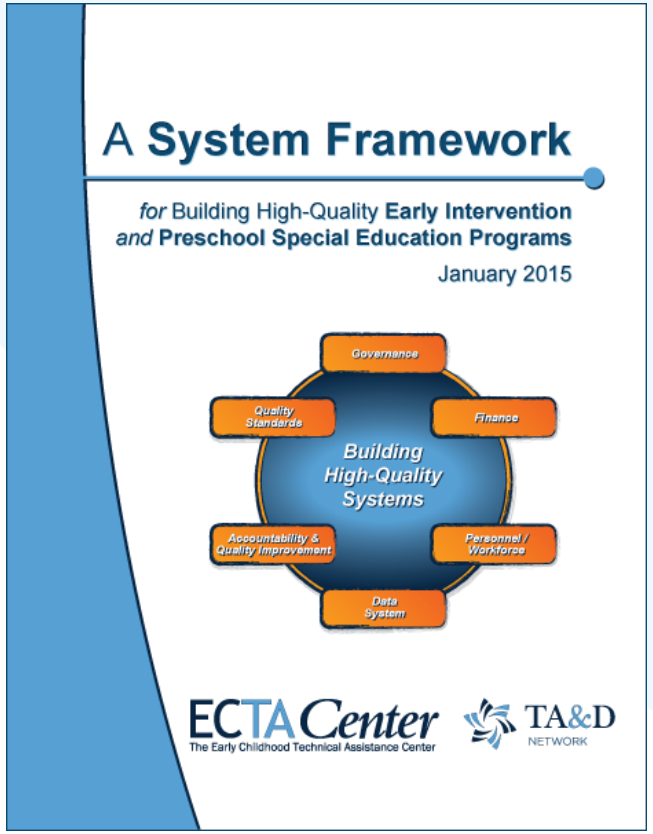
Welcome and Introductions



Purpose for today:

To provide state examples to illustrate use of the System Framework as a valuable resource for enhancing Part C and Section 619 systems

Why a System Framework?

- **State Infrastructure matters:**
  - All states have infrastructure to support provision of services at the local level
  - State infrastructure is essential to ensuring high-quality services are delivered as required under IDEA
  - State infrastructure includes important functions such as personnel development, planning for fiscal sustainability, providing policy and procedural guidance, and delivering TA to districts and local programs
- **If state infrastructure matters, then we must define what high-quality state infrastructure means**

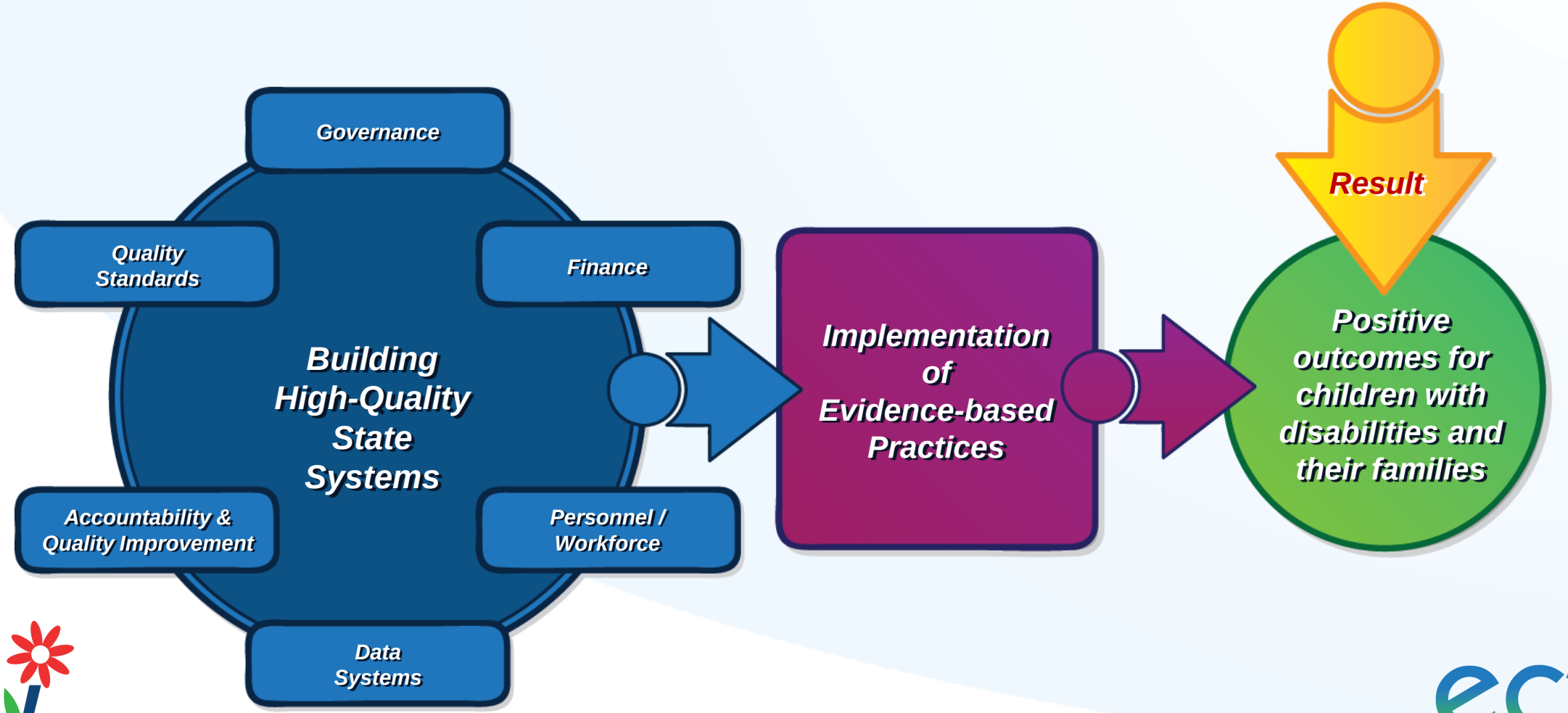
System Framework

Purpose: to guide states in **evaluating** their current Part C/619 system, **identifying** areas for improvement, and **providing direction** on how to develop a more effective, efficient Part C and Section 619 system.

Audience: the key audience is state **Part C and state Section 619 coordinators** and staff, with acknowledgement that other key staff and leadership in a state will need to be involved.

Development: developed **collaboratively** with the field (state teams, TA partners, and national experts) through a 2-year **iterative** process.

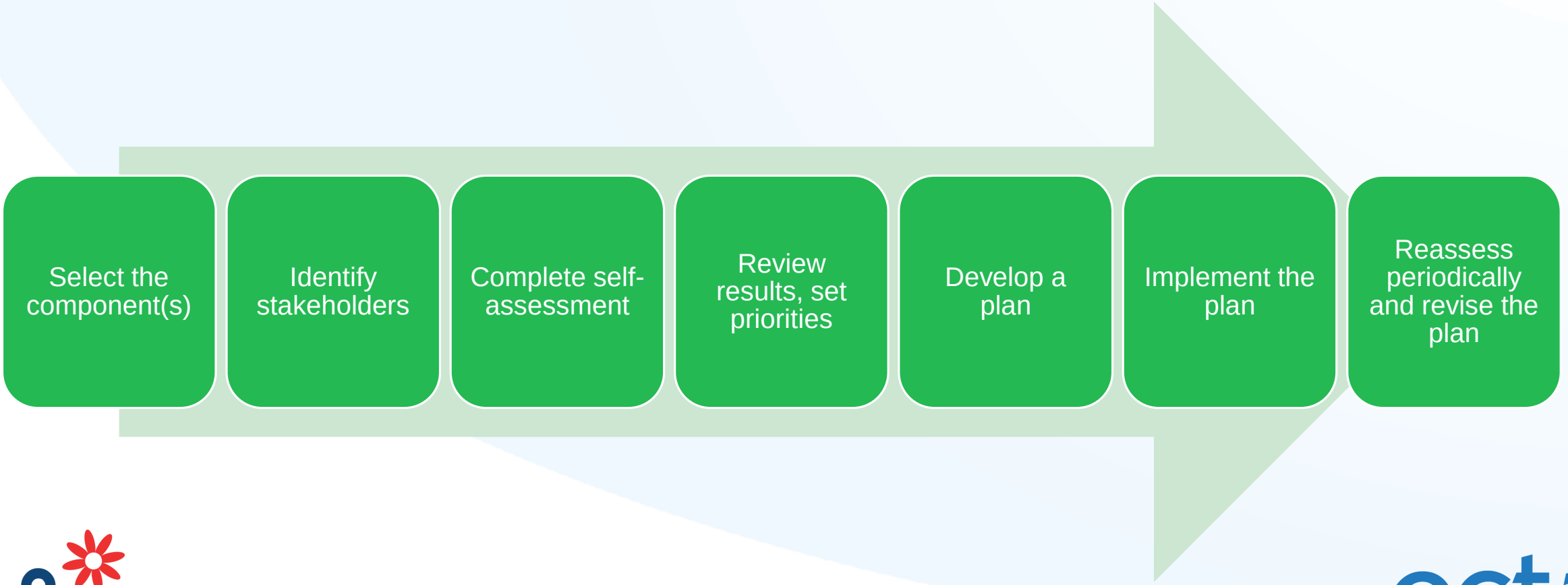
What does a state need to put into place to support implementation of effective practices?



States are Using the Framework to:

- Understand systems (turnover, leadership, etc.)
- Identify strengths and needs/challenges as part of improvement planning (with or without the self-assessment)
- Engage stakeholders in a process to understand the system; getting everyone on the same page about quality and improvement planning
- Evaluate and document improvements over time through qualitative and quantitative data (self-assessment)

Suggested Process for Self-Assessment



State Examples

Early Support for Infants and Toddlers

The System Framework: A Tool for System Redesign

Washington State Part C

www.dcyf.wa.gov

Washington State Department of CHILDREN, YOUTH & FAMILIES

WA Part C – All Components

State Challenges – Legislation for System Redesign

- Lead Agency and State Education Agency responsible for providing EI services.
- Majority of state funding appropriated for EI not under Lead Agency authority.
- Challenges related to accountability and oversight of school district providers.
- Challenges resulted in legislative bill requiring the State Lead Agency to:
  - Develop rules for EI in compliance with IDEA that apply to all entities providing EI services, including school districts.
  - Conduct a full fiscal accounting of the EI system.
  - Develop and submit a plan to the legislature on developing comprehensive and coordinated services for all children eligible for Part C.

Redesign Plan Development

- Engaged stakeholders to provide verbal and written input on system issues and redesign plan.
- State staff reviewed entire System Framework and previous SSIP infrastructure analysis data, including framework data to inform priorities for system redesign (did not use self-assessment).
- Developed matrix summarizing system issues for each system component and key elements to consider for the redesign plan.
- With stakeholder input, prioritized system redesign elements for the system redesign plan.

Redesign Plan

Used prioritized system design elements and information/data gathered to develop redesign plan that:

- Improved financial oversight and transparency (Finance Component).
- Ensured State is maximizing resources, e.g., Medicaid and private insurance (Finance Component).
- Simplified administrative processes and provided greater accountability and technical support to EI providers (Governance, Accountability, Personnel/Workforce Components).

Redesign Plan

Regionalization

Opportunities
- Reduced administrative costs.
- Increased accountability.

Challenges
- Geographic diversity.
- Provider access.
- Potential loss of local income.

Issues
- Keeping all stakeholders engaged.
- Transition from current structure.

Resources

Opportunities
- Increased funding options for all early intervention services.
- Statewide funding access and equity.

Challenges
- Billing infrastructure.
- Rate establishment.
- Regional differences in cost of living.

Issues
- Inconsistency in implementation of system of payments.
- Definition of administrative costs.

Robust Data

Opportunities
- High-quality, comprehensive data system.
- Increased reliability, efficiency and accountability.

Challenges
- Data accuracy.
- Unique child identifier.
- Opportunity for consistent data for funding sources.

Issues
- Interaction with other data systems.
- Training for accuracy and fidelity.
- Reports for increased accountability.

Rules

Opportunities
- Increased consistency and accountability.
- Connection with other early childhood programs.

Challenges
- Adequate staffing and infrastructure.
- Accountability at provider level.
- Funding consolidation.

Issues
- Impact on families.
- Provider shortages.
- Equity in service availability.

Thank you!

Contact:

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Virginia

Enhancing State Early Childhood System Infrastructure to Ensure Quality Services

VIRGINIA DEPARTMENT OF EDUCATION

Why the DaSy Powerful Data TA?

- New 619 Coordinator
- New Director, Special Education Program Improvement
- Increase knowledge
- Improve integration and alignment of 619 and 611 data
- QUALITY – B6 and B7

Intended Outcomes

To improve accuracy of collected data for Indicators 6 and 7 with a particular focus on state and local level data collections:

- **1.1: Investigate Indicator B6 data, metadata, and associated processes and develop plans to improve accuracy and alignment.**
- **1.2: Investigate Indicator B7 data, metadata, and associated processes and develop plans to improve accuracy and alignment.**

Self-Assessment for ECTA/DaSy Data System Framework

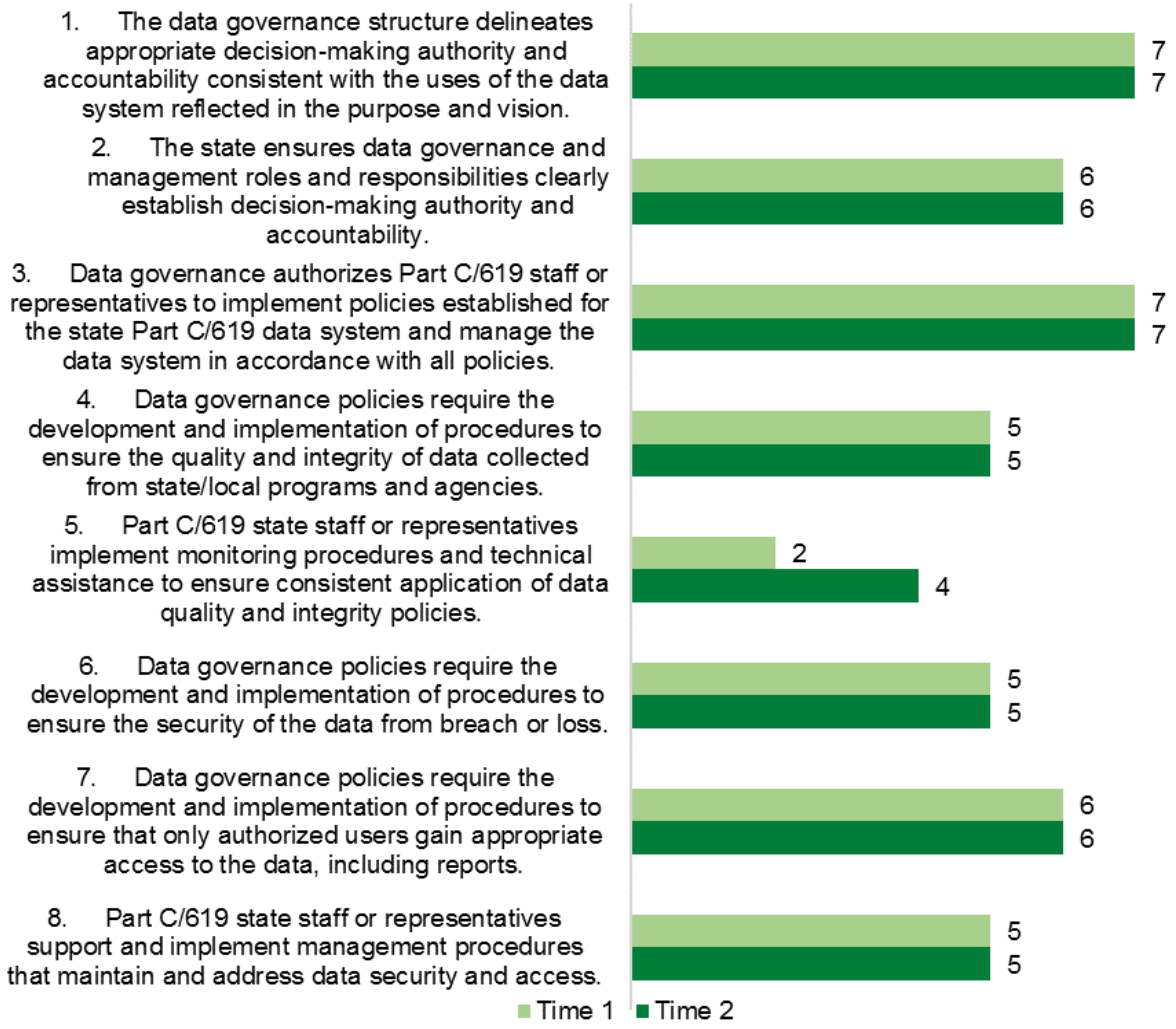
- **Outlines and explains the elements of a high-quality data system**
- **Developed to guide State Part C and Section 619/Preschool programs in**
  - evaluating their current systems,
  - identifying areas of improvement, and
  - developing efficient infrastructure and processes for implementing improvement strategies

Data Governance and Management and Data Use

- **SA Ratings**
  - December 2015 (Time 1) and
  - November 2017 (Time 2

Section 619: Data Governance and Management

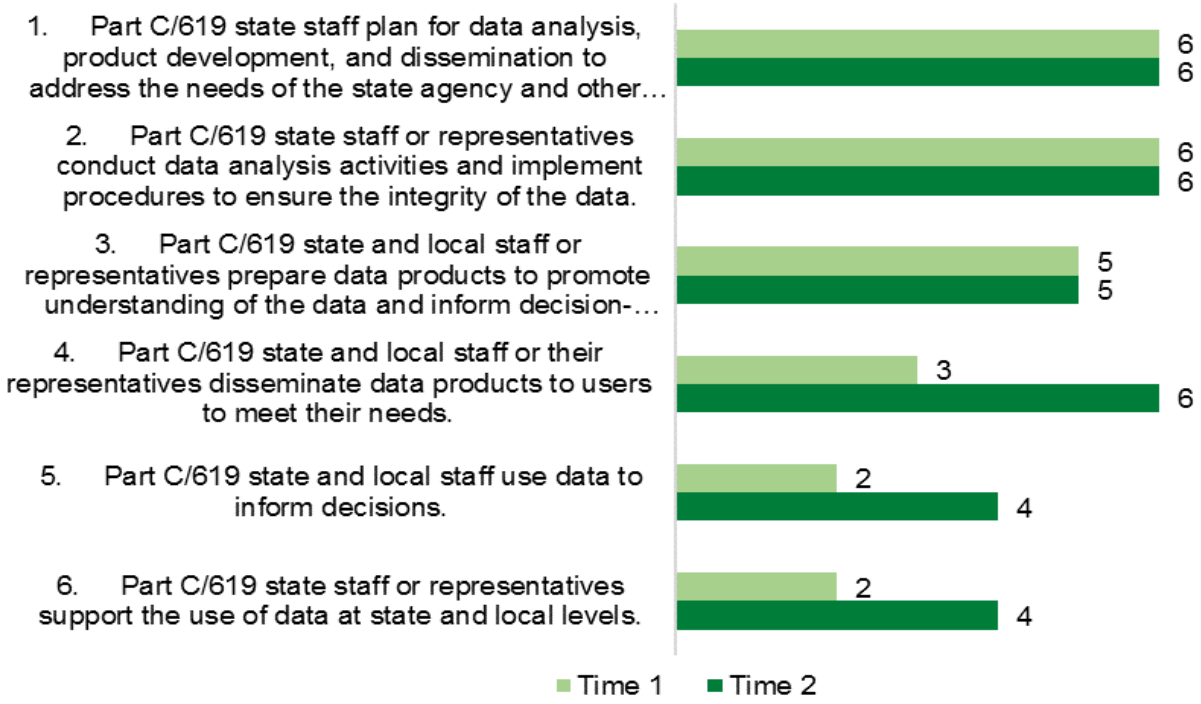
Virginia



1	None of the elements is yet planned or in place.
2	Most of the elements are not yet planned or in place.
3	Some elements are in place; a few may be fully implemented.
4	At least half of the elements are in place; a few may be fully implemented.
5	At least half of the elements are in place; some are fully implemented.
6	At least half of the elements are fully implemented; the rest are partially implemented.
7	All elements are fully implemented.

Virginia

Section 619: Data Use Sub-component



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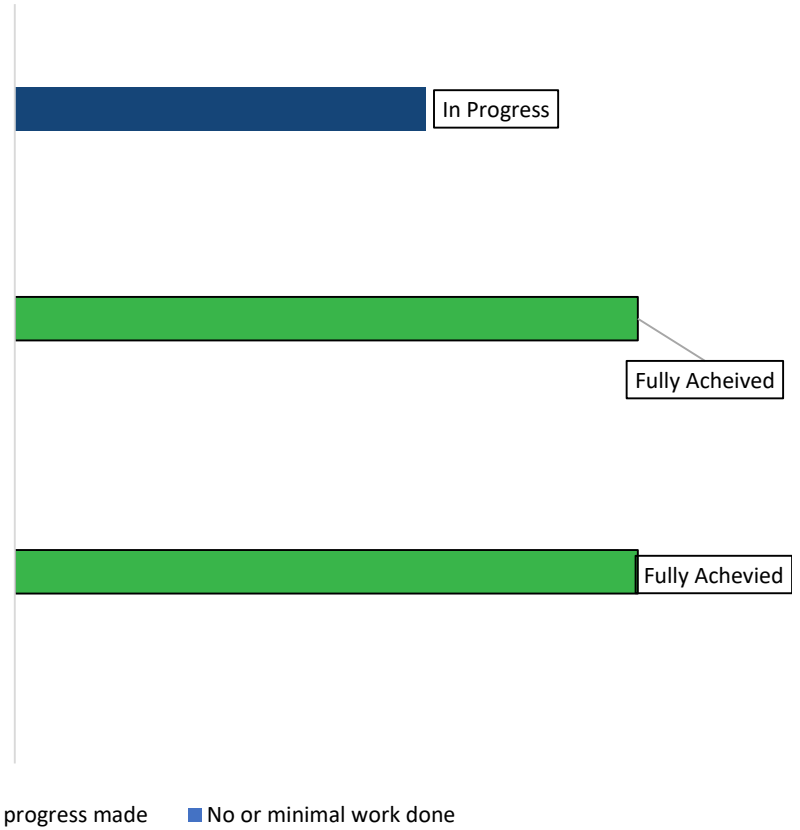
619 Data Use Sub-component

Virginia Section 619

Outcome 1: To improve accuracy of collected data for Indicators 6 and 7 with a focus on state and local level data collections, the state will complete activities to support outcomes 2 and 3 below.

Outcome 2: Investigate Indicator B6 data, metadata, and associated processes and develop plans to improve accuracy and alignment.

Outcome 3: Investigate Indicator B7 data, metadata, and associated processes and develop plans to improve accuracy and alignment.



Outcomes

- **District reporting tool for B6**
- **Web based tool to determine B6 code**
- **Webinar on procedures specific to Virginia for determining B7 rating**
- **Guidance document and Q and A document for analyzing and reporting B6 data**
- **Began bi-annual conference focused on data quality for B6, B7, and B12**
  - TA Providers attended and co-conducted sessions on collecting and reporting Indicators B6 and B7 data
  - TA providers co-conducted focus groups on collecting and reporting B6and B7 data
  - TA providers conducted a meta-analysis of these data and showed the state team members (and later, session attendees) trends
  - Provided TA on collecting and reporting B6
  - Provided TA on collecting and reporting B7

- **Unintended impacts**
  - Learned ideas that they could utilize in relationship to their other data needs and data collections
  - State team members built better relationships across VDOE and across school divisions

Department of Education	State-Wide	Local
• Director, Special Education Program Improvement • Assistant Director, Special Education Program Improvement • Data Manager • 619 Coordinator (Early Childhood Special Education)	• 619 Coordinator	• Special Education Director • Early Childhood Special Education “Coordinator” • Data Manager

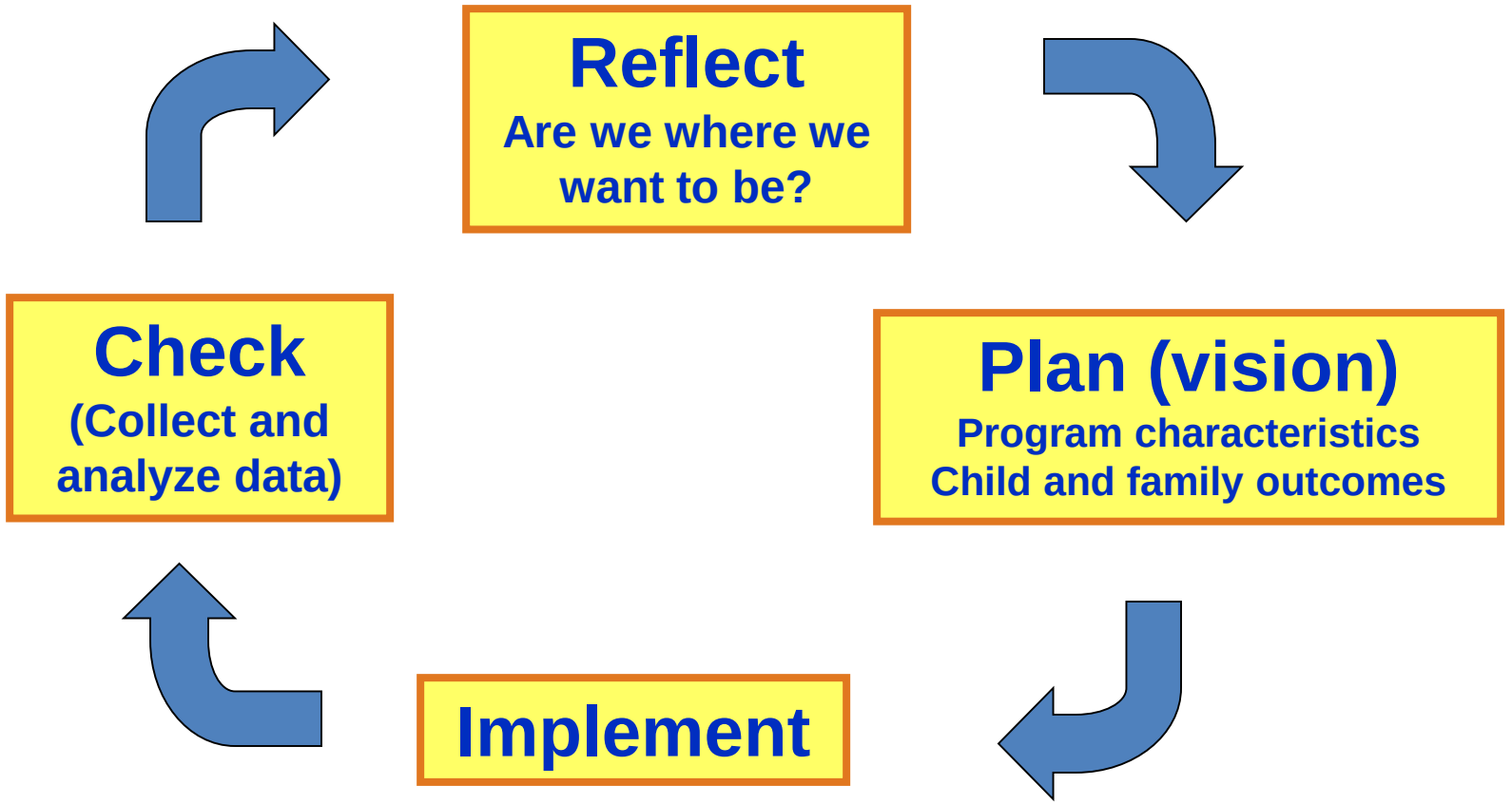
Where are We Now?

- **B6**
  - Three webinars on reporting accurate data
  - Annual TA provided at conference on data collection and reporting
  - TA provided to new ECSE Coordinators on data collection and reporting
  - Use of B6 data to identify divisions in need of intensive TA to increase inclusion in Early Childhood

- **B7**
  - TA document and resources on the Child Outcomes Summary (COS) Process
  - Two modules on child development
  - Updated the webinar on procedures specific to Virginia
  - Three modules on completing accurate ratings with case examples
  - Online course for COS team members to learn to provide accurate B7 ratings
  - Annual TA provided at conference on data collection and reporting
  - Data reports now available to school divisions
  - TA provided to new ECSE Coordinators

- **Continued bi-annual conference**
- **Website for ECSE leaders in school divisions focused on B6, B7, and B12**

Continuous Program Improvement



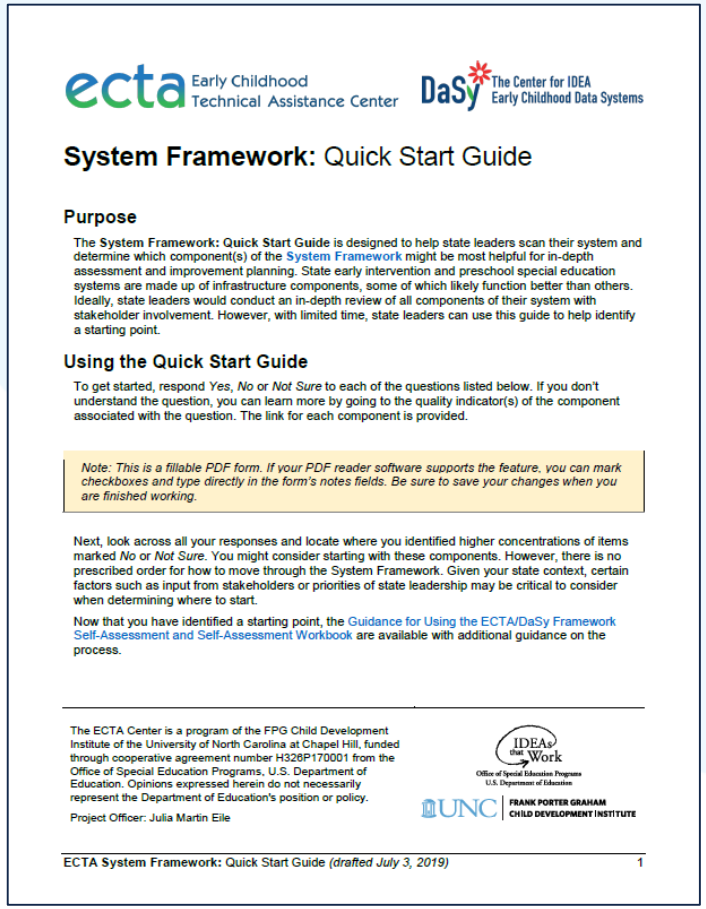
Future Activities

- **B7 – Collection processes for accuracy and efficiency**
- **Reliability checks for local trend reports, year to year changes**
- **Validity checks for illogical data**
- **Additional resources**
- **Enhance TA for those new to ECSE leadership**
- **Use of data – B6 and B7**

Key Take Aways

- Can **use part** of the Framework
- Can **use (or not use) the self-assessment** tool
- Systems improvement is **complex** and the Framework (and TA) are available to support this complex work

New Resource: Quick Start Guide



ecta Early Childhood Technical Assistance Center

DaSy The Center for IDEA Early Childhood Data Systems

System Framework: Quick Start Guide

Purpose

The **System Framework: Quick Start Guide** is designed to help state leaders scan their system and determine which component(s) of the System Framework might be most helpful for in-depth assessment and improvement planning. State early intervention and preschool special education systems are made up of infrastructure components, some of which likely function better than others. Ideally, state leaders would conduct an in-depth review of all components of their system with stakeholder involvement. However, with limited time, state leaders can use this guide to help identify a starting point.

Using the Quick Start Guide

To get started, respond *Yes*, *No* or *Not Sure* to each of the questions listed below. If you don't understand the question, you can learn more by going to the quality indicator(s) of the component associated with the question. The link for each component is provided.

Note: This is a fillable PDF form. If your PDF reader software supports the feature, you can mark checkboxes and type directly in the form's notes fields. Be sure to save your changes when you are finished working.

Next, look across all your responses and locate where you identified higher concentrations of items marked *No* or *Not Sure*. You might consider starting with these components. However, there is no prescribed order for how to move through the System Framework. Given your state context, certain factors such as input from stakeholders or priorities of state leadership may be critical to consider when determining where to start.

Now that you have identified a starting point, the Guidance for Using the ECTA/DaSy Framework Self-Assessment and Self-Assessment Workbook are available with additional guidance on the process.

The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.

Project Officer: Julia Martin Eile

IDEAs that Work
Office of Special Education Programs
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- **Quick Scan** to identify a starting point
- **Yes/No/Not Sure** response to a few questions under each component
- Broad sense of **Areas of Need** for further exploration

Key Resources

- Framework
- Self-Assessment
- Quick Start Guide
- State Scenarios
- Glossary
- Resources organized by component

Find out more at

http://ectacenter.org/sysframe/

https://dasycenter.org/resources/dasy-framework/

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