Enhancing State Early Childhood System Infrastructure to Ensure Quality Services

Laurie Thomas, Washington Part C
Dawn Hendricks, Virginia Section 619
TA Centers: Katy McCullough, Sharon Walsh & Anne Lucas

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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

1. Select the component(s)
2. Identify stakeholders
3. Complete self-assessment
4. Review results, set priorities
5. Develop a plan
6. Implement the plan
7. Reassess periodically and revise the plan
State Examples
Early Support for Infants and Toddlers

The System Framework: A Tool for System Redesign

Washington State Part C

www.dcyf.wa.gov
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.

**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.

**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.

**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:
Laurie Thomas
laurie.thomas@dcyf.wa.gov
Virginia
Enhancing State Early Childhood System Infrastructure to Ensure Quality Services
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

1. The data governance structure delineates appropriate decision-making authority and accountability consistent with the uses of the data system reflected in the purpose and vision.  
   - Time 1: 7  
   - Time 2: 7

2. The state ensures data governance and management roles and responsibilities clearly establish decision-making authority and accountability.  
   - Time 1: 6  
   - Time 2: 6

3. Data governance authorizes Part C/619 staff or representatives to implement policies established for the state Part C/619 data system and manage the data system in accordance with all policies.  
   - Time 1: 7  
   - Time 2: 7

4. Data governance policies require the development and implementation of procedures to ensure the quality and integrity of data collected from state/local programs and agencies.  
   - Time 1: 5  
   - Time 2: 5

5. Part C/619 state staff or representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies.  
   - Time 1: 4  
   - Time 2: 2

6. Data governance policies require the development and implementation of procedures to ensure the security of the data from breach or loss.  
   - Time 1: 5  
   - Time 2: 5

7. Data governance policies require the development and implementation of procedures to ensure that only authorized users gain appropriate access to the data, including reports.  
   - Time 1: 6  
   - Time 2: 6

8. Part C/619 state staff or representatives support and implement management procedures that maintain and address data security and access.  
   - Time 1: 5  
   - Time 2: 5

Virginia
Section 619: Data Use Sub-component

1. Part C/619 state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other... 6 6
2. Part C/619 state staff or representatives conduct data analysis activities and implement procedures to ensure the integrity of the data. 6 6
3. Part C/619 state and local staff or representatives prepare data products to promote understanding of the data and inform decision... 5 5
4. Part C/619 state and local staff or their representatives disseminate data products to users to meet their needs. 3 6
5. Part C/619 state and local staff use data to inform decisions. 2 4
6. Part C/619 state staff or representatives support the use of data at state and local levels. 2 4

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.
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 B6 and 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
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<th>Department of Education</th>
<th>State-Wide</th>
<th>Local</th>
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<td>• Director, Special Education Program Improvement</td>
<td>• 619 Coordinator</td>
<td>• Special Education Director</td>
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<td>• Assistant Director, Special Education Program Improvement</td>
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<td>• Early Childhood Special Education “Coordinator”</td>
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<td>• Data Manager</td>
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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

- **Plan (vision)**
  - Program characteristics
  - Child and family outcomes

- **Check**
  - (Collect and analyze data)

- **Implement**

- **Reflect**
  - Are we where we want to be?
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

- **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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Anne Lucas anne.lucas@unc.edu

Katy McCullough katy.mccullough@unc.edu

Sharon Walsh swalsht@unc.edu