

ILCD – Improving Learning for Children with Disabilities

EDN Guidance for Improving Results for Infants and
Toddlers with
Disabilities and their Families
Planning Region Teams 2014-15
June 2014



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Balancing Compliance and Performance

- Goal of Results Driven Accountability
 - Improve educational results and functional outcomes and demonstrate growth over time for all children with disabilities
- How does ILCD fit with RDA?
 - Ongoing review of the Planning Region Team's early intervention program
 - Guidance to PRT's for the ILCD process for Results Driven Accountability



ILCD Process

- Impact Areas – derived from State Performance Plan/Annual Performance Report (SPP/APR) Indicators
- **Impact Area 1. Improving developmental outcomes and academic achievement (school readiness) for children with disabilities**
- **Impact Area 2. Improving communication and relationships among families, schools, communities and agencies**
- **Impact Area 3. Improving transitions for children with disabilities from early intervention through adult living**



ILCD - Process

- Impact areas provide a comprehensive “big picture” approach
- A broader view for improving outcomes and accountability for infants and toddlers with disabilities
- Decisions are drawn from a number of data points rather than in isolation



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PRT Responsibilities

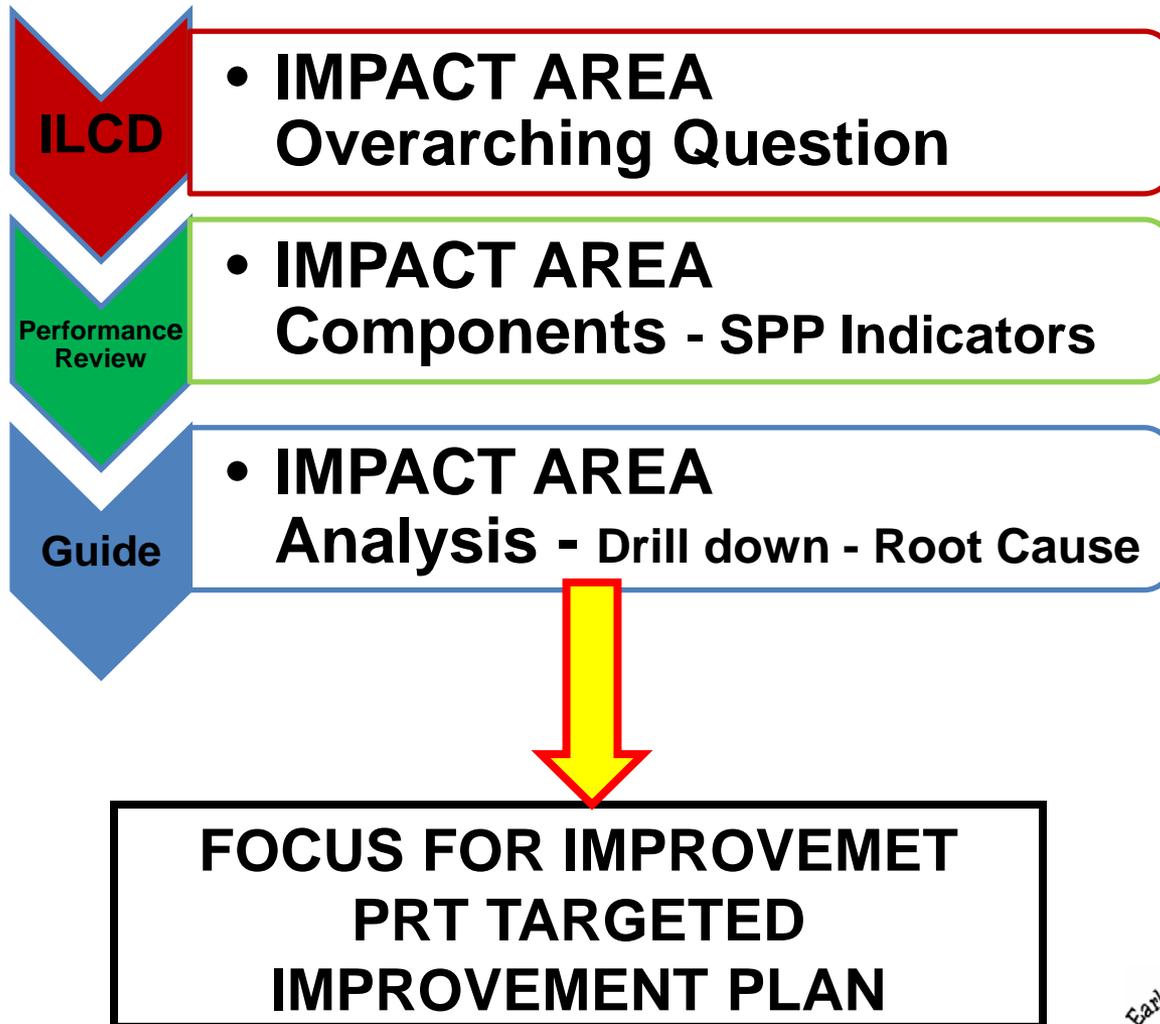
- The Planning Region Team is responsible for general oversight of the ILCD process for RDA
 - Data Analysis
 - Identification of the focus for Improvement
 - Review of infrastructure to support improvement and build capacity
 - Design and create:
 - Multi-year Targeted Improvement Plan based on data, infrastructure and other pertinent information that results in improvement in performance for infants and toddlers with disabilities and their families



PRT Committee/Team

- Membership
 - School districts, approved cooperatives and ESUs
 - Nebraska Department of Health and Human Services
 - Family members of children with special needs
 - Health/Medical and developmental disabilities services
 - Head Start or Early Head Start
 - Child Care Providers
 - Services coordination contracting agency
 - Underserved children and families
 - Early Learning Connection Coordinator (ELC)





Impact Area Components

- Overarching question
 - All-encompassing question that captures the primary themes of each Impact Area
- Impact Area Components
 - SPP/APR Indicators
- Analysis questions are designed to assist the Planning Region Team in drilling down and examining data to determine the root cause of an issue
 - Slippage on indicator target
 - Not meeting target
 - Identifying competencies and challenges



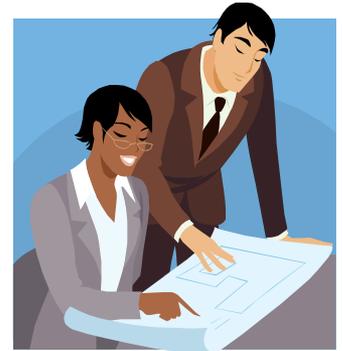
Identification of Focus for Improvement

- How did the data analysis and drill down by Impact Area lead to the identification of the area of focus for the PRT's Improvement Plan
- How do the analysis of the components in each Impact Area connect with, reflect and influence the outcomes in the other two Impact Areas? What are the links?
- How will the focus for improvement build the PRT's capacity to improve measurable results for infants and toddlers with disabilities and their families



Infrastructure Assessment

- How does the capacity of the current system support improvement and build capacity to implement, scale-up and sustain evidence-based practices for improvement?
- Components of PRT system reviewed
 - Administration/supervision
 - Fiscal resources (PRT grant)
 - Evidence-based practices
 - Connections with district/PRT and state initiatives
 - Professional development/Technical assistance
 - Compliance issues that present barriers to achieving improved results for infants and toddlers with disabilities



Designing, Creating Evaluating Multi-Year TIP

- Multi-year TIP based on PRT data and infrastructure includes:
 - Broad strategies for one or more Impact Areas with detailed improvement activities that address the needs identified in Data Analysis
 - Outcomes needed to achieve measurable improvement results for infants and toddlers with disabilities
 - Changes in PRT system and provider practices, including adoption of evidence-based practices, to achieve measurable improvement in results for infants and toddlers with disabilities and their families



Questions



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