Results Driven Accountability (RDA) Stakeholder Meeting

October 19, 2022

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Nebraska Early Development Network



- Results Driven Accountability Updates
- EDN Co-Lead Updates
- Wrap Up



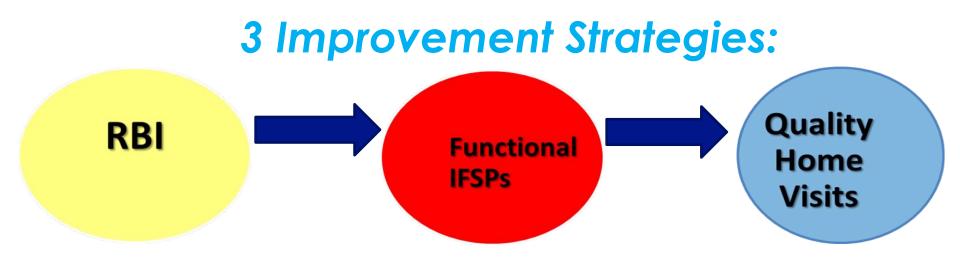
The work of RDA shaped a mission.... Routines Based Early Intervention (RBEI)

To promote the growth and development of infants and toddlers with disabilities, ages birth to three years, by helping **families** build upon activities they do everyday to **meet their own needs and support their child's learning**.



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Routines Based Early Intervention (RBEI)





Strategy # 1: Routines Based Interview (RBI)

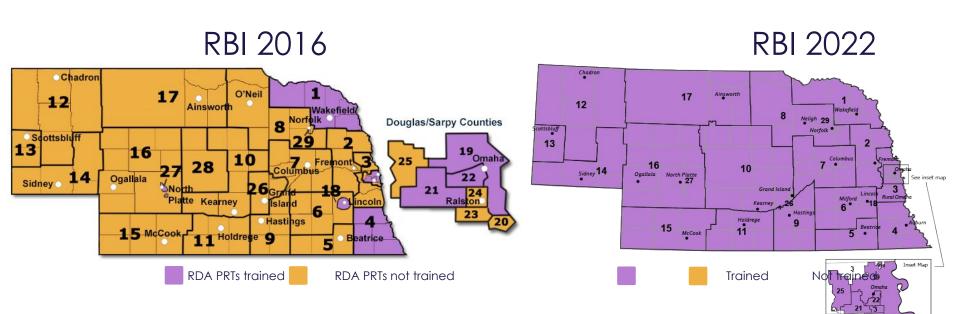


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What is the RBI

The RBI is a semi-structured interview during which the family describes their day to day life in terms of their child and family's function, what's going well and what's not.

RBI Implementation



RBI Boot Camps – For Training

Four State Sponsored Boot Camps

- •3 Face to Face
- 1 Virtual



RBI Boot Camp Trends

• We continue to have **strong** buy in from the RBI Boot Camp Participants.

 We recommend that those new to Early Intervention complete the Orientation to EDN prior to attending the boot camp.

Strategy #2: Functional Individualized Child and Family Outcomes



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Functional IFSP Outcomes

IFSP Outcomes are based on:

- Child participation within everyday routines (child
 - outcomes), and
- Family perceived needs housing, education, medical resources, etc. (family outcomes).



Strategy 3: Routines-Based Home Visits: Getting Ready Approach



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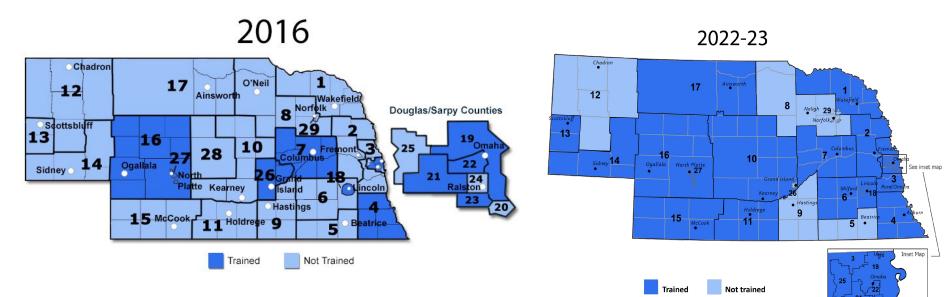
What is Getting Ready (GR)?

The **GR Approach** is focused on strengthening:

- parent-child relationships
- parent- early intervention professional relationships.

Professionals use parent engagement strategies to build parent competencies in the "curriculum" of each family's home.

Getting Ready Approach Implementation





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Professional Development/ Technical Assistance Supports



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NEW TRAINING! Using the RBI and Quality Home Visits to Develop a Quality IFSP

The purpose of the training is to help participants utilize information from:

- ✓ RBIs,
- ✓ Quality HVs, and
- Ongoing Assessment

to collaborate with families in developing functional, family-centered IFSPs.

RBEI Refreshers

- Designed in conjunction with local Planning Region Team to meet individual region's needs
- Facilitated by TA to ensure fidelity
- Encourage use of local data to determine focus
- Use information from any of the 3
 evidence-based practices

Infrastructure Support

PRTs with strong leadership teams are more effective in supporting implementation.....

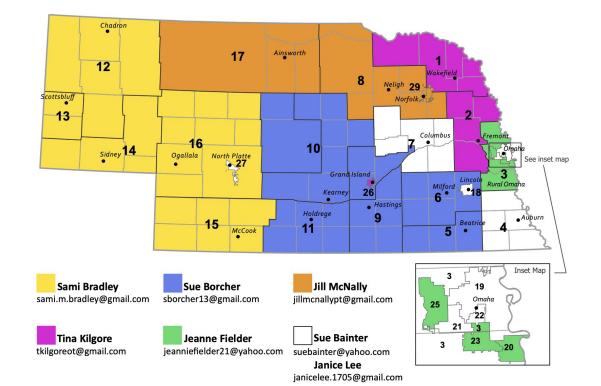
New TA for Leadership Team Development: Mary Phillips

- In partnership with the regional TAs.
 - Help develop clear understanding of the role and function of the leadership team, including membership
 - Help with the development of a quality Targeted Improvement Plan
 - Help with the development of an ongoing communication plans between PRT's with districts, contractors, Service coordinators and other stakeholders
 - Help w/building an infrastructure for implementation, ongoing fidelity, and evaluation of progress for RBEI and Getting Ready
 - Mary's contact info: <u>dmphil2936@gmail.com</u>
 - Cell: 402-429-1842

Training, Coaching and Technical Assistance is Provided by a Cadre of TA Providers and State Coaches

Cohort 1: PRT 7 – Columbus PRT 22 – Westside PRT 27 - North Platte

Cohort 2: PRT 4 - Auburn PRT 18 - Lincoln PRT 19 - Omaha PRT 21 - Millard



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Evaluating Effectiveness

- Fidelity Checks
- IFSP Outcome Analysis
- Research Studies
- Child and Family Outcome Data



Fidelity Checks

Coaches annually observe and score providers and services coordinators using an implementation checklist:

- · RBI
- · Getting Ready Approach



IFSP Outcome Analysis

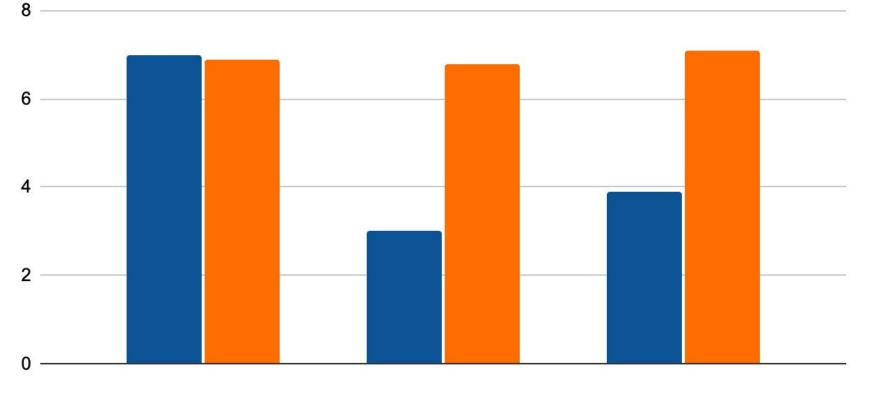
IFSPs are provided by Cohort Planning Region Teams annually, in order to analyze the quality and quantity of the outcomes (i.e. do they have routines, are they measurable etc.).



Cohort 1 Mean Total # Outcomes

Baseline

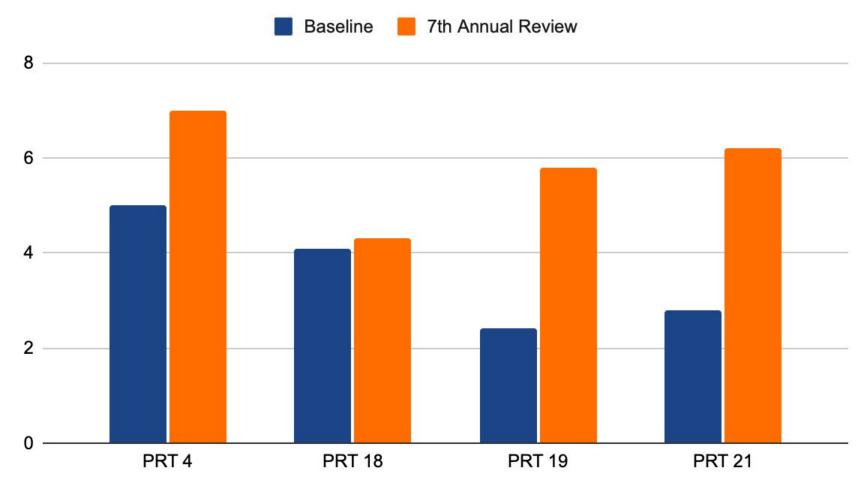
7th Annual Review



PRT 7

PRT 27

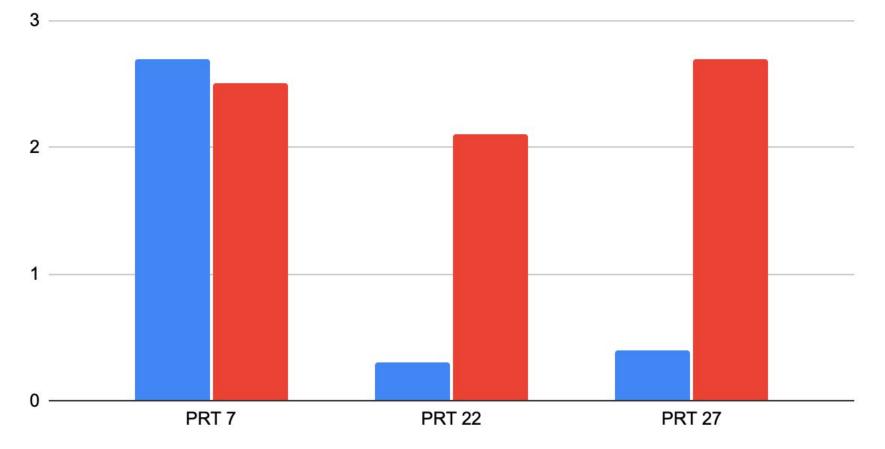
Cohort 2 Mean Total # Outcomes



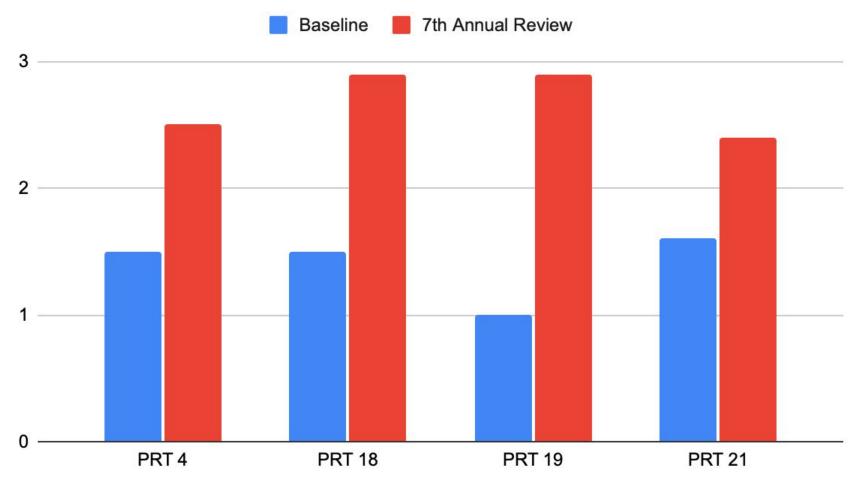
Cohort 1 Quality Mean Scores for Family Outcomes

Baseline

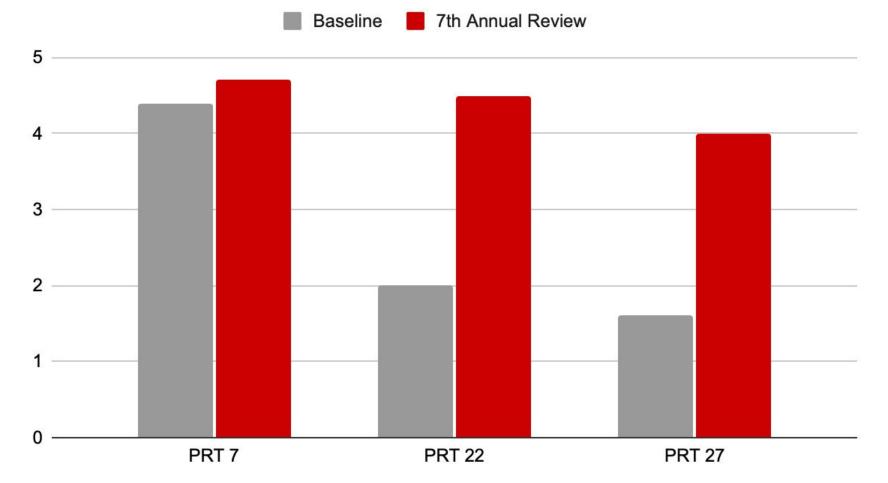
7th Annual Review



Cohort 2 Quality Mean Scores for Family Outcomes



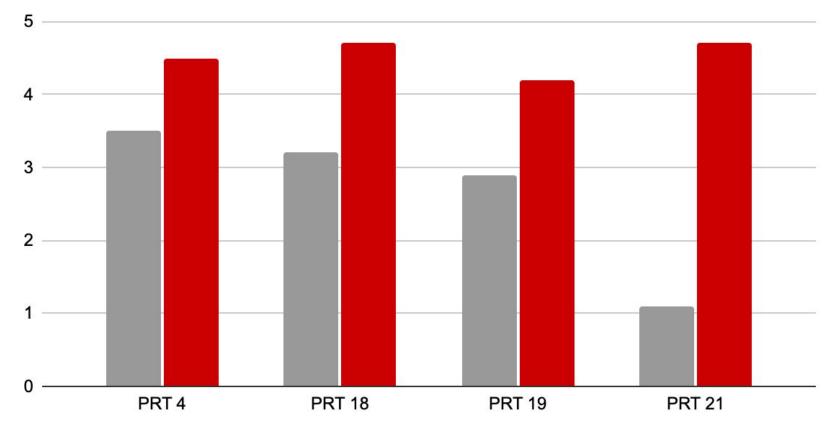
Cohort 1 Quality Mean Scores for Child Outcomes



Cohort 2 Quality Mean Scores for Child Outcomes

Baseline

7th Annual Review



Trends from 2022 We've focused training on:

- Measurement- it's functional and doable for the family.
- Use of descriptions about what the child does that is necessary for participating in the routine.



Trends from 2022 We still need to improve:

• Writing priorities that include routines.

Annie screams when told no.

Should be:

Annie with Sarah (mom) at grocery store shopping **tries to grab things from shelves and screams** when told no.

Trends from 2022

We still need to improve:

- Priorities written in family's words that become outcomes in family words (not professional language).
- Priority = Paul to use more words at playtime.

Paul will participate in morning playtime by **using more words.** and not: **increasing vocabulary.**

Trends from 2022

• "Child" priorities should be written as child goals (not family goals).

Charlie and Emily will use ideas to help Nathan follow directions instead of running away at the store.

Should be:

Nathan will participate in a grocery store outing by following directions....

Trends from 2022

The family will implement three strategies to help Rosie play instead of getting food out of the cupboards.

Should be:

Rosie will participate in dinner prep time by playing by herself at the kitchen table. We will know she can do this.....

Stakeholder Feedback

- Should we continue to collect the same outcome data for another five years?
- What outcome data should we look at now?
 - Is there something else you would want to know as stakeholders?

Family Survey

We had a 81.1% response rate for the 2022 family survey.

The responses to the new 4 questions were all either strongly agree or very strongly agree.

Strong results!

Questions added to the 2021 Survey

- When my child started early intervention, my team asked me about my child's and family's usual daily activities and routines.
- During most home visits, I "practice" a chosen strategy/intervention within a daily routine.
- 3. I can communicate with my early intervention service provider(s) between home visits if I have a question.
- 4. I make decisions and plans with my early intervention provider during most home visits.

Recommendations from Stakeholders 2021

- Continue to provide virtual option for training – adopted
- Continue to utilize the additional 4 questions on the annual family survey to gauge family satisfaction with RDA strategies. This will become standard practice for evaluation purposes.

Recommendations from Stakeholders 2021

 Offer biennial RBI fidelity for providers and SC's who meet eligible criteria; piloted by pilots last year – will gather data this year from pilots as to whether those who met criteria last year passed this year

Research Studies

- During the first years of RBEI implementation, we partnered with UNL and UNMC, to focus on the influence of the RBI and functional outcomes, and later on the Getting Ready Approach.
- We continue to collaborate with our University partners to focus on refining components of our RBEI components that contribute to progress.



Evaluation of Quality Early Intervention Home Visitation Practices in Nebraska (2019)

Recommendations from Stakeholders in 2020 from the Kuhn/Higgins study which were to be addressed in 5 year cycle



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Evaluation of Quality Early Intervention Home Visitation Practices in Nebraska

Key Finding:

Some professionals from diverse regions reported increased coordination and time required for non-English speaking families.

Recommendation:

Collaborate with UNL to identify strategies for working with diverse families when using the Getting Ready Approach.

Result: Coming soon!

Worked with UNL to create a Getting Ready TA document to address key implementation components:

- FAQ for training/fidelity, Rule 52 and 480 NAC 1
- Using with families who come from diverse backgrounds - interpreters, different learning styles

Evaluation of Quality Early Intervention Home Visitation Practices in Nebraska

Key Finding:

Communication **between** home visits varies in method, frequency, and focus across families and professionals. An effective method of communicating with families between visits is needed if intervention is to be supported.

Recommendation: Develop guidance regarding "communication" with families (text, email, video, phone) **between** home visits for enhanced support.

Result: Webinars

Dr. Higgins presented 2 webinars on the topic of between visit communication in early August 2022.

Webinar recordings posted on the EDN website:

https://edn.ne.gov/cms/enhancing-communication-with -caregivers-in-early-intervention-ecc-ei-project Evaluation of Quality Early Intervention Home Visitation Practices in Nebraska

Key Finding:

Some services coordinators were not sure how the GR approach related to them specifically, when the family was thriving and did not need as much support. In addition, the frequency of co-visits was found to be high, resulting in a loss of the services coordinator's function.

Recommendation:

Provide guidance about (1) the role of the SC within the GR framework and (2) the frequency and purpose of co-visits as part of service delivery.

Experiences of Services Coordinators Utilizing the *Getting Ready* Framework

A Mixed Methods Study by Miriam Kuhn, Ph.D. & Johanna Higgins, Ph.D.





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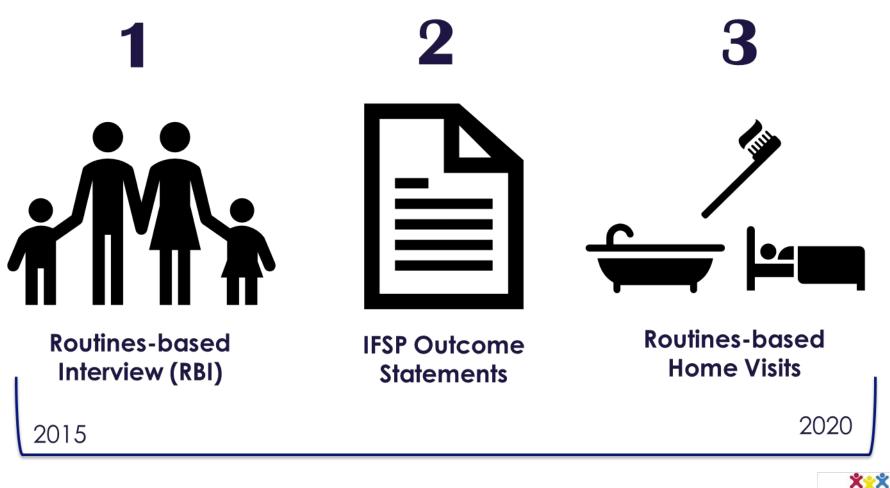
Acknowledgement and Appreciation

This research was made possible by a contract with the Nebraska Department of Education (MavGrant Form ID #4467) in conjunction with resources from the University of Nebraska at Omaha.





The RDA Improvement Journey



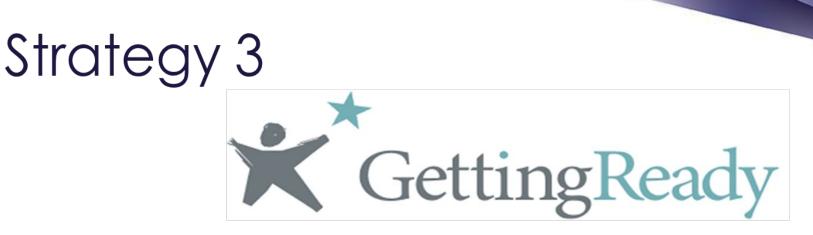


Early Intervention Services Coordinators





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- Strengthen parent-professional partnerships
- Provide a structure for home visits
- Focus on
 - child/family strengths & concerns
 - progress toward IFSP goals
 - family rights/ procedural safeguards
- Develop home visit plan
 - Steps to be taken by whom/ when
 - Plan to communicate between visits
 - Next visit?

(Sheridan, Marvin, Knoche, & Edwards, 2008)

Preliminary Findings of the Experiences of Services Coordinators Utilizing the *Getting Ready* Framework

Rationale for Study

- National call for "high-quality, evidenceinformed professional development for SCs" (DEC & ITCA, 2020, p. 2)
- Few existing studies of PD efforts aimed at SCs; effective SC training and practices are complex

(Childress et al., 2013)



Rationale for Study

 Getting Ready has been well-established for populations of young children & families with risk factors, but the adaptation for EI was novel and utility for SCs needed to be examined

(Marvin, Moen, Knoche, & Sheridan, 2019)

• We were interested in better understanding if and how the *Getting Ready* framework supports SCs efforts to fulfill their key roles and demonstrate the key skills needed to build family capacity and confidence in supporting their young children with delays or disabilities

(DEC & ITCA, 2020, p. 2)



Research Questions

1. How does the GettingReady framework

support SCs in fulfilling their identified roles and responsibilities in Early Intervention?



framework for home visits do trained SCs experience?



Question #1: Preliminary Results

How does the Getting Ready Approach support SC's in fulfilling their identified roles and responsibilities in Early Intervention?

- · Strengthens SC practices.
- Impacts family capacity for and confidence in supporting their child through self-advocacy, leadership and ownership of El process.
- · Improves El program quality.
- Survey results: SCs express confidence in ability to use the Getting Ready Approach across training components

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Method

- Mixed method research design
- Qualtrics Surveys
 - -Trained SCs (n = 50)
 - -SC Supervisors (n = 15)
 - -EI providers (n = 78)
- Focus Groups
 - Trained SCs (7 groups; n = 21)
 - -SC Supervisors (3 groups; n = 11)
 - El providers (3 groups; n = 9)



Question #1 Preliminary Results How does the Getting Ready framework support SCs in fulfilling their identified roles and responsibilities in Early Intervention?

- Strengthening SC practices
 - Recognition of SCs as valued team members
 - Enhanced positive and family-centered practices
 - Structure = intentional, productive home visits
 - Sharper focus on child & family outcomes and desired resources



Question #1 Preliminary Results, cont. How does the Getting Ready framework support SCs in fulfilling their identified roles and responsibilities in Early Intervention?

- Impacting family capacity for and confidence in supporting their child through
 - Family self-advocacy, leadership, empowerment & ownership of El process
 - Deeper family knowledge of IFSP outcomes
 - Enhanced family understanding of and use of strategies



Question #1 Preliminary Results, cont. How does the Getting Ready framework support SCs in fulfilling their identified roles and responsibilities in Early Intervention?

- Improving El program quality
 - Consistency of services to children & families across El teams
 - Richer documentation of families' experience with El process
 - Providing peer coaching for fidelity to RDA strategies



Question #1 Preliminary Results, cont. How does the **Getting Ready** framework support SCs in fulfilling their identified roles and responsibilities in Early Intervention?



Survey Results -- Percentage of trained SCs who rated the item as agree or strongly agree

I feel confident in my ability to use the Getting Ready approach to:	Services Coordinators (n= 50)
Focus family attention on child strengths	96 %
Collect & document data on IFSP goals during home visits	96 %
Affirm family ideas/actions for achieving desired outcomes	98 %
Help family carry out plan in between visit	94 %
Suggest ideas/resources when family requests	96 %
Communicate openly/clearly with family	98 %
Engage family in establishing mutual decisions	96 %

Question #2: Preliminary Results

What barriers to using the Getting Ready framework for home visits do trained SCs experience?

- Uncomfortable conversations
- Some family characteristics require greater flexibility
- Potential impacts on relationship-building with families
- . Home visit plan adds to documentation role
- . Maintaining fidelity may be burdensome



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Next Steps

- We will be conducting a brief "member check" of participants
- We plan to have the report(s) completed early in 2023 to disseminate via the Nebraska EDN website



Thank You to the Participants!

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Johanna Higgins (Taylor) Independent Contractor johannaphiggins@gmail.com (412) 716-3455





References

Childress, D., Raver, S., Michalek, A., & Wilson, C. (2013). Enhancing service coordination knowledge through professional development. *Infants & Young Children*, 26(2), 164–176. doi:10.1097/IYC.0b013e318285190b

Division for Early Childhood, & IDEA Infant & Toddler Coordinators Association. (2020). Service coordination in Early Intervention (Joint Position Statement). Division for Early Childhood of the Council for Exceptional Children. <u>https://www.decdocs.org/service-coordination</u>

Marvin, C. A., Moen, A. L., Knoche, L. L., & Sheridan, S. M. (2019). Getting Ready strategies for promoting parent–professional relationships and parent–child interactions. Young Exceptional Children. doi: 1096250619829744.

Sheridan, S.M., Marvin, C., Knoche, L., & Edwards, C.P. (2008). Getting Ready: Promoting school readiness through a relationship-based partnership model. In Innocenti, M., Guest Editor, Early Childhood Services, Special Issue on Young Children's Relationships, 2(3), 149-172.







Promoting Outcomes for Infants/Toddlers with Disabilities through Evidence-Based Practices

cei.unl.edu

Advisory Board and Focus Group Information

- We are conducting the Coaching in Early Intervention research study, which focuses on the development and evaluation of a coaching model to provide support to coaches and early intervention personnel providing services to families with infants/toddlers with disabilities.
- The RDA Stakeholder Group is an advisory group for our study. We will be asking you some questions for your input and will be using these to help shape our research.

Advisory Board and Focus Group Information

- Thus, your involvement in this focus group/stakeholder feedback session includes research.
- You do not have to participate in this study.
- If you have questions about your rights as a research subject, you may contact the UNL Institutional Review Board at 402-472-6965.
- Do you have any questions you would like answered now?



Project Team

University of Nebraska-Lincoln: Nebraska Center for Research on Children, Youth, Families and Schools

- Lisa Knoche
- Rachel Schachter
- Gwen Nugent
- Susan Sheridan
- Sue Bainter
- Sommer Fousek
- Sandra Scruggs

Nebraska Early Development Network

- Part C Services for Infants/Toddlers with Disabilities
- Co-led by Nebraska Department of Education and Nebraska Department of Health and Human Services

State/Mentor Coaches

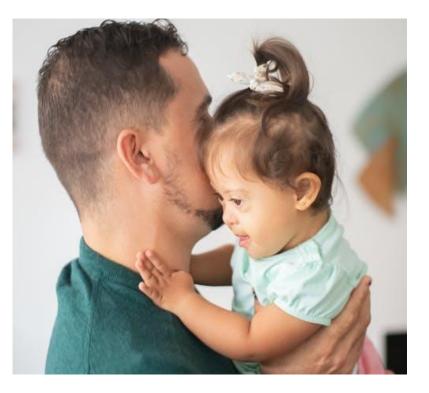
- Sue Borcher
- Tina Kilgore
- Janice Lee

Funder

- US Department of Education; Office of Special Education Programs
- Model Demonstration Project

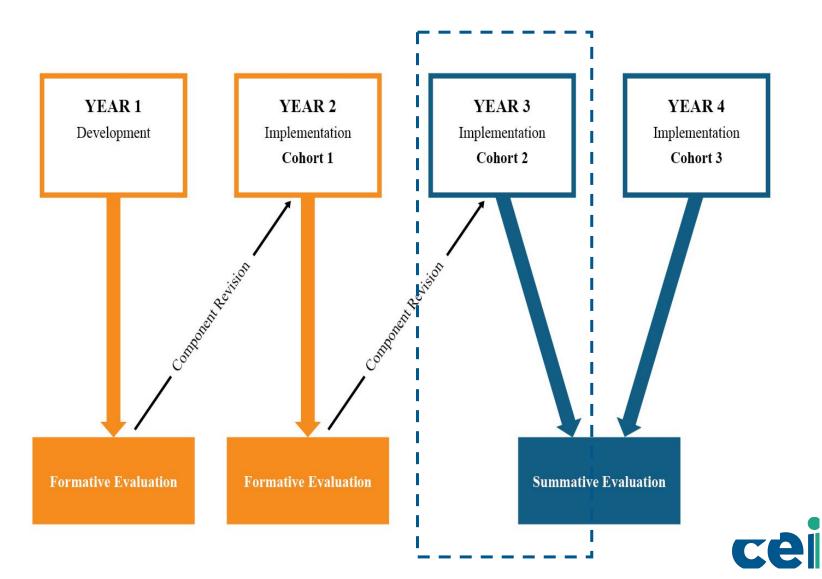
Project Objectives

- Support and improve infant/toddler developmental outcomes;
- Encourage and promote use of EBPs by local El personnel;
- Improve knowledge, skills and practices of site-based coaches regarding coaching practice, data-driven activities and EBPs for site-based coaches;
- Establish sustainable coaching systems at the state/local levels.



Ce

Overall Project Timeline





- Coaching in Early Intervention (CEI) builds on the strengths of the state system.
- CEI creates system of support, through coaching, for use of Getting Ready and RBI strategies by providers and services coordinators.



Coaching to Support El Professionals: What is it?



Coaching Professionals

 Coaching is a <u>collaborative</u> learning process that is intentionally designed to promote <u>sustainable</u> growth in the <u>necessary attitudes, skills, and</u> <u>knowledge of the coachee</u> to effectively implement best practices for the development of young children and their families.

An Introduction to The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice https://coachdevelopmentnetwork.com/

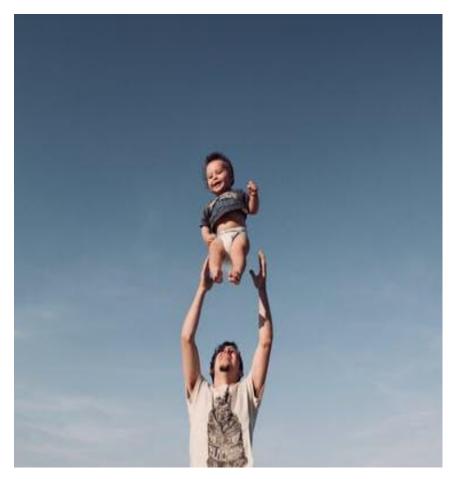


Evidence-based Coaching Practices

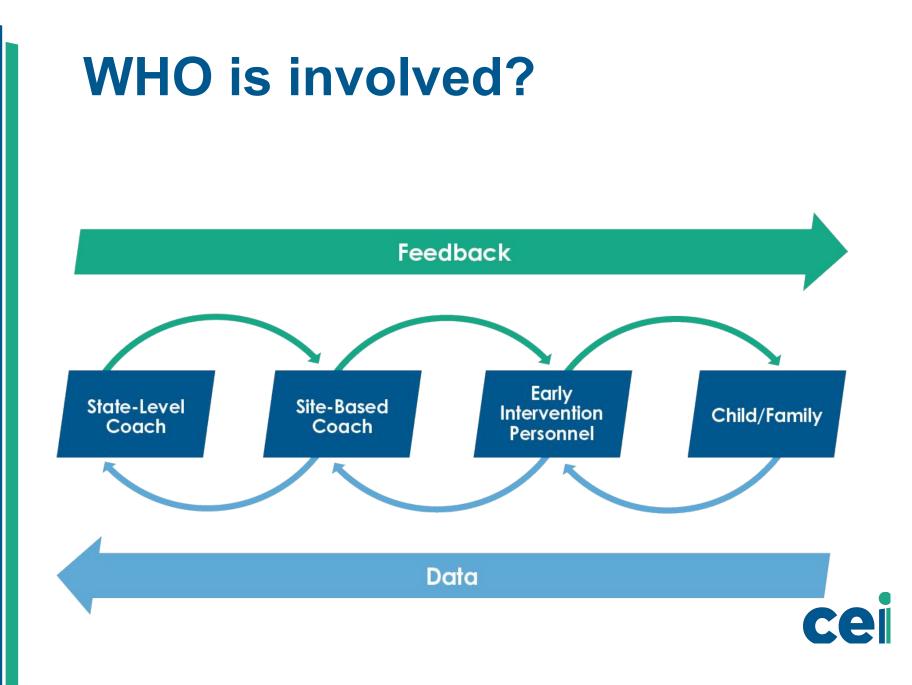
- Relationships
- Goal Setting and Joint Planning
- Observation
- Modeling
- Reflection
- Feedback

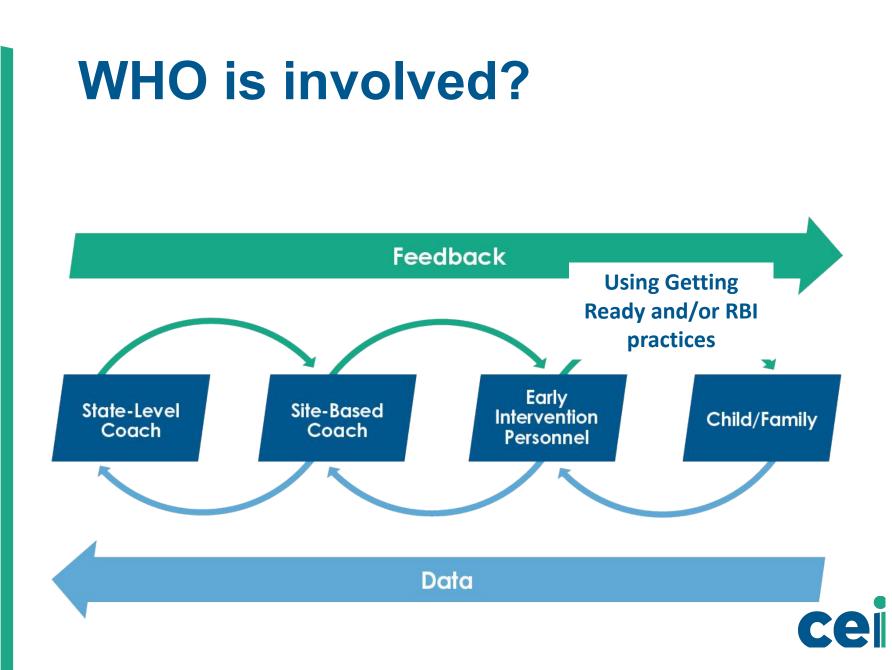


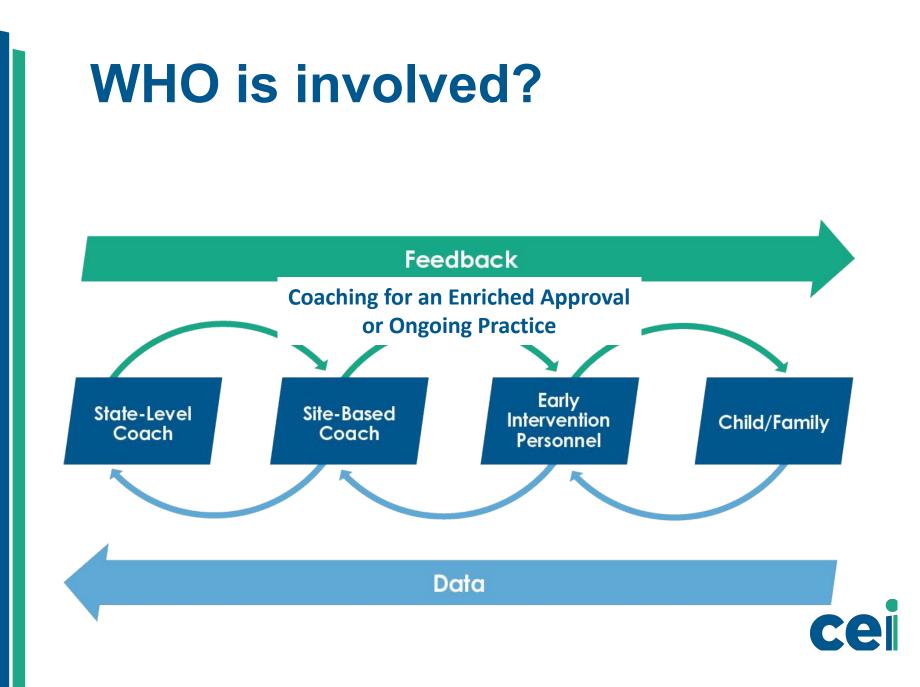
How does coaching benefit families?



- Coaching is implemented to support use of evidence-based practices like Getting Ready and Routines-Based Interviews.
- By improving El professionals' use of these practices during their visits, families and children benefit by experiencing high-quality programming and El services.



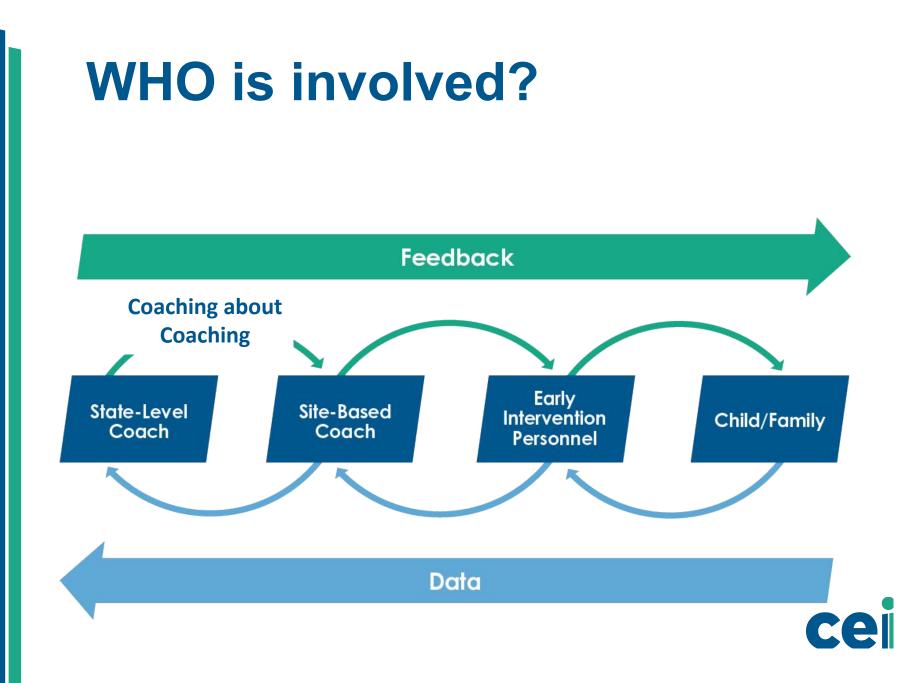














Lessons Learned

- Modify Timing Academic Year (Nov May)
- Capitalize on current structures (e.g. approval process)
- Continue to work towards systems that will support enrichment after approval
- Offer ongoing opportunity to participating coaches



Input

- From your perspective, what do coaches need in your PRT?
- What are barriers to providing coaching at the local level?
- What do PRTs need to support coaches?
- How can coaching as a support be sustained in PRTs?





Next Steps - update

September 2022:

Approval Coach Training

October/November 2022:

- Site Coach Training
- Recruitment of EI personnel and families

November 2022 – May 2023:

- Implementation and Ongoing Recruitment
- Ongoing feedback by RDA Stakeholder Group





For additional information: Lisa Knoche <u>lknoche2@unl.edu</u>

https://cei.unl.edu/





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Coaching in Early Intervention is funded by the U.S. Department of Education's Office of Special Education Programs through grant number H326M200017.

The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Co-Lead Updates



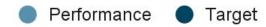
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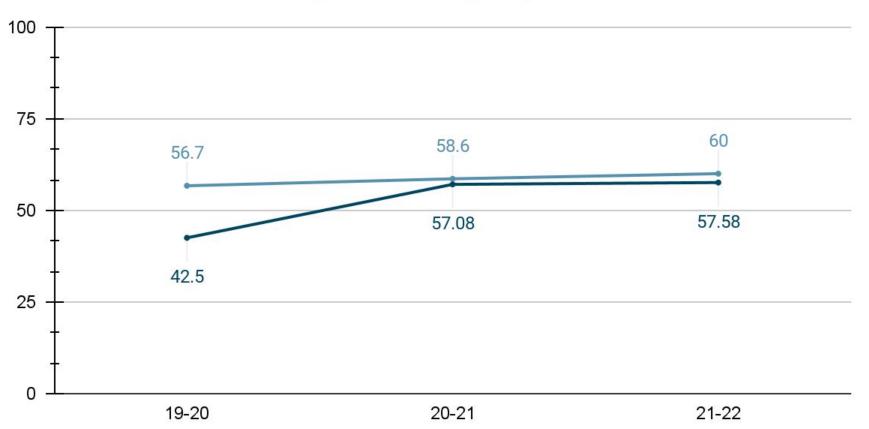
Part C Child Outcomes

Targets						
FFY	2020	2021	2022	2023	2024	2025
Target 3A ss1	57.80%	58.30%	58.80%	59.30%	59.80%	60.30%
Target 3A ss2	49.84%	50.34%	50.84%	51.34%	51.84%	52.34%
Target 3B ss1	57.08%	57.58%	58.08%	58.58%	59.08%	59.58%
Target 3B ss2	40.10%	40.60%	41.10%	41.60%	42.10%	42.60%
Target 3C ss1	56.39%	56.89%	57.39%	57.89%	58.39%	58.89%
Target 3C ss2	49.74%	50.24%	50.74%	51.24%	51.74%	52.24%

Child Outcome

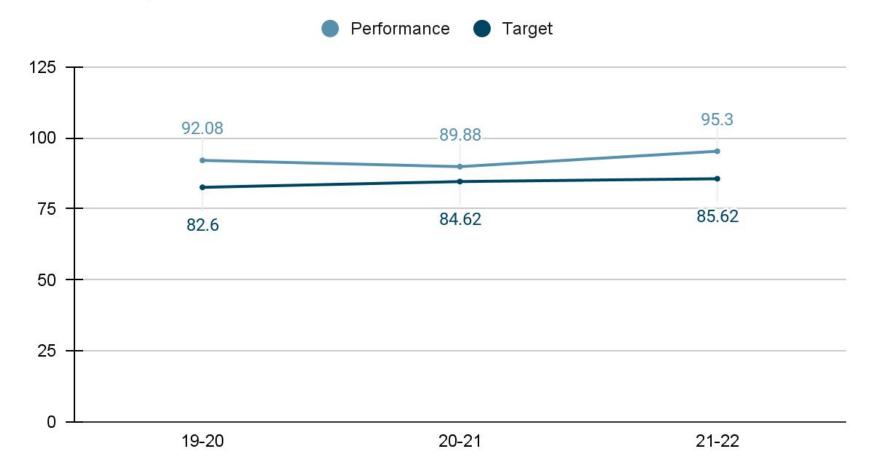
Knowledge and Skills - 3B SS1





Family Outcomes

Effectively Communicate children's needs - 4B



Logo Update



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Differentiated Monitoring and Support DMS 2.0

Monitoring of a state's early intervention system conducted by the US Department of Education, Office of Special Education Programs (OSEP) as part of the Results Driven Accountability system under IDEA Parts B and C.

Nebraska is scheduled to participate in the federal monitoring process beginning 2022.

<u>Phase 1</u> - Document request and interviews of State agency personnel

<u>Phase 2</u> - Onsite or virtual visit focusing on issues that require further exploration or additional discussions as identified by OSEP.*

<u>Phase 3</u> - Close-out and Follow-up: State must implement corrective action based upon Findings issued by OSEP.





DMS 2.0

Stakeholder Feedback Process

*Phase 2 - OSEP will:

- conduct a virtual meeting with PTI-NE to hear a summary of issues identified by parents within our state.
- conduct a focus group meeting with 6-10 parents identified by the PTI - to identify any issues they may want to share within our state. PTI and OSEP will ensure focus group is reflective of representativeness of population served within our state.
- conduct a virtual focus group meeting with members of the State Interagency Coordinating Council (ECICC).
- conduct interviews with local EDN providers/services coordinators.

DMS 2.0 Stakeholder Feedback Process

Content will focus on geographic, economic and ethnicity considerations to ensure an equitable distribution and representation of the state; issues raised in the media or customer service calls to OSEP concerning IDEA issues at the local level.

Participants will receive general questions prior to the interview. State staff will not participate in the calls with OSEP and local providers.

Information will be used as an additional data point in OSEP's monitoring of the state.



DMS 2.0 Stakeholders

Are there any stakeholders present today who would be interested in participating in the DMS 2.0 Stakeholder Feedback Process?

Please place your name in the chat.



American Rescue Plan Funds

Nebraska received additional IDEA Part C Funding under the American Rescue Plan to address challenges posed by the pandemic and continue to meet the needs of infants/toddlers with disabilities and their families.

Nebraska IDEA Part C received \$1,313,263 available between July 1, 2021 and September 30, 2023.



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All IDEA Part C ARP funds must be used consistently with the current IDEA Part C statutory and regulatory requirements. These funds may be used for any allowable purpose under Part C of the IDEA, including providing funds to institutions of higher education, other public/private agencies to carry out activities authorized by IDEA.



Allowable uses of ARP Funding per Federal requirements:

- •Child Find public awareness efforts directed to families and referral sources to assist in returning to pre-pandemic levels of referral to the Early Development Network.
- Family Engagement Utilize evidence-based coaching practices to support families of children with disabilities.
- •Social Emotional Supports provide evidence-based interventions/resources to infants/toddlers with disabilities and their families to address the impact of the pandemic and/or trauma on the developing infant/toddler.



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Allowable uses of ARP Funding per Federal requirements:

Technological Support for EDN Providers – increase access to digital platforms/tools/devices to support use of technology in multiple settings and enhance data collection/reporting.
Personnel Preparation - Provide professional learning regarding family engagement, support, and EDN service delivery.



Use of ARP funding to support Nebraska's early intervention system:

Enhanced and Robust Child Find activities:

•Redesign of EDN Logo

 Upgrade and enhance EDN materials directed to families and referral sources to include availability of culturally diverse and linguistically appropriate materials to increase referrals.

 Strategic marketing campaign to reach historically underserved and marginalized populations.

 Helping Babies from the Bench – collaboration with Nebraska Court Improvement Project

•Collaboration with Nebraska's Learn the Signs Act Early Campaign

•Collaboration with Nebraska's Public Health Departments and Homeless shelters/agencies

Family Engagement activities:

State-wide implementation of the evidence-based
 Routines-based Early Intervention strategies which promote family engagement.

•Collaboration with Nebraska Parent-Training and Information Center and UNMC-MMI to provide leadership and advocacy trainings/workshops for families of children with disabilities, with a targeted focus of engaging families of underserved populations.

Social Emotional Supports:

 Expand availability of Circle of Security for families statewide, especially for diverse and under-served populations.

 Training/implementation of the Pyramid model within early care and education programs serving infants/toddlers with disabilities.



Use of ARP funding to support Nebraska's early intervention system:

Personnel Preparation:

•State-wide implementation of the evidence-based Routines-based Early Intervention strategies;

Leadership Academy for EDN Supervisors/Administrators;

•Social emotional PD series for EDN providers focusing on:

•Impact of Trauma on the developing child, including the collective experience of COVID-19

• Supporting Protective and Resiliency Factors

•Secondary trauma experienced by professionals, specifically focusing on the Pandemic.



Use of ARP funding to support Nebraska's early intervention system:

- Technology support for EDN providers: • Provision of technology to:
- improve data collection and reporting requirements;
 ensure continuity of provision of early intervention services during a COVID-19 outbreak that prevents in-person service delivery;
- •ensure timely and effective implementation of early childhood transition activities, in coordination with the receiving program, and planning of services upon transition into preschool.

Wrap Up and Next Steps

Tentative Agenda for 2023 Annual Stakeholder Meeting:



Nebraska Early Development Network





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