

NCSI Learning Collaborative
Improving family outcomes practices
Focus Area Q&A Session

July 14 2015

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Q&A Session Objectives

States will. . .

- Explore the structure and content of the Improving Family Outcomes Practices Collaborative, in order to. . .
 - assist States in decision-making for participation in a Learning Collaborative
 - help shape priorities of the Learning Collaborative
- Understand the support States can expect from NCSI and its partners
- Hear more about the rollout of the improving family outcomes practices Practices Collaborative and next steps
- Learn how States participating in the improving family outcomes practices Practices will receive support around needs related to SSIP Phase II activities

Overview of the NCSI Learning Collaboratives Model

What is a Learning Collaborative?

- A Learning Collaborative is a network of shared leadership and peer support designed to enable participants to:
 - identify issues and opportunities in improving outcomes for children with disabilities from cradle to career
 - joint / self reflection, feedback, problem-solving, support
- Engage in professional learning and growth to build statewide capacity in foundational areas:
 - Data Use
 - Knowledge Utilization
 - Systems Change
 - Communication & Collaboration

Building State Capacity

Data Use

- Content expertise on data collection, data systems, measurement, and root cause analysis

Knowledge Utilization

- Content expertise on evidence-based practices in teaching and learning for children with disabilities cradle to career

Systems Change

- Content expertise on infrastructure, policy, resource mapping

Communication & Collaboration

- Content expertise on authentic stakeholder engagement, adaptive leadership, leading by convening

Learning Collaborative Activities

With the support of TA facilitators and content specialists, state teams will. . .

- Learn from and collaborate with other states, supporting each other in implementation of State Systemic Improvement Plan (SSIP) strategies & other priority efforts
- Engage in root-cause analysis
- Identify & implement evidence-based practices (EBPs)
- Determine effectiveness measures
- Consider and refine selection of coherent improvement strategies
- Attend to work related to specific components of Phase II of the SSIP

Learning Collaborative Focus Areas

- | | |
|---|--|
| <ul style="list-style-type: none">• Early Literacy* (<i>birth-3rd grade</i>)• Intermediate and Adolescent Literacy (<i>grades 4 & above</i>)• Mathematics• Social Emotional Outcomes* (<i>young children</i>) | <ul style="list-style-type: none">• Graduation & Post-School Outcomes• Results-based Accountability Systems• School Turnaround• improving family outcomes practices (<i>young children</i>) |
|---|--|

**Anticipated to have 2 LCs to support meaningful community size*

Continuum of Technical Assistance, Support and Collaboration

- **Periodic face-to-face meetings**
 - 1- 2 times per year
 - Locations with convenient access
- **Ongoing virtual engagement**
 - content-based collections & insights via *Declar*
 - state-specific support through individualized interactions via phone & email
 - review & feedback on documents & processes

Learning Collaboratives

Face-To-Face Schedule

Learning Collaborative	Date
Early Literacy ¹	September 9 & 10
School Turnaround	September 16 & 17
Social Emotional Outcomes ¹	September 28 & 29
Social Emotional Outcomes	September 30- & October 1
Early Literacy ²	October 13 & 14
Graduation/Post-school Outcomes	October 20 & 21
Adolescent Literacy	November 3 & 4
improving family outcomes practices	November 16 & 17
Results-Based Accountability	November 18 & 19
Math	December 1 & 2

**Web-based engagement within one month of each face-to-face function and ongoing thereafter*

Learning Collaborative Membership

- State Teams
 - 5-10 members per state team*
 - Key State Education Agency (SEA) and/or Lead Agency (LA) personnel
 - special and general education / whole child perspectives
 - SSIP team members as appropriate
 - Local Education Agency (LEA) and/or Early Intervention Services (EIS) personnel / practitioners
 - Other pertinent stakeholders
 - e.g. professional and family organization members, other state child-serving agencies, legislative staff, governor's office staff
- State-designated Team Co-Leader
- Parent Center State Team Co-leader
- 5-10 states per Learning Collaborative

** TA is available to help states consider team composition*

State Team Leaders

Knowledge, Skills, Dispositions

States may wish to consider particular knowledge, skills, and dispositions when identifying a State Team Co- Leader. *For example:*

- Serves in a key decision-making role or has direct access to key decision-makers
- Possesses a depth of knowledge and experience related to the agency's strategic priorities
- Has the ability and opportunity to connect this work to the agency's broader strategic priorities
- Is skilled in project management, verbal and written communication, and group presentation
- Understands and is able to navigate the “political” environment of the agency
- Strong capacity for authentic engagement of stakeholders

Anticipated Financial Assistance to Support State Participation*

Universal TA:

- ‘Meets Requirements’ states receive travel support for **up to 2** team members

Targeted TA:

- ‘Needs Assistance’ states receive travel support for **up to 5** team members

Intensive TA:

- ‘Needs Intervention’ states receive travel support for **up to 6** team members if prioritized in individualized TA plan

**Support to states may be impacted by number of states engaged in any given Collaborative, including the possibility of more support becoming available.*

Pause for Q&A



How Will the Improving Family Outcomes Practices Collaborative Build Your State's Capacity. . .

*Around Data Use, Knowledge Utilization, Systems
Change, and Communication & Collaboration?*

Improving family outcomes practices Learning Collaborative

The improving family outcomes practices cross-state learning collaborative (CSLC) will establish a network of shared leadership for Lead Agencies and State Education Agencies to identify issues and opportunities to improve practices that improve improving family outcomes practices

improving family outcomes practices

The Early Childhood Outcomes Center through an iterative process which included extensive input from stakeholders, identified the following outcomes:

Families understand their child's strengths, abilities, and special needs.

Families know their rights and advocate effectively for their child.

Families help their child develop and learn.

Families have support systems.

Families access desired services, programs, and activities in their community

improving family outcomes practices Indicator

- Percent of families participating in Part C who report that early intervention services have helped the family:
 - A. Know their rights;
 - B. Effectively communicate their children's needs; and
 - C. Help their children develop and learn.
- (20 U.S.C. 1416(a)(3)(A) and 1442

Overall Purpose

- Improve practices for improving family outcomes
- Support States to
 - deepen their content knowledge in data & evidence-based practices
 - build capacity in stakeholder engagement
 - support infrastructure development using implementation science
 - be persistent in authentic stakeholder engagement & realize the best results achieved from rich and varied perspectives
- Be a place for States to
 - share, interact with other States & work together
 - deepen interactivity & inter-connectivity at a national & state level
- Create an environment that supports States to
 - engage in new learning, apply knowledge & implement it in their states
 - establish individualized and cross-state learning

Partners with NCSI

- Early Childhood Technical Assistance Center – improving family outcomes practices
- IDEA Data Center
- CADRE

Data Use

Participants in the improving family outcomes practices Collaborative will benefit from content expertise on data collection, data systems, measurement, and root cause analysis in order to:

- Use data to guide all decision-making
- Increase stakeholder understanding of data and its uses in program improvement
- & receive TA aligned with the OSEP Measurement Table evaluation requirements

Knowledge Utilization

Content experts on evidence-based practices & knowledge dissemination will support States to:

- Select and implement evidence-based practices to address concerns (with a focus not only on what works, but what works for whom and under what conditions)
- Consider, choose and implement professional development methods to support EIS providers to understand, adopt and effectively implement evidence-based practices
- Measure the effectiveness of implementation

Systems Change

Content experts on infrastructure development and implementation science will support States to:

- Analyze, plan & implement plans to improve the State's infrastructure in order to better support local EIS programs
- Develop &/or improve policy that foster true systems change & continuous improvement
- Build reliance on effective resource mapping that identifies strengths and challenges
- Foster an adherence to authentic stakeholder engagement as a necessary part of any systems change
- Intentionally create a plan for EBP implementation that can be scaled up and is sustainable

SSIP Phase II Activities

Participants in the improving family outcomes practices Collaborative will benefit from content expertise on evidence-based practices, implementation science and evaluation in order to:

- Continue to refine/select and implement their coherent improvement strategies
- Select and implement evidence-based practices
- Create and implement meaningful evaluation plans
- Continue to deepen relationships with stakeholders and promote stakeholder engagement throughout Phase II

Communication & Collaboration

Participants in the improving family outcomes practices Collaborative will benefit from content expertise on technical and adaptive leadership and principles of leading by convening in order to:

- Continue to build interest and commitment from State partners and all stakeholders to create a team of champions who actively and cohesively engage to improve improving family outcomes practices practices for young children

Pause for Q&A



Functions of the Face-To-Face Meetings

Professional Learning

- NCSI content specialists and external consultants
- Evidence-based practices
 - data use
 - teaching and learning
 - systems change
 - general supervision
 - communication and collaboration
 - Implementation Science

Individualized Technical Assistance

- *State needs addressed in small group settings*
 - **Protected time** for state teams
 - Meet and deliberate, problem-solve, and make decisions
 - Engage in action-oriented discussions facilitated by designated NCSI staff
 - **Content experts** consult with state teams
 - **Workbooks** guide State team work and assist States in preparing to write Phase II of the SSIP or other priority areas
 - Reflect on session presentations and consider critical questions that should be determined before and during implementation
 - Identify goals, priorities, plans, and next steps
 - Access key resources on evidence-based practices
 - Monitor state progress made in transforming systems to achieve results
 - Explore potential cross-state collaboration

Peer-to-Peer Learning

- State teams present their problems and emerging solutions to induce peer learning
- State teams share with, learn from and become thought partners with peers in other states

Functions of Ongoing Virtual Collaboration

Virtual Collaboration

- Interactive webinars to support learning
- Facilitated conversation threads
 - NCSI content specialists and other experts
 - Emerging exemplars - info sharing by states that are demonstrating success in processes and outcomes
- Individualized technical assistance / coaching
 - Email, phone calls, review and feedback of documents and process designs
- Curation of content-based collections (*Declara*)

Next Steps

Rollout/ Next Steps

Immediate next steps for states interested in participating in the Learning Collaborative:

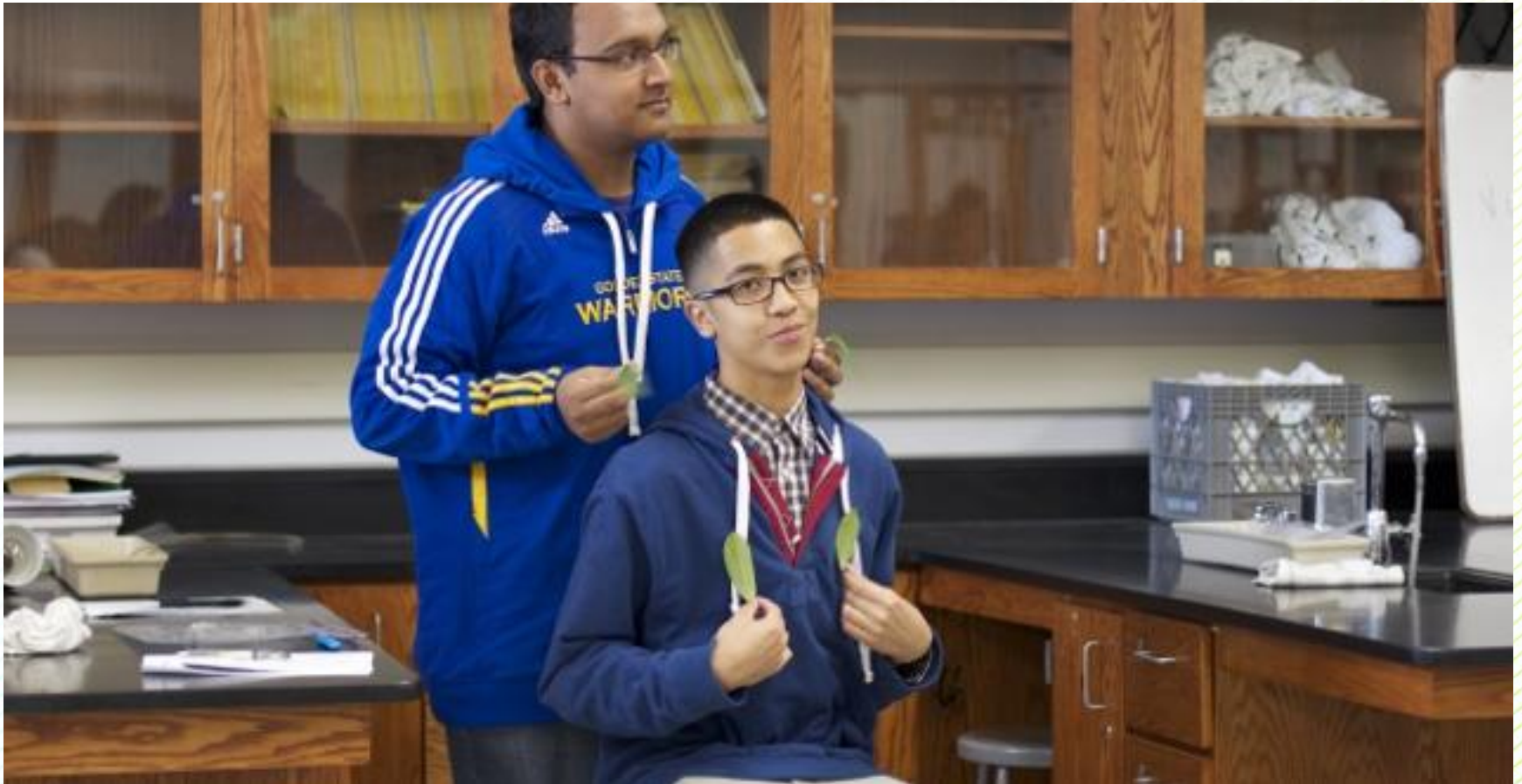
- State submits to NCSI a non-binding **letter of intent to participate**, signed by Part B or Part C director, **by July 24**
- State submits to NCSI a **letter of commitment**, on agency letterhead and signed by agency head or designee **by August 14**
- State Confirms Team Composition (**August**)
 - States must advise NCSI of approximately ***how much full time equivalent (FTE)*** State-designated Team Leader will devote to this work
 - States must arrange for ***some portion of team members' attendance*** at face-to-face functions to be ***paid from resources outside of NCSI funding***

Rollout/ Next Steps

Next steps after making commitment to participate in the Learning Collaborative:

- Team Planning Session
 - State Team Leads and NCSI team members
 - State helps to shape priorities of the Collaborative
- Team Preparation Session Structure and logistics- Sept 2 at 11 cst
 - Using *Declar*
- Face-to-Face Meeting Date – November 16-17
- Ongoing, State-specific planning and support (**now – ongoing**)

Final Q&A



For More Information. . .

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<https://ncsi.wested.org>