



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Interagency Coordinating Council (ICC)

Meeting Agenda

Sept. 28, 2021, 10 a.m.—12 p.m.

Microsoft Teams Meeting

- I. Call to Order
- II. Approval of minutes from last meeting (June 4, 2021)
- III. Meeting Business
 - a. Office of Special Education Programs (OSEP) Target Setting
 - Allan Phillips, Special Assistant Part C
 - b. Agency updates
 - State Part C Update
 - Partner agencies
 - Other ICC member updates
- IV. Council Business
 - a. Review current action items
 - b. Priorities
- V. Public Comment
- VI. Adjourn



Interagency Coordinating Council Meeting

Sept. 28, 2021



Welcome and Call to Order



Approval of Meeting Minutes



**Part C Target Setting for
Annual Performance Report
Submission to OSEP
Due Feb. 1, 2022**

History of Targets

- Last year marked the end of a six-year cycle for the Annual Performance Report.
- OSSE had to report on the results indicators against targets that the ICC established in 2014.
- OSEP requires that we establish new targets for FFY 2020-2025 due Feb. 1, 2022.
- There are new requirements for stakeholder input that seeks to expand it beyond the ICC participation and engage more families.

Targets accomplish the following important functions:

- Establish expectations for performance throughout the state;
- Assist in assessing where the state's performance is strong, where performance is an issue and where to focus improvement;
- Provide motivation for improving performance and celebrating success; and
- Serve as guides for monitoring progress and determining if progress is on schedule and sustained over time.

Scope: The following indicators require targets:

- C2: Settings
- C3 Early Childhood Outcomes
- C4: Family Outcomes
- C5: Child Find Birth to 1
- C6: Child Find Birth to 3
- C9 and C10: Dispute Resolution
- C11: State Systemic Improvement Plan

Overview of Federal Requirements

- State Part C lead agencies are required to set targets for results indicators that show improvement over the baseline data.
- Targets must be set for six years federal fiscal years (FFY) 2020–2025.
- Targets must be set with broad stakeholder input.
- Targets should be rigorous and aspirational but realistic.
- These targets must be included in the Part C State Performance Plan and Annual Performance Report (Part C SPP/APR) submitted Feb. 1, 2022.

Federal Requirements Continued

- States have the ultimate responsibility to set targets.
- States must report on how and from whom broad stakeholder input was obtained throughout the process of target setting.
- Interim years' targets may stay the same or reflect decreased performance.
- But, the FFY 2025 target must be higher than the baseline.
- Targets and baselines can be changed, if necessary, with stakeholder input, with sufficient rationale for the changes, and with OSEP approval.

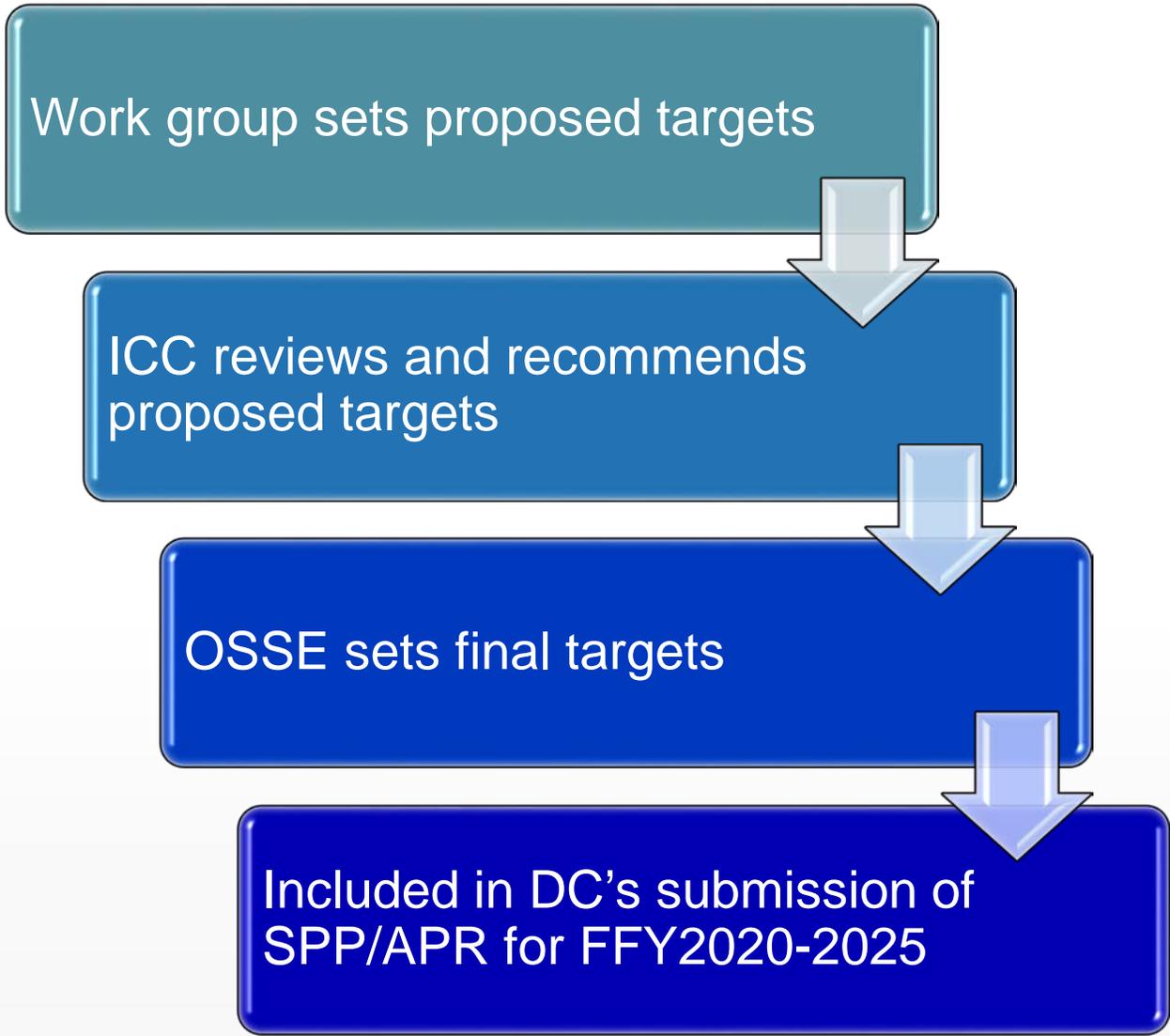
To meet this requirement, OSSE established two work groups:

Natural Environments and Child Find Results

- This workgroup will review past trends, other information about these indicators and recommend new targets for natural environments and the two child find indicators.

Child and Family Outcome Results

- This workgroup will review past trends, other information about these indicators and recommend new targets for child outcomes and family outcomes indicators.



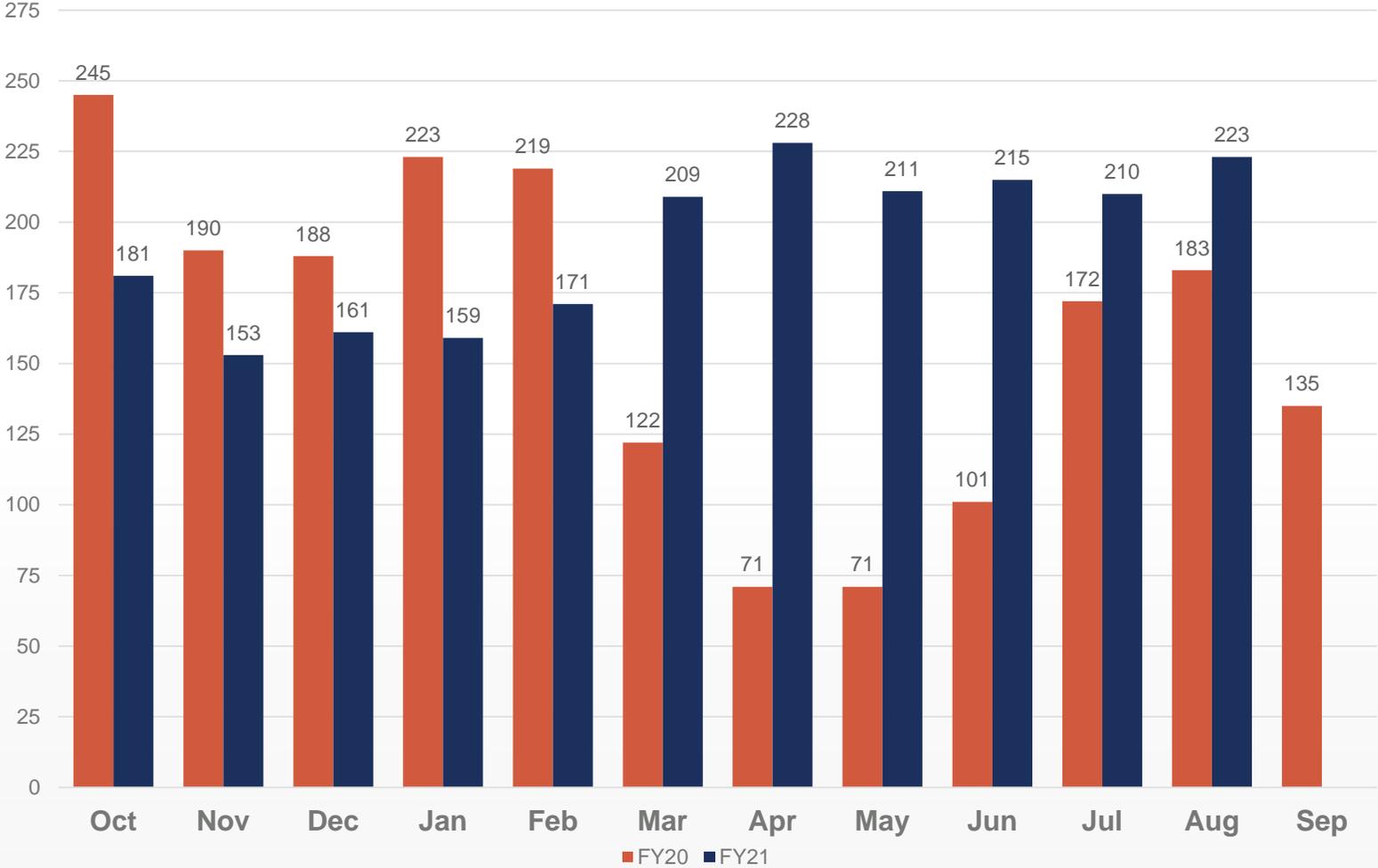


Strong Start DC EIP



Program Data Trends and Updates

Number of Referrals Received

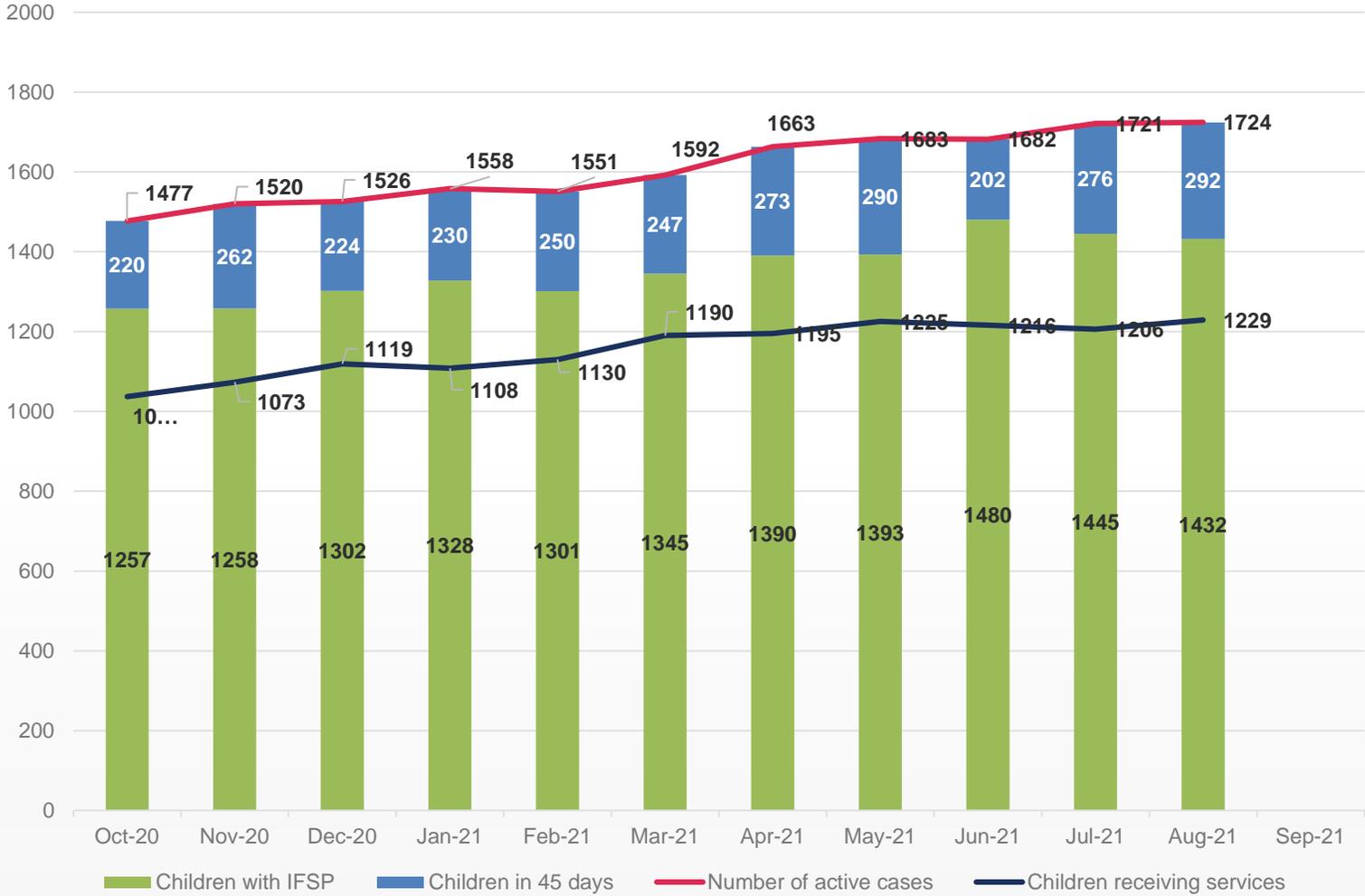


New Online Referral System

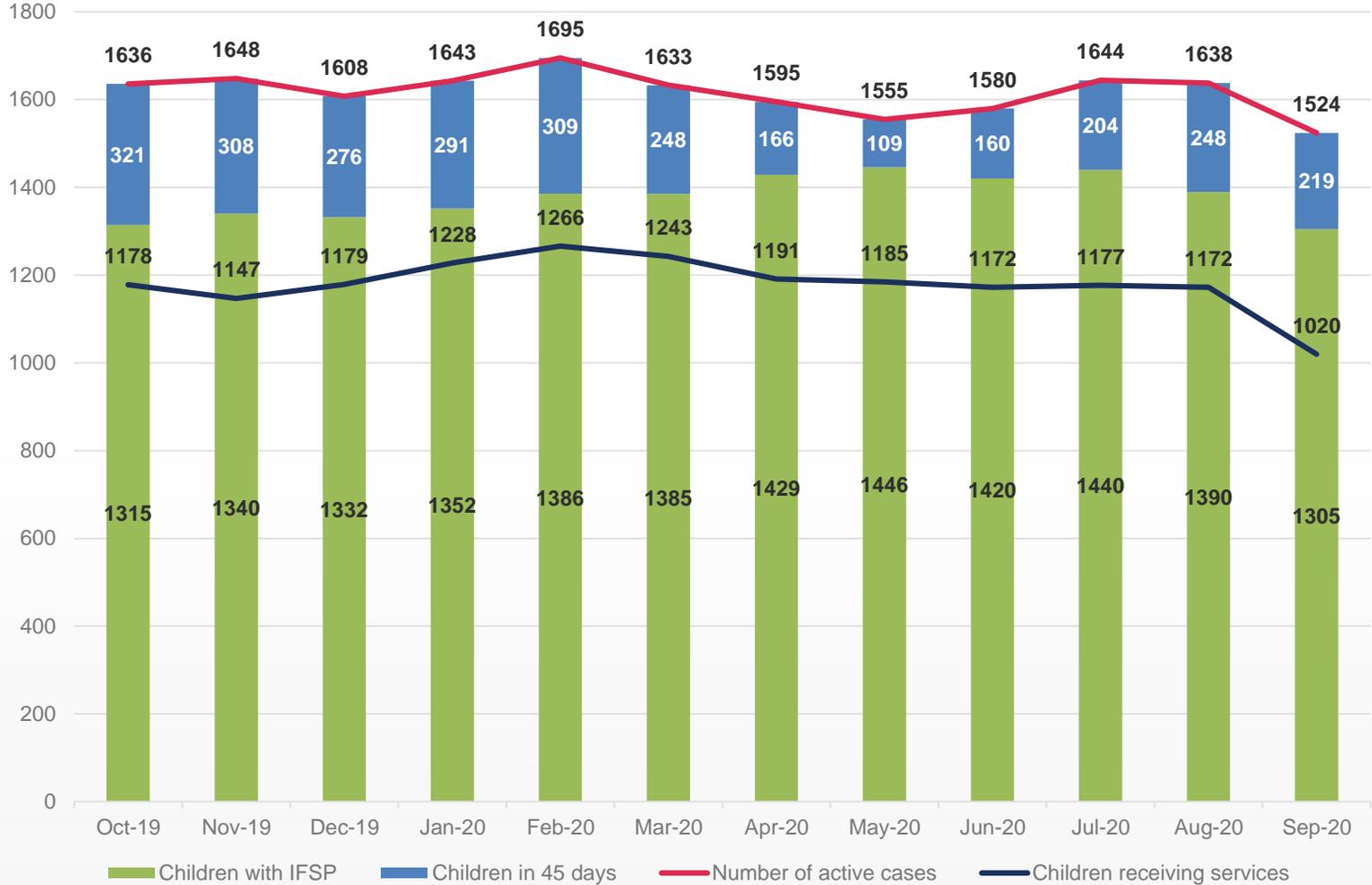
Anyone who has concerns about an infant or toddler can refer to Strong Start using one of the following ways:

- Submit a Strong Start [referral online](#) (preferred method)
- Call the Strong Start Child Find Hotline at (202) 727-3665
- Fax a completed Strong Start DC EIP Referral Form
 - [English](#)
 - [Español](#)

Fiscal Year 2021 (FY21) Data



FY20 Data





Resuming In-Person Services

Resuming In-Person Services

- Breakdown of in-person sessions between June 14 and Aug. 31

	Number of in-person sessions	Total number of sessions provided	Percentage of in-person sessions
June	297	1,903	15.6%
July	929	3,128	29.6%
August	1,049	2,822	37.17%

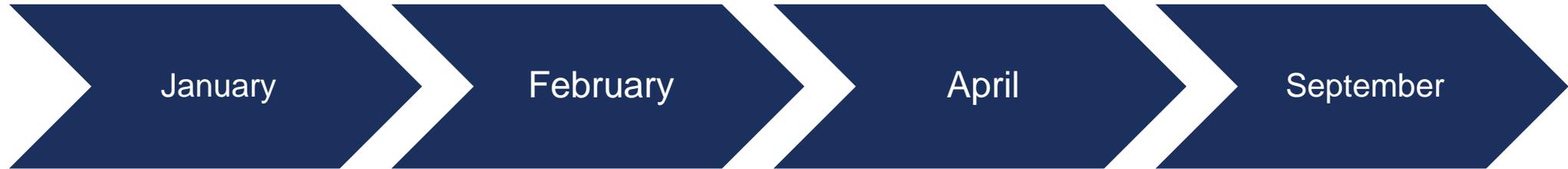
- In August, 40 percent of the children with an IFSP received services in person.



Primary Service Provider (PSP) and Teaming Approach Implementation

PSP Implementation

2021



- Vendors begin training of early interventionists on PSP and teaming

- Begin identifying a PSP for children that have more than one service
 - No services will be removed from IFSPs

- All vendors will begin mandatory teaming and optional joint visits

- All children in early intervention have a PSP working with the support of a functioning team

PSP Implementation



Strong Start's Early Intervention Approach

Strong Start provides free, family-centered early intervention support for children age birth to three and their families.

EARLY INTERVENTION
Early intervention supports infants and toddlers with developmental delays and their families.

EVIDENCE-BASED PRACTICE
Strong Start's approach to early intervention is based on evidence. This means that Strong Start uses strategies and supports that we know work based on research.

If you have questions or developmental concerns about a child age birth to three, please contact Strong Start (202) 727-3665 or visit www.osse.dc.gov.



PRIMARY SERVICE PROVIDER & TEAM
Families are matched with an early interventionist who is the primary provider on the child's team. A child's team includes other interventionists and a service coordinator who support families in addressing their child's developmental needs and helps them connect to services and community resources.

COACHING INTERACTION STYLE
Early interventionists work with families and caregivers to find ways to support their child's development. The idea is to support the child in their natural environment, like home or child care center, and during their daily routines. Coaching builds on what families are already doing, and increases the family's confidence and comfort when helping their child.

INTEREST-BASED LEARNING & FAMILY ROUTINES
Early interventionists use the child's involvement in activities with people and objects they find fun and exciting as the best way for them to learn and grow.



THE PRIMARY SERVICE PROVIDER APPROACH TO TEAMING

Starting Sept. 1, 2021, the Strong Start program will use the primary service provider (PSP) and teaming approach – an evidence-based practice for providing early intervention services to children with a developmental delay or disability.

What is the PSP approach to service delivery in early intervention?

The PSP model is used to support families of infants and toddlers in reaching the goals in their Individualized Family Service Plan (IFSP). Using this approach, a team of professionals works together to support children, families and caregivers.

One member of the team, serving as the PSP, functions as the primary liaison between the family and other team members. Using a coaching interaction style, the PSP receives consultation from the other team members and interacts with and coaches other team members, the family and caregivers.

What is the coaching interaction style?

Coaching allows the early interventionist to build a family's ability to support their child through new skills and increased confidence. Coaching interactions during early intervention visits help families develop their skills to support and promote their child's growth and development through natural learning opportunities. Coaching during ordinary family routines helps families identify, practice and reflect on strategies and interactions with their children, problem solve and receive supportive feedback.

How is the PSP selected?

The selection of the PSP occurs at the initial IFSP meeting after reviewing the goals, also referred to as the outcome statements. The following is considered when making the decision:

- Your priorities and requests for services, your family dynamics and your availability to participate in early intervention services;
- Your child's diagnosis/condition, specific interests and activity settings in which the child currently participates;
- The natural learning environments of the child and family such as the child's home, community settings or child care settings;
- The professional and personal knowledge and expertise of the early interventionists on the assigned team; and
- Prior relationship with the family and availability of the early interventionists on your child's team.

What does a PSP do?

In addition to providing services, the PSP collaborates and coordinates with the other team members on meeting the IFSP outcomes by meeting regularly to utilize the group's collective skills, experience and expertise.

The child and family should have access to all team members as needed via teaming meetings and joint visits. Joint visits should be conducted if the family requests direct access to another team member, or when the PSP or another team member has questions that can only be answered with direct observation from a non-PSP team member. During a joint visit, a team member may work directly with the child and consult the child's parents, caregivers and PSP. After the joint visit(s), the child's parents and caregivers will receive ongoing support and guidance from the PSP to continue implementing what they've learned during their child's naturally occurring daily routines and activities.

What will happen if I need more help or have questions outside of my PSP's discipline?

Your child will have a team of early interventionists that, at a minimum, includes a physical therapist, occupational therapist, speech-language pathologist and developmental therapist. All members of the team can support each other via teaming meetings or joint visits. Teaming meetings occur when the team meets to discuss your child's case and any challenges or questions that come up. Joint visits occur if a team member, the PSP, or you need additional support.



Partner Agencies and Other Member Updates



Council Business



Public Comment



Thank You
