



Interagency Coordinating Council (ICC) Meeting

Sept. 14, 2023



**Welcome and Call to
Order**



Meeting Business

ICC Members and Vacancies

First Name	Last Name	Seat Designation (specific role)	Appointee Designation
Colleen	Sonosky	Department of Health Care Finance (DHCF) - Medicaid Program Representative Designee	DC Agency Representative
Cynthia	McEwen	Parent Member	Public Member
Nicole	Lee-Mwandha	Office of the State Superintendent of Education (OSSE) Designee	DC Agency Representative
Lavdena	Orr	Agency responsible of payment of early intervention services	Public Member
Quiana	Mitchem	Private provider of early intervention services	Public Member
Sharon	Dietsche	Agency responsible for children's mental health	DC Agency Representative
Dawn	Hilton	Office of the State Superintendent of Education (OSSE) Designee	DC Agency Representative
Elizabeth	Rihani	Public or Private Provider of Early Intervention Services	Public Member
Christina	Setlow	Chairman of the Council of the District of Columbia designee	DC Chairman/Council appointee
Charmene	Johnson	Child and Family Services Agency (CFSA) designee	DC Agency Representative
Howard	Liebers	Agency responsible for the regulation of private health insurance	DC Agency Representative
Lysa	Torres	Head Start Member	Public Member
Sarah	Mead	Agency Responsible for Child Care	DC Agency Representative
Vacant		Provider Representative	Public Member
Vacant		Parent Member	Public Member
Vacant		Parent Member	Public Member
Vacant		Private Provider of Early Intervention Services	Public Member
Vacant		Parent Member	Public Member
Vacant		Parent Member	Public Member
Vacant		Personnel Preparation	Public Member



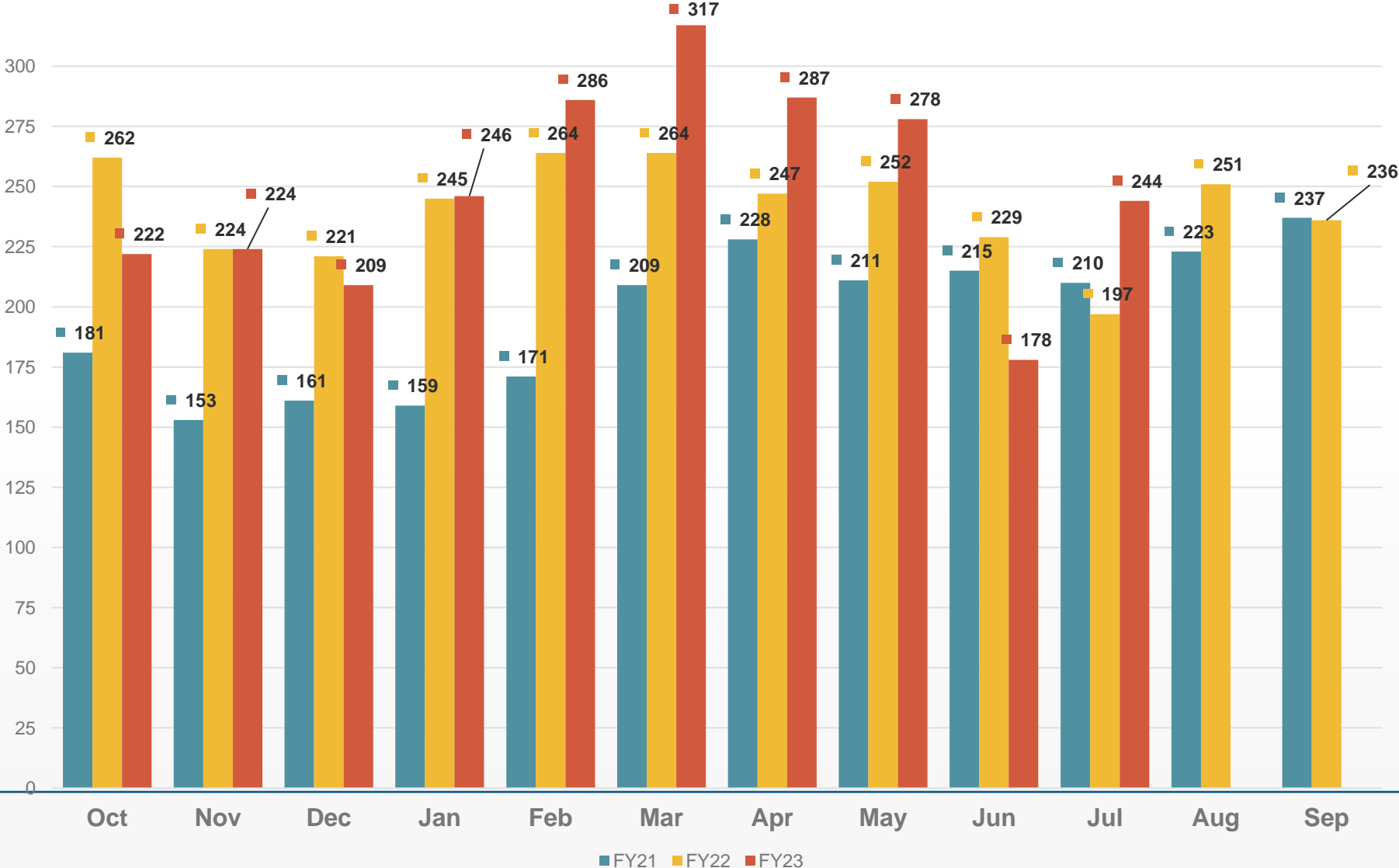


Strong Start DC Early Intervention Program (DC EIP)

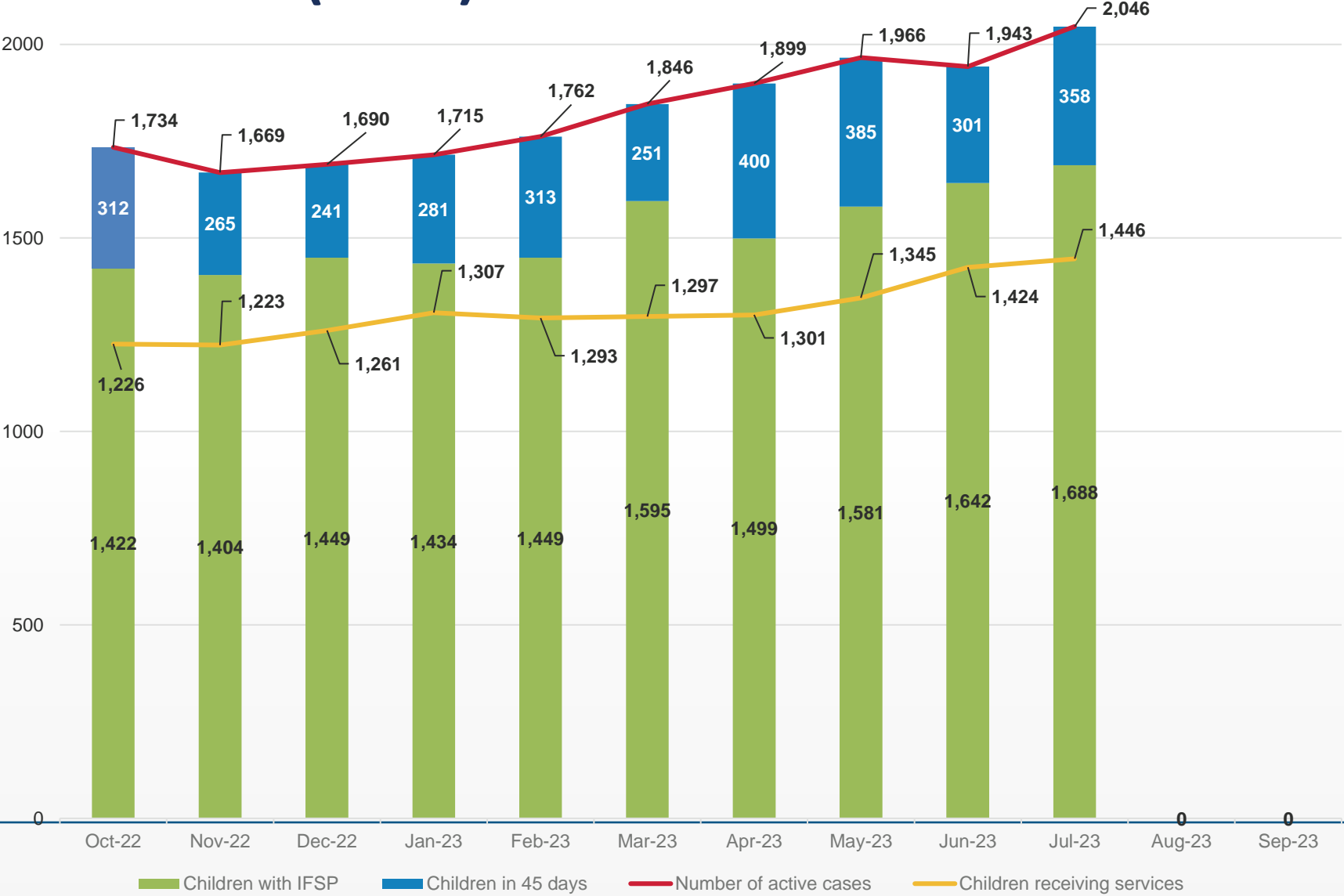


Program Data Trends and Updates

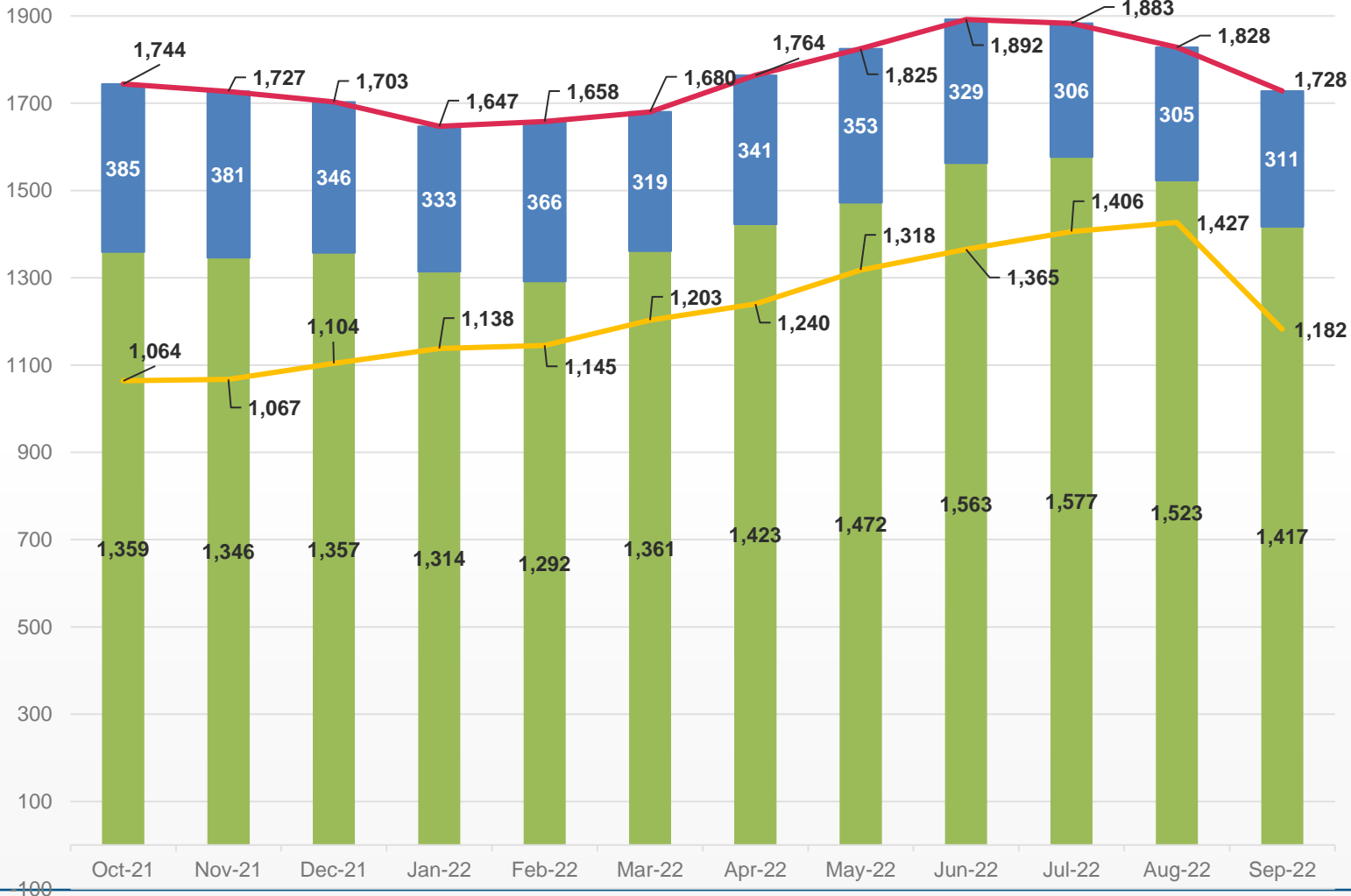
Number of Referrals Received



Fiscal Year 2023 (FY23) Data



FY22 Data



■ Children with IFSP
 ■ Children in 45 days
 — Number of active cases
 — Children receiving services



US Department of
Education Determination

Annual Performance Review (APR)

- The State Performance Plan (SPP)/APR details the work of OSSE toward improving outcomes of infants and toddlers with developmental delays and disabilities and their families and covers the federal fiscal period of July 1-June 30 of each year.
- US Department of Education (USED), Office of Special Education Programs (OSEP) uses both results (Indicator C3 Child Outcomes data) and compliance data (SPP/APR) in making their determination for each State's early intervention program under Part C of the IDEA.
- For federal fiscal year 2021 (FFY21), OSSE received "Needs Assistance" determination.

Results-Driven Accountability Matrix

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	8	4	50%
Compliance	14	13	92.86%

Results-Driven Accountability Percentage and Determination

Percentage	Determination
71.43%	Needs Assistance

Compliance Matrix

Part C Compliance Indicator	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY20	Score
Indicator 1: Timely service provision	85.36%	N/A	1
Indicator 7: 45-day timeline	96.32%	N/A	2
Indicator 8A: Timely transition plan	100%	N/A	2
Indicator 8B: Transition notification	100%	N/A	2
Indicator 8C: Timely transition conference	97.32%	N/A	2
Timely and Accurate State-Reported Data	100%		2
Timely State Complaint Decisions	N/A		N/A
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Specific Conditions	None		
Uncorrected identified noncompliance	None		

Indicator 3: Early Childhood Outcomes

- Percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who demonstrate improved:
 - A. Positive social-emotional skills (including social relationships);
 - B. Acquisition and use of knowledge and skills (including early language/communication); and
 - C. Use of appropriate behaviors to meet their needs.
- Summary Statement 1 (SS1): Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned age 3 or exited the program
- SS2: The percent of infants and toddlers who were functioning within age expectations by the time they turned age 3 or exited the program

Results Matrix

(a) Data Completeness: The percent of children included in DC’s 2021 Outcomes Data (Indicator C3)

Number of Children Reported in Indicator C3 (i.e., outcome data)	710
Number of Children Reported Exiting in 618 Data (i.e., 618 exiting data)	1,118
Percentage of Children Exiting who are Included in Outcome Data (%)	63.51
Data Completeness Score	1

(b) Data Anomalies: Anomalies in DC State’s FFY 2021 Outcomes Data

Data Anomalies Score	2
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Results Matrix

(c) Data Comparison: Comparing DC’s 2021 Outcomes Data to other States’ 2021 Outcomes Data

Scoring Percentages for the 10th and 90th Percentile for Each Outcome and Summary Statement, FFY21

Percentiles	Outcome A SS1	Outcome A SS2	Outcome B SS1	Outcome B SS2	Outcome C SS1	Outcome C SS2
10	43.42%	36.60%	54.62%	29.02%	55.14%	36.15%
90	82.74%	69.30%	79.34%	55.52%	85.72%	76.15%

DC’s Summary Statement Performance FFY 2021

Summary Statement Performance	Outcome A: Positive Social Relationships SS1 (%)	Outcome A: Positive Social Relationships SS2 (%)	Outcome B: Knowledge and Skills SS1 (%)	Outcome B: Knowledge and Skills SS2 (%)	Outcome C: Actions to Meet Needs SS1 (%)	Outcome C: Actions to Meet Needs SS2 (%)
FFY 2021	83.39%	69.01%	63.92%	56.62%	77.16%	74.65%
Points	2	1	1	2	1	1

DC’s Data Comparison Score	1
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Results Matrix

(d) Performance Change Over Time: Comparing DC’s FFY21 data to DC’s FFY20 data

Summary Statement Performance	Outcome A: Positive Social Relationships SS1 (%)	Outcome A: Positive Social Relationships SS2 (%)	Outcome B: Knowledge and Skills SS1 (%)	Outcome B: Knowledge and Skills SS2 (%)	Outcome C: Actions to Meet Needs SS1 (%)	Outcome C: Actions to Meet Needs SS2 (%)
FFY 2021	83.39%	69.01%	63.92%	56.62%	77.16%	74.65%
FFY 2020	87.57%	73.82%	67.50%	58.73%	84.34%	80.62%
Statistical Difference	Significant Decrease	Significant Decrease	No significant change	No significant change	Significant Decrease	Significant Decrease
Points	0	0	1	1	0	0

Performance Change Score	0
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Indicator 3: Childhood Outcomes Reasons for Slippage (In-Depth)

- Assessment, Evaluation and Programming System (AEPS) Inter-rater reliability (IRR) at initial evaluation
- IRR by the treating interventionist
- Consistent completion of the AEPS at designated intervals (every six months)
- Completion of the Exit AEPS when a child is leaving the program. Only 63.51 percent of children exiting are included in Child Outcomes Data.

Plans to Increase Performance of Child Outcome Data

- Offering AEPS retraining/refreshers.
- Refrain from “copy all scores” when creating new AEPS reports under a child’s profile.
- Local program will closely monitor AEPS data and child outcome progress from a random sample from each agency as an amendment to the current Human Care Agreement (HCA).
- Agencies will be required to support staff with efficiency and accuracy of child outcome data and record keeping as an amendment to the current HCA.
- State Part C will monitor the percent of children included in the Outcomes Data indicator to ensure at least 70 percent compliance.
- Training of service coordinators (SCs) to use AEPS data to write functional outcomes in the IFSP that are linked to the areas of progress for the child in the AEPS.



**Progress on the State
Systemic Improvement
Plan (SSIP) for FFY22**

Indicator 11: FFY22 Planning – Leadership Strand

Strategy	Activity	Timeline	Outcome	Measurement
Finalize plans and protocols for fidelity of practices and implements the plan for reaching and maintaining fidelity for early intervention providers and service coordinators	<p>Develop and implement coaching fidelity analysis training exercise for fidelity observers</p> <p>Develop teaming fidelity observation checklist tool for fidelity observers</p> <p>Review data from fidelity assessments to evaluate progress</p>	<p>February 2023</p> <p>April 2023</p> <p>October 2023</p>	Providers will provide services in a consistent manner using Evidence Based Practices (EBP)	Completion of fidelity assessment process
Develop and implements an infant mental health framework for Part C early intervention to address social and emotional development of infants and toddlers	<p>Develop an IMH framework and the structure to support the system during IFSP services, teaming meetings and capacity building</p> <p>Start implementation of Infant Mental Health (IMH) framework in Strong Start</p>	<p>August 2023</p> <p>December 2023</p>	Early interventionists will increase the infant mental health competencies and skills of staff to address and improve the social-emotional well-being of children	<p>Number of people who complete the certificate program</p> <p>Completion of IMH framework</p>



Indicator 11: FFY 2022 Planning – Data Strand

Strategy	Activity	Timeline	Outcome	Measurement
Develop and implement a new B-21 data system to improve the collection, reporting and use of high- quality data	<p>Test final functionality of the system and train all users</p> <p>Final migration and implementation of Special Education Data System (SEDS)</p>	<p>April 2023</p> <p>October 2023</p>	<p>Early interventionists and LEAs will have access to accurate and reliable data</p> <p>Parents will have access to their child’s record online</p> <p>Data will be available for the timely and smooth transition of children exiting Part C to Part B services</p>	Number of staff trained on new data system

Indicator 11: FFY 2022 Planning – Professional Development and Technical Assistance Strand

Strategy	Activity	Timeline	Outcome	Measurement
<p>Support provider agencies in providing professional development that support their staff in building competencies to use EBP and maintaining federal and District compliance and improving competencies in the use of EBP</p> <p>Continue to review and revise professional development offerings for early interventionists</p>	<p>Develop and update content of Strong Start website</p> <p>Organize professional development opportunities to build the capacity of early interventionists in the system professional development offerings</p> <p>Design, develop and implement new training modules for early interventionists</p> <p>Migration to updated evaluation tool to determine eligibility from Battelle Developmental Inventory, Second Edition (BDI-2) to the Third Edition (BDI-3) and the assessment for child outcomes tool Assessment, Evaluation, and Programming System for Infants and Children, Second Edition (AEPS-2) to the Third Edition (AEPS-3)</p>	<p>October 2023</p> <p>June 2023</p> <p>December 2024</p> <p>December 2023</p>	<p>Provider agency leaders will support their early interventionists through professional development, observations, supervision and feedback in the implementation of Natural Learning Environment Practices (NLEP)</p> <p>Provider agency leaders will increase their ability to attract and retain qualified staff</p> <p>Providers will increase their understanding and use of the NLEP framework understanding and consistent implementation</p>	<p>Early intervention staff trained and attended professional development opportunities</p> <p>Contract agencies will provide a plan for onboarding new hires</p> <p>Number of fidelity observations of staff by vendor agency</p>

Indicator 11: FFY 2022 Planning – Accountability Strand

Strategy	Activity	Timeline	Outcome	Measurement
<p>Develop and implement a monitoring system that provides an overall accountability system for early intervention focusing on compliance and quality improvement</p>	<p>Implement ongoing monitoring of the system and offer targeted technical assistance</p> <p>Develop a monitoring tool for overall fidelity compliance</p> <p>Review and update DC Part C Early Intervention general supervision system for fiscal; Integrated Monitoring, Sustaining Compliance and Results, Data and SPP/APR; and Dispute Resolution protocols in preparation for differentiated monitoring and support (DMS) from US Department of Education.</p>	<p>August 2023</p> <p>September 2023</p> <p>December 2024</p>	<p>Agencies and early interventionists will be held accountable for the administration and provision of services</p>	<p>Completion of a monitoring tool</p> <p>Utilize the monitoring tool to set a baseline</p>



Pyramid Model in Part C

DC Early Intervention Program (DC EIP) IMH Framework Goals

- To create an IMH framework for early intervention in DC that can be used in conjunction with the coaching interaction style and the principles of the NLEP, and that will build the capacity of early interventionists to recognize, reflect up on, and support families with their social emotional wellness.
- Identify IMH “coaches” that can provide direct support and technical assistance to early interventionists
- Support early interventionists by training them to use a reflective method of supporting families and children’s social-emotional needs
- Improve overall social emotional child outcomes

DC EIP IMH Framework

- DC EIP will provide this capacity building framework and experience for early interventionists by implementing the Pyramid Model.
- To learn more follow this link: pyramidmodel.org/general-overview

What is the Pyramid Model

- The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.
- The Pyramid Model provides guidance for: early childhood special education personnel, early intervention personnel, early educators, families and other professionals.
- The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

Tiers of the Pyramid Model



How can the Pyramid Model be incorporated into Early Intervention

- The Pyramid Model framework and early intervention both emphasize collaboration among early intervention team members and families with a focus on building the capacity of professionals and families to support young children's social and emotional development.
- Early intervention professionals implementing Pyramid Model practices use family coaching to help families understand and promote their child's social and emotional development, set goals, implement interventions to prevent and address behaviors that are challenging, and enhance healthy attachment relationships

Next Steps for Strong Start using the Pyramid Model

- On Aug. 18, DC EIP held a day long workshop with a consultant from the Pyramid Model Consortium. Attendees included state Part C leadership, Strong Start program leadership, Strong Start SCs, vendor agency representative and an Early Head Start representative.
- The next phase is to create an implementation timeline and framework
- DC EIP will continue to engage stakeholders



Member Updates



Public Comment



Adjourn Meeting