

Minutes
ICC Meeting, March 16, 2016

Present: Robin Atkins, Christina Commons, Anne Davis, Christina Furbee, Andrea Gilkison, Becky Haymond, Paul Hyslop, Shirley Payne, Jamie Stormont-Smith, Nicole Norvell, and Jim Vento

Absent: Ann Arvidson, Dawn Downer, Danny O'Neill, Donna Driscoll, Kristina Killen, Jonathan Mattingly, Julie Smart

Welcome and Introductions

We welcomed Nicole Norvell in her new role as Director of the Office of Early Childhood and Out of School Learning. She replaces Melanie Brizzi.

Approval of January 13 2016 Minutes

Minutes were approved.

Arc Utility Assistance Program

Jill Smith from the ARC of Indiana presented on their Utility Support Program. This program can assist families with utility costs, including payment for utility bills, funding to reactivate or prevent disconnection of services, and funding to cover back utility debt. To find out more about this program, please see attached document and/or go to <http://www.arcind.org/our-programs/the-arc-of-indiana-utility-support-program/>.

Proposed SSIP: Phase 2

Anne Davis, Acting First Steps Director, shared information on the draft State Systemic Improvement Plan: Phase 2 (see attached document). Anne noted that this is a high level plan and provide information about the general framework of the year 2 plan.

There are 3 components to the state's Phase 2 plan: Infrastructure Development, Support for implementation of Evidence Based Practices (EBPs), and Evaluation. The proposed Phase 2 Plan focuses on the development of a more detailed plan of action that would be implemented in Phase 3, beginning next April. As a reminder, the federal government is shifting its focus from compliance to outcomes. The focus will be on providing technical assistance, not corrective action plans.

There will be three proposed initiatives:

1. Focus on improving the quality of the child exit assessments completed by ongoing services providers to insure data quality
2. Focus on improving the quality of the federally required family assessment practices in identified family concerns, resources, and priorities.

3. Focus on improving the quality and cultural responsiveness of home visiting services in insuring services that are sensitive to everyone receiving FS services.

The Phase 2 Plan is a 5-year plan that will involve the following activities:

- Year 1 (current year): Complete an environmental scan of current practices, resources, and possible challenges
- Years 2-4: Provide the necessary training, resources, and ongoing assessment to insure that the three practice areas are implemented with high fidelity and determine if there is an impact on the State-identified measurable result (SiMR)
- Year 5: Evaluation of both practices and outcomes to determine if practices continue to meet standards of fidelity and if child outcomes are improving

In Years 2-4, the plan is to stagger rolling out the 3 initiatives across regional cohorts so no one entity is having to absorb all 3 efforts at once. Cohorts will have some level of choice.

An important element of the Phase 2 plan is stakeholder input. Anne has met with the System Points of Entry and will be doing a webinar for interested stakeholders that will be recorded. Feedback that she has received includes the need to update training and to ensure clear communication.

In regards to the initiative focusing on family assessment, the state will look at both federal compliance standards as well as EBPs. They will also look at the different impact each initiative has on child outcomes. Another effort will be to locate high quality models of practices in the first cohorts to determine how these practitioners can support providers who are doing less well.

It was noted that the state has provider retention issues, so ongoing evaluation efforts will need to capture which changes have taken place and how provider retention may be having an effect on improving EBPs. The training system will need to account for and support provider retention.

It was also recommended that the state gather input from families as a key stakeholder.

Another member commented on the need to take into account rural considerations.

It was recommended that all things that are developed should be culturally responsible.

Another member asked how the state would crosswalk the various practices across regions and settings? It will be important to take practices and ask how they may be translated across settings – question is not if but in what way.

Another member asked about how to create a culturally responsive family assessment so it isn't intrusive to family.

Another member asked if we can differentiate between children who are in child care of Early Head Start versus home-based/family only. How do we track child care and other contributing factors of a child's development? It was suggested we can look at high vs. low success children and sample to see what are contributing factors. It was noted that face to face sheets of provider services can be looked at to discern time.

Question – how do these 3 initiatives contribute to child outcomes? The ICC was asked to recall the state’s theory of change from the Phase 1 SSIP in which these practices would serve to better engage families in First Steps and their child’s learning and development. Research suggests that better engaged families will bring about increased child outcomes.

Anne commented that the ongoing evaluation throughout Years 2-4 will help to identify interim remediation actions. The fifth year evaluation will be more summative in nature.

Public Comment

There was no formal public comment outside of Anne’s presentation on the Phase 2 SSIP Plan.

The ICC meeting was adjourned at 12:00 pm.



The Arc of Indiana Utility Support Program

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Eligibility Requirements *Applicants must meet all eligibility requirements*

- ✓ Family with a dependent child under the age of 18
- ✓ One or more residents in household must have a disability
- ✓ Thirty days income verification
- ✓ Family income at or below 250% of federal poverty level
 - 2 person household - \$40,050
 - 3 person household - \$50,400
 - 4 person household - \$60,750
 - 5 person household - \$71,100
 - 6 person household - \$81,450

Target Families to Receive Services

- ✓ Families served and/or eligible for First Steps Services
- ✓ Families receiving or on a waiting list for Medicaid Waiver Services

Eligible Utility Support Services

- ✓ Funding to prevent disconnection of services
- ✓ Funding to reactivate services
- ✓ Funding to cover utility debt back to one year from date of application
- ✓ Deposit assistance to begin services
- ✓ Up to two months heating or cooling utility bill assistance

Referral Process

First Steps

The First Steps System Point of Entry (SPOE) may refer families by providing The Arc with pages 1-3 of the family's First Steps Enrollment Form, which includes a listing of household members, family's monthly income, and indication of need for utility assistance.

Medicaid Waiver

Medicaid Waiver service providers may refer families by providing The Arc with a form provided by The Arc or the provider which includes a listing of household members, family's monthly income, and indication of need for utility assistance.

Eligibility Determination Process

Families who have been referred will be contacted by The Arc's Utility Support Program Coordinator to complete the eligibility review process and develop a plan regarding what services will be provided. All payments will be provided directly to the utility company.



The Arc of Indiana
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Agenda

Today's Topics:

- Overview of Federal Requirements
- Review of Phase I: Analysis
- Phase II: Evaluation
- Next Steps



Overview of Federal Requirements

State Systemic Improvement Plan

- The SSIP is a multi-year ambitious, yet achievable plan to improve results for children with disabilities.
- It is divided into three phases:
 - Phase I: Analysis
 - Phase II: Evaluation (Plan)
 - Phase III: Evaluate



The Indiana Family and Social Services Administration

State Systemic Improvement Plan (SSIP) Phase II: Evaluation

For Indiana's Interagency Coordinating Council (ICC)

March 16, 2016

Anne Davis

Director, Bureau of Quality Improvement Services (BQIS)
Interim Director, First Steps



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Overview of Federal Requirements



Agenda

Review of Phase I: Analysis

Phase I Analysis	Phase II Evaluation (Plan)	Phase III Evaluate
Year 1 FFY 2013 Due April 1, 2015	Year 2 FFY 2014 Due April 1, 2016	Year 3-6 FFY 2015-2018 Due April 1, 2017
<ul style="list-style-type: none"> Data analysis Analysis of State infrastructure to support improvement and build capacity State-identified measurable results Theory of action 	<ul style="list-style-type: none"> Infrastructure development Support for implementation of evidence-based practices Evaluation plan <ul style="list-style-type: none"> Where we were What we identified What we want to achieve How we'll get there 	<ul style="list-style-type: none"> Implementation of Phase II plan Results of the ongoing evaluation Extent of progress Revisions to the State Performance Plan



Review of Phase I: Analysis

Data Analysis to Support the Identification of this SIMR

- Proportionately fewer African American children and children in poverty experience positive child outcomes when compared with White children.
- A greater percentage of these two groups of children continue to need specialized services after First Steps.
- A greater percentage of these families withdraw or discontinue participation in First Steps services.
- When children have greater needs (e.g. medical conditions), there are no differences in child outcomes, but there is a greater proportion of African American families withdrawing/ discontinuing services.
- These findings are generally consistent across all regions of the state.



Review of Phase I: Analysis

Indiana's State-Identified Measurable Result (SiMR)

Increase the percentage of low income and African American children showing greater than expected growth in all three child outcomes, but particularly social-emotional development.



Phase II: Evaluation

Phase II: Evaluation

3 Required Components

plus

3 identified initiatives



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Phase II: Evaluation



Phase II: Evaluation

3 Identified Initiatives

YChild Exit Assessments

Practitioners understand and use established State policies and procedures around completing child exit assessments to ensure high levels of consistency and data quality

YFamily Assessment

Practitioners conduct a family-directed assessment of the resources, priorities, concerns, and changing life circumstances of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the development needs of the family or toddler.

YCulturally Responsive Home Visiting

Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. Practitioners engage the family in opportunities that support and strengthen parenting knowledge in ways that are flexible, individualized, and tailored to the family's preferences.



Phase II: Evaluation

3 Required Components

1) Infrastructure development

Specific improvements the State will make to its infrastructure to better support First Steps programs and providers to implement evidence-based practices

2) Support Local Implementation of Evidence-Based Practices

Specific improvements the State will make to its infrastructure to better support First Steps programs and providers to implement evidence-based practices

3) Evaluate SSIP Implementation

A plan for measuring the implementation of the SSIP and its impact on the SiMR



Phase II: Evaluation

Throughout each phase of the Evaluation Plan:

- Gather stakeholder input
- Identify training resources to meet ongoing credentialing requirements
- Update trainings/resources based on identified opportunities



Phase II: Evaluation

Evaluation Plan: Overall Flow (5 year plan)

Y Year 1: Environmental Scan

For each of the 3 initiatives, study the existing status of that particular area. Identify any areas of noncompliance and/or weakness. Identify areas for improvement and create a specific training plan for years 2-4.

Y Years 2-4: Training, Ongoing Monitoring and Assessment

Implement the training and conduct ongoing monitoring of effectiveness of the training and carryover into provider implementation. Refine/develop additional trainings as necessary to support providers based on identified need. Continue to monitor progress on SiMR.

Y Year 5: Evaluation

Evaluate current practices to identify general areas of strength/weakness and necessary supports for improving local practices.



Phase II: Evaluation

Family Assessment

Y Year 1: Environmental Scan

Evaluate the quality of current family assessment practices using available criteria related to best practice. This evaluation will focus on strengths, gaps, and areas needing improvement. Based on the results of this evaluation, a plan for improving the quality of family assessment practices will be developed.

Y Years 2-4: Training, Ongoing Monitoring and Assessment

Implement and evaluate anticipated components of the plan to improve the quality of family assessment practices incrementally.

Y Year 5: Evaluation

Evaluate a random sample of providers to assess the quality and fidelity with which they implement family assessment practices and determine if they target practices are being maintained.



Phase II: Evaluation

Child Exit Assessment

Y Year 1: Environmental Scan

Evaluate the quality and fidelity of child exit assessment practices used to determine a child's level of development upon exit from First Steps. Based on evaluation results, a plan for improving the quality and fidelity of child exit assessment practices will be developed.

Y Years 2-4: Training, Ongoing Monitoring and Assessment

Implement and evaluate anticipated components of the plan to improve the quality and fidelity of child exit assessment practices incrementally.

Y Year 5: Evaluation

Evaluate a random sample of providers to assess the quality and fidelity with which they implement the child exit assessment practices and determine if target practices are being maintained.



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Next Steps



First Steps Contact Information

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Phase II: Evaluation

Culturally Responsive Home Visiting Practices

Y Year 1: Environmental Scan

Evaluate the quality and content of current home visiting practices and practitioner needs regarding professional development around culturally responsive home visiting. Based on the results of this evaluation, a plan for improving the quality of home visiting will be developed.

Y Years 2-4: Training, Ongoing Monitoring and Assessment

Implement and evaluate the anticipated components of the plan to improve the quality of culturally responsive home visiting practices incrementally.

Y Year 5: Evaluation

Evaluate a random sample of providers to assess the quality and fidelity with which they implement culturally responsive home visiting practices and determine if target practices are being maintained.



Phase II: Evaluation

Next Steps

Y Continue revising draft

Y April 1: Submit to the Office of Special Education Programs (OSEP)

Y After submission, States will receive feedback and technical assistance from OSEP to refine and improve their plans