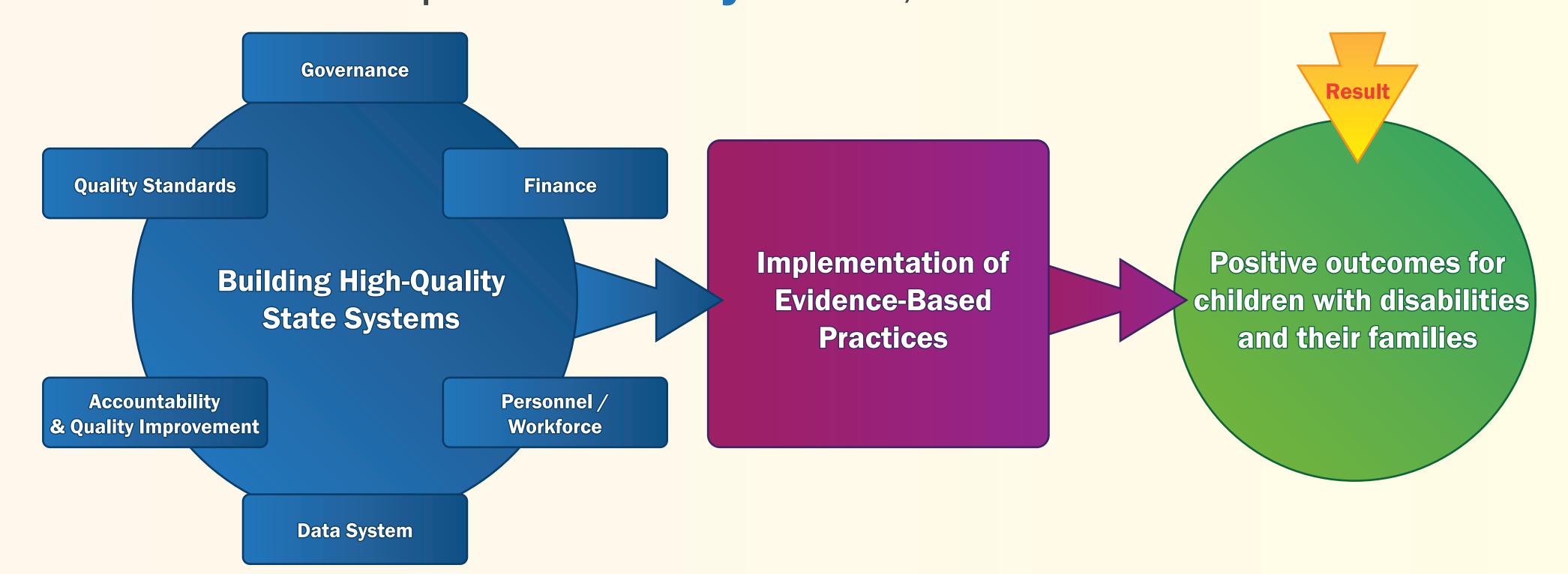






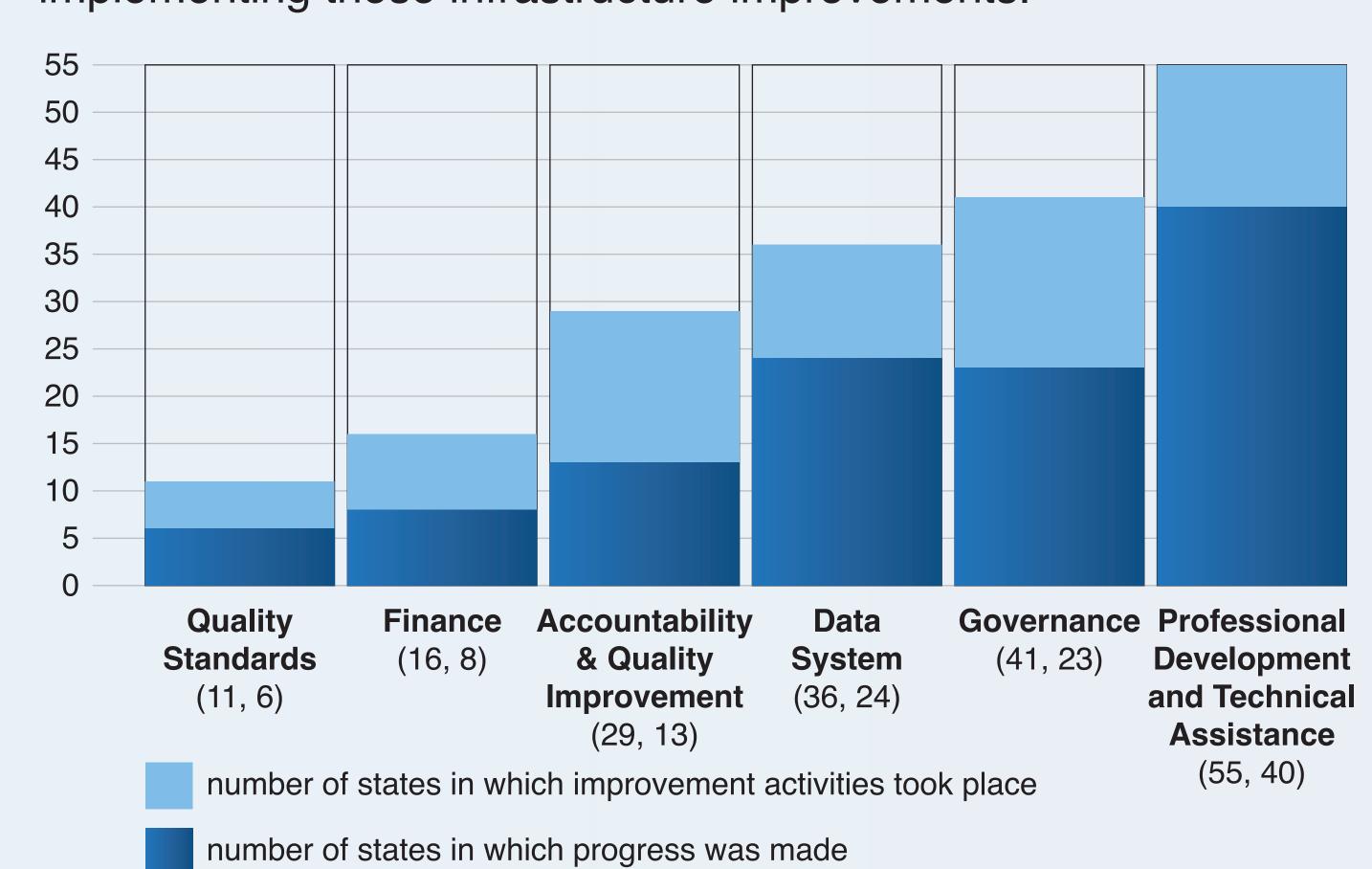
The relationship between Systems, Practices and Outcomes



All states' Part C and Part B programs are required to implement a State Systemic Improvement Plan. These plans are designed to support the implementation of evidence-based practices (EBPs) selected to address root causes of low performance in the state. The plans include areas of system infrastructure that will be addressed to support the implementation of EBPs and achieve desired outcomes.

All states are improving their **Professional Development** and **Technical Assistance**component of the infrastructure.

Few states are working on quality standards and finance. Quality standards requires collaborative development of child or program level standards with the larger early care and education community which may make it a more difficult target of improvement. However, states are making progress in implementing these infrastructure improvements.



Exemplar strategies from each infrastructure area:

Quality Standards

- Revising program quality standards to align with requirements of the evidence-based practices.
- Revising and aligning Early Learning Outcomes Framework with Common Core Standards for Kindergarten

Finance

- Revised Medicaid agreement to allow payment of expenses related to teaming and co-treatment.
- Instituting performance-based contracting with locals

Accountability & Quality Improvement

Incorporating results into the state monitoring of locals.
Supporting locals in the use of data for program improvement.

Data System

- Implementing quarterly data review procedures to ensure the completeness and quality of data needed for program improvement.
- Implementing a new data system to support reporting needs.

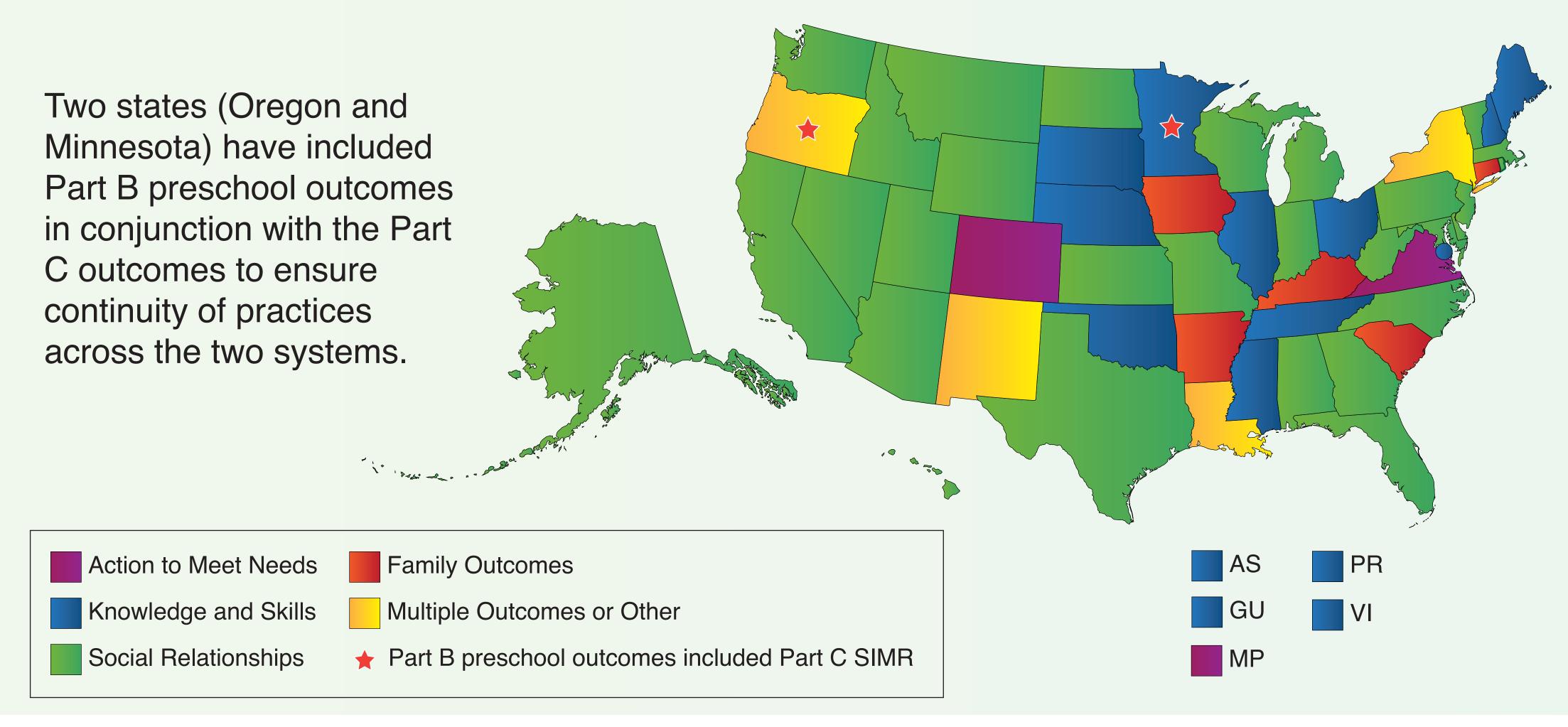
Governance

- Revising state policies and procedures to clarify expectations related to practice implementation (e.g. teaming)
- Revising the relationship of local programs to the state entity to ensure accountability to state policies and procedures.

Professional Development and Technical Assistance

- Provided training on the selected evidence based practices.
- Built a network of coaches across implementing sites.

Most states are focused on children's **improving social relationships** as their State-identified Measurable Result (SiMR).



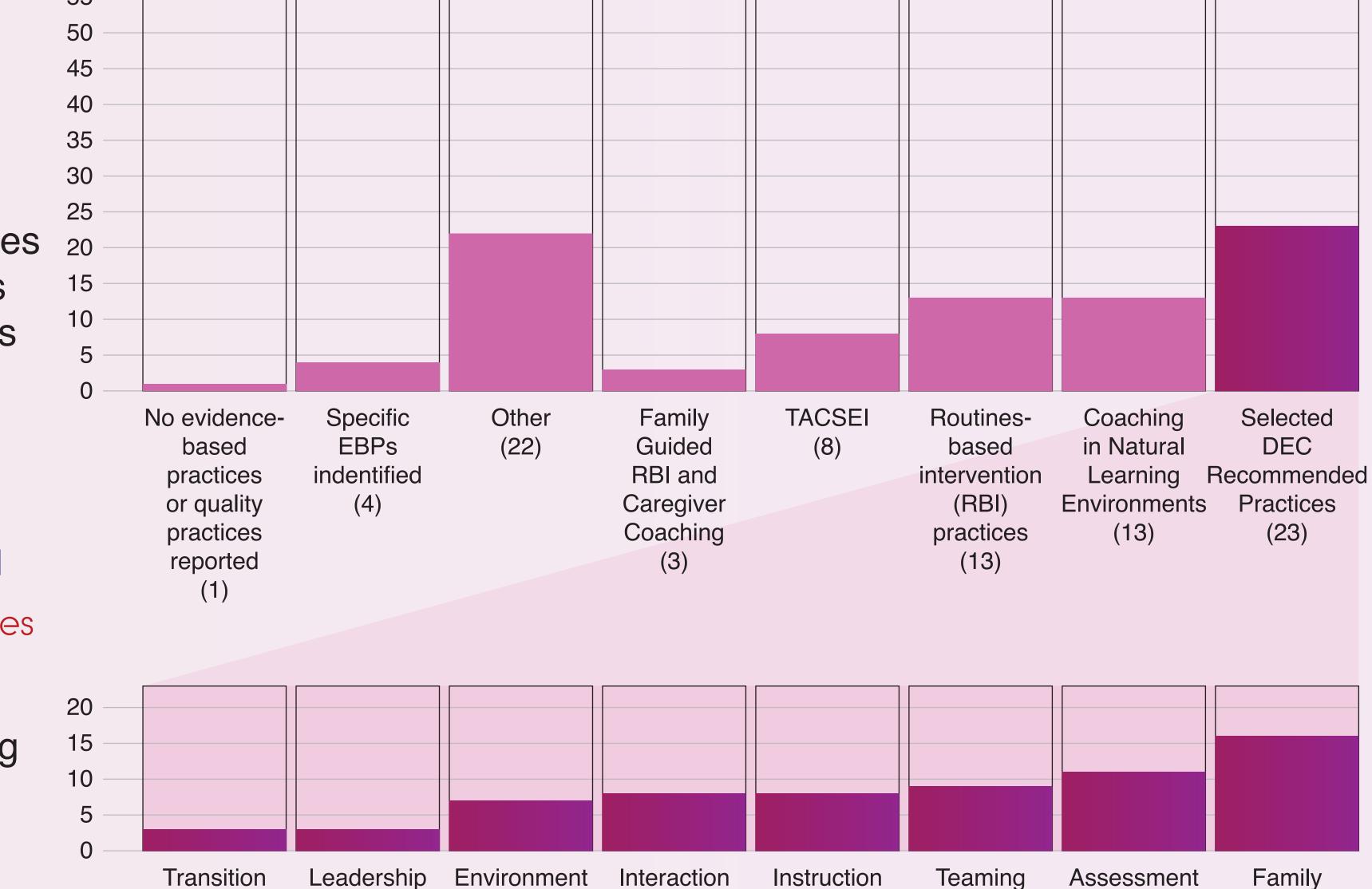
States reported implementing a wide range of evidence-based practices and models.

Many states (n=23)
have selected DEC
Recommended
Practices as their
evidence-based
practices. Some states
selected DEC RPs as
well as other practices
or models.



Recommended Practices

For the 23 states that reported implementing DEC RPs, most of these states are implementing family practices.



The contents of this guide were developed under cooperative agreement numbers #H326R140006 (DaSy), #H326P120002 (ECTA Center), #H373Y130002 (IDC) and #H326R140006 (NCSI) from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officers: Meredith Miceli & Richelle Davis(DaSy), Julia Martin Eile (ECTA Center), Richelle Davis & Meredith Miceli (IDC), and Perry Williams & Shedeh Hajghassemali (NCSI). The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill.



Collaboration

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

(16)