ROUNDTABLE 2019 | Long Beach, CA

Coherent Systems from Birth Through Third Grade

Evidence-Based and Promising Practices to Creating More Coherent and Equitable B3 Systems

May 31, 2019

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Presenters:
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   Betsy Lin (IA)
   Tom Rendon (IA)
   Tonya Coston (NJ)

About the Session

- What do we mean by equity?
- What "evidence-based" practices exist?
- What promising practices exist to
  - Supporting students with disabilities
  - Leveraging state agency role to support community collaboration
  - Addressing racial equity from the perspective of the Head Start State Collaboration Office
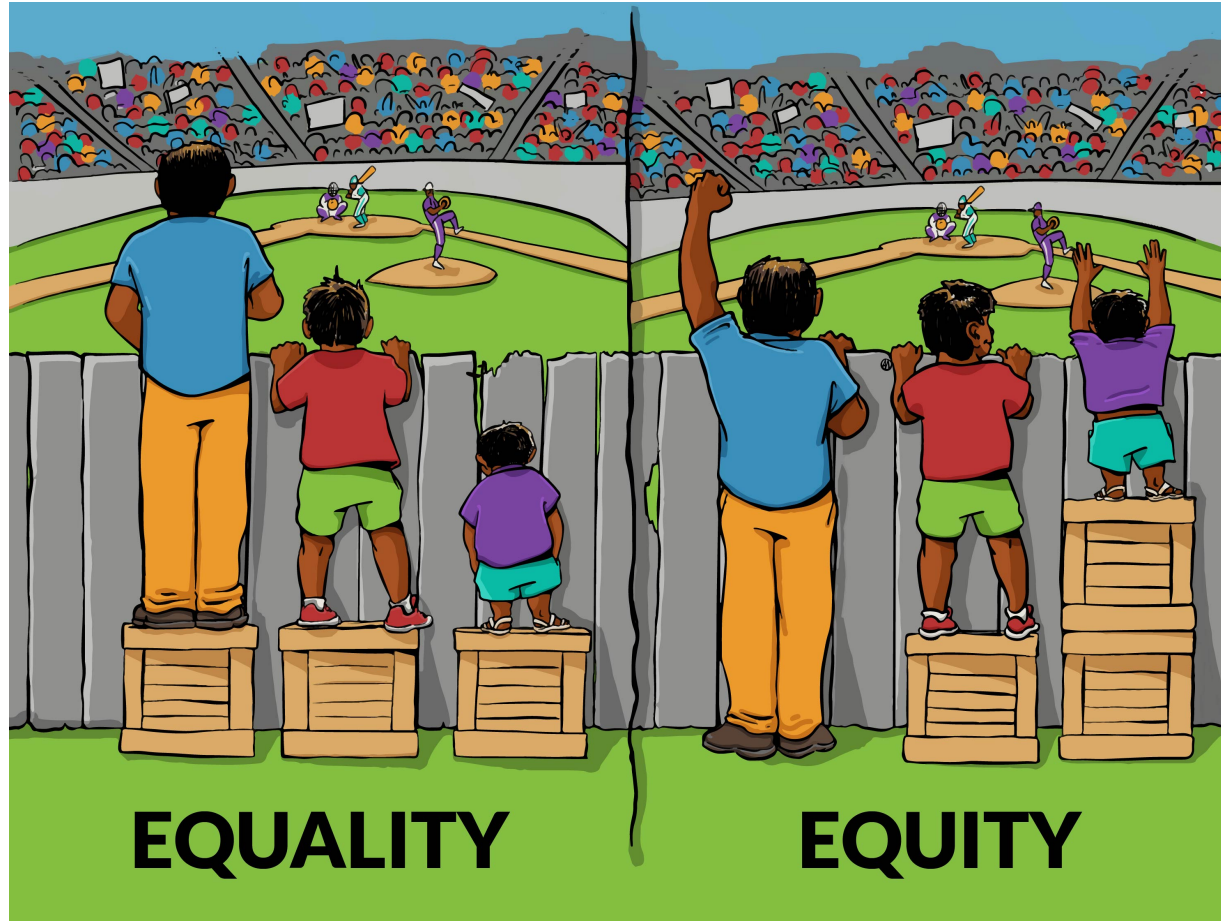 - Building on an innovative leadership academy strategy to address equity

Who is with us?

How many new to this meeting?

How many experienced with this meeting?

How many new to your position?

What Do We Mean by Equity?

What Do We Mean by Equity?

In the simplest terms, equity means fairness, which is not necessarily the same thing as equality.

Equity includes a focus on:

o Racial equity

o Individuals with disabilities

o Individuals whose primary language is not English

o Individuals who are living in poverty

o Individuals living in rural areas or other places that have inequitable access to services and opportunities

o Individuals who are recent immigrants

What does the evidence-base say about systems alignment?

Special Issue of Early Education and Development on early childhood collaborations articles show

- Focus on **similar goals** essential to success

- **Strong relationships** among collaborators predictive of success

- **Administrative processes** predict success

Implications of Alignment Evidence for Equity Work

- Do you have **similar goals** to your collaborators, especially those focusing on different aspects of equity? Do you have similar definitions?

- Do you already have **relationships** with individuals working on racial/ethnic, linguistic, special education, and other aspects of equity?

- Have you built into your work **administrative procedures** to address issues of equity?

Speakers

- *Kathy Hebbeler (SRI)*
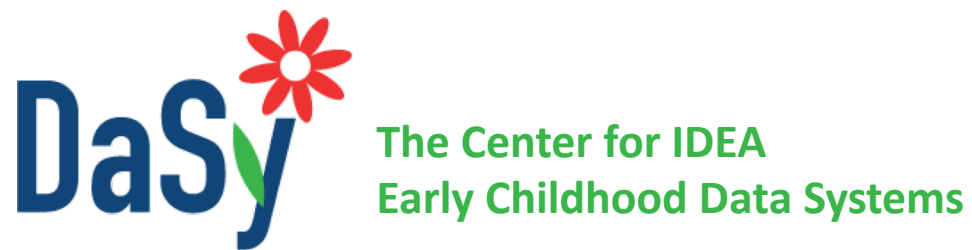
- *Betsy Lin (IA)*

- *Tom Rendon (IA)*

- *Tonya Coston (NJ)*

A **system** is a set of interacting or interdependent component parts forming a complex/intricate whole. A system's overall purpose or goal is achieved through the actions and interactions of its components.

We live in a complex, dynamic world where everything is connected to everything else

We need better approaches to study, understand and manage complexity

A "loosely coupled" system: Health, education, and human service systems generally are loosely coupled but can be aligned and connected to build coherence of purpose.

Coffman, J. (2007). *A Framework for evaluating systems initiatives*. Boston, MA: The BUILD Initiative

Systems assumptions:
- Alignment/integration leads to better quality and improves consistency/equity.
- Duplication, conflicting regulations, inconsistencies, lack of coordination are inefficient and waste precious resources.
- Transitions between poorly aligned programs can be disruptive for children and families.
- Inequity at the systems level leads to inequity at the child level
- Ongoing monitoring of **data** at all levels is needed to identify inconsistencies and possible inequities.

Well-functioning federal infrastructure

[C] Well-functioning state infrastructure

[C] Well-functioning local infrastructure

What are the intended outcomes?

[C] High quality programs
- Aligned standards, curriculum, assessment
- [C] Qualified personnel
- [C] Smooth transitions
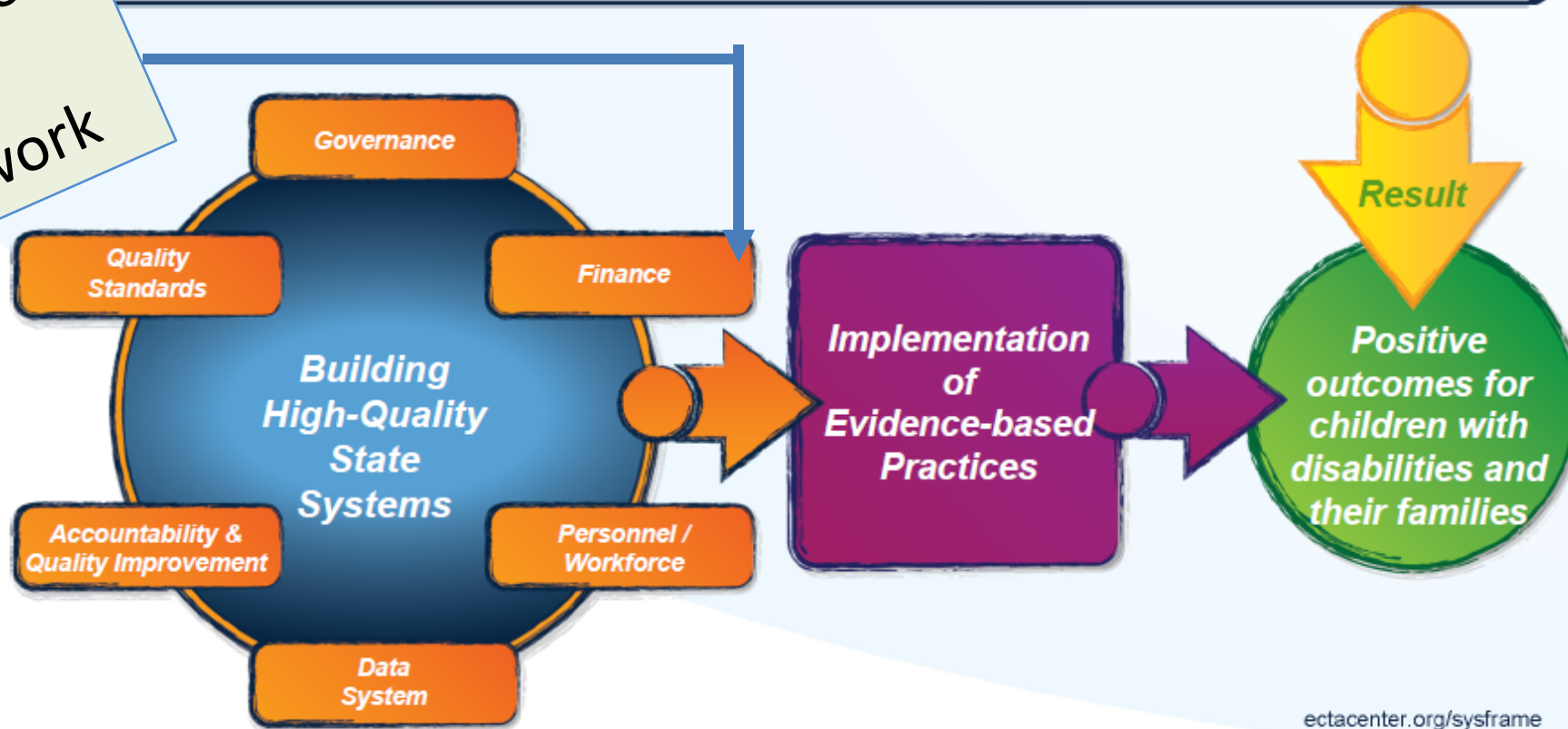- Etc.

Improved child and family outcomes

Assumptions:
- Children are/will be in multiple programs between birth and 8

[C] = Consistency

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Inclusion
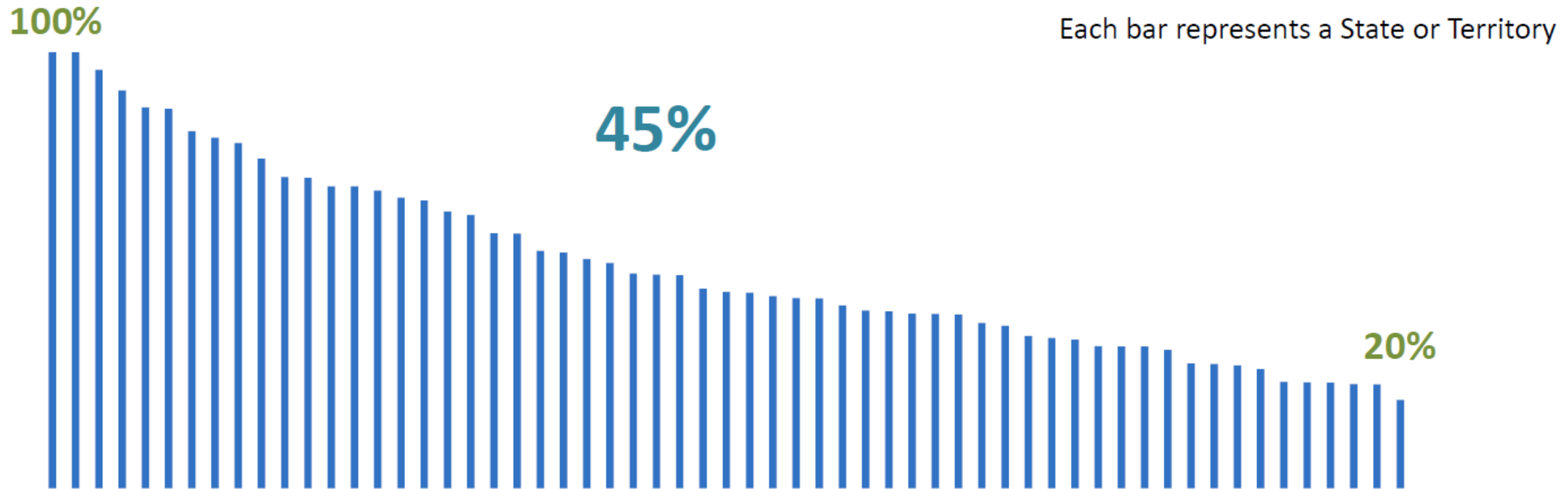
✳ Not the responsibility of any one agency

✳ Requires collaboration across agencies

✳ Key features (DEC/NAEYC, 2009):

- Access (to program, to curriculum, to materials – require EBPs)

- Participation (engaged in learning opportunities – requires EBPs)

- Support (infrastructure, PD, all access an participation to happen – requires EBPs)

The % of preschool children receiving IDEA services in regular EC programs has remained unchanged for years.

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
42%	44%	44%	45%	45%	45%
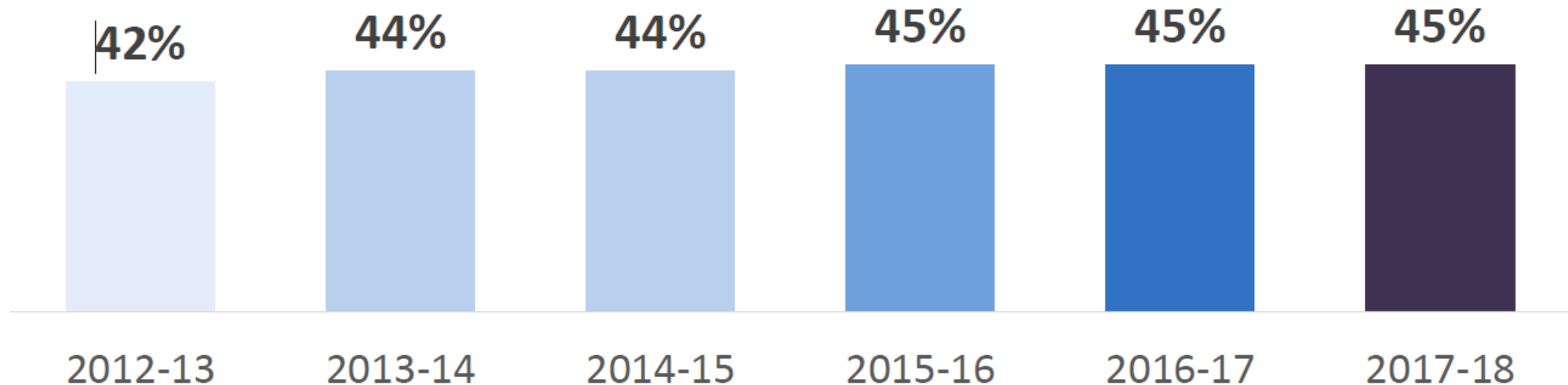
347,258 children **receive the majority of IDEA services in the regular early childhood program, 2017-18**

Data compiled by: ecta Early Childhood Technical Assistance Center

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There is substantial variation across states in this percentage.

100%

Each bar represents a State or Territory

45%

20%

Data compiled by: ecta Early Childhood Technical Assistance Center

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Inclusion Indicators Under Development

❋ Address inclusive policies and practices.

❋ Based on research and the wisdom of the field.

❋ Data-informed: Support leaders in examining and implementing strategies to improve inclusion.

❋ 3 sets:

– State indicators

– Local Program Leadership indicators

– Classroom indicators

❋ https://ectacenter.org/topics/inclusion/indicators.asp

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Thank You

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