Aligning and Evaluating Services & Systems

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History

Beth (I’ll tighten up but this is a place holder)

- 1980’s inter-agency task forces on supporting collaboration among early care and education programs
- 1993 GAO report on multiple programs
- Federal legislation to support collaboration
  - CCDBG
  - Head Start reauthorization
- Foundation supported efforts
  - Build Initiative
What have we learned?

- Research has been conducted on
  - Systems level alignment
  - Provider level collaboration
- What have we learned?
  - Alignment requires consensus on goals and objectives
  - Details about roles and responsibilities and actions important
  - Communication critical for success
  - Focus on point of service delivery essential
  - Outcome and process evaluations must be employed
  - Collaboration is an ongoing process
  - Incentives of laws/regulations can prompt effective alignment and systems building
State PD Perspective - History

● 1980’s
  ● State Planning Grants through U.S. DOE
  ● Emphasis on Collaboration with PL 99-457 and federal Model Demonstration Grant – STEPS

● 1990’s
  ● State TA Network Development
  ● State Participation in Federal Grant Initiatives – STEPS & KECTP, SIFT, SCRIPT

● 2000 – KIDS NOW
  ● Trainer’s Credential & State Transition Plan
What We Have Learned

- Need for Dual Focus – PD System & Focused Content
- Must Do versus Should Do Generally Wins for Both
- Content Requires Cross-Sector Presentation and Support
  - State to Regional to Local
- Pre-Service to In-Service Approach
- Impact of Turnover, Priority, Resources & Philosophy
### Interagency Collaboration

Involves the inclusion of all agencies within the community and surrounding regional programs which provide and/or assist with services during program entry and/or exit. Effective interagency collaboration requires joint planning with partnering decision making. Kentucky interagency collaboration includes self-assessment with decision making regarding interagency transition agreements and community plans. These items will be posted under the appropriate transition point and updated annually.

In KY, interagency collaboration for early childhood includes state, regional, and community transition planning for children prenatal to age 6 and their families. Kentucky provides guidance from the state agencies within the KY Early Childhood Interagency Transition Agreement (link). Regions utilize the state agreement in decision making and local county teams use both to determine additional procedures unique to their community agencies, children and families. This systems approach allows agencies and families at each level the opportunity to identify strengths and possible areas of improvement. The KY transition planning process includes Interagency Transition Agreements (ITA) which document policies and procedures with roles and responsibilities (who does what when); Interagency Transition Plans (ITP) which document needs/activities (training, cross program visitation schedule, etc.) across the agency programs; and Interagency Transition Self Assessments (ITSA) which allows communities to discuss and agree upon the current level of recommended transition practice implementation across the community. This acts as a “needs assessment” to determine where transition gaps may occur and the implementation level of recommendations within the KY Early Childhood Transition Report 2005 (link). To find an Interagency Transition Agreement, Interagency Transition Plan, or Interagency Transition Self Assessment for your area, click on Interagency Transition Planning.
OUTCOME: PROGRAMS AND AGENCIES SERVING YOUNG CHILDREN WORK COLLABORATIVELY TO SUPPORT THE TRANSITION PROCESS.

STRATEGIES:

1. Develop, sign and implement interagency agreements between and among agencies serving children birth to age six. Agreements include both those required by federal and state regulations and those who voluntarily enter into agreements for program coordination to establish how transitions for children will be strengthened by each party in the agreement.

- Agreement components include five steps: 1) Strategies for Community Collaboration; 2) Enriching Family Interaction; 3) Child Preparation; 4) Collaboration with Community Partners (Policies and Procedures) and 5) Ongoing Review.