

ECTA Center

System Framework: Introduction

December 1, 2013

Purpose and Audience

The purpose of the ECTA System Framework is to guide states in evaluating their current Part C and Section 619 systems, identifying areas for improvement, and providing direction on how to develop a more effective, efficient system that supports implementation of effective practices. The primary audience for this framework is state Part C and state Section 619 coordinators and staff, with acknowledgement that other key staff and leadership in a state will need to be involved. The framework is intended to help build healthy, effective early intervention and early childhood special education systems poised to implement effective practices and integrate into the broader early childhood system.

Process and Partners

The System Framework is being developed through an iterative process among national and state experts in the field. Six partner states (DE, ID, MN, NJ, PA, WV) and a Technical Work Group (TWG) made up of experts in the field advises the Center by providing input on the components, sub-components and quality indicators of an effective system, as well as contributing resources to support states on various elements. The six partner states will help ensure that the framework reflects (and is applicable to) the diversity of state systems (e.g. Lead Agency, population size, eligibility criteria, etc.).

The iterative development process starts with a review of the existing literature (see references on line) and discussions with partner states about what is working or not working in their state systems. Based on the literature and state input, the Center drafts components, subcomponents, quality indicators and elements of quality. Partner states, Technical Work Group (TWG) members, and other invited experts then review and provide feedback on the draft documents. The Center revises the drafts based on input and invites partner states to 'test' the components by identifying existing resources as examples of state evidence of quality. Ultimately, all draft documents will be posted online for broader in put from the field.

Content

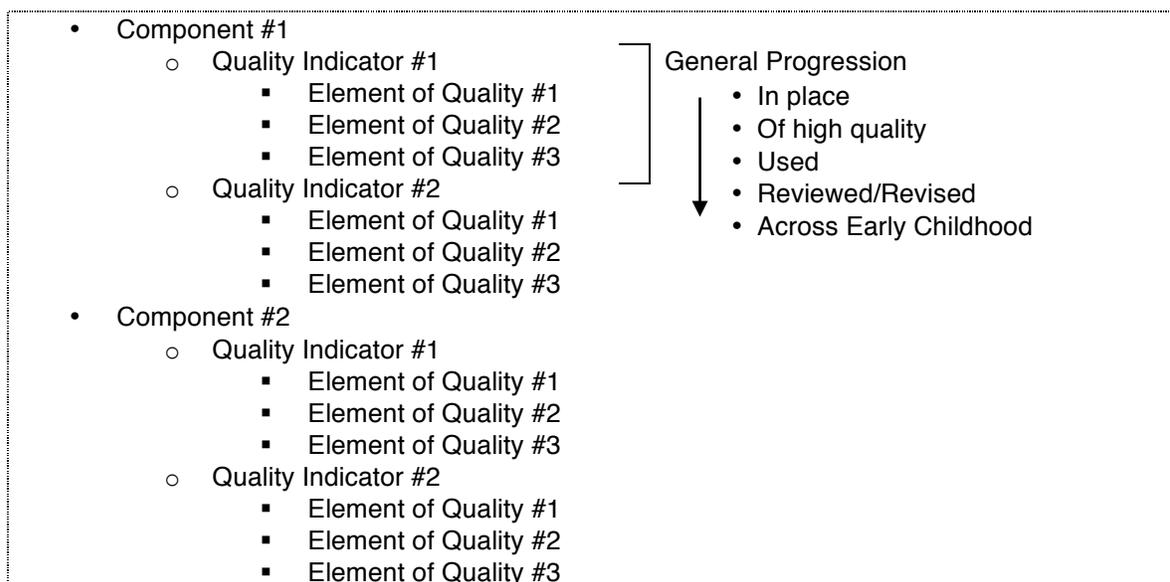
As of December 2013, the Center has identified six key, inter-related components of an effective system:

- Governance,
- Finance,
- Personnel/Workforce,
- Monitoring and Accountability,
- Quality Standards, and;
- Data Systems.

In addition, seven cross-cutting themes have been identified for consideration when developing quality indicators of all components:

- Engaging stakeholders,
- Including families;
- Establishing and/or revising policies;
- Promoting collaboration;
- Using data for improvement;
- Communicating effectively;
- Family leadership and support; and
- Coordinating or integrating across the broader early childhood.

The presentation of each component follows a standard format: component, one or more sub-component(s), one or more quality indicator(s), and multiple elements of quality. For every quality indicator there is a general progression that includes the notion that a quality indicator is in place, of high quality, used or implemented, reviewed and updated periodically, and aligned with or integrated across broader early childhood programs.



To date, the Center has developed the subcomponents, quality indicators and elements of quality for two components of the System Framework: Governance and Finance. Details of these two components are available online for review and comment.

Under development

The Center continues to work with partners to develop:

- Additional components of the System Framework.
- A companion self-assessment document for use in evaluating state Part C and Section 619 systems.
- A collection of resources and examples to assist states as they self-assess and plan for improvement.
- A glossary of terms used in the documents.