



Washington State Department of

Early Learning

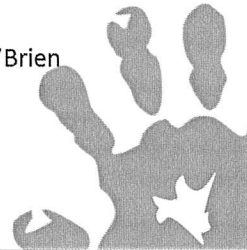
Early Support for Infants and Toddlers

L-COMS Self-Assessment

Webinar

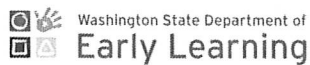
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Learning Objectives

- ▣ Describe the L-COMS Self-Assessment process
- ▣ Describe the 7 components
- ▣ Identify the 4 required Quality Indicators
- ▣ Use the L-COMS-SA tool to develop a improvement plan



The purpose of the L-COMS Self-Assessment webinar today is to give you some background information on the tool itself so that you can begin to plan how you will complete the process in your local area with your identified stakeholders.

By the end of this webinar, you should be able to:

Describe the L-COMS Self-Assessment purpose and process

Describe the 7 components of a high-quality child outcomes measurement system

Identify the 4 required quality indicators and their associated Elements of quality, and

Be able to use the L-COMS-Self Assessment tool to set priorities and develop a plan to improve your local child outcomes measurement system.

When the L-COMS-Self Assessment is used as part of an ongoing process, reassessment will allow you to monitor and document progress toward building a high-quality outcomes measurement system. Having an outcomes measurement system in place positions you to be able to systematically use your child outcomes data as part of implementing and improving high-quality supports and services for the children and families that you serve.

Develop a local plan for improvement.

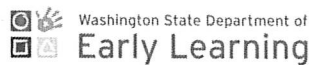
Implement your plan for improvement and establish and maintain a continuous cycle of reassessment and improvement planning. This should include re-administering the L-COMS Self-Assessment, identifying areas of progress and any new or ongoing areas for improvement, and revising your plan accordingly.

ESIT will use the results from the L-COMS-Self Assessment to support LLAs through targeted training and technical assistance through the end of the next contract year.

Your Program Consultant is available to assist you with the development of your local plan.

Local Child Outcomes Measurement System Self-Assessment (L-COMS-SA)

- ▣ Stakeholders assessment process
- ▣ 7 Components
- ▣ 4 Quality Indicators required
- ▣ 4-point rating scale



The L-COMS-Self Assessment will be used by all LLAs as part of a stakeholder process to assess your progress toward full implementation of a high quality local child outcomes measurement system. Key stakeholders may include LLA staff, early intervention providers, CICC members and families.

Local programs may opt to complete one or more components of the self-assessment at one time or over an extended period of time. Keep in mind that different stakeholders may be needed for different components.

The 7 components of the L-COMS-Self Assessment are:

Purpose

Data Collection and Transmission

Analysis

Reporting

Using Data

Evaluation, and

Cross-system Coordination


This year, LLAs will only be required to complete 4 of the 13 Quality Indicators within 3

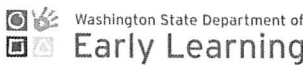
Four Quality Indicators

- ▣ Purpose
 - ▣ PR1: Local Program has articulated purpose of L-COMS

- ▣ Data Collection and Transmission
 - ▣ DC1: Data collection procedures are carried out efficiently and effectively
 - ▣ DC2: Providers, supervisors, and others involved in data collection have the required knowledge, skills, and commitment

- ▣ Analysis
 - ▣ AN3: Local programs ensure completeness and accuracy of data



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The four quality indicators that were chosen based on your input are:

Under the Purpose component : PR1: Local Program has articulated purpose of L-COMS

For the component Data Collection and Transmission: **DC1: Data collection procedures are carried out efficiently and effectively and DC2: Providers, supervisors, and others involved in data collection have the required knowledge, skills, and commitment, and**

Quality Indicator and Elements

Data Collection and Transmission		Element of Quality Rating (EQR)	
Quality Indicator Rating (Criteria)		1	No - element not in place and not planning to work on it at this time
1	Some of the elements are not planned or in place.	2	No - element not in place but planning to work on it or getting started
2	Most of the elements are not yet planned or in place.	3	Yes - element partially implemented
3	Some elements are in place, a few may be fully implemented.	4	Yes - element fully implemented
4	At least half of the elements are in place, a few may be fully implemented.		
5	At least half of the elements are in place, some are fully implemented.		
6	At least half of the elements are fully implemented; the rest are partially implemented.		
7	All elements are fully implemented.		

DC Data collection procedures are carried out efficiently and effectively.		Rating	Priority
Local program has clear and comprehensive written policies and procedures describing the outcomes data collection process and staff roles and responsibilities.	Evidence:	Element Rating	
Policies and procedures for data collection are readily accessible.	Evidence:	Element Rating	
Procedures are reviewed as necessary and a systematic process exists for communicating changes in a timely manner.	Evidence:	Element Rating	
Families are fully informed about the data collection.	Evidence:	Element Rating	
Procedures are available to facilitate efficient and complete data collection.	Evidence:	Element Rating	
Local program has evidence that the data collection procedures are being implemented with high fidelity.	Evidence:	Element Rating	
Ongoing support and technical assistance for data collection issues are readily available; problems are addressed in a timely fashion.	Evidence:	Element Rating	
There are structures (e.g., time for learning, support for engaging families, staff, sufficient resources) in place to ensure the collection of quality and outcomes data.	Evidence:	Element Rating	
Local program has policies and procedures that identify and document information and supporting documentation to be included in the child's record and provided to families as part of their record.	Evidence:	Element Rating	

Kids' Potential, Our Purpose

Here is an example of the actual excel spreadsheet that you will complete for each indicator.

In a moment, I will pull-up the spreadsheet and we will complete one of the Quality Indicators together.

But first, lets go through the directions to complete the spreadsheet.

A "1" on the element rating scale indicates that "No" the element is not in place and you are not planning on it at this time

A "2" indicates that "No" the element is not in place but you are planning to work on it or you are getting started on it

A "3" on the scale indicates that "Yes" the element is partially implemented. An element can be partially implemented in a variety of ways. It might be that some aspects of the element are implemented and others are not. It might be that the element is implemented in some areas but not others.

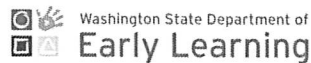
And, finally, a "4" on the scale indicates that "Yes" the element is fully implemented. By fully implemented, we mean the element is in place and of high quality.

spreadsheet allows you to assign a priority ratings to each Element of Quality, the Quality Indicators, or both. The priorities assigned in the component worksheets of the spreadsheet are summarized on the QI Summary sheet from which an improvement plan can be developed based on the profile and the priorities assigned by your stakeholders.

Now, lets look at and complete one of the Quality Indicators on the Excel Spreadsheet so you can see what it looks like.

Local System Improvement Plan

- ▣ Analyze
 - ▢ Child Records Review data
 - ▢ L-COMS-SA results
- ▣ Develop an Improvement Plan
 - ▢ one activity related to Local Team Self-Assessment Process
 - ▢ one activity related to the L-COMS-SA.
 - ▢ target a specific component of the local early intervention system
 - ▢ improve results for children and families



In addition to analyzing your Child Records Review, completing and submitting your L-COMS Self-Assessment Results, you will also need to develop and submit a Local System Improvement Plan.

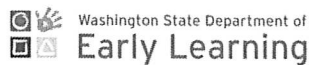
This plan must include at least one improvement activity from your L-COMS Self-Assessment Results and one improvement activity related to your completed Local Team Self-Assessment Process.

The system improvement activity should target a specific component of your local early intervention system, and include at least one activity to improve results for the children and families that you serve.

Be sure to add more pages if more than 2 areas of improvement are identified and remember, you can also pilot additional Quality Indicators under Analysis and Using Data. Contact your Program Consultant if you are interested and would like more information.

L-COMS-SA Resources

- ECTA/DaSy Local Child Outcomes Measurement System
 - ▲ Contains the framework: 7 components, 13 quality indicators and elements.
- L-COMS Self-Assessment
 - ▲ An Excel-based tool that provides a structure for recording ratings
- Guidance for the L-COMS Self-Assessment
 - ▲ General guidance and directions for using the self-assessment



These resources are available to you and can be helpful when completing the L-COMS Self-Assessment process and were provided to you earlier in an email. If for some reason you did not receive the email with all of the instructions and the attachments listed here, please let your Program Consultant know so we can get it to you.

Wrap-up Summary

L-COMS Self-Assessment process

7 components

4 Quality Indicators

Improvement plan



Thank you for joining us today for the L-COMS Self-Assessment Webinar. By now, you should have an understanding of the L-COMS Self-Assessment process, be able to describe the framework's 7 components of a high-quality local child outcomes measurement system, identify the 4 required Quality Indicators and their associated elements of quality, and be equipped to complete and implement your local improvement plan.