SSIP – PHASE II

CALIFORNIA EARLY START

for Infants and Toddlers with Disabilities and Their Families

DEPARTMENT OF DEVELOPMENTAL SERVICES

State Systemic Improvement Plan Mock Task Force Meeting
August 4, 2015
10:00 am – 4:00 pm

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Welcome

- Ground rules and logistics
- Introductions
- Agenda
- Working through the day
- Closing

Background

The State Systemic Improvement Plan (SSIP)
Indicator 11 of the Annual Performance Report (APR)

➢ Multi-year, achievable plan that:

  ➢ Increases capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices

  ➢ Improves outcomes for students/children with disabilities (and their families)

We are here!

Year 1 - FFY 2013 Delivered by Apr 2015	Year 2 - FFY 2014 Delivered by April 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	**Phase II Development**	**Phase III Evaluation and Implementation**

• Data Analysis;
• State-identified Measureable Result;
• Description of Infrastructure to Support Improvement and Build Capacity;
• Selection of Coherent Improvement Strategies
• Theory of Action
	• Multi-year plan addressing:
	  • Infrastructure Development;
	  • Support EIS Program/LEA in Implementing Evidence-Based Practices;
	  • Evaluation Plan
		• Reporting on Progress including:
		  • Results of Ongoing Evaluation
		  • Extent of Progress
		• Revisions to the SPP

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Improvement Plan

The plan must include:
- How stakeholders will be involved
- Methods to collect and analyze data on activities and outcomes
- How the State will use evaluation results to:
  - Examine the effectiveness of implementation
  - Measure progress toward achieving intended outcomes
  - Make modifications to the plan
  - How results will be disseminated

Responsibilities of the SSIP Task Force and the time line:

➢ Providing analysis and input on all components of Phase II

➢ Recommending a Plan to the State that meets the specifications provided by OSEP

➢ August 2015 through December 2015

Phase II Plan

Align Phase I SiMR, Broad Improvement Strategies, & Theory of Action with Phase II

- Develop & Improve Infrastructure
- Support the programs using Evidence-Based Practices
- Develop plan evaluation

Broad Improvement Strategies

▸ This is our framework. These are the parameters we need to work with.

▸ 1. Parent/Provider Education

▸ 2. Professional Development

▸ 3. Interagency Collaboration

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Strategy 1

- Parent Provider Education

- Develop and implement sustainable outreach, education, and training strategies through the Early Start Comprehensive System of Personnel Development (ES CSPD) for the entire Early Start community, including families and service providers, on evidence-based practices and family-centered philosophy.

Strategy 2

- Professional Development

- Promote and implement sustainable, evidence-based training strategies for the entire Early Start community on social/emotional development, evidence-based assessments and parent-child relationships.

Strategy 2, cont.

- Professional Development

- Leverage effective, evidence-based practices of regional centers and local educational agencies (LEAs) or other entities in engaging families in the social/emotional development of the child through enhanced parent-child relationship.

Strategy 3

- Interagency Collaboration

- Identify and partner with statewide collaboratives to disseminate information on the importance of parent-child relationships and social/emotional development with the Interagency Coordination Council as the lead.

Implementation Science

- **Implementation science** is the scientific study of variables and conditions that impact changes at practice, organization, and systems levels; changes that are required to promote the systematic uptake, sustainability and effective use of evidence-based programs and practices in typical service and social settings.

~Blase and Fixsen, 2010
National Implementation Research Network

- Bridges the gap between theory and practice
- Ensures that evidence-based strategies are implemented with fidelity
- Includes **core components** and **stages**

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Core Components of Implementation

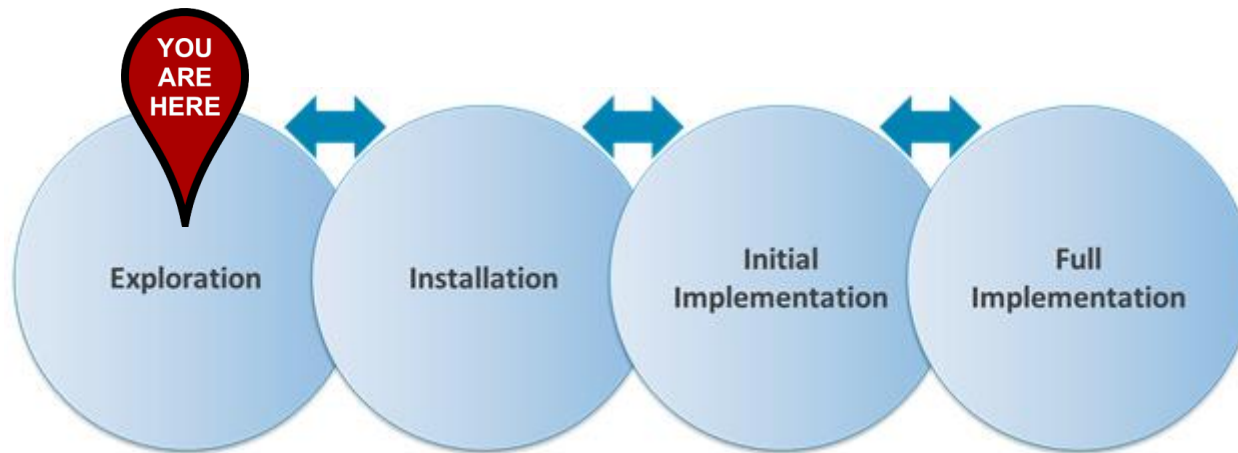| Implementation Teams	Feedback Loops and Data	Implementation Infrastructure
• Key personnel and stakeholders • Throughout (⇕) or across(⇔) systems • Core competencies	• Systematic assessment and feedback • Data-informed decisions • Continuous improvement cycle	• Capacity to support sustainable change • *General* (supports <u>any</u> intervention) and *Innovation-specific*

(Metz et al., 2015)

Stages of Implementation

- Stage 1: Exploration
- Stage 2: Installation
- Stage 3: Initial Implementation
- Stage 4: Full Implementation

YOU ARE HERE

Exploration Installation Initial Implementation Full Implementation

(Fixsen et al., 2005)

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Stage 1: Exploration

▸ Goal: Examine the degree to which a particular model, program, or approach meets the needs of the community and whether implementation is feasible.

▸ Activities include:
  ◦ Forming implementation team
  ◦ Identify and define core intervention components
  ◦ Assess requirements for implementation
  ◦ Examine potential barriers

(Metz et al., 2015)

Stage 2: Installation

▶ Goal: Establish the necessary individual and organizational competencies and supporting infrastructure for successful implementation.

▶ Activities include:

◦ Assure availability of resources
◦ Establish feedback loops
◦ Develop necessary infrastructure to support implementation

(Metz et al., 2015)

Stage 3: Initial Implementation

- Goal: Put the new practice into place.
- Activities include:
  - Review data to identify solutions and drive decision-making
  - Assess infrastructure to identify and address challenges

(Metz et al., 2015)

Stage 4: Full Implementation

- Goal: Integrate the new practice into all levels of the system.
- Activities include:
  - Review data and make improvements as needed
  - Consider scale-up issues

(Metz et al., 2015)

Evidence-Based Practice

Using the best available research (evidence) to make decisions and develop policies & procedures. This includes:

> Expert opinion
> Scientific evidence (data)
> Client patient caregiver perspectives

Evidence-Based Practice, cont.

Service Providers/Experts

EBP

Child/Family Values & Expectations

Best Available Evidence

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State Initiatives

- Strengthening Families
- CA Collaborative for Social Emotional Foundations in Early Learning (CA CSEFEL)
- Early Head Start: Parents as Teachers
- CA Home Visiting Program (CHVP): Maternal, Infant, and Early Childhood Home Visiting (MIECHV)
- American Indian Infant Health Initiative
- Infant–Family and Early Childhood Mental Health Initiative
- Race to the Top—Early Learning Challenge
- Help Me Grow

Strengthening Families: A Protective Factors Framework

- Relationship to Social-Emotional Development:
- 5 Protective Factors
  - Parental Resilience,
  - Social Connections,
  - Concrete Support in times of need,
  - Knowledge of parenting and child development, and
  - Social Emotional Competence of children
- Cross-over with many other initiatives

CA's Collaborative for Social Emotional Foundations in Early Learning (CA CSEFEL)

- Promotes healthy social-emotional development for ALL children through nurturing and responsive relationships and high-quality supportive environments.
- Preventing challenging behaviors with targeted social-emotional supports, and intervening to address individual behaviors.
- The base of the pyramid includes an effective workforce and system of EBP.

Parents as Teachers

▸ Engages families in the child's learning and development including strengthening the parent-child relationship through a home visitation model.

▸ Supports the parents' ability to make a positive impact on the child's development.

▸ Early Head Start model utilized and in some CA programs in conjunction with CA CSEFEL.

CA Home Visiting Program (CHVP)

- Also referred as CA's Maternal Infant Early Childhood Home Visiting (MIECHV)
- Utilizing two EBP models Nurse-Family Partnership and Healthy Families America
- Both models use the Strengthening Families Framework
- Current priority to promote access to mental health services for families participating in order to address issues that impact parenting and the parent-child relationship

American Indian Infant Health Initiative (AIIHI)

- Home visitation model: Healthy Families America and Strengthening Families targeting American Indian families in 5 CA locations
- Cultivate and strengthen nurturing parent-child relationships
- Promote healthy infant/toddler growth and development including Social-Emotional
- Enhance family functioning by reducing risk and building protective factors

Infant-Family and Early Childhood Mental Health Initiative

- Interdisciplinary field of study, research and practice:
  ◦ Social-Emotional development and well-being
  ◦ Context of early relationships, family, community and culture
  ◦ Attachment
  ◦ Regulation of emotions and behavior
- Professional Training and certification process

Race-to-the-Top—Early Learning Challenge (RTT—ELC)

- Social-Emotional development included in CQI Pathways.
- Screening a required component under rating matrix with utilization of ASQ:SE required for highest rating
- Screening utilized to identify appropriate referrals to early intervention
- Collaboration with California Network of Family Strengthening Networks to implement Strengthening Families

Help Me Grow Initiative

- A system that connects at-risk children with services identified
- Core Components:
  - Child health care provider outreach to support early detection and intervention
  - Community & family outreach to promote networking
  - Centralized telephone access point
  - Data to identify gaps and barriers
  - Care coordination

  22 CA Counties participating at varied levels

Initiatives Inventory Work

- Complete the Initiatives Inventory
- Identify information gaps
- Select the most promising initiatives

Improvement Strategies

▸ Promote and implement sustainable, evidence-based training strategies for the entire Early Start community on social/emotional development, evidence-based assessments and parent-child relationships.

▸ Leverage effective, evidence-based practices of regional centers and local educational agencies (LEAs) or other entities in engaging families in the social/emotional development of the child through enhanced parent-child relationship.

Next Steps

- Address questions from Initiatives Inventory
- Stakeholders recommend an Improvement Plan
- DDS reviews the recommended Improvement Plan
- The final version of the Plan is shared with the SSIP Task Force
- Next meeting: September 29th at DDS

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