State-Identified Improvement Measure

Focused and Coherent Improvement Strategies

State Systemic Improvement Plan

California - Early Start

January 2015

What is the State Systemic Improvement Plan (SSIP)?

Multi-year, achievable plan that:

- **Increases capacity** of Early Intervention Services to implement, scale up, and sustain evidence-based practices

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

Phase I Components

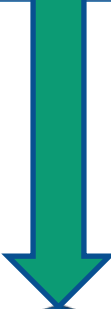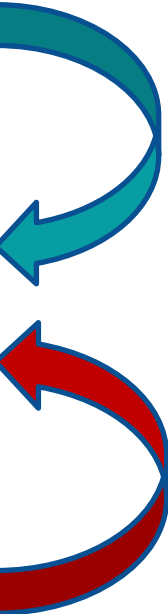**Data Analysis**
- **Broad Analysis**

Infrastructure Analysis
- **Broad Analysis**

Social and Emotional: Increase the percentage of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships).
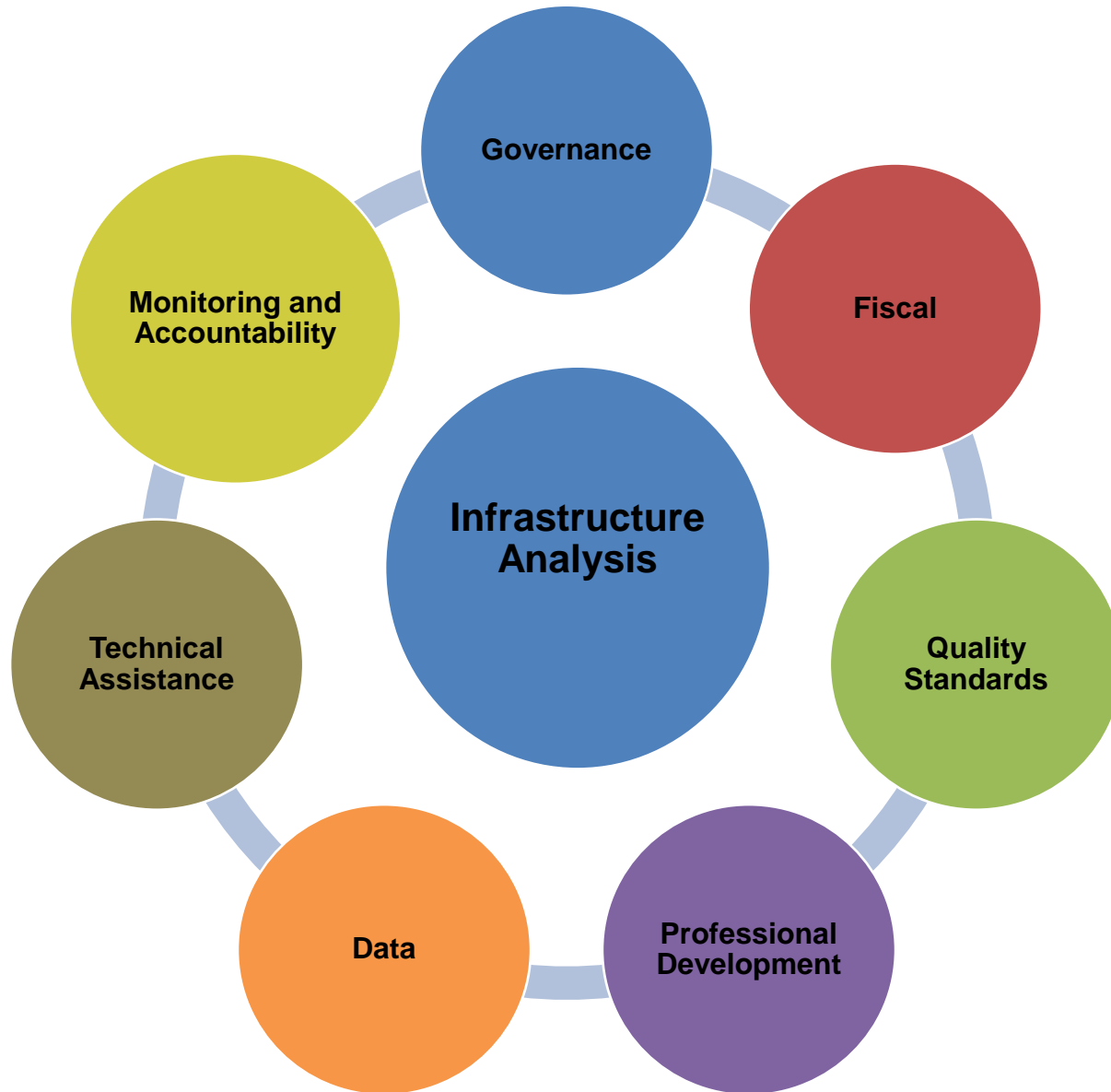
Data Analysis
- **In-depth Analysis Related to Primary Concern Area**

Infrastructure Analysis
- **In-depth Analysis Related to Primary Concern Area**

Theory of Action (improvement strategies and outcomes)

System Components

In-Depth Data and Infrastructure Analysis

- Focus on the primary area of concern
- Purpose: Identify State-identified Measureable Results (SiMR)
- SiMR as identified by SSIP task force:
  - Improve child outcomes in Social-Emotional development (including social relationships), Outcome A, Statement Summary 1.
- Determine the systemic issues that need improvement (contributing factors, root causes)

"Good" SiMR

- Is supported by the data ✓
- Will make a significant impact on results ✓
- Aligns with current priorities and initiatives ✓
- Has potential to leverage resources ✓
- Addresses issues of disparate outcomes ✓
- Is supported by leadership ✓
- Has the necessary commitment to change ✓
- Is feasible/doable (2-4 years) ✓

Coherent Improvement Strategies

- Describe how implementation of improvement strategies will:
  - Address identified root causes for low performance, and
  - Ultimately build EIS program and/or EIS provider capacity to achieve the SiMR.

Coherent Improvement Strategies

Examples as identified by the SSIP task force

- Identified Root Causes:
  - Lack of skills of professionals who provide Early Intervention services related to social-emotional development
  - Lack of family-centered approach
- Identified improvement strategies:
  - Sustainable professional development for the Early Intervention field
  - Strengthen family-child interactions through relationship based practices

Coherent Improvement Strategies

SSIP: Broad Improvement Strategies

Virginia will implement the following broad improvement strategies in order to address the state-identified measurable result of increasing the percent of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs.
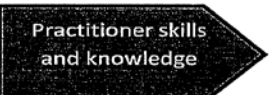
1. Use implementation science in identifying, developing and implementing professional development and technical assistance
2. Identify and/or develop and implement the professional development resources and mechanisms for ongoing support necessary to ensure early intervention service providers, including service coordinators, consistently conduct initial and ongoing functional assessment that leads to consistent and accurate determination of entry/exit ratings in the area of children using appropriate behaviors to meet their needs
3. Identify and/or develop and implement the professional development resources and mechanisms for ongoing support necessary to ensure early intervention service providers, including service coordinators, consistently use coaching and natural learning environment practices when planning and delivering early intervention services.
4. Increase local system capacity to determine the extent and fidelity of provider use of evidence-based practices, including the ability to identify and address fiscal and other local system issues that support or hinder full implementation of these practices and the ability to assess the impact of evidence-based practices on results for children and families.
5. Enhance the capacity of the statewide early intervention data system (ITOTS) to efficiently collect and report comprehensive data on child indicator results that helps in evaluation and improvement planning at the state and local levels

Draft 11/12/14

Theory of Action

- Describe the general improvement strategies that will need to be carried out and the outcomes that will need to be met
- A series of if-then statements
  - Make connection between what you are doing (**Improvement Strategy**) and what you expect to happen (**Results**)
  - Focus on how and why you will produce the change, using "if-then" statements to generate a logical explanation (**Rationale)** and reveal strategies and assumptions about how resources and activities are used

Theory of Action

Virginia Theory of Action

Strands of Action	If DBHDS	Then	Then	Then
Data System	...enhances the capacity of the statewide data system (ITOTS) to collect and report comprehensive data on child indicator results	...necessary data will be available for monitoring, evaluation and improvement planning related to child outcomes at the state and local levels	...local systems will use effective mechanisms for oversight and support of evidence-based practices	... there will be an increased percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs
Professional Development, TA	...uses implementation science in identifying, developing and implementing professional development and technical assistance	... local system managers and providers, including service coordinators will have the resources and ongoing support necessary to consistently and effectively implement new evidence-based practices ... improvements in practice will be sustainable	....ratings on children using appropriate behaviors to meet needs will be accurately and consistently determined through functional assessment	
Local system support, capacity	...increases local system capacity to determine the extent, fidelity and impact of provider use of evidence-based practices	... local system managers will have the knowledge and skills necessary to (1) support providers in implementing evidence-based practices, and (2) provide effective oversight and monitoring of local practices and results ... evidence-based practices will be implemented with fidelity	... families will receive the coaching necessary to support their child in improving use of appropriate behaviors to meet their needs through natural learning environments and based on functional outcomes that address the family's priorities for their child	
Practitioner skills and knowledge	... implements effective professional development resources and mechanisms for ongoing support related to functional assessment, coaching and natural learning environment practices	... providers, including service coordinators, will consistently conduct initial and ongoing functional assessment ... providers, including service coordinators, will consistently use coaching and natural learning environment practices when planning and delivering early intervention services		