

State Systemic Improvement Plan (SSIP) Advisory Group

Meeting One:
Introduction, Context, and Future Focus



HOUSEKEEPING



ASL interpreters have been “Spotlighted” and live closed captioning is active



Materials are available at:

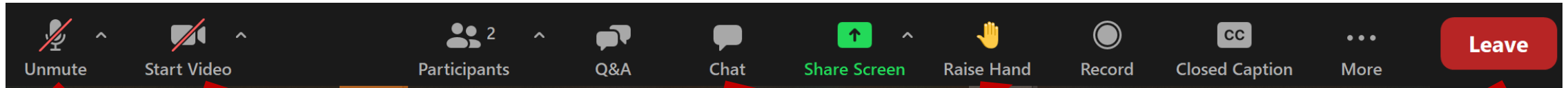
[State Systemic Improvement Plan \(SSIP\) - CA Department of Developmental Services : CA Department of Developmental Services](#)



Submit written comment via email to:

Earlystart@dds.ca.gov

ZOOM TIPS



Unmute mic only when it's your turn to speak



Turn your webcam on/off



All attendees can type questions/comments in the Q&A

Chat is available here

You can raise your hand when you want to speak

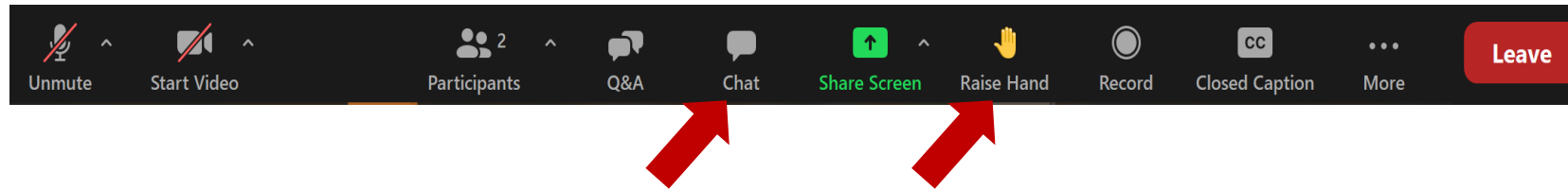
Leave the webinar at the end of the meeting



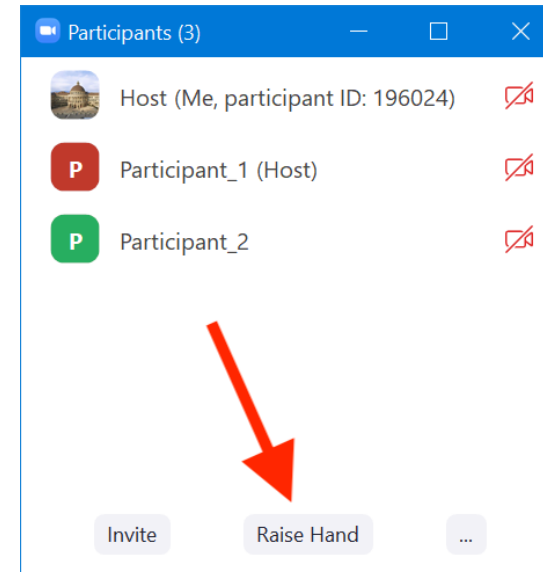
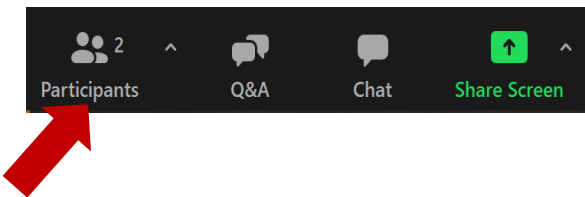
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

PROVIDING COMMENTS –

Please use the “Chat” or “Raise Hand” to comment.



You may need to click on “Participants” and a new window will open where you can “Raise Hand.”



INTRODUCTIONS

- SRI Facilitators
- Advisory Group Members
- Early Start Staff
- SSIP Leadership Team

WHY YOU ARE HERE TODAY:

Process Purpose:

- Help improve child and family outcomes for infants and toddlers with disabilities

Meeting Purpose:

- Open the public engagement process to inform the plan's focus and design

INTRODUCTION TO EARLY START



"The Story of Max"

SSIP ELEMENTS AND DEFINITIONS



Part C SSIP

- State systemic improvement plan
- Multi-year
- **Build state capacity**
- **Improve child outcomes**



SiMR

- State-identified measurable result
- **Child or family outcome**
- Holistic or targeted population



Phases

- Analysis and theory
- Design and planning
- Plan implementation and reporting

CONTEXT: CALIFORNIA SSIP HISTORY

- First plan cycle: 2015-2020, extended two years
- **SiMR:** Child outcome statement 1: significant growth in social-emotional outcomes for all children aged 0 to 2
 - Having received at least six months of EI services through Early Start
- Variety of improvement strategies and activities
 - “Take a Minute” campaign
 - Options for Regional Centers to choose approach to improving outcomes

Links of Interest:

<https://www.dds.ca.gov/services/early-start/state-systemic-improvement-plan-ssip/>

<https://www.dds.ca.gov/services/early-start/take-a-minute/>



ORIGINAL THEORY OF ACTION

If DDS...

- Educates parents and providers,
- Implements evidence-based training strategies,
- Partners to disseminate information,
- Improves the measurement of progress of child outcomes, and
- Increases peer review and collaboration,

Then:

- Families will receive the education and support necessary to fully engage in their child's social/emotional development through the parent-child relationship, and
- Local systems will competently and consistently implement evidence-based practices,

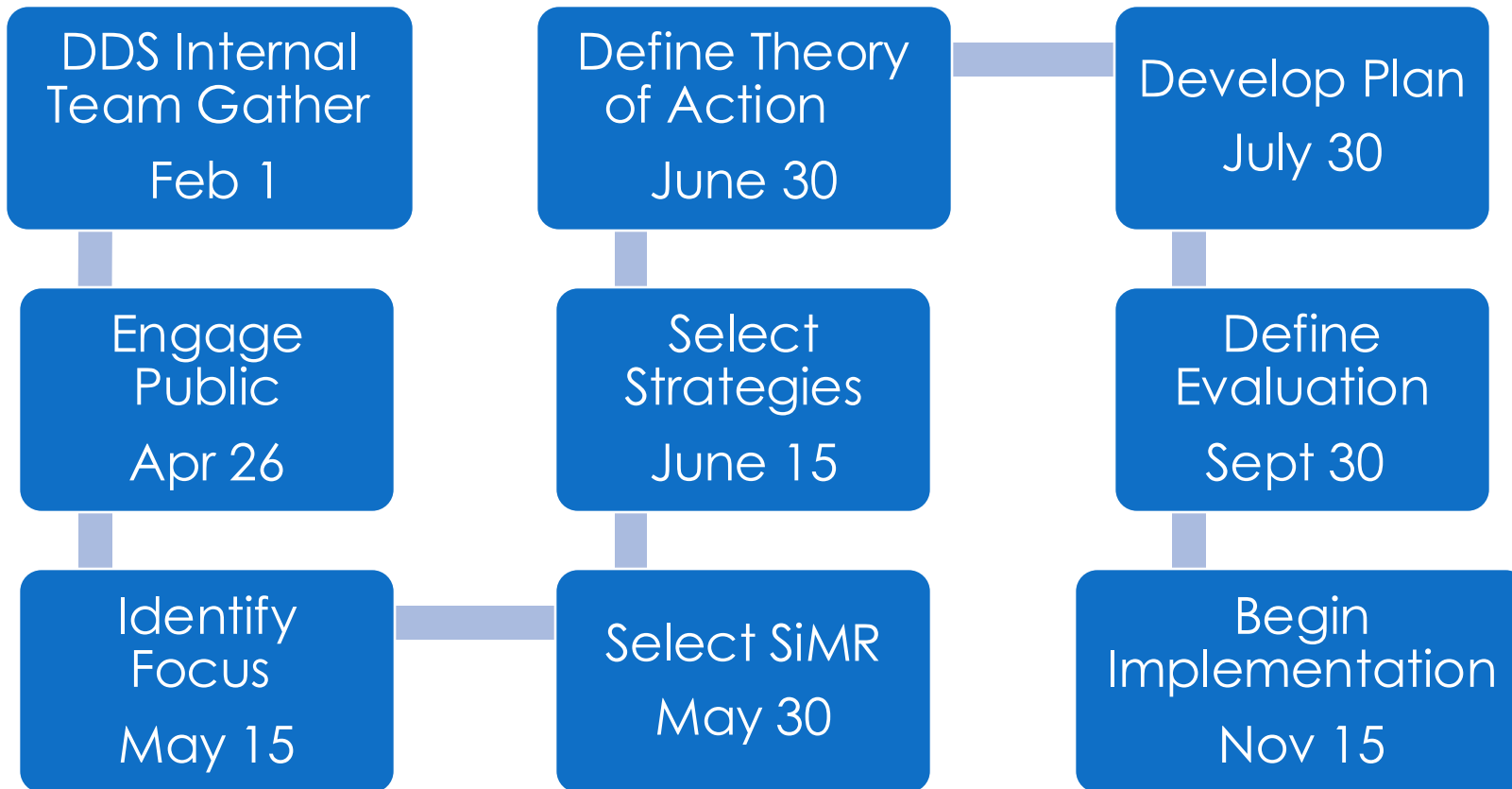
AND THEN...there will be more infants and toddlers with IFSPs exiting Early Start who substantially increased their rate of growth in social-emotional development.

REQUIREMENTS FOR SSIP REVISION

1. Gather substantial constituent engagement
2. Complete data and infrastructure analyses
3. Select the SiMR
4. Identify the improvement strategies
5. Create a theory of action
6. Establish the action plan
7. Propose an evaluation plan with annual outcomes

ALL WITHIN ONE YEAR

TIMELINE OVERVIEW



- Final decisions, plans, and documentation due by mid-November
- This timeline is subject to change.

STEP ONE: ENGAGEMENT PLAN

Gathering Constituent Input

WHO IS INVOLVED?

Three avenues for public engagement:

- Multi-constituency Advisory Group
- Targeted constituency conversations
- Public awareness and information sharing

CONSTITUENT ROLES

Advisory Group

- **Purpose:** provide the Leadership Team feedback on key decisions, including the SiMR, theory of action, plan design, and outcomes, representing the needs of broad constituencies and the state as a whole
- **Role:** engage in deep discussion and consideration of potentialities, including strengths and weaknesses of various choices, to recommend future action

Constituent Groups

- **Purpose:** provide the Leadership Team feedback from targeted constituencies that reflects a broader diversity of perspectives
- **Role:** consider recommendations from the Advisory Group and Early Start and reflect on effects of recommendations for all constituents

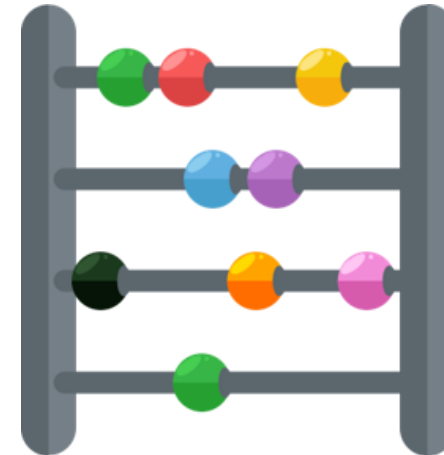
STEP TWO: INITIATE DATA ANALYSIS & IDENTIFY OUTCOME FOCUS

Where should California Early Start focus its improvement efforts?

CHILD OUTCOMES

Child demonstrates:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate behaviors to meet needs



FAMILY OUTCOMES



Families report that the program helped them:

1. Know their rights
2. Effectively communicate their children's needs
3. Help their children develop and learn

CHILD OUTCOMES: WHAT IS MEASURED

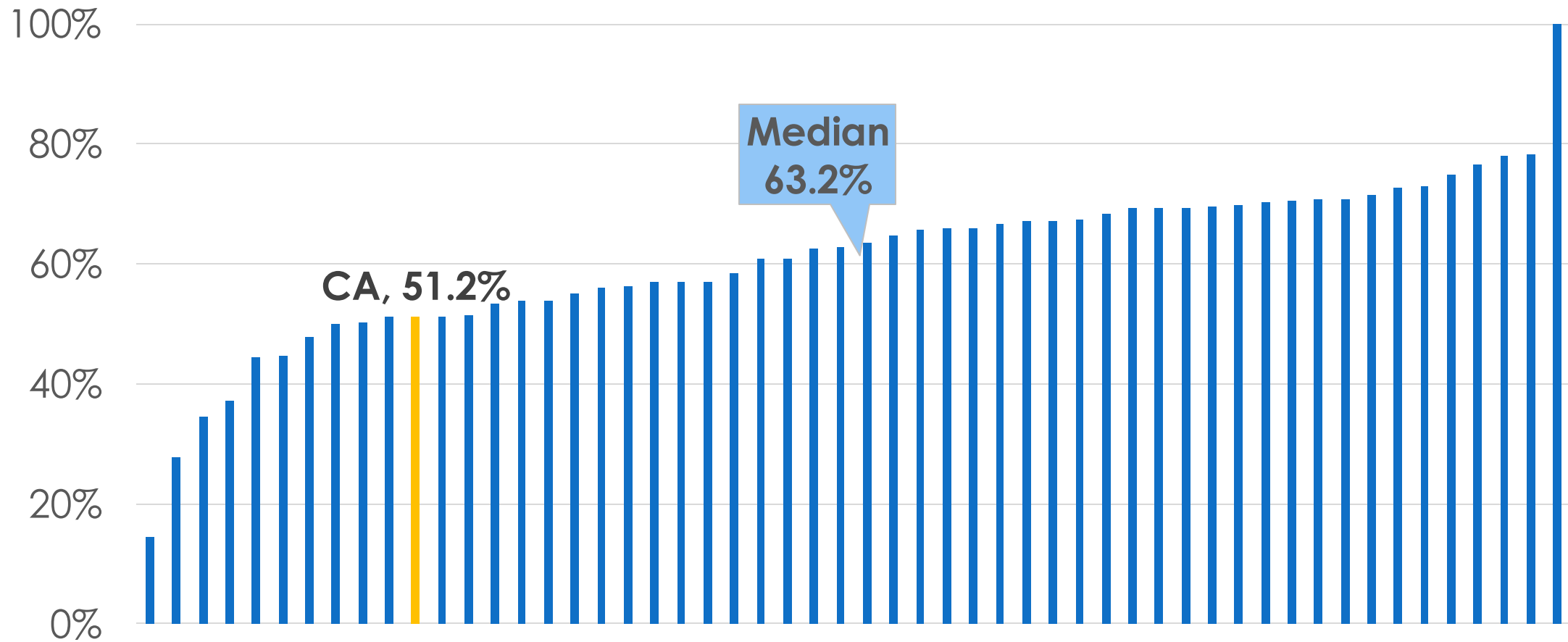
Two summary statements for each outcome:

1. Of those children who entered or exited the program below age expectations in each outcome, the percent who **substantially increased their rate of growth** by program exit.
2. The percent of children who were **functioning within age expectations** in each outcome by program exit.

For more detail on how the statement rates are calculated, visit
<https://ectacenter.org/eco/assets/pdfs/childoutcomeshighlights.pdf>.

Data tables are available at:
<https://www.dds.ca.gov/services/early-start/early-start-local-performance-materials/>

STATE DATA COMPLETENESS PERCENTAGES



Outcome A, SS2

Percent of children who demonstrate:

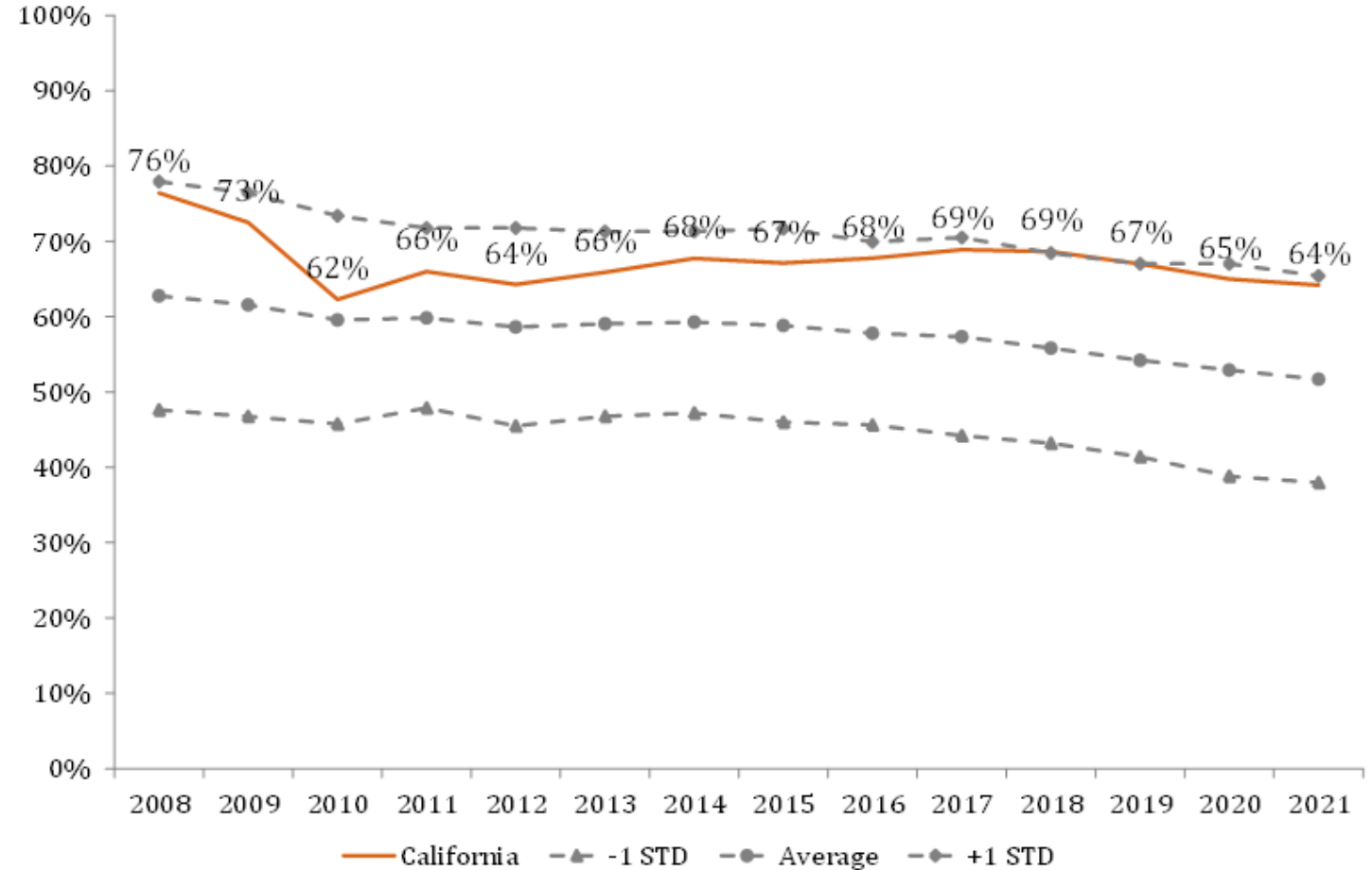
Social-emotional development within age expectations at exit

FFY 2021:

California: 64%

National average: 52%

**Figure 6. Part C Early Intervention State Trends for Progress
Summary Statement 2, Outcome A**



Outcome A, SS1

Percent of children who demonstrate:

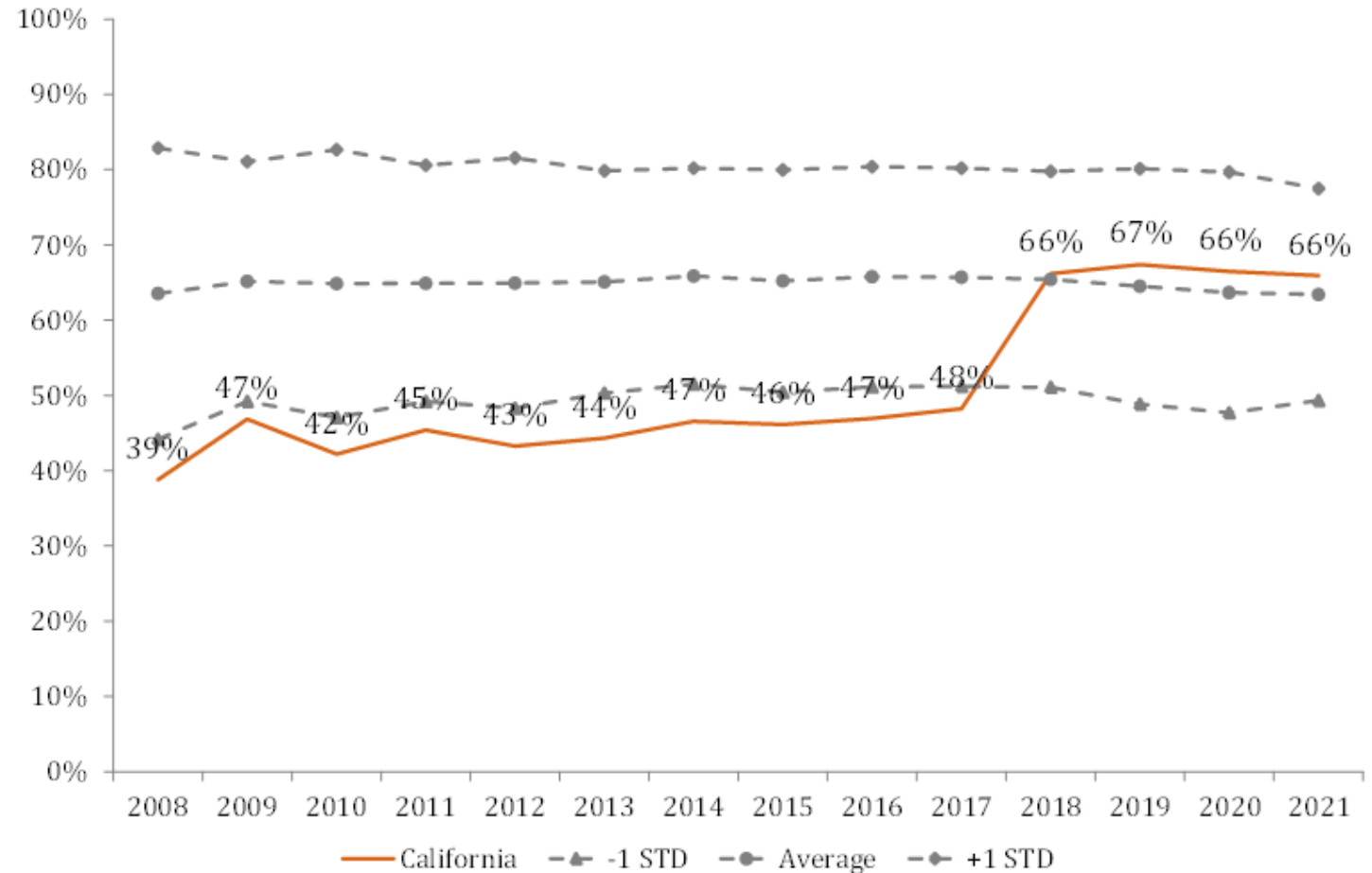
Substantial growth in social-emotional development from entry to exit

FFY 2021:

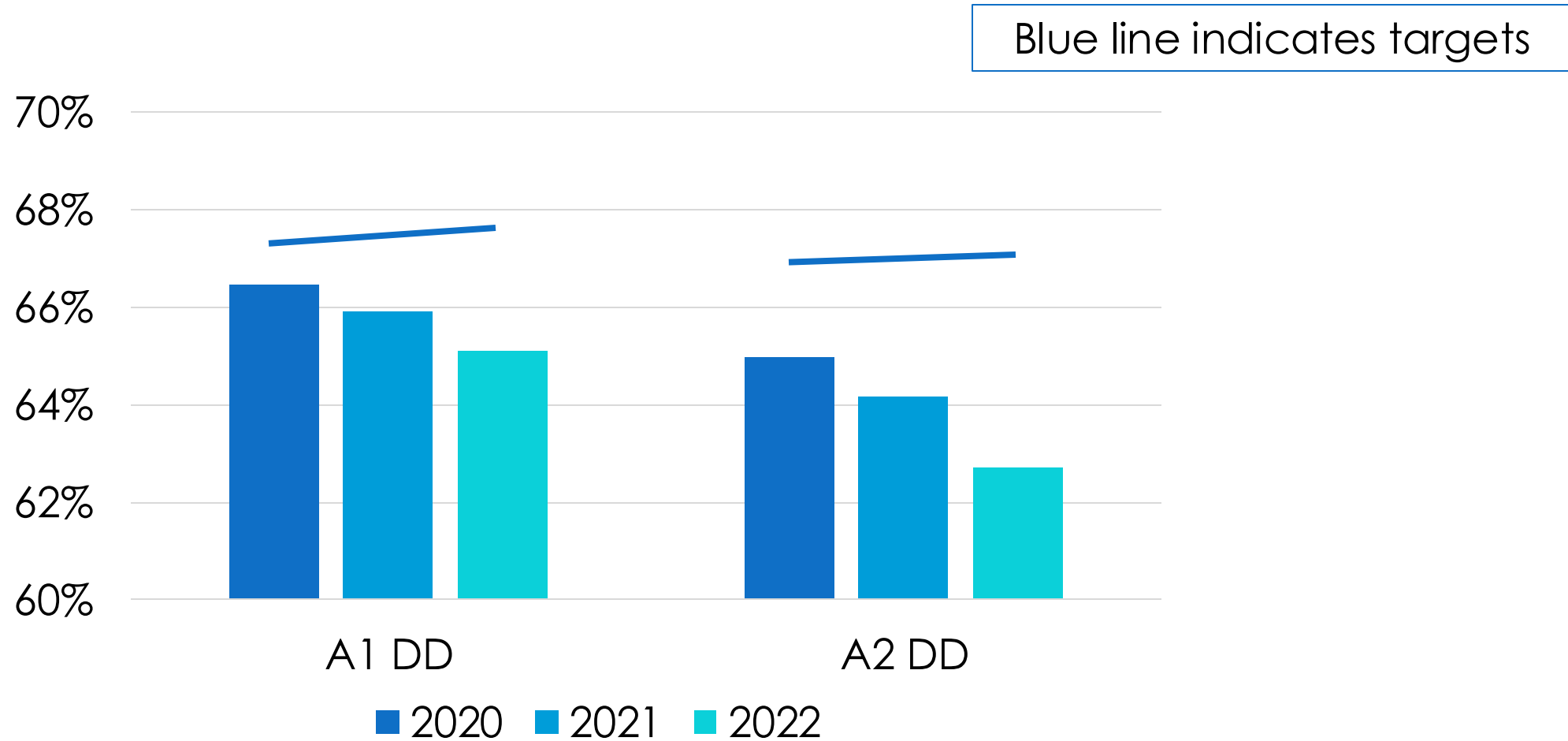
California: 66%

National average: 66%

**Figure 3. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome A**



Social-Emotional Development - Outcome A



Outcome B, SS1

Percent of children who demonstrate:

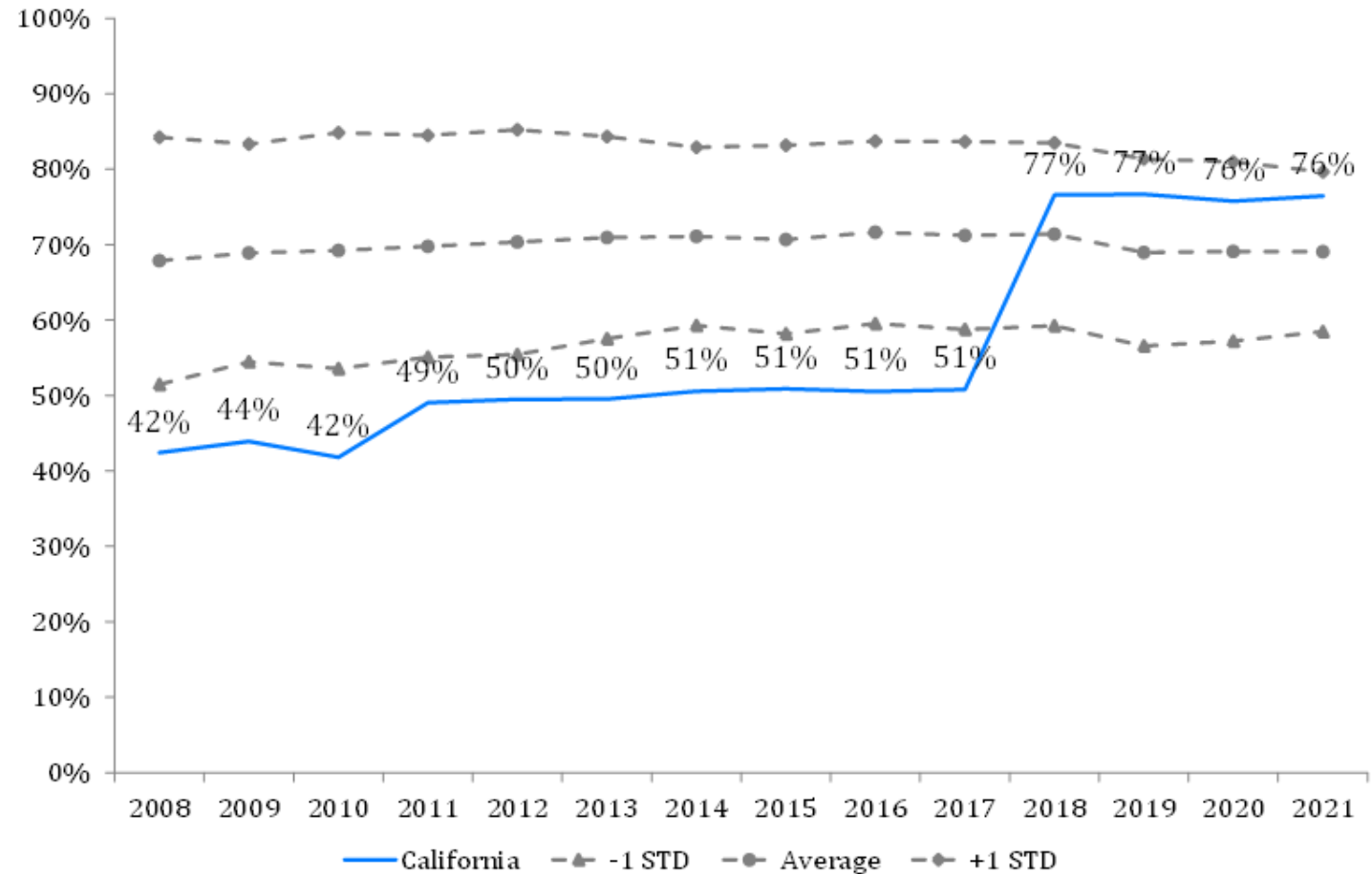
Substantial growth in skills and knowledge from entry to exit

FFY 2021:

California: 76%

National average: 71%

**Figure 4. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome B**



Outcome B, SS2

Percent of children who demonstrate:

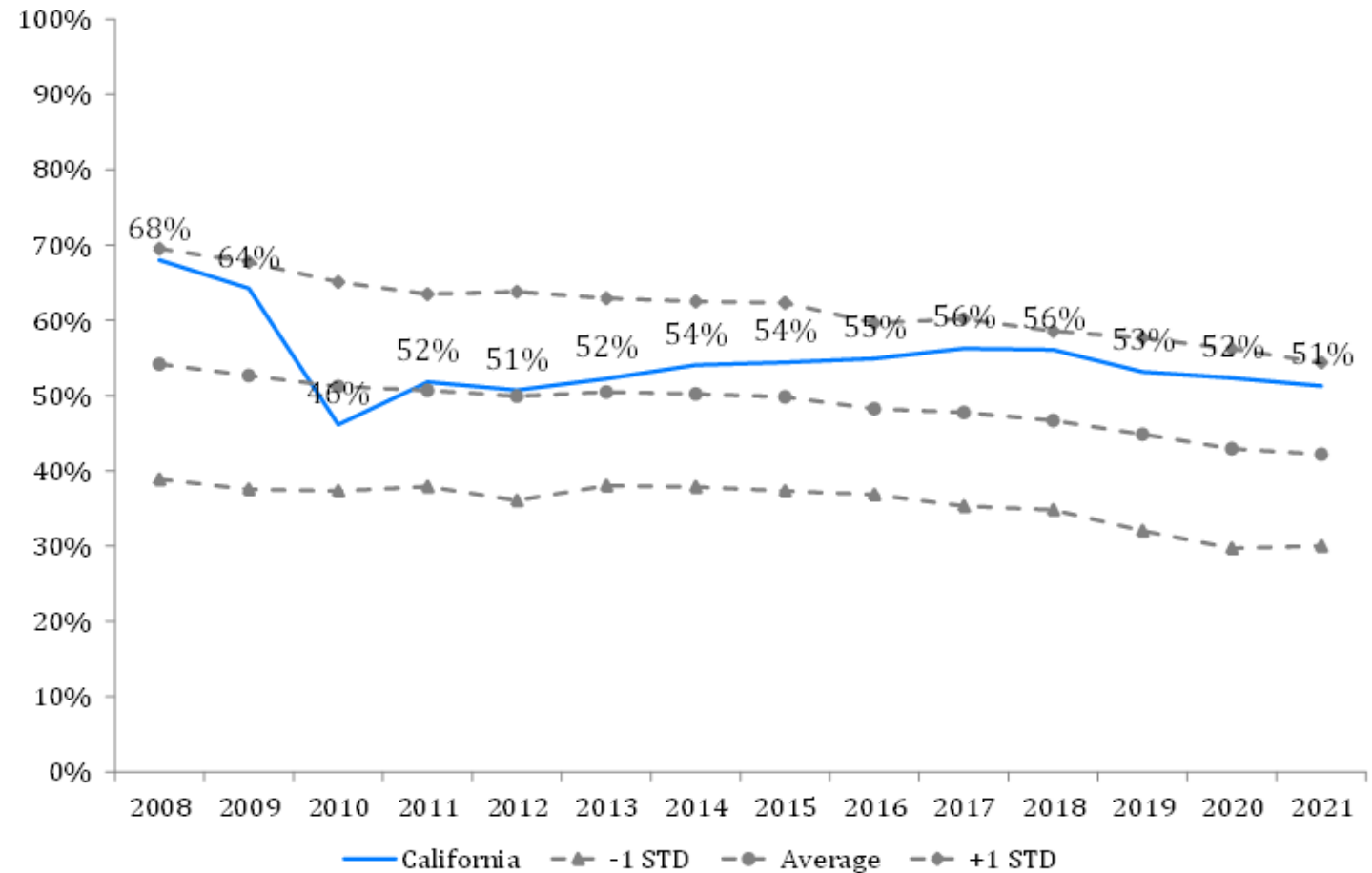
Knowledge and skills within age expectations at exit

FFY 2021:

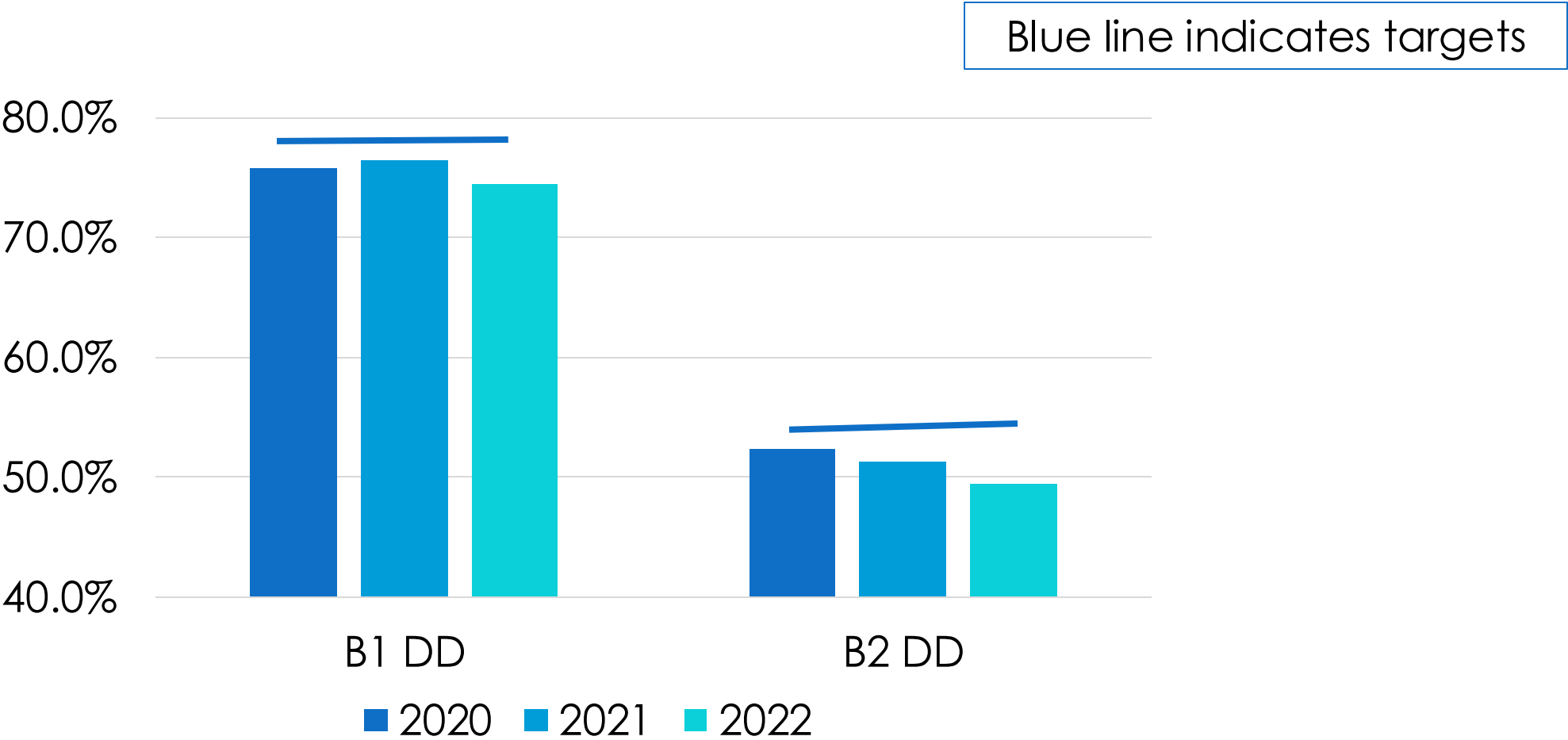
California: 51%

National average: 42%

**Figure 7. Part C Early Intervention State Trends for Progress
Summary Statement 2, Outcome B**



KNOWLEDGE AND SKILLS - OUTCOME B



Outcome C, SS1

Percent of children who demonstrate:

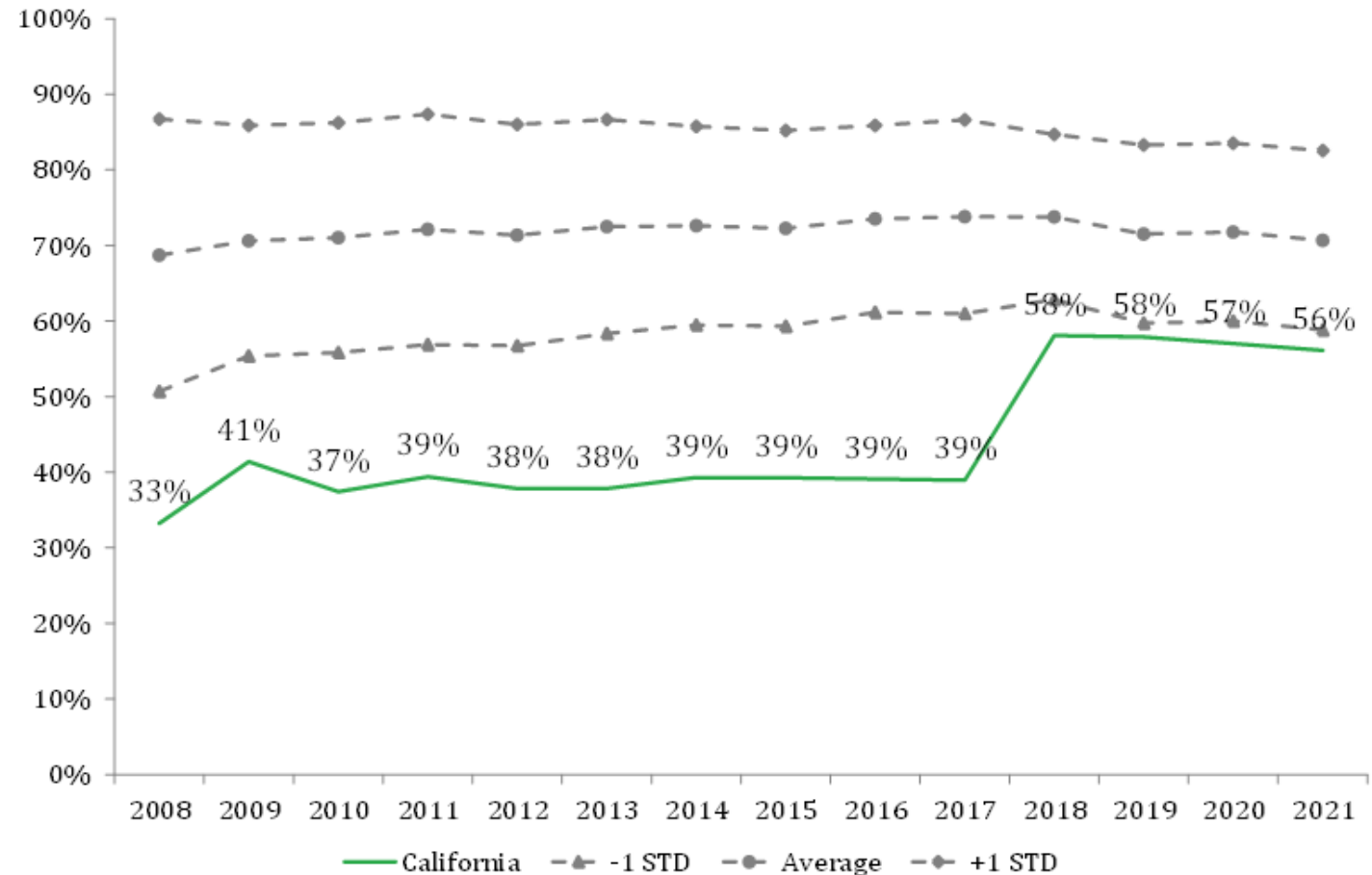
Substantial growth in behaviors to meet needs from entry to exit

FFY 2021:

California: 56%

National average: 69%

**Figure 5. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome C**



Outcome C, SS2

Percent of children who demonstrate:

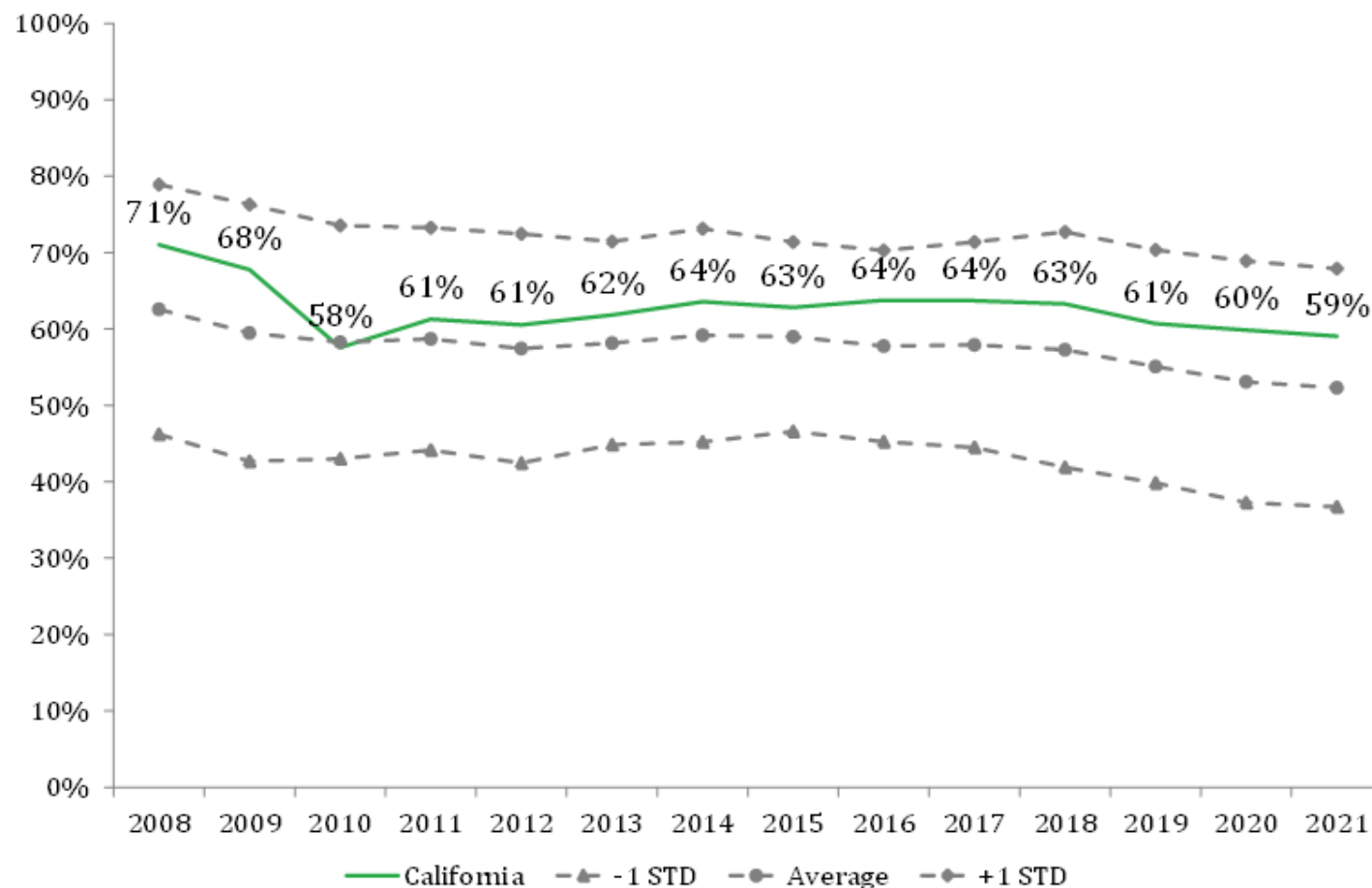
Behavior to meet needs within age expectations at exit

FFY 2021:

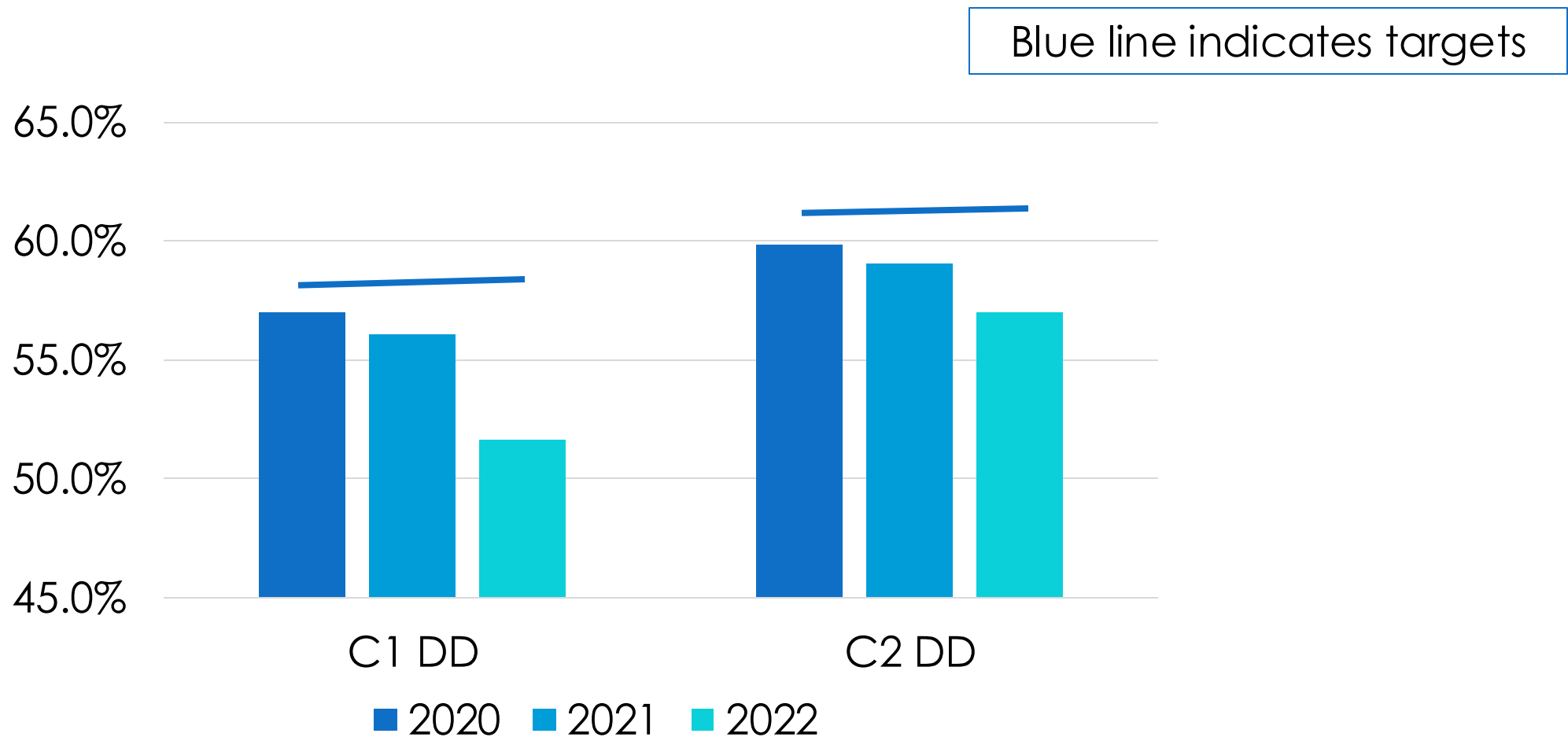
California: 59%

National average: 51%

**Figure 8. Part C Early Intervention State Trends for Progress
Summary Statement 2 Outcome C**



BEHAVIORS TO MEET NEEDS - OUTCOME C



FAMILY OUTCOMES: DETAILS

States have some flexibility:

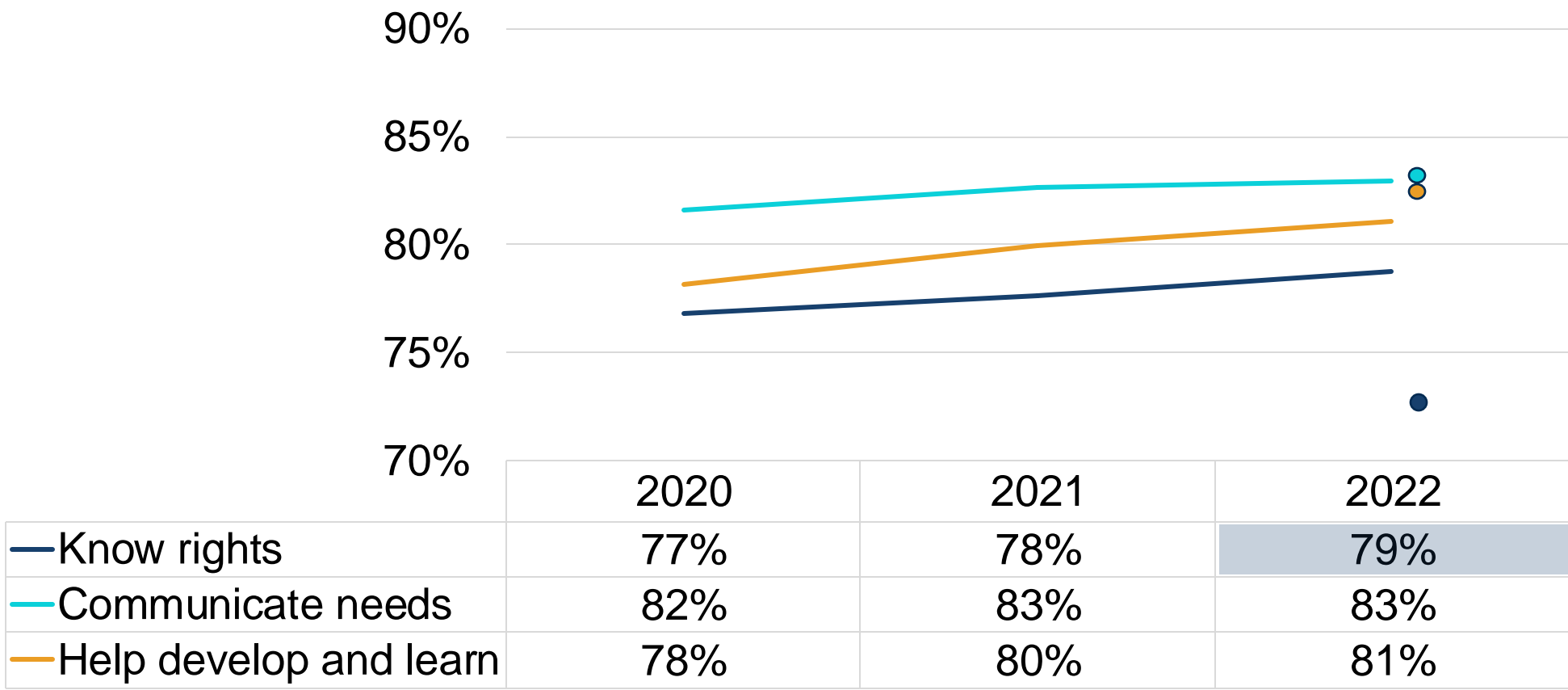
- Sampling is permitted
- Can select 1 of 3 surveys or develop their own
- Can choose who gets the survey
 - Such as: all families; all families with 3 months of service; at program exit; etc.

Sampling plans must be submitted and approved by U.S. Department of Education's Office of Special Education Programs (OSEP)

Results' representativeness must be analyzed and reported

FAMILY OUTCOMES DATA & TARGETS

Dots indicate targets



Outcome A

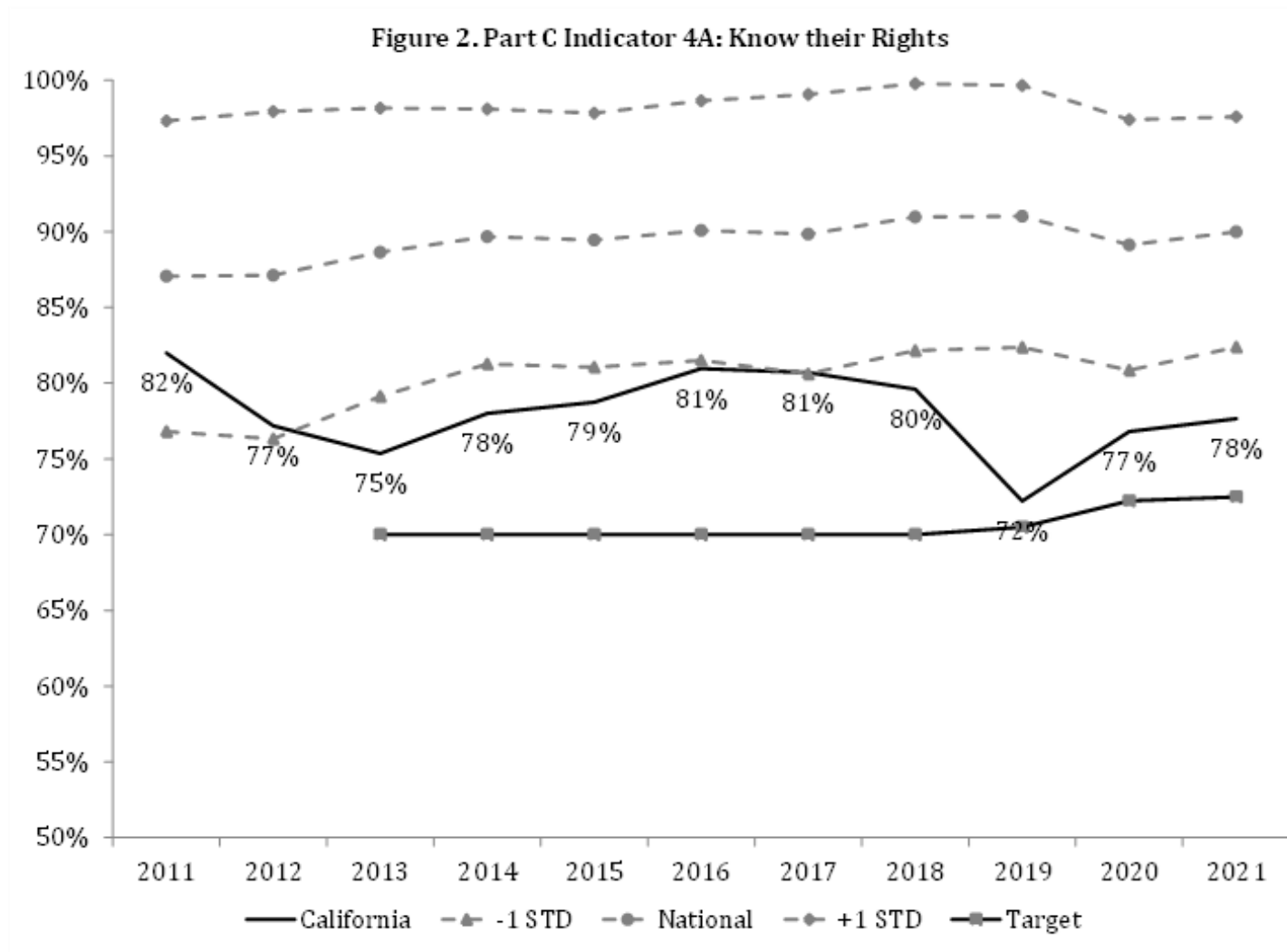
Percent of families who report:

Early Start helped them know their rights

FFY 2021:

California: 78%

National average: 91%



Outcome B

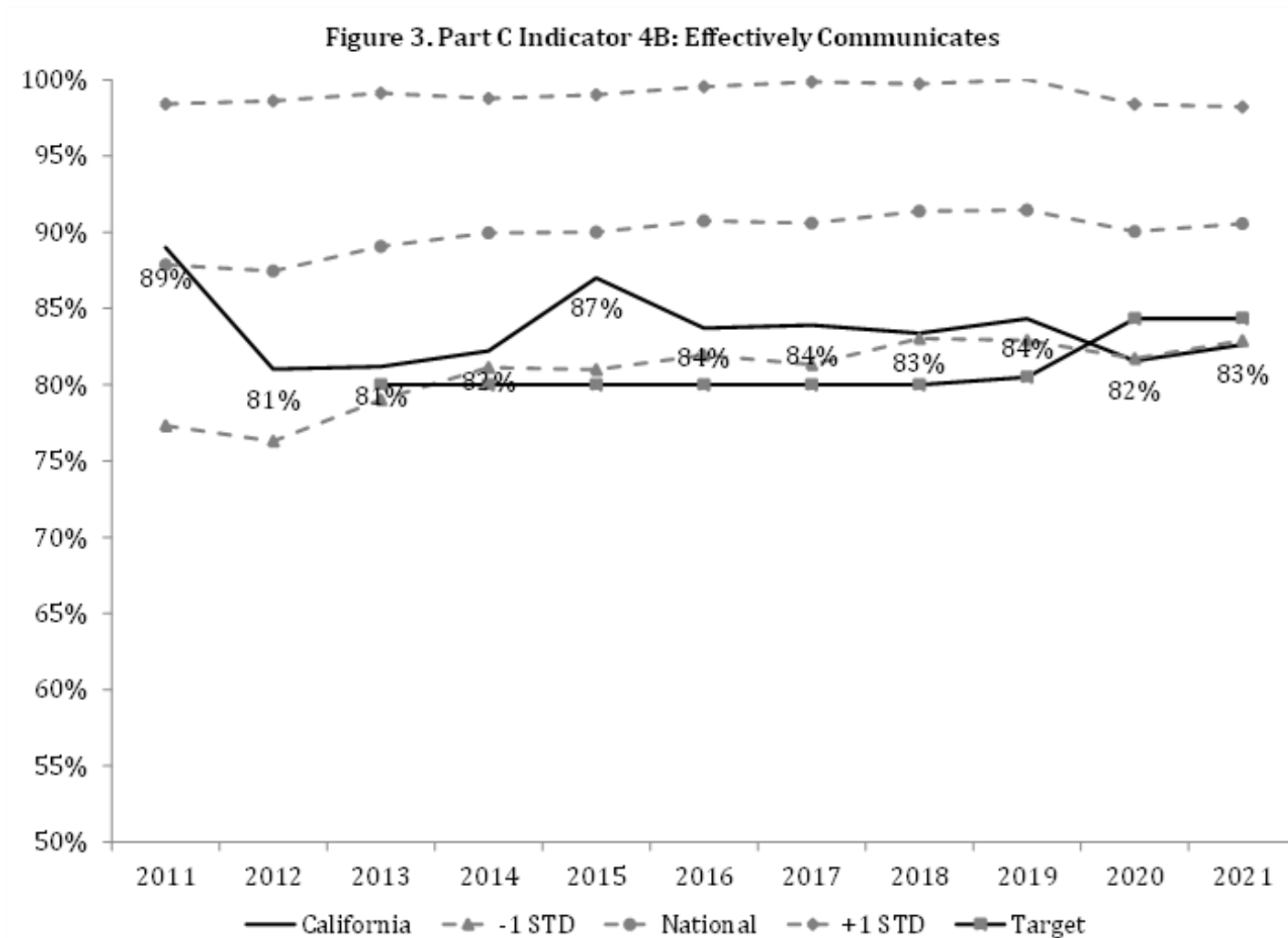
Percent of families who report:

Early Start helped them communicate their children's needs

FFY 2021:

California: 83%

National average: 90%



Outcome C

Percent of families who report:

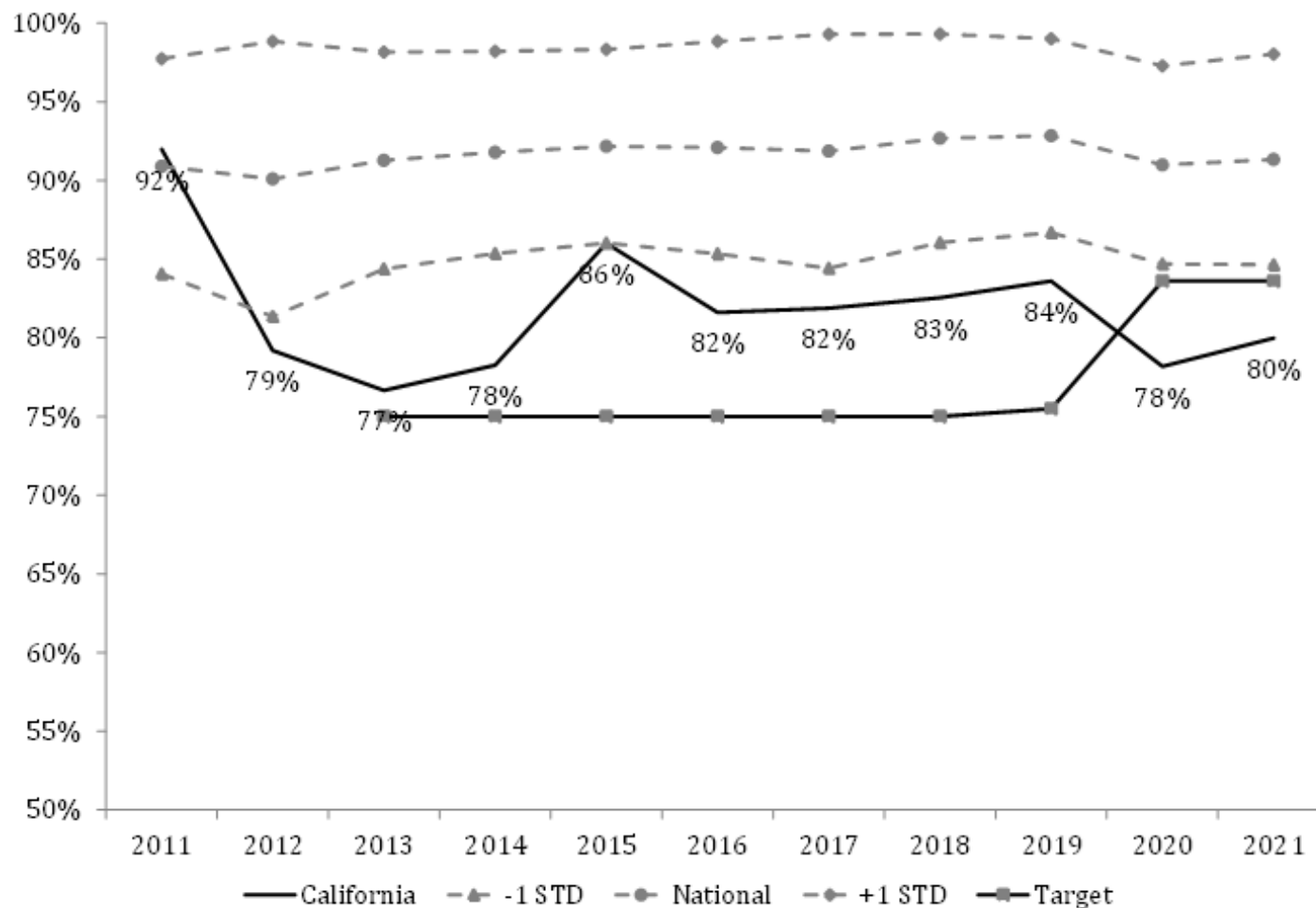
Early Start helped them help their children develop and learn

FFY 2021:

California: 80%

National average: 91%

Figure 4. Part C Indicator 4C: Develop and Learn



IMPROVEMENT FOCUS FOR THE SSIP

Child outcomes:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate behaviors to meet needs

Family outcomes:

1. Know their rights
2. Effectively communicate their children's needs
3. Help their children develop and learn

**Where should California Early Start
focus its improvement efforts?**

WHAT'S NEXT?

- Constituent Groups will review the information collected here today.
- The next SSIP Advisory Group Meeting will be Thursday, May 23rd.

QUESTIONS AND COMMENTS

Please contact:

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