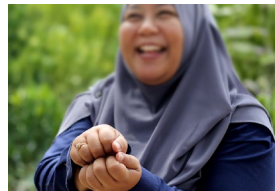


State Systemic Improvement Plan (SSIP) Advisory Group

Meeting Two



May 23, 2024



HOUSEKEEPING



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



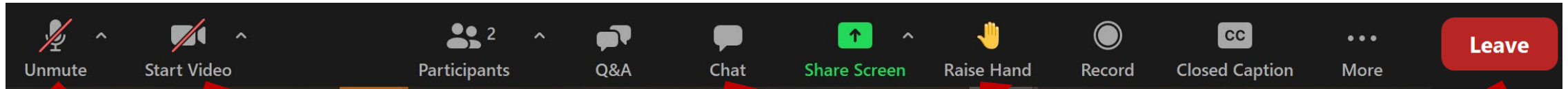
Materials are available at:

[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

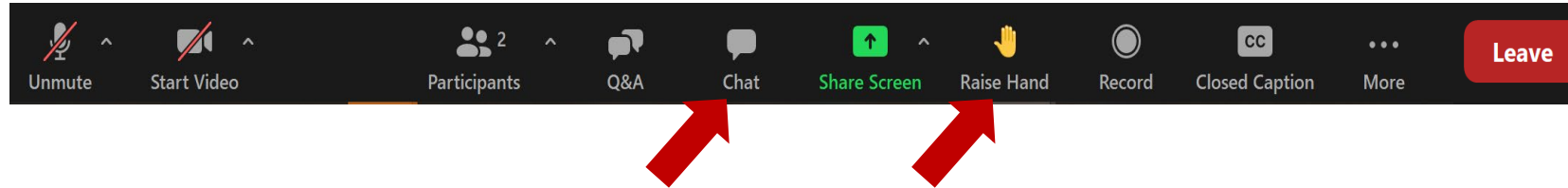


- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

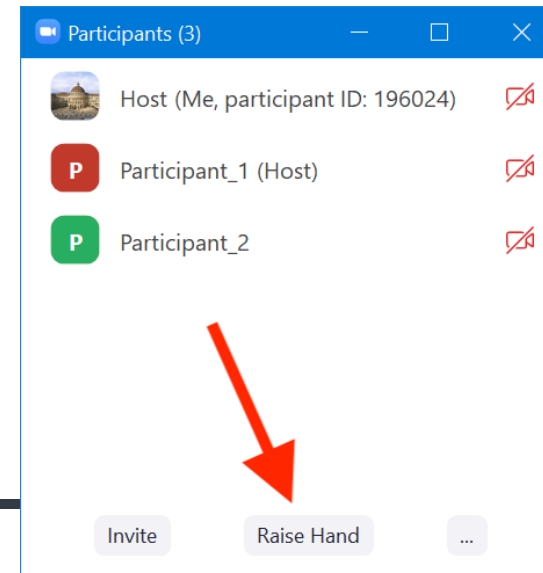
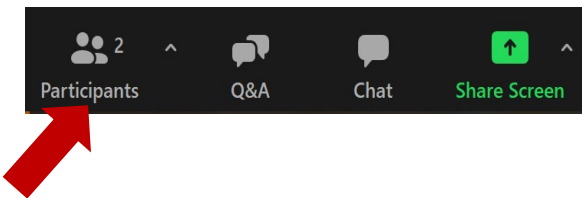


PROVIDING COMMENTS –

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.”



PURPOSE of TODAY

Process:

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

Meeting:

- Develop more comprehensive understanding of the role of the SSIP in early intervention
- Consider where to target efforts and what to measure

Agenda

- Early Start System Theory of Change
 - Where the SSIP fits
 - Example plans
- Assessing Need and Readiness for Outcome Improvement
 - In-Depth Data Reviews
 - Review of constituency group preferences

Theory of Change for Improving Outcomes Through **Early Intervention**



What Defines Early Start Success?

Family effectively
supports child in
becoming an active
participant



Child actively
participates in home
and community

Early Start Vision in Detail

Early Start is Successful if:

Family effectively supports child in becoming an active participant

Families understand their child's strengths, abilities, and special needs

Families know their rights and advocate effectively for their children (OSEP)

Families help their children develop and learn (OSEP)

Families have support systems

Families access desired services, programs, activities in their community



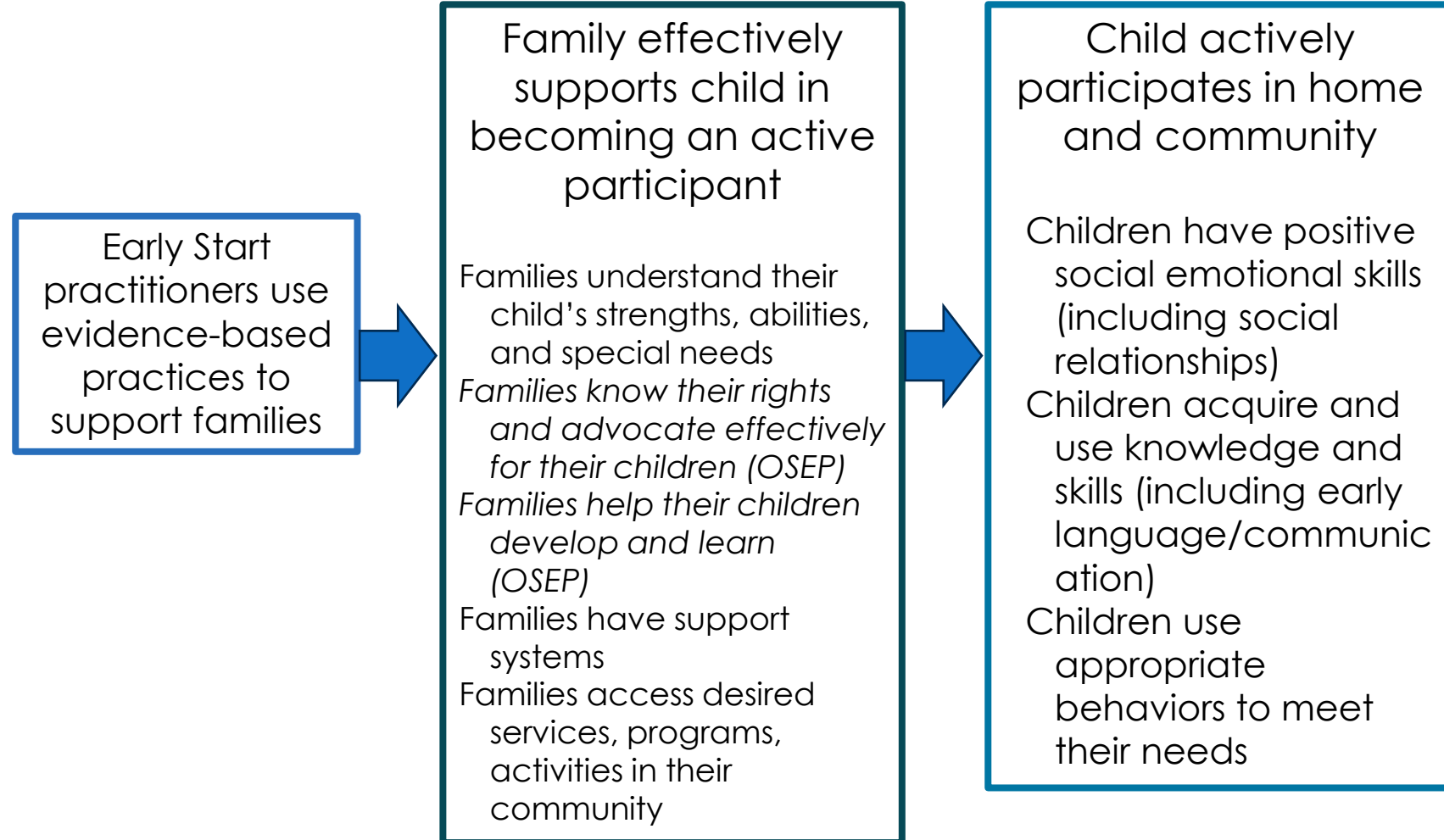
Child actively participates in home and community

Children have positive social emotional skills (including social relationships)

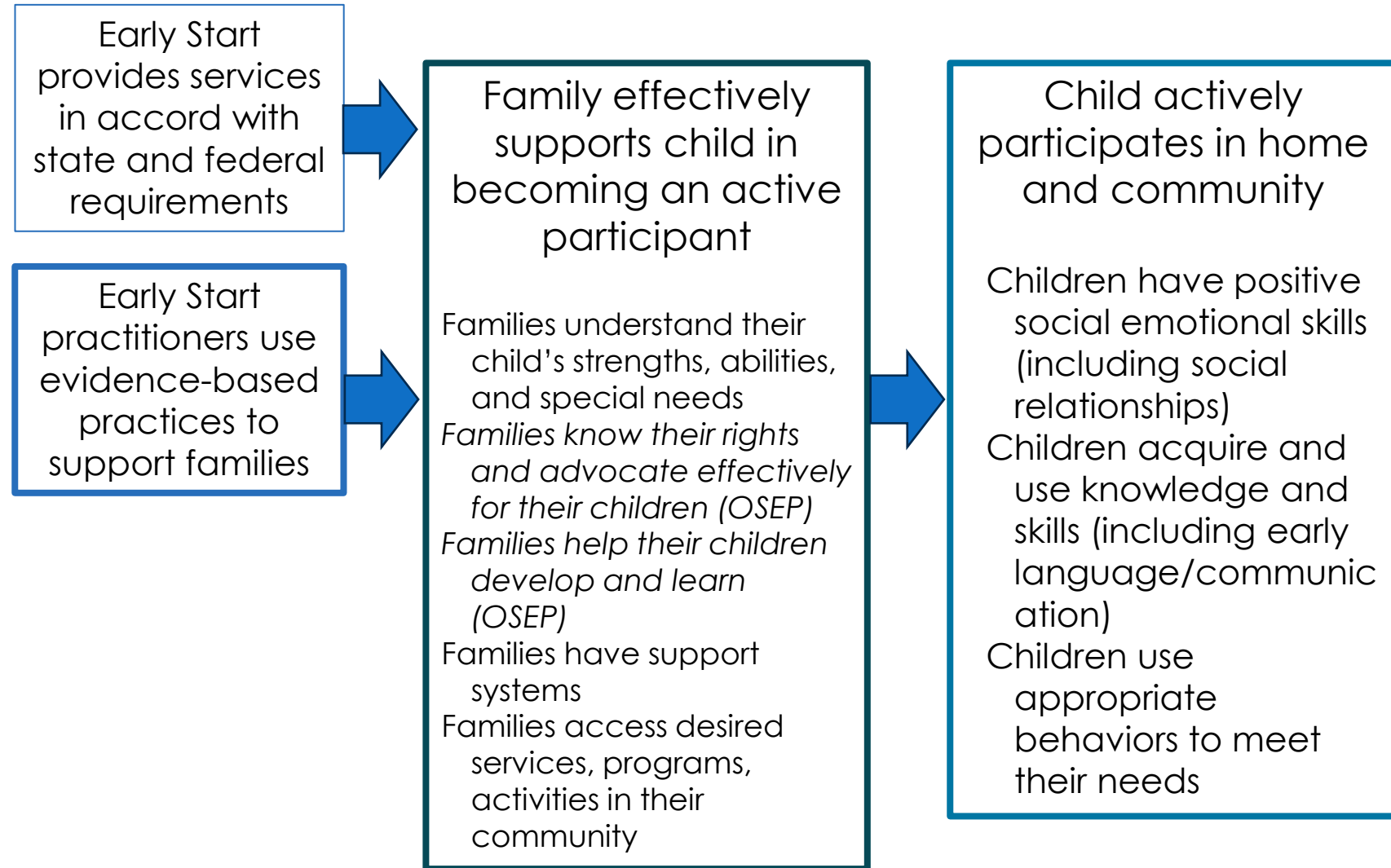
Children acquire and use knowledge and skills (including early language/communication)

Children use appropriate behaviors to meet their needs

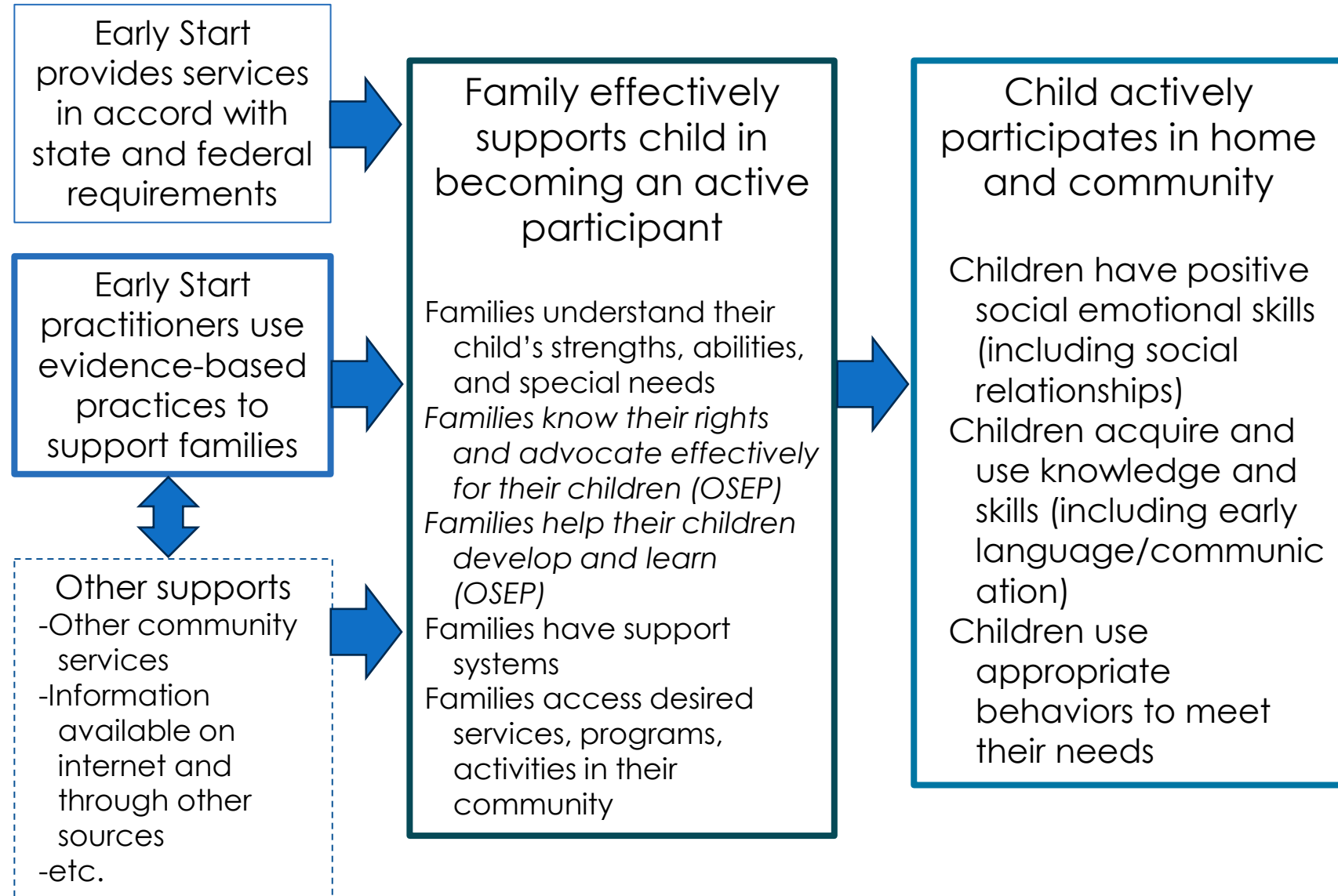
Early Start is Successful if EBPs are Used to Support Families



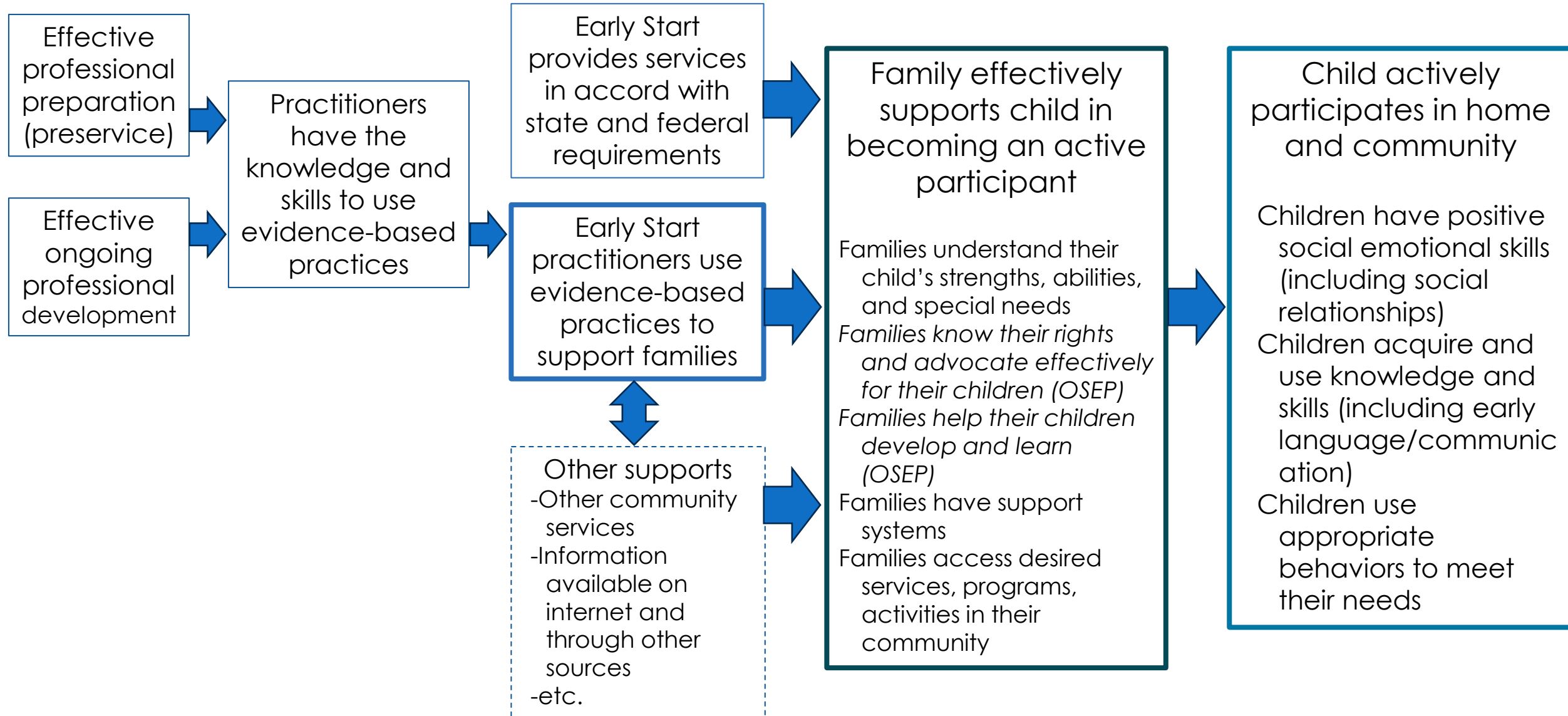
Early Start is Successful if Compliance is Achieved



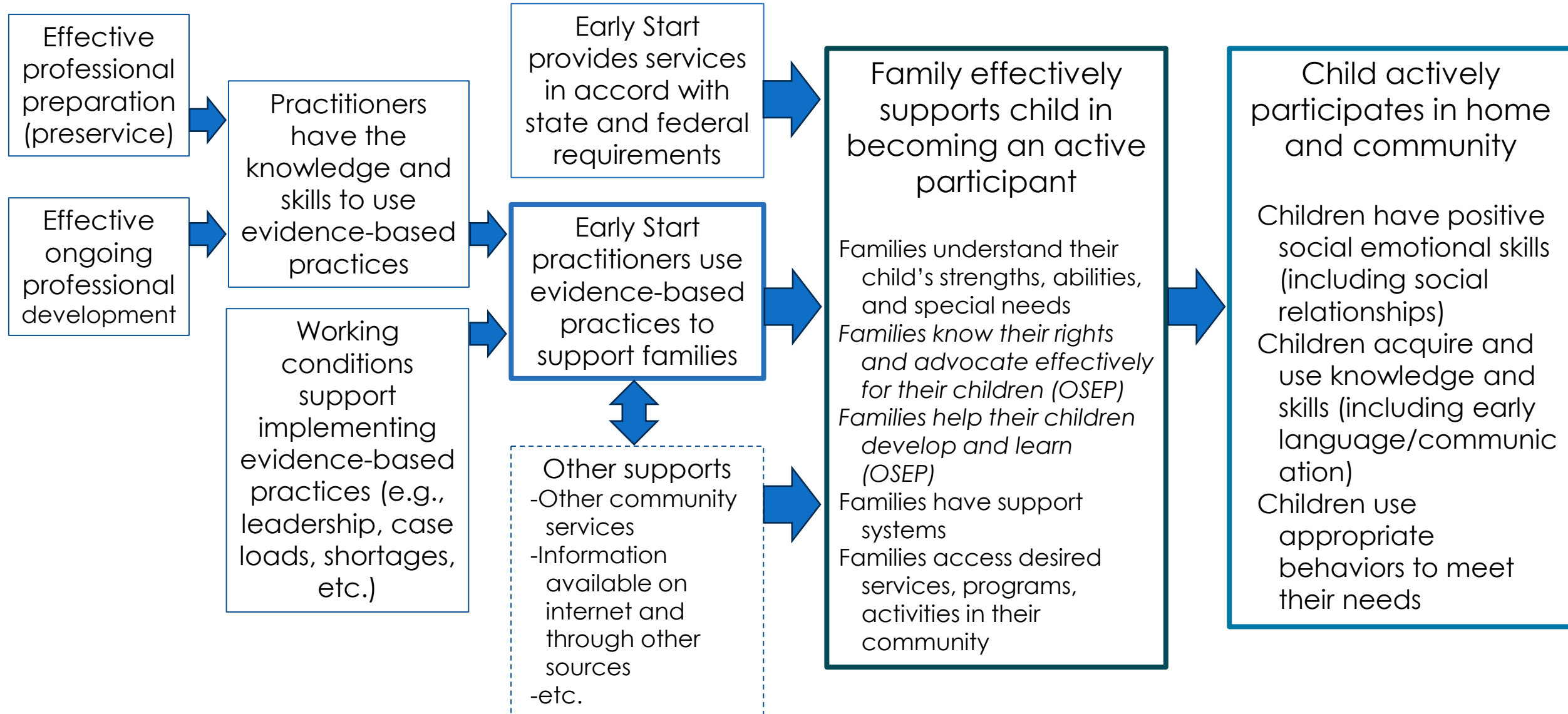
Early Start is Successful if Broader Supports Exist



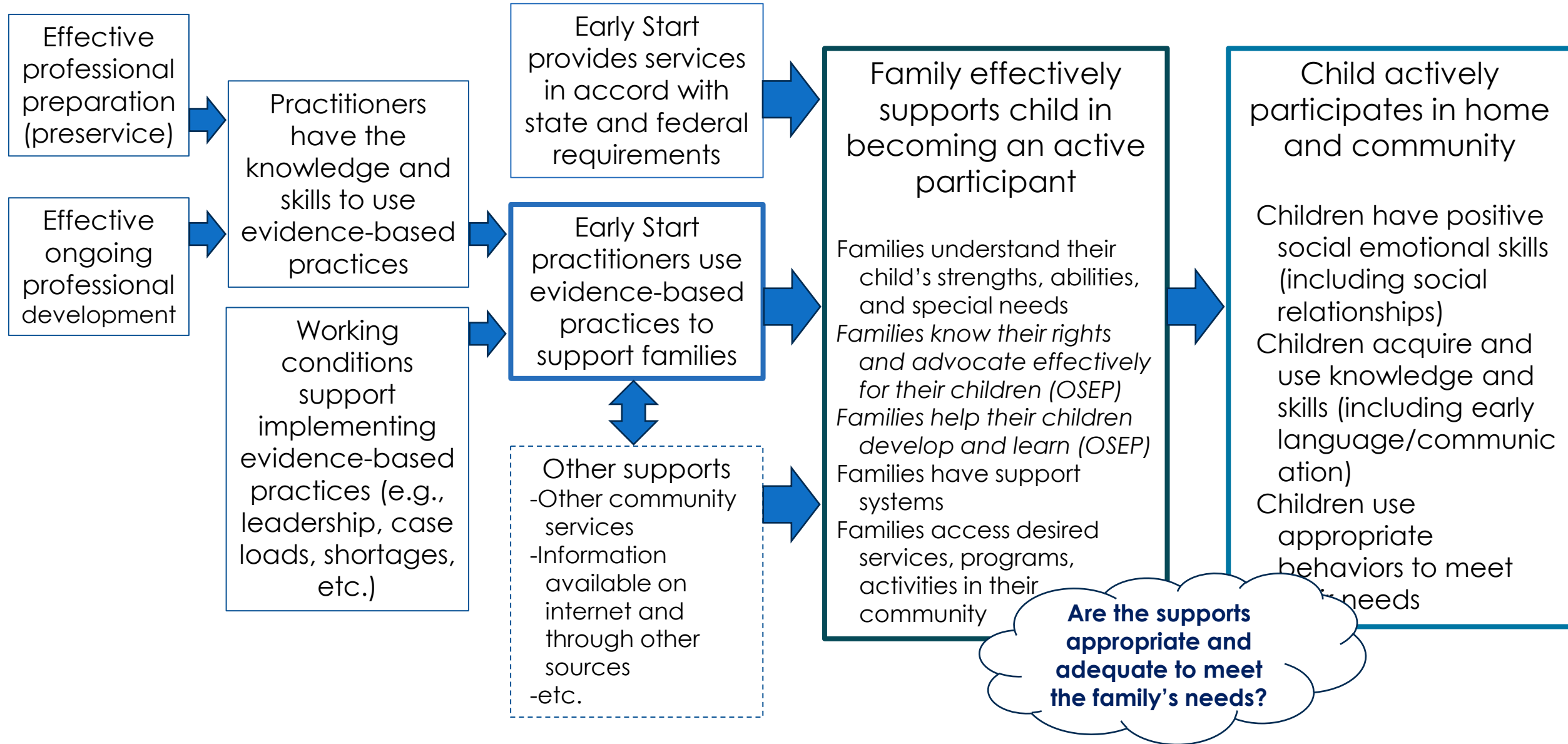
Early Start is Successful if Practitioners are Prepared



Early Start is Successful if Working Conditions Support EBPs



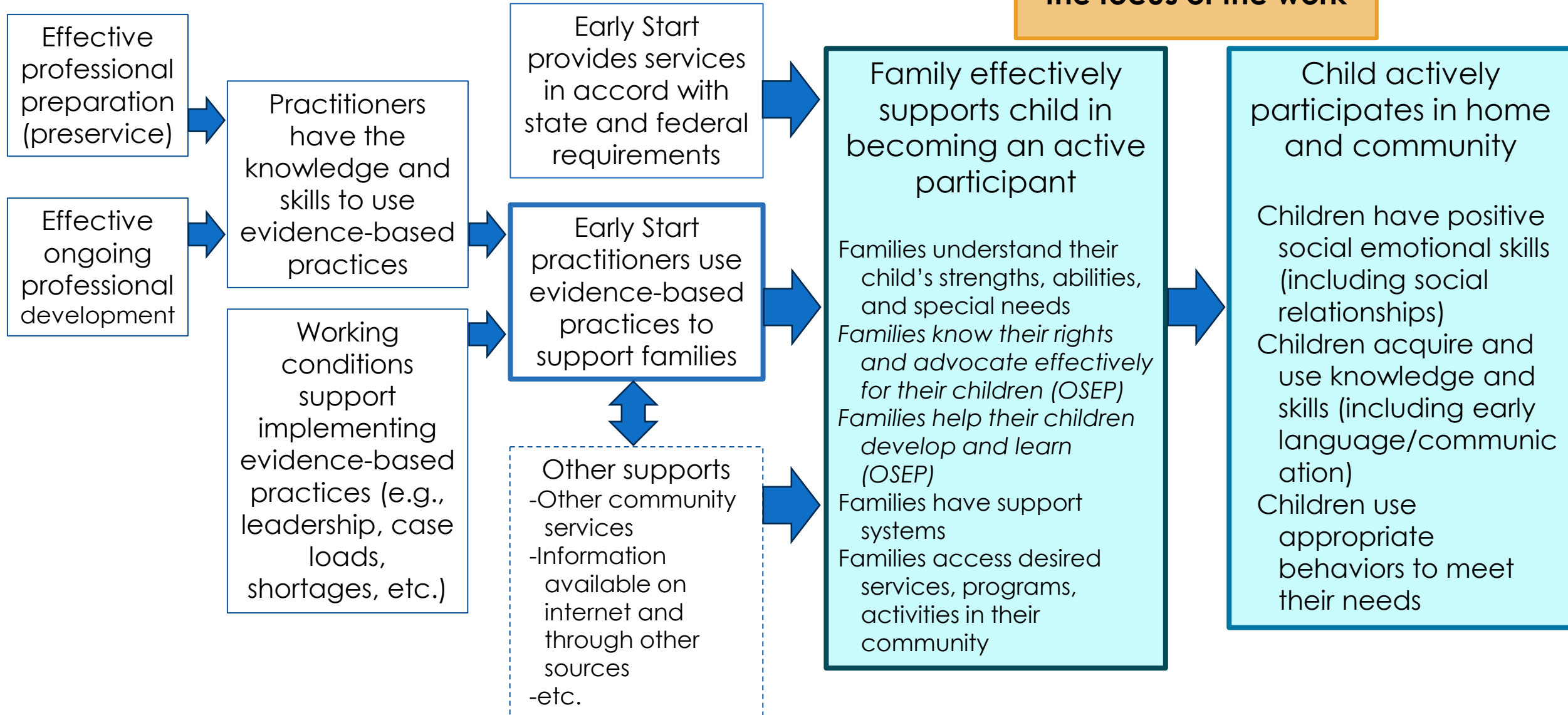
Early Start is Successful if Supports are Sufficient



How does this relate to the SSIP?

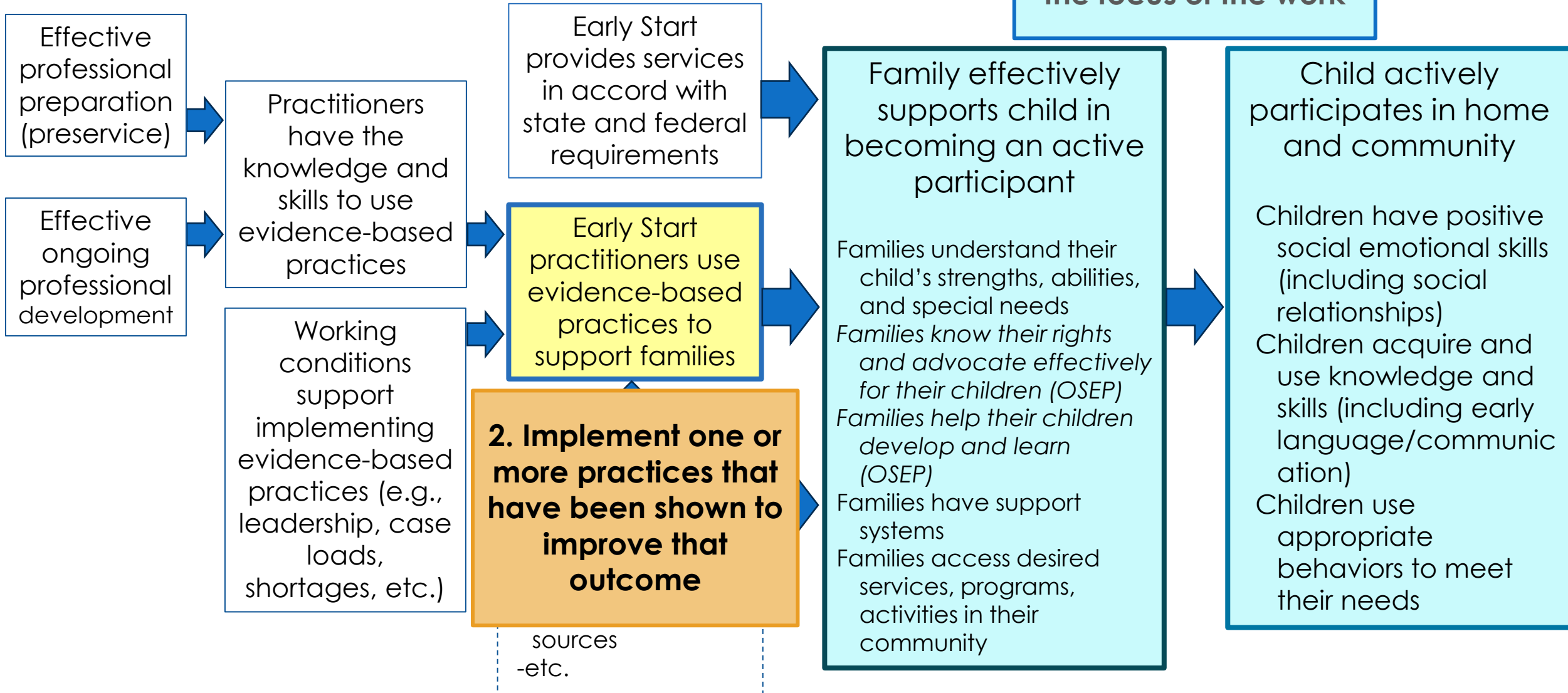
Outcomes in the SSIP

1. Pick an outcome as the focus of the work



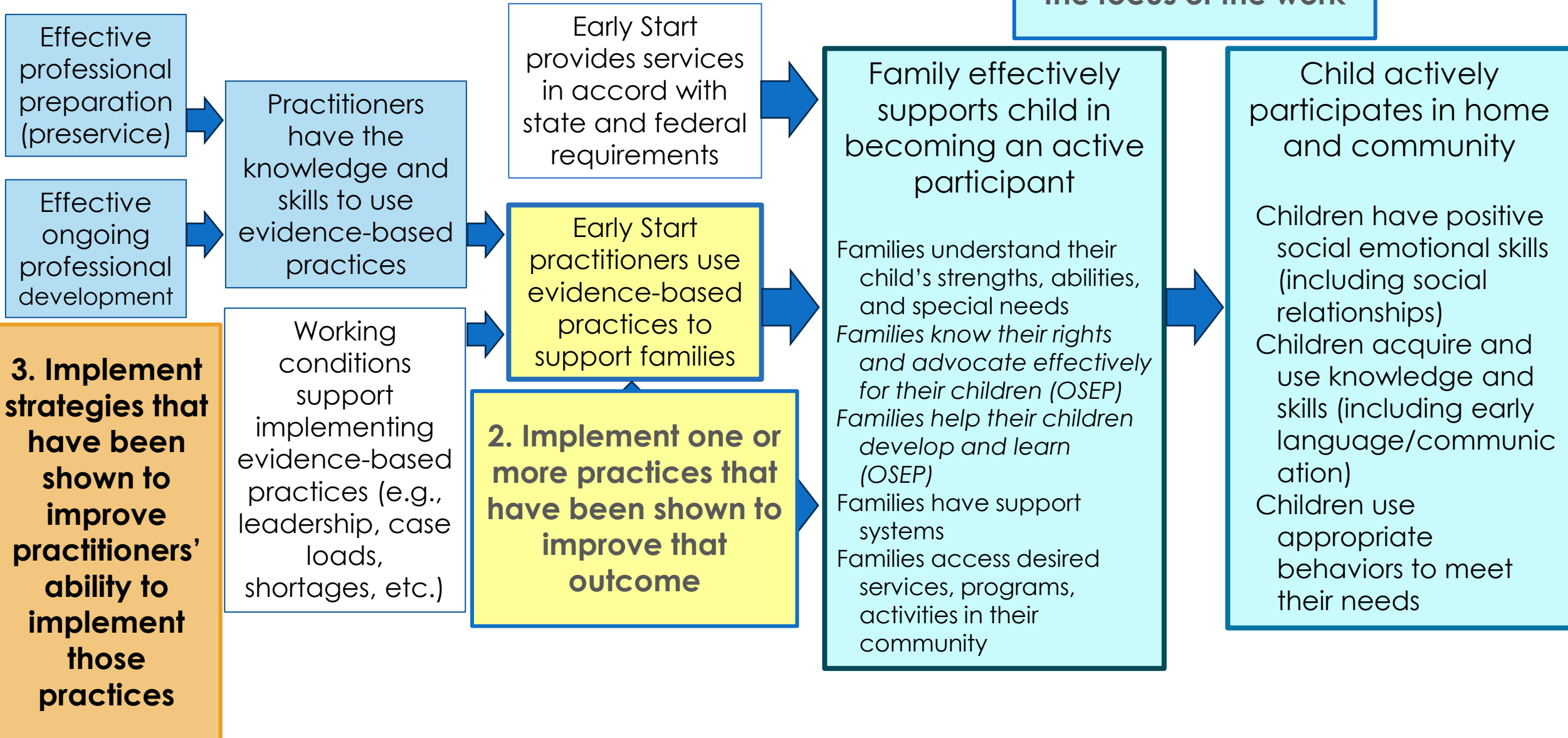
Practices in the SSIP

1. Pick an outcome as the focus of the work



Practice Improvement in the SSIP

1. Pick an outcome as the focus of the work



Practice Improvement in the SSIP

1. Pick an outcome as the focus of the work

Effective professional preparation (preservice)

Effective ongoing professional development

Practitioners have the knowledge and skills to use evidence-based practices

Early Start provides services in accord with state and federal requirements

Early Start practitioners use evidence-based practices to support families

Working conditions support implementing evidence-based practices (e.g., leadership, case loads, shortages, etc.)

2. Implement one or more practices that have been shown to improve that outcome

4. Ensure that the program infrastructure can support the plan (data, governance, etc.)

Family effectively supports child in becoming an active participant

Families understand their child's strengths, abilities, and special needs
Families know their rights and advocate effectively for their children (OSEP)
Families help their children develop and learn (OSEP)
Families have support systems
Families access desired services, programs, activities in their community

Child actively participates in home and community

Children have positive social emotional skills (including social relationships)
Children acquire and use knowledge and skills (including early language/communication)
Children use appropriate behaviors to meet their needs

3. Implement strategies that have been shown to improve practitioners' ability to implement those practices

SSIP Components

The SSIP is a plan for how the state will:

- Develop #4 (system infrastructure)
- Implement # 3 (supports for changes in practice)
- Measure whether it is leading to #2 (practitioners implementing improved practices)
- Identify whether the outcome (#1) is improving (this is the SIMR)

Also need to address implementation details (statewide? Few communities? A few regional centers?) to ultimately get to statewide improvement.

Example: Addressing Child Outcomes

Illinois. If at pilot sites, EIS:

1. Ensures that policies & documentation reflect family-center practices,
2. Provides training to staff on EBPs (family capacity building and engagement), child outcomes, and infant/toddler development, and
3. Shares information on the role of families in EI with referral sources and EI stakeholders,

Then:

- Staff will be more responsive to client needs and use EBPs to promote children's development, and
- Families will increase their use of daily activities to support their children,

So that:

Infants and toddlers will demonstrate a greater acquisition and use of knowledge and skills (3b).

Example: Addressing Family Outcomes

Connecticut. If EIS:

1. Educates referral sources, parents, and EIS providers,
2. Trains personnel in family coaching and “natural learning environment practices,”
3. Uses a primary service provider approach, &
4. Manages fiscal enhancements to ensure local access to coaching,

Then:

- Providers will implement research supported practices with fidelity, &
- Families will learn new skills and understand their children more holistically,

So that:

- Families understand and can better describe their child’s abilities & needs (4b),

Leading to better outcomes in preschool and beyond.

Considering Context: Activity

Contextual Considerations

Need

- Is there a demonstrated need to focus on the results area?
- Do the disaggregated data reveal narrower areas of need?
- Would addressing this result area significantly improve outcomes?

Alignment

- Does this result area align with current state agency initiatives and priorities?
- How well does this result area align with other state priorities?

Resources

- Does the state have financial resources available to address the needs identified?
- Are there TA resources and supports available to address the needs?
- Are there EBPs that may positively affect the issues revealed in the results data?

Organizational Capacity

- Does the state agency have sufficient staff availability and competency to support potential improvement strategies?
- Does the state agency have sufficient leadership support and governance capacity?

Readiness

- Is there a sense of urgency to address the needs revealed in the data?
- Is there buy-in/ownership across the state, practitioners, families, and constituents?
- Are staff, offices, and regional centers ready to adopt improvement strategies?

Focus Questions: Selecting the Target Outcome Area

NEED

- For which outcome(s) are there:
 - Data that reveal a demonstrated need to improve?
 - Disaggregated data that reveal targeted areas of need?
- Would addressing this outcome significantly improve the lives of families and children?

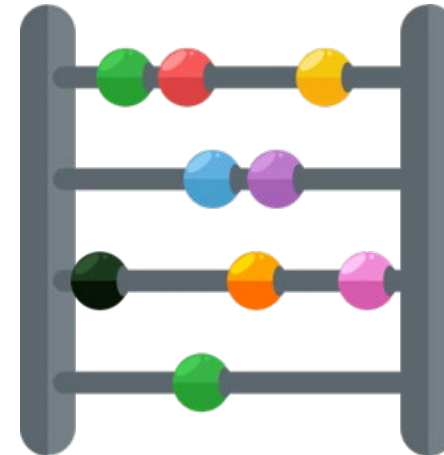
READINESS

- Is there a sense of urgency to address the needs revealed in the data?
- Do state representatives, practitioners, families, and constituents “own” the problem and desire a solution?
- Are staff, offices, and regional centers ready to adopt strategies to improve this outcome?

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



National Perspective on Child Outcomes

Demonstrating Growth (SS1)

Annually, California is...

- A. Just **above** national average of ~65%
- B. 5-7% **above** national average of ~70%
- C. 15% **below** national average of 70%

Within Age Expectations (SS2)

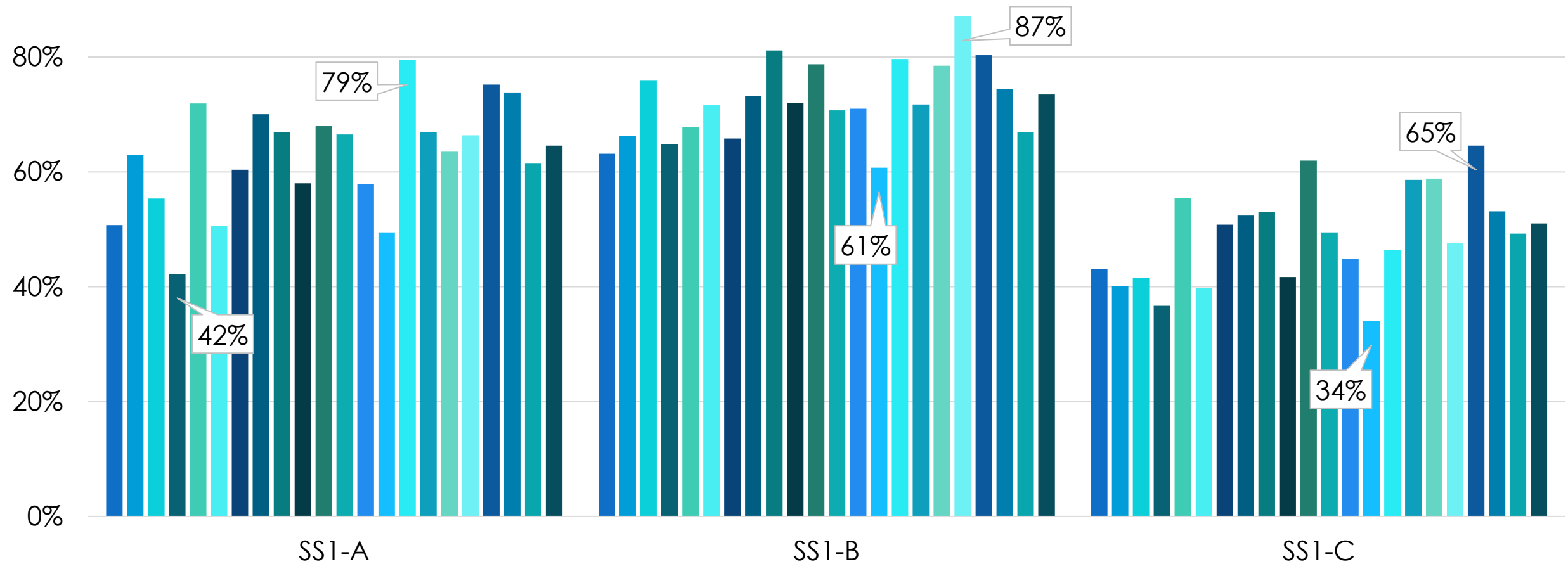
Annually, California is 6–12% **above** the national average on each measure (Outcomes A, B, C)

National averages:

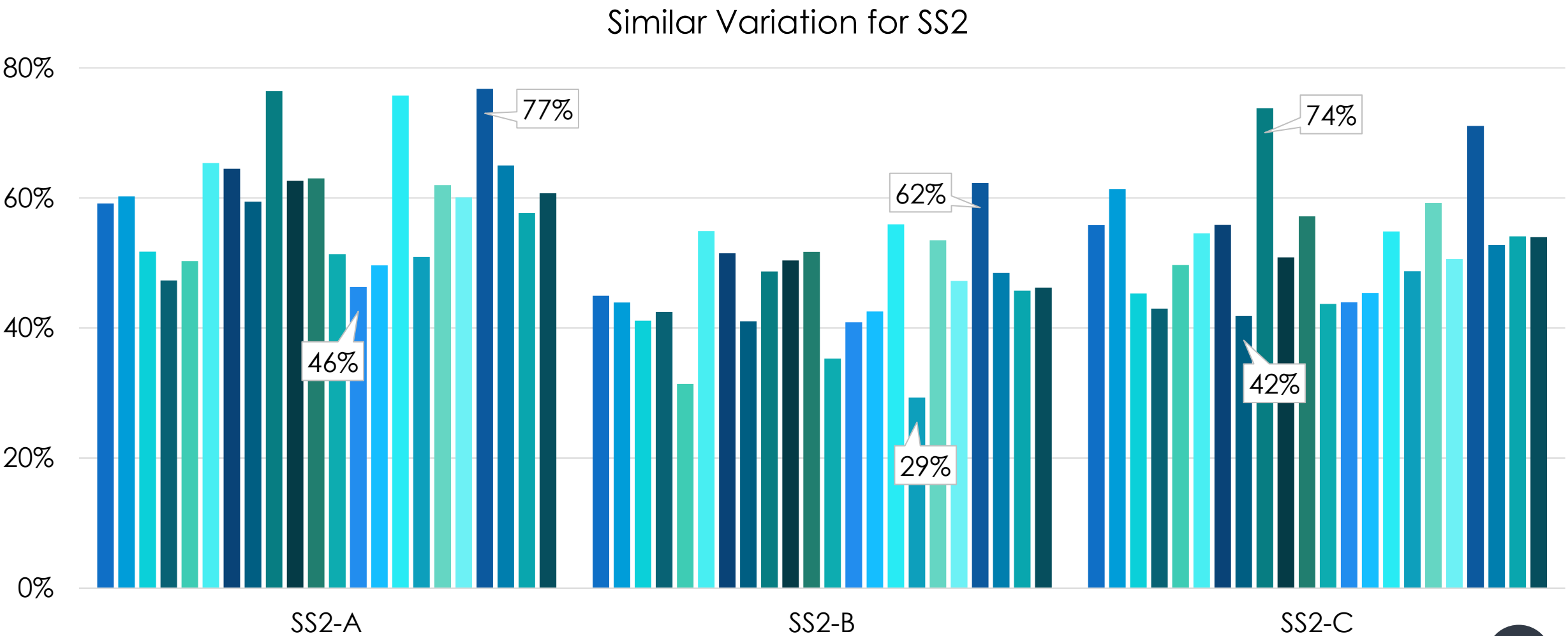
- A. 52%
- B. 42%
- C. 52%

Progress in Child Outcomes: Regional Center Variation

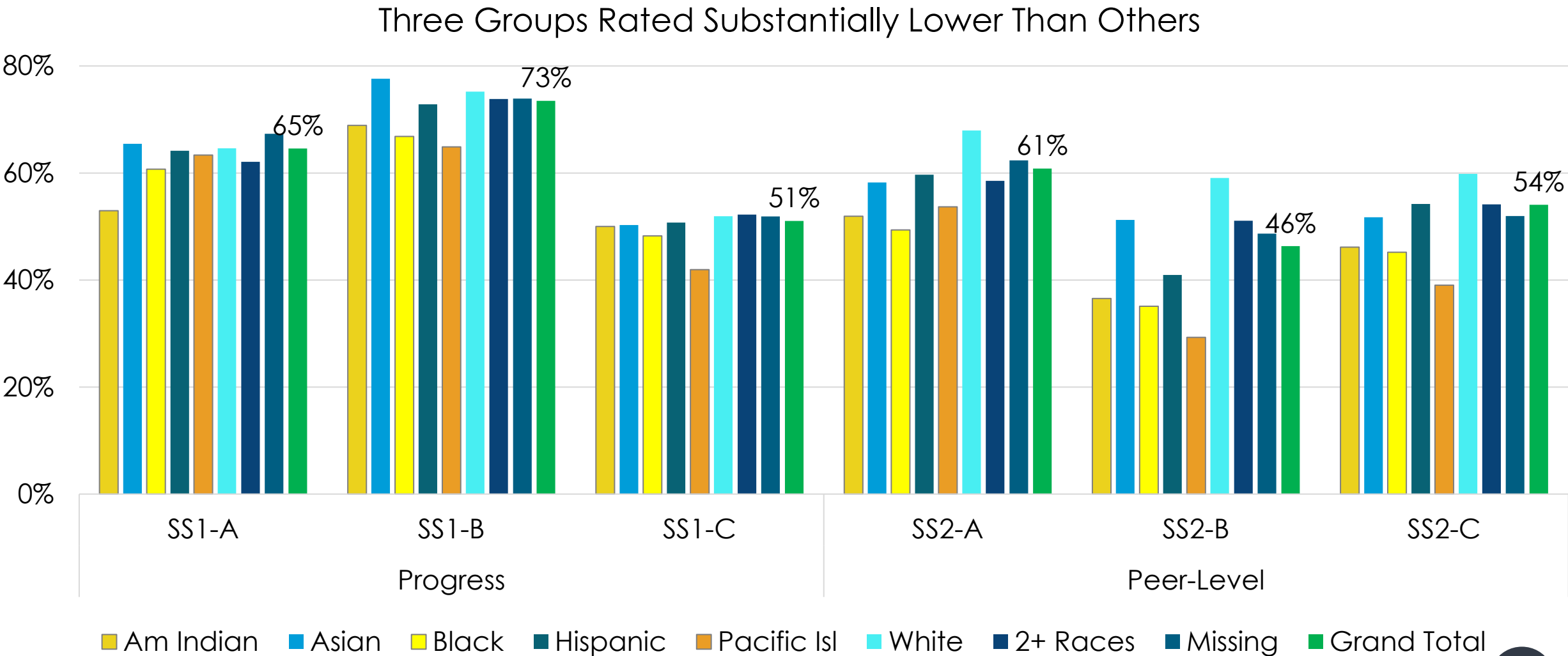
30 Percentage Points of Variation Across SS1



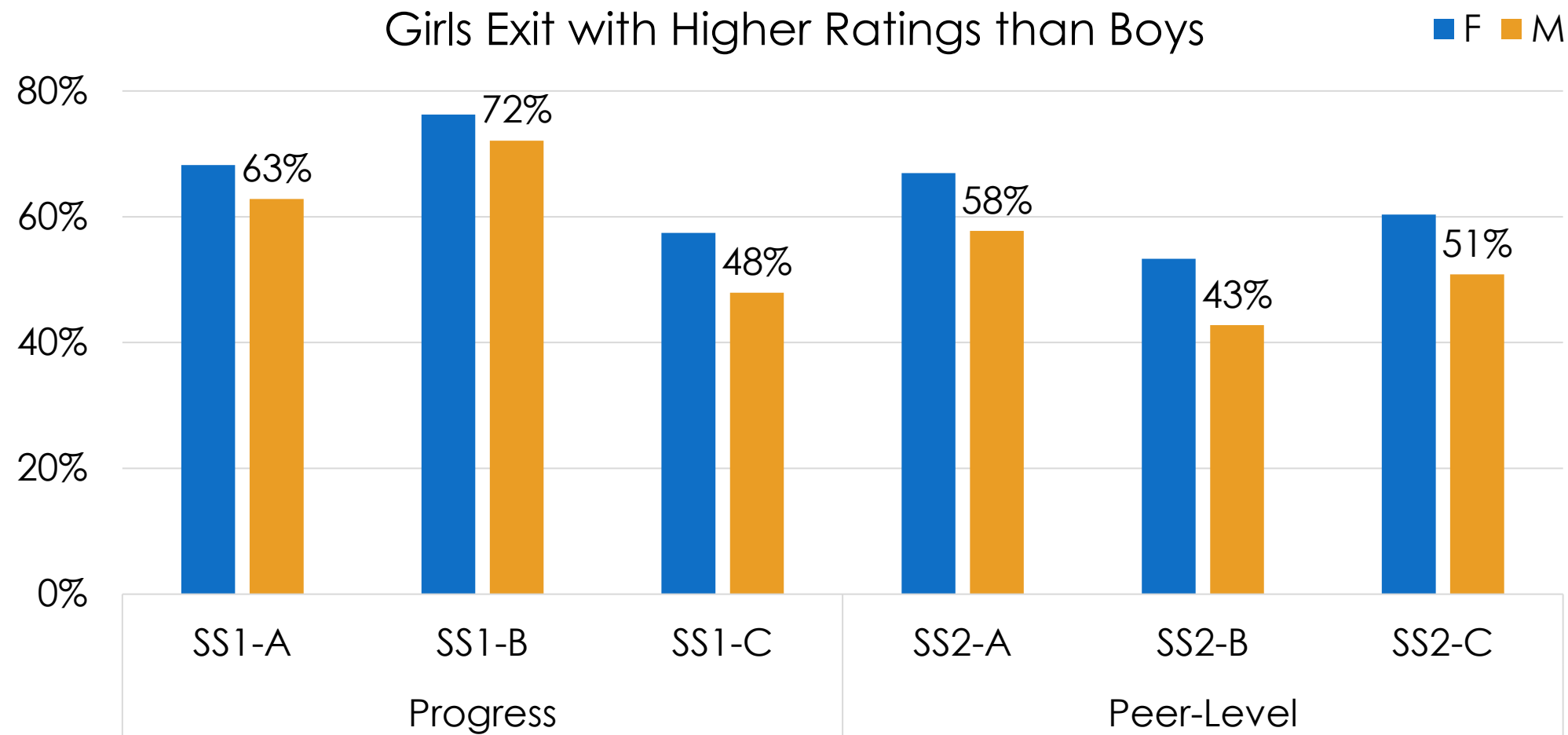
Peer-Level Child Outcomes: Regional Center Variation



Child Outcomes: Comparison by Race/Ethnicity



Child Outcomes: Comparison by Gender



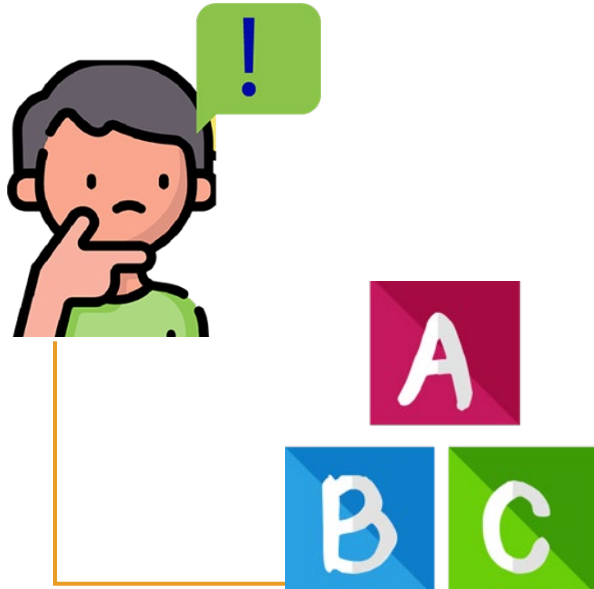
FAMILY OUTCOMES



Families report that the program helped them:

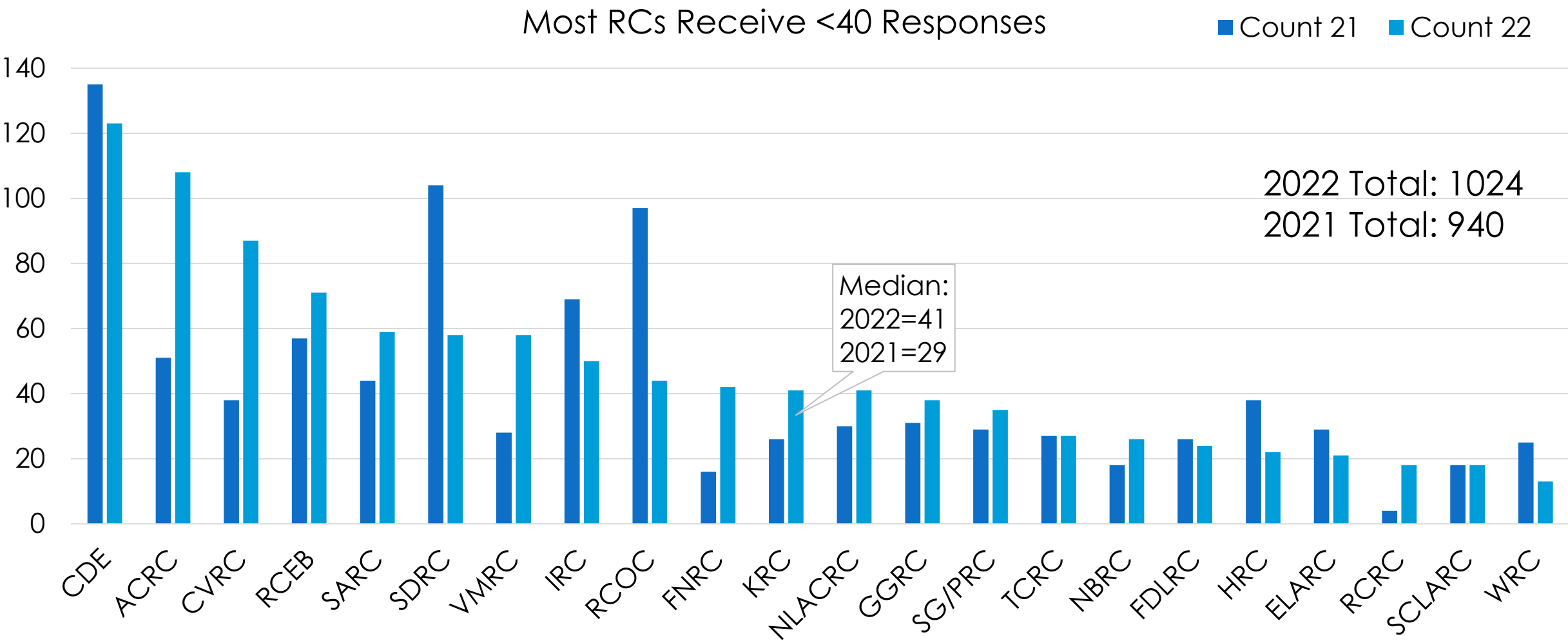
- Families understand their child's strengths, abilities, and special needs
- *Families know their rights and advocate effectively for their children (OSEP)*
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National Perspective on Family Outcomes

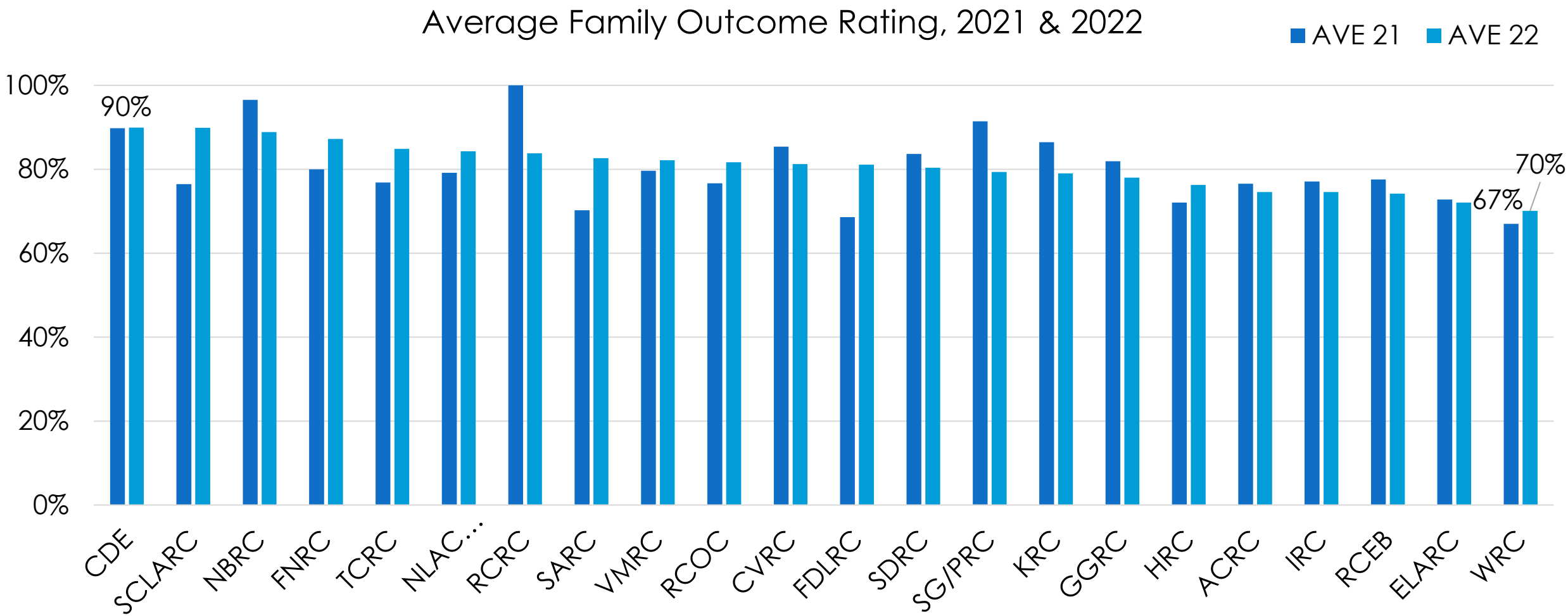


In FFY 2021, California was 8 –12% below the national averages for the three family outcomes, which were all close to 91%.

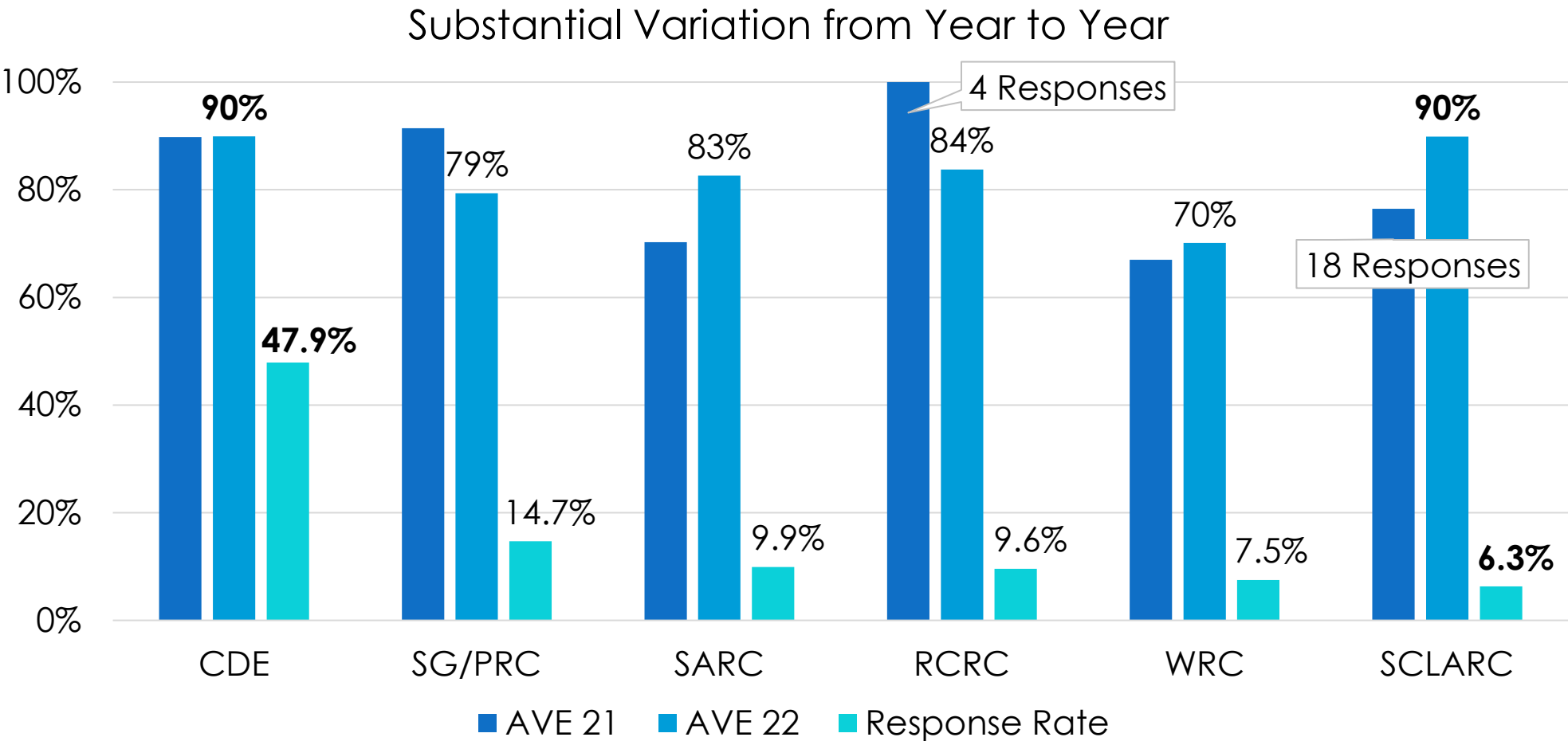
Low Response Counts by Regional Center



Regional Centers' Averages Vary



Validity is Questionable



Constituency Group Feedback

Parents and Advocates:

- Improving child outcomes as long-term goal
- Support and strengthen families to speak for and help their children (2 of 5)

State Agencies & Community:

- Noted inter-relatedness of family and child outcomes
- Of seven, 1 prefers family outcomes and 1 prefers child outcomes

IMPROVEMENT FOCUS FOR THE SSIP

Child outcomes:

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

Where should California Early Start focus its improvement efforts?

Family outcomes:

- Families understand their child's strengths, abilities, and special needs
- *Families know their rights and advocate effectively for their children (OSEP)*
- *Families help their children develop and learn (OSEP)*
- Families have support systems
- Families access desired services, programs, activities in their community

What's Next?

State Leadership Team activities to address contextual framing:

- Complete the infrastructure analysis to determine state agency/team capacity for governance, financing, data management, etc.
- Outline other state initiatives related to child and family outcomes
- Delineate potential evidence-based practices to implement

Public engagement activities:

- Advisory Group Meeting #3: To be scheduled in late June

QUESTIONS AND COMMENTS

Please contact:

Ashley Lambert

Ashley.Lambert@dds.ca.gov

