



**MISSOURI  
PART C/FIRST STEPS  
STATE SYSTEMIC  
IMPROVEMENT PLAN  
(SSIP)**

SICC Meeting  
September 12, 2014

Missouri Department of Elementary  
and Secondary Education

# Definition

The SSIP is a “... comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.”

The plan will include data analysis, infrastructure analysis, measureable result/target, and improvement activities.

Stakeholders, including parents, service providers and SICC members, must be included in developing the plan.

# A “Multi-Year” Plan . . .

The SSIP is a six year plan (i.e., 2014 to 2019)

- ❑ The first three years of the SSIP include analyzing, planning and evaluating program implementation (i.e., 2014 to 2016)
- ❑ The last three years include collecting and analyzing data, implementing activities and scaling up improvement to statewide implementation (i.e., 2016 to 2019)



**PHASE I DATA ANALYSIS:**  
**THE *FIRST STEP* TO A**  
**STATE SYSTEMIC**  
**IMPROVEMENT PLAN**  
**(SSIP)**

Missouri Department of Elementary  
and Secondary Education

# Current Initiatives Involving Part C

## STATE LEVEL INITIATIVES

- ❑ DESE – Top 10 by 20, Goal 2: *All Missouri children will enter kindergarten prepared to be successful in school.*
  - Early Identification and Screening
  - Early Childhood Outcomes (ECO)
  - Transition From First Steps to ECSE
- ❑ DESE – Top 10 by 20, Goal 4: *The Department will improve departmental efficiency and operational effectiveness.*
  - Provide operational models for service coordination and provider services
  - Streamline guidance and website information
- ❑ DSS – Reducing Child Abuse & Neglect
- ❑ DHSS – Early Hearing Detection & Intervention (EHDI)
- ❑ DMH – Transition and Care Coordination
- ❑ DSS and DOI – Expanded Funding

# Multiple Data Sources

## Web-based System

- *Quantitative*
  - Child count
  - Services
  - Outcome Ratings
  - Costs
- *Qualitative*
  - IFSP content
  - Evaluation reports
  - Progress notes

## Surveys

- *Quantitative*
  - Response rate
  - Results
- *Qualitative*
  - Parent perspectives
  - Provider experiences
  - Service Coordinator knowledge

## Direct Observation

- *Quantitative*
  - Discrepancy between practice and other data source(s)
  - Competency level
- *Qualitative*
  - Parent engagement
  - Use of EBP
  - Rapport

# Part I: Broad Data Analysis

To begin the broad data analysis, the Part C Annual Performance Report (APR) was used as the framework since data and improvement activities were readily available, which made it possible to conduct analysis and if applicable, identify root causes for low performance or data quality. Other data reported to the U.S. Department of Education (i.e., 618 data) and state data were also included in the analysis.

# Broad Data Analysis:

## APR Results Data

### Missouri Annual Performance Report (APR) Summary

#### Part C

Indicator	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2012-13 Target	Gap from Target	Progress/Slippage
1 - Timely Services	69.00%	81.50%	89.90%	90.40%	87.50%	91.50%	81.60%	87.10%	= 100.00%	⊗ -12.90%	↑ 5.50%
2 - Natural Environments	96.90%	97.40%	97.90%	98.00%	98.20%	98.90%	98.90%	99.00%	≥ 95.00%	⊙ 4.00%	↑ 0.10%
3 - ECO Positive Social Emotional Skills: SS#1	N/A	N/A	N/A	N/A	69.10%	61.70%	74.60%	79.10%	≥ 69.20%	⊙ 9.90%	↑ 4.50%
3 - ECO Positive Social Emotional Skills: SS#2	N/A	N/A	N/A	N/A	47.40%	41.00%	43.50%	38.40%	≥ 47.50%	⊗ -9.10%	↓ -5.10%
3 - ECO Acquisition & Use of Knowledge & Skills: SS#1	N/A	N/A	N/A	N/A	70.30%	63.80%	76.90%	80.40%	≥ 70.40%	⊙ 10.00%	↑ 3.50%
3 - ECO Acquisition & Use of Knowledge & Skills: SS#2	N/A	N/A	N/A	N/A	45.50%	41.80%	41.30%	38.50%	≥ 45.60%	⊗ -7.10%	↓ -2.80%
3 - ECO Appropriate Behaviors: SS#1	N/A	N/A	N/A	N/A	73.00%	65.90%	78.20%	81.80%	≥ 73.10%	⊙ 8.70%	↑ 3.60%
3 - ECO Appropriate Behaviors: SS#2	N/A	N/A	N/A	N/A	36.10%	32.50%	33.20%	31.10%	≥ 36.20%	⊗ -5.10%	↓ -2.10%
4A - Families know their rights	93.50%	92.30%	92.70%	94.60%	96.10%	96.80%	96.20%	96.90%	≥ 95.00%	⊙ 1.90%	↑ 0.70%
4B - Families effectively communicate needs	95.60%	95.60%	95.90%	95.60%	97.60%	97.20%	97.20%	97.80%	≥ 95.00%	⊙ 2.80%	↑ 0.60%
4C - Families help children develop and learn	98.20%	96.30%	96.60%	97.40%	98.50%	97.70%	98.00%	98.60%	≥ 95.00%	⊙ 3.60%	↑ 0.60%
5 - Child Find Birth to 1	0.71%	0.64%	0.76%	0.75%	0.84%	0.92%	0.97%	0.98%	≥ 0.85%	⊙ 0.13%	↑ 0.01%
6 - Child Find Birth to 3	1.48%	1.37%	1.45%	1.55%	1.72%	1.96%	2.21%	2.23%	≥ 1.67%	⊙ 0.56%	↑ 0.02%
7 - 45-day Timelines	90.90%	95.10%	95.30%	95.00%	100.00%	96.00%	100.00%	94.00%	= 100.00%	⊗ -6.00%	↓ -6.00%
8A - Transition Steps & Services	60.10%	92.70%	100.00%	100.00%	100.00%	100.00%	98.40%	48.00%	= 100.00%	⊗ -52.00%	↓ -50.40%
8B - Notification to LEA	64.00%	90.90%	94.70%	98.60%	100.00%	100.00%	95.10%	84.80%	= 100.00%	⊗ -15.20%	↓ -10.30%
8C - Timely Transition Conference	57.00%	78.10%	94.20%	92.60%	91.20%	100.00%	100.00%	92.90%	= 100.00%	⊗ -7.10%	↓ -7.10%

# Indicator 2: Natural Environments

- ❑ **Data trends:** Consistently high performance (95%)
- ❑ **Critical Questions:**
  - **Who** is delivering services to families?
  - **How** are services delivered?
- ❑ **Additional Data Analysis Revealed:**
  - **75% of services** delivered by five disciplines
  - **111 regional teams** of approximately 900 providers
- ❑ **Identified Need:** Assess how services are being delivered and the practices used by service coordinators and providers that promote positive child outcomes.

# Indicator 3: Child Outcomes

## A child has positive social relationships



This means that for his or her age, your child is able to:

- Build and maintain relationships with children and adults;
- Understand and follow rules; and
- Communicate wants and needs effectively.



## A child acquires and uses knowledge and skills



This means that for his or her age, your child is able to:

- Show an eagerness for learning;
- Explore their environment and engage in daily learning opportunities;
- Show imagination and creativity in play; and understand and communicate thoughts and ideas



## A child takes appropriate action to meet his or her needs.



This means that for his or her age, your child is able to:

- Move or seek help to move from place to place to participate in everyday activities;
- Meet his or her self-care needs (feeding, dressing, etc.); and
- Use objects such as a spoon and crayons as tools.

# Early Childhood Outcomes (ECO)

- ❑ **Data trends:** Inconsistent data within *and* between summary statements
- ❑ **Critical Questions:**
  - **Why** are ratings fluctuating?
  - **How** are ratings determined?
- ❑ **Additional Data Analysis Revealed:**
  - **High** entry and exit ratings given state's eligibility criteria but no patterns between SPOE regions
  - **Survey** indicated primarily using parent input for ratings
- ❑ **Identified Need:** Technical assistance and training. The state may consider alternate procedures.

# Indicator 4: Family Outcomes

- ❑ **Data trends:** Consistently high performance (95%)
- ❑ **Critical Questions:**
  - **What** is the purpose of each item asked in the survey?
  - **How** are responses used to inform program improvement?
- ❑ **Additional Data Analysis Revealed:**
  - **Coded surveys** for team and non-team families had similar responses except for IFSP meeting participation and activities within daily routines and activities
- ❑ **Identified Need:** Each survey item should be mapped to other indicators of positive child outcomes. State may consider new survey content in future.

# Indicator 5: Child Find (Birth to age 1)

- ❑ **Data trends:** Consistent increase in performance
- ❑ **Critical Questions:**
  - **Who** refers families to First Steps?
  - **Where** do families hear about First Steps when parents make the referral?
- ❑ **Additional Data Analysis Revealed:**
  - **Regional trends** for referral sources in public report
  - **Secondary referral sources** collected in database report
- ❑ **Identified Need:** Develop targeted child find activities in each region based on trends on referral sources for children under 12 months of age.

# Indicator 6: Child Find (Birth to age 3)

- ❑ **Data trends:** Consistent increase in performance
- ❑ **Critical Questions:**
  - **How** many children are expected to be served in Part C?
  - **Why** do families leave Part C before age 3?
- ❑ **Additional Data Analysis Revealed:**
  - **Study** on eligibility forecasting indicated 2.35% - 2.45%
  - **Trends** for inactivation reasons as displayed in public report
- ❑ **Identified Need:** Develop targeted child find activities in each region and consider technical assistance for service coordinators based on regional data trends.

# Broad Data Analysis:

## 618 Data . . . Child Count

### □ State Trends in Child Count:

<b>December (Year)</b>	<b>Part C (0-1)</b>	<b>Missouri Population (0-1)</b>	<b>Part C (0-3)</b>	<b>Missouri Population (0-3)</b>
2006	500	78,424	3,216	234,751
2007	617 	80,673	3,450 	238,086
2008	616	82,359	3,784 	243,847
2009	676 	80,605 	4,200 	244,769
2010	703 	76,119 	4,539 	231,982 
2011	730 	74,978 	5,024 	226,932 
2012	721	73,870 	4,999	224,519 

# Broad Data Analysis:

## 618 Data . . . Child Count, Cont'd

### □ State:

State FY 2013-14 Data

Type	Child Count
December 1 child count	4,988
<i>Annual count with IFSP</i>	8,849
<i>Annual count with E/A and IFSP</i>	11,613

### □ Regional:

Region	Population	Region	Population
3	2.55%	7	2.16%
2	2.44%	8	2.05%
1	2.33%	4	2.03%
6	2.32%	5	2.03%
9	2.31%	10	<b>2.01%</b>

# 618 Data . . . Race/Ethnicity

*State FY 2013-14 Data*

## □ **Race/Ethnicity:**

<b>Race/Ethnicity</b>	<b>Part C</b>	<b>Missouri (0 – 3)</b>
White (not Hispanic)	72%	74%
Black (not Hispanic)	16%	16%
Hispanic	6%	7%
Other	6%	3%

## □ **Interpretation/Translation Services:**

Approximately 2.5 % of Missouri families enrolled in Part C require interpretation/translation services.

# 618 Data . . . Other

*State FY 2013-14 Data*

- ❑ **Gender:** 60% Male
- ❑ **Poverty Level:** 60% have Medicaid
- ❑ **Reasons for Leaving Part C:**

<b>Reason</b>	<b>All Children</b>	<b>Children Completed Part C</b>
Transition to Part B	58%	70%
Not Eligible for Part B	17%	21%
Other: (deceased, moved, withdrawal, unable to locate, etc.)	25%	9%

# Broad Data Analysis:

## APR Compliance Data

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# Compliance Indicators

Indicator	Data Analysis
<b>Timely Services</b>	Data reflect a consistently low performance in recent years. Only slight regional differences where rural areas have fewer providers. Providers are responsible for activity but Service Coordinators are trained and monitored for compliance with requirement. <i>Root cause: discrepancy in person responsible and training/monitoring procedures.</i>
<b>45-day Timeline</b>	Data reflect a consistently high performance in recent years. Service Coordinators are responsible for activity and are also trained and monitored for compliance with requirement. <i>Note a pattern in meeting 45-day timeline but not meeting Timely Services.</i>
<b>Transition from Part C</b>	Data reflect a consistently high performance in recent years* with slight inconsistency in 8C: Conference. Service Coordinators are responsible for activity and are also trained and monitored for compliance with requirement. <i>*Recent decrease due to state misinterpreting federal requirements and delay in disseminating training.</i>

# Broad Data Analysis:

## Summary

After an analysis of broad data, determined the **strengths and weaknesses** to be:

- ❑ All APR results indicators but one (Child Outcomes) showed positive results with consistent improvement in recent years.
- ❑ Generally, APR compliance data show a high performance in recent years, with the exception of Timely Services.
- ❑ Most children complete the Part C program and exit at age three. The majority of these children are eligible for Part B early childhood special education.

## Part II: Focused Data Analysis

Based on the broad data analysis, it was determined a further, more focused analysis of Child Outcomes was necessary in order to determine the root cause(s) contributing to inconsistent data in this area, and whether compliance data were contributing factors.

The focused data analysis included national, statewide and regional data. State data were also disaggregated by multiple variables.

# Missouri ECO Rating Scale

## □ Rating Descriptions:

1. Not Yet (does not attempt)
2. Emerging (attempts if prompted)
3. Occasionally (some of the time)
4. Frequently (most of the time)
5. Completely (all of the time/typical development)

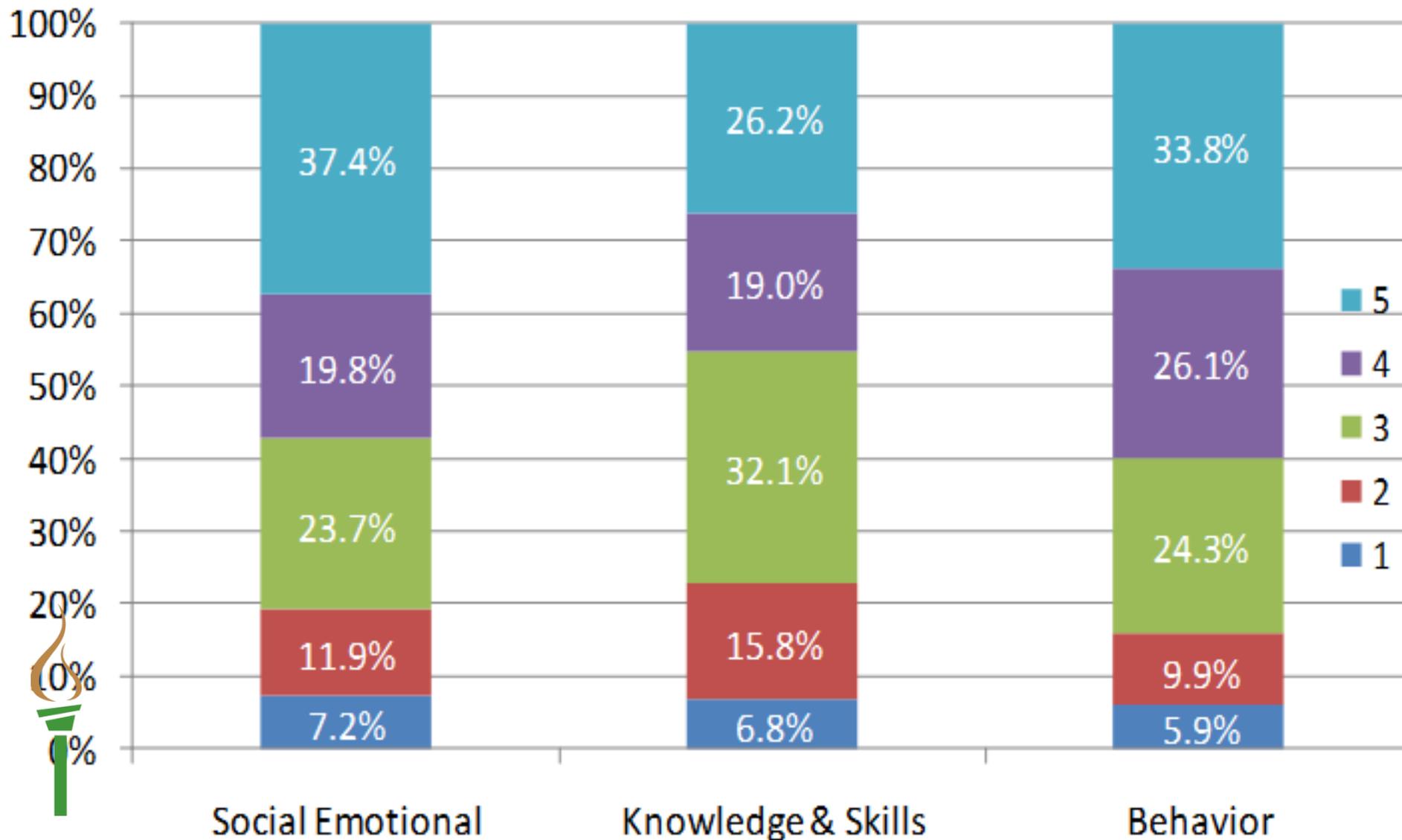
## □ Summary Statements (SS)

- **SS1:** *Percent of children who entered below age expectation and substantially increased growth when exit Part C*
- **SS2:** *Percent of children functioning at age expectation when exit Part C*

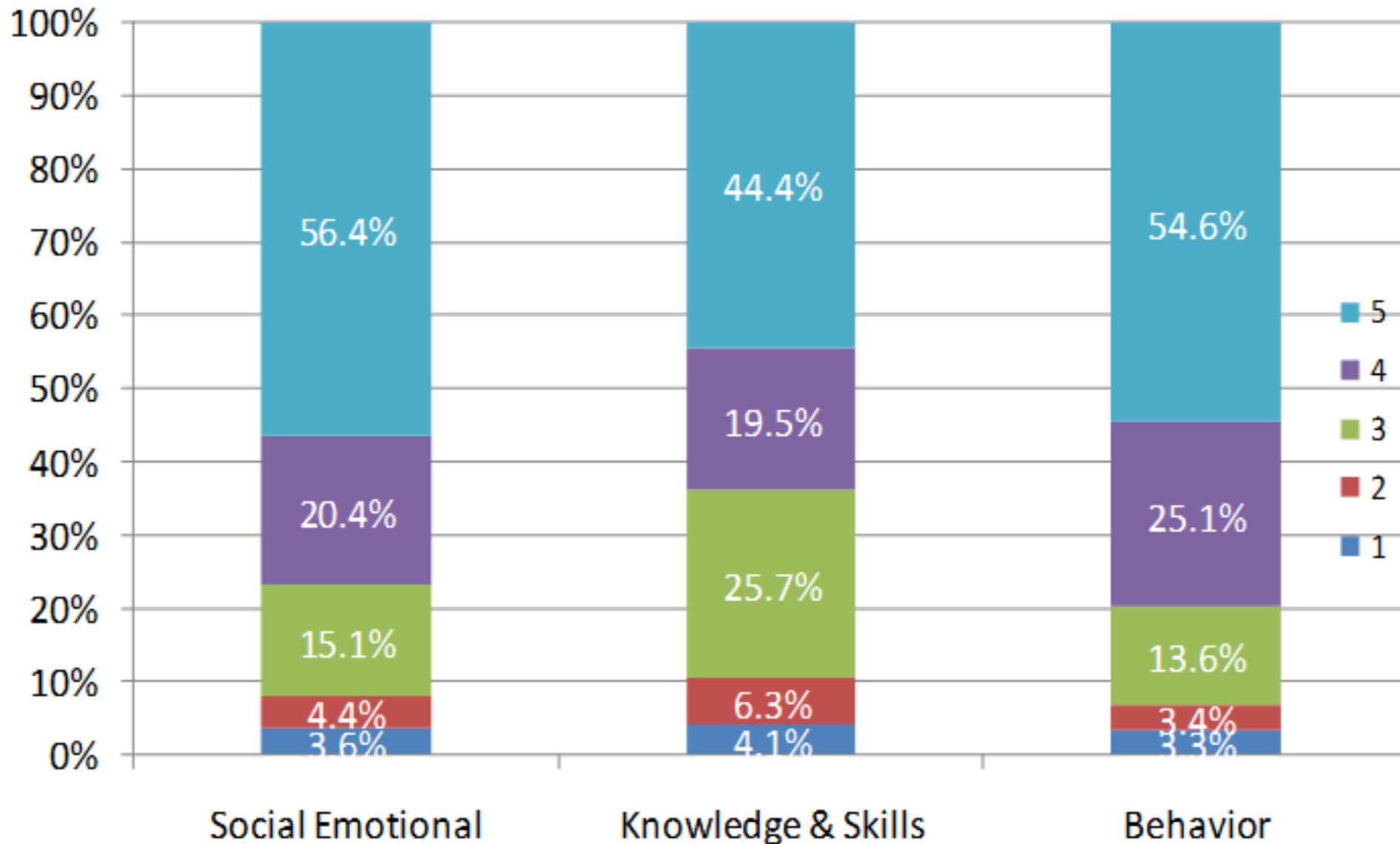
# Brief History of ECO in Missouri

- ❑ **2005:** Planning for measuring child outcomes.
- ❑ **2006:** Piloted variety of instruments already used by 5 SPOEs and 8 districts. Conducted training on uniform procedures for Part C and B.
- ❑ **2007:** Reported on entry status of children from 2006 pilot. Continued training.
- ❑ **2008-09:** Initial report of outcome/progress data. Entry and Exit scores appeared to be inflated given the state's eligibility criteria.

# Child Outcome Entry Ratings (2008-09)



# Child Outcome Exit Ratings (2008-09)



# Brief History. . . Cont'd

- ❑ **2010:** Updated training materials. Examined data differences between Part C and B. Survey SPOEs.
- ❑ **2011:** Examined regional data, no patterns within or between regions, overall high ratings. Began exploring need to change procedures. Webinar trainings.
- ❑ **2012:** Updated web-based system to collect ratings. Planning for a Part C pilot project.
- ❑ **2013:** Initial implementation of Part C pilot project.

# Data Quality (National)

A national comparison of Part C data can be challenging due to state differences in **eligibility criteria**:

- ❑ States range from serving children at-risk for developmental delay to children presenting with half-age developmental delay. This range in criteria creates:
  - Variance in the expected age at the time of referral, and
  - Diversity of skills in the population served in Part C programs.
- ❑ States present with varied percentages of population served based on child find and eligibility criteria.

# State Ranking By Eligibility Criteria

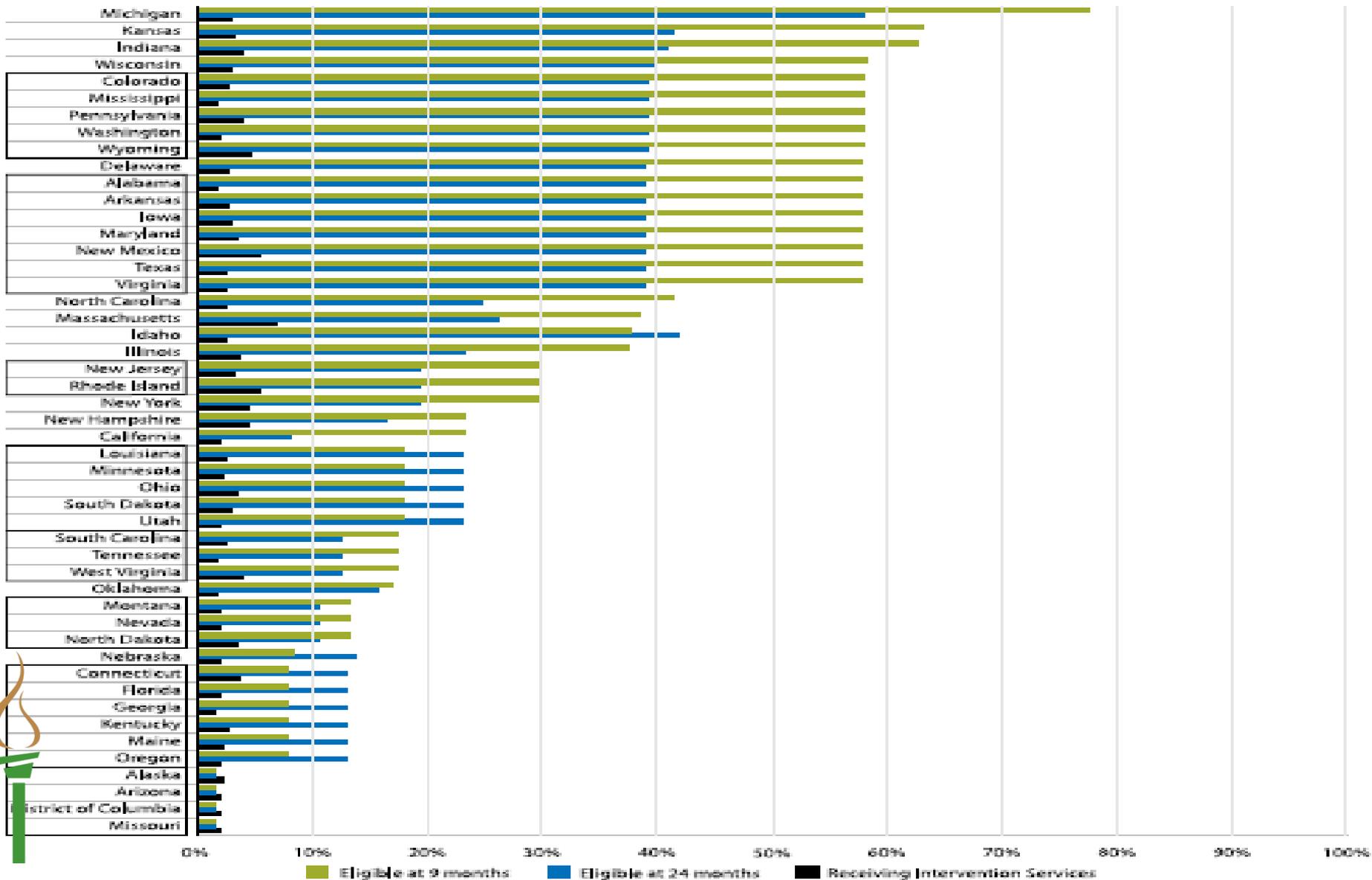
## *Ranking Based on State's Eligibility Criteria*

<-- Least Restrictive Criteria														Most Restrictive Criteria-->							
MI	KS	IN	WI	CO	DE	AL	NC	MA	ID	IL	NJ	NY	NH	CA	LA	SC	OK	MT	NE	CT	AK
				MS		AR					RH				MN	TN		NV		FL	AZ
				PA		IA									OH	WV		ND		GA	DC
				WA		MD									SD					KY	MO
				WY		NM									UT						ME
						TX															OR
						VA															

From Rosenberg, S. A. (2013). Part C Early Intervention for Infants and Toddlers: Percentage Eligible Versus Served. *Pediatrics*, 131(1), 38 – 46.

Available online at: <http://pediatrics.aappublications.org/content/131/1/38.full.html>

# State Ranking By Percentage Served



# Data Quality (National). . . cont'd

A national comparison of child outcomes data can be particularly challenging due to not only state's eligibility criteria but also **child outcome procedures:**

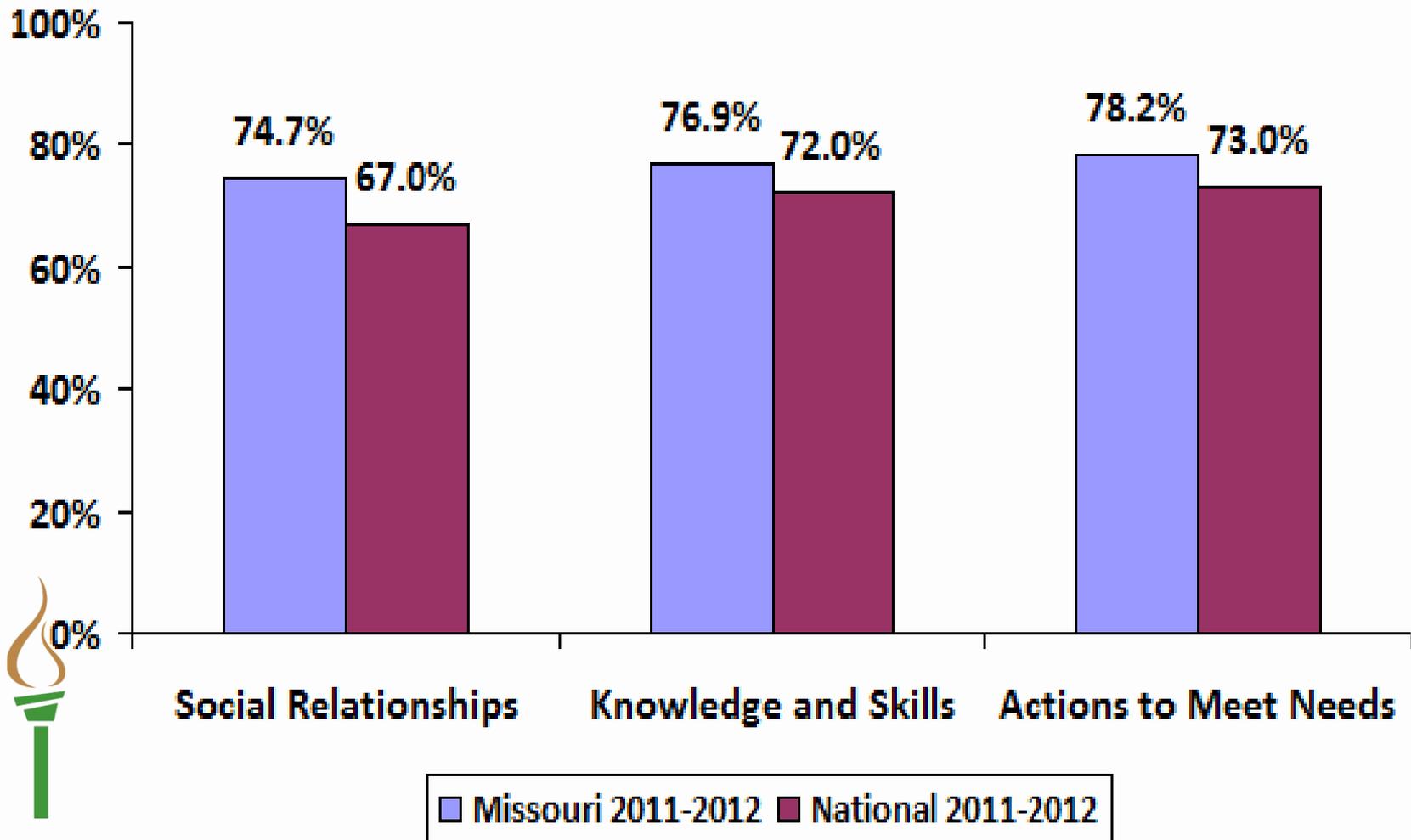
- ❑ Not all states use the same rating scale. Missouri uses 5-point scale instead of 7-point scale (COS).
- ❑ Not all states use the same measurement/tools.

Child Outcomes Measurement Approaches (N=56)	
Type of Approach	Number of States (%)
Child Outcomes Summary (COS) process	42 (75%)
One Statewide tool	8 (14%)
Publishers' online analysis	1 (2%)
Other approaches	5 (9%)

*From the 2013 SPP APR Indicator Analyses, ECTA ECO Center, online at:  
[http://ectacenter.org/~pdfs/partc/part-c\\_sppapr\\_13.pdf](http://ectacenter.org/~pdfs/partc/part-c_sppapr_13.pdf)*

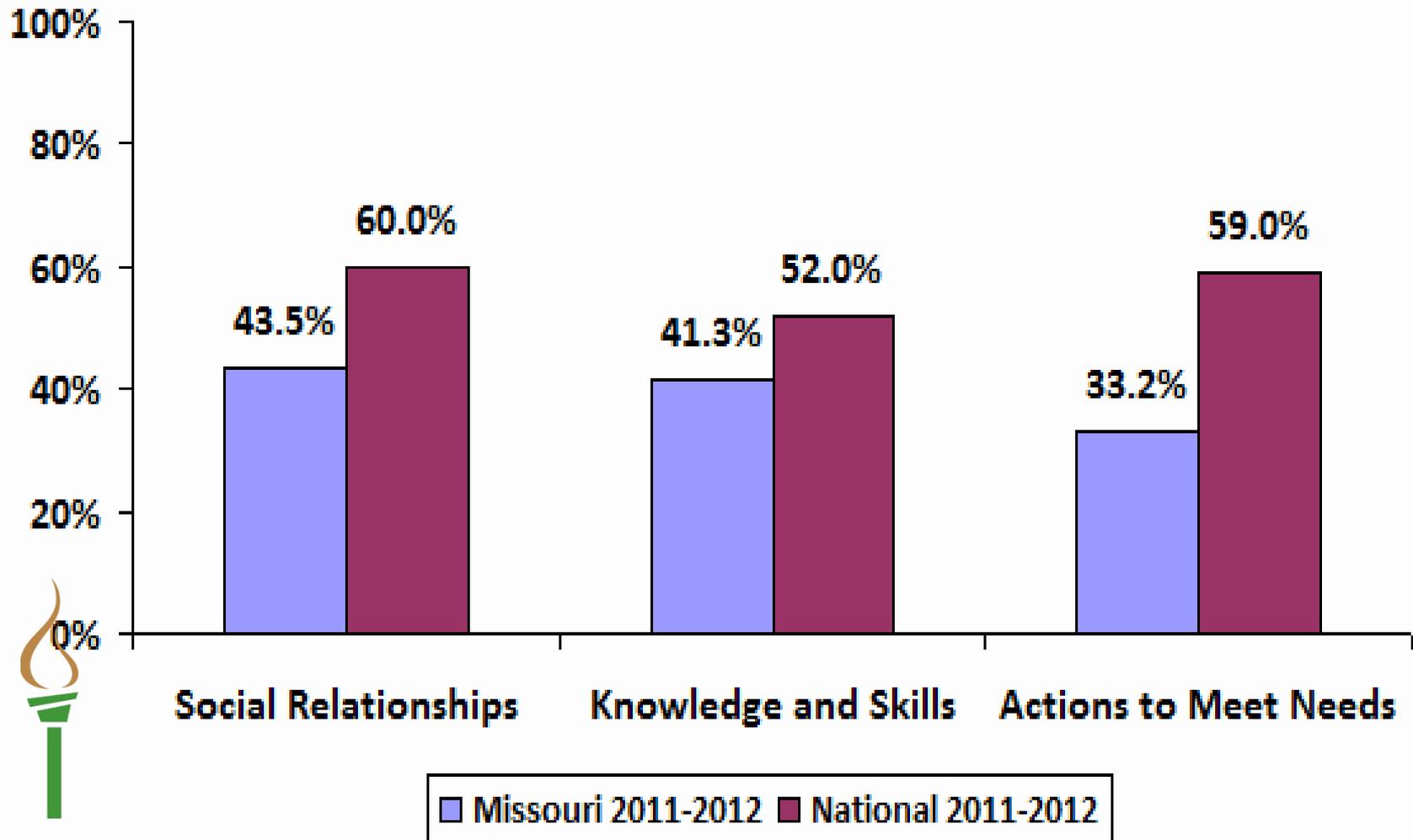
# Data Comparison – SS1 (National)

From: *State Child Outcomes Data Quality Profile*, ECTA



# Data Comparison – SS2 (National)

From: *State Child Outcomes Data Quality Profile*, ECTA



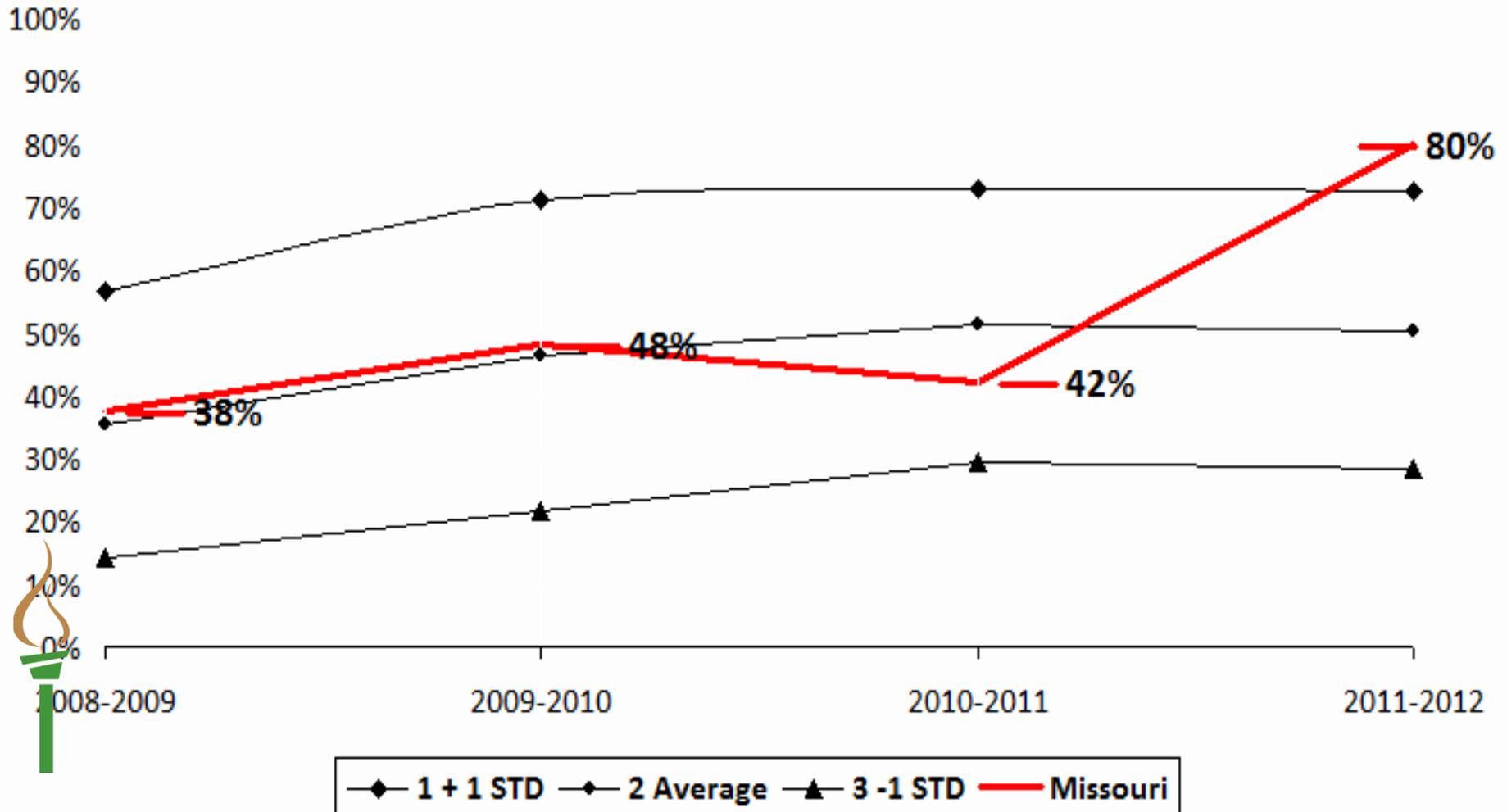
# Data Quality (State)

There are two key criteria for analyzing the quality of a single state's child outcome data:

- ❑ Does the state report exit data for a **sufficient number** of children?
- ❑ Does the state's data show **reasonable trends** in the summary statements?

# 1. Percent of Children Exiting

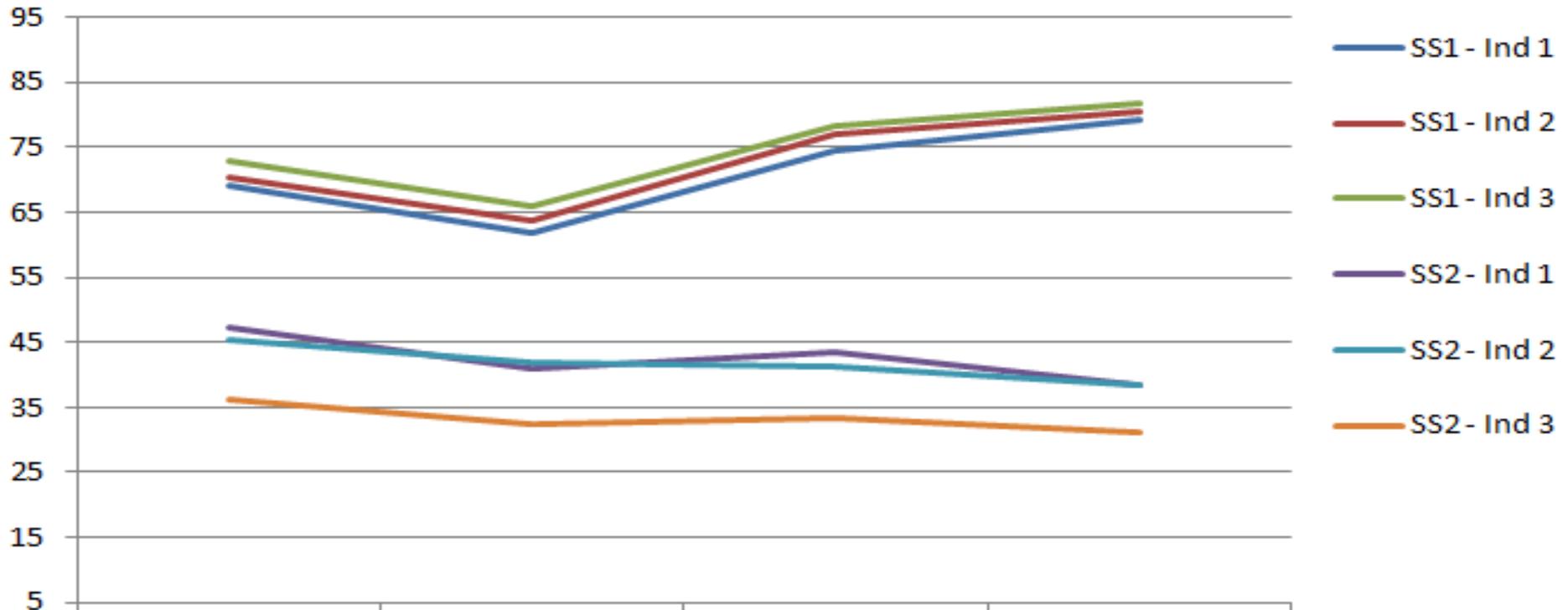
From: *State Child Outcomes Data Quality Profile, ECTA*



## 2. Trends in Exit Data (SS1 and SS2)

Types of Change	2008-09  2011-12
<u>Small variations</u> from year to year are expected	
<u>Large consistent increases</u> are good news particularly when linked to programmatic changes	
<u>Large consistent decreases</u> require explanation (e.g. changing population)	
<u>Large up and down changes</u> are an indicator of questionable data quality and require explanation	

# State Trends (Missouri)



<b>B</b>	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	2013-14
<b>A</b>	# 1,314	1,226	2,473	2,862	
<b>S</b>					
<b>E</b>	SPOE Survey	Analysis	Web Reporting		Pending
<b>L</b>	Re-Training	Webinars	Analysis		
<b>I</b>					
<b>N</b>					
<b>E</b>					

# Focused Data Analysis:

## Summary

After an analysis of child outcome data, determined the **root cause** for inconsistent data is due to:

- ❑ The collection of information and the determination of a rating is **not consistent** between or within SPOE regions.
- ❑ Measuring child outcomes is **not meaningful** to the IFSP team and service delivery.
- ❑ Measuring child outcomes does **not occur often enough** to accurately report progress between entry and exit.

# Exploring Improvement to Outcomes

- ❑ **Rationale:** To assess the need to change policies and procedures for collecting and determining outcome ratings.
- ❑ **Purpose:** To create more meaningful and consistent child outcome data.
- ❑ **Pilot Project:** To acquire more information from Service Coordinators, providers and families on the use of outcome ratings.

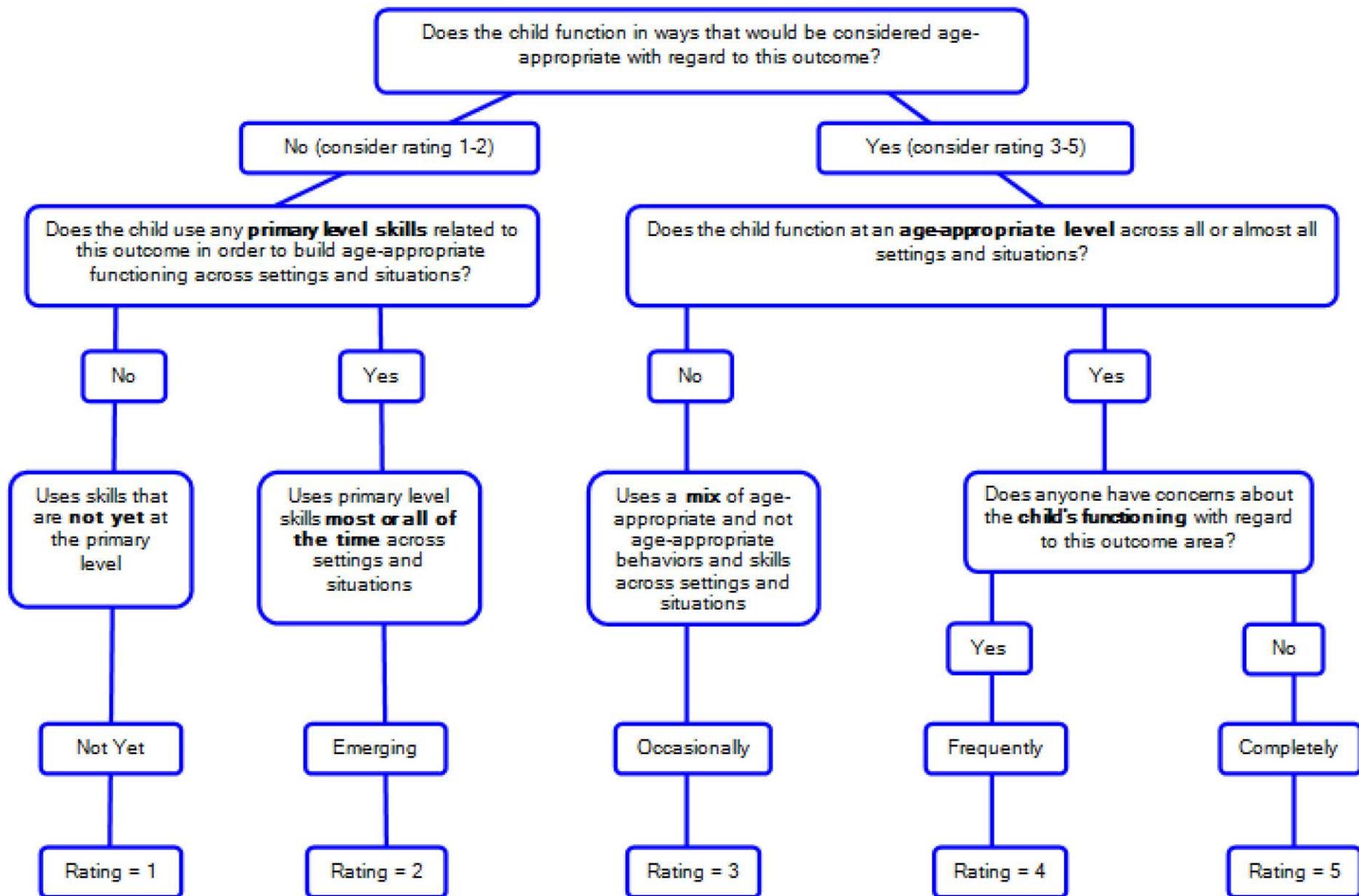
# Beginning a Pilot Project

- ❑ **Geographic Selection:** Identify more than one region close in proximity (convenience sample) and if possible, noticeable differences in ratings (diverse data) = Pilot in regions 9 and 10.
- ❑ **Sample Selection:** Utilize half the Service Coordinators in the two pilot regions to conduct within-region and between-region analysis.
- ❑ **Procedures:** Determine which procedures stay the same and which procedures should change for the pilot project.

# Establishing Consistent Procedures

- ❑ **Entry Point:** Continue to use a 6-month period of time for participating in Part C in order to provide an entry and exit rating but need more frequent ratings than just entry and exit.
- ❑ **Ratings:** Continue to use a 5-point scale but need a way to obtain consistency in determining ratings.
- ❑ **Tool:** No specific tool required, yet need to consider multiple sources of information in the ratings.
- ❑ **Solution:** Use a *Decision Tree* to assist in discussing a child's progress at IFSP meetings.

# Decision Tree for Early Childhood Outcomes (ECO) Rating Discussion



# Follow-up to Round 1: Comments

## What's Working

- ❑ Simpler and more meaningful process to determine outcomes
- ❑ Scores more accurate, developmentally appropriate
- ❑ The conversation flows with IFSP meeting discussion
- ❑ The Decision Tree is helpful
- ❑ Becoming more comfortable with the process
- ❑ As ratings change, it provides for an opportunity to discuss service levels

## What's Not Working

- ❑ Assigning an exit rating at the transition meeting is too early
- ❑ Wondering why Part C exit and B entry need to match
- ❑ More practice (scenarios) on how to naturally embed the discussion in the IFSP meeting
- ❑ Difficult discussing ratings with families when child is medically fragile or terminally ill

# Focused Data Analysis: Summary

After an analysis of focused data, determined the **strengths and weaknesses** of child outcomes to be:

- ❑ Analyzing Part C child outcome data from a national level can be challenging due to the diversity of states.
- ❑ Analyzing state data requires confidence in the procedures used to collect and determine ratings.
- ❑ Compliance data were not contributing to low performance.
- ❑ Through the pilot project, when a child's progress is discussed and determined at IFSP meetings, the state can gather meaningful and consistent information about child outcomes.



# MISSOURI PART C

## PHASE I MEASUREABLE RESULT:

THE *FOCUS* OF A  
STATE SYSTEMIC  
IMPROVEMENT PLAN (SSIP)

# Results

The **goal** of Missouri's Part C SSIP is, to the extent possible, support each family to help their child with a disability improve his or her skills and behaviors during the time participating in Part C.

# Measurable Results

Missouri intends to **increase** the percent of children with disabilities who exit Part C with:

- *Substantial increase in growth during their time in Part C or function at age expectation in*
- *Social skills, use of knowledge and skills or appropriate behaviors*
- *by X%*
- *by 2019.*