



MISSOURI PART C/FIRST STEPS

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

SICC Meeting
November 21, 2014

Missouri Department of Elementary
and Secondary Education

Recap: SSIP Definition



- The **State Systemic Improvement Plan (SSIP)** is a “... comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.”
- The plan will include five components: Infrastructure analysis, Data analysis, Measureable result, **Improvement activities** and a **Theory of action**.
- Stakeholders, **including parents, service providers and SICC members**, must be included in developing the plan.

Recap: SSIP Timeline



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)

Recap: Multiple Data Sources

Web-based System

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

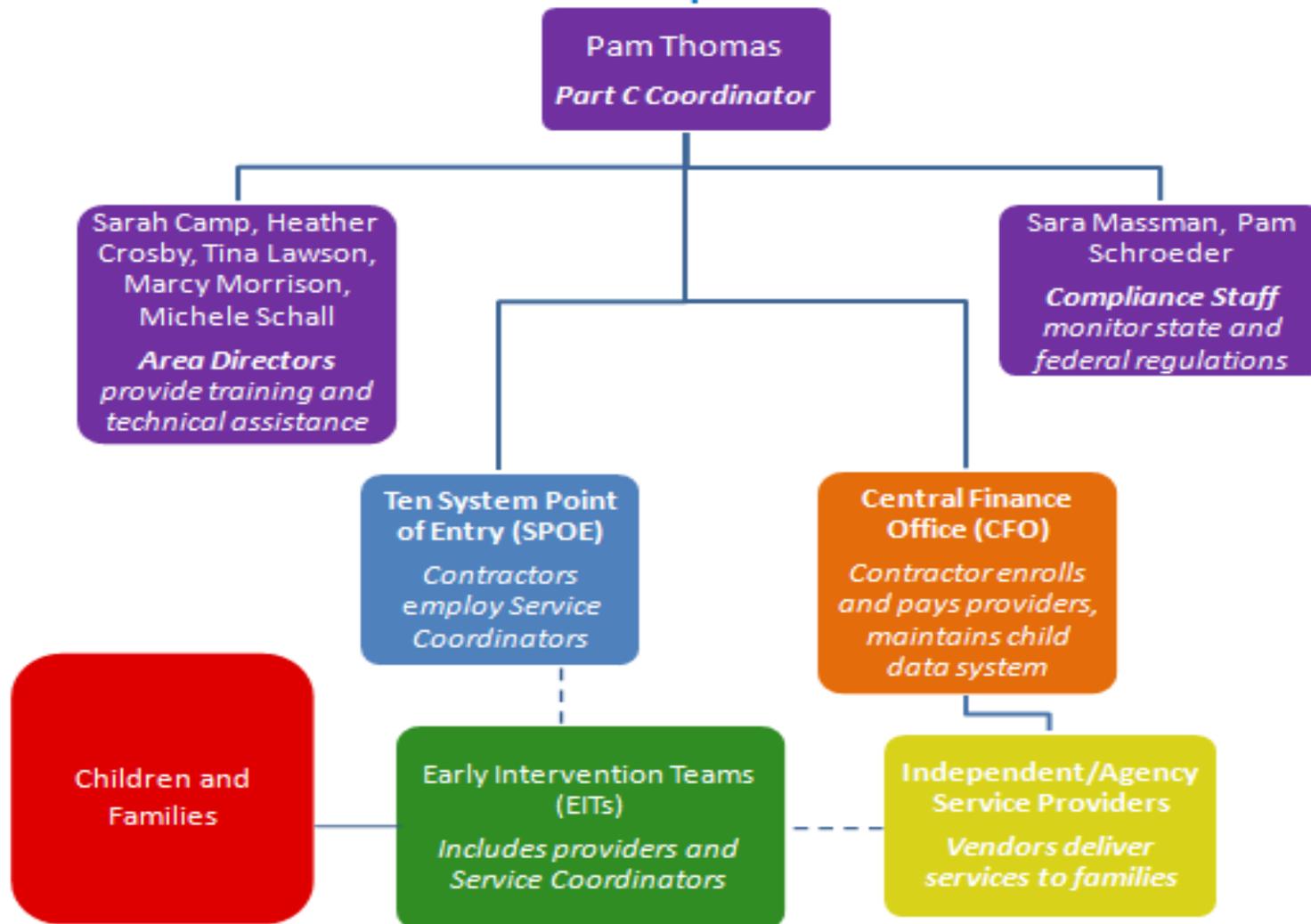
Surveys

- *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

Recap: Infrastructure



Recap: Infrastructure Analysis (SPOE)

After an analysis of the SPOE infrastructure, found:

- ❑ There is a great deal of **commitment** to First Steps.
- ❑ A lot of work has been done to **establish a SPOE** system.
- ❑ SPOE regions are diverse and **need flexibility** in infrastructure in order to meet regional needs.
- ❑ SPOE **contract requirements** include both compliance and best practice but need to support the SPOE in balancing the two.
- ❑ There are multiple, existing data sources used for referral, eligibility, services, etc. but data (i.e., observations) are missing that help evaluate Service Coordinator practices and **inform training/targeted activities** at the SPOE level (e.g., explaining First Steps at the intake visit, conducting IFSP meetings).

Recap: Infrastructure Analysis (Providers)

After an analysis of the Provider infrastructure, found:

- ❑ History of provider **commitment** to First Steps but need to improve communication between providers and within the regions (e.g., enhance the use of Early Intervention Teams).
- ❑ There are multiple, existing data sources used for authorizing and paying providers but data (i.e., observations) are missing to help:
 - Evaluate practice that **informs training** at a statewide level (e.g., characteristics of quality home visits)
 - Evaluate practice to **targets technical assistance** at a regional or team level (e.g., determining services, use of a primary provider)

Recap: Data Analysis (Broad)



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

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

Recap: Data Analysis (Focused)



After an analysis of child outcome data, determined the **root cause of the problem** 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.

Recap: Improving Child Outcomes (Pilot Project)



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

- ❑ Analyzing state data requires confidence in the procedures used to collect and determine child outcomes.
- ❑ Implementing a pilot project can increase consistency in the procedures used for child outcomes.
- ❑ Through the pilot project, when a child's progress is discussed and determined at regular IFSP meetings, the State can gather more meaningful and accurate information about child outcomes.



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MEASUREABLE RESULT:
THE *FOCUS* OF A
STATE SYSTEMIC
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Results



The **goal** of this 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 First Steps.

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.*



IMPROVEMENT ACTIVITIES:

THE *SUPPORTING STEPS* TO A STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

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Improvement Activities (State Responsibilities)



The State is responsible for:

- Establishing infrastructure,
- Creating policies,
- Analyzing statewide data; and,
- Providing training and targeted technical assistance.

Improvement Activities (Broad)

State Staff	Develop materials/guidance/policies related to the First Steps process
	Maintain online training modules for new Providers and Service Coordinators
	Provide face-to-face training/webinars on various topics, including: 45-day timeline, timely services, child outcomes, Early Intervention Teams, Transition from First Steps to ECSE, etc.
	Analyze statewide and regional data related to the First Steps process
	Provide targeted technical assistance

Improvement Activities: (Specific to SSIP)



Improvement activities in the SSIP are a **set of key activities** at the State and regional levels that will:

- ❑ Address any problems identified in the **infrastructure** and **data** analyses;
- ❑ Lead to improvement in the state-identified **measurable result**; and,
- ❑ Support Service Coordinators and providers to implement **evidence-based practices** that improve the outcomes of children in First Steps.

Improvement Activities (Specific to SSIP)

State Staff	Develop and disseminate policies/procedures for collecting and determining meaningful and frequent child outcome ratings
	Gather feedback on implementation of ECO pilot
	Provide training on ECO procedures
	Analyze statewide and regional ECO data
	Provide targeted technical assistance to Service Coordinators regarding quality IFSP meetings and to Providers regarding quality home visiting practices

Improvement Activities (Regional Responsibilities)



SPOEs are responsible for:

- Implementing best practice,
- Evaluating regional performance; and,
- Analyzing regional data.

The **practices** of Service Coordinators and Providers will directly impact the improvement of child outcomes.

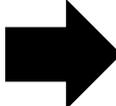
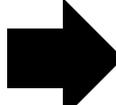


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THEORY OF ACTION: *AN ILLUSTRATION OF A* **STATE SYSTEMIC** **IMPROVEMENT PLAN (SSIP)**

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An “If ...Then ...” Model

If the State:	Then SPOEs will:
<p>Establishes benchmarks to measure key aspects of the First Steps process <i>And</i> Provides training/ technical assistance based on a review of regional performance</p> 	<p>Utilize data to review regional practices and inform training/targeted technical assistance <i>And</i> Communicate regularly with EI team members</p> 
And if SC/Providers:	Then Families will:
<p>Facilitate a routines-based discussion at IFSP meetings <i>And</i> Deliver support-based home visits <i>And</i> Utilize the ECO Decision Tree to determine progress</p> 	<p>Engage in team discussions about strategies to improve routines <i>And</i> Participate in home visits <i>And</i> Implement strategies between visits <i>And</i> Recognize progress in their child’s skills and development</p> 

Which will result in:

Positive child outcomes, where children with disabilities substantially improve functioning by the time they exit First Steps.