

Missouri Part C Annual Performance Report – Indicator 11

State Systemic Improvement Plan (SSIP)

In 2014-15, all states are required to perform data analysis and infrastructure analysis in order to identify a state-identified measurable result (SIMR) for a new Indicator 11 in the Part C annual performance report (APR). A review and evaluation of performance on this indicator will be included in each APR through 2018-19.

What did Missouri submit to the U.S. Department of Education?

1. Data Analysis

After a broad data analysis, the area with the largest inconsistencies in data was **child outcomes**. An in-depth analysis of child outcomes found the collection and determination of outcomes was: not consistent within or between regions in the state; not frequent enough to accurately report progress between entry and exit; and not meaningful to the IFSP team and service delivery. The state initiated a **pilot project** as a way to improve outcome data.

2. Infrastructure Analysis

After an infrastructure analysis, the state identified the ability to contract for a regional **System Point of Entry (SPOE)** to employ all service coordinators is arguably the strongest aspect of First Steps infrastructure. The state's ability to employ five regional staff to oversee this contract and provide training and technical assistance to the region enhances the strength of the regional system.

The independent provider system allows for increased flexibility and independence but is challenging to coordinate. The **early intervention team (EIT)** model has improved communications between and among providers and service coordinators; however, the performance of teams can be strengthened, specifically the activities in home visits and EIT meetings, in order to improve child outcomes.

3. State-Identified Measurable Result

As a result of these analyses, Missouri is proposing to **improve social and emotional outcomes** for children enrolled in First Steps, by the time they exit the program.

4. Improvement Strategies

The key activity to improving child outcome data is the pilot project. The key activity to improving First Steps infrastructure is strengthening EITs. **Four levels of improvement strategies** will lead to improvement in accurately identifying, measuring and evaluating child outcomes in First Steps:

Level One: Support the pilot project through provider training on child outcome procedures, paid team time to discuss child outcomes, information about evidence-based practices, using video to illustrate best practice, and sharing information about child development, specifically social-emotional skills.

Level Two: Conduct a regional needs assessment annually to observe and evaluate team meeting activities, IFSP meeting discussions and home visiting practices.

Level Three: Analyze data for key benchmarks of the early intervention process (i.e., referral, assessment, determining services, delivering services, exiting the program and supporting professionals) and evaluate regional performance. Results of the data analysis will be used to create a targeted training and technical assistance plan to improve regional practices, which will result in positive child outcomes.

Level Four: Scale up the pilot project to statewide implementation for strengthening EITs and analyzing benchmark data for all regions in the state.

5. Theory of Action

While the implementation of the pilot project and use of EITs are still evolving, feedback suggests that more aspects of these initiatives are working than not working. By making slight modifications to the current structures and procedures through implementing key improvement strategies, Missouri will create a system for accurately measuring child outcomes, specifically improvement in social-emotional skills for children in First Steps.

Improvement Activity	If . . .	Then . . .	
Level One 	The state provides the mechanisms and materials for EIT members to have meaningful discussions about evidence-based practices that improve social-emotional skills in children with disabilities. . .	EIT members will recognize typical and atypical social-emotional skills and strategize how to improve the outcomes of children participating in First Steps.	
Level Two 	The SPOEs conduct an annual needs assessment, which includes observations of EIT meetings, IFSP meetings and home visits, to assess current practice. . .	SPOEs will know if EIT members are using evidence-based practices and, if needed, provide targeted training and technical assistance.	
Level Three 	The state compiles multiple benchmark data (i.e., reports, surveys and observations) to evaluate regional performance in child outcomes. . .	The state will determine if the current level of training and technical assistance is working or if a more intensive plan is necessary to improve child outcomes.	
Level Four 	All EIT members discuss child progress in social-emotional skills during IFSP meetings and use the decision tree to accurately rate child outcomes in social-emotional skills. . .	Parents will engage in IFSP meeting discussions to recognize progress in their child's social-emotional development.	<i>And ultimately, if parents use these strategies between visits with providers. . . Then the intended consequence is an increased percent of children with positive social-emotional outcomes.</i>
All EIT members use evidence-based practices and monitor the child's progress during home visits	Parents participate in home visits to learn strategies to improve their child's development		