

Connecticut Part C
State Performance Plan
Indicator 11
State Systemic Improvement Plan

Phase II



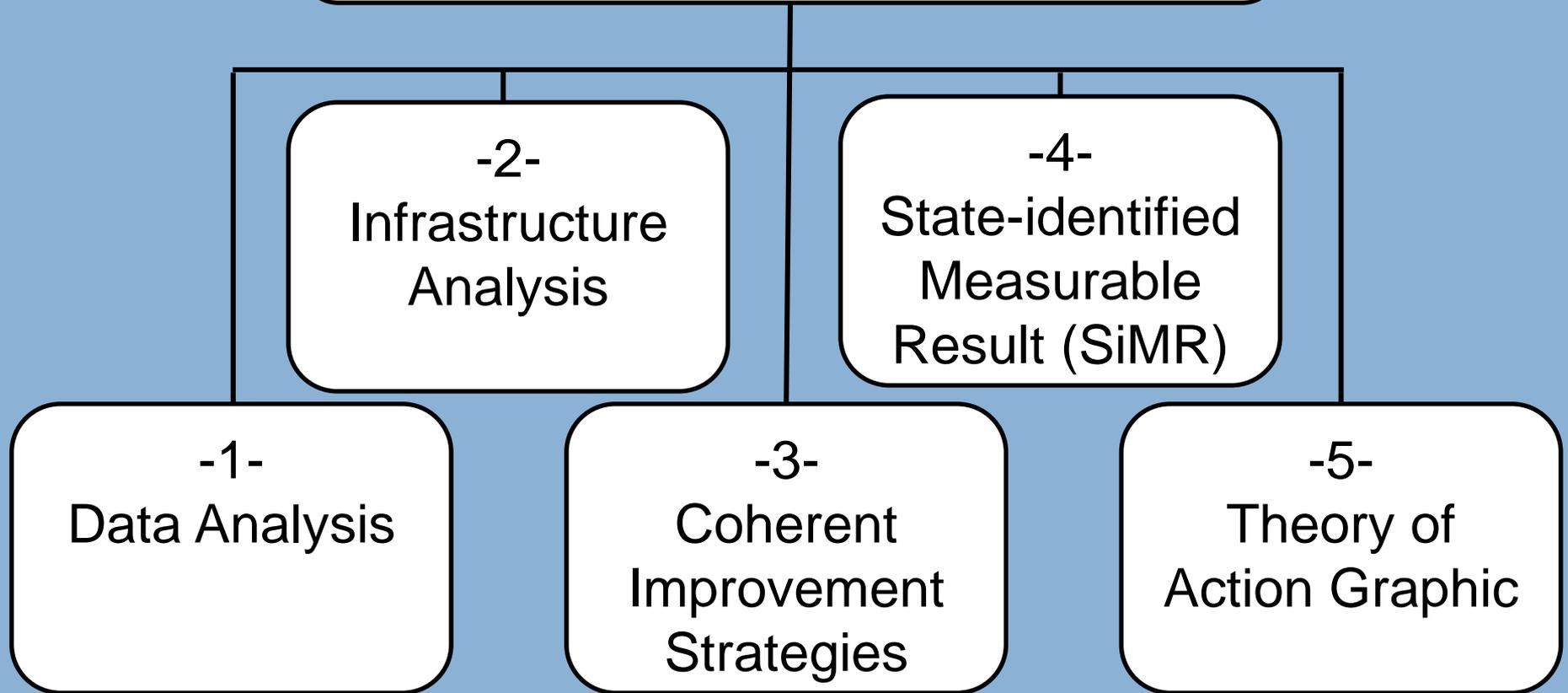
Timelines and Descriptions of Each Phase of the SSIP, adapted from the Part C Indicator Measurement Table

<p>Year 1 – FFY 2013 Delivered April 2015 Phase I: Analysis</p>	<p>Year 2 - FFY 2014 Due April 2016 Phase II: Plan</p>	<p>Years 3-6 - FFY 2015-18 Due February 2017- 2020 Phase III: Implementation and Evaluation</p>
<ul style="list-style-type: none"> • Data Analysis • Description of State Infrastructure to Support • Improvement and Build Capacity • State-identified Measurable Result (SIMR) • Selection of Coherent Improvement Strategies • Theory of Action 	<p>Multi-year plan addressing:</p> <ul style="list-style-type: none"> • Phase I Content <u>including Updates</u> • Infrastructure Development • Support for EIS Programs or Providers in Implementing Evidence-Based Practices • Evaluation Plan 	<p>Reporting on Progress including:</p> <ul style="list-style-type: none"> • Phase I and Phase II Content/Updates • Progress toward short and long-term outcomes • Revisions to the SPP and evaluation data to support decision



Phase I

submitted April 1, 2015



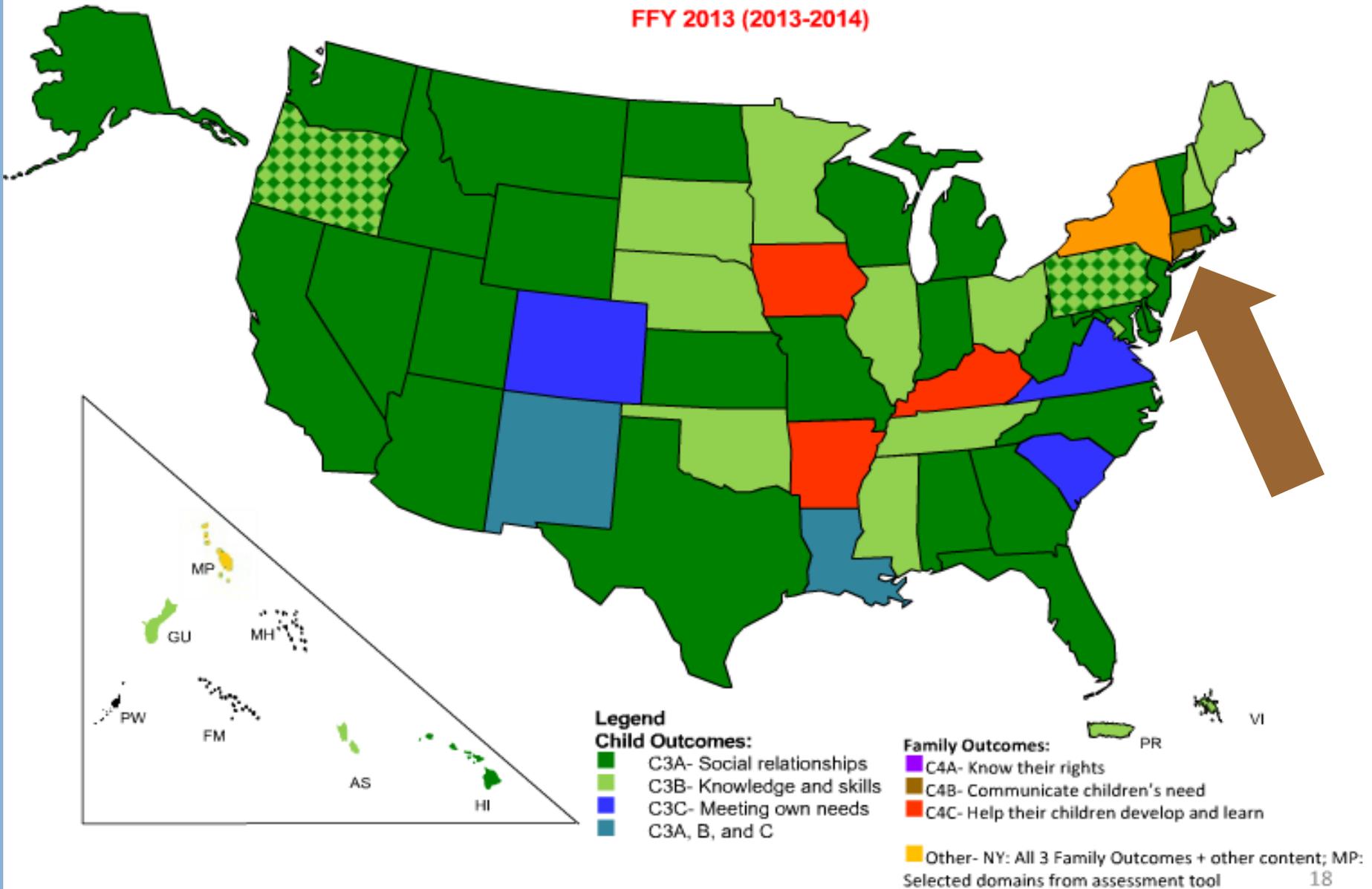
SiMR

Parents of children who have a diagnosed condition will be able to describe their child's abilities and challenges more effectively as a result of their participation in Early Intervention.



States' selected SIMRs for Part C

FFY 2013 (2013-2014)



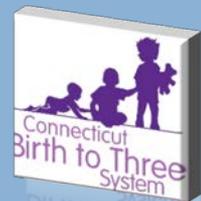
CT Part C SSIP Theory of Action

	If	then	Then
<p>Knowledge of Evidence Base by parents, health care providers, and EIS providers</p>	<p>....parents, health care providers, and EIS providers all have a shared understanding about the true purpose of early intervention visits to coach families, and</p>	<p>....providers will implement research supported practices with fidelity including natural learning environment practices, coaching as a style of interaction with families, and the use of a primary service provider approach</p>	<p>...families will be better able to describe their child's abilities and challenges</p>
<p>Training for parents, health care providers, and EIS providers</p>	<p>....all training and TA is aligned to support families as decision makers (vs. only providing therapy services to children), and</p>	<p>and</p>	<p>so that</p>
<p>Policy as reflected in procedures, forms, and service guidelines</p>	<p>....the lead agency and EIS programs revise policies, procedures, and guidelines to focus on supporting families,</p>	<p>...families will learn new skills and understand the unique ways that they can help their children develop and learn.</p>	<p>their children receive individualized services in natural settings and demonstrate improved behavioral and educational results.</p>

“My son learns best by watching, parallel play, and hand over hand when he doesn't know how to move his body.”

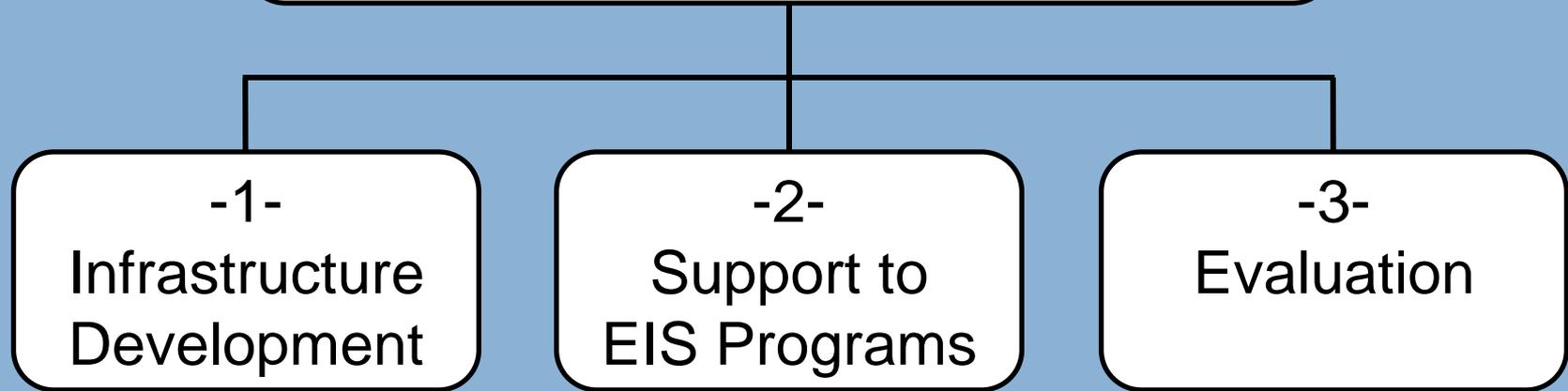


“My son's language is great, but he often needs reminders to take a breath before he speaks so he can be heard.”



Phase II

due April 1, 2016



CT Part C SSIP Theory of Action

	If	then	Then
<p>Education and Outreach to referral sources, parents, EIS providers and LEAs</p>	<p>....parents, health care providers, and EIS providers all have a shared understanding about the true purpose of early intervention visits to coach families, and</p>	<p>....providers will implement research supported practices with fidelity including natural learning environment practices, coaching as a style of interaction with families, and the use of a primary service provider approach</p>	<p>...families will be better able to describe their child's abilities and challenges</p>
<p>Professional Development for parents, health care providers, and EIS providers</p>	<p>....all training and TA is aligned to support families as decision makers (vs. only providing therapy services to children), and</p>	<p>and</p>	<p>so that</p>
<p>Fiscal Enhancements that maximize revenue and support EBPs at high quality EIS programs</p>	<p>....the lead agency and EIS programs revise policies, procedures, and guidelines to focus on supporting families,</p>	<p>...families will learn new skills and understand the unique ways that they can help their children develop and learn.</p>	<p>their children receive individualized services in natural settings and demonstrate improved behavioral and educational results.</p>

“My son learns best by watching, parallel play, and hand over hand when he doesn't know how to move his body.”



“My son's language is great, but he often needs reminders to take a breath before he speaks so he can be heard.”



Implementation Teams

	Infrastructure Development	Support to EIS Providers	Evaluation
Education and Outreach Aileen – FCS			
Personnel Development Deb – PS			
Fiscal Enhancements Lynn, Mary & Alice			
Measuring true Family Outcomes Aileen – FO LC			



Infrastructure Development

Specify

- (a) improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.



Support to EIS Providers

Specify...

- (a) how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.



Evaluation Plan

Specify...

- (a) how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.



ECTA / DaSy Self Assessment

Self-Assessment for the ECTA/DaSy System Framework

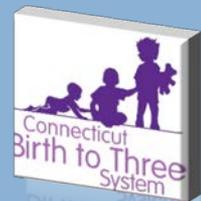
GV	Governance GV Subcomponent: Vision, mission, and/or purpose GV Subcomponent: Legal Foundations GV Subcomponent: Administrative Structures GV Subcomponent: Leadership and Performance Management
FN	Finance FN Subcomponent: Finance Planning Process/Forecasting FN Subcomponent: Fiscal Data FN Subcomponent: Procurement FN Subcomponent: Resource Allocation, Use of Funds and Disbursement FN Subcomponent: Monitoring and Accountability of Funds and Resources
PN	Personnel/Workforce PN Subcomponent: Leadership, Coordination, and Sustainability PN Subcomponent: State Personnel Standards PN Subcomponent: Preserve Personnel Development PN Subcomponent: Inservice Personnel Development PN Subcomponent: Recruitment and Retention PN Subcomponent: Evaluation
AC	Accountability and Quality Improvement AC Subcomponent: Planning for Accountability and Improvement AC Subcomponent: Collecting and Analyzing Performance Data AC Subcomponent: Using Results for Continuous Improvement
QS	Quality Standards QS Subcomponent: Child Level Standards QS Subcomponent: Program Level Standards
DS	Data Systems
PV	DS Subcomponent: Purpose and Vision
DG	DS Subcomponent: Data Governance and Management
SE	DS Subcomponent: Stakeholder Engagement
SD	DS Subcomponent: System Design and Development
DU	DS Subcomponent: Data Use
SU	DS Subcomponent: Sustainability
CompData	Comprehensiveness of Data Elements [SD QI.4a]

Self-Assessment Participants

1. Identify the participants by name and/or title who participated in the self-assessment of one or more components.
2. Place an X in the column representing the component in which each participated.
3. Use the optional date field to note the date on which the self-assessment was conducted.

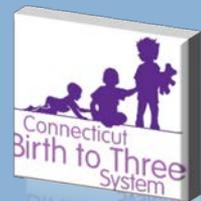
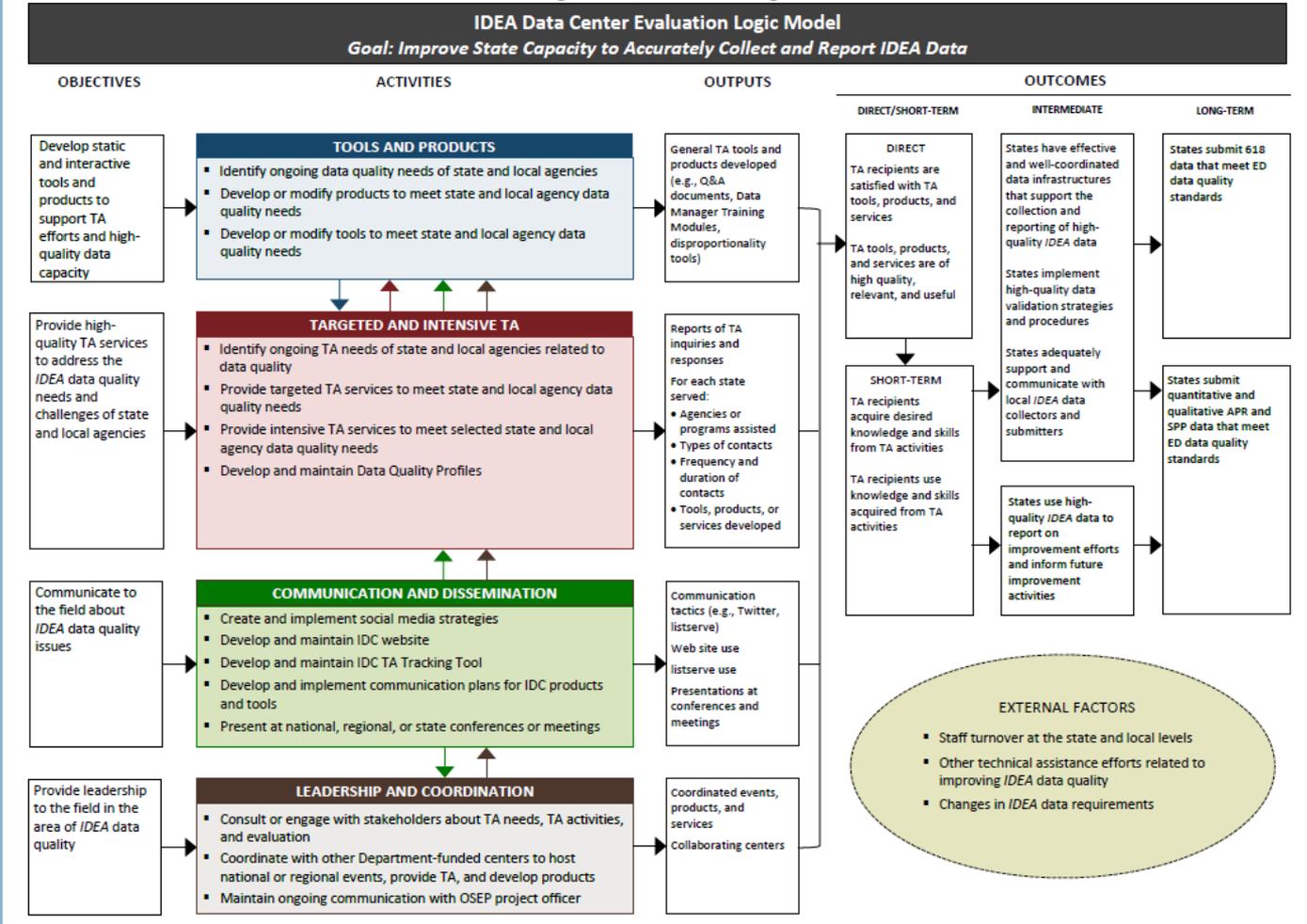
State: Awareness		Data Systems (DS)										
Part C or Part B 619: Participant Role/Title...this autofilled when I typed P for Part C		GV	FN	PN	AC	QS	PV	DG	SE	SD	DU	SU
Date:		Governance	Finance	Personnel/Workforce	Accountability and Quality Improvement	Quality Standards	Purpose and Vision	Data Governance and Management	Stakeholder Engagement	System Design and Development	Data Use	Sustainability
Participant Name	Participant Role/Title											
Eddie Munster	Beneficiary	X				X			X	X	X	
Fred Flinstone	Line worker		X			X			X		X	
Gomez Addams	Funding Source			X		X		X			X	
George Jetson	Future IT planner				X	X		X			X	

Jump to:	GV	FN	PN	AC	IS	PV	DG	SE	SD	DU	SU	Wrap text	Narrow Rows	Total # of Elements	# of Elements in this CQ with RATING...	# of Elements in this CQ with PRIORITY...	
Quality Indicator	Rating	Priority	1	2	3	4	5	6	7	1	2	3	4	Low	Medium	High	
4 GV																	
5 1 Vision, mission and/or purpose guide decisions and provide direction for quality	5													9	1	2	6
6 2 Legal foundations (e.g. statutes, regulations, interagency agreements and/or policies)	6													8	1	7	
7 3 Administrative structures such as state and regional and/or local system entities are	5													5	1	4	
8 4 State and regional and/or local entities enforce roles and responsibilities for	7													4		4	
9 5 State and regional and/or local system entities are designed to maximize meaningful	4													4		4	
10 6 State leadership advocates for and leverages fiscal and human resources to meet the needs	2													5	5	4	
11 7 Leaders use written priorities with corresponding strategic plan(s) and evaluation to drive	4													8		8	
12 8 Part C and 619 state staff or representatives use and promote strategies that facilitate	3													6	4	1	1
14 FN																	
15 1 Part C and section 619 state staff conduct finance planning to identify adequate resources	-													8			
16 2 State and regional and/or local entities use strategic finance planning to forecast a long-	-													5			
17 3 State and regional and/or local entities have access to fiscal data for program planning.	-													9			
18 4 State and regional and/or local entities use fiscal data to manage the budget.	-													3			
19 5 State and regional and/or local entities secure funds and resources so that funds can be	-													7			
20 6 Part C and section 619 state staff coordinate and align resources and funding streams with	-													6			
21 7 Part C and section 619 state staff equitably allocate funds to meet the needs of the system.	-													6			
22 8 State and regional and/or local entities use funds and resources efficiently and effectively	-													6			
23 9 State and regional and/or local entities disperse funds and make timely payments or	-													7			
24 10 The state and regional and/or local entities regularly monitor finances and resources to	-													9			

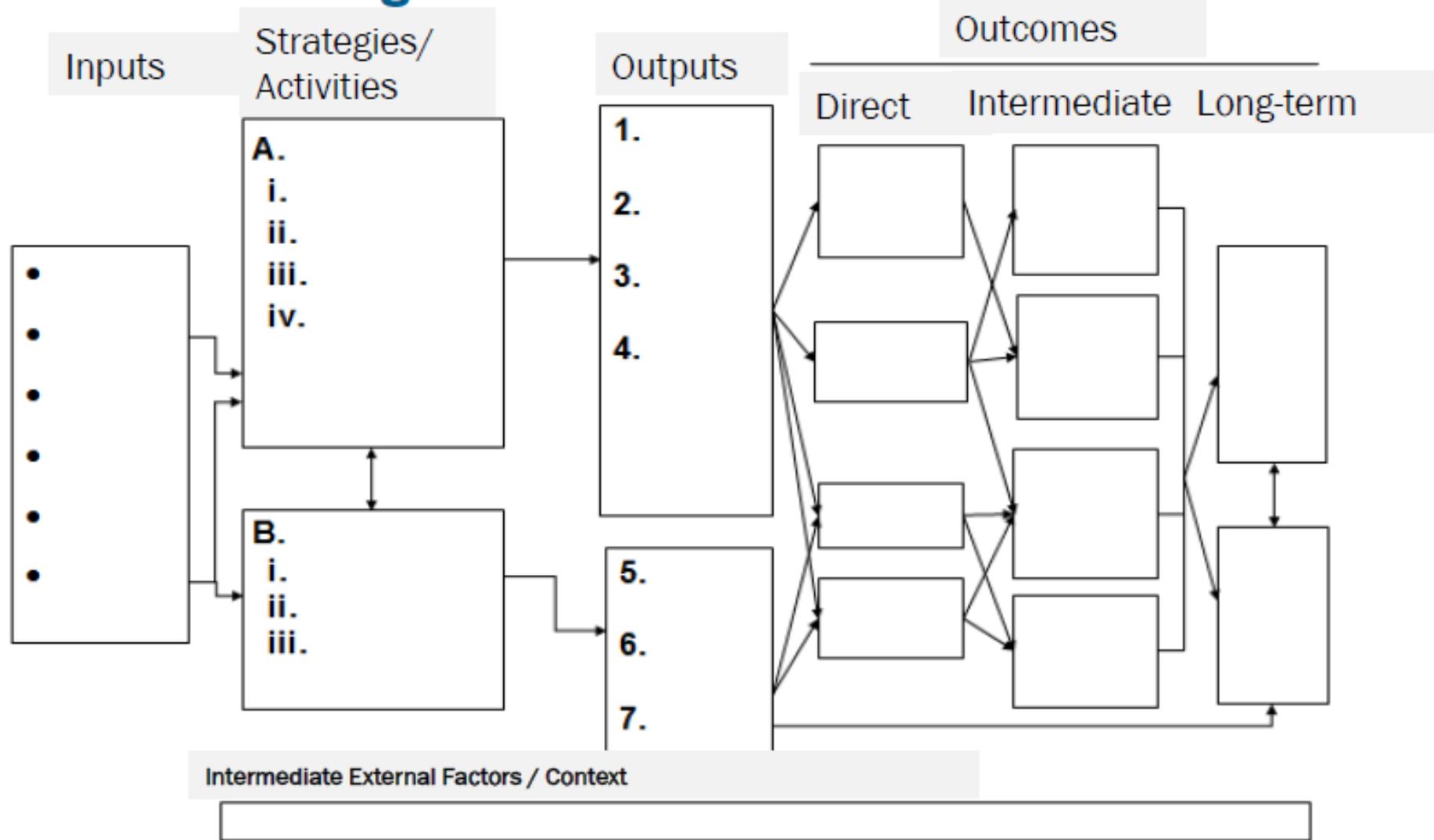


IDC Logic Model Example

Figure 1. IDC Evaluation Logic Model



Logic Model for Evaluation



TODAY

Teams

Logic Model Worksheets

Report Back

SSIP Logic Model

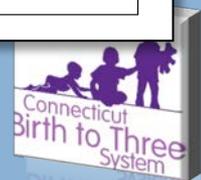
Resources/Inputs	Activities	Outputs	Intermediate Outcomes	Impact (checked annually)
In order to implement the activities needed to accomplish our SIMR, we will need the following:	These are the key <i>activities</i> to be implemented in order to improve the SIMR:	The activities will produce the following results:	The outcomes we should see after 1-3 years are:	At the end of the SPP period, by 2020 (what changes in the SIMR):

LOGIC MODEL SAMPLE

SIMR: Parents of children who have a diagnosed condition will be able to describe their child's abilities and challenges more effectively as a result of their participation in Early Intervention.

Inputs	Strategies/Activities	Outputs	Outcomes		
			Short-term	Intermediate	Long-term
<ul style="list-style-type: none"> Existing versions of family products Stakeholder input (*family, interagency....define need, skill and person) Key Practices defined by state Training and Technical Assistance aligned to key practices ECTA/DaSy Framework Self-Assessment Pre-test to identify other priority needs Possibly working with NY / UCONN / NCSI Family Outcomes Learning Collaborative 	<p>A. Education & Outreach</p> <ul style="list-style-type: none"> develop statewide infrastructure to support EIS Providers in Messaging engage primary referral sources engage Early Childhood Special Education <p>B. Personnel Development,</p> <ul style="list-style-type: none"> Scale up coaching / joint planning natural learning environment practices primary service provider teaming Revise overall general supervision design Develop formative performance self-assessment (The others being fiscal, data, program/compliance) <p>C. Fiscal Enhancements</p> <ul style="list-style-type: none"> Modify payment procedure (Medicaid) Revise policies / procedures / guidelines Modify monitoring framework to align with SIMR Develop a true measure of family outcomes Integrate Birth to Three with the OEC Enhance connections in the ECIDS <p>D. Evaluation of true Family Outcomes</p>	<ul style="list-style-type: none"> Shared vision & understanding of Early Intervention Revise Family Products Messaging Materials: Online Family Stories 	<p>Parents, health care providers, & EIS providers all have a shared understanding about the true purpose of early intervention visits to coach families</p>	<ul style="list-style-type: none"> Enhance family stakeholder involvement Greater interagency collaboration 	<p>Families will be better able to describe their child's abilities and challenges so that their children receive individualized services in natural settings and demonstrate improved behavioral and education results.</p>
		<ul style="list-style-type: none"> Scale-up and sustainability plan More online resources General supervision and guidance documents support PD, training and TA Formative input from feedback loops 	<p>All training & TA align to support families as decision makers.</p>	<p>Define: Who is the actor? What is the action?</p>	
		<p>Medicaid payment procedures</p> <p>Aligned policies/procedures/guidelines</p> <p>Monitoring framework aligned with SIMR</p> <p>Defined measure(s) of family outcome</p> <p>Intra and Interagency connections</p>			
		<p>How might changing our tool improve family outcomes? Eg.:</p> <ul style="list-style-type: none"> Would the survey be a summative evaluation for the programs? -incorporate the outcomes survey into the differentiated monitoring plan Would the state use the survey as a formative assessment of practitioners to improve their practices with specific family demographics? 			

External Factors: Medicaid reform, UCONN support



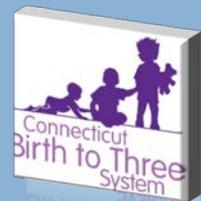
Logic Model Worksheets

Resources/ Inputs	Activities	Outputs	Intermediate Outcomes	Impact (checked annually)
<i>We have or need the following resources:</i>	<i>These are the <u>key</u> strategies / activities to be implemented in order to improve the SIMR:</i>	<i>Those activities will produce the following results (measured formally and informally):</i>	<i>The outcomes we should see and be able to measure after 1-3 years include:</i>	<i>Annual checks on progress and what changes we'll see toward the SIMR:</i>
<p>Hard copy family products</p> <p>Birth23.org</p> <p>Financial and technological support</p> <p>Stakeholder support and participation in development</p>	<p>A)TA on development of comprehensive social media and web-based information system.</p> <p>B)Creating a comprehensive social media and web-based information system.</p> <p>C)Creating a formal and informal messaging campaign for parents, primary referral sources and early childhood special education.</p>	<p>- A comprehensive, interactive social media and web-based information system for parents, families, primary referral sources and early childhood special educators</p> <p>- Parents/families will participate in social media and describe accurately what Birth to Three looks like.</p>	<p>Increase in the number of families accessing information about concepts of Birth to Three via the information system.</p> <p>Increase in the number of primary referral sources and early childhood special educators understanding of Birth to Three.</p>	<p>Parents will talk about their children's abilities and challenges as part of EI visits.</p> <p>Parents talk about their child in the language of early childhood special education at transition from Birth to Three to Early Childhood Special Education</p>



Logic Model Worksheets

Resources/ Inputs	Activities	Outputs	Intermediate Outcomes	Impact (checked annually)
<i>We have or need the following resources:</i>	<i>These are the <u>key</u> strategies / activities to be implemented in order to improve the SIMR:</i>	<i>Those activities will produce the following results (measured formally and informally):</i>	<i>The outcomes we should see and be able to measure after 1-3 years include:</i>	<i>Annual checks on progress and what changes we'll see toward the SIMR:</i>
Ongoing Financial Support for Sheldon & Rush's work with CT. Sufficient provider participation	A) More training on 1. Natural Learning Environment Practices 2. Coaching as a Style of Interaction 3. Use of the Primary Provider model B) That takes place during staff meetings around these and related concepts (joint planning) which advances staff knowledge prior to formal training	- EIS Providers will be aware of concepts and will begin partial implementation prior to formal training. - Families will be more prepared and informed. - EIS staff will discuss successes and barriers to implementation before and after formal training - EIS directors will provide regular feedback to the LA	EIS providers will complete the formal training by Rush and Sheldon EIS programs will have some staff who are trained EIS programs will have all staff trained More families will be exposed to the practices.	All families will receive visits that include the Activity-base teaming. Families will participate in visits in part by describing their child's abilities and challenges.

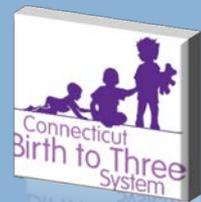


Break into Implementation Teams

Resources/ Inputs	Activities	Outputs	Intermediate Outcomes	Impact (checked annually)
<i>We have or need the following resources:</i>	<i>These are the <u>key</u> strategies / activities to be implemented in order to improve the SIMR:</i>	<i>Those activities will produce the following results (measured formally and informally):</i>	<i>The outcomes we should see and be able to measure after 1-3 years include:</i>	<i>Annual checks on progress and what changes we'll see toward the SIMR:</i>



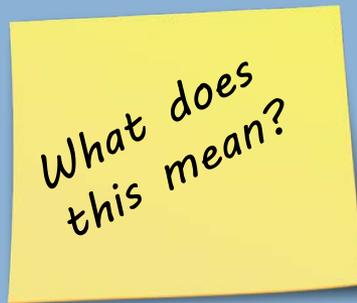
Report Out



Lunch

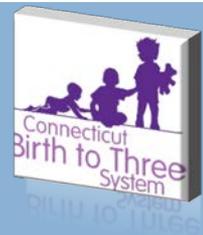
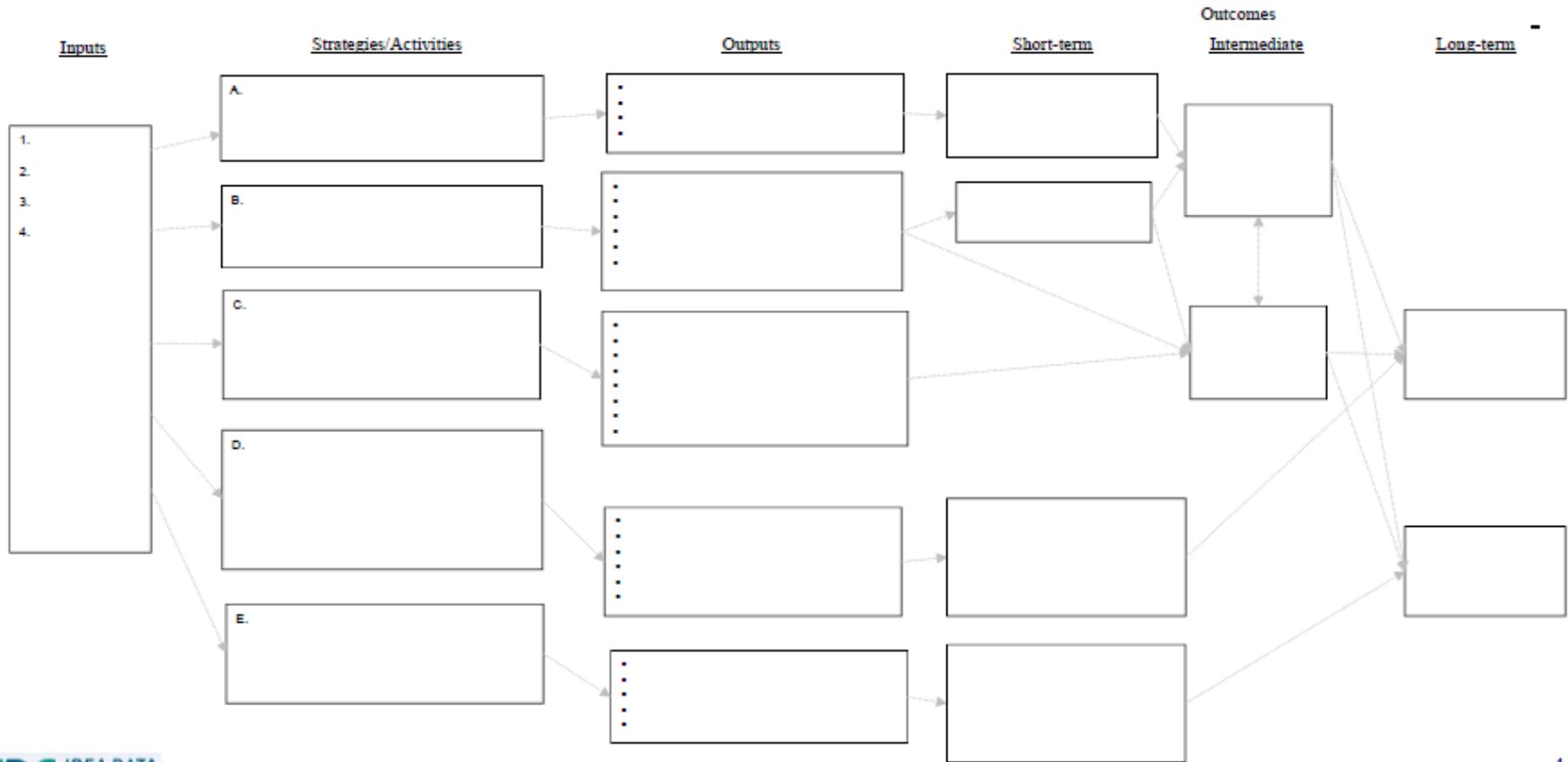


- Place your colored dots on items from a different team where you see overlap with your team
- Use sticky notes for questions/suggestions



LOGIC MODEL WORKSHEET

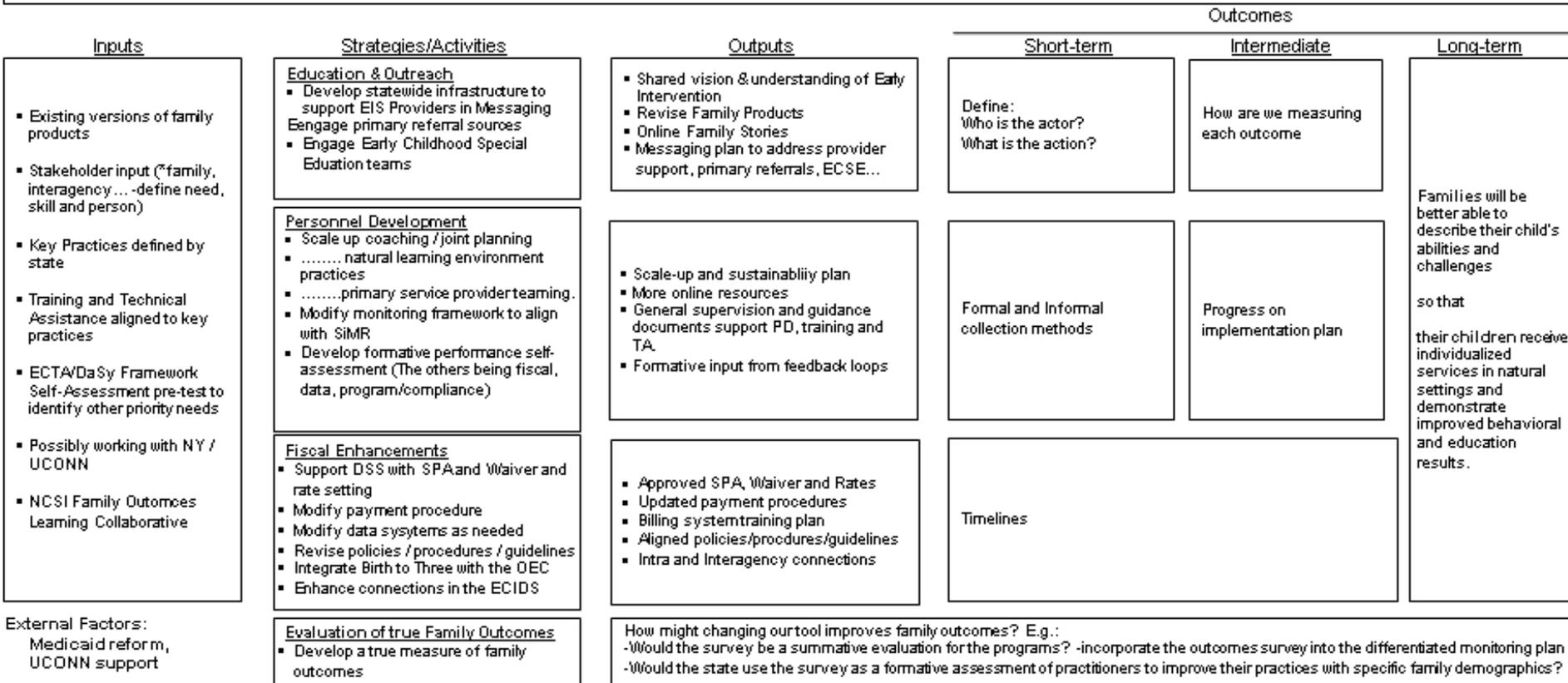
SMP



Build SSIP Logic Model

LOGIC MODEL-GRAPHICAL FORMAT (NO ARROWS)

SIMR: Parents of children who have a diagnosed condition will be able to describe their child's abilities and challenges more effectively as a result of their participation in Early Intervention.



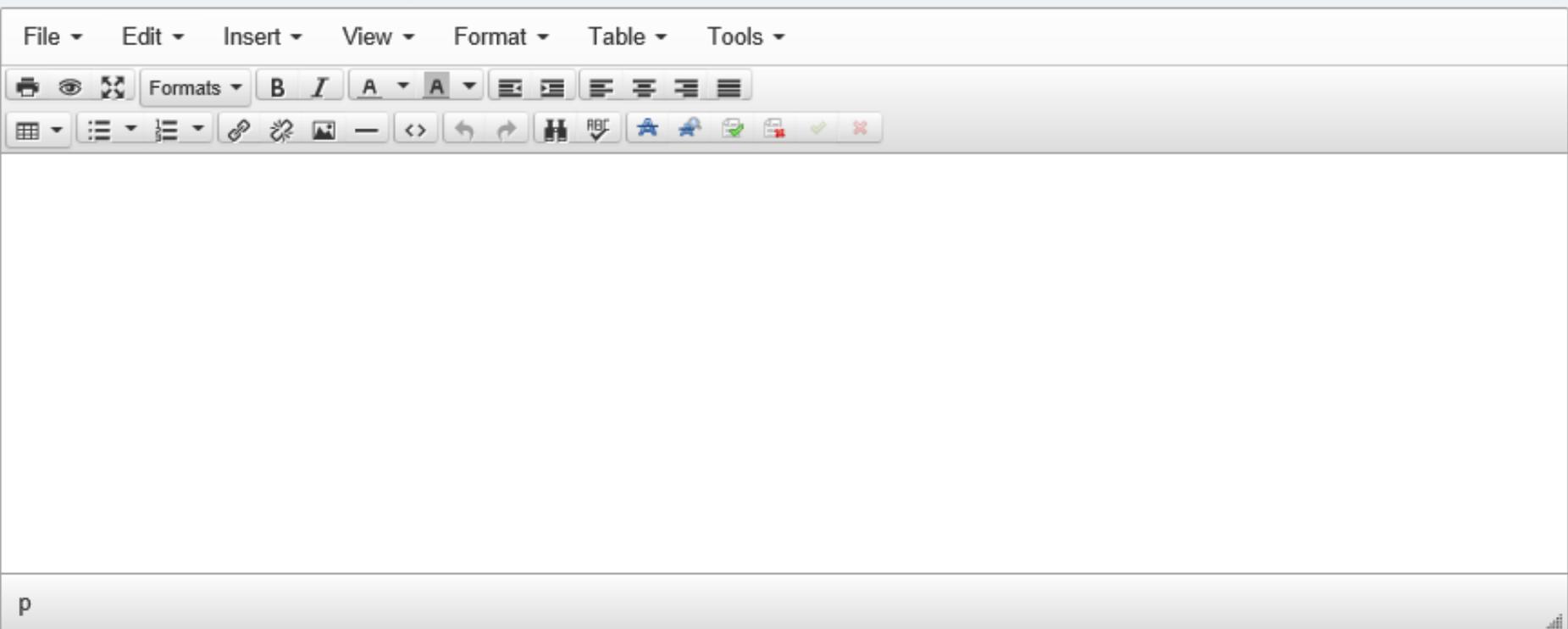
Next Steps

Infrastructure Development

Support for EIS programs and providers Implementation of Evidence-Based Practices

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary. 



The screenshot shows a rich text editor interface. At the top, there is a menu bar with the following items: File, Edit, Insert, View, Format, Table, and Tools. Below the menu bar is a toolbar containing various icons for text formatting and editing. The icons include: a printer, an eye (visibility), a refresh/clear icon, a 'Formats' dropdown menu, bold (B), italic (I), font color (A), background color (A), bulleted list, numbered list, decrease indent, increase indent, link, unlink, insert image, horizontal line, source code (<>), undo, redo, ABC (text color), star (favorites), save, print, and delete. The main editing area is currently blank. At the bottom left of the editor, the letter 'p' is visible, and at the bottom right, there is a small signal strength icon.

Phase III

due *FEBRUARY* 1, 2017

-1-

Phase I
and
Phase II
Content
Updates

-2-

Progress
toward
Short and
Long-term
Outcomes

-3-

Revisions to
SPP and
Evaluation
Data to
Support
Decision

...and each February in SPP
(2018, 2019, and 2020)



Questions?



THANK YOU!

