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

<table>
<thead>
<tr>
<th>Year 1 - FFY 2013</th>
<th>Year 2 - FFY 2014</th>
<th>Years 3-6 - FFY 2015-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered April 2015</td>
<td>Due April 2016</td>
<td>Due February 2017- 2020</td>
</tr>
<tr>
<td><strong>Phase I: Analysis</strong></td>
<td><strong>Phase II: Plan</strong></td>
<td><strong>Phase III: Implementation and Evaluation</strong></td>
</tr>
</tbody>
</table>

- Data Analysis
- Description of State Infrastructure to Support
- Improvement and Build Capacity
- State-identified Measureable Result (SIMR)
- Selection of Coherent Improvement Strategies
- Theory of Action

- Multi-year plan addressing:
  - Phase I Content including Updates
  - Infrastructure Development
  - Support for EIS Programs or Providers in Implementing Evidence-Based Practices
  - Evaluation Plan

- Reporting on Progress including:
  - 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

-1- Data Analysis
-2- Infrastructure Analysis
-3- Coherent Improvement Strategies
-4- State-identified Measurable Result (SiMR)
-5- Theory of Action Graphic
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.
### CT Part C SSIP Theory of Action

<table>
<thead>
<tr>
<th><strong>Knowledge of Evidence Base</strong> by parents, health care providers, and EIS providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>If parents, health care providers, and EIS providers all have a shared understanding about the true purpose of early intervention visits to coach families, and</td>
</tr>
<tr>
<td>then 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 and</td>
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<tr>
<td>Then 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 educational results.</td>
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</table>

<table>
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<tr>
<th><strong>Training</strong> for parents, health care providers, and EIS providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>If all training and TA is aligned to support families as decision makers (vs. only providing therapy services to children), and</td>
</tr>
<tr>
<td>then families will learn new skills and understand the unique ways that they can help their children develop and learn.</td>
</tr>
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</table>

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<tr>
<th><strong>Policy</strong> as reflected in procedures, forms, and service guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the lead agency and EIS programs revise policies, procedures, and guidelines to focus on supporting families,</td>
</tr>
<tr>
<td>then 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 educational results.</td>
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"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

1. Infrastructure Development
2. Support to EIS Programs
3. Evaluation
CT Part C SSIP
Theory of Action

**Education and Outreach**
to referral sources, parents, EIS providers and LEAs

**Professional Development**
for parents, health care providers, and EIS providers

**Fiscal Enhancements**
that maximize revenue and support EBPs at high quality EIS programs

If

... parents, health care providers, and EIS providers all have a shared understanding about the true purpose of early intervention visits to coach families, and

... all training and TA is aligned to support families as decision makers (vs. only providing therapy services to children), and

... the lead agency and EIS programs revise policies, procedures, and guidelines to focus on supporting families,

then

... 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 and

... families will learn new skills and understand the unique ways that they can help their children develop and learn.

Then

... 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 educational results.

“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

<table>
<thead>
<tr>
<th>Infrastructure Development</th>
<th>Support to EIS Providers</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education and Outreach</strong> Aileen – FCS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personnel Development</strong> Deb – PS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fiscal Enhancements</strong> Lynn, Mary &amp; Alice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measuring true Family Outcomes</strong> Aileen – FO LC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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

Governance
- GV Subcomponent: Vision, Mission, and/or Purpose
- GV Subcomponent: Leadership and Performance Management

Finance
- FN Subcomponent: Finance Planning, Process, and Forecasting
- FN Subcomponent: Budget and Planning
- FN Subcomponent: Procurement
- FN Subcomponent: Resource Allocation, Use of Funds, and Disbursement

Personnel/Workforce
- PN Subcomponent: Leadership, Coordination, and Sustainability
- PN Subcomponent: State Personnel Standards
- PN Subcomponent: Professional Development
- PN Subcomponent: Intensive Personal Development
- PN Subcomponent: Recruitment and Retention
- PN Subcomponent: Evaluation

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

Quality Standards
- CS Subcomponent: Child-Level Standards
- CS Subcomponent: Program-Level Standards

Data Systems
- DS Subcomponent: Purpose and Vision
- DS Subcomponent: Data Governance and Management
- DS Subcomponent: Stakeholder Engagement
- DS Subcomponent: System Design and Development
- DS Subcomponent: Data Use
- DS Subcomponent: Sustainability

CompreData
Comparative Analysis of Data Elements (PD QI As)

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 data field to note the date on which the self-assessment was conducted.

Data Systems (DS)

Quality Indicators

E Overview

Data Systems

CompreData
Comparative Analysis of Data Elements (PD QI As)
IDC Logic Model Example
### TODAY

**Teams**

**Logic Model Worksheets**

**Report Back**

**SSIP Logic Model**

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

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term</th>
<th>Intermediate</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family &amp; Community</td>
<td>• Develop options with families to support children's settings</td>
<td>• Shared value in understanding of Early Intervention</td>
<td>• Define who the client is</td>
<td>• Define who the client is</td>
<td>• Define who the client is</td>
</tr>
<tr>
<td>Item 1</td>
<td>• Engage families in identifying priorities</td>
<td>• Build a collaborative working relationship</td>
<td>• Develop and implement strategies to support learning</td>
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<td>• Develop and implement strategies to support learning</td>
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**Conclusion**

- Parents, Health care providers, and other stakeholders will share a common understanding of the importance of Early Intervention in supporting children.
- Early intervention services will be more effective in meeting the needs of children with disabilities.
- Families will be better able to describe their child’s abilities and challenges more effectively as a result of their participation in Early Intervention.
## Logic Model Worksheets

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

“Any requests?”
Lunch

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

**Logic Model - Graphical Format (No Arrows)**

**Inputs**
- Existing versions of family products
- Stakeholder input (e.g., 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

**Strategies/Activities**
- **Education & Outreach**
  - Develop statewide infrastructure to support EIS Providers in Messaging
  - Engage primary referral sources
  - Engage Early Childhood Special Education teams
- **Personnel Development**
  - Scale up coaching / joint planning
  - ....... natural learning environment practices
  - ....... primary service provider teaming
  - Modify monitoring framework to align with SIMR
  - Develop formative performance self-assessment (The others being fiscal, data, program/compliance)
- **Fiscal Enhancements**
  - Support DSS with SPA and Waiver and rate setting
  - Modify payment procedure
  - Modify data systems as needed
  - Revise policies / procedures / guidelines
  - Integrate Birth to Three with the OEC
  - Enhance connections in the ECIDS

**Outputs**
- **Strategies/Activities**
  - Shared vision & understanding of Early Intervention
  - Revise Family Products
  - Online Family Stories
  - Messaging plan to address provider support, primary referrals, ECSE...

**Outcomes**

**Short-term**
- Define: Who is the actor? What is the action?

**Intermediate**
- How are we measuring each outcome

**Long-term**
- 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.

**External Factors:**
- Medicaid reform, UCONN support

**Evaluation of true Family Outcomes**
- Develop a true measure of family outcomes

**How might changing our tool improves family outcomes? E.g.:**
- 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?
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.
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(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.
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!