SPP/APR - SSIP

Stakeholders Meeting # 5

Thank you for being here
Agenda for Today

• Stakeholder involvement
• Review Draft SSIP
  - Baseline Data / Target setting
  - Introduction
  - Data Analysis
  - Infrastructure Analysis
  - Improvement Strategies
  - Theory of Action
• Subcommittee to read the whole thing?
• Draft online > Final edits > Submit by 4/1
• Phase II planning....
Stakeholder Involvement

Did you get the survey?

If NOT....

<table>
<thead>
<tr>
<th>Agency/Affiliation</th>
<th>Role</th>
<th>HOW did You participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families in B23</td>
<td>Parent</td>
<td>Helped edit ToA</td>
</tr>
<tr>
<td>Building Bridges</td>
<td>Owner</td>
<td>Completed survey online</td>
</tr>
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</table>
## Baseline and Targets

<table>
<thead>
<tr>
<th></th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>83%</td>
<td>83%</td>
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<td>?</td>
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</table>

### Overview
OSEP Requirements
Writing Guide Considerations.....
Other thoughts?
Data Analysis

OSEP Requirements

Writing guide considerations.....

Other

>>Propose new data collection?
Infrastructure Analysis

OSEP Requirements

Writing guide considerations.....

Other
SiMR

OSEP Requirements

Writing guide considerations.....

Other
Improvement Strategies

OSEP Requirements

Writing guide considerations.....

Other
1. Coherent Improvement Strategies that address:
   - Knowledge of Best Practices by Parents, physicians and providers
   - Training for Parents, physicians and providers
   - Policy as reflected in Procedures, forms and service guidelines

2. Providers Use Best Practices with fidelity to support Parents in meeting their children’s developmental and health-related needs

3. SiMR Achieved

   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

   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.
Theory of Action

Connecticut Part C SSiP Theory of Action

1. Coherent Improvement Strategies that address:
   - Knowledge of Best Practices by parents, physicians and providers
   - Training for parents, physicians and providers
   - Policy as reflected in procedures, forms and service guidelines

2. Providers implement evidence-based practices with fidelity to support families in meeting their children’s developmental and health-related needs

3. SiMR Achieved
   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

For Example:

- B23 Family Support
- Monitoring Aligned with EPB
- Procedures and Guidelines Revised
- Rush & Sheilden Intensive Training Initiative

All Part C Systems Support EIS Programs in Implementation of Evidence-Based Practices (EBP) with Fidelity

Children’s and Families’ Homes and Communities

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.
Theory of Action

OSEP Theory of Action

Vision: All infants, toddlers, children, and youth with disabilities will achieve improved educational results and functional outcomes.

<table>
<thead>
<tr>
<th>Strands of Action</th>
<th>If OSEP</th>
<th>Then</th>
<th>Then</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>... provides guidance in a timely and responsive manner...communicates its vision effectively</td>
<td>... States will have the information they need to align their activities to OSEP’s vision</td>
<td>... OSEP will more effectively leverage resources to improve services for CWD</td>
<td>...States, LEAs and EIS providers will have higher expectations for CWD</td>
</tr>
<tr>
<td>Collaboration</td>
<td>... engages strategically with other ED programs, Federal agencies, States, grantees and outside organizations</td>
<td>... States have increased capacity to support LEAs and EIS providers to deliver effective interventions...the number of effective personnel will increase</td>
<td>... States will promote higher expectations for CWD</td>
<td>...States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities</td>
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<tr>
<td>Technical Assistance</td>
<td>... provides differentiated resources and evidence-based information...supports the development of effective personnel that support CWD</td>
<td>... States put systems in place that lead to improved results for CWD and protect the rights of children and families</td>
<td>... RDA</td>
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<tr>
<td>Accountability</td>
<td>... holds States and grantees accountable for clearly identified, measureable results...engages States in planning, assessment and evaluation</td>
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Knowledge of Evidence base by parents, physicians and providers

Training for parents, physicians and providers

Policy as reflected in procedures, forms and service guidelines

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

then...providers will implement evidence-based practices (EBP) including natural learning environment practices, coaching as a style of interaction with families, and the use of primary service provider approach with fidelity and

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

“...families will be better able to describe their child’s abilities and challenges so that their children receive individualized services in natural settings and eventually demonstrate improved 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.”
Theory of Action

Writing guide considerations.....

Other
Next Steps?

• SPP clarification 3/16-27
• SSIP > B23.org, Blog, Fb, Twitter
• Final edits last week of March
• Enter into Grads 360….
• Submission by 4/1
• SSIP Phase II
Phase II

Plan (due February 1, 2016)

• Phase I content (including any updates)
• Infrastructure Development
• Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices, and
• Evaluation

Phase III: Implementation and Evaluation (due February 1, 2017) which, in addition to the Phase I and Phase II content (including any updates) outlined above, the State must include:

• Phase I and II content (including any updates)
• Results of Ongoing Evaluation and Revisions