

INDICATOR 11 – STATE SYSTEMIC IMPROVEMENT PLAN

MONITORING PRIORITY – GENERAL SUPERVISION

INDICATOR: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

MEASUREMENT: The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes each of the components described below.

INSTRUCTIONS FOR THE INDICATOR/MEASUREMENT –

Baseline Data: In its FFY 2013 SPP/APR, due February 1, 2015, the State must provide FFY 2013 baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Targets: In its FFY 2013 SPP/APR, due February 1, 2015, the State must provide measurable and rigorous targets (expressed as percentages) for each of the five years from FFY 2014 through-FFY 2018. The State's FFY 2018 target must demonstrate improvement over the State's FFY 2013 baseline data.

Updated data: In its FFYs 2014 through FFY 2018 SPPs/APRs, due February 2016 through February 2020, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2014 through FFY 2018 SPPs/APRs, the State must report on whether it met its target.

OVERVIEW OF THE THREE PHASES OF THE SSIP: It is of the utmost importance to improve results for infants and toddlers with disabilities and their families by improving early intervention services. Stakeholders, including parents of infants and toddlers with disabilities, early intervention service (EIS) programs and providers, the State Interagency Coordinating Council, and others, are critical participants in improving results for infants and toddlers with disabilities and their families and must be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 11. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis (which the State must include with the February 2, 2015 submission of its SPP/APR for FFY 2013):

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which, in addition to the Phase 1 content (including any updates) outlined above, the State must include with the February 1, 2016 submission of its SPP/APR for FFY 2014):

- Infrastructure Development;
- Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices; and

- Evaluation.

Phase III: Implementation and Evaluation (which, in addition to the Phase I and Phase II content (including any updates) outlined above, the State must include with the February 1, 2017 submission of its SPP/APR for FFY 2015, and update in 2018, 2019, and 2020):

- Results of Ongoing Evaluation and Revisions to the SSIP.

SPECIFIC CONTENT OF EACH PHASE OF THE SSIP

Phase I: Analysis

Phase I of the SSIP includes a detailed analysis that will guide the selection of coherent improvement strategies to increase the State's capacity to lead meaningful change in EIS programs and/or EIS providers to improve results for infants and toddlers with disabilities and their families. Phase I must include the following five areas:

- **Data Analysis:** A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., EIS program and/or EIS provider, geographic region, race/ethnicity, socioeconomic status, gender, etc.) As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.
- **Analysis of State Infrastructure to Support Improvement and Build Capacity:** A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and/or EIS providers to implement, scale up, and sustain the use of evidence-based practices to improve results for infants and toddlers with disabilities and their families. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and other early learning initiatives, such as Race to the Top-Early Learning Challenge and the Home Visiting program and describe the extent that these new initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.
- **State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families:** A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be clearly based on the Data and State Infrastructure Analyses and must be a child- or family-level outcome in contrast to a process outcome. The State may select a single result (e.g., increase the rate of growth in infants and toddlers demonstrating positive social-emotional skills) or a cluster of related results (e.g., increase the percentage reported under child outcome B under Indicator 3 of the SPP/APR (knowledge and skills) and increase the percentage trend reported for families under Indicator 4 (helping their child develop and learn)).
- **Selection of Coherent Improvement Strategies:** An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a

measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support EIS program and/or EIS provider implementation of evidence-based practices to improve the State-identified result(s) for infants and toddlers with disabilities and their families. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build EIS program and/or EIS provider capacity to achieve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

- Theory of Action: A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in EIS programs and/or EIS providers, and achieve improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Phase II: Plan

The focus of Phase II is on building State capacity to support EIS programs and/or EIS providers with the implementation of evidence-based practices that will lead to measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. Phase II builds on the data and infrastructure analyses, coherent improvement strategies, and the theory of action developed in Phase I. The plan developed in Phase II includes the activities, steps and resources required to implement the coherent improvement strategies, with attention to the research on implementation, timelines for implementation and measures needed to evaluate implementation and impact on the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

- Infrastructure Development: Specify improvements that will be made to the State infrastructure to better support EIS programs and/or EIS providers to implement and scale up evidence-based practices to improve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including other early learning initiatives such as Race to the Top-Early Learning Challenge and the Home Visiting program, which impacts infants and toddlers with disabilities. This section must also identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts. In addition, the State should specify how it will involve multiple offices within the State lead agency (LA), as well as other State agencies (such as the State educational agency or SEA if different from the LA), in the improvement of its infrastructure.
- Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices: Specify how the State will support EIS programs and/or EIS providers in implementing the evidence-based practices that will result in changes in LA, EIS program and/or EIS provider practices to achieve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. This section must 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; how the expected outcomes of the improvement strategies will be measured; and timelines for completion. In addition, the State should specify how it will involve multiple offices within the LA (or other State agencies including the SEA) to support EIS programs and/or EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.
- Evaluation: The evaluation must include short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families and long-term objectives as those children exit Part C. The evaluation must be aligned to the theory

of action and other components of the SSIP, include how stakeholders will be involved, and include the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP. The evaluation must specify how the State will use the information from the evaluation to examine the effectiveness of the implementation of the SSIP and the progress toward achieving intended improvements in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families, and to make modifications to the SSIP as necessary, and how the information from the evaluation will be disseminated to stakeholders.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with the evaluation described in Phase II, assess and report on its progress in implementing the SSIP. This will include data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term objectives for implementation of the SSIP and its progress in achieving the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision. Also, the State must provide a rationale for any revisions that have been made, or revisions the State plans to make, in the SSIP in response to evaluation data, and describe how stakeholders were included in the decision-making process.