**Summary of SSIP Phase III, Year 3 FFY 2017 Analysis**

In Indicator 11 of the State Performance Plan (SPP) and Annual Performance Report (APR), the Office of Special Education Programs (OSEP) requires states to develop and implement a three-phase State Systemic Improvement Plan (SSIP). The SSIP is a comprehensive multiyear plan for improving results for infants and toddlers with disabilities and their families.

In FFY 2017, states were continuing to report on the implementation of their improvement and evaluation plans developed in Phase II including analysis of the progress they made in meeting their short-term and long-term objectives for implementing the SSIP and progress on achieving the SIMR(s). In addition, states described how the data from their evaluation informed revisions to their implementation plans and how stakeholders were included in the decision-making process.

The data in the attached slide presentation are based on an analysis of the FFY 2017 SSIP Phase III reports submitted by 55 of 56 states and jurisdictions in 2019. Submissions were analyzed by technical assistance providers, and the results were summarized. Some key highlights from this analysis follow:

* Most states identified a single child outcome for their State-identified Measurable Result. Slightly less than half of the states (27 of 55, 49%) continued to focus on greater than expected growth in children’s positive social-emotional skills (C3A-SS1).
* Of the 54 states that reported SIMR progress data and SIMR targets for FFY 2017, 20 states (37%) reported that they met their FFY 2017 targets. The other 34 states (63%) did not meet their FFY 2017 targets.
* , For FFY 2016 and FFY 2017, the components of state infrastructure selected for improvement varied across states with activities in the Professional Development and Technical Assistance (PD and TA) component being most prevalent followed by the Governance component.
* Fifty-four (54, 98%) states reported progress in implementing activities to improve practices. Activities included training practitioners on evidence-based practices, training coaches on coaching and evidence-based practices, and conducting practice-based coaching of practitioners.
* Slightly more than half of the states (31 of 55, 56%) reported collecting data about practitioners’ implementation of practices (i.e. observable behaviors that practitioners use with children and families) to determine practice change and/or practice fidelity.
* DEC Recommended practices were the most frequently implemented evidence-based practices continuing a trend from FFY 2016 and FFY 2017. Family Practices were the most frequently implemented Recommended Practice topic also continuing a trend from FFY 2016 and FFY 2017.
* The most commonly mentioned barriers to implementing SSIP strategies were insufficient resources (19 states, 35%) and personnel turnover and shortages (17 states, 31%).
* Forty (40) states reported the need for technical assistance to support effective implementation of the SSIP over the next year. General SSIP TA was most frequently identified followed closely by TA related to implementing EBPs and SSIP evaluation.
* Slightly fewer than half of the states (26) reported needing SSIP evaluation TA in the coming year focusing on such things as general SSIP evaluation TA, data analysis, and developing or adapting an evaluation tool/measure.

More details related to these highlights can be found in the slides and notes associated with each slide.

**Text from slides notes**;

In the FFY 2017 SPP/APR submitted in April 2019, states were required to report that year’s progress data, expressed as a percentage and aligned with the SIMR for infants and toddlers with disabilities and their families. The FFY 2017 SIMR progress data were compared with the FFY 2017 measurable and rigorous targets, also expressed as a percentage. FFY 2017 data were also compared with the SIMR progress data reported in FFY 2016.

Each state has identified a child and/or family outcome as the focus of its SIMR. Forty eight of the 55 states that submitted a Phase III - Year 3 SSIP in FFY 2017 selected a single outcome for their SIMR and reported one percentage for their FFY 2017 SIMR data. Six states selected multiple child and/or family outcomes as their SIMR (either all within Part C or a combination of child outcomes across Part C and Part B Section 619). States that selected multiple outcomes for the focus of their SIMR opted to either combine the data into a single percentage or report more than one percentage (one percentage for each child and/or family outcome included in the SIMR). States’ SIMR measurements and the number of states using each is shown in Figure 1. Slightly more than half of the states (27 of 55, 49%) continued to focus on greater than expected growth in children’s positive social-emotional skills (C3A-SS1). Twenty-three states focused on other Part C child outcomes. In addition to focusing on a Part C child outcome, two states also focused on Part B 619 child outcomes in their measurement: both included preschool children’s knowledge and skills (B7B-SS1) and one of these states also included preschool children’s positive social-emotional skills (B7A-SS1).

While most SIMRs were focused on child outcomes, seven states (11%) included at least one family outcome in their SIMR. One state selected all three family outcomes in addition to other content and one state reported on family outcome 4C in addition to their child indicator (both labeled as “Other” in map above). Four states’ SIMRs included measuring early intervention services to determine the extent that it helped families help their child develop and learn (C4C). One state’s SIMR focused on whether early intervention helped families effectively communicate their children’s needs (C4B).

States were required to report data collected for the SIMR to determine whether they made progress and whether they met the SIMR target for FFY 2017. All 55 states reported FFY 2017 SIMR progress data. 54 of 55 states included the FFY 2017 SIMR target in their Phase III report. One state did not report a target for one of their SIMR outcomes. Target and SIMR progress data were compared to determine whether the state met its FFY 2017 target. States were coded as meeting their targets if their actual FFY 2017 data were at or above their FFY 2017 targets for all outcomes associated with the SIMR. Twenty of the 54 states (37%) reported that they met their FFY 2017 targets for Indicator 11, and 34 states (63%) did not meet their FFY 2017 targets.

In determining whether states had progressed or slipped in improving their SIMR data (child and/or family outcomes data), reviewers compared the actual SIMR data reported for FFY 2017 and FFY 2016, available on GRADS 360. No progress meant that actual FFY 2016 SIMR data were less than last year's data. A state was determined to be making progress if its actual FFY 2017 data were above the SIMR data reported in FFY 2016 for all outcomes associated with the SIMR (for states with multiple outcomes). Twenty-two of the 55 states (40%) made progress in the SIMR between FFY 2016 and FFY 2017 while two states stayed the same. These 2 states are included in the count of states that made progress. Thirty-three states (60%) did not make progress as a result of their FFY 2017 SIMR data being lower than in FFY 2016.

SUMMARY OF CHANGES MADE TO SSIPs States were required to report on changes they made to their SSIPs, including their SIMRs, SIMR baseline and targets, theories of action (TOA), improvement plans, and evaluation plans. No changes were made to SIMR baseline data in FFY17. Fifty-four states reported targets for FFY 2017. One state provided targets for only one of two SIMR outcomes. Three states changed targets. Two of the three states reported that the targets were adjusted to aligned with more realistic outcomes, and one state did not provide an explanation.

All 55 states (100%) reported implementing infrastructure improvement activities in their 2018 and their 2019 SSIP. The components of state infrastructure selected for improvement varied across states. All states (55, 100%) reported implementing improvement activities related to the Professional Development and Technical Assistance (PD and TA) component in 2018 whereas in 2019, 54 (98%) reported improving their PD and TA system. Forty-one states (75%) reported implementing activities to improve state or local Governance both years. In 2019, several more states than in 2018 reported implementing activities to improve Accountability and Quality Improvement (32 states vs. 29 states), Finance (20 states vs. 16 states) and Quality Standards (13 states vs.11 states). Fewer states reported implementing activities to improve their Data System in 2019 (31 states) than in 2018 (36 states).

States also reported on their progress implementing activities to improve practices. Of the 55 states SSIPs reviewed, 54 (98%) reported progress in implementing these activities. Some examples of activities to improve practices that states reported implementing include training practitioners on evidence-based practices, training coaches on coaching and evidence-based practices, and conducting practice-based coaching of practitioners.

Thirty-one states (56%) reported data in 2019 that measured practitioners’ implementation of practices to determine practice change and/or practice fidelity. In the review process of states’ SSIPs, reviewers defined practices as “the teachable and doable **behaviors** that practitioners use with children and families which can be used, replicated, and measured for fidelity.” Reviewers did not include data reported on such things as increased or improved quality of IFSP outcomes in the count of states reporting data on practitioners’ implementation of practices.

States reported on one or more evidence-based practices and model(s) selected for implementation in both 2018 and 2019. In 2019, slightly fewer states (21 states, 38%) reported implementing selected Division of Early Childhood (DEC) Recommended Practices compared to 2018 (23 states, 42%). In addition to selected DEC Recommended Practices, states also reported implementing a variety of models:

* In 2019, 14 states (25%) reported implementing Coaching in Natural Learning Environments compared to 13 states (24%) in 2018.
* In 2019 and 2018, 13 states (24%) reported implementing Routines-Based Early Intervention (RBEI) and/or Routines-based Interview (RBI).
* An increase of 6 states reported using the Pyramid Model (14 states, 20%) in 2019 compared to 2018 (8 states, 15%).
* Six states (11%) reported using Family-Guided Routines-Based Intervention and Caregiver Coaching (FGRBI) in 2019 compared to 3 states (5%) in 2018.
* In 2019 and 2018, 4 states (7%) did not identify specific EBPs or models being used although they reported implementing activities to improve practices.
* Sixteen states (29%) in 2019 reported implementing other practices compared to 22 states (40%) in 2018. Other practices and models reported included Promoting First Relationships, Help Me Grow, Getting Ready, and self-help practices.

Further detail about the DEC Recommended Practice areas selected by states is shown in this slide. In 2019 and 2018, most states implementing DEC Recommended Practices reported using family practices (17 states in 2019 vs. 16 states in 2018). Nine states (16%) reported implementing assessment practices in 2019 compared to 11 states (20%) in 2018. Eight states (15%) reported using instruction practices and eight states (15%) reported using interaction practices in both 2019 and 2018. Teaming and collaboration practices were reported as being used by eight states (15%) in 2019 and nine states (16%) in 2018. Smaller numbers of states reported implementing environment (6 states in 2019 vs.7 states in 2018), leadership (3 states in both 2019 and 2018), and transition (2 states in 2019 vs. 3 states in 2018) practices. Several other states that are implementing DEC Recommended Practices did not specify which DEC practices they were using.

In 2019, 37 of 55 states reported anticipating barriers to SSIP implementation in the upcoming year. The most commonly mentioned barriers were insufficient resources (19 states, 35%) and personnel turnover and shortages (17 states, 31%). Fewer states reported challenges with data collection, management, and reporting (9 states, 16%), training, implementation and sustaining EBPs (7states, 13%) and inadequate data collection tools (5 states, 9%). Sixteen states (29%) mentioned other challenges including staff readiness, buy-in, provider caseloads, competing priorities, etc.

Of the 55 SSIP Phase III reports reviewed, 40 states reported the need for technical assistance to support effective implementation of the SSIP over the next year. This slide reflects the specific areas of technical assistance (TA) identified by states. Eighteen states (33%) reported a need for general SSIP TA. Eleven states (20%) reported needing TA related to implementing EBPs and also SSIP evaluation. Fewer states reported needing TA support for data collection, management and reporting capacity (7 states, 13%) and improving infrastructure (6 states, 11%).

Twenty-six (26) states reported needing SSIP evaluation TA in the coming year. Of these 26 states that reported needing TA related to SSIP evaluation, 12 states (22%) reported a need for general SSIP TA. Eight states (15%) reported needed TA related to data analysis while fewer states reported needing TA related to developing or adapting an evaluation tool/measure (5 states, 9%), data collection procedures (4 states, 7%), data use (4 states, 7%), and refining the evaluation plan (2 states, 4%).