

Pacific and Caribbean States/Entities Early Intervention and Early Childhood Special Education Meeting

Improving Data, Improving Outcomes

New Orleans, LA
August 15 and 17, 2016



Welcome




Meeting Objectives

- Gain ideas and resources for evaluating state systemic improvement plans
- Gain ideas and resources for improving the quality of child and family outcomes data
- Integrate information learned during conference sessions in state/entity teams and with TA providers/OSEP staff
- Propose ideas for current and future technical assistance opportunities from OSEP and OSEP-Funded TA Centers



Day 1 (August 15th)

Main agenda items for today:

- Note taking template
- Let's get to work! Implementing and evaluating state systemic Improvement (9-11am)
- General State/Entity Planning Time in State/Entity Teams (11-11:30am)
 - Planning session attendance
 - Meeting with TA providers & OSEP
 - Plan meetings for post-conference team time



Let's Get to Work! Implementing and evaluating state systemic improvement

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Intended Outcomes

Participants will:

- Understand considerations that can be used to implement, evaluate and make mid-course adjustments to your state's SSIP improvement and evaluation plans during Phase III
- Gain ideas and strategies related to improving the state SSIP improvement and evaluation plans through use of activities/scenarios
- Identify next steps related to improving the state SSIP implementation and evaluation



Agenda

- Considerations for Phase III (15 min.)
- High Quality Performance Indicators (30 min.)
- Making Mid-Course Plan Corrections (30 min.)
- Break (15 min.)
- Discussion (30 min.)







Phase III Considerations & Resources Guide

Phase III Overview and Requirements

The Part C State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Measurement Table describes the requirements of the State Systemic Improvement Plan (SSIP) Phase III as:

"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 Results(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." (<https://www.gdms310.org/hsprogram/ssp-resources>)






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Phase III Overview & Requirements

Phase III SSIP

Improvement Plan

- Implement activities as planned
- Monitor implementation and make revisions based on data
- Document progress and outcomes
- Engage stakeholders

Evaluation Plan

- Conduct evaluation activities
- Track progress toward outcomes and SIMR targets
- Prepare summaries of evaluation data for planning teams
- Engage stakeholders






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Kicking Off Phase III

- Educate and engage stakeholders in the implementation and evaluation of the plan
- Project Management: How will the various activities of the plan be managed?
 - Appoint a lead person for each major activity or initiative
 - Communicate with and engage staff, stakeholders, providers, families, and communities
 - Link the implementation to everyday activities
 - Track and summarize progress
 - Learn from experience
- Clarify roles, responsibilities, and expectations for implementing the improvement and evaluation plans






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Implementing the Improvement Plan: Infrastructure Development

- Infrastructure Development
 - Implement improvement strategies and associated activities to enhance the state infrastructure
 - Work toward further aligning and leveraging other state plans and initiatives
 - Continue to engage multiple offices within the state in implementing improvement activities








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Implementing the Improvement Plan: Implementing EBPs

- Implementing EBPs
 - If not yet selected, identify the EBPs that EIS programs/EIS providers will implement to achieve the SIMR
 - Operationalize Phase II plans for implementing EBPs based on the activities, steps, and timelines included in their plans
 - Support EIS programs and /or EIS providers in implementing evidence-based practices (EBPs) to achieve the SIMR(s)
 - Take into account implementation approach (i.e., other sites or statewide)
 - If needed, make adjustments to the implementation plans based on data and stakeholder input






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Evaluating Implementation Process & Outcomes

- Collect, analyze, report, and use evaluation data based on the methods and timelines outlined in the Phase II plan
- Use data regularly to monitor the improvement process and revise the improvement plan, as needed
- Review performance criteria and indicators and make adjustments as needed
- Make adjustments in evaluation data collection strategies/sources as needed

Communicating Implementation Progress and Outcomes

- Effective and timely communication will be essential to successful implementation and to achieving desired outcomes
- Feedback loops are critical:
 - Implementers will need a way to communicate with the state to convey related barriers, successes, and outcomes
 - Implementation and planning teams will need to communicate on a regular basis to review data and information provided through feedback loops

Making Adjustments in the Improvement and Evaluation Plans

- Ongoing review and analyses are essential to meeting targets and achieving SIMR
- Organizations that are most effective at achieving results and sustaining change revisit plans and update on a regular basis, celebrating successes, taking advantage of opportunities and addressing challenges that arise



Let's Get To Work!



HIGH QUALITY PERFORMANCE INDICATORS

Purpose

- In Phase III states need to track progress through evaluation - to do this you will need clearly defined performance indicators
- Provide overview of quality performance indicators
- Complete activity and debrief

What is a Performance Indicator?

- An *indicator* is the piece of information that measures whether outcomes are being achieved.
- Evidence that will allow the SSIP Team to track change or progress.
 - Outcome: Children have improved social emotional skills
 - Indicator: % of children with IFSPs/IEP who substantially increased their rate of growth by the time they exited the program

What are Benefits of Performance Indicators?

- Align the evaluation plan with the theory of action and logic model
- Add clarity and focus
- Move from global or abstract terms to specific, observable, measurable statements
- Guide adjustments to data collection and implementation

What is a "Good" Indicator?

A few criteria:

1. The indicator is clearly related to the outcome and is a measurement of the outcome.
2. Usually contains a statistic, a number (e.g., a percentage, an average, a total) to track to see whether it goes up or down.
3. State whether you want to see an increase or decrease.
4. The wording of an indicator should suggest how you are going to measure the outcome.
5. Feasible for you to collect the data.

Well-Written Indicators

An increase (*direction*) in the average score (*number*) on the Proficiency Test given at the end of training (*method of measurement*)

An increase (*direction*) in the average score (*number*) on the Provider Skills Checklist (*method of measurement*)

90% (*percentage*) of practitioners report implementing practices on the Team-Based Services Practice Profile (*method of measurement*)

Activity: Practice Drafting Performance Indicators

- Small group time – 15 mins
 - Review worksheet
 - Draft performance indicators
- Debrief – 10 mins

Resources

- Sample Action Plan Template
 - http://ectacenter.org/~docs/topics/ssip/ssip_improvement_plan_template.doc
- IDC White Paper: Using a Theory of Action to Develop Performance Indicators to Measure Progress Toward a SIMR
 - <https://ideadata.org/resource-library/5682ad18140ba01a6a8b45d0/>
- Recommended Resources for Evaluation Program Improvement
 - http://ectacenter.org/topics/ssip/plan_eval_program_improvement.asp



MAKING MID-COURSE CORRECTIONS

Making Mid-Course Corrections

- Reviewing ongoing data allows you to:
 - Determine if your plan is an accurate reflection of:
 - What you want to achieve (outcomes)
 - How you are going to achieve it (process)
 - The environment you are working in – opportunities and threats
 - Celebrate/recognize what you have achieved so far



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Considerations

- Make mid-course corrections over time as implementation occurs, not just annually
- Use data from feedback loops to make plan modifications
- Use evaluation data on effectiveness and impact of (outcomes) to determine needed implementation plan modifications
 - Assess if difference between actual performance data and target in performance indicator is significant enough to warrant plan change
 - Assess if activity being evaluated is essential for success and make plan changes if actual performance data falls below target in performance indicator



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Considerations

- Dig deeper into your data, if necessary, to identify potential issues impacting your progress
- Assess the impacts of the environment (opportunities and threats) to determine if plan modifications are needed
- Determine if changes need to be made to the evaluation plan (e.g. performance indicators, data collection methods, analysis plan/measurement, frequency of data collection) independent of implementation plan modifications or as a result of those changes
- Think strategically about how best to engage stakeholders in making decisions about mid-course corrections



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Applying Considerations: Scenario

- **SSIP Activity:** Supporting providers in implementing high quality child outcomes summary (COS) rating processes



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Scenario: Steps

1. Review/modify COS modules
2. Modify local contracts to require completion of COS modules
3. Develop mechanism to track module completion
4. Develop pre-/post-test
5. Modify family survey
6. Select coaches for initial implementation sites



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Scenario: Steps

7. Develop scale up plan
8. Adapt COS TC
9. Train coaches
10. Implement the COS training modules in initial implementation sites
11. Provide coaching to initial implementation sites
12. Implement Scale up plan statewide



Activity Instructions

- Table facilitator assigned to facilitate discussion
- Select a recorder/reporter
- Review impact/outcomes evaluation information for outcomes 1 and 4 (related to coaching)
- Use steps and timelines as a resource for discussion
- Facilitator will guide discussion using Discussion Worksheet questions
- Record response to questions on worksheet
- Prepare to share highlights of discussion with group
- Turn in worksheet



Sharing

- What were the key decisions you made for the scenario?



Wrap up!

- Summary points
- Compiling the scenario and information into a resource



BREAK – 15 MINS

Discussion

- What are your next steps around evaluation? Will you need to revise your performance indicators to match the criteria? How will you approach ongoing review of data for potential mid-course corrections?
- What are your strengths around evaluation?
- What are your continuing needs and challenges related to evaluation?



Conference SSIP Evaluation Sessions

- Is it Working? Evaluating Implementation of EBPs
(Tuesday 8:30-10:00)
- SSIP Phase III: Operationalizing Your Evaluation Plan
(Tuesday 1:30-3:00)
- Taking Your Evaluation Plan to the Next Level: Developing evaluation Analysis Plans to Inform Data Collection Processes and Measurement
(Tuesday 3:30-5:00)
- Evaluating Infrastructure Changes: Tracking Improvement Strategies and Identifying Outcomes
(Wednesday 8:30-10:00)


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General State/Entity Meetings




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Enjoy the Conference!

- We look forward to continue this work with you on Wednesday at 1:30pm in this same room!




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Day 2 (August 17th)

Main agenda items for today:

- Child/Family Outcomes Data Quality (2-3:30 pm)
- General State/Entity Planning Time in State/Entity Teams (3:30-4:20pm)
- Evaluation


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Child and Family Outcomes Data Quality



Siobhan Colgan – ECTA/IDC
Michelle Lewis – NCSI/Parent Information Center



General State/Entity Meetings




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TA Needs for Phase III

- What suggestions do you have for technical assistance from OSEP and OSEP-funded TA centers?



Safe Travels!



Thank you for participating! We look forward to continue to assist you in the implementation and evaluation of Phase III of the SSIP.

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