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| **Infrastructure Analysis Template**  **State Systemic Improvement Plan**  **Phase 1** |  |

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| **State:** | |
| **Date Completed:** | |
| **Analysis Team:** | |
| **Name** | **Position** |
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**Section A: Broad Infrastructure Analysis**

Initially, a broad analysis of the state infrastructure is completed to determine the strengths of each of the system components and to identify systemic issues that may present a barrier to the performance of children and youth with disabilities. This broad analysis occurs simultaneously or immediately following the broad data analysis and prior to the identification of the focus area for improvement.

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| Identify the components of the state system may be contributing to high performance of children and youth with disabilities by placing a check in the column to the left of the component. For each checked component, provide a brief description of how the component is contributing to the high performance. | |
|  | Governance: |
|  | Monitoring and Accountability: |
|  | Technical Assistance: |
|  | Data: |
|  | Professional Development: |
|  | Quality Standards: |
|  | Fiscal: |

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| Identify the components of the state system may be contributing to low performance of children and youth with disabilities by placing a check in the column to the left of the component. For each checked component, provide a brief description of how the component is contributing to the low performance. | |
|  | Governance: |
|  | Monitoring and Accountability: |
|  | Technical Assistance: |
|  | Data: |
|  | Professional Development: |
|  | Quality Standards: |
|  | Fiscal: |

**Section B: In-depth Infrastructure Analysis**

Following the broad analysis of the state infrastructure, an in-depth analysis is conducted to assess the capacity of current state system to support improvement and build capacity in local programs to implement, scale up, and sustain evidence-based practices, programs or models to improve results for children and youth with disabilities.

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| What additional questions regarding the state infrastructure need to be answered during the in-depth infrastructure analysis? | |
| System Component | Questions |
| Governance |  |
| Monitoring and Accountability |  |
| Technical Assistance |  |
| Date |  |
| Professional Learning |  |
| Quality Standards |  |
| Fiscal |  |

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| **Component** | **Governance** |
| Provide a brief description of governance within the state agency. Include the essential functions/core elements. | |
| Consider addressing the following questions in the analysis of the governance component of the state system:   1. How are leaders/administrators from early intervention/special education engaged in decision making within and across the state agency? 2. Which policies/procedures in the state support practices that lead to improved outcomes for children and youth with disabilities? 3. Which policies/procedures in the state contribute to low performance of children and youth with disabilities? 4. What priorities have been identified in the state agency related to improving outcomes for children and youth with disabilities? 5. How does the Interagency Coordinating Council/State Advisory Panel for Special Education advise and support the state agency on the development and implementation of programs and practices related to improving results for children and youth with disabilities? | |
| How can the governance component of the state system be leveraged to improve results for children and youth with disabilities? | |
| What improvements to the governance component will need to be addressed to improve results for children and youth with disabilities? | |

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| **Description of How Decisions are Made in the State System:** | | | |
| Describe how decisions (e.g. priorities and assignment of personnel and fiscal resources) are made in the state system. | | | |
| List the representatives (e.g., agencies, positions, individuals) that must be involved in planning for systematic improvements in the State system. | | | |
| Agency | Individual | Position | Role |
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| What changes will need to be made to the state’s decision making process to improve results for children and youth with disabilities? | |
| **Component** | **Fiscal** |
| Provide a brief description of the state’s fiscal system. Include the essential functions/core elements. | |
| Consider addressing the following questions in the analysis of the fiscal component of the state system:   1. Are fiscal resources available to support the implementation of the focus area improvement strategies? Specify funding sources. 2. Are there other fiscal resources that could be leveraged to support the implementation of the focus area improvement strategies? Specify funding sources. 3. Who will be responsible for approving allocation of fiscal resources needed for implementation of the focus area improvement strategies? 4. Are there any specific purchasing policies or procedures that could negatively impact acquisition of resources (e.g. equipment, materials, personnel, etc.) 5. Who will be responsible for documenting expenditures related to the implementation of the focus area improvement strategies? | |
| How can the fiscal component of the state system be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to fiscal component to improve results for children and youth with disabilities? | |

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| **Component** | **Quality Standards** |
| Provide a brief description of the standards that are in place to guide curriculum for all children- including children and youth with disabilities. Include information about personnel standards. | |
| Consider addressing the following questions in the analysis of the state system’s quality standards:   1. Has the state developed learning standards for children and youth? Has the state adopted the Common Core State Standards? 2. Are there alternate standards for children and youth with disabilities? 3. How does the implementation of the focus area improvement strategies align with state learning standards? Are there any disconnects noted between the standards and the improvement strategies? 4. Has the state developed personnel standards for administrators, educators/providers, and other key personnel that establish required qualifications? 5. How does the state monitor LEAs and local programs to ensure that administrators, educators/providers, and other key personnel are meeting the established standards? | |
| How can the state’s quality standards be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to the quality standards component to improve results for children and youth with disabilities? | |
| **Component** | **Data** |
| Provide a brief description of the state’s data system. Include core components and essential functions. | |
| Consider addressing the following questions in the analysis of the state data system:   1. Does the state have a consistent means of sharing data between key state agencies (e.g. Part C and Part B, Part B and Rehabilitation Services)? 2. How does the state use data to inform the development and implementation of improvement strategies designed to improve results for children and youth with disabilities? 3. How does the state support LEAs (districts, schools and classrooms) and local programs in their use of data to inform and guide improvement planning? 4. How will the state use its data system to determine areas of low performance and to identify factors contributing to the low performance? 5. What strategies will the state implement to collect, analyze and report process and outcome data on improvement strategy activities? | |
| How can the state’s data system be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to data component to improve results for children and youth with disabilities? | |

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| **Component** | **Monitoring and Accountability** |
| Provide a brief description of the state’s accountability system. Include core components and essential functions. | |
| Consider addressing the following questions in the analysis of the state accountability system:  1. What are the sanctions and rewards within the state’s accountability system? | |
| How can the state’s accountability system be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to monitoring and accountability component to improve results for children and youth with disabilities? | |

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| **Component** | **Professional Development** |
| Provide a brief description of the state’s system of providing professional development. Include core components and essential functions. | |
| Consider addressing the following questions in the analysis of the state professional development system:   1. Does the state provide funding to LEAs and local programs for the provision of professional learning to administrators, educators/service providers, and families? How can these funds be leveraged to support professional learning related to the improvement strategies identified in the SSIP? 2. How will the state select LEAs and local programs to participate in specific improvement activities included in the SSIP? 3. How will the state support coaching to ensure that improvement strategies are implemented with fidelity? | |
| How can the state’s professional development system be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to professional development component to improve results for children and youth with disabilities? | |

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| **Component** | **Technical Assistance** |
| Provide a brief description of the state’s system of providing technical assistance to districts/programs. Include core components and essential functions. | |
| Consider addressing the following questions in the analysis of the state’s technical assistance system:   1. What structures does the state have in place to support the provision of technical assistance(and coaching) to LEAs and local programs? 2. Are there purveyors in the state who can provide technical assistance (and coaching) on the practices, programs or models specified in the SSIP improvement strategies? | |
| How can the state’s technical assistance system be leveraged to improve results for children and youth with disabilities? | |
| What improvements will need to made to the technical assistance component to improve results for children and youth with disabilities? | |