

### Introduction

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“The U.S. Department of Education is implementing a revised accountability system under the Individuals with Disabilities Education Act (IDEA). Results-Driven Accountability (RDA) shifts the Department’s accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for children with disabilities, while continuing to ensure States meet IDEA requirements. RDA emphasizes improving child outcomes such as performance on assessments, graduation rates, and early childhood outcomes. To support this effort, States are being required to develop a State Systemic Improvement Plan (SSIP) as part of their State Performance Plan/Annual Performance Report (SPP/APR). In developing, implementing, and evaluating the SSIP, [OSEP] expects that a State’s focus on results will drive innovation in the use of evidence-based practices in the delivery of services to children with disabilities, which will lead to improved results for children with disabilities.” (OSEP’s *State Systemic Improvement Plan Questions and Answers*)

### Acknowledgements

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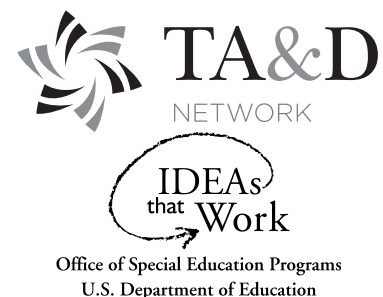
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Project Officer: Julia Martin Eile



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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## Purpose

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The purpose of this document is to support States in writing the narrative for Phase I of the SSIP. It provides an outline for States to use in organizing their narrative content to ensure that all required components are addressed. The outline includes considerations on information States might include in their narrative description to address the required content. These considerations are intended as suggestions and not all considerations may be relevant for your State.

This guide compiles information from the following OSEP documents:

- Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool
- Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table <https://osep.grads360.org/#communities/pdc/documents/4604>
- OSEP SSIP Phase I Implementation Guide - Part C
- State Systemic Improvement Plan Questions and Answers <https://osep.grads360.org/#communities/pdc/documents/6573>

As such, this guide can serve as a key reference document for States as they draft Phase I of their SSIP for the April 1, 2015 submission.

For States that chose not to use the narrative outline suggested in this document, a compilation of the considerations by component has been developed in checklist form (see **SSIP Phase I Writing Guide: Indicator 11 Checklist** on **page 30**). This checklist can assist States in determining if they have incorporated relevant content in their narrative.

## General Considerations for Writing the Narrative

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When writing the narrative for Phase I of the SSIP, it is important for States to consider the following:

- Ensure your narrative addresses all OSEP requirements.
- Ensure your narrative is concise while providing enough evidence to support the selection of your State Identified Measureable Result (SIMR) and chosen improvement strategies.
- Write the narrative so that it is clearly stated and easily understood by a variety of readers including families or community members that may not be familiar with your State activities. It should be clear enough so that three years from now it is still understood. Remember, develop your SSIP so it reflects a dynamic planning process that continues to change and improve as you continue developing, implementing and evaluating your SSIP over the next several years. Make connections across the Phase I components clearly avoiding repetition in the narrative.
- Use data (both qualitative and quantitative) from your data and infrastructure analyses to “tell your story”.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- Summarize your data and processes for completing Phase I of the SSIP. Include key data tables or graphs along with the narrative to clearly reflect and substantiate root causes and what data was considered in selecting the SIMR. This does not mean that all data should be included. Links or references to other data and data sources used should be provided as appropriate. In fact, more detailed data can be uploaded in GRADS 360 as attachments.
  - Note: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “States will not be required to submit completed tools or materials used to develop the SSIP. States may reference or submit attachments (e.g., data summary tables, foundational documents) if they feel that it will be beneficial in helping OSEP understand their process.”
- Include information about how you meaningfully included stakeholders and involved partners in developing Phase I of the SSIP (e.g., data and infrastructure analysis, selecting SIMR, setting targets, identifying improvement strategies, developing theory of action, reviewing SSIP).

## Narrative Outline

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The following is an outline of information to be included in the SSIP. The outline is organized by the sections of the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* to help ensure that all requirements are included. By organizing the narrative in this manner, reviewers should be readily able to identify where the required information is located to effectively evaluate the quality of the SSIP.

Suggestions for content that States might include in their narrative are captured under Content Considerations for the Narrative. These considerations were developed based on the OSEP’s *State Systemic Improvement Plan Questions and Answers*, *OSEP SSIP Phase I Implementation Guide - Part C*, the *SSIP Phase I Roadmap* (TA provider developed resource), OSEP SSIP TA to States, and guidance that TA providers have suggested. This information is to help States address the content required by OSEP and to support States in developing a high quality SSIP.

Content and text from several key documents are included and indicated in each section as follows:

***Italics*** - Text from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* is in italics in the text box.

“ ” - Content from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* and the *State Systemic Improvement Plan Questions and Answers* is included (this text is quoted and referenced). Text from the *State Systemic Improvement Plan Questions and Answers* is included in some of the Notes to further clarify information.

\* - Information from the *OSEP SSIP Phase I Implementation Guide - Part C* is embedded throughout each section as Content Considerations for the Narrative (this text is asterisked)

Suggestions for content that States might include in their narrative are captured under Content Considerations for the Narrative. These considerations were developed based on OSEP’s *State Systemic Improvement Plan Questions and Answers*, *OSEP’s SSIP Phase I Implementation Guide - Part C*, the *SSIP Phase I Roadmap* (TA provider developed resource), OSEP SSIP TA to States, and guidance that TA providers have suggested. This information is designed to help States address the content required by OSEP and to support States in developing a high quality SSIP.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## **Recommended Outline for SSIP Table of Contents**

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States might consider including a table of contents in their SSIP to help readers locate information. If states chose to use the Narrative outline included in this document, the following content for the State's SSIP Table of Contents is suggested.

- *Note: The page numbers provided here refer to the contents of this document.*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## Overview to Your SSIP

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A brief overview or summary of the following content would be helpful to provide in the narrative. The following information may be included:

- Brief description of your SIMR (e.g. Statewide, subpopulation, districts/programs, which indicator, which summary Statement as appropriate).
- Brief description of your State program (e.g. Lead agency, number of children served, number of State and/or local agencies involved).
- Brief description of the process used for developing Phase I of the SSIP.
- Brief discussion of stakeholder involvement throughout all aspects of Phase I.
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you involved different groups, simply state this in this section but be specific about the makeup and responsibilities of each group in the components narrative below.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## Component #1: Data Analysis

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OSEP expects that States address 1(a) through 1(f) below as cited from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* in the narrative. OSEP text from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* is also included for each item as a reference.

- 1(a) How Key Data were Identified and Analyzed:** This section requires “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other data as applicable to determine the SIMR and the root causes contributing to low performance. OSEP will consider the extent to which:*

- *The State described its process to identify, select, and analyze existing data, including how the State conducted a broad and a more focused data analysis;*
- *The State used multiple data sources in its data analysis to identify root causes contributing to low performance.*

### Content Considerations for the Narrative

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how you identified the quantitative and qualitative data used, including what led you to focus on certain data. (Keep in mind that multiple data sources are required to be used.)
- Describe the questions that guided your analysis (as applicable).
- Describe the quantitative data from key national, State and program sources (SPP/APR, 618, Race to the Top, KidsCount, MIECVH) that were used in your broad and in-depth data analyses.
- Describe the qualitative data methods (e.g. focus groups, advisory panels/councils, surveys, interviews, etc.) used in broad and in-depth analyses.
- Describe the process used for collecting and analyzing data, including timelines and methods for the broad and the in-depth analyses. (Be specific about how you analyzed data related to child and/or family outcomes, demographic data, and/or root causes.)
- Based on broad data analysis (quantitative and qualitative), briefly describe what strengths/ concerns emerged regarding the results for children and families.
- Briefly describe how your data analysis led you to the selection of the SIMR.
- Briefly describe any limitations of your data that impact on data-informed decision making.
- Describe your State’s expectations for effective data use across State offices and departments and how your State support EIS programs and providers in effective data use.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- Describe the mechanisms used to require data-based decision making for continuous improvement at the EIS program and provider level, including how EIS programs and providers are supported in their efforts.\*
- Describe how the State provides targeted or differentiated tools/products/services that facilitate the effective use of data to improve early intervention and child outcomes.\*
- Describe how your State uses data to engage in continuous improvement.\*
- Describe how your State uses data to determine which EIS programs and providers are achieving results for infants and toddlers with disabilities and their families.\*

**1(b) How Data were Disaggregated:** This section requires that “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.). “ (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how the data were disaggregated by multiple variables such as EIS provider, region, race/ethnicity, disability category, and settings, etc. OSEP will consider the extent to which:*

- *The State disaggregated the data across multiple variables to conduct a focused data analysis.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how data were disaggregated (e.g. which variables were used in the analysis).\*  
For example:
  - District/region/program data
  - EIS Provider
  - Age
  - Race/ethnicity
  - Disability Category
  - Socioeconomic status
  - Gender
  - Settings
  - Other Criteria

Note 1: Not all the above factors are required to be included in the analysis.
- If you were not able to disaggregate your data, describe the reasons why. If poor data quality precludes disaggregation of indicator C-3 or C-4 data, provide details on alternative data sources used to assist in final selection of the SIMR.
- Describe the relationship between demographic and programmatic data to child and family outcomes data when possible.
- Describe the conclusions made based upon analyzing disaggregated data including the reasons why the data looked the way it did (root causes).
- Describe how the data analyzed led to the narrowing and final selection of the SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**1(c) Data Quality:** This section addresses: “If the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of any concerns about the quality of the data and if so, how the State will address these concerns. OSEP will consider the extent to which:*

- *The State reviewed the quality of the data and the adequacy of the State’s plan for addressing any data quality concerns.*

**Content Considerations for the Narrative:**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the quality of your data (e.g., data quality concerns, issues with data collection methods) and the information used to evaluate the quality of your data (e.g. validation and verification processes, amount of missing data, amount of data available).
- Briefly describe strategies that will be used to address the data quality concerns. This includes identifying any additional data needed and methods and timelines for collecting and analyzing these data. (See 1(e) below.)
- Briefly describe data quality strengths (if applicable) and how data quality supports the SIMR.
- Describe the strategies used by the State to support EIS programs and providers in effective data collection and use.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.



**1(d) Considering Compliance Data:** This section addresses: “As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how the State considered compliance data and whether those data present potential barriers to improvement. OSEP will consider the extent to which:*

- *The State considered compliance data and the potential effect on improvement.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how you considered what was learned from your analysis of compliance data to identify barriers to improvement.\*
- Describe any potential barriers to improvement that were identified as a result of analyzing compliance data.\*
- Describe how your compliance data will effect improvement on results or how compliance issues will impact the State’s capacity to improve results.\*

**1(e) Additional Data:** This section addresses: “If additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*If additional data are needed, a description of the methods and timelines to collect and analyze the additional data. OSEP will consider:*

- *If the State’s plan includes collecting additional data there is a description of the methods and timelines to collect and analyze the additional data.*

#### **Content Considerations for the Narrative**

The following are suggestions of content States might consider including in the narrative to address OSEP’s requirements:

- Describe any additional data that needs to be collected (such as to identifying root causes in subsequent SSIP Phases).\*
- Describe the timelines and methods to collect and analyze this data.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**1(f) Stakeholder Involvement in Data Analysis:** This section includes a description of stakeholder involvement in the data analysis.

*From the “OSEP Evaluation Tool”:*

*A description of stakeholder involvement in the data analysis. OSEP will consider the extent to which:*

- *Multiple internal and external stakeholders were involved in the process to select, identify, and analyze existing data.*

**Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe your process for identifying and selecting stakeholders that were involved in data analysis.\*
- Describe how you involved stakeholders in selecting, identifying and analyzing your existing data in developing your SSIP (e.g. participating in stakeholder meetings, reviewing information posted on the website, etc.)\*
- Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in data analysis.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for data analysis, be specific about the makeup and responsibilities of this group for this Component.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## **Component #2: Analysis of State Infrastructure to Support Improvement and Build Capacity**

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OSEP expects that States address 2(a) through 2(f) below as cited from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* in their narrative. Related OSEP text from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* is also included for each item as a reference.

**2(a) How Infrastructure Capacity was Analyzed:** This section provides “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in 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. OSEP will consider the extent to which:*

- *The State engaged in a systematic process to analyze the capacity of the State infrastructure to support improvement and build capacity at the local level in relation to the SIMR*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the activities/processes you used to analyze the current infrastructure to support improvement and build capacity in EIS programs/providers.
- Describe how you connected the data and infrastructure analyses and how they informed one another.
- Describe the State’s role and approach to increasing the capacity of EIS programs and providers and improve results.\*
- Describe how you used this information to help select your SIMR and/or how you focused your infrastructure analysis based on your SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**2(b) Description of State Systems:** This section provides a description of the “State systems that make up its infrastructure [including], at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of the State’s systems infrastructure (at a minimum the governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring). OSEP will consider the extent to which:*

- *The State analyzed all relevant systems within its infrastructure in relation to the SIMR.*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the State systems (i.e. governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring) that the State analyzed as part of the infrastructure analysis and how they are aligned and inform one another.\*
- Describe who is currently involved in planning for State-wide systemic improvement, and how they make decisions about systemic improvements.
- Describe how the State systems impact capacity of local programs in improving the SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**2(c) Systems Strengths and Areas for Improvement:** This provides a “description [of the] current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of the current strengths, the extent the systems are coordinated, and areas for improvement within and across the systems. OSEP will consider the extent to which:*

- *The State identified relevant strengths within and across the systems to address the SIMR*
- *The State identified relevant areas for improvement within and across the systems in relation to the SIMR*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the mechanisms or procedures the State has in place to facilitate communication, coordination and collaboration between State level early intervention partners and the Lead Agency.\*
- Describe your State’s strengths and how they collectively support improvement and build capacity in EIS programs and providers to improve results for infants and toddlers with disabilities and their families.\*
- Describe how your overall infrastructure components supports or inhibits the implementation, sustainability and scaling up of evidence-based practices to improve results. This includes how the State’s policies and procedures support the use of evidenced-based practices to improve results for all children, including infants and toddlers with disabilities and their families.\*
- Describe your State program coordinates with the early care and education system to support improvement of results related to the SIMR.
- Describe the areas needing improvement within and across the system to build local capacity and improve results in relation to the SIMR, including policy or practice barriers to improving results for all children, especially infants and toddlers with disabilities.\*
- Describe how the State is informed as to whether the TA and/or activities from the Comprehensive System of Personnel Development (CSPD) are reaching EIS programs and providers.\*
- Describe how the State evaluates the effectiveness of the TA and/or CSPD activities.
- Describe the process for making adjustments if the TA and/or CSPD activities are determined to be ineffective.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**2(d) State-level Improvement Plans and Initiatives:** The section includes “the [identification of] 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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*The identification of current State-level improvement plans and initiatives, including EIS and early care and education improvement plans and initiatives and the extent to which they are aligned, and how they are, or could be, integrated with the SSIP. OSEP will consider the extent to which:*

- *The State identified both EIS and early care and education initiatives that could impact the capacity of local programs and EIS providers to implement strategies that lead to a measurable improvement in the State-identified result(s).*
- *The State analyzed relevant State-level improvement plans and initiatives in relation to the SIMR.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the early learning initiatives or State-wide activities the Lead Agency is currently engaged in to improve results for all children, including infants and toddlers with disabilities and their families.\*
- Describe how these multiple initiatives are aligned to achieve common goals, and how they leverage available resources.\*
- Describe how the State’s early learning initiatives are addressing the needs of infants and toddlers with disabilities and their families.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**2(e) Representatives Involved:** This section provides the “[identification of] 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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A list of representatives (e.g. offices, agencies, positions, individuals, and other stakeholders) who were involved in the development of Phase I and will be involved in the development and implementation of Phase II of the SSIP. OSEP will consider the extent to which:*

- *The relevant representatives supported the development of Phase I of the SSIP.*
- *The relevant representatives are committed to support the implementation of Phase II of the SSIP.*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Provide a list of stakeholders (not names of individuals but who they represent including offices, agencies, positions, etc.) who were involved in the development of Phase I of the SSIP.
- Describe how additional stakeholders (if applicable) were identified based on identification of the SIMR to assist with identification of improvement activities, development of the theory of action and/or development of Phase II.
- Describe expected roles of stakeholders in Phase II.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**2(f) Stakeholder Involvement in Infrastructure Analysis:** This section provides a description of stakeholder involvement in the analysis of the State’s infrastructure.

*From the “OSEP Evaluation Tool”:*

*A description of stakeholder involvement in the analysis of the State’s infrastructure. OSEP will consider the extent to which:*

- *Multiple internal and external stakeholders were involved in analyzing the infrastructure.*

**Content Considerations for the Narrative:**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in conducting the infrastructure analysis.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for infrastructure analysis, be specific about the makeup and responsibilities of this group for this Component.
- Describe how these stakeholders were involved in the infrastructure analysis (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.



### **Component #3: State Identified Measureable Result (SIMR)**

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OSEP expects that States address 3(a) through 3(e) below as cited from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* in their narrative. Related OSEP text from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* is also included for each item as a reference.

**3(a) SIMR Statement:** This section includes “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*The State has a SIMR and the SIMR is aligned to an SPP/APR indicator or a component of an SPP/APR indicator.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe your SIMR including its focus (e.g. Statewide, subpopulation, districts/programs, which indicator, or which summary Statement, if applicable)
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “if the State selects a SIMR that focuses on improving a result for a subset of districts/programs or populations, then the State must include in the SIMR section of Phase I of its SSIP an explanation of why improving that result for that subset of districts/programs or population would improve that result on a Statewide basis.”
  - Note 2: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “the State may select a single result (e.g., increasing the graduation rate for students with disabilities), or a cluster of results that improve child outcomes.”
  - Note 3: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “a State can focus on one summary statement of one outcome as its SIMR as long as it can provide a rationale for its decision.”
- Describe what indicator(s) is/are impacted by your SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- 3(b) Data and Infrastructure Analysis Substantiating the SIMR:** This section describes: “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 ...” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*The SIMR is clearly based on the data and State infrastructure analyses. OSEP will consider the extent to which:*

- *The SIMR is based on the data and infrastructure analyses.*
- *The SIMR is aligned with current agency initiatives or priorities.*
- *The State engaged in a systematic process to select the SIMR.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the process used for selecting the SIMR.
- Describe how the SIMR is supported by your data and infrastructure analyses. (There should be adequate qualitative and quantitative data to support the selection of the SIMR.)
- Describe how your SIMR is aligned with existing initiatives in the State.
- Describe how the State system has the capacity to support improvement of results related to the SIMR (e.g. leadership and stakeholder support, adequacy of resources).

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**3(c) SIMR as Child-Family-Level Outcome:** This section describes: “The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families ... 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]).” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*The SIMR is a child-family-level outcome in contrast to a process outcome. OSEP will consider the extent to which:*

- *The chosen SIMR is a child-family level outcome that leads to improving results for infants and toddlers with disabilities and their families within the State*
- *If the State selects a SIMR that focuses on improving a result for a subset of local programs or populations, then the State provided an explanation of why improving that result for that subset of local programs or populations would improve that result on a State-wide basis.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how your SIMR is a child-level and/or family-level outcomes instead of a process outcome.
  - Note: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “the SIMR must be a result that improves a child-level outcome, as opposed to a process or compliance outcome. Addressing problems with the State’s infrastructure could be one of the State’s coherent improvement strategies that will lead to a measureable improvement in the SIMR. A State should select as a SIMR a result for which improvement in child outcomes is necessary.”
- Describe how your SIMR will improve results for children with disabilities and their families within your State.
- If appropriate, explain why improving results for a subset of the local programs or population will improve results on a State-wide basis if a subset of local programs or populations is selected as the focus of the SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**3(d) Stakeholder Involvement in Selecting SIMR:** This section includes a description of stakeholder involvement in selection of the SIMR.

*From the “OSEP Evaluation Tool”:*

*The State provided a description of stakeholder involvement in selection of the SIMR. OSEP will consider the extent to which:*

- *Multiple internal and external stakeholders were involved in selecting the SIMR.*

**Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe what type of internal and external stakeholders (what agencies and roles they represented) were involved in the selection of the SIMR.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for the selection of the SIMR, be specific about the makeup and responsibilities of this group for this Component.
- Describe how these stakeholders were involved in the selection of the SIMR (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**3(e) Baseline Data and Targets:** This section includes a description of the baseline data and targets for the SIMR.

*From the “OSEP Evaluation Tool”:*

*The State provided baseline data and targets that are measurable and rigorous (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018, with the FFY 2018 target reflecting measurable improvement over the FFY 2013 baseline data.*

**Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe your FFY 2013 baseline data (e.g. expressed as a percentage and aligned with the SIMR).
  - Note: According to OSEP’s State Systemic Improvement Plan Questions and Answers, “if the SIMR is the same as an indicator, or indicator component, then the baseline data and targets for the SSIP must be aligned with, and therefore generally the same as, the baseline data and targets of the SPP/APR indicator or component of the indicator to which the SIMR is aligned.” “A State may choose to focus on a subset of districts/programs or populations as its SIMR in which case, its SSIP FFY 2013 baseline data will be different from the Statewide baseline data of the comparable indicator in the SPP/APR and its targets will also likely be different from the Statewide targets for the comparable indicator in the SPP/APR. In that case, the State’s SSIP baseline data and targets must be aligned with the SIMR, but will not be based on statewide data.”
- Describe the “measurable and rigorous targets for each successive year of the SPP (FFYs 2014 through 2018).
  - Note: According to OSEP’s State Systemic Improvement Plan Questions and Answers, “the end target (for FFY 2018) must demonstrate improvement over the FFY 2013 baseline data.”
- Describe what types of stakeholders and how they were involved in the setting of targets (participating in stakeholder meetings, reviewing information posted on the website, etc.).

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## **Component #4: Selection of Coherent Improvement Strategies**

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OSEP expects that States address 4(a) through 4(e) below as cited from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* in their narrative. Related OSEP text from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* is also included for each item as a reference.

- 4(a) How Improvement Strategies were Selected:** This section includes “an explanation of how the improvement strategies were selected ... and will lead to a measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description that demonstrates how the improvement strategies were selected and will lead to a measurable improvement in the State-identified result(s). OSEP will consider the extent to which:*

- *The improvement strategies are based on the data and infrastructure analyses.*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Since the SIMR must be aligned to a SPP/APR results indicator, describe how the selected coherent improvement strategies will improve results in comparison to how previously implemented strategies impacted results.\* (Keep in mind that previous improvement strategies may have been implemented and did not achieve intended results.)
- Describe the process used to select improvement strategies.
- Describe the data used to identify your improvement strategies.
- Describe what improvement strategies will be used to strengthen your infrastructure components and improve practices.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**4(b) How Improvement Strategies are Sound, Logical and Aligned:** This section includes “an explanation of how the improvement strategies ... are sound, logical and aligned ...” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description that demonstrates how the improvement strategies are sound, logical, and aligned. OSEP will consider the extent to which:*

- *The strategies are sound, logical, and aligned with the SIMR and lead to a measurable improvement in the State-identified result(s).*
- *Current State initiatives were considered in developing the improvement strategies.*

**Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how the improvement strategies are coherent (sound, logical and aligned) with each other.\*
- Describe how the improvement strategies will be implemented within the State’s current capacity and resources.\*
- Explain why the implementation of the improvement strategies will lead to improved results in the SIMR.
- Describe how the strategies align with or are leveraged through other State initiatives or State improvement plans (if applicable).

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**4(c) Strategies that Address Root Causes and Build Capacity:** This section addresses the following: “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how implementation of improvement strategies will address identified root causes for low performance and ultimately build capacity to achieve the SIMR for infants and toddlers with disabilities and their families. OSEP will consider the extent to which:*

- *The likelihood that the improvement strategies will address the root causes leading to poor performance.*
- *The extent to which the improvement strategies are based on an implementation framework and will support systemic change.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how the strategies address the root cause of low performance (related to infrastructure and practices) and build on the strengths.\* Specifically, describe what root causes each improvement strategy addresses.
- Provide a brief summary of the evidence that supports the strategies, both those focusing on enhancing the infrastructure and on implementing evidence-based practices.
  - Note: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “a State will need to provide evidence on why they chose specific improvement strategies and why they think that implementation of those strategies will lead to improvements in the SIMR. A State may, but is not required to, cite literature that supports the practice(s) chosen as their strategy.”
- Describe any improvement strategies needed to address data limitations or data quality issues (if applicable).
- Describe any improvement strategies needed to collect and analyze additional data in subsequent SSIP Phases (if applicable).
- Describe how the active implementation frameworks and tools (from implementation science) were considered when identifying improvement strategies.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.



**4(d) Strategies Based on Data and Infrastructure Analyses:** This section address the following: “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A description of how the selection of coherent improvement strategies include the strategies, identified through the data and State infrastructure analyses, that are needed to improve the State infrastructure and to support EIS provider implementation of evidence-based practices to improve the State-identified measurable result(s) for infants and toddlers with disabilities and their families.*

*OSEP will consider:*

- *The extent to which the improvement strategies will address the areas of need identified within and across systems at multiple levels (e.g. State, EIS programs, providers and families) and build the capacity of the State, EIS providers, and families to improve the SIMR.*
- *The adequacy of the plan to implement and scale up the improvement strategies.*

**Content Considerations for the Narrative:**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe how the data and infrastructure analysis helped inform the selection of improvement strategies.
- Describe how the improvement strategies address the needs within and across systems at multiple levels to improve the SIMR.
- Explain how the improvement strategies will build capacity of the EIS program/providers to implement evidence-based practices.
- Briefly explain the practices that will need to be scaled up to improve results.
- Briefly describe how the State plans to scale up their improvement strategies over time.
- Describe how the State will support EIS programs in designing evaluations of local implementation of focused improvement strategies.\*
- Describe how the State is supporting and disseminating the practices of specific EIS programs that result in improved outcomes for children and/or families.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**4(e) Stakeholder Involvement in Selecting Improvement Strategies:** This section provides a description of stakeholder involvement in selecting improvement strategies.

*From the “OSEP Evaluation Tool”:*

*A description of stakeholder involvement in the selection of coherent improvement strategies. OSEP will consider the extent to which:*

- *Multiple internal and external stakeholders were engaged in identifying improvement activities.*

**Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe what types internal and external stakeholders (what agencies and roles they represented) were involved in the selection of improvement strategies.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for selecting coherent improvement strategies, be specific about the makeup and responsibilities of this group for this Component.
- Describe how these stakeholders were involved in the selection of improvement strategies (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## **Component #5: Theory of Action**

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OSEP expects that States address 5(a) through 5(c) below as cited from the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool* in their narrative. Related OSEP text from Indicator 11 of the *Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table* is also included for each item as a reference.

**5(a) Graphic Illustration:** This section describes “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.” (Indicator 11)

*From the “OSEP Evaluation Tool”:*

*A graphic illustration that shows the rationale of how implementing a coherent set of improvement strategies will increase the State’s capacity to lead to meaningful change in EIS providers. OSEP will consider the extent to which:*

- *The State has provided a rationale that is logical.*
- *The illustration shows the relationship between the improvement strategies and their intended outcomes.*
- *The illustration describes the State’s actions and the consequent actions of the EIS providers.*

### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Briefly describe the theory of action (based on the graphic illustration you upload to GRADS 360).
  - Note: When developing the graphic illustration of the theory of action an “If-Then” statement should be used to reflect the “rationale of how implementing the coherent set of improvement strategies selected will increase the State’s capacity to lead meaningful change in LEAs or EIS programs, and achieve improvement in the SIMR for children with disabilities.” (OSEP’s *State Systemic Improvement Plan Questions and Answers*.)
- Describe how improvement is supported by the relationship between the State actions and subsequent actions of EIS programs/providers. (Be specific about the changes the State needs to make to the infrastructure that will support local capacity to implement evidence-based practices.)

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

**5(b) How Improvement Strategies will Lead to Improved Results:** This section provides a description of the how the graphic illustration shows the rationale as to why implementing the coherent improvement strategies will lead to improved results in the SIMR.

*From the “OSEP Evaluation Tool”:*

*A description of how the graphic illustration shows the rationale of how implementing a coherent set of improvement strategies will lead to the achievement of improved results for infants and toddlers with disabilities and their families. OSEP will consider:*

- *The likelihood that the theory of action will lead to a measurable improvement in the State-identified result(s).*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe the rationale underlying the theory of action, including the relationship between improvement strategies and their intended outputs, including why implementing the coherent improvement strategies will lead to improved results in the SIMR.

**5(c) Stakeholder Involvement in Developing the Theory of Action:** This section describes the involvement of internal and external stakeholders in developing the Theory of Action

*From the “OSEP Evaluation Tool”:*

*The State describes involvement of multiple internal and external stakeholders in development of the Theory of Action. OSEP will consider the extent to which:*

- *Multiple internal and external stakeholders were involved in developing the theory of action.*

#### **Content Considerations for the Narrative**

The following are suggestions for content States might consider including in the narrative to address OSEP’s requirements:

- Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in developing the theory of action.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities,

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
- Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for developing the theory of action, be specific about the makeup and responsibilities of this group for this Component.
  - Describe how these stakeholders were involved in developing the theory of action (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

## Appendices

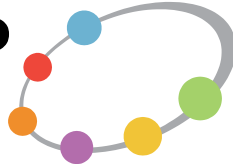
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The Appendices can be the same as the key information that you chose to upload in GRADS 360 as attachments. These documents should provide more detailed information than what you summarize or include in your narrative. Some potential attachments might include detailed data tables, a detailed analysis of the infrastructure analysis, stakeholder meeting agendas, etc. Not all supporting information about Phase I of the SSIP should be included.

Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “States will not be required to submit completed tools or materials used to develop the SSIP. States may reference or submit attachments (e.g., data summary tables, foundational documents) if they feel that it will be beneficial in helping OSEP understand their process”.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.



This checklist is designed to assist States in writing the narrative for Phase I of the SSIP if they chose not to use the suggested narrative outline. This checklist is a compilation of the considerations that were incorporated throughout the outline for each item of the *Part C State Systemic Improvement Plan (SSIP) OSEP Evaluation Tool*. They are organized each component. The considerations are suggestions for content States might consider including in the narrative to address OSEP's requirements.

### Overview

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- Brief description of your SIMR (e.g. Statewide, subpopulation, districts/programs, which indicator, which summary Statement as appropriate).
- Brief description of your State program (e.g. Lead agency, number of children served, number of State and/or local agencies involved).
- Brief description of the process used for developing Phase I of the SSIP
- Brief discussion of stakeholder involvement throughout all aspects of Phase I.
  - Note 1: According to OSEP's *State Systemic Improvement Plan Questions and Answers*, at a minimum, "[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs."
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you involved different groups, simply state this in this section but be specific about the makeup and responsibilities of each group in the components narrative below.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## Component #1: Data Analysis

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- Describe how you identified the quantitative and qualitative data used, including what led you to focus on certain data. (Keep in mind that multiple data sources are required to be used.)
- Describe the questions that guided your analysis (as applicable).
- Describe the quantitative data from key national, State and program sources (SPP/APR, 618, Race to the Top, KidsCount, MIECVH) that were used in your broad and in-depth data analyses.
- Describe the qualitative data methods (e.g. focus groups, advisory panels/councils, surveys, interviews, etc.) used in broad and in-depth analyses.
- Describe the process used for collecting and analyzing data, including timelines and methods for the broad and the in-depth analyses. (Be specific about how you analyzed data related to child and/or family outcomes, demographic data, and/or root causes.)
- Based on broad data analysis (quantitative and qualitative), briefly describe what strengths/ concerns emerged regarding the results for children and families.
- Briefly describe how your data analysis led you to the selection of the SIMR.
- Briefly describe any limitations of your data that impact on data-informed decision making.
- Describe your State's expectations for effective data use across State offices and departments and how your State support EIS programs and providers in effective data use.
- Describe the mechanisms used to require data-based decision making for continuous improvement at the EIS program and provider level including how EIS programs and providers are supported in their efforts.\*
- Describe how the State provides targeted or differentiated tools/products/services that facilitate the effective use of data to improve early intervention and child outcomes.\*
- Describe how your State uses data to engage in continuous improvement.\*
- Describe how your State uses data to determine which EIS programs and providers are achieving results for infants and toddlers with disabilities and their families.\*
- Describe how data were disaggregated (e.g. which variables were used in the analysis).\* For example:
  - District/region/program data
  - EIS Provider
  - Age
  - Race/ethnicity
  - Disability Category
  - Socioeconomic status
  - Gender
  - Settings
  - Other Criteria
    - Note 1: Not all the above factors are required to be included in the analysis.
- If you were not able to disaggregate your data, describe the reasons why. If poor data quality precludes disaggregation of indicator C-3 or C-4 data, provide details on alternative data sources used to assist in final selection of the SIMR.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- ❑ Describe the relationship between demographic and programmatic data to child and family outcomes data when possible.
- ❑ Describe the conclusions made based upon analyzing disaggregated data including the reasons why the data looked the way it did (root causes).
- ❑ Describe how the data analyzed led to the narrowing and final selection of the SIMR.
- ❑ Describe the quality of your data (e.g., data quality concerns, issues with data collection methods) and the information used to evaluate the quality of your data (e.g. validation and verification processes, amount of missing data, amount of data available).
- ❑ Briefly describe strategies that will be used to address the data quality concerns. This includes identifying any additional data needed and methods and timelines for collecting and analyzing these data.
- ❑ Briefly describe data quality strengths (if applicable) and how data quality supports the SIMR.
- ❑ Describe the strategies used by the State to support EIS programs and providers in effective data collection and use.
- ❑ Describe how you considered what was learned from your analysis of compliance data to identify barriers to improvement.\*
- ❑ Describe any potential barriers to improvement that were identified as a result of analyzing compliance data.\*
- ❑ Describe how your compliance data will effect improvement on results or how compliance issues will impact the State’s capacity to improve results.\*
- ❑ Describe any additional data that needs to be collected (such as to identifying root causes in subsequent SSIP Phases).\*
- ❑ Describe the timelines and methods to collect and analyze this data.\*
- ❑ Describe your process for identifying and selecting stakeholders that were involved in data analysis.\*
- ❑ Describe how you involved stakeholders in selecting, identifying and analyzing your existing data in developing your SSIP (e.g. participating in stakeholder meetings, reviewing information posted on the website, etc.)\*
- ❑ Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in data analysis.\*
  - Note 1: According to OSEP’s State Systemic Improvement Plan Questions and Answers, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.



- Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for data analysis, be specific about the makeup and responsibilities of this group for this Component.

## **Component #2: Analysis of State Infrastructure to Support Improvement and Build Capacity**

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- Describe the activities/processes you used to analyze the current infrastructure to support improvement and build capacity in EIS programs/providers.
- Describe how you connected the data and infrastructure analyses and how they informed one another.
- Describe the State's role and approach to increasing the capacity of EIS programs and providers and improve results.\*
- Describe how you used this information to help select your SIMR and/or how you focused your infrastructure analysis based on your SIMR.
- Describe the State systems (i.e. governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring) that the State analyzed as part of the infrastructure analysis and how they are aligned and inform one another.\*
- Describe who is currently involved in planning for State-wide systemic improvement, and how they make decisions about systemic improvements.
- Describe how the State systems impact capacity of local programs in improving the SIMR.
- Describe the mechanisms or procedures the State has in place to facilitate communication, coordination and collaboration between State level early intervention partners and the Lead Agency.\*
- Describe your State's strengths and how they collectively support improvement and build capacity in EIS programs and providers to improve results for infants and toddlers with disabilities and their families.\*
- Describe how your overall infrastructure components supports or inhibits the implementation, sustainability and scaling up of evidence-based practices to improve results. This includes how the State's policies and procedures support the use of evidenced-based practices to improve results for all children, including infants and toddlers with disabilities and their families.\*
- Describe your State program coordinates with the early care and education system to support improvement of results related to the SIMR.
- Describe the areas needing improvement within and across the system to build local capacity and improve results in relation to the SIMR, including policy or practice barriers to improving results for all children, especially infants and toddlers with disabilities.\*
- Describe how the State is informed as to whether the TA and/or activities from the Comprehensive System of Personnel Development (CSPD) are reaching EIS programs and providers.\*
- Describe how the State evaluates the effectiveness of the TA and/or CSPD activities.
- Describe the process for making adjustments if the TA and/or CSPD activities are determined to be ineffective.\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- ❑ Describe the early learning initiatives or State-wide activities the Lead Agency is currently engaged in to improve results for all children, including infants and toddlers with disabilities and their families.\*
- ❑ Describe how these multiple initiatives are aligned to achieve common goals, and how they leverage available resources.\*
- ❑ Describe how the State’s early learning initiatives are addressing the needs of infants and toddlers with disabilities and their families.\*
- ❑ Provide a list of stakeholders (not names of individuals but who they represent including offices, agencies, positions, etc.) who were involved in the development of Phase I of the SSIP.
- ❑ Describe how additional stakeholders (if applicable) were identified based on identification of the SIMR to assist with identification of improvement activities, development of the theory of action and/or development of Phase II.
- ❑ Describe expected roles of stakeholders in Phase II.
- ❑ Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in conducting the infrastructure analysis.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for infrastructure analysis, be specific about the makeup and responsibilities of this group for this Component.
- ❑ Describe how these stakeholders were involved in the infrastructure analysis (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

### **Component #3: State Identified Measureable Result (SIMR)**

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- ❑ Describe your SIMR including its focus (e.g. Statewide, subpopulation, districts/programs, which indicator, or which summary Statement, if applicable)
    - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “if the State selects a SIMR that focuses on improving a result for a subset of districts/programs or populations, then the State must include in the SIMR section of Phase I of its SSIP an explanation of why improving that result for that subset of districts/programs or population would improve that result on a Statewide basis.”
    - Note 2: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “the State may select a single result (e.g., increasing the graduation rate for students with disabilities), or a cluster of results that improve child outcomes.”
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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- Note 3: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “a State can focus on one summary statement of one outcome as its SIMR as long as it can provide a rationale for its decision.”
- ❑ Describe what indicator(s) is/are impacted by your SIMR.
- ❑ Describe the process used for selecting the SIMR.
- ❑ Describe how the SIMR is supported by your data and infrastructure analyses. (There should be adequate qualitative and quantitative data to support the selection of the SIMR.)
- ❑ Describe how your SIMR is aligned with existing initiatives in the State.
- ❑ Describe how the State system has the capacity to support improvement of results related to the SIMR (e.g. leadership and stakeholder support, adequacy of resources).
- ❑ Describe how your SIMR is a child-level and/or family-level outcomes instead of a process outcome.
  - Note: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “the SIMR must be a result that improves a child-level outcome, as opposed to a process or compliance outcome. Addressing problems with the State’s infrastructure could be one of the State’s coherent improvement strategies that will lead to a measurable improvement in the SIMR. A State should select as a SIMR a result for which improvement in child outcomes is necessary.”
- ❑ Describe how your SIMR will improve results for children with disabilities and their families within your State.
- ❑ If appropriate, explain why improving results for a subset of the local programs or population will improve results on a State-wide basis if a subset of local programs or populations is selected as the focus of the SIMR.
- ❑ Describe what type of internal and external stakeholders (what agencies and roles they represented) were involved in the selection of the SIMR.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for the selection of the SIMR, be specific about the makeup and responsibilities of this group for this Component.
- ❑ Describe how these stakeholders were involved in the selection of the SIMR (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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- ❑ Describe your FFY 2013 baseline data (e.g. expressed as a percentage and aligned with the SIMR).
  - Note: According to OSEP’s State Systemic Improvement Plan Questions and Answers, “if the SIMR is the same as an indicator, or indicator component, then the baseline data and targets for the SSIP must be aligned with, and therefore generally the same as, the baseline data and targets of the SPP/APR indicator or component of the indicator to which the SIMR is aligned.” “A State may choose to focus on a subset of districts/programs or populations as its SIMR in which case, its SSIP FFY 2013 baseline data will be different from the Statewide baseline data of the comparable indicator in the SPP/APR and its targets will also likely be different from the Statewide targets for the comparable indicator in the SPP/APR. In that case, the State’s SSIP baseline data and targets must be aligned with the SIMR, but will not be based on statewide data.”
- ❑ Describe the “measurable and rigorous targets for each successive year of the SPP (FFYs 2014 through 2018).
  - Note: According to OSEP’s State Systemic Improvement Plan Questions and Answers, “the end target (for FFY 2018) must demonstrate improvement over the FFY 2013 baseline data.”
- ❑ Describe what types of stakeholders and how they were involved in the setting of targets (participating in stakeholder meetings, reviewing information posted on the website, etc.).

#### **Component #4: Selection of Coherent Improvement Strategies**

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- ❑ Since the SIMR must be aligned to a SPP/APR results indicator, describe how the selected coherent improvement strategies will improve results in comparison to how previously implemented strategies impacted results.\* (Keep in mind that previous improvement strategies may have been implemented and did not achieve intended results.)
- ❑ Describe the process used to select improvement strategies.
- ❑ Describe the data used to identify your improvement strategies.
- ❑ Describe what improvement strategies will be used to strengthen your infrastructure components and improve practices
- ❑ Describe how the improvement strategies are coherent (sound, logical and aligned) with each other.\*
- ❑ Describe how the improvement strategies will be implemented within the State’s current capacity and resources.\*
- ❑ Explain why the implementation of the improvement strategies will lead to improved results in the SIMR.
- ❑ Describe how the strategies align with or are leveraged through other State initiatives or State improvement plans (if applicable).
- ❑ Describe how the strategies address the root cause of low performance (related to infrastructure and practices) and build on the strengths.\* Specifically, describe what root causes each improvement strategy addresses.

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

- ❑ Provide a brief summary of the evidence that supports the strategies, both those focusing on enhancing the infrastructure and on implementing evidence based practices.
  - Note: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, “a State will need to provide evidence on why they chose specific improvement strategies and why they think that implementation of those strategies will lead to improvements in the SIMR. A State may, but is not required to, cite literature that supports the practice(s) chosen as their strategy.”
- ❑ Describe any improvement strategies needed to address data limitations or data quality issues (if applicable).
- ❑ Describe any improvement strategies needed to collect and analyze additional data in subsequent SSIP Phases (if applicable).
- ❑ Describe how the active implementation frameworks and tools (from implementation science) were considered when identifying improvement strategies
- ❑ Describe how the data and infrastructure analysis helped inform the selection of improvement strategies.
- ❑ Describe how the improvement strategies address the needs within and across systems at multiple levels to improve the SIMR.
- ❑ Explain how the improvement strategies will build capacity of the EIS program/providers to implement evidence-based practices.
- ❑ Briefly explain the practices that will need to be scaled up to improve results.
- ❑ Briefly describe how the State plans to scale up their improvement strategies over time.
- ❑ Describe how the State will support EIS programs in designing evaluations of local implementation of focused improvement strategies.\*
- ❑ Describe how the State is supporting and disseminating the practices of specific EIS programs that result in improved outcomes for children and/or families.\*
- ❑ Describe what types internal and external stakeholders (what agencies and roles they represented) were involved in the selection of improvement strategies.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for selecting coherent improvement strategies, be specific about the makeup and responsibilities of this group for this Component.
- ❑ Describe how these stakeholders were involved in the selection of improvement strategies (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.

## Component #5: Theory of Action

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- ❑ Briefly describe the theory of action (based on the graphic illustration uploaded in GRADS 360).
  - Note: When developing the graphic illustration of the theory of action an “If-Then” statement should be used to reflect the “rationale of how implementing the coherent set of improvement strategies selected will increase the State’s capacity to lead meaningful change in LEAs or EIS programs, and achieve improvement in the SIMR for children with disabilities.” (OSEP’s *State Systemic Improvement Plan Questions and Answers*)
- ❑ Describe how improvement is supported by the relationship between the State actions and subsequent actions of EIS programs/providers. (Be specific about the changes the State needs to make to the infrastructure that will support local capacity to implement evidence-based practices.)
- ❑ Describe the rationale underlying the theory of action, including the relationship between improvement strategies and their intended outputs, including why implementing the coherent improvement strategies will lead to improved results in the SIMR.
  - Describe what types of internal and external stakeholders (what agencies and roles they represented) were involved in developing the theory of action.\*
  - Note 1: According to OSEP’s *State Systemic Improvement Plan Questions and Answers*, at a minimum, “[OSEP] would expect to see representatives from local educational agencies (LEAs) and the State Advisory Panel for the IDEA Part B SSIP, and early intervention service (EIS) programs and providers and the State Interagency Coordinating Council (SICC) for the IDEA Part C SSIP. [OSEP] would also expect to see representatives of: parents of children with disabilities, parent advocacy groups, and other State and local agencies that pay for, provide, or collaborate on IDEA services and issues. Finally the State should include stakeholders with expertise on the issues to be discussed for both the IDEA Part B and C SSIPs.”
  - Note 2: If you used your State ICC, describe the membership including those who represent other early childhood initiatives and those entities that OSEP would expect to see involved.
  - Note 3: Different groups of stakeholders may be involved in different components of Phase I. If you used a different group for developing the theory of action, be specific about the makeup and responsibilities of this group for this Component.
- ❑ Describe how these stakeholders were involved in developing the theory of action (participating in stakeholder meetings, reviewing information posted on the website, etc.).\*

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\* These items were adapted from the *SSIP Phase I Implementation Guide - Part C*.