



## SSIP PHASE 3 Quarterly Summary

DECEMBER 2016

### **How we got here- A brief recap of the Illinois State Systemic Improvement Plan (SSIP)**

#### Selecting the pilot sites

The original RTT- Early Learning Challenge Grant was awarded to the State of Illinois in December 2012 by the US Departments of Education and Health and Human Services to strengthen early childhood systems and kindergarten readiness for the children of Illinois. Illinois created Innovation Zone initiatives to help the state pilot strategies to increase the engagement of children with high needs in early learning and development areas. Each IZ was selected based on level of concentrated need, presence of community providers (including EI providers) with demonstrated interest, and a history of collaboration and strong local support.

In 2013, EI learned more about the Race to the Top (RTT) initiative across the state. In order to leverage existing resources, build on current work, and pilot strategies in diverse communities, we selected three of the Innovation Zones (IZ) as pilot sites for the SSIP. The three chosen pilot sites represented many aspects of the geographical, population density, and ethnic diversity that exist across Illinois. Each area is known to have many families with

high needs. It was felt that strategies that could be successful in these areas were likely to be generalizable across our state. Each IZ began their work with us by recruiting participants for Community Focus Groups and gathering qualitative data which helped us understand the root causes behind system challenges and ultimately lead to the selection of our State-identified Measurable Result (SiMR).

#### Identifying the State-identified Measurable Result (SiMR)

The SiMR needed to be child-focused. You may recall that we have three child outcomes that we report in our Annual Performance Report. We report two measures of progress for each outcome. These are called Summary Statements. The first summary statement looks at how many children increased their rate of progress while in the program. The second summary statement looks at how many children leave the program performing like same-aged peers. Given the quality of the child outcomes data available and our interest in aligning our efforts with the goal of preparing children for kindergarten, stakeholders determined that it would be important to address the child outcome that assesses children's acquisition and use of knowledge and skills. Specifically, we have proposed to increase the percentage of

infants and toddlers with disabilities who demonstrate greater than expected progress (Summary Statement 1) in the acquisition and use of knowledge and skills in our pilot areas (Aurora, East St. Louis, and Williamson) by 0.9% points by 2018. While this seems like a conservative improvement, a big focus of our efforts is engaging families in intake, evaluation, and service delivery so that they can be included in our reporting in a way that has not previously been achieved in these three geographic locations.

### **Improvement Strategies to reach the SiMR:**

1. *Implement effective training for Leadership Teams and EI providers that focuses on infant/toddler development and the Child Outcomes Summary Process, and make related changes to state policy and guidance documents, so that early intervention teams implement the Child Outcomes Process as desired.*
2. *Implement effective training for EI providers that focuses on evidence based, family capacity-building practices, and make related changes to the local support structure by creating leadership teams, providing technical assistance and revising state policy and guidance documents, so that early intervention teams utilize practices that encourage the active participation of families in the intervention process by embedding intervention strategies into family/caregiver routines.*

### Engaging Stakeholders

From the beginning, we have been committed to authentic stakeholder engagement as an essential component of our planning process. Identifying stakeholders with differing roles and perspectives was a very important step in the process, and we have attempted to strategically incorporate additional members as we have moved through the different phases.

Stakeholders' active engagement in decision-making was felt to be the best way to identify the strategies that were mostly likely to result in our desired outcome. As a result, stakeholders have been involved in identifying the improvement strategies, the key outcomes and the evaluation components of the Plan.



Our stakeholder group includes:

- Parents
- Early Intervention Practitioners (representatives from the Illinois Physical Therapy Association, Illinois Occupational Therapy Association, Illinois Speech and Hearing Association, and Illinois Developmental Therapy Association)
- Members of the Illinois Interagency Council on Early Intervention (IICEI)
- CFC staff
- Family Matters (a Parent Training and Information Center) personnel
- A Race to the Top Administrator
- EI Bureau Staff
- EI Administrative Partners (EITP/Professional Development, Clearinghouse, Provider Connections, Monitoring and Central Billing Office)

Remember that we are counting on you, the SSIP stakeholders group, to share this information with those whose interests you represent.

Recent Events

1. The Evaluation Team made the decision to postpone the implementation of the second improvement strategy, family capacity building, to a later date so our limited resources (at state and local levels) could focus on the Child Outcomes Summary Process (first improvement strategy) as the first part of the Leaderships Teams’ (LTs) implementation efforts.
2. Leadership teams are successfully up and running in East St Louis, Williamson County and Aurora! A webinar to introduce potential members was offered, a survey was developed and distributed to members of the LTs, and an initial kickoff meeting was offered to build the teams, complete the Benchmarks of Quality, and introduce the state supports assigned to each team.
3. On December 8, 2016, a train the trainer event on child outcomes was offered in Champaign that was led by Grace Kelly and Sherry Franklin from two of the national technical assistance (TA) Centers. Participants reviewed the DaSy modules on child outcomes to prepare for this event. You can find these modules on the EITP website:  
<http://www.cvent.com/events/child-outcomes-summary-cos-collecting-using-data-to-improve-programs/event-summary-9df02b1b52a44059b46bf5829a42d58e.aspx>
4. The SSIP workgroups continue to meet and develop materials to be used by Leadership Teams as well as evaluation measures to guide the implementation phase. To date, the following materials have been developed: a professional development rubric and guidance, a couple of documents on child outcomes for families, a new brochure for families just learning about EI, and a checklist for evaluating materials and their messages.
5. A small SSIP group met with the Act Early Ambassador to explore possibilities of sharing materials as a way to reinforce the

6. The SSIP core group is also pursuing additional technical assistance supports from national TA centers. We have joined a Cross State Learning Collaborative on Knowledge and Skills to learn how other states are addressing the same challenges. We are working with Jeffri Brookfield (from IDC) on the refinement of our Evaluation Plan, with Karen Moran Finello (NCSI) on our Communication Plan, and with Grace Kelley (ECTA/DaSy) on the Child Outcomes Summary Process.

**“None of us is as smart as all of us.” --Ken Blanchard**

The amazing and generous local leaders that have volunteered to join this initial effort to improve the services we offer to children and families via their local Leadership Teams are:

CFC 4

Gayle Bridger  
 Karrie Dallner  
 Sandi Hix  
 Tammy Livingston  
 Ellana Mavromatis  
 Aimee Pfister  
 Tania Pope  
 Debbie Swanson  
 Barb Wrobel

CFC 21

Shameka Brown  
 Terry Davey  
 Kristi Duelm  
 Corin Intrieri  
 Terri Kampwerth  
 Rebecca Molitor  
 Jenni Norton  
 Kristi Schwantner  
 Tammy Wrobel

**CFC 22**

**Kelly Baker**  
**Edrica McDowell**  
**Kim Milligan**  
**Rebecca Molitor**  
**Becky Poole**  
**Kristi Schwantner**  
**Lindsay Townsend**  
**Nicole VanHise**

**THANK YOU FOR HELPING US RESHAPE  
THE EI SYSTEM BASED ON DATA,  
EVIDENCE BASED PRACTICES, AND A  
PROFOUND RESPECT FOR THE SERVICES  
OUR FAMILIES DESERVE!**

Monitoring Progress

As we shared last time, we are using a timeline to monitor our progress on all the various activities included in the SSIP. We have included each of the pages that has an activity that was expected to be addressed during this quarter. The timeline gets updated each month and this update reflects our progress through the month of December.

These Teams are supported by the following staff: Jessica Coonrod, Caryn Tripp, Latrise Wallace (from Monitoring), and Maria Kastanis and Shauna Ruzich (from EITP).

*State Systemic Improvement Plan (2016)*

	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>A.1. Develop a process for creating high quality Early Intervention Training Program (EITP) trainings that emphasize evidence-based practices, typical and atypical child development, Child Outcome Process and adult-learning principles.</b>												
A.1.1. Review existing rubrics to review training curriculum.	X											
A.1.2. Adopt or develop a rubric that can be used to review content and use of adult learning practices.	→	→	→	→	X							
A.1.3. Develop system to use review rubric effectively and on a regular basis.		→	→	→	→	→						
A.1.4. Select panel members to use rubric.		→	→	X								
A.1.5. Train reviewers on rubric selected to ensure fidelity of implementation.			→	X								
A.1.6. Prioritize training curriculum and apply rubric.			→	→	→	→						
<b>A.2. Develop resource guides to support training curricula</b>	Quarter 1			Quarter 2			Quarter 3			Quarter 3		
A.2.1. Prioritize the training curriculum in need of supporting resource guides			→	→	→	→						
A.2.2. Develop or modify topical resource guides ensuring they reinforce strategies for implementation of evidence based practices (EBP).			→	→	→	→						
A.2.3. Advertise widely the availability of resource guides that are linked to specific pieces of curriculum				▶								
A.2.4. Include resource guides as handouts at appropriate EITP trainings				▶								
A.2.5. Share resource guides with families and caregivers using EIC website and newsletters.				▶								
A.2.6. Use resource guides as a support tool through Monitoring and TA activities with CFC and providers.				▶								
A.2.7. Use resource guides when meeting with Innovation Zone partners and ensure their availability through all local partners' websites.						▶						
<b>A.3. Help IZ CFC Managers create leadership teams that will provide ongoing technical assistance</b>	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
A.3.1. Survey CFC managers at 3 pilot zones about their use of Social Emotional (SE) consultant, Local Interagency Council (LIC) and TA roles to support local staff and providers.	▶											
A.3.2. Assist 3 pilot CFC managers to identify existing positions and personnel who work for the CFC for the local leadership teams.	→	→	→	X								
A.3.3. Develop support mechanisms to insure parent participation in leadership team activities (e.g., PTIs, EIC, ICDD)	→	→	→	→	→	→						
A.3.4. Identify pilot CFCs' local TA providers that are utilized for support (in and out of EI).	▶											
A.3.5. Designate EI Partners to support the leadership teams.	→	→	X									
<b>A.4. Train and support leadership teams on their utilization of coaching/ mentoring/ professional development strategies (including how to assess effectiveness of offerings and how to utilize available data to inform future professional development opportunities)</b>	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
A.4.1. Create guidelines for leadership team membership and responsibilities.	→	→	→	X								

→ Ongoing Efforts   X Completed Activity   ▶ Deferred Activity

State Systemic Improvement Plan (2016)

A.4.2. Identify the EITP personnel who have the skills to coach and mentor local leadership teams.			→	X												
A.4.3. Ensure monitoring staff participate in leadership team trainings.			▶			→	→	X								
A.4.4. Develop a training calendar and make available additional resources.			▶													
A.5. Train local early intervention providers on typical infant/toddler development so that they can implement the Child Outcomes process accurately	Quarter 1			Quarter 2			Quarter 3			Quarter 4						
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
A.5.1. Develop a viable training calendar (face to face and online) and make available additional resources				▶												
A.6. Leadership teams offer opportunities for early intervention providers to obtain training, reflective supervision, practice groups, and coaching to effectively implement the Child Outcomes Process and evidence-based intervention practices	Quarter 1			Quarter 2			Quarter 3			Quarter 4						
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
A.6.1. Establish ongoing early interventionists meetings to reflect and to practice how to implement the Child Outcomes Process				▶												
A.6.2. Establish ongoing early interventionists meetings to reflect on their utilization of evidence-based intervention practices.				▶												
A.6.3. Support peer to peer review processes to observe, critique, support and coach.				▶												
A.6.4. Jointly develop a calendar of events with EITP and local CFC offices that reflect needs related to child outcomes, and family centered practices.				▶												
A.6.5. Advertise a local calendar of training events (EI and additional community partners).				▶												
A.7. Develop/ modify materials related to Child Outcomes and intervention materials that reflect recommendations and that are tailored to specific audiences (e.g. families/ caregivers, providers, CFC staff)	Quarter 1			Quarter 2			Quarter 3			Quarter 4						
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
A.7.1. Develop a guidance document that can be used to evaluate existing materials about Child Outcomes and intervention.			→	→	▶											
A.7.2. Identify a messaging rubric for existing and new materials.			→	→	→	→										
A.7.3. Develop/revise all Child Outcomes materials and tailor messages for providers, stakeholders and families in multiple languages and literacy levels.				→	→	→										
A.7.4. Propose and develop a timeline that determines what Child Outcomes and intervention materials should be provided to families at different points in the system, e.g. intake, transition, etc.				→	→	→										
A.8. Create policy and procedures about Child Outcomes and evidence-based intervention practices.	Quarter 1			Quarter 2			Quarter 3			Quarter 4						
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
A.8.1. Revise existing policies and procedures to clarify expectations and intent of the Child Outcome Process.	→	→	→	→	X											
A.8.2. Develop policies and corresponding procedures for the use of evidence-based intervention practices.	▶															
A.8.3. Provide training on the policies and procedures to CFC managers, staff and early interventionists.				▶												
A.8.4. Update all manuals and guidelines and distribute widely.				▶		X(PH)										

State Systemic Improvement Plan (2016)

A.9. Create and implement policy/procedure to define requirements for "up to 20 hours" of EITP training	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
A.9.1. Meet to review possible options to meet the legislative intent of the Rule.			→	→	→	→						
A.9.2. Determine the number of hours to be required and topics to be included: Child Outcomes Process, child development, intervention practices, etc.				→	→	→						
A.9.3. Create a menu of training options that includes at least 3 sets of options for providers.			→	→	→	→						
A.9.4. Develop and implement a phase-in plan with specific timelines.				▶								
A.10. Revise payee/provider agreement and supporting documents to include language about new training requirements	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
A.10.1. Clarify payee/provider agreement and include reference to new credential renewal training requirement.				▶								
A.10.2. Widely advertise new language in payee/provider agreement.				▶								
A.10.3. Update all provider supporting documents to include new credential renewal training requirement.				▶								
B.1. Train local early intervention teams on evidence-based intervention (family capacity-building, family engagement, family decision-making, & family centered practices) practices for infants and toddlers with delays or disabilities and their families	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B.1.1. EITP, Monitoring, and local level leadership teams meet to identify topics for the focus of training, reflective groups, coaching opportunities in each of the IZs.				▶								
B.1.2. EITP/Local level leadership teams create a viable calendar of events.				▶								
B.1.3. EITP/Local level leadership teams make intentional links or connections between EITP training opportunities and local level opportunities.				▶								
B.1.4. CFCs explore opportunities to include other community partners' training and technical assistance events that support EBP into own calendar.				▶								
B.2. Develop/modify materials related to evidence-based intervention practices (family capacity-building, family engagement, family decision-making, & family centered practices) utilizing recommendations for tailoring information to specific audiences (e.g. families/ caregivers, providers, CFC staff)	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B.2.1. EI Clearinghouse and EI Partners will propose an organizational structure for existing resources and identify additional resources if needed				▶								
B.2.2. Develop a guidance document that can be used to evaluate existing materials about intervention practices						▶						
B.2.3. Form a workgroup to review/develop consistent messages that reflect EBPs for all statewide materials.						▶						
B.2.4. Develop/revise all intervention and public awareness materials and tailor messages for providers, stakeholders and families in multiple languages and formats.					→	→						

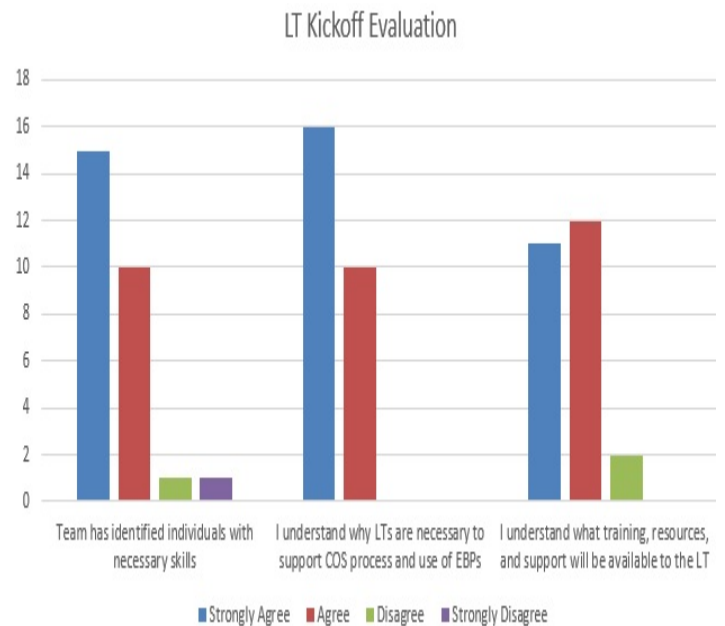
Using Data to Drive Decisions

Prior to the kickoff for the Leadership Teams, members were surveyed as to where they were starting in terms of their own knowledge and skills relative to content and methods they would be using to support local early intervention teams. Trends were pretty similar across the CFCs with team members generally reporting a high degree of knowledge and skill. Overall, team members felt positively about their knowledge of the child outcomes summary process and evidence-based practices in early intervention. Teams felt they had more room for growth in regard to using data to understand professional development needs and using adult learning principles in professional development offerings. These results helped determine where to focus initial support efforts to ensure that Leadership Team members have the knowledge and skills necessary to support their local early intervention teams.



As you may recall, an important part of the SSIP is the evaluation plan. We are expected to have a plan for evaluating the intended outcomes of the SSIP. For activities expected to result in changes in knowledge, skills, or behavior, we will be conducting evaluations. This will allow us

to know whether or not the activities achieved their expected results. **This data allows us to make decisions about what activities to continue and which to modify.** The Leadership Team kickoff had several outcomes. We have included a chart of some of the attendees' responses to show how close we were to meeting our outcomes. We will continue to present data like this to our stakeholders so that you can help us decide the benefits of the planned activities and when we need to make adjustments.



## SUCCESS

Each summary, we plan to highlight a success for the quarter. When a plan has a lengthy duration, it is easy to lose sight of the end goal. Although we are just

beginning to implement this plan, we found the following feedback to be an initial sign that we are moving in the right direction. Look for future successes in upcoming summaries.

*The online COS training was very helpful with my main conclusion being that we, as providers, may often be giving too high of a rating when first starting children in EI. The review of foundational skills and the emphasis on basing the rating on what a typically developing child of a given age would be doing is helpful.”- Leadership Team member*

**Remember that stakeholder involvement is critical to the success of the SSIP. While we have made efforts to involve a variety of stakeholders, we can't involve everyone personally. Please reach out to your representative on the group or Claudia Fabian ([Claudia.Fabian@illinois.gov](mailto:Claudia.Fabian@illinois.gov)) if you have comments or questions!**