

# Montana Milestones/Part C Early Intervention Program



Family Support Services Advisory Council (FSSAC)

Friday, August 28, 2015

# Agenda

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Welcome Introductions Review and acceptance of minutes Updates – Leadership and Family Outcomes	Chairpersons Laura McKee and Jenn Bana
Office of Special Education Programs Leadership Institute 2015	Kari Hoover
Inclusion Institute 2015	Sue Holmstrom
Online Professional Development	David Munson
<b>Break</b>	
Extended University	Dr. Christine Lux
MT Milestones White Paper 2015	Teri Lilletvedt
Monitoring Tool and Process 2015	Ryane Holzworth
Registry, Child Outcomes Cohort, EI Module, Finance, Summer Institute 2016	Wendy Studt
<b>Lunch (provided)</b>	
Overview of <b>State-wide Systemic Improvement Plan Phase I to Phase II</b>	Wendy
Work Session: development of logic model for evaluation of evidence-based practices, infrastructure, and professional development	Wendy
Conclusion, Next meeting date Safe travels!	

# Reports from Around the State



What is happening in Montana Milestones/Part C Early Intervention?

# What are the components of the Phases of the State-wide Systemic Improvement Plan?

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Year 1 – FFY 2013 Delivered by April 2015	Year 2 – FFY 2014 Delivered by February 2016	Years 3 – 6 FFY 2015 – 2018 Delivered by February 2017 – February 2020
Phase I – Analysis	Phase II – Development	Phase III – Evaluation and Implementation
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Description of Infrastructure to Support Improvement and Build Capacity</li> <li>• State-identified Measureable Result</li> <li>• Selection of Coherent Improvement Strategies</li> <li>• Theory of Action</li> </ul>	<p>Multi-year plan addressing:</p> <ul style="list-style-type: none"> <li>• Infrastructure Development</li> <li>• Support local providers in implementing evidence-based practices</li> <li>• Evaluation Plan</li> </ul>	<p>Reporting on Progress including:</p> <ul style="list-style-type: none"> <li>• Results of ongoing evaluation</li> <li>• Extent of progress</li> <li>• Revisions to the State’s Performance Plan</li> </ul>

# Phase II – Improvement Plan: Infrastructure Development

## Infrastructure development includes:

- ∞ Improvements to infrastructure to better support local providers to scale up evidence-based practices to improve the State-identified **Measureable Result (SiMR)**
- ∞ Who will implement infrastructure changes?
- ∞ Resources Needed
- ∞ Expected outcomes
- ∞ Timelines
- ∞ Identify steps to further align/leverage current improvement plans/initiatives
- ∞ How to involve other offices and agencies?

## State-identified Measureable Result

- ∞ **If Montana Milestones/Part C Early Intervention Program** implements specific improvement strategies, we will provide high quality early intervention programs for vulnerable infants and toddlers with disabilities and their families to improve social-emotional skills in an effort to reduce the incidence of future problems in their learning, behavior, and health status.
- ∞ **Measurement:** An increased percentage of infants and toddlers with IFSPs will demonstrate improved positive social-emotional skills, substantially increasing their rate of growth by the time they turn three years of age or exit the program. (**Current baseline:** 72%, **Targets:** FFY14-73%, FFY15-74%, FFY16-75%, FFY17-76%, FFY18-77%)

**Support for implementing evidence-based practices includes:**

**∞ Activities supporting implementation of strategies including:**

- Communication strategies and stakeholder involvement
- How identified barriers will be addressed
- Who will be in charge of implementing
- How activities will be implemented with fidelity
- Resources that will be used
- How expected outcomes of strategies will be measured
- Timelines

**How multiple offices/other state agencies will be involved to support early intervention programs in scaling up and sustaining evidence-based practices implemented with fidelity.**

- ∞ The plan to evaluate implementation includes:
  - Short-term and long-term objectives to measure implementation and impact on results
  - Long-term objectives for children exiting Part C
- ∞ Plan must be aligned with:
  - Theory of Action
  - Other Components of SSIP

# Phase II – Improvement Plan: Evaluation

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## ∞ Plan must include:

- How stakeholders will be involved
- Methods to collect and analyze data on activities and outcomes

## ∞ How Montana will use evaluation results to:

- Examine effectiveness of implementation plan
- Measure progress toward achieving intended outcomes
- Make modifications to plan
- How results of evaluation will be disseminated

- ∞ The SSIP components are not linear.
- ∞ Information from one component feeds other components and it is often necessary to “loop back” to a previous component.

*Nonlinear* by  
Regina Valluzzi



# Developing a Good Improvement Plan

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A good plan is like a road map: it shows the final destination and usually the best way to get there.

~H. Stanley Judd



# Planning + SSIP Planning

Planning is an organizational management tool that is used to:

- ☞ Set priorities
- ☞ Focus energy and resources
- ☞ Ensure that employees (me) and stakeholders (you) are working toward common goals
- ☞ Establish agreement around intended outcomes/results

Montana's plan will define how early intervention providers will *achieve measureable results for infants and toddlers* by strengthening their infrastructure and implementing evidence-based practices.

- Based on stakeholder input
- Builds on all the information gathered during Phase I.

Montana's plan will define *how* early intervention providers will implement the SSIP, including:

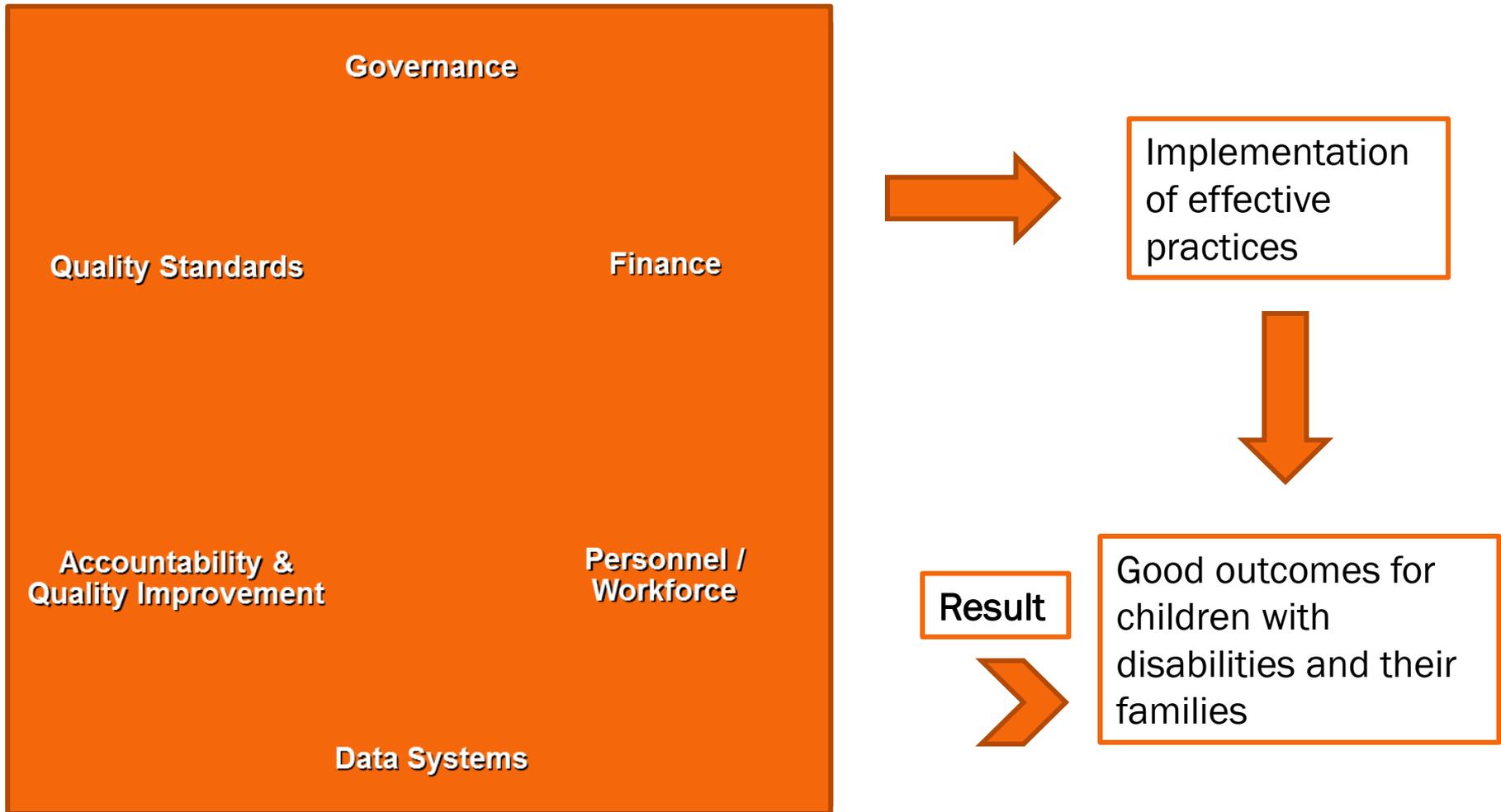
- ∞ Identification of the improvement strategies, mechanisms and resources for implementing the improvement activities
- ∞ The timelines for beginning and completing the improvement strategies

Strategies



Activities with timelines

# What results will Montana's plan achieve?



## What are the desired results or outcomes for children and/or families?

- ∞ An increased percentage of infants and toddlers with IFSPs will demonstrate improved positive social-emotional skills, substantially increasing their rate of growth by the time they turn three years of age or exit the program. (**Baseline: 72%**)

# How to prepare early interventionists and sustain System/Practice Change?

What activities will be implemented to ensure practitioners have **relevant knowledge and implement aligned practices?**

*Professional Development/Leadership*

# How to support systems/practice change on a day to day basis?

What activities will be implemented to ensure **effective training, technical assistance, coaching and other supports** related to desired practices?

*Support for Practice*

# Local Support of Systems/Practice Change

What activities will be implemented to ensure local systems support practitioners?

*Local Supports*

# State Support of System/Practice Change

What activities will be implemented to ensure **state system supports local systems** and implementation of desired practices?

*State Support*

# What Activities Support the Strategies and Implement the Theory of Action?

What activities will be implemented to ensure state system supports local systems and implementation of desired practices?

*State Supports*

What activities will be implemented to ensure local systems support practitioners?

*Local Supports*



What activities will be implemented to ensure effective training, technical assistance, coaching and other supports related to desired practices?

*Support for Practice*



What activities will be implemented to ensure practitioners have relevant knowledge and implement aligned practices?

*Professional Development*



What are the desired results or outcomes for children and/or families?

**Achieve the SiMR**

# Short and Long Term Strategies/Objectives

Objectives are the defined steps that help achieve the goal:

- ✎ **Short Term Objectives** – incremental steps with shorter timeframes that move an organization toward their goals usually accomplished in 1 -3 years
- ✎ **Long Term Objectives** – Performance measures to be achieved over a period of five years or more

# Set Targets

- ☞ Targets are specific numbers you intend to meet in order to achieve the goals over the time period of the SSIP.
- ☞ They can be incremental increases or maintain progress.

# Identify Clear Strategies/Actions to be Implemented

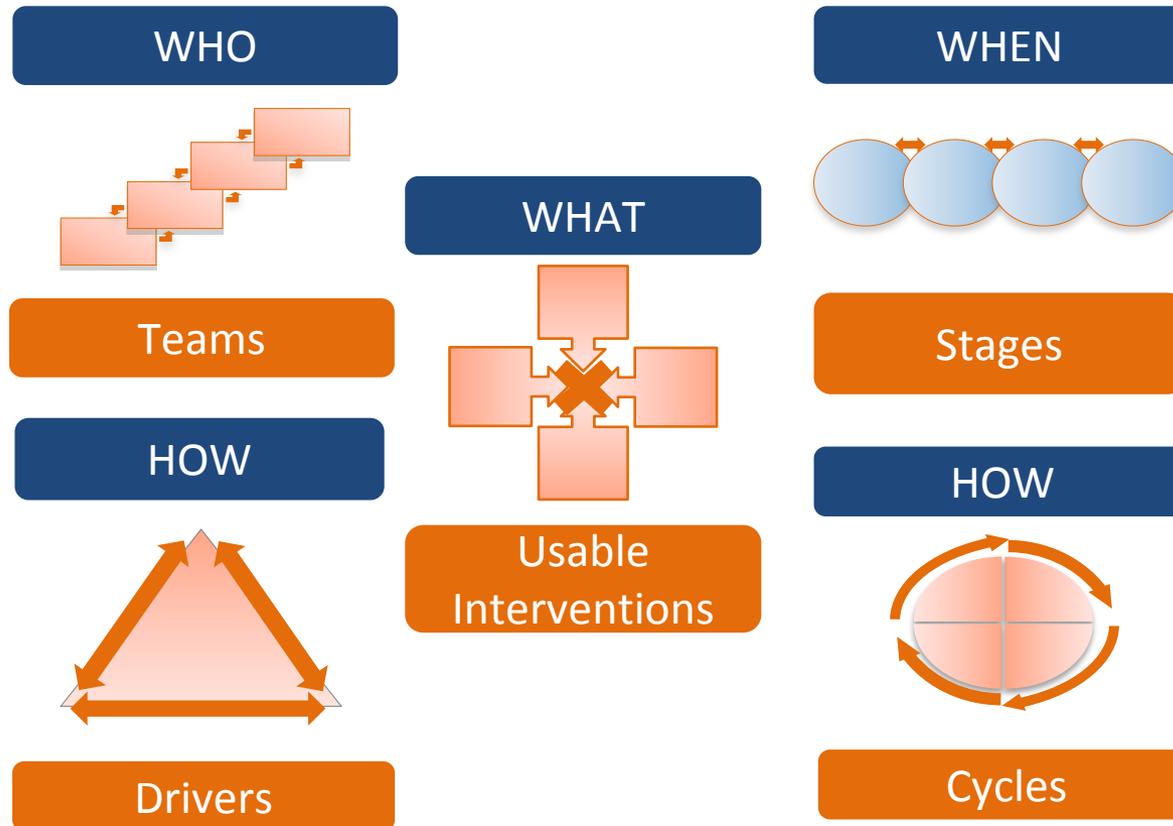
- ☞ Should address issues at all levels of the system
- ☞ Address aspects of the infrastructure that must be improved including resources needed and timelines
- ☞ Address how they will be aligned with initiatives and current improvement plans
- ☞ Activities must be connected and reflect the root causes impacting the SiMR
- ☞ Identify communication strategies to facilitate buy in and stakeholder involvement

# Develop Improvement Activities

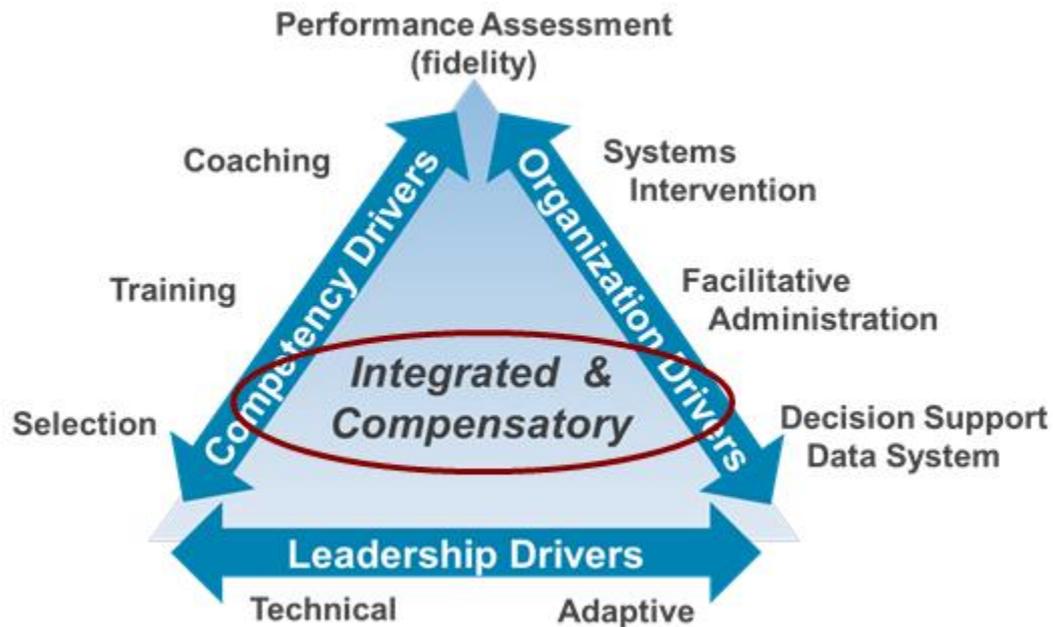
- ∞ Improvement Activities are the specific actions that lead to the measureable results of your program.
- ∞ Activities are SMART:
  - Specific
  - Measureable
  - Attainable
  - Realistic
  - Timed

# Implementation Science

## Active Implementation Frameworks



# Implementation Drivers



# For Your Consideration...

- ∞ The SSIP cannot thrive in a vacuum – Montana Milestones/Part C Early Intervention Program will not be successful if the SSIP is disconnected from the local early intervention provider's focus and work.



# Other Initiatives in Montana

The SSIP should be aligned to and integrated with other initiatives in the state.

- ∞ Supports leveraging of resources – greater influence
- ∞ Prevents duplication of efforts
- ∞ Builds momentum and capacity
- ∞ Improves results



# Initiatives

- ☞ Preschool Development Grants
- ☞ Montana Project LAUNCH
- ☞ Maternal and Early Childhood Home Visiting

*What others?*



# Evaluating the Implementation

- ✎ Built into the plan from the beginning
- ✎ Based on the Theory of Action
- ✎ Based on data that informed the plan development
- ✎ Formative data and summative data
- ✎ Evidence to show progress

Early interventionists collect, organize, and analyze **formative data** during instructional activities. Formative data is used to adjust and adapt instructional practices to maximize learning and gauge progress.

**Summative data** is collected after instruction has taken place and reviewed at certain time periods (monthly, quarterly, yearly, etc.). The data is analyzed and used as the basis for decision-making, future planning, and to improve practices.

# Evidence of Progress

- ∞ Activities occurred and intended outcomes of each activity accomplished.
- ∞ Changes are occurring at the system, practice, and child/family level.



# For Each Activity...

## ☞ Did the activity occur?

- If yes, what are evidences that it occurred?
- If not, why not?
- What do we need to do next?

## ☞ Did it accomplish it's intended outcomes?

- If yes, what are evidences that it accomplished intended outcomes?
- If not, why not?
- What else do we need to do before we move to the next activity?



# If the Activity is an Output/Product, e.g. Guidance Document

## ∞ How will we know if the activity occurs?

- Evidences, e.g.
  - Guidance document developed and disseminated to the field
  - What else?

## ∞ How will we know if the activity accomplishes the intended outcomes?

- Evidences, e.g.
  - Feedback from the field about whether the guidance document is clear, readily available, helpful, etc.
  - What else?

# If the Activity is a Process, e.g. Training for Practitioners

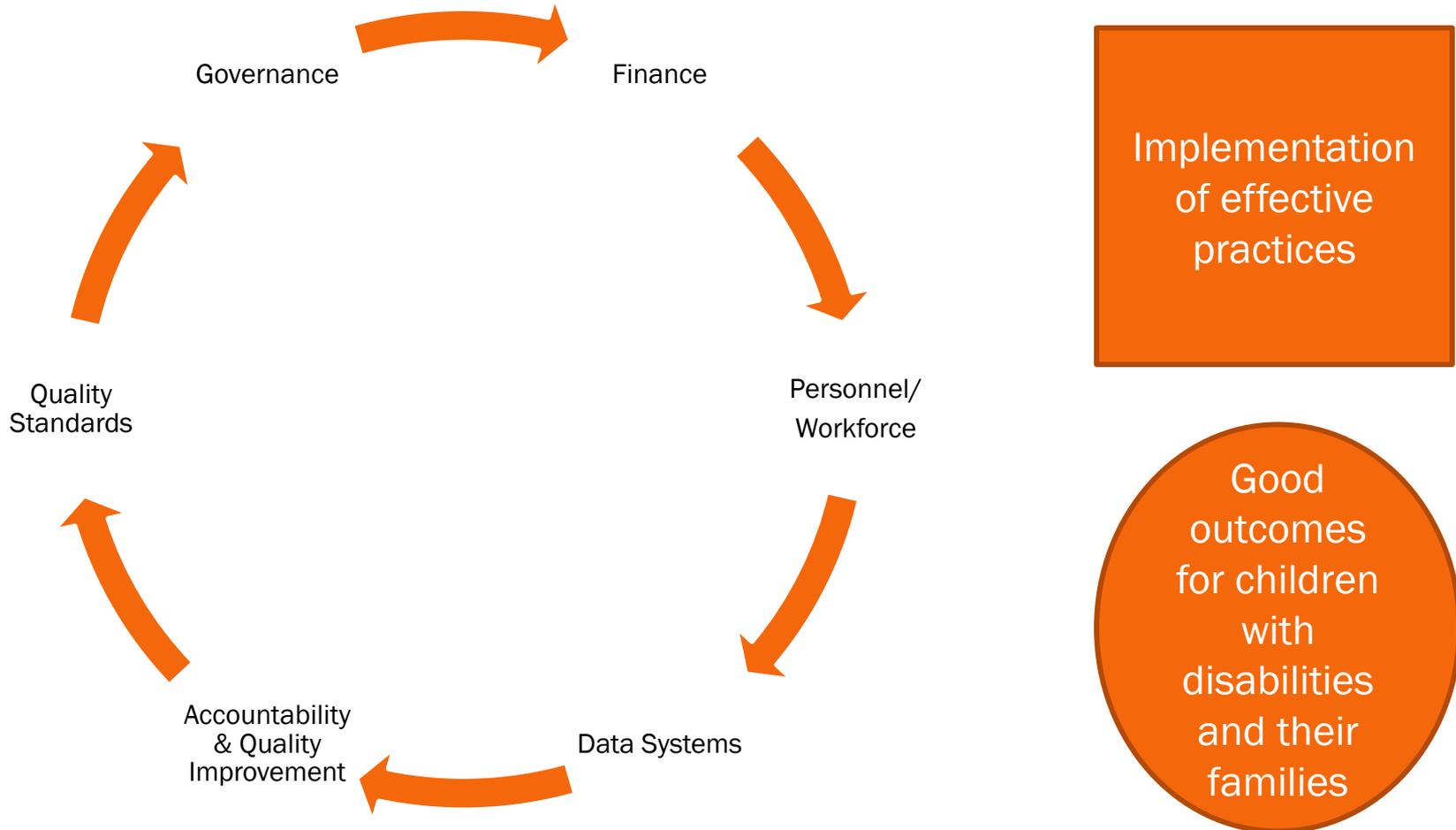
## ∞ How will we know if the activity occurs?

- Evidences, e.g.
  - Training agenda, materials, activities
  - Participation records
  - What else?

## ∞ How will we know if the activity accomplishes the intended outcomes?

- Evidences, e.g.
  - Participant evaluations
  - Measure of competencies
  - What else?

# Evaluation at All Levels



# For Each Level...

- ✎ What are the guiding evaluation questions?
- ✎ What will be our performance measure to know we've been successful?
- ✎ What are the data sources for the performance measure?

# Measuring Results

## ∞ Results questions, e.g.:

- Have child outcomes improved?

## ∞ Performance measure, e.g.:

- % of children who demonstrate improved positive social-emotional skills, substantially increased their rate of growth by the time they turn three years of age or exit the program

## ∞ Data source, e.g.:

- Current State approach to Indicator 3, Outcome A measure

# Measuring Practices

## ∞ Practice-level questions, e.g.:

- Have practices improved? Are more practitioners implementing the desired practice(s)?

## ∞ Performance measure, e.g.:

- % of practitioners implementing the desired practice
- % of programs with 80% or more practitioners implementing the practice

## ∞ Data sources, e.g.:

- Pre/Post measures of practices such as:
  - Fidelity check lists
  - Supervisory observation of practices
  - Monitoring data on practice implementation
  - Self-assessment data on practices
  - IFSP data

**What else?**

# Measuring Local Capacity

## ∞ Local system-level questions, e.g.:

- How has the local infrastructure been improved to support implementation of the practice

## ∞ Performance measure, e.g.:

- Changes to local systems (governance, finance, personnel - technical assistance and professional development, data systems, accountability and quality improvement, quality standards)

## ∞ Data sources, e.g.:

- A local leadership team is established to support the new initiative
- A local strategic plan is developed to align with Montana's priority and strategic plan
- Mentoring and supervisory system set up for supporting the practice
- New supervisory checklist developed for observing and supporting practitioners' implementation of the practice

**What else?**

# Measuring State Capacity

## ∞ State system-level questions, e.g.:

- How has Montana's infrastructure been improved to support implementation of the practices?

## ∞ Performance measure, e.g.:

- Changes to state systems (governance, finance, personnel- technical assistance and professional development, data systems, accountability and quality improvement, quality standards).

## ∞ Data Sources, e.g.:

- Statewide communication plan created to inform all relevant stakeholders about new state priorities and strategic plan
- Revised fiscal policy to reduce barriers to implementation of the practice
- New monitoring process established to gather data on the practice

**What else?**

# Questions

- ☞ What do you see as your biggest challenge(s) related to evaluating our **State-wide Systemic Improvement Plan**?
- ☞ What resources or supports will you need related to evaluating our **State-wide Systemic Improvement Plan**?

# Moving From Phase I to Phase II

- ✎ What are your needs in moving from Phase I to Phase II? This includes linking coherent improvement strategies with the plan)
- ✎ What are your needs for planning the development of the improvement plan?
- ✎ What are your needs related to the content of the plan specific to Infrastructure Development?
- ✎ What are your needs related to the content of the plan specific to supporting local early intervention providers' implementation of evidence-based practices?

Until next time...

GO BENGALS!

