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In collaboration with **DaSy, ECTA, NCSI, & NTACT**

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Moving From Theory to Action

Louisiana

SSIP Interactive Institute

Albuquerque, NM; April 29-30, 2015
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Getting Started

Infrastructure Analysis Template

State Systemic Improvement Plan

Phase 1

SSIP Components ECTA System Framework Components Implementation Driver SICC-ES Workplan	Essential Functions	If Yes, How? Describe Systems Coordination	Indicate if This Component Contributes to High/Low Performance	Propose Strategies to Support SIMR/Workplan Connection
1.Governance Organization Drivers Leadership Drivers EarlySteps workplan: Equity	Part C housed in DHH, OCDD – Lead agency for Part C Program includes 4 central office staff ICC , Governor's office of Community Programs— advises and assists the lead agency—staff person Lead Agency-SICC have shared Strategic Plan, which includes shared vision and strategic directions. Regional Staff--9	1. Guidance Documents will be revised to reflect any changes. 2. Use of regional ICCs as TA mechanism may be enhanced 3. Coordination with Act 3 Early Childhood system redesign activities 4. Coordination with OCDD system transformation activities	High performance: strong stakeholder involvement since program began

High: Regional staff, SPOEs, FSC agencies available to reach all geographic areas of their region therefore covering the state (RA)

Low: independent vendor model contributes to service fragmentation despite focus on team-based service delivery. EIS' self-designate coverage area, resulting in areas of support needs (RA) | Equity Objective 1, Objective 2, Activity 2.7 |

SSIP Components ECTA System Framework Components Implementation Driver SICC-ES Workplan	Essential Functions	If Yes, How? Describe Systems Coordination	Indicate if This Component Contributes to High/Low Performance	Propose Strategies to Support SIMR/Workplan Connection
6. Professional Development Competency Driver --Training --Coaching	On-line modules Licensure requirements for professional area TA provided through regional coordinators who are the point person in every region who provides training and TA Central and regional staff have longevity with program. Some providers have longevity with program. Professional development contractors-training to evaluators (ECO)	Any system changes will require use of all competency drivers. Department of Ed— Early Childhood DHH-OCDD DHH-OPH possible Early Head Start grantees(ECO) Selection process for initial training (ECO)	High: Training contractors locally based and knowledgeable—work closely with state staff. Low: All formal events handled through contracts that have been cut due to expenses exceeding revenue. Limited PD available resulting in performance slippage and inconsistency. Limited ongoing training which supports SISEP model(ECO) Low: mostly use "one-time" training model with limited follow-up support.(RA) Low: Fee for service system affects provider availability for training (RA)	Web-based training with follow up by regional coordinator (RA) System to support coaching/monitoring implementation (ECO): -Use of reflective questioning (ECO) -RBI embedded interactions (ECO) -coaching providers to coach families to support child outcomes (ECO) -supervision and support system for coaching (PD)

Component	If EarlySteps	Then
Governance/state-level support	Aligns its SSIP with the state's Early Childhood Care and Education system (ECCE-Act 3) to support eligible children in early care and education settings through: • Supporting the child assessment process • Supporting caregivers in ECCE settings in meeting child needs	Children will be appropriately assessed, and data-driven supports will be provided in home and community settings
PD/TA/quality standards	Develops and implements a standardized, comprehensive, evidence-based training system for all EarlySteps providers that • Aligns with the ECCE PD system • Focuses on the assessment process • Incorporates ongoing coaching and mentoring	EarlySteps will build capacity of providers to best support children, families, and caregivers in early intervention through consistent statewide implementation of EarlySteps practices
Gen Supervision– data, accountability monitoring Fiscal	Utilizes a General Supervision system based on a continuous quality improvement process that includes appropriate incentives and accountability in which • Teams use data-driven decision making • Data systems allow for real-time analysis, monitoring , and tracking	The reliability of the child outcome data will accurately reflect each child's developmental progression
Fiscal/resources	Identifies and accesses adequate funding and resources • To provide training and technical assistance to providers • For providers to consistently implement a statewide assessment process	All staff and providers will consistently implement EarlySteps practices
Local supports/practices	Coordinates at the regional and local levels with the ECCE Network • To coordinate its assessment system • To use EarlySteps and regional/local ECCE teams using child and family assessment data to develop IFSP outcomes that support caregivers • To identify needs and recruit and maintain providers in underserved areas	ECCE Network members will be best equipped to support children, their families, and caregivers

If…Then… Louisiana's SIMR

Improve child outcomes through supports that are focused on family concerns, priorities, and resources and provided through a team-based approach

Louisiana's Coherent Improvement Strategies

- **Strategies that address Early Childhood Outcomes:**

- Through an improved outcomes measurement process, there will be an increase in the number of infants and toddlers exiting the program at or above the level of their typically developing peers.

- Through development and implementation of IFSP outcomes that reflect family concerns and priorities, there will be an increase in the number of infants and toddlers exiting the program at or above the level of their typically developing peers.

- Aligns with state Early Childhood initiative
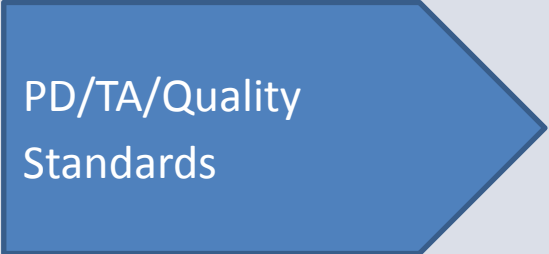
From the Theory of Action this aligns with:

Governance/State-Level Support

Louisiana's Coherent Improvement Strategies

Strategies That Address Professional Development:

- Through participation of all EarlySteps providers in a standardized, comprehensive professional development system that focuses on identification of family concerns, priorities and resources, and support provided through team-based decision-making practices, there will be an increase in the number of infants and toddlers exiting the program at or above the level of their typically developing peers and improved family outcomes.

- Focused on improved assessment process

- *Aligns with ECCE PD system*

PD/TA/Quality Standards

Louisiana's Coherent Improvement Strategies

- **Strategies that address Resource Availability:**

- Through the use of effective team-based decision making, early intervention resources will be more effectively identified and available to meet child and family concerns and priorities without regard to area of residence in the state, resulting in improved child and family outcomes.

- Teams use data-based decision making

From the Theory of Action aligns with:

Gen Supervision–Data, Accountably Monitoring Fiscal

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