

NORTH CAROLINA INFANT-TODDLER PROGRAM

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) BRIEF – Phase II



Phase II of North Carolina's State Systemic Improvement Plan (SSIP) divides the work among five implementation teams to achieve N.C.'s state-identified measurable result (SiMR): **increase the percentage of children who demonstrate progress in social-emotional skills while receiving early intervention services.** Teams are focused on two major activities: *infrastructure change* and *practice change*.

INFRASTRUCTURE CHANGE TEAMS – IMPROVEMENT STRATEGIES AND ACTIVITIES

Infrastructure Team

Improvement Strategies and Activities

- Centralize and expand provider network
 - Determine content of provider agreement to provide most effective system of accountability and incentives
 - Determine content of interpreter provider network agreement
 - Collect and organize all N.C. Infant-Toddler Program (ITP) provider information into a single resource
 - Implement revised, standardized provider agreements statewide
 - Disseminate and use provider information resource
- Create an early intervention service delivery model of clearly defined practice standards for equal access for children and families
 - Review current structure and budget of N.C. EI Branch
 - Compile best practices to disseminate information at the local level
 - Develop a system to distribute information on EBPs
- Explore feasibility and need for telehealth to increase access to social/emotional experts
 - Survey CDSAs and providers to determine need for telehealth services
 - Develop potential budget for telehealth implementation and maintenance
 - Explore processes and steps for implementation of telehealth models

Professional Development Team

Improvement Strategy and Activities

- Expand professional development opportunities and standards
 - Review and revise as appropriate the Infant-Toddler Family Services certification
 - Draft a plan to centralize the N.C. ITP certification training and standards process
 - Develop standards/ practices for training and utilizing evaluation and assessment tools for staff and providers
 - Develop standards/practices for providing training and technical assistance to staff, providers (when appropriate), and families (when appropriate) for implementation of EBPs, particularly focusing on social-emotional development
 - Develop a training structure
 - Develop a comprehensive early childhood system of personnel development

Family Engagement Team

Improvement Strategy and Activities

- Overhaul family outcomes measurement process
 - Determine most effective method(s) for survey distribution to maximize response rates and representativeness

- Create opportunities to engage parents in leadership activities
- Provide more detailed data to local programs on the results of family outcomes and other methods of feedback from families for local use

PRACTICE CHANGE TEAMS – IMPROVEMENT STRATEGIES AND ACTIVITIES

Evidence-Based Practices Team

Improvement Strategies and Activities

- Identification of evidence-based practices (EBPs) to support the social/emotional development of infants and toddlers enrolled in the N.C. ITP
 - Identify EBPs that can be implemented to support the social-emotional development of infants, toddlers and families based on need, fit, evidence, resources, readiness, and capacity.
 - Develop communication protocols for sharing information and decisions.
 - Develop implementation teams and criteria for selecting sites.
 - Develop tools to measure implementation with fidelity.

Global Outcomes Integration Team

Improvement Strategies and Activities

- Expansion of integration of child outcomes with family input and development of functional Individualized Family Service Plan (IFSP) goals
 - Develop global child outcomes integration framework & implementation plan
 - Develop strategies for communication with CDSA staff, families, EI service providers, and community partners regarding the integration of global child outcomes with the IFSP process
 - Determine readiness through self-assessment followed by staff preparation
 - Provide training, technical assistance (TA) and consultation to support the global child outcomes implementation process
 - Ensure child outcome data reliability and use
 - Incorporate child outcomes into ongoing child assessment

EVALUATION

Evaluation of the SSIP teams' work will help determine if planned improvement activities will achieve intended results. The evaluation structure of the SSIP is multi-leveled and provides the opportunity for review and input from multiple staff and stakeholders. The Theory of Action and its conclusions were used to ensure continuity between Phase I and Phase II of the SSIP.

The evaluation structure will also provide a mechanism to review evaluation data and progress at multiple points with multiple stakeholders. An SSIP-specific email address will be created for the general public to provide feedback to the N.C. ITP on the progress of implementation.

Finally, the evaluation plan will track successful progression of the implementation process and the improvement activities that will result in a measurable increase in N.C.'s SiMR.

The SSIP is a multi-year plan to improve results for children with disabilities.

See full copies of N.C.'s Phase I and Phase II SSIPs at

http://www.beearly.nc.gov/data/files/pdf/NC_SSiP_PhaseII.pdf