

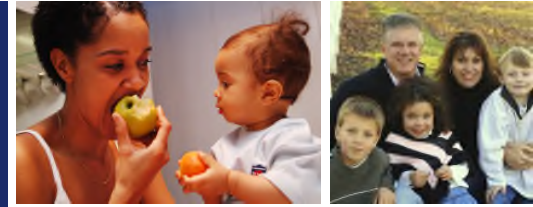
Come Grow with Us!

*Making a Difference for
Children and Families
Through State Systems
Improvement Planning*

WV BIRTH TO THREE

LOCAL STAKEHOLDER WEBINAR

PART 4



WEST VIRGINIA
Department of
**Health &
Human
Resources**
BUREAU FOR PUBLIC HEALTH

COME GROW WITH US !

WEST VIRGINIA'S COMMITMENT TO QUALITY SERVICES FOR CHILDREN AND FAMILIES



IN WEBINARS PART 1, 2, AND 3 WE REVIEWED:

- Federally required Child Outcome measures
- How the U.S. Department of Education uses our state's Child Outcomes data to evaluate the effectiveness of our early intervention system
- WV BTT's State Systems Improvement Plan (SSIP) required by the US Dept. of Ed
- Areas targeted for improvement
- The critical role of WVBTT providers in coaching families for improved social emotional outcomes
- Data System Improvements and Communication Updates

Come Grow with Us

IN THIS PART 4 WEBINAR WE WILL:

- The results of West Virginia's Part C Annual Performance Report and SSIP submitted in February and April, 2016
- Review the 8 different Implementation Teams which will be coordinating improvement activities
- Look more in depth at Child Outcome data from the APR
- Check in on how things are going with WVBTT Online

APR and SSIP



Annual Performance Report (APR) is submitted to the U.S. Department of Education, Office of Special Education (OSEP)

State reports progress on 10 National Performance Indicators

Indicator 11 is the *State Systems Improvement Plan (SSIP)* – a six year plan for improving outcomes for children and families

FFY 2014 APR Indicator Data



INDICATOR	FFY 2013 DATA	FFY 2014 Data
1. Timely provision of early intervention services	99.02%	99.24%
2. Infants and Toddlers Served in Natural Environments	99.97%	100%
3. Early Childhood Outcomes Data	See Attached Table	See Attached Table
4. Percent of families participating in Part C who report that early intervention services have helped the family:		
A. Know their rights;	97.16%	97.39%
B. Effectively communicate their children's needs; and	96.14%	98.37%
C. Help their children develop and learn.	96.71%	98.05%
5. Infants and Toddlers Served Birth to One	2.36%	2.58%
6. Infants and Toddlers Served Birth to Three	4.76%	5.04% (PIT)
7. 45-day timeline for evaluation and assessment and initial IFSP meeting	99.01%	99.12%
8. A. IFSPs with transition steps and services	100%	100%
8. B. Notification to LEA and SEA, if child potentially eligible for Part B	97.91%	99.35%
8. C. Transition conference, if child potentially eligible for Part B	99.26%	99.17%

THANK YOU!!

**WV BIRTH TO THREE VALUES THE
WORK YOU DO WITH FAMILIES!**



State Systems Improvement Plan

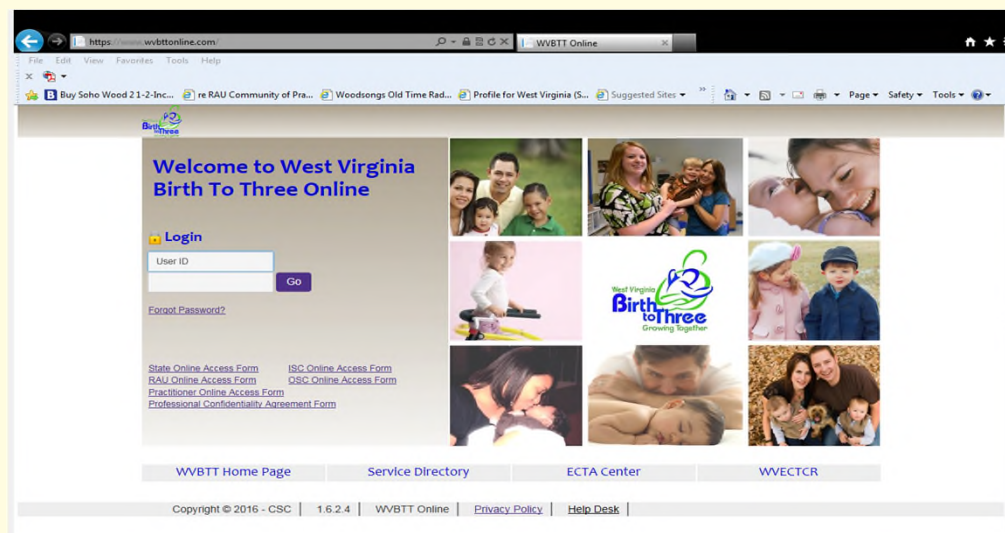


Year 1 - FFY 2013 April, 2015	<i>Year 2 - FFY 2014</i> <i>Report April, 2016</i>	Years 3-6 FFY 2015-18 due Feb 2017- Feb 2020
Phase I Analysis	<i>Phase II</i> <i>Plan</i>	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis • Identification of the Focus for Improvement (SIMR) • Infrastructure to Support Improvement and Build Capacity • Theory of Action 	<ul style="list-style-type: none"> • Infrastructure Development • Support for EIS Program/LEA in Implementing Evidence-Based Practices • Evaluation Plan 	<ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

Highlighted Accomplishments To Date

Data Component

- New WVBTT Online September, 2015– enhanced features
- COSF integrated into each child's online record
- Entry of initial COSF ratings by RAUs (Annual and Exits entered at State office)
- Over 600 providers accessing WVBTT online
- WVBTT Online video overview and Q/A posted online



Highlighted Accomplishments To Date



- Integration of Strengthening Families Framework Practices
 - Mission Statement and Key Principles
 - Initial Child Record (records referral and starts record)
 - ICC Family Welcome Card
- Transition Handbook finalized (supports transition from WVBTT)
- Revised Early Childhood Professionals Core Knowledge and Competencies – Collaborative with EC Partners

Highlighted Accomplishments To Date

- Form Revisions to Address Identified System Needs
 - Timely capture of Transition Conference date
 - Clarification of Exit Reasons
 - Promoting Smooth Child Transfers/Moves
- Continued Webinars on Core and Specialty Topics
- Discipline Specific Communities of Practice
- Camp Gizmo – Support for children/families and professional development activity

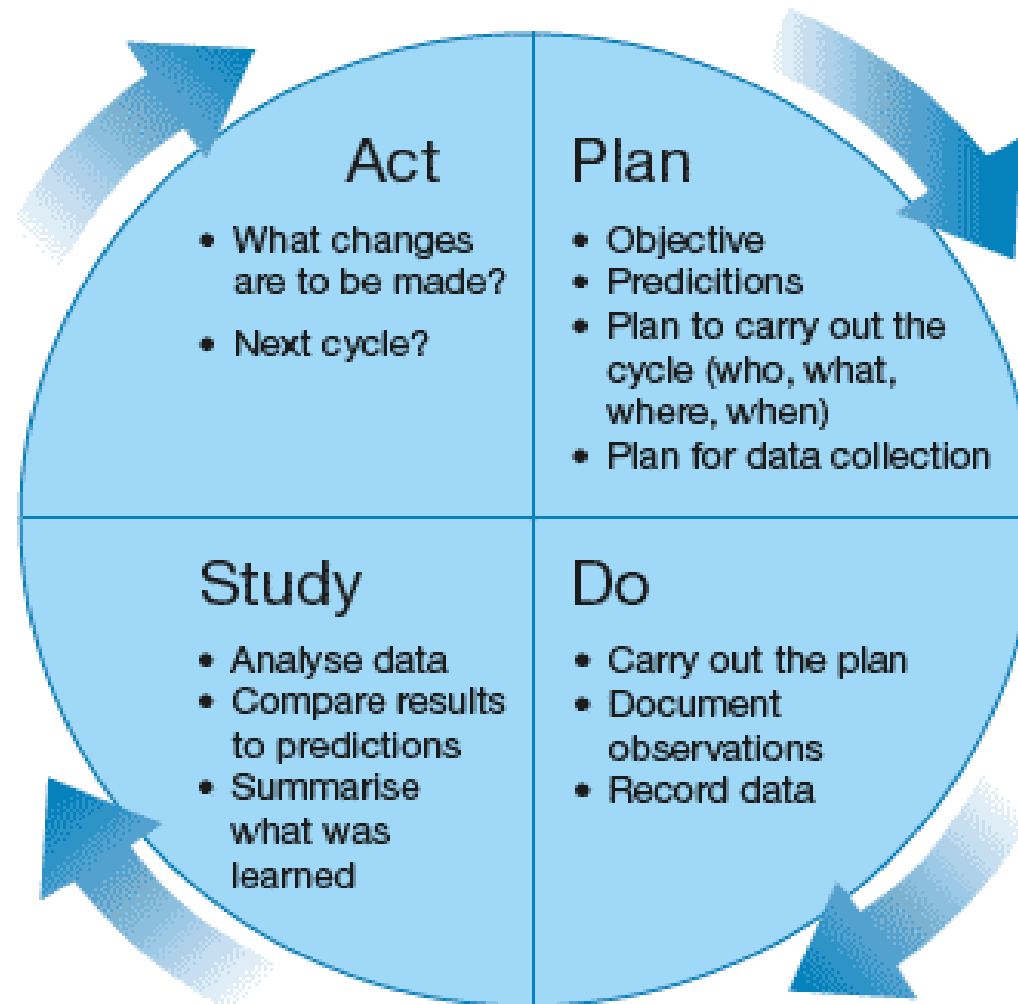
Phase II Improvement Strategies



Implementation Science is the framework for SSIP activities

- Understanding most current research and effective practice for supporting families to promote their children's development
- Coaching families in the use of evidence based strategies
- Mentoring support for professionals
- Data for measuring progress of activities
- Tools to evaluate quality of practice
- Stakeholder input and participation at all levels

Implementation Science - PDSA



Using The Data for Systems Improvement

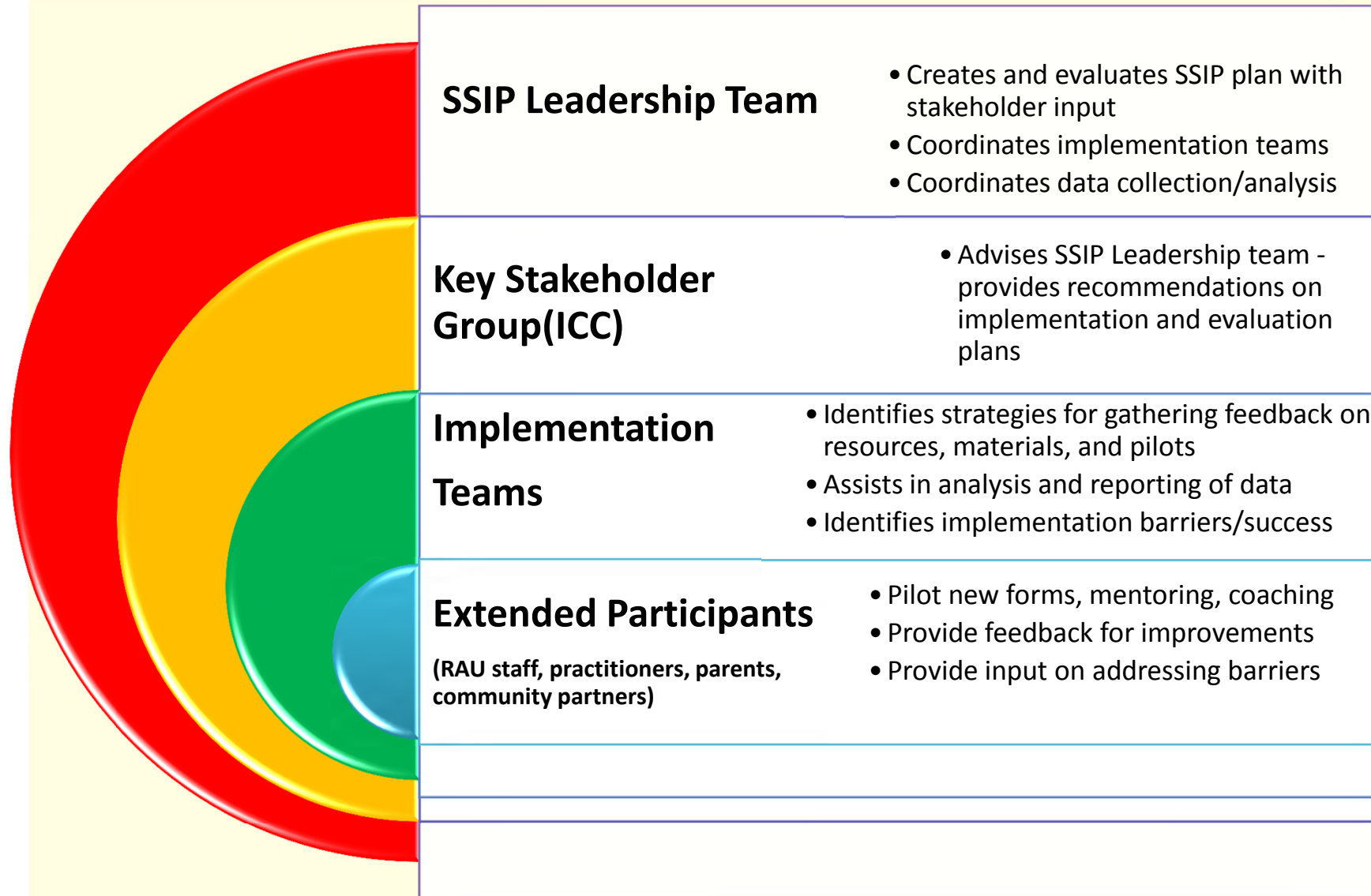


WVBTT continues to use the State Systems Improvement Plan (SSIP) - Theory of Action - to guide improvement work

Based on analysis of the FFY 2013 data, we found that a higher percentage of children with Vision or Hearing Loss, or Autism, are falling in the category of not making enough progress to move closer to their same age peers.

The Phase 2 State Systems Improvement Plan (SSIP) includes improvement activities to address these findings.

Communication Loops

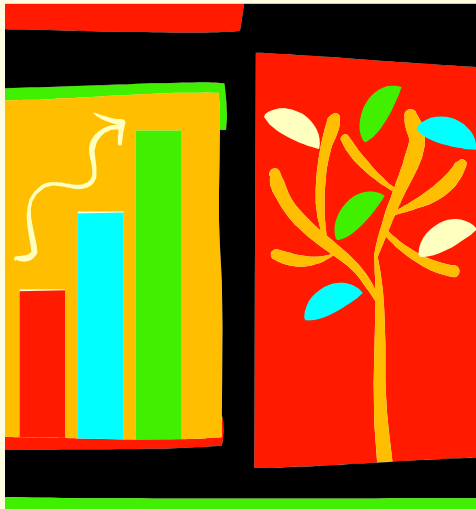


Implementation Teams



An **Implementation Team** is an organized and active group that supports the implementation, sustainability, and scale-up of evidence based practices by integrating the use of implementation stages, drivers and improvement cycles

Eight SSIP Implementation Teams



- 1) Supports for Children with Autism
- 2) Supports for Children with Vision/Hearing
- 3) Promoting Social Emotional Development
- 4) Supporting Practitioners in Use of Coaching Strategies
- 5) Offering Mentoring Opportunities
- 6) Guidance on Family Assessment
- 7) Guidance on Authentic Assessment
- 8) Guidance on Quality IFSP Process and Outcomes

SSIP Implementation Team Roles



- Review research related to the topic
- Provide input on any related form revisions
- Develop 'Practice Profiles' and ' Self Assessment Quality Checklists'
- Provide recommendations on training/process for implementing changes
- Review data regarding implementation and make suggestions regarding revisions
- Provide ongoing updates to SSIP State team

Vision/Hearing Implementation Team-Sample



Providing input into the design of organized Vision and Hearing Resources on the WV Birth to Three website to house research, guidance and resources.

Assisting in the design of a guest webinar series on social emotional development and relationship based practices for infants and toddlers with vision and hearing loss.

Providing recommendations into the design of a Quality Indicators/Checklist on evidence based practices in serving infants and toddlers with vision and hearing loss.

Assisting in the design and/or selection of resources to inform the field on: 1) the early warning signs for potential vision and/or hearing loss, 2) the impact of a vision and/or hearing loss on daily routines, 3) the cumulative impact on development, and 4) the role of the vision specialist and deaf educator on the early intervention team.

Assisting in the identification and selection of appropriate assessment tools and protocols to evaluate the development of children with a vision and/or hearing loss.

Reviewing data collected including: 1) feedback on "Vision Spring Board" and Hearing Spring Board", 2) pre-post test scores, 3) training evaluations, and 4) provider survey results to evaluate the effectiveness of the professional development activities.

Providing periodic updates to the state SSIP Leadership Team for sharing with key stakeholders.

WV Birth to Three SIMR



Our State Systems Improvement Plan (SSIP) must target one of the national child or family outcomes to focus on for the six year plan

West Virginia's Part C SSIP targets Outcome 1, Social Emotional Development

Child Outcomes are measured as IFSP teams/with families, complete the Child Outcomes Summary Form and ratings

WV Birth to Three Child Outcome Measures



- First and foremost, the COSF process allows teams, with families, to think beyond evaluation scores/data to how the child is doing in everyday activities
- Teams can problem solve with families to identify IFSP outcomes and strategies that will help families to promote the child's development and learning by participating in daily routines
- Congress included child outcome measures in Part C of IDEA in order to show the functional progress that children make as a result of being in early intervention
- And this is why OSEP focuses on child outcomes as a measure of state early intervention systems' effectiveness

How OSEP Uses Child Outcome Data



- Compare our state child outcome data to that of other states – both for ‘**completeness**’ and ‘**results**’
- Look at whether WV is showing improvement (increases) in child outcome ratings from year to year – are more children making enough progress to move closer to their same age peers?
- Look at what analyses we have done to identify ways to improve outcome results for children and families
- Look at what evidence based practices and other improvement strategies we have identified – are they likely to result in improved outcomes for children and families

'Completeness' of Child Outcome Data

The 'completeness' of our child outcomes data refers to the % of exiting children for whom we have both entry and exit COSF data

- OSEP expects states to have complete data for at least 70% of total exiters –
- In most recent APR , WVBTT had entry/exit data for 45% of exiters (31% of exiting children left with less than 6 months of service so they cannot be counted in the federal reporting)
- WVBTT did not meet the national benchmark for 'completeness'
- Child Outcome ratings now entered in child's electronic records
- COSF and process was revised this year to emphasize importance of completing exit ratings for all children with few exceptions
- Continue to send Annual and Exit COSFs to state



APR Indicator 3 Child Outcome Data



SUMMARY STATEMENTS	Outcome 1	Outcome 2	Outcome 3
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.	61.3%	73.8%	76.4%
	WV's SIMR		
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.	69.1%	56.8%	69.3%

APR Indicator 3 – Summary Statement Measures



Summary Statement 1	FFY 2012 Data	FFY 2013 Data	FFY 2014 Data
Outcome A: Positive social-emotional skills (including social relationships)	61.9%	63.5%	61.3%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication)	70.7%	74.1%	73.8%
Outcome C: Use of appropriate behaviors to meet their needs	71.1%	76.1%	76.5%
Summary Statement 2	FFY 2012 Data	FFY 2013 Data	FFY 2014 Data
Outcome A: Positive social-emotional skills (including social relationships)	65.0%	67.4%	69.0%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication)	48.9%	53.7%	56.4%
Outcome C: Use of appropriate behaviors to meet their needs	63.5%	65.9%	69.3%

What Else Can We Learn From the Data?



- Based on our data from FFY 2013, our SSIP is already targeting strategies to promote social emotional development for children with Vision or Hearing Loss, or Autism
- Is there anything else we can learn from reviewing the FFY 2014 Child Outcomes data?
- We have found that a higher number of children with Substantial Delay in Communication as their Primary Eligibility, are in the group not making enough progress to move closer to their same age peers
- We want to see if there is anything else we can learn from the data patterns for Outcome 1 – Social Emotional Development

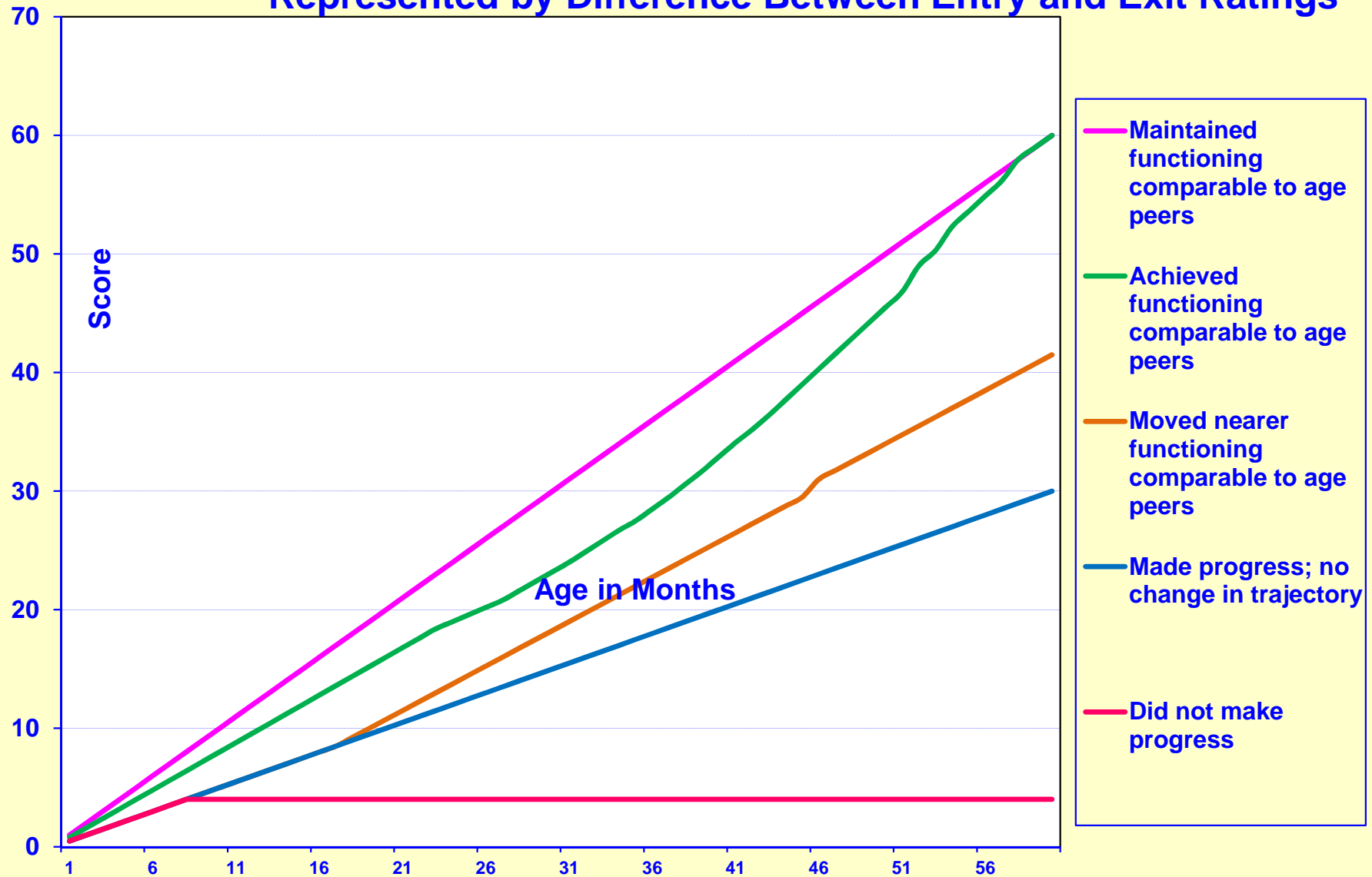


Digging Deeper into Child Outcome Data

- The goal is that all children will make enough progress to at least move closer to their same age peers
- Analyzing Child Outcome Data can help inform us about children who are not making enough progress to move closer to their same age peers
- If we can learn more about these children we may be able to change their developmental trajectory - which is our goal for all children



Illustration of 5 Possible Paths/ Growth Trajectories Represented by Difference Between Entry and Exit Ratings



Data Reported as 5 Categories for Each Outcome



- **OUTCOME 1/OUTCOME A: POSITIVE SOCIAL RELATIONSHIPS**

- **OUTCOME 2/OUTCOME B: KNOWLEDGE AND SKILLS**

- **OUTCOME 3/OUTCOME C: ACTIONS TO MEET NEEDS**

OSEP CATEGORY KEY

A= CHILDREN WHO DID NOT IMPROVE FUNCTIONING

B= CHILDREN WHO IMPROVED FUNCTIONING BUT NOT SUFFICIENT TO MOVE NEARER TO FUNCTIONING COMPARABLE TO SAME AGE PEERS

C= CHILDREN WHO IMPROVED FUNCTIONING TO A LEVEL NEARER TO SAME-AGED PEERS BUT DID NOT REACH IT

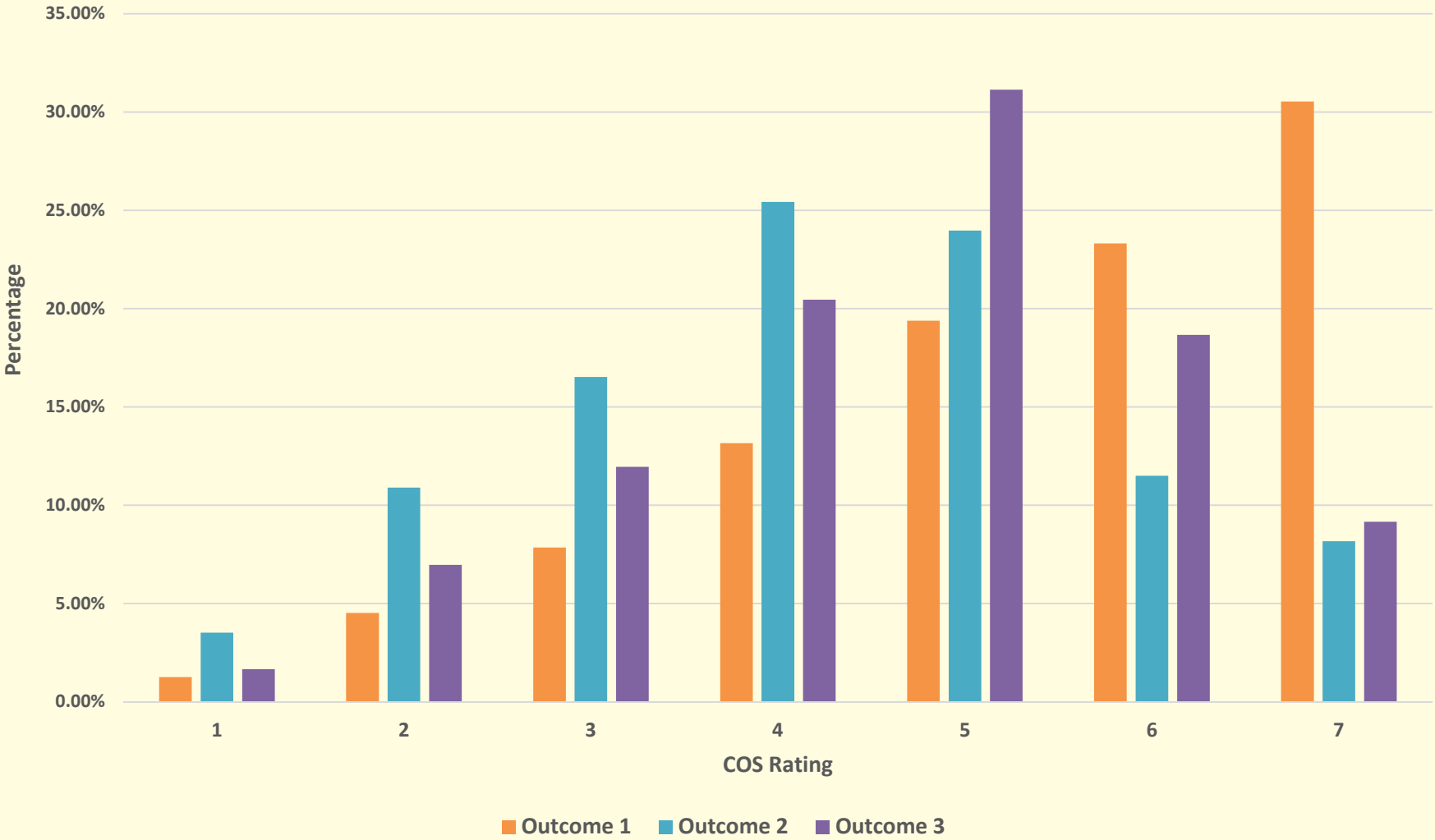
D= CHILDREN WHO IMPROVED FUNCTIONING TO REACH A LEVEL COMPARABLE TO SAME-AGED PEERS

E= CHILDREN WHO MAINTAINED FUNCTIONING AT A LEVEL COMPARABLE TO SAME-AGED PEERS

Entry Ratings for the 3 Outcomes



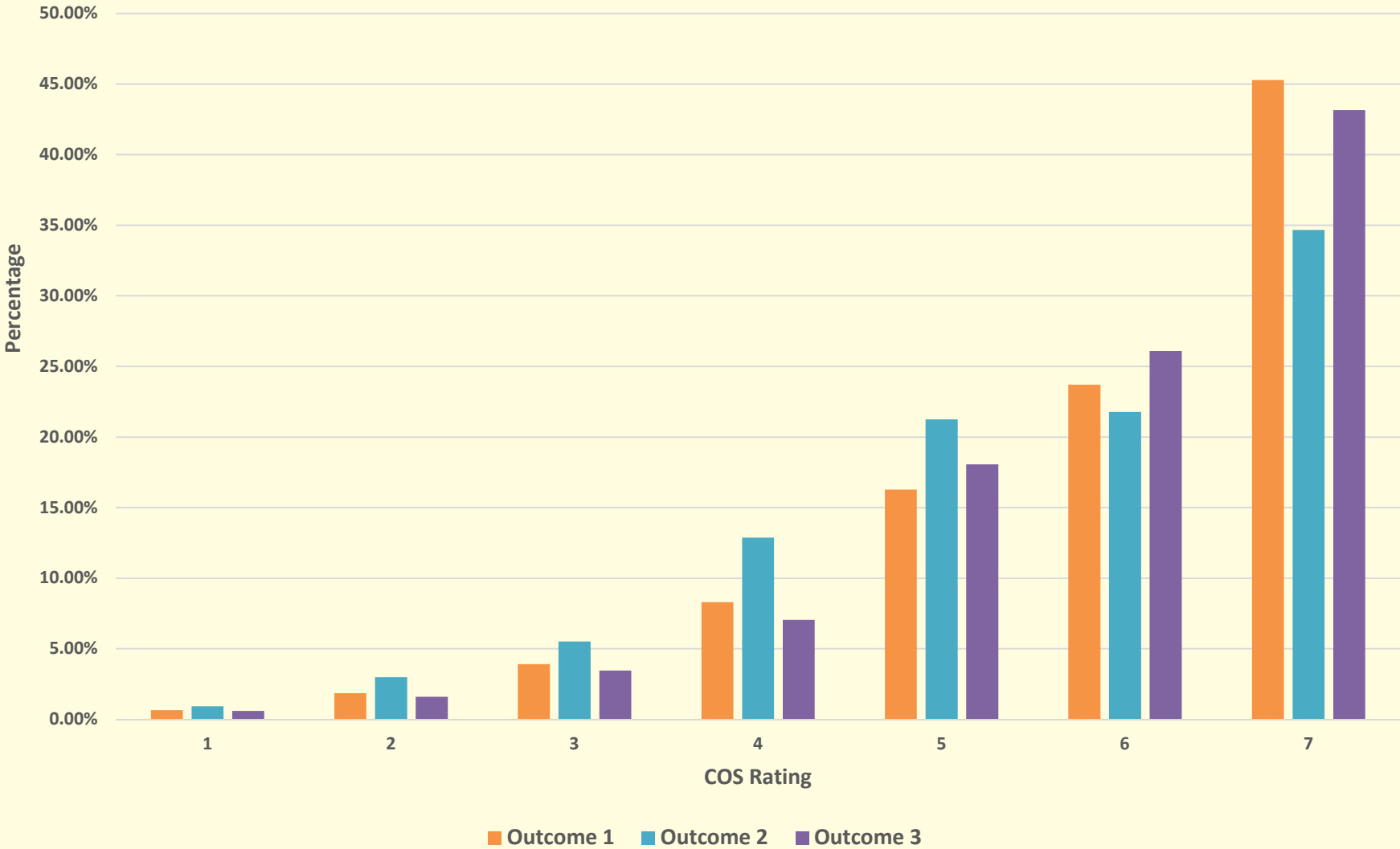
Distribution of COS Ratings at Entry



COSF Ratings at Exit – 3 Outcomes

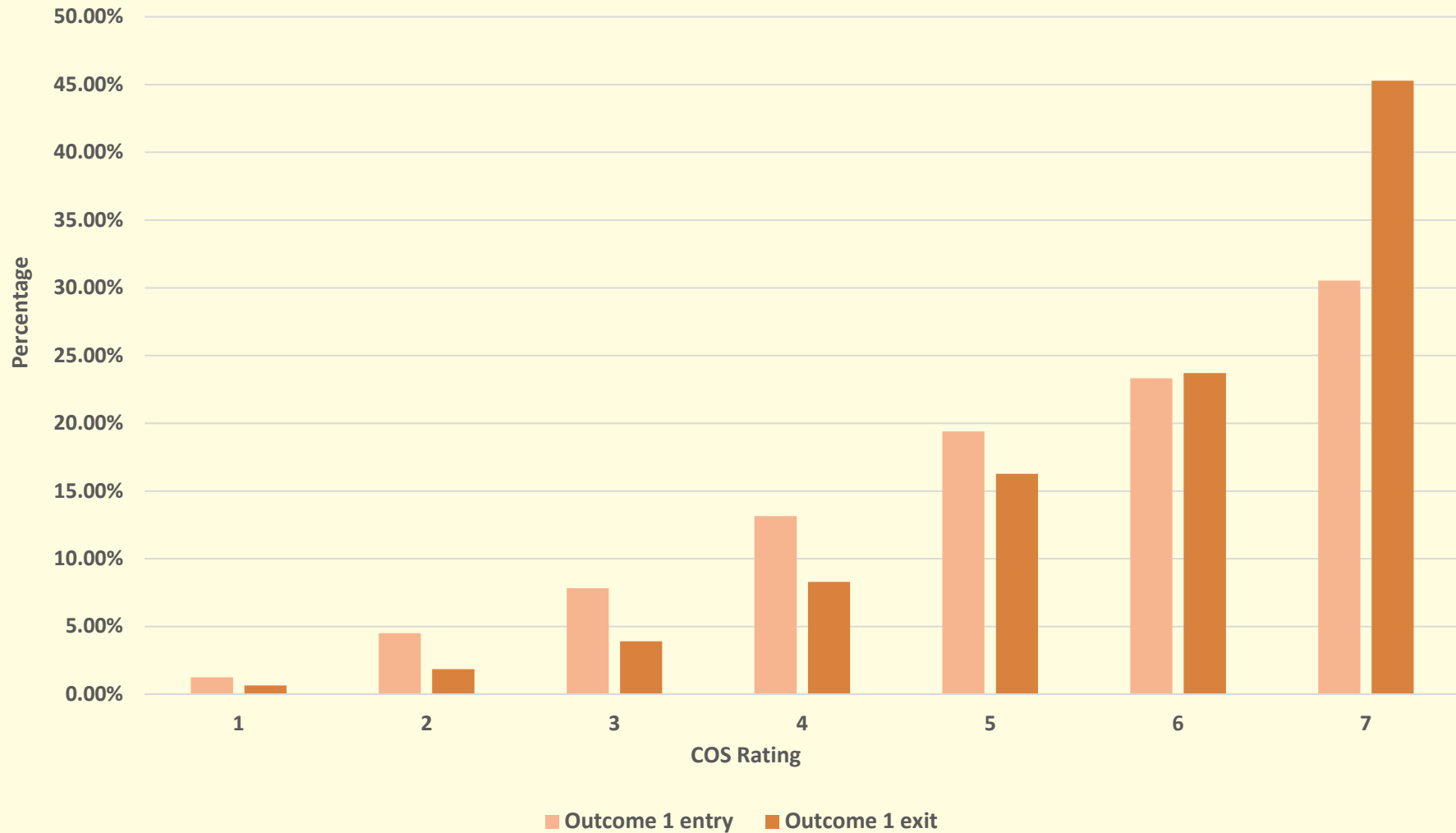


Distribution of COS Ratings at Exit



Outcome 1 – Entry/Exit Ratings

Distribution of COS Ratings Outcome 1
Entry, Exit

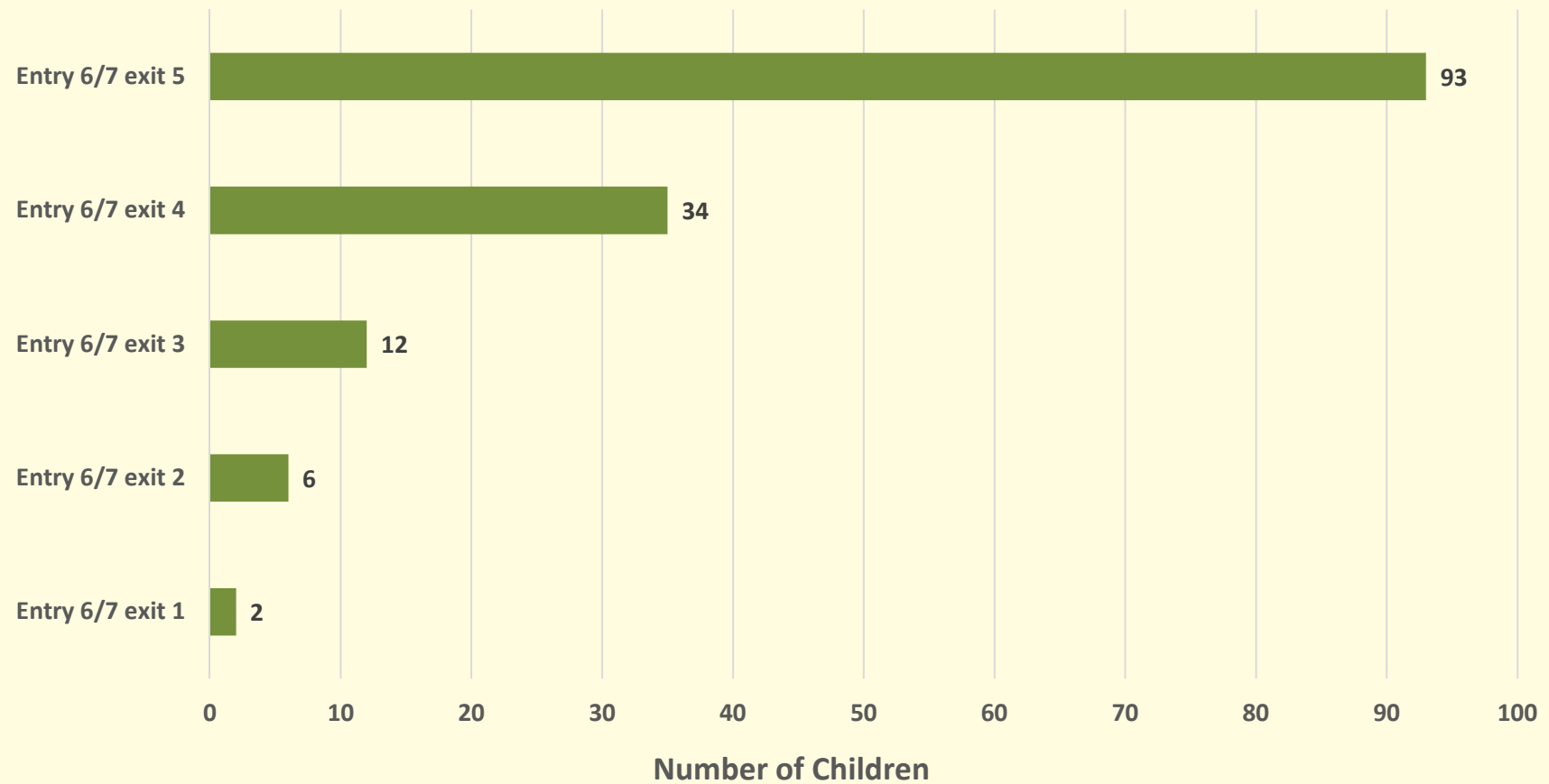


OUTCOME 1 CATEGORY B GROUP

Outcome 1	Number	Percent age
a: Children who did not improve functioning	5	0.3%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	322	21.4%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	140	9.3%
d: Children who improved functioning to reach a level comparable to same-aged peers	378	25.1%
e: Children who maintained functioning at a level comparable to same-aged peers	661	43.9%
Total	1506	100%

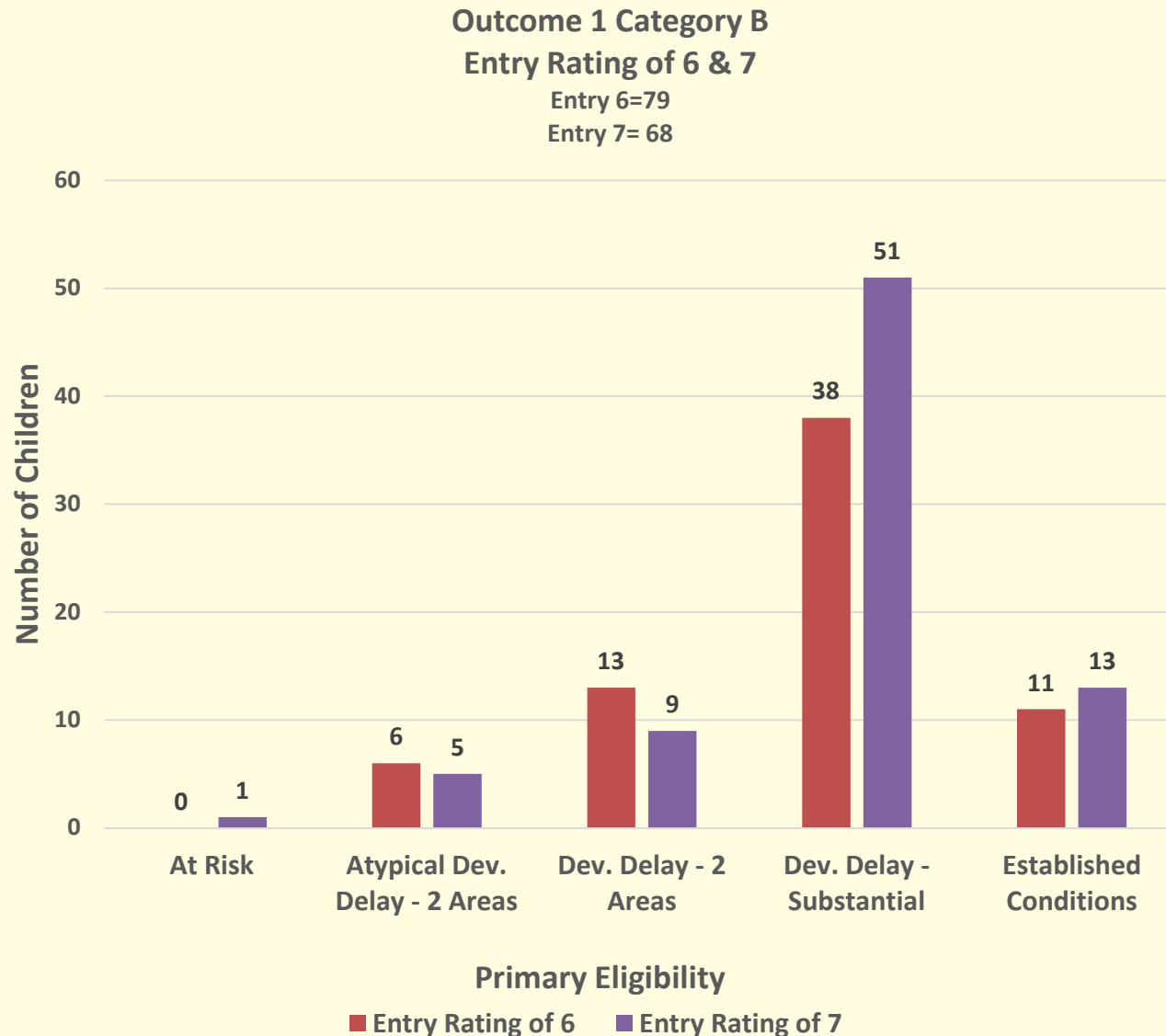
Exit Ratings for Category b Children Who Enter at Age Level

Outcome 1 Category B
Entry 6 and 7 ratings
Entry 6=79
Entry 7= 68



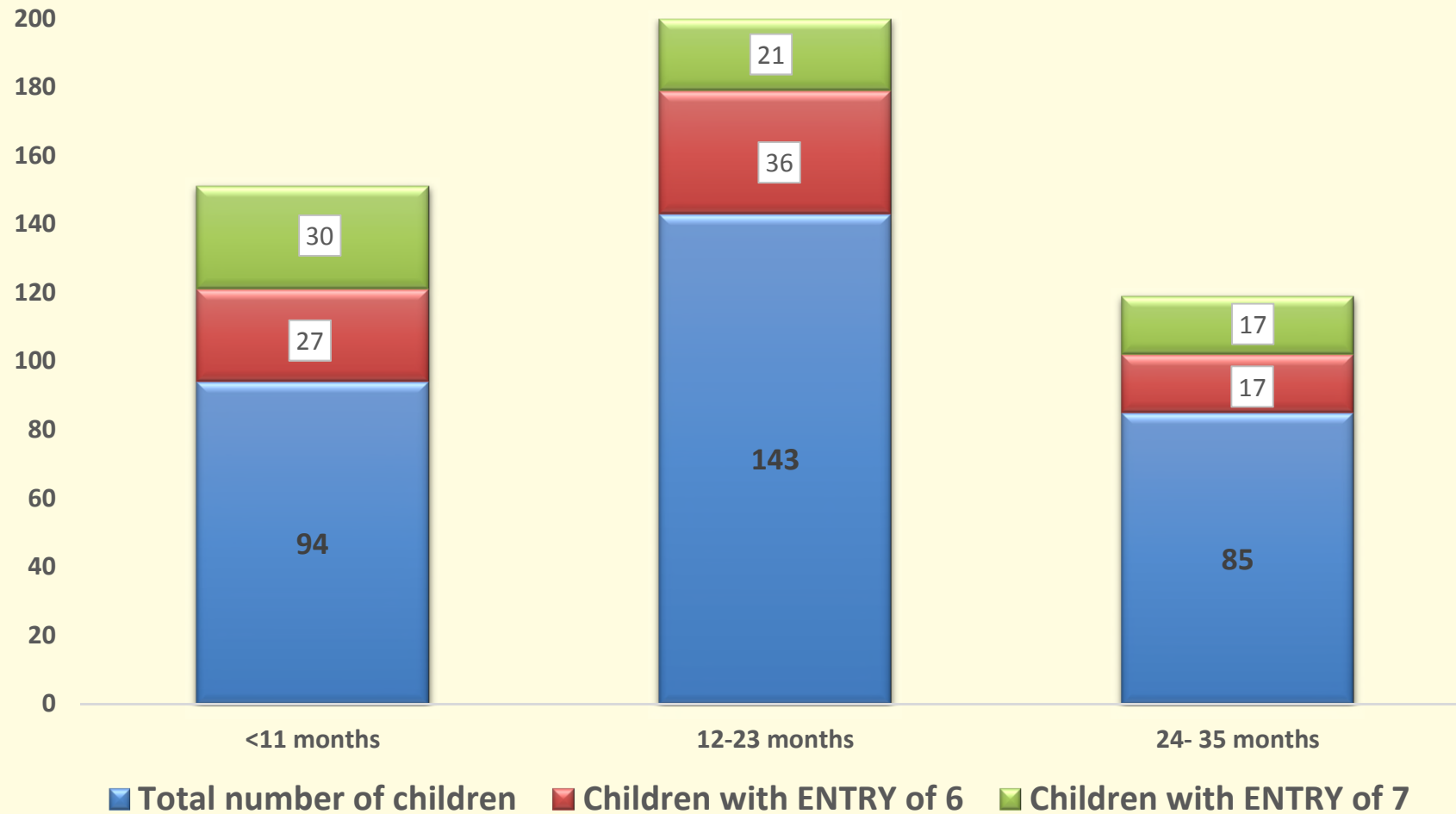
Category b, Entry at Age Level, Primary Elig.

- **25% of Outcome 1 Category B kids rated 6 at their entry rating**
- **65% of the children that have an entry rating of 6, have a Substantial Development Delay as their primary eligibility**
- **21% of Outcome 1 Category B kids rated 7 at their entry rating**
- **56% of the children that have an entry rating of 7, have a Substantial Development Delay as their primary eligibility**



Outcome 1-Category b- Age at Entry and Rating

Category B children
Child's age at Entry Compared to Rating
N=322

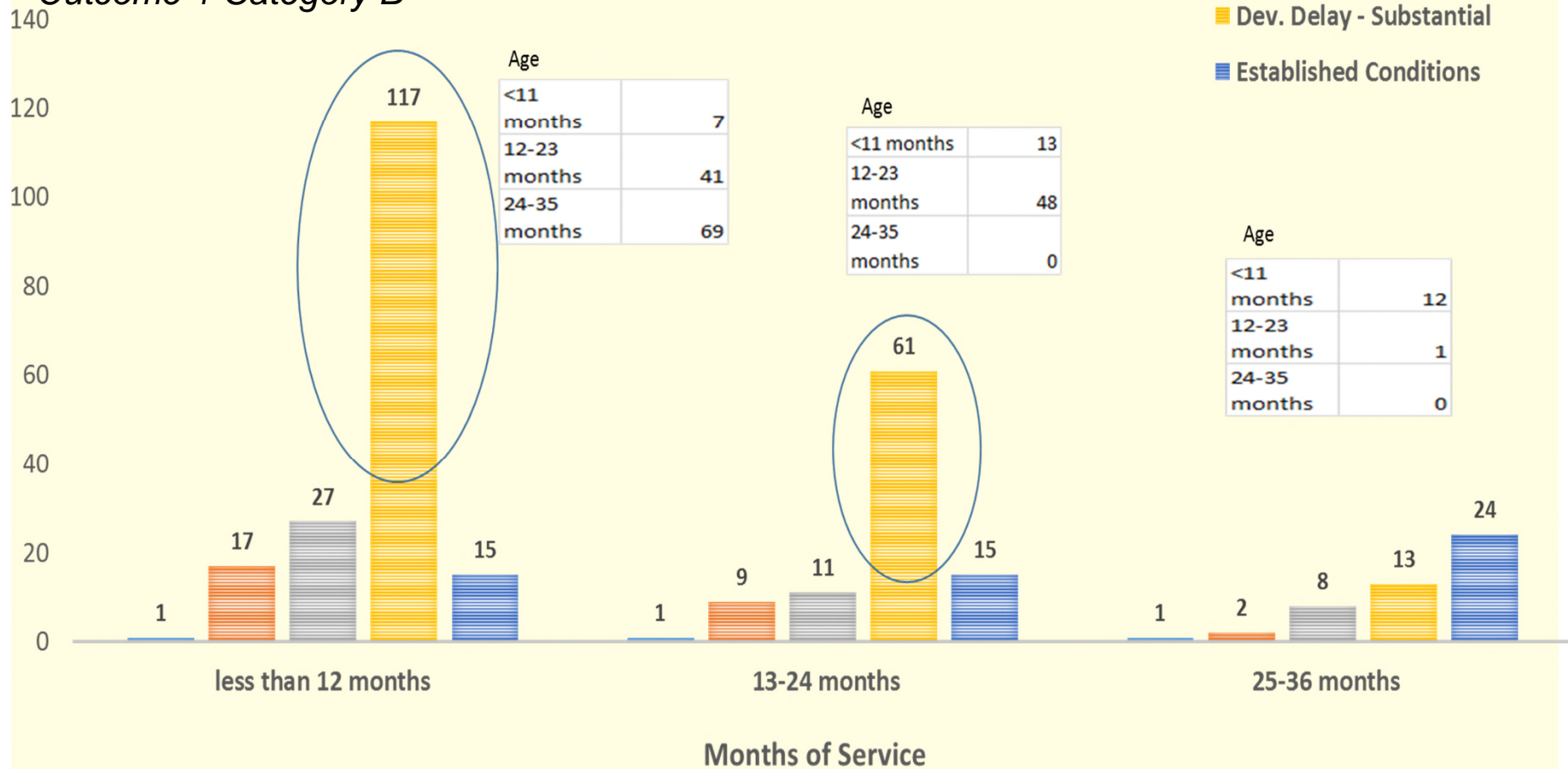


Category b Children by Length Service and Primary Eligibility

The average time that a child received Birth to Three services is 15 months for children in Outcome 1 Category B

PRIMARY ELIGIBILITY BY MONTHS OF SERVICE

- At Risk
- Atypical Dev. Delay - 2 Areas
- Dev. Delay - 2 Areas
- Dev. Delay - Substantial
- Established Conditions



Using Data Going Forward



THIS HAS BEEN A LOT OF DATA! THANK YOU KARIE!

AND THANK YOU PARTICIPANTS FOR YOUR IDEAS AND INPUT!

We already have implementation teams and improvement activities outlined to coach families to support their children's development across the three outcome areas!

There is a lot happening in the coming year!

We value your input and ideas going forward with the State's SSIP activities and hope that you will take advantage of opportunities to continue to give input.

Reminders:

- **Video overview of *WV BTT Online* is posted on WVBTT website**
- **WVBTT Online Questions and Answer document is posted**
- **Naming Structure Guidance is posted (consistent naming protocol for files uploaded to child libraries)**
- **How are things going with WVBTT Online?**

Communication

Please be sure to check out the WVBTT website where we will be posting updates from work of the Implementation Teams and other SSIP activities



Thank you!!!

