**State Systemic Improvement Plan (SSIP) Action Plan Progress Report**

1. **State: Hawaii**
2. **Part B:**  **Part C:**
3. **SSIP Leadership Team Members, Role and Organization Represented**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position/Role** | **Organization/Agency** |
| Charlene Robles, M.B.A., SLP | Part C Coordinator | Department of Health (DOH) Early Intervention Section (EIS) |
| Clayton Takemoto, ACSW, LSW | Social Worker Services Unit Supervisor | DOH EIS |
| Clifford Villareal | Social Work Team Leader | DOH EIS |
| Jason Maga | Parent |  |
| VACANT | Early Childhood Services Unit Supervisor | DOH EIS |
| Joan Takamori, APRN | Branch Chief | Public Health Nursing (PHN) Branch & Hawai‘i Association for Infant Mental Health (HAIMH) |
| Kathy Kubo, MPH | SSIP Data Coordinator/Outcomes Coordinator | DOH EIS |
| Keiko Nitta, MA English | Early Childhood Comprehensive Systems Grant Coordinator | DOH Family Health Services Division (FHSD) |
| Lynn Niitani | Parent Support Program Supervisor | DOH Maternal Child Health Branch (MCHB) |
| Mae Braceros, BS Human Development | Contracts Unit Supervisor | DOH EIS |
| Michele Pestel-Maga | Parent |  |
| Myrna Castro | Program Manager | Kapiolani Medical Center Early Intervention Program |
| Patricia Heu, MD, MPH | Branch Chief | DOH Children with Special Healthcare Needs Branch (CSHNB) |
| Rebecca Kang, APRN | PHN | PHN Section & HAIMH |
| Sheri Umakoshi, LSW | Personnel Development Coordinator | DOH EIS |
| Stacy Kong, BA Ed., Special Ed, BS Health Care Management | SSIP Coordinator/ System Improvement & Outcomes Unit Supervisor | DOH EIS |
| VACANT | Program Support Unit Supervisor | DOH EIS |

1. **State-Identified Measurable Result(s)**

Infants and toddlers with disabilities in demonstration sites will have ~~made greater than expected~~ substantially increased their rate of growth in social-emotional skills (including social relationships) by the time they exit early intervention.

1. **Improvement Strategies (list all)**

Improvement Strategy 1: Enhance the statewide system of professional development to increase early intervention providers’ knowledge of social-emotional (SE) development, development of functional SE Individualized Family Support Plan (IFSP) outcomes/objectives/strategies, and implementation of the IFSP using evidence-based practices (EBP).

Improvement Strategy 2: Increase the capacity of early intervention programs to provide services and supports to address social-emotional development.

Improvement Strategy 3: Enhance the childhood outcomes summary (COS) process to ensure data are accurate and reliable and ensure program effectiveness to support evidence-based practices to improve children’s social-emotional development.

**NOTE: changes are indicated in red font and new information is indicated in blue font**

1. **1. SSIP Improvement Strategy and Evaluation Details**
2. **Improvement Strategy**

Enhance the statewide system of professional development (PD) to increase early intervention providers’ knowledge of social-emotional (SE) development, development of functional SE Individualized Family Support Plan (IFSP) outcomes/objectives/strategies, and implementation of the IFSP using evidence-based practices.

1. **Key State Improvement Plans or Initiatives That Align With This Improvement Strategy**

State Initiative Action Strategy “Quality Early Learning Programs” Workgroup is focused on training early intervention providers on the Hawai‘i Early Learning Developmental Standards (which include a social-emotional component) and developing an Early Childhood Professional Development Center.

1. **Improving Infrastructure and/or Practice**
2. **Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Governance** | **Accountability** | **Professional development** | **Finance** |
| **Data** | **Quality standards** | **Technical assistance** |  |

1. **Is this strategy intended to directly improve practices? Yes**  **No**
2. **Intended Outcomes**

| **Type of Outcome** | **Outcome Description** |
| --- | --- |
| **Short-term** | Early Intervention (EI) providers will understand how to support SE development for children ages 0-3. |
| **Short-term** | EI providers will ~~understand their roles, develop collaborative partnerships with families and other team members,~~ identify and communicate with families about the SE needs of their children and write functional SE objectives to support children’s SE development. |
| **Intermediate** | EI providers will implement evidence-based practices (EBP) (Primary Service Provider [PSP] Approach to Teaming and Coaching Model in natural learning environments) related to SE development ~~using the Primary Service Provider (PSP)~~ ~~Approach and Coaching Model~~ with fidelity. |
| **~~Intermediate~~** | ~~Families will support their child’s positive SE development.~~ |
| **Intermediate** | SE IFSP objectives will be achieved. |
| **Long-Term** | Infants and toddlers with disabilities in demonstration sites will have ~~made greater than expected~~ substantially increased their rate of growth in SE skills (including social relationships) by the time they exit EI. |

**Justification for changes:**

Short-term (second): removed “…understand their roles, develop collaborative partnerships with families and other team members” because it is addressed as part of the first intermediate outcome. If EI providers implement EBPs (PSP Approach to Teaming and Coaching Model in natural learning environments) related to SE development with fidelity, then providers understand their roles and develop collaborative partnerships with families and other team members.

Intermediate (first): moved wording to make it clearer as PSP and Coaching in natural learning environments are part of evidence based practices.

Intermediate (second): deleted because it’s addressed in the other intermediate outcomes. If EI providers implement EBPs (PSP Approach to Teaming and Coaching Model in natural learning environments) related to SE development with fidelity then providers will be working with families to support their child’s positive SE development and thus, SE IFSP objectives will be achieved.

Long-Term: changed wording to be consistent with Social Emotional Skills (including personal relationships) Summary Statement 1.

1. **Improvement Plan**

| **Activities to Meet Outcomes** | **System Level** | | **Steps to Implement Activities** | **Resources Needed** | **Who Is Responsible** | **Timeline (projected initiation & completion dates)** | **How Other LA/SEA Offices and Other Agencies Will Be Involved\*** | **How Stakeholders were Engaged** | **Status and Evidence** | **Implementation Notes: Barriers, actions to Address Barriers, Description of Adjustments,**  **Implications of Adjustments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **State** | **Local** |
| 1-1. Identify competencies related to SE development and incorporate them into EBP (PSP Approach to Teaming and Coaching model within natural learning environments) training  (Infrastructure) | X |  | 1-1a. Explore existing SE development trainings and their related competencies | * ECTA practices reflection tools * ECTA support * Shelden & Rush * DEC * TACSEI * CSEFEL * HAIMH * HAEY * NAEYC * HELP Charts * AAP * PATCH * Other states’ competencies and tools | PD Competencies Workgroup Co-Leaders | 2/22/16 – 5/31/16 | Refer to Implementation Workgroup Roster (Appendix B) | Workgroup members were tasked with researching and submitting competencies. Workgroup members included diverse stakeholders: Hawaii Association for Infant Mental Health, Head Start, Head Start Collaboration Office, Home Visitors, legislator | Completed on 4/26/16.  Evidence: National and local research on competencies was completed and identified training on social emotional development offered by PATCH (Hawaii’s Child Care Resource and Referral Agency). | No barriers were encountered and no changes were made to this activity or timelines |
| X | X | 1-1b. Develop SE competencies with input from stakeholders | * HCYC * Malama I Na Keiki * HELDS * ECTA TA * NCSI TA | PD  Competencies Workgroup | ~~6/1/16 –~~ ~~8/30/16~~  6/1/16 – 12/31/16 | Input from: Stakeholders:  HEICC  MIECHVN  HAEYC PATCH  DHS-BESSD | Workgroup members helped develop competencies and provided input and edits.  Program Managers were sent review form to provide comment and input on the competencies.  Competencies were shared at Stakeholders Meeting on Dec. 1, 2016.  Shelden and Rush (nationally recognized trainers on the Primary Service Provider Approach to Teaming the Coaching Model) reviewed competencies to ensure they were in alignment with their training. | Completed on 12/20/16.  Evidence: Competencies document was finalized after input from stakeholders, including EI Program Managers and providers and National TA experts in SE development. It was distributed to EI Demonstration Sites. | Barrier: The PD Competency sub-workgroup was overwhelmed with reviewing all the resources and not having a clear direction of next steps. Furthermore, the PD Workgroup Co-Lead was out on medical leave effective May 2016. This, along with competing priorities for the remaining co-leads caused a delay and the timeline was extended.  Actions to Address Barriers: The workgroup was feeling overwhelmed and was stuck in reviewing all the resources and not sure what their next steps were. The SSIP Coordinator instructed the workgroup to develop a written draft of competencies, get feedback from stakeholders, and to establish timelines to complete activities.  Adjustments: Timeline was extended to give the workgroup time to review the available resources.  Implications of adjustments: The delay in reviewing resources caused a delay in the development of SE competencies for Hawaii and development and implementation of the SE Competencies Self-Assessment. |

\*Refer to the SSIP Implementation Workgroup Rosters (Appendix B) that lists the representatives from various agencies involved in developing, implementing, and evaluating the respective Action Plan

1. **Evaluation Plan**
   1. **Evaluation of Improvement Strategy Implementation**

| **Activity** | **How Will We Know the Activity Happened According to the Plan?**  **(performance indicator)** | **Measurement/Data Collection Methods** | **Timeline (projected initiation and completion dates)** | **Status and Data** | **Evaluation Notes:**  **Data Quality Issues and Actions, Performance Status Related to Performance Indicator** |
| --- | --- | --- | --- | --- | --- |
| 1-1. Identify competencies related to SE development and incorporate them into EBP (PSP Approach to Teaming and Coaching model within natural learning environments) training  (Infrastructure) | Output:   * + 1. SE Competencies     2. SE Competencies incorporated in trainings   Performance Indicator:  100% of demonstration site received SE Competencies  100% of SE competencies are addressed across ~~trainings by~~ Shelden & Rush webinars and trainings ~~incorporate SE competencies.~~ | * ~~List of trainings and training material for each event.~~ * E=mail sent with SE Competencies * State staff will verify with Shelden & Rush that each competency was covered across webinars and/or trainings using the SE Competency Training Verification worksheet.   Analysis: All webinar and trainings on the list will have a yes/no response for each competency covered in the training. A percentage for the competencies addressed in the training will be calculated. A total percentage of the SE competencies included will be calculated. | Data Collection:  Begin 7/1/16  End 12/30/17 | Completed 03/01/17.   * PD & TA Workgroup distributed the final SE competencies via e-mail on 1/5/17 * State created a SE Competency Verification Worksheet for trainers to complete * SE Competency Training Verification Worksheet completed for Shelden & Rush for the PSP and Coaching Training on 3/1/17   Data:  10/17/16 Webinar#1: 8 of 8 (100%) SE competencies were addressed in the training.  11/2/16 Webinar#2: 7 of 8 (88%) SE competencies were addressed in the training.  12/7/16 Webinar#3: 2 of 8 (25%) SE competencies were addressed in the training.  1/17/17- PSP Approach to Teaming and Coaching Model Training Day 1: 8 of 8 (100%) SE competencies were addressed in the training.  1/18/17- PSP Approach to Teaming and Coaching Model Training Day 2: 7 of 8 (88%) SE competencies were addressed in the training. | Data Quality Issues and Actions: No data quality issues were encountered.  Performance Status Related to Performance Indicator:  The performance indicator was met as 100% of competencies were addressed in either the webinars and/or the on-site trainings.  Notes:  The SE Competency Training Verification Worksheet will be used in any future trainings identified for staff to attend as part of their individual training plan. |

1. **Evaluation of Intended Outcomes**

| **Type of Outcome** | **Outcome Description** | **Evaluation Questions** | **How Will We Know the Intended Outcome Was Achieved? (performance indicator)** | **Measurement/Data Collection Method** | **Timeline (projected initiation and completion dates)** | **Status and Data** | **Evaluation Notes:**  **Data Quality Issues and Actions, Performance Status Related to Performance Indicator** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Short-term** | EI providers will understand how to support SE development for children ages 0-3  (Provider Practice) | 1. Did providers who participated in ~~the SE and~~ EBP (PSP Approach to Teaming and Coaching model in natural learning environments) related to SE trainings report greater understanding on the self-assessment of how to support social-emotional development? | 75% of providers who participated in the training ~~increase their understanding as reported on self-assessment question(s) assessing how to support SE development~~ will demonstrate an overall step movement towards level III: Triadic Relationships on the SE Competency Self-Assessment. | * ~~Staff training attendance tracking sheet for completion of Self-Assessment Tool pre and post training and at least on an annual basis thereafter~~ * SE Competency Self-Assessment tracking sheet that includes all providers at demonstration sites and tracks SE Competency Self-Assessment responses/ratings   Analysis: count and % of providers who attended trainings with an overall step movement towards level III: Triadic Relationships. | Data Collection:  ~~Begin 10/1/16~~  ~~End 6/30/18~~  Begin 1/17/17  End 6/30/19  Analysis:  Complete analysis in July for the preceding federal fiscal year | In process   * Baseline data collected with the SE self-assessment from demonstration site providers. Analysis to be completed by Feb. 2017. * SE Self-Assessment to be administered again to demonstration site providers in July 2017. Data:   67/72=93% of providers completed the SE competencies Self-Assessment.     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Self-Assessment – Baseline Data | | | | | | | |  | Level 1 | | Level 2 | | Level 3 | | | C1 | 11 | 16% | 32 | 48% | 24 | 36% | | C2 | 8 | 12% | 33 | 49% | 26 | 39% | | C3 | 9 | 13% | 41 | 61% | 17 | 25% | | C4 | 12 | 18% | 37 | 55% | 18 | 27% | | C5 | 11 | 16% | 25 | 37% | 31 | 46% | | C6 | 15 | 22% | 33 | 49% | 19 | 28% | | C7 | 12 | 18% | 35 | 52% | 20 | 30% | | C8 | 0 | 0% | 17 | 25% | 50 | 75% |   Majority | Data Quality Issues and Actions: No data quality issues were encountered.  Performance Status Related to Performance Indicator:  Performance data is not yet available. Post training comparison data will be collected at 6 months following face-to-face training and annually thereafter. Progress will be reported next year.  Notes: |
| **Intermediate** | EI providers will implement EBP (PSP Approach to Teaming and Coaching Model in natural learning environments) related to SE development ~~using the PSP Approach and Coaching Model~~ with fidelity  (Provider Practice) | Do providers from demonstration sites who have children with entry SE COS scores ≤5 and who participated in the Shelden & Rush trainings implement EBP (PSP Approach to Teaming and Coaching Model in natural learning environments) related to SE development ~~using the PSP Approach and Coaching model~~ with fidelity? | 75% of providers who participated in the trainings ~~increased by at least one (1) rating point on self-assessment~~, demonstrate at least one-step movement for each competency towards “actively supports caregivers” on the Hawaii SE Competencies Coaching Log Review | * ~~Pre and post self-assessment~~ * Hawaii SE Competencies Coaching Log Review   Analysis: count and % of providers who attended trainings who had at least a one-step movement for each competency towards “actively supports caregivers” on the Hawaii SE Competencies Coaching Log Review | Data Collection:  ~~Begin 10/1/16~~  ~~End 6/30/18~~  Begin 4/1/17  End 6/30/19  Analysis:  Baseline data will be collected after first Mentoring Call (April 2017) and compared to data collected in last Mentoring Call (September 2017) and annually thereafter. | In Process. |  |
| **Long-term** | Infants and toddlers with disabilities in demonstration sites will have ~~made greater than expected~~ substantially increased their rate of growth in social-emotional skills (including social relationships) by the time they exit EI  (child) | Did children from demonstration sites ~~who entered EI with SE COS ≤ 5~~ substantially increase their rate of growth by the time they exited EI for SE skills (including social relationships)? | ~~At least 50% of children are in categories c and d annually.~~  Combined Demonstration Sites data meet Positive SE Summary Statement 1 Targets for:  FFY 2015: 49.28%  FFY 2016: 49.28%  FFY 2017: 49.50%  FFY 2018: 50.00% | * ~~Annual HEIDS Child Outcomes ratings data and comparison to previous years’ numbers of children in OSEP progress categories b and c indicates numbers shifting from OSEP progress category b to category c.~~ * Data captured in HEIDS Child Outcomes Data: COS ratings at entry and exit.   Analysis: Compile COS % ratings for social emotional skills (including social relationships) Summary Statement 1 for Demonstration Sites compared to the established target for Demonstration Sites. | Data Collection:  Begin 7/1/16  ~~End 6/30/18~~  End 6/30/19  Analysis:  Complete analysis in July for the preceding federal fiscal year | In process.  Data:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Child Outcomes Positive Social Emotional Skills Summary Statement 1 | | | | | | Program | FFY | | | | | 2015  %  Target: 49.28 | 2016  % Target: 49.28 | 2017  % Target: 49.50 | 2018  %  Target: 50.00 | | Imua Lanai | 50 |  |  |  | | Imuai Maui | 77.6 |  |  |  | | Imua Molokai | 33.3 |  |  |  | | Kailua Easter Seals | 25 |  |  |  | | PCDC Waipahu | 33.3 |  |  |  | | Windward ECSP | 60 |  |  |  | | **Demo Site TOTAL** | **55.71** |  |  |  | | Data Quality Issues and Actions: No data quality issues were encountered.  Performance Status Related to Performance Indicator:  The target of 40.28% was met. The Demonstration Site total for Positive Social Emotional Skills Summary Statement 1 is 55.71% for FFY 2015.  Notes:  Began using revised COS form that included decision tree 9/15/15. A discussion with stakeholders will occur next year regarding targets after reviewing the data. |