Telling Your SSIP Story in an Infographic: Strategies, Tips, and Examples

Introduction

Developing the State Systemic Improvement Plan (SSIP) offers the opportunity to engage an array of stakeholders in planning, implementing, measuring, and celebrating improvements in the services states provide for young children and their families. States can communicate their progress and plans on the SSIP in an infographic. Presented in the following sections are information and tools to help you create infographics to involve stakeholders in SSIP work and examples of effective infographics:

- General Guidance, pages 1–2
- SSIP Infographic Exemplar, page 3
- Example State Infographics, pages 4–7

General Guidance

Why use an infographic?

Infographics translate content and data into messages that diverse audiences can understand. They can be used to build support and generate enthusiasm around SSIP efforts by communicating the value of the SSIP work. Infographics make the information easy for others to share across audiences and networks.

What content should I include?

In creating an infographic on the SSIP, do the following:

- **Provide background on the SSIP.** Provide a primer on the SSIP—the who, what, where, when, why, and how. The infographic may travel beyond your primary audience, so you want to make sure there is enough context for comprehensibility.
- **Drive home the “why.”** Ground the SSIP in your state’s SiMR and explain what impact achieving it will have on children and families. Use plain language and graphics to convey why your audiences should care about the SSIP and what the SSIP will help the state, programs, providers, and families understand or do.
- **Highlight progress to date.** Briefly highlight major accomplishments in SSIP Phases I & II.
- **Share what to expect in Phase III.** Lay out your plans for Phase III. Again, think about the who, what, where, when, why, and how.
- **Include contact information.**

Who should be involved?

Involving members of your SSIP stakeholder group in the creation of an infographic can help ensure many people understand the content and data. In addition to assisting in message development, key stakeholders can help build support for the SSIP generally and help in disseminating the final infographic to diverse groups.

Look at your SSIP stakeholder engagement plan to identify the stakeholders who represent the different audiences you intend to reach with the infographic. Enlist them to help draft key messages, design the infographic, review drafts, and share the infographic across stakeholder groups and networks.
How do I design an effective infographic?

**Communicate one central idea.** Don’t try to do too much; keep to one central idea. Do not include extraneous information or visuals that do not support the central idea.

**Communicate the data clearly.** The viewer should be able to perceive relationships in the data at first glance or reading.

**Create different levels of engagement.** Think in three layers: *must see*, *should see*, and *can see*. The must see layer is information that is vital to the infographic and must be the focal point. The should see layer adds interest and insight. The can see layer is less important information but offers the reader more depth or an opportunity to explore.

**Make it easy to navigate.** Create a clear hierarchy to help viewers navigate and locate information. The Styles feature in Microsoft® Word offers a good model of markers to organize content (Heading 1, Heading 2, Quote, etc.).

**Keep it beautiful.** Use good design—clear typefaces, use of white space, harmonious colors.

What tools are available?
You can create infographics in PowerPoint, and many low-cost or no-cost tools are available online. Online tools offer a variety of designs and templates to get you started. Please visit the DaSy-NCSI Data Visualization Toolkit Infographics page to see several online tool options: [http://dasycenter.org/data-visualization-toolkit/infographics/](http://dasycenter.org/data-visualization-toolkit/infographics/)

How do I make my infographic accessible?
Review 508 compliance guidelines when posting the infographic online. We recommend you start with the following:

- **Build the infographic with a clear reading order.** This means there should be hierarchical headings
- **Provide alternative text (alt text) for all images.** Alt text provides a textual alternative to non-text content in web pages. It does not appear to most users, but is read by screen readers to explain the images to users who have visual impairments. You may also post a text-only version of your infographic, rather than providing alt text. This may be more practical for users of screen readers. Be sure that the text is organized into sections with headers, bullets, and descriptions of any content-rich images.
- **Check your specifications.** A good starting point is to use 600w x 1800h (and no more than 800w x 2000h) dimensions, as this size will be shareable and easiest to view on most devices. Also, save your image in PNG format (vs. JPEG) for best quality.

Where can I access help?
Technical assistance providers are available to help you create an infographic, including accessing the exemplar template in an editable format. Contact your liaison at DaSy, the National Center for Systemic Improvement (NCSI), the Early Childhood Technical Assistance Center (ECTA), or IDEA Data Center (IDC).
SSIP Infographic Exemplar

Instructions for Use

This exemplar infographic was created based on the guidance in this document. It is designed to be used as a template or an example to inspire your own SSIP infographic. To access the exemplar as a template in an editable format, contact your liaison at DaSy, NCSI, ECTA, or IDC.

State's State Systemic Improvement Plan (SSIP)

Enter SSIP/SIMR details to provide context, for example, A multi-year plan to increase the number and percentage of infants and toddlers who demonstrate progress in the area of social emotional development for Part C eligible children.

SSIP Phase I
2013-2015

Analyzed data & infrastructure
Chose a focus based on analysis
Developed a theory of action
Drafted improvement strategies

SSIP Phase II
2015-2016

Strengthened infrastructure
Prepared for implementation
Planned for evaluation

SSIP Phase III
2017-2020

Implement Improvement Strategies

Strategy 1
Strategy 2
Strategy 3

Evaluate

State evaluation questions here, examples below

Were the improvement strategies implemented with fidelity?

How did outcomes change for children in Part C programs?

For more information contact state@state.gov
State Examples

Example SSIP Infographics from Delaware, Kansas, North Dakota, and South Dakota

States are creating and using infographics to communicate their plans and progress on SSIP.

Delaware's State Systemic Improvement Plan (SSIP) Improving Social Emotional Outcomes

What is the SSIP?
A multi-year plan for how the state improves outcomes for children with disabilities served under IDEA. It is part of the Office of Special Education Programs' (OSEP) Results Driven Accountability framework (RDA). The SSIP is indicator 11 of the the State Performance Plan (SPP).

What is the SIMR?
Delaware's State Identified Measurable Result (SIMR) is to increase the number and percentage of infants and toddlers who demonstrate progress in the area of social emotional development for Part C eligible children.

SSIP Phases I & II
Phase I
2013-2015
✓ Analyzed Data & Infrastructure
✓ Chose a SIMR
✓ Developed a Theory of Action
✓ Drafted Improvement Strategies

Phase II
2015 - 2016
✓ Strengthened Infrastructure
✓ Supported programs to implement strategies
✓ Planned for Evaluation

Tying it all Together in Phase III
2017-2020
Implement Improvement Strategies in Five Strands of Action

Evaluate
To what degree did we accomplish the improvement strategies in each strand?

How will we sustain the improvement strategies in each strand?

Are social emotional outcomes improving?
The State Systemic Improvement Plan (SSIP) is a multi-year plan that describes how the State will improve outcomes for children with disabilities served under IDEA. It is part of the Office of Special Education Programs’ (OSEP) Results Driven Accountability framework (RDA). The SSIP is an added requirement to the State Performance Plan (SPP) and is identified as Indicator 11. Stakeholder engagement is both required and critical to the success of the SSIP.

Kansas will see improvement in early childhood positive social-emotional outcomes for Medicaid-eligible children exiting the three designated tiny-k programs, with skills at age appropriate levels as measured by Indicator 3, Summary Statement 2, Outcome A.

Our Progress
- Established a State Leadership Team and 3 Local Leadership Teams (Cohort 1)
- Added 6 Local Leadership Teams across 9 programs (Cohort 2)
- Established a Cadre of Master Coaches and Professional Development Activities
- Developed the Social Emotional Toolbox
- Provided training on selected Social-Emotional (SE) Assessments
- Developed an evaluation plan
- Initiated progress monitoring activities
- Included stakeholders and partner agencies in ongoing work
- Explored family/professional partnerships that support SE development
- Started scaling up towards full implementation of SSIP activities

SSIP Phases
- **Phase I** 2013-2015
  - Data & Infrastructure Analysis
  - SIMR
  - Coherent Improvement Strategies
  - Theory of Action
- **Phase II** 2015-2016
  - Infrastructure Development
  - Support Programs in Implementing EBP
  - Evaluation plan
- **Phase III** 2017-2020
  - Report on Progress
  - Revisions
North Dakota SSIP

What is the SSIP?

The State Systemic Improvement Plan (SSIP) is a multi-year plan that describes how the State will improve outcomes for students with disabilities served under the Individuals with Disabilities Education Act (IDEA). It is part of the Office of Special Education Programs’ (OSEP) Results Driven Accountability framework (RDA). The SSIP is an added requirement to the State Performance Plan (SPP). Stakeholder engagement is both required and critical to the success of the SSIP.

What is our goal?

Students with behavioral, social-emotional, social, communication and mental health needs will receive improved instruction and educational supports that will result in improved performance as reflected in their extended six year graduation rates.

Progress on Our Strategies

- Local special education units identified 21+ evidence-based practices and programs that will be implemented to improve instruction and educational supports for students with emotional needs.
- Implementation of evidence-based practices and programs has begun. Those most common throughout the state are “Zones of Regulation,” “Prevent, Teach, Reinforce,” “Nurtured Heart” and the inclusion of social/emotional measures in the design of intensive interventions in a school’s multi-tier system of supports (MTSS) models.
- NDDPI ongoing financial, professional development, and technical assistance are focused on the effective implementation of evidence-based practices and programs.
- NDDPI is advocating for an increase in public and private mental health services for students with mental health needs.

SSIP Leadership Team: Roles and Responsibilities

Leadership team advises and makes recommendations:

- Evaluation of NDDPI efforts (e.g., providing feedback regarding data collection and analysis)
- Adjustments/changes to the NDDPI Implementation Plan

Leadership team members:

- NDDPI Special Education Project Team
- Other NDDPI Offices
- Special Education Directors Study Council
- General Education Administrators
- Regional Education Associations
- Parents

Leadership team is committed to:

- Representing constituencies
- Providing diverse perspectives
- Engaging in two-way communication
- Interacting through four/five meetings (calls, webex) in June, July, and August 2017
In 2013 six districts came together with the SD Special Education Programs to improve literacy outcomes for students with learning disabilities.

Assessments
Students with disabilities in grades 3-8 and 11 participate in state assessment systems. Most of these students take the same general assessment that students without disabilities take.

Standards indicate what students at a particular grade level are expected to know.

Assessment data helps schools to know how well they are doing in helping students to acquire knowledge and skills as specified by standards.

Setting Targets
To improve reading, teams examine their data and set goals.

In SSIP Phase I, SD, along with stakeholder input, set a target for the reading performance of students with specific learning disabilities.

By Spring 2019 41.83% of students with learning disabilities in grade 3, will be proficient in reading.

SD joined the Smarter Balanced Assessment Consortium and administered the new assessment in 2014-15.

The Smarter Balanced Assessments are based on standards developed for each grade level that aim for college and career readiness at graduation. Based on the new assessments results, new targets must be set.

Assessments are unique in how they measure skills. Performance on two different assessments varies.