DaSy
The Center for IDEA Early Childhood Data Systems

Simplifying SSIP Reporting Through Innovative Tracking Methods

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ECTA Center
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Background

- SSIP reporting requires states to track multiple types of information from multiple sources.
- States benefit from having methods and tools to track this required information.

States Need to…

- Collect status information from their teams.
- Document why activities did not happen as planned.
- Capture other relevant information (e.g., barriers and how they were addressed, reasons for making changes, data collected, progress made toward achieving outcomes).
- Keep track of edits, additions, and deletions to their action plans.
- Communicate information on SSIP progress to stakeholders.

Scan QR code to access full versions of tools described here.

Hawaii

Features of Tool:

- A single document for tracking progress and modifications made to a SSIP Action Plan.
- Created by expanding action planning template used for Phase II reporting to align with Phase III requirements.
- Uses color coding for easy identification of new and edited text.
- Included as an appendix to Phase III report.

Process:

- Part C Coordinator sends to SSIP workgroup leads to update regularly.
- Part C Coordinator reviews and contacts leads if any information is missing or unclear.

Activities to Meet Outcomes	System Level: State	System Level: Local	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
1-2. Develop or modify and implement provider self-assessment tool… (PSP Approach to Teaming and Coaching…) ~~related to SE development using the PSP Approach and Coaching Model~~	X		1-2b. Develop or modify self-assessment tool regarding SE competencies and PSP Approach and Coaching Model	• Shelden & Rush • ECTA TA • NCSI TA	Competencies Workgroup Co-Leaders	~~9/1/16 – 9/30/16~~ 11/1/16 – 12/31/16	Refer to Implementation Workgroup Roster (Appendix B)	Workgroup helped create and revise self-assessment tool. Program managers helped provide input into the self-assessment. Stakeholders reviewed and provided examples for self-assessment.	Completed on 12/30/16. Evidence: SE Competencies Self-Assessment was finalized after input from stakeholders, including EI Program Managers and providers and National TA experts in SE development.	Barriers: The delay in forming SE competencies delayed the reviewing and development of the SE Competencies Self-Assessment tool. Actions to Address Barriers: The PD Competencies Workgroup drafted several potential rubrics for the self-assessment tools based on information gathered… Adjustments: Timelines were adjusted to accommodate the delay. Implications of Adjustments: Dissemination of the SE Competencies Self-Assessment Tool was delayed.

Red text = changes to previous submission Blue text = new text

Mississippi

Features of Tool:

- Communicates progress to stakeholders and SSIP state team.
- Displays the status of each SSIP activity in a single, brief document.
- Includes short narrative after each strategy summarizing relevant information.
- Uses color coding for easy identification of strategies within a focus area.

Process:

- Part C Coordinator and SSIP workgroup leads regularly update the table.

A.1. Revise and implement high-quality early intervention program standards	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
A.1.1. Establish a Program Standards Writing Team				→	X	*				*		
A.1.2. Identify and analyze key resources for writing the standards including reference documents, professional resources, and input from stakeholders not represented on the Program Standards Writing Team (e.g., family members, service providers)					→	→	→	X				
A.1.3. Using the resources identified and key stakeholder input collected, develop a draft Program Standards document						→	→	→	→	→	→	→
A.1.4. Coordinate with CSPD Leadership Team on the revision of personnel standards and incorporation of the MSFSEIP Personnel Standards into the Program Standards document										→	→	→

Note: Revision of the early intervention program standards is ongoing. We have gathered input from a cross-disciplinary team, including family advocates; however, we need additional input from family members, service providers, Head Start, and Dept. of Education. We are finalizing the Program Standards Document. We are also waiting on Personnel Knowledge and Skills Standards to complete the Program Standards Document.

B.1. Reestablishing the cross-sector CSPD leadership team	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
B.1.1. Re-establish a comprehensive system of personnel development (CSPD) team to provide guidance to MSFSEIP regarding personnel policies, governance, and financial matters related to the early intervention personnel.				X	*							
B.1.2. The CSPD team will establish a *Vision, Mission, and Purpose* statement, which aligns with the MSFSEIP Vision, Mission, and Principles.				X								
B.1.3. The CSPD Leadership Team will develop a strategic plan for improving the CSPD system.						X						
B.1.4. The CSPD Leadership Team will conduct formative evaluation of the implementation of strategic plan and update the plan as needed.							⇒	⇒	⇒	⇒	⇒	⇒

⇒ Deferred Activity S Scheduled Activity → Ongoing Efforts X Completed Activity * Additional/Revised Actions

Blue = quality standard Green = personnel strategy

How Have Tools Helped?

- **Simplified** writing of Phase III report by regularly compiling progress information during the year and by including it as an appendix to report.
- **Supported engagement** of workgroups by giving them a role in tracking SSIP activities.
- Quickly **communicated** progress on SSIP activities in a way that multiple stakeholder groups could understand.
- Kept workgroups **on track** by providing regular feedback on progress of activities they were responsible for.

Tips

- Clearly **define purpose** of new tracking tool.
- Consider the needs of the **intended audience** for the tracking tool.
- Decide **who** will keep the tracking tool up to date.
- Decide **where** the tracking tool will be saved and who will have access to it.

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