



early steps

State Systemic Improvement Plan (SSIP)

The SSIP is a multi-year plan that began July 2013 and will continue through June 2019. The purpose of the plan is to implement effective, sustainable policies and practices at the Florida Early Steps state and local levels to positively impact child outcomes. The U.S. Department of Education, Office of Special Education Program's Results Driven Accountability initiative requires all IDEA Part C programs nationally to develop an SSIP.

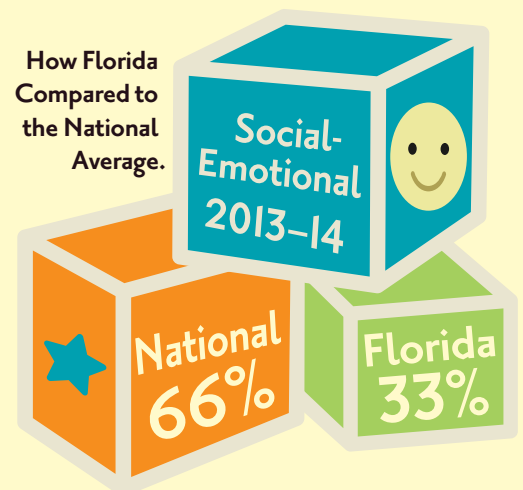
Florida's SSIP Focus: Social-Emotional Development

INDICATOR 3.A.1: The percent of infants and toddlers who entered the Early Steps program functioning below a level compared to same-aged peers in positive social-emotional skills and substantially increased their rate of growth in positive social-emotional skills by 3 years of age or program exit.

The Early Steps State Office (ESSO), together with stakeholders, analyzed performance data and identified Indicator 3.A.1 of the *Annual Performance Report (APR)*—social-emotional development—as the SSIP focus. Florida's performance was significantly below the national average and more disparate than other child outcome areas.

Positive social-emotional development refers to the ability to experience and express feelings, form relationships, and explore the world. Social-emotional development is the foundation for all other learning and development throughout life. Florida developed the State-identified Measurable Result (SiMR) based on the importance of social-emotional development and Florida's data.

How Florida Compared to the National Average.



State-identified Measurable Result (SiMR): Florida will improve the percent of infants and toddlers who substantially increase their rate of growth in positive social-emotional skills.



How Early Steps Will Help Improve Outcomes for Children

Adapt and revise policies and processes to integrate performance expectations for LESs to promote positive social-emotional development.

Develop professional development coaching framework to increase provider competency to promote positive social-emotional development, first at the demonstration sites and then replicated statewide.

Test and adapt evidence-based practices aligned with the Division of Early Childhood's Recommended Practices and proven to promote positive social-emotional development, at the demonstration sites and later implemented statewide.

Develop and implement a revised Individualized Family Support Plan to facilitate development of quality functional outcomes for social-emotional development.

Develop a statewide fiscal plan for the implementation of the professional development framework and evidence-based practices for scale-up of activities statewide.

Procure and implement a data system to provide real-time access to current and reliable data to assist with data-informed decision making for program performance improvement for Indicator 3.A.1.

EVIDENCE-BASED PRACTICES



Pyramid Model

A multi-tiered framework that organizes evidence-based environmental, interactional, and instructional practices for promoting social-emotional competence.



Embedded Practices and Intervention with Caregivers (EPIC)

An early intervention approach that supports caregivers to provide learning opportunities related to social emotional outcomes for infants and toddlers during every day routines and activities.

Project TEST Toolkit



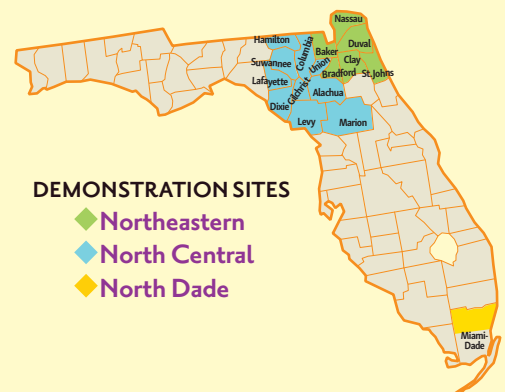
A 7-component model to support the successful implementation of early intervention from first contact through transition that focuses on writing outcomes to increase families' confidence and competence to support their child's social-emotional development and learning.

SSIP Partners

The Early Steps State Office is responsible for developing and coordinating SSIP activities, engaging stakeholders, and providing assistance to Local Early Steps (LES) and LES Demonstration Sites.

LESs are responsible for ensuring staff and providers are trained on developing quality functional outcomes for social-emotional development and developing and implementing corrective action activities to meet state-identified targets. Statewide implementation of evidence-based practices and revised policies and procedures will occur at LESs following the activities conducted at demonstration sites.

LES Demonstration Sites are responsible for implementation of the selected evidence-based practices. The following LESs were selected to serve as demonstration sites: Northeastern, North Central and North Dade.



Subject Matter Experts from the University of Florida and Florida State University will train the demonstration sites, support implementation of evidence-based practices, measure outcomes, and make recommendations for statewide replication.

SSIP Stakeholders at all levels will be engaged to help implement SSIP activities to achieve the desired outcomes.