Utah Program Status and Justification for Delays and Changes to the SSIP

Explanation of events and current status of the Utah Bay Watch Early Intervention Program during this reporting period regarding administration, resources and staffing that continue to impact the SSIP work.

- January 1, 2016 BWEIP in the Bureau of Child Development consisted of long tenured staff of a program manager, program coordinator who directed the compliance, policy and education work of the CSPD coordinator, and community health specialist, while the data manager oversaw the work of the data system, including the senior business analyst and the research coordinator, a finance analyst, a vacant office technician position was replaced with a newly formed position of an operations manager.
- March 22, 2016, the new operations manager, was give the program manager position for all staff, removing the team leadership roles. The program manager of 20 years was reassigned to special projects and the community health specialist was dismissed, to make room for a therapist position.
- April 1, 2016 the finance analyst resigned and not replaced.
- April 16, 2016 the senior business analyst, responsible for writing data base reports and integral to some of the SSIP work resigned. The position remains vacant.
- May 6, 2016 the former program manager retired.
- May 23, 2016 the data manager/statistician and co-lead on the SSIP left her position. The position remains vacant.
- June 1, 2016 – Nov 30, 2016 a contacting analyst was transferred into Baby Watch
- October 1, 2016 A speech language pathologist was hired
- December 1, 2016 the program manager was let go – position currently vacant
- December 15, 2016 Baby Watch was removed from the Bureau of Child Development and reassigned back to our former Bureau of Children with Special Health Care Needs
- January 3, 2017 Baby Watch moved offices back to the U of U campus

Current situation: Baby Watch is just getting established and identified as a program in the Bureau of Children with Special Health Care Needs. We are staffed at 50% with an interim program manager, program coordinator, CSPD coordinator, SLP and an office tech with the following vacant positions going on one year data manager, senior business analyst, community health specialist, registered nurse, research analyst. Baby Watch has a legislative request for funds to assist with caseload growth during this session.

1a. SiMR: By FFY2019, Utah Early Intervention would like to increase child social relationships (Child Outcome A) by substantially increasing rate of growth (SS1) for children of culturally diverse backgrounds as measured by the Child Outcomes Summary Form (COSF).

1b. Theory of Action

Focus of Action	If BWEIP	Then….	Then….	Then….
Assessment	… develops guidance on the use of valid, reliable, and culturally appropriate social-emotional tools and methods to assess children birth to age three and will provide support to early intervention (EI) providers to implement assessment guidance for social-emotional development	…EI providers will have guidance on the use of valid, reliable , culturally appropriate tools and methods to assess social –emotional skills of children birth to three	…EI providers will have the appropriate assessment tools and methods to evaluate social-emotional development of infants and toddlers of all cultures and EI providers and families will develop social-emotional outcomes on the IFSP	
Professional Development, TA	…enhances Utah's statewide CSPD system with the DEC/CEC standards to ensure the use of evidence based practices by all EI providers, redesigns the current CSPD system to ensure EI providers have the knowledge and skills to implement evidences-based practices and implements a new EI provider orientation and self-assessment to result in an individualized learning and coaching plan	… EI providers will have credentialing standards that align with DEC/CEC national standards, an enhanced CSPD system—self-assessment, orientation, and coaching for all new providers—linked to the new standards that includes cultural competency, social-emotional assessment and practices, family-centered services, RBI, and family engagement	…EI providers will have evidence based practices to support families in their child's development and families will be empowered, motivated, and have many opportunities to feel successful in their child's development	…there will be a substantial increase in social and emotional rate of growth, measured by COSF scores, among infants and toddlers of culturally diverse backgrounds.
Family Engagement	… develops guidance to support EI providers in the use or delivery of culturally-appropriate assessment and EI services and provides support to EI providers to implement guidance for culturally-appropriate assessments and EI services	…EI providers will have cultural diversity resources and receive guidance to support them with assessments and intervention practices	…EI providers who use the cultural diversity resources will be more competent and confident in working with culturally diverse families, resulting in increased trust between providers and families.	
Collaboration	…compiles and disseminates community resources to support EI providers in their work with children and families from diverse cultures and a compendium of community resources for local programs to access to support children and families from diverse cultures	… EI providers will have community resources to support children and families from diverse cultures	…EI providers will have to address family needs, resulting in decreased family stressors	

1c.   Logic Model

Inputs	Outputs *Strategies*	Outcomes -- Impact		
		Short-Term	*Intermediate*	*Long-Term*
Utah Interagency Coordinating Council (ICC) Utah SSIP Core Workgroup BWEIP CSPD Redesign ICC Committee, including Orientation, Coaching, Learning Topic, and Policy Subcommittees Early Childhood Personnel Center (ECPC), University of Kansas ECTA Technical Assistance ECTA Social-Emotional Learning Community NCSI Social-Emotional Learning Collaborative BWEIP staff SSIP/ Family Engagement Work Team SSIP/ Cultural Diversity Work Team SSIP/ Community Resource Work Team	**Assessment Strand:** BWEIP will develop guidance on the use of valid, reliable, and culturally appropriate social-emotional tools and methods to assess children 0-3. BWEIP will provide support to early intervention providers (EI) to implement assessment guidance for social-emotional development. **PD and TA Strand:** BWEIP will enhance Utah's statewide CSPD system with the DEC/CEC standards to ensure the use of evidence-based practices by all early intervention (EI) providers. BWEIP will redesign the current CSPD system to ensure EI providers have the knowledge and skills to implement evidence-based practices. BWEIP will implement a new EI provider orientation and self-assessment to result in an individualized learning and coaching plan **Family Engagement Strand:** BWEIP will develop guidance to support EI providers in the use or delivery of culturally-appropriate assessment and EI services. BWEIP will provide support to EI providers to implement guidance for culturally-appropriate assessments and EI services. **Collaboration Strand:** BWEIP will compile and disseminate community resources to support EI providers in their work with children and families from diverse cultures.	**Assessment Strand:** BWEIP has guidance on use of valid, reliable, culturally appropriate tools and methods to assess social-emotional skills and needs of children 0-3. Providers have appropriate assessment tools and methods to evaluate social and emotional development of infants and toddlers of all cultures. **PD and TA Strand:** BWEIP has credentialing standards that align with DEC/CEC national standards. BWEIP has an enhanced CSPD system—self-assessment, orientation, and coaching for all new providers—linked to the new standards that includes areas around cultural competency, social-emotional assessment and practices, family-centered services, RBI, and family engagement. **Family Engagement Strand:** BWEIP has cultural resources and guidance available to support providers with assessment and intervention practices. Providers have access to and use cultural diversity resources. **Collaboration Strand:** BWEIP has a compendium of community resources for local programs to access and support children and families from diverse cultures. Providers have community resources to support children and families from diverse cultures.	**Assessment Strand:** Providers and families develop social-emotional outcomes on IFSPs. **PD and TA Strand:** Providers due to renew credentials access training and learning experiences to field based on the new standards. Providers implement evidence based practices to support families their child's development. Families will be empowered, motivated, and have many opportunities to feel successful in their child's development. **Family Engagement Strand:** Providers who use the cultural diversity resources are more competent and confident in working with diverse families. There is increased trust and acceptance between providers and families. **Collaboration Strand:** Providers use community resources to address family needs, resulting in decreased family stressors.	**SiMR:** By FFY2019, Utah Baby Watch Early Intervention Program (BWEIP) will increase child social relationships (Child Outcome A) by substantially increasing rate of growth (SS1) for children of culturally diverse backgrounds as measured by the Child Outcomes Summary Form (COSF).

2. Principle Activities and Improvement Strategies employed during the year (**See B1. Progress in Implementing the SSIP Assessment Strand**)

   a. Assessment
   i. Determined what assessment tools and methods ae being used by EI providers to assess the social emotional domain
   ii. Reviewed the current assessment tools and methods for strengths and limitations when assessing the social emotional domain
   iii. Developed a criteria for a preferred/recommended list of social emotional assessments and tools most suited to child's age and circumstances
   iv. Reviewed CSPD Needs Assessment regarding social emotional developmental domain

   b. Professional Development
   i. Created Utah CSPD standards
   ii. Created individual self-assessment as component of new credentialing system
   iii. Created orientation as component of new credentialing system
   iv. Created a coaching system as component of new credentialing system
   v. Created a coaching system as component of new credentialing system
   vi. Developed and communicated instructions for how providers can access the system to update their credentials
   vii. Participated in Utah Valley University (UVU)/Easter Seals-Goodwill Certificate in Early Childhood Education Coaching
   viii. Began preliminary work on Early Childhood System Wide Personnel Development Plan
   ix. Continued participation on the Governor's SUCCESS Initiative
   x. Continued participation in the Social Emotional Community of Practice offered by the National Center for Systemic Improvement
   xi. Implemented performance based contracting
   xii. SSIP work team collaborated with child phycologists and the Utah Infant Mental Health Association
   xiii. Collaborated with the Department's Bureaus of Child Development and Children with Special Health Care Needs
   xiv. Accessed training and support for EI providers statewide for the early identification of Autism in EI systems

   c. Family Engagement
   i. Created resources and guidance on cultural diversity available to all providers
   ii. Continued partnership referral and tracking partnership with United Way Help Me Grow statewide

   d. Collaboration- Community Resource Collaboration
   i. Reviewed Office of Health Disparities materials

   ii. Health in 3-D
   iii. HMG

Document: TEXT KEY	
BLACK	No Change
BLUE	Update
RED	Revision

Examples of SSIP Stakeholders Activity

Baby Watch Early Intervention Program
State Systemic Improvement Program (SSIP) Stakeholder Meeting
9:00 a.m. to 4:00 p.m., June 29, 2016
Highland Building 3rd Floor Auditorium

Presenters outline for June 2, 2016 SSIP 12:00 pm – 2:00 pm MTS

Stakeholder's Call- Overview and Preparation for June 29th SSIP Stakeholders Meeting

> Call in number: 1-877-820-7831   access code 371258#

> Go to Meeting: https://www.gotomeeting.com/join/634910245

1. State Systemic Improvement Plan: OSEP rationale (CH PPT, CK comments)

2. SSIP Phase I 2013-2014: Review (CH PPT.)
   a. Teams
   b. Data analysis
   c. Infrastructure analysis
   d. State Identified Measurable Result (SiMR)
   e. Theory of Action

3. National Work on Social Emotional Outcomes (CK, KF comments)
   a. States
   b. Community of Practice

4. SSIP Phase II 2015-4/2016: Review (CH PPT.)
    Activity on the Professional Development Strand
          Describe new CSPD credentialing system
          Areas addressed – SSIP Family Engagement, Relationships, Evidence Based Practices
          (based on CEC 0-3 subset)
          Status of credentials and retention (CSPD Pilot 1 survey results)

5. Phase III 2016-2019: Logic Model Four Components (Review model graphic CH)

6. Review agenda for June 29th stakeholder meeting (CH)

> Children referred with S/E concern - referral form and training (IDL)
>
> IFSP S/E outcomes review process and ~~findings (LMM)~~ (CH will explain the activity that currently in process to provide results on June 29th)
>
> S/E Assessments/Screeners (KF)
>
> Plan for Discussion and Presentations by stakeholder members for 6/29 (comments all)
>
> How to Measure a Relationship, Dyadic Approach to Intervention EI Barbra Stroud (very brief intro by IDL, KF)

June 29, 2016 SSIP Social Emotional Outcomes Stakeholder Meeting

State Lab, 9:00 am to 4:00 pm (lunch included)

Christina Kasprzak, Director of ECTA

Ilse Dekoeyer-Laros, President of Utah Association of Infant Mental Health

Karen Moran Finello, Co-Lead NCSI Social Emotional Community of Practice

Agenda presentations and discussions on the following;

Implementation of Social Emotional Assessment Strategy

Analysis of SFY 13-15 statewide assessment usage for children ref. with S/E concerns

Capturing S/E Concerns

Identifying S/E concerns (assessments/screeners)

Analysis of SFY 13-15 Outcomes for Social Emotional content

Weaving S/E content into IFSP Outcomes

Next Steps

Work groups

SSIP Social Emotional Outcomes June 29, 2016 Stakeholders Work Team

Christina Kasprzak, Director of Early Childhood Technical Assistance Center

Ilse Dekoeyer-Laros, President of Utah Association of Infant Mental Health

Karen Moran Finello, Co-Lead NCSI Social Emotional Community of Practice

Presentations and Discussions

9:00 am: Welcome & Introductions - All

9:15 am: SSIP Background- Implementation/Evaluation of Social Emotional Assessment Strategy -Catherine, Christina

9:45 am: Social Emotional Concerns at Referral SFY 13-15 – Catherine

10:00 am: Capturing S/E Concerns- Ilse

10:45 am: Identifying S/E concerns (assessments/screeners) –Karen, Ilse, Marsha, Alex

12:00 pm: Lunch

12:30 pm: Analysis of SFY 13-15 Outcomes for Social Emotional content-Christina

1:30 pm: Weaving S/E content into IFSP Outcomes –Ilse, Karen

3:00 pm: Next Steps – Catherine, Christina

3:30 pm: Work group formation-– Catherine, Christina

4:00 pm: Adjourn

Dear State Systemic Improvement Plan Stakeholders,

Now that summer is winding down I wanted to update you on Baby Watch Early Intervention SSIP work, to improve social emotional outcomes for children from diverse backgrounds. I want to thank everyone that has been and continues to be involved in this work.

We had a very successful SSIP daylong meeting on June 29th that included information from Baby Watch providers, ICC members, and local and national technical assistance providers. We reviewed Phase I (selection of the Social Emotional Focus) and Phase II (details of the implementation and evaluation plans for the 4 strands- assessment, professional development, family engagement and community collaboration). The majority of the day focused on aspects of social emotional referrals from families and health care providers, social emotional assessments and screeners, social emotional IFSP outcomes, and weaving social emotional strategies into EI services. (Presentations are attached)

The group determined that several new work teams should be formed to carry out the implementation and and evaluation plans.
The following is a list of the work teams.

Please put a check mark by the team/s you would like to participate in even if you have already spoken to me and volunteered. If you have staff that you would like to assign that would be wonderful. As always let me know if you have questions.

Work Teams
__1. Social Emotional Child Find Referral Education (public and professional)
__2. Social Emotional Assessments/Screeners
__3. Social Emotional IFSP Outcomes Writing
__4. Evidence Informed Relationship Based EI Practices (CSPD Redesign)
__5. Diverse Communities Outreach and Resources
__6. Quality Compliance (contracting site visits)

Thanks again,
Catherine