I. SSIP Improvement Strategy and Evaluation Details

A. **Improvement Strategy 2.** **Professional Development:**

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.

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.

EI providers due to renew credentials access training and learning experiences to field based on the new standards.

EI 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.

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

1. Utah Valley University (UVU)/Easter Seals-Goodwill Certificate in Early Childhood Education Coaching:
   Coaching is an evidence-based strategy to increase program quality and teacher effectiveness in early childhood classrooms, programs, and home delivery systems. This course will train early childhood coaches using material from research-based sources and program experiences. Participants will learn recommended practices in coaching related to early childhood and develop a systematic, individualized approach to effective coaching. This first course explores foundations for early childhood education and coaching. This course is the first in a three-semester program leading to the UVU/Easter Seals-Goodwill Certificate of Proficiency in Early Childhood Coaching.

2. Utah is the second state that is currently developing an Early Childhood System Wide Personnel Development Plan. The following is an overview of a self- assessment Utah is currently working on to develop the plan that is being supported by the Early Childhood Personnel Center (ECPC) and the Early Childhood Technical Assistance Center System Framework for Personnel/Workforce (PN) Component State Self Assessment

   The purpose of the Personnel/Workforce component of the System Framework is to guide states in the planning, development, implementation and evaluation of a comprehensive system of personnel development (CSPD). This component is the primary mechanism by which the state ensures that infants, toddlers, and young children with disabilities and their families, are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs. The CSPD is a statutory requirement for Part C. Although no longer a mandate for Part B, we continue to use the terminology because CSPD has a lengthy and prominent history in the Individuals with Disabilities Education Act (IDEA), dating back to the predecessor, the Education of the Handicapped Act (EHA).

   An ongoing, coordinated and strategically designed system of personnel development provides the supports needed by the other framework components. An effective CSPD is key to promoting both effective practices and the implementation of legal requirements as determined by the IDEA. It is important for understanding workforce capacity in order to provide timely and consistent services by prepared personnel. An effective system must coordinate and address state needs for both the number of personnel as well as the degree to which those personnel are supported and qualified for their roles in the service system. The CSPD acknowledges the coordination between preservice and inservice personnel development as critical for ensuring consistency of practices. A CSPD is informed by ongoing evaluation and multiple sources of data including stakeholder input, monitoring results and the capacity to implement child and program quality standards. The other components of a system framework inform the work of the CSPD and how it can support their effective implementation and desired results.

This component includes: leadership, coordination, and sustainability; state personnel standards; preservice personnel development; inservice personnel development; recruitment and retention; and evaluation. The leadership, coordination, and sustainability subcomponent addresses the membership and responsibilities of a leadership team and the required elements of a written plan for the CSPD. The state personnel standards subcomponent specifies criteria regarding the alignment of state standards with national standards established by discipline-specific organizations (e.g. CEC, ASHA, AOTA) for personnel knowledge, skills, and competencies, and bases state certification, licensure, credentialing, and/or endorsement upon these standards. The preservice personnel subcomponent requires institution of higher education (IHEs) to align programs of study with state and national personnel standards, coordinate with inservice training providers, and specifically prepare students to work with infants, toddlers, and preschool children and their families. The inservice personnel development subcomponent requires the availability of appropriately targeted and effective training and technical assistance to retool, extend, and update the knowledge, skills, and competencies of the workforce. The recruitment and retention subcomponent delineates strategies that must be in place to ensure the availability of sufficient numbers of highly competent personnel to meet the demand for services in the state. Finally, the evaluation subcomponent provides the basis for collecting data and examining all elements of the CSPD in order to identify strengths and weaknesses, and make appropriate modifications based on the findings.

3. Baby Watch Early Intervention has been chosen by the Governor's Office of Management and Budget as one of the programs in state to participate in the Utah Success Initiative. Any organization is comprised of multiple factors. People, policies, technology, business processes, performance measures, organization design, strategies, and goals each play a role in organizational performance. When all of these factors work in harmony toward a common goal, organizations can thrive. Aligning all of these variables to achieve maximum system performance is the core of the SUCCESS Framework.
    S et Goals, Targets and Performance Measures
    U se Analysis and Thinking Tools
    C reate Strategy
    C reate Organization
    E ngage Employees and Customers
    S ynchronize Projects and Policies
    S tay Focused
    The Baby Watch System Goal: To improve parent/caregiver capacity to facilitate improved child developmental outcomes for infants and toddlers 0-3 with developmental delays and/or disabilities.
    The Measure: Value as the consideration of quality (Child and Family Outcomes), value (number of children and families served) and cost (operating expense).

4. Social Emotional Community of Practice: As Utah Part C works to transform its system of education to ensure that all students are prepared for lifelong learning, work, and citizenship, we recognize the incredible potential, through our State Systemic Improvement Plan (SSIP), to put an intentional and particular focus on the needs of children and youth with disabilities.
    To assist us in the ongoing development and implementation of our SSIP, Utah Part C Utah Part C is making a commitment to participate in the Social/Emotional Community of Practice offered by the National Center for Systemic Improvement (NCSI). Participation in this Collaborative will assist Utah Part C in identifying issues and opportunities related to improving outcomes for children and youth with disabilities, engage in professional learning and growth in order to build our capacity in the areas of *data use*, *knowledge utilization*, *systems change*, and *communication & collaboration*, and improve our system of general supervision.

5. Performance Based Contracting: (Appropriate use of S/E assessments) (IFSP S/E outcomes
    Baby Watch Early Intervention is strengthening its evidence-based practices and strategies in the following areas to increase the capacity to serve and improve outcomes for children and their families.

a. Procurement, contracting, and Auditing: To improve transparency, consistency and accountability of the program statewide BWEIP is working to standardize practices and incorporate performance and outcome based contracting. This may include strategies such as competitive procurement, restructuring funding use and more comprehensive auditing.

b. Process and Practice: To improve statewide operations through strategies such as data-driven decision making to expedite and prioritize services, evidence-based assessment of parent outcomes, and program evaluation.

c. Capacity Development: Family needs and program requirements will likely always outpace and outgrow funding allocation, so more rigorous operational data analysis, management, and evaluation will be needed for capacity-building, in terms of gaining time and proficiency.

6. BWEIP and SSIP Work Teams are collaborating with a child psychologist on the "*The Baby Watch Early Intervention, Social-Emotional Project*"

   a. To review and determine an appropriate and allowable set of social-emotional assessments for use EI providers in Utah.
   b. To create a protocol for social-emotional delays at referral and intake.
   c. To provide training for Utah EI providers on "*How to Measure a Relationship- A Practical Approach to Dyadic Intervention*" by Dr. Barbara Stroud.

7. BWEIP is housed at The Utah Department of Health, Bureau of Child Development, BWEIP staff and SSIP Work Team members collaborate with the following programs and projects to enhance infrastructure within the early childhood community of professionals. The mission of the BCD is to support the health and development of Utah families and their children. The bureau also houses the Utah evidenced-based Home Visiting Program, a Developmental Screening program, Early Childhood Utah – a statewide interagency body whose function is to work to improve Utah's early childhood system, the Longitudinal Data System Project, the Child Care Licensing Program, and the Strengthening Families Protective Factors project. BWEIP has many natural and planned opportunities to interface with these programs and projects. BWEIP is a partner on the activities of all these projects. These partnerships allow us to maximize the use of resources and funding and facilitates interagency agreements.

   a. Child Care Licensing: Supports working parents by protecting the health and safety of children in regulated child care programs. This is accomplished by:

      Establishing and enforcing health and safety standards for child care programs.
      Training and supporting providers in meeting the established health and safety standards.
      Providing the public with accurate information about regulated child care.

   b. Developmental Screening Program: The statewide program trains early care and education providers to use developmental screening tools and share screening results with parents and help early care and education providers connect children and families to community resources for child development.

   c. The Early Childhood Comprehensive System (ECCS) Collective Impact Grant: The partnership will provide the Bureau of Child Development with an opportunity to strengthen the work that is currently happening with early childhood/developmental screening and/or collective impact of child find and data sharing by:

      Participation in the Regional Early Childhood Utah groups by local early intervention providers from each designated region (Ogden, Salt Lake, San Juan).
      Participation in the support of a Decision Tree that connects EI to Help Me Grow resources and mental health resources when developmental screenings indicate a need but children do not qualify for EI services.

   d. Office of Home Visiting: Promotes a coordinated service continuum of research-informed home visiting that supports healthy child development and ensures the safety of young children and family members by:

Developing state infrastructure to support home visiting
Supporting a local continuum of services
Providing training and technical assistance to local programs
Securing Sustainable funding
Evaluating outcomes and quality of services

8. Utah Association of Infant Mental Health (UAIMH) mission is to promote a unified understanding of infant mental health across programs and to develop a statewide system of resources in support of infant mental health for all families living in Utah.

> To facilitate cooperation among individuals and agencies concerned with promoting conditions that will bring about the optimal development of infants and infant-caregiver relationships.
> To encourage the realization that infancy is a sensitive period in the psychosocial development of individuals.
> To promote education and research of the effects of mental development during infancy on later normal and psychopathological development.
> To support the implementation of evidence-based programs of promotion, intervention, and prevention designed to foster positive infant-caregiver relationships.

7. The State Practice Model is presented as a framework for all who work with children 0-5.*An Initiative of the Utah Interagency Coordinating Council For Infants and Toddlers with Special Needs carried out by the Expanding Options for Infant Mental Health Committee.*
   The following Tool Kits were developed to support the State Practice Model:
   > PROMOTION TOOL KIT- Resources to support healthy social emotional development in children birth to five
   > PROACTIVE INTERVENTION TOOL KIT -Information on screening and first line interventions for children birth to five
   > INTERVENTION/TREATMENT TOOL KIT - Information on assessment, evidence based models of intervention and clinical treatment for infants and young children birth to five.

8. Training and Support for Early Identification of Autism in Early Intervention Systems
   University of Utah, Brigham Young University, Utah State University

   Working with Utah Regional Leadership Education in Neurodevelopmental and Related Disorders (URLEND) and Utah Baby Watch

- Statement of need: Among the states in the CDC prevalence studies, Utah has the lowest rate of early identification of autism spectrum disorders (33% of children with autism were identified in educational and/or health records by the age of 3).

- Purpose and Description: This project proposes to (1) Collect needs assessment data from early intervention agencies under the purview of Utah Baby Watch to determine training needs regarding identification or documentation of autism spectrum disorders in children, birth to 3 (Fall 2014); (2) Develop an evidence-based curriculum to address identified training needs, specifically including autism screening using the Modified Checklist for Autism in Toddlers (M-CHAT-R/F: Winter 2015); (3) Deliver the training in one-day workshops in 6 EI areas (SL county/Tooele, Utah county/central Utah, northern Utah, southern, eastern, and southeastern Utah) in Summer 2015; (4) Follow up on training with regular (monthly) video conference consultation to support training and implementation (Fall 2015, Winter 2016).

B.   Improving Infrastructure and/or Practice

1. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	☐	Accountability	☐	Professional development	☐
Data	☐	Quality standards	☐	Technical assistance	☐
Finance	☐				

2. Is this strategy intended to directly improve practices? Yes ☐   **No** ☐

C. Intended Outcomes

Type of Outcome	Outcome Description
Short term	BWEIP has credentialing standards that align with DEC/CEC national standards.
Short term	BWEIP has an enhanced CSPD system: establish an orientation for all new providers linked to the new standards which include areas addressed in this SSIP plan around cultural competency, SE assessment and practices, Family Centered Services, Routines Based Interviews, and family engagement.
Intermediate	EI providers due to renew credentials access training and learning experiences to field based on the new standards
Intermediate	EI providers implement evidence based practices to support families their child's development.
Intermediate	Families will be empowered, motivated, and have many opportunities to feel successful in their child's development
Long term	SiMR

A. Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
1.Create Utah standards	A. Reviewed the national DEC/CEC and 7 principles of EI and UT's old standards SSIP CSPD committee identified areas missing or needing to be improved B. Adopted portions of the DEC/CEC standards C. Committee and then provider consortium vetted and adopted the new standards D. New standards embedded into the provider contracts E. When CSPD policy is revised, it will include new standards	DEC/CEC standards; current Utah (competencies) standards	SSIP/CSPD Committee	March – June 2017
2.Create individual self-assessment as component of new credentialing system	A. Subcommittee reviewed new standards B. Created self-assessment based on the new standards	DEC/CEC standards; Utah standards, ECPC self-assessment tools	SSIP/CSPD Assessment Committee	June 2015
3. Create orientation as component of new credentialing system	A. Identify and finance a new platform for supporting the online system B. Create new web page to login to the platform to access the orientation information C. Create online interactive training materials to include assessment that allows them to move on; mandatory experiential opportunities	University of Utah CANVAS Current local EI orientation packages National EI orientation and training	SSIP/CSPD Orientation Committee	July – October 2015
4. Create a coaching system as component of new credentialing system	A. Created a subcommittee for designing the coaching B. Reviewed existing materials in other states/nationally C. Secured assistance from TA Center (national support) D. Develop the content of the coaching training, forms, process E. Pilot the coaching process and forms, revising based on the pilot process	Existing national resources; state examples; National TA expert assistance	SSIP/CSPD Coaching Committee	May 2015 June 2015 December 2013 August 2015 September 2015 May 2016
5. Train coaches and keeping them updated	3 groups: (1) new providers through credentialing process; (2) group of coaches being trained who are also providers; (3)	Curriculums Forms Web and in person	SSIP/ CSPD Work Team	September 2015 – December 2016

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
	current providers trained with former CSPD process and competencies	delivery systems		
6. Develop and communicate instructions for how providers can access the system to update their credentials	A. Develop instructions B. Announcements and invitation to training at grantee, ICC, SSIP. CSPD meetings.	Staff and training platform Written documentation	SSIP/ CSPD State Work Team	August 2015 - ongoing

B. Evaluation Plan

1. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
SSIP/CSPD workgroup activity	Meeting dates, materials reviewed, documents produced, discussion, conclusion. Standards agreed upon and compiled.	December 2014 – May 2015
BWEIP enhanced CSPD system work	Membership, meeting dates, materials produced by the three SSIP/CSPD subcommittees (Orientation, Coaching, Hands on Learning).	June 2015 – April 2016
BWEIP enhanced CSPD credential process dissemination and participation	Dates of component launches, trainings, and tracking of learning platform logins, progress, returned forms, conference call feedback and surveys of users (coaches and new practitioners).	October 2015 - Ongoing

2. 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)
Short term	BWEIP will have Utah standards that align with DEC/CEC national	Did BWEIP develop Utah standards that align with DEC/CEC	New standards are posted and in the program contracts.	Numbers of new EI providers and coaches feedback from pilots.	March 2015 – May 2017 and ongoing

	standards.	national standards? Were the standards disseminated to local programs? Do EI providers understand expectations for use of the standards?			
Short Term	BWEIP will enhance the existing CSPD system: establish an orientation for all new providers linked to the new standards which include areas addressed in this SSIP plan around cultural competency, SE assessment and practices, FCS, RBI, family engagement and relationship building.	Did BWEIP develop and establish an orientation for all new EI providers linked to the new standards which include areas addressed in this SSIP plan around cultural competency, SE assessment and practices, FCS, RBI, family engagement and relationship building? Was the orientation and guidance disseminated to local programs? Do EI providers understand expectations for use of the orientation?	A new online system for orientation based on standards exists and is accessed by EI providers	New web based login to the platform to access the orientation information. Online interactive training materials to include assessment and tracking that leads the credentialing new practitioners to move through the orientation sequentially; mandatory experiential opportunities, and self-assessment to determine additional needs to be included in the individualized credentialing/coaching plan.	March 2015 – May 2017 and ongoing
Short term	BWEIP will enhance the existing CSPD system: establish an individualized self-assessment linked to the Utah standard which are based on national DEC/CEC standards	Did BWEIP develop and establish individualized self-assessment linked to Utah standard based on national DEC/CEC standards? Were the self-assessments and guidance disseminated to local programs?	A new system for individualized self-assessments linked to standards exists and is accessed by EI providers.	Self-assessments with items based on DEC/CEC standards Data are collected from new practitioners and are used for the credentialing system CSPD credentialing pilot surveys	March 2015 – May 2016 and ongoing

		Do EI providers understand expectations for use of the self-assessments?			
Short term	BWEIP will enhance the existing CSPD system: establish a coaching component to the credentialing system to support providers in implementing evidence based practices to meet the standards	Did BWEIP develop and establish a coaching component to the credentialing system to support providers in implementing evidence based practices to meet the standards? Was the coaching system and guidance disseminated to local programs? Do EI providers understand expectations for use of the coaching system?	A new system for coaching based on standards exists and is accessed by EI providers.	Coaching piece exists in the platform – individualized credentialing plan based on self-assessment Forms completed related to coaching Web site statistics on participation in the coaching aspects Individual data in the system about coaching.	March 2015 – May 2016 and ongoing
Short term	BWEIP will enhance the existing CSPD system: establish an individualized credentialing plan for hands-on learning including resources component to the credentialing system to support providers in implementing evidence based practices to meet the standards	Did BWEIP develop and establish an individualized credentialing plan for hands-on learning including resources component to the credentialing system to support providers in implementing evidence based practices to meet the standards? Was the individualized credentialing plan and	An individualized credentialing plan for hands-on learning including resources exits and is accessed by credentialing new practitioners	Individualized credentialing plan and resources based on self-assessment exits in platform. Individualized credentialing plans created. Web site statistics on participation in the credentialing plan activities and resources accessed.	March 2015 – May 2016 and ongoing

| | | resources guidance disseminated to local programs?

Do EI providers understand expectations for use of the individualized credentialing plan and resources? | | | |
|---|---|---|---|---|---|
| **Intermediate** | EI providers due to renew credentials access training and learning experiences to field based on the new standards by participating in a self-assessment. | Did BWEIP develop and establish individualized self-assessment linked to Utah standard based on national DEC/CEC standards?

Were the self-assessments and guidance disseminated to local programs and providers due to renew credentials?

Do EI providers understand expectations for use of the self-assessments for providers due to renew credentials? | EI providers renewing credentials participate in areas of training and learning experiences based on the standards as informed by their participation in a self-assessment. | Tracking of providers due to renew credentials self -assessment and professional development. | July 2016 - ongoing |
| **Intermediate** | EI providers implement evidence based practices to support families their child's development. | Are S/E outcomes increasing on the IFSP | Providers implement EBPs when working with families | Monitoring tool for home visits pre/post self-assessment

Monitoring tool for home visits by lead agency

Review of IFSPs for goals and strategies related to S/E; with follow up discussions with local program. | Spring 2017-ongoing |

Intermediate	Families will be empowered, motivated, and have many opportunities to feel successful in their child's development.	Are families empowered and motivated and have opportunities to successful in their child's development?	Families will report improved outcomes on the family survey, specific items (to be determined).	Family survey data (identify specific items; analysis by subgroups; trend data).	August 2016 – August 2018
Long term (SiMR)	BWEIP will substantially increase the rate of growth in positive social-emotional skills (including social relationships) for culturally diverse infants and toddlers with disabilities in Utah by the time they exit Part C." These children will move closer in functioning to that of same-aged peers, as reflected in Summary Statement 1.*				Winter 2019

* SIMR as Child-Family Level Outcome
By utilizing Summary Statement 1 of APR Indicator 3, the progress achieved in the SiMR will be a direct result of the developmental gains made by individual children. While the focus of implementation in Utah is a sub-population of children from diverse cultures, all children and families should benefit from the improved training and competence of early intervention providers. Additionally, the focus on cultural diversity regarding assessment, family engagement, communication, and IFSP services and goals should substantially increase the rate of growth in acquisition of knowledge and skills; and use of appropriate behavior to meet a child's needs for the culturally diverse subpopulation.

8/28/2017