

I. SSIP Improvement Strategy and Evaluation Details

A. Improvement Strategy 3. Family Engagement:

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.
 BWEIP has cultural resources and guidance available to support providers with assessment and intervention practices.
 Providers have access to and use cultural diversity resources.
 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.

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

1. The Office of Health Disparities (OHD) is committed to improving the health of diverse populations in Utah and works with professionals and communities by offering resources aimed at achieving health equity for Utah communities including:
 - Demographic profiles of Utah’s racial and ethnic populations
 - Data and reports about diverse populations
 - Multilingual Library of health education materials
 - Resources for providing culturally and linguistically appropriate services
 - Online training videos and resources for professionals and communities
 - The latest health news on the Office of Health Disparities Blog

2. Health in 3-D: Understanding Diversity, Determinants and Disparities is a 28 minute video created for use as cultural competence or customer services training. It can be used by individuals or in groups like staff meetings or discussion groups. It features local Utahans as they share their health stories demonstrating how diversity, determinants and disparities are important to understand when serving the public.

3. The United Way of Utah - Help Me Grow: Is a free statewide service linking parents to information and resources for your child's development, health and learning. HelpMeGrowUtah.org. HMG’s goal is to support parents in their most important role: helping their child grow and succeed and to help parents to understand that they are not alone on this difficult, yet fulfilling journey. Help Me Grow understands that parenthood is an ongoing learning process--and they are there to help and get answers to parent’s questions and concerns. They listen carefully to each family’s story to make sure the information and/or resources are a perfect match. They also follow up to make sure the connection was made. Help Me Grow also provides families with access to developmental screenings and resources to track and learn ways to encourage proper development.

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C. 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 <input type="checkbox"/>	Accountability <input type="checkbox"/>	Professional development <input type="checkbox"/>
Data <input type="checkbox"/>	Quality standards <input type="checkbox"/>	Technical assistance <input type="checkbox"/>
Finance <input type="checkbox"/>		

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

D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	BWEIP has cultural resources and guidance available to support providers with assessment and intervention practices.
Short term	EI providers access and use cultural diversity resources.
Intermediate	EI providers who use the cultural diversity resources are more competent and confident in working with diverse families.
Intermediate	There is increased trust and acceptance between providers and families.
Long term	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.

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E. Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
1. Create resources and guidance on cultural diversity available to all providers	A. Explore existing resources and guidance around cultural diversity that can support providers with assessment and intervention practices. B. Look widely at available resources that BWEIP might be able to tap into. C. Identify gaps in resources D. Develop a final list of resources and supports available.	Diverse cultural connections. Literature review.	SSIP Core Work Team, SSIP Family Engagement and Outreach Work Team, Cultural Advisors, SSIP Coordinator, and EI staff	Fall 2016 – Winter 2017 and ongoing

Activity 1. Phase III Update - **SSIP FAMILY ENGAGEMENT AND OUTREACH**

Scope and Strategy of Work Team

This work team was established in September of 2016. It was created to help facilitate family engagement in the process of improving social and emotional outcomes for all babies and toddlers with disabilities. Since its inception, the Parent Advocacy and Support Committee of our Interagency Coordinating Council for Infants and Toddlers with Special Needs and their Families have collaborated with other council members to create materials that will meaningfully improve family engagement. Four official meetings were held to brainstorm and edit the materials as they were developed. The work team consisted of mostly parents of children who are or have been served in early intervention.

There are two target audiences that our work team is making efforts to reach: (1) Parents whose babies and toddlers are not experiencing expected

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Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
<p>development in the social and emotional areas, and (2) Parents who are already receiving services through early intervention.</p> <p>Target Audience 1: As families of babies and toddlers with special needs find that their children are not developing their social and emotional skills as would be expected of an average child, families need to become informed of Baby Watch Early Intervention as a resource. Unfortunately, many developing babies and toddlers that struggle in the area of social and emotional development are not found as early as possible through Part C and may begin to surface in preschool and beyond. In an effort to minimize this and take steps toward informing families of services that might be available to them, the workgroup has created a brochure to be distributed at key points and locations.</p> <p>The brochure is aimed at fulfilling the following purposes: (1) Informing families about what social and emotional development means and what kind of behaviors they can expect, (3) Speaks to families and encourages them to take action when there are areas of concerns and (3) Introduces the Baby Watch Early Intervention Program and key areas of service.</p> <p>Target Audience 2: For families who have already accessed the Baby Watch Early Intervention Program, it would be beneficial to foster conversations that explore the goals and objectives related to social and emotional development. Two pieces of information were initially developed for purposes of (1) Focusing on outcomes in behavior and social development during early intervention, and (2) Accessing best practices for learning in early childhood, including the early intervention years. See attachment FE1. General Social.Emotional Brochure.pdf</p> <p><i>Outcomes in Early Intervention</i> is a one-page information sheet that allows families to explore key areas for measuring progress. It refers them to a parent brochure that includes key questions to ask the professionals and providers you are working with to develop and help implement the IFSP. See attachment FE2. Outcomes in Early Intervention.pdf</p> <p><i>Education Practices that Improve Learning</i> is another one-page information sheet that explains to families the professional organizations that are leading experts in these practices. It introduces families to the DEC Recommended Practices and how they can be beneficial to their work. It also</p>				

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Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
allows them to access videos that describe these in more detail. See FE2. Outcomes in Early Intervention.pdf				
2. Disseminate the resources and guidance.	A. Share with EI providers via: website, provider consortium meetings, grantee meetings, ICC meetings, etc. B. Incorporate into the CSPD training platform	CSPD credentialing training platform Inservice training opportunities Dissemination channels	SSIP Core Work Team, SSIP Coordinator, and EI staff	Winter 2017 ongoing
Activity 2. Phase III Update - <u>Continuation of Work and Future Plans</u> Although these materials remain in draft format, the ultimate aim is to finalize them and distribute them to families who are currently receiving services and to have these available in key locations where families who have not yet entered the system and need to be found can access them. The work team will be: <ul style="list-style-type: none"> • Reaching out to an early intervention professionals to receive additional input. • Explore the possibility of translation of materials • Explore the possibility of creating a webinar or presentation by a professional to families already in services regarding the IFSP and social and emotional goals and strategies. • Make key contacts for the dissemination of materials 				
3. Provide follow-up TA, as needed, to ensure providers can implement culturally appropriate	Develop and TA checklist	Family Survey items Interviews with	SSIP Core Work Team, SSIP Family	Spring Winter 2017 ongoing

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Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)
practices.		families Interviews with Providers	Engagement Work Team, Cultural Advisors, SSIP Coordinator, and EI staff	

F. 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/Family Engagement and Outcome work team activity	Membership, meeting dates, minutes, resources reviewed, discussion, conclusion.	Fall 2016 – Winter 2017
<p>Phase III Update : This work team was established in September of 2016. It was created to help facilitate family engagement in the process of improving social and emotional outcomes for all babies and toddlers with disabilities. Since its inception, the Parent Advocacy and Support Committee of our Interagency Coordinating Council for Infants and Toddlers with Special Needs and their Families have collaborated with other council members to create materials that will meaningfully improve family engagement. Four official meetings were held to brainstorm and edit the materials as they were developed. The work team consisted of mostly parents of children who are or have been served in early intervention.</p>		
Family engagement cultural resources and guidance developed	Resources vetted, and guidance documents	Spring Summer 2017

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	compiled and disseminated to local EI programs.	
Phase III Update: N/A		
BWEIP Family Engagement cultural resources and guidance dissemination and use	Dates resources and guidance are made available and promoted, tracking of use, through provider feedback and items on the family outcomes survey, family engagement goals on IFSPs.	Summer- Fall 2017 - ongoing
Phase III Update: N/A		

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 has family engagement cultural resources and guidance available to support providers with assessment and intervention practices.	Did BWEIP develop family engagement cultural resources and guidance available to support providers with assessment and intervention practices? Were the resources and guidance disseminated to local	Family engagement cultural resources and guidance exist and in the program contracts.	Family engagement cultural resources and guidance dissemination.	Winter 2017 – Summer 2017

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		programs? Do EI providers understand expectations for use of the resources and guidance?			
Phase III Update N/A					
Short term	EI providers access and use family engagement cultural diversity resources and guidance to support assessment and intervention practices.	Are EI providers accessing and using the family engagement cultural diversity resources and guidance?	EI providers access; tracking via web stats or some other tracking process; tracking in CSPD sessions.	Tracking of access of resources: web stats, CSPD session data, and other requests.	Fall 2017 ongoing
Phase III Update: N/A					
Intermediate	EI providers who use the family engagement cultural diversity resources are more competent and confident in working with diverse families.	Are social emotional outcomes increasing on the IFSP?	EI providers who have used the cultural diversity resources report increased competence and confidence in working with diverse families. They also report increased trust and acceptance with the families they support.	Survey of EI providers re: competence and confidence as well as increased trust and acceptance.	Fall 2017 ongoing

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Phase III Update: N/A					
Intermediate	There is increased trust and acceptance between providers and families.	Are families empowered and motivated and have opportunities to be successful in their child's development?	Families report increased trust and acceptance.	Family survey items (certain items; analysis by specific family groups; trend data to show pre/post)	Winter 2018
Phase III Update: N/A					
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. *				
Phase III Update: N/A					

*** 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

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