

# Oregon

GRADS<sub>360</sub>

State Systemic Improvement Plan (SSIP)

Part C

2018



## **Oregon Early Intervention/Early Childhood Special Education (EI/ECSE) State Systemic Improvement Plan (SSIP)**

The Oregon EI/ECSE program is a single system of EI and ECSE services for children birth to kindergarten. Most children who receive EI services continue to receive ECSE services at age three. An Individualized Family Service Plan (IFSP) that meets both Part B IEP requirements and Part C IFSP requirements documents services to children eligible for EI and ECSE services. ODE works collaboratively with nine contractors (Education Service Districts, School Districts) and 36 Early Intervention and Early Childhood Special Education (EI/ECSE) county programs. All services to children and families are provided directly by EI/ECSE contractors or their subcontractors. The majority of subcontractors are ESDs or school districts. A major strength of Oregon's EI/ECSE system is that it lies within the larger birth through 21 special education system and is embedded in general education programs to a high degree (e.g., Head Start).

Because of this seamless system of services, Oregon developed one State-Identified Measureable Result for improving outcomes for children birth to kindergarten that was reported on since Phase I. Oregon's SIMR is comprised of components from Indicator C3 (EI Child Outcomes) and B7 (ECSE Child Outcomes), *to increase the percentage of infants, toddlers and preschoolers with disabilities demonstrating growth in social emotional and approaches to learning skills*. The SIMR is aligned with the following components of Indicator C3 and B7:

- Percent of infants and toddlers with IFSPs who demonstrate improved:
  - Positive social emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication).

Summary Statement 1: Of those children who entered or exited the program below age expectations in Outcomes A and B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

- Percent of preschool children aged 3 through 5 with IFSPs who demonstrate improved:
  - Positive social emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication).

Summary Statement 1: Of those preschool children who entered or exited the program below age expectations in Outcomes A and B, the percent who substantially increased their rate of growth by the time they exited the program.

Oregon uses the Assessment, Evaluation, and Programming System (AEPS) for reporting EI and ECSE child outcomes to the federal Office of Special Education Programs. The area of "acquisition and use of knowledge and skills" as summarized on the AEPS includes a sub-set of skills often referred to as "approaches to learning." These skills include object permanence, causality, problem solving, sequencing and recalling events. Research indicates that the development of social-emotional and approaches to learning skills in early childhood education is associated with improved kindergarten readiness and academic performance in third grade (McClelland, Acock, & Morrison, 2006).

### **Coherent Improvement Strategies**

Oregon continues to implement and evaluate the following Coherent Improvement Strategies identified in Phase II and Phase III (1):

1. Provide effective services to address social-emotional and approaches to learning skills;
2. Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities;
3. Implement a data system that effectively measures long and short term social emotional and approaches to learning skills of young children.

In Phase II of the SSIP, ODE determined that the components described in Phase I as Coherent Improvement Strategies are its selected evidence-based practices. Oregon's Phase II evidence-based strategies were clarified to include the following:

1. Early Childhood Positive Behavior Interventions and Supports + (EC PBIS+), and
2. Collaborative Problem Solving (CPS).

## Data

Oregon continues to make progress in implementing the State's SSIP. During this reporting period, Oregon implemented both evidence-based practices (CPS and EC PBIS+). For children participating in classrooms' implementing CPS, child-level data suggests improvements in child social, emotional and approaches to learning skills as measured by the Child Behavior Rating Scale (CBRS) formative assessment tool. For this reporting period, CPS adult-level fidelity data show teachers' modest growth in CPS skills. EC PBIS+ implementation began Fall 2017, therefore there are insufficient data pairs to report at this time. Preliminary data are promising; however, additional data are necessary to make conclusions that are more robust. This report contains specific activities, timelines, and outcome updates. Information on continued, substantive stakeholder collaboration and involvement are described, as well as information on technical assistance that the agency has received from its TA partners.

In Phase III (2), Oregon continues to collect child-level, adult-level and program-level data. Results of these analyses will be used to further determine if the Department is continuing to meet all of its targets. As mentioned above, Oregon developed one State-Identified Measureable Result for improving outcomes for children birth to kindergarten. Data and targets for Oregon's Birth to age 5 SIMR are separated into Part C and Part B 619 results and are included below. (The baseline year is FFY 2015.) Due to revised data collection for indicator C3 and B7, targets were revised in FFY 2015 and use the FFY 2015 C3 and B7 data submitted to OSEP on February 1, 2107 as the baseline for determining these targets.

### Part C Indicator 3: Early Childhood Outcomes Data

Baseline year was FFY 2015

	FFY	2014	2015	2016	2017	2018
A1	Target A1 ≥	81.40%	82.00%	85.40%	85.40%	85.40%
	Data A1	81.54%	84.89%	85.08%		
A2	Target A2 ≥	59.40%	60.00%	42.30%	42.30%	42.30%
	Data A2	57.29%	41.00%	41.80%		
B1	Target B1 ≥	64.20%	64.30%	66.70%	66.70%	66.70%
	Data B1	61.3% <sup>3</sup>	66.42%	64.32%		
B2	Target B2 ≥	7.60%	8.00%	36.00%	36.00%	36.00%
	Data B2	8.51%	35.69%	34.82%		
C1	Target C1 ≥	64.90%	65.00%	77.80%	77.80%	77.80%
	Data C1	65.97%	77.28%	75.83%		
C2	Target C2 ≥	18.40%	18.50%	40.60%	40.60%	40.60%
	Data C2	13.29%	40.33%	38.95%		

#### Reasons for B1 Slippage:

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs

receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for C3 summary statements, including the 2.10 percentage point drop for summary statement B1.

**Reasons for C1 Slippage:**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for C3 summary statements, including the 1.45 percentage point drop for summary statement c1.

**Reasons for C2 Slippage:**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This set of trainings was the most comprehensive (covering the largest number of children served) AEPS training conducted for EI/ECSE programs since the initial trainings during FFY 2008. For the FFY 2016 C3 child outcome data, 63.1% of the children were served by staff in the programs where this training took place. The drop in data may be due to the training that increased staff accuracy in administering the AEPS resulting in the 1.38 percentage point drop for summary statement C2.

**Part B Indicator 7: Preschool Outcomes Data**

**Baseline year was FFY 2015**

	FFY	2014	2015	2016	2017	2018
<b>A1</b>	Target ≥	74.80%	75.00	76.10%	76.10%	76.10%
	Data	73.96%	75.62	76.17%		
<b>A2</b>	Target ≥	32.80%	33.00	60.50%	60.50%	60.50%
	Data	29.79%	60.20	58.53%		
<b>B1</b>	Target ≥	61.00%	61.50	74.20%	74.20%	74.20%
	Data	53.40%	73.66	71.45%		
<b>B2</b>	Target ≥	23.90%	24.00	58.10%	58.10%	58.10%
	Data	24.34%	57.84	55.71%		
<b>C1</b>	Target ≥	45.30%	45.50	74.10%	61.50%	61.50%
	Data	38.80%	73.63	73.40%		
<b>C2</b>	Target ≥	32.00%	32.20	61.50%	74.10%	74.10%
	Data	28.83%	61.21	59.74%		

### **Reasons for A2 Slippage:**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for B7 summary statements, including the 1.67 percentage point drop for summary statement A2.

### **Reasons for B1 Slippage**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for B7 summary statements, including the 2.21 percentage point drop for summary statement B1.

### **Reasons for B2 Slippage**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for B7 summary statements, including the 2.13 percentage point drop for summary statement B2.

### **Reasons for C2 Slippage**

During FFY 2016, three Assessment, Evaluation, Programming System (AEPS) trainings were conducted by authorized Brookes Publishing Company trainers. One of the trainings was conducted in the Portland, Oregon metropolitan area and included staff from the three largest Early Intervention/Early Childhood Special Education (EI/ECSE) programs in the state. The other two trainings were conducted in rural areas of Oregon. This was the most comprehensive AEPS training since the initial AEPS trainings in FFY 2008. The staffs receiving the training serve 63.1% of the children in Oregon EI/ECSE programs. Increased staff accuracy in administering the AEPS due to the training may have resulted in the change in data from the previous year for B7 summary statements, including the 1.36 percentage point drop for summary statement C2.

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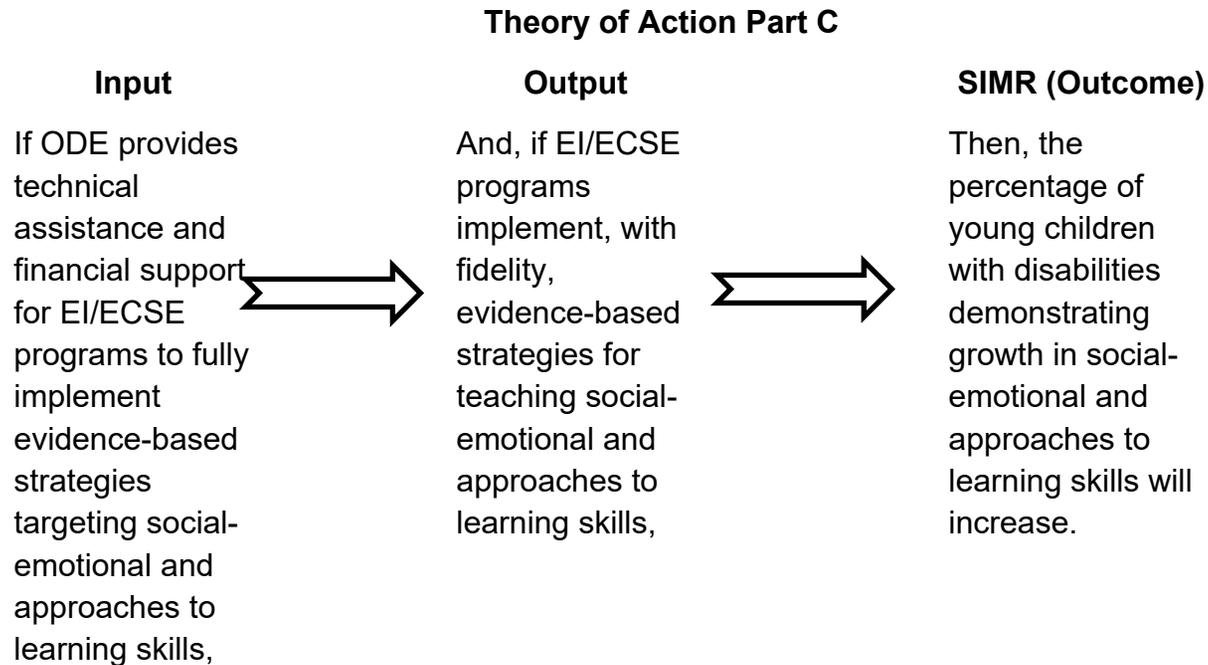
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**Indicator 11: EI/ECSE State Systemic Improvement Plan: Oregon**  
**Section A. SSIP Phase III (2)**

**A. Summary of Phase III (2)**

**1. Theory of action or logic model for the SSIP, including the SIMR**

The following Theory of Action guides all input, output and outcome activities for ODE’s Early Intervention/ Early Childhood Special Education SSIP.



This Theory of Action has remained unchanged since ODE’s Phase II report and continues to be used as the organizing guide for all activities related to the SSIP.

**2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies**

The Coherent Improvement Strategies employed and infrastructure activities are outlined in this section. Strategy 1 includes activities related to effective services to increase child-level social-emotional and approaches to learning skills. Strategy 2 includes activities directly related to infrastructure changes to support the SIMR. Strategy 3 includes activities related to data collection and analysis. A discussion of these Improvement Strategies and infrastructure changes are included in the following summary.

In the following narrative, each Coherent Improvement Strategy is highlighted followed by a brief summary of related achievements and outcomes thus far. A more detailed description of activities and outcomes related to the state’s Coherent Improvement Strategies can be found in Section B.

**Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.**

With continuous input from a variety of stakeholders, the agency created a plan and system for training and coaching that includes the selection of implementation sites, a process of training staff at implementation sites, a process for training coaches and a system of learning communities and supports for two evidence-based practices (Collaborative Problem Solving [CPS] and Early Childhood Positive Behavior Interventions and Supports plus [EC PBIS+]).

The state continues to evaluate the use of repurposed EI/ECSE discretionary funds to support implementation training and financially support selected implementation sites. ODE’s repurpose of two Education Specialist positions and one additional Education Specialist position continues to support the implementation, evaluation and reporting of SSIP activities. The agency continues to evaluate infrastructure support and delivery formats for ongoing training and coaching in supporting staff and partners in their implementation of evidence-based practices (CPS and EC PBIS+). This support continues to include ODE and Early Learning Division Summer Institute trainings to EI/ECSE staff and partners (e.g., Head Start, Oregon Health Authority and community preschools). These changes in support for the selected practices will lead to improved practices for teachers, staff and parents in their teaching and support of social, emotional and approaches to learning skill development in young children.

Evidence-based strategies are only effective if they are implemented with fidelity. ODE has created (CPS) or selected (EC PBIS+) fidelity measures to assess staff's implementation of each practice. Although data from these measures are preliminary and have been just recently collected and under analyzed, initial findings indicate positive results for both adult (fidelity and teacher burnout/stress) and child-level behavior change as measured by the selected formative assessment measures (Child Behavior Rating Scale [CBRS] and the Social Emotional Assessment Measure [SEAM] Infant and Toddler versions).

ODE continues to provide Practice-based Coaching to ensure practices are implemented with fidelity. The ultimate outcome of an increase in the rate of growth in social, emotional and approaches to learning skills (SIMR) for children with disabilities birth through age five can be realized once the outcomes previously highlighted are met.

**Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities.**

As reported in ODE's Phase III (1) report, following extensive stakeholder input, the state and its partners aligned early learning standards and K-3 common core standards to include social-emotional and approaches to learning skills. ODE, along with many early learning partners, drafted, finalized and published an Early Learning Standards document which is disseminated in print in five different languages and is posted online on the Department's website. During this reporting period, online modules to train and support practitioners use of the guidelines in their teaching practices are being designed. Once completed, these training and support modules will become available to all interested partners.

With input from EI/ECSE contractors and Higher Education stakeholders, ODE previously revised EI/ECSE competencies, adding social-emotional and approaches to learning skills for ODE authorization of EI/ECSE practitioners. To support these infrastructure changes around EI/ECSE competencies, presentations and discussion of the revised competencies at the 2016/17 System Performance Review and Improvement (SPR&I) trainings with the intent that these competencies would be included in the yearly professional development plans of EI/ECSE specialists, supervisors, and assistants. Preliminary analysis of 2017/18 Service Area Plans show initial steps towards this integration of the new competencies into professional development plans. The Service Area Plans are designed to provide ODE with information for each of these

agencies and their county programs for the next service year. Plans are completed by the contractor and subcontractors and reviewed by their ODE liaison.

As reported in ODE's Phase III (1) report, the newly revised competencies were also included into ODE Authorization certification demonstrating the connect between ODE, the field and Higher Education. A survey of the professional development needs of EI/ECSE staff is being designed and will be distributed to EI/ECSE contractors and staff supervisors for completion spring 2018. The results of this survey will inform next steps in professional development opportunities offered at Summer Institutes and ODE's designed and delivered yearly SPR&I trainings offered across the state.

This improvement strategy culminates into a plan for the long-term outcome of an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities birth through age 5. To demonstrate progress towards this long-term outcome, child outcome data that is specific to social-emotional and approaches to learning are collected and summarized. These child outcome data will be disaggregated by sites implementing the selected evidence-based practice, CPS and EC PBIS+ to evaluate improvements. In addition, Kindergarten Assessment data will eventually be disaggregated by sites implementing the selected evidence-based practices. A detailed description of preliminary formative assessment data and results from an initial analysis are included in Section C. of this report.

**Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.**

As reported in Phase III (1), the state analyzed a pre-existing data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills. As a result of this process, the state revised the Assessment, Evaluation, and Programming System (AEPS) data summary process to better measure social-emotional and approaches to learning skills. Although data are not yet available for analysis, the state developed a system for disaggregating Kindergarten Assessment data by children who received EI/ECSE services and the selected evidence-based practices (CPS and EC PBIS+) and those who have not. Preliminary data will become available summer 2018.

To evaluate the effectiveness of the SSIP selected evidence-based practices on the social-emotional and approaches to learning skills of young children, formative assessment tools were selected following an

analysis of fit of available tools conducted by key stakeholders and ODE staff. As previously described, two formative assessment tools were selected, the Child Behavior Rating Scale (CBRS) and the Social Emotional Assessment Measure Infant and Toddler Assessment (SEAM). These measurement tools were selected late summer 2016; therefore ODE has limited data for analysis. An additional child-level measure (Thinking Skills Inventory [TSI]) was selected to evaluate child behavior change over time for children in programs implementing CPS.

### **Child Behavior Rating Scale (CBRS) and Social Emotional Assessment Measure (SEAM) Data**

The following data includes 2016/17 fall/spring CBRS data pairs for the CPS Pilot Sites, CPS Target Group and EC PBIS+ Target Group and 2017 fall CBRS data counts for each that have been collected and submitted thus far:

#### CPS Pilot Data

2016/17 CPS *Pilot* CBRS Data (No data collected)

2017/18 CPS *Pilot* CBRS Data (fall count **34**)

2017/18 CPS *Pilot* SEAM Infant and Toddler Data (fall count **2** Infant and **13** Toddler )

#### CPS Target Group Data

2016/17 CPS *Target Group* CBRS Data (fall/spring pairs **26**)

2017/18 CPS *Target Group* CBRS Data (fall count **151**)

#### EC PBIS+ Target Group Data

2017/18 EC PBIS+ *Target Group* CBRS Data (fall count **50**)

Preliminary analyses of the 2016/17 Target Group CBRS data pairs indicate an increase in child behaviors as perceived and captured by their teachers on the Child Behavior Rating Scale.

### **Thinking Skills Inventory (TSI) Data**

The following data includes 2016/17 fall/spring TSI data pairs for both the CPS Pilot and Target Group and 2017 fall TSI data counts for each group have been submitted thus far:

#### *CPS Pilot TSI Data*

2016/17 CPS *Pilot* TSI Data (**20** fall/spring pairs)

2017/18 CPS *Pilot* TSI Data (fall count **20**)

#### *CPS Target Group TSI Data*

2016/17 CPS *Target Group* TSI Data (**25** fall/spring pairs)

2017/18 CPS *Target Group* TSI Data (fall count **64**)

Preliminary analyses of the 2016/17 Pilot and Target Group CBRS TSI pairs indicate an increase in child behaviors as perceived and captured by their teachers on the Thinking Skills Inventory.

Collectively, these short and intermediate outcomes, lead to the anticipated long-term outcome of increasing the social-emotional and approaches to learning skills of young children with disabilities, birth to five.

### **3. The specific evidence-based practices that have been implemented to date**

As previously described, to date, the specific evidence-based practice that have been implemented and evaluated are Collaborative Problem Solving (CPS) and EC PBIS+ with related practice-based Coaching. CPS was selected due to the mounting evidence of its effectiveness with children with social, emotional and behavioral challenges, an

often cited concern of early childhood educators. Following the establishment of 4 CPS pilot classrooms in one county, to date, 9 classrooms within 6 physical sites located in 5 counties across diverse areas of the state were selected for CPS implementation with financial and technical support based on their interest in pursuing CPS as an evidence-based practice to assist in the development of critical social, emotional and approaches to learning skills in young children in their area. Selected sites have been provided with on-site and electronically-delivered Practice-based coaching following intensive training in CPS practices. Two Fidelity of CPS implementation measures were created (*CPS APT Fidelity Rubric* and *CPS Video Fidelity Rubric*) to assess the extent to which selected teachers sites were implementing the components of CPS with fidelity. Descriptions of these measures can be found in Section C.

The fidelity of CPS implementation data collected thus far for the 2016/17 project year shows some growth in implementation fidelity across teachers in the CPS Target Group. To date, the agency is building capacity in CPS implementation and future internal capacity for program-level internal CPS Coaches within and across these geographically diverse settings. The agency is also in the exploration phase of building a community of practice of CPS implementers across the state.

As part of Phase II, the agency described activities related to the implementation of Early Childhood PBIS+ to be implemented across selected, committed programs. This evidence-based, tiered-model was selected due to its documented effectiveness in supporting the growth and development of social and emotional skills in young children. ODE's "plus" version places a targeted focus on the first foundational tier of the model as well as an intentional selection of those practices that support the development of approaches to learning skills. Instruction and Practice-based Coaching or and EC Consultation Model were used to support the implementation of EC PBIS+ practices provided by 7 teachers across 6 classrooms in 3 geographically diverse areas across the state. Training in EC PBIS+ Project implementation and strategies commenced in spring 2017. Practice-based Coaching delivered by Program-Level Internal Coaches began in fall 2017.

Similar to CPS, two measures were selected to evaluate the extent to which teachers were implementing EC PBIS+ practices with fidelity. Based on training received, programs selected either *The Pyramid Observation Tool (TPOT™)* or *The Pyramid Observation Tool-Short Form (TPOT-Short Form)*. To support EC PBIS+ sites at a program-level, a Program-Level fidelity of implementation measure, *EC PBIS Benchmarks of Quality (BoQ)*, was selected. Detailed descriptions of these measures can be found in Section C. of this report.

Preliminary EC PBIS+ fall 2017 Teacher-Level and Program-Level fidelity data indicate areas for improvement.

Among other activities, the ODE team has implemented the following:

- built infrastructure by analyzing and prioritizing job responsibilities of two Education Specialists, one who leads SSIP reporting and one who leads a team of stakeholders to convene and execute an annual Summer Institute
- invested in hiring an Education Specialist whose primary responsibilities include implementation and evaluation of the SSIP, specifically design of a comprehensive implementation and evaluation plan to assess fidelity of EC PBIS+ and CPS practices and coaching activities, and evaluate EC PBIS+ and CPS effectiveness across programs
- created, with stakeholder input, a comprehensive CPS and EC PBIS+ implementation and evaluation plan aligned Oregon's Phase II and Phase III (1) stated goals and related activities
- created applications for ODE's financial assistance for CPS and EC PBIS+ project participating program
- reviewed and selected 2016/17 and 2017/18 participating programs
- created and conducted a survey to acquire input from programs interested in being selected as first round EC PBIS+ implementation sites. Survey data provided ODE with information related to next steps in the EC PBIS+ roll out process
- created and held the several CPS Tier 1 and Tier 2 trainings and in EC PBIS+ implementation and planning
- created and held two Annual practice-based coach trainings/meetings with an additional training/meeting to be held Spring 2018 for all EC PBIS+ program-level Internal practice-based coaches and CPS team leads who are potential CPS program-level internal practice-based coaches
- initiated practice-based coaching for all CPS and EC PBIS+ programs

- provided state-level external practice-based coaching for all CPS participating programs and EC PBIS+ program-level internal practice-based coaches
- adopted and provided training in an ECSE Consultation Model for use in place of the adopted Practice-based Coaching model to one EC PBIS+ EI/ECSE implementing agency who is partnering with Head Start
- collected and analyzed initial 2016/17 CPS data pairs for: teacher perceived child-behavior change, adult-behavior change as reported by teachers implementing CPS, fidelity of CPS implementation and collected fall 2017 CPS data as well as fall 2017 EC PBIS+ teacher and program-level fidelity data and child-level formative assessments, and
- co-created an electronic database for data collection and reporting.

Next steps for future SSIP Phases include:

- continued evaluation of infrastructure changes including the use of discretionary funds for project activities and support personnel
- data-based planning and execution of future Summer Institutes
- development and delivery of content specific trainings and tools for: CPS and EC PBIS+ implementation practices, Practice-based Coaching, long term implementation planning and use of assessment tools
- creation and analysis of professional development surveys
- analysis of all Child-Level and Adult-Level data pairs to inform modifications to assessment tools and implementation practices and supports

For detailed information on closing the databased feedback loop and next steps, see the Results heading in Section C. Table C. 1. a. & b.

#### **4. Brief overview of the year's evaluation activities, measures, and outcomes**

As further elaborated in this Phase III (2) report in Sections B. (Progress in Implementing the SSIP) and C. (Data on Implementation and Outcomes), ODE has completed numerous evaluation activities using a variety of measures achieving several short, intermediate and long-term outcomes during this reporting period.

Table B. 1. a. in Section B. includes a description of each Coherent Improvement Strategy, outcomes (short, intermediate, and long-term), specific activities to meet the outcomes, steps to implement the activities, timelines (met, extended or on track), checks for fidelity of implementation, and the current status of each activity. In summary, ODE is making significant progress in the implementation of the State's SSIP. This progress is illustrated by the completion of over ~80% of planned SSIP activities. The additional activities are on track.

Supporting evidence for each improvement strategy, related activities and outcome achievement is detailed in Table B. 1. b. in Section B. of this report. This supporting evidence, directly related to the status of each outcome (short, intermediate or long-term) includes items such as: (1) a written implementation plan for both selected evidence-based practices (CPS and EC PBIS+), (2) completed expenditure reports, (3) attendance records and participant evaluations from multiple Summer Institutes and trainings providing professional development opportunities to implementing program staff and their service delivery partners, (4) results of knowledge-level assessments of CPS practices, (5) completed coaching logs and implementation plans, (6) published Early Learning and Kindergarten Standards in 5 languages available in print and accessible on the ODE website, (7) a revised list of professional development competencies that include social-emotional and approaches to learning skills, and (8) the selection and implementation of a formative assessment tool for ongoing evaluation of student progress.

In addition to measuring fidelity of implementation, the evaluation questions, detailed in Table C. 1 b. located in Section C., addresses items outlined in the state's Theory of Action input, output and outcomes. Evaluation items such as (a) the level of technical assistance provided and its impact on CPS implementation and related outcomes, (b) the extent to which ODE provided the level of financial assistance necessary for implementation sites and coaches to adequately implement and support CPS practices, (c) the impact of training on staff implementation practices, (d) the scope and reach of practice implementation, and (e) the impact on teacher, administrator and coach perceptions of CPS implementation and related outcomes to list a few.

Data sources included (1) fidelity checks, (2) coaching logs, (3) expenditure reports and budgets, (4) participant interviews/surveys, (5) demographic tables, and (6) some, recently acquired formative assessment data.

Overall, progress on SSIP implementation has been positive and on track to achieve the anticipated growth in the social-emotional and approaches to learning skills in young children with disabilities birth to five.

## **5. Highlights of changes to implementation and improvement strategies**

As further discussed within each section of this report, very few changes have been made to the implementation and improvement strategies. One rationale for not making substantial changes to the implementation plan or improvement strategies is the nature of Oregon's SSIP. Specifically, ODE has intentionally staggered the implementation of both evidence-based practices (CPS and EC PBIS+) with the intention that a methodical roll out with targeted attention on effective Practice-based Coaching and data collection will increase the scale-up (e.g., to EI/ESCE agency community partners) and scale-out (e.g., across EI and ECSE programs) and sustainability of these practices across implementation sites. With the only recent collection of valuable fidelity and formative assessment data, it is premature to analyze the results and make meaningful deductions. Over the next year, additional data will be collected from which substantial conclusions can be drawn. From what has been made available thus far, other than adding additional resources to support the implementation of SSIP activities (i.e., specific practice training and coaching), the state recognizes no need to make significant changes at this time.

## Section B. SSIP Phase III (2)

### B. Progress in Implementing the SSIP

#### 1. Description of the State's SSIP implementation progress

##### a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

The following Table B. 1. a. describes each coherent improvement strategy, outcomes (short, intermediate and long term), specific activities to meet the outcomes, steps to implement the activities, timelines (met, extended, or on track), checks for fidelity of implementation, and the status of each activity. This table includes a description of the extent to which ODE has carried out its planned activities with fidelity, what has been accomplished, what milestones have been met and the status of the proposed timeline. The activities captured in this Table include only those items labeled “on track,” “extended” or where the status of the activity was labeled “ongoing” in this section of the Phase III (1) report submitted in April 2017. Descriptions of changes to ODE’s plan based on an analysis of the status of each activity, resulting data and stakeholder input are located in Tables C. 1. a. & b. and C. 2. a. (1) and Sections C. 2. b. – e and summarized in Section A. 5.

#### Table B. 1. a.

##### **Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.**

**Short term outcome 1.1.1:** The state office develops a plan to develop a system for training and coaching that includes selection of implementation sites, a process of training staff of implementation sites, a process for training coaches, and a system of learning communities and supports.

- Collaborative Problem Solving (CPS)

- EC PBIS plus social-emotional and approaches to learning skills (ECPBIS+)
- Other strategies (ODE will continue to implement and evaluate CPS and EC PBIS+ and is not including a 3<sup>rd</sup> strategy at this time.)

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Develop and evaluate CPS training plan	<ol style="list-style-type: none"> <li>1. Develop evaluation tools (assessment of training plan)</li> <li>2. Adjust training plan using evaluation results</li> </ol>		<p>Stakeholder approval of training plan</p> <p>Training plan meets evaluation criteria</p>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ol>
Develop and evaluate a training plan for EC PBIS plus social-emotional and approaches	<ol style="list-style-type: none"> <li>1. Work with ECPBIS work group to develop a survey for determining implementation level of EC PBIS and teaching S-E and approaches to learning skills</li> <li>2. Survey EI/ECSE providers</li> <li>3. Stakeholder input to review survey results and determine how the</li> </ol>	<p>Activities 1 - 5 <b>(Met)</b></p> <p>Activities 6 &amp; 7 <b>(On Track)</b></p>	<p>Stakeholder approval of training plan</p> <p>Training plan meets evaluation criteria</p>	<p>Activities 1 – 5 completed; status reported in Phase III (1)</p> <p>Activities 6 &amp; 7 Ongoing</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	<p>information will be used</p> <ol style="list-style-type: none"> <li>4. Use survey information and stakeholder input to develop EC PBIS+ plan</li> <li>5. Identify trainers and coaches</li> <li>6. Revise (if needed) evaluation tools used in outcome 1.1</li> <li>7. Adjust plan using evaluation results</li> </ol>			
<p>Consider additional evidence-based innovation/practices for implementation based on need, fit, evidence, interest and capacity.</p>	<ol style="list-style-type: none"> <li>1. Review 2016 survey for existing evidence based practices for teaching social-emotional and approaches to learning implemented by EI/ECSE programs.</li> <li>2. Review results with stakeholders obtaining advice on</li> </ol>	<p>Fall 2017 <b>(Met)</b></p>	<p>Stakeholder advice on additional practice</p>	<p>ODE will continue to implement and evaluate CPS and EC PBIS+ and is not including a 3<sup>rd</sup> strategy at this time.</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	whether or not to add another evidence-based practice.			

**Short-term outcome 1.1.2:** The state repurposes EI/ECSE discretionary funds to support implementation training and support to selected implementation sites.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Analyze and prioritize available funding		<b>2017/18 (Met) Subsequent years (On Track)</b>	Assistant Superintendent of Student Services approval of reprioritization of funds	During previous, current and subsequent reporting periods, ODE reviews the planned activities and redistributes discretionary funds to support SSIP activities. ODE's plan moving forward is to include additional implementation sites requiring an annual review of discretionary funds and a reduction in per site funding as the number of

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
				implementation sites increases. ODE will continue to provide substantial technical assistance to implementing programs to assist in their planning for sustainability as ODE funds decrease over time. This activity occurs annually.

**Short term outcome 1.1.3:** The state repurposes State Education Specialist positions to provide support and ongoing training.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Analyze and prioritize job responsibilities of two Education Specialist positions		<b>(On Track)</b>	Assistant Superintendent of Student Services approval of revised job responsibilities  Annual Employment Performance Reviews  Description of new job responsibilities	Review annually

**Intermediate outcome 1.2:** The state has an infrastructure and format(s) for ongoing training and coaching in social-emotional and approaches to learning skill.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
<p>Initiate and institutionalize an annual Early Childhood Summer Institute that provides professional development for the early childhood workforce</p>	<ol style="list-style-type: none"> <li>1. Use the findings from needs assessment to develop and initiate an Early Childhood Summer Institute addressing a variety of in-depth learning opportunities that include needs of children with disabilities</li> <li>2. Invite early learning partners to participate in annual EC Summer Institute</li> <li>3. Conduct the annual EC Summer Institute</li> <li>4. Evaluate EC Summer Institute</li> </ol>	<p>Summer Institute 2017 timeline <b>(Met)</b></p> <p>Summer Institute 2018 timeline <b>(On Track)</b></p>	<p>Attendance list disaggregated by programs represented</p> <p>Course syllabi</p> <p>Planning committee members</p> <p>Participant evaluations</p>	<p>All activities were completed for 2017 Summer Institute.</p> <p>Planning is in progress for 2018 Summer Institute.</p> <p>Activities completed annually.</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	5. Form an EC Summer Institute planning committee to plan annual Summer Institute including EC partners on the planning committee 6. Develop course content based on evaluation results of previous EC Summer Institute and needs of EC workforce from a variety of disciplines 7. Repeat cycle annually for institutionalization			
Develop an evidence based coaching program for providing on-going coaching and support to		Spring 2017 <b>(Met)</b>		Practice-based Coach Training Course conducted at Summer Institute 2017  Professional Development and Coaches' Meeting (fall 2017, winter 2018)

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
implementation teams				Practice-based Coach Training Course scheduled for Summer 2018

**Short term outcome 1.2.1:** EI/ECSE teachers have improved practices for teaching social emotional and approaches to learning skills to children.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
EI/ECSE teachers from selected sites attend CPS training	<ol style="list-style-type: none"> <li>1. Use selection criteria to determine implementation teams</li> <li>2. Develop training content and activities</li> <li>3. Provide Tier I and Tier II training annually</li> <li>4. Evaluate participant</li> </ol>	<p>Activities 1 - 4 2017 <b>(Met)</b></p> <p>2018 <b>(On Track)</b></p>	<p>Course syllabus</p> <p>List of participants</p> <p>Pre-Tier 1 CPS Training Knowledge Assessment and Post-Coaching and Tier 2 CPS Knowledge Assessment</p>	<p>Reviewed Annually</p> <p>Pre-Tier 1 CPS Training Knowledge Assessment (2016; 2017) completed at Summer Institute 2016, 2017 respectively</p> <p>Post-Coaching and Tier 2 CPS Training Knowledge Assessment completed in spring 2017</p> <p>Post-Coaching and Tier 2 CPS Training Knowledge</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	knowledge/skill growth			Assessment tentatively schedule for spring 2018 (See Section C. for further detail on possible change to this offering to CPS implementation sites).
EI/ECSE teachers from selected sites attend EC PBIS+ training	<ol style="list-style-type: none"> <li>1. Use selection criteria to determine implementation teams</li> <li>2. Participating programs complete PBIS Benchmarks of Quality to determine EC PBIS+ implementation level and areas of strengths and needs</li> <li>3. Develop training content and activities based on Benchmarks of Quality and Technical</li> </ol>	<p>Activity 1 Fall 2017 <b>(Met)</b> Spring 2018 <b>(On Track)</b></p> <p>Activity 2 Fall 2017 <b>(Met)</b> Winter 2018 &amp; Spring 2018 <b>(On Track)</b></p> <p>Activity 3 Spring 2018 <b>(On Track)</b></p>	<p>Course syllabi</p> <p>List of participants</p> <p>Post-Training Knowledge Retrospective for all participating coaches</p>	<p>Training underdevelopment for 2018 Summer Institute</p> <p>Post-EC PBIS+ Training Knowledge Assessment Retrospective developed; to be administered to all project coaches in spring 2018</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Pyramid model			
Evidence based coaching model used to provide on-going coaching and support to implementation teams	<ol style="list-style-type: none"> <li>1. Implement selected coaching model with implementation teams</li> <li>2. Evaluate implementation of selected coaching model</li> <li>3. Establish a staff (implementation team) to coach feedback loop</li> <li>4. Use evaluation results and stakeholder input to improve coaching model</li> </ol>	<p>Activity 1 Winter 2017; subsequent years <b>(Ongoing)</b></p> <p>Activity 2 Winter and spring 2018 <b>(On Track)</b></p> <p>Activities 3 - 5 Coach Fidelity Checks Spring 2018; subsequent years <b>(On Track)</b></p>	<p>Continuous feedback loop between project participants, including administrators, and State-Level staff at Fall, Winter and spring coaches' meetings and trainings</p> <p>Evaluation of fall, winter, and spring coaches' meetings and trainings</p> <p>Program-level, internal coach fidelity checks completed by State-level Coaches</p>	<p>Coaching commenced fall 2017; Program-level Internal Coach Fidelity Checks for EC PBIS+ coaches scheduled for spring 2018.</p> <p>Coaches' meeting and training event and evaluation conducted in fall 2017 and winter 2018.</p> <p>Spring 2018 meeting and training is scheduled.</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	5. Repeat cycle annually for institutionalization			

**Intermediate outcome 1.2:** EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Fidelity of CPS practice is measured	<ol style="list-style-type: none"> <li>1. Identify fidelity measure</li> <li>2. Train on fidelity measure</li> <li>3. Conduct fidelity checks in implementation sites</li> <li>4. Evaluate use of fidelity measure</li> <li>5. Determine frequency of fidelity measurement</li> </ol>	Winter 2020 <b>(On Track)</b>	<p>Fidelity data collected and analyzed multiple times throughout the implementation process</p> <p>Fidelity data used to adjust training plan, professional development, and coaching</p>	<p>Two CPS fidelity assessments were created: CPS APT Fidelity Rubric and CPS Video Fidelity Rubric.</p> <p>During the 2016/17 school year, 25 CPS APT Fidelity Rubrics were completed and 10 CPS Video assessments were completed for 5 ECSE teachers implementing CPS in their settings.</p> <p>Results were reviewed (winter 2018). Implementation plan</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
				<p>changes, based on this data review are included in Section C. of this report.</p> <p>To date, during this 2017/18 school year, 20 CPS APT Fidelity Rubrics were completed and 8 CPS Video assessments were completed for 2 teachers in their Year 2 of implementation and 5 teachers in their Year 1 of implementation in their settings.</p> <p>Results were reviewed (winter 2018)</p>
Fidelity of EC PBIS+ is measured	<ol style="list-style-type: none"> <li>1. Identify fidelity measure</li> <li>2. Train on fidelity measure</li> <li>3. Conduct fidelity checks in implementation sites</li> </ol>	<p>Activities 1, 2 &amp; 5 <b>(Met)</b></p> <p>Activity 3 Baseline Fall 2017 <b>(Met)</b></p>	Fidelity data (Teaching Pyramid Observation Tool [TPOT] long or short form and EC PBIS Benchmarks of Quality to be collected annually in November and May)	Fidelity measures selected (summer 2017); Programs received training (fall 2017) Baseline fidelity data collected and reviewed (November 2017); results used in EC PBIS+ training plan, including Summer Institute 2018 course

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	<p>4. Evaluate use of fidelity measure</p> <p>5. Determine frequency of fidelity measurement</p>	<p>Subsequent Submission Spring 2018 <b>(On Track)</b></p> <p>Fall 2018 <b>(On Track)</b></p> <p>Activities 4 &amp; 5 <b>(On Track)</b></p>	<p>Fidelity data used to adjust training plan, professional development, and coaching</p>	<p>content preparation and during State-level External and Program-level coaching sessions (Ongoing)</p> <p>Usability and feasibility of fidelity measures and data collection frequency will be reviewed by project participants and State staff (spring 2018; annually)</p> <p>Evaluation of use and frequency of each fidelity measure is conducted annually (spring 2018; annually).</p>

**Intermediate outcome 1.3:** Families and EC partners receive coaching and mentoring to use one of the selected intervention practices with children to teach social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
<p>Parents and EC teachers from participating sites implement the selected intervention practices</p>	<ol style="list-style-type: none"> <li>1. Develop coaching /mentoring plan</li> <li>2. Implementation teams provide coaching/mentorin g to parents and EC partners</li> <li>3. Establish family and EC partner to implementation team coach feedback loop</li> <li>4. Collect feedback from families and EC partners</li> <li>5. Evaluate use of practice by families and EC partners</li> <li>6. Use evaluation results and stakeholder input to improve coaching</li> </ol>	<p>Spring 2020 <b>(On Track)</b></p>	<p>Plan implemented</p> <p>Families and EC partners report using the practice</p> <p>Families and EC partners report effectiveness of coaching/mentoring</p> <p>Feedback loop between families and EC partners to coach is used for improving coaching</p> <p>Evaluation of implementation shows fidelity of practice</p> <p>Coaching reports (# of coaching sessions, # of families and EC partners receiving coaching, coaching target/content)</p>	<p>Coaching and mentoring plan completed (spring 2017)</p> <p>Review of plan implementation (ongoing)</p> <p>EC Partners completed CPS and its related activities survey (fall 2017)</p> <p>Formal feedback loop to evaluate the usability and feasibility of coaching plan and collect stakeholder feedback and input created: summer 2017, fall 2017, winter 2018, &amp; spring 2018 Coaches' Meeting and Training events</p> <p>Informal feedback loop is ongoing during State-level to Internal-Level coaching sessions (occurring 1 x per month)</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
				<p>Coaching time and strategies logs collected from EC PBIS coaches (fall 2017, winter &amp; spring 2018; annually)</p> <p>Practices from pilot sites incorporating CPS with families receiving Early Intervention Services are under evaluation for the feasibility, usability, data collection and planning (summer 2019). Section C. of this report includes a summary of the difficulties ODE has encountered in implementation, data collection and evaluation for this population.</p>

**Long-term outcome 1.4:** There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Annual analysis of EI/ECSE child outcome and Kindergarten Assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate Kindergarten Assessment data by sites implementing selected improvement practice(s)</li> <li>4. Compare improvement practice outcome data to data on all</li> </ol>	<p>Activity 1 Fall 2016 &amp; 2017 <b>(Met)</b> Fall 2018; subsequent years <b>(On Track)</b></p> <p>Activities 2 - 4 Summer 2018; subsequent years <b>(On Track)</b></p>	<p>Child outcome data are reported by improvement practice of 90% of children</p> <p>Data comparing child outcome by improvement practice and Kindergarten Assessment are analyzed</p>	<p>Fall 2016 &amp; 2017 data are available; however, the amount of data (number of children entering kindergarten in Fall 2016 and 2017 who experienced services in a CPS classroom) is insufficient for meaningful analysis at this time.</p> <p>Data analysis is on track for Summer 2018.</p>

	children receiving EI/ECSE services			
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**Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities.**

**Short-term outcome 2.1.1:** The state aligns early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.

Outcome achieved Phase III (1)

**Short-term outcome 2.1.2:** The state publishes aligned early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.

Outcome achieved Phase III (1)

**Intermediate outcome 2.1:** The state implements aligned Pre K through 3<sup>rd</sup> grade learning standards that include social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Develop and post on-line materials for teachers on how to use the standards	1. Draft training materials and format, including information on how to adapt	Summer 2018 <b>(On Track)</b>	Training materials drafted  Stakeholders review materials	All steps to implement the activities to meet the outcome are in progress. Online platforms are under review.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	standards for children with disabilities 2. Stakeholder review of materials 3. Post training materials on-line 4. Advertise the availability of training. 5. Provide on-line training		Training posted, advertised and provided	

**Short-term outcome 2.3.1:** The state revises the EI/ECSE competencies to include teaching social-emotional and approaches to learning skills.

Outcome achieved Phase III (1)

**Intermediate outcome 2.3:** EI/ECSE teachers meet competencies for teaching social-emotional and approaches to learning skills.

All activities related to this Intermediate Outcome 2.3 have been completed. Status of the related activities was reported in Phase III (1).

**Long-term outcome 2.4:** There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Annual analysis of EI/ECSE child outcome and Kindergarten Assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate Kindergarten Assessment data by sites implementing selected improvement practice(s)</li> </ol>	<p>Activity 1 Fall 2016 &amp; 2017 <b>(Met)</b> Fall 2018; subsequent years <b>(On Track)</b></p> <p>Activities 2 - 4 Summer 2018; subsequent years <b>(On Track)</b></p>	<p>Child outcome data are reported by improvement practice of 90% of children</p> <p>Data comparing child outcome by improvement practice and Kindergarten Assessment are analyzed</p>	<p>Fall 2016 &amp; 2017 data are available, however the amount of data (number of children entering kindergarten in fall 2016 and 2017 who experienced services in a CPS classroom) is insufficient for meaningful analysis at this time.</p> <p>Data analysis is on track for summer 2018.</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
	4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services			

**Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.**

**Short-term outcome 3.1.1:** The state analyzes the data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills.

Outcome achieved Phase III (1)

**Short term outcome 3.1.2:** The state revises the AEPs data summary process to better measure social-emotional and approaches to learning skills.

Outcome achieved Phase III (1)

**Intermediate outcome 3.1:** The state has an improved data system and format for reporting social-emotional and approaches to learning child outcomes for children receiving EI/ECSE services.

Outcome achieved Phase III (1)

**Intermediate outcome 3.2:** The state has a process for disaggregating Kindergarten Assessment data by children who received EI/ECSE services.

Outcome achieved Phase III (1)

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Identify children who received EI/ECSE services that participate in the Kindergarten assessment	1. Meet with ecWeb and ODE data analysts to develop process for disaggregating children who received EI/ECSE services in Kindergarten Assessment data	Winter 2017 <b>(Met)</b>	Mechanism established	Complete
Refine the set of children who received EI/ECSE by those who participate in the Kindergarten Assessment and	1. Identify EI/ECSE children who transitioned to kindergarten 2. Of those students, identify subset of	Activities 1 – 4 2014/15 Data Set <b>(met)</b>  2016/17 & 2017/18 Data Set		Process was tested for 2014/15 data (Winter 2017)  Data collection and analysis for 2016/17 and 2017/18 data in progress (Summer 2018)

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
child outcome entry/exit assessment	<p>children with kindergarten assessment data</p> <p>3. Of those children, identify subset of children with child outcome data</p> <p>4. Run child outcome and kindergarten assessment data from final subset of children.</p>	<p>Summer 2018; subsequent years</p> <p><b>(On Track)</b></p>		

**Intermediate outcome 3.3:** The state has a formative assessment process of measuring short term social-emotional and approaches to learning skills of young children.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Identify formative assessments used to track child progress in each	<p>1. Review formative assessments used to track child progress in</p>	<p>Activities 1 &amp; 2 Reported Phase III (1)</p> <p><b>(Met)</b></p>		Formative Assessments (Child Behavior Rating Scale [CBRS] and Social Emotional Assessment Measure [SEAM])

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
<p>improvement practice and/or create process for using interim AEPS data for child progress monitoring</p>	<p>each with improvement practice</p> <ol style="list-style-type: none"> <li>2. Adopt formative assessment(s) a for progress monitoring</li> <li>3. Examine ecWeb for annual and 6 month AEPS data submissions for possible formative data</li> </ol>	<p>Activity 3 summer 2018; subsequent years <b>(On Track)</b></p>		<p>were adopted and data are in collection.</p> <p>At this point, ODE has collected the following CBRS data:</p> <p><u>CPS Target Group</u> fall 2016/spring 2017 26 fall/spring CBRS score pairs</p> <p>fall 2017 151 total CBRS collected</p> <p><u>EC PBIS+ Target Group</u> fall 2017 50 total CBRS collected</p> <p>Results of 2016/17 fall (pre) and spring (post) CPS CBRS data were reviewed winter 2018. Results of this analysis are included in Section C. of this report.</p> <p>At this time, there is insufficient data to analyze for conclusions regarding the effects of CPS and EC PBIS+ on child</p>

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
				outcomes. Additional data for analysis will be available summer 2018 and in subsequent years as more programs implement CPS and EC PBIS+ and submit formative assessment data.

**Long-term outcome 3.4:** Increase the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timelines Met/Extended/On Track	Checks for fidelity of implementation	Status of Each Activity
Annual analysis of EI/ECSE child outcome and Kindergarten Assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome data specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome</li> </ol>	<p>Activity 1 fall 2016 &amp; 2017 <b>(Met)</b> fall 2018; subsequent years <b>(On Track)</b></p> <p>Activities 2 - 4</p>	<p>Child outcome data are reported by improvement practice of 90% of children</p> <p>Data comparing child outcome by improvement practice and Kindergarten</p>	Fall 2016 & 2017 data are available; however, the amount of data (number of children entering kindergarten in fall 2016 and 2017 who experienced services in a CPS classroom) is insufficient for meaningful analysis at this time.

	<p>data by sites implementing selected improvement practice(s)</p> <p>3. Disaggregate Kindergarten Assessment data by sites implementing selected improvement practice(s)</p> <p>4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services</p>	<p>summer 2018; subsequent years <b>(On Track)</b></p>	<p>Assessment are analyzed</p>	<p>Data analysis is on track for summer 2018.</p>
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**b. Intended outputs that have been accomplished as a result of the implementation activities**

The following Improvement Strategies, outlined in Phase II & Phase III (1), have guided the state’s SSIP work. These guiding strategies have remained unchanged from what was initially proposed in Phase II and reported on in Phase III (1) and continue to be highly relevant to the activities and outputs of the state’s SSIP.

**Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.**

**Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities.**

**Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.**

The following Table B. 1. b. describes the status of each of the activities (outputs) as they relate to the short, intermediate and long-term outcomes (impact) as aligned with each of three Improvement Strategies.

*Italicized* text indicates where a new Output or Outcome was added as a result of an analysis of previously collected data. Excluding the Status column, all other items remained the same.

**Table B. 1. b.**

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
1	Develop State plan to implement CPS and EC PBIS+ practices and consider 3 <sup>rd</sup> practice	State plan developed and reviewed with stakeholders	The State develops a plan to develop a system for training and coaching that includes selection of implementation sites, a process of training staff of implementation sites, a process for			Plan was executed 2016/17 and 2017/18 school years  A 3 <sup>rd</sup> practice is not currently being pursued following ODE internal and external stakeholder reflection on the complexity of the activities of ODE's

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
			training coaches, and a system of learning communities and supports.			<p>implementation plan thus far.</p> <p>If future results suggest different practices are warranted, an evaluation of other evidence-based practices will be reviewed for fit with EI/ECSE programs.</p> <p>The plan is reviewed and revised annually both internally and with external stakeholders.</p>
1	Analyze and prioritize funding available for implementing the plan.	Funding available for providing training and coaching.	The State repurposes EI/ECSE discretionary funds to support			Analysis and prioritization reviewed annually

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
			implementation training and support and ongoing training.			
1	Initiate and institutionalize an annual Early Childhood Summer Institute that provides professional development for the early childhood workforce.	Annual Summer Institute occurs; <i>project participants attend Summer Institute CPS, EC PBIS+ and Coaching-related courses</i>		The State has infrastructure and formats for ongoing training and coaching in selected practices.		Project participants attended the 2017 Summer Institute courses related to their SSIP work: CPS participants Tier 1, EC PBIS+ participants Practice-based Coaching  2018 Summer Institute planning is underway
1	Develop an evidence-based coaching program for providing ongoing coaching or consultation			EI/ECSE teachers or <i>community teachers serving children on IFSPs</i> receiving		Practice-based Coaching Model was adopted (Spring 2017) Coaching Fidelity Assessment was created (Summer 2017)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	and support implementation teams.			coaching <i>or</i> <i>consultation</i> implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.		<p>EC PBIS Introductory Sessions on the components of Practice-based coaching to interested administrators, coaches, teachers and staff held (Spring 2017 – Fall 2017)</p> <p>All EC PBIS+ Coaches attended 2017 Summer Institute Practice-based Coaching Course</p> <p>CPS and EC PBIS+ Team Leads and Coaches attended a Fall 2017 and Winter 2018</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>Coaches' Training and Meeting</p> <p>Spring 2018 Coaches' Trainings and Meetings have been scheduled</p> <p>CPS and EC PBIS+ State-Level Coaching of Program-Level Internal Coaches commenced fall 2017 (During fall 2017 there were 4 EC PBIS+ and 1 CPS Program-Level Internal Coaches. In winter 2018, there were 4 EC PBIS coaches and no CPS Program Level Internal coaches (change</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						discussed in Section C) CPS and EC PBIS+ Program- Level Internal coaching of EI/ECSE teachers and related staff commenced fall 2017 Practice-based coaching on an EI/ECSE Consultation to Head Start teachers on EC PBIS+ strategies commenced for one program fall 2017
1	EI/ECSE teachers from selected sites attend training on selected practices.	Implementation teams identified and trained in selected practices.		EI/ECSE teachers have improved practices for teaching social emotional and		2016/2017 and 2017/18 participating EI/ECSE teachers and staff attended CPS Tier 1 Training in their

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
		Implementation teams demonstrate improved knowledge/skill in selected practice.		approaches to learning skills to children.		<p>respective years and completed CPS Pre-Training Knowledge Assessment (summer 2016 and summer 2017)</p> <p>2016/17 participating EI/ECSE teachers and staff attended CPS Post Coaching and Tier 2 training and completed CPS Post-Coaching and Tier 2 Training Knowledge Assessments (spring 2017)</p> <p>2017/18 participating EI/ECSE teachers and staff attended EC PBIS/Pyramid</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>Module trainings offered within their respective programs; 2 participating programs offered monthly professional development based on the results of staff EC PBIS+ Needs Assessments and outcomes from Coaching Sessions</p> <p>Two of the 3 participating programs included Early Childhood community partners, including Head Start staff, at their trainings.</p> <p>EC PBIS+ Post-Training Retrospective</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>Evaluation created (fall 2017)</p> <p>EC PBIS+ Post-Training Retrospective to be completed by participating teachers (spring 2018)</p>
1	Evidence-based coaching model is used for providing ongoing coaching support to implementation teams.	Implementation teams will implement skills in selected practice by receiving ongoing coaching.		EI/ECSE teachers receiving coaching implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.		<p>Program-Level Internal Coaching Time and Strategies Logs created (summer 2017)</p> <p>Program-Level Internal Coaching Time and Strategies Logs collected (fall 2017). Additional collections scheduled for Winter and Summer 2018)</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>Coaching Fidelity Assessment created (Summer 2017)</p> <p>Coaching Fidelity for Program-Level Internal Coaches (Spring 2018)</p>
1	Fidelity of selected practices is measured	Selected practice implemented to fidelity		EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning.		<p>Two CPS fidelity assessments were created: CPS APT Fidelity Rubric and CPS Video Fidelity Rubric.</p> <p>During the 2016/17 school year, 25 CPS APT Fidelity Rubrics were completed and 10 CPS Video assessments were completed for 5 ECSE teachers</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>implementing CPS in their settings.</p> <p>Results of these fidelity measures were reviewed (winter 2018).</p> <p>For results of this analysis, see Section C. of this report.</p> <p>To date, during this 2017/18 school year, 20 CPS APT Fidelity Rubrics were completed and 8 CPS Video assessments were completed for 2 teachers in their Year 2 of implementation and 5 teachers in their Year 1 of</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>implementation in their settings.</p> <p>Results of these fidelity measures were reviewed (winter 2018).</p> <p>For results of this analysis, see Section C. of this report.</p> <p>The Teaching Pyramid Observation Tool (TPOT) was selected to evaluate teacher/staff implementation of EC PBIS strategies (fall 2017)</p> <p>Four baseline Long-Form TPOTs and 1 baseline</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>Short-Form TPOT were collected and reviewed across 4 teachers/staff implementing EC PBIS+ in their settings (fall 2017)</p> <p>Pre and post results to be analyzed (spring 2018)</p> <p>The EC PBIS Benchmarks of Quality (BoQ) was selected to evaluate Program-Level implementation of the EC PBIS Framework (fall 2017)</p> <p>Each of 3 EC PBIS+ participating programs</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>submitted baseline BoQs (fall 2017)</p> <p>For baseline fidelity results for EC PBIS+ implementation sites, see Section C. of this report.</p> <p>Pre and post results to be analyzed (spring 2018)</p> <p>The development of a Consultation Model Implementation fidelity tool is under consideration (spring 2019)</p>
1	Parents and EC teachers from participating sites implement	Selected intervention practices implemented		Families and EC partners receive coaching and mentoring to		Planning for the extension of CPS and EC PBIS+ to families and their children receiving

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	the selected intervention practices	by families and EC partners.		use one of the selected intervention practices with children to teach social-emotional and approaches to learning skills.		EI services is currently in progress. Programs to be identified (spring 2019)
2	Obtain stakeholder input in determining appropriate alignment and content of Early Learning standards and K-3 Common Core State Standards.	Stakeholders provide input to determining alignment of Early Learning and Kindergarten Common Core State Standards.	The State aligns early learning standards and K-3 Common Core State Standards that include social-emotional and approaches to learning skills.			Activities completed & reported in Phase III (1)  Short-term outcome achieved
2	Draft and finalize standards including	Aligned standards drafted and finalized	The State publishes aligned early learning			Activities completed & reported in Phase III (1)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	approaches to learning and social emotional skills		standards and K-3 Common Core State Standards that include social-emotional and approaches to learning skills.			Short-term outcome achieved
2	Determine format for publishing standards.	Format for standards selected	The State publishes aligned early learning standards and K-3 Common Core State Standards that include social-emotional and approaches to learning skills.			Activities completed & reported in Phase III (1)  Short-term outcome achieved
2	Publish standards	Standards published	<i>The State publishes aligned early learning standards and</i>			Activities completed & reported in Phase III (1)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
			<i>K-3 Common Core State Standards that include social-emotional and approaches to learning skills.</i>			Short-term outcome achieved
2	Develop post on-line materials for teachers on how to use the standards.	On-line training posted		The State implements aligned Pre K through 3 <sup>rd</sup> grade learning standards that include social-emotional and approaches to learning skills.		On-line materials are in development. Electronic training platforms are under review. On track for development by summer 2018  Numerous presentations introducing the standards (Early Learning and Kindergarten Guidelines) to early care providers, kindergarten teachers and

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>administrators and EI/ECSE providers have been completed since the Guidelines were released in spring 2017.</p> <p>Workshops targeting EI/ECSE providers and administrators included fall SPR&amp;I trainings across the state.</p> <p>These workshops included a review of the Guidelines as well as strategies to apply their use in EI/ECSE settings including community settings.</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						Workshops and presentations continue across the state.
2	Revise EI/ECSE competencies, and add social-emotional and approaches to learning competencies for ODE Authorization of EI/ECSE personnel.	EI/ECSE competencies are revised and include social-emotional and approaches to learning competencies.	The State revises the EI/ECSE competencies to include teaching social-emotional and approaches to learning skills.			Activities completed & reported in Phase III (1)  Short-term outcome achieved
2	Align revised competencies with a personnel evaluation tool used by EI/ECSE Contractors.	EI/ECSE competencies aligned with Danielson Framework (personnel evaluation tool widely used by		<i>Completed alignment of Danielson Framework evaluation tool with EI/ECSE competencies.</i>		Activities completed & reported in Phase III (1)  Short-term outcome achieved

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
		EI/ECSE programs).				
2	Require revised competencies to be addressed in yearly professional development plans with EI/ECSE specialists, supervisors, and assistants.	Revised competencies addressed in yearly professional development planning in EI/ECSE programs		Professional development plans in EI/ECSE programs include new competencies		Service area plans submitted to ODE for the 2017/18 school year by contracted programs included reference to the revised competencies and mentioned the inclusion of professional development goals targeting professionals' development of a variety of social, emotional and approaches to learning strategies. Many of the contracted program areas included reference to EC PBIS as an

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						operating framework in their area as well implementing various curriculum designed to support social, emotional and approaches to learning skills in young children especially those receiving EI/ECSE services.
2	Review revised competencies with Higher Education stakeholders.	Higher Education Stakeholders have information about revised EI/ECSE competencies to include in pre-service training.	Revised competencies reviewed by Higher Education stakeholders			Activities completed & reported in Phase III (1)  Short-term outcome achieved
2	ODE Authorization	ODE Authorization		Competencies in social-		Activities completed &

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	certification includes competencies in social-emotional and approaches to learning.	review committee members ODE EI/ECSE Personnel Lead		emotional and approaches to learning included in Authorization certification		reported in Phase III (1)  Short-term outcome achieved
3	Determine the need to improve data system by comparing to previous Oregon child outcome data and current national child outcome data.	Stakeholders, EI/ECSE contractors and ODE EI/ECSE staff agree to adopt the Brookes sort of AEPS items and use of 80% metric.	The State analyzes the revised data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills.			Activities completed & reported in Phase III (1) Short-term outcome achieved
3	Create child outcome data system in ecWeb to record all	An expanded child outcome reporting system that includes all	The State revises the AEPs data summary process			Activities completed & reported in Phase III (1)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	AEPS goals and objectives.	AEPS goals and objectives	to better measure social-emotional and approaches to learning skills.			Short-term outcome achieved
3	Create new analysis and reports using Brookes child outcome sort at 80% metric.	A revised child Outcome reporting system that uses a new child outcome sort at 80% metric	<i>New analysis using Brookes child outcome sort at 80% metric is created</i>			Activities completed & reported in Phase III (1)  Short-term outcome achieved
3	Examine AEPS I and II for approaches to learning skills in domains outside of social-emotional domain and consider creating "Fourth Bucket"	A decision on utilization of a "Fourth Bucket" to separately report social-emotional and approaches to learning skills		The State has an improved data system and format for reporting social-emotional and approaches to learning child outcomes for		After careful consideration and the selection of CBRS and SEAM as the formative assessment measures to evaluate the impact of EC PBIS+ and CPS on child outcomes, a "fourth

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	for reporting these data.			children receiving EI/ECSE services.		bucket” was not selected.  This intermediate outcome has been achieved.
3	Identify children who received EI/ECSE services that participate in the Kindergarten assessment.	Disaggregated Kindergarten Assessment data by EI/ECSE participation		The State has a process for disaggregating Kindergarten Assessment data by children who Received EI/ECSE services.		Process was developed (Spring 2017)  This intermediate outcome has been achieved.
3	Refine the set of children who received EI/ECSE by those who participate in the K assessment and child outcome	Disaggregated data by both Kindergarten assessment and EI/ECSE outcomes data		The set of children who received EI/ECSE is refined by those who participate in the K assessment and child outcome		This intermediate outcome was achieved (summer 2016).  The 2016/17 and 2017/18 data sets will be available for analysis (summer 2018)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
	entry/exit assessment.			entry/exit assessment.		
3	Identify formative assessments used to track child progress in each improvement practice and/or create process for using interim AEPS data for child progress monitoring.	Formative assessment(s) are identified.		The State has a formative assessment process of measuring short-term social-emotional and approaches to learning skills of young children.		Activities completed & reported in Phase III (1)  Intermediate outcome achieved
3	Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills				Increase the rate of growth in social-emotional and approaches to learning skills for children with	The 2016/17 and 2017/18 data sets will be available for analysis (summer 2018)

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
					disabilities, birth through age 5.	

**a. How stakeholders have been informed of the ongoing implementation of the SSIP**

Stakeholders from various groups continue to be involved with review of the critical components of the SSIP and will continue to be involved in the future. The following is a description of stakeholders and activities where input has been solicited related to SSIP implementation. Stakeholders continue to provide ongoing input on the SSIP implementation. Progress of implementation was and continues to be disseminated through meetings, conference presentations, emails, and meeting website postings.

To provide opportunities to inform stakeholder groups who have not been represented on SSIP work teams, ODE intentionally selected communication channels that reach targeted stakeholders and public audiences. Stakeholders helped to identify whose input was missing informational opportunities. ODE maximized the use of available communication strategies, including but not limited to:

- ODE Website: ODE maintains a dynamic and accessible website to provide up-to-date information to districts, families, community members, and the general public at [www.oregon.gov/ode](http://www.oregon.gov/ode).
- Newsletters: Various ODE offices maintain regularly published newsletters to support district efforts.
- Listservs: The Office of Student Services maintains a Director listserv to update district special education directors and EI/ECSE program coordinators on announcements, deadlines, opportunities, and resources.
- Conferences: Oregon’s Early Learning and Kindergarten Guidelines were shared at both the 2016 and 2017 Summer Institutes, at a Summer Reading Academy, during a Summer Assessment Institute and at a Kindergarten Assessment Panel.

For additional information on previous SSIP related informational presentations to inform stakeholders, See Section B. a. in Phase III (1) report.

**b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP**

Oregon continues to benefit from the involvement of many individuals and groups, at both their request and the agency's invitation, as ODE moves forward with the implementation of Phase III (2) of the SSIP. The Department enjoys positive relationships with many agencies and a varied group of committed stakeholders. Quite simply, these partners help the Department to be better as they offer their priceless guidance and input, integrity and commitment. Their engagement, contributions, and support have been invaluable in the development of the Plan's components, from the infrastructure development to the evaluation plan. The narrative that follows details recent opportunities when stakeholders had a voice and were involved in decision-making regarding the on-going implementation of the SSIP.

The Department continues to inform and involve stakeholders in the decision-making regarding the on-going implementation of the SSIP through several existing efforts, including the annual Stakeholders meetings. Among those invited to the annual Stakeholders Meeting are parents, representatives of school districts, Early Intervention (EI) and Early Childhood Special Education (ECSE) service providers, education service districts (ESDs), higher education, charter schools, private schools, and state agencies. Members of the State Interagency Coordinating Council (SICC) and the State Advisory Council for Special Education (SACSE) also participate in this annual meeting.

The Department began working with stakeholders on the SSIP over four years ago. As previously reported, on November 7, 2013, 63 stakeholders had a decision-making role in APR target setting and dialogue on SSIP content. Following a review of past APR data, input was sought for targets for the 2013-2018 APR/SPP. Stakeholders were also presented with information on the development of the B17 and C11 State Systemic Improvement Plan and the determination of the State-Initiated Measurable Results.

Most recently, on November 29, 2017, 50 stakeholders gathered at the Department to participate in the annual meeting and received updates and information on the upcoming Legislative short session, a discussion on disproportionality, and updates on Phase III (2) of the SSIP. In previous years, SSIP updates were provided via Powerpoint presentations followed by discussion. This year, the agency distributed an informational publication, which included infographics

communicating SSIP implementation activities and planned scale-up, as a mechanism to share information about SSIP implementation with stakeholders.

ODE continues to meet with the State Interagency Coordinating Council (SICC), as described in Phase III (1).

SICC membership continues to include parents of children with disabilities under the age of 12 years receiving EI/ECSE services; public or private providers of early intervention and early childhood special education services; one member of the Legislative Assembly; personnel preparation; state agencies involved in the provision of services for preschool children with disabilities including, the Department of Education-Early Intervention/Early Childhood Special Education-Homeless Education, Office of Family Health, Seniors and People with Disabilities, a representative from Head Start, Early Head Start, Migrant Head Start, Tribal Head Start, Office of Childcare, Early Learning Council, Oregon Council of Developmental Disabilities, Parent Training and Information Center-FACT, Department of Consumer and Business Services Insurance Division, Department of Human Services-Health Services, the Child Development and Rehabilitation Center of the Oregon Health Sciences University; a representative from the State Advisory Council for Special Education, the State Coordinator for Homeless Education, Oregon Health Authority including Children's Mental Health and Addiction Services, State Medicaid Program, and Office of Medical Assistance Programs. This distinctive membership offers the State access to wise counsel comprised of parents of children with disabilities, multiple agencies, offices, citizens, and officials. During the April 2017 through March 2018 reporting period, the SICC met six times. The activities of the SSIP Phase III (2) were a standing item agenda item.

The group of EC PBIS workgroup partners described in Phase III (1), made up of EI/ECSE Early Childhood Behavior Support Staff as well as a few EI/ECSE contractors, continue to meet quarterly for 6 to 8-hour work sessions. ODE staff present a status update on all SSIP related activities and solicit input using an open-ended question and answer standing agenda item. Participants of this workgroup are given opportunities to provide feedback during each meeting on the progress of SSIP related activities such as professional development needs members see across the state related to SSIP evidence-based practices, the feasibility of using a practice-based coaching model in their respective areas including how they have overcome barriers to implementation, and general concerns and/or recommendations in relation to implementation. This same workgroup continues provide input on the implementation and revisions to the EC PBIS+

training plan. Contracted stakeholders are given similar opportunities to provide input on the same items as the smaller workgroup.

A Summer Institute Committee comprised of ODE staff and a diverse group of stakeholders provides input and planning for activities related to ODE's SSIP outcome of an institutionalized Early Childhood Summer Institute to support professional development. This committee includes representatives from Oregon's Early Learning Division, Oregon Health Plan, Early Intervention/Early Childhood Special Education contractors, and ODE Student Services staff who plan, execute and evaluate all Summer Institute related activities, including content of course offerings. The committee uses a variety of feedback mechanisms (i.e., EI/ECSE biannual professional needs assessment completed by EI/ECSE contractors and their administrators, evaluations of previous Summer Institutes, input from CPS and EC PBIS+ State-level coaches and Program-level internal coaches, input from other agency partners, etc.) to inform the location, content, evaluation, and other Summer Institute related activities. This stakeholder input and feedback loop continues to be a critical ingredient to the overall success of Summer Institutes.

In an effort to improve stakeholder engagement, ODE staff reviewed the publication "*Serving on Groups That Make Decisions: A Guide for Families*" developed as part of the State Personnel Development Grant from the Wisconsin Department of Public Instruction under the Office of Special Education Programs. The document addresses how to improve and increase engagement in decision-making groups, particularly with families. Guidance is given on how to clearly identify and define involvement opportunities, as well as how to identify and define roles, responsibilities, and activities for decision-making groups. As described by the authors, data are often considered a singular concept, rather than a deliberate expansion of the definition of data to include a variety of data sources. The authors describe how these diverse data sources are presented to groups of stakeholders to solicit meaningful input. ODE staff reflected on the authors' expanded definition of data and in discussion on how best to use SSIP implementation data to solicit additional stakeholder input. Going forward, ODE will continue to apply the knowledge gained from this publication and similar resources to improve the stakeholder/ODE feedback loop designed to inform SSIP related implementation activities.

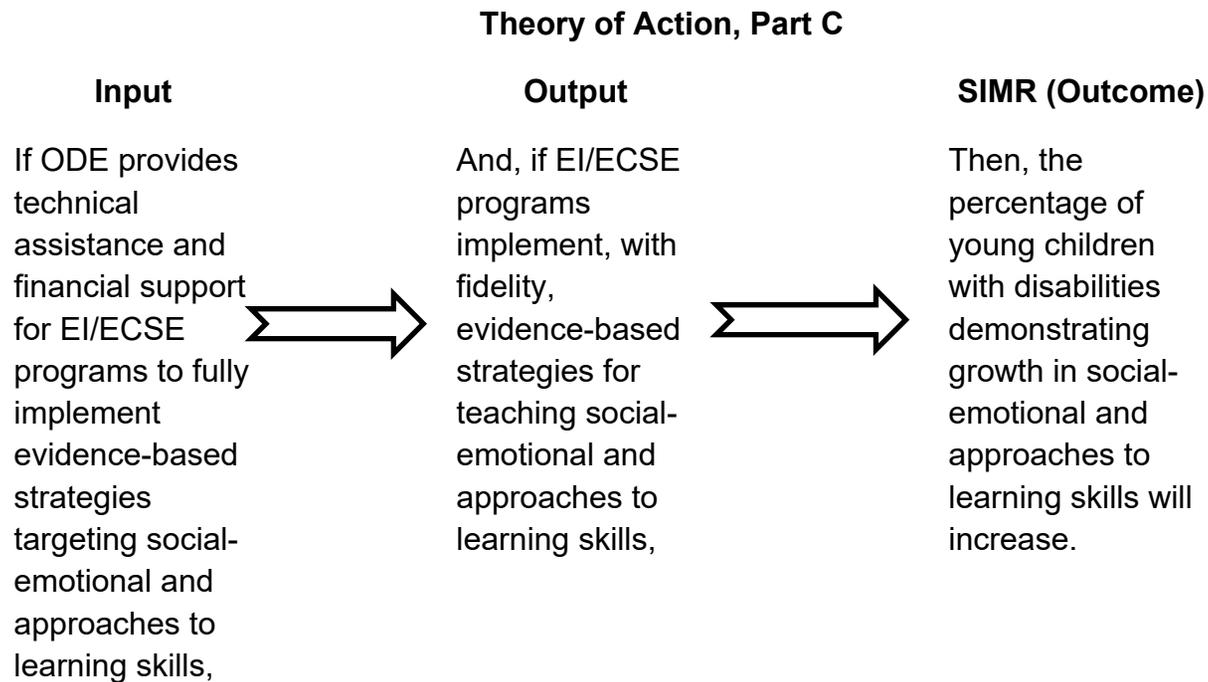
## Section C. SSIP Phase III (2)

### C. Data on Implementation and Outcomes

#### 1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

##### a. How evaluation measures align with the Theory of Action

ODE's Theory of Action for EI/ECSE has not changed from its original presentation in the Phase II & Phase III (1) reports.



The same data sources utilized in Phase III (1) to monitor and measure outputs to assess the effectiveness ODE’s implementation plan are used in this Phase III (2). The following Section C. tables (Table C. 1. a. & b. and Table C. 1. c. & d.) with accompanying narrative illustrate how the selected evaluation measures align with Oregon’s Theory of Action.

**b. Data sources for each key measure**

In addition to measuring and evaluating fidelity of implementation, a number of evaluation questions support ODE’s progress in implementation of SSIP input, output activities and outcomes. Table C. 1. a. & b. displays the alignment of ODE’s Theory of Action with data sources for each key measure as they relate to the evaluation questions included in Phase II and Phase III (1). Additionally, Table C. 1. b. includes a section on responses resulting from the evaluation questions under the row titled “Results.”

<b>Table C. 1. a. &amp; b.</b>	
Theory of Action	
<b>Input</b>	If ODE provides technical assistance and financial support for EI/ECSE programs to fully implement evidence-based strategies targeting social emotional skills,
Evaluation Questions	Data Sources
1. Did ODE provide effective technical assistance? 2. How much, what methodology, what was the specific content, what was the cost? 3. What was the participation rate of implementation site staff?	1. Survey with CPS implementation site participants & state-level coaches (summer 2017); EC PBIS+ Introductory Workshops (winter/spring 2017) Session Evaluations 2. Coaching logs, training agendas, budgets & expenditure reports 3. Training attendance records, agendas, coaching logs, Summer Institute 2017 evaluations, EC PBIS+ Introductory Session Evaluations (winter/spring 2017) 4. CPS Pre-Tier 1 Training & Post-Coaching and Tier 2 Knowledge Assessment results, EC PBIS+ Training Retrospective Assessment results,

<p>4. Did their skills or knowledge level improve because of the technical assistance or training?</p> <p>5. Did ODE provide effective financial assistance to implementation sites?</p> <p>6. How much financial assistance was provided?</p> <p>7. How were the funds used?</p> <p>8. How many coaching positions were supported with the funds?</p> <p>9. How was the financial assistance helpful to the implementation sites?</p>	<p>CPS &amp; EC PBIS+ implementation site fidelity checks, CPS Think Kids – Change over Time (TK-COT) assessments &amp; EC PBIS modified TK-COT assessments</p> <p>5. Survey with CPS implementation site participants (summer 2017) &amp; state-level coaches, budgets, and expenditure reports</p> <p>6. ODE budget and expenditure reports</p> <p>7. Site expenditure reports</p> <p>8. Coaching logs, coach training &amp; coach meeting attendance records</p> <p>9. Survey with CPS implementation site participants &amp; state-level coaches (summer 2017)</p>
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Results

**If ODE provides technical assistance and financial support for EI/ECSE programs to fully implement evidence-based strategies targeting social emotional skills,**

ODE has continued to collect CPS pilot data from 18 classrooms served by 60 staff including both licensed and classified staff across 3 counties. CPS group participants either in their first or second year of implementation include 34 teachers/staff from 5 different geographical areas across the state who are participating in the CPS project portion of the SSIP. Currently 5 classroom teachers and 4 Internal program-level coaches across 3 different geographical areas across the state are participating in EC PBIS+ practice-based coaching and EC PBIS+ strategies implementation. Although not currently financially supported by ODE, one EI/ECSE contracted area is implementing practice-based coaching to support their implementation of EC PBIS practices in the more rural areas of their county. The ODE external state level coach provides this area with technical assistance including providing opportunities to attend coaches' meetings and professional development, data collection forms, and responses to questions regarding implementation and evaluation. This area intends to submit an application for funds for the 2018/2019 school year. This area's current efforts provide a foundation from which to build a sustainable system in subsequent years as well as

information regarding budgetary and operations requirements and feasibility in the absence of ODE's financial support. This area is providing some baseline information about future feasibility and sustainability.

Demographics

<u>CPS Pilot Sites</u>	
Total # of counties, sites and classrooms	1 county, 1 site, 4 classrooms
Types of settings in implementation	Specialized ECSE classrooms, speech and language groups, homes
Total # of teacher/staff targets receiving direct coaching	14
Total # of teacher/staff in classrooms implementing CPS and their roles	60, licensed and classified staff (i.e., EI/ECSE Specialists, Assistants, Speech and Language Pathologist)
Total # of children on IFSP's in targeted classrooms	69
Total # of target children (i.e., CBRS or SEAM collected)	49 (2017/18)
<u>2017/18 CPS Targeted Group Demographics</u>	
Total # of counties, sites and classrooms	5 counties, 6 sites and 9 classrooms
Types of settings in implementation	Early Childhood Special Education classrooms
Total # of teacher/staff targets receiving direct Practice-Based Coaching	2 (teams in 2 <sup>nd</sup> year of implementation)

Total # of teacher/staff in classrooms implementing CPS and their roles	34, Teachers, instructional assistants, speech therapists, behavior specialists, psychologist
Total # of children on IFSP's in targeted classrooms	185 (across 9 classrooms)
Total # of target children (i.e., TSI)	64

2017/18 EC PBIS Target Group Demographics

Total # of counties, sites and classrooms	3 counties, 4 sites and 7 classrooms
Types of settings in implementation	Community-based, bilingual classroom, Head Start Collaboration with Early Childhood Special Education Consultant, Early Childhood Special Education Classroom
Total # of teacher/staff targets receiving direct Practice-Based Coaching on EC PBIS+ strategies and their roles	5 Lead teachers
Total # of teacher/staff in classrooms implementing EC PBIS+ with a teacher/staff receiving direct Practice-Based Coaching on EC PBIS+ strategies and their roles (excluding target teacher)	16 instructional assistants & teachers
Total # of <i>Consultants</i> receiving direct Practice-Based Coaching on Consultation and EC PBIS+ strategies*	2
Total # of teachers/staff receiving <i>consultation</i> on EC PBIS+ strategies*	2
Total # of Children on IFSPs	46
Total # of children on IFSPs in EC PBIS+ Classrooms (i.e., CBRS or SEAM collected)	50

\*Due to several factors, including the possibility of multiple practice-based coaches in the Head Start collaboration with ECSE and the already established consultation relationship of the ECSE consultants and Head Start staff, an alternative model was co-created by the one ECSE program and ODE staff. In this model, rather than an ECSE professional engaging in direct Practice-Based Coaching with targeted teachers/staff, a more indirect Early Childhood Consultation Model (Buysse & Wesley, 2004) was implemented. To support the ECSE consultants in their consultation work with the Head Start Staff, the ECSE consultants are receiving Practice-Based Coaching in the strategies of implementing the Consultation Model and how to incorporate EC PBIS+ strategies more directly into their consultation with the Head Start teachers/staff.

### **Participants Perceptions of ODE's Technical Assistance and Trainings**

#### **CPS Evaluations of Trainings**

Seven of the CPS site participants (64% response rate) completed a feedback survey for the 2016/2017 school year. Overall, the survey responses were very positive. The survey asked participants to rate the trainings, state level coaching and to offer ideas for improvement.

For the CPS Summer Institute, Tier 2 training, and the fall coach training, over 75% of those attending rated the sessions as excellent or good. Participants commented on the helpful support from the state and local coaches. One participant wrote, "One of the most game-changing and exciting things I've ever been a part of in education." Some of the other positive comments were the opportunities to create a team approach to solving behavior challenges and the overall philosophy of CPS.

Ideas for improvement and future CPS training were; 1) more in-person coaching and observation, 2) more opportunities for connecting with other ECSE teachers implementing CPS, 3) continuing to develop tools to support the team in implementation, and 4) continuing opportunities to film the team's CPS conversations.

#### **EC PBIS+ Evaluations of Trainings**

Twenty-four workshop participants responded to post-workshop survey questions designed to evaluate interest in moving forward with an EC PBIS+ application for the 2017/18 school year and their overall satisfaction with the workshop objectives, content, and delivery. Overwhelmingly, the average responses for all questions were positive indicating an overall satisfaction with the objectives, content and delivery of the workshop. Some open-ended questions, directly quoted responses and response themes included the following:

***What did you like most about the EC PBIS+ workshop?***

- “The deep discussions with our team focused on our readiness of adoption of program wide PBIS+ and a coaching model.”
- “Getting a better idea of where our program is in implementing PBIS. Getting more info on specifics on how we can improve.”

***What aspects of the EC PBIS+ workshop could be improved?***

- “I think that it would have been nice to schedule more time so that the team could work on the actual application at the conclusion of the content portion of the presentation.”
- “More time/focus on explaining how fidelity is measured, and how the coaches will be working in their regions.”

***How do you hope to change your practice as a result of the content presented in the workshop?***

- “We are going back to do more training and coaching for staff who have not been with us a long and to brush up on skills with more seasoned staff. I think we need to look more closely at how we collect data with regards to student outcomes.”
- “Continuing to be more specific about implementation goals within our program, referring to specific strengths/weakness outlined in TPOT. Being a better advocate for PBIS training and implementation community wide.”

***What additional PBIS+ support would you like to have in the future?***

- Coaching. Suggestions of supporting community providers who are not doing PBIS to fidelity but have good intentions and headed in the right direction.
- “I love that ODE is showing such a commitment to supporting programs using PBIS to fidelity. We would like to have continued trainings and develop coaches in our area.”

All 38 participants for the Summer Institute CPS Course completed an evaluation and the results were very positive. The average instructor ratings and usefulness of information were both rated 4.8 (out of 5). The usefulness of the course materials was rated 4.7.

The evaluations for the 26 participants for the Summer Institute course, “Practiced Based Coaching to Support High-Quality Teaching Practices” were also positive. The average score for the usefulness of the information received in the course was 4.9 (out of 5). The participants rated the usefulness of the course materials as 4.4 and the average instructor rating was 4.9.

### Coaching Logs

For EC PBIS+ implementation and evaluation across all programs, 4 Internal Program-Level Coaching Logs show coaching in the components of practice-based coaching (i.e., preparation, observation, coach reflection and feedback and follow-up) that occurred in each site for the fall 2017 and winter 2018 data collection and a wide range of strategies (e.g., modeling during observations or goal setting and action planning during coach meetings) were used.

For CPS implementation and evaluation across all implementation sites, only one site had an Internal Program-Level Coach during fall 2017. This Internal Program-Level Coach has since moved into a different position outside of the implementing agency. Therefore, no coaching data for this Internal Program-Level coach has been collected. During fall 2017, the CPS State-Level Coach provided 32 coaching sessions to site participants using a variety of strategies (e.g., Skype meetings, consultation and technical assistance). Thus far, in winter 2018 the CPS State-Level Coach provided 25 coaching sessions.

### **Pre and Post-Coaching plus Training Knowledge Level Assessments**

#### CPS Knowledge Level Assessments

During the 2016/17 school year, 9 participants consisting of 5 CPS ECSE lead teachers, 3 administrators, and 1 SLP completed the *Pre-Tier 1 Training Knowledge Assessment* in summer 2016 and *Post-Coaching plus Tier 2 Training Knowledge Assessment* in spring 2017.

The results of these assessments indicated all lead ECSE teachers demonstrated an increase in their knowledge of CPS strategies from Pre-Tier 1 Training (summer 2016) to Post-Coaching (7 months) plus Tier 2 training (spring 2017).

*Pre-Tier 1 Training Knowledge Assessment* data collected at the end of Summer Institute 2017 showed a range of scores from 33% to 83% across 4 ECSE teachers. Due to her absence at the last day of Summer Institute, one ECSE teacher was unable to participate in the *Pre-Tier 1 Training Knowledge Assessment*. *Post-Coaching and Tier 2 Training Knowledge Assessments* will be collected and analyzed following fall/winter/spring coaching plus Tier 2 Training in spring 2018.

#### EC PBIS+ Knowledge Level Assessments

*Post-EC PBIS+ Training Retrospectives* will be collected in spring 2018 to evaluate participants' perception of growth post all EC PBIS+ trainings in which they participated in the 2017/18 school year. Total trainings attended by project participants will reported in Phase III (3) report (spring 2019).

#### Teacher Stress Measures

##### *ThinkKids-Change Over Time (TK-COT)*

The *ThinkKids-Change Over Time* is completed individually by members of the team (teachers, classified staff, etc.) who are receiving CPS coaching and support. Individuals use a rating scale of 1-7 (or NA) to rate how much they agree or disagree with a variety of statements. Responses are calculated to produce four overall ratings (1) Alignment with CPS philosophy, (2) Perception of positive impact, (3) Perception of CPS skill, and (4) Burnout. Over time scores are expected to increase in an individual's alignment with the CPS philosophy as well as a positive increase in their perception of their impact within their teaching environments and with their students. Due to the complexity of CPS implementation, it is not uncommon that teachers perception of their CPS skills initially decrease overtime. Over a longer period of implementation and as a teacher becomes more confident in their abilities, their perception of their CPS skills is expected to increase. Having become more confident in their application of CPS, individual teacher/staff burnout would be expected to decrease. It is important to note that end of the year *ThinkKids-Change Over Time* post

scores are often collected at the end of a school year, therefore it is suspected that overall burnout scores can also be influenced by the pressures of the ending school year.

ThinkKids-Change Over Time (TK-COT) Pilot Data

For 14 fall/spring 2016/17 staff pairs, *TK-COT* pilot data was analyzed showing movement in the desired and expected direction for each item on the *TK-COT* teacher stress measure:

Change in philosophy = +.29

Change in perception of positive impact = +.12

Change in perception of CPS skills = +.26

Change in teacher/staff burnout = +.07

Overall teachers and staff reported a change in their current teaching philosophy to be in more alignment with CPS philosophy, a positive change in their perceptions regarding the positive impact CPS is having in their classrooms, and a positive change in perception of their skills in engaging in CPS. Reports of staff burnout increased slightly; however, this is to be expected considering the specialized skills staff are developing that are often different than their current skills set. Change from one operating philosophy and practice often coincides with slight increases in reported stress. As confidence in skills increase, these ratings are expected to decrease overtime. Additional comparisons will be available for analysis and reported in Phase III (3) report spring 2019.

ThinkKids-Change Over Time (TK-COT) Target Group Data

For 14 fall/spring 2016/17 staff pairs, *TK-COT* target group data was analyzed showing movement in the desired and expected direction for each item on the *TK-COT* teacher stress measure:

Change in philosophy = +.82

Change in perception of positive impact = +.41

Change in perception of CPS skills = +.25

Change in teacher/staff burnout = +.14

Similar to the reported Pilot Data, overall teachers and staff reported a change in their teaching philosophy to be in more alignment with CPS philosophy, a positive change in their perceptions regarding the positive impact CPS is having in their classrooms, and a positive change in their perception of their skills in engaging in CPS. As reported for the Pilot Data, reports of staff burnout increased slightly; however, this is to be expected considering the specialized skills staff are developing that are often different than their current skills set. Change from one operating philosophy and practice often coincides with slight increases in reported stress. As confidence in skills increase, these ratings are expected to decrease overtime. Additional comparisons will be available for analysis and reported in Phase III (3) report spring 2019.

#### EC PBIS+ Modified TK-COT Target Group Data

A Modified EC PBIS+ TK-COT assessment was developed based on relevant items from the CPS TK-COT. These data will be collected in fall 2018 from teachers receiving either practice-based coaching or Consultation in EC PBIS+ practices. This sample includes: 2 ECSE teachers, 2 HS teachers and 1 community preschool teacher. This assessment will serve as a pre-assessment of teacher stress following one year of implementation. Post-assessments will be collected in spring 2019.

#### **ODE's Financial Assistance to Implementing Programs**

To date, expenditure reports continue to be aligned with the level of assistance required by each site.

#### **Evidence of Closing the Feedback Loop**

The following items, proposed as a result of data analysis reported in the Phase III (1), were accomplished during this reporting period:

- Additional training and coaching was provided in the selected evidence-based practices.

- Research and pilot work continues to occur to assess ways to address the application of CPS to parents and families.
- A streamlined data collection and analysis system was created on ODE’s EI/ECSE database, ecWeb to assist in data collection and reporting.

From these 2016/17 & 2017/18 school year data, ODE plans the following moving forward:

- Where feasible, ODE External State-Level Coaches will provide additional
  - In-person coaching and observation sessions,
  - Opportunities for connecting with other ECSE teachers implementing CPS, EC PBIS+ and Practice-based Coaching,
  - Tools to support teams in their in implementation of CPS, EC PBIS+ and Practice-based Coaching,
  - Opportunities for filming CPS team conversations for External State-Level Coach feedback,
  - Time, focus and instruction on how fidelity is measured,
  - Support and instruction on the expectations in implementing practice-based coaching within particular regions,
  - Suggestions on how EI/ECSE programs can support their community EI/ECSE partners as their partners move towards fidelity of implementation, and
  - Trainings to develop coaches across all CPS and EC PBIS+ project participants.

Theory of Action

<b>Output</b>	And, if EI/ECSE programs implement, with fidelity, evidence-based strategies for teaching social-emotional and approaches to learning skills,
Evaluation Questions	Data Sources
1. Did programs implement the practice?	1. Implementation site fidelity checks, coaching logs 2. Implementation site fidelity checks 3. Demographics

<ol style="list-style-type: none"> <li>2. How well was the practice implemented?</li> <li>3. With how many children, parents, EC partners?</li> <li>4. How many sites?</li> <li>5. Did some sites implement better than others? If yes, why?</li> <li>6. How supportive are program staff and families about implementing the practice?</li> <li>7. Do staff and families feel that implementing the practice is worth the investment of time and resources?</li> <li>8. Are there hidden costs to implementing the practice (time, money)?</li> <li>9. Are there other benefits to implementing the practice that are not being measured?</li> </ol>	<ol style="list-style-type: none"> <li>4. Demographics</li> <li>5. Implementation site fidelity check comparisons</li> <li>6. Interviews/surveys with implementation site participants, state-level external and program-level internal coaches</li> <li>7. Interviews/surveys with implementation site participants, state-level external and program-level internal coaches</li> <li>8. ODE and site budgets &amp; expenditure reports, interviews/surveys with implementation site participants, state-level external and program-level internal coaches</li> <li>9. Interviews/surveys with implementation site participants, state-level external and program-level internal coaches</li> </ol>
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**Fidelity of Implementation (Adult-Level Data)**

CPS Target Group Fidelity of Implementation

*CPS APT Fidelity Rubrics – Pilot Sites*

To date, fidelity of implementation is not being measured for pilot site teams; therefore, there are no data to be analyzed.

### *CPS APT Fidelity Rubrics – CPS Target Groups*

The *CPS APT Fidelity Rubrics* are rated from 1 indicating fidelity “needs improvement” to 3 indicating fidelity is “in place” with the middle score of a 2 indicating fidelity is “developing”. To receive a score of 3, the APT captured in the video would clearly aligns with the CPS philosophy as well as the components of CPS process and procedure. It is expected that teams move away from the rating of 1 and move to a score of 2 for many of their subsequent fidelity checks. Teams demonstrate progress towards fidelity while also continuing to receive a score of 2, “developing.” It is anticipated that the APT fidelity score would increase slowly over time. During the first 3 years of a teacher’s implementation of CPS practices and at the current rate of coaching provided by the state-level external coach, a score of 2 is expected.

The *CPS APT Fidelity Rubrics* describe a variety of components needed to implement CPS to fidelity. The measure captures changes in the teaching teams’ philosophical approach as well as how the team uses CPS to assess, plan, and intervene with children. Each individual item is rated on a 1 to 3-point scale with those individual scores then used to determine the overall fidelity rubric rating. For a teacher to receive a score of “3”, indicating fidelity to the CPS model is “in place”, all individual items scored on the rubric need to be scored a 3.

During the 2016/2017 school year, a total 25 *CPS APT Fidelity Rubrics* were completed for 5 teachers implementing CPS in their settings.

Sixty percent (60%) of teachers in implementation sites remained in the “developing” range across all of their scored *CPS APT Fidelity Rubrics*, while 40% of teachers received a mixture of “needs improvement” and “developing” scores (60% developing for one teacher and 20% developing for the other).

### *CPS Video Fidelity Rubrics – Pilot Sites*

To date, fidelity of implementation is not being measured for pilot site teams; therefore, there are no data to be analyzed.

### *CPS Video Fidelity Rubric – CPS Target Groups*

Video fidelity provides a deeper understanding of how teams are progressing as they adopt the underlying CPS philosophy, “skill vs. will.” Video fidelity scores are expected to differ from *APT Fidelity Rubric* scores. The two video submissions from each of the 2 participating teachers capture different aspects of CPS implementation and therefore the results of this measure often does not show growth from fall to spring. Growth in this fidelity assessment is not expected until a teacher is in Year 2 of implementation.

During the 2016/2017 school year, a total 10 *CPS Video Fidelity Rubrics* were completed for 5 teachers implementing CPS in their settings.

Eighty percent (80%) of teachers in implementation sites received one video fidelity score of “needs improvement” and one fidelity score of “developing”. One teacher received all “developing”.

Additionally, CPS requires a philosophical shift in thinking about children with challenging behaviors. Previous evaluations of CPS implementation, outside of this project, have reported that theoretical discussions in trainings or during coaching more readily demonstrates a shift in thinking, but that this shift has been shown to be more difficult to demonstrate during the application of CPS strategies in the classroom.

At this time, there is an insufficient amount of *CPS APT* or *Video Fidelity Rubric* data to draw meaningful conclusions. More robust analyses are scheduled for summer 2020. This projected date aligns with the original Phase III (1) schedule.

### EC PBIS+ Target Group Fidelity of Implementation

As described in Phase III (1) report, three research-based measures were selected to evaluate fidelity of EC PBIS+ implementation at the program and teacher levels: *Early Childhood Benchmarks of Quality (BoQ)*, *Teaching Pyramid Observation Tool (TPOT™)* and *The Pyramid Infant Toddler Observation Scale (TPITOS™)*.

#### *Teaching Pyramid Observation Tool (TPOT™)* – Teacher-Level Fidelity Data

As described in ODE's Phase III (1) report, the TPOT™ was selected as a fidelity assessment for teacher-level skills demonstration in implementation sites serving children ages two to five. This tool provides information on how well teachers are implementing practices related to each of the tiers in the EC PBIS+ multi-tiered system. During this reporting period, trained evaluators, at 2 of the 3 the implementation sites, conducted a classroom observation and teacher interview to complete a fall 2017 TPOT™ fidelity assessment. The evaluator noted any red flags indicating areas for immediate support, documented how implementing teachers responded to challenging behavior, and rated the presence or absence of key practice items along with their related indicators.

For 5 participating teachers who had TPOT™ scores for fall 2017/18, the average TPOT™ score was 73% (range 50% - 91%). A total of 10 (range 1 – 4) Red Flags were observed across 5 teachers. These data indicate areas for growth in use of EC PBIS+/Pyramid Model strategies for all participating teachers.

Two assessments were submitted incomplete and did not include Red Flag data. At this time, any attempt to recover missing data would cause questions about reliability. As necessary, future technical assistance will be provided to areas submitting incomplete data.

One implementation site had not yet received reliability training on the TPOT™ in time for fall 2017 data collection, therefore this site used the *TPOT-Short Form*, an adapted and shorter version of the longer, published TPOT™. The *TPOT-Short Form* contains 35 evaluation questions including 8 environmental set-up yes/no questions, ratings of 1(Never) to 4(Almost Always) for the frequency of use for 26 strategies supported by the Pyramid Model Framework and provides an area to record the a percentage of time children spent in teacher-directed activities during the observation. The evaluator from this area completed one *TPOT-Short Form* while observing for 2.5 hours in the participating teacher's classroom.

This teacher was observed implementing 88% of key variables indicating 88% out of 100% implementation of EC PBIS+/Pyramid Model strategies as they are captured on the *T POT-Short Form* assessment. The assessment conducted by the teacher's coach resulted in the following scores observed in a 2.5 hour data collection session:

Never observed = 8%

Rarely observed = 16%

Sometimes observed = 52%

Almost always observed = 28%

These data indicate areas for improvement for this teacher in her use of EC PBIS+/Pyramid Model strategies.

Three teachers with *T POT™* data are receiving practice-based coaching and 2 teachers across 4 classrooms are receiving support through the Consultation Model described earlier.

With limited data, ODE is unable to draw meaningful conclusions at this time. Additional *T POT™* will continue to be collected during spring 2018, and fall and spring in subsequent project years. Collectively these data will allow for an assessment of fidelity of EC PBIS+/Pyramid Model strategies implementation by participating teachers.

#### *EC PBIS Benchmarks of Quality (BoQ)– Program-Level Fidelity Data*

To evaluate the extent to which programs are implementing Program-Wide EC PBIS+ with fidelity, participating programs collected *Early Childhood Benchmarks of Quality* data in fall2017. BoQ evaluates the extent to which a program has 9 critical elements and 47 benchmarks in place, partially in place or not in place. The nine critical elements evaluated in this tool are as follows: 1) Establish leadership team, 2) Staff Buy-In, 3) Family Involvement, 4) Program-wide Expectations, 5) Strategies for teaching and acknowledging the program-wide expectations, 6) All classrooms demonstrate the adoption of the Teaching Pyramid, 7) Procedures for responding to challenging behavior, 8) Staff Support, and 9) Monitoring and implementation and outcomes.

Each participating program collected a fall 2017 *BoQ* assessment and submitted it to ODE for analysis. Upon receipt, it was discovered that 2 of the 3 participating programs used the ODE assigned format and 1 program used an older version of the assessment. Although different, items across both assessments are identical except for 7 additional items on the assessment that was not the ODE assigned assessment. In the future, ODE will provide TA to insure all programs are utilizing the same format.

The following data are the average and their respective range for Program-Wide EC PBIS+ Implementation items on the *BoQ* scored “not in place,” “partially in place,” and “in place” between the two participating programs using the ODE assigned format.

Not in place = 42% (range 26% - 58%)

Partially in place = 41% (range 23% - 58%)

In place = 19% (range 18% to 20%)

Collectively these data show areas for growth across both participating programs. They also capture a wide range of items scored “in place” between two of the participating programs. To assist in the full implementation of program-wide EC PBIS components, TA is provided by the state-level external coach to each program’s EC PBIS+ Leadership team. These two teams, using the ODE assigned *BoQ*, are in the early years (e.g., Year 1) of implementation.

For the one program using the format that included an additional 7 items and was different from the *BoQ* assigned by ODE, their data is as follows: 2% “not in place”, 43% “partially in place” and 45% “in place”.

Because both formats (i.e., ODE assigned versus the other format) are very similar, some comparisons can be made between the results of the assessments. This being true, the scores of the program using the different format show an advanced implementation of Program-wide EC PBIS+ implementation in their area. This area has been implementing Program-wide Pyramid practices for 4 years. The 2017/18 school year is the first year they have collaborated with a community Head Start partner in their implementation. This area has already started their scale-out efforts.

#### Practice-based Coaching Fidelity of Implementation

A *Practice-based Coaching Fidelity Tool* was developed based on materials available on the National Center for Quality Teaching and Learning (NCQTL) Head Start website evaluate the extent to which coaching practices were being

implemented with fidelity. The first fidelity assessment for Program-Level Internal Coaches for the 4 participating coaches for EC PBIS+ is scheduled for May/June 2018. As the CPS Target Group leaders reach fidelity of CPS implementation in their areas, they will apply to become Program-Level Internal CPS Practice-based Coaches. This step is not expected until at least 3 to 5 years into the CPS project.

### **Evidence of Closing the Feedback Loop**

The following items, proposed as a result of data analysis reported in the Phase III (1), were accomplished this reporting period or are ongoing activities informing SSIP activities implementation:

- Continue to use pilot sites as “test” sites for new data collection systems and measures.
- Collect data on frequency, amount, and participant perception of training in CPS and EC PBIS+ to answer questions related to the effects of dosage and type of training on fidelity of implementation.
- Provide TA to implementation sites in the process of creating parent/provider-friendly materials to explain each evidence-based practice. Activities to support the development of these materials for parent/provider/community partners will be included in a course designed and taught by ODE’s EC PBIS+ state-level external coach on teaching social, emotional and approaches to learning skills with intention at the Summer Institute in summer 2018.
- Continue to stay current on CPS and EC PBIS/Pyramid Model research. Specifically research targeting implementation of CPS and EC PBIS/Pyramid Model with families receiving services for their children birth to three.
- Conduct introductory sessions for potential implementation sites to increase buy-in and positively affect sustainability.
- Include an administrator in initial training and ongoing communications from State-Level External coaches.
- Evaluate the feasibility of providing additional coaching opportunities using an evidence-based coaching model (e.g., Practice-based Coaching). As a result of Summer Institute evaluations, TA meetings with site administrators, and state-level external coaching sessions with Internal Program-Level coaches, coach professional development and network meetings were added to the state-level implementation plan. These meetings occur 3 times per school year (fall, winter and spring).

- Carefully plan for scale-up (within programs) and scale-out (across programs). With technical assistance from ODE staff, implementation site administrators attend work sessions at an annual winter coaches' meetings and create 3 to 5 year implementation plans and budgets. Additional technical assistance is provided at fall and spring coach meetings.

From these 2016/17 & 2017/18 school year data, ODE plans the following moving forward:

- Additional TA will be provided to areas submitting incomplete data.
- Training will be provided on the correct fidelity tools to be used by participating EC PBIS+ programs.
- Training will continue to be provided on both CPS and EC PBIS+ strategies as indicated by the fidelity data reviewed.
- Summer Institutes will continue to include advanced training on supporting children's social, emotional and approaches to learning skills for those programs showing high levels of fidelity of implementation as well as other interested partners. CPS Tier 1 Training for new programs as well as those programs seeking a refresher on CPS implementation strategies will continued to be offered.

Results

**And, if EI/ECSE programs implement, with fidelity, evidence-based strategies for teaching social-emotional and approaches to learning skills;**

Theory of Action

**Outcome**

Then, the percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.

Evaluation Questions

Data Sources

1. Did social-emotional skills increase?

No. 1 through 4 Formative Assessment measures (Child Behavior Rating Scale [CRBS], Social Emotional Assessment Measure [SEAM]); CPS Thinking

<p>2. Did approaches to learning skills increase?</p> <p>3. How do the data from implementation sites differ from non-targeted sites?</p> <p>4. How do the data from implementation sites differ between the selected evidence-based improvement practices?</p>	<p>Skills Inventory [TSI]; EI/ECSE child outcome data; and Kindergarten assessment data</p>
<p>Results</p>	
<p>As described in Phase III (1) report, with extensive input from stakeholders, ODE selected the Child Behavior Rating Scale (CBRS) and Social Emotional Assessment Measure (SEAM) as the formative assessments for child social, emotional and approaches to learning behavior change. In addition, ODE selected EI/ECSE outcome data and Kindergarten assessment data as tools to measure the impact of both CPS and EC PBIS+ on young children with disabilities over time. A CPS specific measure, <i>Thinking Skills Inventory (TSI)</i> was selected as an additional child growth measure for children in CPS Pilot and CPS Target Group sites.</p> <p><b>Child-Level Data</b></p> <p><u><i>CPS Thinking Skills Inventory (TSI)</i></u></p> <p>The <i>Thinking Skills Inventory</i> rates a variety of social thinking skills for children as a “strength”, “depends” (i.e. sometimes strength, sometimes difficult), “difficult”, or “not applicable/not present”. Over time, with exposure to the CPS philosophy as well as CPS interventions we would expect more thinking skills to be rated as a “strength” for the child. A skill is rated “not applicable/not present” when the teacher does not have evidence of the skill or the child is not yet to the level of expressing that skill in any way. We would expect the number of skills rated as “not applicable/not present” to decrease over time which would express the presence of more social thinking skills overall for a child. Because skills are expected to move from “not applicable/not present” that is likely to lead to an increase in skills rated as “difficult”. This will ideally be balanced by skills that were originally rated as “difficult” moving to “depends” or even</p>	

“strength”. Therefore, the number of skills rated as “difficult” should remain relatively the same during early stages of implementation and over time the number of “difficult” skills will decrease. Similarly, the expectation would be for skills rated as “depends” to remain relatively the same due to the expectation that “difficult” skills move to “depends” while skills that originally were “depends” move to “strengths.”

#### CPS Thinking Skills Inventory (TSI) Pilot Data

For a sample of 20 fall/spring 2016/17 child pairs, TSI pilot data was analyzed showing movement in the desired direction for each item on the CPS *Thinking Skills Inventory* (TSI):

Change in strengths = +2.8

Change in depends = +4.1

Change in difficult = -5.05

Change in NP/NA = -2.2

Collectively, these changes indicate a shift from children’s display of “difficult” behavior to children’s display of “strengths” as demonstrated by a sample of children receiving services in a classroom implementing CPS as rated by their teachers.

Data collection for spring 2018 is currently underway; therefore, there are no fall/spring *TSI* score pairs to analyze. *TSI* counts for fall 2018 indicate the potential for 20 fall/spring pairs for comparison, analysis and reporting in the Phase III (3) report (spring 2019).

#### CPS Target Group TSI Data

For a sample of 25 fall/spring 2016/17 child pairs in CPS implementing classrooms, *TSI* data were analyzed showing movement in the desired direction for each item on the *Thinking Skills Inventory* (TSI):

Change in strengths = +2.52

Change in depends = +5.28

Change in difficult = -4.64

Change in NP/NA = -2.2

Collectively, these changes indicate a shift from children's display of "difficult" behavior to children's display of "strengths" as demonstrated by a sample of children receiving services in a classroom implementing CPS as rated by their teachers.

Data collection for spring 2018 is currently underway; therefore, there are no fall/spring score pairs to analyze. *TSI* counts for fall 2018 indicate the potential for 64 pairs for comparison, analysis and reporting in the Phase III (3) report (spring 2019).

#### Formative Assessment Data (Child Behavior Rating Scale [CBRS] and Social Emotional Assessment Measure [SEAM])

##### CPS CBRS Pilot Data

At this time, there are no 2016/17 CBRS or SEAM pairs to analyze from the pilot sites. Data collection for these pair comparisons began fall/winter 2017/18. Comparisons will be available for the Phase III (3) report (spring 2019).

Data collection for spring 2018 is currently underway; therefore, at this time, there are no fall/spring pairs to analyze from the pilot sites. *CBRS* data counts for fall 2017 indicate the potential for 34 *CBRS* pairs, 2 *SEAM* Infant pairs, and 13 *SEAM* Toddler pairs from pilot sites for analysis and reporting in the Phase III (3) report (spring 2019).

##### CPS Target Group CBRS Data

*CBRS* data were collected and analyzed from a sample of 26 fall/spring 2016/17 score pairs from children in CPS implementing classrooms, showing movement in the desired direction for each item on the *CBRS* rating scale:

Always true = +.31  
Frequently true = + 2.85  
Sometimes true = +.42  
Rarely true = - 1.42  
Never true = -2.12

For the sample of 26 fall/spring pairs, the results showed movement in a positive direction for the “Always True”, “Frequently True” and “Sometimes True” demonstrating an increase in teachers’ perceptions of child’s behavioral strengths. Negative movement in “Rarely True” and “Never True” items is the desired direction for these ratings.

Data collection for spring 2018 is currently underway; therefore, there are no fall/spring score pairs to analyze. *CBRS* counts for fall 2018 indicate the potential for 151 score pairs for comparison, analysis and reporting in the Phase III (3) report (spring 2019).

No Infant or Toddler *SEAM* data have been collected thus far for this group. An intentional focus on children receiving services from Early Intervention is currently underway which will result in *SEAM* data for future reports.

#### EC PBIS+ Target Group *CBRS* Data

EC PBIS+ implementation began fall 2017, therefore, at this time, there are no *CBRS* or *SEAM* scores to be analyzed and reported. Data collection for spring 2018 is currently underway. EC PBIS+ *CBRS* data counts for fall 2017 indicate the potential for 50 *CBRS* pairs, from the EC PBIS+ Target Group for analysis and reporting in the Phase III (3) report (spring 2019).

At this time, there is an insufficient sample of *CBRS* and *SEAM* data to analyze for conclusions regarding the effects of CPS and EC PBIS+ on child outcomes. Additional data for analysis will become available by spring 2018 and in subsequent years as more programs implement CPS and EC PBIS+ and submit formative assessment data.

For this reporting period, fall2016/2017 *Kindergarten Assessment* data are available; however, the sample of data (number of children entering kindergarten in fall2016 and 2017 who experienced services in a CPS classroom) is insufficient for meaningful analysis at this time. EC PBIS+ implementation began fall2017; therefore, no data are yet available for analysis. Analysis of these data will commence in summer 2018.

Evidence of Closing the Feedback Loop

As data are collected and analyzed and additional stakeholder input is collected planning, including modifications, will be considered.

**c. Description of baseline data for key measures**

The following Table C. 1. c. & d. includes baseline data for key measures. Because ODE is only in the second year of CPS implementation and first year of EC PBIS+ implementation, baseline data are identical to the data included in Table C. 1. a. & b. located in the previous pages of this Section C.; however, a summary is also included in the following Table C. 1. c. & d. in a different format to outline the data collection procedures and associated timelines within one table. Table C. 1. c. & d. does not include baseline data for EC PBIS+ because only count per measure data are available at this time. EC PBIS+ baseline scores from fall/spring 2017/2018 data collection will become available after this Phase III (2) report is submitted; therefore, the resulting data will be included in ODE’s Phase III (3) report to be submitted in spring 2019.

**d. Data collection procedures and associated timelines**

Key measures for ODE’s input, output and outcomes relative to the SSIP Theory of Action are previously included within this Section C. in Table C. 1. a. & b. Baseline measures of SSIP input, output and outcomes, timelines and data collection procedures are displayed in the following Table C. 1.c. & d.:

Table C. 1. c. & d.

<b>CPS <u>Adult</u> Measures</b>	<b>Data Collection Procedure &amp; Timeline</b>	<b><i>Baseline Data</i></b>
<p><i>CPS Pre-Tier 1 Training and Post-Coaching plus Tier 2 Training Knowledge-Level Assessments</i></p>	<p><i>CPS Pre-Tier 1 Training Knowledge Level Assessments</i> are collected prior to CPS Tier 1 training at the Summer Institute and <i>Post-Coaching plus Tier 2 Training Knowledge Level Assessments</i> are collected in the spring following approximately 7 months of coaching and Tier 2 Training; data are analyzed in the summer.</p>	<p><u><i>CPS Pilot Site Knowledge-Level Assessment Data</i></u></p> <p>As previously described, teachers and staff from the Pilot Sites do not attend Tier 1 or Tier 2 training; therefore, there are no CPS Pilot Site <i>Knowledge Level Assessment</i> data to report.</p> <p><u><i>CPS Target Group Baseline Data</i></u></p> <p>During the 2016/17 school year, 9 staff (5 team leads, 3 administrators, and 1 SLP) completed the 2016 <i>Pre Tier 1 Training and Post-Coaching plus Tier 2 Training Knowledge Level Assessments</i>. All lead teachers demonstrated an increase in knowledge from Pre-Tier 1 Training to Post coaching plus Tier 2 training. Overall 8/9</p>

		<p>participants showed increased in knowledge from pre to post assessment.</p> <p>Note: the administrators included in this sample did not partake in coaching directly.</p>
<p><i>ThinkKids-Change Over Time (TK-COT)</i></p>	<p>The <i>TK-COT</i> results in pre and posttest data from implementing sites. Data show growth or decrease in; a) perception of positive impact, b) perception of CPS skill, alignment with philosophy of CPS, and d) teacher burnout. Data are summarized annually.</p> <p>For a more in-depth description of this measure, see Table C. 1. a. &amp; b.</p>	<p><u>CPS Pilot Site <i>TK-COT</i> Data</u></p> <p>For 14 fall/spring 2016/17 staff pairs, <i>TK-COT</i> pilot data was analyzed showing movement in the desired and expected direction for each item on the Thinking Skills Change Over Time (<i>TK-COT</i>) teacher stress measure.</p> <p><u>CPS Target Group <i>TK-COT</i> Baseline Data</u></p> <p>For 14 Fall/spring 2016/17 staff pairs, <i>TK-COT</i> pilot data was analyzed showing movement in the desired and expected</p>

		direction for each item on the Thinking Skills Change Over Time (TK-COT) teacher stress measure
CPS APT Fidelity Rubric and <i>CPS Video Fidelity Rubric</i>	<p>These 2 CPS fidelity checks are completed a minimum of 2 times per year with additional checks as necessary; data are analyzed as they are submitted.</p> <p>For a more in-depth description of these measures, see Table C. 1. a. &amp; b.</p>	<p><u>CPS Pilot Site TK-COT Data</u></p> <p>As previously described, due to the lack of personnel capacity, fidelity data have not been collected for teachers implementing CPS in Pilot Sites.</p> <p>Moving forward, ODE is considering collecting CPS fidelity data on a sample of teachers from CPS Pilot Sites.</p> <p><u>CPS Target Group Fidelity Baseline Data</u></p> <p><i>CPS APT &amp; Video Fidelity Rubrics</i></p>

		<p>During the 2016/2017 school year, a total 25 CPS APT Fidelity Rubrics were completed for 5 teachers implementing CPS in their settings.</p> <p>Sixty percent (60%) of teachers in implementation sites remained in the “developing” range throughout all APT fidelity, while 40% of teachers received a mixture of “needs improvement” and “developing” scores (60% developing for one teacher and 20% developing for the other).</p> <p>During the fall of the 2017/2018 school year, a total 20 CPS APT Fidelity Rubrics and 8 CPS Video Fidelity Rubrics were completed for 2 teachers in their Year 2 of implementation and 5</p>
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		<p>teachers in their first year of implementation.</p> <p>Thus far, 33% of Year 2 CPS teachers in implementation sites showed growth in their fidelity of implementation by each receiving two “in place” scores – one for an APT and one for a video. The other 67% of teachers in implementation sites remained in the “developing” range on their fidelity scores.</p> <p>During the 2016/2017 school year, a total 10 CPS Video Fidelity Rubrics were completed for 5 teachers implementing CPS in their settings.</p> <p>Eighty percent (80%) of teachers in implementation sites received one video fidelity score of “needs improvement” and one</p>
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		<p>fidelity score of “developing”. One teacher received all “developing”.</p> <p>Thus far, 33% of Year 2 CPS teachers in implementation sites showed growth in their fidelity of implementation by each receiving two “in place” scores – one for an APT and one for a video. The other 67% of teachers in implementation sites remained in the “developing” range on their fidelity measure.</p>
<b><u>CPS Child Measures</u></b>	<b>Data Collection Procedure</b>	<b>Baseline Data &amp; Timeline</b>
<i>Teaching Skills Inventory (TSI)</i>	<i>Thinking Skills Inventory (TSI)</i> is a 3-point scale (Strength, Depends, Difficult) with Not Present (N/P) and Not Applicable (N/A) response options. The <i>TSI</i> measures the extent to which students have various thinking skills in their repertoire (i.e. attention and working memory, cognitive flexibility, emotional/self-regulation, language and communication, and social thinking) and to what degree (it is a strength, it depends, or it	<p><b><u>CPS Target Group Fidelity Baseline Data</u></b></p> <p>For a sample of 20 Fall/spring 2016/17 child pairs, TSI pilot data was analyzed showing movement in the desired direction for each item on</p>

	<p>is difficult). This tool is used to measure child skill change over time. Data are summarized annually.</p> <p>For a more in-depth description of this measure see Table C. 1. a. &amp; b.</p>	<p>the Thinking Skills Inventory (TSI):</p> <p>Change in strengths = +2.8  Change in depends = +4.1  Change in difficult = -5.05  Change in NP/NA = -2.2</p> <p>Collectively these changes indicate a shift from perceived “difficult” to perceived “strengths” demonstrated by a sample of children receiving services in a CPS Pilot Site classrooms.</p> <p><u>CPS Target Group TSI/</u>  <u>Baseline Data</u></p> <p>For a sample of 25 Fall/spring 2016/17 child pairs in CPS implementing classrooms, TSI data were analyzed showing movement in the desired direction for each item on</p>
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		<p>the Thinking Skills Inventory (TSI):</p> <p>Change in strengths = +2.52  Change in depends = +5.28  Change in difficult = -4.64  Change in NP/NA = -2.2</p> <p>Collectively these changes indicate a shift from perceived “difficult” behavior to the perceived “strengths” demonstrated by a sample of children receiving services in CPS Target Group classrooms.</p>
<p>Formative Assessments (CBRS &amp; SEAM)</p>	<p>Formative assessment data is submitted to ODE from implementing sites 3 times per year (fall/spring); data will be analyzed annually.</p> <p>Note: Due to feedback suggesting difficulty in workload from participating Target Group programs and the lack of a need for 3 yearly formative assessment data points, winter data collection is no longer being collected.</p>	<p><u>CPS Pilot Site CBRS Data</u></p> <p>Currently there are no 2016/17 CBRS or SEAM pairs to analyze. Data collection for these pair comparisons began fall/winter 2017/18. Comparisons will be</p>

		<p>available for the Phase III (3) report (spring 2019).</p> <p><u>CPS Target Group <i>CBRS</i> &amp; <i>SEAM</i> Baseline Data</u></p> <p>For a sample of 26 fall/spring 2016/17 child pairs in CPS implementing classrooms, <i>CBRS</i> data were analyzed showing movement in the desired direction for each item on the <i>Child Behavior Rating Scale (CBRS)</i>:</p> <p>Always true = +.31  Frequently true = + 2.85  Sometimes true = +.42  Rarely true = - 1.42  Never true = -2.12</p> <p>A positive movement in the “Always True”, “Frequently True” and “Sometimes True” demonstrates an increase in teachers’ perceptions of child’s</p>
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		<p>behavioral strengths. Negative movement in “Rarely True” and “Never True” items is the desired direction for these items.</p> <p>For this group, no Infant or Toddler <i>SEAM</i> data has been collected. An intentional focus on children receiving services from Early Intervention is currently underway.</p>
EI/ECSE Child Outcome data (AEPS)	AEPS data is submitted to ODE from all EI/ECSE programs annually; data comparisons will begin October 2017.	In progress; comparisons available summer 2018
Kindergarten Assessment data	Kindergarten Assessment data is submitted to ODE annually; data comparisons will begin summer 2018.	In progress; comparisons available summer 2018

**e. [If applicable] Sampling procedures**

To enhance sustainable scale-up and scale-out efforts, ODE has deliberately used a staggered implementation system. Implementation sites are selected from a pool of applications submitted annually to ODE. Oregon does not use sampling procedures for these data.

**f. [If appropriate] Planned data comparisons**

Planned data comparisons are included in the previous Table C. 1. c. & d.

**g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements**

ODE's timely and systematic data management and data analysis procedures as referenced earlier in this section and captured in Table C. 1. a. & b. and Table C. 1. c. & d. has allowed for the assessment of progress toward achieving intended improvements. Specifically, the quantity and quality of critical process and outcome data and their related analyses allows for a complete evaluation of ODE's Theory of Action input, output and outcomes. With these data, ODE is able to make data-based decisions regarding implementation and progress toward the selected outcome (SIMR). Child outcome data comparisons will commence in summer of 2018, when a sufficient sample of data are available. With the specific data collected related to ODE's Theory of Action and related activities, appropriate modifications are made in a well-timed and informed manner. These modifications are addressed in Table C. 2. a. (1) and (2) in the next section C. 2.

**2. How the State has demonstrated progress and made modifications to the SSIP as necessary**

See Tables C. 2. a. (1) and (2) 4<sup>th</sup> column for a description of ODE's demonstrated progress and resulting modifications.

**a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR**

Table C. 2. a. (1) identifies the key data providing evidence regarding progress toward achieving intended improvements to *infrastructure* as outlined in Phase II in italics, the timeline for completion of the infrastructure change, the expected outcomes, supporting evidence and related modifications where necessary. A number of items were met and reported in ODE's Phase III (1) report in spring 2017. Those items are indicated by their *italicized text* and **(Met)** status.

**Table C. 2. a. (1)**

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
<i>Repurposing two Education Specialist positions</i>	<p><i>winter 2015</i></p> <p><b>(Met)</b></p>	<i>Dedicated staff support of SSIP efforts</i>	<p><b>Evidence:</b></p> <p><i>Education Specialist position elevated to Lead Education Specialist for Part B and EI/ECSE (Part C) SSIP work; An additional Education Specialist position revised to include specific assignments to support the EI/ECSE SSIP</i></p> <p><b>Modifications:</b></p> <p><i>Added an additional EI/ECSE Education Specialist with SSIP responsibilities;</i></p> <p><i>Reviewed annually</i></p>
<i>Repurposing discretionary funds</i>	<p><i>winter 2017</i></p> <p><b>(Met)</b></p> <p><i>Evaluated annually</i></p>	<i>Financial support for implementation of new or improved practices</i>	<p><b>Evidence:</b></p> <p><i>Funds reallocated or repurposed to support SSIP implementation ODE</i></p>

**Table C. 2. a. (1)**

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			<p><i>budgets and expenditure reports; completed annually</i></p> <p><b>Modifications:</b></p> <p><i>Reviewed annually; no modifications at this time</i></p>
<p>Revising and aligning Early Learning Outcomes Framework with Common Core Standards for Kindergarten</p>	<p>summer 2017</p> <p>Guidelines timeline <b>(Met)</b></p> <p>Professional development materials <b>(On Track)</b></p>	<p>Aligned early learning standards and K-3 common core State standards that include social-emotional and approaches to learning and related professional development materials</p>	<p><b>Evidence:</b></p> <p>Published guidelines released in print and online in February 2017; resource list of accommodations, as well as, training videos and PowerPoints including information for working with children with special needs, are in the process of being created and will be available for teachers, administrators, and parents</p> <p><b>Modifications:</b></p>

**Table C. 2. a. (1)**

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			<p>Timeline for January 2017 publication of guidelines was initially extended due to the plan for the guidelines being released simultaneously in all 5 languages; due to complications with formatting, slight modifications were made to the online delivery methods for these professional development modules</p>
<p>Revising and implementing EI/ESE workforce standards</p>	<p>fall 2015 (revised competencies completed) <b>(Met)</b></p> <p>winter 2016 (implementing competencies) <b>(Met)</b></p>	<p>Increased skill in social-emotional and approaches to learning competencies for EI/ECSE Specialists, Supervisors, and Assistants</p>	<p><b>Evidence:</b></p> <p>Revised competencies created, implemented and posted to ODE website; authorization applications and documentation posted to ODE website;</p> <p>New competencies and revisions were reviewed by</p>

**Table C. 2. a. (1)**

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
	<p>Spring 2018 (professional development survey)</p> <p><b>(On Track)</b></p>		<p>Oregon’s Higher Education stakeholders and social-emotional and approaches to learning competencies were added to preservice training</p> <p><b>Modifications:</b></p> <p>Added a survey of EI/ECSE contractors to be conducted summer 2017 to evaluate if supervisors included competencies in yearly professional development planning with EI/ECSE specialists, supervisors, and assistants</p> <p>In collaboration with the University of Oregon Early Invention program, a Professional development survey of Oregon EI/ECSE Contractors and EI/ECSE</p>

Table C. 2. a. (1)			
Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			Staff Supervisors is under construction
Revising current data system to better measure and report social-emotional and approaches to learning outcomes	winter 2017  <b>(On Track)</b>	A data system that effectively measures long and short term social-emotional and approaches to learning of young children	<b>Evidence:</b> Formative assessment measures were selected and implemented; summative data collection system is in development; child outcome data collection is in process  <b>Modifications:</b> None at this time; Reviewed annually

**b. Evidence of change to baseline data for key measures**

Table C. 2. a. (2) identifies the key data providing evidence regarding progress toward achieving intended improvements to **SIMR**, the timeline for completion, the expected outcomes, supporting evidence with related modifications where necessary.

ODE selected the following SIMR (Outcome): A demonstrated percent increase in the number of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills. Collaborative Problem Solving (CPS) was the only evidence-based practice evaluated this reporting period. Early Childhood Positive Behavior Support + (EC PBIS+) implementation began fall 2017, therefore there are no EC PBIS+ data score pairs to report at this time. Table C. 2. a. (2) displays each key measure, progress toward achieving intended improvement, supporting evidence, and modifications for CPS as it relates to the SIMR. Additional descriptions of the measures and related progress can also be found in Table C. 1. b., in this Section C., under *Results*.

<b>Table C. 2. a. (2)</b>		
<b>Collaborative Problem Solving</b>		
<b>Key Measure</b>	<b>Progress toward achieving intended improvement</b>	<b>Supporting Evidence/Modifications</b>
<i>Pre CPS Tier 1 and Post-Coaching plus Tier 2 Training Knowledge Assessment</i>	The results of these assessments indicated all lead ECSE teachers demonstrated an increase in their knowledge of CPS strategies from Pre-Tier 1 Training (summer 2016) to Post-Coaching (7 months) plus Tier 2 training (spring 2017).	<p><b>Evidence:</b></p> <p>2016/17 9 assessments scored</p> <p><b>Modifications:</b></p> <p>Based on feedback from previous participant interviews and surveys as well as the first year of practice-based coaching implementation, 2 Coach Training sessions were added during this reporting period with one scheduled for spring 2018. These</p>

**Table C. 2. a. (2)**

<b>Collaborative Problem Solving</b>		
<b>Key Measure</b>	<b>Progress toward achieving intended improvement</b>	<b>Supporting Evidence/Modifications</b>
		<p>sessions provide CPS (and EC PBIS+) implementers networking and training opportunities.</p> <p>Based on suggestions from Summer Institute evaluations, additional CPS training and coaching/observation sessions are under consideration</p>
<i>TK-COT (ThinkKids: Change Over Time)</i>	<p>2016/17 data across all CPS implementers with <i>TK-COT</i> fall/spring measures show growth in a) Perception of positive CPS impact, b) Perception of CPS skill, c) and belief in philosophy of CPS. Total ratings of teacher burnout showed a slight increase.</p> <p>Similarly, 2016/17 data across 2<sup>nd</sup> year implementers show growth in a) Perception of positive CPS impact, b) Perception of CPS skill, c) and belief in philosophy of CPS. Total ratings of</p>	<p><b>Evidence:</b></p> <p><u>CPS Target Group</u></p> <p>14 fall/spring 2016/17 staff pairs</p> <p><u>CPS Target Group Second Year Implementers</u></p> <p>8 fall/spring 2016/17 staff pairs</p> <p><b>Modifications:</b></p> <p>Planning in place for additional training and coaching opportunities to support confidence building in CPS practices</p>

**Table C. 2. a. (2)**

<b>Collaborative Problem Solving</b>		
<b>Key Measure</b>	<b>Progress toward achieving intended improvement</b>	<b>Supporting Evidence/Modifications</b>
	teacher burnout showed a slight increase.	as a way to address the slight increase in teacher stress
<i>TSI (Thinking Skills Inventory):</i> Child level growth in “thinking skills”	For the sample of 25 fall/spring 2016/17 child pairs in CPS implementing classrooms, <i>TSI</i> data were analyzed showing movement in the desired direction for each item on the <i>Thinking Skills Inventory (TSI)</i> .	<p><b>Evidence:</b></p> <p><u>CPS Target Group</u></p> <p>25, 2016/17 fall/spring completed measures and analysis</p> <p><b>Modifications:</b></p> <p>None at this time</p>
Surveys with CPS implementation participants	<p>Summarized qualitative data with substantial positive feedback from all groups. Challenges and needs were also analyzed to improve the process.</p> <p>Overall data were positive for components of CPS implementation.</p>	<p><b>Evidence:</b></p> <p>7 surveys (64% response rate)</p> <p><b>Modifications:</b></p> <p>Stress the importance of all members of a team attending Tier 1 training; continue to offer introductory trainings on the selected evidence-based practices to interested programs;</p>

**Table C. 2. a. (2)**

<b>Collaborative Problem Solving</b>		
<b>Key Measure</b>	<b>Progress toward achieving intended improvement</b>	<b>Supporting Evidence/Modifications</b>
		establish a coaching plan scheduling all coaching contacts and related meetings at the start of the year; offer additional coaching contacts; check for fidelity of coaching
Formative Assessments ( <i>Child Behavior Rating Scale (CBRS)</i> and <i>Social Emotional Assessment Measure (SEAM Infant and Toddler)</i> )	For a sample of 26 fall/spring 2016/17 child pairs in CPS implementing classrooms, <i>CBRS</i> data were analyzed showing movement in the desired direction for each item on the <i>Child Behavior Rating Scale (CBRS)</i> .	<p><b>Evidence:</b></p> <p><u>CPS Target Group</u></p> <p>26 2016/17 fall/spring pairs</p> <p><b>Modifications:</b></p> <p>Enhanced data collection system to include data entry and analysis through a secure online data reporting system (ecWeb)</p> <p>Based on stakeholder feedback regarding workload issues and adequate frequency of data collection for appropriate analysis, ODE discontinued winter <i>CBRS</i> data collection</p>

Table C. 2. a. (2)		
Collaborative Problem Solving		
Key Measure	Progress toward achieving intended improvement	Supporting Evidence/Modifications
Assessment, Evaluation, and Programing System (AEPS®) for Infants and Children	Data not yet available for analysis	N/A
Kindergarten Assessment Data	Data not yet available for analysis	N/A

Except for the anticipated, slight increase in “stress” scores on both Pilot Site and CPS Target Group teachers’ *TK-COT*, all results are moving in a positive direction. Due to only being in Year 2 of implementation for CPS and Year 1 implementation for EC PBIS+ and the insufficient sample size of data from these groups, the results included in this Phase III (2) report allow for a limited preliminary analyses. See the previously included Table C. 2. a. (2) in this Section C. for a display of these data for ODE’s CPS initiative. EC PBIS+ activities began fall 2017; therefore data pairs are not yet available for analysis.

**b. How data support changes that have been made to implementation and improvement strategies**

Data included in Table C. 2. a. (2) supports the following changes that have been made to the implementation and improvement strategies:

CPS interview and survey data support the importance of having all members of the CPS team attend Tier 1 training and the importance of administrative support. In addition, for those programs who had not yet applied to become a CPS implementation site, ODE will continue to provide introductory presentations to interested program staff. In these presentations, an EI/ECSE Education Specialist and state-level external coaches will continue to stress the importance of having all team members at the Tier 1 training and administrative support. The CPS

application will continue to include the statement asserting the requirement that all team members must attend Tier 1 training. The interview and survey responses reflected a concern regarding lack of participation in coaching along with time constraints leading to a need for the coaching plan and meeting schedule being established before the start of the school year. Moving forward, additional coaching opportunities and methods will be explored. For additional data-based decisions leading to modifications, see the information included under the “Results” heading of Table C 1. a. & b., specifically under the heading “Evidence of Closing the Feedback Loop” and the 4<sup>th</sup> column of Tables C. 2. a. (1) and (2).

**c. How data are informing next steps in the SSIP implementation**

The previously referenced data from participant interviews, surveys, training evaluations, initial assessments (i.e., *CPS Pre/Post Training and Coaching Knowledge Level Assessments*; *TSI*, *TK-COT*, and fidelity measures) informed the following next steps in the SSIP implementation:

- Additional technical assistance will be provided to areas submitting incomplete data
- Training will be provided on the correct fidelity tools to be used by participating EC PBIS+ programs
- Training will continue to be provided on both CPS and EC PBIS+ strategies as indicated by the fidelity data reviewed as well as teacher/staff Needs Assessment results and Program-Level Internal Coach/state-level external coach coaching sessions
- Summer Institute 2017/18 will include advance training on supporting children’s social, emotional and approaches to learning skills for those programs showing high levels of fidelity of implementation as well as other interested EC Partners and a CPS Tier 1 training for new programs as well as Year 2 and beyond CPS implementers seeking a refresher on CPS implementation strategies
- Where feasible, ODE External State-Level Coaches will provide additional
  - In-person coaching and observation sessions,
  - Opportunities for connecting with other ECSE teachers implementing CPS, EC PBIS+ and Practice-based Coaching,
  - Tools to support teams in their in implementation of CPS, EC PBIS+ and Practice-based Coaching,
  - Opportunities for filming CPS team conversations for External State-Level Coach feedback,
  - Time, focus, and instruction on how fidelity is measured,

- Support and instruction on the expectations in implementing practice-based coaching within particular regions,
- Suggestions on how EI/ECSE program staff can support community EC partners as EI/ECSE partners move towards fidelity of implementation,
- Trainings to develop coaches across all CPS and EC PBIS+ project participants, and
- Plans to fade ODE financial and high level technical assistance support and establish sustainable scale-up and out activities for CPS and EC PBIS+ implementing programs.

**d. How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path**

Due to the small data sample from which to draw conclusions and, except for a very slight increase in teacher reported stress on the *TK-COT*, positive progress was indicated across all measures collected this reporting period suggesting no substantial changes are necessary at this time. Slight modifications from resulting baseline data are included in Table C. 2. a. (2) in this Section C.

**3. Stakeholder involvement in the SSIP evaluation**

**a. How stakeholders have been informed of the ongoing evaluation of the SSIP**

Stakeholders from small and large stakeholder groups have been involved with review of critical components of the SSIP and will continue to be involved in the future. Evaluation information is disseminated through meetings, email, and meeting website postings. The following is a description of stakeholder groups that have given and continue to provide input to SSIP evaluation.

EI/ECSE Contractors: ODE contracts with eight Education Service Districts (ESDs) and one school district to provide EI/ECSE services to children with disabilities throughout the State. The Contractors either provide services directly or subcontract with other education entities to provide the services. The EI/ECSE contractors have been involved with the SSIP since the beginning and have provided advice to ODE on all SSIP components including evaluation. Previously, Contractors reviewed and provided recommendations on the CPS training plan, given input

on a revised AEPS data summary process by determining to use the Brookes sort and application of the 80% metric to the data, reviewed and recommended changes to the EI/ECSE competencies and reviewed and analyzed annual child outcome data. During implementation of Phase II Contractors assisted in developing the coaching model selection criteria, provided recommendations on the EC PBIS+ training plan, refined the implementation site selection criteria, reviewed and selected formative assessment measures, considered additional revisions to the AEPS data summary process and provided suggestions for improving the data system and format for reporting social-emotional and approaches to learning outcomes. The contractors continue to provide periodic feedback to ODE on the improvement plan and selected practices for improving social-emotional and approaches to learning child outcomes. In the future, when data become available, this group of EI/ECSE Contractors will participate in the annual analysis of EI/ECSE outcome and kindergarten assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Data continues to be shared with Contractors on a regular and reoccurring basis every other month via meetings, email, and web postings. Going forward, data will continue to be presented and feedback will be solicited on implementation and evaluation of the SSIP.

State Interagency Coordinating Council (SICC): The SICC ensures interagency coordination and supports the ongoing development of quality statewide services for young children and their families. The SICC also advises, advocates, and collaborates on State, local and individual levels to maximize each child's unique potential and ability to participate in society. The SICC has been involved with the SSIP by reviewing improvement activities and selected practices, providing input on a revised AEPS data summary process, reviewing AEPS child outcome data to provide suggestions for improvement, and providing suggestions for evaluation tools to measure changes in classroom practices and feedback from parents. Thus far, the SICC has been involved in evaluation activities related to coaching model selection criteria, provided recommendations on the EC PBIS+ training plan, refined the implementation site selection criteria, selected formative assessment measures, and provided suggestions for improving the data system and format for reporting social-emotional and approaches to learning outcomes. The SICC has also provided input on the professional development needs of participating partners and have assisted in making decisions on course offerings at the Summer Institute. When data become available, on an annual basis, the SICC will analyze and provide comment on the EI/ECSE outcome and kindergarten assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. In addition, the SICC also provides an annual Governor's report that rolls into ODE's federal reporting. Data have been shared with the

SICC via bi-monthly meetings, emails, and web postings. Going forward the SICC members will continue to be provided with updates and provide valuable feedback for the evaluation of the SSIP by providing input around the results of the Professional Development Needs Assessment and on the results from the Summer Institute.

Early Learning Division (ELD): The ELD is a division of ODE that supports Oregon's young children and families through administration of the Office of Child Care, Oregon Prekindergarten program, Promise Preschools, and other early learning programs. The ELD was involved in the initial phases of the SSIP by participating in meetings to analyze EI/ECSE data, infrastructure and giving input to the SIMR. Participation thus far, has included reviewing and giving input on implementation plans and reviewing and selecting formative assessment measures. When data become available, pertinent members of the ELD will conduct annual analyses of EI/ECSE outcome and Kindergarten entry assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Data and plans have been shared with the ELD at their weekly management team meetings that include the ODE EI/ECSE Director. Going forward, two ODE Education Specialists will continue to attend monthly ELD Program Managers meeting to inform and solicit input on the SSIP evaluation plan.

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) work group: The EC PBIS work group is comprised of EI/ECSE Behavior specialists representing each of the nine Oregon contract areas, two EI/ECSE Contractor managers, and a liaison from ODE. The work group has been essential in implementing PBIS in Oregon with the EI/ECSE population and continues to address social/emotional/behavioral concerns, topics, and projects identified by the EI/ECSE contractors. Previous work included drafting the EC PBIS implementation survey to determine EI/ECSE program implementation status of EC PBIS and to collect information on strategies used to teach social-emotional and approaches to learning skills. The work group assisted in analyzing the survey data, developing the coaching model selection criteria, and selecting formative assessment measures. This group will also be part of the analyses of annual EI/ECSE outcome and K assessment data in social emotional and approaches to learning skills disaggregated by improvement practice sites. The work group has been apprised of SSIP activities throughout Phase I and II. It continues to be an integral part in the implementation and evaluation of social-emotional/behavioral components and related fidelity measurements that fall under the SSIP umbrella. Data will be shared with the work group at its quarterly meetings. The ODE liaison will continue to provide ongoing information and assignments related to the SSIP. ODE will be sending four members of this work group to the 14<sup>th</sup> National Training Institute on Effective Practices: Addressing Challenging Behavior. The knowledge gained from

this conference, specifically on the Teaching Pyramid Observation Tool, a widely used EC PBIS fidelity tool, will provide ODE with important input regarding the evaluation of the SSIP EC PBIS+ activities.

Student Services Large Stakeholder Group: ODE continues to meet with this group, as described in Phase III (1). Most recently, on November 29, 2017, 50 stakeholders gathered at the Department to participate in the annual meeting and received updates and information on the upcoming Legislative short session, a discussion on disproportionality, and updates on Phase III (2) of the SSIP. Typically, the SSIP updates have been provided via a PowerPoint presentation followed by discussion. This year, the agency developed infographics to share the SSIP updates with stakeholders. As the agency seeks to increase and improve communications with stakeholders, the infographic tool is a mechanism to do so. Infographics provide an accessible platform that allows sharing of complex information or data. Going forward, data will continue to be presented and feedback will be solicited on implementation and evaluation of the SSIP. See Appendix 1 for the handout that was distributed.

EI/ECSE program practitioners: Every fall, ODE EI/ECSE and school age special education staff provides training and technical assistance to school districts, educational service districts and EI/ECSE programs throughout the State. Topics focus on the use of Oregon's System Performance and Review and Improvement monitoring mechanism, SPP/APR indicators, and issues related to general supervision. Previous training included SSIP updates and a discussion on the area of focus for the SIMR. The fall 2016 training included a status update on the SSIP and an opportunity for feedback from participants on implementation training plans and commonly used formative assessments. Participants were also provided with information on the new competencies related to social-emotional and approaches to learning skills.

Higher Education Stakeholders: EI/ECSE competencies will be evaluated every 5 years to determine if they align with national standards (fall 2020). This will be discussed at an EI/ECSE Higher Education meeting.

Summer Institute Planning Committee: Partners from the Early Learning Division, the Oregon Health Authority, EI/ECSE Contractors and Education Specialists from ODE's EI/ECSE team meet monthly to review participant evaluations from the Summer Institutes and plan its agenda. This group also reviews data from the Professional Development Needs Assessment to help inform them in course selection for the Summer Institute.

**b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP**

As reported in Phase III (1), stakeholders continue to have a voice and have been involved in the decision-making regarding the ongoing evaluation of the SSIP. The State consistently employs a continuous feedback loop to keep stakeholders informed, gather critical information and make refinements and adjustments to the SSIP accordingly. The following paragraphs outline the decision-making participation from each of the following groups on the ongoing evaluation of the SSIP: Early Learning and Kindergarten Alignment work group, Summer Institute planning committee, State Interagency Coordinating Council (SICC), the Higher Education Stakeholders group, and the EI/ECSE Contractors.

Summer Institute Planning Committee: During the extensive planning phases of Summer Institutes, a professional development needs assessment is conducted to solicit information on the professional development needs of their staff and partners. The needs assessment results are used to heavily inform course selection. Stakeholders, including this committee, review Summer Institute course evaluations for any information to support the planning and execution of future institutes. During monthly planning meetings, this committee, comprised of community partners from Head Start, Early Learning Division, Oregon Health Authority, Contractors and ODE Staff, also provides valuable input on SSIP activities as they relate to professional development needs and requests from the community. This committee's input led to the selection of where, when and what course offerings were to be included in Summer Institutes. Collectively, they had a voice in the decision to make the Summer Institute either a no or low cost event. The decision making of this committee has substantially impacted the offerings and specific logistics of Summer Institutes held thus far.

State Interagency Coordinating Council (SICC): Feedback and input from SICC members is solicited through public meetings, retreats, and planning committee meetings. There is an intentional alignment of SICC goals and SSIP activities. During public meetings, retreats and planning committee meetings questions are posed to the groups to explicitly solicit feedback on a variety of SSIP related activities. For example, progress is shared with SICC members and questions, such as "How can social-emotional, approaches to learning and child development literacy be increased so families receiving EI/ECSE services can be more informed and involved stakeholders?" are posed to members. Detailed notes are taken and input is then incorporated to planned and newly formed

activities. The SICC members provided valuable input on the descriptions of social-emotional and approached to learning skills and on the selection of SIPP evaluation tools. Smaller committees provide input to the full council (LICC retreat committee and the Governor's Report committee).

Higher Education Stakeholders: University of Oregon EI/ECSE faculty, one of the agency's Higher Education stakeholders and ODE EI/ECSE staff created a cross-walk with national standards to inform needed competency revisions. This group of University of Oregon EI/ECSE faculty and ODE EI/ECSE staff met monthly to draft and revise new competencies which were completed fall 2015. A final draft of the revised EI/ECSE competencies was shared via email and at an EI/ECSE Higher Education Consortium meeting in fall 2015. EI/ECSE competencies will be evaluated every 5 years to determine if they align with national standards – 2020. These results will be discussed and feedback will be solicited at an EI/ECSE Higher Education meeting. During each of these meetings and discussions, ODE led the group in a discussion where feedback was documented and incorporated into the resulting competencies. These activities were collaborative in nature allowing for the stakeholder voice to drive decision-making, including next steps.

EI/ECSE Contractors: This group of professionals has a high-level of input on the ongoing evaluation of the SSIP. It was through their collective input that helped lead the State to select CPS and EC PBIS as the evidence-based practices to be evaluated through the SSIP process. The EI/ECSE contractors assisted in conducting an extensive survey of EC PBIS practices throughout the state, reviewed the results and made recommendations for moving forward with the implementation plans for EC PBIS. They were integral in creating and conducting a Professional Development Needs Assessment and shared the results with their partners and the Summer Institute Planning Committee. Their involvement in the review and selection of the formative assessment measures, CBRS and SEAM, was a critical component leading to the adoption of these two assessment tools to evaluate child progress. This group connected a state supported social-emotional workgroup with the activities of the SSIP in an effort to solicit additional feedback on the implementation and evaluation activities of the SSIP. The contractors provided feedback to the Summer Institute Planning Committee on the proposed institute fee, time and location of the institute. It was the collective voice of the group that led to the Danielson Framework cross walk with the EI/ECSE competencies. This crosswalk activity led to the development and adoption of the current competencies in social-emotional and approaches to learning.

## Section D. SSIP Phase III (2)

### D. Data Quality Issues

#### 1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data

##### a. Concern or limitations related to the quality or quantity of the data used to report progress or results

A limitation of ODE's current data set directly relates to the quantity of data from which to draw conclusions on the overall progress of ODE's SSIP implementation. More data sets will be added in spring 2018 and additional data will be collected in the coming years. Therefore, ODE has few concerns related to the quality and quantity of the evaluation data used to report implementation progress or results.

The following Table displays CPS and EC PBIS+ target group evaluation data used to report SSIP progress in achieving the SIMR. CPS pilot data are included, however pilot sites do not follow SSIP specific project activities (e.g., coaching meetings), most teachers do not attend SSIP-related trainings and have received minimal coaching using the practice-based coaching model (7-months) and teachers are not evaluated for fidelity of implementation. Pilot sites provide child-level data including a sample of formative assessments (i.e., CBRS and SEAM) and TSI data. These pilot site data provide information about child behavior change.

The following Table D. 1. a. describes each data level (child, teacher, and program), related evaluation tools, scheduled frequency of data collection, quantity of data collected to date, and identified data limitations. During this reporting period, the data quality is sound; however, additional data is needed to draw confident conclusions. Although the amount of data is limited, implications for future activities are available for further analysis. See Section D.1.b.

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
<b>CPS Child-Level Data</b>	Child Behavior Rating Scale (CBRS) and Social Emotional Assessment and Measurement (SEAM)	Fall/ Spring  <i>Note: ODE eliminated the Winter data point. Two data points per year is sufficient data collection frequency for these measures and CPS and EC PBIS+ target groups requested a reduced workload.</i>	<b>2016/17 (pairs)</b>  Pilot Sites = No CBRS or SEAM were collected (added collection 2017/18)  CPS target group = 26 fall/spring CBRS pairs; No SEAM  <b>Fall 2017 (count)</b>  Pilot Sites = 34 CBRS; 2 SEAM	<i>Quantity</i>  Although number of 2016/17 fall/spring CBRS score pairs has increased since the Phase III (1) report, more data is needed from which to draw meaningful conclusions. There is the potential for 151 pairs to result from the 2017/2018 collection providing additional comparison data for the Target Group  <i>Quality</i>  No concerns at this time; data will continue to be analyzed for the measures' sensitivity to detect change

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			Infant and 13 SEAM Toddler  Target Group = 151 CBRS; No SEAM	over time. ODE continues to support Target Group Sites in their expansion of CPS practices to early intervention home environments where the SEAM measures will be used to compare child-level behavior change.
	Teaching Skills Inventory (TSI)	Fall/Spring	<b>2016/17 (pairs)</b>  Pilot Sites = 20 fall/spring pairs  CPS Target Group = 25 fall/spring pairs	<i>Quantity</i>  The collection of additional data will allow for more robust conclusions regarding growth from pre/post CPS implementation.  <i>Quality</i>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			<p><b>Fall 2017 (counts)</b></p> <p>Pilot Sites = 20</p> <p>Target Group = 64</p>	<p>No concerns at this time</p>
	<p>Assessment, Evaluation, and Programming System for Infants and Children (AEPS®)</p>	<p>1 x per year</p>	<p>None yet submitted for analysis</p>	<p><i>Quantity</i></p> <p>The data system from which to extrapolate conclusions of practice effectiveness has been developed and results will become available in summer 2018 and will be reported in spring 2019.</p> <p><i>Quality</i></p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
				None at this time
	Kindergarten Assessment Data	Post Implementation	None yet submitted for analysis	<p><i>Quantity</i></p> <p>Data system from which to extrapolate conclusions of practice effectiveness has been developed and results will become available in summer 2018 and will be reported in spring 2019.</p> <p><i>Quality</i></p> <p>None at this time</p>
<b>CPS Teacher-Level Data</b>	Pre-Tier 1 Training and Post-Coaching plus Tier	Summer/Spring	<p><b>2016/17 (pairs)</b></p> <p>Pilot Sites = Pilot site</p>	<p>Quantity</p> <p>Additional data is necessary to make more substantial</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
	2 Training Knowledge Level Assessments		<p>teachers/staff do not attend either training therefore no Pre or Post-Training Assessments are collected</p> <p>CPS Target Group = 9 fall/spring Pairs</p> <p><b>Fall 2017 (counts)</b></p> <p>Pilot Sites = 0</p> <p>Target Group = 4 Summer 2017</p>	<p>conclusions regarding the overall effectiveness of training and related coaching</p> <p>Quality</p> <p>Tier 1 and 2 knowledge assessments may not be sensitive to the modifications made to the trainings to ensure the content is more relevant to the birth to five population and for students with disabilities (e.g., children who are nonverbal).</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
	TK-COT (teacher stress)	Pre/Post	<p><b>2016/17 (pairs)</b></p> <p>Pilot Sites = 14 fall/spring pairs</p> <p>CPS Target Group = 14 fall/spring pairs</p> <p><b>Fall 2017 (counts)</b></p> <p>Pilot Sites = 14</p> <p>Target Group = 36</p>	<p><i>Quantity</i></p> <p>Additional data is necessary to make more substantial conclusions regarding the overall impact of CPS implementation on teacher perceptions including reported burnout.</p> <p><i>Quality</i></p> <p>The standard TK-COT measure may not be sensitive to the nuances of the modified CPS training and implementation (i.e., implementation modifications for use with children with disabilities).</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
	CPS APT Fidelity Rubric and Video Fidelity Rubric	Fall/Winter/Spring	<p><b>2016/17 (Group Totals)</b></p> <p>No fidelity data are collected on Pilot Site Teachers.</p> <p>CPS APT Fidelity Rubrics = 25</p> <p>CPS Video Fidelity Rubrics = 10</p> <p><b>2017/2018 (Group count to date)</b></p>	<p><i>Quantity</i></p> <p>CPS fidelity tool development occurred at the end of SSIP Phase II limiting the number of fidelity checks available for analysis during this reporting period.</p> <p><i>Quality</i></p> <p>New tool in use; ODE to evaluate quality of data collected during the next phases of the SSIP.</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			Pilot Sites = 0  CPS Target Group CPS APT Fidelity Rubrics = 20  CPS Target Group CPS Video Fidelity Rubrics = 8	
<b>EC PBIS+ Child-Level Data</b>	Child Behavior Rating Scale (CBRS) and Social Emotional Assessment and Measurement (SEAM)	Fall/ <del>Winter</del> /Spring  <i>Note: ODE eliminated the Winter data point. Two data points per</i>	<b>Fall 2017 (count)</b>	<i>Quantity</i>  Due to the EC PBIS+ portion of the SSIP beginning in Fall 2017, there are no fall/spring pairs from which to draw

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
		<p><i>year is a sufficient data collection frequency for these measures and CPS and EC PBIS+ Target Groups requested a reduced workload.</i></p>	<p>Target Group = 50 CBRS; No SEAM</p>	<p>meaningful conclusions. However, there is the potential for 50 pairs to result from the 2017/2018 collection providing comparison child-level data for the Target Group.</p> <p><i>Quality</i></p> <p>No substantial concerns at this time; however, data will continue to be analyzed for the measures' sensitivity to detect change over time. ODE continues to support Target Group Sites in their expansion of CPS practices to early intervention home environments where the SEAM measures will be used</p>

Table D. 1. a.				
Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
				to compare child-level behavior change.
	Assessment, Evaluation, and Programming System for Infants and Children (AEPS®)	1 x per year	None yet submitted for analysis	<p><i>Quantity</i></p> <p>The data system from which to extrapolate conclusions of practice effectiveness has been developed and results will become available in summer 2018 and will be reported in spring 2019.</p> <p><i>Quality</i></p> <p>None at this time</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
	Kindergarten Assessment Data	Post Implementation	None yet submitted for analysis	<p><i>Quantity</i></p> <p>Data system from which to extrapolate conclusions of practice effectiveness has been developed and results will become available in summer 2018 and will be reported in spring 2019.</p> <p><i>Quality</i></p> <p>None at this time</p>
<b>EC PBIS+ Teacher-Level Data</b>	Fidelity of Implementation:  TPOT™ and TPOT Short-Form	Fall/Spring	2016/17  No fidelity data; EC PBIS+	<p><i>Quantity</i></p> <p>Lack of data from which to extrapolate teacher fidelity of implementation scores; additional teacher</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			project started Fall 2017  2017/18  5 TPOT™  1 TPOT Short-Form	participants and fidelity data are needed to make meaningful conclusions about fidelity of implementation.  <i>Quality</i>  For comparison purposes, additional TA is required to train all programs on the published TPOT™.
<b>EC PBIS+ Program-Level Data</b>	EC PBIS Benchmarks of Quality (BoQ)	Fall/Spring	3 (BoQ)  2 assigned by ODE	<i>Quantity</i>  Lack of data from which to extrapolate program fidelity of implementation scores; additional teacher participants and fidelity data are needed to make

Table D. 1. a.				
Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			1 slightly modified version	<p>meaningful conclusions about fidelity of implementation.</p> <p><i>Quality</i></p> <p>For comparison purposes, additional TA is required to train all programs on the assigned BoQ.</p>

**b. Implications for assessing progress or results**

The previously mentioned limitations lead to implications for assessing implementation progress and progress toward the SIMR. The most compelling implication is the need for collecting more child-level, teacher-level and program-level data than has been collected thus far. Due to the intentional titrated nature of implementation of the selected evidence-based practices, ODE has elected to select only a few sites at a time for application and evaluation. ODE will continue to work with selected programs within their geographic areas in scale-up (e.g.,

community sites) and scale-out (e.g., Early Intervention) activities related to the implementation of CPS and EC PBIS+. Scaling up and scaling out should result in more data. With careful planning, implementation, and evaluation, the effectiveness of these evidence-based practices will be analyzed and sustainability can be realized. Multiyear planning with CPS and EC PBIS+ Target Groups commenced winter 2018 and will continue to be assessed across SSIP Phases. ODE provides substantial TA, full-day planning events to participating programs.

Initial data from CPS Pilot Sites are showing modest change over time for adult-level data changes. These preliminary data are consistent with Target Group 2016/17 data pairs. Additional data are needed for any substantial conclusions.

### **c. Plans for improving data quality**

Going forward, the following plans will be carried out to improve the quality of the data:

- All fidelity assessments will be collected 2 times per year and analyzed immediately in order to implement course corrections within a sufficient time frame. Training and TA will continue to be provided to EC PBIS+ Target Group programs in their use of teacher-level and program-level fidelity tools.
- Implementation sites will be provided with ongoing TA in their formative assessment data collection efforts.
- Formative assessment data will be collected during the fall and spring. Fall/spring pairs will be the primary scores for analysis.
- Summative data will be collected and analyzed to draw conclusions on the effectiveness of the selected practices.
- Data collection practices, including the use of the electronic database, designed in fall 2017 and enhanced with reporting features in winter/spring 2018 will continued to be monitored for ease of use, reliability and effectiveness in capturing and reporting project data.
- Evaluation of all assessment tools will continue to capture sensitivity to change over time in fidelity of implementation and teacher and child-level behavior. Updates will be completed as necessary.

## Section E. SSIP Phase III (2)

### E. Progress Toward Achieving Intended Improvements

#### 1. Assessment of progress toward achieving intended improvements

As described in Section B.1., ODE is making significant progress in the implementation of the State's SSIP and related improvements. ODE continues to make substantial progress towards achieving intended improvements with its two selected evidence-based practices. Collaborative Problem Solving (CPS) is in its third year of implementation and evaluation. There are six programs moving forward with CPS implementation. Complete fall and spring formative assessment (Child Behavior Rating Scale) data for CPS programs were collected for the 2016/2017 school year. EC PBIS+ implementation and evaluation began with a stakeholder interest survey and introductory informational sessions in spring 2017. Fall 2017 formative assessment data for evidence-based practices were collected in November 2017.

All activities completed to reach ODE's outcomes and the individual steps taken to meet the completion of those activities continue to meet the targeted timeline or are on track for meeting the timeline. On only a few occasions was the timeline extended to address activity completion.

The following improvement strategies were selected, implemented and evaluated during Phase III (2) activities:

- Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.
- Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities.
- Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional approaches to learning skills of young children.

Assessment of progress toward achieving intended improvements continues to be expertly handled both internally and externally. Although ODE staff are the primary assessors of progress toward achieving intended

improvements, input from the EI/ECSE programs who are implementing the coherent improvement strategies as well as from staff at the EI/ECSE data center, ecWeb, provide valuable stakeholder input.

Throughout Phase III (1), it was evident that EI/ECSE programs had sufficient staff to complete implementation and evaluation tasks and ecWeb had adequate financial support from ODE as well as the internal staff to support the creation of a mechanism to collect and report key data for analysis. As identified in Phase III (1) report, following stakeholder input, and the expanding nature of ODE's scale-up and scale-out SSIP activities, a more sophisticated data collection and reporting system was created and used during this reporting period. This implementation improvement, financially supported by ODE, was the direct result of stakeholder input and the collection and reporting needs identified in Phase III (1).

**a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up**

Infrastructure and system changes to support the achievement of the SIMR and sustain scale-up supports to SSIP initiatives included the following:

- 1) Two ODE Education Specialist positions previously repurposed continued to support the State's EI/ECSE programs and providers to implement and scale-up CPS and EC PBIS+. The additional position, added in summer 2016, continues to support the implementation, evaluation and reporting associated with SSIP related activities and outcomes.

*How has this system change supported the achievement of the SIMR, sustainability, and scale-up?*

These system changes continue to support the achievement of the SIMR, sustainability, and scale-up by providing dedicated and committed staff support to the successful implementation of Oregon's SSIP.

- By increasing staff capacity, ODE continues to provide dedicated FTE to support to all SSIP efforts, including evaluation. ODE staff members provide quality time to programs implementing CPS and EC PBIS+.

- Upon review of Phase II and III (1) outcomes and stakeholder feedback, the previous conclusion that ODE's SSIP Lead's activities allow ODE staff to increase their collective responses to developing, implementing and evaluating SSIP activities and its related outcomes is greatly supported.
  - ODE's SSIP Lead continues to manage the SSIP processes, communicates with the OSEP TA partners to address team questions and substantially supports the development of subsequent improvement plans. ODE has committed to the continuation of funding to support all infrastructure activities related to SSIP implementation. By growing staff knowledge and dedication to the implementation and evaluation of SSIP activities, ODE is better positioned to sustain and scale-up SSIP efforts.
  - A dedicated EI/ECSE Education Specialist continues to (a) manage the EI/ECSE SSIP implementation and evaluation activities, (b) assist in the development of systems supporting implementation sites, (c) develop tools to evaluate training and coaching plans, and (d) plan and facilitate stakeholder activities including formal meetings. This EI/ECSE SSIP Education Specialist has also assisted in developing processes and evaluation tools.
  - One EI/ECSE Education Specialist continues to support all Summer Institute planning and professional development activities, continues as ODE's SICC liaison and provides LICC management. This Education Specialist continues to serve as ODE's EI/ECSE Higher Education representative. These duties support professional development, stakeholder involvement, and preservice training respectively.
- 2) During last reporting period, ODE began a Cross Office team. Two EI/ECSE Education Specialists are part of this effort. The team will develop recommendations on how to (a) mobilize supports & resources leveraged through ODE, (b) explore opportunities to create internal systems & agreements, and (c) streamline key initiatives in support of one another. This Team hosted eight meetings during this reporting period. The team, representing most ODE departments, continues to develop cohesive systems formed to (a) alleviate initiative overload reported by LEAs and district programs, (b) improve customer service and credibility, (c) support ODE's Strategic Plan, (d) influence the persistent achievement gap for diverse student populations, and (e) reduce the burden on districts by providing a comprehensive, systemic application, approval, monitoring and support system.

From this cross-office work, a cohesive coaching workgroup was created. The coaching cohesion workgroup includes representatives from Agency programs with coaching or other professional supports serving in LEAs and district programs. The purpose of the group is to explore points of overlap of Agency supports and create aligned guidance for Agency engagement with districts and schools. The State anticipates that a more coherent system of coaching and professional supports will decrease burden and help LEAs focus on selected priorities.

- 3) Discretionary funds were repurposed to provide financial assistance to train and support selected EI/ECSE programs in their implementation of effective practices, CPS and EC PBIS+, to improve social-emotional and approaches to learning outcomes for young children with disabilities. Supports have included:
  - a) An intensive, week-long Summer Institute was offered in summer 2017. Specifically, the 2017 Summer Institute was held in a centrally-located area of the state for EI/ECSE program staff and early learning partners and highlighted practices for increasing social-emotional and approaches to learning skills to children with disabilities. The Summer Institute reached across a broad range of early learning staff representing cross-sector approaches with State, private and local agencies. Attendees included: EI/ECSE specialists, administrators, teachers and assistants, Family Relief Nursery staff, ODE Education Specialists, child care providers, mental health therapists, county health nurses, Head Start teachers and administrators, school district teachers and staff, family child care providers, child care resource and referral staff, Volunteers of America (VoA) court care specialist, Court Appointed Special Advocates [CASA] volunteers), Life Works NW staff, before and after school care providers and private environmental health specialists. This broad reach demonstrates the sustainability and scale-up efforts across community programs.

2018 Summer Institute sponsoring partners include: Linn Benton-Lincoln ESD, Greater Albany School District, Oregon Health Authority, Oregon's Early Learning Division, and Oregon Department of Education, Office of Student Services.

Summer Institute planning with ODE partners has been ongoing since the conclusion of the 2017 Institute. Expected courses related to the SSIP include: CPS Tier I expected courses related to the SSIP or social emotional learning include: "Collaborative Problem Solving" Tier 1; "Practice-based Coaching to Support High-Quality Teaching Practices;" Supporting Social and Emotional Development Birth to 5;" "Walk the Talk:

Teaching Social and Emotional Skills with Intention;” and Advanced Planning and Strategies for Social Emotional Development linked to the EC PBIS implementing participants’ needs assessment results, goals and action plans.

- b) On-going coaching from experts and funding to support on-site coaches to implement CPS and EC PBIS+ to fidelity, have increased ODE’s ability to sustain and scale-up SSIP efforts. The CPS external, state-level coach, supported by ODE funds, conducted twenty-nine Skype CPS coaching meetings, six small group CPS training and site visits, and four CPS coach’s meetings. In addition, external coaches met with ODE staff on four occasions to review progress and set goals for next steps related to SSIP activities.
- c) Advanced training to develop higher level skills is a targeted effort of ODE’s SSIP implementation. Tier 2 CPS training was conducted in April 2017 for EI/ECSE staff and community partners (9 participants from CPS implementing counties and ODE EI/ECSE staff) many of whom participated in Tier 1 training at the Summer Institute. EI/ECSE staff and their partners have built upon the skills learned during the 2016 Summer Institute and subsequent coaching sessions.

*How has this system change supported the achievement of the SIMR, sustainability, and scale-up?*

The continued evaluation and repurposing of discretionary funds has directly supported EI/ECSE programs and providers in their implementation of the selected evidence-based practices and activities in a sustainable manner. By repurposing these discretionary funds to provide training and support to selected EI/ECSE programs, specifically at the Summer Institute and other evidence-based practice-specific trainings such as those offered during System Performance Review and Improvement (SPR&I trainings), the State has increased the local capacity and sustainability of these practices. On-going practice-based coaching and systems development at the local level continues to create an informed support system that reaches well into the future. By leveling up with additional, more advanced training and local infrastructure support, ODE is creating a community of learners and building upon their existing skill base.

Since last reporting period, twenty in-depth and interactive training opportunities on the new Early Learning and Kindergarten Guidelines were provided across the state. Participants included Head Start teachers, childcare providers, kindergarten teachers, elementary school administrators, P-3 partnerships, school districts, Oregon

Health Authority, community partners and others. These presentations were also incorporated into the Fall SPR&I trainings reaching EI/ESCE providers and administration. In addition, ideas and suggestions for the direct use of the guidelines with children and families were incorporated throughout numerous SSIP related trainings such as the EC PBIS+ Introductory sessions held in the spring of 2017 across the state.

As reported in Phase III (1) report, new competencies including social-emotional and approaches to learning skills were drafted for review. Once drafted, an overview of the revised competencies and yearly professional development planning requirements related to social-emotional and approaches to learning were reviewed by EI/ECSE contractors. The revised competencies and professional development competencies were presented to stakeholders at the annual System Performance Review & Improvement (SPR&I) fall 2017 trainings. At the conclusion of this stage of competency development, a revision of the ODE Authorization application now includes competencies on social-emotional and approaches to learning skills. In addition, Service Area Plans submitted by contracting programs showed inclusion of new competencies in professional development planning for 2017/18. The Service Area Plans are designed to provide ODE with information for each of these agencies and their county programs for the next service year. Plans are completed by the contractor and subcontractors and reviewed by their ODE liaison. ODE provides funding for each of the nine regional EI/ECSE programs in the state. The plans detail information about various operating procedures, organizational structures, technical assistant needs, and local interagency coordinating councils. The ODE Early Childhood Program Director gives final approval of the contractor and county plans.

4) *How has this system change supported the achievement of the SIMR, sustainability, and scale-up?*

- Stakeholder input collected at each stage of competency development created buy-in from partners including EI/ECSE contractors and Higher Education professionals.
- Review of EI/ECSE Service Area Plans provided information on inclusion of Social Emotional and Approaches to Learning skill development for staff in contracting programs, including targeted implementation sites.
- Professionals entering the field and those continuing in the field are expected to meet competencies aligned with the activities of the SSIP impacting overall outcomes (SIMR).

**b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects**

The following measures are being used at the program level to evaluate the fidelity of implementation for Collaborative Problem-Solving:

- CPS Video Fidelity Rubrics
- CPS APT Fidelity Rubrics

The following measures are being used to evaluate the fidelity of implementation at both the program and teacher level for EC PBIS+:

- Early Childhood Benchmarks of Quality (BoQ) (Fox, Hemmeter & Jack, 2010)
- Teaching Pyramid Observation Tool (TPOT™) (TPOT™ At-A-Glance, 2017)
- TPOT-Short Form
- The Pyramid Infant Toddler Observation Scale (TPITOS™) (Hemmeter, Carta, Hunter & Strain)

The following measure is being used to evaluate the fidelity of implementation of Practice-based Coaching provided by Program-Level Internal Coaches:

- An adapted Practice-based Coaching Fidelity tool originally published by Head Start's National Center for Quality Teaching and Learning (NCQTL)

See Table C1 (a & b) in section C of this report for numbers of assessments completed and summary of results.

**c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR**

The table included in Section B. 1. b. describes the progress toward the short, intermediate and long-term objectives necessary toward achieving the SIMR. As displayed in Table B. 1. b., many of the state's short, intermediate and long-term objectives were either met or are in progress. In Table B. 1. b., each outcome reached is supported by evidence of its completion. Overall, ODE is making substantial progress toward achieving the short, intermediate and long-term objectives specified in the state's SSIP.

**d. Measurable improvements in the SIMR in relation to targets**

As described in ODE's SSIP Phase III (1) plan, the timeline of SSIP activities were carefully set to allow for a methodical Plan, Do, Study, Act (PDSA) implementation and evaluation. These plans included the total implementation and study of the effects of two evidence-based practices, CPS and EC PBIS+, on the social-emotional and approaches to learning skills demonstrated by children with disabilities ages birth to five. EI/ECSE child outcome data directly related to the SIMR along with other summative data will be available summer 2018. Comparisons between sites implementing CPS and EC PBIS+ and those who are not will be available during the next phases of the SSIP. At this time, ODE does not have substantial data to report on measureable improvements in the SIMR in relation to targets. For preliminary results from the CPS pilot site and current CPS implementation sites, please see below.

**WESD Pilot 2016/17**

**Child Data**

**Thinking Skills Inventory:** Thinking Skills Inventory (TSI) is a 3-point scale (Strength, Depends, Difficult) with Not Present (N/P) and Not Applicable (N/A) response options. The TSI measures the extent to which students have various thinking skills in their repertoire (i.e. attention and working memory, cognitive flexibility, emotional/self-regulation, language and communication, and social thinking) and to what degree (it is a strength, it depends, or it is difficult). This tool is used to measure change over time.

For a sample of 20 fall and spring 2016/17 child pairs, TSI pilot data was analyzed showing movement in the desired direction for each item on the Thinking Skills Inventory (TSI):

Change in strengths = +2.8

Change in depends = +4.1

Change in difficult = -5.05

Change in NP/NA = -2.2

Collectively, these changes indicate a shift from difficult behavior to increased strengths demonstrated by a sample of children receiving services in a classroom implementing CPS.

Data collection for spring 2018 is currently underway, and will be analyzed when spring data is available. Fall TSI counts for fall 2018 indicate the potential for 20 pairs for comparison to be analyzed and reported in the Phase III (3) report spring 2019.

### **Child Behavior Rating Scale & Social Emotional Assessment/Evaluation Measure**

Data collection for these pair comparisons began fall/winter 2017/18.

Data collection for spring 2018 is currently underway, and will be analyzed when spring data is available. Formative assessment data counts for fall indicate the potential for 34 CBRS pairs, 2 SEAM Infant pairs, and 13 SEAM Toddler pairs for analysis and reporting in the Phase III (3) report spring 2019.

### **Adult Data**

#### **Teacher Stress (Think Kids- Change Over Time [TK-COT])**

For 14 fall/spring 2016/17 staff pairs, TK-COT pilot data was analyzed showing movement in the desired and expected direction for each item on the Thinking Skills Change Over Time (TK-COT) teacher stress measure:

Change in philosophy = +.29

Change in perception of positive impact = +.12

Change in perception of CPS skills = +.26

Change in teacher/staff burnout = +.07

Overall teachers and staff reported a change in their philosophy to be more in alignment with CPS philosophy. They also reported an increase in their perceptions regarding the positive impact of CPS and their skills in engaging in CPS. Reports of staff burnout also increased slightly, however this is to be expected considering the specialized skills staff are developing that are often different than their current skills set. Change from one operating philosophy and practice often coincides with slight increases in reported stress. As confidence in skills increase, these ratings are expected to decrease overtime. Additional comparisons will be available for analysis and reported in Phase III (3) report spring 2019.

### **CPS Groups Combined**

#### **Child Data**

**Thinking Skills Inventory:** Thinking Skills Inventory (TSI) is a 3-point scale (Strength, Depends, Difficult) with Not Present (N/P) and Not Applicable (N/A) response options. The TSI measures the extent to which students have various thinking skills in their repertoire (i.e. attention and working memory, cognitive flexibility, emotional/self-regulation, language and communication, and social thinking) and to what degree (it is a strength, it depends, or it is difficult). This tool is used to measure change over time.

Pairs = 25

For a sample of 25 fall/spring 2016/17 child pairs in CPS implementing classrooms, TSI data were analyzed showing movement in the desired direction for each item on the Thinking Skills Inventory (TSI):

Change in strengths = +2.52

Change in depends = +5.28

Change in difficult = -4.64

Change in NP/NA = -2.2

Collectively these changes indicate a shift from difficult behavior to the display of increased strengths demonstrated by a sample of children receiving services in a classroom implementing CPS.

Data collection for spring 2018 is currently underway, and will be analyzed when spring data is available. Fall TSI counts for fall 2018 indicate the potential for 64 pairs for comparison to be analyzed and reported in the Phase III (3) report spring 2019.

### **Child Behavior Rating Scale**

Pairs = 26

For a sample of 26 fall/spring 2016/17 child pairs in CPS implementing classrooms, CBRS data were analyzed showing movement in the desired direction for each item on the Child Behavior Rating Scale (CBRS):

Always true = +.31

Frequently true = + 2.85

Sometimes true = +.42

Rarely true = - 1.42

Never true = -2.12

A positive movement in the Always True, Frequently True and Sometimes True demonstrates an increase in teachers' perceptions of child's behavioral strengths. Negative movement in Rarely True and Never True items is the desired direction for these items.

Data collection for spring 2018 is currently underway, and will be analyzed when spring data is available. Fall CBRS counts for fall 2018 indicate the potential for 151 pairs for comparison to be analyzed and reported in the Phase III (3) report spring 2019.

No Infant or Toddler SEAM data has been collected thus far for this group. An intentional focus on children receiving services from Early Intervention is currently underway.

### **Adult Data**

#### **Teacher Stress (Think Kids- Change Over Time [TK-COT])**

For 14 fall/spring 2016/17 staff pairs, TK-COT pilot data was analyzed showing movement in the desired and expected direction for each item on the Thinking Skills Change Over Time (TK-COT) teacher stress measure:

Change in philosophy = +.82

Change in perception of positive impact = +.41

Change in perception of CPS skills = +.25

Change in teacher/staff burnout = +.14

Similar to the reported Pilot Data, overall teachers and staff reported a change in their philosophy to be more in alignment with CPS philosophy. They also showed an increase in their perceptions regarding the positive impact of CPS and their skill level in engaging in CPS. As reported for the Pilot Data, reports of staff burnout also increased slightly, however this is to be expected considering the specialized skills staff are developing that are often different than their current skills set. Change from one operating philosophy and practice often coincides with slight increases in reported stress. As confidence in skills increase, these ratings are expected to decrease over time. Additional comparisons will be available for analysis and reported in Phase III (3) report in spring 2019.

## Section F. SSIP Phase III (2)

### F. Plans for Next Year

#### 1. Additional activities to be implemented next year, with timeline

Table F. 1. displays the additional activities to be implemented in the next year with associated timeline. Table F. 1. is organized under the identified Improvement Strategy (1, 2, or 3), the activities and steps to complete those activities ending with a column with associated timeline to meet activities. The listed Improvement Strategies are those same Improvement Strategies as referenced in Phase II and Phase III (1) and are directly linked to ODE’s Theory of Action.

#### **Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.**

**Short term outcome 1.1.1:** The state office develops a plan to develop a system for training and coaching that includes selection of implementation sites, a process of training staff of implementation sites, a process for training coaches, and a system of learning communities and supports.

- Collaborative Problem Solving (CPS)
- EC PBIS plus social-emotional and approaches to learning skills (ECPBIS+)

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Refine CPS training plan	<ol style="list-style-type: none"> <li>1. Use and refine evaluation tools (e.g., participant surveys, training evaluations)</li> <li>2. Adjust training plan using evaluation results</li> </ol>	Activities conducted annually

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Refine EC PBIS+ social-emotional and approaches to learning training plan	<ol style="list-style-type: none"> <li>1. Use stakeholder input to refine EC PBIS+ training plan</li> <li>2. Select and train additional EC PBIS+ coaches</li> <li>3. Revise (if needed) evaluation tools (e.g., participant surveys, training evaluations)</li> <li>4. Adjust training plan using evaluation results</li> </ol>	Activities conducted annually

**Short-term outcome 1.1.2:** The state repurposes EI/ECSE discretionary funds to support implementation training and support to selected implementation sites.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Analyze and prioritize available funding	<ol style="list-style-type: none"> <li>1. Determine funds needed to implement the training plan</li> <li>2. Discontinue, scale back or find alternative funding for other projects</li> </ol>	Activities conducted annually

**Short term outcome 1.1.3:** The state repurposes State Education Specialists positions to provide support and ongoing training.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Intermediate outcome 1.2:** The state has an infrastructure and format(s) for ongoing training and coaching in social-emotional and approaches to learning skill.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Initiate and institutionalize an annual Early Childhood Summer Institute that provides professional development for the early childhood workforce	<ol style="list-style-type: none"> <li>1. Conduct and summarize a state EI/ECSE professional development needs assessment</li> <li>2. Use the findings from needs assessment to develop and initiate an Early Childhood Summer Institute addressing a variety of in-depth learning opportunities that include needs of children with disabilities</li> <li>3. Invite early learning partners to participate in annual EC Summer Institute</li> <li>4. Conduct the annual EC Summer Institute</li> <li>5. Evaluate EC Summer Institute</li> <li>6. Form an EC Summer Institute planning committee to plan annual summer institute including EC partners on the planning committee</li> <li>7. Develop course content based on evaluation results of previous EC Summer Institute and needs of EC workforce from a variety of disciplines</li> <li>8. Repeat cycle annually for institutionalization</li> </ol>	Activities conducted annually
Develop an evidence based coaching program for providing on-going coaching and support to implementation teams	<ol style="list-style-type: none"> <li>1. Evaluate selected coaching model</li> <li>2. Make adjustments based on evaluation</li> </ol>	summer 2018

**Short term outcome 1.2.1:** EI/ECSE teachers have improved practices for teaching social emotional and approaches to learning skills to children.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
EI/ECSE teachers from selected sites attend CPS training	<ol style="list-style-type: none"> <li>1. Use selection criteria to determine implementation teams</li> <li>2. Refine training content and activities</li> <li>3. Provide Tier I and Tier II training annually</li> <li>4. Evaluate participant knowledge/skill growth</li> </ol>	Activities conducted annually (spring/summer)
EI/ECSE teachers from selected sites attend EC PBIS+ training	<ol style="list-style-type: none"> <li>1. Use selection criteria to determine implementation teams</li> <li>2. Participating programs complete PBIS Benchmarks of Quality to determine EC PBIS+ implementation level and areas of strengths and needs</li> <li>3. Develop training content and activities based on Benchmarks of Quality and Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Pyramid model</li> </ol>	<ol style="list-style-type: none"> <li>1. spring 2018</li> <li>2. spring 2018</li> <li>3. summer 2018</li> </ol>
Evidence based coaching model used to provide on-going coaching and support to implementation teams	<ol style="list-style-type: none"> <li>1. Implement selected coaching model with implementation teams</li> <li>2. Evaluate implementation of selected coaching model</li> <li>3. Establish a staff (implementation team) to coach feedback loop at coaches meetings</li> <li>4. Use evaluation results and stakeholder input to improve coaching model</li> <li>5. Repeat cycle annually for institutionalization</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> <li>2. spring 2019</li> <li>3. fall/winter/spring 2018-2019</li> <li>4. Activity conducted annually</li> </ol>

**Intermediate outcome 1.2:** EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Fidelity of CPS practice is measured by participating sites	<ol style="list-style-type: none"> <li>1. Complete training on fidelity measure</li> <li>2. Conduct fidelity checks in implementation sites</li> <li>3. Evaluate use of fidelity measure</li> </ol>	<ol style="list-style-type: none"> <li>1. Training completed winter 2020</li> <li>2. Activity conducted (2 - per year fall/spring)</li> <li>3. Activity conducted annually (summer)</li> </ol>
Fidelity of EC PBIS+ is measured	<ol style="list-style-type: none"> <li>1. Conduct fidelity checks in implementation sites</li> <li>2. Evaluate use of fidelity measure</li> <li>3. Finalize determination of frequency of fidelity measurement</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity conducted annually (2 times per year fall/spring)</li> <li>2. summer 2018</li> <li>3. fall 2018</li> </ol>

**Intermediate outcome 1.3:** Families and EC partners receive coaching and mentoring to use one of the selected intervention practices with children to teach social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Parents and EC teachers from participating sites implement the selected intervention practices	<ol style="list-style-type: none"> <li>1. Refine coaching/mentoring plan</li> <li>2. Implementation teams provide coaching/mentoring to parents and EC partners</li> <li>3. Establish family and EC partner to implementation team coach feedback loop</li> <li>4. Collect feedback from families and EC partners</li> <li>5. Evaluate use of practice by families and EC partners</li> <li>6. Use evaluation results and stakeholder input to improve coaching</li> </ol>	Use data from CPS pilot sites to determine feasibility. Target EC PBIS+ program's EI population - scale up and out to home visitors and toddler play groups with typically developing toddlers, etc.

**Long-term outcome 1.4:** There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate K assessment data by sites implementing selected improvement practice(s)</li> <li>4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services</li> </ol>	Summer 2018, conducted annually

**Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities**

**Short-term outcome 2.1.1:** The state aligns early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Short-term outcome 2.1.2:** The state publishes aligned early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Intermediate outcome 2.1:** The state implements aligned Pre K through 3<sup>rd</sup> grade learning standards that include social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Develop and post on-line materials for teachers on how to use the standards	<ol style="list-style-type: none"> <li>1. Draft training materials and format, including information on how to adapt standards for children with disabilities</li> <li>2. Stakeholder review of materials</li> <li>3. Post training materials on-line</li> <li>4. Advertise the availability of training.</li> <li>5. Provide on-line training</li> </ol>	Activities #4 and #5 are conducted annually

**Short-term outcome 2.3.1:** The state revises the EI/ECSE competencies to include teaching social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Intermediate outcome 2.3:** EI/ECSE teachers meet competencies for teaching social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Long-term outcome 2.4:** There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Annual analysis of EI/ECSE child outcome and K	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome data specific to social-emotional and approaches to learning skills</li> </ol>	Summer 2018, conducted annually

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
assessment data in social-emotional and approaches to learning skills	2. Disaggregate child outcome data by sites implementing selected improvement practice(s) 3. Disaggregate K assessment data by sites implementing selected improvement practice(s)	

**Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.**

**Short-term outcome 3.1.1:** The state analyzes the data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Short term outcome 3.1.2:** The state revises the AEPs data summary process to better measure social-emotional and approaches to learning skills.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Intermediate outcome 3.1:** The state has an improved data system and format for reporting social-emotional and approaches to learning child outcomes for children receiving EI/ECSE services.

As described in Table B. 1. b., all activities related to this outcome have been completed.

**Intermediate outcome 3.2:** The state has a process for disaggregating Kindergarten Assessment data by children who received EI/ECSE services.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Identify children who received EI/ECSE services that participate in the Kindergarten Assessment	1. Meet with ecWeb and ODE data analysts to develop process for disaggregating children who received EI/ECSE services in Kindergarten Assessment data	Summer 2018
Refine the set of children who received EI/ECSE by those who participate in the Kindergarten Assessment and child outcome entry/exit assessment	<ol style="list-style-type: none"> <li>1. Identify EI/ECSE children who transitioned to kindergarten</li> <li>2. Of those students, identify subset of children with kindergarten assessment data</li> <li>3. Of those children, identify subset of children with child outcome data</li> <li>4. Run child outcome and kindergarten assessment data from final subset of children.</li> </ol>	Summer 2018

**Intermediate outcome 3.3:** The state has a formative assessment process of measuring short term social-emotional and approaches to learning skills of young children.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Evaluate selected formative assessments used to track child	<ol style="list-style-type: none"> <li>1. Review formative assessments used to track child progress in each with improvement practice</li> <li>2. If applicable, revise formative assessment(s) selected for progress monitoring or continue use of selected assessments</li> </ol>	Summer 2018, annually

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
progress in each improvement practice and/or create process for using interim AEPS data for child progress monitoring	3. Examine ecWeb for annual and 6 month AEPS data submissions for possible formative data	

**Long-term outcome 3.4:** Increase the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	Timeline to Meet Activities
Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome data specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate K assessment data by sites implementing selected improvement practice(s)</li> <li>4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services</li> </ol>	Summer 2018, annually

Some of the items previously listed in Table F. 1. are further outlined next as they relate to the major activities of the SSIP. The sections are: Data and Analysis, Early Learning and Kindergarten Standards Alignment work, Implementation of Evidence-based practices to support progress on the SIMR, and Summer Institute activities.

### Data and Analysis

- Disaggregate and analyze child outcome data from children in Collaborative Problem Solving and ECPBIS+ (beginning summer 2018, conduct annually)
- Continue to collect and analyze formative assessment data.

### Early Learning and Kindergarten Standards Alignment work

- a. Expand resource offerings on the published Guideline's webpage.
  - The Guidelines website includes one-page documents for each domain—geared towards parents and community partners. Each domain also includes an extensive list of resources for families and educators.
- b. Conduct trainings on Guidelines. (winter/spring/summer/fall 2017/18, 2018/19 ongoing)
  - This training strategy includes presentations and dissemination of printed copies at standing conferences for early learning, K-12 administrators, K-12 teachers, and special educators. To date, ODE has disseminated over 5,000 copies and ordered an additional 5,000 due to high demand.
- c. Conduct a series of regional trainings throughout the state (completed April 2017).
- d. Develop a plan for additional resources and professional development opportunities to assure implementation of the guidelines. ODE is in the process of developing online Social Emotional Learning (SEL) modules. The anticipated launch is summer 2018.

### Implementation of Evidence-Based Practices to Support Progress on the SIMR

#### Collaborative Problem Solving

- Conduct introductory CPS presentations to all interested programs. (annually)
- Support programs in their collection of formative assessment data. (annually, fall/spring)
- Support local, on-site coaches training in CPS and coaching practices. (annually, summer)
- Plan for a year 4, CPS Tier 1 Summer Institute course. (annually)
- Develop parent training courses in program currently serving as pilot sites. Expand this offering once it is implemented and refined in pilot sites. (In progress)

#### EC PBIS+

- Conduct introductory workshops to support programs in their decision-making and application process. (annually)
- Provide technical assistance to interested programs to elevate their practice to either address application readiness or implementation readiness. (annually)
- Solicit and evaluate Year 2 applications from interested programs. (summer 2018)
- Select Cohort 1, Year 2 and Cohort 2, Year 1 programs for initial implementation. (summer 2018)
- Conduct practice-based coaching training for internal, site-level coaches. (summer 2018)
- Provide technical assistance to internal, site-level coaches in their local and ongoing training efforts. (summer 2018-spring 2019)
- Support programs in their collection of formative assessment data. (annually, fall/spring)
- Support programs in their collection of EC PBIS+ implementation fidelity data. (annually, fall/spring)
- Review fidelity data and provide TA for the development of a site-level training plan. (annually, fall/spring)
- Conduct coaching fidelity assessments. (annually, spring 2019)

Social-Emotional and Approaches to Learning Competencies

- Create and conduct survey of EI/ECSE contractors to gather information on the extent to which programs are including competencies related to social-emotional and approaches to learning in their staff’s professional development plans. (summer 2018, annually)

Summer Institute

- Create diversified Summer Institute Committee (fall 2018, annually)
- Review Summer Institute evaluations and plan for courses for following year’s institute (winter 2018, annually)
- Solicit location proposals (fall 2018, annually)
- Coordinate all institute logistics (2018-19 school year, annually)
- Hold Summer Institute (summer 2018, summer 2019, annually)

**2. Planned evaluation activities including data collection, measures, and expected outcomes**

The following Table F. 2. displays the agencies planned evaluation activities including data collection, measures and expected outcomes. The evaluation activities are directly related to the state’s Theory of Action.

<b>Table F. 2.</b>			
<b>Input</b>	<b>If ODE provides technical assistance and financial support for EI/ECSE programs to fully implement evidence-based strategies training social-emotional and approaches to learning skills,</b>		
<b>Evaluation Activities</b>	<b>Data collection</b>	<b>Measures</b>	<b>Expected Outcomes</b>
1. Did ODE provide effective technical assistance?	Annually	Participant surveys, coaching logs, pre/post training	ODE provides effective technical assistance to support programs in their

**Table F. 2.**

<ol style="list-style-type: none"> <li>2. How much, what methodology, what was the specific content, what was the cost?</li> <li>3. What was the participation rate of implementation site staff?</li> <li>4. Did their skills or knowledge level improve as a result of the technical assistance or training?</li> <li>5. Did ODE provide effective financial assistance to implementation sites?</li> <li>6. How much financial assistance was provided?</li> <li>7. How were the funds used?</li> <li>8. How many coaching positions were supported with the funds?</li> <li>9. How was the financial assistance helpful to the implementation sites?</li> </ol>		<p>evaluations, Think-Kids Change Over Time (TK-COT) assessments, budgets and expenditure reports</p>	<p>implementation of evidence-based practices as evident by positive comments and suggestions from participant surveys, sufficient coaching time to support implementation, change in teacher perception, stress and burnout over time, increase in post training assessment scores, increase in fidelity of implementation, sufficient budget and expenditure reports to support implementation</p>
<b>Output</b>	<b>And, if EI/ECSE programs implement, with fidelity, evidence-based strategies for teaching social-emotional and approaches to learning skills,</b>		
<b>Evaluation Activities</b>	<b>Data Collection</b>	<b>Measures</b>	<b>Expected Outcomes</b>
<ol style="list-style-type: none"> <li>1. Did programs implement the practice?</li> <li>2. How well was the practice implemented?</li> </ol>	<b><i>Fidelity Assessments (Evidence-based)</i></b>	<p>CPS Video Fidelity Feedback Form and CPS-Assessment and Planning Tool</p>	<p>Programs implement the selected practices with fidelity and/or are supported in reaching fidelity, the</p>

**Table F. 2.**

<p>3. With how many children, parents, EC partners?          4. How many sites?          5. Did some sites implement better than others? If yes, why?          6. How supportive are program staff and families about implementing the practice?          7. Do staff and families feel that implementing the practice is worth the investment of time and resources?          8. Are there hidden costs to implementing the practice (time, money)?          9. Are there other benefits to implementing the practice that are not being measured?</p>	<p><b>Practices &amp; Coaching Practices)</b>          (annually, winter/spring)  <b>Demographics</b>          (annually, fall/winter/spring/summer)  <b>Participant Surveys</b>          (annually, summer)</p>	<p>(APT) Fidelity Feedback Form, Teaching Pyramid Observation Tool (TPOT™), Early Childhood Benchmarks of Quality (EC B of Q) fidelity measure, The Pyramid Infant Toddler Observation Scale (TPITOS) or Practices for Promoting Infants and Toddlers Social Emotional Competence self-reflection tool, ODE created demographics form and survey</p>	<p>number of sites and children, parents and EC partners included in the SSIP expands, survey results are positive and support the continuation of implementation as well as provide valuable feedback for SSIP activity adjustments, hidden costs of time/money are either detected and corrected or non-existent, numerous, positive results are discovered</p>
<p><b>Outcomes</b></p>	<p><b>Then, the percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.</b></p>		
<p><b>Evaluation Activities</b></p>	<p><b>Data Collection</b></p>	<p><b>Measures</b></p>	<p><b>Expected Outcomes</b></p>

<b>Table F. 2.</b>			
1. Did social-emotional skills increase? 2. Did approaches to learning skills increase? 3. How do the data from implementation sites differ from non-targeted sites? 4. How do the data from implementation sites differ between the selected evidence-based improvement practices?	<b>Formative Assessments</b> (annually, fall/winter/spring)  <b>Child Outcome Data</b> (annually)  <b>Kindergarten Assessment Data</b> (winter, annually)	Social Emotional Assessment and Evaluation Measure (SEAM) (birth to 3) and Child Behavior Rating Scale (CBRS) (3 to 5)  Assessment, Evaluation, and Programming System (AEPS) of Infants and Children  Oregon Kindergarten Assessment	The percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.

### 3. Anticipated barriers and steps to address those barriers

The state anticipated barriers and steps to address those barriers by major activity area include the following:

#### Data and Analysis

- Anticipated barriers for Phase III (1) - moving forward
  - Local or state-level personnel turnover may delay evaluation procedures.
  - Formative assessment measures may be insensitive to change over time.
  - Low number of children included in the child outcomes disaggregation by Collaborative Problem Solving and ECPIS+ may not lead to relevant and reliable data.

- Barriers we have addressed since Phase III (1) report
  - Create training and support plan to support local and state-level coaches/staff in data collection and evaluation.
  - Evaluate formative assessment measure on an ongoing basis.
  - Create technical assistance plan and user-friendly data collection platforms to increase likelihood of data collection for all participating children.

#### Early Learning and Kindergarten Standards Alignment work

- Anticipated barriers for Phase III (1) – moving forward
  - Guidelines may be shelved and left unused by partners.
  - There may be a great demand for “next steps,” but limited FTE to address at state level
- Barriers we have addressed since Phase III (1) report
  - Create supporting materials (i.e. checklists, rubrics, toolkits) that aid selection and implementation of aligned curriculum, assessments, and instructional strategies.
  - Provide specialized training and professional learning opportunities.

#### Implementation of Evidence-Based Practices to Support Progress on the SIMR

- Anticipated barriers
  - Technical assistance may not match need.
  - There may be a lack of administrator support.
  - Practices may not be implemented with fidelity.

- Fidelity assessment tools may be insensitive to change over time.
- Coaching may not be delivered with fidelity and may not affect practice implementation.
- Financial assistance may be inadequate to support scale-up and scale out efforts.
- Technical assistant and financial support may be too limited to sustain practice.
- Steps to address barriers
  - Create feedback forms for all training and coaching interactions, use data to make changes in a timely manner.
  - Require administrator attendance and participation at introductory and advance training opportunities, provide administrators with demographics, summarized fidelity and evaluation data.
  - Provide additional, targeted training and coaching based on results of site-level the fidelity assessments.
  - Review and select other fidelity assessments as they may become available in research and research to practice publications/resources.
  - Enhance coach training through the use of expert consultants (e.g., external state-level coaches receive additional technical assistance on how to effectively support coaches).
  - Review budgets and expenditure reports annually, seek feedback from implementation site administrators on expenditures.
  - Create a data collection and analysis plan and continue to use data to make timely decisions for all related SSIP activities.

### Social-Emotional and Approaches to Learning Competencies

- Anticipated barriers
  - Competencies are not included in professional development plans.

- Steps to address barriers
  - Provide Contractors and programs with technical assistance on how to include social-emotional and approaches to learning competencies in professional learning goals.

### Summer Institute

- Anticipated barriers
  - Difficulty finding course sponsors.
  - Accessibility of selected location leading to travel restrictions due to lack of available funds.
  - Working with new sponsor leads
  - Shift with University and CEU credit options
- Steps to address barriers
  - Begin sponsor search early in planning process.
  - Send out a “save the date” card as early as possible to assist in financial planning (e.g., travel funds).
  - Giving partners clear deadlines for tasks.
  - Reaching out to partners to find University options for CEU courses.

#### **4. The State describes any needs for additional support and/or technical assistance**

At this time, the State does not anticipate the need for additional support and/or technical assistance in addition to conference attendance, collaborative meetings, monthly calls from technical assistance, and informational/interactive webinars from Technical Assistance Centers. The state continues to be responsive to TA and will seek additional/support or technical assistance as needs present themselves in this process.

Technical assistance was utilized throughout all phases of the Department's implementation and evaluation activities. Agency staff participated in a variety of technical assistance opportunities. This section includes a list of technical assistance activities accessed by various staff on Oregon's SSIP team and a small sample of SSIP related professional development activities either provided or attended by State-level EI/ECSE Education Specialists. These actions demonstrate Oregon's commitment to the State's SSIP implementation and evaluation activities.

#### EI/ECSE SSIP TA Accessed by Oregon SSIP Team 2017-18

- NCSI (National Center on Systemic Improvement)- receive TA support from Dona Meinders regularly
- NCSI Cross-State Learning Collaborative, July 11-13, 2017, Chicago, Illinois, attended by SSIP Lead
- NCSI Cross-State Learning Collaborative, November 7-8, 2017, Atlanta, Georgia, attended by SSIP Lead
- DaSy, ECTA, and OSEP webinar, SSIP Evaluation Workshops: Introductory Webinar, December 13, 2017
- NCSI State TA Call, December 20, 2017
- NCSI [SSIP Phase III Writing Pop Up Meetings](#), February-March 2018, SSIP Lead participated
- OSEP has provided monthly TA assistance calls with OSEP Oregon Part B State Lead Marion Crayton and her successor Reha Mallory, and OSEP Oregon Part C State Lead Amy Bae. These meetings provide the opportunity to provide status updates on Oregon's SSIP development, as well as to receive direct assistance and have specific questions addressed.

#### A Small Sample of SSIP Related Professional Development Activities Provided by the EI/ECSE Team Presentations

- Annual System Performance Review & Improvement (SPR&I) Fall Trainings (across the state)
- Annual Special Education conference (ODE & Confederation of School Administrators [COSA])

- Early Learning conference (COSA)
- EC PBIS for Home Visitors

A Small Sample of SSIP Related Professional Development Activities Attended by the EI/ECSE SSIP Team  
Trainings and Presentation Topics

- Trauma Informed Care Training
- Executive Functioning Training
- Social Emotional Community of Practice Webinars
- Social Emotional Webinars
- Collaborative Problem Solving Tier I training
- Collaborative Problem Solving Tier II training
- Northwest PBIS Coaches training
- EC PBIS Safety First Training
- Annual Northwest PBIS Conference

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# STATE SYSTEMIC IMPROVEMENT PLAN UPDATE FOR CPS & EC PBIS+ PROJECTS

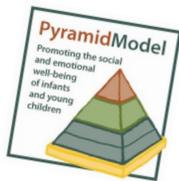
EI/ECSE/Student Services/ Oregon Department of Education

## Special Points of Interest:

- 2017 Summer Institute “GREAT SUCCESS!”
- As of Summer 2017, 8 out of 9 EI/ECSE Areas trained in Collaborative Problem Solving
- Three programs embark upon EC PBIS+ Implementation this fall
- Inaugural Coaches Meeting—September 14, 2017

## WHAT IS EC PBIS+?

Early Childhood Positive Behavior Interventions and Supports+ (EC PBIS+) is a tiered model of promotion, prevention and intervention. This framework offers a hierarchy of strategies matched to the level of each child’s needs. Fox and colleagues (2003) created a “continuum of supports and services designed to build social competence and prevent chal-



lenging behavior for young children.” There are 4 levels to the model - Level 1, the foundation, focuses on systems & policies to promote and sustain evidence-based practices through comprehensive professional development and supportive efforts around teacher health and well-being. Levels 2 & 3 –**universal pro-**

**motion** for all children - includes establishing nurturing and responsive relationships within high quality and supportive environments. Level 4 – **secondary prevention** - focuses on children who, through observation, need additional support to develop appropriate social skills. Level 5 – **intervention** - consists of creating targeted interventions for a few children requiring individualized supports to be

successful in EC environments. The SSIP EC PBIS+ is designed to sustain evidence-based practices across the first 4 levels also referred to as the first 2 tiers of the model. Although addressing intensive challenging behavior is not outside this project, it is our focus on Tier 1 and 2 that will hopefully increase the social, emotional and approaches to learning skills of children receiving EI/ECSE services, which are the targeted outcomes of the SSIP.

## WHAT IS COLLABORATIVE PROBLEM SOLVING (CPS)?

The main philosophy behind Collaborative Problem Solving (CPS) is challenging behavior is the byproduct of lagging cognitive skills and is best addressed by teaching children the skills they lack. These skills can normally be broken down into the following areas; 1) language and communication, 2) attention and working memory, 3) emotion and self-regulation, 4) cognitive flexibility, and 5) social thinking. In the CPS model, teams work togeth-

er to identify the student’s specific lagging skills (flexibility/adaptability, frustration tolerance, problem solving, etc.) and possible environmental triggers. The teacher, parent or other adult, brainstorms solutions with the student to create a plan of action together that is realistic and mutually satisfactory. Studies have not only shown a decrease in challenging behavior, but in both teacher and student stress levels.

CPS motto is “Kids do well if they can...if they can’t, something is getting in the way.” We need to figure out what, so we can help.” Because CPS focuses on social, emotional and approaches to learning skills and increasing outcomes in these areas, it is a natural fit for our SSIP work.



<http://www.thinkkids.org/>

## EI/ECSE SSIP UPDATES STUDENT SERVICES



OREGON  
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## STUDENT SERVICES EARLY INTERVENTION/ EARLY CHILDHOOD SPECIAL EDUCATION

### What you’ll find inside:

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EC PBIS+ Status Update	2
SSIP Theory of Action	3
Timeline & Getting on Board	3
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## STATE SYSTEMIC IMPROVEMENT PLAN UPDATE

## PIECES TO THE SAME PUZZLE: HOW THE INITIATIVES FIT TOGETHER



Although there are some differences in application, both CPS and EC PBIS+ can be used to improve outcomes in social, emotional and approaches to learning skills. As captured in **Oregon's Early Learning and Kindergarten Guidelines**, the *Approaches to Learning Domain* includes goals such as managing emotions with increasing independence,

persisting in tasks, flexibility in thinking and learning, creativity. Similarly, as outlined in the *Social-Emotional Domain*, goals include maintaining positive relationships, engaging in cooperative play, expressing empathy. Whereas CPS identifies lagging skills that “get in the way” of “kids doing well” EC PBIS+ formally focuses on primary promotion, second-

ary prevention and tertiary intervention. Both CPS and the evidence-based practices implemented within the EC PBIS+ framework can and should be **used with all children regardless of age, skill level, prior interventions used, etc.** A focus on positivity and proactivity to support expected behaviors and solutions to problems are emphasized in both EC PBIS+ and CPS. An additional commonality is that both stress the importance of expectations that are clear, defined, and taught while also looking at the skills necessary for varying situations. With their clear highlight and focus on being **proactive** to encourage the most success for children while staying positive and empathetic in your approach to interaction with others, CPS and EC PBIS+ fit together as pieces to the same positive outcomes puzzle.

*“Kids will do well if they can. If not, something (a lagging skill) is getting in the way.”*

*—Think: Kids Rethinking Challenging Kids*

## ‘17-18 CPS STATUS UPDATE

**Eight out of 9** EI/ECSE areas have been trained. For the upcoming 2017 – 2018 SY there are three Year 1 teams: **High Desert ESD, Clackamas ESD, and Linn Benton Lincoln ESD** and two Year 2 teams: **Inter-Mountain ESD and Northwest Regional ESD.** Willamette ESD, initially a

pilot site now serves as a model program from which many ideas and strategies are developed.

**Summer Institute** provided a venue for substantial training and planning. All teams are ready for next steps.



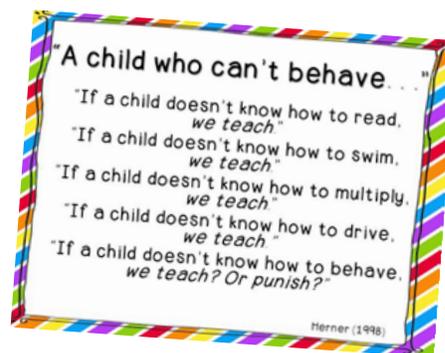
## ‘17-18 EC PBIS+ STATUS UPDATE

In spring 2017 six EC PBIS+ Introductory Workshops were conducted with 11 geographical areas. From those workshops 5 areas applied for the project. After review, **3 EI/ECSE Areas—Linn Benton Lincoln ESD, Clackamas ESD and Hood River—** were selected for the initial cohort for EC PBIS+ implementation and evaluation. Since then, all

three areas have attended intensive planning meetings including a coaches training and planning session on September 14<sup>th</sup>. Implementation will commence this fall.

As with CPS, the **Summer Institute** provided a stellar venue for teaching and learning about **Practice-based Coaching** an evidence-based coaching

model to be utilized with the SSIP projects.



*“Listen to what children are saying with and without their words. Listen well with your eyes to what they are trying to tell you and listen with your heart to what they hope you will hear”*

*-First Steps Library  
5 Quotes on Positive Classroom Behavior*





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**SSIP: STRATEGIC INVESTMENTS**

For *sustainable change* to happen a few things are true: targeted investments of resources are necessary, growth can be slow, often described as a marathon, not a sprint, and databased decision-making is a must!

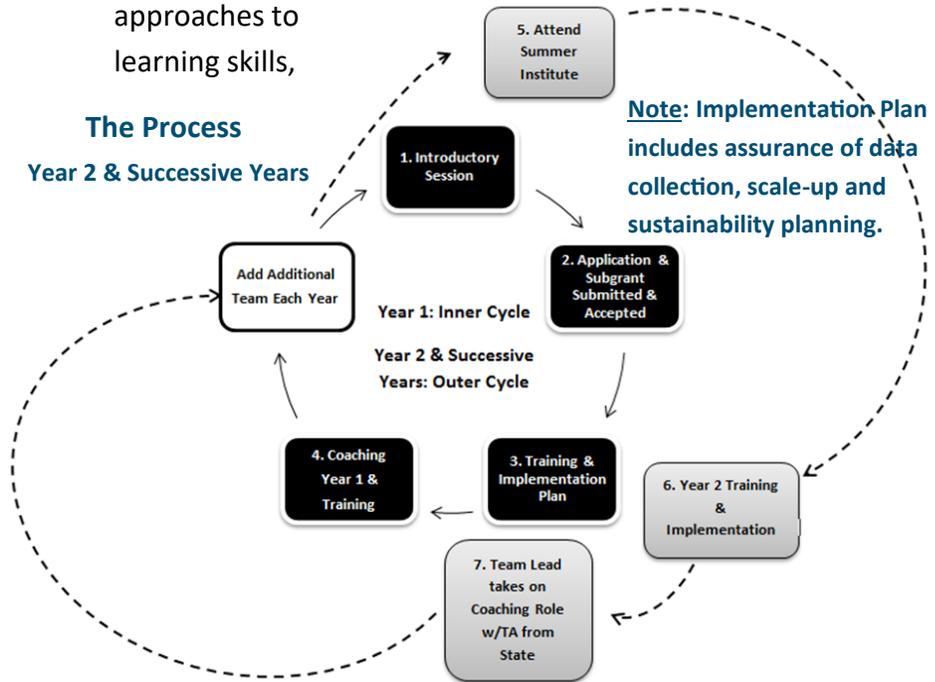
The first step for interested areas was to attend an introductory session given in the fall and spring. This was an overview of the practices and description of required program deliverables. The presentation was given by the ODE coaches at each program areas' location. We strongly encouraged areas to invite community partners (districts, Head Starts, local preschools, etc.) as a learning opportunity for them and as support for each program as they expand the practice within their target community.

After the introductory session, interested areas completed and submitted an application to ODE. Applications were reviewed in the spring. Area programs were accepted & initial training took place at the end of June at the Summer Institute. For CPS, the entire team was required to attend Tier 1 Training and implementation planning for the year. For EC PBIS+, future internal coaches were required to attend a course on Practice-Based Coaching.

**SSIP Theory of Action**

<b>Input</b>	➔	<b>Output</b>	➔	<b>Outcome (SIMR)</b>
<p>If ODE provides TA &amp; financial support for EI/ECSE programs to fully implement evidence-based strategies targeting social-emotional and approaches to learning skills,</p>		<p>And, if EI/ECSE programs implement with fidelity, evidenced-based strategies for teaching social-emotional and approaches to learning skills</p>		<p>Then, the percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.</p>

**The Process**  
Year 2 & Successive Years



The state coaches will continue to provide intensive TA & training in Year 1. For Year 2 and each successive year, the areas will add an additional team. The new teams within that area will participate in Year 1 trainings and receive TA from the ODE coaches. The idea is to scale up, avoid a scattered approach, build the area programs within and to involve community partners. In the coming years, new areas, targeted by ODE for strategic geographical investment, (i.e., those not already participating), will be supported to apply.

**Summer Institute Shout Out**  
 "High quality instruction that allowed for networking and collaboration." —Several SI Participants