

Oregon

State Systemic Improvement Plan (SSIP) Part C

Phase III-4



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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), 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 in Phase I and Phase II. 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:

1. Provide effective services to address social-emotional and approaches to learning skills (Phase I identified Coherent Improvement Strategies are incorporated here);
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 III evidence-based strategies were clarified to include the following:

1. Early Childhood Positive Behavior Supports and Intervention;
2. Collaborative Problem Solving; and
3. A third evidence-based practice, if determined to be needed.

Data

Oregon continues to make progress in implementing the State’s SSIP. During this reporting period, Oregon implemented both of the identified evidence-based practices, Collaborative Problem-Solving and Early Childhood Positive Behavior Supports and Intervention. Preliminary data suggests participants, including parents and teachers, feel the practice has a positive impact on children. There is preliminary evidence of an increase in teacher knowledge following training and decrease in indicators of burnout. This report contains specific activity, timeline, and outcome updates. Information on continued, substantive stakeholder collaboration and involvement is described, as well as information on technical assistance that the agency has received from TA partners.

In Phase III (3), Oregon continues to collect data. Results of the analysis 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 Five SIMR are separated into Part C and Part B 619 results and included below. (The baseline year is FFY 2015.)

Targets were revised in FFY 2015/16 and use the 2015/16 C3 and B7 data submitted to OSEP on February 1, 2107 as the baseline for determining these targets. The new targets begin in 2016 in the table.

Part C Outcome Data

FFY	2014	2015	2016	2017	2018
Outcome A Data	81.54%	84.89%	85.08%	84.83%	85.29%
Outcome B Data	61.33%	66.42%	64.32%	61.85%	61.40%

FFY 2016 – FFY 2018 Targets for Part C

FFY	2016	2017	2018	2019
Outcome A Target	85.40%	85.40%	85.40%	85.40%
Outcome B Target	66.70%	66.70%	66.70%	66.70%

Part B 619 Outcome Data

FFY	2014	2015	2016	2017	2018
Outcome A Data	73.96%	75.62%	85.08%	84.83%	77.90%
Outcome B Data	53.40%	73.66%	64.32%	61.85%	74.06%

FFY 2016 – FFY 2018 Targets

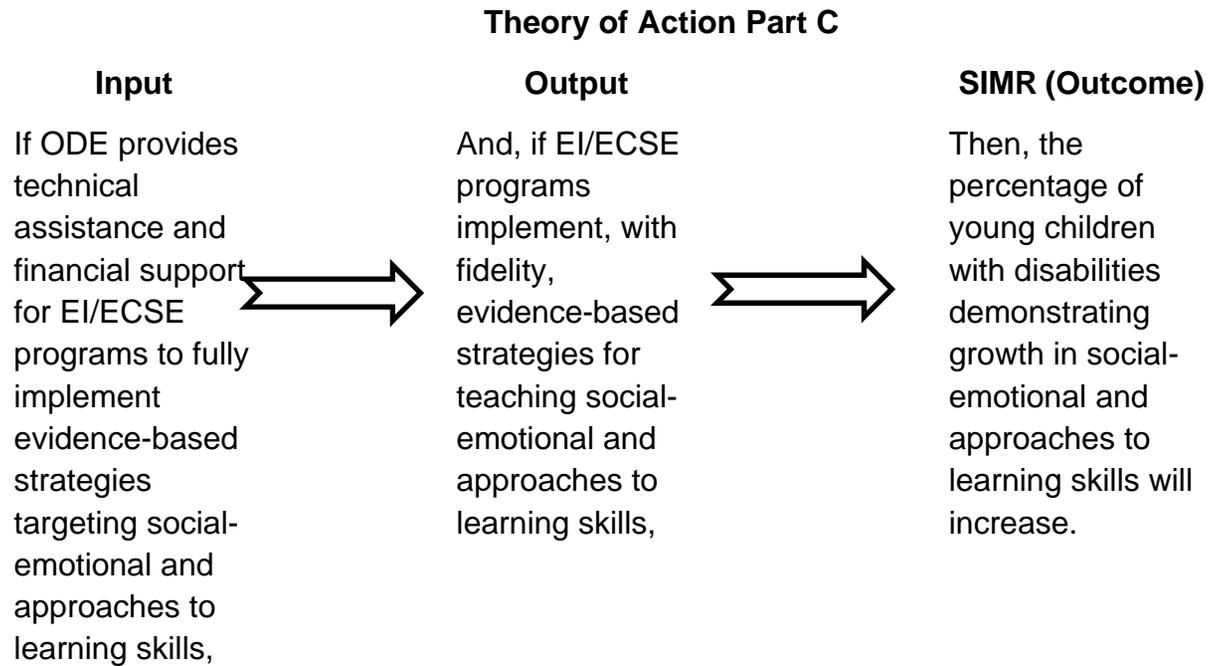
FFY	2016	2017	2018	2019
Outcome A Target	76.10%	76.10%	76.10%	76.10%
Outcome B Target	74.20%	74.20%	74.20%	74.20%

Indicator 11: EI/ECSE State Systemic Improvement Plan: Oregon
Section A. SSIP Phase III (4)

A. Summary of Phase III (3)

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 programs, a process of training staff at implementation sites, a process for training coaches within EI/ECSE 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. Three Education Specialist positions support the implementation, evaluation and reporting of SSIP activities. This year, due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, an outside coach was hired on a temporary basis to support the EC PBIS+ work. This external ECPBIS+ State coach supported the state agency to collect the data in the absence of a State Lead, who was hired in late June 2019. 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 still in the preliminary stage, more robust analysis is scheduled for summer 2020. 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 for ECPBIS+ implementation 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.

Infrastructure changes that we reported in ODE's Phase III (1), that are now monitored annually and still impact EI/ECSE services that address social-emotional and approached to learning instruction across the state include:

- Utilization of the PreK to 3rd grade aligned Early Learning Standards, and online supports for dissemination is posted online on the Department's website.
- Development and use of revised EI/ECSE competencies to support effective practices for EI/ECSE practitioners, included into ODE Authorization certification demonstrating the connection between ODE, the field and Higher Education.
- Creation of Service Area Plans 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.
- Institutionalization of the Summer Institute as an annual cross-sector professional development

opportunity offered to the field at no cost to participants.

During this reporting period, a survey of the professional development needs of EI/ECSE staff was distributed to EI/ECSE contractors and staff supervisors for completion fall 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 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 formative assessment data and results from preliminary 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. Due to a small sample size, data are not yet at a point where analysis would be valid or meaningful. The state has, however, 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 2020.

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 the appropriateness 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. An additional child-level measure (Thinking Skills Inventory [TSI]) was selected to evaluate child behavior change over time for children in programs implementing CPS. 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, currently there exist 13 CPS classrooms within 10 physical sites located in 7 counties across diverse areas of the state. These classrooms were selected for CPS implementation with financial and technical support from ODE 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. 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 for the 2018/19 project year continue to show growth in implementation fidelity across teachers in the CPS Target Group, with an increase in “in place” ratings and no “needs improvement”. 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. Two counties will have a program-level internal coach next year, both with CPS certification through Think Kids. Two other counties have their future program-level coach attending the CPS certification this year. 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 an EC Consultation Model were used to support the implementation of EC PBIS+ practices. Currently there exist 5 internal program coaches (providing coaching to practitioner coaches and building the program infrastructure), and 9 practitioner coaches (providing coaching directly to teachers) across 14 classrooms and 40 teachers and assistants, in 6 geographically diverse areas across the state. Continued training in EC PBIS+ Project implementation and strategies took place in spring 2018, with Practice-based Coaching and reliability training for the TPOT in fall 2018. Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, the Practiced-based coach training and coach meetings planned in the fall and winter were postponed and rescheduled in spring 2019.

Similar to CPS, two measures were selected to evaluate the extent to which teachers were implementing EC PBIS+ practices with fidelity, the *Teaching Pyramid Observation Tool (TPOT™)*, and a Program-Level fidelity of implementation measure, *EC PBIS Benchmarks of Quality (BoQ)*, were used for implementation. Detailed descriptions of these measures can be found in Section C. of this report. EC PBIS+ Teacher-Level and Program-Level fidelity data indicate areas of improvement in teacher skills and program-wide implementation.

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

- maintained infrastructure by analyzing and reprioritizing job responsibilities of one Education Specialist to lead SSIP reporting and hired a temporary external coach to support the EC PBIS+ work
- continued to dedicate the time of an Education Specialist to lead a team of stakeholders to convene and execute an annual Summer Institute
- Re-hired in late June 2019, the Education Specialist position 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 a position of state coach for the implementation of ECPBIS+ to support the programs participating
- created and held CPS Tier 1 and Tier 2 trainings and EC PBIS+ implementation and planning
- collected and analyzed initial 2018/19 CPS data pairs for: teacher perceived child-behavior change, adult- behavior change as reported by teachers implementing CPS, fidelity of CPS implementation

- collected 2018-19 EC PBIS+ teacher and program-level fidelity data and child-level formative assessments

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
- ongoing 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
- continued refinement of electronic database for data collection and reporting
- alignment of the SSIP with other early learning system improvement plans, such as Raise Up Oregon
- creation of an SSIP implementation team with the State Interagency Coordinating Council
- evaluate EI/ECSE system infrastructure utilizing new tools from ECTA with stakeholder feedback
- examine the impact of addressing adequate service levels on the quality of intervention and child outcomes
- engage with national TA providers to implement the indicators of high quality inclusion in early care and education environments
- revisit the outlined coherent strategies with stakeholders to determine next steps

For detailed information on closing the data-based feedback loop and next steps, see the Results heading in Section C.

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

As further elaborated in this Phase III (4) 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.

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 the appendix 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 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) 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, limited changes have been made to the implementation and improvement strategies thus far. 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 coaching, training, 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. The data collected thus far for both CPS and EC PBIS+ has been positive, however, we are not yet noticing a significant shift on child outcomes statewide. Other than adding additional resources to support the implementation of SSIP activities (i.e., specific practice training and coaching, and increasing regional coaching capacity), the state recognizes that there may be needed changes to how the SSIP is being implemented and embedded into the whole early learning system plan. Further changes may be warranted to get the results needed to improve the social-emotional and approaches to learning skills in young children with disabilities.

Section B. SSIP Phase III (4)

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

Many activities identified during Phase II and III are complete and can be reviewed in last year's report. The following describes ongoing efforts and milestones met during 2018-19. Information details whether timelines for completion have been followed as described, results and next steps for completion. The information will align with Oregon's three improvement strategies for the Part C 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, and Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.

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 programs and sites, a process of training staff of implementation sites, a process for training coaches, and a system of learning communities and supports. Strategies being implemented:

- Collaborative Problem Solving (CPS)
- EC PBIS plus social-emotional and approaches to learning skills (ECPBIS+)
- ODE will continue to implement and evaluate CPS and EC PBIS+ and is not including a 3rd strategy at this time.

Every year, the agency hosts training activities for both CPS and ECPBIS+. During these training activities, pre and post surveys are utilized to determine the effectiveness of the training plan, and how it addresses the needs of the implementation sites and those being coached through the implementation process outlined in SSIP Phase III (1). During Phase III (4), these activities remained on track and the training plan for each continued to be monitored and adjusted based on feedback from participants. During this phase, nothing was changed for either implementation effort.

Short-term outcome 1.1.2: The state repurposes EI/ECSE discretionary funds to support implementation training and support to selected implementation sites. 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 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. The table below outlines how programs will be funded moving forward.

Implementation Year	Amount from ODE	ECPBIS+ Grant	CPS Grant
Year 6 and above	0	None	None
Year 5	10K	None at this time	Area 1 and 8
Year 4	12K	Area 4, 6, and 9	Area 4,2, and 9
Year 1-3	15K	Area 7	Area 3

Additional funding has been allocated to support implementation efforts including support for a designated state coach for CPS and ECPBIS+ implementation across programs, intensive training for each effort occurring during the Summer Institute and during the year, and intensive training to support the state leads and coaches supporting each effort, including but not limited to repurposing FTE to support sustainability of the selected practices and framework.

Short term outcome 1.1.3: The state repurposes Education Specialist positions to provide support and ongoing training. As mentioned above, this is one way that the state agency is allocating resources to support efforts related to the SSIP for Part C. Each year, this investment is reevaluated. In SSIP III (3), there was an extended absence of the Education Specialist overseeing the efforts to support ECPBIS+. During this time, a state coach was identified and other educational specialists provided support to sustain implementation. In the spring of 2019, a new Educational Specialist was hired to oversee this work. The state agency remains committed to both effort and to providing continued support through the repurposing of Education Specialist positions. Through performance evaluation, feedback from implementation programs, and the state coaches supporting ECPBIS+ and CPS, the Part C Director and the Assistant Superintendent assess the effectiveness of this approach.

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

This target has been met annually and now is an expected part of the annual professional development system for early care and education providers and professionals. Summer Institute, along with other cross-sector early learning conferences and professional development opportunities ensure that children with disabilities and their peers receive high quality instruction that addresses their developing social-emotional learning and competence with related skills including approaches to learning (self-regulation, emotional regulation, cognitive flexibility, planning and organization, following rules and routines, care of materials, etc.). Additionally, utilizing an evidence based coaching model to support adult learning has been integrated into the professional development calendar and with the support of our partners at the Early Learning Division is now available multiple times throughout the year, as a vehicle to support sustained learning and provide on the job supports to adults in the field of early care and education.

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

In section C, one can see the results of knowledge assessments from trainings for CPS and ECPBIS+, including measurements that reflect the efficacy of practice-based coaching to implement the evidence based practices selected.

Intermediate outcome 1.2: EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-

emotional and approaches to learning skills.

Fidelity data collected and analyzed multiple times throughout the implementation process for both CPS and ECPBIS+ were identified and refined early in the process of implementation. For CPS, given that there is only emerging evidence for the effectiveness of this intervention with children under 5 with disabilities, two fidelity measures were created: the CPS APT Fidelity Rubric, and CPS Video Fidelity Rubric. For ECPBIS+, existing tools that have been validated through the research of the Pyramid Model Leadership Team (OSEP funded project that began with the Center for Social Emotional Foundations of Early Learning (CSEFEL) and continues with the National Center for Pyramid Model Innovations (NCPMI)), have been used to measure fidelity of implementation at the classroom level and the program level.

Fidelity data used to adjust training plans, professional development, and coaching are reviewed multiple times throughout the year and discussed at the local and state level to ensure that these tools are being effectively utilized and are measuring what we intend to measure based on implementation guidance. More information about the number of EI/ECSE teacher and community ECE professionals who are implementing practices to fidelity can be found in Section C of this report.

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.

Engagement at the state and local level with families and community EC partners has varied across implementation communities, but is ongoing. There is an increasing realization that the work of addressing the social-emotional, behavioral health, and approaches to learning needs of young children cannot happen in a siloes, and that given the changing landscape of early care and education, a deeper discussion about social-emotional learning and evidence based practices is needed. More information about activities to assess the needs of families and communities can be found in the stakeholder engagement area of this section. With the passage of the Student Success Act and the guidance from Raise Up Oregon, there is a renewed sense of urgency that we come together at the state, local, and program level to address the social-emotional needs of young children in a systematic, coherent, and cohesive way, using inclusion and equity as the lens through which decisions are made moving forward. During the 2018-19 school year, practices from pilot sites incorporating CPS with families receiving Early Intervention Services are under evaluation for the feasibility, usability, data collection and planning. For programs implementing ECPBIS+, two have chosen to implement practices and provide coaching almost entirely in partnership with community settings where children with disabilities are served. Section C. of this report includes a summary of the positive outcomes in these communities and the difficulties ODE has encountered in implementation, data collection and evaluation for this population.

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.

Due to an extended absence and difficulty disaggregating data, the activities outlined to measure this outcome have been put on

hold for another year. The amount of data (number of children entering kindergarten in fall 2016, 2017, 2018, and 2019 who experienced services in a CPS classroom or classrooms where ECPBIS+ has been implemented) is insufficient for meaningful analysis at this time. Another challenge in examining the data in this fashion is that children only have exposure to the intervention for 1-2 years at most, which makes it difficult to accurately measure meaningfully rate of growth in this way. Work within the EI/ECSE team at ODE and with increased stakeholder engagement to address this will be necessary to determine if there are other ways to measure this in a valid and reliable way.

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 3rd grade learning standards that include social-emotional and approaches to learning skills.

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.

Due to an extended absence and difficulty disaggregating data, the activities outlined to measure this outcome have been put on hold for another year. The amount of data (number of children entering kindergarten in fall 2016, 2017, 2018, and 2019 who experienced services in a CPS classroom or classrooms where ECPBIS+ has been implemented) is insufficient for meaningful analysis at this time. Another challenge in examining the data in this fashion is that children only have exposure to the intervention for 1-2 years at most, which makes it difficult to accurately measure meaningful rate of growth in this way.

Work within the EI/ECSE team at ODE and with increased stakeholder engagement to address this will be necessary to determine if there are other ways to measure this in a valid and reliable way.

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)

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.

The state adopted a formative assessment, the Child Behavior Rating Scale (CBRS) that was consistent with formative assessment used in the Kindergarten Assessment. This was reported on in Phase III (1). This assessment is used for

both implementation efforts to measure progress in conjunction with the AEPS, which is used to report child outcomes across the state. You can find the results of these assessments in Part C of this report.

Long-term outcome 3.4: 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.

Due to an extended absence and difficulty disaggregating data, the activities outlined to measure this outcome have been put on hold for another year. The amount of data (number of children entering kindergarten in fall 2016, 2017, 2018, and 2019 who experienced services in a CPS classroom or classrooms where ECPBIS+ has been implemented) is insufficient for meaningful analysis at this time. Another challenge in examining the data in this fashion is that children only have exposure to the intervention for 1-2 years at most, which makes it difficult to accurately measure meaningful rate of growth in this way.

Work within the EI/ECSE team at ODE and with increased stakeholder engagement to address this will be necessary to determine if there are other ways to measure this in a valid and reliable way.

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 attached 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.

B.2. 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.
- 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 the 2018 Kindergarten Assessment Panel.

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

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 (4) 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 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. 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 five 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 December 2, 2019, stakeholders gathered at the Department to participate in the annual meeting. They received updates and information on agency leadership changes, report card redesign, and a focused group activity to promote creative thinking around systems change.

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 2018 through March 2019 reporting period, the SICC met six times. The activities of the SSIP Phase III (4) were a standing item agenda item; however, given staffing changes and vacancies within ODE limited bi-directional feedback on SSIP activities were completed.

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. The activities of the SSIP Phase III (4) were a standing item agenda item; however, given staffing changes and vacancies within ODE limited bi-directional feedback on SSIP activities were completed.

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, the local child care resource and referral 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. Stakeholder input and feedback loop continues to be a critical ingredient to the overall success of Summer Institutes.

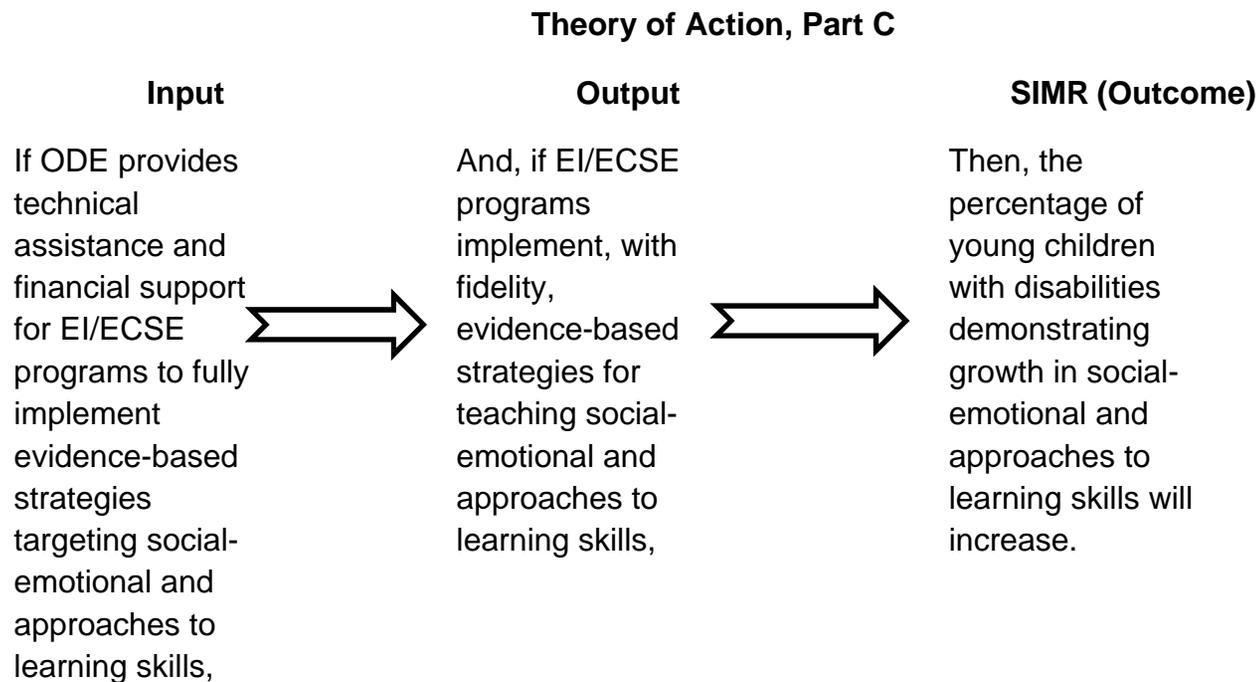
Section C. SSIP Phase III (4)

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.”

Table C. 1. a. & b.	
Theory of Action	
Input	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 for 2018-19 TA (Fall 2019); EC PBIS+ Workshops Session Evaluations following summer and fall trainings for 2018-19 2. Coaching logs, training agendas, budgets & expenditure reports 3. Training attendance records, agendas, coaching logs, Summer Institute 2019 evaluations, 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 & EC PBIS+ implementation site fidelity checks, CPS Think Kids – Change over Time (CPS-AIM, formerly named TK-COT) assessments & EC PBIS modified AIM assessments</p> <p>5. Survey with CPS implementation site participants (Fall 2019) & 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 & coach meeting attendance records</p> <p>9. Survey with CPS implementation site participants (Fall 2019)</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 7 classrooms served by 50 staff including both licensed and classified staff across 3 counties. CPS group participants either in their fourth, third, second or first year of implementation include 45 teachers/staff from 7 different geographical areas across the state who are participating in the CPS project portion of the SSIP. Currently 40 classroom teachers and 8 Internal program-level coaches across 4 different geographical areas across the state are participating in EC PBIS+ practice-based coaching and EC PBIS+ strategies implementation.

Demographics:

<u>2018/19 CPS Pilot Sites</u>	
Total # of counties, sites and classrooms	3 counties, 3 sites, 7 classrooms
Types of settings in implementation	Specialized ECSE classrooms, speech and homes
Total # of teacher/staff in classrooms implementing CPS and their roles	50, licensed and classified staff (i.e., EI/ECSE Specialists, Assistants, Speech and Language Pathologist)
Total # of children on IFSP's in targeted classrooms	84
Total # of target children (i.e., CBRS or SEAM collected)	38

<u>2018/19 CPS Targeted Group Demographics</u>	
Total # of counties, sites and classrooms	7 counties, 10 sites, 13 classrooms
Types of settings in implementation	Early Childhood Special Education classrooms
Total # of teacher/staff in classrooms implementing CPS	45, Teachers, instructional assistants, speech
Total # of children on IFSP's in targeted classrooms	260 (across 12 classrooms)
Total # of target children (i.e., TSI)	65

2018/19 EC PBIS Target Group Demographics

Total # of counties, sites and classrooms	6 counties, 11 sites, 14 classrooms
Types of settings in implementation	Community-based, bilingual classroom, Head Start, Early Childhood Special Education Classroom
Total # of EC PBIS internal program coaches	5
Total # of ECPBIS+ Practitioner Coaches	9
Total # of teacher/staff in classrooms implementing EC PBIS+	40
Total # of teachers/staff receiving <i>consultation</i> on EC PBIS+ strategies*	3
Total # of children on IFSPs in EC PBIS+ Classrooms	124

*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 (Buses & Wesley, 2004) was implemented. To support the ECSE consultants in their consultation work with the Head Start Staff, the ECSE consultants are receiving strategies of implementing the Consultation Model and how to incorporate EC PBIS+ more directly into their consultation with the Head Start teachers/staff.

Participants Perceptions of ODE's Technical Assistance and Trainings

CPS Evaluations of Trainings

Eleven of the CPS site participants completed a feedback survey for the 2018/2019 school year. Overall, the survey responses were very positive. The survey asked participants to rate the trainings and state level coaching and to offer ideas for improvement.

For the CPS Summer Institute and Tier 2 training, 100% 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, "Please continue with this project. The value for children and families is greater than any barriers. I've been privileged to be a part of our pilot classroom." Another participant wrote, "The trainings have been great and a great reminder that our kids come first. It's our job to figure out what's preventing them from succeeding...the premise of this tool." Some other positive comments were the opportunity to practice and receive feedback, role play, and view real video examples focused on children in early childhood.

Ideas for improvement and future CPS training were; 1) more on-site support, 2) hands on assistance completing forms and planning CPS conversations, and 3) problem solving with multiple CPS teams at state trainings.

EC PBIS+ Evaluations of Trainings

During the 2019 Summer Institute three courses were offered that related to the social and emotional well-being of young children: *Supporting Children with Higher Needs Through Inclusive Strategies*, *Resilience-Mitigating ACEs*, and *Developing a Trauma Lens to Nurture Resilience*. The responses to these course offerings were overwhelmingly positive and supported increased learning around topics critical to the field. There was a broad mix of participants including instructional assistants, administrators, EI/ECSE specialists and ECE teachers. Participants rated the trainers and the content between a 4 and a 5 for each course and commented that the content was relevant and applicable for their work setting.

In addition to the course offerings at Summer Institute, Practice Based Coaching and Teaching Practices Observation Tool (TPOT) were also offered (in Summer 2019 and Fall 2019). Practice Based Coaching was opened to those who are

participating in the grant and their partners. Of 9 respondents to the course evaluation following Practice Based Coaching, 77.7% of participants rated themselves as having moderate to extensive knowledge of coaching prior to the training, and 100% rated themselves as having moderate to extensive knowledge following the training. Participants reflected that the trainer was knowledgeable, helpful, and met expectation for the course. Practice with a peer during the training was rated as being one of the most helpful components.

The TPOT training in the Fall of 2019 was opened to participating programs from each county. This included ECSE teachers, speech language pathologists, program administrators, child care director, school district early learning administrators, head start site coordinators and instructional coaches from within participating Head Start programs. Of 23 participants, each completed and passed the interrater reliability training. Participants reflected the rationale for participation included: having a tool to support coaching within their program, understanding evidence based practices for addressing the needs of early learners, and a plan to use it to support practices in community preschools where services are taking place.

Coaching Logs

For EC PBIS+ implementation and evaluation across all programs, 5 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 2018, Winter and Spring 2019 data collection and a wide range of strategies (e.g., modeling during observations or goal setting and action planning during coach meetings) were used. Coaching logs were be completed and submitted to the EC PBIS State-Level Coach in Spring 2019. Given the vacancy in the State coach role, there was a lack of guidance on how best to utilize the coaching logs created for this project. Each of the internal coaches completed the logs differently. In the future a coaching log tool designed specifically for Pyramid Model Implementation would be necessary and wise for valid data collection. Practitioner coaches should also be utilizing the coaching log to support data based decisions at the Program level for implementation.

During Fall 2019, the CPS State-Level Coach provided 53 coaching sessions to site participants using a variety of strategies (e.g., Skype meetings, consultation and technical assistance).

Pre and Post-Coaching plus Training Knowledge Level Assessments

CPS Knowledge Level Assessments

During the 2018/19 school year, 21 participants consisting of CPS ECSE lead teachers, administrators, SLPs, and behavior specialists, completed the *Pre-Tier 1 Training Knowledge Assessment* in Summer 2018 and *Post-Coaching plus Tier 2 Training Knowledge Assessment* in Spring 2019.

The results of these assessments indicated all participants demonstrated an increase in their knowledge of CPS strategies from Pre-Tier 1 Training (Summer 2018) to Post-Coaching (7 months) plus Tier 2 training (Spring 2019) by a minimum of 50%, with 24% of participants scoring 80% or higher and 66% of participants scoring 90% or higher on the Post Tier 2 assessment.

EC PBIS+ Knowledge Level Assessments

Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, the EC PBIS+ Knowledge Level Assessment were incomplete. The position was filled in Spring 2019 and this assessment work will be evaluated and continued as is necessary.

Teacher Stress Measures

Collaborative Problem Solving Adherence & Impact Measures (CPS-AIMs) (Previously named *ThinkKids-Change Over Time (TK-COT)*).

The *Adherence and Impact Measure (AIM)* 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 teaching environments and with 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 AIM post scores are often collected at the end of a school year, therefore it is suspected that overall burnout scores can be influenced by the pressures of the ending school year.

Adherence and Impact Measure (AIM) Pilot Data

For 33 Fall/Spring 2018/19 staff pairs, AIM pilot data was analyzed showing minimal movement for each item on the

AIM teacher stress measure:

Change in philosophy = -.03
Change in perception of positive impact = -.07
Change in perception of CPS skills = +.1
Change in teacher/staff burnout = +.36

Overall teachers and staff reported a slight negative change in their CPS philosophy and perception of positive impact. According to the CPS coach, there are a few teachers who are struggling with the CPS overall philosophy. The pilot program has also undergone changes in administration. However, they also reported an increase in their skills in engaging in CPS. Reports of staff burnout also increased, however, can be expected considering the specialized skills staff are developing and assessments are measured at the end of school year, which is often more stressful. Additional comparisons will be available for analysis in Spring 2020.

Adherence and Impact Measure (AIM) Target Group Data

For 35 Fall/Spring 2018/19 staff pairs, *AIM* target group data was analyzed showing movement in the desired and expected direction for each item on the *AIM* teacher stress measure:

Change in philosophy = +.72
Change in perception of positive impact = +.28
Change in perception of CPS skills = +.35
Change in teacher/staff burnout = -.04

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. Staff burnout also decreased, which is the desired outcome for this measure. Additional comparisons will be available for analysis in Spring 2020.

EC PBIS+ Modified (TK-COT) Adherence and Impact Measure (AIM) Target Group Data

EC PBIS+ Modified TK-COT) was developed based on relevant items from the CPS TK-COT. As noted above the tool has been renamed Adherence and Impact Measure (AIM). These data will be collected in Fall 2018 from teachers

receiving either practice-based coaching or Consultation in EC PBIS+ practices. This sample includes 20 teachers, with only 13 pairs (pre and post assessments). This assessment will serve as a pre-assessment of teacher stress following one year of implementation.

For 13 Fall/Spring 2018/19 staff pairs, *AIM* target group data was analyzed showing movement in the desired for some items and movement in an unexpected direction for the last items on the *AIM* teacher stress measure:

Change in philosophy = +.25

Change in perception of positive impact = +.28

Change in perception of CPS skills = -.04

Change in teacher/staff burnout = +.04

It is unclear what has led to the scores on the final items, however it can be inferred that given the extended absence of the State Lead on this project and the tool being developed by and for CPS implementation specifically may have had an impact. Many of the practitioner coaches reflected that they received very little training on the tool, which could've also led to the results seen. In the future, the state leads of both projects, along with the state program coaches should reevaluate the necessity or validity of using this tool with programs and sites that are implementing ECPBIS+. It may be possible to assess teacher stress in a different way.

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 (3), were accomplished during this reporting period:

- One coach training, and two coach meeting (community of practice) were provided for EC PBIS program coaches and administration during the 2018-19 school year. This were facilitated by an interim state coach and supported by ODE Educational Specialists and the EI/ECSE Director when needed.
- TPOT training was held for EC PBIS participants during Fall 2018, and the Fall of 2019. Early Childhood partners and other interested EI/ECSE staff were invited to attend.

- The pilot work and another program area continue to address the application of CPS to parents and families through parent training and EI services.
- A streamlined data collection and analysis system was monitored and reporting functions improved upon using ODE’s EI/ECSE database, ecWeb. An email alert was added to notify external coaches when data was missing from an assessment in order to contact the program for completion.
- Four CPS leads in four different area programs completed their Think Kid’s CPS training certification program (Fall 2019) and one is assisting with CPS coaching for their program this school year (2019-20).

From the 2018/19 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 ECE and ECSE teachers implementing CPS, EC PBIS+ and Practice-based Coaching,
 - Tools to support teams in their 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 programs move towards fidelity of implementation, and
 - Trainings to develop coaches across all CPS and EC PBIS+ project participants

Theory of Action

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

Data Sources

- | | |
|---|---|
| 1. Did programs implement the practice? | 1. Implementation site fidelity checks, coaching logs
2. Implementation site fidelity checks, coaching logs
3. Demographics |
|---|---|

<ol style="list-style-type: none"> 2. How well was the practice implemented? 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? 	<ol style="list-style-type: none"> 4. Demographics 5. Implementation site fidelity check comparisons 6. Interviews/surveys with implementation site participants, program-level internal coaches 7. Interviews/surveys with implementation site participants, and program-level internal coaches 8. ODE and site budgets & expenditure reports, interviews/surveys with implementation site participants, state-level external and program-level internal coaches 9. Interviews/surveys with implementation site participants, and program-level internal coaches
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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 align 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 2018/2019 school year, a total 53 *CPS APT Fidelity Rubrics* were completed for 14 teachers implementing CPS in their settings.

Fifty-seven percent (57%) of teachers in implementation sites remained in the “developing” range across all of their scored *CPS APT Fidelity Rubrics*, while 14% of teachers received a first/initial score of “needs improvement” followed by all remaining scores of “developing” and 29% of teachers received a mixture of “developing” and “in place”.

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 2018/2019 school year, a total of 26 *CPS Video Fidelity Rubrics* were completed for 14 teachers implementing CPS in their settings.

Seven percent (7%) of teachers in implementation sites received one video fidelity score of “needs improvement”. Fourteen percent (14%) of teachers in implementation sites received one fidelity score of “needs improvement” and one fidelity score of “developing”. Sixty four percent (64%) of teachers in implementation sites received all “developing”. Seven percent (7%) of teachers in implementation sites received at least one video fidelity score of “in place”.

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

A description of why the TPOT was selected can be found in ODE's Phase III (1) report. Below is a summary of the results. Each of the 4 implementation programs used the TPOT to support coaching and data based decision making at their implementation sites. From the 14 implementation sites, 12 sites were able to administer the TPOT in the Fall 2018 and in the Spring of 2019. Regardless of whether or not a Spring assessment was done, coaching occurred in all implementation sites. The average rate of growth for each teacher was 12%, with Fall 2018 scores ranging between 61% and 74%, and Spring scores ranging between 71% and 94%. These data indicate areas of growth in the use of EC PBIS+/Pyramid Model strategies for all participating teachers.

Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, different versions of the TPOT and or modified uses of the TPOT were used. This makes comparisons over time difficult. Additionally, many programs did not have the TA to support more advanced tools for tracking and supporting teacher progress. Additional *TPOT™* will continue to be collected during the 2019-20 school year and will be supported by TA from the newly hired ODE educational specialist, state coach, and the National Center for Pyramid Model Innovations (NCPMI) webinars and tutorials 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 beginning in fall 2017. 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 additional data using the BOQ in Fall 2018. This included one newly added program. The *BoQ* assessment and submitted it to ODE for analysis. As described in Phase II (3), 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. Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, adequate TA was not provided to ensure that everyone was using the same tool. Updates to the BOQ by NCPMI also made it difficult to use one tool so that comparisons could be made, increasing the difficulty for ODE to make longitudinal comparison over the course of the two to three years of implementation. Results and inferences were able to be made within programs and this is where we are able to see improvement at this time.

The following data are the average growth by program for Program-Wide EC PBIS+ Implementation items on the *BoQ* scored “not in place,” “partially in place,” and “in place.” The graphs represent scores for the 9 critical elements.

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 and the ODE educational specialist to each program’s EC PBIS+ Leadership team.

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 to 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+ was scheduled for May/June 2018. Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, ODE hired a temporary EC PBIS+ coach to support implementing programs. Due to this absence, the tool was not utilized as a fidelity measure for coaching. Moving forward, in conjunction with other state improvement activities, use of this fidelity measure will be reexamined.

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:

- Evaluate use of pilot sites as “test” sites for new CPS 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.
- 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.
- Include an administrator in initial training and ongoing communications from State-Level External coaches.
- Re-evaluate the feasibility of providing additional coaching opportunities using an evidence-based coaching model (e.g., Practice-based Coaching) state-wide. This is conducted annually
- 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 2019, Winter and Spring 2020).

- 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 2019 Winter coaches' meetings and create 3 to 5 year implementation plans and budgets. Additional technical assistance is provided at Fall 2019 and Spring 2020 coach meetings.

From these 2017/18 & 2018/19 school year data, ODE plans the following moving forward:

- Additional TA will be provided to areas submitting incomplete data, and for the use of updated data tools provided by National TA Centers and partners.
- Training will continue to be provided on both CPS and EC PBIS+ strategies as indicated by the fidelity data reviewed.
- Summer Institute 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 be offered.
- Opportunities for continued collaboration with ECE partners will be supported by ODE staff at the state and local level.
- Review of data submitted by programs implementing ECPBIS+/Pyramid Model and CPS to better understand how they work together and can be supported in other programs.

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
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<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 the data do 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>Child-Level Data</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 29 Fall/Spring 2018/19 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=+1.34

Change in depends = +2.28

Change in difficult = -2.86

Change in NP/NA = -.76

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 2020 is currently underway; therefore, there are no Fall/Spring *TSI* score pairs to analyze. *TSI* counts for Fall 2019 indicate the potential for 15 Fall/Spring pairs for comparison, analysis and reporting in the next report (Spring 2021).

CPS Target Group TSI Data

For a sample of 60 Fall/Spring 2018/19 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 = +3.12

Change in depends = +3.25

Change in difficult = -4.72

Change in NP/NA = -1.95

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 2020 is currently underway; therefore, there are no Fall/Spring score pairs to analyze. TSI counts for Fall 2019 indicate the potential for 105 pairs for comparison, analysis and reporting in next report (Spring 2021).

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

CPS CBRS Pilot Data

CBRS data were collected and analyzed from a sample of 27 Fall/Spring 2018/19 score pairs from children in CPS implementing classrooms, showing movement in the desired direction for each item on the CBRS rating scale:

Always true = +.11

Frequently true = +1.33

Sometimes true = -1.48

Rarely true = -.15

Never true = .19

For the sample of 27 Fall/Spring pairs, the results showed movement in a positive direction for the "Always True" and "Frequently True" demonstrating an increase in teachers' perceptions of child's behavioral strengths. Negative movement in "Rarely True" is the desired direction for these ratings. There was a slight decrease in "sometimes true" and a slight increase in "Never True". Again, this could be due to change in Administration and less support to staff for CPS work.

CPS SEAM Pilot Data

Data collection for these pairs began Winter/Spring 2018-19

Infant Pairs = 5

SEAM data were analyzed showing movement in the desired direction for each item on the **Social-Emotional Assessment/Evaluation Measure (SEAM)**. SEAM is a functional tool for assessing and monitoring social-emotional and behavioral development in infants, toddlers, and preschoolers at risk for social-emotional delays or problems. A positive movement in the Always True and Sometimes True demonstrates an increase in teachers' perceptions of child's behavioral strengths. Negative movement in Rarely True, Never True, Concern True and Focus True items is the desired direction for these items. SEAM is a new tool for the specialists administering these assessments. The Very True category increased greatly, perhaps skewing the Somewhat True and Rarely True categories. The Never True, Concern True and Focus true moved in the desired direction.

SEAM Infant Pairs = 5

Very true = +6.8

Somewhat true = -4.4

Rarely true = +1.0

Never true = -3.4

Concern true = -1.6

Focus true = 0

Currently, the pilot program is not implementing CPS with infants, so therefore there will be no SEAM data collection for Spring 2020. Previously, CPS was implemented with parents of infants and this work is still being explored by the program.

CPS Target Group CBRS Data

CBRS data were collected and analyzed from a sample of 186 Fall/Spring 2018/19 score pairs from children in CPS implementing classrooms, showing movement in the desired direction for each item on the CBRS rating scale.

Always true = +.12
Frequently true = +1.4
Sometimes true = +.48
Rarely true = - .86
Never true = -1.01

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 2020 is currently underway and will be analyzed when Spring data is available. Fall CBRS counts for Fall 2019 indicate the potential for 274 pairs for comparison to be analyzed and reported in the Phase III (5) report Spring 2021.

No Infant or Toddler SEAM data has been collected thus far for this group.

EC PBIS+ Target Group CBRS Data

Pairs = 108

For a sample of 108 Fall/Spring 2018/19 child pairs in EC PBIS implementing classrooms, CBRS data were analyzed showing movement in the desired direction for each item on the Child Behavior Rating Scale (CBRS):

Always true = +.37
Frequently true = + 3.04
Sometimes true = -.01
Rarely true = - 1.48
Never true = -1.93

Data collection for Spring 2020 is currently underway, and will be analyzed when Spring data is available. Fall CBRS counts for Fall 2019 indicate the potential for 100 pairs for comparison to be analyzed and reported in the Phase III (4) report Spring 2020.

For this reporting period, fall 2018/2019 *Kindergarten Assessment* data are available; however, the sample of data (number of children entering kindergarten in Fall 2016 ,2017, and 2018 who experienced services in a CPS classroom) is insufficient for meaningful analysis at this time. EC PBIS+ implementation began Fall 2017; therefore, no data are yet available for analysis. Comparisons are difficult to make because of the lack of a control group in this analysis and the variance in the number of years that targeted program-wide intervention was received. ODE is currently reevaluating the use of this data as a way to measure child growth given there are other child-level data measures in place. Further exploration of the usefulness and analysis of these data will commence in Summer 2020.

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

Baseline data can be found in ODE's Phase III (3) report in Table C. 1. c. & d.

d. Data collection procedures and associated timelines

Data collection procedures outlined in Table C.1.c. & d. of ODE's Phase III (3) have remained unchanged and can be found in Phase III (3) report. There is only one exception: the collection times for the formative assessment. Based on feedback from participants and stakeholders, the formative assessment (CBRS) have been limited to the Fall and Spring.

e. [If applicable] Sampling procedures

Oregon does not use sampling procedures for these data.

f. Planned data comparisons

Planned data comparisons are included in the previous Table C. 1. c. & d. as described in Phase III (3)

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 Phase III (3) and

captured in Table C. 1. a. & b. and Table C. 1. c. & d. With these data, ODE is able to make data-based decisions regarding implementation and progress toward the selected outcome (SIMR). 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) 4th 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

In Table C. 2. a. (1) from Phase III (3), one can see how ODE identifies the key data providing evidence regarding progress toward achieving intended improvements to *infrastructure*. ODE has not added new activities at this time, although stakeholder feedback and engagement with the data in 2019-20 may lead to new revelations and changes in the infrastructure to address the SiMR. A number of items were met and reported in ODE's Phase III (1) report in Spring 2017, and those reported on in Phase III (3) are now reviewed annually. Updates on modifications are listed below. These 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
<p>Repurposing Education Specialist positions to support implementation efforts</p> <p>Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, another Specialist's position was repurposed to write the SSIP and an outside coach was hired on a temporary basis to support the EC PBIS+ implementation.</p> <p>Hire a state Program Coach for ECPBIS+ Implementation</p>	<p>Winter 2015 (Met)</p> <p>ODE filled the Education Specialist position filled by Spring 2019 (MET)</p> <p>The temporary external coach position to support ECPBIS+ implementation was made permanent in Spring 2019 (MET)</p>	<p>Dedicated staff support of SSIP efforts</p>	<p>Evidence:</p> <p>Education Specialist position elevated to Lead Education Specialist for Part B and EI/ECSE (Part C) SSIP work.</p> <p>An additional Education Specialist position revised to include specific assignments to support the EI/ECSE SSIP</p> <p>Modifications:</p> <p>None at this time.</p> <p>All of the positions allocated to this work will be reviewed annually</p>
<p>Repurposing discretionary funds</p>	<p>Winter 2017 (Met)</p> <p>Evaluated annually</p>	<p>Financial support for implementation of new or improved practices</p>	<p>Evidence:</p> <p>Funds reallocated or repurposed to support SSIP implementation ODE</p>

Table C. 2. a. (1)

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			budgets and expenditure reports; completed annually Modifications: Reviewed annually; clearer guidance to programs about when financial assistance would be reduced was given in Fall 2019.

<p>Revising and aligning Early Learning Outcomes Framework with Common Core Standards for Kindergarten</p>	<p>Summer 2017 Guidelines timeline (Met)</p> <p>Professional development materials (MET)</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>Evidence:</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>
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Table C. 2. a. (1)

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			<p>Modifications: 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>
Revising and implementing EI/ESE workforce standards	<p>Review of Competencies and alignment with DEC recommended Practices in 2020</p> <p>(ON Track)</p> <p>Fall 2018 (biannual professional development survey)</p> <p>(Met)</p>	Increased skill in social-emotional and approaches to learning competencies for EI/ECSE Specialists, Supervisors, and Assistants	<p>Evidence: Revised competencies created, implemented and posted to ODE website; authorization applications and documentation posted to ODE website;</p> <p>New competencies and revisions will be reviewed by</p>

Table C. 2. a. (1)

Infrastructure Change	Timeline for completion (Met/On Track/Extended)	Expected Outcomes	Supporting Evidence/Modifications
			<p>Oregon's Higher Education stakeholders beginning in 2020</p> <p>Added a survey of EI/ECSE contractors conducted in Summer 2017 that evaluated 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
			<p>Staff Supervisors was conducted and results shared with Contractors (Fall 2018)</p> <p>Modifications: None at this time</p>
<p>Revising current data system to better measure and report adequate service levels and improvement plans for specific child outcomes, including social emotional development and approaches to learning</p>	<p>Spring 2019 (On Track)</p>	<p>A data system that effectively measures long and short term social-emotional and approaches to learning of young children, provides more concrete information related to service levels and impact on outcomes.</p>	<p>Evidence: Assessing Adequate service levels can provide information on the quality of services in Part C and Part B 619. This data can also provide useful information to programs as they make plans for improvement of child outcomes.</p> <p>Modifications: None at this time; Reviewed annually</p>

b. Evidence of change to baseline data for key measures

Descriptions of the measures and related progress can also be found in Table C. 1. b., in this Section, under *Results*.

Table C. 2. a. (2)		
Collaborative Problem Solving		
Key Measure	Progress toward achieving intended improvement	Supporting Evidence/Modifications
<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 2018) to Post-Coaching (7 months) plus Tier 2 training (Spring 2019).	<p>Evidence: 2018/19 21 assessments scored</p> <p>Modifications: An increase in administration and CPS leads in their 2nd or 3rd year of implementation were present at both the Tier 1 and Tier 2 trainings. This allowed for more support and collaborative networking opportunities among and between teams implementing CPS across the state.</p>

Table C. 2. a. (2)

Collaborative Problem Solving		
Key Measure	Progress toward achieving intended improvement	Supporting Evidence/Modifications
<p><i>TK-COT (ThinkKids: Change Over Time)</i> (Now named the <u>CPS Adherence and Impact Measure (AIM)</u>)</p>	<p>2018/19 data across all CPS implementers with <i>AIM</i> Fall/Spring measures show growth in a) Belief in Philosophy b) Perception of positive CPS impact, c) Perception of CPS skill, and d) total ratings of teacher burnout decreased.</p>	<p>Evidence: <u>CPS Target Group</u> 35 Fall/Spring 2018/19 staff pairs</p> <p>Modifications: None at this time</p>

Table C. 2. a. (2)

Collaborative Problem Solving		
Key Measure	Progress toward achieving intended improvement	Supporting Evidence/Modifications
<i>TSI (Thinking Skills Inventory):</i> Child level growth in “thinking skills”	For the sample of 60 Fall/Spring 2018/19 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>Evidence:</p> <p><u>CPS Target Group</u></p> <p>60, 2018/19 Fall/Spring completed measures and analysis</p> <p>Modifications:</p> <p>None at this time</p>
Surveys with CPS implementation participants	<p>Summarized 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>Evidence:</p> <p>11 surveys</p> <p>Modifications:</p> <p>Stress the importance of all team members attending Tier 1 training, as well as CPS team leads and administration; continue to offer larger introductory trainings on CPS for EI/ECSE staff from interested programs; share information on how CPS and EC PBIS work together at trainings and meetings.</p>

Table C. 2. a. (2)

Collaborative Problem Solving		
Key Measure	Progress toward achieving intended improvement	Supporting Evidence/Modifications
Formative Assessments (<i>Child Behavior Rating Scale (CBRS)</i> and <i>Social Emotional Assessment Measure (SEAM Infant and Toddler)</i>)	For a sample of 186 Fall/Spring 2018/19 child pairs in CPS implementing classrooms, <i>CBRS</i> data were analyzed showing movement in the desired direction for all items on the <i>Child Behavior Rating Scale (CBRS)</i> .	<p>Evidence:</p> <p><u>CPS Target Group</u></p> <p>186 2018/19 Fall/Spring pairs</p> <p>Modifications:</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

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

Data included in Table C. 1. b. 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. The EI/ECSE Education Specialist and state-level external coach will continue to stress the importance of having all team members at the Tier 1 and Tier 2 trainings and strong administrative support throughout CPS implementation. Moving forward, additional coaching opportunities and meetings with administration regarding long-term planning and sustainability will be explored.

Similarly for ECPBIS+ survey data support the importance of having all members of the ECPBIS+ team attend the coaches meetings and training supporting implementation. Learning from this year has also highlighted the importance of administrative support, and the difference between evaluative support and coaching. Many administrators who have acted in the role of internal coach are reevaluating the need for a position that is specific to providing coaching support. The EI/ECSE Education Specialist and state-level

external coach will continue to stress the importance of having time dedicated for coaching, data collection, and the need for shared learning on implementation science and ECPBIS+ practices within programs and also within communities (if/when implementation site is at a Head Start or Community Preschool. Moving forward, additional coaching opportunities and meetings with administration regarding long-term planning and sustainability 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 section F : Plans for Next Year.

d. 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*, *CBRS*, *AIM*, and fidelity measures) informed the following next steps in the SSIP implementation:

1. Additional technical assistance will be provided to areas submitting incomplete data (external coaches now receiving email alert when data is incomplete).
2. 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
3. Training and discussion on how CPS and EC PBIS+ work together and scaling up and out will be conducted with programs implementing both interventions.
4. CPS parent trainings will be provided from the pilot program and one other metro program focusing on parents with children in early intervention and early childhood special education.
5. A focus on scaling up to community preschools and scaling out to parents with children in early intervention will be discussed with programs in their 3 and 4th year of implementation.
6. Continued ODE support will be given to future CPS program coaches to obtain their ThinkKids CPS certification.
7. Summer Institute 2019 included 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

8. Where feasible, ODE External State-Level Coaches will provide additional
 - a. In-person coaching and observation sessions,
 - b. Opportunities for connecting with other ECSE teachers implementing CPS, EC PBIS+ and Practice-based Coaching,
 - c. Tools to support teams there in implementation of CPS, EC PBIS+ and Practice-based Coaching,
 - d. Opportunities for filming CPS team conversations for External State-Level Coach feedback,
 - e. Time, focus, and instruction on how fidelity is measured
 - f. Support and instruction on the expectations in implementing practice-based coaching through state trainings,
 - g. Suggestions on how EI/ECSE program staff can support community EC partners as EI/ECSE partners move towards fidelity of implementation,
 - h. Trainings to develop coaches across all CPS and EC PBIS+ project participants, and
 - i. 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.
- e. **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**

Except for CPS Pilot data, positive progress was indicated across all measures for implementing sites collected in this reporting period suggesting no substantial changes are necessary at this time. Future stakeholder engagement and the development of an SSIP Implementation Team may be needed to explore this further. Exploration with Stakeholders on how best to address this need began in Fall 2019.

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 the 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 leaning 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, II, and III. 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 sent four members of this work group to the 14th 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 6, 2018, stakeholders gathered at the Department to participate in the annual meeting. They received updates and information on agency leadership changes, report card redesign, and a focused group activity to promote creative thinking around systems change.

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 2017 and 2018 trainings included status updates on the SSIP and opportunity for feedback from participants on implementation training plans and commonly used formative assessments. Participants were also provided with information on the 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 be involved in 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 crosswalk 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 in 2020. Results will be discussed and feedback will be solicited at an EI/ECSE Higher Education meeting. During this meeting, ODE led group discussions, and 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 (4)

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 2020 and additional data will be collected in the coming years. 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 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. Additionally, if the SEA has not requested data, then it is not being examined and TA is not targeted to support the internal evaluation of data by implementing programs. This is true even in programs that are implementing ECPBIS+, which operates utilizing a program leadership team to guide implementation efforts. Increased emphasis on the use of program-wide data based decision making and thoughts about how to collect or support programs to collect data related to implementation activities and analyze internally will be helpful moving forward.

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. for more thoughts and analysis.

Table D. 1. a.				
Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
CPS Child-Level Data	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>	2018/19 (pairs) Pilot Sites = 33 Winter/Spring CBRS pairs 5 Winter/Spring SEAM pairs CPS target group = 186 Fall/Spring CBRS pairs; No SEAM Fall 2019 (count) Pilot Sites = 15 CBRS; 0 SEAM pairs Target Group = 274 CBRS; No SEAM	<i>Quantity</i> Potential for 274 pairs to result from 2019/2020 collection providing additional comparison data for Target Group <i>Quality</i> No concerns at this time; data will continue to be analyzed for the measures' sensitivity to detect change over time. ODE will continue to suggest Target Group Sites to expand CPS practices to early intervention home environments where the SEAM measures will be used to compare child-level behavior change.

Table D. 1. a.				
Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
	Teaching Skills Inventory (TSI)	Fall/Spring	<p>2018/19 (pairs)</p> <p>Pilot Sites = 29 Fall/Spring pairs</p> <p>CPS Target Group = 60 Fall/Spring pairs</p> <p>Fall 2019 (counts)</p> <p>Pilot Sites = 15</p> <p>Target Group = 105</p>	<p><i>Quantity</i> There is the potential for 105 pairs to result from the 2019/2020 collection providing additional comparison data for the Target Group.</p> <p><i>Quality</i> No concerns at this time</p>
	Assessment, Evaluation, and Programming System for Infants and Children (AEPS®)	1 x per year	None yet submitted for analysis	<p><i>Quantity</i> 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>

				<i>Quality</i> No concerns at this time
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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> Data system from which to extrapolate conclusions of practice effectiveness has been developed and results became available in Summer 2018 and will be reported in Spring 2019.</p> <p><i>Quality</i> None at this time</p>

<p>CPS Teacher- Level Data</p>	<p>Pre-Tier 1 Training and Post-Coaching plus Tier</p>	<p>Summer/Spring</p>	<p>2018/19 (pairs)</p> <p>Pilot Sites = 33 Winter/Spring CBRS pairs 5 Winter/Spring SEAM pairs</p> <p>CPS target group = 186 Fall/Spring CBRS pairs; No SEAM</p>	<p><i>Quantity</i></p> <p>There is the potential for 274 pairs to result from the 2019/2020 collection providing additional comparison data for the Target Group</p> <p><i>Quality</i></p> <p>No concerns at this time; data will continue to be analyzed for the measures' sensitivity to detect change</p>
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	<p>2 Training Knowledge Level Assessments</p>		<p>Teachers/staff do not attend either training therefore no Pre or Post-Training Assessments are collected.</p> <p>CPS Target Group = 21 Summer/ Spring Pairs</p> <p>Summer 2019 (counts)</p> <p>Pilot Sites = 0</p> <p>Target Group = Potential for 38 pairs</p>	<p><i>Quality</i></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>
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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>2018/19 (pairs) Pilot Sites = 33 pairs</p> <p>CPS Target Group = 35 Fall/Spring pairs Fall 2019 (counts)</p> <p>Pilot Site = 34 Target Groups= 55</p>	<p><i>Quantity</i> 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> 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>2018/19 (Group Totals)</p> <p>No fidelity data are collected on Pilot Site Teachers.</p> <p>CPS APT Fidelity Rubrics = 53</p> <p>CPS Video Fidelity Rubrics = 26</p> <p>2019/2020 (Group count to date)</p>	<p><i>Quantity</i> CPS Video Fidelity Rubrics are more time intensive to score and create. For the 2019/20, 25 CPS APTS have been scored and 15 Video. We may need to investigate process for scoring and creating videos to allow for higher quantity.</p> <p><i>Quality</i> No concerns at this time.</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 = 25 CPS Target Group CPS Video Fidelity Rubrics = 15	
EC PBIS+ Child-Level Data	Child Behavior Rating Scale (CBRS) and Social Emotional Assessment and Measurement (SEAM)	Fall/Spring	2018/19 Fall/Spring pairs 108 Fall 2019 123 pairs	<i>Quantity</i> Because the sample size is small, meaningful conclusions are difficult to reach. However, there is potential for 98 pairs to result from the 2019/2020 collection providing comparison child-level data for the Target Group.

Table D. 1. a.				
Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2016/2017 2017/2018	Data Limitation
			No SEAM	<p><i>Quality</i> 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> The data system from which to extrapolate conclusions of practice effectiveness has been developed and results were available Summer 2018 and reported in Spring 2019.</p> <p><i>Quality</i> 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> 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> None at this time</p>
EC PBIS+ Teacher-Level Data	Fidelity of Implementation: TPOT™ and TPOT Short-Form	Fall/Spring	<p>2018/19</p> <p>12 TPOT™ across 4 programs</p> <p>Fall 2019</p> <p>14 TPOTS across 4 programs</p>	<p><i>Quantity</i> At this time, there are enough data to start making assumptions about the effectiveness of the coaching to individual teaching practices. Within one year, an evaluator and participant can measure marked growth. We also now have teachers and coaches that have participated over several years together and can make some assumptions about skills development of both.</p>

Table D. 1. a.

Data Level	Evaluation Tool	Frequency of Data Collection	Quantity 2018/19	Data Limitation
				<p><i>Quality</i></p> <p>For comparison purposes, additional TA is required to train all programs on the published TPOT™, TIPITOS, and the EIPPEI tools which would support better implementation with practitioners who serve children 0-5 across a variety of settings.</p>
<p>EC PBIS+ Program-Level Data</p>	<p>EC PBIS Benchmarks of Quality (BoQ)</p>	<p>Fall/Spring</p>	<p>6 BOQs</p>	<p><i>Quantity</i></p> <p>During 2018/19 school year, all programs began using the BOQ to measure fidelity of implementation and to assist in the development of action plans to meet goals and increase effectiveness. While programs who have been participating longer with the SSIP implementation activities have demonstrated growth over time, this tool has also allowed programs in</p>

				<p>their first year to measure progress from the beginning of the year to the end of the year.</p> <p><i>Quality</i></p> <p>This tool was developed by the Technical Assistance Center for Social Emotional Intervention to be used by programs who are implementing ECPBIS (otherwise known as the Pyramid Model). This tool has been validated and is reliable with sufficient training.</p> <p>Programs using this tool may need further training and TA related to using this tool and understanding the different components outlined within to report and indicate evidence to measure fidelity of implementation.</p> <p>For comparison purposes, additional TA is required to train all programs on the assigned BoQ.</p>
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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. 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, including participation in Program Leadership Teams by the state level evaluator and the state level coach.
- 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 continue 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 (4)

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

ODE is making significant progress in the implementation of the State's SSIP and related improvements, and making substantial progress towards achieving intended improvements with the two selected evidence-based practices. Collaborative Problem Solving (CPS) is in its fifth year of implementation and evaluation. Nine Early Intervention/Early Childhood Education programs are moving forward with CPS implementation. Complete Fall and Spring formative assessment (Child Behavior Rating Scale) data for CPS programs and ECPBIS+ implementation programs were collected for the 2018/2019 school year. For CPS implementation, fidelity data related to practitioner knowledge, assessment, and implementation (i.e. the Thinking Skill Inventory, the AIM, and the pre-and post CPS Knowledge assessments) were also collected. EC PBIS+ implementation and evaluation began with a stakeholder interest survey and introductory informational sessions in Spring 2016. Now in its fourth year, three programs have participated from the beginning of the initiative, and one program is in their 2nd year. Fidelity data towards implementation of this evidence-based framework, the Teaching Pyramid Observation Tool (TPOT) and the Benchmarks of Quality (BOQ) was also collected for 2018-19 and in the Fall of 2019. All data is summarized in Section C.

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. There were two activities, which were not completed due to the extended absence of the educational specialist who oversaw the SSIP implementation and unforeseen circumstances that lead to the delay of the AEPS III, which was to be used for evaluation.

The following improvement strategies were selected, implemented and evaluated during Phase III:

- 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.

a. Infrastructure Changes That Support SSIP Initiatives, Including How System Changes Support Achievement of the SIMR, Sustainability, and Scale-Up

Oregon has consistently oriented itself to the DASY and ECTA Center Framework for Systems Part C & Part 619 (2015). This Framework outlines the critical components for building and sustaining high-quality early intervention and early childhood special education systems. Given the complex nature of state systems, ODE has chosen priorities based on the SIMR for improvement. Outlined below are changes in infrastructure at the state level by critical component. The critical components for building and sustaining high quality early intervention and early childhood systems are: Governance, Finance, Personnel/Workforce, Data Systems, Accountability and Quality Improvement, and Quality Standards.

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

- 1) Data Systems: Oregon has had a comprehensive data system for EI/ECSE which is used to collect and analyze child outcome data, utilized by programs to inform decisions and develop plan for continuous growth and improvement. What we now know as EcWeb, began as EcData, under the Recman Program in 1998. It was created by the University of Oregon to support the needs of the area contractor in Eugene, OR. In 2002, EcData was utilized by other EI/ECSE programs across the state as a secure online database to hold important data including child individualized family service plans and other connected information. In 2008, a separate online database was created for reporting child outcomes for state and federal SPR&I reporting, called EcEval. Once all contractors adopted and were utilizing this online database, developers at the University of Oregon merged the two databases creating EcWeb. 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. Assessment of progress toward achieving intended improvements continues to be expertly handled both internally and externally. Throughout Phase III, it was clear that EI/ECSE programs were able to complete implementation and evaluation tasks, including data entry to EcWeb, and were receiving adequate financial support from ODE. Implementation efforts continue to support programs in thinking forward about how to utilize internal staff to support the creation of a mechanism to collect and report key data for analysis. As identified in Phase III (3) 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. The state team continues to engage the EI/ECSE data center to improve and streamline the way in which data is collected from contractors who are engaged in implementation work with the state. At this time, the Agency is exploring how to examine data and implementation efforts in more meaningful ways and use this data to create documents (i.e. infographics, summary reports, etc.) to further engage stakeholders in the improvements outlined within the SSIP.

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

By utilizing an existing data system for reporting on the SSIP, the state system makes it easier for programs to report on their improvements and for state level and local level coaches and implementation teams to efficiently analyze and use data to inform improvement activities.

2) Governance: According to the DASY and ECTA Center Framework for Systems Part C & Part 619 (2015), addressing needs identified under the governance component allow state systems to effectively provide high quality intervention services for children under 5 with disabilities and their families, so that equitable access to these services may be provided. Emphasis on improvements for governance support Part C and 619 state systems' organizational structures and placement of authority for making program, policy, fiscal, and standards decisions as well as implementing effective practices. Early in the implementation of the SSIP, with feedback from stakeholders, it was clear that additional staffing was needed to facilitate implementation of the two coherent strategies. Two ODE Education Specialists roles would be repurposed to meet the need of programs participating in implementation efforts. Additionally, one ODE Educational Specialist would support the SSIP coherent strategies by coordinating a cross-agency professional development institute. These roles continued throughout each phase of the SSIP. During Phase III, the extended absence and eventual vacancy of the Education Specialist position that leads the Part C SSIP and EC PBIS+ work caused disruptions in the work. These disruptions are noted in the Phase III (3) submission, and accommodations were made to support continued implementation of the work until the vacancy could be filled.

In June, ODE filled the Education Specialist position and made permanent a State Coach for ECPBIS+ work. The actions were based on feedback from stakeholders engaged in the implementation of ECPBIS+ that the role of the Education Specialist and the State Coach for leading the EC PBIS+ work should be separate. Other ODE

Educational Specialists contribute to the successful implementation of activities involved in the SSIP by supporting the lead writer with data input and analysis, systems level support for continued professional development, and information related to state continuous growth and improvement plans. Continued evaluation of the State Team capacity to complete activities associated with SSIP implementation are part of this review.

- *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+, while also collaborating with stakeholders, and partners at the Early Learning Division to support scale-up efforts by state and local leaders and professional development needs across the system.
- Upon review of Phase III (3) 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. Alignment with implementation practices and processes that are evidence-based and used widely in the field will facilitate ongoing implementation efforts within EI/ECSE programs and across the state.
- 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.

- Two ODE Education Specialists continue to serve as ODE’s EI/ECSE Higher Education representative. These duties support professional development, stakeholder involvement, and preservice training respectively.

3) Accountability and Quality Improvement: This allows states to determine strategies that achieve a high- quality effective, and efficient system to support implementation of evidence-based practices leading toward improved outcomes for children and their families. While the SSIP is an essential mechanism for states to examine and support implementation of evidence based practices, and outlines and reports on the plan for systems improvement, other vehicles for improvement in this area have been utilized. When we look at Quality indicator subcomponent AC7: *Leadership at all levels work to enhance capacity to use data-informed practices to implement effective accountability and improvement schemes (DASY and ECTAC, 2015)*, it was determined that at the state level staff capacity building and professional development activities were needed. During Phase III (2), ODE began utilizing inter-office and cross office teams to enhance the internal capacity within the office and support alignment across Part C and Part B IDEA programs. The following is a description of past and future efforts:

- During Phase III (2), Two EI/ECSE Education Specialists and one EC PBIS Coach were a 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 six 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. In the last two reporting years, this interoffice team has met less frequently as their collective work has evolved and staffing in the department has changed.
- During Phase III (3), using a collaborative and cross office work approach, a cohesive coaching workgroup was also created to deliver a more unified and aligned support system for districts. 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. While this workgroup is no longer active, other workgroups discussing similar efforts to build a coherent coaching system continue.

- During (Phase III (4), cross office teams with the ELD, explored how coaching efforts across the Early Learning System align to support all early learning professionals, address suspension and expulsion in early childhood settings, address the need of families to access high quality early care and education, and build a connected and supportive early learning systems plan to ensures equitable access to supports and services, especially to those who are underserved and underfunded. This ongoing collaboration with the Early Learning Division will be critical to enhance professional development outcomes for all early learning professionals, and will strengthen the state’s ability to provide high quality inclusive placements in the state’s public early childhood programs.
- During the fall of 2019 Education Specialists from the EI/ECSE unit have invested time in professional learning about implementation science and implementation practices within early learning systems. Although many of the team come to the table with base knowledge of implementation science, many have not used it in application in their existing work. A doctoral candidate from the University of Oregon, with expertise in implementation frameworks is guiding the team through a series of 6 workshops to increase the internal capacity to collectively support programs with effective strategies to implement, and scale-up activities identified in the SSIP and other state level innovations and initiatives.
- *How has this system change supported the achievement of the SIMR, sustainability, and scale-up?*

Collaboration and continued engagement from state level partners within and outside of the EI/ECSE allows for greater learning around implementation and creates avenues for stakeholder feedback and perspectives which would not have been otherwise possible. It allows for implementation of the coherent strategies to be connected to the greater systems work of the EI/ECSE Statewide Implementation plan.

- 4) Finance: Analysis of this component of the systems framework for Part C & Part B 619 allow EI/ECSE programs to effectively plan to meet the needs of programs for service delivery and implementation of improvement activities outlined in the SSIP. Discretionary funds were again 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:

- An intensive, week-long Summer Institute continues to be offered every June. Specifically, the 2019 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. 2018-19 Summer Institute sponsoring partners included: Oregon Health Authority, Oregon's Early Learning Division, and Oregon Department of Education, Office of Enhancing Student Opportunities (previously Office of Student Services). Summer Institute planning with ODE partners has been ongoing since the conclusion of the 2018 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.
- 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 six "kick-off meetings" at the beginning of the year, fifty-five Skype CPS coaching meetings, four small group CPS training site visits, and nine CPS coach meetings. In addition, external coaches met with ODE staff on eight occasions to review progress and set goals for next steps related to SSIP activities. For ECPBIS+, ODE has contracted with regional experts to provide reliability training for fidelity tools for effective implementation of ECPBIS (Teaching Practices Observation Tool (TPOT) and Practice Based Coaching. The ECPBIS+ external coach, supported by ODE funds, conducted two coaching meetings for all participants, completed monthly Zoom meetings with internal coaches, and participated in phone calls with ODE staff to review progress and submit data for SSIP related activities.

• *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, 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.

5) Personnel/Workforce: Infrastructure changes since the last reporting period, ODE continues to offer training and guidance on the Early Learning and Kindergarten Guidelines. The 2018-19 EI/ECSE Service Area Plans, designed to provide ODE with information for each of the nine regional EI/ECSE programs in the state, included questions to determine if programs needed additional training and/or support to implement the Guidelines. The Service Area Plans also detail information about various operating procedures, organizational structures, technical assistant needs, and local interagency coordinating councils. Information gathered from these plans allow for innovations to address the SIMR by other programs to be acknowledged and discussed by ESDs not participating in current implementation activities of the coherent strategies. The Service Area Plans and the processes that are used for review are under reevaluation at this time.

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. ODE conducts a needs assessment survey to all state EI/ECSE Contractors biannually. The Fall 2018 survey included competency training needs for EI/ECSE staff. As part of ODE's Comprehensive System of Personnel Development, ODE EI/ECSE staff will revisit the competencies every

five years for revisions based on national and state standards starting in 2020.

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.
- 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 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 Rubric
- CPS APT Fidelity Rubric

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 Towards Short-Term And Long-Term Objectives That Are Necessary Steps Toward Achieving The SIMR

The state has consistently made progress toward the short, intermediate and long-term objectives necessary toward achieving the SIMR. This continued progress is described in Section B. At this point in the implementation of the SSIP, we are readjusting these objectives to ensure efficacy and investment in implementation. This has been a challenge over the last two years as a vacancy and shifting of other staff responsibilities has led to inconsistencies in implementation.

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 has been available since the Summer 2018, but has been viewed through a statewide lens. At this time, the state-wide data does not indicate measureable improvements in the SIMR in relation to targets. The program-side data, however, may give a better indicator of the improvements in the SIMR. At this time, ODE does not have comparisons by site for those that are engaging in implementation of the two coherent strategies: Collaborative Problem Solving (CPS) and ECPBIS+.

Section F. SSIP Phase III (4)

F. Plans for Next Year

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

Over the last year, the Oregon Department of Education (ODE) has been engaged in deep conversation and developed activities to address equity in education, and the systems and policies that drive education across the state. Driven by our [Equity Lens](#), ODE is committed to eradication of inequities in our educational system. Bold and innovative strategies are needed to address the fact that children with disabilities are still being segregated in early childhood and beyond.

Activities and current mechanisms for ongoing training and technical assistance:

With input from a variety of stakeholders, the Office of Enhancing Student Opportunities (OESO) created a [State Systemic Improvement Plan \(SSIP\)](#) that includes the selection of programs for implementation of evidence-based practices, a process for training program coaches and, a process for training implementation site staff. For EI/ECSE, this system of learning communities and supports includes ongoing support and investment in the two evidence-based practices originally selected: Collaborative Problem Solving [CPS] and Early Childhood Positive Behavior Interventions and Supports [EC PBIS+] to effectively impact outcomes related to the SIMR.

Many of the activities outlined during SSIP, Phase III continue and are reviewed on an annual basis. These activities and how they connect to each improvement strategies are outlined in Table B. 1. b and are in the attachment. The agency is committed to continuing the implementation of the evidence based practices described in previous years and ensures marked progress through this continued support to programs, staff, and with feedback from stakeholders. While more robust analysis is scheduled for Summer 2020, 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. It has been recognized that engagement with programs to implement these practices, while positive, does not by itself lead to the expected outcomes desired. In addition, the agency and its local contractors must renew their commitment to ensuring children have access to high quality inclusive placements and are supported through adequate services.

Oregon uses a seamless birth to five system to address the needs of children and their families who qualify for special education services, which are provided in homes, play groups, speech clinics, public and private preschools, in home and center based child care environments, and in early childhood special education settings. Each setting is supported by different and, at times, multiple state offices to include the Department of Human Services (DHS) , the Early Learning Division (ELD), Oregon Health Authority (OHA), and ODE. Data from EI/ECSE programs across Oregon indicates that currently, only 6.2% of children with moderate needs (3-4 categorical eligibilities) and 0.7% of children with high needs (5 or more categorical eligibilities) are [receiving adequate service levels](#).

Oregon can change how it supports all children and their families and put itself on the path to ensure that all of Oregon's children have access to high quality education, are supported in their learning, and can access what they need to be included in the communities in which they live. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime. To guide state leaders, [Raise Up Oregon: A Statewide Early Learning System Plan](#) was developed and released in 2019. This strategic plan is grounded in the science of child development, equity, and a firm understanding that leaders from early care and education, K-12, health, housing, and human services- together with families, communities, and public and private sectors- must work together during this critical period of children's lives. Over the next 5 years, the various agency offices that serve young children will have to collaborate and coordinate their efforts to meet the stated outcomes of this plan.

Current organizational structures make it challenging to wrap regional support across all levels of student needs (universal, targeted, and intensive interventions, and specially designed instruction) in every educational domain. One challenge that has been historically difficult to navigate is how to leverage the expertise and work of the ELD, OHA, and EI/ECSE. Believing in inclusion is one matter for the special education department at a school to address; grounding the school in a belief in inclusion becomes an entirely different matter. The same holds true for a state department. Oregon's commitments under the federal Every Student Succeeds Act (ESSA) and recent Student Success Act (SSA) present the state with unique opportunities to leverage existing and new improvement frameworks in support of equitable and inclusive environments. Through multiple programs and initiatives, ODE promotes aligned continuous improvement processes and tools to further the commitment to equity, systems improvement, community engagement, and well-rounded learning. Opportunities across offices to align our collective work, however, have been limited.

In the 2019 Legislative Session, SSA was passed and allocated funding to address the discrepancy in service levels and support EI/ECSE programs to meet the adequate service levels as defined by the Legislature. The SSA is a historic, two-billion dollar biennial investment in education to meet students' mental and behavioral health needs and increase academic achievement and reduce academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness and foster care; and other student groups that have historically experienced

academic disparities. Twenty percent of the SSA funding is dedicated to early learning and will increase the number of state-funded preschool slots, and provide \$75 million each biennium to increase service levels in EI/ECSE.

Through our connected data system, ecWeb, ODE directly collects data about where children are being served. EcWeb is a statewide EI/ECSE data collection and reporting system used by ODE and our nine EI/ECSE contracting agencies. This secure online system contains student, program and statewide level data and reports. The reports are reviewed by ODE staff and EI/ECSE program administration to make data based decisions and improvements to our statewide and local systems. The ecWeb database has several reporting capabilities, including analysis of Oregon's statewide Assessment, Evaluation and Programming System (AEPS) outcomes, ODE's Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) and Collaborative Problem Solving (CPS) grant projects, and adequate service level data. A new component report for the adequate service level data allows ODE and program administrators to further drill down on specific areas of improvement for EI, Low, Moderate, and High categories of service. The adequate service level data was instrumental in securing significant funding for our EI/ECSE programs through the SSA. ODE will continue to share this data with legislatures, stakeholders, EI/ECSE programs and early childhood partners. With additional funding, service level reporting capabilities will be essential to maximizing efforts and resources towards improved services and outcomes for children and families in Oregon.

Accessing National TA Supports

In the 2019-2020 school year, ODE invested in Technical Assistance from University of Denver, Morgridge College of Education to support implementation of the LEAP model, in coordination with the local LEA in Multnomah County, Multnomah Early Childhood Program and its partners in Wasco County. The LEAP (Learning Experiences-An Alternative Program for Preschoolers and Parents) research based methodology is considered one of the most well researched programs for young children with autism. This model supports inclusion of children with autism and persistent behavioral needs in early childhood classrooms.

There are currently 16 LEAP preschool classrooms in the Portland area (including three Head Start classrooms, and two classrooms in school based early childhood classrooms.). ODE has provided financial support to open three classrooms and is currently supporting one additional classroom in the Columbia River Gorge. Data from this implementation initiative will be used to determine how the methodology may be replicated over time in additional classrooms throughout Oregon. Through this careful analysis, ODE hopes to engage stakeholders regarding this model as an effective means of including children with autism in high quality early care and education settings.

Other activities supported by national TA providers include TA from NCPMI to support Pyramid Model Implementation in Part C, CASEL to support alignment of systems to address the social-emotional needs of learners, CEEDAR Center to

support alignment with our professional development standards, NCII to examine how we are using evidence-based practices to provide intervention for children with the most intensive needs, and BUILD to strengthen state systems.

We have learned from all of these activities that there are key components needed to support early learning professionals to improve their instructional practices, and improve outcomes for children with and without disabilities. These components include shared leadership (teachers, administrators, families, and state level partners), on the job intensive professional development through coaching, and the use of data to make decisions at the state, program, classroom, and student level. This learning, paired with the existing capacity building efforts within the selected LEAs, has primed Oregon’s ability to engage deeply and support the success of this initiative to implement the National Indicators for High Quality Inclusion at the state, local, and early care and learning systems level.

Oregon was one of two states selected to receive intensive TA from the Early Childhood Technical Assistance (ECTA) Center and NCPMI in the fall of 2019. With this award Oregon will be able to support implementation efforts in three communities. These communities were selected from the 9 EI/ECSE contractors that provide services for children birth to five years old. Each of the LEAs selected have been engaged in the ECPBIS+ grant or LEAP implementation work and have existing leadership/implementation teams and experience with practice based coaching. More importantly, they each have embedded within their program mission and values a desire and demonstrated investment to support high quality Inclusion for children served by their programs. The partnerships they have nurtured with their local school districts, publicly funded preschool programs, and child care professionals within their community sets a strong foundation for the success of this initiative in their program area. At the end of the two and a half year intensive TA Oregon will have a cross-sector leadership team, a professional network or program coaches to support implementation at the community and program level, and 3-5 communities who have multiple demonstration programs to illustrate the significant impact of high quality inclusive systems and policies in early care and education.

The agency believes that in the next year these activities and the data they elicit will provide further support to reaching the outcomes of the SIMR and of improving the state’s EI/ECSE system. These strategies and data will be included in the next SSIP and may lead to further revision of the state’s theory of action.

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

The following Table F. 1. 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.

Table F. 1.

Input	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,		
Evaluation Activities	Data collection	Measures	Expected Outcomes
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. 1.			
<ol style="list-style-type: none"> 2. How much, what methodology, what was the specific content, what was the cost? 3. What was the participation rate of implementation site staff? 4. Did their skills or knowledge level improve as a result of the technical assistance or training? 5. Did ODE provide effective financial assistance to implementation sites? 6. How much financial assistance was provided? 7. How were the funds used? 8. How many coaching positions were supported with the funds? 9. How was the financial assistance helpful to the implementation sites? 		<p>evaluations, meeting 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, the Education Specialist that leads SSIP implementation is anticipated to be filled in Spring 2019.</p>
Output	And, if EI/ECSE programs implement, with fidelity, evidence-based strategies for teaching social-emotional and approaches to learning skills,		
Evaluation Activities	Data Collection	Measures	Expected Outcomes

<ol style="list-style-type: none"> 1. Did programs implement the practice? 2. How well was the practice implemented? 	<i>Fidelity Assessments (Evidence-based</i>	CPS Video Fidelity Feedback Form and CPS-Assessment and Planning Tool	Programs implement the selected practices with fidelity and/or are supported in reaching fidelity, the
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Table F. 1.

<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>Practices & Coaching Practices) (annually, Winter/Spring) Demographics (annually, Winter) Participant Surveys (annually, Summer/Fall)</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, Early Intervention Pyramid Practice Fidelity Instrument (EIPPF), ODE created demographics form and survey, Inclusion Indicators (for state, local, and program) review of QPI Forms from LEAP sites</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>
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		supported by ODE	
Outcomes	Then, the percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.		
Evaluation Activities	Data Collection	Measures	Expected Outcomes

Table F. 1.

<ol style="list-style-type: none"> 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? 	<p style="text-align: center;">Formative Assessments (annually, Fall/Spring)</p> <p style="text-align: center;">Child Outcome Data (annually)</p> <p style="text-align: center;">Kindergarten Assessment Data (Winter, annually)</p>	<p>Social Emotional Assessment and Evaluation Measure (SEAM) (birth to 3) and Child Behavior Rating Scale (CBRS) (3 to 5)</p> <p>Assessment, Evaluation, and Programming System (AEPS) of Infants and Children</p> <p>Oregon Kindergarten Assessment (for CPS and ECPBIS+)</p>	<p>The percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.</p>
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3. Expected 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 (3)- moving forward
 - Local or state-level personnel turnover may delay evaluation procedures and fidelity of implementation. Due to an extended absence and eventual vacancy of the Education Specialist position that leads the SSIP and EC PBIS+ work, some evaluations, data collections, and fidelity measures were delayed.
- To mitigate this issue, a coaches are being utilized for ECPBIS+ and CPS implementation; regional program coaches are being used for implementation of the Inclusion Indicators and will report information to the state leadership team.
 - Formative assessment measures may be insensitive to change over time.
 - Lack of administrative support may impact implementation across evidence based practices.
 - Low number of children included in the child outcomes disaggregation by Collaborative Problem Solving and ECPIIS+ may not lead to relevant and reliable data.
 - Lack of understanding about Adequate Service Levels and how to measure
- Barriers we have addressed since Phase III (2) report
 - Created training and support plan to support local and state-level coaches/staff in data collection and evaluation.
 - Evaluated formative assessment measure on an ongoing basis.
 - Created technical assistance plan and user-friendly data collection platforms (ecWeb) to increase likelihood of data collection for all participating programs and 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.
 - There may be a great demand for “next steps,” but limited FTE to address at state level
- 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 providers, 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 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 2019-20

- NCSI (National Center on Systemic Improvement), receive TA support from NCSI staff Dona Meinders regularly
- Participation in monthly Systems Alignment Learning Collaborative meetings, Fall 2019, SSIP Lead
- NCSI Cross-State Learning Collaborative, December 9-11, 2020, Phoenix, Arizona, attended by SSIP Lead
- OSEP has provided the Oregon team with monthly TA assistance calls with OSEP Oregon Part B and Part C State Lead Reha Mallory. 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

- Annual Special Education conference (ODE & Confederation of School Administrators [COSA])
- Early Learning conference (COSA)
- Summer Institute
- 5 Positive Practices to promote Social Competence and Prevent Challenging Behavior

- Talking with Families: Difficult Conversations about Challenging Behavior in Young Children
- Program-Wide Implementation of the Pyramid Model
- Preventing suspensions and expulsions in Early Care and Education
- Student Success Act Implementation for EI/ECSE

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

Equity and culturally relevant practice (especially as it relates to working with families)

- Practice Based-Coaching
- Implementing Pyramid Model in Part C Programs
- Trauma Informed Practice
- Connections between Pyramid Model and Infant-Early Childhood Mental Health Consultation
- Social Emotional Webinars from NCPMI
- Collaborative Problem Solving Tier I training
- Collaborative Problem Solving Tier II training
- Northwest PBIS Coaches training
- Kindergarten Assessment
- EC PBIS Safety First Training
- Annual National Training Institute for Evidence Based Practices
- Annual National Early Childhood Inclusion Institute
- Annual All Born(In) Conference

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Table B. 1. b. (To be added as attachment)

Improvement Strategy	Output		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
1	Develop State plan to implement CPS and EC PBIS+ practices and Consider 3 rd 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 training coaches, and a system of learning communities and supports.			<p>Plan executed: 2016-17 2017-18 2018-19</p> <p>A 3rd practice not being pursued following internal & external stakeholder reflection on activity complexity of ODE implementation plan.</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>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						The plan is reviewed and revised annually both internally and with external Stakeholders.
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 Implementation, training, and support and ongoing training.			Analysis and prioritization reviewed annually

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
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. 2019 Summer Institute planning is Underway.

1	Develop an evidence-based coaching program for providing ongoing coaching <i>or consultation</i> and support implementation teams.			EI/ECSE teachers <i>or community teachers serving children on IFSPs</i> receiving coaching <i>or consultation</i> implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.	Practice-based Coaching Model was adopted (Spring 2017) Coaching Fidelity Assessment was created (Summer 2017) All EC PBIS+ Coaches attended June 2019 Practice-based Coaching Course
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Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						<p>EC PBIS + Coaches' attending a Spring 2019 Training and Meeting</p> <p>Spring 2019 Coach trainings and meetings were scheduled</p> <p>EC PBIS+ State-Level Coaching of Program-Level Internal Coaches commenced Fall 2017 (Fall 2017: 4 EC PBIS+. Summer 2019: 4 EC PBIS coaches and no Internal CPS coaches (change</p>

Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
						discussed in Section C) Practice-based coaching on an EI/ECSE Consultation to Head Start teachers on EC PBIS+ strategies commenced for one program Fall 2017 4 Specialists from 4 different programs completed their national ThinkKids CPS certification as of Fall 2019
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		2018/2019 and 2019/20 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 2018 and Summer 2019)</p> <p>2018/19 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 2019)</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 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 2018/19 school year, 53 CPS APT Fidelity Rubrics were completed and 26 CPS Video assessments were completed for 14 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 2020).</p> <p>For results of this analysis, see Section C. of this report.</p> <p>To date, during this 2019/20 school year, 25 CPS APT Fidelity Rubrics were completed and 15 CPS Video assessments were completed for 3 teachers in Year 4 of implementation, 3 teachers in Year 3, 6 teachers in Year 2 & 6 teachers in 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 2020).</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 2018)</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 2018)</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 2019)</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.		<p>EI services is currently in progress.</p> <p>CPS parent training class in 2 CPS implementation sites (Fall 2018, Winter and Spring 2019)</p>
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.			<p>Activities completed & reported in Phase III (1)</p> <p>Short-term outcome achieved</p>

2	Draft and finalize standards including approaches to learning and social emotional skills	Aligned standards drafted and finalized	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	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)
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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 rd grade learning standards that include social-emotional and approaches to learning skills.		On-line materials 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&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. EI/ECSE competencies will be reviewed and updated as needed when DEC EI/ECSE Personnel Standards are completed. Fall 2020-Winter 2021
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 EI/ECSE		<i>Completed alignment of Danielson Framework evaluation tool with EI/ECSE competencies.</i>		Activities completed & reported in Phase III (1) Short-term outcome achieved

		programs).				
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Improvement Strategy	Outputs		Outcomes - Impact			Status
	Activities	Participation	Short	Intermediate	Long	
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 2018/19 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 entry/exit assessment.	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 entry/exit assessment.		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			Stat us
	Activities	Participation	Short	Intermediate	Long	
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 rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.	2016-17 and 2017-18 data sets will be available for analysis (Summer 2018)