



## Part C State Systemic Improvement Plan (SSIP) Phase II: Infrastructure, Supports, Evaluation

*Vermont families are able to help their infants and toddlers develop and learn functional social and/or emotional skills, and infants and toddlers substantially improve their social and/or emotional functional development.*

### **Evaluation Plans for SSIP Key Strategies**

Vermont's CIS-EI State Identified Measurable Result (SiMR) of our SSIP Plan is: Vermont families are able to help their infants and toddlers develop and learn functional social and/or emotional skills, and infants and toddlers substantially improve their social and/or emotional functional development. To support the SiMR, Vermont has identified four interconnected strategies: development of a Comprehensive System of Personnel Development (a framework to support the training and retention of highly qualified practitioners); fostering family connections to increase opportunities for families to interact with other families, learn advocacy and leadership skills; practitioners in three regions will implement supports with families targeted to address the SiMR; and alignment with other community and State partners on all improvement strategies to maximize resources and provide consistent and uniform information. The goal of evaluation is to demonstrate the efficacy of these strategies.

Infrastructure alignment does not have an identified evaluation plan. As discussed throughout this document, aligning with key stakeholders is critical to the success of every aspect of the SSIP. Additionally, members of the CIS-EI SSIP State Team participate in key workgroups around initiatives lead by our primary partners. Therefore, this strategy will be evaluated by the continued participation of our partners in this SSIP work and our own membership on the various workgroups whose goal is related to the SiMR.

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### Comprehensive System of Personnel Development Intended Outcomes:

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
<b>Short term</b>	Of the EIs that were hired as of January 1, 2016, 100% will have gone through the process for certification by July 1, 2016	How many certifications have been issued?	Number of certifications issued	Contractor will maintain excel spreadsheet	July 1, 2016 – Initial Certifications completed for all staff;  January 14, 2022 all EI Certification renewals are completed  Completed
<b>Short term</b>	All EIs have IPDPs if, based on the self-assessment of the certification, there is a goal each EI has selected to work on and that is signed by the supervisor.	How many certified EIs have IPDPs?	Number of IPDPs on file with State or BFIS	Each EI agency will see that the supervisor signs that IPDP and the State will attain copies from a segment of the individuals annually.  All IPDP's will be available for State review for monitoring upon	July 1, 2016  IPDP's are required for EI Certification, so all EI's have IPDPs.  Completed

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
				request within regional personnel files.	
<b>Short term</b>	ECPC TA Phase One Completed.	Was Phase One Completed and submitted?	Submitted and accepted Phase One documents	The Personnel Development Coordinator will ensure completion and submission	6 months (September 30, 2016)  Completed
<b>Intermediate</b>	ECPC TA Phase Two Completed.	Was Phase two of the CSPD plan completed and submitted?	Submitted and accepted Phase Two documents	The Personnel Development Coordinator will ensure completion and submission	12 months (March 30, 2017)  Completed
<b>Intermediate</b>	Quarterly meetings scheduled between Preservice and Inservice	Are quarterly meetings scheduled and productive?	Four meetings a year are convened and recommendations submitted	The Personnel Development Coordinator will document meeting agendas, minutes and action plans	Sept 30, 2016 – Sept 30, 2017  Completed
<b>Intermediate</b>	Increased number of Field Placements	Have the number of field placements increased?	Increase from baseline number of field placements	The Personnel Development Coordinator will collect	Sept 30, 2016 – Sept 30, 2017

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
				numbers from preservice orgs	Unable to complete as the UVM program has closed.
<b>Intermediate</b>	Regularly scheduled trainings for all new employees on COSF, ASQ, etc.	Is there an ongoing, strategically designed schedule of new employee trainings?	Sign in sheets and evaluations from trainings	The Personnel Development Coordinator will collect and maintain documentation of trainings	Sept 30, 2016 – Sept 30, 2017  The CIS Part C Administrator hosts COSF training during new orientation for providers; ECTA Training modules are also used for COSF  ASQ trainings are offered by State partners as the ASQ was selected as the Universal

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
					Screening Tool for Vermont.  Completed
<b>Intermediate</b>	Written CSPD plan completed and submitted.	Was written CSPD plan completed and submitted?	Submitted and accepted written CSPD plan	The Personnel Development Coordinator will ensure completion and submission	18 months (October 30, 2017)  Completed
<b>Intermediate</b>	PD supports and activities are ongoing, coordinated and strategically designed to implement best practices.	Is there an ongoing, strategically designed schedule of employee trainings?  Is there ongoing supervision meetings and/or structures for feedback for each employee?	Sign in sheets and evaluations from trainings  Schedule of trainings	The Personnel Development Coordinator will collect and maintain schedule and documentation of trainings  Collect survey from supervisors on the types of structures and meetings to staff to support personnel development needs of individuals.	By October 30, 2017  The Personnel Development Coordinator collects and maintains documentation of trainings hosted by CIS.  Completed  Supervisors' and direct service

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
					providers' input into training needs is sought annually  Completed (and ongoing)
<b>Intermediate</b>	Staff morale and retention improves as shown by Survey Monkey results  Suggest a pre and post survey	How do practitioners self-report on morale and retention?	Improvement from baseline numbers on relevant SHRM Benchmarked Survey Monkey questions	The Personnel Development Coordinator will send out Survey Monkey on a regular (quarterly/bi-annual/annual) basis	By October 30, 2017  Recruitment and Retention Survey is completed by at least 30% of field providers each November  Completed (and ongoing)
<b>Long term</b>	Increased average years of experience for EIs.	What is the average number of years of experience for EIs?	Improvement from baseline numbers on relevant SHRM Benchmarked Survey Monkey questions	The Personnel Development Coordinator will send out Survey Monkey on a regular (quarterly/bi-annual/annual) basis	Increase annually over five years by March 2021.  The State has not made progress:

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
					2015 = 31% had 0-2 years of experience  2021 = 45% had 0-3 years of experience (Note: <i>timeline changed from 0-2 to 0-3 years in 2020</i> )
<b>Long term</b>	Highly qualified personnel implement best practices.	Do IPDPs document best practice professional development goals?	Documented PD goals in IPDPs on file with State or BFIS	The Personnel Development Coordinator will collect or maintain a sample of IPDPs that represent all regions.	Increase/improvement annually over five years by March 2021.  All EI Certification Portfolios contain IPDP's with PD Goals  Completed
<b>Long term</b>	Families know how/are better able to support the social and emotional	Are families better able to support the social/emotional	Annual state-wide APR data – Indicators 4C.	Annual data collection in place	Increase/improvement annually over five

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
	development of their children	development of their children?			<p>years by March 2021.</p> <p>Data collected annually – response rates increased from 45% in 2015 to 61% in 2020</p> <p>84.20% of families felt EI helped them help their child... in FFY 2015</p> <p>82.69% of families felt EI helped them help their child in FFY 2020 (FFY 2019 was 90.84%)*</p> <p>*COVID Impact discussed in FFY 2020 APR</p>



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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
<b>Long term</b>	Social/emotional development of children has improved.	Has the social emotional development of children improved?	Annual state-wide APR data – Indicators 3aSS1.	Monthly/Annual data collection in place	Increase/improvement annually over five years by March 2021.  65.13% of children in the state (and 76.63% in the pilot regions) substantially improved social emotional development in FFY 2015;  75.79% of children in the state (and 81.24% in the original pilot regions) substantially improved social emotional

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					development in FFY 2020
<b>Long term</b>	Data used to evaluate and adjust all pieces of CSPD.	Is there a functioning, effective data collection system in place?	Data system is in place and functioning to make improvements and adjustments	All data inputs and outputs (see above)	Increase/improvement annually over five years by March 2021.  Not yet achieved.
<b>Long term</b>	ECPC Self-Assessment quality indicator scores improve each year.	How have our self-assessment scores improved?	Completion of ECPC Self-assessment by large stakeholder meeting	Annual review of ECPC Self-Assessment	Increase/improvement annually over five years by March 2021.  Not Completed since FFY 2019 due to ending work with ECPC.

**Fostering Family Connections Intended Outcomes:**

*(See above for the Fostering Family Connections Improvement Strategy Activities)*

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<b>Short term</b>	Quarterly Regional Spotlight On Community Activities and Family Connections in the SSIP Newsletter	How does the state CIS-EI team highlight opportunities for adults and children to make positive social connections with peers in Vermont for other local CIS-EI providers?	Parents and practitioners will have increased access of resources highlighted in newsletter	Publishing of “regional spotlights” in quarterly SSIP newsletter	Present and quarterly as published.  No longer applicable – SSIP Newsletter was discontinued by State Lead Agency in FFY 2018.
<b>Short term</b>	Vermont Regional Family Engagement Self-Assessment	How do we assess our current family engagement practices across the 12 regions of Vermont to grow a culture of trust and partnership between families, community members, and practitioners?	Root cause analysis of community involvement barriers within the 12 regions of Vermont will be completed.  Local CIS-EI providers recognize the quality family engagement work already being done	Evaluate community activity best practices  Family Outcomes Survey improves	December 2016  Family Outcomes response rate increased annually (except in FFY 2019 due to Pandemic)  Completed

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<b>Intermediate</b>	Increase parent membership in the Vermont Interagency Coordinating Council	How do we increase family leadership at the provider, agency, community, and state level?	At least 3 more parents become members of the VICC	Parent members receive formal acknowledgement of their membership from the Governor’s office.	January 2017  Effective FFY 2018 the VICC has 5 confirmed family members  Completed  * Update: FFY 2020 the VICC has 5 family members
<b>Intermediate</b>	Parent Community Café Training	How do we increase family leadership at the provider, agency, community, and state level?	At least 8 parents from the CIS demographic are recruited and commit to be parent café hosts and receive training presented in coordination with the Promise Community project of the ELC.	12 parents from at least 4 different regions attend the scheduled training.  At least 3 regional parent hosts coordinate and conduct up to 3 parent café opportunities in their communities.	November 2016  No longer being measured – due to staff turnover, this activity cannot be completed.  Updated improvement strategies have begun in FFY 2020

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<b>Long Term</b>	In coordination with the Vermont Family Network, develop and promulgate an Early Childhood Friendly Media Portal for Family Centered Social Connection Opportunities	What opportunities exist for adults and children to make positive social connections with peers in Vermont?	Early Intervention practitioners have increased knowledge of community resources and provide information to families	An inventory of activities is compiled and an electronic media portal activated which lists community activity resources by region across the state	September 2017  VFN has Family Facebook Group and resources on website: <a href="#">Resources - Vermont Family Network</a> and <a href="#">Events Archive - Vermont Family Network</a>  But do not currently provide regional resource listings.
<b>Long Term</b>	Statewide Family Engagement Framework	How does Early Intervention choose systemic, integrated, and comprehensive approaches that have strong potential for	Early Intervention practitioners have an increased level of accountability around family engagement	There is a documented framework with goal definitions and identified strategies  Data is collected by the Family Engagement Coordinator quarterly	June 2017  Completed – an iterative framework evolves with needs and is followed

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		attaining family and child outcomes?		about formal family engagement activities in each region.	December 2017 and onward  Not completed  ARPA funding will enrich these offerings in FFY 2021.

### Targeted Supports Evaluation Plan

#### Hartford Targeted Supports Intended Outcomes:

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
<b>Short Term</b>	All Children with an entry COS rating of 4 or less in social/emotional development	Is every practitioner using the ASQ:SE-2 with the defined cohort of children?	All EI Practitioners are trained in ASQ:SE-2	Name and role recorded on training attendance sheet	TBD by end of May, 2016  Completed

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
	receive the ASQ:SE-2 screening at prescribed intervals				Results validate use of ASQ-SE
<b>Short Term</b>	All children screened with the ASQ:SE-2 have goals identified with the family and written into their One Plan to improve their social and/or emotional development	<p>Is the screening administered at least every 6 months?</p> <p>Does the child have at least one social emotional goal on their One Plan as a result of the screening?</p>	<p>All Children with an entry COS rating of 4 or less receive the ASQ:SE-2 screening at least every 6 months</p> <p>All children screened have at least one Social/emotional goal on their One Plan</p>	<p>ASQ:SE-2 scores are logged in a spreadsheet.</p> <p>Social emotional goals identified are entered into the One-Plan and a goal tracking spreadsheet.</p>	<p>TBD by end of May, 2016</p> <p>Universal State Registry created by Help Me Grow replaces this outcome:</p> <p><a href="#">Vermont's Developmental Screening Registry   Vermont Department of Health (healthvermont.gov)</a></p> <p>Completed by pilot regions. Validated value of ASQ-SE</p>

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<b>Short Term</b>	Families understand the importance of emotional goals and identify social emotional goals in the One Plan	Do families identify social emotional goals using the ASQ:SE-2 results and include social emotional goals in the child’s one plan	Social emotional goals are documented in the One Plan and through observation or dialog, the practitioner determines that the family understands that social emotional development is important to their child’s development	Pilot regions track social emotional goals on One Plans and determine percent of goals met by exit or end of calendar year.	TBD by end of May, 2016  Completed – results validate use of ASQ-SE
<b>Intermediate</b>	Families actively work on social emotional goals identified in the One Plan with their child	Do families actively work on social emotional goals identified in the One Plan?	Through observation or dialog, practitioner determines that families and caregivers have actively worked on social emotional goals identified in the One Plan.	Pilot regions track social emotional goals on One Plans and determine percent of goals met by exit or end of calendar year.	TBD by end of May, 2016  Completed – results validate use of ASQ-SE
<b>Long Term</b>	Families report that CIS-EI has helped them help their child	Do families report that CIS-EI has helped them help their child develop and learn?	Family Survey results indicator 4C. Family cohort identified with permission.	Annual Part C Family Survey results.	TBD by end of May, 2016  Not done as Family Survey 4C improved across pilot regions.



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	develop and learn.				Root cause analysis determined increased provider awareness improved results for all families.
<b>Long Term</b>	Children substantially improve their social emotional development	Do children substantially improve their social emotional development?	Child outcomes 3A	Entry and Exit COSF evaluations	TBD by end of May, 2016  Completed –  64.3% of children substantially improved their social emotional development in FFY 2015; 72.73% FFY 2016

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### Brattleboro Targeted Supports Intended Outcomes:

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
<b>Short Term</b>	Practitioners understand family stressors and connect family to available resources	Does the family receive a referral to a resource to address the identified stressor(s)?  Does the family actively engage with the resource they are referred to?	Practitioners report they made a referral for the family.  Families report they are actively engaged with the resource.	Use of excel tracking sheet based on need identified from Self-Sufficiency Matrix.  Family Interview and child outcomes met by plan review (excel tracking)	TBD by end of May, 2016  Completed  Regional data indicates improved outcomes for child, even if family doesn't follow through with referrals.
<b>Short Term</b>	All practitioners participate in weekly clinical supervision that connects Touchpoints principles and	Are practitioners intentionally linking Touchpoints principles and assumptions to their work with families?	Pre- and post-evaluation tool (in development)	Practitioners complete the Touchpoints workbook on a bi-weekly basis  The clinical supervisor keeps a log of workbook	TBD by end of May, 2016  Completed  - All staff complete workbook;

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
	assumptions to their work with families			<p>completion for each practitioner</p> <p>Practitioners participate in bi-weekly Touchpoints reflective supervision</p> <p>The clinical supervisor keeps a log of supervision for each practitioner</p>	<ul style="list-style-type: none"> <li>- All staff participate in bi-weekly supervision</li> <li>- All staff improve practitioner skills based on supervisor rating tool.</li> </ul>
<b>Intermediate</b>	The targeted family stressors decrease over time	Does One Plan goal to address the identified stressors lead to a decrease in stressors over time?	There a decrease in stressors as identified by the family on the family assessment	Practitioners complete a family assessment for each family at 6 month intervals. Family assessment scores are logged in a tracking spreadsheet	<p>TBD by end of May, 2016</p> <p>Completed – assessments show improvement for most participants</p>
<b>Long Term</b>	Parents are more engaged and active participants in	Do families report that they know how to	Part C Family Survey indicator 4C	TBD by end of May, 2016	TBD by end of May, 2016

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Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
	supporting their child's development	support their child's development?			
<b>Long Term</b>	Children substantially improve their social and/or emotional functional development	Do children substantially improve their social and/or emotional functional development?	Child Outcomes indicator 3A.	Improved % of children with substantial improvement by end of May, 2016	TBD by end of May, 2016  75.6% of children substantially improved their social emotional development in FFY 2015; 72% in FFY 2016; 73.08% in FFY 2017; 77.14% in FFY 2018;

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### Bennington Targeted Supports Intended Outcomes:

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
Short Term			All EI Practitioners are trained in ASQ:SE-2 and SEAM	Name and role recorded on training attendance sheet	TBD by end of May, 2016  Completed
Short Term			15 Children with an entry COS rating of 4 or less and atypical behavior receive the ASQ:SE-2 and SEAM evaluation at prescribed intervals	ASQ:SE-2 and SEAM work sheets are included in the child's file, ASQ:SE-2 scores are logged in a spreadsheet. Goals identified using SEAM are entered into the One-Plan and a goal tracking spreadsheet.	TBD by end of May, 2016  Completed
Short Term	Families actively work on social emotional goals identified in the One Plan with their child	Do children achieve social emotional goals identified in the One Plan?	Through observation or dialog, practitioner determines that goals have been achieved	Goals logged on Excel spreadsheet and tracked by EI supervisor	TBD by end of May, 2016  Completed – December 2017

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<b>Intermediate</b>	Families and Caregivers identify and work on 1 to 3 activities from the SEAM toolkit that will reduce the atypical behavior.	Do families report that they have worked on the activities identified by the SEAM toolkit?	Families are asked about the frequency and progress on activities at each visit.	Documented in case notes within the child's file	TBD by end of May, 2016  Adjustment needed as SEAM activities take more time; region switched to ASQ-SE activities in August 2017.
<b>Intermediate</b>	The child's atypical behavior is noticeably changed.	Do activities identified in the SEAM toolkit change the atypical behavior of the child?	At each 6 month review, through observation or dialogue, the practitioner identifies any noticeable change in the child's atypical behavior.	Documentation in child case notes reviewed by EI supervisor	TBD by end of May, 2016  Completed – switched to ASQ-SE activities in August 2017
<b>Long Term</b>	Families report that CIS-EI has helped them help their child develop and learn.	Do families report that CIS-EI has helped them help their child develop and learn?	Family Survey results indicator 4C. Family cohort identified with permission.	Annual Part C Family Survey results.	TBD by end of May, 2016  91.3% of families report EI helped them help their child develop and learn in FFY 2015;

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					83.3% in FFY 2016; 85.3% in FFY 2017; 86.1% in FFY 2018
<b>Long Term</b>	Children substantially improve their social emotional development	Do children substantially improve their social emotional development?	Child outcomes 3A	Entry and Exit COSF evaluations	TBD by end of May, 2016  90% of children substantially improved their social emotional development in FFY 2015; 57.14% in FFY 2016; 71.43% in FFY 2017; 73.17% in FFY 2018; 88.89% in FFY 2019; 98.55% in FFY 2020