State of Vermont, Department of Children and Families
Child Development Division

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

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 (Indicator 4C), and infants and toddlers substantially improve their social and/or emotional functional development (Indicator 3A).

Vermont has identified the following five interconnected strategies that are part of the infrastructure to support the SiMR.

1. **A Comprehensive System of Personnel Development**: a framework for the training and retention of highly qualified practitioners supporting the population of children at risk of or having developmental disabilities and their families, birth-3. The System is guided by DEC Recommended Practices. Reduced staff capacity, and in effect, greater caseloads and paperwork may result in lower SiMR scores. We hope that by recruiting new providers and retaining our current amazing CIS-EI providers with the strategies described, we will enable our workforce to participate in professional development and apply best practices related to our SiMR.

2. **The scale up of Early Multi-Tiered Systems of Support within Part C** to align the use of the Pyramid Model across Vermont, birth-21. This will occur in partnership with the National Pyramid Model Consortium, Vermont's Pyramid 802 Plus, and the VT Agency of Education.

3. **Coordination of additional professional development opportunities that support families' engagement, confidence, and competence to help grow their children's social and emotional skill development** is a priority. This includes Touchpoints, an evidence-based professional development program, and the Early Start Denver Model, an evidence-based early intervention program. We also revised and improved our CIS online learning modules in 2023, to include updated evidence-informed and evidence-based practices, including the Routines-Based-Interview, and resources from DEC and ECTA/DaSY.

4. **Support for our contracted I-Team Early Intervention Project (I-Team EI) at the University of Vermont's Center on Disability and Community Inclusion** (part of the national network of University Centers for Excellence in Developmental Disabilities (UCEDD)) **to increase their knowledge and skills in evidence-based practices related to Autism Spectrum Disorder and other complex developmental needs.** I-Team EI provides consultation, training and mentoring for our Early Intervention teams across the state.

5. Regional Technical Assistance by CIS State Team members to support **achievement of goals related to social-emotional development on Regional CIS-EI Quality Improvement Plans** Aligning with key stakeholders to support our infrastructure is critical to the success of every aspect of the SSIP, such as feedback from CIS professionals in the field, the Vermont Interagency Coordinating Council, and our partners at the State and in higher education. This strategy will be evaluated by our partners in this SSIP work and our own membership on the various workgroups whose goal is related to the SiMR.

State of Vermont, Department of Children and Families
Child Development Division

Table 1

Comprehensive System of Personnel Development

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short Term	1. All EI providers hired between July 1, 2022 and July 1, 2023, will have completed their Provisional EI Certification. 2. The EI Certification Committee and stakeholders begin proposed revisions to the EI Certification process, in an effort to reduce paperwork burden and support best practices. 3. ARP-funded Stabilization Grants issued statewide will allow CIS Regional Teams to address issues of recruitment and retention, including the provision of bonuses and professional development opportunities.	1.How many certifications have been issued? 2.How can the EI Certification process feel manageable and support best practices? 3.Did Stabilization Grants help with recruitment and retention?	1.The number of Provisional EI Certifications issued will equal the number of EI providers hired during the same time period: between July 1, 2022 and June 30, 2023 2. Stakeholders and the EI Certification Committee will have generated at least 2 proposed revisions. 3. Regional Stabilization Grant strategies correlate with CIS professional recruitment and retention.	1.Northern Lights will maintain a spreadsheet of EI Provisional Certifications and the CIS State Team will maintain a spreadsheet of EI providers hired. 2. The CIS Personnel Development Coordinator will maintain EI Certification Committee and stakeholder meeting notes listing the proposed revisions. 3.Stabilization Grant Reports shared with CIS State Team. Master Contact List keeps track of point-in-time count. Annual CIS Recruitment and Retention Survey.	1.By July 1, 2023, all Provisional EI Certifications are completed by EI providers hired in this fiscal year. 2. July 2024 3.Stabilization Grant processes completed by CIS Regional Teams by August 2023.

State of Vermont, Department of Children and Families
Child Development Division

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Intermediate	1.By July 1, 2024, all CIS-EI providers hired within the last 3 years will complete their Initial Full EI Certification. Guided by the DEC EI/ECSE Standards, this includes supervision, self-reflection, IPDP, 10 hours of professional development a year and completion of the CIS EI Module with an 80% or better quiz score 2.The CIS PD Coordinator, in collaboration with CIS Regional Teams, CIS State Team, and higher education partners, will begin pursuing the following recruitment strategies, starting February 2023: -Visiting job fairs, colleges and technical programs with resources about career pathways in CIS-EI, to spark an interest working for CIS and develop new internships and job shadowing opportunities. -Involvement with the national ECTA Recruitment and Retention of EI/ECSE Personnel Synthesis Technical Working Group &TA support with ECTA around R&R.	1.How many Initial Full EI Certifications have been issued? 2.Are we seeing an increase in EI providers? 2.Are we seeing new connections being forged for internships and job shadowing?	1.Number of Initial Full EI Certifications issued since July 1, 2021 will equal the number of CIS EI providers hired since July 1, 2021 2.New CIS-EI providers have been recruited based on these efforts. 2.New internships and job shadowing opportunities have been developed across the state.	1.Northern Lights will maintain a spreadsheet of Initial Full EI Certifications and the CIS State Team will maintain a spreadsheet of CIS EI providers hired. 2.PD Coordinator will keep track of new recruits, in collaboration with CIS-EI Regional Teams. 2.PD Coordinator will keep track of new internships and job shadowing, in collaboration with CIS-EI Regional Teams, and higher education partners.	1.By July 1, 2024, all necessary Initial Full EI Certifications are completed. 2.By the end of each fiscal year, there will be an increase in the number of hires. 2.By the end of each fiscal year, there will be new interns or people job shadowing.

State of Vermont, Department of Children and Families
Child Development Division

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Long Term	1.All applicable CIS-EI Providers will participate in at least 1 Renewal of their EI Certification within 3 years of their Initial Full EI Certification. 2.PD Coordinator, UVM EI/ECSE Faculty and CDD State Team develop an Infant Toddler/Early Intervention (IT/EI) Credential to support with the training and retention of new CIS-EI providers who are interested and in need of growing their skills.	1.How many certifications have been issued? 2.Are new EI providers accessing the IT/EI Credential grow their skills? Do they feel it is growing their confidence and desire to stay working for CIS-EI?	1.Number of certifications issued, based on annual CIS-EI point-in-time count. 2.Newly hired CIS-EI providers are participating in the IT/EI Credential. 80% of participants feel this education is growing their confidence in providing EI and adding to their desire to stay working for CIS-EI.	1.Northern Lights will maintain a spreadsheet of EI Certifications 2.Child Development Division IT/EI Team will keep track of participants, and surveys issued as a result of training.	1.By July 1, 2024, all necessary Renewal EI Certifications are completed. 2.By the end of each fiscal year, we will see growth in new CIS-EI providers participating in the IT/EI Credential.

Table 2

Early Multi-Tiered Systems of Support within Part C to align the use of the Pyramid Model Framework across Vermont, birth-21

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short Term	Regional CIS Teams will be informed of this scale up plan for Pyramid Model Framework Implementation across sites. Cohorts will be identified. Phases of implementation are mapped out with Pyramid Model Consortium. The State Team, in collaboration with stakeholders, will find ways to incentivize participation, through PD hours needed, as well as QIPs.	Do Regional Teams feel this implementation plan is manageable? Are they able to achieve their goals? How might they recommend phases of implementation be modified?	Feedback from Cohorts will inform the feasibility and sustainability of the implementation.	Stakeholder check-ins with Cohorts involved during monthly EI Calls.	By December, 2024, CIS State Team, AOE Part B Team, Vendor and Pyramid Model Consortium and PD Coordinator will evaluate the first year of implementation.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Intermediate	Implementation occurs with Cohort 1 for the first year, including: Leadership teams assembled, completion of EIBOQ and review, action planning based on EIBOQ results. Goal for Implementation developed. Pyramid Model Infant and Toddler module trainings, additional implementation trainings and coaching offered and delivered to all CIS and CIS-EI Regional Teams. Coaches use Practice Based Coaching, and practitioners use EIPPFI practices, because we know that leads to child and family change.	What are the barriers to implementation? Are Cohorts able to achieve their goals? Do practitioners agree that this training is increasing their knowledge? Do practitioners agree that this training is useful for their practice?	Cohorts are able to begin and work through implementation plan. Cohorts are able to show progress on their implementation plan.	Cohorts' BOQ completed, reviewed and action plan. Goal for implementation developed. Log of Pyramid Model Infant and Toddler modules completed, as well as additional PM Trainings. A spreadsheet is maintained of participants. Through PMC Training Evaluations, 80% of participants agree that the training increased their knowledge and felt it was useful for their practice. EIPPFI and Practitioner Coaching Logs show progress.	Completed by December 2024.

State of Vermont, Department of Children and Families
Child Development Division

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Long Term	Of the 12 Regional CIS Teams, we'll have participation from all in some capacity. Children in all regions of Vermont will show improvement in SE Development via families' capacity, confidence and competence.	Are we seeing an infrastructure change? Are programs adopting the Pyramid Model Framework across our CIS Regions? Are we seeing an improvement in SE outcomes for children and families?	Providers will report improvement in social-emotional progress with children and families, using EI state-approved assessments: IDA, HELP and AEPS, and achievement of SE outcomes in One Plans/IFSPs. This will inform COS data. EIPPFI and EIBoQ will show how programs and practitioners are supporting families and children's SE Development (which indicates their participation). Cohorts will report intended Pyramid Model Framework outcomes for children, families and practitioners were achieved.	Assessment results on EI Tools will inform COS data. Stakeholder meetings with Cohorts involved and State Team will inform process and feedback. SPDG survey will be shared with practitioners for feedback on if objectives are being met. EIPPFI and BoQ data collected. Families are reporting an increase in their ability to help their infants and toddlers develop and learn functional social and/or emotional skills (indicator 4c), and infants and toddlers substantially improve their social and/or emotional functional development (Indicator 3a).	12 of the CIS Regional Teams will have participated in By the completion of the SPDG grant, June 30, 2025. SPDG survey shared with Practitioners in 2023, 2024, and 2025. 80% of practitioners who participated in PM agree that they're using Pyramid Model data to inform their practices and it is improving Child Outcome data.

Table 3

Coordination of additional professional development opportunities that support families' engagement, confidence, and competence to help grow their infants and toddlers' social-emotional skills development.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short Term	Touchpoints cohort trainings are offered frequently across the year, for a total of 28 hours. Using ARPA funds, Early Start Denver Model Introductory Workshop Course is offered in 6-week training cohorts, for a total of 7 hours each. CIS Part C will continue collaborating with Help Me Grow to offer ASQ and ASQ-SE trainings as-needed to CIS teams. CIS online learning modules, redesigned in 2023, will be offered to all new CIS providers via Northern Lights at the Community College of Vermont (CCV). PD Coordinator continues to issue a monthly CIS Personnel Development Newsletter with professional development and resources offered that include social-emotional development topics.	As a result of these trainings, do practitioners feel they have a better understanding of supporting children's social and emotional skills?	80% of participants agree that the training increased their knowledge and felt it was useful for their practice. Families are reporting an increase to their ability to help their infants and toddlers develop and learn functional social and/or emotional skills (indicator 4C), and infants and toddlers substantially improve their social and/or emotional functional development (Indicator 3A).	Survey responses to trainings.	By 2025, all providers across CIS have had an opportunity to participate in these trainings.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Intermediate	PD Coordinator maintains a spreadsheet of participants who participated in above trainings across Vermont and solicits interest with teams who have not yet participated. Trainings continue to be offered. ICC and Stakeholders from the field offer feedback on trainings, based on survey responses. Training options are modified as needed.	Same as short-term	Same as short-term	Same as short-term	Same as short-term
Long Term	Same as intermediate	Same as short-term	Same as short-term	Same as short-term	Same as short-term

Table 4

Support for our contracted I-Team Early Intervention Project (I-Team EI) at the University of Vermont's Center on Disability and Community Inclusion to specialize their knowledge and skills in evidence-based practices related to Autism Spectrum Disorder and other complex developmental needs.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short Term	I-Team EI, in consultation with Dr. Patricia Prelock at UVM and through their research, identifies PD needed to progress their skills in supporting children with ASD and other complex needs and their families. Trainings may include: • Hanon Course online • Jasper Course in-person • DIR Floortime online • ESDM online • Motor Issues in ASD online • Learn, Play, Thrive Summit online • Sensory Processing Intensive Mentorship • The Get Permission Approach to Anxious Eaters online • Postural Support for Medically Complex and Neurodivergent populations • International Childhood Inclusion Institute	What evidence-based practices are needed for I-Team EI training to advance their skills as a team that specializes in supporting ASD needs across the state?	Trainings are identified I-Team EI completes their trainings.	Evidence of training completion via I-Team EI end of year reporting.	I-Team EI completes training by July 2024.

State of Vermont, Department of Children and Families
Child Development Division

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Intermediate	I-Team EI begins integrating their new knowledge into trainings, technical assistance, resource sharing and consultation with CIS-EI teams and families.	Will CIS-EI teams feel they gain new knowledge in supporting children with ASD and other complex needs and their families? Will families feel satisfied with I-Team EI services and that they have increased their knowledge in supporting their children with ASD and other complex needs?	Trainings and consultation are provided to CIS-EI teams.	I-Team EI surveys to providers and families will indicate at least 80% of survey respondents feel satisfied with I-Team EI ASD trainings and that they have gained knowledge in their involvement.	We anticipate I-Team EI will begin applying new knowledge from their PD across 2025. Survey responses will be gathered at the end of each reporting period, and we hope to see improvement by July 2025.
Long Term	CIS-EI teams begin applying skills in supporting children's social-emotional skills related to ASD and other complex needs via their services with children and families. This will happen through an infrastructure of supports, such as the implementation of evidence-based practices, ongoing consultation with I-Team EI, and the integration of strategies and supports learned over time.	Will CIS-EI teams and families feel they have more capacity and confidence to support children with ASD and other complex needs' social-emotional growth? How will new knowledge learned be embedded into daily practice?	Families and providers will share their experiences with the CIS State Team and I-Team EI through stakeholder input and continuous quality improvement.	Recruitment and Retention survey responses will indicate growth, CQIP's related to social-emotional development will indicate improvement. Family Survey responses will also indicate growth, as well as COS will indicate growth related social-emotional outcomes.	Ongoing collaboration, stakeholder feedback and data collection will occur throughout the next few years. We hope that we will begin to see improvement by July 2026.

Table 5

Achievement of goals related to social-emotional development on Regional CIS-EI Quality Improvement Plans

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short Term	QIPs submitted: review plans and identify goals that address the two indicators. Share regional QIP's with State Team TA's.	How many regions indicated 3ASS1 and/or 4C as focus areas?	QIP summary sheet developed	Review QIP submissions	January 2024
Intermediate	IN EI Monthly Call, review QIP progress. TA's also regularly check in and problem solve QIP progress.	Is incremental progress being made? Are steps being followed?	Regions report work towards goals	Review up to date data for 3ASS1 and 4C	Monthly
Long Term	To assess progress in QIP and results of the quality improvement plans. The measures of success written into the QIP plans are achieved.	Are goals met?	2024 QIPs show goals met	Review end of year data	November 2024