

State of Nevada Department of Health and Human Services
Director's Office, IDEA Part C Office



State Systemic Improvement Plan (SSIP)
Phase III Year 3 Report
April 1, 2019

State of Nevada SSIP Phase III Year 3 Report

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**Nevada State Systemic Improvement Plan (SSIP):
Phase III Year 3 Status Report –2019**

**Nevada’s State-identified
Measurable Result (SiMR)**

As a result of implementing the SSIP, Nevada will increase the statewide percentage of infants and toddlers exiting early intervention services who demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

SSIP Phases



Phase I
April 2015



Phase II
April 2016



Phase III
Year 1
April 2017



Phase III
Year 2
April 2018



Phase III
Year 3
April 2019



Phase III
Year 4
April 2020

Summary of Phase III, Year 3

Introduction

April 2019

The State of Nevada's IDEA Part C Office is submitting to the Office of Special Education Programs (OSEP) this State Systemic Improvement Plan (SSIP) Phase III Year 3 Report for 2018-2019. The SSIP is designed to positively impact Nevada's State-identified Measurable Result (SiMR) for infants and toddlers with disabilities as follows:

Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

This report encompasses the progress made toward the State's short-term and long-term objectives for implementation of the SSIP. As required by OSEP, this report includes data-based justifications for any changes in implementation activities and descriptions of how stakeholders have been involved in the SSIP, particularly in decision-making.

Background

The Nevada Department of Health and Human Services (DHHS), Director's Office IDEA Part C Office is identified as the Lead Agency (LA) for the development and implementation of a statewide comprehensive, coordinated interagency system of early intervention services for infants and toddlers with disabilities that meets the requirements of Part C of the Individuals with Disabilities Education Act (IDEA). Administration of the statewide system of services is accomplished through collaboration between the IDEA Part C Office and the Aging and Disabilities Services Division (ADSD).

For brevity, a historical look at the previous SSIP phases will briefly follow with web-based links to the full publications relative to these phases.

SSIP Phase I, April 2015

The IDEA Part C Office, in conjunction with key stakeholders, launched the development of Nevada's SSIP in federal fiscal year 2013-2014 and Phase I was

completed in 2015. During this process the state analyzed data regarding the outcomes of children participating in early intervention (EI) services. As a result of this data analysis, the State developed the previously mentioned SiMR to work toward impacting improved performance in the EI system. Additionally, the Theory of Action (TOA) was developed to include four strands where both key activities and theoretical results for implementing the activities of each strand were identified. The four strands and the TOA are as follows:

1. Evaluation and Assessment
2. Practitioner Knowledge and Skills/Local System Support
3. State and Local Provider Collaboration
4. Data System and Accountability

Theory of Action (TOA)

TOA	If the State	Then	Then	Then
Evaluation and Assessment	<p>...identifies evidence-based assessment instruments</p> <p>...enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity</p>	<p>...service provider's confidence level will improve when identifying social-emotional needs for infants and toddlers</p> <p>... service provider's will have an increase in their knowledge and skills to consistently and accurately determine appropriate child outcome measurement ratings for infants and toddlers</p>	<p>...evidence-based practices will improve, be sustainable and implemented with fidelity</p> <p>...meaningful conversations will occur with families to gather information regarding their child's social-emotional development</p>	<p>...infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships)</p>

Practitioner Knowledge and Skills/Local System	<p>... further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development</p>	<p>... service provider's knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions will increase</p>	<p>...more appropriate outcomes and strategies will be included in IFSPs, including social-emotional skills when appropriate</p>	
State and Local Provider Collaboration	<p>...establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills</p>	<p>...all service providers will know how to access resources to effectively improve and effectively implement evidence-based practices</p>	<p>...families will be better able to support and enhance their child's social-emotional skills and overall development</p>	
Data System and Accountability	<p>...enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement</p>	<p>...local providers will be able to produce ongoing qualitative and quantitative reports to improve program performance and identify areas for targeted coaching and TA</p> <p>... the state will be better able to monitor and support the full implementation of evidence-based practices</p>		

SSIP Phase I, April 2015 may be viewed in its entirety at:

<http://dhhs.nv.gov/uploadedFiles/dhhsnv.gov/content/Programs/IDEA/NevadaSSI/PFinal01APR2015.pdf>

SSIP Phase II, April 2016

In Phase II of the SSIP, the State, in collaboration with key stakeholders, identified steps, necessary resources and supports needed to successfully implement the broad activities identified in Phase I. This collaboration included stakeholder workgroup meetings and a SWOT analysis, which is a program assessment of strengths, weaknesses, opportunities, and threats. Measures to evaluate progress toward implementation of the identified activities and outcomes were also established.

SSIP Phase II, April 2016 may be viewed in its entirety at:

<http://dhhs.nv.gov/uploadedFiles/dhhsnv.gov/content/Programs/IDEA/NVSSIPPhaseIIFinalCombinedAPR2016.pdf>

SSIP Phase III, 2017-2018

Phase III, Year 1: In March 2017, the State reported on Phase III progress in implementing the SSIP including steps completed and changes or consolidations related to activities and strategies based on lessons-learned in the first year of implementation. Changes included streamlining activities to reduce duplication across strands and re-evaluation of the scope of work in some areas based on budget constraints. Progress toward completion of the broad activities identified to support the achievement of outcomes was reported in some areas. Some steps were reported as completed and baseline data were established for several others. Timelines were adjusted, as needed, based on information gained through the evaluation process. No changes were made to the Theory of Action (TOA) or the SiMR.

Phase III, Year 2: In the second year of Phase III, April 2018, the state reported the continued progress and adaptations to activities and measures based on implementation of the SSIP. Progress had been made in each of the four established strands. Some updates had been made in the area of timelines based on implementation while some modifications were made in the evaluation plan for clarification purposes. No changes were made to the TOA or the SiMR based on the implementation of the SSIP in FFY 2017-2018. At that time, the State continued to make progress and had again exceeded the target for the SiMR.

SSIP Phase III, Years 1 and 2 may be viewed in their entirety at:

<http://dhhs.nv.gov/Programs/IDEA/Publications/>

Summary of Phase III, Year 3, 2018-2019

This summary portion of the SSIP submission articulates the implementation and evaluation details and any changes to initial goals. In terms of the depth of stakeholder engagement, the State understood and met the expectation to include key stakeholders throughout the implementation and evaluation of the SSIP. No changes were made to the Theory of Action (TOA), including the State-identified Measurable Result (SiMR).

2018-2019 Progress Report

Data: The percent of infants and toddlers with Individualized Family Service Plans (IFSP) exiting EI having received at least six months of services demonstrating improved positive social emotional skills (including social relationships) was 65.87% during federal fiscal year (FFY) 2017, falling below the target percentage of 67.37%. Comparison of results from previous phases of the SSIP is provided below:

Percent of Infants and Toddlers having received at least six months of EI services and demonstrating improved positive social emotional skills, including social relationships, FFY 2013-2017.

FFY	Target	Progress Data	Met Target
2013	65.25%	Baseline	X
2014	65.78%	63.32%	
2015	66.31%	70.42%	X
2016	66.84%	70.91%	X
2017	67.37%	65.87%	

While the State did not meet the target during the current reporting period, the State of Nevada IDEA Part C Office continues to support staff growth and has pursued and received the Pyramid Model training grant from the National Center for Pyramid Model Innovations (NCPMI). The NCPMI training activity is currently in the Implementation phase. A State leadership team, program coaches, and implementation site leadership teams have been designated and have begun meeting to roll out pyramid model technical assistance for three EI programs in Nevada.

Coherent Improvement Strategies / Principle Activities

The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies, are described for each of the four strands below.

1. Evaluation and Assessment

The two principle activities for the Evaluation and Assessment strand are:

Activity 1: The IDEA Part C Office, in conjunction with Stakeholders, will identify evidence-based tools and procedures to be utilized in conducting functional assessment of the social-emotional skills and needs of children, ages birth to 3, and the initial and ongoing assessment of the family's needs related to their ability to support their child's social-emotional development.

Activity 2: Develop and implement statewide training and technical assistance for EIS practitioners in evidence-based practices for administering and interpreting assessment tools procedures to identify the functional social- emotional needs of infants and toddlers and their families.

2019 Updates: During this past reporting period, the State was pleased to announce the development and implementation of The Social-Emotional Evidence-Based Practices Module, a web-based tool being utilized to provide ongoing training support to early intervention (EI) practitioners. This module includes the approved list of tools for the assessment of social emotional skills of children ages birth to three years.

The development of this web-based module included workgroup meetings twice a month and advising from national technical assistance. The timeline for completion of this module's development was extended from September 2018 to October 2018 to allow the practitioner pilot to run its course prior to full implementation. The module was issued during October 2018 and is strategic in addressing not only the activities for the Evaluation and Assessment strand, but also addresses the activities for other SSIP strands. The module may be viewed on the State's IDEA Part C website among the Effective Practice Guidelines modules, at:

[http://dhhs.nv.gov/uploadedFiles/dhhsnvgov/content/Programs/IDEA/EffectivePracticeModule7Emotional-Social-October2018\(2\).pdf](http://dhhs.nv.gov/uploadedFiles/dhhsnvgov/content/Programs/IDEA/EffectivePracticeModule7Emotional-Social-October2018(2).pdf)

2. Practitioner Knowledge and Skills

The key activities for the Practitioner Knowledge and Skills strand are:

Activity 1: The IDEA Part C Office, in conjunction with Stakeholders, will identify evidence based tools and procedures to be utilized in conducting functional assessment of the social-emotional skills and needs of children, ages birth to 3, and the initial and ongoing assessment of the family's needs related to their ability to support their child's social-emotional development.

Activity 2: Develop and implement statewide training and technical assistance for EIS practitioners in evidence-based practices for administering and interpreting assessment tools procedures to identify the functional social- emotional needs of infants and toddlers and their families.

2019 Updates: During this reporting period, the State implemented the following strategies:

Social-Emotional Evidence-Based Practices Module

During this past reporting period, as mentioned in the previous Evaluation and Assessment strand, the State implemented the Social-Emotional Evidence-Based Practices Module. This strategy of module implementation also blends through this strand for Practitioner Knowledge and Skills as EI practitioners are now required to take the online course with the accompanying pre-test and post-test once every two years. It is recommended that all practitioners/therapists who enter the home complete the module as well.

The IDEA Part C Office issued the module during October 2018, and provided EI practitioners a deadline to complete the module by March 31, 2019. The IDEA Part C Office began gathering preliminary baseline data of completed tests during November 2018 and will continue doing so on a quarterly basis at the program level. The complete set of baseline data will need to be analyzed during April 2019 following the March 31, 2019 deadline regarding results for the completed tests among Nevada's EI providers. This information on baseline data will be presented during the next year's SSIP in 2020 to comment on practitioner understanding of topics regarding social emotional development. Individuals training on the module post-March 2019 will be included in the following year's data set.

Practitioner Survey

Another strategy to improve practitioner knowledge and skills included identifying areas of training completed and still needed through data collected from the State's 2019 Practitioner Survey. This year's results indicated that 116 of 189 taking the survey attended the IDEA Part C Office's New Employee Orientation. While no social emotional trainings were offered during 2018, the State is gearing up for intensive technical assistance from NCPMI, with trainings to scale up throughout Nevada over the next 2 years.

National Center for Pyramid Model Innovations

During 2018-2019, the Nevada IDEA Part C Office continued to support staff growth and pursued technical assistance opportunities at the national level. During this reporting year, the State was honored to be selected as the first grant recipient among Part C states for intensive technical assistance (TA) from the newly funded National Center for Pyramid Model Innovations (NCPMI). This pyramid model TA project is currently in the Implementation phase with TA to be provided to practitioners among three EI program sites for the current year. During January 2019 through March 2019, the State leadership team, program coaches, and implementation site leadership teams were designated and began meeting. Pyramid model coaching activities are scheduled

to occur throughout the remainder of 2019. A scale up to bring pyramid model TA to other Nevada EI programs is projected to occur over the next two years.

3. State and Local Provider Collaboration

The major activity for the State and Local Provider Collaboration strand follows:

Activity 1. Align SSIP goals and activities with Nevada's Early Childhood Comprehensive System Strategic Plan relative to Professional Development, Social-emotional Health, Community Resources and Wrap-around Services to strengthen and maximize resources to support social-emotional outcomes for infants and toddlers and their families.

2019 Updates:

Collaboration with State of Nevada IDEA Part C Office and NCPMI

The State of Nevada IDEA Part C Office and the national TA advisors from NCPMI completed a Memorandum of Understanding (MOU) during February 2019 to solidify agreement surrounding the intensive TA that NCPMI would provide to the State. The MOU includes an option of renewal extension of contract after the initial two-year period. No barriers were encountered and this activity was implemented as intended. Additional agreements which were signed under the umbrella of this pyramid model project include the Program Coach agreement, and the Site Implementation agreement signed by stakeholders, EI programs and the IDEA Part C Office.

Collaboration with NCPMI, State of Nevada IDEA Part C Office and Stakeholders

The NCPMI TA team, State of Nevada IDEA Part C Office, and stakeholders from state EI programs, community EI programs, and local family advocacy programs partnered to bring SSIP outcomes to a reality through NCPMI planning, development and implementation. Decision making during 2018-2019 occurred during face to face meetings, telephone conferences and web conferences. This group collaboration included designation of the NCPMI State Leadership Team, program coaches, and selection of three implementation sites for practitioner coaching. Numerous tasks within the collaboration included review and identification of benchmarks of quality for the pyramid model project, developing a vision statement, and planning activities to build awareness and momentum for the project. The pyramid model project is in the Implementation phase, with trainings and meetings scheduled throughout the remainder of 2019, and with scale up development for other state EI programs to occur over the next two years.

The State's Vision Statement for Pyramid Model Implementation developed through the aforementioned collaboration is:

To create a sustainable statewide foundation using evidence-based practices with fidelity to coach and mentor all Early Intervention practitioners to be confident and

capable regarding social, emotional, and behavioral development. These efforts will promote reciprocal relationships with families in their natural environments and support every family to help their child successfully achieve family-identified outcomes.

The State looks forward immensely to continued work with NCPMI TA and stakeholders, and will continue project updates on the pyramid model project during the next reporting period in 2020.

4. Data System and Accountability

The primary activities for the strand Data System and Accountability are as follows:

Activity 1: Enhance the IDEA Part C Office Early Intervention Data System to support additional analysis and reporting of child outcomes data at all levels.

Activity 2: Provide/facilitate training on Child Outcome Rating process to ensure inter-rater reliability across the statewide system.

Activity 3: Develop and implement ongoing process for providing Data System training for EI practitioners in the analysis and use of child outcomes data reports.

2019 Updates:

New Data System Project Discontinued

During July 2018, the State of Nevada selected a vendor to implement a new data system based on the Request for Proposal (RFP) process. From July 2018 through March 2019, the State expected that the new data system would allow the IDEA Part C Office to capture Social Emotional Outcomes data regarding achievements for all programs rather than just for those undergoing comprehensive monitoring. During this reporting period, stakeholders comprised of the IDEA Part C Office, the ADSD, community EI programs and the contracted vendor met three times a week via telephone conferences and web conferences in order to build business specifications toward the new data system's functionality. Plans were made to hold statewide face to face user trainings during May 2019, with an expected statewide Go Live date of June 3, 2019 to implement the new and improved data system.

However, this new data system project was discontinued during March 2019 to prioritize the needs of the ADSD and the IDEA Part C Office. Although the current data system Tracking Children and Resources (TRAC) was considered to be closed out in June 2019 as a legacy system, due to the discontinued project it was determined that TRAC will remain in place as the system to collect timely and accurate data.

The State has informed stakeholders that their many invested efforts for the new data system have not been futile, as the information gathered over the past nine months will be importantly utilized in moving forward. A bid for a new data project is expected to

occur. As no new data system is scheduled to launch at this time, technical assistance is being sought for next steps with regard to limited data capability.

Additional Data

Additional data pointing toward the State's accountability for SSIP activities include results from provider surveys, family surveys, and stakeholder feedback. These data are presented in the following data sections.

Specific Evidence-Based Practices

NCPMI: The specific evidence-based practices that have been implemented to date include the available knowledge presented through the NCPMI project from January 2019 to present. As retrieved from the NCPMI website,

<https://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html>,

the pyramid was developed by identifying the evidence-based practices that would:

- Promote the social and emotional outcomes of all children,
- Promote the skill development of children with social, emotional, and behavioral delays to prevent the need for more intensive supports; and
- Intervene effectively when children have persistent challenging behavior.

To date, the NCPMI TA team and project participants have focused on the following evidence-based practices to promote success of the pyramid model project in Nevada:

- Pyramid model of targeted supports, including:
 - Effective workforce
 - Nurturing and responsive relationships
 - High quality supportive environments
 - Targeted social emotional supports
 - Intensive intervention
- Professional practices among program coaches and implementation sites:
 - Staff buy-in
 - Family engagement
 - Family representation
 - Professional development
 - Pyramid practice implementation fidelity
 - Frequent Leadership involvement

Social-Emotional Evidence-Based Practices Module: The State has utilized the evidence based practices in the web-based training tool developed during the reporting period and implemented for Nevada's EI providers during October 2018. The module

and the citations for evidence-based references may be accessed at:

[http://dhhs.nv.gov/uploadedFiles/dhhsnv.gov/content/Programs/IDEA/EffectivePracticeModule7Emotional-Social-October2018\(2\).pdf](http://dhhs.nv.gov/uploadedFiles/dhhsnv.gov/content/Programs/IDEA/EffectivePracticeModule7Emotional-Social-October2018(2).pdf)

Specific evidence-based practices provided within the State's module include:

- Robin McWilliams's Outcome Functionality Checklist which can be used when writing functional outcomes with families within their IFSPs;
- Early Childhood Technical Assistance Center (ECTAC) guidelines to develop functional outcomes, e.g. the Third Word rule for selecting words which contextualize the action of the outcome (*Timmy will play...*);
- Strategies to support children and families in developing social emotional skills, e.g. writing out step by step details for families, and consider a child's awareness of self and others;
- Strategies to support children and families during periods of transition, e.g. discussion with families on topics of rituals and routines, and the developmental necessity of attachment which promotes resilience, self-regulation, and a positive sense of self in children; and,
- Practice-based coaching model, e.g. individual coaching or mentoring with focused observation and feedback, designed to make a difference for families while sustaining and building strong programs.

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

During this reporting period, evaluation of implementation of SSIP activities, measures and outcomes was conducted through collection and analysis of data gathered through 2018 family surveys, 2019 provider surveys, 2018-2019 individual program reporting, 2017-2018 IDEA Part C Office monitoring, 2019 Social-Emotional Evidence-Based Practices Modules pre-test and post-test results (still pending April 2019 evaluation for complete baseline results), and stakeholder feedback from the March 2019 SSIP Stakeholder Workgroup webinar. Status of activities and outcomes are detailed in the separately attached document: Appendix A. NV SSIP Combined Strands.

Highlights of changes to implementation and improvement strategies

Modifications have been made in some areas of the Implementation and Evaluation Plan based on implementation of the SSIP during this period. Timelines have also been adjusted as needed based on progress in implementation. The following listing reflects the highlights of changes per strand:

Evaluation and Assessment: As previously mentioned, the timeline for the development of the Social-Emotional Evidence Based Practices Module was extended from September 2018 to October 2018 to allow the practitioner pilot to run its course prior to full implementation.

Practitioner Knowledge and Skills: During the previous SSIP Phase III Year 2, improvement strategies involved TACSEI TA, however the State moved in the direction of intensive TA toward another national TA group for the pyramid model. As described earlier, during this reporting year the State was honored to be selected as the first grant recipient among Part C states for intensive technical assistance (TA) from the newly funded National Center for Pyramid Model Innovations (NCPMI). This pyramid model TA project is currently in the Implementation phase with TA to be provided to practitioners among three EI program sites for the current year.

State and Local Provider Collaboration: Collaborations gained momentum as stakeholders were elated to partner with national TA advisors for the implementation of the pyramid model through NCPMI, which began during January 2019 and which will extend through 2020. Active engagement for the intensive TA to Nevada is witnessed during ongoing meetings among the State Leadership team, program coaches and implementation sites.

Data System and Accountability: As previously explained, a largely significant change in the State's data system was expected for June 2019. However, stakeholders were notified during March 2019 that the contract for development of the new data system was discontinued in order to prioritize the needs of the ADSD and the IDEA Part C Office. The current data system, Tracking Children and Resources (TRAC), remains in use. Although this technically means there was not a change in the data system for this past reporting period, stakeholders were making committed efforts for several months toward assisting in the development of the new data system's specifications. The outcome of this project now provides the opportunity for gaining insight and learning lessons as the State moves forward toward another bid for a new data system. A definite change is that the State now possesses a great volume of in-depth, clearly defined specifications which comprehensively describe the priorities and process of the State's data requirements.

Progress in Implementing the SSIP

Description of the State's SSIP implementation progress

The State has made specific progress in implementing the SSIP by:

- Planning implementation of the pyramid model through NCPMI technical assistance.
- Providing the Social-Emotional Evidence-Based Practices Module, an online training tool required for Nevada's EI providers

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

As fidelity is a high priority for carrying out planned activities, the State is following the national technical assistance from OSEP TA and NCPMI TA teams. A designation of 'Ongoing Progress' has been marked for the status of the intermediate outcome in the Practitioner Knowledge and Skills strand for

Service practitioners' use of evidence based practices to support the social-emotional development of infants and toddlers will improve, be sustainable and implemented with fidelity.

During February-March 2019, timelines were met for the implementation of the pyramid model, which during these months included in depth technical assistance, discussion and assessment of these fidelity measures with the State Leadership team, program coaches and implementation site teams:

- Use of the Benchmarks of Quality (BoQ), which guide development of the four essential support structures:
 - the State Leadership Team
 - the Professional Development Network of Program Coaches
 - the Implementation and Demonstration sites
 - the data and evaluation systems
 - See Appendix B. NCPMI Implementation and Scale Up Power Point
- Upcoming use of the provider fidelity tool Early Intervention Pyramid Practices Fidelity Instrument (EIPPF) has been set for a timeline as follows:
 - NCPMI TA will be training the program coaches and practitioner coaches in the use of the EIPPF to measure early interventionist's practice fidelity.
 - The EIPPF tool is currently undergoing revisions to some items and to the scoring structure by the NCPMI team.
 - The EIPPF tool is expected to be utilized during October 2019 to collect baseline data.

Intended outputs that have been accomplished as a result of the implementation activities

Specific outputs accomplished as a result of the implementation activities include the following:

- Collaborative agreements completed officially through NCPMI TA, including:
 - MOU with IDEA Part C Office and NCPMI
 - Program coach agreements (3)

- Site implementation agreements (3)
- Social-Emotional Evidence-Based Practices Module
 - Web-based training tool (1)
 - Required by Nevada EI providers every 2 years
 - Data to be collected quarterly surrounding the pre-test and post-test results; baseline data collection is in process
- Informed Feedback on Stakeholder perspectives to move the SSIP forward
 - SSIP Evaluation webinar survey results (Responses from 12 participants)
 - SSIP Provider survey results (Responses from 189 EI providers)

Stakeholder involvement in SSIP implementation

The State expresses gratitude for the ongoing and valued participation of engaged stakeholders in the implementation of the SSIP. Programs receiving and providing information include state and community EI providers, the ICC, and local legal and family advocacy groups. Operationalizing stakeholder involvement has required careful planning and communication as provided below.

How stakeholders have been informed of the ongoing implementation of the SSIP

Stakeholders have been informed of the ongoing implementation of the SSIP through the following collaborative mechanisms:

ICC: Updates on the SSIP are provided at every Interagency Coordinating Council (ICC) meeting, held quarterly throughout the year. The next face to face ICC meeting is scheduled for April 11, 2019. Each phase of the SSIP is posted to the IDEA Part C Office website, under Publications, at: <http://dhhs.nv.gov/Programs/IDEA/Publications/>

SSIP Stakeholders: The IDEA Part C Office provided monthly updates on SSIP progress to state and community EI providers during monthly TA teleconferences. Additionally, yearly stakeholder meetings designed specifically to gain input into SSIP Phase III were held in the form of face to face meetings on February 7-8, 2017 and again on March 9, 2018.

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

The input of stakeholders is a priority set by the State when conducting decision-making regarding the ongoing implementation of the SSIP.

SSIP Stakeholder Workgroup: The most recent stakeholder meeting for evaluation of the SSIP was held on March 20, 2019 and included a web-based conference through the platform WebEx. In order to streamline information and to optimize effective communication during the webinar as much as possible, the IDEA Part C Office sought advising from national TA advisors prior to development of the webinar. The IDEA Part C Office followed open meeting law for the webinar, providing the meeting's agenda to stakeholders and the public prior to three business days ahead of the meeting. SSIP materials, i.e. the four SSIP combined strands, were also provided via email to stakeholders prior to the meeting. The IDEA Part C Office was grateful to have also received national TA advisor support during the webinar as the meeting was attended by national TA advisor Margaret Gillis, PhD, of SRI Education.

The WebEx platform allowed participants to interface through simultaneous viewing of SSIP materials while engaging in ongoing discussion via audio and chat box. Feedback on the SSIP webinar and SSIP topics continued following the webinar with a survey generated through Survey Monkey, distributed to all participants. The survey was kept open for one week, closing on March 27, 2019. Survey results are included in the following data sections of this SSIP report.

Social-Emotional Evidence-Based Practices Module Workgroup: The module was developed throughout 2018, with collaborative meetings occurring twice a month until the completion of the module during October 2018. Participants included individuals from national TA, the IDEA Part C Office, and state and community EI programs.

Data on Implementation and Outcomes

The SSIP was developed in two phases and then implemented and evaluated in a third phase. These phases cover the new APR reporting period of 2015-2020

- Phase I—FFY 2013 due to OSEP in April, 2015
- Phase II—FFY 2014 due to OSEP in February, 2016
- Phase III—FFY 2015-2018 due to OSEP in February, 2017 through February, 2020

Nevada is in Phase III Year 3. The SSIP has been a very long, intensive process and continues to move forward as depicted here:

SSIP Activities by Phase

Year 1 - FFY 2013 Delivered by Apr 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Development	Phase III Evaluation and Implementation
<ul style="list-style-type: none"> • Data Analysis; • Description of Infrastructure to Support Improvement and Build Capacity; • State-identified Measureable Result; • Selection of Coherent Improvement Strategies • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

How Nevada monitored and measured outputs to assess the effectiveness of the implementation plan

As previously discussed, initial impact evaluation of the SSIP toward the SiMR indicated the State had not exhibited progress during this past reporting period. Again, provided here is that data:

Data: The percent of infants and toddlers with Individualized Family Service Plans (IFSP) exiting EI having received at least six months of services demonstrating improved positive social emotional skills (including social relationships) was 65.87% during federal fiscal year (FFY) 2017, falling below the target percentage of 67.37%. Comparison of results from previous phases of the SSIP is provided below:

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While the State did not meet the target during the current reporting period, the State of Nevada IDEA Part C Office continues to support staff growth and has pursued and received the Pyramid Model training grant from the National Center for Pyramid Model Innovations (NCPMI). The NCPMI training activity is currently in the Implementation phase. A State leadership team, program coaches, and implementation site leadership teams have been designated and have begun meeting to roll out pyramid model technical assistance for three EI programs in Nevada.

Notwithstanding, informed feedback on stakeholder perspectives to move the SSIP forward included the SSIP Evaluation webinar survey results (Responses from 12 participants) and the SSIP Provider survey results (Responses from 189 EI providers). The evaluation measures of these surveys align with the TOA in that the State may more readily determine whether service providers are increasing in their knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions. Valued feedback was also collected via audio and chat box during the SSIP Stakeholder Workgroup meeting. These feedback looks align with the TOA as these efforts to streamline communication serves to establish and facilitate strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills.

Also, as previously mentioned, the Social-Emotional Evidence-Based Practices Module is an output which the State has begun monitoring, with baseline data to be available during April 2019. The evaluation measures of the module align with the TOA in that the State is further developing and providing ongoing training and resources to support the utilization of evidence-based practices for social emotional development. Additionally, alignment with the TOA is also observed with the module's capacity to address evidence-based instruments.

How Nevada has demonstrated progress and made modifications to the SSIP as necessary

Changes to the SSIP include updates in the NV SSIP Combined Strands, where in the Practitioner Knowledge and Skills strand, the strategy of developing Train the Trainer modules through TACSEI was edited. As a result of acceptance for intensive TA from NCPMI and the implementation of the Pyramid model, the activity was removed.

Other changes to the SSIP encompassed the inclusion of certain data in the provider survey as compared to two previous years. Notably, the data from the 2017-2018 Practitioner Survey include data which reflected only those individuals participating in training on assessment tools, whereas the 2019 survey data include all responses for the same question marked as, “agree/partially agree,” as no trainings were conducted during 2018-2019 specific to assessment tools. The pertinent question was as follows, with the corresponding data:

“After receiving training, I am more comfortable and confident in my knowledge about typical social-emotional development in infants and toddlers”

Year	Agree	Partially Agree	Total Responses	Total % Agreeing
2017	18	16	41	83%
2018	21	19	40	100%
2019	110	59	185	91%

Similarly, in Calendar year 2018, as there were no trainings specifically about assessment tools, the 2019 data include all “agree/partially agree” responses for the following provider question with the corresponding data:

“I am more comfortable obtaining information about the child's social-emotional functioning to inform the entry and exit Child Outcome Summary (COS) ratings.”

Year	Agree	Partially Agree	Total	Total % Agreeing
2017	14	3	17	100%
2018	22	14	40	90%
2019	86	62	181	82%

The provider survey data collected in March 2019 reflected an overall reduction of more than 8% for agreement with both statements presented above. However, the amount of surveys returned was more than four times that collected in the 2017 and 2018 SSIP Reports. Therefore, the State is satisfied with the overall quality of the data considering that better overall representation for Nevada’s EI providers was clearly received during early 2019.

The State attributes the increased numbers of returned surveys due to effective communication via teleconference and email by the IDEA Part C Office and EI program directly to EI providers regarding the opportunity to voice feedback and thus impact families throughout Nevada. The State will also aim to keep consistent the number of surveys distributed throughout the EI system so that future data may more closely compare to this past year’s data for the larger numbers of EI providers who may have the opportunity to complete a survey. This is administratively tracked by the IDEA Part C Office with the assistance of program supervisors and managers including the Part C staff on emails sent to individual teams of EI providers.

How Nevada has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

Analysis of data from the Provider survey and from comprehensive monitoring has yielded evidence regarding the progress toward achieving intended improvements to infrastructure and the SiMR in that progressive movement is being observed at the program level. The following two data examples indicate changes from baseline data

which support programs are taking a proactive stance on social emotional outcomes and data analysis since the implementation of the SSIP. In the first data sample, an increased percent of practitioners reported their program accesses data relating to children’s social-emotional development in order to improve program performance. In the second data sample, data on outcomes for individual cases within programs are provided.

Data of Program Analysis

“The Early Intervention program I work for analyzes data related to children’s social-emotional progress to support improvements to our program.”

Year	Agree	Partially Agree	Total Responses	Total % Agreeing
2016	28	23	69	74%
2017	14	13	42	64%
2018	77	60	176	78%

This survey question was changed to remove the lead-in wording, “As a result of training,...” to clarify use of data for program improvement. An open text box was added to have practitioners to explain or give examples of program data analyses to improve program performance related to children’s SE Development.

Social Emotional Outcomes Data within Programs

The data on the achievement of social emotional outcomes was gathered at the program level during IDEA Part C Office comprehensive monitoring. Nevada has 12 EI programs. Due to the volume of cases requiring monitoring, the IDEA Part C Office conducts monitoring on 6 of the 12 program every year, with the remaining 6 programs alternating bi-annually within the monitoring schedule.

Status: Achieved

Evidence: Comprehensive Monitoring Data

Baseline Data 2016: 89 of 193 (46%) of the records reviewed had social emotional outcomes and/or strategies

Progress Data 2017: 159 of 223 (71%) of the records reviewed had social emotional outcomes and/or strategies

Progress Data 2018: 124 of 201 records reviewed (62%) had social emotional outcomes and/or strategies

Though the 2018 data (62%) show a decrease of 9% as compared to 2017 comprehensive monitoring data (71%), the agencies monitored in 2018 were the same as those monitored in 2016 (baseline – 46%). When comparing same agencies bi-annually monitored we see a growth of 16% in the percent of records reviewed which include SE Outcomes/Strategies

The analysis of both of these data sets support previous year's implementation and improvement strategies regarding the IDEA Part C Office advising programs to take a mindful and proactive approach with social emotional outcome development with families and with documentation. This data really shows the story of what programs are accomplishing on a day to day basis. Further, this data will serve to inform next steps in the SSIP implementation in that the IDEA Part C Office will continue to perform comprehensive monitoring and thus will provide feedback to programs, to include positive comments on the impact programs are making to improve the SiMR. Implementation and improvement strategies may indicate that a current SSIP activity has become a strength, and the IDEA Part C Office may choose to focus more attention toward SSIP outcomes or SSIP strategies in need of additional attention. No modifications are planned to date, however the IDEA Part C Office will continue to review the data to ensure the SSIP is on the right path toward improvement.

Stakeholder involvement in the SSIP evaluation

As previously mentioned, the State provided updates to programs during monthly TA calls, during quarterly ICC meetings and during annual stakeholder meetings. For the previous two years, the annual SSIP stakeholder meeting was conducted as a face to face meeting. With several NCPMI meetings by face to face and by teleconference during early 2019, the IDEA Part C Office team conducted a web conference where stakeholders and the general public could interface with each other during a WebEx presentation.

Stakeholders received the webinar agenda via email according to Nevada's open meeting law, 3 days prior to the scheduled meeting. The agenda was also made available to the public through general distribution to stakeholder and community programs. Those attending the live webinar were provided access to view the prepared SSIP Power Point of the State's SSIP Phase III. Also, those attending were provided the opportunity to voice their feedback via audio through the WebEx call in phone number, audio web ex platform, chat box in WebEx, and survey via Survey Monkey. For those who could not attend, feedback loops were made possible through email and telephone contact.

On the day of the webinar, March 20, 2019, the webinar was attended by 37 individuals. Of this group, 8 participants were from the IDEA Part C Office, 1 individual was from the national TA team, and 28 individuals were stakeholders from state, community, and local advocacy programs. The survey was allotted a 1-week window

for participants to provide additional feedback. The survey results were generated on March 27, 2019 and included responses from 12 participants.

Data Quality Issues

A new data system was being built and requirements were being gathered through project management sprints with IDEA Part C Office, ADSD, and a vendor. This project was to have continued through May 2019 and was expected to Go Live June 2019. However, the new data system project was discontinued in March 2019 due to prioritizing the needs of ADSD and IDEA Part C Office. At this time, programs will continue to use the data system already in place, TRAC IV, and a new bid for a data project will be considered.

Although the new data system project is not moving forward, the implications from the project include an increased readiness for a next project bid. The great volume of information gathered on system specifications during the discontinued project may now be utilized to ensure the data system requirements will be met for ADSD and IDEA Part C Office.

Technical assistance is being sought to move the SSIP forward with the current data system in place until more information on a new data system is provided. Nevertheless, the TRAC IV data system still has the capacity to inform on child outcome summary (COS) data reported by Nevada's EI programs.

Efforts must still be made to improve the IDEA Part C Office statewide data system to ensure simple and comprehensive access to timely and accurate child outcomes data reports for ongoing evaluation of program performance in improving social-emotional outcomes for infants and toddlers. A strategy to brainstorm at this time would be to target alternative ways to gather data given the limitations within the current data system and given that the use of multiple surveys and comprehensive monitoring are already in place for Nevada.

Progress Toward Achieving Intended Improvements

Webinar feedback from the State's SSIP Stakeholder Workgroup Meeting on March 20, 2019 was provided live via webinar audio, webinar chat box, and a post-webinar survey link provided to participants via email. These results will point the State in the right path toward the SSIP's progress. Feedback included the following points which the State is actively taking into consideration to move the SSIP forward:

Discussion via webinar live audio and chat box:

Question from ADSD:

Will training once every two years be enough training? (in reference to the Social-Emotional Evidence-Based Practices Module required by EI providers to take once every 2 years).

Response:

The IDEA Part C Office will to explore additional opportunities which will provide training resources for programs. The IDEA Part C Office also requested for programs to share with the group if programs provide trainings that other EI providers may access.

Comments from ADSD and a representative of a local advocacy parent group:

A suggestion is for the State to hold more interactive trainings on social emotional development. That would be more helpful than the web-based tool, as it is questioned whether an interactive or hands-on component is missing.

Response:

The IDEA Part C Office will be implementing the pyramid model through interactive, hands-on trainings among implementation sites, with scale up to provide the pyramid model to other Nevada site over the next 2 years.

Question from a representative of a local advocacy parent group:

Why was 2017 so low in comparison to 2018 data? (This specifically was referring to the numbers of returned provider responses for the Practitioner Survey statement: After receiving training, I am more comfortable and confident in my knowledge about typical social emotional development in infants and toddlers).

Response:

IDEA Part C staff contributed the following analysis:

- The change in numbers may be due to lack of training previously;
- Also, the provider survey had closed during early March 2019, but programs expressed to Part C that more time was needed, and so Part C opened the survey for an additional week;
- People are now getting more comfortable with using the information received on social emotional development, when in the past, they had just received training.
- The sheer number of responses show more knowledge from who was polled.

- Also for 2019, the survey results were able to show the total number of people that received the request to complete the survey. That is where a huge jump in responses is coming from during 2019.
- Lastly, there is better overall representation for survey responses across the EI field in Nevada due to effective administrative communication via teleconference and email by the IDEA Part C Office and EI programs directly to EI providers regarding the opportunity to voice feedback and thus impact families throughout Nevada.

Follow up comment from a representative of a local advocacy parent group:

Efforts for next year should aim to keep the number of responses consistent.

Follow Up Response:

The IDEA Part C Office began tracking how and to whom survey information was sent with the assistance of EI program managers and supervisor who contacted their staff via email. This tracking strategy will be utilized again for the next reporting year.

Follow up question from ADSD:

Does this survey question really capture what staff are doing?

Follow up response:

The IDEA Part C Office staff also struggle with this question as comfort and confidence levels are hard to use as determiners for measurement. However, after the implementation of NCPMI pyramid model efforts, a huge jump is expected for positive responses in terms of this question.

Comment for a representative of a local advocacy parent group:

Social emotional supports may not be all that families need. When families call for help with, let's say a hearing loss, and the program starts talking about social emotional topics, the parents may have a hard time with receiving that information, and may feel embarrassed as they are still struggling with the fact that their child is hearing impaired.

Response:

Part C staff thanked the participant for this feedback and stated this would be noted and considered. Following the preparation of this SSIP report, the IDEA Part C Office would

like to explore this topic more fully, likely during future stakeholder discussions. The IDEA Part C Office acknowledges that it is important to meet families where they are, and that it will be important to uniquely tailor and individualize information on social emotional topics for each family.

Anonymous feedback via post-webinar survey, in the open feedback section:

“Using data to drive decision making is vital. Therefore, the data presented needs to be clear, consistent and accurate. Data tables with clear labels might better tell the data story. Use either line graphs or bar graphs but combining the two was confusing for me.”

*“1. Using data to drive decision making is vital. Therefore, the data presented needs to be clear, consistent and accurate. Data tables with clear labels might better tell the data story. Use either line graphs or bar graphs but combining the two was confusing for me.
2. Aside from the COSF, what other factors are considered when data is collected regarding social emotional gains for children 0-3? Children may not make SE gains due to a plethora of environmental factors.”*

“To make data more consistent I would agree with sending out the same number of surveys year to year. Also, maybe conducting some focus groups with staff to get interactive feedback to questions that gathers different information than you get with a survey. Thanks for taking the time to put it all together. I look forward to the next steps.”

“I left the meeting pretty confused.”

“Some of the charts needed to be better linked.”

“I think for me I have to process information so it was hard to participate on the call with questions and comments.”

“All of the information was useful. I appreciated the summation of the document by highlighting the meaningful information.”

“This meeting should be where all leaders cooperate to make decisions. If we aren't all talking about these things we will get nowhere. I think there is a need to start calling on people for their input.”

“The data from 2019 forward I feel will be more useful and valid.”

“Good job!”

The feedback provided the State information on the critical essentials for continuing with streamlined and effective communication as well as several topics to consider as the SSIP moves forward. The State will continue seeking national TA advising to determine whether a webinar would best suit stakeholder engagement for the next meeting in the coming year.

Plans for Next Year

Additional activities to be implemented next year, with timelines:

During 2019-2020, NCPMI will continue to provide intensive technical assistance to the State, with program coaches poised and ready during June 2019 to begin assisting implementation sites and practitioner coaches in supporting the social emotional development for families in the program. Provider fidelity will be measured as previously mentioned with the BoQ and EIPFFI tool. Baseline data is expected to be gathered during October 2019. Anticipated barriers may exist with regards to employee retention at the practitioner level, and so programs must continue to provide frequent site leadership as advised by the NCPMI TA team. The overall expected outcome for this activity is:

There will be a sustainable increase in the numbers of trainers number of coaches and mentors statewide to increase trainer early intervention provider capacity in all EI programs

Also during 2019-2020, the State will continue to explore, develop and implement activities to raise awareness and momentum for the pyramid model project. This will include frequent communication during monthly TA calls, the possibility of distributing a quarterly newsletter on pyramid model progress, and celebration of project efforts and outcomes, projected for January 2020, which is the 1-year anniversary of the start of the project. Anticipated barriers to completing these activities could include waning enthusiasm, and so the State Leadership team, which is already in place, must maintain an active role in the frequent and positive dissemination of critical information to programs and internal teams.

Conclusion

The State acknowledges the ongoing TA from OSEP national advisors has been extremely helpful and beneficial to moving the SSIP forward. During this past reporting period, national TA advisors provided generous amounts of time advising on various components of the SSIP during monthly State TA calls and during calls with the IDEA Part C Coordinator call held at least twice monthly. To name a few of the very insightful efforts provided by the TA advisors, advising included feedback on revisions for alignment of SSIP strands, checks on assessing for fidelity of practices, and instructions for posting the APR/SSIP correctly to OSEP. The State would like to request that this technical assistance continue with Nevada's supportive, knowledgeable, and very experienced TA advisors. The State looks forward to keeping the national TA team apprised of SSIP activities, many of which are expected to be 'history in the making' for the State considering Nevada is the first selected state to implement the pyramid model through the NCPMI collaboration.

The IDEA Part C Office greatly appreciates the demonstrated commitment of stakeholders and OSEP in supporting the State's efforts to improve the early intervention system in order to achieve positive outcomes for Nevada's infants and toddlers with disabilities and their families.

Appendices

Appendix A. NV SSIP Combined Strands

Appendix B. NCPMI Scale Up and Implementation Power Point

**Nevada State Systemic Improvement Plan (SSIP) Phase III – Year III 2018-2019
Improvement Plan Theory of Action Strand: Data System and Accountability**

A. Improvement Strategy

1. State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement

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

- Development and implementation of SLDS – State Longitudinal Data System

C. Improving Infrastructure and/or Practice

2. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	X		Accountability	X		Professional development	X	
Data	X		Quality standards	X		Technical assistance	X	
Finance	X							

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

D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	Local practitioners will have a better understanding of how to complete child outcomes ratings and how to use child outcomes data for program improvement.
Short term	The IDEA Part C Office will have access to system data and be better able to monitor and support the full implementation of evidence-based practices.
Short term	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child's social-emotional development and their needs relative to their ability to effectively support their child's social-emotional development.
Intermediate	Local practitioners will be able to produce ongoing qualitative and quantitative reports to improve program performance and identify areas for targeted coaching and TA.
Intermediate	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.
Intermediate	Families will be better able to support and enhance their child's social-emotional skills and overall development.
Long term	Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Data System and Accountability Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
1. Develop a Comprehensive Statewide Early Intervention (EI) Data System to support additional analysis and reporting of child outcomes data at all levels.	X	X		1.a. Organize a data systems development panel to review data requirements, system specifications and develop data improvement plan.	Technical Assistance (TA) Support; Data System Experts;	IDEA Part C Office; Contractor and Part C Data Manager; Part C Data Project Manager; Aging and Disability Services Division (ADSD) Administration; Nevada Early Intervention Services (NEIS) Data and Program Managers and Information Technology staff	April 2016 – July 1, 2018 June 30, 2019	Collaboration with ADSD and other Department of Health and Human Services (DHHS) Director’s Office Programs on system development and implementation	<p>Status: In Process</p> <p>Evidence: Funding identified and Project Manager engaged</p> <p>A vendor had been selected for implementing the new data system based on the RFP process.</p> <p>ADSD, the Part C Office and the vendor are working together on data system requirements and specifications through sprint testing to be implemented, planned for when</p>	<p>Adjustment: Activity and steps modified to reflect the decision to obtain a new EI data system rather than enhancement of the existing system</p> <p>Timeline extended due to RFP requirements of State purchasing.</p> <p>Implications of Adjustment: The IDEA Part C office, ADSD Administration and all EIS practitioners will have access to the same data system eliminating double entry and streamlining reporting mechanisms.</p>

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
	X	X		1.b. Continue business analysis and requirements gathering for improved data system needs and fiscal requirements.	Funding; Technical Support	IDEA Part C Office; ADSD Administration and Information Technology staff	April 2016 – July 1, 2018 June 30, 2019	Collaboration with ADSD and other DHHS Director’s Office Programs on System Design and Implementation	the system would have gone live in 2019. However, this data project was discontinued during March 2019 by the ADSD and Part C to prioritize the needs of ADSD and Part C. The current system will remain in place and a bid for a new data project is expected to occur.	
	X	X	X	1.c. Implement identified changes to ensure the statewide data system provides timely and accurate data for ongoing assessment of EIS practitioner’s performance in improving social-emotional outcomes for infants and toddlers.	Funding; Collaboration with Aging and Disability Services Division (ADSD)	IDEA Part C Office; ADSD Administration; Nevada Early Intervention Services (NEIS) Data and Program Managers	April 2016 – January 2019 June 30, 2019	Collaboration with ADSD and other DHHS Director’s Office Programs on System Design and Implementation	<p>Status: To begin May 2018.</p> <p>Collaboration between agencies is ongoing during the development stage to ensure data system includes timely and accurate data collection concerning SE outcomes</p>	<p>Barrier: State Purchasing RFP Requirements impacted the timelines for implementing this activity.</p> <p>Description of Adjustments: Timelines extended due to State Purchasing RFP Requirements or timeline.</p> <p>Implications of Adjustments: The delay in implementing the new data system has also</p>

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
									<p>development and practices.</p> <p>The contract for the new data system is in process of approval by the State Board of Examiners</p> <p>The contract requirements specify the data system must have the ability to collect CO data for every child at entry and exit and support reporting at the State and EI program level to evaluate program performance</p>	<p>delayed the ability of local EIS practitioners to have ready access to ongoing CO performance reports to support program improvements.</p>

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
2. Provide/facilitate training on Child Outcome (CO) Rating process to ensure inter-rater reliability across the statewide system.	X	X	X	2.a. Utilize training resources developed by the Early Childhood Outcomes Center to establish ongoing training for EI practitioners on child outcome ratings.	IDEA Part C Office; NEIS Professional Development team	IDEA Part C Office; ASD Administration	April 2016 – Ongoing	EIS Programs (State and Community Partners) will participate in training and follow-up; Coordinate trainings with other early childhood initiatives, as appropriate.	Status: In Process Evidence: Addressed in New Employee Orientation, EIS Program COS training reports; EIS Programs report on COS procedures as part of monitoring. It is also addressed in the Social-Emotional Module which all NEIS developmental specialists and aides are required to complete once every two years. It is recommended that all practitioners/therapists who enter the home complete the module as well.	Activity implemented as intended. Adjustment: Timeline for implementation extended to update data collection and reporting requirements statewide.
	X	X	X	2.b. Design a process for ongoing mentoring and coaching EI practitioners to ensure ratings are consistent across programs.	IDEA Part C Office; NEIS Professional Development team ; ASD Quality Assurance Team	IDEA Part C Office; ASD Administration	June 2016 – ongoing	EIS Programs (State and Community Partners) will implement training modules by for all program personnel on an ongoing basis.	Data: Individual program data available for some programs; statewide performance data not available statewide at this time. Data are also collected through the SE Module pre- and post-tests.	Implications of Adjustment: Comprehensive data on training across programs is not available at this time; TA support will be requested on survey procedures to gather complete data on practitioner training

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
									Baseline data were established (November 2018) and are tracked quarterly on a program level basis.	
3. Develop and implement ongoing process for providing Data System training for EI practitioners in the analysis and use of child outcomes data reports	X	X	X	3.a. Provide training for EI practitioners on correct procedures for data entry and generation and use of reports.	TA Support; Funding; Personnel; New Current Data system Part C and ADSD Data Managers	Part C Coordinator; ADSD Administration; Part C/ADSD Data Managers;	April 2016 – July 2018 Ongoing	EIS Programs (State and Community Partners) will implement training for all program personnel on an ongoing basis.	Status: Ongoing for legacy systems; the state was under development for a new system projected for June 2019 with end user training in May 2019. However, this data project was discontinued during March 2019 by the ADSD and Part C to prioritize the needs of ADSD and Part C. The current system will remain in place and a bid for a new data	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
									<p>project is expected to occur.</p> <p>Evidence: sign-in rosters for training on current system</p> <p>Training attendance records</p> <p>Completed 4/19/16; and 12/13/17 in the South (Las Vegas and surrounding areas)</p> <p>Completed 12/19/16 in the Northwest (Reno and surrounding areas)</p> <p>Completed 3/9/17 in Carson City (west rural)</p>	

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
	X	X		3.b. Provide more frequent CO data reports to EIS practitioners from the current data system and spreadsheet for program improvement until data system improvements are completed.	Personnel Time	IDEA Part C Office	April 2016 - Ongoing	Report development panel to include local data managers from ADSD.	Status: Completed Evidence: Monthly tracking and COS spreadsheet reports Monthly checks are completed by Part C staff to verify that monthly COS entries and exits are completed in addition to all components.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
4. Update IDEA Part C Office Accountability and Monitoring procedures to identify EIS program internal practices for verifying fidelity in implementation of EBP.	X	X		4. a. Coordinate IDEA Part C Office monitoring with ADSD Quality Assurance procedures to avoid duplication.	IDEA Part C Office; ADSD EI Administration; ADSD Quality Assurance Team	IDEA Part C Office; ADSD Administration	July 2016 – January 2019 Ongoing	ADSD Quality Assurance Team and EIS Program (State and Community Partners) representatives participate in coordinate compliance and quality assurance processes to support verification of implementation	Status: In Process Ongoing Evidence: Ongoing collaboration with IDEA Part C Office Monitoring and ADSD Quality Assurance Part C/QA Teams met on February 14, 2018 to review procedural documents ADSD QA Team released QA procedures for evaluating quality	Adjustments: This activity has been adjusted for clarification that monitoring will focus on EIS program procedures for verifying the use of evidence-based practices as opposed to verification of practitioner implementation being a direct monitoring activity. Procedures for verifying practitioner fidelity in implementing EBP is part of the TACSEI training and coaching activities. Implications of Adjustment:

Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
								of evidence-based practices	practices in programs in March 2018 ADSD QA Team and IDEA Part C Office hold monthly teleconference meetings to coordinate and discuss ongoing activities.	Personnel resources for monitoring and quality assurance are utilized more efficiently

Theory of Action Strand: Data System and Accountability																												
Evaluation of Intended Outcomes																												
If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																				
Short Term Outcome	<p>Local practitioners will have a better understanding of how to complete child outcomes ratings and how to use child outcomes data for program improvement.</p> <p>Local programs access data SE development of children in their program to improve program performance.</p>	<p>Are data reports used to improve program performance?</p> <p>What percent of practitioners report that their program accesses SE data to support program improvement?</p>	<p>An increased percent of EIS programs report improved program performance as a result of using data reports.</p> <p>An increased percent of practitioners report their program accesses data relating to children’s social-emotional development in order to improve program performance.</p>	6/30/2016	Ongoing	Baseline - June 2016; Annually	<p>Status: Ongoing</p> <p>Data: “As a result of participating in training, The Early Intervention program I work for analyzes data related to children's social-emotional progress to support improvements to our program.” Total Responses: 69 Agree: 28 (41%) Partially Agree: 23 (16%); Total Agreeing: 51 of 69 (74%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Partially Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>28</td> <td>23</td> <td>69</td> <td>74%</td> </tr> <tr> <td>2017</td> <td>14</td> <td>13</td> <td>42</td> <td>64%</td> </tr> <tr> <td>2018</td> <td>77</td> <td>60</td> <td>176</td> <td>78%</td> </tr> </tbody> </table> <p>SE Outcomes ratings data will be reported to programs through the current data system and the NCPMI data in the future. Achievement of SE outcomes for children will also be reported to programs through comprehensive monitoring reports. It was expected that the new data system would allow us to pull SE Outcomes data regarding achievements for all programs, not just those under comprehensive monitoring. However, this new data</p>	Year	Agree	Partially Agree	Total Responses	Total % Agreeing	2016	28	23	69	74%	2017	14	13	42	64%	2018	77	60	176	78%	<p>The performance of 74% is an improvement over the 64% reported for 2017. The performance indicator was met.</p>
Year	Agree	Partially Agree	Total Responses	Total % Agreeing																								
2016	28	23	69	74%																								
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Nevada SSIP Phase III, Year III 2018-2019 All Strands Combined– Data System and Accountability Strand, March 20, 2019

If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
							<p>system project was discontinued during March 2019 by the ASD and Part C to prioritize the needs of ASD and Part C. The current system, TRAC, will remain in place and a bid for a new data project is expected to occur.</p> <p>This survey question was changed to remove “as a result of training” to clarify use of data for program improvement. An open text box was added to have practitioners to explain or give examples of program data analyses to improve program performance related to children’s SE Development.</p>	
Short Term Outcome	The IDEA Part C Office will have access to system data and be better able to monitor and support the full implementation of evidence-based practices.	Do program monitoring reports measure EBP implementation?	State procedures are revised to monitor the implementation of EBP.	Program Monitoring - EBP Implementation Checklists	1/1/2017	Ongoing	<p>Baseline - July 2018 December 2019 Annually</p> <p>Status: In process; Data not available at this time</p>	Comprehensive Program Monitoring is finished by June 30 th , data available after that. Integrated with implementation of TACSEL-EL (Pyramid Model).
Intermediate Outcome	Local practitioners will be able to produce ongoing qualitative and quantitative	What % of practitioners use Pyramid Model EBP with fidelity or as intended?	An increase in the # of practitioners reporting improved program performance as	Program Monitoring	6/30/2016	Ongoing	<p>Baseline - January 2017; January December 2019 Annually</p> <p>Status: In process</p> <p>Evidence: Contract for new data system is in approval process A data system was being built and requirements were being gathered through project management sprints with</p>	<p>Adjustment: The timeline for this measure is was-being extended to coincide with implementation implantation timelines for the new</p>

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If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	reports to improve program performance and identify areas for targeted coaching and TA.		a result of using data reports.				<p>Part C, ADSD, and Vendor, planned to occur through May 2019 and was expected to Go Live June 2019. However, the new data system project was discontinued during March 2019 by the ADSD and Part C to prioritize the needs of ADSD and Part C. The current system will remain in place and a bid for a new data project is expected to occur.</p> <p>Data: Data to support this measurement is are not available from the current data system at this time.</p> <p>Until report functionality is built into a new data system, data may be gathered through the current data system with the COS and with Comprehensive Monitoring.</p>	<p>data system. As no new data system is scheduled to launch at this time, technical assistance is being sought for next steps with regard to limited data capability.</p> <p>Implication of Adjustment: Local EIS program are limited in their ability to access comprehensive CO reports to support targeted program improvements</p>
Intermediate Outcome	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child's social-emotional	What % of families are reporting meaningful conversations regarding SE concerns?	An increased percent of families report meaningful conversations.	Family Survey	7/2017	Ongeing	<p>Status: In process</p> <p>Evidence: Final revision of Family Survey completed with stakeholders March 5, 2018. Question added to survey as follows: "I have meaningful conversations with our service practitioners about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs)."</p>	The date to initiate the new family survey was delayed as the state had to send out the previous Family Outcomes Survey prior to June 2017 in order to obtain family data for FFY 2016 reporting in the APR. As a result, the revisions to the

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If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	development and their needs relative to their ability to effectively support their child's social-emotional development.							<p>family survey was delay until 2017-2018. Establishing a process to incorporate extensive and meaningful stakeholder engagement postponed the completion of the survey until March 2018. The revised Family Outcomes Survey Instrument will be implemented April through June 2018. As a result, the timeline for obtaining baseline data for this performance indicator was adjusted.</p> <p>This question has been removed as this information is still being reported under Practitioner Knowledge and skills.</p>
Intermediate Outcome	IFSPs will include	Does the number of SE	After practitioners	Program	7/1/2016	Ongoing	Baseline - Status: Achieved	Comparison of baseline data in 2016

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If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.	IFSP outcomes increase after practitioners have received training on identifying and addressing SE needs of children?	receive training, IFSP outcomes addressing children’s SE needs increase.	Monitoring/sample IFSPs of children with social-emotional concerns		July 2017; Annually	<p>Evidence: Comprehensive Monitoring Data</p> <p><u>Baseline Data 2016:</u> 89 of 193 (46%) of the records reviewed had SE Outcomes/strategies;</p> <p><u>Progress Data 2017</u> – 159 of 223 (71%) of the records reviewed had S-E Outcomes/strategies</p> <p><u>Progress Data 2018</u> – 124 of 201 records reviewed (62%) had S-E Outcomes</p>	<p>with progress data in 2017 demonstrates a significant increase in the number and percent of records demonstrating S-E outcomes/strategies (e.g. 46% in 2016 compared to 71% in 2017).</p> <p>Though the 2018 data (62%) show a decrease of 9% as compared to 2017 comprehensive monitoring data (71%), the agencies monitored in 2018 were the same as those monitored in 2016 (baseline – 46%). When comparing same agencies bi-annually monitored we see a growth of 16% in the percent of records reviewed which include SE Outcomes/Strategies.</p>

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If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																				
Intermediate Outcome	Families will be better able to support and enhance their child’s social-emotional skills and overall development.	What is the percent of families reporting being able to better support their child’s SE development?	An increase in the number of families better able to support their child’s social-emotional development.	Family Survey	7/2017	Ongoing	Baseline 7/2018; Annually Status: In Process Family Survey will be disseminated April through June, 2018 Data: <i>“Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.”</i> Of the 352 surveys returned 350 responses were collected for the survey statement: Strongly Agree/Agree 333 (95%), Disagree/Strongly Disagree 6 (1.7%), Undecided 11 (3.1%)	Question was added to the family survey in 2017-2018. <i>“Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.”</i>																				
Long-Term Outcome (SIMR) *This outcome and measurement crosses all four strands.	Infants and toddlers exiting early intervention services will demonstrate a significantly increased rate of growth in positive social-emotional skills	What percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrate improved positive S-E skills	The percent of infants and toddlers with IFSPs exiting EI having received at least six months of services	Child Outcomes Data	12/2016	7/1/2020	Status: Completed and Ongoing Data: Indicator 3C Summary Statement 1 <table border="1" data-bbox="1731 1243 2179 1445"> <thead> <tr> <th>FFY</th> <th>Target</th> <th>Progress Data</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>65.25%</td> <td>Baseline</td> <td>X</td> </tr> <tr> <td>2014</td> <td>65.78%</td> <td>63.32%</td> <td></td> </tr> <tr> <td>2015</td> <td>66.31%</td> <td>70.42%</td> <td>X</td> </tr> <tr> <td>2016</td> <td>66.84%</td> <td>70.91%</td> <td>X</td> </tr> </tbody> </table>	FFY	Target	Progress Data	Met Target	2013	65.25%	Baseline	X	2014	65.78%	63.32%		2015	66.31%	70.42%	X	2016	66.84%	70.91%	X	The State has continued to demonstrate progress in the SIMR and exceeded the State’s target. Comparison of progress data from 2015 to 2016 demonstrates that
FFY	Target	Progress Data	Met Target																									
2013	65.25%	Baseline	X																									
2014	65.78%	63.32%																										
2015	66.31%	70.42%	X																									
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If the State enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator				
	(including social relationships).	(including social relationships)?	demonstrating improved positive S-E skills (including social relationships) will increase?				<table border="1"> <tr> <td data-bbox="1723 402 1822 435">2017</td> <td data-bbox="1822 402 1946 435">67.37%</td> <td data-bbox="1946 402 2072 435">65.87%</td> <td data-bbox="2072 402 2179 435"></td> </tr> </table>	2017	67.37%	65.87%		<p>the percent of infants and toddlers with improved social emotional skills did increase by .49%. We met our performance indicator.</p> <p>While the State did not meet the target, Nevada Part C continues to support staff growth and has pursued and received the Pyramid Model grant (NCPMI) training. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership teams have been designated and have begun meeting.</p>
2017	67.37%	65.87%										

Evaluation of Implementation of Improvement Strategies - Data System and Accountability									
Activity 1: Enhance the IDEA Part C Office Early Intervention Data System to support additional analysis and reporting of child outcomes data at all levels.									
	Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
1	Improve the IDEA Part C Office statewide data system to ensure simple and comprehensive access to timely and accurate child outcomes data reports for ongoing evaluation of program performance in improving social-emotional outcomes for infants and toddlers.	Has the IDEA Part C statewide data system been updated to provide reports to support ongoing evaluation of program performance in improving social-emotional outcomes for infants and toddlers program improvement?	Child outcomes data reports are available on an ongoing basis to evaluate practitioner performance relative to improving social-emotional outcomes for infants and toddlers for whom they provide services.	IDEA Part C Office Documentation of Data System Evaluation and Updates	4/1/2016	4/1/2017 7/1/2018 Tentative 12/2018 12/2019	6 Months	Status: In process Data: RFP Released; in process of selection of Vendor Data system reporting functionality was being built and requirements were being gathered through project management sprints with Part C, ADSD, and Vendor. This was expected to have continued through May 2019 and was expected to Go Live June 2019. However the new data system project was discontinued in March 2019 to prioritize the needs of ADSD and Part C. As no new data system is scheduled to launch at this time, technical assistance is being sought for next steps with regard to limited data capability.	

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2	The Social-emotional Module in the revised IDEA Part C Office Evidence-Based Practice Guidelines (EBPG) includes a section on COS; module is distributed to all EIS practitioners and posted on IDEA Part C Office website for access by families and the public.	Is the EBP Guidelines for the Social-emotional Module distributed to practitioners as planned?	EBP Guidelines Module is distributed to all EIS practitioners as planned.	Documentation of Distribution/ IDEA Part C Office Website.	5/1/2016	September October 2018 Release Date	One-time	Status: Module will be was finalized and released in September October 2018.	Notes: Workgroup initiated work in September 2017; facilitated by TA and Part C Office; Meetings occurred twice a month through completion of the module Timeline Adjusted for pilot with EIS Programs prior to finalization/publication
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Activity 2: Provide/facilitate training on Child Outcome Rating process to ensure inter-rater reliability across the statewide system.									
	Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
3	Training is provided to EIS practitioners on Child Outcome Rating process utilizing ECO Center training modules to ensure inter-rater reliability across statewide system.	How many EIS practitioners participated in training and follow-up evaluation for completing the ECO rating process?	At least 85% of EIS practitioners participate in COS ratings training and follow-up.	Training and Follow up Roster	7/1/2016 January 2019 February 2019	Ongoing	Annually	Status: In Process Evidence: Addressed in New Employee Orientation, EIS Program COS training reports; EIS Programs report on COS procedures as part of monitoring Data: Practitioner survey with updated questions indicated that 116 of those surveyed attended New Employee Orientation.	Adjustment: Timeline for implementation extended to update data collection and reporting requirements statewide. Implications of Adjustment: Comprehensive data on training across programs is not available at this time;

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								Individual program data available for some programs; statewide performance data not available statewide at this time	TA support will be requested on survey procedures to gather analyze data more completely on practitioner training
Activity 3: Develop and implement ongoing process for providing Data System training for EI practitioners in the analysis and use of child outcomes data reports.									
	Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator

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4	Provide ongoing training and TA support for EI Practitioners on correct procedures for entering COS data in the statewide data system and generation and use of reports for program improvement.	Do EIS practitioners have support to analyze data across reports to support program planning?	Programs analyze data and apply to program improvement plans.	TA Provision Logs; Program Improvement Plans Practitioner Survey	4/1/2016	Ongoing	Annually	<p>Status: Completed, ongoing</p> <p>Baseline Data: Practitioner Survey – “The Early Intervention program I work for analyzes data related to children’s social-emotional progress as a result of participating in training to support improvements to our program.”</p> <p>Agree: 41% Partially Agree: 33% Total Agreeing: 74%</p> <table border="1" data-bbox="1849 592 2276 1140"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Partially Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>28</td> <td>23</td> <td>69</td> <td>74%</td> </tr> <tr> <td>2017</td> <td>14</td> <td>13</td> <td>42</td> <td>64%</td> </tr> <tr> <td>2018</td> <td>77</td> <td>60</td> <td>176</td> <td>78%</td> </tr> </tbody> </table>	Year	Agree	Partially Agree	Total Responses	Total % Agreeing	2016	28	23	69	74%	2017	14	13	42	64%	2018	77	60	176	78%	<p>Training and Helpdesk support has been provided by the IDEA Part C Office on the current system but there is still limited access to ongoing reports to support program improvement; this will was to have been addressed through the implementation of the new data system.</p> <p>Practitioner survey question has been updated to remove “as a result of training”</p> <p>A new data system was being built and requirements were being gathered through project management sprints with Part C, ADSD, and Vendor to have continued through May 2019 and was expected to Go Live June 2019. However, this project was discontinued in March 2019 due to prioritizing the</p>
Year	Agree	Partially Agree	Total Responses	Total % Agreeing																									
2016	28	23	69	74%																									
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										needs of ASD and Part C. At this time, programs will continue to use the data system already in place, and a new bid for a data project will be considered. Technical assistance is being sought to moving the SSIP forward with the current data system in place until more information on a new data system is provided.
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Nevada State Systemic Improvement Plan (SSIP) Phase III, Year III 2018-2019
Improvement Plan Theory of Action Strand: Evaluation and Assessment

A. Improvement Strategy

- 1. State identifies evidence-based assessment instruments to support the service practitioner’s ability to identify social-emotional skills in infants and toddlers.
- 2. State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity.

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

- Nevada Early Childhood Advisory Council (ECAC) Strategic Plan
- Nevada Technical Assistance Center for Social-emotional Interventions (TACSEI) Project
- Nevada Autism Assistance Program (ATAP) Program
- Nevada Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Grant (Pilot ASQ-SE Screenings in child care programs)
- Nevada Department of Education; Early Childhood State Assessment – P-3
- Northern Nevada Child and Adolescent Services

C. Improving Infrastructure and/or Practice

1. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	<input checked="" type="checkbox"/>	Accountability	<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>
Data	<input checked="" type="checkbox"/>	Quality Standards	<input checked="" type="checkbox"/>	Technical assistance	<input checked="" type="checkbox"/>
Finance	<input checked="" type="checkbox"/>				

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

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D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	Service practitioner’s confidence and competence level will improve when identifying social-emotional needs for infants and toddlers.
Short term	Service practitioners will have an increase in their knowledge and skills to consistently and accurately determine appropriate child outcome measurement ratings for infants and toddlers.
Short term	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child’s social-emotional development and their needs relative to their ability to effectively support their child’s social-emotional development.
Intermediate	Service practitioners’ use of evidence-based practices in assessing the social-emotional skills and needs of infants and toddlers will improve, be sustainable and implemented with fidelity.
Intermediate	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.
Intermediate	Families will be better able to support and enhance their child’s social-emotional skills and overall development.
Long term	Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

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Evaluation and Assessment										
Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
1. The IDEA Part C Office, in conjunction with Stakeholders, will identify evidence based tools and procedures to be utilized in conducting functional assessment of the social-emotional skills and needs of children, ages birth to 3, and the initial and ongoing assessment of the family's needs related to their ability to support their child's social-	X	X		1.e. Revise the IDEA Part C Evidence Based Practice Guidelines: <ul style="list-style-type: none"> • Create the Social-Emotional Evidence-Based Practices Module as part of the Part C Office Evidence-Based Guidelines • Procedures for conducting ongoing functional assessment of the child's social-emotional development and the family's needs related to their abilities to support the social-emotional development of their child. Include tools and resource list in the Evaluation/Assessment Section of the Social-Emotional Module	Funding and trainers	Part C Office; Early Intervention Programs; Professional Development Team	October 2016- September October 2018	Participate in development of the Social-Emotional Module in Evidence-Based Guideline.	Status: In Process Evidence: <ul style="list-style-type: none"> • Membership Established • Initial Meeting September 2017 • Ongoing meeting 1 to 2 times a month via webinar with support from the National Center for Systemic Improvement (NCSI) • Initial draft of Social-Emotional Evidence-Based Practices Module is in place • Module has been published on the IDEA Part C website 	Barriers: There are no barriers and the module has been published. Adjustments: Although implementation of the activity has progressed as planned, the timeline for completion was extended to September 30, 2018 to complete practitioner pilot prior to full implementation <u>Implications of Adjustments:</u> Broader practitioner feedback will improve usability of the module.

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
emotional development.				<ul style="list-style-type: none"> 1.f. Ensure programs have ongoing training in approved protocols and evidence-based practices in assessing the social-emotional development of infants and toddlers. 			Initial Training on Protocols Completed and Ongoing	Early Intervention Practitioners are responsible for continued training on implementation of protocols and evidence-based practices in child and family assessment	Status: Activity is ongoing Evidence: Documentation of Trainings; introductory training on all evaluation/assessment protocols completed June 2017 EIS Practitioners provide ongoing training to personnel on protocols and evidence-based practices EI Practitioners participating in TACSEI training Social-Emotional Evidence-Based Practices Module will is being utilized to provide ongoing training support to EI Practitioners. They are required to take the online course once every two years.	Based on Stakeholder Input on March 8, 2018 Barriers: Staff turnover or people initially trained on the assessment tools. Ongoing training on approved protocols needs to be implemented to ensure fidelity in assessment. Adjustment: Monitor program capacity for internal training on tool(s) selected by the program for use internally; Expand focus of evaluation/assessment practices beyond protocols Implications of Adjustments: Anticipating scaling-up and sustainability of

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
										evidence-based practices as all practitioners have ready access to supports
2. Develop and implement statewide training and technical assistance for EIS practitioners in evidence-based practices for administering and interpreting assessment tools procedures to identify the functional social-emotional needs of infants and toddlers and their families.	X	X	X	2.a. Select or establish competencies for EIS practitioners regarding assessment of the social-emotional skills of infants and toddlers ages birth to three and their families through stakeholder process; align with DEC recommended practices for evaluation/assessment.	IDEA Part C Office; TACSEI Project personnel; Parents; EIS Program Management (State and Community Partner programs), Nevada NDE; Institutions of Higher Education (IHE) Programs (UNR/UNLV); ICC; Early Childhood Advisory Council (ECAC); National TA	IDEA Part C Office Team; TACSEI; Assessment Leadership Team; ADSD Administration; ADSD Quality Assurance Team; IHE Programs Leadership; Mental Health; EIS program management	June 2016 – September 2018	Designate personnel to participate as members of Assessment Leadership Team; ADSD Quality Assurance (QA) evaluating quality practices in EI program. Assessment tools developed by TACSEI will be integrated into implementation.	Status: In process Evidence: Initial statewide EIS Practitioner TACSEI Cohort identified; two training sessions provided; Coaching in process to verify practices are implemented with fidelity; procedures being included in the S-E Evidence Based Practices Guidelines Nevada Part C continues to support staff growth and has pursued and received the National Center for Pyramid Model Innovation grant (NCPMI) technical assistance. Currently in Implementation phase. State leadership team, program coaches,	Adjustment: Timeline was changed to support statewide implementation; ADSD QA will review quality of assessment practices in EI programs Obtained intensive TA from NCPMI using their training structure to further support our implementation of the Pyramid Model. Implications of Adjustment: Coaching phase of training will be completed statewide;

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
					Resources; Nevada Home Visiting Program; funding				implementation site leadership teams have been designated and have begun meeting. Competencies being addressed/finalized through Social Emotional Module Workgroup process ADSD Quality Assurance Procedures utilizes components from DEC Recommended Practices;	EIS program management will have increased participation in guiding scaling up process; more frequent data to assess program quality in assessment practices.
	X	X	X	2.b. Establish Train to use tools and procedures for data collection and evaluation of EIS practitioner’s assessment practices to verify fidelity relative to the social-emotional development of infants and toddlers; distribute to practitioners.	TACSEI contract NCPMI MOU with Part C, ASD QA, and Early Intervention Pyramid Implementation Site Teams and Program Coaches	IDEA Part C Office; TACSEI Project personnel ; NEIS Program Management (State Programs) Pyramid Implementation Sites; Pyramid State Leadership Team; ASD Quality	July 2016-ongoing January 2019	TACSEI to work with each program to individualize approach to training staff ADSD QA Team will utilize checklist, based on DEC Recommended Practices to evaluate overall quality of program performance. Implement a system of coaching and mentoring for Pyramid	Status: In process Evidence: TACSEI contract is in process. Implementation guidelines and data collection tools will be distributed as part of TACSEI implementation. These tools focus on implementing assessment practices to fidelity, and will be available to all practitioners.	Activity implemented as intended Adjustment: Additional procedures added to evaluation of program assessment practices. Implications of Adjustment: Improved monitoring of program practices in assessing the social emotional

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
						Assurance Team;		implementation at select sites.	ADSD QA Team released checklist and guidelines for evaluating program assessment practices. Data will be collected through Pyramid recommendations developed through the State Leadership Team identified needs.	abilities of infants and toddlers will result in targeted technical assistance coaching by QA team Program Coaches.
	X	X	X	2.c. EIS practitioners are trained on child outcome ratings process utilizing training resources developed by the Early Childhood Outcomes Center; content addresses: <ul style="list-style-type: none"> typical child development Child Outcome Ratings Scale. 	IDEA Part C Office; EIS Program Internal Professional Development Teams -ADSD QA, and Early Intervention Pyramid Implementation Site Teams and Program Coaches	IDEA Part C Office; NEIS Program Management (State Programs) Pyramid Implementation Sites; Pyramid State Leadership Team; ADSD Quality Assurance Team;	July 2016 – Ongoing	EIS Programs (State and Community Partners) will participate in training and follow-up; Coordinate trainings with other early childhood initiatives, as appropriate. NCPMI Support	Status: Completed, ongoing Evidence: Addressed in New Employee Orientation, EIS Program COS training reports. Also will be addressed through NCPMI targeted coaching. Data: Statewide performance data not available statewide at this time. Data will be collected through Pyramid recommendations developed through the State Leadership Team identified needs.	Activity implemented as intended. No changes or adjustments were made to this activity. Timeline for implementation extended to update data collection and reporting requirements statewide through the new data collection system which is currently under development and the guidance under development by the

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
										NCPMI State Leadership Team
	X	X	X	2.d. Develop procedures and modules for a “train-the-trainer” Use Pyramid Model to ensure a sustainable system of training for mentors and coaches within and across EIS programs, beginning at the selected Implementation Sites. Support service practitioners in the implementation of evidence-based practices in assessing the social-emotional development of infants and toddlers and their families by including: <ul style="list-style-type: none"> practice profiles that demonstrate what the practice looks or doesn't look like to support fidelity of implementation; and content on inter-rater reliability in determining child outcome ratings. 	TACSEI Personnel; Social-emotional Module in the Evidence-based Guidelines Workgroup; National TA Support IDEA Part C Office; ADSD QA, and Early Intervention Pyramid Implementation Site Teams and Program Coaches	TACSEI; IDEA Part C Office; EIS Program Management ADSD QA, and Early Intervention Pyramid Implementation Site Teams and Program Coaches	June 2016–December 2017 and January 2019 - ongoing	Identify Use Pyramid Model internal resources to implement a sustainable system of mentoring and coaching training procedures; disseminate tools and resources	Status: In progress Evidence: Contract with TACSEI; EIS Management Team to track progress Resources on Practice Profiles provided by TA Centers Intensive TA by NCPMI meeting minutes and sign-in sheets	Based on Stakeholder Input March 8, 2018 Barrier: perception that TACSEI training can only be provided by master cadre Adjustments: Strengthen the review role of EIS Management Team to have more frequent checks on implementation status; Nevada will seek is participating in intensive technical assistance from the newly funded National Center for Pyramid Model Innovations (NCPMI)

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
				<ul style="list-style-type: none"> tools and resources are disseminated across programs. 						<p><u>Implication of Adjustment:</u> There will be a sustainable increase in the numbers of trainers number of coaches and mentors statewide to increase trainer early intervention provider capacity in all EI programs</p>
	X	X		2.e. Implement training for mentors and coaches to ensure supports for EIS practitioners in implementing EBP in assessing the social-emotional development of infants and toddlers.	IDEA Part C Office Team; TACSEI Personnel NCPMI; EIS Practitioners; Funding; Data Collection/Analysis	NCPMI TACSEI Personnel ; EIS program management	September 2016 - ongoing	Identify practitioners to participate in TACSEI Cohort NCPMI; and/or participate in training; identify internal practitioners/teams to implement coaching and mentoring procedures; data collection and reporting; provide fiscal support for internal implementation	Status: In process Evidence: Nevada Part C continues to support staff growth and has pursued and received the Pyramid Model grant (NCPMI) training. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership teams have been designated and have begun meeting.	Activity implemented as intended Adjustment: Timeline was changed to support the implementation of the Pyramid model Implications of Adjustment: regional implementation of the Pyramid model.

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
	X	X	X	2.f. Implement evaluation and data collection procedures to determine EIS practitioner effectiveness in implementing EBP in Pyramid Model-TACSEI-EI Cohort. Pyramid Model-TACSEI-EI Cohort.	NCPMI; TACSEI Personnel; EIS Practitioners; Data Collection/Analysis Tools and Reporting	NCPMI TACSEI Personnel; EIS program management;	January December 20196 - Ongoing	EIS-Pyramid Model State Leadership Team; IDEA Part C Office to review implementation, verify progress; analyze and report data	Status: In process Evidence: MOU with NCPMI for intensive TA Regional Implementation sites identified; State Leadership Team established and meeting monthly; Program Coaches identified and assigned to Implementation sites	Activity implemented as intended. Adjustment: Change from TACSEI to the Pyramid Model; Implications of Adjustment: Additional training of Implementation sites and Program Coaches
	X	X	X	2.g. Collaborate with other early childhood initiatives to maximize resources and avoid duplication in supporting the social-emotional development of infants and toddlers.	IDEA Part C Office Team; TACSEI-EI Personnel; EIS/ Early Childhood Practitioners; ECAC	IDEA Part C Office Team; EIS program management ; ADSD QA Team TACSEI-EI Personnel	July 2016 - ongoing	Identifying local community organization; ECSEI; Research National, State and Local Resources; ECAC strategic plan	Status: In process Evidence: ICC Strategic Plan Minutes from Professional Development subcommittee and Early Childhood System of Learning workgroup; ECAC Strategic Plan	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

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Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
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	X	X		2.h. Work with higher education programs in Nevada to increase the level of information on assessing social-emotional development in university Early Childhood Special Education licensure classes.	Nevada NDE licensure support, IHE Programs (UNR/UNLV); ICC, ECAC,	IDEA Part C Office; Nevada NDE; ICC; ECAC;	July 2016 - ongoing	ICC and ECAC Subcommittees researching certification options, content and competencies	Status: Completed Evidence: Minutes from Professional Development subcommittee and Early ICC Strategic Plan Childhood System of Learning workgroup ; Coursework descriptions from UNLV and UNR alignment with Nevada Administrative Code (NAC) related to inclusion of coursework regarding the social-emotional development and strategies for intervention for children who have disabilities under the age of 8 years presented to ICC Professional Development Subcommittee	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

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Theory of Action Strand: Evaluation and Assessment																			
Evaluation of intended outcomes																			
If the State identifies evidence-based assessments, then		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator										
Short-Term Outcome	Service practitioner’s confidence and competence level will improve when identifying social-emotional (S-E) needs for infants and toddlers.	After receiving training, do practitioners feel more confident in identifying S-E needs of children using assessment tools?	With the use of more assessment tools, After training on use of SE assessment tools, practitioners feel more confident identifying S-E needs of children.	Pre/Post Survey Practitioner Survey	May 1, 2016	Ongoing	January 2017; Annually	<p>Status: Achieved</p> <p>Data: 2017-2018 Practitioner Survey – These data reflect <u>only</u> those individuals participating in training on assessment tools. The 2019 survey data include all responses “agree/partially agree” as no trainings were conducted specific to assessment tools.</p> <p><i>“After receiving training, I am more comfortable and confident in my knowledge about typical social-emotional development in infants and toddlers” -</i></p> <p>Total Responses to Survey Question – 40 Partially Agree: 19 (48%) Agree: 21 (53%) Total agreeing to some extent: 40 of 40 (100%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Partially Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>18</td> <td>16</td> <td>41</td> <td>83%</td> </tr> </tbody> </table>	Year	Agree	Partially Agree	Total Responses	Total % Agreeing	2017	18	16	41	83%	<p>Modified language of the performance indicator so that it aligned with the outcome and the evaluation question.</p> <p>2018 Performance of 100% is more than the 83% reported in the 2017 SSIP Report.</p> <p>The provider survey data collected in spring 2019 show an overall reduction of more than 9% in agreement with this statement. However, the amount of surveys returned was more than four times that collected in the 2017 and 2018 SSIP Reports.</p>
Year	Agree	Partially Agree	Total Responses	Total % Agreeing															
2017	18	16	41	83%															

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2018	21	19	40	100%																		
2019	110	59	185	91%																		
Short-Term Outcome	Service practitioners will have an increase in their knowledge and skills to consistently and accurately determine appropriate child outcome measurement ratings for infants and toddlers.	Knowledge: What is the percent of practitioners that pass the COS competency check? report they are more comfortable obtaining information about children’s social-emotional functioning to inform the entry and exit COS ratings? Skill/Quality: What percent of practitioners indicate “yes” for a majority of items on sections I, III and IV of the	Knowledge: The number percent of practitioners with knowledge and skills to accurately determine child outcomes will increase Skill/Quality: The percent of practitioners indicating “yes” for a majority of items on sections I, III and IV of the COS Quality Practices Checklist?	Child Outcome Summary (COS) Competency Checklist will be used once published by ECTA Center. Practitioner Survey COS-TA Quality Checklist	July, 2018	Ongoing	Annually	<p>Status: In process</p> <p>Baseline Data: 2017 2018 Practitioner Survey: These data reflect <u>only</u> those individuals participating in training on assessment tools. In Calendar year 2018 there were no trainings specifically about assessment tools. The 2019 data include all “agree/partially agree” responses.</p> <p><i>“I am more comfortable obtaining information about the child’s social-emotional functioning to inform the entry and exit Child Outcome Summary (COS) ratings.”</i></p> <p>Total Responses to Survey Question 40 Partially Agree: 14 (35%) Agree: 22 (55%) Total agreeing to some extent: 36 of 40 (90%)</p>	<p>Measures for this outcome were modified as follows: The measure was broken down into measures for Knowledge and Skill/Quality; the measure was modified to state “percent” vs. number of practitioners to make consistent with the evaluation question; the evaluation question was changed for consistency with the annual survey question.</p> <p>The measurement method was changed to Practitioner Survey; The COS-TA Quality Checklist was added as additional measurement</p>													

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If the State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity, then	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	their needs relative to their ability to effectively support their child’s S-E development.						Question - 5 71% strongly agree 26% agree Total agree to some extent: 342 of 351 (97%) .	
	What percent of practitioners participating in training report having meaningful conversations with families about their child’s SE needs?	An increase in the percent of practitioners participating in training report they have meaningful conversations with families regarding their child’s S-E development.					Data: 2017 Practitioner Survey – These data reflect <u>only</u> those individuals participating in training on assessment tools. In Calendar year 2018 there were no trainings specifically about assessment tools. The 2019 data include all “agree/partially agree” responses. “I’ve used the information gained in social-emotional development trainings to support meaningful conversations with families about their child’s social-emotional development and its importance” Total Responses to Survey Question – 39 183 Partially Agree: 16 (41%) 102 (55.7%) Agree: 22 (56%) 65 (35.5%) Total agreeing to some extent: 38 of 39 (97%) 167 of 183 = (91.3%)	2018 Performance of 82% demonstrates improvement over the 78% reported in the 2017 SSIP Report

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If the State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity, then		Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																				
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Year	Agree	Partially Agree	Total Responses	Total % Agreeing																									
2017	14	17	40	78%																									
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2019	102	65	183	91%																									
Intermediate Outcome	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.	Does the number of S-E IFSP outcomes increase after practitioners have received training on identifying and addressing S-E needs of children?	After practitioners receive training, IFSP outcomes addressing children’s S-E needs increase.	Program Monitoring/Sample IFSPs of Children with S-E Concerns	7/1/2016	Ongoing	Baseline - July 2017 July 2016	<p>Status: Achieved</p> <p>Data; Data gathered looked at both outcomes and strategies</p> <p>Monitoring Data Collection <u>Baseline Data 2016:</u> 89 of 193 (46%) of the records reviewed had SE Outcomes/strategies; <u>Progress Data 2017</u> – 159 of 223 (71%) of the records reviewed had SE Outcomes/strategies</p> <p><u>Progress Data 2018</u> – 124 of 201 records reviewed (62%) had S-E Outcomes</p>	<p>Comparison of baseline data in 2016 with progress data in 2017 demonstrates a significant increase in the number and percent of records demonstrating SE outcomes/strategies (e.g. 46% in 2016 compared to 71% in 2017).</p> <p>Though the 2018 data (62%) show a decrease of 9% as compared to 2017 comprehensive</p>																				

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If the State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity, then		Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
									monitoring data (71%), the agencies monitored in 2018 were the same as those monitored in 2016 (baseline – 46%). When comparing same agencies bi-annually monitored we see a growth of 16% in the percent of records reviewed which include SE Outcomes/Strategies.
Intermediate Outcome	Service practitioners’ use of evidence-based practices will improve, be sustainable and implemented with fidelity.	What percent of practitioners are using EBP with fidelity or as intended? Are processes in place to support EBP?	An increase in the number of practitioners to use EBP with fidelity.	Implementation site data collection	1/1/19	Ongoing	Annually – Baseline data from Pyramid Implementation sites January 2020	Status: first phase of implementation First set of data to be available in January 2020	Timeline for establishing baseline extended due to acceptance for intensive TA from NCPMI to implement the Pyramid model
Intermediate Outcome	Families will be better able to support and enhance their child’s S-E skills and	What is the percent of families reporting being able to better support their	An increase in the number of families better able to support their child’s S-E development.	Family Survey	7/1/2017	Ongoing	Baseline: July 2018	Status: In process Data: Family Survey of 2018 report 333 of 350 families or 95%, report they have meaningful conversations with their	Activity implemented as intended Baseline timeline extended due to delay in finalizing

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If the State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity, then		Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																								
	overall development.	child's S-E development?						<p>service providers regarding their child's social-emotional development.</p> <p>Total responses to survey: Question - 16 69% strongly agree 26% agree Total agree to some extent: 333 of 350 (95%) .</p> <p>Revisions to Survey Completed March 2018; Questions added to survey to support this measurement.</p>	new Survey Instrument;																								
Long-Term Outcome (SIMR) This outcome and measurement crosses all four strands.	Infants and toddlers exiting early intervention services will demonstrate a significantly increased rate of growth in positive social-emotional skills (including social relationships).	What percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrate improved positive S-E skills (including social relationships)?	The percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrating improved positive S-E skills (including social relationships) will increase?	Child Outcomes Data	12/2016	7/1/2020	Annually through 7/2020	<p>Status: Completed and Ongoing</p> <p>Data:</p> <p>Indicator 3C Summary Statement 1</p> <table border="1"> <thead> <tr> <th>FFY</th> <th>Target</th> <th>Progress Data</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>65.25%</td> <td>Baseline</td> <td>X</td> </tr> <tr> <td>2014</td> <td>65.78%</td> <td>63.32%</td> <td></td> </tr> <tr> <td>2015</td> <td>66.31%</td> <td>70.42%</td> <td>X</td> </tr> <tr> <td>2016</td> <td>66.84%</td> <td>70.91%</td> <td>X</td> </tr> <tr> <td>2017</td> <td>67.37%</td> <td>65.87%</td> <td></td> </tr> </tbody> </table>	FFY	Target	Progress Data	Met Target	2013	65.25%	Baseline	X	2014	65.78%	63.32%		2015	66.31%	70.42%	X	2016	66.84%	70.91%	X	2017	67.37%	65.87%		While the State did not meet the target, Nevada Part C continues to support staff growth and has pursued and received the Pyramid Model grant (NCPMI) training. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership teams have been designated and have begun meeting.
FFY	Target	Progress Data	Met Target																														
2013	65.25%	Baseline	X																														
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2017	67.37%	65.87%																															

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If the State enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity, then	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator

Evaluation of Implementation of Improvement Strategies – Evaluation and Assessment
<p>Activity 1: The IDEA Part C Office, in conjunction with Stakeholders, will identify evidence-based tools and procedures to be utilized in conducting functional assessment of the social-emotional skills and needs of children, ages birth to 3, and the initial and ongoing assessment of the family’s needs related to their ability to support their child’s social-emotional development.</p>
<p>Activity 2: Develop and implement statewide training and technical assistance for EIS practitioners in evidence-based practices for administering and interpreting assessment tools procedures to identify the functional social- emotional needs of infants and toddlers and their families.</p>

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Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator	
1	<p>A list of approved instruments/tools and procedures is distributed to EIS/EC Practitioners and families for:</p> <ul style="list-style-type: none"> Assessing the S-E skills of children birth-to-three, and Conducting the initial and ongoing functional family assessment to identify their needs related to supporting their child's S-E development. 	<p>Has the list of approved instruments and procedures for assessing the S-E skills of children ages birth-to-three and for conducting initial and ongoing functional family assessment to identify their needs related to supporting their child's S-E development been distributed as planned?</p>	<p>The list of approved instruments and procedures for assessing the S-E skills of children ages birth-to-three and for conducting initial and ongoing functional family assessment to identify their needs related to supporting their child's S-E development been distributed as planned?</p>	<p>Documentation of Distribution/IDE A Part C Office Website.</p>	<p>6/1/2016</p>	<p>7/2017</p>	<p>One-time</p>	<p>Status: Completed</p> <p>Data: See notes</p>	<p>Approved instruments include the ASQ-SE II, SEAM, Piccolo, and DECA. This list and the instruments have been made available to all early intervention practitioners. Instruments are available from the state library as well. Training on the DECA has been difficult to coordinate. List of approved tools is posted on the website.</p>
2	<p>Train the trainer modules are developed for mentors and coaches for the TACSEI/EIS Cohorts and approved; All mentors and coaches for TACSEI/EIS Cohorts complete training process.</p>	<p>How many mentors and coaches are trained in supporting and evaluating EIS Practitioners relative to EBP in the assessment of</p>	<p>The number of mentors and coaches supporting EIS practitioners in implementing EBP in functional assessment of</p>	<p>Training and Follow-up Roster</p>	<p>9/30/2016</p>	<p>Ongoing</p>	<p>Annually</p>	<p>Status: removed In-process</p> <p>Initial Coaches – TACSEI Coordinator and Staff – Group Coaching and Video review and self-reflection</p>	<p>As a result of acceptance for intensive TA from NCPMI and the implementation of the Pyramid model, the activity has been removed.</p>

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Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
		S-E skills of infants and toddlers?	infants and toddlers will increase.				<p>EI programs identified individuals to participate in the training and to serve as mentors and coaches within program. Training modules are available.</p> <p>A total of 22 practitioners participated in the Initial Training – Phase 1 and 2</p> <p>Initial coaching training initiated in January 2018. Therefore, final data on the number of practitioners completing the coaching training phase is not available at this time but will be reflected in the 2019 report.</p> <p>Coaching tools and procedures being included in SE Module</p>	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
3	Training is provided to EIS practitioners on child outcome rating process to ensure inter-rater reliability across statewide system.	How many EIS practitioners participated in training and follow-up evaluation for completing the ECO rating process?	At least 85% of EIS practitioners participate in COS ratings training and follow-up.	Monitoring Reports and Findings	July 1, 2016 February 2019	Ongoing	<p>Annually</p> <p>Status: In process</p> <p>Evidence: Addressed in New Employee Orientation, EIS Program COS training reports; EIS Programs report on COS procedures as part of</p>	Data reporting requirements will be revised to ensure comprehensive data is reported.

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Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
							<p>monitoring. It is also addressed in the Social-Emotional Module which all NEIS developmental specialists and aides are required to complete once every two years. It is recommended that all practitioners/therapists who enter the home complete the module as well.</p> <p>Data: Individual program data available for some programs; statewide performance data not available statewide at this time.</p> <p>Practitioner Survey 2019 results indicate that 116 of those surveyed attended New Employee Orientation.</p> <p>Data are also collected through the SE Module pre- and post-tests. Baseline data were established (November 2018) and are tracked quarterly on a program level basis.</p>	

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Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
64	The Social-Emotional Evidence-Based Practices Module in the revised IDEA Part C Office Evidence-Based Practice Guidelines (EBPG) includes the approved list tools for the assessment of S-E skills of children birth-to-three; module is distributed to all EIS practitioners and posted on IDEA Part C Office website.	Is the EBPG Guidelines Social Emotional Module Social-Emotional Evidence-Based Practices Module distributed to practitioners as planned?	EBPG Social Emotional Module The Social-Emotional Evidence-Based Practices Module is distributed to all EIS practitioners as planned.	Documentation of Distribution/ IDEA Part C Office Website	12/18/15	September October 30, 2018	One-time Status: In process Completed Workgroup Established includes included TACSEI Coordinator to ensure consistency; 14 meetings conducted with TA Support; Module structure established and compilation completed ; practitioner pilot to be conducted in July 2018; Final module to be issued October 2018	Strategy language updated to reflect the title for the module established by the stakeholder workgroup. The timeline for completion was extended to September 30, October 2018 to complete practitioner pilot prior to full implementation.
75	Key concepts are identified to be embedded in university Early Special Education (ECSE) assessment classes to increase the level of information related to EBP in assessing S-E development to support sustainability of EBP in the early intervention/early childhood workforce.	What are the critical concepts specific to EBP in assessing the S-E needs of infants and toddlers and the needs of the family in supporting their child's development to be addressed in (ECSE) coursework?	University coursework includes concepts for implementing EBP in assessing the S-E needs of infants and toddlers and the needs of the family in supporting their child's development to be addressed in (ECSE) coursework.	University Class Descriptions	7/1/2016	7/1/18	Annually Status: Achieved Coursework descriptions from UNLV and UNR alignment with Nevada Administrative Code (NAC) related to inclusion of coursework regarding the social-emotional development and strategies for intervention for children who have disabilities under the age of 8 years presented to ICC Professional Development Subcommittee	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

Nevada State Systemic Improvement Plan (SSIP) Phase III, Year II 2017-2018

Improvement Plan Theory of Action Strand: Practitioner Knowledge and Skills

A. Improvement Strategy

1. State further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development.

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

- Nevada Early Childhood Advisory Council (ECAC) Strategic Plan
- ADSD Program Certification and Program Development Team
- TACSEI

C. Improving Infrastructure and/or Practice

2. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

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

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

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D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	Service practitioners' working knowledge and understanding of the use of evidenced-based practices (EBP) to support the social-emotional development of infants and toddlers will increase.
Short term	There will be an increase in service practitioners' knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions.
Short term	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child's social-emotional development and their needs relative to their ability to effectively support their child's social-emotional development.
Intermediate	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.
Intermediate	Service practitioners' use of EBP to support the social-emotional development of infants and toddlers will improve, be sustainable and implemented with fidelity.
Intermediate	Families will be better able to support and enhance their child's social-emotional skills and overall development.
Long term	Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

Practitioner Knowledge and Skills/Local System Support Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
1. Expand Implement State TACSEI NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity.	X	X		1.a. Identify members of SSIP/TACSEI-EI State Implementation Team.	IDEA Part C Office team, TACSEI Project Representation; ADSD EIS Program Representatives (State and Community Partners); Parents, Child and Adolescent Mental Health; Institutions of Higher Education; Funding Plan	IDEA Part C Office; State TACSEI Coordinator; ADSD EIS Administration and Program Managers	April 2016 – June 2016	Fiscal support Participate on Stakeholder Review/Advisory Group(s) including parents; support for local program participation; dissemination of information about SSIP implementation	Completed 12/13/16 Evidence: List of members	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X		1.b. Identify EIS Practitioners that have training and experience using the Pyramid Model in early intervention services (0-3) through TACSEI.					Completed 9/12/16 Evidence: Sign in sheets from TACSEI training;	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X	X	1.c. Establish criteria for TACSEI-EI Cohorts and identify participating programs.			Completed 9/12/16 Evidence: Criteria used to identify cohorts	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.		
	X	X		1.d. Develop written plan and contract for expanding Nevada’s TACSEI for infant/toddler population and for statewide implementation.	Funding; IDEA Part C Office/TACSEI Collaboration; Parents; ADSD Administration; TACSEI-EI Cohort Site Personnel	IDEA Part C Office; State TACSEI EI Coordinator; EIS Program Representatives (State and Community Partners)	May 2016 – June 2016	Participate on Stakeholder Review/Advisory Group(s); Support implementation requirements	Completed 9/12/16 Evidence: Written contract with UNR for TACSEI	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

Nevada SSIP Phase III Year III, 2018-2019 All Strands Combined – Practitioner Knowledge and Skills Strand, March 20, 2019

			1.e. Develop data collection requirements, including reliability measures, and reporting procedures for all cohort participants.					Completed 10/21/16 Evidence: TACSEI assessment tools fulfill data collection requirements, reliability of implementation, and reporting procedures.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.	
X	X	X								
			1.f. Develop and implement a comprehensive plan for providing ongoing training for coaches, mentors and EIS practitioners to ensure the TACSEI NCPMI framework model is implemented with fidelity specific to improving social-emotional outcomes for infants and toddlers including data collection for evaluation.	Part C Funding; TACSEI Leadership; Cohort Site Personnel; Additional TACSEI EI Master Trainers for Coaching and Mentor Training for EIS Practitioners; System for Data Collection; TA Support Resources; Implementation Site Teams; NCPMI State Leadership Team; NCPMI Technical	TACSEI Coordinator; ADSD EIS Program Management (State and Community Partner Programs); State EIS Master Cadre Trainers-Part C Office; NCPMI Technical Assistance; ADSD Administrators;		July 2016 – June 2017 ongoing	Participate on Stakeholder Review/Advisory Group(s) including parents; fiscal/personnel support for implementation Implement a system of coaching and mentoring for Pyramid implementation at select sites.	Status: completed and in process; Evidence: Plan for training and coaching in place; training of Cohort completed; coaching initiated in January 2018 and is ongoing Nevada Part C continues to support staff growth and has pursued and received the National Center for Pyramid Model Innovations grant	Activity implemented as intended Adjustments; The timeline for anticipated completion was adjusted since this is an ongoing process within programs and regions. Implications of Adjustment: Scale up will take longer than initially projected Obtained intensive TA from NCPMI using their training structure to further support our implementation of the Pyramid Model.
X	X	X								

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				Assistance Team; ADSD Administrators				(NCPMI) technical assistance. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership teams have been designated and have begun meeting.	
X	X	X	1.g. Explore expansion of the utilization of local/internal social-emotional Teams statewide based on Emotional Assessment Strategies Team (EAST) model, as appropriate or feasible.	IDEA Part C Office; Funding; Child and Adolescent Mental Health; EIS Program Personnel Support (look at the UCED Oregon project)	IDEA Part C Office; EIS Regional Program Managers	July 2016 – June 2017 ongoing	Fiscal and personnel support for implementation; Participate on Stakeholder Review/Advisory Group(s) including Parents	Status: In process Evidence: Northwest EI program EAST team minutes; Reports from programs Removed	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity. The timeline for anticipated completion was adjusted since this is an ongoing process within programs and regions. Taken out because this activity is duplicative of the NCPMI process.
X	X	X	1.h. Develop budget and timeline projections for ramping up (adding additional cohorts) until model is fully implemented statewide for all EIS practitioner programs.	Gant Chart for Ramping-up; funding; ADSD Administration; TA Support	IDEA Part C Office Team; TACSEA; ADSD Administration and EIS Program Management	September 2016 – January 2017	Participate on Stakeholder Review/Advisory Group(s); Include program implementation in budget process	Status: Completed 9/12/16 Evidence: TACSEI-EI contract	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

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2. Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Social-Emotional Evidence-Based Practices Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSE Pyramid Model	X	X	X	2.a. Establish workgroup to develop Social-Emotional Evidence-Based Practices Module in the IDEA Part C Office Evidence-Based Practices Guidelines	Funding; IDEA Part C Office Team; Workgroup members; ICC; TA Support; Parents; Early Childhood Mental Health; EAST team	IDEA Part C Office	May 2016 – July 2018	ICC review and input; Other agencies participate on workgroup	Status: Completed Evidence: First meeting September 2017 with ongoing meetings 1 to 2 times per month; First draft of module is complete	Activity implemented as intended with no barriers encountered.
	X	X	X	2.b. Review existing resources to support module content.	IDEA Part C Office; Workgroup; ICC; TA Support	IDEA Part C Office; Work group	May 2016 – April 2017	Other appropriate agencies participate on workgroup	Status: Completed Evidence: Resources included in Social-Emotional Evidence-Based Practices Module	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X	X	2.c. Utilize module to provide training, mentoring and coaching to EIS Practitioners specific to improving understanding of children’s social-emotional development.	Funding; IDEA Part C Office; Workgroup; ICC; TA Support	IDEA Part C Office; EIS Practitioner Programs	July 2017- Ongoing	Early Childhood initiatives utilize for staff training; ADSD support dissemination and implementation of modules	Status: In process Evidence: Coaching component and resources are included in Social-Emotional Evidence-Based Practices Module	Activity implemented as intended with no barriers encountered. Adjustments: The timeline for completion of the module was extended to September 30 , October 2018 to complete practitioner pilot prior to full implementation

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									<p><u>Implications of Adjustments:</u> Broader practitioner feedback will improve usability of the module. The module will be available for training when released in September October 2018</p>	
3. Support practitioners in using data from the IDEA Part C Office Annual Family Survey regarding families’ confidence in their ability to support and enhance their child’s social-emotional development to guide meaningful conversations with the family.	X	X	X	3.a. Determine whether contract for implementing the Annual Family Survey is necessary.	Funding; IDEA Part C Office/TACSEI Collaboration; Contractor for Evaluation	IDEA Part C Office; State TACSEI Coordinator	July 2017-December 2017	Support for local program participation; Dissemination of Information	Status: Completed – process will be completed by Part C Office Evidence: Budget and written Family Outcome Survey Process Guidelines	Activity implemented as intended.
				3.b. Work with stakeholder group to review and revise the family survey instrument, process and reporting to measure the family’s confidence in supporting the social-emotional development of their child.	Funding; Stakeholder work group including families of infants and toddlers; ICC	IDEA Part C Office; Contractor for Evaluation; Stakeholder work group including ICC representation and families of infants and toddlers	July 2016 – August 2018	Participate on workgroup; dissemination of information regarding purpose of survey	Status: Completed Evidence: Final stakeholder meeting 3/5/18	Activity implemented as intended with no barriers encountered.

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X	X	X	3.c. Establish baseline of early intervention service practitioners’ skill and confidence level in discussing the child’s social-emotional development with the family.	Funding; IDEA Part C Office/TACSEI Collaboration	IDEA Part C Office; State TACSEI EI Coordinator	April 2016 – August 2016	Support for local program participation; Dissemination of Information	Status: Completed January 2017 Evidence: Practitioner survey data and report	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline. Practitioner survey Q3: I've used the information gained in social-emotional development trainings to support meaningful conversations with families about their child's social-emotional development and its importance. <i>Partially agree – 43%</i> <i>Agree – 35%</i> <i>Total practitioners that agree to some extent: 78%</i>
X	X		3.d. Use family survey results to evaluate systems progress in addressing the social-emotional outcomes of infants and toddlers.	Contractor; TA Supports; Funding; Local EI Program Managers	IDEA Part C Office; ADSD Administration	starting June 2017 July 2018 annually, ongoing	Training on functional outcomes based on program report from the family survey	Status: Ongoing Questions added to revised survey; Evidence – Revised Family Survey	The date to initiate the new family survey was delayed as the state had to send out the previous Family Outcomes Survey prior to June 2017 in order to obtain family data for FFY 2016 reporting in the APR. As a result, the revisions to the family survey were delayed was delay until 2017-2018. Establishing a process to incorporate extensive and meaningful stakeholder engagement postponed the completion of the survey until March 2018. The revised Family Outcomes Survey Instrument will be

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										implemented April through June 2018. As a result, the timeline for obtaining baseline data for this performance indicator was adjusted.
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If the State further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development, then		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
Short-Term Outcome	Service practitioners' working knowledge and understanding of the use of EBP to support the social-emotional development of infants and toddlers will increase.	What percent of practitioners report having a better understanding of using EBP?	An increase in the percent of practitioners having a better understanding of using EBP	Pre/Post Test Survey to Practitioners	12/2014	Ongoing	Baseline December 2016; 6 Months Annually Baseline: November 2018	Status: Achieved; ongoing Evidence: 2017-18 Practitioner Survey—This These data is are specific to practitioners participating in TACSEI Training who have completed the Social Emotional Module; "I am more effective in providing evidence-based intervention services and strategies for meeting the social-emotional needs of children on my caseload." Total Responses to Survey Question—17 Partially Agree: 8 (47%) Agree: 9 (53%) Total agreeing to some extent:	2017-2018 Practitioner survey data reflects that 100% of practitioners reporting having better understanding of using EBPs. This is an improvement over the 77% reported in the 2016-2017 SSIP Report. The data reflects

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								<p>17 of 17 (100%) The survey question was removed from the Practitioner Survey.</p> <p>Data:</p> <p>Social-Emotional Module Post- Test Question 22: <i>After completing this module do you feel you have increased your knowledge to begin to address the social-emotional needs and challenging behavior of young children?</i></p>	<p>that we met our performance indicator.</p> <p>The measure was modified to indicate “percent” vs. “number” to be consistent with the evaluation question. Pre/Post Test was added as a data collection method.</p> <p>The measurement interval was modified from completing the survey once every 6 months to doing it annually to provide a more accurate reflection of progress and to ensure a better response rate from practitioners.</p>
Short-Term Outcome	There will be an increase in service practitioners’ knowledge and	What percent of practitioners who were trained report feeling more	An increase in the number of practitioners who were trained and are	Post Survey of practitioners	7/1/2017	Ongoing	<p>Baseline December 2016 October – November 2017; 6</p> <p>In process, ongoing Evidence: <i>“After receiving training, I am more comfortable and confident in my knowledge</i></p>	<p>The performance indicator and the evaluation question was</p>	

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	ability to communicate with families about the role and impact of social-emotional development on successful interventions.	comfortable communicating with families about their child’s S-E needs?	more comfortable communicating children’s S-E needs with families				Months annually	<p><i>about typical social-emotional development in infants and toddlers” -</i></p> <p>Total Responses to Survey Question—17 Partially Agree: 5 (29%) Agree: 12 (71%) Total agreeing to some extent: 17 of 17 (100%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Partially Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>18</td> <td>16</td> <td>41</td> <td>83%</td> </tr> <tr> <td>2018</td> <td>21</td> <td>19</td> <td>40</td> <td>100%</td> </tr> <tr> <td>2019</td> <td>110</td> <td>59</td> <td>185</td> <td>91%</td> </tr> </tbody> </table>	Year	Agree	Partially Agree	Total Responses	Total % Agreeing	2017	18	16	41	83%	2018	21	19	40	100%	2019	110	59	185	91%	<p>changed to only include those practitioners that were trained in order to reflect the impact of the training.</p> <p>2018 survey data includes only those practitioners who were trained rather than all practitioners as reported last year. As result, comparison to our prior years’ data is not feasible since the data does not reflect comparable groups. The 2018 survey data is the new baseline data for this performance indicator.</p>
Year	Agree	Partially Agree	Total Responses	Total % Agreeing																									
2017	18	16	41	83%																									
2018	21	19	40	100%																									
2019	110	59	185	91%																									
Short Term Outcome	Sensitive, supportive relationship-	What percent of families report having	1) An increase in the	Family Survey	7/2016	Ongoing	Baseline for family survey-	Status: In process, ongoing	The performance indicator was																				

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	<p>based conversations with families will occur and will provide meaningful information regarding their child's social-emotional development and their needs relative to their ability to effectively support their child's social-emotional development.</p>	<p>meaningful conversations about their child's S-E needs? What percent of practitioners report having meaningful conversations with families about their child's S-E needs?</p>	<p>percent and families reporting they have meaningful conversations regarding their child's S-E development 2) An increase in the percent of practitioners reporting they have meaningful conversations regarding their child's S-E development</p>	<p>Practitioner Survey</p>			<p>7/2017 2018; Annually Baseline for practitioner survey 2/2017; Annually</p>	<p>Evidence: Question added to revised family survey: Data: No Baseline data until 7/2018. Family Survey Question: <i>"I have meaningful conversations with our service practitioners about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs)."</i></p> <p>Data:</p> <table border="1" data-bbox="1795 659 2233 930"> <thead> <tr> <th>Year</th> <th>Strongly Agree</th> <th>Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>251</td> <td>91</td> <td>351</td> <td>97%</td> </tr> </tbody> </table> <p>Practitioner Question:</p> <p><i>I've used the information gained in social-emotional development trainings to support meaningful conversations with families about their child's social-emotional development and its importance.</i></p> <table border="1" data-bbox="1795 1255 2279 1398"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Partially Agree</th> <th>Total Responses</th> <th>Total % Agreeing</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Strongly Agree	Agree	Total Responses	Total % Agreeing	2018	251	91	351	97%	Year	Agree	Partially Agree	Total Responses	Total % Agreeing						<p>modified into 2 performance indicators rather than one. One performance indicator is related to the percent of families reporting having meaningful conversations regarding their child's SE needs and the other performance indicator is related to practitioner reporting having meaningful conversations with families. Also, the wording in the performance indicator was changed to be consistent with the evaluation question. The performance indicators now reflect percent of practitioners and the percent</p>
Year	Strongly Agree	Agree	Total Responses	Total % Agreeing																									
2018	251	91	351	97%																									
Year	Agree	Partially Agree	Total Responses	Total % Agreeing																									

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<p>Intermediate Outcome</p>	<p>Service practitioners' use of evidence based practices to support the social-emotional development of infants and toddlers will improve, be sustainable and implemented with fidelity.</p>	<p>What percent of practitioners are using EBP with fidelity or as intended? Are processes in place to support EBP?</p>	<p>An increase in the number of practitioners use EBP with fidelity</p>	<p>TACSEL NCPMI observation and supervision checklists are implemented in addition to Benchmarks of Quality(BoQ); Early Intervention Pyramid Practices Fidelity Instrument (EIPPFi)</p>	<p>12/1/2017</p>	<p>Ongoing</p>	<p>Baseline (BoQ) 12/1/17 9/1/18 February 2019 and ongoing and Annually; Baseline (EIPPFi) October 2019</p>	<p>Status: In process</p>	<p>Baseline data will be available in 2018 due to the delay in implementing the TACSEL training statewide.</p> <p>Baseline data will be available in October 2019.</p>
<p>Comparison of baseline data in 2016 with progress data in 2017 demonstrates a significant increase in the number and percent of records demonstrating S-E outcomes/strategies (e.g. 46% in 2016 compared to 71% in 2017).</p> <p>Though the 2018 data (62%) show a decrease of 9% as compared to 2017 comprehensive monitoring data (71%), the agencies monitored in 2018 were the same as</p>	<p>IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.</p>	<p>Does the number of SE IFSP outcomes increase after practitioners have received training on identifying and addressing SE needs of children?</p>	<p>After practitioners receive training, IFSP outcomes addressing children's S-E needs increase</p>	<p>Program Monitoring, Selection of IFSPs of Children with SE Concerns</p>	<p>7/2016</p>	<p>On-going</p>	<p>Baseline - 07/2017; Annually</p>	<p>Status: Achieved</p> <p>Evidence: Comprehensive Monitoring Data</p> <p><u>Baseline Data 2016:</u> 89 of 193 (46%) of the records reviewed had SE Outcomes/strategies;</p> <p><u>Progress Data 2017</u> – 159 of 223 (71%) of the records reviewed had S-E Outcomes/strategies</p> <p><u>Progress Data 2018</u> – 124 of 201 records reviewed (62%) had S-E Outcomes</p>	

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<p>those monitored in 2016 (baseline – 46%). When comparing same agencies bi-annually monitored we see a growth of 16% in the percent of records reviewed which include SE Outcomes/Strategies .</p>																			
<p>Intermediate Outcome</p>	<p>Families will be better able to support and enhance their child’s social-emotional skills and overall development.</p>	<p>What is the percent of families reporting being able to better support their child’s SE development?</p>	<p>An increase in the percent of families better able to support their child’s S-E development</p>	<p>Family Survey</p>	<p>7/2016 2018</p>	<p>Ongoing</p>	<p>Baseline 07/2017 2018; Annually</p>	<p>Status: In Process</p> <p>Family Survey will be was disseminated April through June, 2018. The Family Survey will be distributed and collected February through April 2019.</p> <p><i>“Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.”</i></p> <table border="1" data-bbox="1795 1045 2276 1234"> <thead> <tr> <th>Year</th> <th>Strongly Agree</th> <th>Agree</th> <th>Total Responses</th> <th>% Agreeing</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>243</td> <td>90</td> <td>350</td> <td>95%</td> </tr> </tbody> </table>	Year	Strongly Agree	Agree	Total Responses	% Agreeing	2018	243	90	350	95%	<p>Question was added to the family survey in 2017-2018.</p> <p><i>“Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.”</i></p>
Year	Strongly Agree	Agree	Total Responses	% Agreeing															
2018	243	90	350	95%															
<p>Long-Term Outcome (SIMR)</p> <p>This outcome and measurement crosses all four strands.</p>	<p>Infants and toddlers exiting early intervention services will demonstrate</p>	<p>What percent of infants and toddlers with IFSPs exiting EI having</p>	<p>The percent of infants and toddlers with IFSPs exiting EI</p>	<p>Child Outcomes Data</p>	<p>12/2016</p>	<p>7/1/2020</p>	<p>Annually through 7/2020</p>	<p>Status: Completed and Ongoing</p> <p>Data: Indicator 3C Summary Statement 1</p>	<p>The State has continued to demonstrate progress in the SIMR and</p>										

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	a significantly increased rate of growth in positive social-emotional skills (including social relationships)	received at least six months of services demonstrate improved positive S-E skills (including social relationships)?	having received at least six months of services demonstrating improved positive S-E skills (including social relationships) will increase?						FFY	Target	Progress Data	Met Target	<p>exceeded the State's target.</p> <p>Comparison of progress data from 2015 to 2016 demonstrates that the percent of infants and toddlers with improved social emotional skills did increase by .49%. We met our performance indicator. While the State did not meet the target, Nevada Part C continues to support staff growth and has pursued and received the Pyramid Model grant (NCPMI) training. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership</p>
									2013	65.25%	Baseline	X	
									2014	65.78%	63.32%		
									2015	66.31%	70.42%	X	
									2016	66.84%	70.91%	X	
									2017	67.37%	65.87%		

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										teams have been designated and have begun meeting.
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Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support										
Activity 1: Expand Implement State TACSEI-NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity .										
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator		
1	SSIP/TACSEI EIS Implementation Team is established to support implementation of the EIS expansion plan.	Is the stakeholder leadership team in place to support implementation of the plan?	Implementation team membership identified and published.	Implementation team roster	9/202016	6/30/2017	One-time	Status: Completed Evidence: Implementation team roster includes key stakeholders.	Activity implemented as intended.	

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Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support								
Activity 1: Expand Implement State TACSEI NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity .								
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
2	Data collection and reporting requirements are established for EIS Cohort participants.	Are data collection and reporting and procedures for NCPMI established?	Data requirements and procedures for collecting and reporting are available.					
				5/1/2016	8/1/2016 July-February 2019 2018	One-time	Status: Completed In Process Evidence: Self-evaluation data collection procedures in place; data collection on fidelity in implementation in process. BoQs have been received from each implementation site.	Activity being implemented as intended. Timeline modified due to delay of statewide implementation of NCPMI Pyramid Model
3	Criteria for EIS Cohorts initial Implementation Site Leadership Teams and participants are established. and participants for Cohort 1 are established.	What are the criteria for participation in Implementation Site Leadership Teams TACSEI/ EI Cohorts ?	Criteria for Cohort is established; Participants are identified for Cohort 1. Implementation Sites have been identified. Program coaches have been assigned to each.	Implementation Team Documentation EIPPF BoQ	5/1/2016 November 2018	09/2017 January 2021	One-time Status: Completed In process Evidence: Participant Agreement Documents; Cohort 1 Implementation Site Teams and Coaches identified and initial training completed	Activity implemented as intended. Timeline modified to reflect initial rollout completion of strategy.

Nevada SSIP Phase III Year III, 2018-2019 All Strands Combined – Practitioner Knowledge and Skills Strand, March 20, 2019

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Activity 1: Expand Implement State TACSEI NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity .								
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4	Contract to support expansion of the State TACSEI Project EIS component is finalized. Memorandum of Understanding with NCPMI	Is there a contract in place that supports the expansion of TACSEI EI-Pyramid Model component implementation?	Contract MOU is established with scope of work to support initial phase Phase I expansion and statewide scale-up of implementation of the Pyramid Model. The MOU includes an option of renewal extension of contract after the initial two year period.	Implementation Team Documentation EIPPI BoQ	7/1/2016 1/10/19	6/30/2019 January 2021	Annually One-time	Status: Completed, ongoing Activity implemented as intended with no barriers encountered.
5	Train the trainer modules are developed and approved for mentors/coaches for the TACSEI/EIS; All mentors/coaches for TACSEI/EIS Cohorts complete training process.	Are training modules developed and approved? Have cohort Implementation Site Program Coaches mentors/coaches completed training process?	Training modules are approved and all cohort mentors/coaches have completed the training process. Initial Implementation Site Program Coaches have	Training and Follow-up Roster Implementation Site Action Plans	9/30/2016 March 2019	Ongoing	Annually	Status: In Process; partial completion Evidence: Initial training for Cohort I completed; Coaching being scheduled two times a month; training materials included in S-E EBP Module Activity in process as intended; due to delay in implementation, the State will request TA Support from the National Center for Pyramid Model Innovations (NCPMI)

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Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support								
Activity 1: Expand Implement State TACSEI/NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity .								
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	Implementation Site Program Coaches have been selected and received training.		been trained. The number of trained statewide Program Coaches will increase as implementation sites increase. Implementation sites will include a Practitioner Coach.					
6	Implement Pyramid Model practices TACSEI/Infant-Toddler model with Cohort participants including training and follow up for service practitioners and data collection to verify EBP are implemented with fidelity.	Has Have the Pyramid Model practices TACSEI/EI expansion been implemented as planned?	TACSEI/EIS Cohorts are operating in accordance with plan. Implementation Sites are implementing Pyramid Model practices with fidelity.	Implementation Progress Reports EIPPI BoQ Implementation Site Action Plans	September 2018 March 2019	Baseline October 2019 Ongoing	Quarterly or as appropriate Status: In process Evidence: First Cohort being trained; TACSEI Coordinator serving as coach for first cohort; IDEA Part C Office team meeting with Coordinator every two weeks; formal progress reports quarterly Data from Implementation Sites will be available beginning in October 2019 .	Activity being implemented as intended but delayed beyond projected timeline. Barriers: Delay in initiation across all EI practitioner agencies; limited personnel resources for implementation Adjustments: Timeline Extended; measurement interval modified for closer monitoring and adjustment Implication of Adjustments: Scale up of training and

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Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support								
Activity 1: Expand Implement State TACSEI-NCPMI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS practitioners are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers with fidelity .								
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
								coaching will require longer than intended

Activity 2: Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Child Outcomes Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSEI Pyramid Model .									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
87	The Social-emotional Evidence-Based Practices Module in the revised IDEA Part C Office Evidence-Based Practice Guidelines include strategies, procedures and resources to support the social emotional skills of children birth-to-three; module is distributed to all EIS practitioners and posted on IDEA Part C Office	Is the Social-Emotional Evidence-Based Practices Social-emotional Module distributed to practitioners as planned?	The Social-Emotional Evidence-Based Practices Module is distributed to all EIS practitioners as planned.	Documentation of Distribution/ IDEA Part C Office Website.	6/2016	September 2018 7/2018	One-time Annually	Status: In process Completed Evidence: Module is in draft form; Module, pre- and post-tests have been distributed.	Activity in process as intended with no anticipated barriers. Timeline extended to support further stakeholder input Language in strategy and Evaluation Questions modified to be consistent with title given the module by the stakeholder workgroup.

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Activity 2: Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Child Outcomes Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSEI Pyramid Model.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	website for access by families and the public.								
Activity 3: Support practitioners in using data from the IDEA Part C Office Annual Family Survey regarding families' confidence in their ability to support and enhance their child's social-emotional to guide meaningful conversations with the family.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
98	The IDEA Part C Office Annual Family Survey instrument and process is updated and includes items to measure the family's perspective regarding meaningfulness of conversations with EIS practitioners and confidence that participating in EIS has helped them be more confident in supporting and enhancing their child's development.	Has the family survey instrument and process been updated to reflect the parent's perspective regarding meaningfulness of conversations with EIS practitioners and confidence that participating in EIS has helped them be more confident in supporting and enhancing their child's development?	Revised survey instrument/ process description is available.	Annual Family Survey Report	2/2016	7/2017	Annually	Status: Completed Evidence: Revised Survey Instrument; procedures outlined	Survey instrument finalized at March 5, 2018 workgroup meeting. Procedures for distribution outlined; distribution timeline April – June 2018. Measures added to Survey: <ul style="list-style-type: none"> • I have meaningful conversations with our service practitioners about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs). • Early intervention services help me feel comfortable in supporting my child in

Nevada SSIP Phase III Year III, 2018-2019 All Strands Combined – Practitioner Knowledge and Skills Strand, March 20, 2019

Activity 3: Support practitioners in using data from the IDEA Part C Office Annual Family Survey regarding families’ confidence in their ability to support and enhance their child’s social-emotional to guide meaningful conversations with the family.									
	Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
									<i>developing positive relationships with other children and adults.</i>
10.9	EIS programs have support in using SSIP/TACSEI EIS data reports and Family Survey reports for program improvement.	Do EIS practitioners have support to analyze data across reports to support program planning?	Programs analyze data and apply to program improvement plans.	TA Provision Logs; Program Improvement Plans	6/1/2017	Ongoing	Annually	Status: In process Evidence: Initial TACSEI Training for Cohort I is complete; Coaching sessions initiated January 2018; practitioner survey data shared with programs on monthly Part C TA calls	Strategy in process as intended. No changes or adjustments to strategy. Delays in implementation result in delayed access to data for planning for program improvement; family survey data will be available September 2018 This strategy has been removed as it is duplicated in other strands.

**Nevada State Systemic Improvement Plan (SSIP) Phase III, Year II 2017-2018
Improvement Plan Theory of Action Strand: State and Local Practitioner Collaboration**

A. Improvement Strategy - Collaboration

1. State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child’s social-emotional skills.

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

- Nevada Early Childhood Advisory Council (ECAC) Strategic Plan 2018-2021
- Title V Maternal and Child Health (MCH) Goals 2016 – 2020
- Nevada Governor’s Council on Developmental Disabilities (DD Council) 5 Year Plan 2016 – 2021

C. Improving Infrastructure and/or Practice

2. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

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

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

D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	Local communities and service practitioners have knowledge of the system’s resources for supporting the social-emotional needs of children and families and will engage in strategic planning to address areas of need.
Short term	Service practitioners have knowledge how to access resources relative to the use of evidence-based practices and wrap-around supports to address the social-emotional needs of children and families.
Short term	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child’s social-emotional development and their needs relative to their ability to effectively support their child’s social-emotional development.
Intermediate	The use of evidence-based practices will improve and be implemented with fidelity to reach IFSP goals, strategies and outcomes to meet the social-emotional needs of the child and family.
Intermediate	Families will be better able to support and enhance their child’s social-emotional skills and overall development.
Long term	Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

State and Local Practitioner Collaboration Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
1. Align SSIP goals and activities with Nevada’s Early Childhood Comprehensive System Strategic Plan relative to Professional Development, Social-emotional Health, Community Resources and Wrap-around Services to strengthen and maximize resources to support social-emotional outcomes for infants and toddlers and their families.	X	X	X	1.a. Support process of updating the Early Childhood System Strategic Plan including the informational (petal) graphic reflecting key agencies/programs related to early childhood supports and services.	Personnel; Funding; Support for data collection and analysis	ECAC and Nevada ICC Members; IDEA Part C Office Team; ADSD Administration and EIS Practitioners	April 2016, Ongoing	Agency representatives participation on ECAC and ECAC subcommittees; support distribution of information to all programs and to the public	Status: Completed Evidence: Part C Office presented information on professional development to the ICC PD and ECSOL; Part C participated in ECAC strategic planning meetings on October 3, 2017 and February 1 & 2, 2018.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
				1. b. Participate in ECAC Strategic Planning Systems Subcommittee addressing areas consistent with SSIP goals.	IDEA Part C Office Personnel; ICC Members	IDEA Part C Coordinator	April 2016 2018- Ongoing	Information from the Early Childhood System of Learning (ECSOL) will be used for personnel development	Status: Completed Evidence: Part C Coordinator Appointed to ECAC; Part C Office personnel participated in development of the ECAC strategic plan	Activities implemented as intended with no barriers encountered. No changes or adjustments were made to these activities.
	X	X	X	1.c. Communicate SSIP and ECAC Strategic Plan goals to Stakeholders and the general public.	IDEA Part C Office Personnel; ICC Members	IDEA Part C Office, ADSD Administration and EIS Program Managers	April 2016 2018 – Ongoing	Information has been will be shared with ICC and EIS Practitioner programs; Copies of Plans are available on agency websites; Links to plans will be distributed to the field; dissemination will occurred April 2018 and will be shared annually.	Status: Ongoing January 18, 2018 ICC and ongoing TA calls with EIS practitioners Updates on the SSIP are provided at every ICC meeting. Stakeholder meetings to get input into Phase III were held February 7 & 8, 2017 and , March 9, 2018, and March 20, 2019. A presentation regarding the Part C Office’s professional development priorities and	Activities implemented as intended with no barriers encountered. No changes or adjustments were made to these activities.

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
		State	Local							
									activities will be was made to the ECAC on is scheduled for April 4, 2018 th . Each phase of the SSIP is posted to the Part C website.	

Theory of Action Strand: State and Local Practitioner Collaboration									
Evaluation of Intended Outcomes									
If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
Short -Term Outcome	Service practitioners have knowledge of the system's resources for supporting the social-emotional needs of children and families.	What resources have you accessed from outside local agencies to support families related to the social-emotional development of their child in the last year?	There is a reported increase of resources accessed from outside local agencies to support families related to the social-emotional development of their child in the last year.	Service Practitioner Survey	9/1/2016	Ongoing	Baseline February 2017; Annually	<p>Status: Achieved</p> <p>Data: 2017-2018 Service Practitioner Survey - <i>I've accessed resources from outside local agencies to support families related to the social-emotional development of their child in the last year.</i> Total Responses: 73 Partially Agree: 15 (21%) Agree: 33 (45)% Total that agree to some extent: 48 of 73 (66%)</p> <p><i>Data were not collected on the 2018-2019 Service Practitioner Survey regarding resource access.</i></p> <p><i>NCPMI training has been initiated and further training has been scheduled for the spring of 2019.</i></p>	<p>2017-2018 Practitioner Survey data shows an increase of 1% (66% in 2016-2017 and 65% in 2017-2018) in the percent of practitioners who reported they have accessed resources from outside local agencies to support families related to the social-emotional development of their child in the last year. The State met the performance indicator.</p> <p>We have removed this evaluation question as we no longer have activities related to providers' accessing resources.</p>
Short Term Outcome	Service practitioners have	How many EIS practitioners report they	An increased % of practitioners	Service Practitioner Survey	9/1/2016	Ongoing	Baseline February 2017;	<p>Status: Achieved</p> <p>Data:</p>	2017-2018 Practitioner Survey data shows the percent of practitioners

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	knowledge how to access resources relative to the use of evidence-based practices (EBP) and wrap-around supports to address the social-emotional needs of children and families.	have access to EBP?	are implementing EBP.			Annually	<p>2017-2018 Service Practitioner Survey - <i>I am more effective in providing evidence-based intervention services and strategies for meeting the social-emotional needs of children on my caseload.</i></p> <p>Total Responses: 73 Partially Agree: 25 (34%) Agree: 35 (48%) Total that agree to some extent: 60 of 73 (82%)</p> <p>Data were not collected on the 2018-2019 Service Practitioner Survey regarding resource access.</p> <p>NCPMI training has been initiated and further training has been scheduled for the spring of 2019.</p>	<p>reporting they are more effective in providing evidence-based practices to children on their caseload increased from 77% to 82%. The State met the performance indicator.</p> <p>We have removed this evaluation question as we no longer have activities related to providers' accessing resources. Data reflecting the use of EBP will be reflected in the SE Module.</p>
Short Term Outcome	Sensitive, supportive relationship based conversations with families will occur and will provide meaningful	What % of families are reporting meaningful conversations regarding S-E concerns?	An increased percentage of families report meaningful conversations.	Family Survey/Family Interviews	7/2017	Ongoing	<p>Baseline 7/2017; 2018 Annually</p> <p>Status: In process, ongoing</p> <p>Evidence: Question added to revised family survey:</p> <p>Data: No baseline data until 7/2018. Family Survey Question: <i>"I have meaningful conversations with our service practitioners about my child's social-emotional</i></p>	<p>The performance indicator was modified into 2 performance indicators rather than one. One performance indicator is related to the percent of families reporting having meaningful conversations regarding their child's SE</p>

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	information regarding their child's social-emotional development and their needs relative to their ability to effectively support their child's social-emotional development.						<p><i>development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs)."</i></p> <p>Data: <i>Practitioner Question: I've used the information gained in social-emotional development trainings to support meaningful conversations with families about their child's social-emotional development and its importance.</i> Total number of respondents: 17 Partially Agree: 7 (41%) Agree: 10 (59%) Total that agreed to some extent: 17 of 17 (100%)</p> <p>Family Survey Question: <i>"I have meaningful conversations with our service practitioners about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs)."</i></p> <p>Data:</p>	<p>needs and the other performance indicator is related to practitioner reporting having meaningful conversations with families. Also, the wording in the performance indicator was changed to be consistent with the evaluation question. The performance indicators now reflect percent of practitioners and the percent families vs. number of practitioners and families.</p> <p><i>2017-2018 Practitioner Survey data shows an increase in the percent of practitioners who reported they have meaningful conversations with families (e.g. 100% in 2018 compared to 78% reported for 2016-2017). The State met the practitioner performance indicator.</i></p>

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																														
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Intermediate Outcome	The use of evidence-based practices will improve and be implemented with fidelity to reach IFSP goals, strategies and outcomes to meet the social-emotional needs of the child and family.	Which EBPs have you implemented?	An increased percentage of EBP are being used by practitioners statewide.	Service Practitioner Survey	9/1/2016	Ongoing	Baseline September 2016; Annually	<p>Status: Ongoing</p> <p>Data: 2018 Service Practitioner Survey – I am more effective in providing evidence based intervention services and strategies for meeting the social emotional needs of children on my caseload. Total Responses: 73 Partially Agree: 25 (34%) Agree: 35 (48%) Total that agree to some extent: 60 of 73 (82%)</p> <p><u>Baseline Data 2016:</u> 89 of 193 (46%) of the records reviewed had SE Outcomes/strategies;</p> <p><u>Progress Data 2017</u> – 159 of 223 (71%) of the records reviewed had SE Outcomes/strategies</p> <p><u>Progress Data 2018</u> – 124 of 201 records reviewed (62%) had S-E Outcomes</p>	<p>The outcome, evaluation question and performance indicator were about increasing the providers' understanding of EBPs yet the question was about being more effective in providing intervention. We will use the module pre- and post-test data on EBPs (section 6) to evaluate this instead of using a survey question.</p> <p>Though the 2018 data (62%) show a decrease of 9% as compared to 2017 comprehensive monitoring data (71%), the agencies monitored in 2018 were the same as those monitored in 2016 (baseline – 46%). When comparing same agencies bi-annually monitored we see a growth of 16% in the percent of records reviewed which include SE Outcomes/Strategies.</p>

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
Intermediate Outcome	Families will be better able to support and enhance their child's social-emotional skills and overall development.	What is the percent of families reporting being able to better support their child's social-emotional development?	An increase in the number of families better able to support their child's social-emotional development.	Family Survey/Focus Group/Interviews with Families	7/2017	Ongoing	Baseline 7/2018; 6 Months	Status: Ongoing Questions added to revised survey; Completed Evidence – Revised Family Survey Data: <i>“Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.”</i> Of the 352 surveys returned 350 responses were collected for the survey statement: Strongly Agree/Agree 333 (95%), Disagree/Strongly Disagree 6 (1.7%), Undecided 11 (3.1%)	The date to initiate the new family survey was delayed since the state had to send out the previous family survey prior to June 2017 in order to obtain family data for FFY 2016 reporting in the APR. As a result, the revisions to the family survey was delay until 2017–2018. Establishing a process to incorporate extensive and meaningful stakeholder engagement postponed the completion of the survey until March 2018. The revised family survey will be implemented between April and June 2018. As a result, the timeline for obtaining baseline data for this performance indicator was adjusted.

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

If the State establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child's social-emotional skills, then	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																									
<p>Long-Term Outcome (SIMR)</p> <p>This outcome and measurement crosses all four strands.</p>	<p>Infants and toddlers exiting early intervention services will demonstrate a significantly increased rate of growth in positive social-emotional skills (including social relationships).</p>	<p>What percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrate improved positive S-E skills (including social relationships)?</p>	<p>The percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrating improved positive S-E skills (including social relationships) will increase?</p>	<p>Child Outcomes Data</p>	<p>12/2016</p>	<p>7/1/2020</p>	<p>Annually through 7/2020</p>	<p>Status: Completed and Ongoing</p> <p>Data:</p> <p>Indicator 3C Summary Statement 1</p> <table border="1" data-bbox="1674 581 2110 816"> <thead> <tr> <th>FFY</th> <th>Target</th> <th>Progress Data</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>65.25%</td> <td>Baseline</td> <td>X</td> </tr> <tr> <td>2014</td> <td>65.78%</td> <td>63.32%</td> <td></td> </tr> <tr> <td>2015</td> <td>66.31%</td> <td>70.42%</td> <td>X</td> </tr> <tr> <td>2016</td> <td>66.84%</td> <td>70.91%</td> <td>X</td> </tr> <tr> <td>2017</td> <td>67.37%</td> <td>65.87%</td> <td></td> </tr> </tbody> </table>	FFY	Target	Progress Data	Met Target	2013	65.25%	Baseline	X	2014	65.78%	63.32%		2015	66.31%	70.42%	X	2016	66.84%	70.91%	X	2017	67.37%	65.87%		<p>The State has continued to demonstrate progress in the SIMR and exceeded the State's target.</p> <p>Comparison of progress data from 2015 to 2016 demonstrates that the percent of infants and toddlers with improved social emotional skills did increase by .49%. We met our performance indicator.</p> <p>While the State did not meet the target, Nevada Part C continues to support staff growth and has pursued and received the Pyramid Model grant (NCPMI) training. Currently in Implementation phase. State leadership team, program coaches, implementation site leadership teams have been designated and have begun meeting.</p>
FFY	Target	Progress Data	Met Target																														
2013	65.25%	Baseline	X																														
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2016	66.84%	70.91%	X																														
2017	67.37%	65.87%																															

Evaluation of Implementation of Improvement Strategies - State and Local Practitioner Collaboration									
Activity 1: Identify specific areas for collaboration across state and federal programs at both the state and local level that are most relevant to linking families with appropriate resources related to addressing their child’s social-emotional development.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
1	Identify resources at the state and local levels to support EIS practitioners and families in addressing the social-emotional needs of infants and toddlers and make available to stakeholders, families, service practitioners and the public.	Are resources available at the state and local levels to support EIS practitioners and families in addressing the social-emotional needs of infants and toddlers?	Resource lists are made available to stakeholders, families, service practitioners and the public on the IDEA Part C Office Project Assist website.	Regional Early Intervention Programs will send to the Part C Office for posting to the website.	7/1/2016	3/2017	Baseline March 2017, Annually	Status: Completed, ongoing Evidence: Included on Part C Website	http://dhhs.nv.gov/Programs/IDEA/ProjectASSIST/
Activity 2: Align SSIP goals and activities with Nevada’s Early Childhood Comprehensive System Strategic Plan relative to Professional Development, Social Emotional Health, Community Resources and Wrap-around Services to strengthen and maximize resources to support social emotional outcomes for infants and toddlers and their families.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator

Nevada SSIP Phase III Year III 2018-2019– State and Local Provider Collaboration Strand, March 20, 2019

	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
2	Engage in process of updating the Early Childhood Advisory Council (ECAC) Strategic Plan regarding key agencies/programs related to early childhood supports and services; Align Plan with SSIP to identify key areas for collaboration.	Has the ECAC Strategic Plan been updated as planned? Has a cross-walk between the two plans been completed as planned?	The revised Early Childhood System Strategic Plan and Crosswalk with the SSIP are available to stakeholders, families, service practitioners and the public.	Nevada Department of Education Website/IDEA Part C Office Website	4/1/2016	3/2017 July 2018 October 2019	One-time	Status: In Process	Strategy modified to reflect current EC Plan for the State; Timeline for completion adjusted to coincide with the approval of the ECAC Strategic Plan.



State Implementation and Scale Up

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

State Benchmarks of Quality

- The benchmarks (BoQ) is a checklist designed to help teams move through the stages of implementation and build the systems and supports needed for high-fidelity use of the evidence-based practices.
- Leadership teams to use the BoQ to assess where they are in the process of implementing evidence-based practices and planning next steps in the process of full implementation, scale up, and sustainability.



State Benchmarks of Quality

- Critical Elements
- Benchmarks of Quality
- Who (who is responsible)
- A rating of 0-2 for each Benchmark (not in place, emerging, in place)



Implementation Science: the “What and the “How”

- Stages (2-4 years)
- Implementation Teams
- Buy-in/Readiness
- Drivers (e.g. leadership & competence)
- *Goal is High Fidelity implementation of Pyramid Model by Local EI programs*



HOW



Drivers

Implementation Drivers

- Competency Drivers – coaching, training, fidelity
- Organizational Drivers- data systems, administrative support, systems intervention
- Leadership Drivers – technical and adaptive responding

WHEN



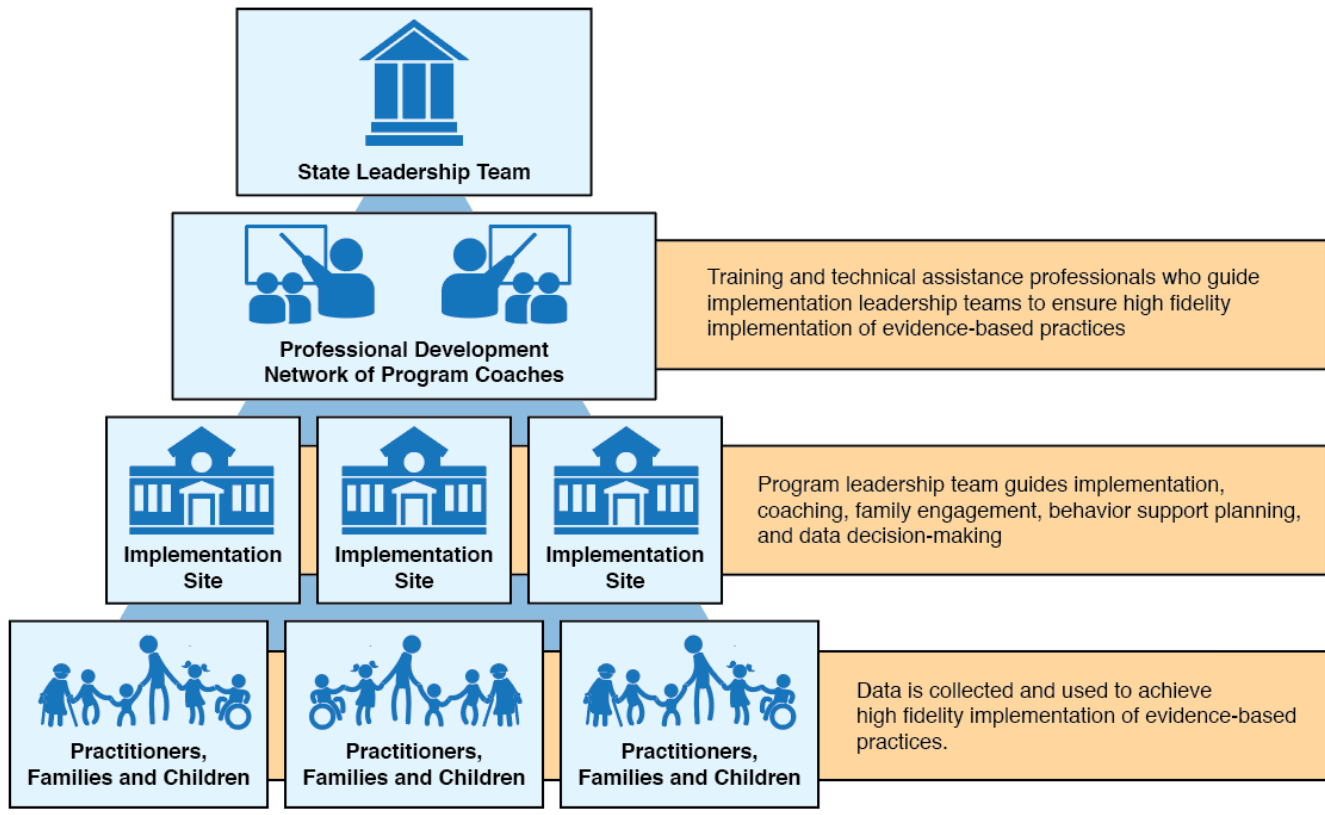
Stages of Implementation

Stages

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation, Sustainability, Scale-up**

— 2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005



State Benchmarks of Quality


- The State Leadership Team uses the BoQ to guide the development of the four essential support structures:
 - the State Leadership Team
 - the Professional Development Network of Program Coaches
 - the Implementation and Demonstration sites
 - the data and evaluation systems



State BoQ: Process

- The leadership team uses the BoQ to self-assess in one of their initial meetings.
- The assessment is done as a group (not individually) to build on dialogue and consensus. Small groups are used to rate each item, then convene as a large group to discuss each item as a group to form a common understanding of the item's current status.
- After ratings are established, the team decides what actions will move them forward.
- The team develops an action plan to implement the critical elements.
- The group ratings are entered into a spreadsheet and progress is visually displayed.
- Subsequent assessments are done every 6-12 months to measure progress.



The image features a dark blue speech bubble with a white outline, pointing towards the bottom left. Inside the bubble, the text "Next Steps: Action Planning" is written in a bold, white, sans-serif font. The background is white with several thin, light gray curved lines and dashed lines that create a sense of motion or a circular path around the bubble.

Next Steps: Action Planning

SLT Action Planning

- Sustainability and scale-up
- Funding
- Awareness presentation
- Dissemination of work
- Institutionalizing and Embedding
 - State documents
 - Program guidance
 - Family materials
- Linkage to “TACSEI”
- Cross-sector expansion




Statewide Implementation Guide: SIG

The screenshot shows a web browser window with the URL <http://ectacenter.org/sig/>. The page header features the ECTA logo and the text "Early Childhood Technical Assistance Center" with the tagline "Improving Systems, Practices and Outcomes". A search bar is located in the top right. Below the header is a navigation menu with links for "Part C", "Section 619", "Contacts", "Topics", "Events", "Research & Reference", "eNotes", and "For Families/Para Familias". A secondary menu includes "System Framework", "DEC Recommended Practices", "Implement & Scale Up EBP", "SSIP", and "Outcomes Measurement".

Statewide Implementation Guide

The **Statewide Implementation Guide** is a process for implementing evidence-based practices statewide. The guide is based on results and evidence from the multi-year Pyramid Model implementation initiative in 25 states. The guide includes tools, materials, and examples derived from the Pyramid Model and ECTA's DEC Recommended Practices implementation technical assistance.

The guide is a collaboration between ECTA Center and [National Center for Pyramid Model Innovations](#).



Components of the Guide

<http://ectacenter.org/sig/>

? Introduction

The left sidebar contains a table of contents with the following items:

- Statewide Implementation Guide
- Introduction
- Essential Support Structures
 - State Leadership Team
 - Professional Development Network of Program Coaches
 - Implementation Sites & Demonstration Sites
 - Data & Evaluation Systems
- Stages of Implementation
- Key Resources & Tools
 - Benchmarks of Quality
 - Tools
 - Companion Resources

SIG: State Leadership Team

- Vision
- Ground rules
- Evaluation of meetings
- Action plan
- Sustainability and scale-up
- Communication and visibility
- Authority, priority, and communication linkages

Key Resources:

State coordinator job description, teaming strategies, sample ground rules, meeting forms (agenda, action plan, evaluation), state annual report considerations, state sustainability considerations



SLT Action Planning: Family Engagement

- Family representation (SLT)
- Training opportunities
- Awareness
- Feedback



SLT Action Planning: Implementation Sites

- Establish initial implementation sites
- Identify demonstration sites – process, selection, MOU
- Expansion of sites – recruitment, readiness, training, support



SIG: Implementation and Demonstration Sites

- Readiness
- Recruitment
- MOU

Key Resources: Application for implementation site, application scoring and rubric, Implementation site leadership team membership, position descriptions, guidance for supporting implementation sites in reaching and sustaining fidelity, Q/A related to demonstration programs

NCPMI Resource: Pyramid Model Early Intervention Program Benchmarks of Quality

<http://challengingbehavior.cbcs.usf.edu/Implementation/data/index.html>

SLT Action Planning: Professional Development

- Statewide training capacity: Sites
 - Leadership team
 - Practices
 - Practice-Based coaching
 - Behavior support
- Statewide training and oversight: program coaches



SIG: Professional Development

- Establish PD experts to serve as program coaches
- Training in EBP
- Coaching to implementation sites

Key Resources: Sample letter of invitation, application packet, program coach agreement, scope of work

NCPMI resource: Program Coach Overview
https://www.youtube.com/watch?v=In8yhvs-_I0&feature=youtu.be

SLT: Action Planning

- Evaluation data:
 - Program coaches
 - Implementation sites
- Data access and summary
- Evaluation summary and review



SIG: Evaluation/Data-Based Decision Making

- Data collection from programs and program coaches
- Training materials related to data collection and tools
- Annual evaluation report

Key Resources: sample data decision-making tools, Look-Think-Act guides for using data for decision-making, sample program report, sample annual report

NCPMI resource: Data tools to be posted here:

<http://challengingbehavior.cbcs.usf.edu/Implementation/data/index.html>. 1) EI BoQ, 2) Program Coach Log, 3) Practitioner Fidelity Tool, 4) Practitioner Coach Log



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