

OKLAHOMA STATE SYSTEMIC IMPROVEMENT PLAN STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART C

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education
Act**

**For reporting on
FFY 2020**

Oklahoma



**PART C DUE
February 1, 2022**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

Indicator 11: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes each of the components described below.

Instructions

Baseline Data: The State must provide baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Targets: In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for infants and toddlers with disabilities and their families by improving early intervention services. Stakeholders, including parents of infants and toddlers with disabilities, early intervention service (EIS) programs and providers, the State Interagency Coordinating Council, and others, are critical participants in improving results for infants and toddlers with disabilities and their families and must be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 11. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which is in addition to the Phase I content (including any updates) outlined above:

- Infrastructure Development;
- Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices; and
- Evaluation.

Phase III: Implementation and Evaluation (which is in addition to the Phase I and Phase II content (including any updates) outlined above:

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result for Infants and Toddlers with Disabilities and Their Families (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through FFY 2025 SPP/APR, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, e.g., a logic model, of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., April 1, 2021). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2020 APR, report on anticipated outcomes to be obtained during FFY 2021, i.e., July 1, 2021-June 30, 2022).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact

the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (i.e., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (i.e., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2020 APR, report on activities it intends to implement in FFY 2021, i.e., July 1, 2021-June 30, 2022) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

11 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Oklahoma SoonerStart will increase the percentage of infants and toddlers who demonstrate positive social-emotional skills.

Has the SiMR changed since the last SSIP submission? (yes/no)

YES

Provide a description of the system analysis activities conducted to support changing the SiMR.

In December 2020, SoonerStart began stakeholder conversations about changing the SiMR to address current needs across the program. This first meeting included data and systems analyses per the former "Phase I" requirements of defining the SSIP.

In its systems analysis, SoonerStart reported information about the six infrastructure components of early intervention programs: governance, finances, personnel and workforce, data systems, quality standards, and accountability/quality improvement. The program's strengths and challenges in each area were presented by various state leaders and discussed by stakeholders. Stakeholders did not raise significant concerns about the overarching structure of SoonerStart. The discussion emphasized that some of the work completed during the prior SSIP strengthened SoonerStart's infrastructure, including its data systems and workforce.

In subsequent meetings, when discussions began to center on whether social-emotional (SE) outcomes could and should be the focus of a new SSIP, an analysis was conducted of SoonerStart's systems to support SE development. In this area, state and local staff and outside stakeholders found that the program did not have a strong structure to support children struggling in this area. In fact, SoonerStart has never implemented an evidence-based treatment model for children with SE deficits. As a result, stakeholders recommended infrastructure improvements to support SE development, if the social-emotional growth outcome was chosen as the SiMR.

The lack of a solid program structure to support SE growth in children served by SoonerStart was a factor in selecting SE outcomes as the SiMR. SoonerStart has vital services to support what have been the most critical issues for parents historically: mobility and language development. Stakeholders did not prefer those outcomes for that reason: the program is not struggling to support children with those needs, and outcomes are strong when children leave the program. Instead, stakeholders recommended building a more robust structure to enable better service provision to address SE delays. This issue has become critical as parents have sought out additional supports and as SoonerStart has recognized more children with significant delays in SE development.

Once the SE outcome was selected as the area of focus for the SiMR, additional systems analyses were conducted on programs and structures implemented across the country and in related initiatives in Oklahoma. This effort was oriented toward determining which programs or systems could be appropriately adopted and implemented in Oklahoma SoonerStart. Various approaches and interventions used in other states were discussed with stakeholders. Approaches included screening for maternal depression, expanding routines-based interventions, implementing pyramid model frameworks, providing Infant and Early Childhood Mental Health Consultation services, and providing "dyadic treatment" therapy for infants and parents.

Stakeholders were asked to provide feedback on the various interventions or approaches to supporting SE growth, which they did. The most well-received initiative was the pyramid model framework, which has been adopted as a viable intervention by several other programs in Oklahoma, including Head Start, the Department of Human Services' Child Care Division, and the State Department of Education's early childhood/preschool unit. It also aligns with additional tiered intervention frameworks being adopted in schools and districts to address behavioral and academic improvement (such as MTSS and PBIS).

Please list the data source(s) used to support the change of the SiMR.

SoonerStart referenced many different data sources during the process of selecting a SiMR. State, local and national data were included in discussions: Demographic data for children served by SoonerStart for several prior years, including gender, race, foster status, location, age, and time in the program

BDI data for children served for several prior years

SSIP outcome data FFY 2018 and FFY 2019

Early Childhood Outcome program data for several prior years

Family outcomes data for several prior years

Interim Study on Adverse Childhood Experiences (David Bard, Ph.D., Director, Biomedical & Behavioral Methodology Core, University of Oklahoma)

2019 NSCH and Child and Adolescent Health Measurement Initiative (CAHMI), America's Health Rankings Health of Women and Children Report

State of Babies Yearbook 2019

Kids Count 2020- Oklahoma

2020 Strategy Report for the Task Force on Trauma Informed Care (an Oklahoma Legislative Study)

Provide a description of how the State analyzed data to reach the decision to change the SiMR.

In December 2020, SoonerStart began stakeholder conversations about changing the SiMR to address current needs across the program. This first meeting included data and systems analyses per the former "Phase I" requirements of defining the SSIP.

The initial data analysis included contextual information about SoonerStart and demographic trends of the group of children served by the program in recent years. Historical program data reflecting child and family outcomes were also shared and discussed with stakeholders. Discussions focused on which outcomes showed the greatest need for improvement and which reflected high achievement. Stakeholders were asked to vote on the outcome which they believed needed the most improvement. Nearly forty percent of 106 responding stakeholders selected social-emotional development and behavioral needs as the outcome to target in the SSIP. The next most commonly preferred outcome was "helping families help their children develop

and learn.”

In subsequent meetings, additional data analyses were conducted and presented to consider the context of SE development in Oklahoma and related state trends. For example, data compiled through the 2019 NSCH and Child and Adolescent Health Measurement Initiative’s (CAHMI) “America’s Health Rankings Health of Women and Children Report” indicated that 28.5% of children in Oklahoma had experienced two or more adverse childhood experiences (ACEs). In comparison, the national “State of Babies” 2019 report shows that 21% of all individuals in Oklahoma have two or more ACEs, which is the country’s highest rate. The effects of high ACEs were also analyzed in the context of current state challenges. The Annie E. Casey Foundation’s “Kids Count” 2020 report determined that Oklahoma ranks in the bottom fifth of states in family, health and educational outcomes. These factors strongly influenced stakeholders’ preferences for focusing on SE growth at this time, particularly in light of the potential mental health and social effects of the pandemic on children.

Data related specifically to SE outcomes in SoonerStart were also analyzed, to determine if a particular sub-set of children were facing higher delays than others. This analysis aimed to assess whether SE interventions should target a particular group through the SSIP. After analyzing BDI-2 personal-social (P/S) domain assessment results (conducted when children were evaluated for eligibility), no strong patterns were detected. Differences in SE delays were considered for several sub-groups, including children referred under CAPTA requirements, race, gender, region of the state, and Medicaid eligibility. Male children, on average, had lower BDI-2 P/S domain scores, as did children identified as Pacific Islanders or Asian. Stakeholders did not believe that a program intervention should be targeted specifically to these two groups, but instead recommended that services should be available to all children.

Please describe the role of stakeholders in the decision to change the SiMR.

Oklahoma relied on stakeholder input to identify and implement infrastructure changes and approaches to supporting implementation of evidence-based practices and developing evaluation criteria for the State Systemic Improvement Plan (SSIP) throughout the previous SSIP cycle (FFY 2014-FFY 2019). In the FFY 2018 SSIP submission, Oklahoma stated the state’s intention to bring together stakeholders, including parents of infants and toddlers with disabilities, early intervention (EI) service providers, the Interagency Coordinating Council, and others to explore the development of a new SoonerStart SSIP.

SoonerStart initiated meetings in the Fall of 2020 that engaged stakeholders in data and infrastructure analysis that led to the new SIMR. Meetings were held virtually via Zoom to mitigate the community spread of the coronavirus. Stakeholders reviewed the data analysis, offered assistance with the infrastructure analysis, provided feedback during the development of the SIMR, made suggestions during the root cause analysis, offered ideas for the selection of coherent improvement strategies, and gave feedback on the development of the theory of action. Subsequent stakeholder collaboration beginning in December 2020 solicited input on infrastructure development and the selection and implementation of evidence-based practices.

Stakeholders ultimately recommended that the SIMR be focused on improving social emotional outcomes for infants and toddlers and that the new SSIP includes the creation of a sustainable framework and evidence-based practices to support this outcome. The SSIP Leadership Team decided to change the SIMR following the stakeholders’ recommendation and with the approval of the ICC. Stakeholders participating in the SSIP and SIMR selection are listed under the heading “Description of Stakeholder Input” below.

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The data collected and reported for the SIMR each year will represent only children served at the implementation sites. Because state-wide implementation is not possible initially, three sites were selected to begin implementation. For the first three years (through FFY 2022), only data from these sites are being reported as the SIMR. Once additional sites begin implementation, their child data will be included in SIMR results. Over time, the SIMR will reflect all children statewide once implementation is fully scaled-up.

Is the State’s theory of action new or revised since the previous submission? (yes/no)

YES

Please provide a description of the changes and updates to the theory of action.

Oklahoma has developed a new theory of action (theory of change) to describe the linkages between the actions that SoonerStart will take and the resulting personnel and family changes that will occur, leading to the achievement of the new SIMR. The theory of change states:

- 1) If SoonerStart implements a structured approach for the provision of early intervention evidence and
- 2) provides training, coaching, and monitoring of these specific evidence-based practices supporting social-emotional development
- 3) so that EI providers develop and utilize their acquired knowledge and skills in providing services to families
- 4) in order to increase the families’ knowledge about social-emotional development so they have the information needed to support their child’s social-emotional growth,
- 5) then families will be more prepared to recognize their children’s social-emotional strengths and manage their children’s challenging behaviors
- 6) leading to improved social-emotional outcomes for children.

Oklahoma has devised this model of change for the program’s SSIP because it clearly articulates the modifications to its infrastructure and practice that SoonerStart will make in order to improve child outcomes. It clearly identifies the key components and actors in the change process, focusing on the role of families. If any one of the change elements is not achieved, the SIMR will not improve.

Stakeholders participated in the design of the theory of change and have approved it.

Please provide a link to the current theory of action.

<https://sde.ok.gov/sites/default/files/Theory-of-Change-Part-C-2022.pdf>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
FFY 2020	58.06%

Targets

FFY	2020	2021	2022	2023	2024	2025
Target>=	58.00%	58.00%	59.00%	61.00%	63.00%	65.00%

FFY 2020 SPP/APR Data

		FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
54	93		58.00%	58.06%	N/A	N/A

Provide the data source for the FFY 2020 data.

Ages and Stages Questionnaire – Social Emotional – 2 (ASQ:SE-2)

Please describe how data are collected and analyzed for the SiMR.

SoonerStart collected baseline data before implementing improvement strategies and evidence-based practices at the SSIP pilot sites. The Ages & Stages Questionnaire: Social-Emotional -2 (ASQ:SE-2) was selected as the tool to obtain baseline and subsequent SIMR data. This decision was made because SoonerStart staff are familiar with administering the ASQ:SE-2 and the measurement score does not rely on the subjective interpretation by the early intervention provider. The ASQ:SE-2 has age-range questionnaires that are scored to obtain a result of:

Below Cut-off - indicates no concerns in social-emotional development

At Risk - indicates children who may need monitoring of social-emotional development

Above Cut-off - indicates children with concerns in social-emotional developmental concerns.

The SLT determined that all staff are required to attend training provided by the publisher of the ASQ:SE-2 before using the tool to collect data for the SSIP to ensure fidelity to the administration of the assessment tool. Resource Coordinators were the first staff trained in June 2021 and additional training is scheduled for late Fall 2022 for service providers.

Oklahoma began collecting baseline data in August 2021. Resource Coordinators were tasked with administering the ASQ:SE-2 to collect baseline data in August and September. The Part C Data Specialist randomly selected 93 children enrolled in SoonerStart at the SSIP pilot sites who had received at least six months of IFSP services. All were assessed using the ASQ:SE-2. Fifty-four children with a score below the cut-off (as determined for each age interval of the questionnaire) were reported to have no social-emotional developmental concerns. The percentage of children scoring below the cut-off (no social emotional concerns) was used to calculate the baseline for the SIMR.

After implementing the improvement strategies and evidence-based practices, the SIMR will be measured by assessing all children at the SSIP pilot sites. Subsequent results will be collected using the appropriate age-range ASQ:SE-2 questionnaire at the six-month Periodic IFSP Review and the Annual IFSP review. The percentage of children scoring below the cut-off indicating no social-emotional concerns will be compared to the annual SSIP target.

SoonerStart is also using ASQ:SE-2 data to provide an early opportunity in the Part C process to support families with concerns about their child's social emotional development. The ASQ:SE-2 has been added as a component of the intake for children referred to the program after January 1, 2022. If the results indicate a social emotional developmental concern, but the child is determined not eligible for Part C services, the Resource Coordinator has information to provide appropriate referrals and other resource options to the family. If the child is determined eligible for Part C services, any social-emotional concerns identified by the family at the intake can be discussed by the IFSP team when developing outcomes for the initial IFSP. The ASQ:SE-2 results will also assist the IFSP team in determining if a higher level of support (targeted or intensive in the Pyramid Model approach) is indicated for the early intervention services planned in the initial IFSP.

SoonerStart utilizes an online ASQ database for scoring and storage of baseline and progress data. Data reports generated by the online system provide information on the number of children assessed, the number of children with a score below the cut-off and the percentage of children with no social-emotional developmental concerns indicated.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

YES

If yes, please provide the following information: a description of the changes and updates to the evaluation plan; a rationale or justification for the changes; and, a link to the State's current evaluation plan.

The evaluation plan reflects the adoption of a new SSIP and SIMR. Individual justifications for changes to outcomes performance measures are not provided because the entire plan is new. At this time, Oklahoma has not yet begun implementing evidence-based practices therefore, those elements in the evaluation plan are still in the development stage. We expect those to be finalized by mid-year 2022. At this time, the plan's infrastructure and personnel learning components have been outlined.

The evaluation plan is written in reference to the theory of change (ToC) and its five components. Each ToC component must be completed with high quality for the SSIP to be successful, and the evaluation focuses on assessing whether each component has been achieved as designed. Please see the posted document at the link provided for a complete plan description, including all performance measures.

<https://sde.ok.gov/sites/default/files/FFY-2020-2025-Part-C-SSIP-Evaluation-Plan.pdf>

The current version of the evaluation plan includes a table of outcomes and measures for each of the first three components in the theory of change. The first two are infrastructure changes, while the third reflects the use of evidence-based practices. Oklahoma will evaluate whether those changes were implemented as designed initially, monitor maintenance and quality in the mid-term, and assess sustainability in the long-term. The evaluation plan for the fourth and fifth ToC components that focus on family engagement and participation in practice implementation has yet to be developed. Short, medium and long-term measures will be identified before the full implementation of evidence-based practices begins. The final component of the ToC is the SIMR.

ToC component one: SoonerStart implements a structured approach for the provision of early intervention evidence-based practices supporting social-emotional development

Outcomes:

Establish SSIP State leadership team

Revise SoonerStart processes and procedures to align with SSIP infrastructure changes and support Pyramid Model implementation.

Allocate resources to the long-term implementation of the SSIP

Establish procedures to launch and maintain implementation sites

Create or select data collection and storage tools and systems

Implement all components of the Pyramid Model (Part C) Early Intervention Benchmarks of Quality

ToC component two: Provide training, coaching, and monitoring of specific PM evidence-based practices

Outcomes:

Train staff in PM practices, including coaching and other EBPs

Implement Practice-Based Coaching (PBC) to support practitioners' use of Pyramid Model practices

Develop a system to monitor that evidence-based practices are implemented with fidelity.

ToC component three: EI providers develop and utilize their acquired knowledge and skills in providing services to families

Outcomes:

Leadership personnel (state and local) demonstrate knowledge of and capacity to implement PM Framework.

Practitioner coaches demonstrate the ability to support and monitor EI providers.

Trained personnel demonstrate knowledge gains.

Trained personnel demonstrate fidelity to high-quality use of family coaching EBPs.

Provide a summary of each infrastructure improvement strategy implemented in the reporting period.

Oklahoma worked with stakeholders to develop a new SIMR and revise the SSIP for FFY 2020 with new infrastructure improvement strategies. Below is a summary of activities implemented during calendar years 2020 and 2021 to support the development of a new SSIP.

ToC component one: SoonerStart implements a structured approach for the provision of early intervention evidence-based practices supporting social emotional development.

The following activities were completed in this reporting period. All activities are aligned with the major outcomes outlined in the evaluation plan for the component.

1. Establish the SSIP State Leadership Team (SLT)

The SSIP SLT is comprised of eight SoonerStart administrators and staff from the OSDE (lead agency) and OSDH (partner agency) with the authority to develop policies and procedures, secure funding and allocate employee resources to implement the SSIP effectively. The SLT met in the summer of 2020 to plan for a series of meetings to engage stakeholders in data and infrastructure analysis that would inform the direction of the next SSIP.

2. Revise processes and procedures to align with SSIP infrastructure changes and support PM implementation.

The first revision to processes and procedures is related to the use of the ASQ:SE-2 during the intake for new referrals. SoonerStart implemented procedural changes to the intake process to identify and address possible SE concerns as soon as possible. Beginning January 1, 2022, the questions from the ASQ:SE-2 are included during the intake. The procedural change is not limited to the local pilot sites but is being implemented statewide. The purpose is two-fold. If a family identifies a SE concern but the child is determined not eligible for Part C services, the Resource Coordinator has information to provide appropriate referrals and other resource options to the family. If the child is determined eligible for Part C services, any SE concerns identified by the family at the intake are discussed by the IFSP team when developing outcomes for the initial IFSP. The ASQ:SE-2 results will assist the IFSP team in determining the PM support tier most appropriate for the initial delivery of early intervention services at the implementation sites. Service providers will continue historical practices at all other sites to address SE delays.

Subsequent ASQ:SE-2 data collected at the six-month periodic IFSP review and the annual IFSP review to provide the SIMR measurement will also serve to inform the IFSP team of new or continued SE concerns. These results will assist the IFSP team in determining the PM support tier most appropriate for continued services.

The second set of processes and procedures to be revised will support the implementation of the PM framework as the structured approach to deliver EBPs. Changes include:

1. Development of an algorithm to determine the level of support (Universal tier, Targeted tier, or Intensive tier) a child needs to address social-emotional needs

2. Procedures and tools for monitoring the fidelity of EBPs
3. Utilization and expectations of PM Program and Practitioner Coaches in the SoonerStart structure
4. PM training expectations for new personnel and ongoing follow-up

The revised procedures are being incorporated in the SoonerStart Operations Manual which provides how-to instructions to staff on all program and administrative procedures, processes and activities required by IDEA Part C and the SoonerStart program.

3. Allocate resources to the long-term implementation of the SSIP.

SoonerStart allocated two types of resources to implementation: funding and personnel.

The SLT arranged to utilize funding from the American Rescue Plan to support the initial implementation of the SSIP. Monies were expended on purchasing the ASQ Online data system to collect and store SIMR data. SoonerStart also contracted with the Pyramid Model Consortium (PMC) to provide all of the training necessary for implementing the PM. The SLT is committed to renewing the contract with PMC for another year of technical assistance and support. Personnel resources allocated include three members of the SLT serving dual roles by taking on duties as PM Program Coaches to provide the necessary support for implementation at the local sites.

4. Establish procedures to launch and maintain implementation sites.

SoonerStart, with stakeholder assistance, selected three initial implementation (pilot) sites using a rubric that factored in staff willingness and capacity to participate, SE development levels of children served locally, and the child count of the site. Data were collected partly through a personnel survey.

After site selection and confirmation of staff buy-in, local leadership teams (LT) were established. The SoonerStart local LTs include the site supervisor for service providers (Lead Clinician), the site supervisor for service coordinators (Regional Early Intervention Coordinator), a parent or caregiver of a child currently receiving SoonerStart services, and two to six EI staff depending on the size of the site. The SLT assigned each site a program coach to support implementation. Leadership teams are designed in accordance with the Pyramid Model Early Intervention (Part C) Benchmarks of Quality. Members of local LTs were oriented to the PM framework and EBPs in October and November 2021. Their role locally is to support high quality service delivery using PM EBPs.

As part of the overarching support structure, program coaches work with individual sites as the liaison to the SLT. The program coaches began their training in November 2021. Training is ongoing and all receive monthly mentoring and support from the PMC.

5. Create or select data collection and storage tools and systems.

SoonerStart uses several data systems to collect, monitor, and report implementation data. The ASQ:SE-2 assessments are recorded and permanently stored in the online system supported by the publisher (Brookes Publishing), which stores individual assessment results and produces aggregated reports.

Implementation fidelity data will be collected and monitored through the Early Intervention Pyramid Practice Fidelity Instrument (EIPFFI) tool, where practitioner coaches will record fidelity observations by for all service providers at the current implementation sites. The data will be stored locally and at the state by the Part C Data Specialist.

The third system being used is SoonerStart's online child record system. This system records information relevant to eligibility and IFSP service provision.

6. Implement all components of the PM EI Benchmarks of Quality.

SoonerStart utilizes the expertise provided by the PMC to build program capacity to implement and scale up the PM with fidelity. A PMC leadership team guides the program-wide implementation. It develops the supports and infrastructure needed to ensure that PM implementation can occur in services provided to children and their families. The program-wide implementation model ensures that programs attend to both the implementation of EBPs and the infrastructure development to support the durable implementation of those practices. The Pyramid Model Early Intervention (Part C) Benchmarks of Quality outlines the quality indicators of each of the critical elements associated with implementing program-wide.

The critical elements of the PM Benchmarks of Quality include:

1. Establishing a Leadership team
2. Staff Buy-in
3. Family Engagement
4. Building staff capacity, including coaching
5. Providing interventions to children with persistent challenging behaviors
6. Data decision-making examining implementation and outcomes

As outlined above, SoonerStart has established a state leadership team (SLT), three local leadership teams (LT), and obtained staff buy-in at the local implementation sites. Data collections examining implementation (PM Benchmarks of Quality, EIPFFI) and outcomes (ASQ:SE-2) have been identified.

CONTINUED BELOW

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

CONTINUED-INFRASTRUCTURE IMPROVEMENT STRATEGY IMPLEMENTED IN REPORTING PERIOD:

ToC component two: Provide training, coaching and monitoring of specific PM EBPs

SoonerStart began developing the infrastructure to support the second component of the ToC. This work is ongoing and will be discussed in more detail in the next annual report.

The following activities completed are aligned with the major outcomes outlined in the evaluation plan for the component.

1. Train staff in PM practices, including coaching and other EBPs

The PMC provided training to the Local LTs in the fall of 2021 on the critical components of program-wide implementation in EI programs and their role and responsibilities.

2. Implement Practice-Based Coaching (PBC) to support practitioners' use of PM practices

Practitioner coaches have been identified at each site and will be trained in 2022.

3. Develop a system to monitor that EBPs are implemented with fidelity.

The EIPFFI is the tool SoonerStart has designated to measure the fidelity of implementation of PM practices by EI practitioners during family coaching sessions. The procedures, processes and administrative practices will be developed in 2022.

INFRASTRUCTURE OUTCOMES ACHIEVED

As recounted previously, the first two components of the SSIP ToC are infrastructure improvements. The evaluation plan has incorporated short, medium, and long-term measures of each major outcome to monitor outcome achievement at several levels over time. Because this is the first year of implementation only short-term measures (objectives) have been achieved and can be reported at this time. See the posted evaluation plan for mid-term and long-term measures of outcome achievement. The evaluation reporting period is the entire prior calendar year.

Adoption of the PM framework is a fundamental change to the operations of SoonerStart. It is a systems change to the program's approach to identifying and addressing SE delays among children it serves. The infrastructure improvements described in previous sections are essential for achieving the SIMR. If the PM framework is not implemented with fidelity and fully integrated into the structure, processes, and procedures of SoonerStart, children's SE development will not improve. Nor will it improve if all personnel are not trained with integrity to the model so that EBPs can be used with fidelity.

Similarly, both are essential for the sustainability of system improvement efforts and scale-up, although the program will not realize these goals for several years. To make those happen, foundational work in leadership development, program change, resource allocation and professional development must begin. More details about the accomplishments of this past year concerning the stated objectives can be found in prior sections.

ToC component one: SoonerStart implements a structured approach for the provision of EI EBPs supporting SE development

Outcome 1.1: Establish SSIP state leadership team (governance)

The short-term measure for outcome one is to create the SLT to guide the long-term implementation of the PM and oversee all system changes. The team was created in the early spring of 2021 and incorporates stakeholder input into all decision-making processes regarding the new SSIP. It has also developed policies and procedures, secured funding and allocated employee resources to implement the SSIP. The SLT will also serve as the PM Leadership Team (PMLT) directly responsible for meeting the PM State Leadership Benchmarks of Quality for statewide implementation.

Outcome 1.2: Revise SoonerStart processes and procedures to align with SSIP infrastructure changes and support PM implementation. (governance and quality standards)

The short-term measure for outcome two is to align assessment procedures with the program's needs regarding data collection for the SIMR and delivery of services. This has been accomplished. The program has delineated the proper use of the ASQ-SE-2 in the referral process and subsequently over time. Guidelines have been written into operational procedures for personnel to use statewide.

Outcome 1.3: Allocate resources to the long-term implementation of the SSIP (finances)

The short-term measure for outcome three is to allocate start-up funding and personnel resources to begin full implementation. Initial funding came from American Rescue Plan monies to purchase ASQ-SE-2 usage and data system access and to contract with the PMC to provide all implementation support (including all training). SoonerStart has also re-allocated personnel to dedicate part-time to implementing the SSIP.

Outcome 1.4: Establish procedures to launch and maintain implementation sites (governance)

The short-term measure for outcome four is selecting and onboarding initial implementation sites. This was accomplished last fall when three sites were selected for initial implementation of the PM framework. Leadership personnel at these sites were oriented to the framework in late fall 2021, and all personnel will be trained by mid-year 2022. Onboarding is not yet complete but has been started.

Outcome 1.5: Create or select data collection and storage tools and systems (data and accountability/monitoring)

The short-term measures for outcome five are to a) adopt a child-level data collection and monitoring tool, and b) to establish data storage and reporting tools for evaluating the project. The first concerns the storage requirements of ASQ-SE-2 results and related information. Fortunately, the ASQ-SE-2 publisher has a secure online assessment tool to which users can purchase rights. SoonerStart chose to select this option to reduce the recording and reporting burden of this data. Rights were purchased prior to the collection of baseline data in summer 2021. The second concerns the storage of data related to program evaluation, including practice fidelity monitoring, personnel accountability, and family usage. Data in these areas have not yet been collected, and SoonerStart is still considering how and where to gather and store this information. The program is looking at several options based on their sustainability and ease of use.

Outcome 1.6: Implement all components of the PM Framework in SoonerStart (governance)

The short-term measure for outcome six is that each local LT at the implementation sites reviews the Pyramid Model Early Intervention (Part C) Benchmarks of Quality and creates a "to-do" list based on the implementation components marked as "not in place" or "partially in place."

ToC component two: Provide training, coaching and monitoring of specific PM evidence-based practices

Outcome 2.1: Train staff in PM practices, including coaching and other EBPs

The short-term measures for outcome one are to a) outline professional development expectations and requirements for state staff and implementation site personnel (including coaches), and b) to complete all training to initiate the PM framework at the implementation sites. The SLT has articulated required training through the PMC for all personnel at each level. The SLT has shared that information with staff, scheduled all seminars, and attendees have registered. SoonerStart is on target to have all implementation site personnel complete initial training by mid-summer.

Outcome 2.2: Implement Practice-Based Coaching (PBC) to support practitioners' use of PM practices

The short-term measures for outcome two are to a) select practitioner coaches at implementation sites, and b) provide coaches' training to support service providers. In late 2021, the local leadership teams identified practitioner coaches to support providers' use of EBPs. Those coaches will complete their training in spring 2022. All training is provided by the PMC.

Outcome 2.3: Develop a system to monitor that evidence-based practices are implemented with fidelity

No objectives have been achieved yet for this outcome.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

All reported strategies are new. Please see previous sections for descriptions of activities, strategies and the evaluation plan and outcomes achieved.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

All activities are described here from the perspective of the SSIP Theory of Change (ToC) and its various components that must be accomplished to realize SIMR improvement.

ToC component one:

In year two, SoonerStart will continue its work to implement the Pyramid Model Framework as the structured approach for the provision of early intervention evidence-based practices supporting social emotional development. Implementation will continue at the three selected sites.

The State Leadership Team (SLT) will meet regularly to govern the SSIP, guide changes to processes and procedures, provide for PM professional development, and will support the local implementation sites. It will continue to ensure funding is allocated to maintain work with the PM Consortium as long as needed. Finally, it will ensure that data collection and storage are sufficient and efficient for the project's needs. Work will be completed to meet all short-term measures associated with the major outcomes identified for this first component of the ToC, working toward achieving the mid-term measures.

The SLT will ensure that operational procedures are written to dictate how to support the SIMR data collection and project implementation. Some of the specific updates include:

- A) Using the Tier Support Flow Chart to determine the tier of support necessary to impact the child's social-emotional development;
- B) Documenting the child's tiered supports in the child's electronic record;
- C) Documenting initial and subsequent ASQ:SE-2 results in child's electronic record; and
- D) Establishing procedures to monitor fidelity to the PM EBPs and collect fidelity data.

Local LTs will continue to support their sites in implementing the components of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality. Activities and outcomes related to critical element #3 family engagement, critical element # 4 building staff capacity including coaching, and critical element #5 providing interventions to children with persistent challenging behaviors will be addressed in 2022 with the implementation of the evidence-based practice components of SoonerStart's theory of change.

ToC component two: In year two, SoonerStart will provide training, coaching, and monitoring of specific PM evidence-based practices as outlined in the "Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children" created and presented by the Pyramid Model Consortium. The training builds skills for early intervention providers in supporting nurturing and responsive caregiving, creating learning environments, providing targeted social-emotional skills, and supporting children with challenging behavior. All personnel at the implementation sites will be fully trained by mid-year in all aspects of the Pyramid Model, including program and practitioner coaches. A system will also be implemented to monitor the execution of EBPs, while coaches begin using those monitoring tools to ensure fidelity. Work will be completed to meet all short-term measures associated with the major outcomes identified for this second component of the ToC, working toward achieving the mid-term measures. Additionally:

- A) Two SoonerStart staff will be credentialed as certified trainers for the ASQ:SE- 2 to ensure the sustainability of training for new employees and future scale-up (July 2022);
- B) Implementation site service providers will be trained to administer the ASQ:SE-2, building the site's capacity to conduct the assessment at the annual and semi-annual IFSP reviews for the SIMR data collection and informing appropriate tier of supports for continued IFSP services. (September 2022); and
- C) Personnel at implementation sites will be trained in using the Prevent-Teach-Reinforce for Families (PTR-F). This approach helps families resolve their child's challenging behavior in their own homes and communities as the tier three intervention within the PM (June 2022).

ToC component three: In year two, SoonerStart service providers will begin to develop and utilize their acquired knowledge and skills to improve services to families. As training proceeds, data are being collected to measure knowledge gains. Plans are in place to institute follow-up surveys to assess knowledge maintenance over time. The SLT will also develop a method to monitor the coaching process to ensure that practitioner coaches are supporting providers as described in the processes and procedures (a mid-term measure of this outcome).

As EBPs are implemented and the Pyramid Model is fully executed, fidelity monitoring will be instituted to assess whether personnel demonstrate fidelity to implementation. This will occur after implementation site personnel are trained in the use of the monitoring tools and the role of practitioner coaches, sometime mid-year. Note that SoonerStart will utilize the Pyramid Model Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF) to monitor the fidelity of implementation of evidence-based practices.

Work will be completed to meet all short-term measures associated with the major outcomes identified for this third component of the ToC, working toward achieving the mid-term measures.

List the selected evidence-based practices implemented in the reporting period:

No EBPs were implemented in the first year of the new SSIP.

Provide a summary of each evidence-based practice.

SoonerStart is implementing the Pyramid Model evidence-based practices as part of the SSIP. The Pyramid Model provides a tiered framework for implementing supports and interventions that help families promote their infant's or toddler's healthy social, emotional, and behavioral development. The practices are described in the Early Interventionist Pyramid Model Practices Fidelity Instrument EIPPF (Barton & Nemec, 2019) which will be used to assess fidelity of implementation. The practices align with the Division of Early Childhood (DEC) Recommended Practices (2014) and the Principles of Early Intervention (Workgroup on Principles and Practices in Natural Environments, 2008) and are organized in six categories:

- 1) Building partnerships with families (e.g., communication strategies, adult learning principles, cultural awareness and responsivity)
- 2) Social-emotional development (e.g., support parent understanding and confidence and caregiver scaffolding)
- 3) family-centered coaching (e.g., use of family-centered principles while modeling, practicing, reflecting and giving feedback), 4) Dyadic relationships (e.g., support caregiver practices: contingent responding, use of wait time, provide predictable routines, teach emotions, respond to child distress)
- 5) Children with challenging behavior (e.g., understand behavior, teach replacement skills, reinforce desired behaviors, and evaluate progress)
- 6) Social-emotional assessment (e.g., use of screening tools and curriculum-based assessments)

At the universal tier, practices are intended to promote the development of all infants and toddlers. Early interventionists implement universal practices as the first response with all infants and toddlers and fluidly provide targeted prevention and/or intensive interventions as needed.

At the secondary tier, targeted prevention practices support infants and toddlers who are identified at risk for social-emotional delays or challenging behavior. SoonerStart uses a linked system of screening and assessment to identify children at risk. The Ages and Stages Questionnaire, Social-Emotional, 2nd edition (Squires, Bricker, & Twombly, 2015; ASQ:SE-2) is administered for all children at entry and every six months, and the Social-Emotional Assessment/Evaluation Measure (Squires, Bricker, Waddell, Funk, Clifford, & Hoselton, 2014; SEAM) for children who score at-risk on the ASQ:SE-2 and/or caregiver expressed concern. The SEAM is used to identify concerns about social-emotional development, develop IFSP outcomes, and monitor and evaluate progress.

At the tertiary tier, intensive interventions support children with persistent, challenging behaviors. Prevent-Teach-Reinforce for Families (Dunlap, Strain, Lee, Joseph, Vatland, & Fox, 2017; PTR-F) practices are used to guide assessment, intervention, and monitoring of progress. PTR-F is an evidence-based practice situated in applied behavior analysis and positive behavior supports.

Provide a summary of how each evidence-based practices and activities or strategies that support its use, is intended to impact the SIMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child/outcomes.

Research supports Pyramid Model practices (e.g., Hemmeter, Snyder, Fox, & Algina, 2016; Hemmeter et al., 2021). Each tier of the Pyramid Model is informed by science and comprises evidence-based practices that promote and support the social-emotional development of young children (Hunter & Hemmeter, 2009). For example, at the universal tier, evidence-based practices focus on supporting responsive, nurturing relationships between caregivers and their young children in supportive environments (Shonkoff & Phillips, 2000). At the secondary tier, practices target teaching self-regulation skills that begin developing during infancy and are thought to be crucial for a child's evolving independence and social functioning (Hunter & Hemmeter, 2009; Shonkoff & Phillips, 2000). The skills are taught and reinforced during meaningful, predictable everyday routines. At the tertiary tier, individualized, intensive interventions are designed and implemented to reduce persistent, challenging behaviors and teach new skills. Prevent-Teach-Reinforce for Families (PTR-F) (Dunlap et al., 2017;) is the recommended evidenced-based practice as it is situated in applied behavior analysis and positive behavior supports. PTR-F has been identified through a literature review to be an appropriate intervention for children younger than three years old (Conroy, Dunlap, Clarke, & Alter, 2005). Specific training in these practices is warranted as early interventionists may have limited understanding (Dickinson, Shaffer-Hudkins, & Raffaele Mendez, 2020).

While initially developed as a tiered framework of evidence-based interventions for children aged 2-5 years in early childhood classroom settings, the Pyramid Model extends to early intervention where services are provided in home-based settings (Fox, Carta, Strain, Dunlap, & Hemmeter, 2009; Hunter & Hemmeter, 2009). Several states with workforce development initiatives for implementing Pyramid Model practices to support infant and toddler social emotional development (Smith, Ferguson, Burak, Granja, & Ortuzar, 2020) have reported promising results. For example, Massachusetts reported early intervention providers increased their use of Pyramid Model practices with caregivers (<https://www.nccp.org/massachusetts/#workforce>). Moreover, the State of Nevada Department of Health and Human Services (2021) reported:

A) early intervention practitioners' knowledge and understanding of Pyramid Model practices increased statewide

B) the state exceeded their SIMR target to significantly increase the rate of growth in positive social-emotional skills for infants and toddlers existing services

C) caregivers better supported and enhanced their child's development. Thus, the use of systematic workforce development has demonstrated effective implementation of Pyramid Model practices in early intervention. Ultimately, implementation is intended to enhance caregiver confidence and competence and increase the percentage of infants and toddlers who demonstrate positive social-emotional skills.

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Describe the data collected to monitor fidelity of implementation and to assess practice change.

SoonerStart will utilize the Pyramid Model Early Intervention Pyramid Practices Fidelity Instrument (EIPPF) to monitor the fidelity of implementation of evidence-based practices. Service providers have not yet completed training in PM evidence-based practices, therefore, the EBPs that will be conducted with families at the pilot sites have not been implemented. No data has been collected to monitor fidelity or assess practice change.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Child-level progress monitoring will be used to assess whether EBPs are working and tiered interventions are appropriate in the IFSP. IFSP teams will be using the ASQ:SE-2 to provide updated SE assessment data at the 6-month and 12-month IFSP review to inform IFSP outcomes and service delivery changes.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

SoonerStart will implement and evaluate the third component of the Theory of Change (EI providers develop and utilize their acquired knowledge and skills in providing services to families) in year two of the SSIP. The anticipated outcomes include:

1. SoonerStart staff will demonstrate knowledge gain following the PM trainings;
2. Practitioner coaches will demonstrate their ability to support early intervention staff in their provision of services to families;
3. EBPs provided by service providers are monitored to ensure PM practice fidelity; and
4. SoonerStart will collect and report data on the implementation of PM EBPs with fidelity.

See the evaluation plan for details about the short, medium, and long term measures being used to monitor outcome achievement.

SoonerStart will also begin implementing and evaluating ToC components four and five that focus on family engagement and participation in practice implementation. The evaluation plan for these components has not been completed, so outcomes and performance measures will be identified in the coming year.

The fourth ToC component is to increase the families' knowledge about social-emotional development so they have the information needed to support their child's social-emotional growth.

The fifth ToC component is that families will be more prepared to recognize their children's social-emotional strengths and manage their children's challenging behaviors.

Describe any changes to the activities, strategies, or timelines described in the previous submission and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

Oklahoma is implementing a new SSIP for FFY 2020 - FFY 2025. As described in the descriptions of the systems analysis and data analysis completed to assess whether a new SIMR and SSIP were warranted, the state determined that the former SSIP was not meeting the needs of the EI program. Oklahoma reported in the Phase III, Year Four SSIP submission (FFY 2018) the state's intention to bring together stakeholders, including parents of infants and toddlers with disabilities, early intervention service (EIS) providers, the Interagency Coordinating Council, and others to explore the development of a new SoonerStart SSIP. At that time, data indicated that 1) the SIMR target had been achieved 4 of 5 years and 2) SSIP strategies were reported to be fully implemented or on track to be achieved by the end of FFY 2019.

In the FFY 2019 SSIP submission, SoonerStart again met its SIMR target and reported achieving the outcomes and objectives for the two infrastructure strategies in the earlier plan: 1) Development of a high-quality data system and 2) development of a professional development framework for the data system. These infrastructure improvements are sustainable and continue to be supported and utilized by Part C staff.

SoonerStart expected outcomes for the remaining SSIP strategies to be met by the end of FFY 2019 however, COVID-19 prohibitions on in-person services significantly impacted the data collection processes. It also became evident that ongoing mitigation efforts against community spread could potentially limit face-to-face visits with families over a long period of time further hindering the collection of data to inform the evaluation of the remaining strategies.

As described in the prior section on data sources used to support changing the SIMR, SoonerStart presented stakeholders with historical data on child and family outcomes and data describing risk factors that negatively impact the social-emotional health of young children in Oklahoma.

Stakeholders ultimately recommended that developing a new SSIP focused on improving social emotional outcomes, would have the greatest positive impact on infants and toddlers and their families in Oklahoma's Part C program.

Section C: Stakeholder Engagement

Description of Stakeholder Input

SoonerStart has engaged with stakeholders throughout the SSIP development process to ensure high quality planning, implementation, and evaluation of SSIP efforts. The ICC serves as the primary stakeholder group providing ongoing guidance and input into SSIP development. Information and updates are provided regularly at each ICC meeting regarding progress towards the SIMR. Local teams have engaged with staff and families to gather feedback for use in planning, implementation, and evaluation. SoonerStart worked with the Oklahoma Parent Center to increase outreach to parents, as well as the Oklahoma Family Network (an advocacy organization for families of children with developmental disabilities). Stakeholder engagement has been a key factor in the success of preparing for and implementing the Pyramid Model.

Stakeholders representing multiple state and community programs, state agencies, early intervention service providers and parents of children currently or formerly enrolled in the SoonerStart program participated in the development and implementation of the SSIP. These include the following entities or roles, with counts of representatives in ().

- Sooner Success – OU Health Sciences Center (2)
- Oklahoma AbleTech (Assistive Technology Center) - Oklahoma State University (1)
- Infant Mental Health - Oklahoma Department of Mental Health and Substance Abuse (1)
- Special Education Services – Oklahoma State Department of Education (2)
- SoonerStart Early Intervention Service Providers (75)
- SoonerStart Early Intervention Service Coordinators (45)
- SoonerStart State Leadership Team (8)
- Parents of Children with Developmental Disabilities – SoonerStart (40)
- Oklahoma State Regents for Higher Education (1)

Oklahoma Parent Center (2)
 Oklahoma Deaf/Blind Project (1)
 Oklahoma Head Start Collaboration Agency (1)
 Community Head Start Providers (4)
 Early Childhood Education - Oklahoma State Department of Education (3)
 Oklahoma State Department of Health (3)
 Oklahoma Part C Interagency Coordinating Council (ICC)
 Oklahoma Family Network (2)
 Oklahoma Health Care Authority (1)
 Oklahoma Department of Human Services (2)
 Sunbeam Family Services (1)
 Community Development Support Association (1)
 Oklahoma School for the Deaf (1)
 Oklahoma Public School Teachers (3)
 Community Preschools/Child Care Programs (5)

It is important to Oklahoma that stakeholders are not just informed about the SSIP, but they have a voice in continuous efforts to achieve outcomes related to the identified strategies. Through regularly scheduled meetings, surveys, website announcements, and email notifications, Oklahoma seeks input into decisions related to the SSIP strategies.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Oklahoma understands that stakeholder involvement leads to a better process, greater community support and buy-in, more creativity, a better understanding of the systems and challenges and, ultimately, a more effective effort to improve outcomes for infants and toddlers. SoonerStart sought to create an open environment for stakeholders to share their thoughts on program improvement with each other and program administration throughout the stakeholder input process. SSIP stakeholders were involved in the process to select, identify, and analyze existing data through regularly scheduled meetings; broad and detailed data compiled and presented for review and discussion with visual demonstrations using charts and graphs; small group analysis and comments; inferences based on data review and the impact to the program; and selection of additional relevant data to review.

An agenda was shared in advance via an email invitation that also included the link to the SSIP information pages posted on the SoonerStart website. Stakeholders were provided a detailed explanation of the SSIP, options for outcomes that could be selected as the SiMR and descriptions of various methodologies for the provision of evidence-based services. Following stakeholder discussion and selection of the SiMR, Oklahoma arranged for information about the Pyramid Model approach to support social emotional outcomes to be shared by a representative of the Pyramid Model Consortium at a stakeholder meeting. The information provided by a Pyramid Model expert allowed stakeholders to gain an in-depth understanding of the infrastructure and evidence-based practices supported by this framework. Ultimately, implementation of the Pyramid Model was selected to support strategies outlined in the FFY 2020-FFY 2025 SSIP.

Stakeholder input was collected in multiple ways. SoonerStart used the Ideaz Board website tool which provides a virtual “sticky note” that allows participants to share their thoughts, ideas, and questions anonymously during virtual meetings. Polls were added to meeting presentations enabling stakeholders to vote on a SiMR and their choice of improvement strategies and evaluation methods. Stakeholders who were unable to attend a real-time virtual meeting, had the option to view the recorded discussion and email their questions or suggestions.

In order to obtain ongoing input and support from stakeholders, the SLT solicited volunteers to serve on the SSIP Stakeholder Advisory Committee and participate in one of five work groups:

- Building Pyramid Model Levels of Support
- Data Collection and Evaluation
- Measuring Practice Fidelity
- Collaboration and Partnerships
- Professional Development

These established work groups meet bi-monthly, and each is facilitated by a member of the SLT. Information from each work group is relayed back to the SLT through the facilitators.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

All activities previously described.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

N/A

Describe any newly identified barriers and include steps to address these barriers.

There were no newly identified barriers to implementation identified at this time.

Provide additional information about this indicator (optional).

SoonerStart will continue to utilize infrastructure improvement accomplishments achieved through previous SSIP activities to support the newly identified infrastructure components and evidence-based practices identified in the sections above.

The Part C data system, EdPlan, contains the electronic record for each child enrolled in SoonerStart as well as all data elements required for federal reporting. Child level data for initial and subsequent ASQ:SE-2 assessment results are contained in the child’s EdPlan record. The Pyramid Model tier of support that best meets the social-emotional needs of a child receiving services in the implementation sites is recorded in the IFSP contained in the electronic record. The EdPlan data system allows SoonerStart to collect, manage and report data to inform and measure implementation of the current SSIP.

Additionally, SoonerStart staff report confidence in their ability to navigate the EdPlan database and access children's records for data entry and review as a result of the establishment of a high quality EdPlan professional development system. Online training modules are required in the new employee orientation process and available for all staff to review at any time. Technical assistance (TA) is provided through peer coaching and posted tip sheets on the EdPlan main menu page. TA support is also provided by the data system vendor, Professional Consulting Group (PCG) through an online message board.

SoonerStart Leadership is committed to support and provide funding to maintain and improve the EdPlan database throughout the implementation of the new SSIP. Stakeholders continue to be involved in planning system enhancements. An EdPlan professional development plan has been developed and implemented to address ongoing training and technical assistance needs and ensure long-term sustainability.

11 - Prior FFY Required Actions

None

11 - OSEP Response

11 - Required Actions

Certification

Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

Certify

I certify that I am the Director of the State's Lead Agency under Part C of the IDEA, or his or her designee, and that the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report is accurate.

Select the certifier's role

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report.

Name:

Title:

Email:

Phone:

Submitted on: