

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 2021**

Oklahoma



**PART C DUE
February 1, 2023**

**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)

NO

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. For the first three years (through FFY 2022), only data from the original implementation 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)

NO

Please provide a link to the current theory of action.

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

FFY 2021 SPP/APR Data

Number of children scoring below cut-off (showing no S-E concerns)	Number of children assessed using ASQ:SE-2	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
61	105	58.06%	58.00%	58.10%	N/A	N/A

Provide the data source for the FFY 2021 data.

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

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

BASELINE DATA: Oklahoma collected baseline data in the Fall of 2021 prior to the implementation of improvement strategies and evidence-based practices at the SSIP implementation sites. The Ages & Stages Questionnaire: Social-Emotional -2 (ASQ:SE-2) was selected as the tool to obtain baseline and subsequent SiMR data. The ASQ:SE-2 has age-range questionnaires that are scored to obtain a result of:

Below Cut-off - indicating no concerns in social emotional development,

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

Above Cut-off - indicating children with social emotional developmental concerns.

To ensure fidelity to the administration of the screening tool, all staff were required to attend training provided by the publisher of the ASQ:SE-2 before using the tool in the collection of data for the SSIP. Resource Coordinators were the first staff trained in June 2021. Service providers were trained on the administration of the ASQ:SE-2 in August 2022.

FFY 2021 DATA: In Year Two, the SiMR was measured by assessing all children at the SSIP implementation sites who received at least six months of IFSP services following the implementation of improvement strategies and evidence-based practices. These results were obtained using the appropriate age-range ASQ:SE-2 questionnaire at the six-month Periodic IFSP Review and the Annual IFSP Review. The answers to the questions on the ASQ:SE-2 were entered into the ASQ Online system for each child assessed. The results of the most recent questionnaire administered for each child were used for the SiMR measurement. The percentage of children scoring below the cut-off indicating no social emotional concerns were compared to the annual SSIP target.

105 children were administered the ASQ:SE-2 with 61 children scoring below the cut-off, which signaled no concerns in their social emotional development. Data for the FFY 2021 SiMR were collected from the Oklahoma County and Stillwater implementation sites only. Due to local site challenges outside of the control of SoonerStart, the Clinton site was discontinued as a SSIP implementation site. (Additional information provided in a separate section).

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)

YES

Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.

The SLT is concerned about a lack of subsequent ASQ-SE2 assessments being completed for all children in the program. A substantial number of children in the pilot sites leave the program before completing six months of service. Consequently, the number of children with entry assessments is substantially higher than the number of children who have been assessed at least twice. This negatively affects the SiMR data by reducing the total population included in the SiMR measure. SoonerStart does not have any control over families choosing to discontinue services early or failing to be available for EI visits after multiple attempts to contact. Subsequent SiMR data for Year 3 and Year 4 will help SoonerStart determine the true impact of early exiting.

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

Please provide a link to the State's current evaluation plan.

<https://sde.ok.gov/sites/default/files/Oklahoma%20FFY%202020%20-%20FFY%202025%20Part%20C%20SSIP%20Evaluation%20Plan%20v.2.pdf>

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

YES

If yes, provide a description of the changes and updates to the evaluation plan.

SoonerStart developed the evaluation plan with the adoption of a new SSIP and SiMR in FFY 2020. The plan was written from the perspective of 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 plan focuses on assessing whether each component has been achieved as designed. In FFY 2021, SoonerStart reviewed the evaluation plan and made the changes indicated below:

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

--Outcome 1.1 Establish sustainable high quality SSIP state leadership team.

--Outcome 1.2 Revise SoonerStart processes and procedures to align with SSIP infrastructure changes and support Pyramid Model implementation.

--Outcome 1.3 Allocate resources to the long-term implementation of the SSIP.

--Outcome 1.4 Establish procedures to launch and maintain implementation sites.?

--Outcome 1.5 Create or select data collection and storage tools and systems.

--Outcome 1.6 Implement all components of the PM Early Intervention Benchmarks of Quality (BoQ).

SoonerStart made no changes to the evaluation plan for ToC component one.

ToC Component Two: Provide training, coaching and monitoring of specific PM evidence-based practices

--Outcome 2.1 Pyramid Model levels of support are clearly defined and implemented (NEW)

--Outcome 2.2 Train staff in PM practices, including coaching and other EBPs.

--Outcome 2.3 Adopt Practice-Based Coaching (PBC) to support practitioners' use of Pyramid Model practices.

--Outcome 2.4 Put system in place to monitor that evidence-based practices are implemented with fidelity.

SoonerStart added Outcome 2.1 along with short-term, mid-term, and long-term measurements to evaluation plan for ToC component two.

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

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

--Outcome 3.1 EI providers demonstrate knowledge gains in PM EBPs.?

--Outcome 3.2 EI providers demonstrate fidelity to implementation of PM EBPs.??

--Outcome 3.3 Practitioner coaches demonstrate ability to support and monitor EI providers.

SoonerStart deleted the original Outcome 1 and its associated short-term, mid-term, and long-term measurements from the evaluation plan for ToC component three.

SoonerStart added ToC Components Four and Five along with the associated outcomes and short, medium, and long-term measurements to the evaluation plan for FFY 2021.

ToC Component Four: Families' knowledge about SE development will increase to support their child's SE growth.

--Outcome 4.1 Caregivers demonstrate knowledge of SE development shared through program implementation of PM EBPs and other activities.

ToC Component Five: Families will recognize their child's SE strengths and manage challenging behavior successfully.

--Outcome 5.1 Caregivers report successful management of children's challenging behavior and identification of strengths.

Oklahoma will evaluate whether ToC components were implemented as initially designed or revised; monitor maintenance and quality in the mid-term; and assess sustainability in the long-term. A full description of the revised evaluation plan, including all performance measures, is posted as a document at the link provided.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

The evaluation plan developed in Year 1 (FFY 2020) included a table of outcomes and measures for each of the first three components in the theory of change. The first two are infrastructure improvements, while the third reflects the use of evidence-based practices. Several changes were made to ToC component two. A new outcome was added in order to define a process to monitor implementation of the PM framework. Mid-term measurements were revised for Outcome 2.3 and 2.4 due to Year 2 challenges with the training and retention of Practitioner Coaches.

When the FFY 2020 SSIP was submitted, Oklahoma had not yet begun implementing evidence-based practices, therefore those elements in the evaluation plan were still in development. The changes in the evaluation plan associated with ToC component three reflect updated short-term, mid-term, and long-term measurements aligned with the implementation of evidence-based practices at the pilot sites in Year 2. One outcome in the original evaluation plan was deleted because it is measured as an indicator of the Pyramid Model Early Intervention Benchmarks of Quality which is listed as Outcome 1.6 under ToC Component one.

Oklahoma reported in FFY 2020 that outcomes and measurements would be added to the evaluation plan for the fourth and fifth ToC components that focus on family engagement and participation in practice implementation in Year 2.

SoonerStart was unable to define outcomes and measurements for these components until essential infrastructure work was initiated. The current plan reflects the newly defined evaluation elements.

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

In FFY 2021, Oklahoma continued to implement the infrastructure improvement strategies initiated in the prior year. Below is a summary of activities implemented during Year 2 to support the development of the new SSIP, described in alignment with each ToC outcome.

ToC Component One:

Outcome 1.1

The SSIP State Leadership Team (SLT) met monthly throughout Year 2 to develop and review policies and practices to support local PM implementation sites. The SSIP Specialist facilitated each meeting and provided updates on local challenges. The state PM data coordinator provided data reports to monitor process and practice fidelity, and progress toward the SiMR. The SLT uses the PM state leadership BoQ to assess structural sustainability every six months. In 2022, the SLT members attended the National Training Institute and the Division of Early Childhood conferences to support SSIP implementation.

Outcome 1.2

In Year 2, procedures for embedding the ASQ:SE-2 in the intake process were added to the SoonerStart Operations Manual. EI Providers have completed the ASQ:SE-2 as an ongoing assessment tool every 6 months at the IFSP review to inform the IFSP team of new or continued SE concerns. These results assist the IFSP team in determining the PM level of support most appropriate for continued services.

SoonerStart developed several processes and procedures to support the implementation of the PM framework:

A) The PM Supports Algorithm was developed to identify the level of support (universal, targeted, or Intensive) needed to address a child's SE needs.

B) SoonerStart added the Early Intervention Implementation Checklist (EIIC) as a tool to monitor fidelity to EBPs. The

EIIC is a self-evaluation tool used to record EBP usage. EI providers can access the EIIC on any electronic device and complete the survey in 5-7 minutes. The checklist is required one time per week following an EI visit. The Early Interventionist Pyramid Practices Fidelity Instrument (EIPFFI) will be used by Practitioner coaches to record the use of EBPs observed during coaching sessions.

C) Program and Practitioner coaches support the implementation of the PM framework. Program coaches are trained PM experts supporting local leadership teams (LLT) to implement best practices. The Program coaches assist the LLT to complete the PM BoQ, action planning and goal setting, and provide general guidance. The Program coaches also provide LLT training to new onboarding sites.

Practitioner coaches use practice-based coaching (PBC) to guide EI providers to implement PM practices with fidelity. PBC is an evidence-based approach for coaching that is cyclical and involves collaborative partnership; shared goals and action planning; focused observation; reflection and feedback. Practitioner coaches participate in a monthly Community of Practice (CoP) to support their coaching work.

D) Pyramid Model Consortium (PMC) trainers conducted Practices training for all EI providers. All new EI staff are required to attend the first training scheduled following their employment. SoonerStart will offer the required 12-hour training every six months. On-going trainings are provided by the SoonerStart SSIP/PM Specialist and Program coaches with technical assistance and support from the PMC.

Outcome 1.3

In Year 2, SoonerStart hired a full-time SSIP Specialist to direct the implementation of the framework at the local implementation sites and to coordinate the scale-up over time. The SLT renewed the contract with PMC for another year of technical assistance and support. To build capacity for practice-based coaching, SoonerStart partnered with the State Personnel Development Grant (SPDG) to fund a temporary, part-time Practitioner coach. The Practitioner coach will be hired in 2023 and will support implementation sites with practice-based coaching and group coaching. Additionally, SoonerStart obtained a contract with the TORSH online coaching platform to support the coaching process.

Outcome 1.4

In FFY 2020, SoonerStart reported that three local sites were selected as PM implementation (pilot) sites. In May 2022, the Clinton pilot site was unable to continue as a PM implementation site due to circumstances beyond the control of the PM SLT and SoonerStart administration. Implementation of the PM framework continued at the remaining two sites. Moving forward, the SLT and SSIP Specialist will use implementation science to identify and address barriers related to scale-up at new implementation sites.

Outcome 1.5

SoonerStart is using several data systems to collect, monitor and report implementation data. The ASQ:SE-2 assessment results are recorded and stored in the online system that can produce data reports. The EIPFFI is not used to collect implementation fidelity data. Instead, the data are collected and monitored through the EIIC, where fidelity to EBPs is self-reported by providers. The EIIC was chosen as an alternative to the EIPFFI due to the more usable format and the ease of data collection. The third system is SoonerStart's online child record system. The child's electronic record contains identification of the level of support (universal, targeted or intensive) the child is receiving.

Outcome 1.6

The Pyramid Model Early Intervention (Part C) BoQ outlines the quality indicators of the critical elements associated with implementing program wide.

Beginning in Year 2, LLTs meet monthly to work towards their action plan goals developed from the BoQ. To support staff buy-in, EI providers are offered opportunities to participate in decision-making and problem-solving with the LLT. The PM newsletter builds staff capacity as each monthly newsletter focuses on the use of one EBP. Behavior Specialists, trained in Prevent-Teach-Reinforce for Families (PTR-F), provide support to EI providers working with families whose children have challenging behaviors.

ToC Component Two

SoonerStart completed the following activities in Year 2 to support the second component of the ToC— training, coaching and monitoring professional development.

Outcome 2.1

SoonerStart developed the Pyramid Model Supports Algorithm to identify the level of support (universal, targeted, or intensive) needed to address the child's social and emotional needs and/or the family's concerns.

Outcome 2.2

In 2022, training was provided by the PMC to support SoonerStart implementation of the framework.

- Pyramid Model Early Intervention Practices (12 hours) – required for all EI providers, recorded for virtual training

- Data Coordinator (2 hours) – required for one person per implementation site and state PM Data Coordinator

- Practice-Based Coaching - required for staff volunteering to be Practitioner Coaches at implementation sites

- Prevent-Teach-Reinforce for Families – required for specialized staff volunteering to be Behavior Specialists at implementation sites

- Local/State Leadership Team Training – required for local and state staff volunteering to serve on the leadership team

Outcome 2.3

In Year 2, after practitioner coaches completed training provided by the PMC, SoonerStart learned that the volunteers were not the appropriate EI staff to serve as Practitioner coaches because they also served in a supervisory role. Using the trained staff in a dual role put the fidelity of the coaching process at risk. In mid-2022, new coaches were selected and

trained. A Coaching CoP met monthly to support the coaches to provide effective practice-based coaching. In December 2022, the program experienced a major set-back in the implementation of PBC when all but one trained Practitioner coach resigned from SoonerStart or decided against continuing in that role.

Outcome 2.4

SoonerStart selected the EIIC as the monitoring tool to ensure EBPs are implemented with fidelity. SoonerStart requires EI staff at the PM implementation sites to complete the EIIC one time per week following an early intervention visit with a family.

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.

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 enable the evaluation team to monitor outcome achievement at several levels over time. In FFY 2020, SoonerStart reported the short-term measures (objectives) achieved for the first year of Oklahoma's new SSIP. With the continued implementation of infrastructure improvement strategies outlined in ToC components one and two, SoonerStart has moved closer to or achieved some mid-term measurements. See the posted evaluation plan for a description of all measures of outcome achievement. Note that the evaluation reporting period is the full prior calendar year.

ToC Component one:

Outcome 1.1 Establish sustainable high quality SSIP state leadership team (Governance)

SoonerStart achieved the short-term objective in Year 1 through the creation of the SLT to guide long-term implementation of the PM and oversee all system changes. The SLT continues to incorporate stakeholder input into all decision-making regarding policies and procedures, funding, and allocation of employee resources for the implementation of the SSIP. The SLT also serves as the PM Leadership Team (PMLT). In order to maintain a sustainable, high-quality state leadership team, SoonerStart's SLT utilizes the PM State Leadership BoQ to guide statewide implementation of the PM framework.

The BoQ assesses progress and guides future planning so that PM practices are available for providers and families statewide. The Benchmarks are grounded in the science of implementation which bridges the gap between an EBP and the actual high-fidelity implementation of that practice. The BoQ is reviewed and updated every six months by the SLT. At the end of Year 1, the SLT BoQ indicated that 39% of the indicators were "emerging" or "in place" (19 of 49 indicators). The most recent BoQ completed by the SLT revealed that 82% of the indicators were "emerging" or "in place" (40 of 49 indicators). This result indicates that the target Year 3 mid-term measurement (55% "in place" or "emerging") was met and exceeded in Year 2.

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

In Year 2, SoonerStart expanded on the completion of the short-term measure of aligning assessment procedures with the program's needs by adding a training requirement for service providers in the administration of the assessment at each six-month IFSP review and subsequent data entry in the ASQ online system. These procedures are applicable to all EI providers statewide.

In FFY 2021, SoonerStart also developed operational procedures outlining requirements for personnel at local PM implementation sites in the utilization of the EIIC. These procedures require EI providers to complete the EIIC at the conclusion of one EI family visit per week to self-monitor their implementation of EBPs. The written procedures, which include instructions for data collection, have been distributed to PM EI providers. The mid-term measure for this outcome is partially achieved.

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

In FFY 2021, SoonerStart has allocated funding to support the program as described in the previous section.

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

At the end of Year 1, leadership personnel at the original three sites were oriented to the framework and EI providers were scheduled to begin training the following year. Onboarding continued into Year 2, with all EI providers at the implementation sites attending the required 12-hour Pyramid Model Practices training in January 2022. In FFY 2021, the mid-term measure for this outcome was partially achieved with the selection of the second SoonerStart cohort to receive training and onboarding in Year 3.

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

In FFY 2021, SoonerStart made the decision to change the practice fidelity monitoring tool from the EIPFFI to the Early

Intervention Implementation Checklist (EIIIC). SoonerStart re-created the paper checklist as a survey using the Qualtrics online software. EI providers can access the EIIIC on any electronic device and complete the survey in 5-7 minutes. The data are stored in Qualtrics and are readily available for analysis and reporting. In Year 2, SoonerStart accomplished the second part of the short-term measure by establishing data storage and a reporting tool for ongoing SSIP evaluation. Qualtrics will also be used to collect, store and report data on personnel accountability and family usage in Years 3-5.

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

In FFY 2021, the LLTs each completed the BoQs two times, six months apart. The Stillwater site had 83% of the BoQ indicators (25 of 30) either “partially in place” or “in place” which exceeded the mid-term measure expected for year three. The Oklahoma County implementation site had 70% of the BoQ indicators (21 of 30) either “partially in place” or “in place,” approaching the mid-term measure.

ToC Component two:

Outcome 2.1 Pyramid Model levels of supports are clearly defined and implemented (governance)

This is a new outcome for FFY 2021. SoonerStart developed the Pyramid Model Supports Algorithm to identify the level of support needed to address the child’s SE needs and/or the family’s concerns. The short-term measure was met in Year 2.

Outcome 2.2 Train staff in PM practices (professional development)

In Year 2, all necessary PM trainings were completed as described in the previous section. SoonerStart achieved the short-term measurement for this outcome.

Outcome 2.3: Adopt PBC to support practitioners’ use of PM practices (quality standards, professional development)

In FFY 2021, the Practitioner coaches complete training provided by the PMC. After the training was completed, SoonerStart learned that the volunteers were not the appropriate EI staff to serve as Practitioner coaches. In mid-2022, new Practitioner coaches were selected and trained over the course of four months. SoonerStart met the short-term measurements for this outcome.

Outcome 2.4: Implement a system to monitor that evidence-based practices are implemented with fidelity (accountability/monitoring)

This outcome has been achieved. SoonerStart selected the EIIIC to record the implementation of EBPs. See the prior description of adopted procedures to systematically monitor fidelity.

Summary: Adoption of the PM framework is a fundamental change to the operations of SoonerStart. It is systems change to the program’s approach to identifying and addressing SE delays among the children it serves. The infrastructure improvements described in previous sections are essential for the achievement of 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 in respect to the stated objectives can be found in prior sections.

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

NO

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 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 three, SoonerStart will begin to expand implementation of the PM framework. Improvement activities will continue at the initial implementation sites and begin at the new implementation location.

Outcomes 1.1, 1.3, 1.5, 1.6 The SLT will continue to meet on a monthly basis to oversee the SSIP, guide changes to processes and procedures according to the action plan created from the BoQ, devise PM professional development, and support the local implementation sites. The SLT will continue to ensure funding and resources are allocated for personnel and technical supports to maintain and expand SSIP activities at local SoonerStart sites. Data collection tools have been selected and the SLT will monitor the collection, storage and reporting process.

Additionally, two SoonerStart staff have been credentialed as certified trainers for the ASQ:SE- 2. An additional SoonerStart EI provider will be credentialed as a certified trainer to ensure sustainability of training for new employees and future scale-up. New EI 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 levels of service for continued IFSP services.

SoonerStart anticipates achieving most of the mid-term measures in 2023.

Outcome 1.2 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 the following:

A) SoonerStart created a Pyramid Model Supports Algorithm in Year 2. In 2023, the implementation sites will use the Algorithm to identify the level of support needed to meet the social and emotional needs of the child according to the family's priorities and IFSP outcomes.

B) The child's level of service will be documented in the child's electronic record by the EI provider when the completed IFSP data is entered. The level of service may change as a result of subsequent IFSP reviews based on the service delivery decisions of the IFSP team.

C) Additional procedures may be developed and written to support data collection and project implementation. SoonerStart will achieve the mid-term measures in 2023.

Outcome 1.4 As SoonerStart begins the scale-up of SSIP activities in 2023, the program will use implementation science to identify and address barriers related to adding new implementation sites. The implementation science process starts with exploration. SoonerStart District 9 has agreed to explore being a new implementation site in Year 3. During exploration, sites/districts will have the opportunity to understand the requirements, ask questions, build buy-in and talk with their teams. After the team agrees to be an implementation site/district, training installation will begin. LLTs are designed in accordance with the Pyramid Model Early Intervention (Part C) Benchmarks of Quality. Each site is assigned a Program coach by the SLT to support implementation. To maintain implementation sites/districts in the short-term, the process will move between exploration, installation, initial implementation until reaching full implementation. Full implementation with minimal support will be the long-term goal. SoonerStart expects to achieve the mid-term measure in 2023 with the launch of an additional implementation site.

ToC Component two

Outcome 2.1 In 2023, SoonerStart implementation sites will continue to use the Pyramid Model Supports Algorithm to identify the level of support needed to address the child's social and emotional needs and/or the family's concerns. Following the development of the IFSP with the child's family, the EI members of the IFSP team determine if the services to be provided reflect universal, targeted or intensive levels of support based on the algorithm. SoonerStart will work toward the mid-term measurement to develop a process to monitor progress of children whose identified needs do not align with the services provided via the IFSP.

Outcome 2.2 Beginning in year three, the SoonerStart SSIP Specialist and Professional Development Specialist will provide PM Part C practices training, with technical support from PMC, twice each year for new employees and onboarding districts. By using local staff as trainers for PM practices instead of contracting with the PMC, SoonerStart will advance toward long term sustainability of PM implementation statewide. SoonerStart will continue to complete achievement of all mid-term measures by the end of 2023.

Outcome 2.3 In Year 3, a part-time state Practitioner Coach will be hired to support implementation sites and other practitioner coaches. The SSIP Specialist will train the new Practitioner Coach in PM practice-based coaching. The SSIP Specialist and state Practitioner Coach will recruit and train new volunteer practitioner coaches at the current and new implementation sites. Training will be provided within a designated Practitioner Coach Community of Practice. SoonerStart's focus for training new practitioner coaches will be to build coaches' capacity and confidence without rushing implementation.

Sustainability of the PM improvement strategies depends on implementation of PM practices with fidelity. Because practitioner coaches are crucial in meeting this objective, SoonerStart is committed to equipping and supporting the volunteer coaches with expanded training time. SoonerStart has purchased an online coaching platform, TORSH, that will be utilized for virtual coaching. With this platform, EI providers will upload videos of visits with families into the secure coaching platform to be reviewed by their designated Practitioner Coach. The Practitioner Coach provides feedback on observed (or unobserved) evidence-based practices completed by the EI Provider with the family and/or child. Practice-based coaching supports the use of EBP. Short-term measures were initially achieved in Year 2 but due to multiple staff resignations or staff choosing to no longer serve, a new cohort of practitioner coaches will be trained in 2023. SoonerStart will work toward meeting revised mid-term measures by the end of Year 3.

Outcome 2.4 In Year 3, EI providers will continue to use the EIIC as a self-assessment to monitor that evidence-based practices are implemented with fidelity. Guidelines for completion requirements as well as data collection have been developed and included in written procedures. Program coaches complete a program coach log and submit it monthly to the PM state data coordinator. The program coach log documents the activities and time spent providing support for their respective PM implementation sites. This data is valuable to the SLT when discussing funding and allocation of resources for scale-up. Practitioner coaches will use the EIPFFI to measure the fidelity of implementation of Pyramid Model

practices by EI providers during family coaching sessions. The purpose of the EIPPF is to identify coaching goals, provide feedback, and show growth in practice implementation. Mid-term measures are partially met, and work will continue to complete achievement of all mid-term measures by the end of 2023.

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

Pyramid Model evidence-based practices were implemented in 2022. The PM EBPs are outlined in the Early Interventionist Pyramid Practices Fidelity Instrument and the Early Intervention Implementation Checklist.

Responsive Relationships

- Building Partnerships with Families
- Supportive Conversations
- Dyadic Relationships

Family Coaching

- Family-centered Coaching

Teaching Social Emotional Skills

- Social Emotional Development
- Social Emotional Assessment
- Children with Challenging Behaviors

In 2022, SoonerStart engaged in several activities to implement and support the use of EBPs in the program. These are described here as related to the ToC Component 3 and the associated outcomes.

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

Outcome 3.1 EI providers demonstrate knowledge gains in PM EBPs

EI Providers at the PM implementation sites received 12 hours of training on PM practices in 2022. The pre-and post-training survey asked EI providers the five primary principles for using the Pyramid Model EBPs in Part C. The pre-training survey results were 87.6% and the post-training survey results were 94.9%. These results indicate a slight knowledge gain however, the prior knowledge of EBPs is evident in the high pre-training survey results. SoonerStart met the short-term and mid-term measure for this outcome in Year 2.

Outcome 3.2 EI providers demonstrate fidelity to implementation of PM EBPs

EI providers at the PM implementation sites began using the EIIC self-assessment tool to monitor fidelity to the implementation of PM EBPs in October, 2022. Preliminary data indicates that EI providers have self-reported using EBPs related to Building Partnerships with Families at 94% to 98% of their intervention visits with families. Recognizing that not all EBPs in the checklist are applicable for every family or every visit, SoonerStart will do further review in the coming year to determine the EBPs that should be universally demonstrated and monitored for fidelity.

The short-term measure for this indicator was met in Year 2.

Outcome 3.3 Practitioner coaches demonstrate ability to support and monitor EI providers.

EI Providers at the PM implementation sites who volunteered to serve as practitioner coaches were trained on practice-based coaching in May 2022. These providers were asked to rate themselves in their understanding of Practice-Based Coaching and how it supports early intervention providers in using Pyramid Model practices with families on a scale from 1 to 7 following PBC training. Across ten participants, the average was 4.6 and the range was 3 to 6. Due to issues described in previous sections, SoonerStart recruited new EI providers as practitioner coaches in mid-2022. The post-training survey results from the initial practitioner coach training was the catalyst for expanding the training time and methodology of training for the new practitioner coaches. The short-term measure was only partially achieved. More work is needed to ensure practitioner coaches have knowledge of the procedures and content for supporting providers.

Provide a summary of each evidence-based practice.

Responsive Relationships

Building Partnerships with Families focuses on supporting the family and their unique needs. The EI practitioner schedules visits during convenient and purposeful times that support the family's goals. The caregiver is provided with community resources based on the caregiver's priorities and needs. The EI provider considers the caregiver and child's preferred name. This preferred name is used during greetings and throughout the visit. Materials from the natural environment are used to support interventions. Family characteristics like beliefs, family activities and routines are considered in development of IFSP outcomes. Caregivers are invited to share their thoughts, ideas, perspectives, and preferences on priorities for each visit. EI providers explain EI services and what a visit would look like.

Supportive Conversations incorporates how to support better understanding between the EI provider and caregiver. The first practice is to use a calm, positive, and supportive voice. Limit jargon to provide clarity for the caregiver. Checking for understanding can help to identify any areas that the caregiver might not understand. When families are multilingual, use

key words in their language, use translator if needed, and use a variety of strategies to communicate. Ask caregivers how they like to communicate such as text, email, or phone. Use active listening skills to encourage communication.

Dyadic Relationships primary focus is to support caregiver and caregiver's interactions with their child using a strength's-based approach. This is achieved by providing supportive feedback to the caregiver about caregiver-child interactions by focusing the caregiver on the child's initiations, responses, cues, and expressions. Support in this area can be done through collaboration with the caregiver to identify predictable routines and how the EI provider can help with routines. The EI provider can provide opportunities for the caregiver to practice new skills such as communication attempts, predictable routines, and social emotional development. A variety of strategies can be used to support dyadic relationship. These include modeling, specific feedback, and commenting. Caregivers should have choices of strategies to use to support children. Ask caregiver open-ended questions about child's emotional responses, communication attempts, behaviors, and/or cues. EI provider offers information about ignoring or redirection when responding to challenging behaviors.

Family Coaching

Family-centered Coaching is a strength's-based approach that supports caregivers in reaching their child's IFSP outcomes. Caregiver strengths are frequently identified and used as a starting point for development. Information is provided in caregiver's preferred language. The caregivers preferred learning style is considered during EI visits. EI providers use active listening to understand caregiver's ideas. Open-ended questions are used to respond to caregiver comments, questions, or concerns. Opportunities for caregiver to practice are created throughout the visit. Reflective and/or guiding questions are used to help caregivers make connections. Performance-based feedback is used after observing caregiver-child interactions to support growth. EI provider asks permission before using modeling as a strategy. EI providers assist caregivers in identifying opportunities to practice new skills throughout the day during routines and activities that occur between visits.

Teaching Social Emotional Skills

Social Emotional Development encompasses how caregivers can support their child's development of social emotional skills. EI provider observes and asks caregiver questions to identify their child's social and emotional abilities. The caregiver's knowledge and perspectives around social emotional development are considered. When caregivers choose to address social and emotional development, EI providers collaborate with the caregiver to write specific, measurable outcomes using family-friendly language. When strategies are used to address social and emotional development, EI providers observe and ask about caregiver's confidence and competence in implementing the strategies. Specific feedback is used to support positive caregiver behaviors that support positive social and emotional outcomes for their child. EI providers support caregivers in scaffolding or expanding on their child's expressions, interactions, play, communication, and autonomy. Social and emotional assessments are shared with caregivers.

Social Emotional Assessment are used to identify areas of need. The EI provider can describe the purpose of the screening tools. The caregiver has the opportunity to ask questions about the entire process. The caregiver's preferences for the assessment are taken into consideration. In collaboration with the EI provider, the assessment, and the family's preferences, priorities, and needs are used to develop IFSP outcomes.

Children with Challenging Behaviors supports caregivers in describing, identifying, and defining the challenging behavior(s). EI providers inquiry about routines, activities, environments, or with what people the behavior is most likely to occur. Behavior support specialist can help to support the caregiver and child. In some cases, a functional behavior assessment (FBA) can be used to identify the function of the challenging behavior. When a behavior support plan is needed, the EI provider will ask questions to identify family priorities and preferences. The behavior support plan or IFSP outcome includes routines and strategies that are meaningful to the family. Strategies are developmentally appropriate and easy for caregiver and child to implement. Caregivers are provided the opportunity to practice new skills and strategies with specific and positive feedback from the EI provider that supports caregiver confidence and competence. EI providers use reflective discussion to support caregiver use of new strategies. Easy mechanisms to document challenging behavior and new skills are identified through collaboration between EI provider and caregiver. Ask questions to check for caregiver understanding of data or progress. Make changes as needed.

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.

SoonerStart is implementing the Pyramid Model framework as the SSIP. The PM 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. Implementing this framework with fidelity will impact the SiMR by changing SoonerStart policies, procedures and practices at the program and provider levels, while also improving parent/caregiver outcomes by increasing their capacity to meeting the SE needs of their children. As a result of these improvements, children's

outcomes will be enhanced.

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

At the targeted tier (level of support), 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 intensive tier (level of support), 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.

The EBPs highlighted by the PM framework 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). Independent research supports PM practices (e.g., Hemmeter, Snyder, Fox, & Algina, 2016; Hemmeter et al., 2021). Each tier of the PM is informed by science and comprises evidence-based practices that promote and support 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 targeted 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 intensive tier, individualized, intensive interventions are designed and implemented to reduce persistent, challenging behaviors and teach new skills. PTR-F is the recommended evidenced-based practice for children in high need of interventions, as it is situated in applied behavior analysis and positive behavior supports. It has been identified through a literature review to be an appropriate intervention for children younger than 3 years (Conroy, Dunlap, Clarke, & Alter, 2005).

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

In mid-2022, the SLT re-evaluated using the data collection tool originally selected to monitor evidence-based practice implementation. SoonerStart determined that the Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF) was specifically developed as a tool to be used by Practitioner Coaches in practice-based coaching cycles with EI providers. While this is a helpful tool for its purpose, it will not be used frequently enough to monitor daily fidelity to implementation. The SLT concluded that the Early Intervention Implementation Checklist (EIIC) was a more appropriate instrument to measure the use of evidence-based practices by the early interventionist on a regular basis.

In late 2022, the SLT enacted procedures requiring EI providers to complete the EIIC one time per week as a self-assessment of the evidence-based practices they demonstrated during an intervention visit with one family. The data is collected electronically, and reports are generated as needed. In Year 2, the SLT reviewed the data to monitor fidelity of implementation to completing the EIIC weekly at the PM implementation sites. Based on the number of EI providers employed at each site during the reporting period (October, November and December 2022), with consideration of staff vacation time, SoonerStart expected 410 EIICs to be completed. The data retrieved from the online system indicated there were 312 EIICs recorded, resulting in a 76.10% rate of fidelity to implementation of completion. In 2023, SoonerStart will continue to monitor fidelity to implementation of the EIIC. Practice change will be assessed through the analysis of evidence-based practices reported as completed on the EIIC.

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.

IFSP teams utilize the ASQ-SE-2 completed at intake and at the 6-month and 12-month IFSP reviews to inform IFSP outcomes and services to address social and emotional needs. For the SiMR, SoonerStart reported that 58.09% of children at the PM implementation sites (after six months of IFSP services) scored Below Cut-off indicating no social-emotional concerns. Further analysis indicates that 29.5% (18 of 61) of the children scoring Below Cut-off had improved from prior At-Risk or Above Cut-off scores they received for their initial ASQ:SE-2 at intake. Although EI providers have had a very limited time to implement focused PM practices, SoonerStart believes this progress data supports the decision to continue the ongoing use of all evidence-based practices as designed in the PM framework.

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 continue implementation of the third component of the Theory of Change (EI providers develop and utilize their acquired knowledge and skills in providing services to families). The anticipated outcomes include:

Outcome 3.1 EI providers demonstrate knowledge gains in PM EBPs

New staff at implementation sites will be trained in PM practices by SoonerStart personnel (the SSIP Specialist and PD Specialist). SoonerStart will use pre and post training surveys to assess knowledge gains. A follow-up survey will be conducted for personnel who were trained in PM practice in 2022 to assess long-term knowledge gains. These results will be reported and used to measure outcome achievement.

Outcome 3.2 EI providers demonstrate fidelity to implementation of PM EBPs

Service providers are monitored to ensure they are demonstrating fidelity to PM implementation and the use of EBPs. SoonerStart will use the EIIC to monitor fidelity to implementation processes, procedures and practices. Data obtained from the EIIC will be used to inform additional training in the provision of evidence-based practices as needed.

Outcome 3.3 Practitioner coaches demonstrate ability to support and monitor EI providers

Practitioner coaches will demonstrate their ability to support early intervention staff in their provision of services to families. SoonerStart has committed to expanded training time for the new cohort of Practitioner Coaches to build capacity and confidence. Practitioner Coaches will begin coaching cycles with EI providers to support and monitor evidence-based practices when training is completed. Data will be recorded on the EIPPF by the Practitioner Coach and used by the coachee to set goals and inform practice change. SoonerStart will hire a state Practitioner Coach to provide support to local Practitioner Coaches and monitor the coaching process.

SoonerStart met the short-term measures associated with the major outcomes identified for this third component of the

ToC in Year 2. Work will continue toward achieving mid-term measures by the end of Year 3.

SoonerStart added ToC Components four and five along with the associated short, medium, and long-term outcome measurements to the evaluation plan for FFY 2021.

ToC Component four: Families' knowledge about SE development will increase to support their child's SE growth

Outcome 4.1 Caregivers demonstrate knowledge of SE development shared through program implementation of PM EBPs and other activities.

In year three, SoonerStart will utilize the parent portal feature of a child's electronic early intervention record to share social and emotional developmental resources with families. This information will be provided to all families enrolled in Oklahoma's Part C program and will not be limited to the PM implementation sites. SoonerStart will partner with the Oklahoma Parent Center (OPC) to develop a virtual training for families related to SE development in young children.

ToC Component five: Families will recognize their child's SE strengths and manage challenging behavior successfully.

Outcome 5.1 Caregivers report successful management of children's challenging behavior and identification of strengths
SoonerStart will survey caregivers of children receiving EI services at the PM implementation sites for their feedback on the efficacy of the PM evidence-based practices provided to their family. This will collect data on their use of the EBPs and the benefits they realize as a result of using the EBPs. The survey will be developed by the SSIP Specialist with input from the SLT and stakeholders. The survey will be distributed to families annually between their child's 6-month IFSP periodic review and the annual IFSP review.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

Data reflects that progress is being made toward building infrastructure supports at local implementation sites and prospective scale-up sites. SoonerStart has partially or completed achieved short-term measures for all outcomes in ToC components one and two. Short-term measures for ToC component three outcomes supporting the implementation of evidence-based practices have been met.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Stakeholder feedback and support for the SSIP informs and drives all aspects of the work moving forward. 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). Feedback is broadly solicited from early intervention staff through a monthly newsletter. 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 parentheses.

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 (43)
Oklahoma State Regents for Higher Education (1)
Oklahoma Parent Center (2)
Oklahoma Commission on Children and Youth (1)
Oklahoma Partnership for School Readiness (1)
Oklahoma Deaf/Blind Project (1)

Oklahoma Head Start Collaboration Agency (1)
Community Head Start Providers (4)
Early Childhood Education - Oklahoma State Department of Education (2)
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)

In FFY 2021, SoonerStart was excited to engage with new stakeholders representing the Oklahoma Commission on Children and Youth and the Oklahoma Partnership for School Readiness (OPSR). The OPSR facilitates the work of Oklahoma's Pyramid Model State Leadership Team. SoonerStart representatives also serve as members of Oklahoma's Pyramid Model State Leadership Team.

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 has continued to engage stakeholders in SSIP improvement efforts through bi-monthly meetings designed to provide updates on Pyramid Model implementation activities and seek input on proposed next steps. Stakeholders also receive the Pyramid Model newsletter monthly which describes evidence-based practices promoted at the local Pyramid Model implementation sites.

SoonerStart hosted eight meetings to engage stakeholders in key improvement efforts during 2022. These meetings were held on:

January 13, 2022
February 9, 2022
March 25, 2022
June 20, 2022
August 15, 2022
September 7, 2022
November 7, 2022
December 7, 2022.

Stakeholder meeting agendas are shared in advance via an email invitation that includes the link to the SSIP information pages posted on the SoonerStart website. A brief overview of the SSIP process and Pyramid Model framework is provided at each meeting and stakeholder input continues to be solicited during meetings in multiple ways. SoonerStart frequently uses 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 are added to meeting presentations when necessary for voting on improvement strategies and evaluation methods. Stakeholders who are unable to attend a real-time virtual meeting, have the option to view the recorded discussion and email their questions or suggestions.

In December 2022, SoonerStart surveyed stakeholders to learn what they were most interested in receiving more information about in the coming year. With a 33% response rate, stakeholder priorities are listed in order below:
I would like to learn more about universal, targeted and intensive intervention strategies (54%)
I would like to learn more about data results of social and emotional improvement activities and fidelity monitoring (46%)
I would like to learn more about supporting social and emotional development in infants and toddlers (42%)
I would like to learn more about Practice-Based Coaching (35%)
I would like to learn more about SoonerStart's use of the Division of Early Childhood (DEC) recommended practices (27%)
I would like to learn more about scale-up of the Pyramid Model framework to other pilot sites (19%)
I would like to learn more about on-going assessment of social and emotional development using the ASQ:SE2 (15%)
Stakeholders were also asked if they would be interested in receiving occasional program updates or additional

information by email (73%); serving on a task group to explore ideas for Family Engagement (54%); and/or participating in training opportunities on social and emotional development and the Pyramid Model (26%).

SoonerStart strives 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. The survey disseminated to stakeholders in December 2022 asked for feedback on their satisfaction with the stakeholder process. Respondents indicated that they are given enough opportunity to ask questions and share ideas during stakeholder meetings (88%) and feel that their participation in stakeholder meetings is important (85%)

In the upcoming year, SoonerStart will work to improve stakeholder satisfaction and build presentations that focus meeting discussions based on stakeholders' stated priorities. The program intends to be more intentional in ensuring meeting participants have opportunities to ask questions and share their ideas and that the information presented is understandable. SoonerStart will also increase the use of email notifications to provide updates on activities and explore options for stakeholder participation in Pyramid Model trainings and creating a Family Engagement task group.

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.

None

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.

As mentioned in previous sections, SoonerStart experienced multiple obstacles in launching practice-based coaching. In Year 2. After practitioner coaches completed training provided by the PMC, SoonerStart learned that the volunteers were not the appropriate EI staff to serve as Practitioner coaches because they also served in a supervisory role. Using the trained staff in a dual role could put the fidelity of the coaching process at risk. In mid-2022, new coaches were selected and trained. A Coaching CoP met monthly to support the coaches to provide effective practice-based coaching. In December 2022, the program experienced a major set-back in the implementation of PBC when all but one trained Practitioner coach resigned from SoonerStart or decided against continuing in that role.

In Year 3, funding has been allocated to hire a state Practitioner Coach to assist in the training of local practitioner coaches and to provide support and monitor the coaching process, however an unexpected lead agency hiring freeze has delayed recruitment efforts. The SSIP Specialist and PD Specialist have re-organized the training process for new practitioner coaches to include peer support and increased interactive learning. SoonerStart has also committed to expanded training time for the new cohort of Practitioner Coaches to build capacity and confidence.

Provide additional information about this indicator (optional).

In addition to informing the SiMR, the ASQ:SE-2 data also provide an early opportunity in the Part C process to support families with concerns about their child's social emotional development. As a part of Oklahoma's commitment for continuous improvement, the ASQ:SE-2 was added as a component of the intake for children referred to the program after January 1, 2022. If the results suggest 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.

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: